

2023 Institutional Self Evaluation Report



MIRACOSTA COMMUNITY COLLEGE DISTRICT

MiraCosta Community College District

**Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation**

**Submitted by
MiraCosta College
1 Barnard Drive
Oceanside, CA 92056**

to

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

December 2022

Certification

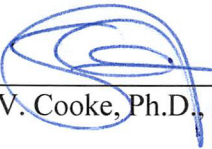



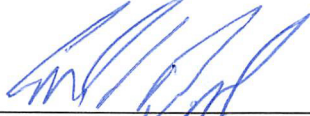

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Sunita V. Cooke, Ph.D.
MiraCosta College
1 Barnard Drive
Oceanside, CA 92056

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 _____ Sunita V. Cooke, Ph.D., <i>Superintendent/President</i>	<i>12/6/22</i> _____ Date
 _____ Anna Pedroza, <i>President, Board of Trustees</i>	12/06/22 _____ Date
 _____ Christopher Tarman, <i>Accreditation Liaison Officer, Dean of Research, Planning and Institutional Effectiveness</i>	<i>12/6/22</i> _____ Date
 _____ Leila Safaralian, <i>President, Academic Senate</i>	<i>12/7/22</i> _____ Date
 _____ Carl Banks, <i>President, Classified Senate</i>	<i>12/7/2022</i> _____ Date
 _____ Monserrate Ayala, <i>President, Associated Student Government</i>	<i>12/7/2022</i> _____ Date

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Introduction

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Certification of Continued
Compliance with Eligibility
Requirements

Certification of Continued
Institutional Compliance with
Commission Policies



A. Introduction

College History

Oceanside-Carlsbad Junior College 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. In 1956, the Western Association of Schools and Colleges granted the College full accreditation status. By the end of the decade, the school population grew to 500 full-time students. 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, 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 District to include the areas of Del Mar, Solana Beach, Encinitas, Carlsbad, Oceanside, and parts of San Diego, as illustrated in Figure 1. The College then purchased 47 acres in Cardiff-by-the-Sea to build an additional campus to better accommodate the southern portion of the District. The San Elijo Campus (SEC) opened its doors in 1988. The first semester it was open, nearly 2,500 credit students—1,000 more than were anticipated—enrolled. During the following decades, the SEC expanded to include new buildings for classrooms, a new student center, and a new science complex.

Growth and expansion continued during the last quarter of the 20th century and into the first decade of the 2000s. By 1990, MiraCosta College had nearly 11,000 credit and noncredit students taking classes; in 1995, students began taking classes online. In 1998, the College used local funds to purchase property on Mission Avenue in Oceanside and, in 2000, created a permanent facility, the Community Learning Center (CLC), for its growing adult education program. Many new facilities opened on the Oceanside Campus (OC), including the performing arts theatre, student center, science complex, biotechnology center, and library.

As the College grew during the 2000s, so did student enrollment, which reached an all-time high in fall 2016 with more than 15,000 credit and 3,000 noncredit and adult high school students. During this period, the College also experienced dramatic growth in the enrollment of U.S. military-affiliated students. MiraCosta College currently enrolls more than 3,000 veterans and their family members.

To accommodate increased student interest in the sciences and overall enrollment growth, the College installed modular, fully sustainable, high-tech science labs on the OC and a new permanent science building on the SEC.



Figure 1. MiraCosta College District Service Area

The College also opened another site 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 San Diego County. Founded in 2015, the Technology Career Institute (TCI) was made possible due to a \$2.75 million grant from the U.S. Department of Labor and a strong relationship with the City of Carlsbad, which leased the building to the College at a discounted rate. Not-for-credit programs offered at the TCI include Engineering Technician, Drone Pilot and Technician, Biomedical Equipment Technician, and BrewTech, one of only four programs in the country recognized by the Master Brewers Association of the Americas ([IN-1](#)).

The TCI also hosts the North San Diego Small Business Development Center (SBDC), which is a partnership program with the U.S. Small Business Administration and the California Community Colleges Chancellor's Office (CCCCO). The SBDC provides services to meet the needs of entrepreneurs throughout North San Diego County. SBDC services are free or inexpensive and include one-on-one counseling and workshops.

Major Developments Since the Last Self-Evaluation

Facilities and Technology Improvements

The College continues to improve its facilities and instructional technologies. Approved by nearly two-thirds of voters in 2016, Measure MM is a \$455 million general obligation bond to modernize aging facilities and upgrade instructional technology. The measure provides for several key improvements, including the following:

- Upgrades to the Veterans Center to enhance facilities and services that provide job training, job placement, and counseling and support services.
- Upgrades to career training facilities for science, health care, technology, and skilled trades.
- Modernized instructional technology for improved student learning in core subjects like math, science, and technology.
- Improved access for students with disabilities.
- Repair or replacement of leaky roofs, worn-out floors and restrooms, outdated plumbing, and faulty electrical systems.
- Updated science centers and labs to allow for state-of-the-art courses in biology, chemistry, and physical sciences.

MiraCosta College recently celebrated the completion of three new construction projects: the OC track and athletic field, SEC student services and administration building, and CLC student services building and monument sign. The District has also completed numerous renovation projects.

Redesigning the Student Experience

In 2015, MiraCosta was selected to participate in Achieving the Dream (ATD), a national network of community colleges committed to improving student success and equity, and embarked on a District wide effort to redesign the student experience through a lens of racial justice. Initial efforts focused on collecting and disaggregating data related to student outcomes and developing analytical tools to isolate specific student success gaps and track future progress. Based on the data, the College identified three key target areas for improvement:

- Equity gaps in completion rates for Black/African American, Hispanic/Latinx, and older students.
- High retention risks for students earning fewer than 12 units in their first year.
- Too many students failing to complete transfer-level math and English.

The experience in the first three years of ATD placed institutional research at the center of the College's student success and equity efforts. Data and the student voice remain central as the

College seeks to understand bottlenecks and points of inequity for students. In 2016, the College focused on a two-pronged approach: reformation of developmental education and implementation of Guided Pathways, a framework to redesign the student experience to address equity and student success gaps. These served as the “big bets” for the institution.

Mission, Vision, Values, Commitment, Goals

Working with ATD, identifying the “big bets,” earning Hispanic Serving Institution (HSI) status, and committing to equity and racial justice helped shape the College’s revision of its mission, vision, values, and commitment in 2018. MiraCosta College states its commitment to equity and inclusion in its values. The College’s *Long-Term Planning Framework 2020–2026* explicitly defines MiraCosta College values—community, diversity and inclusion, equity, excellence, innovation, institutional accountability and responsibility, integrity, mutual respect, student-centeredness, and sustainability and stewardship ([IN-2](#)). These values inform strategies and activities that lead to steady, sustainable, and measurable improvement on four institutional goals, which are broad statements of what the College hopes to achieve. The framework provides intentional action phrases for each goal that can be addressed with more specific strategies within other College plans. Strategies and activities to meet these goals are highlighted in the recently revised and streamlined Educational Master Plan, which includes work to implement the “big bets” ([IN-3](#)).

English and Math Placement Reform

Reforming the College’s placement and remedial education pathways in English and math has been one of the College’s highest priorities since 2016. MiraCosta was an early adopter of new assessment methods that were later required by California Assembly Bill (AB) 705. This law required California community colleges to assess for placement based upon multiple measures, including high school coursework, grades, and grade point average, which are considered better predictors of college success than previous assessment methods.

After several years of piloting different multiple-measures placements, the College began the full implementation of AB 705 placement rules from the CCCApply statewide online admission application in January 2019. All students now have direct access to transfer-level English and math courses. In addition, English and math faculty modified the curriculum and created co-requisite courses to provide “just-in-time” remediation. For example, since January 2019, 90 percent of students assessed by the new placement rules have subsequently enrolled in a transfer-level math course (with or without support) or non-math transfer-equivalent course. For students who attempted their first math course during this time, 65 percent completed transfer-level math within one year of their first math enrollment—more than twice the historical throughput rate of 30 percent using the previous placement test ([IN-4](#)). As of fall 2022, the College no longer offers pretransfer-level courses as part of the English and math course sequences.

Academic and Career Pathways

As an ATD leader college and through its continuing partnership with the California Guided Pathways 2.0 Project, MiraCosta continues to refine its Guided Pathways framework, rooted in the work of equity and inclusion. This second “big bet” has focused energy and effort over the past five years on ensuring students enter their academic paths with direction and purpose. Students are directed into one of six Academic and Career Pathways (ACPs) and are provided with a comprehensive student educational plan to help ensure they can meet their educational goals in the time frame they choose. This time frame is accelerated by placing students directly into transfer-level English and math courses and providing them with support to maximize their opportunity for success.

In fall 2020, the College formed dedicated ACP success teams to support disproportionately impacted student groups at scale. The teams cross-functionally integrate success coaches, counselors, instructional faculty, career liaisons, and peer mentors from various departments. They offer support through academic planning, tutoring, career exploration, and community-building events. Approximately 5,500 students from the last three cohorts have benefited from the work of these teams. The rate of students who complete 24 units in their first year has increased from 29 percent in 2017 to 36 percent in 2021 ([IN-5](#)). Along with Academic Support and Equity (ASE) programs designed around student affinity groups, the ACP success teams help disproportionately impacted students stay on their educational pathway through wrap-around support and just-in-time interventions. Finally, the College ensures students’ basic needs are met through a case management model so students in need can focus on their education.

Commitment to Racial Justice

Prior to the murder of George Floyd, the College developed a formal commitment to a racially just campus climate that welcomed, nurtured, and validated individuals and their diverse cultures. The College also assumed institutional responsibility for closing the equity gap for disproportionately impacted populations. Alongside the College’s mission, vision, values, and goals, the commitment was approved by the governance groups and the Board of Trustees (BOT) in spring 2020 and serves as one of the pillars for MiraCosta’s long-term planning framework.

Consistent with the College’s commitment to racial justice, and in response to the June 2020 CCCCCO call to “actively strategize and take action against structural racism” ([IN-6](#)), MiraCosta began campus-wide book reads, followed by “All College Day” (convocation) book discussions, with a focus on antiracist and equity-minded topics, beginning with *How to Be an Antiracist* by Ibram X. Kendi in fall 2020 and featuring Professor Kendi at the spring 2021 “All College Day” event ([IN-7](#)). In fall 2021, the College read *From Equity Talk to Equity Walk* by Estela Bensimon, who led the discussion at the spring 2022 convocation event ([IN-8](#)). Most recently, the College read *Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities* by Gina

Ann Garcia, who gave a campus-wide keynote address and workshop in October 2022 ([IN-9](#)). More than 900 sets of books have been distributed to faculty, staff, and administrators thus far.

Additionally, since summer 2020, more than 200 employees have completed the Black Community Ally Training (BCAT) Program to increase their understanding of anti-Black racism and strengthen strategies and skills to advance racial equity at MiraCosta College. Created and administered by Associate Faculty Member Shawntae Mitchum and Dean of Counseling and Student Development Dr. Wendy Stewart, the self-paced four-part interactive BCAT is open to all employees and allows participants to work in small cohorts across four to five weeks ([IN-10](#)). The program launched its ninth and tenth cohorts in fall 2022.

Pandemic Response to Students' Basic Needs

Anticipating sudden student needs even before COVID relief funds were available, the MiraCosta College Foundation immediately raised nearly \$500,000 for customized “emergency kits” for students who needed technology and other supports ([IN-11](#)). When COVID relief funds were available, the College used intentional outreach to provide emergency grants and rental assistance to help students meet some of their basic needs and continue their education. From spring 2020 through fall 2021, students who received support had higher persistence rates than students who did not ([IN-12 p. 13](#)).

The Campus Assessment, Resources and Education (CARE) Program continued to provide basic needs support through individualized case management sessions for students referred to the program. In spring 2020, the College received 564 "CARE/Concern for an Individual (Support)" referrals; it received 1,867 referrals between fall 2020 and fall 2021. These referrals are inclusive of housing and food insecurity concerns as well as mental health and other basic need concerns. To address the growing need of food insecure students, the CARE Program switched to a "drive-thru" style food distribution during summer 2020 through fall 2021. During this time, the College served 4,752 individuals with more than 123,000 pounds of produce and dry goods. In fall 2021, MiraCosta reopened its OC and CLC food pantries, which were accessed nearly 2,000 times by students.

Futures Thinking

MiraCosta is taking steps to ensure accountability for strategies in the College’s major plans by cyclically reviewing and updating them through a “futures” lens aimed at creating just, equitable, and sustainable futures. Since 2019, College leaders, including the BOT, have enhanced their understanding of futures thinking, honing their skills and use of tools to forecast multiple possibilities for the future. In fall 2021, nearly 60 faculty, classified professionals, administrators, BOT members, and students began a year-long journey to ensure the College anticipates signals, trends, and future disruptions (like the pandemic) to design processes and structures that will

prepare MiraCosta's students for more just, equitable, and sustainable futures. More than 100 people were trained in workshop sessions and in fall 2022, the College began offering online, self-paced cohort training for developing futurists ([IN-13](#)).

Recent Recognitions

In October 2022, the College was awarded a \$3 million Title V grant from the U.S. Department of Education (ED). Title V grants are competitively awarded to colleges and universities that have been designated as HSIs based on their enrollment of Latinx students. During the next five years, the grant will apply a Guided Pathways framework to increase MiraCosta's efforts to advance its Latinx students' academic and social support and better connect their education to high-demand careers ([IN-14](#)). The MiraCosta College Foundation will match a portion of the annual grant funds to create a longer lasting endowment to ensure the grant will have impact beyond its five-year term.

In September 2022, MiraCosta College was one of 77 colleges and universities across the country recognized with the "2022 Inspiring Programs in STEM Award" by INSIGHT Into Diversity. The institutions were chosen because of their cutting-edge programs devoted to the work of improving diversity, equity, and inclusion in science, technology, and math (STEM) programs. The College's biomanufacturing bachelor's degree was highlighted as a role model to other higher education institutions and beyond ([IN-15](#)).

The College's CARE program manager, Devon Boone, was recognized for his leadership, programming quality, and outcomes he and his department have realized in furthering equity and inclusion within the College. In 2021, he received the "Commitment to Equity & Inclusion Award" from the Higher Education Case Managers Association ([IN-16](#)). In fall 2022, his approach was recognized as a holistic student support leader in *Celebrating Exemplary Student Support Leaders: Stories and Practical Advice from California Community College Faculty and Staff*. The authors credited Boone for designing a basic needs data dashboard enhanced by research and direct student quotes to give the data a more comprehensive and humanized context ([IN-17](#)).

In June 2022, the MiraCosta College Oceanside Jazz Orchestra (MOJO) was named the top large jazz ensemble in the community college category in the nation's premier jazz magazine, DownBeat. This is the third time MOJO has received top honors from DownBeat magazine. The first time the jazz ensemble was named top ensemble was in 2015. Guitarist Adam White also received the "Outstanding Performance for a Jazz Soloist Award" in the community college category ([IN-18](#)).

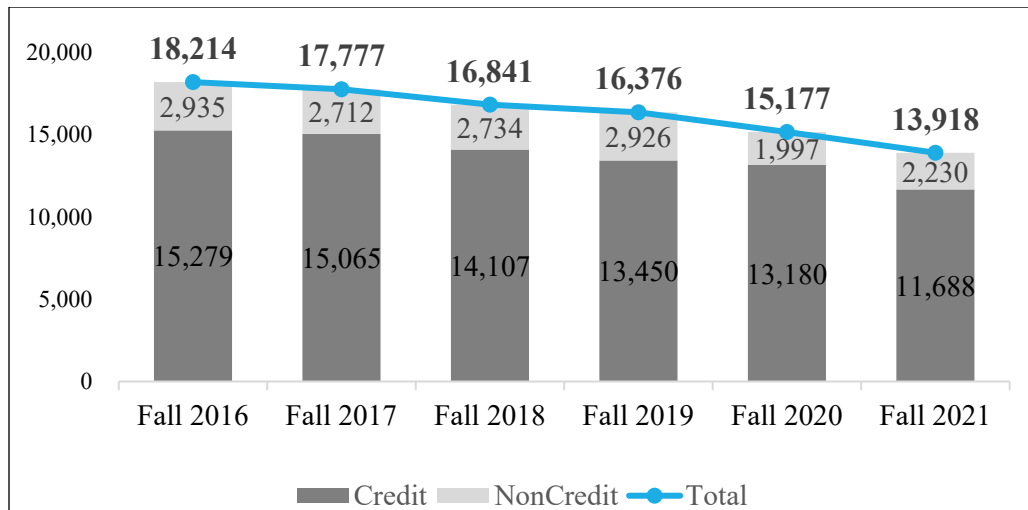
MiraCosta College was recognized in two different categories in the December 2021 edition of *Diverse Magazine*:

- MiraCosta ranked 94 out of 2,507 institutions, placing the College in the top four percent, in serving total minority students who earned an associate degree in all disciplines ([IN-19](#))
- MiraCosta ranked 77 out of 2,507 institutions, placing in the top three percent, in serving Hispanic students who earned an associate degree in all disciplines.

Additionally, *Hispanic Outlook* magazine ranked MiraCosta College 76th in the nation among the nearly 1,100 two-year colleges in awarding associate degrees to Hispanic/Latinx students ([IN-20](#)). Both publications used ED National Center for Education Statistics data for 2019/20.

Student Enrollment Data

Since hitting an enrollment peak in fall 2016, the College’s total unduplicated headcount has declined steadily in each subsequent year, as Figure 2 illustrates. The noncredit headcount dipped sharply in fall 2020 (due to the pandemic); however, the number of students increased the subsequent fall semester. In fall 2021, 13,918 unduplicated students enrolled at MiraCosta (11,688 credit; 2,230 noncredit).



Source: MiraCosta College Data Warehouse

Figure 2. Credit and Noncredit Unduplicated Headcount

Figure 3 displays enrollment densities by zip code (with darker colors denoting more enrollments); Figure 4 shows the proportion of student headcount by city. The highest percentage of students reside in Oceanside and/or Camp Pendleton (34 percent), followed by 15 percent in Vista and San Marcos, 15 percent in Carlsbad, 6 percent in Encinitas/Cardiff, 4 percent in Carmel Valley/Del Mar, and 2 percent in Solana Beach/Rancho Santa Fe. Almost 40 percent of students live outside of District boundaries. The proportion of students residing in zip codes outside of the District has increased since the pandemic and the increase in online course offerings.

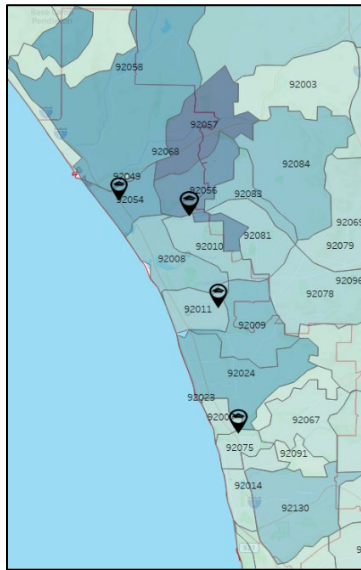
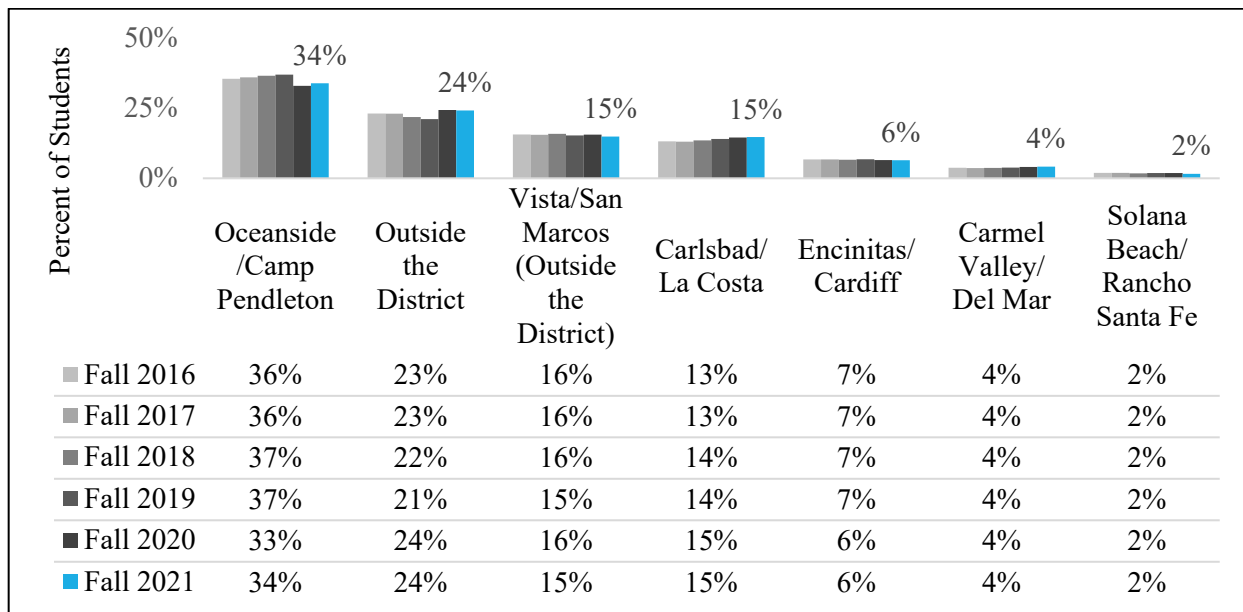


Figure 3. MiraCosta College Enrollment Density by Zip Code



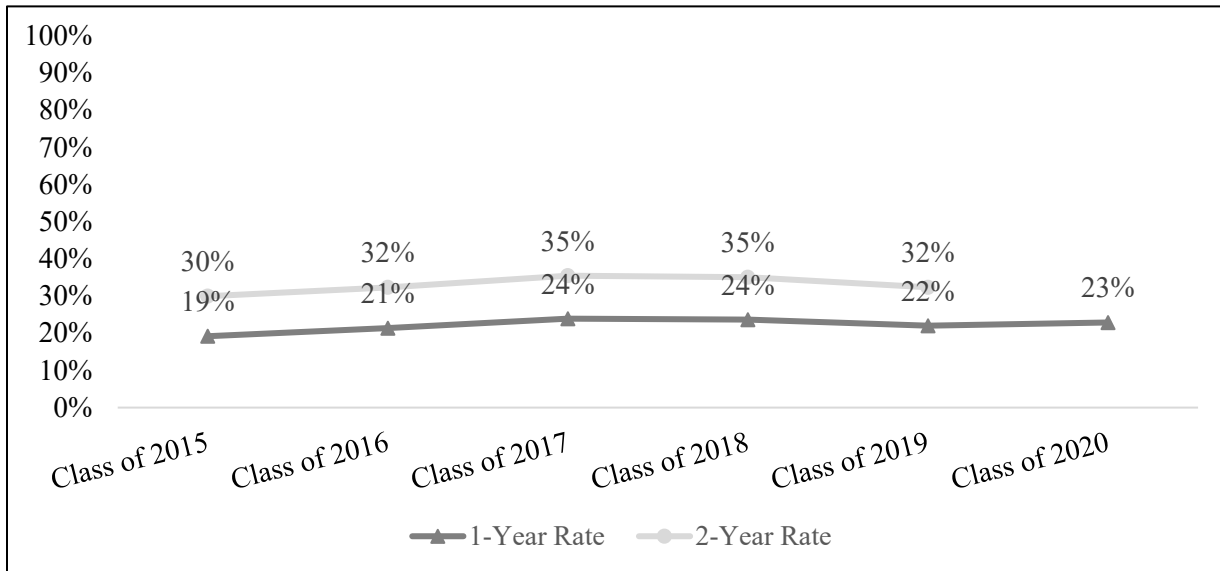
Source: MiraCosta College Data Warehouse

Figure 4. Credit Student Service Area Distribution

Within the District, MiraCosta College draws students from three school districts: Oceanside Unified School District, Carlsbad Unified School District, and San Dieguito Union High School District. The College defines its high school capture rate as the percentage of students who enroll at the College soon after graduating from high school. The capture rate is defined two ways:

- One-year capture rate: percentage of students who enroll at MiraCosta in the summer or fall terms immediately following their graduation from high school.
- Two-year capture rate: percentage of students who enroll at MiraCosta at any point in the two terms (summer, fall, or spring) immediately following their graduation from high school.

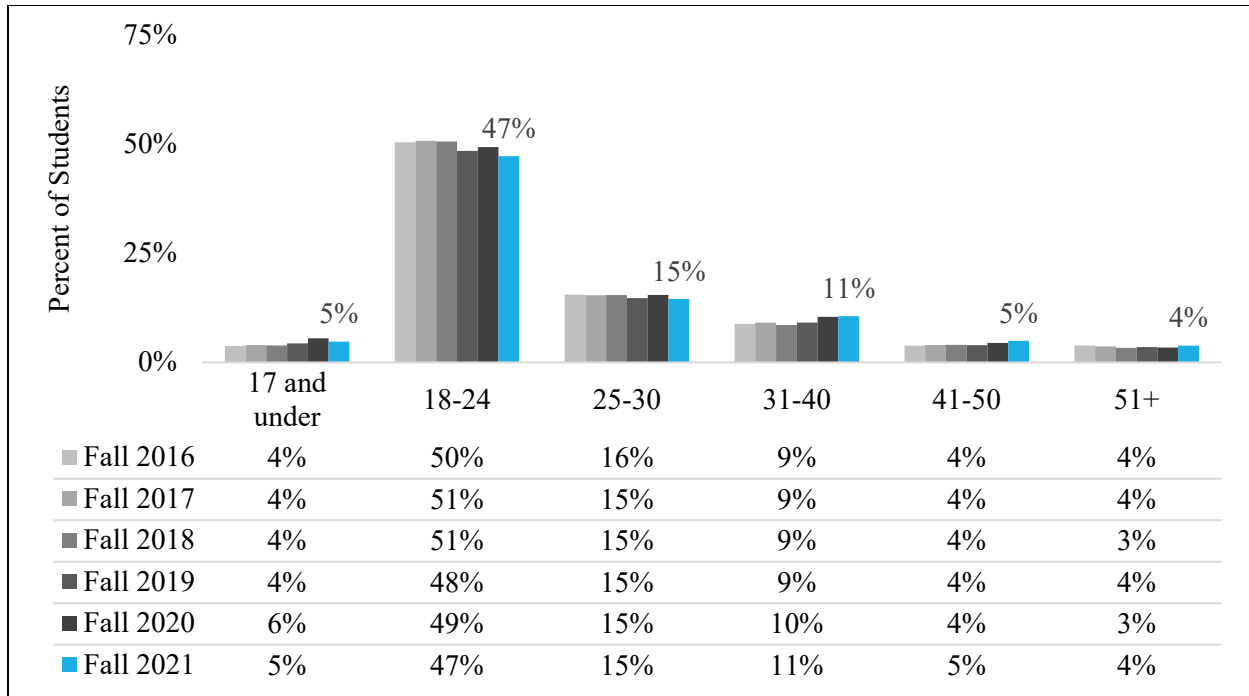
Approximately 4,000 students graduate from District high schools each year. Over the last five years, the College’s capture rate has averaged about 23 and 33 percent for the one- and two-year rate, respectively, as Figure 5 illustrates.



Source: California Department of Education Data and MiraCosta College Data Warehouse

Figure 5. High School Capture Rates 2015–2020

Credit students at MiraCosta College are primarily of traditional college age. Over half (53 percent) of the students are under the age of 24. The percentage of students who are age 31 or older has increased slightly over the past two years, as Figure 6 illustrates.



Source: MiraCosta College Data Warehouse

Figure 6. Credit Student Age Distribution

In addition, more female students (59 percent) than male students (39 percent) enroll at MiraCosta College. As Table 1 illustrates, the proportion of male students has decreased since fall 2018.

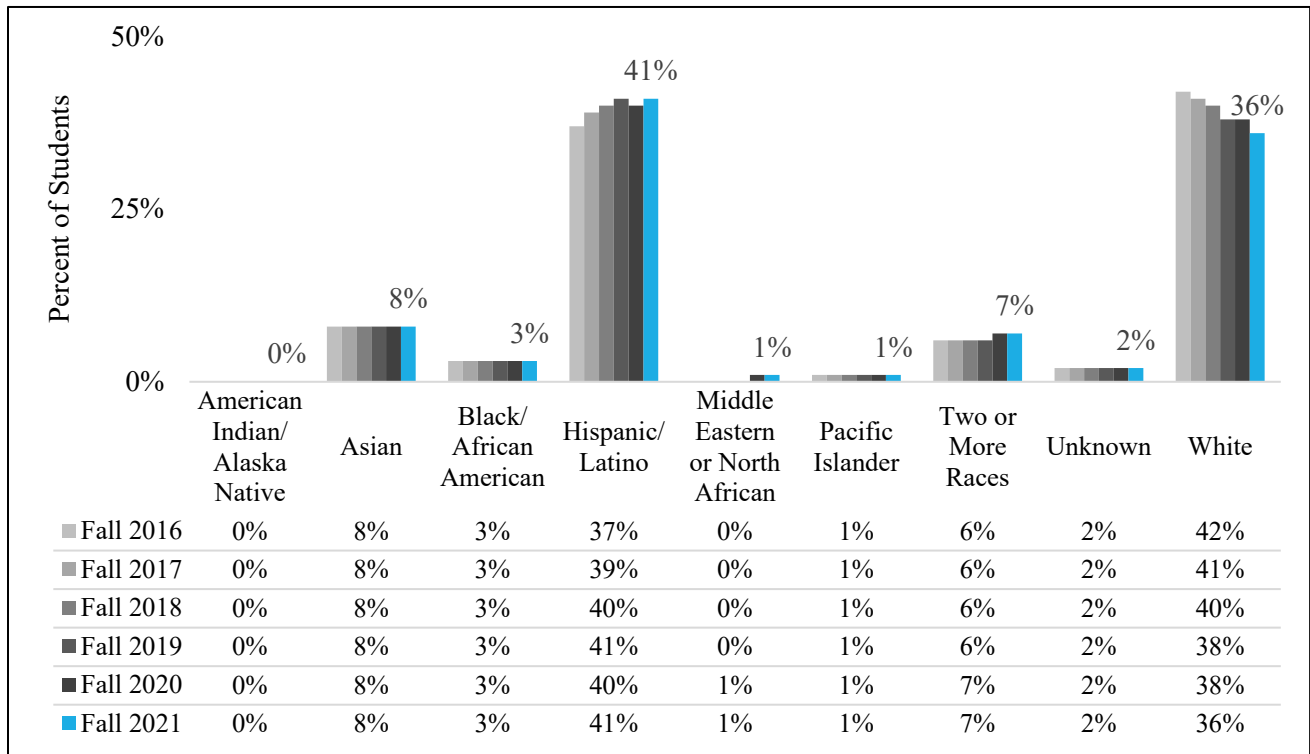
Table 1. Credit Student Gender Distribution

	Fall 2016 N=15,279	Fall 2017 N=15,065	Fall 2018 N=14,107	Fall 2019 N=13,450	Fall 2020 N=13,183	Fall 2021 N=11,690
Female	58%	57%	57%	58%	60%	59%
Male	42%	40%	42%	41%	38%	39%

Source: MiraCosta College Data Warehouse

In fall 2021, the largest proportion of the student headcount was composed of Hispanic/Latinx students (41 percent), as illustrated in Figure 7, followed by White students (36 percent), Asian students (8 percent), students who identified with two or more races or ethnicities (7 percent), Black or African American students (3 percent), Middle Eastern or North African students (1 percent), Pacific Islander students (less than 1 percent), and American Indian or Alaskan Native students (less than 1 percent). The percentage of Hispanic/Latinx students has grown by more

than four percent over the past six years, whereas the percentage of White students has decreased proportionally in the same time frame.



Source: MiraCosta College Data Warehouse

Figure 7. Credit Student Race/Ethnicity Distribution

Like at other community colleges across the state, most students at MiraCosta do not attempt 12 or more units during the semester (i.e., full-time student status). On average, about 35 percent of students in credit programs attend full-time in any given fall semester as Table 2 illustrates.

Table 2. Credit Student Enrollment Status Distribution

	Fall 2016 N=15,279	Fall 2017 N=15,065	Fall 2018 N=14,107	Fall 2019 N=13,450	Fall 2020 N=13,183	Fall 2021 N=11,690
Full-time	34%	35%	36%	37%	36%	35%
Part-time	66%	65%	64%	63%	64%	65%

Source: MiraCosta College Data Warehouse

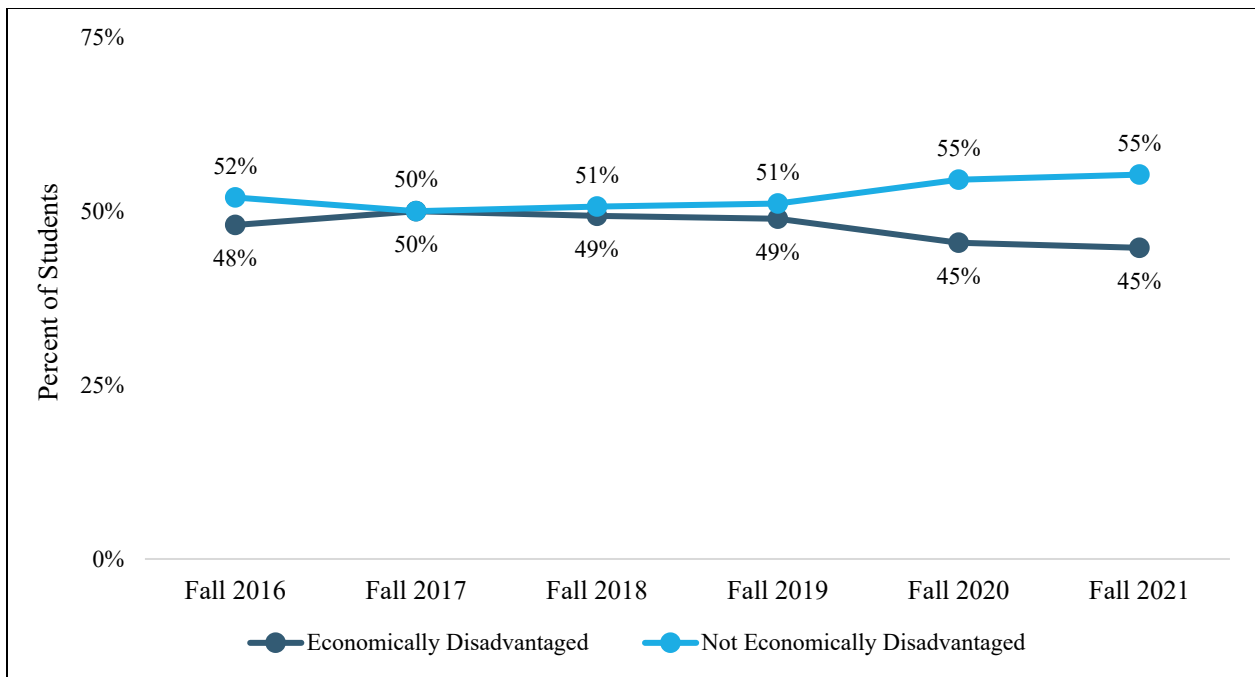
On average, about 28 percent of the fall semester headcount are first generation students to college, as Table 3 illustrates, and nearly half are economically disadvantaged, as Figure 8

illustrates (although this percentage has declined since the enrollments were affected by the pandemic).

Table 3. Credit Student Generation Status

	Fall 2016 N=15,279	Fall 2017 N=15,065	Fall 2018 N=14,107	Fall 2019 N=13,450	Fall 2020 N=13,183	Fall 2021 N=11,690
First-generation	28%	29%	29%	29%	27%	28%
Not first-generation	65%	65%	65%	64%	67%	66%

Source: MiraCosta College Data Warehouse



Source: MiraCosta College Data Warehouse

Figure 8. Credit Student Income Status

Lastly, MiraCosta College serves a sizeable population of active military, veteran, and dependent students, accounting for over a quarter of the fall semester headcounts (27 percent).

Labor Market Data

In 2019, Home Health and Personal Care Aides topped the list of occupations with the most job openings, followed by Retail Salespersons/Cashiers, as Table 4 illustrates. Among high earning occupations, Registered Nurses, General and Operations Managers, Project Management Specialists, and Software Developers had sizable job openings.

Table 4. Top 20 Occupations, Job Openings

Occupation	Median Annual Earnings	2019 Jobs	% Change in Jobs (2016-19)
Home Health and Personal Care Aides	\$28,759	43,553	40.1%
Retail Salespersons	\$30,644	41,047	-4.3%
Cashiers	\$28,510	40,480	6.4%
Fast Food and Counter Workers	\$28,659	40,180	2.4%
Waiters and Waitresses	\$28,509	30,933	3.2%
Office Clerks, General	\$38,610	27,875	-2.0%
Registered Nurses	\$112,241	26,319	4.3%
General and Operations Managers	\$121,663	25,018	9.2%
Laborers and Freight, Stock, and Material Movers, Hand	\$30,911	24,066	24.8%
Project Management Specialists and Business Operations Specialists, All Other	\$80,733	23,916	49.9%
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	\$34,281	22,853	3.4%
Maids and Housekeeping Cleaners	\$30,389	22,040	-2.7%
Postsecondary Teachers	\$101,296	19,103	9.4%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	\$41,874	22,314	-7.3%
Cooks, Restaurant	\$31,385	16,799	20.4%
Software Developers and Software Quality Assurance Analysts and Testers	\$118,541	18,492	7.6%
Customer Service Representatives	\$39,325	19,544	0.7%
Stockers and Order Fillers	\$31,216	20,323	-12.5%
Bookkeeping, Accounting, and Auditing Clerks	\$47,583	17,411	-7.1%
Landscaping and Groundskeeping Workers	\$31,496	16,784	-5.9%

Source: EMSI v2021.2

From 2016 to 2019, Hearing Aid Specialists experienced the greatest percentage of change in jobs, followed by Hoist and Winch Operators and Fabric and Apparel Patternmakers, as Table 5 illustrates.

Table 5. Top 20 Occupations, Job Growth

Occupations	Median Annual Earnings	2019 Jobs	% Change in Jobs (2016-2019)
Hearing Aid Specialists	\$56,017.83	536	484%
Hoist and Winch Operators	\$79,517.76	43	249%
Fabric and Apparel Patternmakers	\$52,866.82	37	245%
Watch and Clock Repairers	\$44,274.88	170	228%
Rail Yard Engineers, Dinkey Operators, and Hostlers	\$40,070.41	36	215%
Correspondence Clerks	\$39,639.48	280	202%
Marriage and Family Therapists	\$46,866.58	3,586	197%
Subway and Streetcar Operators	\$42,798.30	118	185%
Petroleum Pump System Operators, Refinery Operators, and Gaugers	\$81,977.43	172	179%
Social Science Research Assistants	\$52,751.95	870	166%
Chemical Equipment Operators and Tenders	\$52,258.49	988	160%
Special Education Teachers, All Other	\$87,030.12	559	140%
Psychiatric Technicians	\$62,648.62	604	132%
Occupational Therapy Aides	\$74,297.72	81	117%
Veterinary Technologists and Technicians	\$47,763.57	1,524	117%
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	\$41,242.06	156	115%
Rotary Drill Operators, Oil and Gas	\$90,194.94	27	114%
Orthotists and Prosthetists	\$78,892.42	104	111%
Logisticians	\$81,059.17	6,065	102%
Airfield Operations Specialists	\$69,763.20	274	98%

Source: EMSI v2021.2

The highest level of career education (CE) unemployment is among Food Preparation and Serving related occupations (19.6 percent), followed by Sales and Related occupations (10.5 percent), and Management occupations (10.2 percent), as Table 6 illustrates.

Table 6. Top Occupations with High Unemployment

Industry	# Unemployed	% Unemployed
Food Preparation and Serving Related Occupations	9,323	19.6%
Sales and Related Occupations	4,992	10.5%
Management Occupations	4,868	10.2%
Office and Administrative Support Occupations	4,400	9.2%
Construction and Extraction Occupations	3,160	6.6%
Production Occupations	2,782	5.8%
Transportation and Material Moving Occupations	2,728	5.7%
Building and Grounds Cleaning and Maintenance Occupations	2,497	5.2%
Personal Care and Service Occupations	2,415	5.1%
Installation, Maintenance, and Repair Occupations	2,230	4.7%

Source: EMSI v2021.2

Among CE program areas, Business Administration and Management comprised the highest proportion of program completions and had the largest number of annual openings for high wage, in-demand jobs (Table 7), which suggests alignment between the Business Administration and Management program and the labor market.

Other programs with many annual openings for occupations above a living wage include Business Marketing and Sales, Computer Studies and Information Technology, Nursing, and Biotechnology and Biomedical Technology.

Table 7. Top 20 Career Education Programs for Living Wage Jobs, 2019

Program Area	% Total Completions	2019 Jobs	% Change in Jobs: 2016-2019	Average Entry-Level Earnings	2019 Average Earnings
Total Number of Completions	1,101				
Business Administration and Management	21%	60,547	8.6%	\$53,574.42	\$98,479.62
Child Development	13%	12,297	0.2%	\$44,865.51	\$68,492.18
Biotechnology and Biomedical Technology	11%	23,540	19.3%	\$56,720.75	\$98,632.23
Medical Administrative Professional	7%	3,869	23.2%	\$69,603.59	\$118,286.51
Accounting	7%	17,554	-0.3%	\$46,439.72	\$74,520.54
Administration of Justice	6%	8,609	9.6%	\$48,251.49	\$68,970.69
Nursing	5%	33,035	4.6%	\$66,051.57	\$102,630.62
Business Marketing and Sales	5%	50,853	25.8%	\$45,635.80	\$82,739.23
Media Arts and Technology	4%	3,184	-25.0%	\$63,074.05	\$94,031.48
Automotive Technology	4%	5,359	6.3%	\$45,082.63	\$71,780.69
CSIT: Information Technology Programs	4%	33,258	30.4%	\$64,629.61	\$109,148.98
Horticulture	3%	499	-5.5%	\$45,794.25	\$85,480.78
Computer Science	3%	23,084	-7.8%	\$54,377.58	\$81,066.96
Fitness Trainer, Holistic Health, Yoga Programs	2%	194	35.2%	\$40,970.50	\$54,968.80
Music Technology ¹	2%	4,637	-3.3%	\$26,808.68	\$59,408.42
Digital Photography ¹	1%	1,916	2.1%	\$10,862.62	\$51,898.44
Hospitality ¹	1%	13,566	1.5%	\$26,659.49	\$48,727.31
Dramatic Arts and Technical Theater ¹	1%	1,764	-7.6%	\$21,844.47	\$53,601.77
Drafting and Engineering Design	1%	7,505	2.0%	\$45,729.76	\$69,199.62
CSIT: Business Information Worker Programs	1%	43,920	24.3%	\$42,275.48	\$72,616.30

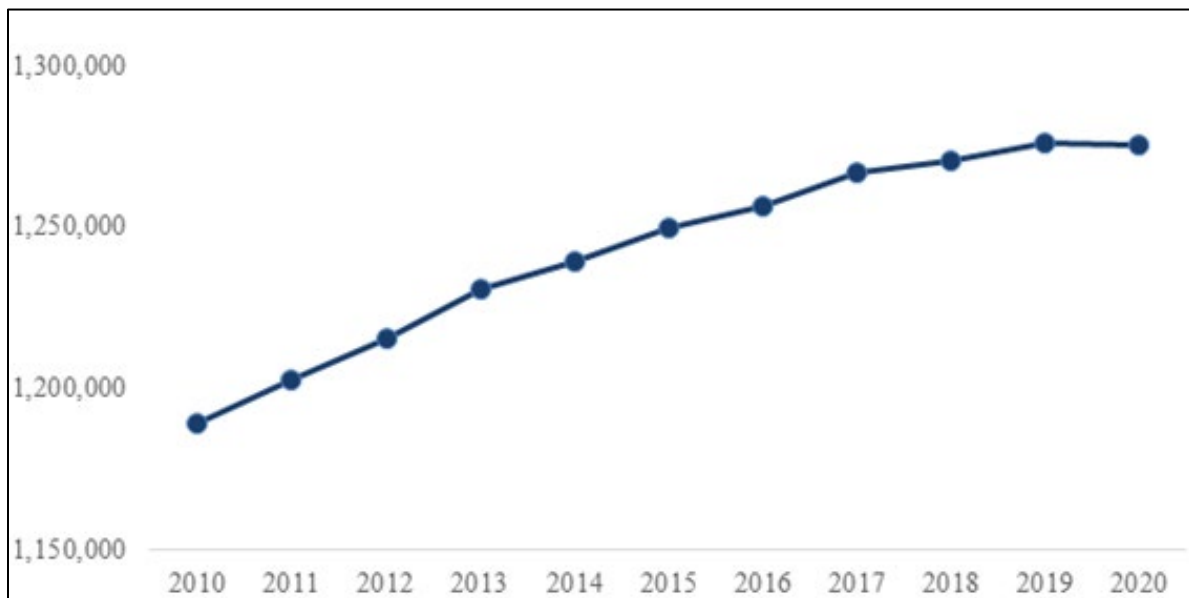
Sources: EMSI v2021.2 and MiraCosta College Data Warehouse.

¹Earnings for all positions related to these programs are below a living wage. As a result, the average across all related occupations within these categories is posted.

Service Area Demographic Data

The MiraCosta College service area was defined using a group of zip codes that captured the largest proportion of total enrollments. These zip codes, which comprised 87 percent of MiraCosta enrollments from fall 2014 through fall 2019, were deemed representative of the College’s San Diego County student population. The zip codes for the service area were then used to derive enrollment data, San Diego Association of Governments (SANDAG) population estimates, and SANDAG population forecasts.

Figure 9 shows that the population for MiraCosta College’s service area was estimated at 1.2 million in 2010 and steadily increased by 50,000 residents over the next five years. Between 2016 and 2019, the population increase slowed, and the number of residents was estimated to slightly decline between 2019 and 2020.



Source: SANDAG 2020 Estimates

Figure 9. Service Area Population Estimates, 2010–2020

The proportion of people in older age groups increased relative to those in younger age categories, as Table 8 illustrates. For instance, the estimated number of people aged 18 to 24 decreased from 11.4 to 8.3 percent over a ten-year period. Meanwhile, the estimated number of people aged 65 and older increased by 2.9 percent. This downward trend in younger individuals within the population may partially explain why MiraCosta College is enrolling fewer students in its most popular age group today (i.e., 18-to-24 years old) than it was ten years ago.

Table 8. Age by Service Area, 2010–2020

Year	10–17 years	18–24 years	25–29 years	30–39 years	40–64 years	65+ years
2010	12.2%	11.4%	8.6%	15.7%	38.0%	14.1%
2011	12.4%	12.2%	9.0%	15.9%	37.2%	13.4%
2012	12.2%	11.9%	9.3%	15.9%	37.0%	13.7%
2013	12.0%	11.6%	9.7%	16.0%	36.7%	14.1%
2014	11.9%	11.0%	10.1%	16.1%	36.5%	14.4%
2015	11.9%	10.5%	10.5%	16.2%	36.1%	14.8%
2016	12.0%	9.9%	10.8%	16.3%	35.7%	15.3%
2017	12.1%	9.3%	10.9%	16.7%	35.3%	15.7%
2018	12.1%	8.9%	10.5%	17.2%	34.9%	16.4%
2019	12.2%	8.6%	9.9%	17.7%	34.5%	17.0%
2020	12.2%	8.3%	9.2%	18.4%	34.2%	17.7%

Source: SANDAG 2020 Estimates

Between 2010 and 2020, the MiraCosta service area became more diverse. Table 9. shows a notable decline in the White population, decreasing from 57.3 percent in 2010 to 52.5 percent in 2020. At the same time, the Latinx population rose by 2.8 percent, and the College experienced a slight increase in the estimated proportion of individuals identifying as Asian, Black, and two or more races.

Figure 10 shows the population projection for the College’s service area from 2020 to 2035. The population is projected to increase by approximately 30,000 residents from 2020 to 2025. The population is then projected to slowly increase at a linear rate from 2025 through 2035, adding around 24,000 residents over the ten-year period.

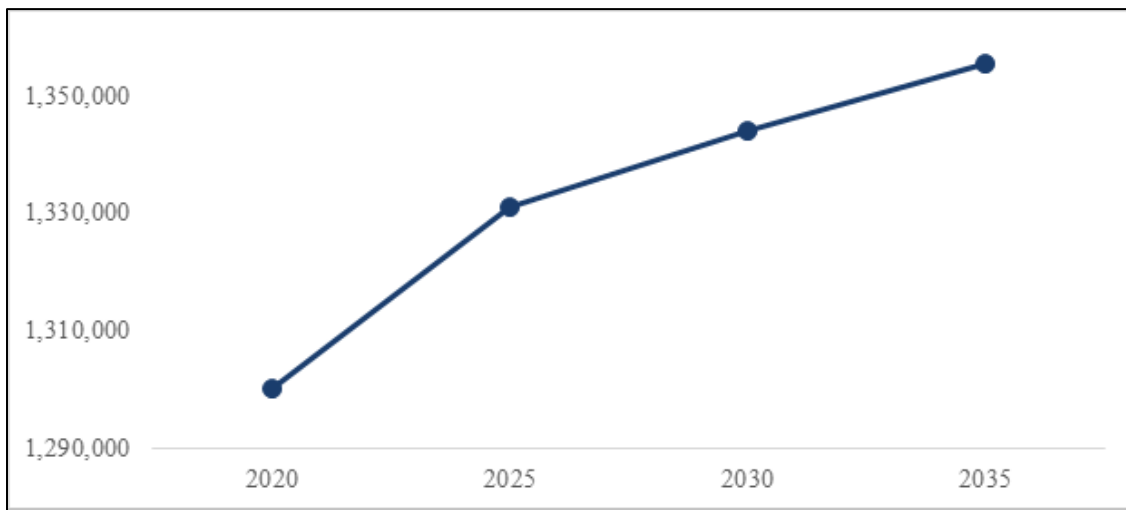
Socio-economic Data

In Table 10, household income is broken out by different locations within the MiraCosta service area. Median household income was highest in the area encompassing Del Mar, Solana Beach, Cardiff, Carmel Valley, and Rancho Santa Fe as well as the cities of Carlsbad and Encinitas. In contrast, median household income was lowest in the zip codes encompassing the Oceanside/ Camp Pendleton part of the service area.

Table 9. Ethnicity by Service Area, 2010-2020

Year	Latinx	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Other	Two or More	White
2010	24.7%	0.4%	11.9%	2.1%	0.4%	0.2%	3.1%	57.3%
2011	25.6%	0.4%	12.4%	2.4%	0.4%	0.2%	3.1%	55.5%
2012	25.7%	0.4%	12.4%	2.4%	0.4%	0.2%	3.2%	55.3%
2013	26.0%	0.4%	12.4%	2.4%	0.4%	0.2%	3.2%	54.9%
2014	26.2%	0.4%	12.5%	2.4%	0.4%	0.2%	3.3%	54.5%
2015	26.5%	0.4%	12.5%	2.5%	0.4%	0.2%	3.3%	54.1%
2016	26.7%	0.4%	12.6%	2.5%	0.4%	0.2%	3.4%	53.8%
2017	27.0%	0.4%	12.7%	2.5%	0.4%	0.2%	3.4%	53.3%
2018	27.3%	0.4%	12.8%	2.5%	0.4%	0.2%	3.5%	52.9%
2019	27.4%	0.4%	12.7%	2.5%	0.4%	0.2%	3.5%	52.7%
2020	27.5%	0.4%	12.7%	2.6%	0.4%	0.2%	3.6%	52.5%

Source: SANDAG 2020 Estimates



Source: SANDAG 2020 Estimates

Figure 10. Service Area Population Projections

Table 10. Household Income by Service Area, 2020

Household Income (in 2020 \$)	Carlsbad	Del Mar, Solana Beach, Cardiff, Carmel Valley, RSF	Encinitas	Fallbrook, Escondido, Valley Center	Oceanside / Camp Pendleton	Vista, San Marcos	Other (San Diego, Poway, Ramona, La Jolla)	Service Area Total
Less than \$25,000	7.9%	7.5%	8.5%	15.6%	12.8%	12.3%	9.3%	11.0%
\$25,000 to \$49,999	12.1%	10.1%	11.0%	18.0%	20.6%	17.4%	11.6%	14.6%
\$50,000 to \$74,999	10.6%	10.1%	12.0%	16.6%	18.4%	18.6%	12.8%	14.7%
\$75,000 to \$99,999	9.2%	9.0%	9.4%	12.9%	14.4%	13.2%	11.7%	12.2%
\$100,000 to \$149,999	19.4%	17.4%	17.9%	16.3%	17.2%	18.5%	20.4%	18.8%
\$150,000 or more	40.7%	46.0%	41.3%	20.8%	16.6%	20.0%	34.3%	28.6%
Total households	31,952	18,175	19,371	80,159	67,810	56,494	220,032	474,622
Median household income	\$124,070	\$140,137	\$125,458	\$75,134	\$73,177	\$78,839	\$112,310	\$98,314

Source: American Community Survey (ASC) 2020 5-Year Estimates

In 2019, the service area with the highest poverty level percentage was Fallbrook/Escondido/Valley Center area, followed by Vista/San Marcos and Oceanside/Camp Pendleton. The total poverty level percentage for all service areas was 5.8 percent, as Table 11 illustrates.

In 2020, the unemployment rate was highest in the cities of Oceanside and Carlsbad. In addition, as Table 12 shows, the area encompassing Del Mar, Solana Beach, Cardiff, Carmel Valley, and Rancho Santa Fe had the lowest unemployment rate.

Table 11. Poverty Level by Service Area, 2020¹

Service Area	Poverty Level Total	Poverty Level
Carlsbad	114,253	3.7%
Del Mar, Solana Beach, Cardiff, Carmel Valley, RSF	45,461	3.8%
Encinitas	51,381	4.1%
Fallbrook, Escondido, Valley Center	246,354	9.3%
Oceanside / Camp Pendleton	200,587	6.8%
Vista, San Marcos	607,216	7.0%
Other (San Diego, Poway, Ramona, La Jolla)	221,610	4.3%
Service Area Total	1,486,862	5.8%

Source: American Community Survey (ASC) 2020 5-Year Estimates

¹ The MiraCosta College service area was defined using a list of zip codes that captured a large proportion of student enrollments from fall 2014 to fall 2019. Zip codes were then categorized into distinctive groups of interest.

Table 12. Unemployment Rate by Service Area, 2020¹

Service Area	Civilian Workforce	Unemployed	Unemployment Rate
Carlsbad	43,924	2,334	5.3%
Del Mar, Solana Beach, Cardiff, Carmel Valley, RSF	21,773	665	3.1%
Encinitas	27,358	1,192	4.4%
Fallbrook, Escondido, Valley Center	123,894	6,071	4.9%
Oceanside/Camp Pendleton	107,666	5,891	5.5%
Vista, San Marcos	94,362	3,957	4.2%
Other (San Diego, Poway, Ramona, La Jolla)	335,336	15,704	4.7%
Service Area Total	726,955	34,622	4.8%

Source: American Community Survey (ASC) 2020 5-Year Estimates

¹ The MiraCosta College service area was defined using a list of zip codes that captured a large proportion of student enrollments from fall 2014 to fall 2019. Zip codes were then categorized into distinctive groups of interest.

As Table 13 illustrates, Bachelor’s Degree was the highest percentage of educational attainment in the service area, with 27.6 percent earning the degree. The next highest percentage of educational attainment was Some College (20.3 percent), followed by Graduate or Professional Degree (19.5 percent).

Table 13. Educational Attainment by Service Area, 2020¹

Service Area	Less than HS	HS Graduate	Some College	Associate Degree	Bachelor’s Degree	Graduate Degree
Carlsbad	4.8%	10.4%	17.7%	7.6%	34.0%	25.5%
Del Mar, Solana Beach, Cardiff, Carmel Valley, RSF	2.3%	8.4%	15.0%	5.6%	35.9%	32.8
Encinitas	5.1%	8.6%	16.8%	7.3%	36.0%	26.2%
Fallbrook, Escondido, Valley Center	17.0%	21.3%	25.6%	7.7%	18.2%	10.1%
Oceanside / Camp Pendleton	12.5%	20.7%	26.4%	9.5%	20.9%	10.0%
Vista, San Marcos	16.8%	21.6%	22.7%	8.4%	20.5%	10.0%
Other (San Diego, Poway, Ramona, La Jolla)	5.2%	11.1%	16.9%	7.3%	33.0%	26.6%
Service Area Total	9.6%	15.2%	20.3%	7.8%	27.6%	19.5%

Source: American Community Survey (ASC) 2020 5-Year Estimates

¹ The MiraCosta College service area was defined using a list of zip codes that captured a large proportion of student enrollments from fall 2014 to fall 2019. Zip codes were then categorized into distinctive groups of interest.

Sites

Oceanside Campus

1 Barnard Drive
Oceanside, CA 92056

San Elijo Campus

3333 Manchester Avenue
Cardiff, CA 92007

Community Learning Center

1831 Mission Avenue
Oceanside, CA 92058

Technology Career Institute

2075 Las Palmas Drive
Carlsbad, CA 92011

Specialized or Programmatic Accreditation**Registered Nursing (ADN) Program**

Approved by the California State Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100
Phone: (916) 322-3350
Website: www.rn.ca.gov

Licensed Vocational Nursing Program

Approved by the Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833
Phone: (916) 263-7843
Website: www.bvnpt.com

Certified Nursing Assistant Program

Approved through the California Department of Public Health's Aide and Technician Certification Section (ATCS), CAN/HHA/CHT Certification Unit
P.O. Box 997416, MS-3301
Sacramento, CA 95899-7377
Phone: (916) 492-8232
Website: www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/LandCProgramHome.aspx

Automotive Technology Program

Approved by the Automotive Service Excellence (ASE) Education Foundation
1503 Edwards Ferry Road, NE
Leesburg, VA 20176
(703) 669-6650
Website: www.aseeducationfoundation.org

Adult High School

Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC)

533 Airport Boulevard, Suite 200

Burlingame, CA 94010

Southern California Satellite Office:

43517 Ridge Park Drive, Suite 100

Temecula, CA 92590-3615

(951) 693-2550

Website: www.ascwasc.org

Evidence List

- [IN-1](#) BrewTech, News Center Screenshot
- [IN-2](#) *Long-Term Planning Framework 2020–2026*
- [IN-3](#) Educational Master Plan Update, Introduction, p. 1
- [IN-4](#) AB 705 Math Dashboard
- [IN-5](#) Guided Pathways Metrics
- [IN-6](#) CCCCCO Call to Action Letter, 06-05-20
- [IN-7](#) All College Day, Professor Kendi, January 2021, pp. 40–41
- [IN-8](#) All College Day, Dr. Bensimon, January 2022, Agenda
- [IN-9](#) Keynote Address and Workshop, Dr. Garcia, 10-05-22
- [IN-10](#) BCAT Newsletter, Spring 2021
- [IN-11](#) Foundation Student Emergency Response Kits
- [IN-12](#) Emergency Grants and Rental Assistance Presentation, p. 13
- [IN-13](#) Second Cohort of Futurists, Email Invitation
- [IN-14](#) Title V Grant, Program Abstract, p. 79
- [IN-15](#) INSIGHT Into Diversity, September 2022, p. 64
- [IN-16](#) HECMA 2021 Equity and Inclusion Award, p. 2
- [IN-17](#) Exemplary Student Support Leaders 2022
- [IN-18](#) DownBeat, June 2022, pp. 78, 88
- [IN-19](#) Diverse Issues in Higher Education, p. 27
- [IN-20](#) Hispanic Outlook, October 2021, p. 9

B. Presentation of Student Achievement Data and Institution-Set Standards

The data below are presented in the order that a student might experience them as milestones along their educational journey, from entry to completion.

Course Success Rates

Course success is defined as the percentage of students who receive a passing grade of “C” or better. Overall course success rates at MiraCosta College increased slightly (+2.0 percent) from 2016/17 until 2019/20 before decreasing in 2020/21. As Table 14 illustrates, the College continues to exceed the institution-set standard for the course success rate of 66 percent.

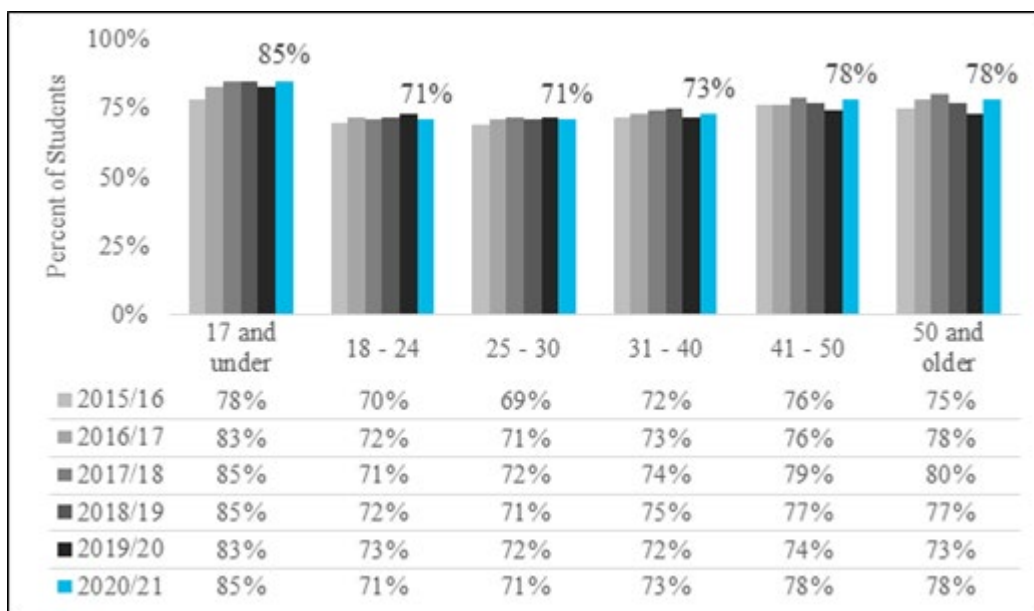
Table 14. Institutional-Set Standards: Overall Course Success Rates, 2016–2021¹

Metric	Standard	2016/17	2017/18	2018/19	2019/20	2020/21	Stretch Goal
Course Success	66%	72%	73%	73%	74%	73%	77%

Source: MiraCosta College Data Warehouse

¹ Course success rates include credit and noncredit courses. All excused withdrawal (EW) grades are counted as nonsuccess for the purposes of comparison year over year.

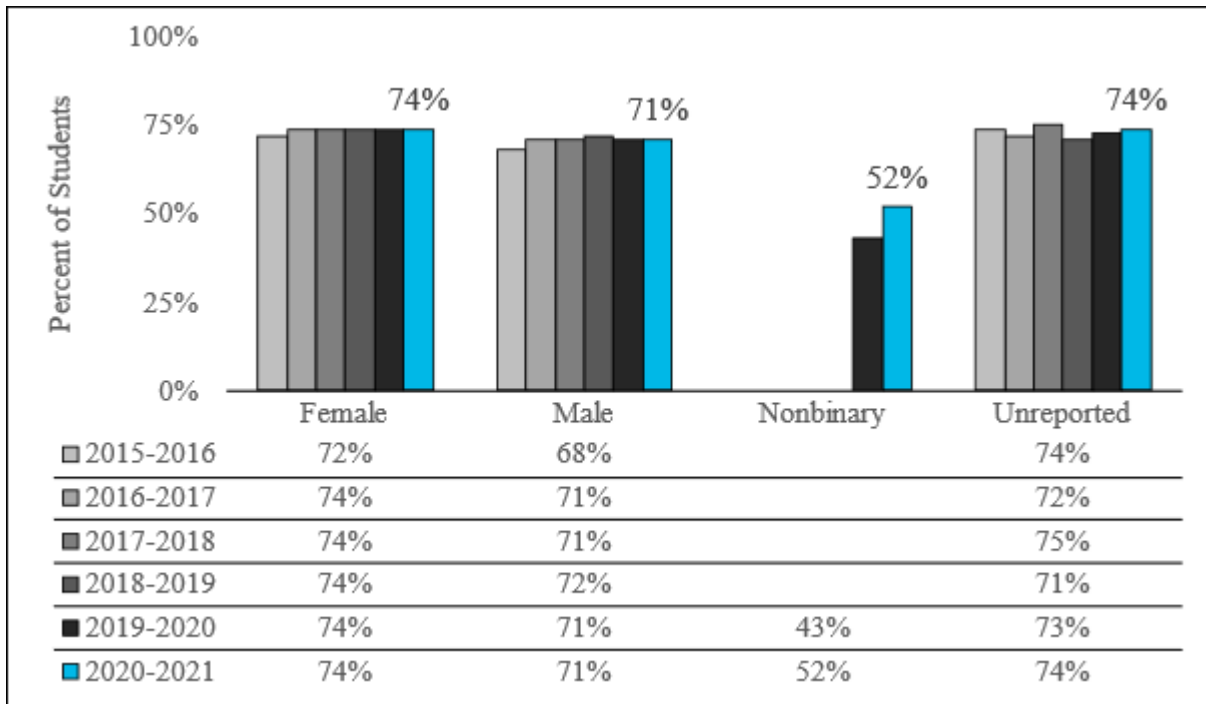
Notwithstanding the relatively higher course success rates for students younger than 18 years, success rates tend to increase as age increases, as Figure 11 illustrates.



Source: MiraCosta College Data Warehouse

Figure 11. Course Success Rates by Age, 2015–2021

In general, female students tend to have higher course success rates than male students, as Figure 12 illustrates.

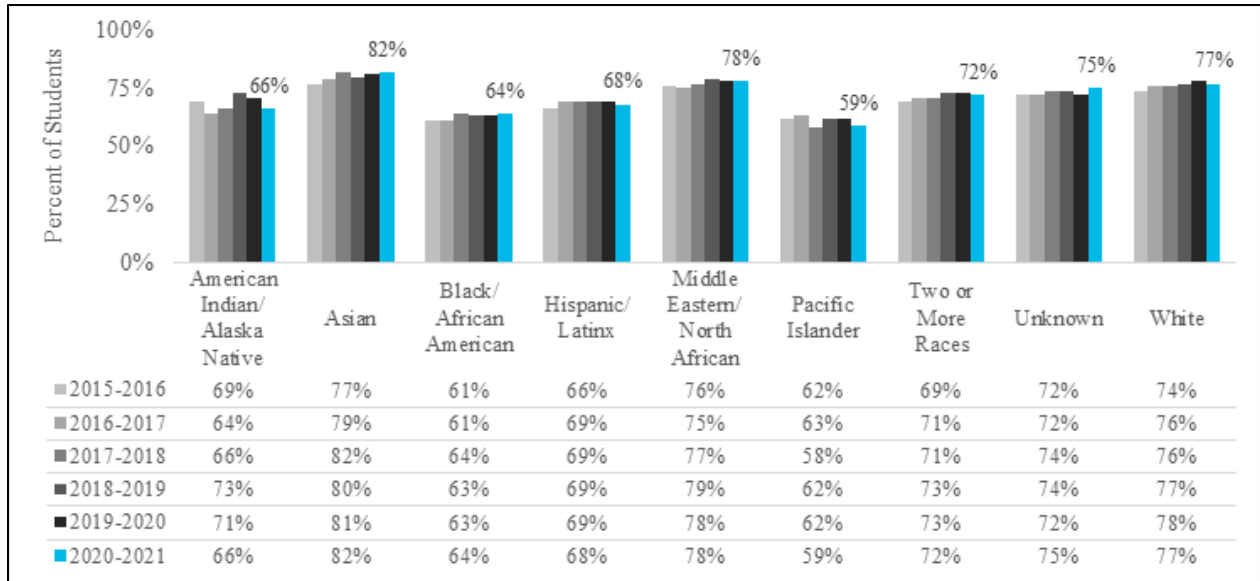


Source: MiraCosta College Data Warehouse

¹ Course success rates include credit and noncredit courses. All excused withdrawal (EW) grades are counted as nonsuccess for the purposes of comparison year over year.

Figure 12. Course Success Rates by Gender, 2015–2021

As Figure 13 illustrates, course success rates by ethnicity show equity gaps for some student populations, with disproportionate impact identified particularly for Black/African American, Pacific Islander, and Latinx students over the past five years.



Source: MiraCosta College Data Warehouse

¹ Course success rates include credit and noncredit courses. All excused withdrawal (EW) grades are counted as nonsuccess for the purposes of comparison year over year.

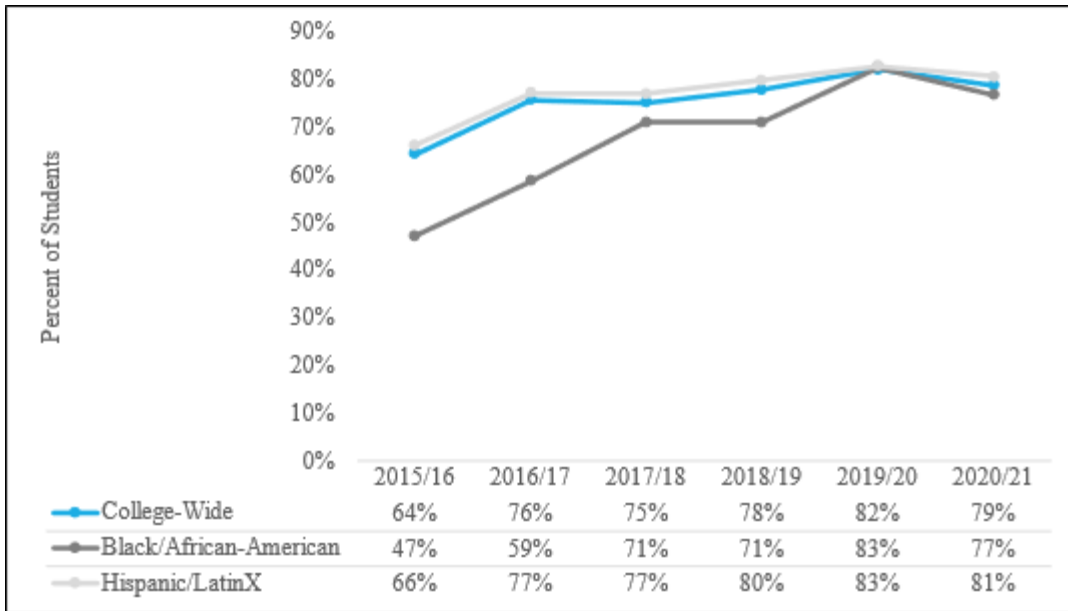
Figure 13. Course Success Rates by Ethnicity, 2015–2021

Guided Pathways: Completed Matriculation in First Year

MiraCosta College tracks leading and lagging indicators for fall semester first-time-in-college student cohorts based on the recommended metrics outlined by the California Guided Pathways Project.

Students who have completed the matriculation process have provided information for placement into English and math classes as well as attending an orientation and counseling session. Figure 14 illustrates the percentage of first-time-in-college students who have completed the matriculation process within their first academic year prior to their second fall term.

Completion percentages have trended upward steadily since 2016/17, but they declined slightly in 2020/21, likely impacted by the COVID-19 pandemic. During this same time, Black/African American students closed the completion gap, and Latinx students maintained completion rates slightly higher than the College wide rate.

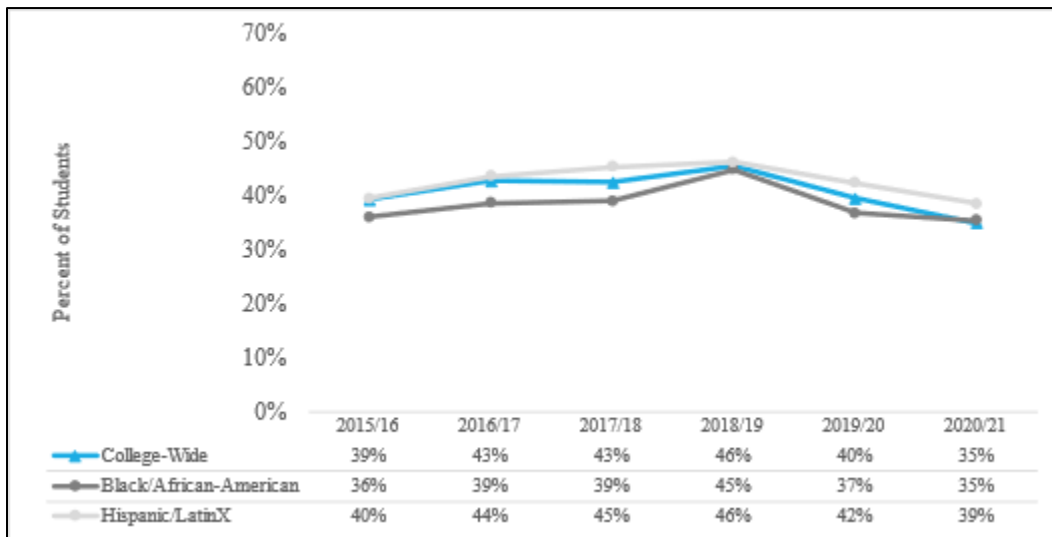


Source: MiraCosta College Data Warehouse

Figure 14. Completion of Matriculation in Year One

Guided Pathways: Completed Comprehensive Education Plan in First Year

MiraCosta students are encouraged to complete a comprehensive education plan during their first year of enrollment. In the four academic years prior to the pandemic, completion of comprehensive education plans in the first year increased across all populations shown in Figure 15, and Hispanic/Latinx students completed plans at a higher rate than the student population. Unsurprisingly, numbers declined a bit during the pandemic.

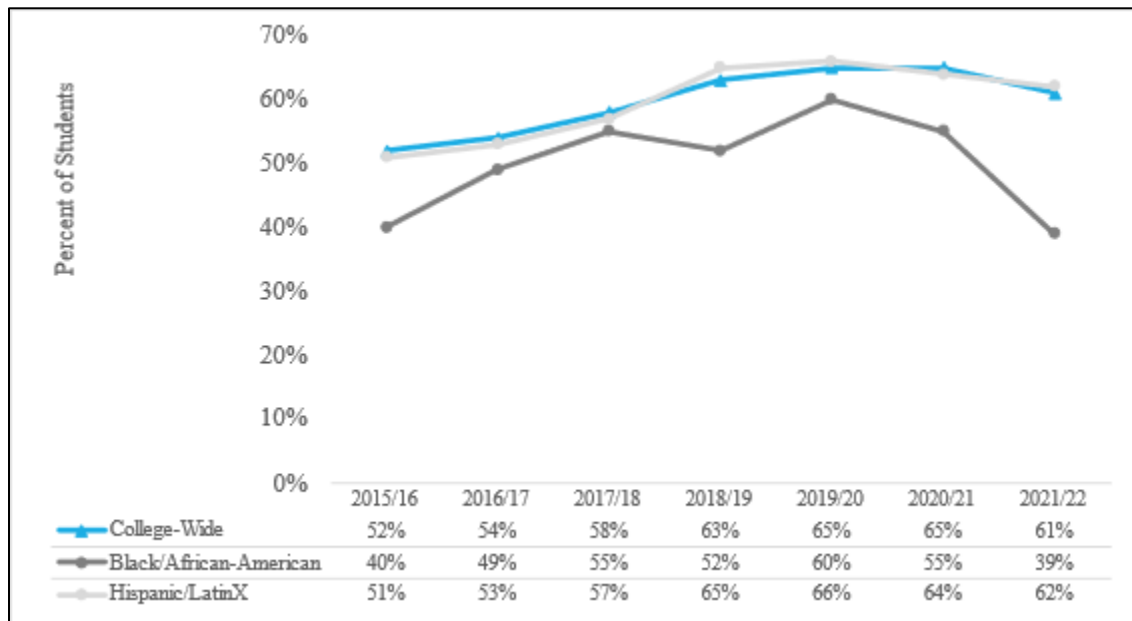


Source: MiraCosta College Data Warehouse

Figure 15. Completion of Comprehensive Education Plans in Year One

Guided Pathways: Attempted/Completed 12 or More Units in First Term

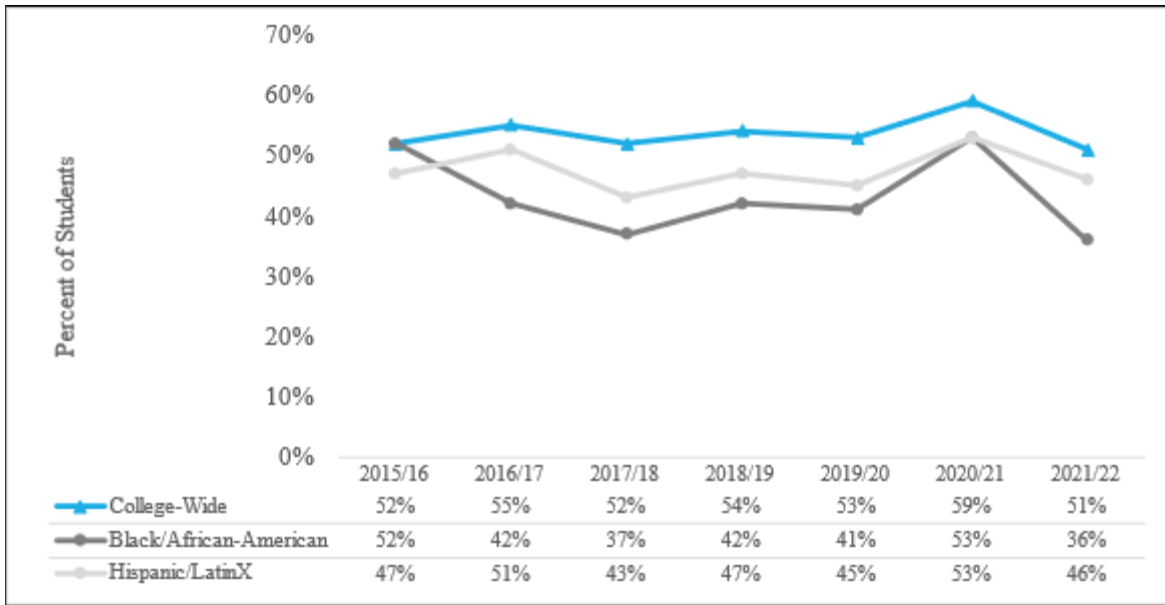
The percentage of students attempting 12 or more units within their first term has increased steadily since 2015/16, from 52 to 61 percent. Latinx student rates track closely with those of the overall population, but Black/African American student rates continue to be disproportionately impacted, as Figure 16 illustrates.



Source: MiraCosta College Data Warehouse

Figure 16. Attempted 12 or More Units in the First Term

The 12-unit completion rate (completing a minimum of 12 units with a grade of “C” or better) among students who attempted 12 or more units shows evidence of completion gaps. While approximately half of all students who attempted 12 units managed to successfully complete them, the Latinx and Black/African American rates are 46 and 36 percent, respectively, as Figure 17 illustrates.



Source: MiraCosta College Data Warehouse

Figure 17. Completed 12 or More Units in the First Term

Completion

The number of students who successfully complete associate degrees has grown 44 percent since 2016/17, as Table 15 illustrates. In particular, the number of students completing Associate Degrees for Transfer has more than doubled (+142 percent) during the same period. In addition, the number of students earning Chancellor’s Office approved certificates has also increased (+24 percent). The number of students who have transferred to a four-year university has remained relatively flat since 2016. In all categories, the completion numbers exceed the institution-set standards.

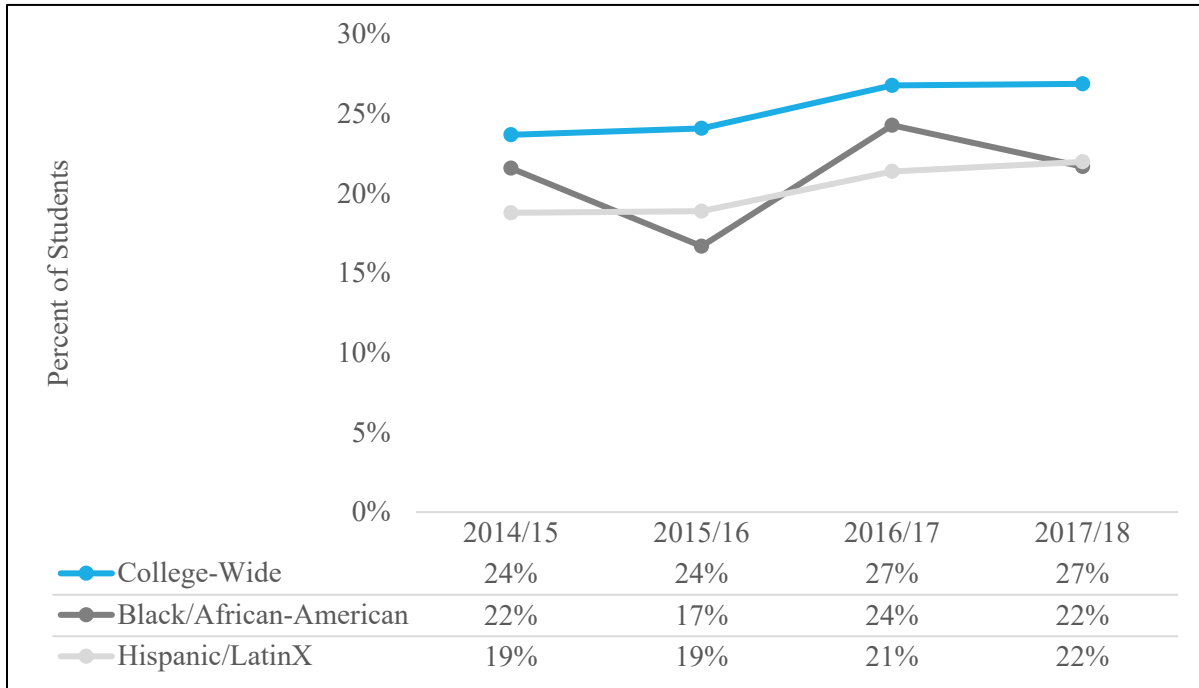
Table 15. Institutional-Set Standards: Completion, 2016–2021

Metric	Standard	2016/17	2017/18	2018/19	2019/20	2020/21	Stretch Goal
Certificates	1,528	1,344	1,521	1,750	1,680	1,664	1,953
Associate Degrees	1,876	1,430	1,653	2,048	2,141	2,065	2,397
Bachelor’s Degrees	19	--	--	21	22	25	27
Transfers	1,250	1,413	1,318	1,403	1,388	1,375	1,597

Source: MiraCosta College Data Warehouse

Guided Pathways: Earned Any Award by Year Three

Among first-time-in-college student cohorts, the percentage of students who have completed any award within three years of their first enrollment has increased steadily, as Figure 18 illustrates. Asian and White students are consistently above the average College wide rate, whereas Black/African American and Latinx students are below the average in attainment of any award at the end of three years. Latinx male students have experienced disproportionate impact on this metric across all the cohorts.



Source: MiraCosta College Data Warehouse

Figure 18. Completion of Any Award by Year Three

Licensure Exam Pass Rates

Over the last few years, licensure exam pass rates have consistently exceeded the stretch goals set by the institution, as Table 16 illustrates. As part of its annual review process, the College will re-evaluate its institution-set standards and stretch goals in this category.

Table 16. Institution-Set Standards: Licensure Pass Rates

Program	Exam Type	Standard	2018/19	2019/20	2020/21	Stretch Goal
Nursing (RN)	State	85%	100%	98%	96%	90%
Certified Nursing Asst.	State	90%	100%	100%	100%	90%
Licensed Vocational Nursing (LVN) ¹	State	85%	--	100%	--	90%

Source: MiraCosta College Data Warehouse

¹The LVN program graduates a cohort every two years.

Job Placement Rates

Over the last few years, job placement rates for the Certified Nursing Assistant and Licensed Vocational Nursing programs have consistently exceeded the stretch goals set by the institution, as Table 17 illustrates. The placement rate for Registered Nurses exceeds the institution-set standard. As part of its annual review process, the College will re-evaluate its institution-set standards and stretch goals in this category.

Table 17. Institution-Set Standards: Job Placement Rates

Program	Standard	2017/18	2018/19	2019/20	2020/21	Stretch Goal
Nursing (RN)	75%	98%	100%	85%	85%	90%
Certified Nursing Asst.	80%	100%	100%	100%	100%	90%
Licensed Vocational Nursing (LVN)	80%	100%	100%	100%	100%	90%

Source: MiraCosta College Data Warehouse

C. Organization of the Self-Evaluation Process

Preparation for the self-evaluation process began in September 2021, when faculty, staff, and administrative leaders of key processes tied to Accreditation Standards attended a training session led by ACCJC Vice President Stephanie Droker ([PR-1](#)). Following the training, the superintendent/ president (S/P) and accreditation liaison officer (ALO) introduced the plan for producing this Institutional Self-Evaluation Report (ISER) to the College Council, which oversees the College’s accreditation processes as the primary advisory for College wide matters, and the executive management team, which is composed of the College’s S/P and four assistant superintendents/vice presidents ([PR-2 §G](#), [PR-3](#)).

The ISER plan included the use of both a steering committee to oversee the process and tri-chair writing teams for each Standard, with each team composed of a faculty member, a classified professional, and an administrator. The plan also included the use of standing governance and advisory committees to support the writing process, suggest evidence, and validate the narrative. The ALO introduced accreditation and the ISER writing process plan and timeline to the entire College in an “All College Day” presentation in January 2022 ([PR-4](#)).

The Accreditation Steering Committee, composed of the ALO, S/P, Standard tri-chairs, public information officer, and senior curriculum and accreditation analyst, met every two weeks from late October 2021 through early May 2022 to discuss the self-evaluation process and report on the status of each Standard response ([PR-5](#)). Throughout spring 2022, governance and advisory committees and subject-matter experts reviewed draft responses during the evidence gathering and writing phases of the process. For example, the Budget and Planning Committee provided feedback to drafts of the Standard III response, and the Institutional Program Review Committee and Outcomes Assessment Committee reviewed and provided evidence for the Standard I response.

The College Council and the Academic Senate also received progress updates on the self-evaluation process as a standing meeting agenda item throughout spring 2022. In April, the ALO provided the Board of Trustees with an overview of the process, how the College organized to write the ISER, and the anticipated milestones in reaffirming MiraCosta’s accredited status ([PR-6](#)).

In August 2022, the ALO gave a College wide ISER update, including strengths, areas for continued work, and the timeline, at All College Day ([PR-7](#)). The draft ISER was reviewed by the College’s representative governance committees and the College Council for first and second reads throughout October 2022. The Board of Trustees reviewed and approved the ISER at its November 3, 2022, workshop and November 17, 2022, regular meeting, respectively. The organization and timeline of the self-evaluation process are outlined in Tables 18 and 19 and Figure 19.

Table 18. ISER Planning Structure

Planning Structure for the MiraCosta College ISER	
Oversight	Steering Committee
Overarching Editors	Administrators: Sunny Cooke, Chris Tarman Classified Professional: Cindy Dudley Consulting Committee: College Council
Communications	Kristen Huyck

Table 19. Standard Tri-chairs and Consulting Committees

Standard	Administrators	Faculty	Classified Professionals	Consulting Committees
I. Institutional Mission & Effectiveness	Chris Tarman	Steve Vail	Michelle Ohnstad	<ul style="list-style-type: none"> • IPRC • OAC • College Council
II. Student Learning Programs & Services	Alketa Wojcik and Denée Pescarmona	Jim Julius	Gwen Partlow	<ul style="list-style-type: none"> • AAC • CPC • Student Services Leadership
III. Resources	Tim Flood and Charlie Ng	Joe Salamon	Eva Brown	<ul style="list-style-type: none"> • BPC • DEqCC • TREC • EEOC • Sustainability • PDP
IV. Governance	Sunny Cooke	Luke Lara	Carl Banks	<ul style="list-style-type: none"> • College Council • Academic Senate • Classified Senate • ASG • Administrators Committee • BOT Liaisons

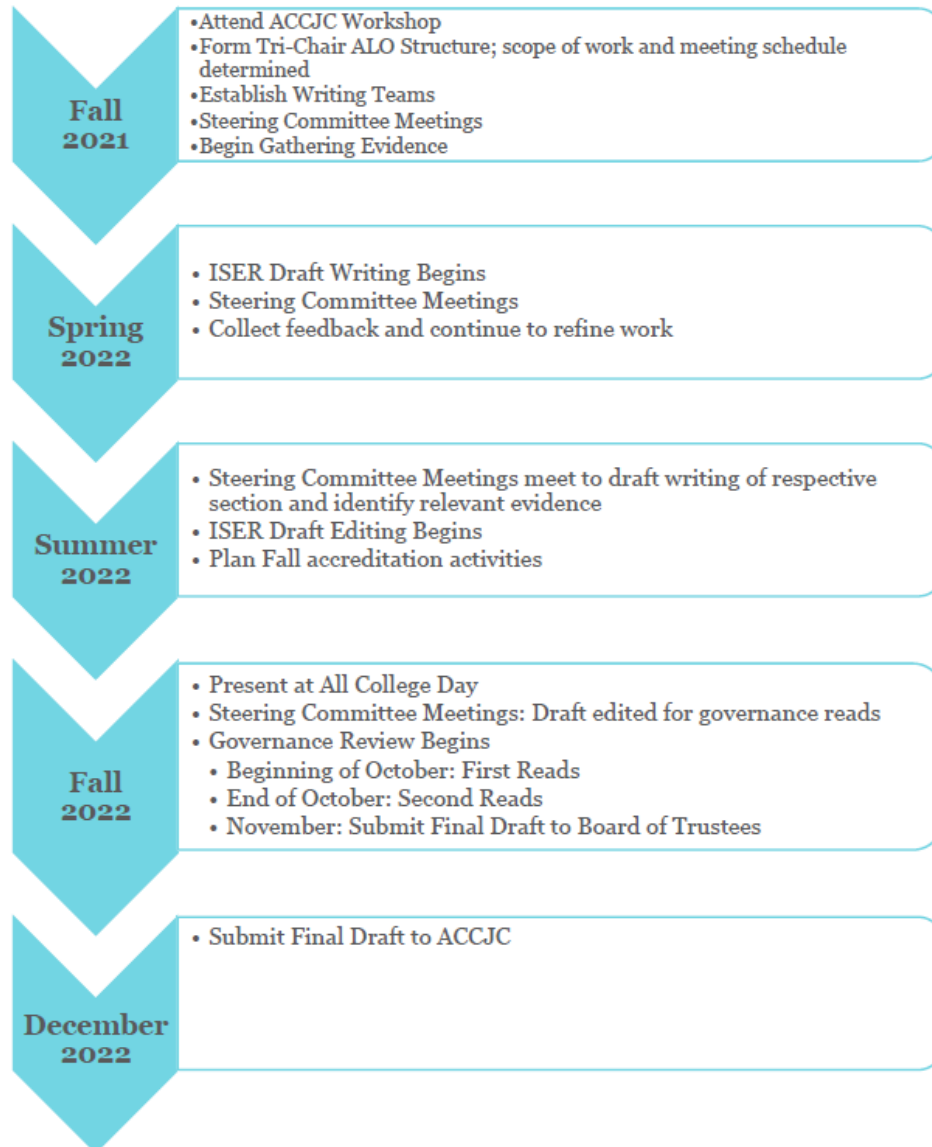
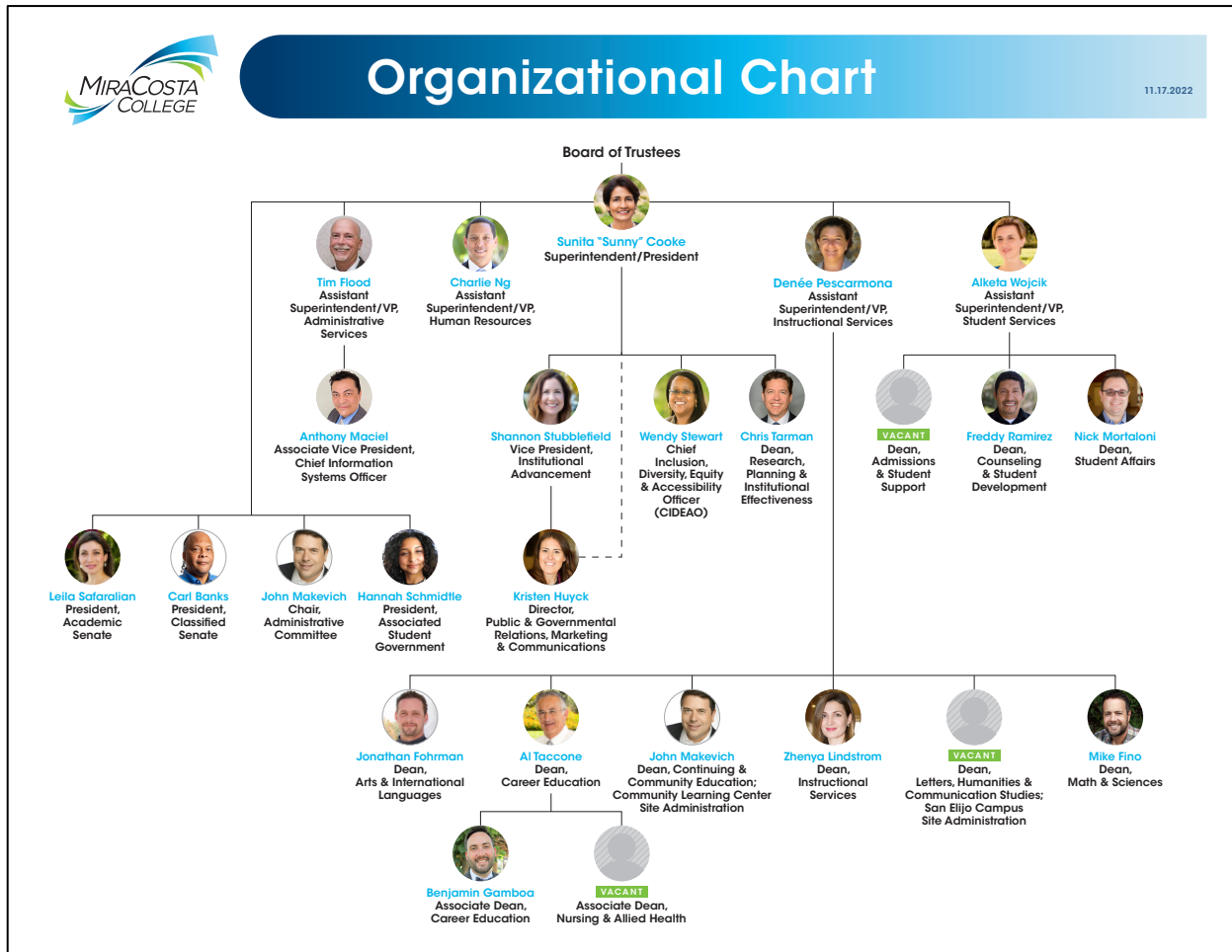


Figure 19. ISER Timeline

Evidence List

- [PR-1](#) ISER Training Invitation, Superintendent/President 09-13-21 Email
- [PR-2](#) Accreditation, College Council 10-7-21 Minutes, §G
- [PR-3](#) ALO Midterm Report, College Council 04-16-20 Minutes, §C
- [PR-4](#) College wide Accreditation Update, All College Day Presentation, Spring 2022
- [PR-5](#) Accreditation Steering Committee 10-20-21 Agenda
- [PR-6](#) Accreditation Process Update, BOT 04-21-22 Minutes, Item VII.B
- [PR-7](#) College wide Accreditation Update, All College Day Presentation, Fall 2022

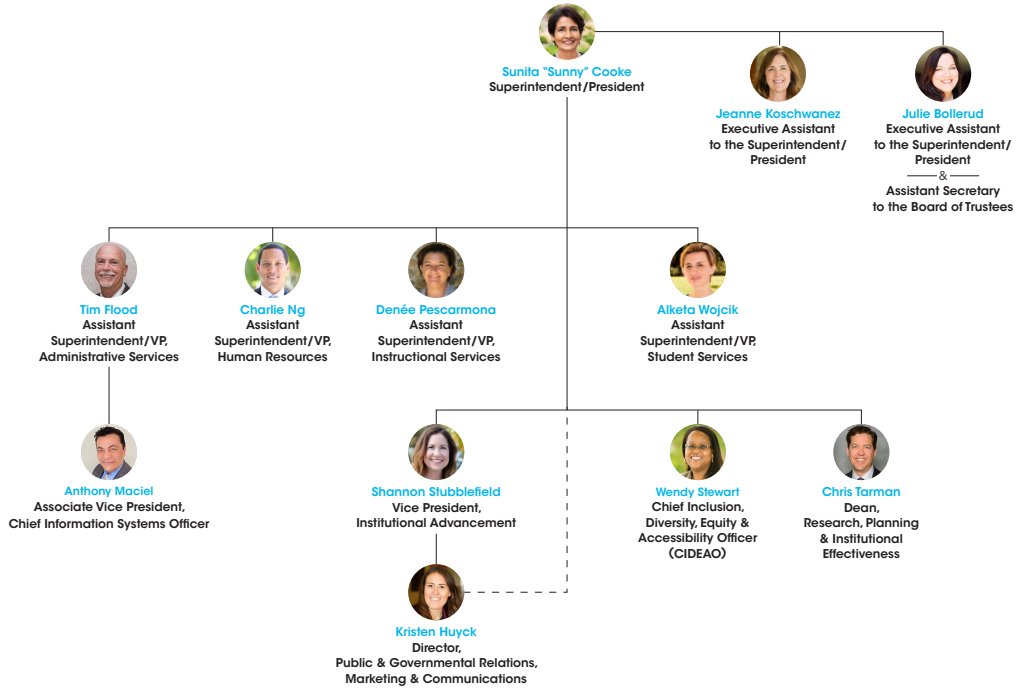
D. Organizational Information





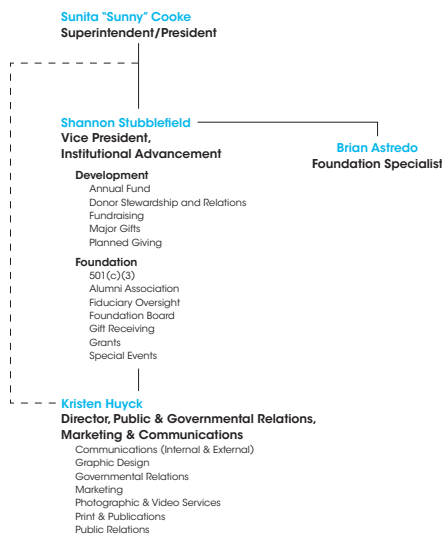
Office of the Superintendent/President

Functional Chart
11.17.2022



Institutional Advancement

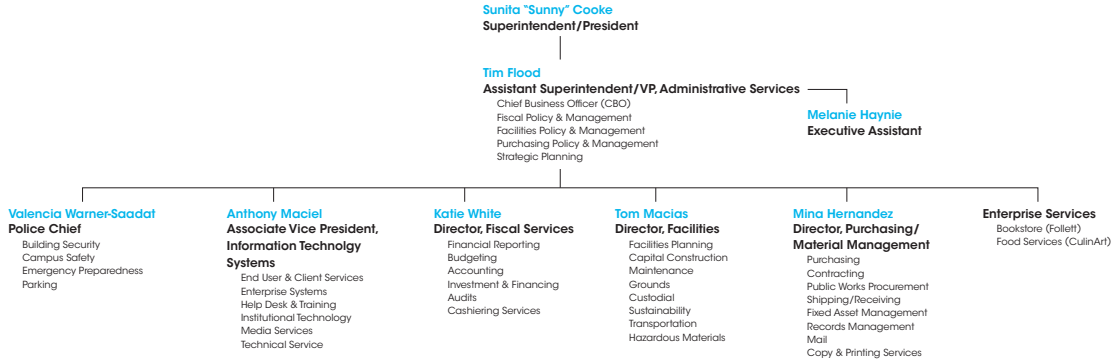
Functional Chart
11.17.2022





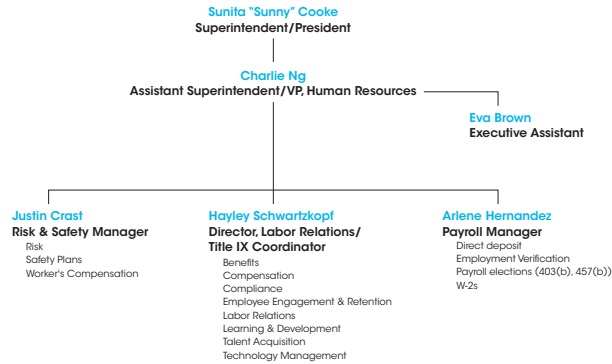
Administrative Services Division

Functional Chart
9.1.2022



Human Resources Division

Functional Chart
11.17.2022





Instructional Services Division

Functional Chart
11.17.2022





Student Services Division

Functional Chart
11.17.2022

Sunita "Sunny" Cooke
Superintendent/President

Alketa Wojcik
Assistant Superintendent/VP, Student Services
Chief Student Services Officer (CSSO)
Puente Program (jointly with Instructional Services)
Summer Bridge
GEAR UP Principal Investigator
Student Equity & Achievement Program (SEAP)

Angelena Boles
Executive Assistant

VACANT
Dean, Admissions & Student Support

Division Technology Coordination
Financial Aid Appeals
Prerequisite Challenges

Admissions & Records
Enrollment Services

Financial Aid
Grants, Loans & Work Study
Scholarships

First Year Forward Program

International Education
International Students

Orientation & Student Support
Orientation & Student Support, Credit

School Relations/Diversity Recruitment
Diversity Outreach
Student Ambassadors

Student Services, CLC
Orientation & Student Support, Noncredit
Student Conduct
Student Services

Testing Services
Academic Proctoring Center

Veterans Services
Veterans Education Office
Veterans Services
Veterans Lounge

Freddy Ramirez
Dean, Counseling & Student Development

Committee on Exceptions

Counseling

Extended Opportunities Program & Services

CoWORKs
CARE

Service Learning
Volunteer Programs

Student Accessibility Services (SAS)
Academic Accommodation for Disabilities
Assessment & Classes for Learning Disabled

Transfer Center
Title V

Nick Morfani
Dean, Student Affairs

Student Conduct

Athletics & Intramurals

Club Sports
Intercollegiate Sports
Intramurals

Health Services

Medical & Nursing Services
Mental Health Counseling

Student Life & Leadership

Associated Student Government
Clubs & Organizations
Event Programming
Leadership Development
Student Center Operations
Student Conduct

Student Services, San Elijo Campus

Associated Student Government
Event Programming
Leadership Development
Student Center Operations
Student Conduct
Student Services

CARE Manager

Campus Assessment, Resources & Education
(CARE) Program
Food Pantry

E. Certification of Continued Compliance with Eligibility Requirements

1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

MiraCosta College is an open-admission, post-secondary public institution that has been in continuous operation since 1934. The College is authorized to operate and award degrees, including a bachelor's degree, by the Board of Governors of the California Community Colleges ([ER1-1](#)). MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges ([ER1-2](#)). MiraCosta's Adult High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges ([ER1-3](#)).

2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

MiraCosta College is operational ([ER2-1](#)). In fall 2021, the College's total student headcount was 13,918 ([ER2-2](#)). Students are actively pursuing certificate and undergraduate degree programs as well as the baccalaureate degree program offered by the College ([ER2-3](#)).

3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Fifty-seven percent of the College's state-approved educational programs lead to a degree ([ER3-1](#)). Degrees include twenty-eight Associate Degree for Transfer programs, seven liberal arts area-of-emphasis programs, and one baccalaureate program. All 93 degree programs require at least two academic years to complete. From fall 2019 through fall 2021, MiraCosta College awarded 4,639 associate degrees and 48 Bachelor of Science in Biomanufacturing degrees ([ER3-2](#)).

The MiraCosta College Catalog designates college-level courses for which degree credit is granted and provides course credit requirements for each degree program offered ([ER3-3](#)). Academic maps, which are available on the College website, provide students with a suggested term-by-term pathway to their educational goal ([ER3-4](#)). Each academic map includes the program's length of study, suggested course sequences, and course requirements ([ER3-5](#)).

Academic maps are available for 95 percent of MiraCosta’s degree programs, not including the seven liberal arts area-of-emphasis programs.

4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

MiraCosta College’s chief executive officer is Dr. Sunita V. Cooke, who was officially appointed to her role as superintendent/president by the Board of Trustees in October 2014 ([ER4-1](#)) and assumed the role in January 2015. As chief executive officer, she also serves as secretary of the board. The superintendent/president’s primary responsibility is to the institution. The board delegates to the superintendent/president the authority to administer board policies for the College via Board Policy 2430 ([ER4-2](#)). The superintendent/president oversees all programs and support services implemented at the College.

5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As required by law, the College undergoes regular financial audits conducted by external certified public accountants. MiraCosta has had unmodified audits for the District’s basic financial statements for the past five years ([ER5-1–ER5-5](#)) and its General Obligation Bond Fund (Measure MM) for the past four years ([ER5-6–ER5-9](#)). The MiraCosta Community College District Board of Trustees reviews the annual audit reports to ensure the financial stability of the College ([ER5-10](#)). The annual audit reports are also publicly displayed on the College website ([ER5-11](#)). Approved as a Title IV institution, MiraCosta complies with all federal requirements to award financial aid ([ER5-12](#), [ER5-13](#)). MiraCosta is in continuous compliance with this eligibility requirement by ensuring it has a balanced budget that supports MiraCosta’s educational programs ([ER5-14](#)).

Evidence List

- [ER1-1](#) CCCCCO Authorization to Offer Bachelor’s Degree
- [ER1-2](#) ACCJC Statement of Accreditation Status
- [ER1-3](#) Adult High School Accreditation Affirmation
- [ER2-1](#) Spring 2022 Credit Class Schedule

<u>ER2-2</u>	Fall 2021 Student Headcount
<u>ER2-3</u>	Student Achievement Data, RPIE Webpage
<u>ER3-1</u>	Degree and Certificate Programs Chart, <i>MiraCosta College 2022–2023 Catalog</i>
<u>ER3-2</u>	Graduation Petition Statistics, Fall 2019–Fall 2021
<u>ER3-3</u>	Sample Area of Study, <i>MiraCosta College 2022–2023 Catalog</i>
<u>ER3-4</u>	Sample Discipline Webpage
<u>ER3-5</u>	Sample Academic Map
<u>ER4-1</u>	Presidential Appointment, BOT Minutes, 10-1-14, §V.B
<u>ER4-2</u>	BP 2430: Delegation of Authority
<u>ER5-1</u>	2021 Financial Statements Auditor’s Report, pp. 1-3
<u>ER5-2</u>	2020 Financial Statements Auditor’s Report, pp. 1-3
<u>ER5-3</u>	2019 Financial Statements Auditor’s Report, pp. 2-4
<u>ER5-4</u>	2018 Financial Statements Auditor’s Report, pp. 2-4
<u>ER5-5</u>	2017 Financial Statements Auditor’s Report, pp. 2-4
<u>ER5-6</u>	2021 General Obligation Bond Fund Auditor’s Report, pp. 1-2
<u>ER5-7</u>	2020 General Obligation Bond Fund Auditor’s Report, pp. 1-2
<u>ER5-8</u>	2019 General Obligation Bond Fund Auditor’s Report, pp. 2-3
<u>ER5-9</u>	2018 General Obligation Bond Fund Auditor’s Report, pp. 2-3
<u>ER5-10</u>	Annual Audit Presentation, BOT Agenda, 3-24-22
<u>ER5-11</u>	Annual District Audits Webpage
<u>ER5-12</u>	Cohort Default Rate Report
<u>ER5-13</u>	FSA Submission of 2021 Annual District Audit
<u>ER5-14</u>	Fiscal Year 2022 Final Budget

F. Certification of Continued Institutional Compliance with Commission Policies

MiraCosta College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

The MiraCosta College accreditation liaison officer announced at the April 21, 2022, Board of Trustees (BOT) meeting that the accreditation peer review team would conduct a focused site visit at the College during the week of September 18, 2023 ([CP-1](#)). This timeline was announced again during the November 3, 2022, BOT meeting ([CP-2](#)). In addition, the College has published timelines for the Institutional Self-Evaluation Report, including the date of the team visit, as well as a link to the ACCJC Third-Party Comment Form on the College's Accreditation webpage ([CP-3](#)).

The College complies with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third-party comment.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

As discussed in Standard I.B.3 and displayed in the Presentation of Student Achievement and Institution-Set Standards in Section B, the College has established institution-set standards and aspirational stretch goals for several metrics of student achievement that are appropriate to the College mission, and they are published on the College's Institutional Effectiveness webpage ([CP-4](#)). Apart from the bachelor's degree, institution-set standards for course completion, certificate and associate degree completion, and university transfer rates are calculated by averaging the three most recent years of data and multiplying by 90 percent. The bachelor's degree program, which is still in its early years, has a standard set at 80 percent completion of 24 students. Aspirational stretch goals are also set for each metric.

The College also reports and monitors the student licensure pass rates and the job placements rates and their corresponding institution-set standards and stretch goals for each of its allied health programs in Nursing, Certified Nursing Assistant, and Licensed Vocational Nursing. The College analyzes and monitors these metrics through the program review process ([CP-5](#)). In addition to

the metrics mentioned above, the baccalaureate program in biomanufacturing also monitors key program metrics (e.g., program retention) as well as student employment outcomes to identify areas of improvement in preparing students to meet local workforce needs ([CP-6](#)).

The College implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is evidence-based ([CP-7](#)). The College's long-term planning framework based the College's four goals on its review of student achievement data trends as well as other data trends related to the College, the external community, and potential futures signals ([CP-8](#)). More detailed information and additional evidence can be found in Standards I.B.1 and I.B.9.

The institutional program review process facilitates a reflection of any dialogue or collaboration that has occurred within and/or across divisions related to data trends, data analysis for improvement, improving student success, closing the equity gap, student learning outcomes, and the effectiveness of internal processes and procedures ([CP-9 p. 9](#)). Utilizing a series of online data visualizations, instructional departments evaluate discipline-specific disaggregated data and outcomes assessment results during the program review process to develop action plans for improvement ([CP-10](#), [CP-11](#)). More detailed narrative and additional evidence can be found in Standards I.A.3, I.B.1, and I.B.4.

MiraCosta College complies with the Commission *Policy on Monitoring Institutional Performance*.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Guided by the Chancellor's Office Program and Course Approval Handbook (PCAH) and Student Attendance Accounting Manual, the College ensures all credit courses are scheduled within established criteria consistent with California Code of Regulations Title 5 requirements and Accreditation Standards ([CP-12](#)). All credit courses offered at MiraCosta, including those offered via distance education, comply with the required contact hour calculations provided by the PCAH ([CP-13](#)). The College does not currently offer courses based on clock hours but has provisions in policy and procedure to follow federal conversion standards ([CP-14 p. 2](#)).

All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable coursework and include satisfactorily completing a minimum of 18 units in a major or an area of emphasis. The baccalaureate program requires completion of a minimum of 120 units ([CP-15](#)). More detailed narrative and additional evidence can be found in Standards II.A.5 and II.A.9.

The College accurately informs current and prospective students regarding the total cost of education in the annual MiraCosta College Catalog ([CP-16](#)). The upper-division coursework fee for the College's bachelor's degree program is published on the Biotechnology page in the catalog ([CP-17](#)). Fees for all programs are noted on the College website. More detailed narrative and additional evidence can be found in Standard I.C.6.

The College complies with the Commission *Policy on Institutional Degrees and Credits*.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

MiraCosta College makes transfer-of-credit policies available to students and the public in the online College catalog. These policies include transfer of course credit from other institutions, including international coursework, as well as to other institutions ([CP-18](#), [CP-19 pp. 90-96](#), respectively). Policies for student transfer into the baccalaureate program are available on the College website from the Board Policies and Procedures webpage as well as from the Biomanufacturing Bachelor's Degree webpage under Frequently Asked Questions ([CP-20](#), [CP-21](#), [CP-22 p. 2](#)). More detailed narrative and additional evidence can be found in Standard II.A.10.

The College complies with the Commission *Policy on Transfer of Credits*.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Every course offered by distance education at the College is reviewed and approved separately via an addendum to the course outline of record in accordance with Administrative Procedure (AP) 4105: Distance Education ([CP-23](#)). Separate approval is mandatory if any portion of classroom instruction in a course is designed to be provided through distance education. The addendum addresses how the portion of instruction delivered via distance education provides regular and substantive interaction between the instructor and students ([CP-24](#)). When the College approves a course to be offered by distance education, it certifies any instructional time conducted through distance education will include regular and substantive interaction between instructor and students. The College does not offer correspondence education.

Consistent with federal regulations pertaining to federal financial aid eligibility, the College authenticates or verifies that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. AP 4105 allows for three methods of authentication: (1) use of a secure login and password to access a MiraCosta course management system; (2) proctored examinations; or (3) new or other technologies and practices that are effective in verifying student identification. The College's Online Class Quality Guidelines include institutional procedures to authenticate students ([CP-25](#)).

The Online Education Department carefully reviews all classes listed as hybrid or online at the beginning of each term to determine whether they are in compliance with AP 4105.

The College ensures distance education students have equitable learning and student support services. In accordance institutional policies and procedures, all students have comparable access to the College's library and learning support services ([CP-26](#)). More detailed narrative and additional evidence can be found in Standard II.B.1.

Additionally, the MiraCosta College Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method ([CP-27](#)). The catalog and Distance Education webpage also clearly describe how distance education students can access student services ([CP-28](#), [CP-29](#)). In addition, each semester the Student Services Division updates the Student Support Guide available to all faculty and students. The guide describes and provides website links to academic and student support services, contact information, and in-person and virtual office hours ([CP-30](#)). More detailed narrative and additional evidence can be found in Standards II.B.1, II.C1, and II.C.3.

The College complies with the Commission *Policy on Distance Education and Correspondence Education*.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

MiraCosta has a clearly delineated board policy and procedure for students or the public to share their concerns or complaints. Students who believe a decision or action by an instructor, a College official, or another student has adversely affected their status, rights, or privileges as a student may follow the procedures described in the student rights and grievances process ([CP-31](#)). The steps for resolving an issue, as well as references and relevant forms, are available on the Concerns and Complaints webpage ([CP-32](#)). From that webpage, an individual can also find links to submit complaints regarding the institution to the ACCJC or the Chancellor's Office.

In addition, links to file complaints with program-specific accrediting agencies can be found on the Accreditation webpage. Similar information can be found in the College catalog ([CP-33](#)). Formal complaints (including Title IX complaints) and case notes are stored indefinitely in the software platform Maxient.

The College complies with the Commission *Policy on Student and Public Complaints Against Institutions*.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

MiraCosta College provides accurate, timely, and appropriately detailed information regarding its mission, programs (certificate, associate degree, and baccalaureate), services, locations, and learning outcomes. Information about educational programs and academic support programs can be found in the MiraCosta College Catalog as well as on the College website ([CP-34](#); [CP-35](#)). Information about student support services can be found on the Student Resources webpage ([CP-36](#)). Depending on the type and relevancy of the information, responsibility for the accuracy of the information lies with several offices, including the Public Information Office, Student Services Division, Instructional Services Division, and President's Office.

Information about the College's accredited status can be found on the College website, in the College catalog, and in each semester's class schedule ([CP-37](#); [CP-38](#); [CP-39](#)). Information about programs that have additional accreditation through their respective agencies, such as the Registered Nursing program's approval by the California State Board of Registered Nursing, is also published on the College website and in the College catalog ([CP-40](#)).

The College complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*, and *Policy on Representation of Accredited Status*. More detailed narrative and additional evidence can be found in Standards I.C.1 and I.C.2.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

MiraCosta College practices effective oversight of all finances, including management of financial aid, grants, and externally funded programs. The director of Financial Aid and Scholarships oversees the College's financial aid programs and ensures they are audited for compliance annually as required by law. The Financial Aid Office participates in the annual external A-133 audit to ensure compliance with federal requirements. All audits have been free from findings except for two:

- Fiscal year 2019/20: Two instances of 40 records tested where the check returned to the agency was returned by 62 days and 66 days, instead of 45 days. The second finding was the public posting of the CARES Act Student Portion first quarterly report that was posted late by 81 days ([CP-41](#)).
- Fiscal year 2021/22: One finding where the third quarter report was understated by \$29,000 ([CP-42](#)).

In each instance, the Financial Aid Office implemented corrective measures and restored compliance. Additionally, MiraCosta effectively monitors and manages its institutional Cohort Default Rate, ensures compliance with federal requirements, and restores compliance when an audit identifies deficiencies. The three-year student loan default rates for the College's 2018, 2017, 2016, and 2015 cohorts were 15, 14.9, 13.9, and 14.8 percent, respectively, well below the USDE default rate threshold of 30 percent ([CP-43](#)). More detailed narrative and additional evidence can be found in Standard III.D.15.

The College currently does not have any contractual relationships with non-accredited organizations to offer or receive educational, library, or support services.

The College complies with the Commission *Policy on Institutional Compliance with Title IV*.

Evidence List

- [CP-1](#) Accreditation Presentation, BOT 04-21-22 Agenda, Item VII.B
- [CP-2](#) First Read of the Institutional Self-Evaluation Report, BOT 11-03-22 Workshop, Item V.B
- [CP-3](#) Accreditation Webpage Screenshot
- [CP-4](#) College-Level Data Webpage
- [CP-5](#) Allied Health Programs Comprehensive Program Review, 2019/20
- [CP-6](#) Biomanufacturing Program Data Visualization
- [CP-7](#) BP 3250: Institutional Planning
- [CP-8](#) *Long-Term Planning Framework 2020–2026*, p. 2
- [CP-9](#) Program Reflection, Program Review and Planning Handbook, p. 9
- [CP-10](#) Instructional Program Review Data, Program Review and Planning Handbook, pp. 20–22
- [CP-11](#) Instructional Program Review Dashboard
- [CP-12](#) Program and Course Approval Handbook, 7th Edition
- [CP-13](#) Program and Course Approval Handbook, pp. 57–61
- [CP-14](#) BP/AP4020: Program Curriculum Course Development
- [CP-15](#) Biomanufacturing Baccalaureate Degree Program Outline
- [CP-16](#) BP 5030: Fees
- [CP-17](#) Biotechnology Upper Division Tuition, *MiraCosta College 2022–2023 Catalog*, pp. 143–44
- [CP-18](#) Credit from Other Colleges, *MiraCosta College 2022–2023 Catalog*, p. 25
- [CP-19](#) Transferring Coursework, *MiraCosta College 2022–2023 Catalog*, pp. 90–96
- [CP-20](#) BP 4100B: Graduation Requirements for Baccalaureate Degree and General Education

- [CP-21](#) AP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education
- [CP-22](#) Biomanufacturing Bachelor’s Degree FAQs Webpage Screenshot
- [CP-23](#) AP 4105: Distance Education
- [CP-24](#) Sample DE Addendum Page, ETHN 100 Course Outline of Record
- [CP-25](#) Distance Education Class Availability Procedures
- [CP-26](#) BP/AP4040: Library and Other Instructional Support Services
- [CP-27](#) Student Support Programs & Services, *MiraCosta College 2022–2023 Catalog*, pp. 42–50
- [CP-28](#) Distance Education, *MiraCosta College 2022–2023 Catalog*, p. 55
- [CP-29](#) Distance Education Webpage Screenshot
- [CP-30](#) Fall 2022 Student Support Guide
- [CP-31](#) AP 5530: Student Rights and Grievances
- [CP-32](#) Concerns and Complaints Webpage
- [CP-33](#) Complaints Procedures, *MiraCosta College 2022–2023 Catalog*, pp. 402–03
- [CP-34](#) Areas of Study & Courses, *MiraCosta College 2022–2023 Catalog*, pp. 102–369
- [CP-35](#) Academics Webpage
- [CP-36](#) Student Resources Webpage
- [CP-37](#) Accreditation Webpage Screenshot
- [CP-38](#) Accreditation, *MiraCosta College 2022–2023 Catalog*, p. 4
- [CP-39](#) Accreditation, MiraCosta College Fall 2022 Credit Schedule, p. 5
- [CP-40](#) Nursing Accreditation, Accreditation Webpage
- [CP-41](#) Audit Finding, Report Summary, External Audit Report, 06-30-20, pp. 103–09
- [CP-42](#) Audit Finding, Report Summary, External Audit Report 06-30-21, pp. 90–97
- [CP-43](#) ACCJC Annual Fiscal Report 2019-20, Submitted 03-24-2021, pp. 1–5 and Cohort Default Rate History, p. 6



Standard

**Mission, Academic
Quality and Institutional
Effectiveness, and
Integrity**

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The MiraCosta College mission describes the College's institutional purpose and philosophy in a collection of institutional statements under the headings Mission, Vision, Commitment, Institutional Values, and Institutional Goals ([I.A.1-1](#)–[I.A.1-3](#)). Together they describe the College's educational purposes, which are appropriate to an institution of higher learning, and demonstrate the College's commitment to student learning and student achievement.

In keeping with the broad mission of community colleges, the District offers educational programs and services in general, transfer, career, and adult education, as well as lifelong learning opportunities. The College's first institutional goal clearly focuses on equitable access, student learning and achievement, and closing equity gaps. The mission also demonstrates MiraCosta's commitment to creating a caring and equitable learning environment.

The MiraCosta College Mission defines the College's student population as "diverse learners" and lists degrees and certificates as the credentials offered. The College's baccalaureate degree program aligns with the mission and is included in the broader context of "degrees."

Analysis and Evaluation

The MiraCosta College mission, vision, commitment, institutional values, and institutional goals describe the College's broad educational purposes, its intended student population, the types of

degrees and other credentials it offers, and its commitment to student learning and student achievement.

The College meets Standard I.A.1 and complies with Eligibility Requirement 6.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The MiraCosta College Board of Trustees (BOT) regularly hears reports and holds workshops on the College's efforts and outcomes related to the College mission, commitment, and institutional goals. The BOT reviews data on key student success and equity performance indicators every semester to monitor progress on student learning and achievement ([I.A.2-1](#)). The dean of Research, Planning, and Institutional Effectiveness (RPIE) presents the BOT with the most recent metrics and trends that demonstrate how the College is meeting Accrediting Commission for Community and Junior Colleges (ACCJC) institution-set standards and stretch goals, California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals, and the educational needs of Guided Pathways student cohorts ([I.A.2-2](#)). The BOT also receives updates on the data used to conduct career education biannual program reviews ([I.A.2-3 §VI](#)).

As a result of the BOT regularly reviewing disaggregated data on leading and lagging indicators of Guided Pathways implementation, the District is making a five-year commitment to the resources required to fully build out the Guided Pathways framework for enhancing student achievement and eliminating equity gaps (Institutional Goal #1; [I.A.2-4](#)). This commitment has involved the allocation and reallocation of resources to build out an integrated academic support structure, called ACP success teams, for each of the College's six Academic and Career Pathways ([I.A.2-5](#)).

Each spring semester, the College Council, which serves as the primary advisory on College wide matters, reviews and analyzes course success rates, certificate, associate degree, and bachelor's degree completion rates, and transfer rates from the past five academic years ([I.A.2-6](#)). The council then compares data trends to the institution-set standards and stretch goals and confirms their validity. If any metrics fall below standards, then the College Council leads the effort to address any deficiencies through improved practices and processes.

Mission-related data also inform all institutional decision-making and planning. The *MiraCosta College Long-Term Planning Framework 2020–2026*, for example, demonstrates the importance the College places on the review and analysis of quantitative and qualitative data by considering future trend data related to student success and equity, the College, and the community ([I.A.2-7 p. 9](#)). The long-term planning framework provides for the incorporation of strategies within

individual College wide planning documents, such as the educational master plan and technology master plan. The Educational Master Plan Update incorporates current data trends and additional labor market analyses in its strategic approach to supporting the long-term planning goals ([I.A.2-8](#)). Similarly, the updated Technology Plan utilizes data from a student and employee survey conducted in fall 2020 and a Return to Campus student survey conducted in spring 2021 in its approach to achieving the District’s institutional goals ([I.A.2-9](#)).

The College’s program review and planning process requires all programs and units to use relevant qualitative and quantitative data to assess how effectively they are meeting the College mission and to develop plans that address areas to improve or expand ([I.A.2-10 p. 3](#)). The RPIE office provides instructional, support, and hybrid programs/units data that allow them to evaluate their performance and identify gaps in participation or achievement by disproportionately impacted student groups, consistent with the College mission and commitment to racial justice, equity, diversity, inclusion, and community ([I.A.2-11 p. 8](#)).

The Biotechnology Department’s 2021/22 comprehensive program review, for example, reflected on data showing no disproportionate impacts in upper-division baccalaureate program courses across the three-year period between comprehensive reviews ([I.A.2-12 p. 2](#)). It also reflected on data showing an increased rate of participation in the program by Latina students, which the program review authors attributed to outreach efforts. The “New Reflection and Goal Development Item” of the review outlined two strategic goals the department plans to focus on in the next three years to enhance the baccalaureate program ([I.A.2-13 p. 13](#)).

Similarly, the 2021/22 Library program review reflected on the department’s mission-aligned goal to promote awareness of and access to library services, resources, instruction, and equipment with a focus on populations in need, including distance education students ([I.A.2-14 p. 18](#)). Through the department’s Embedded Librarianship Initiative, a dedicated librarian worked directly with students in 37 online English course sections to help them locate, evaluate, and cite sources for their projects and research papers. The close collaboration between students and a dedicated librarian resulted in a positive outcome: initial assessment showed a 33 percent increase in the citing of library sources from the sections with an embedded librarian ([I.A.2-14 p. 5](#)).

Analysis and Evaluation

MiraCosta uses data to determine how effectively it is accomplishing the College mission and to ensure the mission directs institutional priorities and planning.

The College meets Standard I.A.2.

I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

As the foundation of all MiraCosta College programs and services, the mission guides institutional decisions about curriculum and student learning and achievement assessment measures. Courses and programs integrate the mission’s commitment to diversity, equity, and inclusion, and educational programs must meet student and community needs ([I.A.3-1](#), [I.A.3-2](#)). The College’s baccalaureate program, for example, clearly fits within the existing workforce and economic development aspects of the mission. Additionally, MiraCosta’s development and assessment of student learning outcomes ensure an equity-focused process that improves and maximizes student learning across the institution ([I.A.3-3](#)).

MiraCosta relies on its program review and planning process to assure the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement ([I.A.3-4](#)). The process requires instructional and service programs (and combinations thereof) to comprehensively review their program’s efficacy and alignment with the mission every three years and to update those reviews annually to ensure they are achieving their goals ([I.A.3-5](#)).

As detailed in Standard III, the annual program review is integrated with resource allocation as human, physical, technology, and financial needs are identified at the department level in direct support of the College’s programs and services. The College ranks resource allocation requests in three stages beginning at the division level and ending at the District level, when the Budget and Planning Committee (BPC) prioritizes requests by their alignment with the mission ([I.A.3-6](#)). The BPC forwards its prioritized list to the S/P who makes final funding decisions ([I.A.3-7](#), [I.A.3-8](#)).

As required by both board policy and BOT budget directives, the College budget reflects the appropriate allocation of resources to support the mission through attainment of its institutional goals ([I.A.3-9](#), [I.A.3-10](#)). In addition to the program and service needs that are identified and funded through the program review and resource allocation process, the College allocates ongoing financial resources to academic programs and student support services to implement strategic planning goals that enhance those programs and services ([I.A.3-11](#), [I.A.3-12](#)). Through the program review and prioritization process, the District has hired several counselors over the past three years to focus on students experiencing disproportionate impact in obtaining a long-term education plan, which are the College’s Latinx, Black/African American, and older students ([I.A.3-13](#), [I.A.3-8](#)). This effort is intended to assist students in “entering the path,” a pillar within the Guided Pathways framework the District has prioritized to enhance student completion and close equity gaps in keeping with the College’s mission, commitment, and first institutional goal.

Analysis and Evaluation

The College's programs and services are aligned with its mission. Institutional planning and decision-making, including budget planning and resource allocation decisions, support the mission by prioritizing the College's commitment to student learning and achievement.

The College meets Standard I.A.3.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College mission is published on the MiraCosta College website and posted in classrooms and buildings across all four campus sites ([I.A.4-1](#)). The Public Information Office produces laminated copies of the mission and displays them in employee and student meeting spaces. Additionally, the mission is included in many District publications, such as the College catalog, final budget, long-term planning framework, educational master plan, and Courses and Programs Handbook ([I.A.4-2–I.A.4-6](#), respectively).

In accordance with the District Mission policy, the mission undergoes a College wide review every three years or as deemed necessary ([I.A.4-7](#)). In fall 2019, a long-term planning workgroup composed of representative committee members (i.e., members of the Academic Senate, Classified Senate, Administrators Committee, and Associated Student Government) reviewed the mission and produced a revised version ([I.A.4-8](#)). In June 2020, the BOT adopted the long-term planning framework that included the revised mission ([I.A.4-9](#)). The BOT approved the updated District Mission policy in December 2020 ([I.A.4-10](#)).

Analysis and Evaluation

The MiraCosta College mission is reviewed and updated at least every three years by a workgroup composed of representatives from all College constituencies and is approved by the BOT. It is widely distributed on all four campuses and published on the College website as well as in multiple publications.

The College meets Standard I.A.4 and complies with Eligibility Requirement 6.

Conclusions on Standard I.A: Mission

MiraCosta College demonstrates strong commitment to a mission that describes the College's broad educational purposes and emphasizes student learning and student achievement. Mission-

related data are used in program review to determine how effectively the College’s programs and services accomplish the mission by meeting the needs of students. These data also inform all institutional decision-making and planning. The mission is reviewed every three years by representatives from the College’s four constituency groups.

Improvement Plan

Not applicable.

Evidence List

- [I.A.1-1](#) BP 1200: District Mission
- [I.A.1-2](#) MiraCosta College Mission Webpage Screenshot
- [I.A.1-3](#) Mission, Vision, Commitment, Institutional Values, and Institutional Goals, *MiraCosta College 2022–2023 Catalog*, p. 10
- [I.A.2-1](#) BOT Goals, 2021/22
- [I.A.2-2](#) Student Success and Equity Metrics Presentation, BOT 11-18-21 Agenda, §VII.B, pp. 24-35
- [I.A.2-3](#) Biannual Career Education Program Review Update, BOT 07-15-21 Minutes, §VI
- [I.A.2-4](#) BOT Budget Priorities, Final Budget Workshop FY2021/22, p. 24
- [I.A.2-5](#) Guided Pathways Three-Year Budget Projection, Fall 2021 BOT Budget Workshop
- [I.A.2-6](#) Institution Set Standards, College Council 04-15-21 Meeting Summary, §E
- [I.A.2-7](#) *Long-Term Planning Framework 2020–2026*, Appendix: Key Findings on Students, College, and External Community, p. 9
- [I.A.2-8](#) Education Master Plan Update, Data Summary/Projections/Trends and Support Strategies, pp. 3-33
- [I.A.2-9](#) Draft Technology Plan, Appendix C: Data Summary, Relevant Trends, Technology Plan Survey, pp. 28-33
- [I.A.2-10](#) Program Review and Planning Handbook, p. 3
- [I.A.2-11](#) Program Review and Planning Handbook, p. 8
- [I.A.2-12](#) Biotechnology Department Comprehensive Program Review, p. 2
- [I.A.2-13](#) Biotechnology Department Comprehensive Program Review, p. 13
- [I.A.2-14](#) Library Department Annual Program Review 2021/22, pp. 5, 18
- [I.A.3-1](#) *Courses & Programs Committee Handbook 2022-2023*, p. 61
- [I.A.3-2](#) Sample Program Rationale, Curricunet All Fields Report
- [I.A.3-3](#) Outcomes Assessment Committee Handbook, pp. 1-2
- [I.A.3-4](#) Program Review and Planning, Program Review and Planning Handbook, p. 3

- [I.A.3-5](#) Program Review and Planning Cycle, Program Review and Planning Handbook, p. 12
- [I.A.3-6](#) BPC Ranking of Resource Allocation Requests, Draft 2022 Integrated Planning Manual, p. 12
- [I.A.3-7](#) BPC Resource Request Funding Recommendations FY 2022/23, p. 2
- [I.A.3-8](#) End-of-Year Email and Important Updates, 05-23-22
- [I.A.3-9](#) BP/AP 6200: Budget Preparation
- [I.A.3-10](#) Budget Summary, FY 2023 Final Budget, pp.10-11
- [I.A.3-11](#) Expense Assumptions, FY 2023 Final Budget, p. 12
- [I.A.3-12](#) Fund 12 Budget Allocations, FY 2023 Final Budget, p. 44
- [I.A.3-13](#) AAC New Hire Ranking 2021, Item 4
- [I.A.4-1](#) Mission, Office of the President Webpage Screenshot
- [I.A.4-2](#) Mission, *MiraCosta College 2022–2023 Catalog*, p. 10
- [I.A.4-3](#) Mission, FY 2023 Final Budget, pp. 8–9
- [I.A.4-4](#) Mission, *Long-Term Planning Framework 2020–2026*, p. 4
- [I.A.4-5](#) Mission, Educational Master Plan Update, p. 2
- [I.A.4-6](#) Mission, *Courses & Programs Committee Handbook 2022–2023*, p. 4
- [I.A.4-7](#) BP 1200: District Mission
- [I.A.4-8](#) Mission Update Process, *Long-Term Planning Framework 2020–2026*, p. 2
- [I.A.4-9](#) Planning Framework Adoption, BOT 06-11-20 Minutes, §IX.E
- [I.A.4-10](#) District Mission Update Adoption, BOT 12-17-20 Minutes, §X.A

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

All institutional planning and decision-making at MiraCosta College rely on sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement, all of which comprise the College's institutional purpose and philosophy. This dialogue occurs District wide, both within and across divisions, departments, and governance groups.

In accordance with board policy, the College implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is evidence-based ([I.B.1-1](#)). The College's long-term planning framework, for example, was developed by a workgroup composed of representatives from each constituent group using input from a wide range of faculty, staff, administrators, and students. The workgroup based the framework's six-year goals in part on its review of data trends related to students, the College, the external community, and potential futures signals ([I.B.1-2](#)). The framework was discussed and adopted by all representative governance groups and shared with the College community at the fall 2020 convocation ([I.B.1-3](#)). It continues being discussed College wide as the strategies to achieve the goals are developed, implemented, and evaluated.

The institutional-level effort to redesign the student experience is another example of sustained dialogue about student outcomes, equity, learning, and achievement. After MiraCosta joined Achieving the Dream, a national network of community colleges that are trying to improve student success and equity, the College underwent a year-long process in 2015 of carefully reviewing student success and equity data to better understand where gaps existed in student success ([I.B.1-4 p. 1](#)). Since adopting the Guided Pathways model in 2016, the College has been focused on redesigning the student experience to improve student success and close the equity gaps that were identified through the data review ([I.B.1-4 p. 1](#), [I.B.1-5 p. 1](#)).

In spring 2017, workgroups composed of faculty, staff, and deans began meeting regularly to discuss their assigned component of the model and ultimately draft a design recommendation to share with the larger coordinating group ([I.B.1-4 p. 3](#)). For example, the meta-major work group sought input from the entire College community about the formation of meta-majors at MiraCosta. Four consultation activities, including student focus groups, a student survey with

1,850 participants, and a convocation (“All College Day”) workshop, revealed wide support for the six proposed meta-major groupings and a preference to name them Academic and Career Pathways (ACPs) ([I.B.1-6 pp. 5–8](#)). In fall 2017, the group’s recommended design was endorsed by every constituent group and the College Council, which serves as the primary advisory on College wide matters ([I.B.1-6 p. 2](#)).

More recently, the Guided Pathways design team, composed of more than 50 faculty, administrators, staff members, and students, sought and received College wide approval and resource allocation support for the creation and implementation of ACP success teams to scale holistic support for all new students with a specific focus on the College’s disproportionately impacted populations ([I.B.1-5 pp. 10–11](#)). The teams prioritized connecting students to career and education planning services early so more students complete comprehensive student education plans (CSEPs) in their first year. Additionally, the team developed a Canvas platform for employees that provides an overview of Guided Pathways as well as a tool for ACP success teams to find resources, collaborate within and across ACPs, create action plans based on data and outcomes, and assess, evaluate, and reflect on progress ([I.B.1-7](#)).

Ongoing dialogue about student learning and achievement occurs at the department level through student learning outcome (SLO) assessment, program review, and planning processes. The SLO development and assessment process requires dialogue to ensure an intentional focus on equitable assessment measures and a collaborative analysis of assessment results ([I.B.1-8 pp. 6–7, 20](#)). Departments and student service units evaluate SLO assessment results and develop action plans to target areas that could be improved in steps four and five of the process ([I.B.1-8 pp. 19–21](#)). These assessment results and action plans are then used to inform department and unit program reviews. For example, the Biotechnology Department’s comprehensive program review (which includes the bachelor’s degree) documents faculty discussions about SLOs and how they plan to improve academic quality and student learning based on their assessment data ([I.B.1-9](#)).

As stated in Standard I.A.3, the program review process requires all programs and units to comprehensively review their program’s efficacy and alignment with the mission every three years and to update those reviews annually ([I.B.1-10 p. 12](#)). The process facilitates a reflection of any dialogue or collaboration that has occurred within and/or across divisions related to data trends, data analysis for improvement, improving student success, closing the equity gap, SLOs, and the effectiveness of internal processes and procedures ([I.B.1-11 p. 9](#)). The 2020/21 Student Equity Department comprehensive program review, for example, shows how data analysis led to dialogue about improving student success and closing equity gaps. The department collaborates with various District stakeholders to analyze student equity and achievement disproportionate impact data every three years. Included in these discussions are other subsets of data, such as Learning Community dashboards and Guided Pathways metrics, which the department uses to evaluate goals and objectives and establish priorities each semester ([I.B.1-12 pp. 2–4](#), [I.B.1-13](#)).

Analysis and Evaluation

All institutional planning and decision-making at MiraCosta College rely on sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialogue occurs within and across divisions, departments, and governance groups and is demonstrated through the College's long-term planning framework, implementation of the Guided Pathways approach to student success, and program review and learning assessment processes.

The College meets Standard I.B.1.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College has established SLOs and assessments for all instructional programs, learning support services, and student support services and provides for their systematic and regular review through the program review process ([I.B.2-1](#)).

All instructional programs have at least one SLO that is aligned with the content and objectives of the program's required courses and measures what students know, can do, or can produce after satisfying the program's core requirements ([I.B.2-2](#)– [I.B.2-4](#)). Program SLOs (PSLOs) are published in official program outlines of record and the MiraCosta College Catalog ([I.B.2-5](#)– [I.B.2-7](#)).

PSLO assessments are developed collaboratively by department faculty, and expected levels of achievement are included in the PSLO form ([I.B.2-2](#)). The form also requires faculty to map each PSLO to one or more of the College's core competencies, which are the broad learning outcomes students gain through their pursuit of an educational goal and exposure to MiraCosta's support services and enrichment programs ([I.B.2-8](#)). The PSLO form is reviewed by the SLO coordinator, as a representative of the Outcomes Assessment Committee (OAC), to ensure the appropriateness of the outcome and the transparency of the assessment.

The OAC is responsible for facilitating meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness at the College ([I.B.2-9](#)). The committee regularly hosts outcomes assessment training sessions during Flex Week and "Fifth Friday" workshops ([I.B.2-10](#)). In spring 2022, for example, the OAC hosted a "Strengthening Our Core" workshop in which faculty engaged in strengthening CSLOs for their courses and aligning those with PSLOs and the College's core competencies ([I.B.2-11](#)).

Additionally, in fall 2022, the OAC and Academic Senate hosted a “Fifth Friday” workshop focused on creating SLO processes to reinforce teaching and learning ([I.B.2-12](#)). Although the assessment of course and program SLOs is required every six years to align with the curriculum review cycle, the OAC recommends faculty perform an initial assessment, develop an action plan to improve performance (if needed), and perform a follow-up assessment within the six-year cycle to determine the success of the plan ([I.B.2-13](#)).

The College’s biomanufacturing bachelor’s degree program builds upon the associate degree program, allowing students who complete the associate degree to enter as juniors and earn the bachelor’s degree by completing the upper-division course requirements. The baccalaureate program’s learning outcomes reflect higher levels of depth and rigor than the associate degree’s program outcomes ([I.B.2-14](#)).

Baccalaureate students acquire greater depth and rigor from their upper-division courses, which require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking ([I.B.2-15 p. 1](#)). Similarly, the program’s upper-division general education courses enhance the foundational knowledge students gain through the completion of their lower-division general education program ([I.B.2-15 p. 4](#)). Biomanufacturing program faculty regularly assess the CSLOs that comprise the baccalaureate program and analyze assessment results at the program-review level ([I.B.2-16](#)). A section of the program review response is dedicated to a narrative of program/unit learning outcome assessment results ([I.B.2-17](#)).

Student and learning support services departments that offer courses in addition to providing a support service, such as Counseling, Student Accessibility Services, and the library, have both course SLOs and service area outcomes (SAOs) that are assessed and included in their program reviews ([I.B.2-18](#), [I.B.2-19](#)). Other support services, such as the Math Learning Center, the Writing Center, the Tutoring and Academic Support Center, and Student Equity, have established SAOs that are regularly assessed and evaluated through program review ([I.B.2-20](#), [I.B.2-21](#)). The College’s Academic Success and Equity (ASE) programs (e.g., PUENTE, Mana, Umoja, and RAFFY) assess program effectiveness with SLOs through program-specific data dashboards provided by the Office of Research, Planning, and Institutional Effectiveness ([I.B.2-22](#), [I.B.2-23](#)).

Analysis and Evaluation

The College has established SLOs and assessments for all instructional programs, learning support services, and student support services and provides for their systematic and regular review through the program review process.

While every course and program has at least one SLO, the assessment of those outcomes has fallen behind schedule primarily due to two factors. First, the College paused the assessment process and collection of assessment results in 2019/20 as MiraCosta implemented Anthology, the

College's web-based assessment documentation platform. Then, in spring 2020, the COVID-19 pandemic required the College and its faculty to immediately focus on providing courses and student support services 100 percent online. Additionally, faculty had to address the longer-term need of remaining online for approximately another year while slowly implementing hybrid and on-campus modalities. In this dynamic situation, faculty had less time available to conduct SLO assessments as they helped connect students with needed emergency, academic, and basic needs support. Recognizing this loss of momentum, the College has developed plans to reinvigorate course and program assessments. All instructional departments currently have revised assessment calendars that depict the timing of SLO assessment of all courses ([I.B.2-24](#)).

The College meets Standard I.B.2 and complies with Eligibility Requirement 11.

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

MiraCosta College has established institution-set standards and aspirational stretch goals for several metrics of student achievement, and they are published on the College's Institutional Effectiveness webpage ([I.B.3-1](#)). Apart from the bachelor's degree, institution-set standards for course success rates, certificate and associate degree completion rates, and transfer to four-year university rates are calculated by averaging the three most recent years of data and multiplying by 90 percent. The bachelor's degree program, which is still in its early years, has a standard set at 80 percent completion of 24 students. Aspirational stretch goals are also set for each metric.

In addition to the metrics mentioned above, the baccalaureate program in biomanufacturing also monitors key program metrics (e.g., program retention) as well as student employment outcomes to identify areas of improvement in preparing students to meet local workforce needs ([I.B.3-2](#), [I.B.3-3](#)).

Every spring semester, the College Council reviews data for course success rates, certificate, associate degree, and bachelor's degree completion rates, and university transfer rates from the past five academic years. The data trends are then compared to the institution-set standards and stretch goals. After this review, the College Council confirms the validity of the institution-set standards and stretch goals. If any of the metrics fall below standards set by the College, then the College Council will lead the effort to ensure stakeholders address any deficiencies and improve achievement outcomes ([I.B.3-4](#), [I.B.3-5](#)).

In addition to the institution-set standards, the College has identified targets that align with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals. These

goals include completion of all associate degrees, completion of associate degrees for transfer, CCCCCO-approved certificates, completion of any of the aforementioned awards plus bachelor's degrees, transfers to a public California university, the average unit completion for degree earners, the median annual earnings of students who exited the community college system and did not transfer to any postsecondary institutions, the number of exiting students who are earning a living wage, and the percentage of exiting career education students who are employed in their field of study. The College Council reviews these data annually before they are presented to the Board of Trustees (BOT), and the data are posted on the College website ([I.B.3-6](#)).

The College's institution-set standards and the CCCCCO Vision for Success metrics are mostly lagging indicators that measure outcomes at the end of students' educational journeys. To impact these lagging indicators, the College has developed and routinely monitors a myriad of key leading indicators based on the Guided Pathways metrics ([I.B.3-7](#)). Rather than utilize metrics based on raw numbers, the Guided Pathways metrics utilize first-time-in-college student cohorts to track students' progress in hitting key momentum points (including lagging indicators, such as the percentage completing a degree or certificate or transferring to a four-year institution). Therefore, these metrics serve as the College's real-time improvement metrics. For example, the ACP success teams have identified several leading indicators that are disaggregated to measure progress of the first-time-in-college student cohorts: the percentage of who complete a CSEP in the first year; the percentage who persist from fall to spring semester; and the percentage of units completed out of the units attempted ([I.B.3-8](#)).

Combined with data from the Guided Pathways metrics dashboard, institution-set standards and CCCCCO Vision for Success metrics are used to gauge progress on College wide goals and assess student success ([I.B.3-9](#)). Metrics such as these were utilized in the development of the College's long-term planning framework and are included in the College's major plans (e.g., Educational Master Plan Update and Student Equity Plan).

Analysis and Evaluation

MiraCosta College has established institution-set standards and stretch goals for student achievement and publishes them on the College website. The College Council and BOT annually review the institution-set standards and other institutional-level student success metrics. Discussions that occur within the College Council allow broader engagement of representatives from all employee groups and all functional areas of the College with the data, standards, and goals. If areas of improvement are identified in these discussions, the College Council is uniquely positioned to ensure that College plans include the strategies necessary for student success.

The College meets Standard I.B.3 and complies with Eligibility Requirement 11.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

MiraCosta utilizes an integrated system of planning and evaluation that is guided by the College mission to support student learning and student achievement ([I.B.4-1](#)). Data-driven institutional plans as well as program review and action-planning processes provide the basis for institutional decision-making ([I.B.4-2](#)).

The College's long-term planning framework, approved in fall 2020, centralizes all College conversations about student learning and student achievement. The framework identifies the four institutional goals around which all other College plans strategize to achieve with measurable outcomes ([I.B.4-3 pp. 7–8](#)). The fall 2021 update to the College's Educational Master Plan, for example, outlines the instructional and educational support strategies that are in place or planned in the near term to help MiraCosta move forward in achieving its long-term goals ([I.B.4-4 pp. 18–36](#)). The strategies are based in part on an assessment of disaggregated data, including student achievement data ([I.B.4-4 pp. 3–7](#)). College plans are currently being updated to ensure they include strategies to address the framework's institutional goals. Once updated, the plans will be reviewed annually to evaluate progress toward the measurable outcomes of each strategy ([I.B.4-3 p. 8](#)).

The College's program review and planning process also allows constituencies to identify ways they can more effectively meet the goals developed within the long-term planning framework. Instructional departments evaluate discipline-specific disaggregated data and outcomes assessment results during the program review process to develop action plans for improvement. Each instructional program has access to a series of online dashboards that allow users to explore their data from the District to the individual course level ([I.B.4-5](#), [I.B.4-6](#)). As stated in Standard I.B.1, departments also use SLO assessment data to identify gaps in student learning and achievement and to plan program improvement strategies.

Analysis and Evaluation

MiraCosta College's institutional planning and decision-making processes are organized and implemented to support student learning and student achievement. MiraCosta uses assessment data to evaluate gaps in student learning and achievement and determine how to close identified gaps, thereby achieving the College's institutional goals.

The College meets Standard I.B.4.

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

MiraCosta College assesses accomplishment of its mission through program review and evaluation of progress toward measurable outcomes identified in the College's institutional plans. The institutional program review process focuses on the assessment of programs in meeting their goals and objectives as well as the institutional goals and objectives developed within the long-term planning framework.

The program review process, codified in the Program Review and Planning Handbook, begins with a review of appropriate qualitative and quantitative data to measure program/unit performance ([I.B.5-1 p. 7](#)). For instructional programs, these data include course and/or program SLO assessment data, student achievement data (i.e., course success and retention and awards completion), enrollment data, and student profile data. Student data are disaggregated by important student characteristics with analyses of disproportionate impact; enrollment data can also be disaggregated by mode of delivery ([I.B.5-2](#)). Student support program data include SAO assessment data, participation rates, and program/unit comparisons to College wide data, all of which are disaggregated by important student characteristics ([I.B.5-1 p. 8](#), [I.B.5-3](#)).

In the Program/Unit Reflection section of the program review, instructional and student support programs/units analyze and discuss their data in relation to their respective standards and the College's institutional goals ([I.B.5-1 p. 9](#)). From there, program review authors develop goals and action plans to address either institutional objectives in the long-term planning framework or program/unit expansion or improvement ([I.B.5-1 p. 10](#)).

The Program/Unit Evaluation that follows the planning section is completed by the appropriate chair or director and their respective administrator, who use an established scoring system to evaluate the program's/unit's effectiveness in meeting the mission and in developing plans that appropriately address areas to improve or expand. The Institutional Program Review Committee (IPRC) monitors the completion and quality of the program reviews and validates those that meet the mission of the College ([I.B.5-1 p. 10](#)).

The College uses a three-year program review and planning cycle to support programmatic improvement, implementation of modifications, and evaluation of the changes to sustain continuous quality improvement ([I.B.5-1 p. 12](#)). As stated in Standard I.A.3, instructional and

student support programs (and combinations thereof) comprehensively review their program's efficacy and alignment with the mission every three years, and they update those reviews annually to ensure they are achieving their goals.

Analysis and Evaluation

The College's program review process focuses on the assessment of programs in meeting their goals and objectives as well as the institutional goals and objectives developed within MiraCosta's long-term planning framework. The process advances the College mission through a systematic, ongoing cycle of data review, analysis, and planning.

The College meets Standard I.B.5.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College's integrated planning process connects rigorous program review with resource allocation. As part of the program review process, the College has consistently disaggregated data and analyzed disproportionate student impact. Program review dashboards disaggregate enrollment and student achievement data by program and numerous student and course characteristics ([I.B.6-1](#)).

During the program review process, which occurs in the spring, authors are prompted to provide a summary of observations on key data trends, descriptions for how the program is using data to make improvements, how the program can improve student success, and how the program can close equity gaps observed in the data ([I.B.6-2](#)). The data then drive program improvement plans to mitigate identified gaps. For example, after its 2021/2022 comprehensive program review, the Biology Department created an improvement plan to close identified gaps between subpopulations of students. The plan outlines strategies to accomplish the goal, identifies human resource and professional development needs, and includes how the efficacy of the strategies will be measured ([I.B.6-3](#)). The action plan template prompts authors to indicate if resources are needed to execute their plan; if resources are needed, then they complete the appropriate resource request form in the fall semester. As detailed in Standard III, the annual program review is integrated with resource allocation as human, physical, technology, and financial needs are identified at the department level in direct support of the College's programs and services.

The College collects aggregate learning outcomes data at the course level; however, faculty often disaggregate and analyze the data based on section characteristics, including mode of delivery, day or time of instruction, length of term (eight-week versus full-term), gateway and capstone courses, support courses versus standalone courses in English and math, and ASE program cohorts ([I.B.6-4](#)–[I.B.6-6](#)).

The College also analyzes its core competencies by disaggregating data based on many important student characteristics ([I.B.6-7](#), [I.B.6-8](#)). These analyses are used to inform faculty in subsequent core competency kickoff meetings. For example, in the Biology Department’s program review, the authors used the department’s core competency assessments to determine a need to develop curriculum that linked course-level learning outcomes to the higher-level institutional competencies ([I.B.6-2 p. 6](#)).

To facilitate the use of data to identify performance gaps, the College has provided, or participated in, several professional development activities. For example, many faculty have participated in cohort-based training programs that help them analyze disaggregated success and retention data from their courses and design action plans around their findings. Offered through the San Diego-Imperial Counties Community College Association (SDICCCA) Regional Consortium Strong Workforce Program, the goals of the Strong Workforce Faculty Institute are to foster strong collaboration and engagement among faculty, researchers, and deans; encourage self-reflection, inquiry, and research-based decision-making; and inspire teaching and learning from a culturally inclusive perspective. The program requires participants to work collaboratively with researchers and deans using quantitative and qualitative data/information about the students in their courses as well as the course materials, assessments, and policies. Upon reflecting on this information and employing equity-minded principles and practices, participants develop an action plan to implement changes in the classroom based upon what they learned ([I.B.6-9](#), [I.B.6-10](#)). MiraCosta faculty across all disciplines (including transfer and general education) have participated in the first two Faculty Institutes, with more than 40 faculty members engaged in the 2021/22 cohort.

In addition to using disaggregated student learning and achievement data for program improvement planning, the College also utilizes the data to inform institutional planning processes. For example, the Student Equity Plan uses Student Equity and Achievement (SEA) data to develop detailed goals, plans of action, and tailored resources to address the identified gaps for disproportionately impacted populations ([I.B.6-11](#)). Improvement plan assessments are included for each key SEA indicator for access, course completion, transfer math/English completion, degree and certificate completion, and transfer. The College also supported the formation of ACP success teams (introduced in Standard I.B.1) specifically to address identified equity gaps in education plan completion rates, fall-to-fall persistence rates, and overall completion rates for Black/African students, Latinx students, and students 25 years of age and

older. Success team members were those who were reassigned to focus on this effort as well as new employees hired to work within ACP success teams.

Analysis and Evaluation

Occurring at both the College and program levels, disaggregation of data is a key component of the College's assessment, planning, and resources allocation process. All research reports and dashboards include multiple subpopulations, including race and ethnicity, age, gender, veteran status, economically disadvantaged status, first generation status, disability status, and many other subpopulations.

Program review, planning, and resource allocation are intimately connected with the intent of identifying equity gaps, creating strategies to address those gaps, and providing the funding to implement the strategies. The process is then repeated in a regular cycle of program improvement.

The College meets Standard I.B.6.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

MiraCosta College regularly reviews institutional policies and procedures and evaluates institutional planning, program review, resource allocation, and governance structure and decision-making processes to determine their continued effectiveness in supporting academic quality and accomplishment of the College mission.

As codified in board policy, the BOT and superintendent/president regularly review institutional policies and procedures to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the College mission ([I.B.7-1](#)). MiraCosta subscribes to the Community College League of California (CCLC) Board Policy & Administrative Procedure Service to assist with this process. The CCLC provides districts with legal updates twice a year (spring and fall) to assist them in ensuring their board policies and administrative procedures reflect current laws and statutes. In keeping with the equity focus of its mission, values, and commitment, MiraCosta College uses a schematic diagram to ensure reviewers apply an equity lens to their review of policies and procedures ([I.B.7-2](#)). Board policy review follows MiraCosta's seven-year institutional self-evaluation cycle; however, many institutional policies and procedures undergo a more frequent periodic review due to regulatory requirements, local practice, or mandated legal updates.

The College Council assigns appropriate governance committees the responsibility of keeping various policies and procedures current ([I.B.7-3 p. 6– I.B.7-5](#)). In the case of operational policies and procedures, the College Council officially steers those to the appropriate administrator overseeing the area. When something needs broader stakeholder input, the College Council steers these to the appropriate governance group(s), committee, or subcommittee. For example, the Academic Senate is responsible for policies and procedures related to academic and professional matters, including those that specify the unique requirements of the College’s baccalaureate program ([I.B.7-3 pp. 8–9](#)); the IPRC oversees policies and procedures related to the program review process and its associated standards ([I.B.7-3 p. 7](#)).

The IPRC is also responsible for regularly assessing the effectiveness of the program review process to ensure it encourages a meaningful review of relevant data and robust planning ([I.B.7-6 p. 5](#)). As part of its evaluation of the process, the committee solicits feedback from all program/unit authors to inform continuous quality improvement ([I.B.7-7 p. 11](#)). It also evaluates a random sample of program reviews to assess the quality of the data review, reflection, and planning sections. The IPRC uses the results of its annual internal evaluation to identify areas to target for training and support ([I.B.7-7 p. 11](#)). As a result of its 2019 self-evaluation, for example, the committee reworded a prompt in the program review template to provide program review authors more clarity about the use of longitudinal data ([I.B.7-8](#)).

As part of its charge, the IPRC ensures outcomes assessment results are used to develop and implement plans for improvement through the integration of program review and resource allocation processes ([I.B.7-6, I.B.7-7](#)). Resource requests must be associated with program review action plans; therefore, robust data analysis and reflection are needed to establish a strong proposal for funds ([I.B.7-7, I.B.7-9](#)). In fact, the Academic Affairs Committee, a subcommittee of the Academic Senate responsible for reviewing and prioritizing faculty hiring requests, considers how the program review analysis of student success and equity indicators, such as course and program learning outcomes achievement, is used to justify full-time faculty hiring requests ([I.B.7-10, I.B.7-11](#)). The IPRC’s “Characteristics of Exemplary Program Review” rubric establishes the criteria for ideal uses of outcomes assessment in program review ([I.B.7-12](#)).

While the IPRC oversees and evaluates the program review and planning process each spring semester, the Budget and Planning Committee (BPC) oversees the resource allocation process that is conducted annually in the fall ([I.B.7-13](#)). The BPC evaluates the efficacy of the resource allocation process at the end of each cycle and makes adjustments as needed for the next cycle ([I.B.7-14](#)). In fall 2020, for example, the committee formed a task force to improve the rubric and process used to assess resource allocation requests based on evaluation of the 2019/20 cycle ([I.B.7-15](#)). By spring 2021, the task force developed a resource allocation process flowchart and a revised rubric that simplifies the categorization of resource requests ([I.B.7-16, I.B.7-17](#)).

The BPC is also responsible for ensuring the integration of College plans with the long-term planning framework ([I.B.7-18](#), [I.B.7-19](#)). Institutional plans are updated according to their own designated cycle, not to exceed six years, to ensure their currency and relevancy. As stated in Standard I.B.4, College plans are currently being updated to ensure they include strategies to achieve the institutional goals contained in the *Long-Term Planning Framework 2020–2026*. Once they are updated, the plans will be reviewed by the College Council annually over the six years of the framework to evaluate progress toward the measurable outcomes of each strategy ([I.B.7-18](#)).

Every three years, the College Council follows a governance organization evaluation process that is codified in the Governance Manual ([I.B.7-20](#)). The council, assisted by the RPIE office, utilizes an online anonymous survey of all constituents to assess MiraCosta’s governance structure and decision-making processes to determine their efficacy. The survey measures the effectiveness and efficiency of the governance structure and solicits constituent feedback regarding the strengths of the governance process and areas where improvements could be made ([I.B.7-21](#), [I.B.7-22](#)). The results and any proposed modifications are forwarded to the College Council for review. The College Council forwards any proposed changes to all four representative committees for their approval before the changes can be implemented.

Analysis and Evaluation

MiraCosta relies on its collegial governance system for the regular review and evaluation of the College’s policies, procedures, and processes to determine their continued effectiveness in supporting academic quality and accomplishment of the College mission.

The College meets Standard I.B.7.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College communicates the results of all assessment and evaluation activities to ensure stakeholders understand the basis of institutional improvement initiatives and planning strategies. Results of the spring 2022 governance survey, for example, and the priorities established by the College Council to address those results, were communicated through the College’s electronic newsletter and end-of-year email from the superintendent/president to all employees ([I.B.8-1](#), [I.B.8-2 p. 2](#)). Both the newsletter and email provided a link to the College website to allow both internal and external stakeholders the opportunity to review the results in greater depth. The end-of-the-year email from the superintendent/president also communicates the results of the program

review and resource allocation process to ensure constituents understand the process as well as the outcome of items recommended for funding each year ([I.B.8-2 pp. 2-3](#)).

MiraCosta ensures updates to all institutional plans are shared with the District's representative committees, College Council, and BOT, and are publicly available on the College website, to ensure a shared understanding of each plan's priorities ([I.B.8-3](#), [I.B.8-4](#)). As stated in Standard I.B.6, all plans use assessment and evaluation data as their foundation for strategic planning. For example, the Educational Master Plan Update includes a substantial review of data, enrollment projections, and other relevant trends in higher education to support its strategies for addressing the College's institutional goals ([I.B.8-5](#)). As stated in Standard I.A.2, the updated Technology Plan utilizes data from two surveys in its approach to achieving the District's institutional goals ([I.B.8-6](#)).

In addition to their inclusion in institutional plans, data related to assessment and evaluation activities are available to the College community through the MiraCosta SharePoint portal. The portal page provides access to District wide survey information, including the governance survey, as well as data used to set appropriate priorities, such as data regarding program review, career education student outcomes, student success and equity, enrollment trends and demographics, and transfer, awards, and graduation ([I.B.8-7](#)). The portal page also provides a link to select dashboards the BOT uses to inform its decision-making and goal setting. BOT goals for the past two years included monitoring progress on student success, Guided Pathways, and equity using established metrics to develop a greater understanding of their meaning and implications ([I.B.8-8](#), [I.B.8-9](#)).

Public BOT meetings and workshops provide another avenue of communication about the College's assessment and evaluation activities. The BOT regularly hears reports and holds workshops on the College's efforts and outcomes related to academic quality, student support, completion, and equity ([I.B.8-10](#)). In spring 2022, for example, the BOT received a presentation about the College's core competency assessment process, recent results, and key findings from the data, including how faculty use the data to improve outcomes in the classroom ([I.B.8-11](#)). These results were also shared with the Academic Senate, Associated Student Government, Outcomes Assessment Committee, and College Council ([I.B.8-12](#)–[I.B.8-15](#)). Core competency assessment results are routinely shared with the College's governance groups and are available to all stakeholders on the About Outcomes webpage and to College employees through the portal ([I.B.8-16](#), [I.B.8-17](#)).

In a public BOT meeting in August 2022, trustees received an update to an institutional evaluation project that began in spring 2019 with an externally administered survey to measure employee and student attitudes and behaviors, as well as their personal experiences and perceptions, about the institutional climate ([I.B.8-18](#)). From the project's onset, the frequently communicated goal has been to use the results to inform strategic planning for maximizing equity in support of the

mission ([I.B.8-19](#), [I.B.8-20](#)). To ensure widespread understanding of the College’s climate strengths and challenges, the survey’s results have been shared through District webinars, BOT meetings, All College Day presentations, and College Council meetings, and the full report is available on the College website ([I.B.8-21–I.B.8-30](#)). Additionally, the results have been discussed in several forums to collect constituent feedback about the results ([I.B.8-31](#)).

Analysis and Evaluation

The College broadly communicates the results of all assessment and evaluation activities to ensure stakeholders understand the basis of institutional initiatives and planning strategies. MiraCosta shares student achievement and other data with employees through interactive dashboards on the website and portal, the review and development of planning documents, and webinars, constituent meetings, and College wide presentations.

The College meets Standard I.B.8.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

As stated in Standard I.B.1, MiraCosta College utilizes a broad-based, comprehensive, systematic, and integrated system of planning and evaluation that is designed to accomplish the mission and improve institutional effectiveness and academic quality ([I.B.9-1](#)). The institutional planning and evaluation process, which is codified in the *Long-Term Planning Framework 2020–2026*, includes College wide participation and results in the development of evidence-based, long-term goals and specific strategies that have measurable outcomes ([I.B.9-2](#)). The long-term planning framework itself was the result of a collaboration among a wide range of faculty, staff, administrators, and students ([I.B.9-3](#)). Additionally, as stated previously, the framework’s six-year goals were developed after a comprehensive review of historical data trends and an analysis of future trends and signals with potential impact on the College; thus, the goals encompass the short- and long-term needs of the institution.

The planning framework establishes a consistent process for bringing existing institutional plans, including the educational, technology, staffing, budget, facilities, and student equity plans, into alignment with the framework to ensure each plan includes elements of the College’s institutional purpose, philosophy, and strategies to achieve the institutional goals ([I.B.9-4](#)).

As stated in Standard I.B.4, College plans are currently being updated with broad constituent participation to ensure they align with the planning framework. The Educational Master Plan Update approved in fall 2021, for example, outlines the instructional and educational support strategies that will help MiraCosta achieve its long-term goals; in accordance with the planning framework, it will be reviewed annually to evaluate progress toward the outcomes of each strategy. The updated Technology Plan is currently going through the governance review and approval cycle and is expected to be approved in fall 2022 (I.B.9-5).

Institutional planning at MiraCosta integrates the long-term planning framework with the program review and planning, budget development, and resource allocation processes, as summarized in the Integrated Planning Manual and illustrated in Figure 20 (I.B.9-6 p. 6).

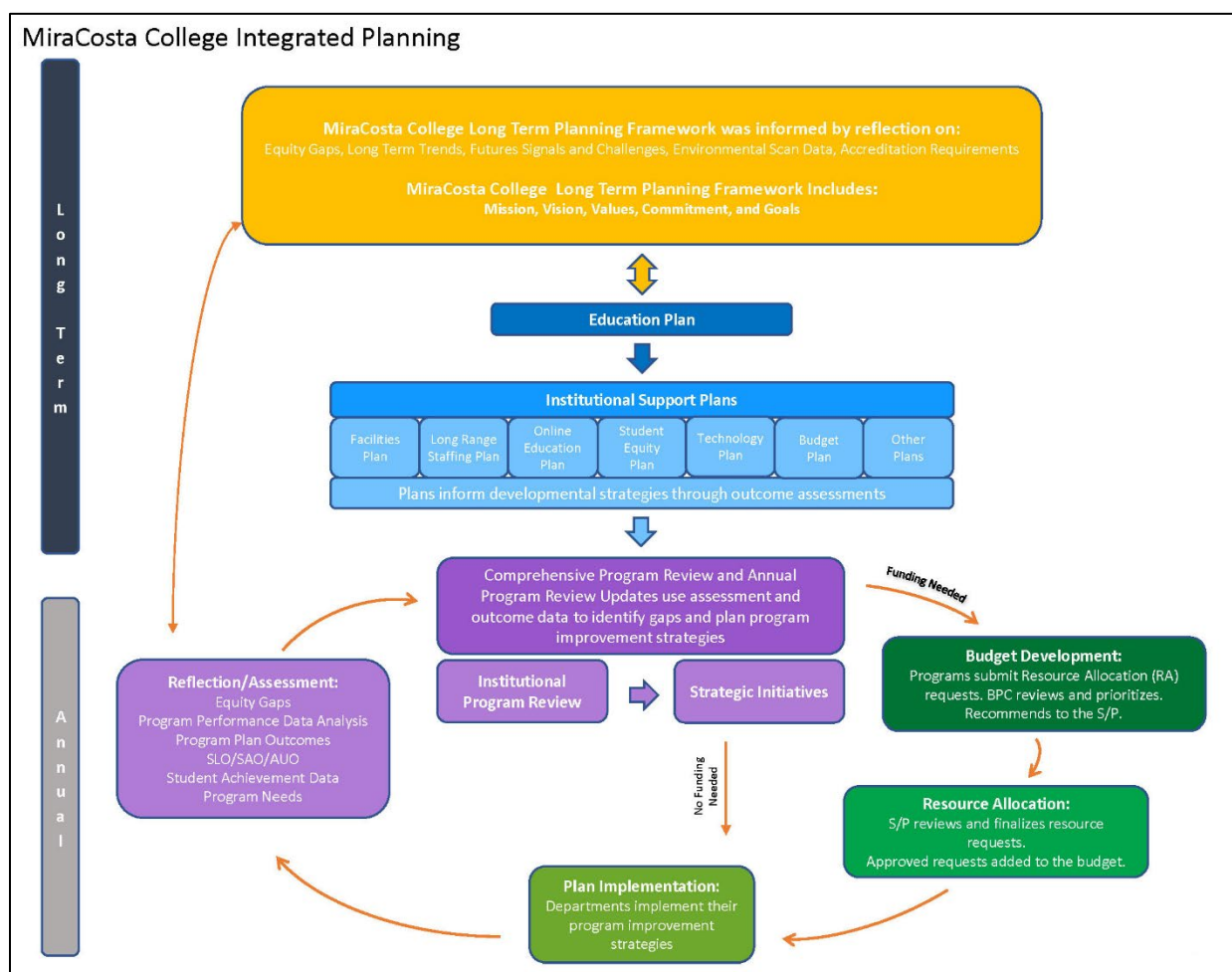


Figure 20. Systematic Integrated Planning and Evaluation Cycle

Additionally, the process allows departments to articulate how their goals and action plans developed through program review align with the long-term institutional goals to achieve the mission and improve institutional effectiveness and academic quality (I.B.9-7).

As stated previously, the program review process requires all programs and units to comprehensively review their program's efficacy and alignment with the College mission every three years and to update those reviews annually ([I.B.9-8](#)). The process also requires requests for human, physical, technology, and financial resources to be associated with action plans that were developed as a result of the previous semester's program review and planning ([I.B.9-9](#)).

Analysis and Evaluation

MiraCosta College utilizes a broad-based, comprehensive, and integrated system of planning and evaluation that is designed to accomplish the mission and improve institutional effectiveness and academic quality. The process integrates program review, resource allocation, and institutional support plans and relies on evidence-based practices, including the use of qualitative and quantitative data for decision-making. The long-term planning framework guides this work and informs all institutional planning to meet the College's short- and long-term needs.

The College meets Standard I.B.9 and complies with Eligibility Requirement 19.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

MiraCosta College engages in continuous and substantive collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College uses the program review and outcomes assessment processes to analyze information and data to determine whether it is supporting student success in alignment with the College mission, goals, commitment, and major institutional plans. These processes facilitate dialogue within and among disciplines, departments, and units that allow for continuous improvement and that address equity gaps. Through the program review process and review of the College governance and decision-making processes, the College sustains a commitment toward regular evaluation and improvement of all areas of the District.

The College fosters a data-informed and data-driven culture, with heavy reliance on the Office of Research, Planning, and Institutional Effectiveness to analyze and report student achievement data using innovative Tableau dashboards and PowerPoint presentations. This culture strongly emphasizes disaggregated student achievement data and the identification of disproportionately impacted student populations to inform institutional priorities and program improvement. In addition, MiraCosta College communicates assessment and evaluation activities and data to all College constituents, including the local community.

The College regularly reviews its policies and procedures and evaluates institutional planning, program review, resource allocation, and governance structure and decision-making processes to

determine their continued effectiveness in supporting academic quality and accomplishment of the mission and to implement changes based on the evaluations.

Lastly, MiraCosta integrates planning, assessment, and resource allocation in a collaborative fashion to advance the mission and communicates the priorities and results of these activities with the College community.

Improvement Plans

To increase institutional effectiveness and strengthen alignment with Standard I.B, the College will develop mechanisms to monitor and analyze SLOs more effectively by creating new dashboards and reviewing SLO reflections in program review. All instructional departments currently have revised assessment calendars that depict the timing of SLO assessment of all courses. The College will also investigate technology solutions that will allow student-level disaggregation for CSLOs.

MiraCosta College will also strengthen the assessment of program outcomes by mapping CSLOs to PSLOs and creating professional learning opportunities for direct assessments of PSLOs.

Lastly, the College will expand the assessment of the institution's core competencies by training faculty in general education areas to create CSLOs that directly assess the core competencies utilizing OAC-adapted Association of American Colleges and Universities VALUE rubrics. In addition, the OAC will analyze indirect assessments of core competencies by reviewing the mapped CSLOs to identify both assessment and achievement gaps. Quality Focus Essay: Project One provides this improvement plan's expected outcomes and implementation timelines.

Evidence List

- [I.B.1-1](#) BP 3250: Institutional Planning
- [I.B.1-2](#) *Long-Term Planning Framework 2020–2026*
- [I.B.1-3](#) Long-Term Planning Framework, Fall 2020 Convocation, pp. 24–27
- [I.B.1-4](#) Redesigning the Student Experience at MiraCosta College, 2015–2022
- [I.B.1-5](#) Guided Pathways College Update, All Governance Email, 01-13-17, pp. 1, 3
- [I.B.1-6](#) Meta Majors Work Group Recommendations pp. 2, 5–8
- [I.B.1-7](#) Guided Pathways Canvas Site
- [I.B.1-8](#) SLO Assessment Cycle, Outcomes Assessment Committee Handbook, 2021, pp. 7–21
- [I.B.1-9](#) SLOs, BTEC Comprehensive Program Review, 2021-22, pp. 1–2

- [I.B.1-10](#) Program Review and Planning Cycle, Program Review and Planning Handbook, p. 12
- [I.B.1-11](#) Program Reflection, Program Review and Planning Handbook, p. 9
- [I.B.1-12](#) Data Analysis, Student Equity Comprehensive Program Review, 2020-21, pp. 2–4
- [I.B.1-13](#) Student Equity Department Fall 2022 Retreat Agenda
- [I.B.2-1](#) Program Review Cycle, 2019–2025
- [I.B.2-2](#) New PSLO Form, OAC Share Point Portal Page
- [I.B.2-3](#) Developing PSLOs, Outcomes Assessment Committee Handbook, p. 13
- [I.B.2-4](#) Sample Program Outcome Page, Program Outline of Record Snapshot
- [I.B.2-5](#) Sample Program Outline of Record, Associate in Science in Cybersecurity
- [I.B.2-6](#) Sample Program Outline of Record, Certificate of Achievement in Accounting
- [I.B.2-7](#) Sample Catalog Page
- [I.B.2-8](#) Core Competencies, *MiraCosta College 2022–2023 Catalog*, pp. 10–11
- [I.B.2-9](#) OAC Charge, Governance Manual, pp. 8, 10,
- [I.B.2-10](#) 2022/23 Professional Development Flex Calendar, pp. 8, 10
- [I.B.2-11](#) Strengthening Our Core, Fifth Friday Event Agenda, 04-29-22
- [I.B.2-12](#) SLO Processes Fifth Friday Event Agenda, 09-30-22
- [I.B.2-13](#) Assessment Cycle, Outcomes Assessment Committee Handbook, p. 18
- [I.B.2-14](#) Biomanufacturing Program Outcomes, *MiraCosta College 2022–2023 Catalog*, pp. 143–45
- [I.B.2-15](#) AP 4025B: Philosophy and Criteria for Baccalaureate Degrees and General Education
- [I.B.2-16](#) BTEC Courses Assessed, 2017–2022
- [I.B.2-17](#) SLO Assessment, Biotechnology Dept. Comprehensive Program Review, 2021/22, pp. 3–5
- [I.B.2-18](#) Sample SLO/SAO Assessment, Student Accessibility Services Program Review
- [I.B.2-19](#) Sample SLO/SAO Assessment, Counseling Program Review
- [I.B.2-20](#) Sample SAO Assessment, Math Learning Center Program Review
- [I.B.2-21](#) Sample SAO Assessment, Tutoring and Academic Support Center Program Review
- [I.B.2-22](#) Student Equity Comprehensive Program Review, p. 6
- [I.B.2-23](#) ASE Program Data Dashboard Overviews
- [I.B.2-24](#) Sample Department SLO Assessment Calendar, Japanese
- [I.B.3-1](#) ACCJC Achievement Data, Institutional Effectiveness Webpage Screenshot, September 2022

- [I.B.3-2](#) Introduction and Program Updates, Biotechnology Advisory Board 05-07-21 Minutes
- [I.B.3-3](#) Biomanufacturing Program Data Visualization
- [I.B.3-4](#) Institution Set Standards, College Council 04-15-21 Minutes, §G
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- [I.B.4-4](#) Educational Master Plan Update, pp. 3–7, 18–36
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- [I.B.5-2](#) Data Review, Sample Instructional Program Review, Spanish, Spring 2021
- [I.B.5-3](#) Data Review, Sample Student Services Program Review, Nordson STEM Learning Center, 2019/20
- [I.B.6-1](#) Program Review Data Visualization Examples
- [I.B.6-2](#) Sample Comprehensive Program Review, Biology, 2021/22
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- [I.B.7-1](#) BP 2410: Board Policies and Administrative Procedures
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- [I.B.7-3](#) Governance Manual, pp. 6, 8–9

<u>I.B.7-4</u>	Board Policy Review Steering
<u>I.B.7-5</u>	Administrative Procedure Review Steering
<u>I.B.7-6</u>	Program Review and Planning Handbook, p. 5
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<u>I.B.7-13</u>	Resource Allocation, Program Review and Planning Handbook, p. 17
<u>I.B.7-14</u>	BPC 10-01-21 Minutes, §§V.A, V.B
<u>I.B.7-15</u>	BPC 09-18-20 Minutes, §V.C
<u>I.B.7-16</u>	Resource Allocation Process, Program Review and Planning Handbook, p. 12
<u>I.B.7-17</u>	Draft Resource Allocation Request Rubric
<u>I.B.7-18</u>	<i>Long-Term Planning Framework 2020–2026</i> , p. 8
<u>I.B.7-19</u>	BPC 10-21-22 Minutes, §V
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- [I.B.8-16](#) About Outcomes Webpage Screenshot
- [I.B.8-17](#) Core Competency Data, Student Success Data Dashboard, Portal Page Screenshot
- [I.B.8-18](#) Campus Climate Survey Update, BOT 08-18-22 Agenda, Item VII.A
- [I.B.8-19](#) Campus Climate Survey Announcement, President’s Update, 04-05-19
- [I.B.8-20](#) MiraCosta College Experience Assessment, President’s Update, 09-27-19
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- [I.B.8-23](#) Campus Climate Survey Results Update, 04-14-22 District Webinar
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- [I.B.8-26](#) Climate Survey Update, Fall 2020 All College Day Agenda
- [I.B.8-27](#) Climate Survey Update, Fall 2022 All College Day
- [I.B.8-28](#) Campus Climate Survey Update, College Council 10-01-20 Minutes, §C
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- [I.B.8-30](#) MiraCosta College Experience Webpage Screenshot
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- [I.B.9-1](#) BP 3250: Institutional Planning
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- [I.B.9-3](#) *Long-Term Planning Framework 2020–2026*
- [I.B.9-4](#) *Long-Term Planning Framework 2020–2026*, p. 8
- [I.B.9-5](#) Draft Technology Plan Cover Page
- [I.B.9-6](#) 2022 Integrated Planning Manual, p. 5
- [I.B.9-7](#) Sample Action Plan, Biology, 2021/22
- [I.B.9-8](#) Program Review Cycle, Program Review and Planning Handbook, p. 4
- [I.B.9-9](#) Resource Allocation, Program Review and Planning Handbook, p. 11

I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

MiraCosta College provides students and the public clear and accurate information primarily through the College website and catalog. The Office of Instruction uses a multistep electronic review and approval process to assure the clarity, accuracy, and integrity of all information published in the annual catalog, including information related to the mission. Additionally, when corrections or updates are warranted during the year, the Office of Instruction publishes an addendum to the online catalog to document all changes made after original publication. The catalog review workflow identifies responsible parties by position and is updated annually ([I.C.1-1](#)).

Every spring, each page of the catalog is reviewed and updated by the individuals who have responsibility for those areas of the College, and they ensure the same updates are made to the information published on the website. Information about student support services, for example, is reviewed by the appropriate program manager and the dean of Counseling and Student Development. Information about the College's educational programs, including program learning outcomes, is reviewed by those who review and approve additions and modifications to courses and programs throughout the year, namely the discipline department chair, instructional dean, articulation officer/student learning outcomes coordinator, and curriculum support staff from the Office of Instruction. The chair of Biotechnology and dean of Math and Sciences, for example, review the biomanufacturing bachelor's degree catalog page to ensure information presented to current and prospective students includes current program requirements, learning outcomes, the application process, admission criteria, and a link to the Biomanufacturing Bachelor's Degree webpage, where students can find information related to counseling and financial aid ([I.C.1-2](#)).

In addition to being published in the catalog, program learning outcomes are publicly available as part of official program outlines ([I.C.1-3](#)). Learning outcomes for courses are also available in public course outlines ([I.C.1-4](#)). Anyone can access these outlines from the Curriculum webpage ([I.C.1-5](#)).

The director of Public and Governmental Relations, Marketing, and Communications and dean of Research, Planning, and Institutional Effectiveness review the Mission, Vision, Commitment, Institutional Values, and Institutional Goals catalog page each spring to ensure the accuracy and

consistency of the information before it is made public. As stated in Standard I.A.4, the mission undergoes a College wide evaluation and revision every three years (or as deemed necessary), after which the superintendent/president updates the District Mission policy and submits it to the Board of Trustees (BOT) for review and approval ([I.C.1-6](#)). In June 2020, for example, the BOT adopted a long-term planning framework that included a revised mission ([I.C.1-7](#)). The mission was subsequently updated in the online catalog, and the change was documented in the catalog addendum under “Changes” ([I.C.1-8](#)). Board Policy 1200, District Mission, was officially approved by the BOT in 2020 and published on the College website shortly thereafter ([I.C.1-9](#)).

The Public Information Office (PIO) assures the integrity of all representations of the College mission by checking them against the most current policy published on the District website. When the mission was revised in 2020, the PIO immediately updated it on the College website and created new mission-statement posters to update all classrooms, public areas, offices, and meeting rooms. Additionally, the PIO added the revised mission to that year’s annual report ([I.C.1-10](#)).

The accreditation liaison officer/dean of Research, Planning, and Institutional Effectiveness is responsible for ensuring the accuracy and integrity of published information related to the College’s accredited status. MiraCosta’s accredited status is available through a link (in the footer) on the College website ([I.C.1-11](#)). The Accreditation webpage includes a link to the ACCJC Statement of Accreditation Status for MiraCosta College as well as information about programs that have additional accreditation through their respective agencies, such as the Registered Nursing program’s approval by the California State Board of Registered Nursing ([I.C.1-12](#)). Specialized program accreditation information follows the College’s institutional accreditation status in the catalog ([I.C.1-13](#)).

Analysis and Evaluation

MiraCosta strives to ensure that all information regarding its mission, student learning outcomes, educational programs, student support services, and accreditation status is provided in a clear and accurate manner to current and prospective students as well as to the community the College serves. The mission is systematically evaluated College wide at least every three years.

The Office of Instruction ensures the accuracy, clarity, currency, and inclusion of appropriate detail of all information published in the MiraCosta College Catalog through its annual electronic review and approval workflow process. Information about learning outcomes and student achievement is publicly available through the College website.

The PIO employs a thorough review process for all print and electronic advertising, promotional literature, and publications that describe MiraCosta’s mission, programs, services, and accredited status. The PIO involves appropriate department directors and deans in the review of information

prior to it being made public to ensure the information is current, accurate, and consistent with the catalog.

Information about the College's accredited status, whether institutional or program-specific, is available to the public on the Accreditation webpage and in the MiraCosta College Catalog.

The College meets Standard I.C.1 and complies with Eligibility Requirement 20.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

The College publishes an online catalog for current and prospective students every year in May ([I.C.2-1](#)). The information published in the catalog is effective for the upcoming academic year beginning with the fall semester and concluding with the summer intersession ([I.C.2-2](#)). The catalog or individual pages from it are available for download in Portable Document Format (PDF). A link to the current online catalog, its PDF, and PDFs of archived catalogs are available on the MiraCosta College website ([I.C.2-3](#)).

The Office of Instruction ensures the accuracy and currency of all information published in the catalog through its electronic review and approval workflow process described in Standard I.C.1. Additionally, changes to facts, requirements, policies, and procedures that occur after the catalog goes live in May are documented and published throughout the year in an addendum to ensure MiraCosta’s constituencies have the most accurate and current information ([I.C.2-4](#)).

The MiraCosta College Catalog provides the general information, requirements, and major policies affecting students listed in “Catalog Requirements,” as illustrated in Table 20. The catalog also provides readers a link to the Board of Trustees webpage for access to the complete list of MiraCosta’s board policies and administrative procedures ([I.C.2-5](#)).

Table 20. Catalog Requirements

1. General Information

Official Name, Addresses, Telephone Numbers, and Website Address of the Institution	pp. 11–12
Educational Mission	p. 10
Representation of accredited status with ACCJC, and with programmatic accreditors	p. 4

Course, Program and Degree Offerings	pp. 102–369
Student Learning Outcomes for Programs and Degrees	pp. 103–366
Academic Calendar and Program Length	p. 5
Academic Freedom Statement	p. 398
Available Student Financial Aid	pp. 45–46
Available Learning Resources	p. 42
Names and Degrees of Administrators and Faculty	pp. 426–32
Names of Governing Board Members	p. 14

2. Requirements

Admissions	pp. 19–20
Student Tuition, Fees, and Other Financial Obligations	pp. 23–24
Degrees, Certificates, Graduation and Transfer	pp. 62–69, 87–88, 90–96

3. Major Policies and Procedures Affecting Students

Academic Regulation, including Academic Honesty	pp. 413–19
Nondiscrimination	pp. 408–12
Acceptance and Transfer of Credits	pp. 19–20, 25, 32–39
Transcripts	pp. 24, 419–22
Grievance and Complaint Procedures	pp. 402–03
Sexual Harassment	pp. 408–12
Refund of Fees	p. 25

4. Locations or Publications Where Other Policies May Be Found

Academic Standards and Policies	pp. 398–423
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Analysis and Evaluation

The College provides an online catalog with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”

The College meets Standard I.C.2 and complies with Eligibility Requirement 20.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College collects data on student learning achievement and regularly reports on matters of academic quality to the Board of Trustees (BOT). Including metrics from the CCCCO Vision for Success, ACCJC institution-set standards, aspirational goals, and key performance indicators related to Guided Pathways, these presentations occur during open meetings twice per year. Meeting minutes are publicly available on the Board of Trustees webpage ([I.C.3-1 §VII.B](#)). The College also presents assessment data from the 13 core competencies to the BOT ([I.C.3-2 §VII.A](#)).

In addition, the College provides student learning and achievement data on the College website. MiraCosta collects assessment data on its core competencies and posts the reports on the Outcomes Assessment Committee webpage ([I.C.3-3](#)). The Research, Planning, and Institutional Effectiveness webpage provides interactive data dashboards related to degree and transfer completion and a student achievement data table that includes goals aligned to the CCCCO Vision for Success as well as the ACCJC institution-set standards and stretch goals ([I.C.3-4](#)). Additionally, both the Office of Research, Planning, and Institutional Effectiveness and the Nursing Department webpages make licensure pass rates for the College’s allied health programs publicly available ([I.C.3-5](#)).

Degree completion data for the College’s baccalaureate program in biomanufacturing are included in BOT presentations and student achievement data on the College website. Achievement data are also included in the ACCJC Annual Report, which is available on the website ([I.C.3-6](#), [I.C.3-7](#)).

Analysis and Evaluation

The College communicates matters of academic quality to current and prospective students and the public through its website and regular reports to the Board of Trustees.

The College meets Standard I.C.3 and complies with Eligibility Requirement 19.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

MiraCosta College describes its certificate of achievement, associate degree, and bachelor's degree programs in terms of their purpose, content, required courses and course sequences (if applicable), total units, and expected student learning outcomes in the electronically published MiraCosta College Catalog ([I.C.4-1](#)). Nursing program descriptions include special admissions requirements and registration procedures ([I.C.4-2](#)). The description for the College's biomanufacturing bachelor's degree includes information about the program's separate application, selection/admission criteria, and additional tuition for required upper-division coursework ([I.C.4-3](#)).

The catalog's Associate Degree for Transfer program descriptions include information about what students will be required to complete upon transfer to a participating California State University campus ([I.C.4-4](#)).

Analysis and Evaluation

The College publishes an annual electronic catalog that describes the degrees and certificates students can earn at MiraCosta, including the Bachelor of Science in Biomanufacturing. Each description includes the program's purpose, course requirements, and expected student learning outcomes. The catalog also informs students about special admission requirements for its biomanufacturing bachelor's degree program and nursing associate degree programs.

The College meets Standard I.C.4.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The BOT and superintendent/president regularly review institutional policies and procedures to assure integrity in all representations of the College's mission, programs, and services ([I.C.5-1](#)).

Board policy review follows MiraCosta's seven-year institutional self-evaluation cycle; however, many institutional policies and procedures undergo a more frequent periodic review. The policy on credit for prior learning, for example, is legally required to be reviewed every three years ([I.C.5-2](#)).

The District relies upon collegial governance for the regular review of many institutional policies, procedures, and publications to assure their integrity ([I.C.5-3](#), [I.C.5-4](#)). Each constituency of the College that has responsibility and expertise in a particular area participates in the development and periodic review of policies and procedures relating to that area as determined by the College Council, which serves as the primary advisory on college wide matters ([I.C.5-5 p. 6](#)).

The various responsible parties and constituent groups submit their modified policies and procedures to the College Council as recommendations to the superintendent/president. Upon approval, the superintendent/president recommends revised policies to the BOT for approval and shares revised procedures to the BOT as information. Each board policy (BP) or administrative procedure (AP) denotes the most recent date of review and adoption in the footer before it is published on the District website.

The PIO assures the integrity of all print representations of the College mission and other institutional policies by checking them against the most current policies published on the District website. Similarly, when the mission and information about MiraCosta's programs and services are represented in the College catalog, public reports, planning documents, and committee handbooks, they are checked against the published policies on the website for accuracy as part of those publications' quality assurance processes. The annual update of the Courses and Programs Committee Handbook, for example, includes a review of the College mission to ensure its representation in the handbook is accurate ([I.C.5-6](#)).

As described in Standard I.C.1, the Office of Instruction assures the integrity of information published in the catalog by utilizing a multistep electronic review and approval process. Policy pages are routed to the individuals who have responsibility for those areas of the College. For example, the Academic Integrity and Discipline Appeal Process page is reviewed by the Student Services director, Student Affairs dean, and the assistant superintendent/vice president of Student Services to ensure the accuracy of the published policy ([I.C.5-7](#)).

Analysis and Evaluation

MiraCosta systematically reviews College policies, procedures, and publications through its participatory governance processes. Information about MiraCosta's mission, programs, services, BPs, and APs is readily available through the District website and the MiraCosta College Catalog. The College has review structures and processes in place to ensure the accuracy and consistency of the information published in these and other locations.

The College meets Standard I.C.5.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College accurately informs current and prospective students regarding the total cost of education in the annual MiraCosta College Catalog as mandated by BP 5030: Fees ([I.C.6-1](#)). The catalog identifies required fees students can expect to pay for resident and non-resident per-unit enrollment, health services, student representation, the Student Center, and transcripts as well as the optional fees charged for a parking permit and student identification card. The Fees page also provides information about what students can expect to pay for textbooks and how to identify courses that require a materials fee as a condition of enrollment in a class ([I.C.6-2](#)). As stated previously, the upper-division coursework fee for the College's bachelor's degree program is published on the Biotechnology page in the catalog ([I.C.6-3](#)).

Spartan Start Orientation is another means by which students learn about the total cost of education ([I.C.6-4](#)). Additionally, the Fees webpage ([I.C.6-5](#)) and credit course schedule ([I.C.6-6](#)) published each term inform students about required and optional fees. When an instructional materials fee is required, the actual fee is included in the course description published in the catalog ([I.C.6-7](#)) as well as in the College's online registration and student center, called SURF ([I.C.6-8](#)). SURF also provides a "Textbook Info" link to the bookstore where students can see the actual cost of required materials for a class before they register for it ([I.C.6-9](#)). Additionally, students can search for Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) classes in SURF and through a link from the Fees page in the catalog ([I.C.6-10](#)).

Current and prospective students can also get accurate information about the total cost of education from the Financial Aid Office, which uses California Student Aid Commission data to provide students with estimated budgets ([I.C.6-11](#)). These budgets include costs per unit for residents and non-residents, health fees, and student services fees as well as transportation, housing, and miscellaneous personal costs that help students estimate their overall need by semester ([I.C.6-12](#)).

Analysis and Evaluation

MiraCosta provides accurate information to current and prospective students regarding the total cost of education, including tuition, required and optional fees, and instructional materials fees, during orientation and via the College website, catalog, and credit schedule of classes. The online registration and student center (SURF) provides comprehensive information about textbook expenses through a link to the bookstore where students can compare the costs of renting or

buying new or used textbooks for their classes before they register for them. Students can also get accurate information about the total cost of education from the Financial Aid Office.

The College meets Standard I.C.6.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The District recognizes the free pursuit of knowledge and the free exchange of ideas as core tenets of academic freedom. MiraCosta’s commitment to and support of academic freedom and responsibility for all its constituencies, including faculty and students, are codified in its Academic Freedom board policy ([I.C.7-1](#)). This commitment promotes the intellectual, socioeconomic, and socioemotional growth of students by giving both faculty and students the assurances and protections academic freedom affords. The District characterizes an intellectually free atmosphere as one that fosters openness, tolerance, and civility.

The College’s Academic Freedom policy is published on the College website ([I.C.7-2](#)) and in the MiraCosta College Catalog ([I.C.7-3](#)). Every six years the policy is reviewed by the AAC ([I.C.7-4](#)), Academic Senate ([I.C.7-5](#)), College Council ([I.C.7-6](#)), and BOT ([I.C.7-7](#)).

Analysis and Evaluation

MiraCosta publishes its academic freedom board policy on the College website and in the online catalog. The policy is reviewed and discussed through MiraCosta’s participatory governance process every six years.

The Academic Freedom policy makes clear that MiraCosta's faculty are expected to present data and information fairly and objectively, to ensure students have access to varying points of view, and to acknowledge and defend the free inquiry of students in the exchange of criticism and ideas. It also gives students the right to express and to defend their views, to question, and to differ with the views of their instructors or the District without penalty.

The College meets Standard I.C.7 and complies with Eligibility Requirement 13.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and

include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard

MiraCosta has board-approved policies that promote honesty, responsibility, and integrity of all constituencies and include consequences for dishonesty.

The Institutional Code of Ethics policy and procedure specify the responsibilities of all employees to their colleagues, their profession, and all students ([I.C.8-1](#)). Employees include BOT members, full- and part-time employees, and student employees. These responsibilities include being “fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced” ([I.C.8-2](#)). According to the procedure, conduct that is determined to be in direct violation of these responsibilities “will be subject to disciplinary action in accordance with applicable regulations, board policies, administrative procedures, working condition manuals, and collective bargaining agreements” ([I.C.8-2 §1](#)). As described in Standard I.C.7, the College’s Academic Freedom policy specifically addresses the faculty’s responsibility regarding academic honesty and integrity.

MiraCosta also has board-approved policies on student academic honesty and student behavior:

- BP 5505: Academic Integrity defines academic dishonesty and suggests ways in which instructors might address violations in their classrooms ([I.C.8-3](#)).
- BP/AP 5500: Standards of Student Conduct describe dishonest and unlawful behaviors and suggest possible disciplinary actions that may result from such behaviors ([I.C.8-4](#) and [I.C.8-5](#), respectively).

The College clearly communicates its academic honesty and student behavior policies and procedures to current and future students through the catalog ([I.C.8-6](#)), student planner ([I.C.8-7](#)), student orientation ([I.C.8-8](#)), and Student Affairs webpage ([I.C.8-9](#)). In addition, course syllabi guidelines provided by the AAC recommend faculty members include information about the College’s policies on academic integrity and academic dishonesty in their syllabi ([I.C.8-10 p. 2](#)).

Procedures for authenticating student identity in courses conducted in whole or in part through distance education are described in AP 4105 ([I.C.8-11](#)). Each course outline of record requires faculty members to meet all expectations outlined in AP 4105, including upholding institutional procedures to authenticate students ([I.C.8-12](#)). The assistant superintendent/vice president of Instructional Services provides all full- and part-time faculty with “fact sheets” at the start of each semester that include the authentication compliance requirement ([I.C.8-13 p. 2](#), [I.C.8-14 §9](#), respectively). The Distance Education section of each fact sheet gives faculty a link to the MiraCosta College Online Class Quality Guidelines, which detail the College’s authentication

compliance procedures ([I.C.8-15](#)). The Distance Education Handbook also addresses how faculty can ensure their distance education classes comply with the authentication requirement ([I.C.8-16](#)).

Analysis and Evaluation

The College's Institutional Code of Ethics, Academic Integrity, and Standards of Student Conduct board policies promote honesty, responsibility, and academic integrity and apply to all constituencies. Procedures for authenticating student identity in distance education courses are codified in AP 4105 and included in the College's Online Class Quality Guidelines, which are widely available and regularly shared with both full- and part-time faculty.

The College meets Standard I.C.8.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

MiraCosta communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline through the Institutional Code of Ethics BP and AP, Academic Freedom BP, and faculty evaluation criteria.

The Institutional Code of Ethics AP states employees must “avoid forcing personal values, beliefs, and behaviors on others” ([I.C.9-1 §E8](#)). It also states faculty must promote freedom of inquiry and expression in the pursuit of learning, avoid intentionally suppressing or distorting subject matter, and ensure students have access to varying points of view ([I.C.9-1 §H](#)).

As stated in Standard I.C.7, the College's Academic Freedom policy makes clear that faculty are expected to examine, test, and interpret all knowledge appropriate to a discipline or major area of study, to avoid bias on controversial topics, and to present conclusions and interpretations supported by evidence ([I.C.9-2 ¶3](#)). The policy gives faculty the right to distinguish between personal conviction and professionally accepted views in a discipline and to interpret their fields and communicate conclusions without interference or penalty ([I.C.9-2 ¶5](#)).

These academic responsibilities are embedded in the faculty evaluation process. The College's faculty are evaluated every three years by their students, colleagues, and supervisors. Acknowledging and defending the free inquiry of students, recognizing the opinions of others, and acting in accordance with the ethics of the profession and with a sense of personal integrity are part of the evaluation criteria for both full- and part-time faculty ([I.C.9-3 §§2e, 2f, 3e](#) and [I.C.9-4 p. 2](#), respectively).

Analysis and Evaluation

The College expects faculty to distinguish between personal convictions and beliefs and professionally accepted views within their disciplines. This expectation is communicated through District policy as well as the criteria used to evaluate all faculty.

The College meets Standard I.C.9.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

MiraCosta does not seek to instill specific beliefs or world views on the College's staff, faculty, administrators, or students, but it does require adherence to specific codes of conduct for all its constituents. These specific codes of conduct are defined in board policy and published on the District website and in the College catalog.

As described in Standard I.C.8, faculty, staff, and administrators are expected to adhere to the College's Institutional Code of Ethics as set forth in BP and AP 3050. This policy and procedure are published on the District website ([I.C.10-1](#), [I.C.10-2](#)), and an abridged version is published in the online College catalog ([I.C.10-3](#)).

Standards of student conduct are detailed in BP and AP 5500 as well as AP 5520, which are published on the District website ([I.C.10-4–I.C.10-6](#)), in the College catalog ([I.C.10-7](#)), and on the Student Affairs webpage ([I.C.10-8](#)). The student conduct policy and the procedures associated with it delineate and define student rights and responsibilities and the resolution steps associated with due process. The College gives students clear prior notice of conduct policies during orientation ([I.C.10-9](#)) and through statements published in the student planner ([I.C.10-10](#)).

Analysis and Evaluation

MiraCosta College expects employees to model ethically responsible behavior for students and colleagues. The College expects students to conduct themselves in an ethical manner consistent with a safe and harmonious campus environment. These expectations are codified in College policies and procedures and are explicitly provided to all staff, faculty, administrators, and students on the District website and in the College catalog. Students are provided additional notice about specific codes of conduct during orientation as well as through the Student Affairs webpage.

The College meets Standard I.C.10.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

MiraCosta College does not offer curricula in foreign locations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

MiraCosta complies with Accreditation Standards and Eligibility Requirements set forth by the Commission. The College complies with all Commission requests and reporting requirements with full and honest disclosure in a timely manner as evidenced in the content of the Accreditation webpage ([I.C.12-1](#)). The College submits an Institutional Self-Evaluation Report every seven years and maintains accredited status. The last self-evaluation was submitted to the Commission in October 2016 and resulted in a letter of reaffirmation. All required reports and correspondence with the Commission are publicly disclosed on the Accreditation webpage, including the following:

- Institutional Self-Evaluation Reports
- Commission letters of reaffirmation
- Mid-Term Reports
- Special Report for the Biomanufacturing Baccalaureate Degree Program
- Annual Reports to the Commission
- Contact information for accrediting agencies for all accredited programs

As stated in Standard I.C.1, the Accreditation webpage is one-click away from any page on the College website via the footer ([I.C.12-2](#)). The Accreditation webpage provides information about the College's 2023 ACCJC Peer Review Site Visit and a link to the ACCJC Third Party Comment Form ([I.C.12-3](#)).

Analysis and Evaluation

The College submits reports to the Commission by required deadlines and makes public all reports and documents regarding its compliance. Continuous accredited status indicates compliance with all Standards and Eligibility Requirements.

The College meets Standard I.C.12 and complies with Eligibility Requirement 21.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

MiraCosta College demonstrates honesty and integrity in its relationships with external agencies by complying with their regulations, statutes, and reporting requirements. In addition to the ACCJC, these agencies and entities include the U.S. Department of Veterans Affairs (VA), the Chancellor's Office, and specialized program accreditors. The MiraCosta Adult High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).

To maintain approval by the California Department of Education for the training of veterans under the provisions of the GI Bill[®] of Regulations, the College must submit a VA Education compliance audit report to the VA annually ([I.C.13-1](#)). MiraCosta also must submit an Application for Approval to train veterans and eligible persons to the California State Approving Agency for Veterans Education each spring. The agency reviews the application, supporting documentation (including the catalog), and disclosure that the institution is currently not on sanction with its accrediting agency to determine compliance with Title 38 U.S. Code ([I.C.13-2](#)).

MiraCosta also clearly and accurately responds to all Chancellor's Office requests for information to comply with various laws and statutes, such as the following:

- Assembly Bill (AB) 1805 Requirements and Reporting ([I.C.13-3](#))
- AB 705 Equitable Placement and Completion ([I.C.13-4](#))
- Annual Curriculum Approval Certification ([I.C.13-5](#))

As mandated by BP 3200: Accreditation, MiraCosta complies with the requirements of all its accrediting agencies and communicates the status of all accreditations to the BOT ([I.C.13-6](#)). As stated in Standard I.C.1, the Accreditation webpage includes a link to the ACCJC Statement of Accreditation Status for MiraCosta College as well as information about programs that have additional accreditation through their respective agencies. Specialized program accreditation

information, including how to contact the agency, follows the College’s institutional accreditation status on the Accreditation webpage ([I.C.13-7](#)) and catalog page ([I.C.13-8](#)). The College also makes institutional reports prepared for the accreditation process as well as action letters stating the outcome of an accreditation review, such as the recent ACS WASC letter reaffirming the Adult High School’s accreditation status, publicly available on the Accreditation webpage ([I.C.13-9](#)).

Analysis and Evaluation

MiraCosta adheres to all Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, accurately and publicly communicates its current accredited status on the College website, and discloses all required information to achieve its accrediting responsibilities to the Commission and external accrediting agencies.

The College meets Standard I.C.13 and complies with Eligibility Requirement 21.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As a publicly funded, open-access institution, MiraCosta does not have any external investors or parent organizations seeking profit from college operations or programs. Financial planning decisions are prohibited from compromising the College’s commitment to its mission, as codified in BP 6200: Budget Preparation, which asserts “[t]he annual budget shall support the District’s mission statement and educational master plan” ([I.C.14-1](#)). The policy requires all budget assumptions used in financial planning to be shared with the BOT for review. Each year’s final budget report reflects the priorities of the BOT as well as MiraCosta’s institutional goals and long-term planning framework, all of which are student centered ([I.C.14-2](#)).

Additionally, all employees are prohibited from engaging in activities that conflict with the primary mission of the College. The Institutional Code of Ethics BP asserts all employees must “[a]void conflicts of interest between their contractual obligations to the District and private business or personal commitments. For example, they avoid soliciting clients and selling services or products during their regular work at MiraCosta College and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the College” ([I.C.14-3 §E.7](#))

BOT members are prohibited from engaging in any activity that conflicts with the College’s mission and primary objective of maximizing student success “through innovative teaching, learning, and support services.” The board’s Conflict of Interest policy, for example, prohibits board members from being “financially interested in any contract made by the Board of Trustees or in any contract they make in their capacity as board members” ([I.C.14-4](#)). Each year, board members are required to pledge their adherence to 17 standards of practice, including “resisting every temptation and outside pressure to use their positions as community college board members to benefit either themselves or any other individual or agency apart from the total welfare of the MiraCosta Community College District” ([I.C.14-5](#)).

Analysis and Evaluation

The College’s primary objective, as outlined in its mission statement, is to foster the academic and holistic success of its diverse learners through innovative teaching, learning, and support services. Financial planning decisions support the District mission by focusing on the protection of educational and support services that are critical to student learning and achievement.

Several board policies describe and define both a commitment to student learning and a prohibition of a range of behaviors, including conflict of interest activities and unethical practices that constitute violations. These policies help ensure that College constituents are committed to providing high-quality education and refrain from pursuing other objectives or supporting external interests that run counter to that commitment.

The College meets Standard I.C.14.

Conclusions on Standard I.C: Institutional Integrity

MiraCosta College provides students and the public clear and accurate information primarily through the College website and catalog. The College is committed to institutional and academic integrity. Periodic reports to the community and the annual report further reflect the College’s commitment to high quality education that supports student learning and achievement.

Improvement Plan

Not applicable.

Evidence List

- [I.C.1-1](#) Catalog Review Workflow
- [I.C.1-2](#) Biomanufacturing Degree Webpage Screenshot
- [I.C.1-3](#) Sample Program Outline Report

<u>I.C.1-4</u>	Sample Course Outline of Record
<u>I.C.1-5</u>	Curriculum Management System Webpage Screenshot, p. 1
<u>I.C.1-6</u>	BP 1200: District Mission
<u>I.C.1-7</u>	Planning Framework Adoption, BOT 6-11-20 Meeting Minutes, §IX.E
<u>I.C.1-8</u>	Mission Adoption, 2020–2021 Catalog Addendum
<u>I.C.1-9</u>	District Mission Adoption, BOT 12-17-20 Meeting Minutes, §X.A
<u>I.C.1-10</u>	District Mission, 2019-2020 Annual Report, p. 4
<u>I.C.1-11</u>	Accreditation Link, College Website Footer Screenshot
<u>I.C.1-12</u>	Accreditation Webpage Screenshot
<u>I.C.1-13</u>	Accreditation Page, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.2-1</u>	<i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.2-2</u>	Foreword, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.2-3</u>	Catalog Webpage Screenshot
<u>I.C.2-4</u>	Sample Catalog Addendum, <i>MiraCosta College 2020–2021 Catalog</i>
<u>I.C.2-5</u>	Sample Direction Where Other Policies May Be Found, <i>MiraCosta College 2022–2023 Catalog</i> , p. 413
<u>I.C.3-1</u>	Student Success Presentation, BOT 11-18-21 Agenda, §VII.B
<u>I.C.3-2</u>	Core Competencies Assessment Presentation, BOT 04-21-22 Agenda, §VII.A
<u>I.C.3-3</u>	Core Competency Reports, OAC Webpage Screenshot, p. 2
<u>I.C.3-4</u>	Student Achievement Data, RPIE Webpage Screenshot
<u>I.C.3-5</u>	Licensure Pass Rates, Nursing Department Webpage Screenshot, p. 2
<u>I.C.3-6</u>	ACCJC 2022 Annual Report
<u>I.C.3-7</u>	ACCJC Annual Reports, Accreditation Webpage Screenshot
<u>I.C.4-1</u>	Sample Certificate of Achievement Program Description, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.4-2</u>	Nursing Program Descriptions, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.4-3</u>	Biomanufacturing Bachelor’s Degree Program Description, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.4-4</u>	Sample Associate Degree for Transfer Program Description, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.5-1</u>	BP 2410: Board Policies/Administrative Procedures
<u>I.C.5-2</u>	BP 4235: Credit for Prior Learning
<u>I.C.5-3</u>	Board Policy Review Steering
<u>I.C.5-4</u>	Administrative Procedure Review Steering
<u>I.C.5-5</u>	College Council, Governance Manual, p. 6

<u>I.C.5-6</u>	College Mission, <i>Courses & Programs Committee Handbook 2022–2023</i> , p. 4
<u>I.C.5-7</u>	Academic Standards and Policies, 2022–23 Catalog Reviewers, pp. 3–4
<u>I.C.6-1</u>	BP 5030: Fees
<u>I.C.6-2</u>	Fees Page, <i>MiraCosta College 2022–2023 Catalog</i> , pp. 23–24
<u>I.C.6-3</u>	BTEC Upper-Division Tuition, MiraCosta College 2022-23 Catalog, pp.143–44
<u>I.C.6-4</u>	Fees, Spartan Start Orientation Screenshot
<u>I.C.6-5</u>	Fees Webpage
<u>I.C.6-6</u>	Spring 2022 Credit Course Schedule, Fees, p. 11
<u>I.C.6-7</u>	Sample Courses with Materials Fees, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.6-8</u>	Sample Courses with Materials Fees, Spring 2022, SURF Screenshots
<u>I.C.6-9</u>	Sample Course Materials Results Page (NURS 180)
<u>I.C.6-10</u>	ZTC and LTC Classes, Spring 2022
<u>I.C.6-11</u>	California Student Aid Commission 2022–23 Student Expense Budgets
<u>I.C.6-12</u>	2020–21 MiraCosta College Budget Breakdowns
<u>I.C.7-1</u>	BP 4030: Academic Freedom
<u>I.C.7-2</u>	Academic Freedom, Board of Trustees Webpage Screenshot
<u>I.C.7-3</u>	Academic Freedom, <i>MiraCosta College 2022–2023 Catalog</i> Screenshot
<u>I.C.7-4</u>	Academic Affairs 04-09-21 Meeting Agenda, §VII.b
<u>I.C.7-5</u>	Academic Senate 08-13-21 Meeting Agenda, §VIII.A
<u>I.C.7-6</u>	College Council 08-26-21 Meeting Agenda/Summary, §H
<u>I.C.7-7</u>	Board of Trustees 09-09-21 Meeting Minutes, §X.B
<u>I.C.8-1</u>	BP 3050: Institutional Code of Ethics
<u>I.C.8-2</u>	AP 3050: Institutional Code of Ethics
<u>I.C.8-3</u>	BP 5505: Academic Integrity
<u>I.C.8-4</u>	BP 5500: Standards of Student Conduct
<u>I.C.8-5</u>	AP 5500: Standards of Student Conduct
<u>I.C.8-6</u>	Student Conduct, <i>MiraCosta College 2022–2023 Catalog</i> , pp. 413–15
<u>I.C.8-7</u>	Student Conduct, Student Planner Content Outline
<u>I.C.8-8</u>	Student Rights and Responsibilities, Spartan Start Online Orientation Screenshot
<u>I.C.8-9</u>	Student Conduct, Student Affairs Webpage
<u>I.C.8-10</u>	Syllabus Checklist, p. 2
<u>I.C.8-11</u>	AP 4105: Distance Education
<u>I.C.8-12</u>	Distance Education Page, Sample Course Outline of Record
<u>I.C.8-13</u>	Distance Education, Full-Time Faculty Spring 2022 Fact Sheet, p. 2

<u>I.C.8-14</u>	Distance Education, Associate Faculty Spring 2022 Fact Sheet, §9
<u>I.C.8-15</u>	DE Class Authentication Compliance, MiraCosta College Online Class Quality Guidelines
<u>I.C.8-16</u>	Ensuring DE Class Compliance with Authentication Requirements, Distance Education Handbook, Chapter 2.9
<u>I.C.9-1</u>	AP 3050: Institutional Code of Ethics, §§E8, H
<u>I.C.9-2</u>	BP 4030: Academic Freedom, ¶¶3, 5
<u>I.C.9-3</u>	Evaluation Criteria, District/Faculty Assembly Agreement July 2021–June 2022, pp. 73–74, §§2e, 2f, 3e
<u>I.C.9-4</u>	Associate Faculty Evaluation Report, p. 2
<u>I.C.10-1</u>	BP 3050: Institutional Code of Ethics
<u>I.C.10-2</u>	AP 3050: Institutional Code of Ethics
<u>I.C.10-3</u>	Institutional Code of Ethics, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.10-4</u>	BP 5500: Standards of Student Conduct
<u>I.C.10-5</u>	AP 5500: Standards of Student Conduct
<u>I.C.10-6</u>	AP 5520: Student Conduct Procedures
<u>I.C.10-7</u>	Student Conduct, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.10-8</u>	Student Conduct, Student Affairs Webpage
<u>I.C.10-9</u>	Student Rights and Responsibilities, Spartan Start Online Orientation Screenshot
<u>I.C.10-10</u>	Student Conduct, Student Planner Content Outline
<u>I.C.12-1</u>	Accreditation Webpage
<u>I.C.12-2</u>	Accreditation Link, MiraCosta College Website Footer Screenshot
<u>I.C.12-3</u>	ACCJC Third Party Comment Form, Accreditation Webpage
<u>I.C.13-1</u>	VA Education Compliance Survey Letter
<u>I.C.13-2</u>	CSAAVE Approval Letter
<u>I.C.13-3</u>	AB 1805 Reporting Submission Survey Form
<u>I.C.13-4</u>	AB 705 Equitable Placement and Completion English and Math Validation of Practices Improvement Plans
<u>I.C.13-5</u>	Annual Curriculum Approval Certification Form
<u>I.C.13-6</u>	BP 3200: Accreditation
<u>I.C.13-7</u>	Accreditation Webpage Screenshot
<u>I.C.13-8</u>	Accreditation Page, <i>MiraCosta College 2022–2023 Catalog</i>
<u>I.C.13-9</u>	ACS WASC Reaffirmation Letter, Adult High School
<u>I.C.14-1</u>	BP 6200: Budget Preparation
<u>I.C.14-2</u>	Final Budget 2021-2022, pp. 77–84

[I.C.14-3](#) BP/AP 3050: Institutional Code of Ethics, §E.7

[I.C.14-4](#) BP 2710: Conflict of Interest

[I.C.14-5](#) BP 2715: Code of Ethics-Standards of Practice

Standard



**Student Learning
Programs and
Support Services**

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Program offerings at MiraCosta College align with the College's mission by "fostering the academic and holistic success of its diverse learners." The College achieves its mission by offering programs that culminate in the awarding of undergraduate degrees and certificates, the transfer of students to four-year institutions, and gainful employment following completion of career education (CE) coursework. The College ensures consistency of educational quality for all courses and programs regardless of their instructional delivery mode or location of instruction. All courses and programs undergo the same rigorous review and approval process to ensure their educational integrity.

MiraCosta College Board Policy (BP) and Administrative Procedure (AP) 4020 delegates review of all new certificate and degree proposals to the Courses and Programs Committee (CPC) using criteria from the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office to approve programs and courses ([II.A.1-1–II.A.1-3](#)). The composition, roles, and responsibilities of the CPC are detailed in the Courses and Programs Committee Handbook ([II.A.1-4 pp. 1–9](#)). All programs are required to demonstrate alignment to the College's mission and include identified program student learning outcomes (PSLOs) consistent with the content and objectives of each program's core courses. Published in the annual MiraCosta College Catalog, PSLOs provide students with clear information on the learning they

can expect to attain upon program completion ([II.A.1-5](#)). MiraCosta faculty discuss student achievement of course SLOs (CSLOs) and attainment of PSLOs as part of the annual program review process for each discipline ([II.A.1-6](#)). As a result of these discussions, faculty may revise PSLOs, modify assessment methods, or make changes within a program to improve student achievement of the PSLOs.

Student achievement data are reviewed as part of the College's annual reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) and the California Community Colleges Chancellor's Office (CCCCO) ([II.A.1-7](#)). In addition to the achievement data mentioned above, this semi-annual review, presented to the Board of Trustees (BOT), includes certificate completion, transfer rates, CE licensure rates (where applicable), and CE graduate employment rates ([II.A.1-8](#)).

In fall 2017, MiraCosta began offering a baccalaureate degree in biomanufacturing. The CCCC and ACCJC-approved baccalaureate program in biomanufacturing aligns with MiraCosta's mission as a CE program that strengthens the growing biotechnology economic sector in San Diego County. The need for this program of study was substantiated by industry need as well as student interest ([II.A.1-9](#)). Completion rates for the first several cohorts of the Biomanufacturing Program exceed 90 percent, and employment rates upon completion of the degree exceed 85 percent annually ([II.A.1-10](#)).

Analysis and Evaluation

MiraCosta offers undergraduate degrees and certificates within CE and transfer programs that, in addition to continuing education, support the College mission to offer educational opportunities students need to be successful. All degrees and certificates are based on recognized higher education fields of study, all meet California Code of Regulations Title 5 requirements, and all associate degree programs represent two years of full-time academic work. In addition, each program has been approved by the Chancellor's Office as required by law. The College assesses and tracks student outcomes and achievement data and reviews them regularly during committee meetings as part of its program review process and in the preparation of institutional planning documents.

The College meets Standard II.A.1 and complies with Eligibility Requirements 9 and 11.

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses

and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty regularly engage in ensuring the course content and methods of instruction meet academic and professional standards through systematic and inclusive program and curriculum review. Courses and programs undergo evaluation and review on a published cycle to ensure currency and support continuous improvement in teaching and learning. Standard I.B.5 provides a more detailed description of the program review process.

Review of all additions, modifications, or deletions of courses and programs is exclusively delegated to the CPC. The committee ensures the College's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Committee members read all course, certificate, and degree proposals (including course proposals that request distance education as an instructional delivery mode) with a concentration on the overall academic integrity of the proposals and their function within the College, its programs, and its mission. Moreover, they ensure consistency of course student learning outcomes with the course content, learning objectives, methods of instruction, instruction and assessment, standards of reading and writing, and other elements relevant to curriculum College wide.

Details related to the College's curriculum review and approval process are included in the Courses and Programs Committee Handbook ([II.A.2-1](#)). The CPC reviews and approves the following:

- New and modified credit and noncredit courses ([II.A.2-2](#)).
- New and modified degrees, certificates, and noncredit programs ([II.A.2-3](#)).
- CE degrees and certificates with no completers over a three-year period.
- Requisites of all CE course and program prerequisites, corequisites, and advisories every two years ([II.A.2-4](#)).
- Deletion of courses, certificates, and degrees as requested by the discipline and department faculty or in response to a failure to comply with CPC procedures delineated in the CPC Handbook ([II.A.2-5](#)).
- Distance education curriculum and procedures ([II.A.2-6](#)).
- Courses related in content.
- Honors curriculum.
- Instructional materials fees ([II.A.2-7](#)).
- General education requirements for both associate and baccalaureate degrees ([II.A.2-8](#)).
- Thirty-two associated local policies, procedures, and guidelines assigned to the CPC by the College Council.

The CPC submits its recommendations to the Academic Senate; once approved, the Academic Senate forwards the recommendations to the BOT for approval and implementation in accordance with California Education Code and California Code of Regulations Title 5 ([II.A.2-9](#)). After receiving local approval, all courses and programs are submitted to the Chancellor's Office for approval. The College ensures all courses, regardless of type, are updated and reviewed every six years to ensure relevance and currency.

As described in Standard I.B.5, MiraCosta requires all academic programs to comprehensively review their program's efficacy and alignment with the College mission every three years and to update those reviews annually with results from plans or goals identified in the prior program review. This three-year cycle ensures faculty evaluate and discuss the relationship between teaching methods and student performance on a regular basis.

The Program Review and Planning Handbook outlines the program review process and cycle, including the relationship between program review and planning and the College's integrated planning framework ([II.A.2-10 pp. 7-13](#)). As stated in the handbook, all programs must conduct a data-informed review to measure overall program performance, and CE programs must complete an additional two-year review as required by California Education Code ([II.A.2-11](#)). As part of the process, program faculty analyze and discuss their student achievement and SLO data in relation to their respective standards and the College's institutional goals; from there, they develop action plans to address either institutional objectives in the long-term planning framework or program expansion or improvement ([II.A.2-12](#), [II.A.2-13](#)). Reflection on data drives requests for human, physical, technology, and financial resources to support those planning items ([II.A.2-14](#)). Following implementation of the action plans, results are reviewed as part of subsequent program review cycles.

In support of all programs' continuous instructional improvement, the College provides robust professional development program that helps full-time and associate (part-time) faculty improve their teaching and learning strategies to foster student success. Faculty are also encouraged to attend conferences outside of the College at their discretion. Full-time faculty are required to accumulate 60 hours of professional development per academic year; associate faculty are required to accumulate two hours of professional development for each one hour of lecture hour equivalent (LHE) ([II.A.2-15](#)).

Analysis and Evaluation

Through the work of the CPC and Institutional Program Review Committee, in conjunction with the Academic Senate and Budget and Planning Committee, faculty apply rigorous curriculum guidelines to ensure courses and programs offered at the College are of high quality and compliant with current academic standards. Courses are reviewed and modified every six years. Programs are evaluated every three years with an annual update to ensure program currency and

continuous quality improvement. A strong professional development program is in place to promote continuous improvement in teaching and learning strategies.

The College meets Standard II.A.2.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes identical with those in the institution's officially approved course outline.

Evidence of Meeting the Standard

The development and assessment of SLOs at MiraCosta College is an equity-focused process that improves and maximizes student learning across the institution ([II.A.3-1](#)). All courses and programs, including the College's baccalaureate degree program and upper-division courses, are required to identify and assess SLOs using established institutional procedures.

CSLOs and PSLOs are recorded in all officially approved course and program outlines of record, respectively, and are developed and modified by faculty in accordance with Outcomes and Assessment Committee (OAC) procedures ([II.A.3-2–II.A.3-4](#)). The SLO coordinator, as a representative of the OAC, reviews and approves new and modified CSLOs and PSLOs before they are recorded on the official outlines ([II.A.3-5](#)). The coordinator works with the faculty to ensure the appropriateness of each outcome and the transparency of its assessment.

As stated in Standard I.B.2, the baccalaureate program's learning outcomes reflect higher levels of depth and rigor than the associate degree's PSLOs ([II.A.3-6](#)). Baccalaureate students acquire greater depth and rigor from their upper-division courses, which require lower-division knowledge and the application of that knowledge as demonstrated measures of critical thinking ([II.A.3-7 p. 1](#)). Similarly, the program's upper-division general education courses enhance the foundational knowledge students gain through the completion of their lower-division general education program ([II.A.3-8](#)). Biomanufacturing program faculty regularly assess the CSLOs that comprise the baccalaureate program and analyze assessment results at the program-review level ([II.A.3-9](#)). As stated in Standard II.A.2, SLO assessment results are included in the program review process for a fuller analysis of program effectiveness.

Academic department chairs or their designated SLO lead are responsible for ensuring information regarding SLOs is disseminated to the discipline faculty. CSLOs have a six-year assessment cycle, and the assessment results are evaluated and discussed within departments. The department chair or SLO lead is also responsible for entering the assessment results, action plans, and follow-ups (when applicable) into the outcomes assessment database. PSLO assessments are developed collaboratively by the department faculty whose courses contribute to the core of a

degree or certificate, and results are discussed as part of the department's program review cycle ([II.A.3-10](#)).

As noted in Standard I.B.2, while MiraCosta College has well-defined processes to create, modify, and assess core competencies and learning outcomes for all instructional, learning support, and student service programs, the College has found that assessments of CSLOs and PSLOs have fallen slightly behind schedule due to extenuating circumstances. In 2019/20, the College paused assessment as it converted to a new web-based assessment platform. In March 2020, the sudden shift to online learning during the pandemic slowed momentum further for nearly a year-and-a-half as faculty dealt with this dynamic situation and helped students with their emergent needs. To date, 75 percent of active courses have been assessed; however, all instructional departments are currently reestablishing their SLO assessment processes to get back on schedule ([II.A.3-11](#)).

All instructors are required to distribute a syllabus to every class section that includes the SLOs as listed on the officially approved course outline of record. The Academic Affairs Committee (AAC) is responsible for revising and distributing the syllabus checklist and annually updating it based on new requirements or best practices. In spring 2022, for example, the AAC added the mapping of CSLOs to core competencies to the syllabus checklist ([II.A.3-12 §VI.e](#), [II.A.3-13](#)). Faculty are required to submit their syllabi to their deans every semester via email ([II.A.3-14](#)). Syllabi are retained by deans and available upon request ([II.A.3-15](#)).

Analysis and Evaluation

The College has identified learning outcomes at the course, program (including baccalaureate), and institutional levels. Integrated processes and procedures that guide SLO development and assessment can be found on the SLO webpage.

CSLOs and PSLOs are included in officially approved course and program outlines, and PSLOs and core competencies are published in the MiraCosta College Catalog. Instructors are expected to include SLOs from official course outlines of record in their syllabi.

Recognizing the need to re-establish regular CSLO and PSLO assessment, the College has evaluated its regular assessment cycle and outlined an improvement plan in Quality Focus Essay: Project One.

The College meets Standard II.A.3.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Until fall 2022, the College offered precollegiate-level, credit-based curriculum in math, English, and English as a Second Language (ESL) as well as a variety of noncredit curriculum in math, English, ESL, and Adult High School Diploma. The College distinguishes this curriculum from college-level curriculum in the College catalog, class schedule, and course outlines of record (CORs), indicating which courses are and are not applicable toward a degree. The College catalog and COR identify necessary skills and/or knowledge required by all precollegiate courses in the form of outcomes that directly align with and prepare students for success in transfer-level courses.

As stated in Standards II.A.1 and II.A.2, the CPC acts by means of careful study and open discussion to assure the College's precollegiate and college-level curriculum have consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Of the thirteen faculty members on the CPC, three provide specific expertise for evaluating and informing discussions about precollegiate curriculum. The three represent the areas of counseling, pretransfer English or math, and noncredit. Both faculty writers and reviewers of curriculum use the criteria specified in California Code of Regulations, Title 5, section 55002(b), to determine whether a course is precollegiate or college level. Writers and reviewers also rely on the CPC Handbook and the Chancellor's Office Program and Course Approval Handbook (PCAH) for determination of curriculum level.

MiraCosta distinguishes between credit course levels through its numbering scheme. Basic skills or college-preparatory credit courses that are not associate-degree applicable are numbered 0 to 49; credit courses that may be associate-degree applicable but are not intended for transfer are numbered 50 to 99. Course numbering is explained in the "Enrolling in Courses" section of the MiraCosta College Catalog as well as through the "How to Read Course Descriptions" linked page, which is available under the "Courses" section of every area of study in the catalog ([II.A.4-1](#)). The College's noncredit course designators distinguish noncredit courses from credit courses. Noncredit course designators begin with "NC" (e.g., NCESL 50: English as a Second Language, Learning Lab) unless they are part of MiraCosta's Adult High School, in which case they begin with "HS" (e.g., HSENG 21: English 1) ([II.A.4-2](#)).

With the passage of California Assembly Bill (AB) 705, the College further revised its placement practices, dramatically shortening credit developmental sequences and providing co-requisite and/or noncredit options to better support student success, access, and equity in completing transfer-level courses. The College adopted multiple measures for placement in English and math,

which allow for transfer-level placement of nearly all students and, particularly, those with a high school diploma. The placement is enhanced by corequisite support courses in English and math that allow students to enroll directly into transfer-level coursework that includes just-in-time review of foundational skills and concepts ([II.A.4-3](#)). In fall 2022, in compliance with AB 705 and AB 1705, the College stopped offering any pre-college level credit math courses and offered only one pretransfer-level credit English class as a corequisite support course to the transfer-level English composition course.

To support these reforms, the English and Math Departments developed communities of practice whereby faculty teaching corequisite support courses meet regularly, at least monthly, to discuss their experiences and share practices that have positively impacted student retention and success. The English Department developed two forms of curricular support that support English and writing: highly supported English (HSE) courses and multilingual English courses that provide students with contextualized and individualized support.

- HSE courses are “stacked,” which means an instructor teaches an English 100 section and an English 52 section, and students receive individualized instruction focused on just-in-time curriculum.
- English courses with multilingual support provide English language learners assistance in understanding unfamiliar concepts while addressing vocabulary and grammar issues unique to students who come from multilingual backgrounds.

The College provides numerous learning support services that reinforce skills and/or knowledge necessary for students to advance to and succeed in completing college-level curriculum, including online and in-person tutoring. English and math faculty have also increased their use of embedded tutors and more intentionally connected students to the Math Learning Center and Writing Center where they have access to academic support throughout the week, including nights and weekends ([II.A.4-4](#)).

The College has created explicit data dashboards for both English and math to look at corequisite and non-corequisite, first-in-sequence, transfer-level coursework. The College tracks throughput, which is the percentage of students completing transfer-level English or math within one year from their first English or math enrollment. These dashboards have placement, enrollment, first course success, and throughput data that is all disaggregated by age, gender, ethnicity, and major. Placement and success can be assessed at the course or program level, and the dashboards have flags for disproportionate impact based on disaggregated characteristics ([II.A.4-5](#)).

As discussed in Standard II.B.1 and II.B.3, MiraCosta supports student success in college-level courses through free tutoring and other learning support services provided by the Tutoring and Academic Support Center, Math Learning Center, and Writing Center.

Analysis and Evaluation

The College offers both credit and noncredit precollegiate curriculum and has a numbering system that distinguishes these courses from collegiate-level curriculum. All courses are reviewed and approved by the CPC to ensure they meet all standards of quality, rigor, and compliance. Precollegiate level credit curriculum and course offerings have been dramatically reduced since the passage of AB 705.

MiraCosta has instituted several programs that assist in the successful transition of students from precollegiate to transfer-level coursework in both math and English. In addition, several support services are in place to help students successfully complete the coursework, including tutoring and math learning and writing centers.

The College meets Standard II.A.4.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The CPC is responsible for ensuring the College's educational programs are of appropriate length, breadth, depth, and rigor based on the standards set by the Chancellor's Office. Faculty and CPC reviewers refer to the PCAH to ensure all programs approved at the College follow established criteria that are consistent with California Code of Regulations Title 5 requirements and Accreditation Standards ([II.A.5-1](#)). These criteria are codified in BP/AP 4100 (graduation requirements for associate degrees) and BP/AP 4100B (graduation requirements for the bachelor's degree), which are reviewed every two years by the CPC to ensure currency and adherence to standards common in American higher education ([II.A.5-2](#), [II.A.5-3](#)).

All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable coursework, including 18 units in a major or area of emphasis and the satisfactory completion of a lower-division general education pattern. The major provides a discipline-specific focus often related to career preparation, while the area of emphasis provides an interdisciplinary focus that most often prepares a student for transfer. The associate degree also requires demonstration of competency in reading, written expression, and mathematics ([II.A.5-2 p. 3](#)).

The baccalaureate program requires completion of a minimum of 120 units, including 33 units of lower-division major courses, 36 units of upper-division major courses, 9 units of upper-division

general education courses, and completion of the California State University (CSU) or University of California (UC) lower-division general education pattern ([II.A.5-4](#)). In fall 2015, the Chancellor's Office certified that MiraCosta's baccalaureate degree in biomanufacturing follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning ([II.A.5-5](#)).

Analysis and Evaluation

The College's rigorous curriculum review and approval process ensures approved educational programs not only adhere to common standards of American higher education but also meet California Code of Regulations Title 5 and Accreditation Standards.

All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable coursework and include a minimum of 18 units in a major or area of emphasis. The instructional level and curriculum of the biomanufacturing bachelor's degree upper-division courses are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level. Students are required to complete a minimum of 120 units for the Bachelor of Science in Biomanufacturing at MiraCosta College.

The College meets Standard II.A.5 and complies with Eligibility Requirement 12.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

MiraCosta College schedules classes on several campus sites during the day and evening, and in a variety of modalities, to meet the ever-changing needs of a diverse student body. The College offers courses in 17-week fall and spring terms as well as in 6- and 8-week summer terms. Additionally, the College has added more 12- and 8-week sessions during regular terms to meet student demand for accelerated course offerings. To support access and completion, the College offers courses in on-campus, online (asynchronous), online Zoom (synchronous), and hybrid modalities.

Each semester, academic department chairs and deans prepare schedules of classes that consider students' needs and overall demand for courses that are required to meet certificate and degree requirements. Programs are required as part of program review to assess the overall efficacy of their instructional offerings with an eye toward quality improvement ([II.A.6-1](#)). The College examines historical fill rates and enrollment patterns to determine how students are trending in

their enrollment. One example of changing student needs can be seen in the increased demand for fully online classes, even prior to the COVID-19 pandemic ([II.A.6-2](#)). The College also participates in the California Virtual College–Online Education Initiative (CVC–OEI) to help local students and students across the state complete their courses and programs in a timely fashion ([II.A.6-3](#)). Additionally, the College tracks time to completion for students attending full-time and part-time. These metrics are available on the College’s data dashboard and are used by the Office of Instruction to inform schedule development ([II.A.6-4](#)). They are also presented annually to the BOT.

To help students complete their educational programs within a period of time consistent with established expectations in higher education, the College requires all courses to be offered at least one out of every four semesters ([II.A.6-5](#)). Additionally, the College has implemented academic maps as part of its Guided Pathways work. Academic maps represent faculty-suggested course sequences laid out term-by-term for approved degree and certificate programs, helping to identify what courses students should take in which semesters. The maps also indicate which semesters courses are “typically offered” to assist students, especially those who have not completed a comprehensive education plan, in their planning ([II.A.6-6](#)). Typically offered patterns are included in official CORs and catalog course descriptions ([II.A.6-7](#), [II.A.6-8](#)).

Academic maps are considered part of the curriculum revision process; faculty are expected to update a program’s academic map if course additions, deletions, or modifications, including modified typically offered patterns, affect the map to ensure program outlines and academic maps communicate the same information ([II.A.6-9](#)). MiraCosta currently has an academic map for 86 percent of its degree programs, including the baccalaureate program. Students can view academic maps for their selected programs by visiting the College’s website ([II.A.6-10](#)). For example, the academic map for the communication studies associate degree provides students with a two-year pathway for completing the degree ([II.A.6-11](#)). Academic maps provide a framework for improved course scheduling to meet student needs.

As part of the Quality Focus Essay: Project Two, the College intends to strengthen course scheduling and strategically address enrollment with a focus on improving student completion.

Analysis and Evaluation

The College considers a variety of factors when scheduling classes. At the department level, chairs work to develop schedules that will provide students with the courses they need to complete a program of study in a timely fashion. The College also examines wait lists, fill rates, and enrollment patterns to discern student needs and adjusts class scheduling accordingly. The College has a demonstrated need for a comprehensive enrollment plan to assist in enrollment recovery. This improvement plan is detailed in the conclusion to Standard II.A.

The College meets Standard II.A.6 and complies with Eligibility Requirement 9.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

MiraCosta College ensures that methods of instruction and delivery modes meet the diverse needs of its students. To support students on their educational journey, the College also provides a variety of instructional learning support services to meet the evolving needs of students. The dynamic response of the College to the COVID-19 pandemic highlighted existing practices that ensured students' instructional needs were being met and introduced new services and practices to support the constantly changing reality of students' lives.

Effective Delivery Modes

Prior to the COVID-19 pandemic, MiraCosta's instructional delivery modes included face-to-face, hybrid, and 100 percent online formats. The instructional integrity of these delivery modes is found in the COR; all courses that are offered via distance education, whether 100 percent online (synchronous or asynchronous) or hybrid, are required to complete a Distance Education Curriculum Addendum (Form A). This form ensures courses offered in a distance education modality expect the same learning outcomes as courses offered face-to-face and meet U.S. Department of Education regulations and California Code of Regulations (Title 5) ([II.A.7-1](#)).

During the pandemic, faculty implemented online synchronous (Zoom) and hybrid-flexible (HyFlex) course modalities to ensure students had the flexibility to attend and participate in classes in the way that best suited their needs, preferences, and circumstances. MiraCosta provides students with a simple one-page resource to provide clarity on the different course section modes of instruction and how to locate each type in the class schedule ([II.A.7-2](#)).

During the pandemic, the College saw a dramatic shift in the number of students who opted for 100 percent online formats. Prior to the pandemic, the College offered approximately two-thirds of its courses face-to-face, while the other one-third comprised a mix of hybrid and 100 percent online ([II.A.7-3](#)). Two years after the start of the pandemic, the College offered less than 40 percent of classes in some form of face-to-face or hybrid format; more than 60 percent of classes were offered 100 percent online ([II.A.7-4](#)). As Table 21 illustrates, this trend can be seen starting with 2018/19 annual figures that show distance education enrollment accounts for slightly more than 21 percent of the College's credit full-time equivalent student (FTES) population.

Table 21. Distance Education Enrollments 2016/17–2020/21

	2016/17	2017/18	2018/19	2019/20	2020/21
# DE course sections	673	702	734	832	2,964
% FTES from DE	19.9	20.9	21.8	25.6	98.7
% Students enrolled in at least one DE section	44.6	46.3	48.5	53.6	99.4
% Students enrolled only in DE sections	15.1	15.7	17	19.8	97.7

Source: October 2021 Online Education Board of Trustees Report

The pandemic dramatically shifted how the College offers its courses with almost all academic departments at MiraCosta providing a range of online and face-to-face classes to meet ever-changing needs of the College’s diverse population.

The College evaluates the effectiveness of all instructional delivery modes through disaggregated outcome data and program review. Disciplines submit an annual review of trend data that suggests overall instructional effectiveness, including overall enrollment, certificates and degrees awarded, FTES, and cost per FTES. The Office of Instruction reviews historical trend data, student survey data, and other local, state, and national trends to ensure appropriate delivery modes are offered to meet student needs and, regardless of delivery mode, students are achieving success at equitable levels. The faculty director of Distance Education reports these findings annually to the Board of Trustees (BOT) ([II.A.7-5](#)).

Additionally, the College regularly reviews and updates its distance education administrative procedure, which specifies how MiraCosta complies with state and federal distance education regulations ([II.A.7-6](#)). Finally, the MiraCosta Online Educators (MOE) publishes the Distance Education Handbook and Online Class Quality Guidelines to provide direction for ensuring accessible and equitable learning for students taking online classes ([II.A.7-7](#)).

Effective Teaching Methodologies

MiraCosta responds to the diverse educational needs of its students by utilizing a variety of peer reviewed and approved methods of instruction. Additionally, College faculty participate in many governance committees dedicated to discussing and making decisions about student learning needs, pedagogy, and teaching methodologies.

The Online Education Department collaborates with MOE, the Professional Development Program (PDP), and peer faculty to develop a variety of Flex workshops offered to faculty throughout each year. Most of these workshops have been recorded and offered in a HyFlex

format or fully online since 2018, increasing access for both full-time and associate (part-time) faculty ([II.A.7-8](#)).

As the College prepared to shift to a mostly online operation at the outset of the pandemic, more than 39 hours of workshops were offered during one week by 22 different faculty, resulting in 1,006 hours of attendee engagement to prepare for broad online learning. In addition to transition workshops, 55 different faculty provided discipline-specific peer consultation to support effective online instruction, and 21 faculty staffed Zoom sessions for 67 hours of live, on-demand peer support during the transition period. During summer 2020, the College offered another week of online education training, resulting in 8.5 hours of workshops and 577 hours of faculty engagement ([II.A.7-9](#)). The College also utilized peer online mentors to provide faculty with on-demand individualized support as well as workshops, resources, and professional learning experiences. The mentors provided more than 500 hours of service between summer 2020 and spring 2022 ([II.A.7-10](#)).

Effective Learning Support Services

To assist students with the skills and knowledge needed to be successful in the online learning environment, the College encourages all students to complete the Student Online Academic Readiness (SOAR) workshop. SOAR workshops are offered in a variety of modalities and provide students with an overview of how to prepare to be successful in their classes and how College resources are available to help them achieve their educational goals ([II.A.7-11](#)).

In addition to on-campus services, such as tutoring, the library, and learning centers, MiraCosta is committed to providing an array of online student support services, ensuring comparable online services for all students. As stated in Standard II.A.6, MiraCosta collaborated with the CVC-OEI to deploy the first Canvas-based Student Support Hub in California in spring 2019 ([II.A.7-12](#)). This important innovation in providing support to students online quickly spread to numerous California Community Colleges and was recognized by researchers as a key component in colleges' ability to pivot to online operation when the pandemic occurred a year later ([II.A.7-13](#)).

Faculty who teach distance education classes are required to help students be aware of MiraCosta College support services and resources, especially those available online ([II.A.7-14](#)). The College continues to provide additional services, such as loaned laptops and hotspots, to enhance student access and success and ensure compliance with distance education regulations.

Analysis and Evaluation

The College provides an appropriate array of delivery modes coupled with distance education policy and guidelines, faculty professional learning opportunities, and excellent student support services to a diverse population of learners. The College evaluates the effectiveness of all

instructional delivery modes through disaggregated outcome data and program review to ensure students achieve success at equitable levels.

The College meets Standard II.A.7.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Credit for prior learning (CPL) at MiraCosta College may be earned for eligible courses approved by the District for students who satisfactorily pass an authorized assessment or examination in accordance with District policy and procedure ([II.A.8-1](#)). Currently, CPL is available through

- achievement of a satisfactory score on an Advanced Placement, International Baccalaureate, or College Level Examination Program standardized exam;
- evaluation of Joint Services Transcripts (JST); and
- satisfactory completion of a department-wide course examination (credit by exam).

The Credit for Prior Learning administrative procedure outlines the conditions under which credit by exam can be offered and establishes the protocols that ensure only unbiased, valid measures of student learning are used. For example, every institutional exam requires the student demonstrate sufficient mastery of the learning outcomes of the course for which the credit is to be awarded. For enhanced reliability, credit by exam is offered only if a department or program has an institutional examination policy on file with Student Services ([II.A.8-1 p. 4](#)–[II.A.8-3](#)).

A credit for prior learning work group is currently developing a framework that will guide the expansion of prior learning assessment across a growing list of disciplines ([II.A.8-4](#)). The group will be designing new assessment methods and student-centered processes to ensure students are recognized for the experience and knowledge they bring with them to MiraCosta, which will reduce equity gaps for traditionally underserved students.

The Chemistry Department uses the exams from the American Chemical Society (ACS) in partial assessment of its learning outcomes in all STEM-series chemistry courses (general and organic chemistry) and uses the results routinely to inform improvements in instruction ([II.A.8-5](#)). The ACS norms the data on a national level and reports exam statistics on its website ([II.A.8-6](#)). Consequential validity studies that assess bias as well as reliability of ACS exams have been conducted and published by researchers in the field ([II.A.8-7](#)).

Analysis and Evaluation

The College currently awards credit for prior learning through achievement of a satisfactory score on identified standardized exams, JST evaluation, and satisfactory completion of an approved institutional exam. MiraCosta outlines the protocols to evaluate students' prior learning in an administrative procedure. The College is currently developing a comprehensive framework for awarding credit using industry-recognized credentials and other assessments, which are already supported by the Credit for Prior Learning AP. The Chemistry Department uses ACS exams as a valid and unbiased measure of student learning in the College's STEM-series chemistry courses.

The College meets Standard II.A.8.

II.A.9 The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit, associate degrees, a bachelor's degree, and certificates based on student attainment of learning outcomes that are published in official course and program outlines. In accordance with California Code of Regulations (Title 5), all CORs include methods of evaluation that address how the awarding of credit for coursework is based upon student mastery of each course's learning objectives and outcomes ([II.A.9-1–II.A.9-3](#)). At the course level, the OAC advises faculty to embed SLO assessment into the evaluation of student achievement and to make SLO achievement central to student grades ([II.A.9-4 pp. 5, 17](#)). Faculty use direct and indirect methods of assessing student attainment of learning outcomes at the program level, including embedded assessments and “second-year” projects and assignments ([II.A.9-5 pp. 15–16](#), [II.A.9-6](#)).

The College awards units of credit that reflect generally accepted norms and equivalencies in higher education. All credit courses offered at MiraCosta, including those offered via distance education, comply with the required contact hour calculations provided by the PCAH and published in AP 4020: Program and Curriculum Development ([II.A.9-7](#), [II.A.9-8 pp. 3–5](#)). MiraCosta does not currently offer courses based on clock hours but has provisions in policy and procedure to follow federal conversion standards ([II.A.9-8 p. 2](#)).

Analysis and Evaluation

MiraCosta's degree-applicable credit courses conform to the criteria and standards specified in Title 5 of the California Code of Regulations, including the relationship between units and required lecture and/or laboratory contact hours. The College's definition of credit hour is consistent with applicable federal and state regulations as they apply to community college districts.

The College has institutional policies and practices in place to ensure that course credit, degrees, and certificates are awarded based on student attainment of learning outcomes. The College is compliant with CCCCCO required units and hours needed to complete a program of study.

The College meets Standard II.A.9 and complies with Eligibility Requirement 10.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

MiraCosta makes transfer-of-credit policies available to students in the online College catalog. Policies that address the transfer of course credit from other institutions are located under the following headings:

- Credit from Other Colleges: Credit for International Coursework and Credit for Articulated High School Courses ([II.A.10-1 p. 25](#))
- C-ID Courses (for transfer of credit between MiraCosta College other California Community Colleges) ([II.A.10-2 pp. 26–31](#))
- Credit for Prior Learning: Credit for Standardized Examinations, Credit for U.S. Military Service/Training, Credit by Examination, Credit Using Industry-Recognized Credentials, and Credit Using Other Assessments ([II.A.10-3 pp. 32–39](#))
- Information for Veterans ([II.A.10-4 p. 20](#))
- Meeting and Clearing Prerequisites: Using Coursework from Other Institutions to Clear Prerequisites ([II.A.10-5 pp. 21–22](#)).

Policies that address the transfer of course credit to other institutions are located under the Transferring Coursework section of the catalog ([II.A.10-6 pp. 90–96](#)).

Policies for student transfer into the baccalaureate program are available on the College website from the Board Policies and Procedures webpage within BP 4100B: Graduation Requirements for Baccalaureate Degree and General Education and AP 4025B: Philosophy and Criteria for Baccalaureate Degrees and General Education as well as from the Biomanufacturing Bachelor's Degree webpage under Frequently Asked Questions (FAQ) ([II.A.10-7](#), [II.A.10-8](#), [II.A.10-9 p. 2](#)). The FAQ page provides a link to a grid of comparable coursework from other California community colleges ([II.A.10-10](#)).

Transfer of coursework policies and procedures are reviewed regularly as part of the periodic review cycle, described in Standard I.C.5, and the annual catalog review and approval process, described in Standard I.C.2.

In accepting transfer credits to fulfill degree requirements, the Admissions and Records Office ensures the learning outcomes for transferred courses are comparable to the learning outcomes of MiraCosta courses. Additionally, all transferable courses offered at the College are listed on the Articulation System Stimulating Inter-Institutional Transfer (ASSIST) website. ASSIST is an online public articulation database for students, faculty, and staff to verify the transferability of courses between California Community Colleges (CCCs) and CSU and UC campuses. ASSIST users can also search for articulation agreements between the College and a CSU or UC campus based on specific major agreements and department agreements.

Articulation at MiraCosta is an ongoing process overseen by the articulation officer, who develops and maintains articulation with regional and statewide transfer institutions as well as other community colleges in accordance with AP 4050: Articulation ([II.A.10-11](#)). Articulation agreements pertain to courses applicable for transfer elective credit, general education credit, and lower-division major preparation credit. Articulation with private universities focuses primarily on regionally accredited institutions within the local San Diego area that have a long-standing relationship with MiraCosta; however, the College also has established relationships with some distant but well-known regionally accredited institutions. These agreements can be for general education and/or major preparation. All approved articulation agreements are published on the Articulation webpage, which also provides students with articulated general education patterns, a link to major preparation on ASSIST, and MiraCosta College CORs ([II.A.10-12](#)).

The College develops articulation agreements with local high schools when high school courses are determined to be in alignment with MiraCosta College courses ([II.A.10-13](#)). When students earn a "B" or better in their course and on their final exam at their high school, they may earn credit in the equivalent MiraCosta College course. No fees are required. Information on how to articulate high school courses for credit is published on the College's website ([II.A.10-14](#)).

Analysis and Evaluation

The College has approved policies and procedures that address the transfer of course credit from and to other institutions. These policies and procedures are reviewed regularly to ensure their integrity, and they are published in the MiraCosta catalog and on the website.

The College works closely with four-year institutions to ensure articulation agreements are in place and updated regularly to assist in the smooth transfer of students between institutions. For students transferring credit internally or externally into the bachelor's degree program, the College has a commitment to evaluating prior work for lower- and upper-division requirements and communicates that information on its website.

The College meets Standard II.A.10 and complies with Eligibility Requirement 10.

II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College's 13 institutional core competencies align to programmatic learning outcomes that are included in all academic programs. MiraCosta adopted the competencies in 2017, modeling them after the "LEAP" (Liberal Education and America's Promise) outcomes developed by the Association of American Colleges and Universities ([II.A.11-1 p. 2](#)). As explained in Standard I.B.2, these competencies are broad general education learning outcomes students gain through their pursuit of an educational goal and exposure to the College's support services and enrichment programs. They are intended to demonstrate students' abilities for future success in further academic pursuits and/or careers. Table 22 illustrates the alignment between the College's core competencies and those required by the Standard.

Upon the adoption of the competencies in 2017, the College required instructional departments to evaluate and map their CSLOs to the competencies ([II.A.11-2 p. 21](#)). Currently, an interdisciplinary team assesses two core competencies per semester using a shared, collaboratively calibrated rubric. Courses targeted in this assessment process have been those that transfer students are required to complete, regardless of program, including communication, English, and mathematics ([II.A.11-3](#)).

Table 22. MiraCosta College Core Competency and ACCJC Competency Alignment

MiraCosta Core Competency	Method of Inquiry and Assessment	Aligned ACCJC Competency
<p>Knowledge of human cultures and the physical and natural world</p> <ul style="list-style-type: none"> ○ Attained through general education and major study in the sciences and mathematics, social and behavioral sciences, humanities, histories, languages, and the arts. 	<p>Informed by awareness of global issues and trends, focused by engagement with big questions, both contemporary and enduring.</p>	<ul style="list-style-type: none"> ○ Analytical inquiry skills ○ Ability to engage diverse perspectives
<p>Intellectual and practical skills</p> <ul style="list-style-type: none"> ○ Inquiry, analysis, and independent thinking ○ Critical and creative thinking ○ Quantitative literacy and problem solving ○ Information literacy ○ Written and oral communication skills ○ Integration of knowledge 	<p>Practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance.</p>	<ul style="list-style-type: none"> ○ Communication competency ○ Information competency ○ Quantitative competency ○ Analytical inquiry skills ○ Ethical reasoning
<p>Personal and social responsibility and efficacy</p> <ul style="list-style-type: none"> ○ Civic knowledge and engagement—local and global ○ Intercultural competence and respect for diverse perspectives ○ Teamwork and collaborative skills ○ Ethical reasoning and action ○ Goal setting / project-planning and completion ○ Skills for ongoing personal, academic, and professional growth 	<p>Anchored in applied learning through active involvement with real world challenges and diverse environmental, workplace, cultural, and community contexts.</p>	<ul style="list-style-type: none"> ○ Ability to engage diverse perspectives ○ Ethical reasoning

Assessment results are used to drive program improvements. The Biology Department, for example, developed formative assignments and revised assessment prompts for clarity and specificity after participating in core competency assessment ([II.A.11-4 pp. 5–6](#), [II.A.11-5 pp. 24–25](#)). As stated previously, the College posts core competency assessment results on the OAC webpage and presents core competency assessment data to the BOT annually ([II.A.11-5](#)).

The philosophy behind the bachelor's degree at MiraCosta College is to recognize students who have successfully demonstrated

- a broad understanding of mathematics, science, social science, humanities, and the arts (analytical inquiry skills);
- effective communication in oral and written form (communication competency);
- a multicultural global perspective (ability to engage diverse perspectives);
- critical-thinking skills that apply analytical and creative approaches to problem solving (ethical reasoning; quantitative reasoning);
- the ability to adapt to new environments and technologies (information competency);
- social awareness and responsibility as a participating member of society (ability to engage diverse perspectives).

These attributes align with the College's core competencies through course and program learning outcomes and curriculum (both lower- and upper-division).

Analysis and Evaluation

MiraCosta's core competencies align with the skills and abilities outlined in the Standard. The College assesses these competencies regularly at the course level using an established rubric and uses assessment results to drive program improvements. The College has successfully assessed more than half of the 13 core competencies to date.

The College meets Standard II.A.11.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College's associate degree programs and bachelor's degree program include a component of general education (GE) that is clearly explained in the MiraCosta College Catalog and codified in policies and procedures ([II.A.12-1](#)–[II.A.12-3](#)). Students seeking an associate degree have three GE patterns from which to choose: the local pattern (Plan A), which satisfies GE requirements at MiraCosta College but is not intended for students whose goal is to transfer to a CSU or UC

campus, and two patterns that are intended for students planning on transferring to a California public university (Plans B and C). Baccalaureate-seeking students must complete either Plan B or Plan C ([II.A.12-2 p. 143](#)). All three plans require coursework that introduces the content and methodology of major areas of knowledge and encourages a broad understanding of arts and humanities, the sciences, mathematics, and social sciences ([II.A.12-4](#)).

Placement of a course on Plan A is determined by faculty on the CPC who review the COR in the context of specific GE outcomes criteria when making their recommendations for approval ([II.A.12-5](#)). To be recommended for approval, courses must fulfill universal criteria for scope, rigor, autonomy, breadth, critical thinking, communication and literacy, and relevancy as well as meet additional criteria specific to their area of specialty. Placement of a course on Plan B or C is determined by the respective UC/CSU system, but the determination to submit a course for UC/CSU GE consideration is made by the MiraCosta College articulation officer, who ensures each course submitted is baccalaureate level and its content reflects a balance between breadth and depth appropriate for lower-division work ([II.A.12-6 p. 11](#)). In addition, the articulation officer ensures the course includes the required learning outcomes as described in the CSU/UC Guiding Notes for General Education Course Review ([II.A.12-7 pp. 12–43](#)).

The baccalaureate program requires completion of 37 to 41 units of lower-division and 9 units of upper-division GE coursework ([II.A.12-8 p. 1](#), [II.A.12-9 p. 2](#)). The upper-division GE curriculum enhances the foundational knowledge gained through the students' completion of lower-division GE coursework and is designed to be an integrative learning experience that makes connections among disciplines ([II.A.12-8 pp. 4–5](#)).

Analysis and Evaluation

The College has a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education and is published in the catalog. General education requirements for the College's associate degrees and bachelor's degree ensure breadth of knowledge and promote intellectual inquiry. Through a formal review process, the CPC approves courses for general education only if they meet established criteria.

The College meets Standard II.A.12 and complies with Eligibility Requirement 12.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All associate degree programs at MiraCosta College include a major or area of emphasis composed of at least 18 units to ensure students graduating with an associate degree possess sufficient depth in one area of inquiry or an established interdisciplinary core ([II.A.13-1](#)). A major or area of emphasis consists of courses required for a certificate of achievement in a CE field or a pattern of courses defined by the discipline as appropriate for transfer as preparation for a specific baccalaureate major. The bachelor's degree program provides focused study in biomanufacturing and requires baccalaureate-level competency in biomanufacturing science and technology as well as quality and regulatory theories and practices ([II.A.13-2](#), [II.A.13-3](#)).

When faculty propose new programs, they must select either baccalaureate preparation or workforce training as the rationale, and they must list the specialized courses that will support the stated program learning outcomes ([II.A.13-4](#), [II.A.13-5](#)). Degree and certificate program development incorporates industry experience (where appropriate), theoretical expertise by faculty in their respective fields, and alignment to local, state regulatory, and/or national standards to ensure students will meet program learning outcomes that reflect theories and practices in each field of study ([II.A.13-6](#)). New CE degree and certificate programs are developed with guidance from associated advisory boards that recommend any industry-related specialized content and needed level of skill mastery ([II.A.13-7](#)).

The liberal arts associate degrees' integrated curriculum provides students with a well-rounded education that offers them the opportunity for depth of knowledge within one of seven areas of emphasis ([II.A.13-8](#)). This multidisciplinary program enables students to develop communication, critical thinking, and intellectual skills that prepare them for advanced study in a wide range of majors at the university level. The mathematics and sciences emphasis, for example, focuses on the theoretical and applied aspects of understanding the physical universe, life forms, and natural phenomena; the social and behavioral sciences emphasis focuses on the connection between human behavior and social, political, and economic institutions, and the courses in the emphasis promote an understanding of how societies and social subgroups operate ([II.A.13-8 pp. 283–85, 287–88](#)). Transfer students choose two or more courses in a single discipline within a liberal arts area of emphasis to expand their depth of knowledge within that discipline.

Analysis and Evaluation

Every degree program at the College includes a focused area of emphasis or an interdisciplinary core of courses that include appropriate key theories and practices. The College has detailed processes in place to assist in the identification, development, and approval of program areas of study as well as the courses included therein.

The College meets Standard II.A.13.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

MiraCosta graduates completing CE certificate and degree programs demonstrate professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. This is accomplished through curriculum and program review processes that align learning outcomes to industry standards.

All CE programs maintain PSLOs that directly link to employment standards, and these PSLOs are connected to CSLOs and program requirements. Like all courses and programs offered at the College, CE course and program SLOs and assessments are written by faculty, approved by the respective departments, and vetted through the SLO coordinator as stated in Standard II.A.3. Additionally, CE faculty consult annually with local industry advisory boards to ensure students receive course content that is aligned with current industry practices. Advisory board approval ensures students who complete CE degrees and certificates can demonstrate technical and professional competencies that meet employment and other standards that may be specific to a particular CE degree or certificate. It also ensures those students are prepared to consider external licensure and certifications that may be available in their discipline or occupation.

MiraCosta offers 57 CE associate degrees, 61 certificates of achievement, 50 certificates of proficiency, and a bachelor's degree in biomanufacturing ([II.A.14-1](#)). Certificates of achievement and proficiency are smaller unit certificates designed to prepare students for employment in particular career areas, and many can be used to satisfy vocational associate degree requirements ([II.A.14-2](#)).

CE associate degrees and certificates of achievement offered by the College require Chancellor's Office approval. All submitted new and modified CE programs must include a narrative, CORs for all courses in the program, labor market information, advisory committee recommendation, regional consortium recommendation, and other appropriate documentation if the degree meets both transfer and CE requirements ([II.A.14-3](#)). The Biotechnology Program's advisory board played a key role in identifying and validating the SLOs and competencies that guided the development of the baccalaureate program's curriculum ([II.A.14-4](#)). Students completing the bachelor's degree can sit for key, industry-relevant American Society for Quality certifications, which validate the skills, abilities, and knowledge gained from the program ([II.A.14-5](#)).

MiraCosta invested in a customized version of Emsi's Career Coach tool to help support students choose a program ([II.A.14-6](#)). This tool connects local occupational data with the College's programs. MiraCosta has created a Program and Labor Market Information booklet that provides

greater detail on occupations and wages for each CE program. Professional development is provided to counselors when using this information during educational planning sessions ([II.A.14-7](#)).

The College uses California's Strong Workforce Launchboard, Perkins V Core Indicators, CCCCO DataMart, and program review data dashboards to track student employment and learning outcomes. These sources disaggregate data by race/ethnicity, gender, age, socioeconomic status, enrollment status, and program participation. Using these data, MiraCosta has engaged in multiple efforts, including a regional faculty training institute, to redress disproportionate impact in student employment and learning outcomes ([II.A.14-8](#)). Faculty developed plans to realign their curriculum, adjust their pedagogies, and expand this professional development to their colleagues ([II.A.14-9](#)). MiraCosta also recently hired four faculty work-based learning liaisons to increase access to, and improve the quality of, experiential learning opportunities for students across all disciplines ([II.A.14-10](#)).

MiraCosta also maintains several CE programs with additional accreditation requirements, including registered nursing, licensed vocational nursing, certified nursing assistant, and automotive technology programs. Students completing the associate in science degrees in nursing are prepared to take the state licensing examinations. The pass rates for MiraCosta students are published on the California Board of Registered Nursing website and available from the Nursing webpage ([II.A.14-11](#)). The National Council Licensure Examination (NCLEX) pass rate for registered nursing was 100 percent for 2018/19 and has been 92 to 100 percent since the program was developed in 2007. First-time graduates of the MiraCosta College Licensed Vocational Nursing program achieved a 100-percent pass rate in three of the last four years they were tested ([II.A.14-12](#)). No tests were administered in 2021; in 2019, one of two students tested received a passing score.

Analysis and Evaluation

Based on the input of advisory groups, labor market data and regional consortium data, the College develops CE associate degree, bachelor's degree, and certificate programs with learning outcomes that reflect the technical and professional competencies needed to meet employment standards. In addition, successful program completion enhances a student's ability to pass external licensure and certification requirements in specified programs.

The College meets Standard II.A.14.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Catalog rights protect students from being held responsible for changes made to their academic programs in the years that follow their initial enrollment provided they maintain continual enrollment at the College. These rights are explained in the catalog ([II.A.15-1](#)).

In addition, MiraCosta's Program Discontinuance AP ensures students can complete their education in a timely manner with minimum disruption when programs are eliminated ([II.A.15-2](#)). Upon completion of a comprehensive review, an ad hoc program discontinuance task force must provide a time frame for notifying affected students as well as a support and transition plan for students currently enrolled in the program.

The College has discontinued three programs since the last self-evaluation. One example is the surgical technology program discontinued in 2019 after an ad hoc committee assessed possible revitalization of the program ([II.A.15-3](#)). The committee determined enrollment was strong, but programmatic elements, such as better clinical scheduling and appropriate academic staffing, were lacking and hindering the program's success ([II.A.15-4](#)). Despite efforts at implementing the plan, the College was not able to successfully overcome these challenges. Scheduling difficulties and the inability to staff courses with qualified faculty resulted in the need to close the program. The AAC reviewed and voted to accept the discontinuance of the program at its April 2019 meeting ([II.A.15-5](#)). After the decision was approved, student applicants received a letter in November 2019 notifying them of the College's intent to close the program ([II.A.15-6](#)).

The CPC approved the deletion of the surgical technology program in December 2019 ([II.A.15-7](#)). As required by the AP, students currently enrolled in the program were provided support through intentional course scheduling and approved course substitutions and waivers to ensure they could complete the program by spring 2020. Once all enrolled students completed the program's required units, the College deleted the program from its curriculum inventory ([II.A.15-8](#)).

Analysis and Evaluation

The College has a procedure in place that guides program elimination. The procedure requires the development of a support and transition plan for students currently enrolled in a discontinued program to ensure they can complete the program requirements and/or transfer to a similar program outside of the College.

The College meets Standard II.A.15.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs,

regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Evidence of Meeting the Standard

As detailed in Standard I.B, MiraCosta College has a robust and comprehensive program review process that is integrated with resource allocation and culminates in the validation of all instructional programs at the College, including continuing education programs. All programs comprehensively review their program's efficacy and alignment with the College mission every three years and update those reviews annually, regardless of program delivery mode or location ([II.A.16-1](#)). As stated in Standard II.A.2, CE programs complete an additional biannual review as required by California Education Code to maintain currency in their often rapidly changing fields ([II.A.16-2](#)).

Program review criteria include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. For example, as cited in Standard I.B.6, the Biology Department's program review documents how the department plans to improve program offerings and curriculum after reviewing its disaggregated student enrollment and success data ([II.A.16-3](#)). Similarly, the Accounting program review reflects on the use of regular CSLO review to make sure course outcomes reflect key skills sets that are required by the profession and employers as well as the data-driven decision to schedule classes differently and add supplemental instruction to the program to improve student success and close the equity gap ([II.A.16-4 pp. 2-4](#)).

To maintain currency, all credit and non-credit courses are subject to a six-year comprehensive review as evidenced in the College's curriculum process to keep curriculum current ([II.A.16-5](#)). Departments are responsible for keeping their curriculum current by adhering to the legally required six-year review of all current courses.

Not-for-credit programs (community and contract education) offered through the College's Technology Career Institute (TCI) are created and updated in partnership with business and industry specifically to meet the needs of employers. All courses at the TCI are evaluated by students at the end of each course and by advisory boards composed of industry experts in the respective fields of study ([II.A.16-6](#)). The College uses student evaluations, advisory board suggestions, and consultations with the instructor, program coordinator, and program director to improve programs offered through the TCI. Standards for contract education are contained in AP 4104 ([II.A.16-7](#)).

Analysis and Evaluation

The College has developed and implemented a robust program review process that allows for regular evaluation and improvement of all instructional programs. The process is data-informed and requires departments to reflect on program performance, curriculum, resources, and personnel as well as student achievement and outcomes. Gaps in performance are identified and action plans are developed to address those gaps.

The College meets Standard II.A.16.

Conclusions on Standard II.A: Instructional Programs

The College ensures that all instructional programs meet the standards set by ACCJC and the U.S. Department of Education. Faculty play a critical role in creating and maintaining curriculum, with support from classified professional staff, the administration, and industry partners. The College's overarching mission is to help students attain their educational goals in a timely manner, while also meeting emerging workforce needs. The College maintains and offers curriculum in a variety of modalities and locations to support student momentum, degree and certificate completion, transfer, and employability.

Improvement Plans

- In conjunction with the improvement plan regarding improved SLO assessment at the conclusion of Standard I.B., the College is working to re-establish a regular and meaningful assessment cycle for CSLOs and PSLOs (Standard II.A.3).
- The College will work to improve program completion by redesigning the schedule development and enrollment management processes (Standard II.A.6).

Evidence List

II.A.1-1	BP 4020: Programs, Curriculum, and Course Development
II.A.1-2	AP 4020: Programs, Curriculum, and Course Development
II.A.1-3	Program and Course Approval Handbook (PCAH), 7th Edition
II.A.1-4	<i>Courses & Programs Committee Handbook 2022–2023</i> , pp. 1–9
II.A.1-5	Sample PSLO Statement, <i>MiraCosta College 2022–2023 Catalog</i>
II.A.1-6	Sample Comprehensive Program Review, History Department, 2020/21
II.A.1-7	ACCJC 2022 Annual Report
II.A.1-8	Student Success and Equity Metrics, Leading and Lagging Indicators

- [II.A.1-9](#) Substantive Change Proposal for the Baccalaureate Program in Biomanufacturing, 2015
- [II.A.1-10](#) Bachelor of Science Awards, Degrees Certificates and Diplomas Dashboard Screenshot
- [II.A.2-1](#) *Courses & Programs Committee Handbook 2022–2023*
- [II.A.2-2](#) Sample Credit and Noncredit Course Outlines of Record
- [II.A.2-3](#) Program Outline Report and Chancellor’s Office Approval, Mathematics for Transfer
- [II.A.2-4](#) Biannual Requisite Review Form, CSIT, 2021
- [II.A.2-5](#) *Courses & Programs Committee Handbook 2022–2023*, pp. 55–56
- [II.A.2-6](#) Distance Education Curriculum Addendum
- [II.A.2-7](#) AP 5031: Instructional Materials
- [II.A.2-8](#) BP 4025 and BP 4025B: Philosophy and Criteria for Degrees and General Education
- [II.A.2-9](#) Standards for Approval, Program and Course Approval Handbook, pp. 52–53
- [II.A.2-10](#) Program Review Process, Program Review and Planning Handbook, pp. 7–13
- [II.A.2-11](#) Program/Unit Data Review, Program Review and Planning Handbook, p. 7
- [II.A.2-12](#) Sample Program Review, Spanish, Spring 2021
- [II.A.2-13](#) Sample Action Plan, Biology, 2021/22
- [II.A.2-14](#) Resource Allocation, Program Review and Planning Handbook, p. 11
- [II.A.2-15](#) Professional Development, District/Faculty Assembly Agreement, July 2022–June 2025
- [II.A.3-1](#) Creating SLOs, Outcomes Assessment Committee Handbook, pp. 6–7
- [II.A.3-2](#) Sample Course Outlines of Record, Anthropology and Business
- [II.A.3-3](#) Sample Program Outline of Record, Art History
- [II.A.3-4](#) SLO Forms, OAC Webpage Screenshot
- [II.A.3-5](#) SLO Page, *Courses & Programs Committee Handbook 2022–2023*, p. 74
- [II.A.3-6](#) PSLOs, Biomanufacturing Baccalaureate Program Outline
- [II.A.3-7](#) BP 4025B: Philosophy and Criteria for Baccalaureate Degrees and General Education, p. 1
- [II.A.3-8](#) Sample Upper-Division General Education CSLOs, PHIL 302 Course Outline of Record
- [II.A.3-9](#) BTEC Courses Assessed, 2017–2022
- [II.A.3-10](#) Sample PSLO Assessment, Media Arts and Technology Program Review, 2021/22
- [II.A.3-11](#) Academic Senate President Email, 5th Friday Event, Sept. 2022
- [II.A.3-12](#) Updating the Syllabus Checklist, AAC 03-11-22 Minutes, §VI.e

- [II.A.3-13](#) Syllabus Checklist, pp. 2, 6–7
- [II.A.3-14](#) Sample Welcome Letter to Associate Faculty
- [II.A.3-15](#) Sample Syllabus with Student Learning Outcomes, PHIL 302
- [II.A.4-1](#) How to Read Course Descriptions, *MiraCosta College 2022–2023 Catalog*
- [II.A.4-2](#) Sample Course Outline of Record, NCENG16 and HSENG 16
- [II.A.4-3](#) Sample Course Outline of Record, MATH 103S and ENGL 52
- [II.A.4-4](#) Sample Agendas and Notes for Highly Supported English and MATH 103S
- [II.A.4-5](#) AB 705 Evaluation English and Math Dashboard Screenshots
- [II.A.5-1](#) Program and Course Approval Handbook, 7th Edition
- [II.A.5-2](#) BP 4100: Graduation Requirements for Degrees and Certificates; BP 4100B: Graduation Requirements for Baccalaureate Degree and General Education; AP 4100: Graduation Requirements for Degrees and Certificates–Associate in Arts or Associate in Science Degree; AP 4100B: Graduation Requirements for Degrees and Certificates–Baccalaureate in Science Degree
- [II.A.5-3](#) CPC Review of Policies and Procedures, *Courses & Programs Committee Handbook 2022–2023*, p. 24
- [II.A.5-4](#) Biomanufacturing BS Degree Program Outline
- [II.A.5-5](#) Biomanufacturing BS Approval Letter from the Chancellor’s Office
- [II.A.6-1](#) Enrollment and Efficiency, Instructional Program Review Data Dashboard Screenshot
- [II.A.6-2](#) 2021 Distance Education Participation at MiraCosta
- [II.A.6-3](#) California Community Colleges Online Education Initiative Fully Executed Amendment and Extension MOU
- [II.A.6-4](#) Metric Impact, Guided Pathways Data Dashboard Screenshot
- [II.A.6-5](#) Course Scheduling Requirement, *Courses & Programs Committee Handbook 2022–2023*, pp. 55–56
- [II.A.6-6](#) Typically Offered Note, Sample Academic Map, AA Supply Chain Management, p. 1
- [II.A.6-7](#) Typically Offered Pattern, Sample COR, BUS 128: Introduction to Supply Chain Management
- [II.A.6-8](#) Sample Catalog Course Descriptions, Business
- [II.A.6-9](#) Academic Maps, *Courses & Programs Committee Handbook 2022–2023*, pp. 26–27
- [II.A.6-10](#) Sample Academic Maps Webpage, Nursing
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- [II.A.7-1](#) Course Outline of Record Sample with Form A
- [II.A.7-2](#) How to Read the Course Schedule in SURF

- [II.A.7-3](#) Enrollment Management Fall 2019 Dashboard Screenshot
- [II.A.7-4](#) Enrollment Management Spring 2022 Dashboard Screenshot
- [II.A.7-5](#) 2021 MiraCosta College Online Education Board Report
- [II.A.7-6](#) AP 4105: Distance Education
- [II.A.7-7](#) Distance Education Handbook Sample Pages; Online Class Quality Guidelines
- [II.A.7-8](#) Online Education Workshop Archives Webpage
- [II.A.7-9](#) 2020 MiraCosta College Online Education Board Report
- [II.A.7-10](#) Online Faculty Mentors and Teaching Collaborative
- [II.A.7-11](#) Student Online Academic Readiness, Online Education Webpage
- [II.A.7-12](#) Online Student Support Resources
- [II.A.7-13](#) UC Davis Wheelhouse Research Brief
- [II.A.7-14](#) MiraCosta Online Support for Students
- [II.A.8-1](#) BP/AP 4235: Credit for Prior Learning
- [II.A.8-2](#) Credit by Exam, Language Resource Center, Webpage Screenshot
- [II.A.8-3](#) Credit by Exam Courses, 2022/23
- [II.A.8-4](#) Credit for Prior Learning Implementation Framework
- [II.A.8-5](#) Chemistry Student Learning Outcome and ACS Exam Questions Email, 04-12-19
- [II.A.8-6](#) ACS Exam Statistics, ACS Website Screenshot
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- [II.A.9-3](#) Sample Course Outline, BUS 205
- [II.A.9-4](#) Outcomes Assessment Committee Handbook 2021, pp. 5, 17
- [II.A.9-5](#) PSLO Workshop, Fall 2019, pp. 15–16
- [II.A.9-6](#) Sample PSLO Assessment Reflection, Biology Dept. Comprehensive Program Review, p. 8
- [II.A.9-7](#) Standards for Credit Hour Calculations, PCAH, pp. 57–61
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- [II.A.10-2](#) C-ID Courses, *MiraCosta College 2022–2023 Catalog*, pp. 26–31
- [II.A.10-3](#) Credit for Prior Learning, *MiraCosta College 2022–2023 Catalog*, pp. 32–39
- [II.A.10-4](#) Information for Veterans, *MiraCosta College 2022–2023 Catalog*, p. 20

- [II.A.10-5](#) Meeting and Clearing Prerequisites, *MiraCosta College 2022–2023 Catalog*, pp. 21–22
- [II.A.10-6](#) Transferring Coursework, *MiraCosta College 2022–2023 Catalog*, pp. 90–96
- [II.A.10-7](#) BP/AP 4100B: Graduation Requirements for Baccalaureate Degree and General Education
- [II.A.10-8](#) AP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education
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- [II.A.12-7](#) Guiding Notes for GE Course Review, UC/CSU, pp. 12–43
- [II.A.12-8](#) AP 4025B: Philosophy and Criteria for Baccalaureate Degrees and General Education, pp. 1, 4–5
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- [II.A.15-2](#) AP 4021: Program Discontinuance
- [II.A.15-3](#) SurgiTech AdHoc Program Revitalization Committee
- [II.A.15-4](#) SurgiTech Revitalization Plan Implementation Email
- [II.A.15-5](#) Surgical Technology Revitalization Plan, AAC 04-12-19 Minutes, §VI.a
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- [II.A.15-8](#) SURG Course and Program Archival, BOT 02-13-20 Agenda
- [II.A.16-1](#) Program Review Cycle, 2019–2025
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- [II.A.16-3](#) Sample Action Plan, Biology, 2021/22
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[II.A.16-6](#) Sample TCI Program Evaluations

[II.A.16-7](#) AP 4104: Contract Education

II.B Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

In accordance with board policy, the College ensures all students, remote and in-person, have access to the College's library and learning support services ([II.B.1-1](#)). These services include library materials, research collections, embedded in-class tutoring, information literacy instruction, workshops, and in-person and online tutoring through the Math Learning Center, Science, Technology, Engineering, and Mathematics (STEM) Learning Center, Tutoring and Academic Support Center (TASC), and Writing Center. All services are widely promoted through the College website, MiraCosta College Catalog, Canvas Student Support Hub, and Student Support Guide ([II.B.1-2–II.B.1-6](#)).

Library

The College provides equitable access to library services at all the Oceanside Campus (OC), San Elijo Campus (SEC), Community Learning Center (CLC), and online. The Library website supports all educational programs, regardless of location or instructional modality, through links to a wide variety of library resources ([II.B.1-7](#)).

Through its participation in the program review and planning process, the Library Department assesses the effectiveness of its services to students and personnel as well as the sufficiency of its resources, including technology support ([II.B.1-8](#)). In its 2020/21 program review, the library attributed its broad and robust existing collection of online resources to its successful support of student research during the physical building closures that occurred because of the COVID-19 pandemic ([II.B.1-8 p. 1](#)).

In accordance with its Collection Development policy, the library ensures it offers an appropriate collection of print and electronic resources that have currency, depth, and variety ([II.B.1-9](#)). The selection and evaluation of materials is based on curricular demands, the recommendations of current professionals' review of media, standard selection devices, and suggestions and requests from the College community.

In support of the College's baccalaureate program, the library maintains a webpage dedicated to biotechnology and biomanufacturing resources as a focal point where students can find information and support for their area of study ([II.B.1-10](#)). The Recommended Databases webpage includes approximately 75 full-text journals (subscription and open access) covering bioengineering, biotechnology, and biomanufacturing and includes resources that support upper-division biotechnology and general education curriculum. Librarians work with program faculty to curate specific materials to support baccalaureate student projects and provide customized instruction to meet the research needs of individual classes ([II.B.1-11](#)). The library also keeps online reference copies of textbooks for upper-division biomanufacturing courses, saving each student in the program between \$500 and \$700.

The library provides ongoing instruction for users of its resources through on-ground and online orientations and workshops, instructional videos, credit courses, information literacy tutorials, and one-on-one reference services ([II.B.1-12](#)–[II.B.1-17](#)).

Learning Centers

In addition to the library, the College supports student learning and achievement through the International Languages Resource Center, Math Learning Center, TASC, Writing Center, STEM Learning Center, Student Accessibility Services (SAS) High Tech Center, and online computer labs. These centers and labs provide students, faculty, and departments with access to free tutoring, online and supplemental course materials, specialized personnel, subject area personnel, and workshops related to study skills and discipline-specific information ([II.B.1-18](#)). The STEM Learning Center also keeps textbooks and laptops available for students enrolled in the baccalaureate program. The mission of these centers is to provide students with academic support and experiences that promote successful course completion.

The resource and learning centers provide free online and in-person support for students through one-on-one appointments, drop-in and group sessions, embedded tutoring, and supplemental instruction. Online tutoring services are accessible through the Canvas Student Support Hub as well as through the websites for each service area. Locally provided online tutoring services are supplemented with free access for MiraCosta students to STAR-CA Consortium, Western eTutoring Consortium, and NetTutor, providing seven-day access to tutoring in many general and career-education subjects ([II.B.1-19](#)–[II.B.1-21](#)).

The SAS High Tech Center provides assistive technology devices and software for students with disabilities as well as weekday staff support (in-person and via Zoom). The center also provides students with learning modules they can access at their own pace to learn fundamental skills about learning technologies ([II.B.1-22](#)).

The College assesses the effectiveness of its learning support services through the program review and planning process as well as through student satisfaction surveys, such as the “Back to Campus” survey that was conducted in spring 2021 ([II.B.1-23](#), [II.B.1-24](#)).

Analysis and Evaluation

The College provides comprehensive library and learning support services for all students. The quality and effectiveness of these services are evaluated regularly through the program review process. Student needs are assessed regularly to determine resources and support for comparable on-site and online services. In addition to a variety of resource materials, library faculty also conduct workshops and courses to support students.

In addition to library services, the College provides direct support to students through centers that support math, STEM, writing and other academic subjects, language acquisition, and skills development. Finally, the College also provides computer access to students via computing labs and centers.

The College meets Standard II.B.1 and complies with Eligibility Requirement 17.

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Faculty and instructional support professionals identify the educational equipment and materials necessary to support student learning. In keeping with good practices recommended by the California Community Colleges Chancellor’s Office, a College librarian checks all new course, certificate, and degree proposals to ensure appropriate and adequate library materials and services are available to support new curriculum ([II.B.2-1](#)). Additionally, every time a course outline is modified, faculty are prompted to indicate what kind of impact the course revision will have on the library in terms of available resources ([II.B.2-2](#), [II.B.2-3](#)). For example, the library curated a digital collection to support the curriculum through a collaboration with faculty from the Film Department ([II.B.2-4](#)). Librarians select additional educational materials based on usage data and faculty and student requests ([II.B.2-5](#), [II.B.2-6](#)).

The library and learning centers also partner extensively with Academic Information Systems (AIS) personnel to support students’ educational technology needs. As explained in Standard III.C, AIS maintains and supports new and existing technology District wide, ensuring the College’s technology infrastructure is sufficient to maintain and sustain teaching and learning. AIS works with the library between semesters to update software and reimage the nearly 536

laptops the library loans to students each semester. AIS and the library share a repair log to track this process ([II.B.2-7](#)).

In addition to managing student laptop loans, the library also maintains and manages 500 mobile hotspots. The library purchased additional laptops and hotspots for the OC, SEC, and CLC after library resources usage data indicated the equipment check-out program was popular among students. According to its 2019/20 comprehensive program review, the library had planned to launch a trial check out program for an entire semester to collect and analyze data to see if the process was more effective for students, but the spring 2020 shutdown accelerated its implementation ([II.B.2-8 p. 2](#)). In its 2020/21 annual program review, the library reflected on student survey data that indicated students would have withdrawn from classes had it not been for the equipment loans ([II.B.2-9 p. 3](#)).

Analysis and Evaluation

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. Decisions about what materials and equipment to select are informed through close collaboration with instructional faculty and rely on usage data and input from faculty and students (including those in the bachelor's degree program). The College determines the sufficiency of educational equipment and materials to meet the learning needs of its students through the program review and planning process.

The College meets Standard II.B.2.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

The library regularly assesses student learning outcomes (SLOs) for library credit courses as well as service area outcomes (SAOs) for library instruction, resources, and services to assure their adequacy in meeting identified student needs.

To support student success in library courses, the library analyzes and reflects upon data trends, SLO assessment, and core competency assessment results through program review to improve curriculum as needed ([II.B.3-1 pp. 1, 5](#)). In 2019, for example, library faculty modified the Title, content, and learning outcomes of the department's "Research in the Digital Age" course to help students critically evaluate information from media outlets and social media; thus, the Title

became “Media and Information Literacy” ([II.B.3-2](#)). The library assesses its SAOs primarily through surveys. For example, the department conducted a technology survey in spring 2021 to assess its outcome to support student success through the provision of appropriate in-person and online library services to meet students’ academic needs ([II.B.3-1 p. 6](#)).

The library actively seeks input from faculty and students to evaluate its services. In a survey of faculty requesting research orientations in 2019/20, all agreed that librarians’ teaching activities and instruction techniques were appropriate and useful, resources selected and demonstrated were appropriate to the class assignment or project, and sessions met their expectations ([II.B.3-3](#)). Students completing the 2018 Community College Survey of Student Engagement (CCSSE) indicated they were “very satisfied” (55.8 percent) or “somewhat satisfied” (20.1 percent) with library resources and services ([II.B.3-4](#)). Surveys of students on specific services indicate high levels of satisfaction and show that these services and resources help students achieve their learning goals ([II.B.3-5–II.B.3-7](#)).

Learning Centers

As stated in Standard I.B.1, all learning centers complete a program review that requires them to provide qualitative and quantitative evidence of their effectiveness. To acquire student input, the centers evaluate their programs through internal and external surveys. The spring 2021 “Back to Campus” survey indicated more than 93 percent of students were satisfied with centers’ online support services ([II.B.3-8](#)). For students, access to online tutoring was changed to a one-click entrance, which enabled students with potential technology barriers to have a seamless access route to learning center services. The centers also collect student feedback through internal surveys, such as video feedback that was incorporated in 2020 to get student feedback regarding satisfaction with their coaches and tutors.

The library and learning centers also make user comment cards available to solicit feedback about the adequacy and sufficiency of their services ([II.B.3-9](#)). The cards ask users to indicate which service area they interacted with during their visit. Users requesting a follow-up receive personal outreach from the appropriate area. All comments and follow-ups are documented and discussed among library and learning center staff ([II.B.3-10](#), [II.B.3-11](#)).

Analysis and Evaluation

The College’s library and learning centers have developed a variety of evaluation tools to assess student needs, satisfaction, and achievement. Dialogue about these various assessments and the contribution of these support services in the attainment of SLOs occurs among the department staff and with colleagues from other departments. Service improvements based on evaluation results are accomplished through the program review process where departments and programs are asked to develop action plans.

The College meets Standard II.B.3.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Each year, the library renews its contracts and agreements with service providers for digital content and maintenance of the library's automated library system. Much of the library's digital content is contracted through the Community College League of California Library Consortium, which provides product selection, user trials, price negotiation, and invoicing on behalf of the digital content providers ([II.B.4-1](#)). Some digital content is contracted directly with the individual vendors.

The library continually evaluates digital content usage through statistical reports generated through each vendor's website and from proxy server login data ([II.B.4-2](#)). Faculty librarians also assess the value of the digital content as it relates to the College's curriculum to determine if the resources are meeting the needs of students and faculty.

The adoption of the state-wide Library Services Platform in 2020 has provided students with a dynamic, cloud-based system for accessing library materials, both electronic and physical. As the CSU campuses had already adopted this platform, many transferring students will have familiarity with this system when they arrive on their new campus.

The library offers free reciprocal borrowing privileges to students, staff, and faculty of both Palomar College and California State University San Marcos, which are the two nearest public higher-education entities from which MiraCosta students frequently seek services ([II.B.4-3](#)). The District has a memorandum of understanding (MOU) with Point Loma Nazarene University so students can easily transfer into a bachelor's degree program, and the MOU stipulates that the MiraCosta College Library provides access to collections, computers, and study space ([II.B.4-4](#)). MiraCosta is also part of a local and nation-wide consortium offering 24/7 chat service to on-ground and online students. Interlibrary Loan (ILL) OCLC (a global library cooperative) allows MiraCosta students to acquire library print and/or electronic resources ([II.B.4-5](#)).

Learning Centers

As stated in Standard II.B.1, online tutoring services are accessible through the Canvas Student Support Hub as well as through each center's webpage. As part of the California Virtual Campus Online Education Initiative, the College provides supplemental online tutoring service through NetTutor. Additionally, the institution participates in STAR-CA, which is a California-based online tutoring consortium that uses the NetTutor platform. MiraCosta also continues to participate in the Western eTutoring Consortium, which it joined in 2012. The College regularly reviews user data to evaluate the effectiveness of these services and inform decisions about contract renewals.

The College's access specialist and assistive technology assistant evaluate the District's assistive technology software and hardware for the High Tech Center annually when renewals are due. Combining this technical review with informal student feedback provides the basis for determining if assistive technology meets student needs and provides the best-rounded tools for future students.

Analysis and Evaluation

The library establishes and maintains formal agreements where appropriate to provide services and resources to District campuses and students. These agreements include purchase, service, and maintenance contracts for physical equipment as well as computer hardware and software.

The College meets Standard II.B.4 and complies with Eligibility Requirement 17.

Conclusions on Standard II.B: Library and Learning Support Services

The College provides comprehensive library, learning support, and computer lab services for all students, including those enrolled in the baccalaureate program. It assesses student needs regularly to determine resources and support for comparable on-site and online services.

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. Decisions about what materials and equipment to select are informed through close collaboration with instructional faculty, usage data, and input from faculty and students. Service improvements based on evaluation results are accomplished through the program review and planning process.

The library establishes and maintains formal agreements where appropriate to provide services and resources to District campuses and students. These agreements are reviewed regularly and include purchase, service, and maintenance contracts for physical equipment as well as computer hardware and software.

Improvement Plan

Not applicable.

Evidence List

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- [II.B.1-2](#) Academic Support Tutoring Webpage
- [II.B.1-3](#) Library and Information Hub, *MiraCosta College 2022–2023 Catalog*, p. 58
- [II.B.1-4](#) Academic Services and Tutoring, *MiraCosta College 2022–2023 Catalog*, p. 42
- [II.B.1-5](#) Canvas Student Support Hub
- [II.B.1-6](#) Student Support Guide
- [II.B.1-7](#) Library Website Student Support Links Screenshot
- [II.B.1-8](#) Library Department Annual Program Review, 2020/21
- [II.B.1-9](#) Collection Development Policy, Library Webpage Screenshot
- [II.B.1-10](#) BTEC Resources, Library Webpage Screenshot
- [II.B.1-11](#) BTEC 310 Library Support
- [II.B.1-12](#) Library Instructional Online Orientations
- [II.B.1-13](#) Library Online Learning Workshops
- [II.B.1-14](#) Library Instructional Videos
- [II.B.1-15](#) Library Credit Courses
- [II.B.1-16](#) Information Literacy Tutorials
- [II.B.1-17](#) Library Services for Students Webpage Screenshot
- [II.B.1-18](#) Learning Centers, Webpage Screenshots
- [II.B.1-19](#) STAR-CA Consortium
- [II.B.1-20](#) Western eTutoring Consortium
- [II.B.1-21](#) NetTutor
- [II.B.1-22](#) SAS Canvas Site
- [II.B.1-23](#) Learning Center Program Reviews (Math pp. 1–24; STEM pp. 24–41; TASC pp. 42–58; Writing pp. 58–99)
- [II.B.1-24](#) Student Satisfaction Survey, Spring 2021
- [II.B.2-1](#) Library Services Faculty Role, *Courses & Programs Committee Handbook 2022–2023*, p. 46; Library Curriculum Support Form
- [II.B.2-2](#) Modified Curriculum, Library Resources, *Courses & Programs Committee Handbook 2022–2023*, p. 89
- [II.B.2-3](#) Sample Course Modification Proposal Library Page Screenshot

- [II.B.2-4](#) Swank Digital Campus Streaming Media MOU
- [II.B.2-5](#) Usage Data, Library Circulation Statistics, 2016–2021
- [II.B.2-6](#) Library Material Request Form Screenshot
- [II.B.2-7](#) AIS Library Laptop Reimage and Repair Log
- [II.B.2-8](#) Library Comprehensive Program Review, 2019/20, p. 2
- [II.B.2-9](#) Library Annual Program Review, 2020/21, p. 3
- [II.B.3-1](#) Library Annual Program Review, 2020/21, pp. 1, 5
- [II.B.3-2](#) LIBR 201 Course Modification Proposal
- [II.B.3-3](#) Survey of Faculty Orientations 2018/19
- [II.B.3-4](#) Library Resources and Services, CCSSE 2018 Data
- [II.B.3-5](#) Library Technology Loan Survey
- [II.B.3-6](#) Library Chat Student Chat Ratings 2020/21
- [II.B.3-7](#) Library Exhibit Surveys
- [II.B.3-8](#) Student Satisfaction Survey
- [II.B.3-9](#) Comment Card
- [II.B.3-10](#) Comment Card, Documented Student Comments
- [II.B.3-11](#) Comment Card Collaboration, Library Comprehensive Program Review, 2019/20, p. 9
- [II.B.4-1](#) Library Consortium, Community College League of California, Webpage Screenshots
- [II.B.4-2](#) Digital Content Usage
- [II.B.4-3](#) MOU with Palomar College and California State University San Marcos Libraries
- [II.B.4-4](#) MOU with Point Loma Nazarene University
- [II.B.4-5](#) Interlibrary Loan

II.C Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The MiraCosta College Student Services Division strives to empower students through comprehensive support services that align with the College's mission and commitment to social and racial justice. Student services programs regularly evaluate the quality of the services through the three-year cycle program review and planning process and student input ([II.C.1-1](#), [II.C.1-2](#)). Such review provides for a thorough evaluation that is based on data-driven recommendations and effectiveness of support. Through the program review process and with regular dialogue that takes place at division-wide meetings, monthly leadership meetings, and annual planning retreats, each program reflects on the mission of the College, evaluates goals, reviews assessments, and provides improvement recommendations, if needed ([II.C.1-3](#)). The programs include goals and outcomes that are mapped to the College's strategic goals and division's priorities.

Student success is the primary focus of student services programs, regardless of location or means of delivery. The Oceanside Campus (OC), San Elijo Campus (SEC), and Community Learning Center (CLC) have in-person student support available; in addition, online support is available for all programs in a variety of modalities to address students' diverse needs ([II.C.1-4](#)). The Student Services Division measures the availability, access, and quality of its programs through satisfaction surveys and student feedback. External and internal surveys are incorporated in program reviews and division discussion to identify areas of improvement for programs, services, and activities.

External surveys, such as the Community College Survey of Student Engagement (CCSSE) and National College Health Assessment (NCHA) survey, provide the division with information on student satisfaction and needs ([II.C.1-5](#), [II.C.1-6](#)). For example, the College learned through the 2018 NCHA survey that almost 40 percent of students faced food insecurity ([II.C.1-6 p. 1](#)). Using that data through program review, the College created the Campus Assessment, Resources, and Education (CARE) Program in 2019 to focus on these needs ([II.C.1-7](#)).

In addition to external surveys, student services programs also use internal surveys to measure student satisfaction. The "Back to Campus" student survey completed in 2021, for example, measured student utilization, modality, and satisfaction with student services programs during COVID, and students expressed satisfaction with the services provided in the range of 93-to-100 percent ([II.C.1-8 p. 10](#)). Additionally, the survey asked for preferred hours and days of services;

based on student responses, the College added evening hours for online support and purchased a chatbot in 2021 to address student needs.

In addition to College wide surveys, student services departments conduct internal program surveys to measure student satisfaction and evaluate and improve their programs. The Spartan Start onboarding survey, for example, is completed after each onboarding event ([II.C.1-9](#)). The Office of Research, Planning, and Institutional Effectiveness (RPIE) produces a research report that analyzes the data from the Spartan Start Survey and informs the design of future orientation and Spartan Start events ([II.C.1-10](#)).

Division faculty, staff, and administrators regularly discuss results of outcomes in student services leadership meetings, division-wide retreats, division meetings held the fourth Friday of each month, and/or department meetings to address implications and improvements to student services programs ([II.C.1-11](#), [II.C.1-12](#)).

Analysis and Evaluation

The College evaluates the quality of student support services through a variety of methods. Through program reviews, the College assesses student achievement data, survey responses, and outcomes assessment results. External and internal surveys are included in program reviews to provide opportunities to examine department-specific data and propose activities that will address identified areas for improvement.

The College meets Standard II.C.1 and complies with Eligibility Requirement 15.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The Student Services Division identifies and regularly assesses learning support outcomes for each service area, reflects on the data through the program review and planning process, and uses assessment results to address identified student needs.

In alignment with the College's *Long-Term Planning Framework 2022–2026*, the Student Services division establishes priorities that are created in collaboration with departmental managers, directors, and deans. Each department then creates goals, action plans, and service area outcomes (SAOs) that are reviewed annually and assessed every three years as part of the College wide program review process ([II.C.2-1](#)).

Division-wide training and meetings take place regularly throughout the academic year to assist departments with reviewing their SAOs, analyzing the findings, and improving the programs. In a spring 2022 division workshop, for example, student services departments shared effective practices of SAOs and evaluations and supported program managers and directors in reviewing and assessing their SAOs ([II.C.2-2](#)). Aligning with the division priority of implementing the six student success factors, the Educational Opportunities Programs and Services (EOPS) Department's outcomes reflect that students feel directed and focused as well as engaged and connected to student support ([II.C.2-3](#), [II.C.2-4](#)).

With the goal of getting additional feedback from students and increasing support for disproportionately impacted students, the College also expanded the preregistration survey that is mandatory for all students each term. The survey includes questions around basic needs, transportation, and housing, and it asks information on sexual orientation and gender identity ([II.C.2-5](#)). Students are provided additional information and support based on their responses to the registration survey, and additional efforts are made to reach out to students who have self-identified the need for community resources. For example, when the College received federal and state funding during COVID to support students, College personnel were able to offer assistance specifically to students who had expressed food, technology, and housing insecurities in the preregistration survey. Additionally, tailored communication about emergency grants and rental assistance was sent to students in Academic and Success Equity (ASE) programs, EOPS, Student Accessibility Services (SAS), and noncredit courses. As a result, a larger representation of students who were disproportionately impacted received emergency grants and rental assistance ([II.C.2-6](#)).

The division also evaluates its programs by reviewing processes and procedures that may present barriers to students. With the help of an outside consultant, the division conducted a business process analysis of all onboarding steps and implemented several changes ([II.C.2-7](#)). As a result of this effort, the Financial Aid Office purchased Campus Logic, which uses icons, graphics, and easy-to-read directions, to provide clear messaging for students.

Additionally, a consultant hired in fall 2019 helped the division alter communications to students so they were more inclusive and student-centered. After the division retreat, departments developed a communication schedule and reviewed their own communication to students to incorporate what was learned ([II.C.2-8](#)). For example, the Admissions and Records Department modified the letter it sends students after they have submitted an application ([II.C.2-9](#)).

The Student Services Division also incorporates extensive professional development opportunities for all faculty, classified professionals, administrators, and student workers. The division's professional development committee meets twice a month to discuss student and division needs and create appropriate professional development opportunities to meet those needs ([II.C.2-10](#)).

Analysis and Evaluation

MiraCosta College identifies and assesses student support outcomes and learning outcomes for its students. All student services programs evaluate the quality of their services in a variety of ways, including through program review and student external and internal surveys. The division of student services uses data to continuously improve programs and services to the students.

The College meets Standard II.C.2.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

As mentioned in Standard II.C.1, MiraCosta College assesses the need for student support services through a comprehensive review of student support services data, internal and external survey results, and direct student feedback.

The MiraCosta College Catalog provides detailed information about the availability of student support services and how to access these services, regardless of service location or delivery method ([II.C.3-1](#)). The catalog and Distance Education webpage also clearly describe how distance education students can access student services ([II.C.3-2](#), [II.C.3-3](#)). In addition, each semester the Student Services Division updates the Student Support Guide available to all faculty and students. This guide describes and provides website links to academic and student support services, contact information, and in-person and virtual office hours ([II.C.3-4](#)).

The College uses face-to-face, email, chat, Zoom, and Cranium Café delivery methods to provide equitable access to comprehensive services. All student support programs provide face-to-face access in addition to email, telephone, or web-based modalities. Additionally, students can access the application for admission as well as enrollment, registration, and financial aid documents both online and in person.

Prior to the COVID-19 pandemic, the College was a pilot site for online counseling through the California Community Colleges Online Education Initiative (OEI). MiraCosta's academic counselors and other student services department personnel were trained to provide online services using the Cranium Café virtual communication platform, which provided a smooth transition for all departments and students when College services went fully remote during the pandemic. Additionally, during the physical campus closure in fall 2020, the SAS Department provided accessibility training for the entire Student Services Division to assure equitable access for students, including students with disabilities ([II.C.3-5](#), [II.C.3-6](#)). As stated in Standard II.C.1,

the spring 2021 student satisfaction survey indicated most students were satisfied or very satisfied with the student services provided online during the campus closure.

Increasing access to student support has been a focus of the Student Services Division through incorporating the Six Student Success Factors within the College's commitment to becoming a racially just organization. To support this focus, the division takes pride in programs that are established to serve historically marginalized and disproportionately impacted students, such as the institutionally created ASE programs that are inclusive of the following:

- UMOJA (Black/African American students)
- PUENTE (Mexican American/Latinx students)
- RAFFY (former foster youth)
- UPRISE (DACAmended, undocumented students, and mixed-status students)
- LGBTQIA+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/agender students)
- MANA (Native Hawaiian/Pacific Islander students)
- Transitions (supports justice-impacted students and families).

ASE programs are designed to build community for students and are inclusive of the broader community the College serves. Their program review incorporates outcomes that strive to help students who are disproportionately impacted to achieve their academic and career goals ([II.C.3-7](#)).

The College's Equity Plan is built on extensive data analysis including careful reflection on equity gaps in populations. Broad discussions are incorporated into strategies and actions within the plan to address disproportionately impacted students.

Programs such as EOPS, SAS, CalWORKS, and First Year Forward (FYF) focus on students from low socioeconomic backgrounds, those that are uniquely abled, working parents, and new students from historically marginalized backgrounds, respectively. These programs also assess student satisfaction, undergo regular program review, and ensure that they are meeting students' needs regardless of modality or location.

Analysis and Evaluation

MiraCosta College assures equitable access for all students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. The College provides all services to students in-person and online and evaluates those services appropriately to assure their effectiveness, especially for the College's disproportionately impacted students. The College provides these support programs and services with student success and equity at the center of planning.

The College meets Standard II.C.3 and complies with Eligibility Requirement 15.

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College is committed to the philosophy that organized student activities are desirable and necessary to the total collegiate experience; thus, it supports and encourages students to participate in activities that contribute to the social, educational, and cultural experiences of their educational journey and align with the MiraCosta's mission. All co-curricular and athletics programs are conducted with sound educational policy and standards of integrity in accordance with College policies and program handbooks ([II.C.4-1–II.C.4-4](#)).

The Student Life and Leadership Department advises the Associated Student Government (ASG) and the Inter-Club Council (ICC) and oversees all registered student clubs and organizations ([II.C.4-5](#)). The Student Equity Department oversees the College's ASE programs, and the Service Learning Program partners academic instruction with community service to provide students meaningful experiential learning opportunities ([II.C.4-6](#)). Program reviews from Student Life and Leadership, the Student Equity Department, Service Learning, and the Athletic Department demonstrate that the College evaluates the quality and effectiveness of its co-curricular programs on a regular basis. In addition, the program reviews show the alignment of service area outcomes with the College's mission, vision, commitment, values, and goals ([II.C.4-7–II.C.4-10](#)).

The ASG represents all students and serves as the official body that advocates for students through participation in collegial participatory governance ([II.C.4-11](#)). The ASG supports social and cultural activities, provides community for students, and aims to reflect the diversity of the MiraCosta College student body ([II.C.4-3 p. 9](#)). The ASG supports student clubs and organizations through the ICC. Governed by a constitution, the ASG prepares, approves, and monitors its own budget; however, all ASG expenditures are approved by a District administrator, and the ASG's sub-fund is audited as part of the overall annual District audit ([II.C.4-3 pp. 19–24](#), [II.C.4-12](#), [II.C.4-13](#)).

The Athletic Department supports six intercollegiate teams, two club sports, and several intramural activities that connect directly to the College mission ([II.C.4-14](#)). In accordance with board policy, the College's athletics program complies with state and federal law, the California Community College Athletic Association Constitution, and operational compliance standards,

including Title IX ([II.C.4-2](#)). Additionally, the College is a member of the Pacific Coast Athletic Conference.

The Athletic Department regularly evaluates the effectiveness of its programs through program review and community outreach. The formation of the men's and women's rugby club teams, for example, occurred after extensive communication with the Pacific Islander community as well as the addition of the MANA program, which supports MiraCosta's disproportionately impacted Asian and Pacific Islander students. The College maintains control of its athletics program, including its finances, and addresses the Athletic Department's physical resource needs in the Facilities Master Plan. For example, the College recently completed a new track and field, and the new gymnasium and beach volleyball courts are under construction.

Analysis and Evaluation

In keeping with its mission, the College provides several co-curricular programs, including intercollegiate athletics and club sports. The programs are designed to encourage students to participate in activities that contribute to the social, educational, and cultural experiences in their journey. These opportunities play a key role in connecting students to the campus community, a critical component in student success. Budgets and funds for co-curricular and athletic programs are monitored by the programs themselves, expenditures are approved through District administrative processes, and program finances are included as part of the annual District audit.

The College meets Standard II.C.4.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides quality academic advising District wide to support student development and success. Through its participation in the program review and planning process, the Counseling Department regularly evaluates the effectiveness of its services and establishes goals for providing counseling services rooted in equity and informed by data that promote student achievement of the department's SLOs ([II.C.5-1 pp. 2-3](#)). In addition to assessing SLOs and SAOs, the department also conducts internal and external surveys to determine how it can increase efficiency. The department increased express, mobile, and evening counseling services,

added Saturday appointments, and expanded online counseling because of these assessments ([II.C.5-2](#)).

Providing timely and accurate information is part of the Counseling Department's mission ([II.C.5-1 p. 3](#)). To ensure students receive timely, useful, and accurate information, counselors regularly engage in professional development through attendance at conferences, such as the CSU/UC Counselor Conference, UC Ensuring Transfer Success Conference, RP Group: Strengthening Student Success Conference, Umoja and PUENTE Summer Learning Institutes, Articulation Conference/Regional Meeting, A2Mend, Academic Senate Plenary, and California Association for Postsecondary Education and Disability (CAPED) Convention. Counselors also meet monthly to keep abreast of academic requirements for graduation and transfer, District policies, procedures, and initiatives, and best practices within counseling and guidance instruction ([II.C.5-3](#)). Additionally, the dean of Counseling and Student Development organizes a conference each year for all counselors to review counseling services and disaggregated data on education plan attainment, discuss areas of effectiveness and improvement, and set goals for the upcoming year ([II.C.5-4](#)).

To provide students with information on educational programs, services, and academic requirements, the Counseling Department offers one-on-one appointments, individual advisement, and workshops. The "New Student Course Selection Workshop," for example, includes information on the transfer process, degree and certificate requirements, and majors/careers and an individualized session with a counselor to select courses and develop an abbreviated education plan. The department also provides orientation online and in person. The department recently revamped the Spartan Start orientation to incorporate significant input from students garnered from a pre- and post-orientation survey ([II.C.5-5](#)). The new, more interactive orientation went live in summer 2022. Face-to-face orientations conducted throughout the year include campus tours, presentations, and interaction with College faculty and staff. Through these orientations, students are also introduced to their Academic and Career Pathways success teams, which are discussed in Standard I.B.

In addition to orientation, the College ensures students understand their program requirements by giving priority registration eligibility to those who meet with a counselor for educational planning prior to registration. This step of the enrollment process is clearly communicated in the College catalog and class schedule ([II.C.5-6](#), [II.C.5-7](#)). The annually updated online catalog also provides students with accurate information about specific program requirements, general education requirements, and graduation and transfer policies. The catalog review process discussed in Standard I.C ensures the accuracy of all pertinent information about academic requirements.

Analysis and Evaluation

The College provides comprehensive academic and career counseling services in person and online to support student development and success. The Counseling Department regularly evaluates and improves upon the services it provides through the program review and planning process as well as student surveys. To ensure students receive timely, useful, and accurate information, counselors regularly engage in professional development.

The College meets Standard II.C.5.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College provides open access to educational opportunities consistent with its institutional purpose and philosophy as well as its open enrollment and admissions policies and procedures ([II.C.6-1–II.C.6-5](#)). Open enrollment and admissions policies are presented to prospective students through the College catalog, class schedule, and College website under the Admissions and Records and Board of Trustees webpages ([II.C.6-6–II.C.6-10 p. 6](#)). Special application procedures and program prerequisites for MiraCosta’s nursing programs are presented to students in the catalog and on the Nursing Program webpages ([II.C.6-11–II.C.6-13](#)). Prerequisites and other qualifications for the baccalaureate program are also communicated to students in the College catalog and through the Biomanufacturing Bachelor’s Degree webpage ([II.C.6-14](#), [II.C.6-15](#)).

In accordance with District policy, MiraCosta offers students matriculation services to establish and support every student’s educational goal ([II.C.6-16](#)). As detailed in the Student Success and Support Program administrative procedure, these services include orientation/pre-orientation, the development of an abbreviated and comprehensive educational plan, and placement and counseling upon enrollment ([II.C.6-17](#)). The College provides these services through the Guided Pathways framework. During orientation, students learn about the College’s Academic and Career Pathways (ACPs) and are encouraged to explore careers and majors to decide which pathway is right for them.

Information about ACPs is also communicated to students through the College website, catalog, and class schedule ([II.C.6-18–II.C.6-20](#)). Students select an ACP during the application process and meet their ACP success team during the new student seminar that is conducted before each semester begins ([II.C.6-21](#)). ACPs help students narrow their interests to a specific major and

begin developing an education plan that leads to degree or certificate completion or transfer. Each ACP webpage includes academic maps that represent faculty-suggested course sequences that help students identify what courses they should take in which semesters ([II.C.6-22](#)).

The College catalog outlines the requirements for each degree and certificate as well as general education course requirements needed for transfer ([II.C.6-23](#), [II.C.6-24](#)). MyEdPlan, the College's online degree audit and student education planning tool, assists students with preliminary educational planning and tracks progress toward degree requirements. Counseling services are also available to students to create a comprehensive education plan and assist with course selection, transfer, or other educational plans. A dedicated student success specialist assists students in the baccalaureate program with their program resource needs.

Analysis and Evaluation

The College adheres to laws, policies, and procedures consistent with the mission of the institution and as established by the California legislature for admission to a community college. The College advises students of admission and degree requirements through a variety of methods, including in catalog, website, and counseling services.

The College meets Standard II.C.6 and complies with Eligibility Requirement 16.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

MiraCosta College uses the CCCApply statewide online admission application. The Office of Admissions and Records regularly evaluates survey results provided by CCCApply on user satisfaction with the online application process. Although Admissions and Records can make internal changes to the application process, the office can also provide input to the California Community Colleges Chancellor's Office to advocate for systemic changes connected to CCCApply that are not within the College's purview.

As stated in Standard II.A.4, in compliance with California Assembly Bill (AB) 705 and AB 1705, the College stopped offering any pre-college level credit math courses in fall 2022 and offered only one pretransfer-level credit English class as a corequisite support course to the transfer-level English composition course. The College revised its placement practices, dramatically shortened credit developmental sequences, and provided co-requisite and/or noncredit options to better support student success, access, and equity in completing transfer-level courses. The College adopted multiple measures for placement in English and math, which allow for transfer-level placement of nearly all students and, particularly, those with a high school

diploma. The placement is enhanced by corequisite support courses in English and math that allow students to enroll directly into transfer-level coursework that includes just-in-time review of foundational skills and concepts ([II.C.7-1](#)).

The College no longer issues placement tests for English and math, nor does it place students in precollegiate courses that may delay or deter their educational progress. Students who attended high school in the U.S. and/or have a GED or high school equivalency are provided with a direct placement that is automated from multiple measures information provided on CCCApply ([II.C.7-2](#)). This placement is determined using the state default placement rules, and an email is sent to students with course recommendations.

Students who do not provide this information receive an email to follow up with Testing Services to complete the placement process. Students have the option to submit a Self-Reported Multiple Measures form or their official or unofficial high school transcripts, or they can utilize a guided placement tool ([II.C.7-3 p. 2](#)). International students and those without a U.S. high school diploma are provided with the ESL Guided Placement tool for placement into ESL courses.

If students do not provide any information about their high school GPA or course-taking history, they are automatically assigned a transfer-level English course with support; for math placements, all levels include placement into a transfer-level course or a transfer-level course with support. The English and Math Departments developed support courses to be taken concurrently with the college-level courses to assist students who felt they needed additional help in successfully completing their courses.

The RPIE department has developed data visualizations that regularly evaluate the placement processes and the success of students in completing the transfer-level English and math course requirements. These dashboards allow practitioners to disaggregate data across many different student characteristics and identify any groups of students that may be experiencing disproportionate impact from the placement processes ([II.C.7-4–II.C.7-6](#)). The data are reviewed regularly by through program review to evaluate the consistency and effectiveness of the placement process ([II.C.7-7](#)).

Analysis and Evaluation

The College evaluates its admission and placement practices and fully complies with AB 705 requirements. The Testing Office and Math and English Departments, in collaboration with the RPIE office, regularly evaluate placements for students to determine whether changes or additional supports are needed.

The College meets Standard II.C.7.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

MiraCosta maintains student records permanently, securely, and confidentially as required by the Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations and as codified in the District policy and procedure that govern the release of student records, the collection and retention of student information, and charges for transcripts or verifications of student records ([II.C.8-1](#)).

The College maintains all student records in accordance with the Records Management policy and procedure, which outline the procedures to assure the retention, back-up, and destruction of all District records, including student records, comply with California Code of Regulations and Federal Rules of Civil Procedure ([II.C.8-2](#)). The Admissions and Records Office stores most student admissions and financial information in a secured records retention room until documents are scanned and the allowable time has passed before documents can be destroyed, in accordance with the Records Management procedure.

The College securely stores information in paper format and electronically in PeopleSoft (the student information system) and iLinx (document imaging software). Electronic student records are backed up by District information technology to remain in compliance with FERPA regulations. Supervisors monitor document imaging practices and review confidentiality policies with new and current employees in accordance with Administrative Procedure 3720: Computer and Network Use, which includes the District's acceptable use policy ([II.C.8-3](#)).

The College stores applications, academic histories, and records electronically and on microfiche. MiraCosta uses several methods to ensure accuracy and security of records, including extensive FERPA training for faculty and staff, regular hard drive backups, password-protected computers, and locked cabinets and rooms that contain microfiche documents ([II.C.8-4](#)).

MiraCosta communicates the rights of students with respect to their educational records through the College catalog and website ([II.C.8-5](#), [II.C.8-6](#)).

Analysis and Evaluation

MiraCosta College maintains student records permanently, securely, and confidentially. The College has provisions for secure backup of all files through established policies and procedures in accordance with federal and state laws and regulations. The College publishes and follows

established policies and procedures for release of student records in accordance with federal and state laws.

The College meets Standard II.C.8.

Conclusions on Standard II.C: Student Support Services

MiraCosta College provides robust student support programs and services. These programs and services are guided by and determined through a comprehensive review process to ensure the College provides equitable services that are high quality, appropriate, accessible, and reliable, regardless of service location or delivery method. The College supports and encourages students to participate in activities that contribute to the social, educational, and cultural experiences of their educational journey and align with the District mission.

Improvement Plan

Not applicable.

Evidence List

- [II.C.1-1](#) Program Review Cycle 2019–2025, p. 3
- [II.C.1-2](#) Spartan Start Survey Results, Spring 2021
- [II.C.1-3](#) Service Area Outcomes of Spartan Start Orientation
- [II.C.1-4](#) Academic Support and Tutoring Webpage Screenshot
- [II.C.1-5](#) Community College Survey of Student Engagement (CCSSE), 2018
- [II.C.1-6](#) National College Health Assessment (NCHA) Survey
- [II.C.1-7](#) Campus Assessment, Resources, and Education (CARE) Comprehensive Program Review, 2018/19
- [II.C.1-8](#) Back to Campus Student Survey 2021
- [II.C.1-9](#) Spartan Start Surveys
- [II.C.1-10](#) Spartan Start Report, Spring 2022
- [II.C.1-11](#) Sample Student Services Leadership Meeting Agendas
- [II.C.1-12](#) Sample Fourth Friday Student Services Division Meetings
- [II.C.2-1](#) Student Services Program Review Cycle
- [II.C.2-2](#) SAOs/SLOs Student Services Workshop, Spring 2022
- [II.C.2-3](#) Six Student Success Factors, Student Support Guide, p. 3
- [II.C.2-4](#) EOPS Program Outcomes Presentation
- [II.C.2-5](#) Preregistration Survey

<u>II.C.2-6</u>	Ethnicity Breakdown for Emergency Grants
<u>II.C.2-7</u>	Business Process Analysis, December 2018
<u>II.C.2-8</u>	Communication Schedule, Student Services Leadership Retreat, 10-06-20
<u>II.C.2-9</u>	Pre- and Post-Student Letters, Admissions
<u>II.C.2-10</u>	Professional Development Meeting Invite
<u>II.C.3-1</u>	Student Support Programs and Services, <i>MiraCosta College 2022–2023 Catalog</i> , pp. 42–50
<u>II.C.3-2</u>	Distance Education, <i>MiraCosta College 2022–2023 Catalog</i> , p. 55
<u>II.C.3-3</u>	Distance Education Webpage Screenshot
<u>II.C.3-4</u>	Fall 2022 Student Support Guide
<u>II.C.3-5</u>	Document Accessibility Training
<u>II.C.3-6</u>	Document Accessibility Training Invite
<u>II.C.3-7</u>	Outcome Data, Student Equity 2021/22 Program Review
<u>II.C.4-1</u>	BP/AP 5400: Associated Student Government
<u>II.C.4-2</u>	BP/AP 5700: Athletics
<u>II.C.4-3</u>	Student Organization Handbook
<u>II.C.4-4</u>	<i>Student-Athlete Handbook 2021–2022</i>
<u>II.C.4-5</u>	Student Life & Leadership, <i>MiraCosta College 2022–2023 Catalog</i>
<u>II.C.4-6</u>	Service Learning, <i>MiraCosta College 2022–2023 Catalog</i>
<u>II.C.4-7</u>	Outcomes Data, Student Life Leadership, 2020/21 Program Review
<u>II.C.4-8</u>	Outcomes Data, Student Equity, 2021/22 Program Review
<u>II.C.4-9</u>	Outcomes Data, Service Learning, 2021/22 Program Review
<u>II.C.4-10</u>	Outcomes Data, Athletic Department, 2021/22 Program Review
<u>II.C.4-11</u>	ASG Charge, Governance Manual, p. 10
<u>II.C.4-12</u>	ASG Constitution
<u>II.C.4-13</u>	ASG Operating Budget, 2022/23
<u>II.C.4-14</u>	Athletics and Intramural Sports, <i>MiraCosta College 2022–2023 Catalog</i> , p. 43
<u>II.C.5-1</u>	Counseling Program Review, 2020/21
<u>II.C.5-2</u>	Academic Counseling Webpage Screenshot
<u>II.C.5-3</u>	Sample All Counselor Meeting Agendas, 2021
<u>II.C.5-4</u>	All Counselor Faculty/Staff Retreat, 07-22-22, Agenda, Handouts, and Worksheets
<u>II.C.5-5</u>	SAOs of Spartan Start Orientation
<u>II.C.5-6</u>	Matriculation, <i>MiraCosta College 2022–2023 Catalog</i> Screenshot
<u>II.C.5-7</u>	Get Started at MiraCosta College, Fall 2022 Class Schedule, p. 7

- [II.C.6-1](#) BP/AP 5052: Student Open Enrollment
- [II.C.6-2](#) BP/AP 5010: Admissions and Concurrent Enrollment
- [II.C.6-3](#) AP 5011: Admissions and Concurrent Enrollment of High School and Other Young Students
- [II.C.6-4](#) AP 5012: International Students
- [II.C.6-5](#) AP 5013: Students in the Military
- [II.C.6-6](#) Open Enrollment, *MiraCosta College 2022–2023 Catalog*, p. 413
- [II.C.6-7](#) Admissions Information, *MiraCosta College 2022–2023 Catalog*, pp. 19–20
- [II.C.6-8](#) Get Started at MiraCosta, Fall 2022 Class Schedule, p. 8
- [II.C.6-9](#) Admissions Webpage Screenshot
- [II.C.6-10](#) Admissions Policies, BOT Webpage Screenshot, p. 6
- [II.C.6-11](#) Nursing Programs, *MiraCosta College 2022–2023 Catalog*, pp. 327–30
- [II.C.6-12](#) Registered Nursing Program Webpage Screenshot
- [II.C.6-13](#) Licensed Vocational Nursing Program Webpage Screenshot
- [II.C.6-14](#) Biomanufacturing Bachelor’s Degree Program, *MiraCosta College 2022–2023 Catalog*, pp. 143–45
- [II.C.6-15](#) Bachelor’s Degree Webpage Screenshot
- [II.C.6-16](#) BP 5050: Student Success and Support Program
- [II.C.6-17](#) AP 5050: Student Success and Support Program
- [II.C.6-18](#) Academic and Career Pathways, Webpage Screenshots
- [II.C.6-19](#) Academic and Career Pathways, *MiraCosta College 2022–2023 Catalog*, pp. 99–100
- [II.C.6-20](#) Academic and Career Pathways, Fall 2022 Class Schedule, pp. 2, 7, 14–17
- [II.C.6-21](#) New Student Seminar Schedule, Summer 2022
- [II.C.6-22](#) Sample Academic Map
- [II.C.6-23](#) Sample Degree Requirements, AS-T Administration of Justice, *MiraCosta College 2022–2023 Catalog*, p. 108
- [II.C.6-24](#) Transfer Requirements, *MiraCosta College 2022–2023 Catalog*, pp. 90–96
- [II.C.7-1](#) Sample COR, MATH 103S and ENGL 52
- [II.C.7-2](#) AB 705, Testing Services Webpage Screenshot
- [II.C.7-3](#) Testing Services Webpage Screenshot, p. 2
- [II.C.7-4](#) AB 705 English Dashboard Screenshot
- [II.C.7-5](#) AB 705 ESL Dashboard Screenshot
- [II.C.7-6](#) AB 705, Math Dashboard Screenshot
- [II.C.7-7](#) Support Courses, Math Dept. Program Review, pp. 2–7

- [II.C.8-1](#) BP/AP 5040: Student Records, Directory Information, and Privacy
- [II.C.8-2](#) BP/AP 3310: Records Management
- [II.C.8-3](#) AP 3720: Computer and Network Use
- [II.C.8-4](#) FERPA Training
- [II.C.8-5](#) Student Records and Privacy Rights, *MiraCosta College 2022–2023 Catalog*, pp. 419–22
- [II.C.8-6](#) FERPA Overview Webpage Screenshot

Standard



Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

III.A Human Resources

III.A.1 *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

MiraCosta College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff in accordance with the District's recruitment and hiring board policy (BP) and associated administrative procedures (APs) that prescribe appropriate hiring criteria ([III.A.1-1](#)–[III.A.1-6](#)). All District policies and procedures are available to the public on the College website.

To achieve the District's mission and support students in achieving their educational goals, the College's recruitment and hiring procedures allow the College to engage in diversity hiring that increases the representation of underrepresented communities in MiraCosta's workforce ([III.A.1-1](#)). The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, enhances student learning, and provides suitable role models for all students ([III.A.1-7](#)). To obtain a large and balanced pool of applicants, the College ensures the advertising period for open positions allows for wide distribution and response ([III.A.1-5 §D](#)). MiraCosta advertises open positions using job boards, such as the California Community Colleges Registry, as well as other venues appropriate for intentionally attracting diverse candidates ([III.A.1-8](#)).

The criteria, qualifications, and procedures for selecting personnel are clearly stated in all job announcements. Each announcement includes a deadline for submitting the listed required documents to the College's online application system, an explanation of what to expect from the screening and interview committee, and a statement about employment-offer contingencies ([III.A.1-9](#)). The inclusion of these uniform details, as well as the involvement of faculty members and administrators in all appropriate phases of the hiring process, ensure the College consistently follows its hiring procedures.

All job announcements also clearly state the essential duties and responsibilities of the position as well as its required and preferred minimum qualifications (education and experience). Appropriate subject-area faculty and the first-line administrator develop faculty job announcements to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated ([III.A.1-5 §C](#)). For example, a job announcement seeking two biotechnology instructors makes clear the department was looking for faculty to teach and develop curriculum for both upper- and lower-division courses to support the College's baccalaureate program in biomanufacturing ([III.A.1-10](#)). Additionally, to ensure qualifications for each position align with the mission of the College and address the needs of the student population, every job announcement and description requires all personnel to have the ability to demonstrate a sensitivity to and an understanding of diverse academic, socioeconomic, cultural, ethnic, and disability issues ([III.A.1-11–III.A.1-14](#)).

The College verifies the qualifications of all applicants by requiring them to submit transcripts of college coursework that provides evidence of meeting the position's minimum qualifications as stated in the job posting. The Human Resources Department checks on the equivalency of degrees from non-U.S. institutions by requiring applicants to submit a detailed evaluation from a professional evaluation agency ([III.A.1-9](#)). Additionally, within three business days of hire, the District completes the form or forms required by the federal government to verify each new employee's eligibility to be employed in the United States ([III.A.1-15](#)).

Analysis and Evaluation

The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are appropriately qualified to provide and support MiraCosta's programs and services. Job announcements clearly state the primary duties and responsibilities associated with the position as well as the required minimum qualifications and selection criteria to ensure the College's specific programmatic needs are met.

The College meets Standard III.A.1.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

MiraCosta requires faculty to have expertise in their subject areas, skill in teaching and serving the needs of a varied student population, and the potential to contribute to the District mission

through their sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students ([III.A.2-1](#), [III.A.2-2 p. 1](#)).

All faculty position announcements require applicants to provide evidence of meeting the minimum qualifications for the discipline by submitting either transcripts from accredited postsecondary institutions or an equivalency narrative and supporting documentation ([III.A.2-3 p. 2](#), [III.A.2-4](#)). The application procedure also requires applicants to address in their cover letter or curriculum vitae or resume additional qualification factors included in the job announcement, such as professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the District mission ([III.A.2-3 p. 4](#)).

In accordance with the District's faculty recruitment and selection procedure, the Human Resources Office screens applications to assess minimum qualifications ([III.A.2-5](#)). When applicants wish to use equivalency in lieu of a transcript to meet minimum qualifications, a subject-matter specialist follows the equivalency criteria for applicants to verify that faculty selected as potential employees have adequate and appropriate knowledge of their subject matter ([III.A.2-1 §F](#), [III.A.2-2 §IV](#)). A selection committee composed primarily of faculty then uses information from the job announcement to determine additional screening criteria to use when reviewing the qualified applications to ensure applicants selected for an interview are those who best meet the additional qualification factors ([III.A.2-1 §F](#), [III.A.2-6](#)).

The qualifications for faculty teaching upper-division courses in the College's biomanufacturing baccalaureate degree program require a master's degree in a scientific, quality, engineering, regulatory, business, or quantitative discipline ([III.A.2-7](#), [III.A.2-8 p. 3](#)). Like all full-time faculty job descriptions at MiraCosta, the biomanufacturing description includes responsibility for curriculum oversight and student learning outcomes assessment as essential functions of the job ([III.A.2-8 p. 2](#)).

Analysis and Evaluation

The College has a consistent recruitment and selection process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter, skill in teaching and serving the needs of a varied student population, and the potential to contribute to the District mission. All faculty job descriptions include the responsibility for coordinating and developing curriculum and developing, assessing, and evaluating learning outcomes.

The College meets Standard III.A.2 and complies with Eligibility Requirement 14.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

By adhering to established recruitment and hiring procedures, the District ensures all administrators and other employees responsible for educational programs and services are qualified to perform duties required to sustain institutional effectiveness and academic quality ([III.A.3-1](#), [III.A.3-2](#)).

Academic and classified administrator job announcements detail the essential duties and responsibilities of the position, minimum qualifications in terms of education and experience, and desirable qualifications, all of which are used by Human Resources staff and the screening committees to determine which applicants possess the requisite knowledge and skills for the job ([III.A.3-3](#), [III.A.3-4](#)). For example, an ad hoc screening committee appointed by the superintendent/president recommends the content for assistant superintendent/vice president position announcements, including experience requirements and the minimum qualifications for educational administrators required by Title 5 of the California Code of Regulations ([III.A.3-1](#), [III.A.3-5](#)).

Human Resources verifies transcripts for minimum qualifications and reviews each application, resume, and cover letter to determine whether the experience meets the minimum qualifications listed in the job announcement ([III.A.3-6](#)). A screening committee uses information from the job announcement to determine additional screening criteria for reviewing the qualified applications to ensure applicants selected for an interview possess the knowledge and experience required to sustain MiraCosta's academic quality and effectiveness ([III.A.3-7](#)).

Analysis and Evaluation

The District ensures that all administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. All academic and classified administrator job announcements include specific requirements and preferred qualifications for each position to meet the unique requirements of the academic or student services area.

The College meets Standard III.A.3.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

As stated in Standard III.A.1, the College verifies the qualifications of all applicants by requiring them to submit transcripts of college coursework that provides evidence of meeting the position's minimum education qualifications as stated in the job posting. The application procedure included in the job posting states any degree or coursework used to satisfy the minimum education qualifications must be from a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education (ED) or the Council on Postsecondary Accreditation ([III.A.4-1](#)). It also states transcripts from a college or university outside of the U.S. must be evaluated by an agency approved by the California Commission on Teacher Credentialing to show the U.S. equivalence of the coursework or degree. Applicants who are selected for an interview must submit the original evaluation document to the Human Resources Department for verification.

All information needed to ensure that applicants possess the required degree from an accredited institution is collected through the employment application. When Human Resources screens a full-time faculty or administrator application for minimum qualifications, it confirms the applicant's degree has been conferred and the degree major directly meets minimum qualifications as set by the California Community Colleges Chancellor's Office in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([III.A.4-2](#), [III.A.4-3](#)).

For all positions that require a degree, Human Resources also checks the ED Accreditation: Postsecondary Education Institutions database to verify the institution was accredited at the time of degree conferral. For faculty positions, if the degree major does not directly meet minimum qualifications, Human Resources determines if the degree major is likely to be equivalent; if so, it forwards the applicant to the selection committee as described in Standard III.A.2. If the committee selects the applicant for an interview, then Human Resources begins the equivalency process with them ([III.A.4-4](#)).

Analysis and Evaluation

Early in the recruitment process, Human Resources staff screen applicants to ensure that all degrees are verified by transcripts from an accredited institution and any degree from a foreign institution has been appropriately verified as equivalent to a degree from a U.S. institution. All MiraCosta College employees working in assignments that require a degree have official

transcripts, or an official evaluation establishing equivalency, on file in the Human Resources Department.

The College meets Standard III.A.4.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The District believes that performance assessments should be ongoing between employees and supervisors to maintain the effectiveness of MiraCosta's human resources, so it assures all personnel are evaluated systematically and at established intervals, as outlined in each employee's respective collective bargaining agreement, working conditions handbook, or policy and procedure. The evaluation processes for all personnel are administered by Human Resources and include timelines, persons responsible, written criteria that accurately measure work performance, and follow-up procedures.

Assessment of Classified Staff

The classified employee assessment process is outlined in the Classified Senate Employee Manual ([III.A.5-1 p. 53](#)).

- Timeline: Classified permanent employees are evaluated annually during their first three years and once every two years thereafter if performance remains satisfactory; probationary employees are assessed once during their six-month probationary period ([III.A.5-1 p. 53](#)).
- Persons responsible: The employee and supervisor complete and review a performance assessment form. The employee, supervisor, dean or director, and assistant superintendent/vice president sign off on the final evaluation ([III.A.5-1 p. 53](#)).
- Assessment criteria: Using a performance assessment form, employees self-assess their performance in ten categories that are broken down into specific criteria ([III.A.5-2](#)). The supervisor provides written comments in response to each category, suggests a plan of action if necessary, and provides an overall summary of the performance assessment. The supervisor may recommend additional training or development activities to encourage the employee's currency in the field, to prepare them for changing job requirements, or to help

them overcome identified weaknesses or skill deficits that impacted their work performance.

- Follow-up procedures: If a classified employee receives a “does not meet expectations” overall rating, then the assessment is forwarded to the director of Labor Relations prior to being discussed with the employee. The supervisor and director draft a written performance improvement plan, which is reviewed by the supervisor and employee ([III.A.5-1 p. 53](#)).

Assessment of Full-Time Faculty

The evaluation and tenure review processes of full-time faculty are detailed in the District/Faculty Assembly Agreement ([III.A.5-3 pp. 71–96](#)). Both processes measure established written criteria and ensure that only information related to those criteria are considered.

- Timeline: Contract faculty (tenure candidates) are evaluated at least once every academic year, regular faculty (tenured faculty) are evaluated at least once every three academic years, and temporary faculty are evaluated at least once during their first semester of employment ([III.A.5-3 p. 71](#)).
- Persons responsible: All faculty are evaluated by a committee composed primarily of their peers ([III.A.5-3 pp. 74–76, 78–79, 88](#)).
- Assessment elements: All components of faculty evaluation are based on elements that include observations, surveys, participation in work groups, participation in institutional service, a dean’s report, candidate self-study, and the submission of an evaluation packet ([III.A.5-3 p. 74](#)). Both faculty self-assessment and committee-member assessments focus on strengths and areas for growth.
- Follow-up procedures: Faculty receive direct feedback as part of the process. Concerns raised during contract faculty evaluations are addressed in tenure candidate’s Tenure Plan unless a Corrective Action Plan is in order ([III.A.5-3 p. 85](#)). Concerns raised during regular faculty evaluations are discussed with the tenured faculty member, documented, and included in final peer review and evaluation meeting discussions ([III.A.5-3 pp. 90–95](#)).

Assessment of Associate (Part-Time) Faculty

The associate faculty evaluation process is detailed in the collective bargaining agreement between the District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA ([III.A.5-4 pp. 21–26](#)).

- Timeline: Associate faculty members are evaluated once during their first semester and at least every six semesters of employment thereafter ([III.A.5-4 p. 21](#)).
- Persons responsible: The associate faculty member’s dean or designee selects an evaluator and observer, which can be the same individual ([III.A.5-4 p. 21](#)).

- Assessment criteria: Participation in student learning outcome assessment processes is one of five criteria that may be included in the evaluation ([III.A.5-5](#)).
- Follow-up procedures: Associate faculty members receive a summary evaluation report to review before the end of the semester and are notified if their performance is unsatisfactory or needs improvement, in which case a written plan for improvement is outlined and a follow-up evaluation is planned ([III.A.5-4 pp. 25–26](#)).

Administrators

The evaluation process for academic and classified administrators is detailed in the collective bargaining agreements between the District and the MiraCosta College Academic Administrators and MiraCosta College Classified Administrators, respectively ([III.A.5-6](#), [III.A.5-7](#)).

- Timeline: Academic administrators are evaluated annually for the first two contract years and every three years thereafter ([III.A.5-6 p. A-8](#)). During their first year of employment, classified administrators are evaluated at the end of months six and twelve ([III.A.5-7](#)).
- Persons responsible: Academic administrators complete a self-evaluation and, with the appropriate assistant superintendent/vice president, select people to be surveyed ([III.A.5-6 pp. A-8, A-45–50](#)). Classified administrators complete a self-evaluation and, with the appropriate dean, assistant superintendent/vice president, or superintendent/president, select people to be surveyed ([III.A.5-7–III.A.5-9](#)).
- Assessment criteria: Assessment criteria for all administrators include leadership, human relations, communication, and personal qualities ([III.A.5-6 p. A-45–50](#); [III.A.5-8](#)).
- Follow-up procedures: Upon completion of the evaluation, both academic and classified administrators are given a written explanation of the evaluation and an opportunity to meet with the supervisor to discuss it.

Superintendent/President (S/P)

The annual evaluation of the S/P is an ongoing process that uses both formal and informal methods as defined in BP/AP 2435: Evaluation of Superintendent/President ([III.A.5-10](#)). The Board of Trustees (BOT) and S/P hold a closed session each spring to review the evaluation process and criteria to ensure they are mutually understood and acceptable ([III.A.5-11](#)). The board's evaluation instrument assesses the S/P's leadership efforts, and it summarizes and measures the S/P's progress toward specific, agreed upon priorities.

Analysis and Evaluation

District policies and procedures and Human Resources processes assure all personnel undergo systematic evaluation on a regular basis. The College uses the regular evaluation of employees' work performance to recognize and acknowledge good performance, encourage professional

growth and development, provide constructive feedback, and establish a mutual understanding of performance expectations and institutional responsibilities. Evaluation results and actions taken in response to those results are formal, timely, and documented.

The College meets Standard III.A.5.

III.A.6 Deleted by the Commission

III.A.7 *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

Evidence of Meeting the Standard

MiraCosta College consistently exceeds its Faculty Obligation Number (FON) in accordance with Title 5 regulations ([III.A.7-1](#), [III.A.7-2](#)). The College uses its program review and planning process to ensure MiraCosta has enough experienced faculty to support and maintain the quality of the College's educational programs and services ([III.A.7-3](#)).

All educational programs and services perform an annual program review and a comprehensive program review, as identified by the program review cycle ([III.A.7-4](#)). During the program review process, instructional programs review full-to-part-time staffing ratios and Weekly Student Contact Hour (WSCH) per Full-Time Equivalent Faculty (FTEF) to evaluate the need for hiring additional faculty. This data is provided through dashboards created by the Office of Research, Planning, and Institutional Effectiveness (RPIE). The process requires program review authors to substantiate faculty hiring requests by demonstrating how additional faculty are necessary to support and grow the program as well as how the request aligns with the District's institutional goals and priorities ([III.A.7-5](#), [III.A.7-6](#)). In 2021, for example, the Computer Science Department requested the District hire a full-time faculty member with significant industry experience and connections to focus on the program's advanced/capstone courses. The department supported the request with student success and equity data to show its relevance to the College mission, vision, commitment, values, and institutional goals ([III.A.7-7](#)).

Faculty hiring requests are initially prioritized by the Academic Affairs Committee (AAC), a subcommittee of the Academic Senate composed of fifteen faculty, three academic administrators (including the assistant superintendent/vice president of Instructional Services), two classified professionals, and one student ([III.A.7-8](#)). The AAC hiring subcommittee reads each full-time faculty hiring plan, reviews program performance data, and scores each program request according to the five areas of consideration detailed in the rubric provided to plan authors ([III.A.7-5](#), [III.A.7-9 p. 1](#)). In 2021, the AAC ranked and recommended to the Academic Senate

ten full-time faculty positions, six of which were replacement positions ([III.A.7-9](#), [III.A.7-10 §VIII.B](#)). The District approved six-to-seven of the ten ranked requests, including two counselor positions, after reviewing budget projections ([III.A.7-11 p. 3](#)). Additionally, as stated in Standard III.A.1, the Biotechnology Department hired two full-time faculty in 2018 to support the baccalaureate program, bringing the number of full-time faculty in the department to three ([III.A.7-12](#)).

The District assesses its need for full- and part-time faculty by ensuring full-time faculty teach the number of course sections to meet their full-time teaching load. Remaining sections are then offered to full-time faculty as overload or to associate (part-time) faculty; thus, the need for associate faculty fluctuates each fall and spring semester.

Analysis and Evaluation

The College uses its program review and planning process to ensure MiraCosta maintains enough experienced faculty to support the mission and maintain the quality of the College's educational services, such as counseling, and educational programs, including the baccalaureate program.

The College meets Standard III.A.7 and complies with Eligibility Requirement 14.

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

As codified in both policy and practice, the District promotes professional development of all employees through its support for the Flex/Professional Development Program, which aims to help all faculty make meaningful connections with colleagues and to integrate into the life of the College through service ([III.A.8-1–III.A.8-4](#)).

The collective bargaining agreement between the District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA allows the District to require associate (part-time) faculty to participate in paid flex activities, including participating in District-designated training and orientation activities each semester before classes begin ([III.A.8-5](#)). Associate faculty orientation is open to all new and returning associate faculty, and information presented during orientation is available on the Associate Faculty Information webpage ([III.A.8-6–III.A.8-8](#)).

Prior to orientation, the Instructional Services Division assistant superintendent/vice president sends a welcome letter with an attached Associate Faculty Fact Sheet to provide associate faculty an initial orientation to the College ([III.A.8-9](#)). The fact sheet identifies the associate faculty

member's dean as the primary contact for oversight and support. As explained in Standard III.A.5, the dean oversees the associate faculty evaluation process.

The College encourages associate faculty to participate in College events, institutional planning and in developing policies and recommendations under which MiraCosta is governed and administered ([III.A.8-10](#)). Associate faculty members who serve on the Academic Senate or any District collegial governance committee, such as the Outcomes Assessment Committee, receive a stipend for their service in accordance with the collective bargaining agreement ([III.A.8-11](#), [III.A.8-12](#)). Departments regularly hold meetings to which all faculty, including associate faculty, are invited ([III.A.8-13](#)).

Analysis and Evaluation

The College provides associate faculty opportunities to develop professionally as well as to integrate into the life of the institution through participation in collegial governance. MiraCosta ensures new and returning associate faculty members are appropriately oriented to the College and its student populations. Additionally, the College regularly evaluates associate faculty not only to ensure the District has highly competent and qualified academic staff, but also to improve individual performance and encourage professional growth.

The College meets Standard III.A.8.

III.A.9 *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard

MiraCosta College uses its program review, planning, and resource allocation processes to ensure it has enough qualified staff to support and maintain the College's educational, technological, physical, and administrative operations ([III.A.9-1](#)).

During the annual program review process, each program/unit is prompted to analyze the sufficiency of current staffing levels and evaluate the need for additional staff by responding to the following ([III.A.9-2](#)):

- What changes or impacts to the department, faculty and/or staff in terms of new appointments, promotions, retirements, or resignations, or external influences have occurred since the last comprehensive review of the program?
- Are there changes needed in personnel to achieve department goals, or increase efficiency, or increase effectiveness of the program?

Program/units that identify personnel needs through their analyses then prepare a resource allocation request, which is reviewed and prioritized by the Budget and Planning Committee (BPC) before being recommended to, and finalized by, the superintendent/president ([III.A.9-3–III.A.9-5](#)).

Determining the appropriate number and qualifications of support personnel also occurs outside of the program review process when programs/units need to reorganize or replace staff who have resigned or retired ([III.A.9-6](#)). Requests to fill vacated staff positions are reviewed and approved by the assistant superintendent/vice president of Human Resources in consultation with the executive management team ([III.A.9-7](#)).

The College updates job descriptions as needed, such as when departments determine a description is out of date. Additionally, Human Resources reviews classified job descriptions during the annual reclassification request and review when reclassification requests are processed. The process includes a job evaluation, collection and analysis of internal and external data, and recommendation to the Classification Review Committee.

Analysis and Evaluation

MiraCosta utilizes its program review, planning, and resource allocation processes to ensure the College has enough qualified staff to support and maintain the College's educational, technological, physical, and administrative operations.

The College meets Standard III.A.9 and complies with Eligibility Requirement 8.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

MiraCosta has an appropriate number of qualified administrators with the necessary expertise to provide continuity and effective administrative leadership throughout the District ([III.A.10-1](#)). The College uses its program review and planning process to examine the number, qualifications, and organization of administrators and determine if any new positions need to be requested through the resource allocation process.

Like other personnel requisitions, requests to fill vacated administrator positions are reviewed and approved by the assistant superintendent/vice president of Human Resources in consultation with the executive management team ([III.A.10-2](#)). All persons hired for administrative positions at the College must meet minimum qualifications and be able to perform the duties and assignments outlined in the appropriate job description ([III.A.10-3–III.A.10-5](#)).

The College follows reorganization procedures when divisions or departments determine a reorganization is necessary to maintain effective administrative leadership ([III.A.10-6](#)). Reorganizations are not approved unless they support the District mission, vision, values, commitment, and goals and accurately determine the allocation of funding ([III.A.10-7 §D–III.A.10-9](#)). For example, in 2018, the College restructured its Business and Administrative Services Division by separating human resources into its own division to allow for more focus on labor relations, compliance, Title IX, professional development goals, and diversity, equity, and inclusion goals ([III.A.10-10](#)).

Analysis and Evaluation

MiraCosta maintains an appropriate number of qualified administrators with the necessary expertise to provide continuity and effective administrative leadership throughout the District. The College follows reorganization procedures when divisions or departments determine a reorganization is necessary to effectively support the District mission, vision, values, commitment, and goals.

The College meets Standard III.A.10 and complies with Eligibility Requirement 8.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

MiraCosta establishes and publishes legally required personnel policies and procedures and ensures their currency and compliance with state and federal laws in accordance with BP 2410: Board Policies and Administrative Procedures ([III.A.11-1](#)). As explained in Standard I.B.7, the College subscribes to the Community College League of California (CCLC) Board Policy & Administrative Procedure Service to assist with this process. In addition, all managers and administrators consistently and equitably administer the College’s personnel policies and procedures to assure the fair treatment of all District personnel.

Current personnel policies and procedures are publicly available on the Board Policies and Administrative Procedures webpage under Chapter 7: Human Resources ([III.A.11-2](#)). They are also available to District personnel in employee manuals and labor agreements posted on the Human Resources SharePoint Portal page ([III.A.11-3–III.A.11-9](#)). All employee manuals and agreements include grievance procedures for addressing perceived violations of personnel policies or procedures. During new hire orientations, Human Resources reviews key personnel policies as well as where employees can access them ([III.A.11-10](#)).

Analysis and Evaluation

The College publishes written personnel policies and procedures on the College website and Human Resources SharePoint portal page as well as in employee manuals and labor agreements. MiraCosta ensures its personnel policies and procedures are fair, equitable, and consistently administered throughout the District.

The College meets Standard III.A.11.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

MiraCosta is committed to serving all constituents with values rooted in equity, diversity, inclusion, and community consistent with the District mission, vision, values, and institutional goals ([III.A.12-1](#)). This commitment is codified in the District's diversity, equity, and inclusion (DEI) policy, which promotes increased awareness and appreciation of individual, collective, and intersecting identities ([III.A.12-2](#)). This commitment has also led to the creation and maintenance of programs, practices, and services that support the District's diverse personnel and promote an understanding of equity and diversity college wide.

Applying an equity lens to the creation and review of District policies and procedures is one such practice ([III.A.12-3](#)). Each constituency of the College that participates in the development and periodic review of policies and procedures uses an equity lens schematic to modify those that disproportionately affect certain groups, in accordance with the DEI policy ([III.A.12-4 p. 2](#), [III.A.12-5 p. 2](#)). The Courses and Programs Committee, a subcommittee of the Academic Senate, approved adding equity to the distance education procedure in spring 2021 ([III.A.12-6 §D](#)). The committee also approved adding language into the College's course outlines of record to help faculty be more equity-minded when developing their curriculum ([III.A.12-7 §III.B.2](#)).

The creation of a college wide reading initiative in fall 2020 is another outcome of MiraCosta's commitment to creating a racially just campus climate ([III.A.12-8](#)). The District distributed nearly 900 books and invited author Dr. Ibram X. Kendi to discuss his book during the spring 2021 "All College Day" convocation ([III.A.12-9](#)). The superintendent/president invites nominations from the College community for books that will support the mission and commitment toward a racially just campus ([III.A.12-10](#)). The College's Diversity, Equity, and Inclusion webpage provides information about the reading initiative as well as other resources and professional development opportunities to support MiraCosta's diverse personnel ([III.A.12-11](#)).

To determine the kinds of DEI support personnel need, the District contracted with a consultant group in fall 2018 to work with various members of the College community to measure the campus climate. The consultants worked with a 20-member climate survey work group composed of faculty, staff, students, and administrators to develop and deploy a campus-wide survey in 2019/20 to measure attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential ([III.A.12-12](#)).

The District's nondiscrimination and equal employment opportunity policies and procedures are designed to ensure all employees are treated fairly and provided a work environment that does not tolerate discrimination ([III.A.12-13](#), [III.A.12-14](#)). The College created an advisory committee to help the District achieve understanding and support of these policies and procedures and ensure hiring practices are conducted according to federal regulations ([III.A.12-15](#)).

As explained in Standard III.A.1, MiraCosta's recruitment and hiring procedures allow the College to engage in diversity hiring that increases the representation of underrepresented communities in MiraCosta's workforce ([III.A.12-16](#)). The commitment of the Board of Trustees and the superintendent/president to equal employment opportunity (EEO) is emphasized through the broad dissemination of the District's EEO Policy Statement and EEO Plan ([III.A.12-14](#)). The BOT reviews EEO data annually and monitors progress.

MiraCosta tracks and evaluates its record on employment diversity and equity by collecting demographic data of employees and applicants for employment in accordance with AP 3420: Equal Employment Opportunity ([III.A.12-14](#)). The Human Resources Department annually surveys the District's workforce composition and regularly monitors applicants to evaluate the District's progress in implementing the EEO Plan, provide data needed for the reports required by this plan, and determine whether any monitored group is underrepresented ([III.A.12-17](#)).

Analysis and Evaluation

The College promotes an understanding of diversity, equity, and inclusion through its policies and practices, including initiatives that support MiraCosta's diverse personnel and ensure they are treated fairly. The College plans for the recruitment of diverse personnel in accordance with the District mission, vision, values, and commitment and regularly tracks and evaluates its record on employment diversity and equity.

The College meets Standard III.A.12.

III.A.13 *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard

MiraCosta upholds a written code of professional ethics that pertains to all employees and delineates consequences for violation. As explained in Standard I.C.8, the Institutional Code of Ethics policy and procedure specify the responsibilities of all employees to their colleagues, their profession, and all students ([III.A.13-1](#)). As the College investigates all reports of ethics violations, it reviews relevant policies and laws and applies those to its determination ([III.A.13-2](#)). Conduct that is determined to be in direct violation of the Institutional Code of Ethics is subject to disciplinary action in accordance with applicable regulations, board policies, administrative procedures, working condition manuals, and collective bargaining agreements ([III.A.13-1 §I](#)).

Analysis and Evaluation

The College upholds a written code of professional ethics for all District personnel, including consequences for violation.

The College meets Standard III.A.13.

III.A.14 *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

The College plans for and provides all personnel with appropriate opportunities for continued professional development in accordance with BP/AP 7160: Professional Development ([III.A.14-1](#)).

Consistent with the mission and based on evolving pedagogy, technology, and learning needs, the District supports the Flex/Professional Development Program (intended primarily for faculty), Career Incentive and Professional Advancement Programs (intended for classified staff and faculty, respectively), enrollment in classes (intended for full-time faculty and classified staff), attendance at conferences (intended for full-time faculty and classified staff), and professional memberships (intended for full-time faculty and classified staff) ([III.A.14-1](#)). The District allocates resources for the professional development of academic and classified administrators through a meet and confer with each employee group's representatives ([III.A.14-1](#)).

The College also provides training opportunities through a partnership with Academic Impressions, a group that provides extensive online leadership and professional development, conferences, and resources, as well as through the MiraCosta Innovative Source for Training (MIST) system ([III.A.14-2](#)). In January 2022, the College began using MIST to provide on-demand compliance training courses that relate to employees' roles at the College as determined by their immediate supervisor ([III.A.14-3](#)). Employees can also select MIST courses based on their interests.

Employee professional development committees identify the professional development needs of their respective constituent group and evaluate professional development activities to improve future offerings. The Classified Professional Learning Committee, for example, solicits and develops ideas for internal workshop offerings and activities that address employee training and information needs and professional learning and development ([III.A.14-4](#)). The committee also surveys participants upon their completion of a workshop or activity to evaluate how it might be improved and to identify additional professional development needs ([III.A.14-5](#), [III.A.14-6](#)). The Professional Development Program (PDP) Committee, a subcommittee of the Academic Senate, assesses the need for professional development among the faculty, plans activities and workshops during Flex Week and throughout the year, and evaluates the effectiveness of PDP activities annually ([III.A.14-7](#), [III.A.14-8](#)). Faculty consider the impact of various professional development activities on the improvement of teaching and learning through post-activity reflection exercises ([III.A.14-9](#)).

Professional development provided by the Equity Department, Diversity Equity Cultural Competence Committee (DEqCC), and college wide book readings advance MiraCosta's commitment to DEI and becoming a racially just organization.

Analysis and Evaluation

The College plans for and provides all personnel with appropriate opportunities for continued professional development consistent with the College mission and based on evolving pedagogy, technology, and learning needs. Moreover, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. The College has in place a systematic process for identifying and providing all employees with professional development programs.

The College meets Standard III.A.14.

III.A.15 *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Evidence of Meeting the Standard

The College maintains the security and confidentiality of personnel records and provides access for employees in accordance with state and federal regulations. Per AP 7145: Personnel Files, the Human Resources Department maintains accurate personnel records for each employee, including records requiring an original signature ([III.A.15-1](#)). Human Resources stores personnel records electronically using a secure Web-based ILINX platform. Employees wishing to review their personnel records are allowed to do so by appointment with the Office of Human Resources during normal business hours ([III.A.15-1](#)).

Analysis and Evaluation

The College makes provision for the security and confidentiality of personnel records through an online tool and ensures that each employee has access to their personnel records in accordance with law.

The College meets Standard III.A.15.

Conclusions on Standard III.A: Human Resources

MiraCosta College effectively uses and regularly assesses its human resources to achieve the College mission and to improve academic quality and institutional effectiveness. The College assures the integrity and quality of its programs and services by employing a sufficient number of qualified administrators, faculty, and staff in accordance with policies and procedures that prescribe appropriate and equitable hiring criteria; by allocating resources for the professional development of College personnel; and by upholding the District's written code of professional ethics.

Improvement Plan

Not applicable.

Evidence List

- [III.A.1-1](#) BP 7120: Recruitment and Hiring
- [III.A.1-2](#) AP 7120.1: Recruitment and Hiring–Academic Administrators
- [III.A.1-3](#) AP 7120.2: Recruitment and Hiring–Classified Administrators
- [III.A.1-4](#) AP 7120.3: Recruitment and Selection–Classified

III.A.1-5	AP 7120.4: Recruitment and Selection–Full-Time Faculty
III.A.1-6	AP 7120.5: Recruitment and Hiring–Associate Faculty
III.A.1-7	BP 7100: Commitment to Diversity in Hiring
III.A.1-8	Sample Job Board Listings, Website Screenshots
III.A.1-9	Application Procedure, Sample Job Posting
III.A.1-10	Biotechnology Instructor Job Description
III.A.1-11	Faculty Job Description Template, p. 3
III.A.1-12	Sample Job Description—Administrator, p. 3
III.A.1-13	Sample Job Description—Classified Staff, p. 3
III.A.1-14	Sample Job Description—Associate Faculty, p. 3
III.A.1-15	AP 7125: Verification of Eligibility for Employment
III.A.2-1	AP 7120.4: Recruitment and Selection–Full-Time Faculty
III.A.2-2	AP 7211.2: Minimum Qualifications and Equivalencies
III.A.2-3	Sample Job Announcement, Business Administration Instructor
III.A.2-4	Instructions for Faculty Equivalency Requests
III.A.2-5	Procedure for Screening Applications–Full-Time Faculty
III.A.2-6	Faculty Committee Chair Guidelines
III.A.2-7	AP 7211.2B: Minimum Qualifications and Equivalencies Related to Upper-Division Instruction
III.A.2-8	Biotechnology Instructor Job Description, pp. 2–3
III.A.3-1	AP 7120.1: Recruitment and Hiring–Academic Administrators
III.A.3-2	AP 7120.2: Recruitment and Hiring–Classified Administrators
III.A.3-3	Administrator Job Announcement, Vice President, Instructional Services
III.A.3-4	Administrator Job Announcement, Director of Admissions & Records
III.A.3-5	Job Description, Vice President, Instructional Services
III.A.3-6	Procedure for Screening Applications–Administrators
III.A.3-7	Classified Administrator Committee Chair Guidelines
III.A.4-1	Application Procedure, Sample Job Posting
III.A.4-2	Procedure for Screening Applications, Administrators
III.A.4-3	Procedure for Screening Applications, Full-Time Faculty
III.A.4-4	Sample Completed Equivalency Review, Redacted
III.A.5-1	Classified Senate Employee Manual, Section K: Performance Assessment
III.A.5-2	Classified Employee Performance Evaluation, Redacted
III.A.5-3	Faculty Assembly Contract 2021–2022, Article H: Evaluation and Tenure Review

- [III.A.5-4](#) Associate Faculty Collective Bargaining Agreement 2021–2024, Article 9: Evaluation Procedures
- [III.A.5-5](#) Associate Faculty Evaluation Report
- [III.A.5-6](#) Academic Administrators Working Conditions Manual, Chapter VI: Evaluation
- [III.A.5-7](#) Classified Administrator Working Conditions Manual
- [III.A.5-8](#) Classified Administrator Self-Evaluation Form
- [III.A.5-9](#) Classified Administrator Evaluation Form
- [III.A.5-10](#) BP/AP 2435: Evaluation of the Superintendent/President
- [III.A.5-11](#) Evaluation of Superintendent/President, BOT 03-24-22 Minutes, §IV.C
- [III.A.7-1](#) Fall 2021 FON Compliance Report
- [III.A.7-2](#) Faculty Roster, Fall 2021
- [III.A.7-3](#) Program Review Planning Procedure
- [III.A.7-4](#) Program Review Cycle, 2019–2025
- [III.A.7-5](#) AAC Hiring Prioritization Guide 2022/23
- [III.A.7-6](#) Full-Time Faculty Resource Requests 2021/22
- [III.A.7-7](#) Full-Time Faculty Hiring Request, Computer Science, 2021
- [III.A.7-8](#) AAC Charge and Composition, Academic Affairs Committee Webpage Snapshot
- [III.A.7-9](#) AAC Hiring Subcommittee Ranking 2021
- [III.A.7-10](#) AAC Faculty Hiring Recommendations, AS 10-15-21 Agenda, §VIII.B
- [III.A.7-11](#) Faculty Hiring, End-of-Year Letter and Important Updates, 05-23-22
- [III.A.7-12](#) Biotechnology Dept. Full-Time Faculty, *MiraCosta College 2022–2023 Catalog*
- [III.A.8-1](#) BP/AP 7160: Professional Development
- [III.A.8-2](#) Flex Calendar 2021/22
- [III.A.8-3](#) Flex Criteria and Deadlines
- [III.A.8-4](#) Sample Associate Faculty MyFlex Transcript, Fall 2021
- [III.A.8-5](#) Associate Faculty Collective Bargaining Agreement 2021–2024, Article 16: Professional Growth (Flex)
- [III.A.8-6](#) Associate Faculty Orientation, Fall 2022
- [III.A.8-7](#) Associate Faculty Orientation, School of Career Education, Fall 2022
- [III.A.8-8](#) Associate Faculty Information Webpage Screenshot
- [III.A.8-9](#) Associate Faculty Fact Sheet
- [III.A.8-10](#) BP 2510: Collegial Negotiations and Participation in Local Decision Making
- [III.A.8-11](#) Associate Faculty Collective Bargaining Agreement 2021–2024, Article 17: Assigned Time

- [III.A.8-12](#) Associate Faculty Participation in Collegial Governance, Governance Manual, pp. 8–9
- [III.A.8-13](#) Sample Department Meeting Email Invitation to All Faculty
- [III.A.9-1](#) Integrated Planning Cycle, Program Review and Planning Handbook, p. 3
- [III.A.9-2](#) Sample Annual Program Review, Instructional Services, 2021/22, p. 8
- [III.A.9-3](#) Resource Allocation Process
- [III.A.9-4](#) BPC Resource Request Funding Recommendations FY 2022/23, p. 2
- [III.A.9-5](#) End-of-Year Email and Important Updates, 05-23-22
- [III.A.9-6](#) Sample Personnel Requisition, Enrollment Database Specialist, 2021
- [III.A.9-7](#) Sample EMT Personnel Replacement Consultation
- [III.A.10-1](#) Organizational Chart
- [III.A.10-2](#) Sample Personnel Requisition, Administrator
- [III.A.10-3](#) Sample Administrator Job Description, Dean, Instructional Services
- [III.A.10-4](#) Sample Administrator Job Description, Dean, Student Services
- [III.A.10-5](#) Sample Administrator Job Description, Director, Labor Relations & Title IX Coordinator
- [III.A.10-6](#) Reorganization Procedure
- [III.A.10-7](#) Sample Reorganization, Purchasing Department, BOT 05-15-21 Agenda
- [III.A.10-8](#) Sample Reorganization, School of Career Education, BOT 10-21-21 Agenda
- [III.A.10-9](#) Sample Reorganization, School of Arts, International Languages, and Ethnic Studies, BOT 08-12-22 Agenda
- [III.A.10-10](#) Business Administrative Services Reorganization, BOT 07-19-18 Agenda, Item IX.C
- [III.A.11-1](#) BP 2410: Board Policies and Administrative Procedures
- [III.A.11-2](#) Chapter 7: Human Resources, Board Policies and Administrative Procedures Webpage Screenshot
- [III.A.11-3](#) Employee Manuals/Labor Agreements, Human Resources SharePoint Portal Page Screenshot
- [III.A.11-4](#) Contents and Status, MCCD Academic Administrators Working Conditions Manual, pp. i–ii
- [III.A.11-5](#) Contents, Associate Faculty Collective Bargaining Agreement, p. 2
- [III.A.11-6](#) Contents and Status, Classified Senate Employee Manual, pp. 3–6
- [III.A.11-7](#) Contents and Status, Classified Administrators Handbook, pp. ii, 1
- [III.A.11-8](#) Contents and Status, Confidential Employee Manual, pp. 1–2
- [III.A.11-9](#) Contents, Faculty Assembly Agreement, pp. 2–4

- [III.A.11-10](#) Key Personnel Policies, New Hire Orientation, p. 17
- [III.A.12-1](#) BP 1200: District Mission
- [III.A.12-2](#) BP 3400: Diversity-Equity-Inclusion
- [III.A.12-3](#) Equity Lens Schematic
- [III.A.12-4](#) AAC BP/AP Periodic Review Cycle and Guidelines, p. 2
- [III.A.12-5](#) CPC BP/AP Periodic Review Cycle and Guidelines, p. 2
- [III.A.12-6](#) Addition of Equity to AP 4105: Distance Education, CPC 04-08-21 Minutes, §D
- [III.A.12-7](#) Integration of Equity into CORs, CPC 05-13-21 Minutes, §III.B.2
- [III.A.12-8](#) Campus Wide Book Series, Racial Justice Commitment Activities, DEI Webpage Screenshot
- [III.A.12-9](#) Book Discussion, All College Day, Spring 2021
- [III.A.12-10](#) Invitation to Recommend Titles for 2022/23 College wide Book Reading
- [III.A.12-11](#) DEI Resources for Faculty and Staff, DEI Webpage Screenshot
- [III.A.12-12](#) Campus Climate Survey, DEI Webpage Screenshot
- [III.A.12-13](#) BP/AP 3410: Nondiscrimination
- [III.A.12-14](#) BP/AP 3420: Equal Employment Opportunity
- [III.A.12-15](#) EEOAC Webpage Screenshot
- [III.A.12-16](#) BP 7120: Recruitment and Hiring
- [III.A.12-17](#) EEO Presentation, BOT 05-20-21 Agenda, Item VI.B
- [III.A.13-1](#) BP/AP 3050: Institutional Code of Ethics
- [III.A.13-2](#) Sample Ethics Violation Investigation, Redacted
- [III.A.14-1](#) BP/AP 7160: Professional Development
- [III.A.14-2](#) Academic Impressions Webpage Screenshot
- [III.A.14-3](#) Introduction to MIST Compliance Training, Email Notification, 01-14-22
- [III.A.14-4](#) Classified Professional Learning Committee Portal Page Screenshot
- [III.A.14-5](#) Sample Classified Professional Development Days Evaluation Form
- [III.A.14-6](#) Sample Classified Professional Development Workshop Evaluation
- [III.A.14-7](#) Professional Development Program-Flex Webpage Screenshot
- [III.A.14-8](#) Flex Calendar of Scheduled Activities, 2022/23
- [III.A.14-9](#) Sample Faculty Professional Development Reflection, Light the Fire Faculty Learning, Summer 2022
- [III.A.15-1](#) AP 7145: Personnel Files

III.B Physical Resources

III.B.1 *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard

MiraCosta provides safe, accessible, and secure physical resources that promote a healthy learning and working environment at all four College sites.

MiraCosta assures access to its facilities in accordance with Americans with Disabilities Act (ADA) requirements, and all newly constructed and remodeled buildings are approved by the Division of the State Architect (DSA). The College is implementing its Americans with Disabilities Transition Plan as the current facilities bond program modernizes, renovates, and builds new facilities ([III.B.1-1–III.B.1-4](#)).

The Facilities Department is responsible for all District facilities and grounds, while the MiraCosta College Police Department (MCPD) is specifically responsible for the safety and security of people and property within the District, per Administrative Procedure 6520: Security for District Property ([III.B.1-5](#)).

- The Facilities Department, in conjunction with the risk and safety manager, monitors and assesses hazardous and unsafe situations and develops measures for assuring personnel safety by inspecting physical facilities and recommending corrective action ([III.B.1-6–III.B.1-9](#)). In response to the COVID-19 pandemic, for example, the District implemented extensive cleaning and disinfection requirements and procedures ([III.B.1-10](#)).
- The MCPD is a Peace Officer Standards and Training (P.O.S.T.) certified law enforcement agency. Its website provides critical information regarding safety tips, parking regulations, security reports, daily crime logs, emergency response/mass notification, safety escorts, lost and found services, and contact numbers ([III.B.1-11](#)).

The College regularly evaluates all campus locations to assess the condition of facilities. All sites used but not owned by the District are inspected annually to ensure their safety and sufficiency ([III.B.1-12](#)). All personnel and students can report unsafe physical facilities through the District's online work order system (Help Desk) ([III.B.1-13](#), [III.B.1-14](#)). The College uses results from facilities inspections and evaluations, as well as Help Desk calls and requests, to address safety concerns.

The District continues to improve and support the instructional environment through the expansion and renovation of its facilities, as identified in the Facilities Master Plan ([III.B.1-15](#)),

Five-Year Capital Construction Plan ([III.B.1-16](#)), and Scheduled Maintenance Plan ([III.B.1-17](#)). The College is updating the facilities master plan in fall 2022 to address the strategies—measurable outcomes—that comprise the recently approved update to the educational master plan. For example, the strategy “to design, construct, and upgrade facilities to ensure equitable access, enhanced student success, and closing equity gaps by creating spaces for community and community building” will be addressed in the Facilities Master Plan Update ([III.B.1-18](#)).

One way the College regularly evaluates whether it has sufficient physical resources at all campus locations is through the program review and planning process, which is an integral part of institutional effectiveness and a critical driver of planning and resource allocation at the College. It provides the opportunity to request needed facility resources and improvements ([III.B.1-19](#)).

Analysis and Evaluation

MiraCosta ensures the safety, accessibility, and security of the College’s physical resources by regularly assessing the condition of all campus facilities and by responding expeditiously to employee and student Help Desk reports of safety concerns. Additionally, all District facilities are constructed and maintained to meet or exceed accessibility and DSA standards to assure a healthful learning and working environment. The College’s facilities plan and annual program review process ensures the sufficiency of physical resources at all campus locations.

The College meets Standard III.B.1.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

MiraCosta College plans, acquires, maintains, upgrades, and replaces its physical resources in a manner that assures effective utilization and supports the College’s programs and services to achieve its mission. Institutional program review and planning as well as state and local maintenance schedules guide and support these efforts.

A comprehensive program review is completed by instructional, support, and hybrid programs/units every three years, and the review is updated annually ([III.B.2-1–III.B.2-5](#)). The annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services. For example, the Facilities Department, which is responsible for ensuring all classrooms and facilities are maintained and operable to support the mission and to preserve the District’s physical assets, identified the need to address grounds,

custodial, and maintenance staffing deficiencies in the department's fall 2020 comprehensive review. It also identified the plan to seek new staff positions through program review in 2021 and beyond ([III.B.2-6 p. 2](#)).

In addition to program review, equipment planning ([III.B.2-7](#), [III.B.2-8](#)), five-year construction planning ([III.B.2-9](#)), and facilities master planning and planning updates ([III.B.2-10](#), [III.B.2-11](#)) guide and support MiraCosta's efforts to assure the effective utilization and continued quality of the College's physical resources.

Guided by the 2011 Comprehensive Master Plan and associated Education Plan Addendum 2016–2020 update, the 2016 Facilities Master Plan serves as the foundation for recommendations regarding physical resources. Working from the Educational and Facilities Master Plan, projects that are constructed and modernized are a direct result of the College's educational needs identified in the plans, and they include constituent groups throughout the planning, development, and equipment identification processes ([III.B.2-11](#), [III.B.2-12](#)). As stated in Standard III.B.1, the College is basing the fall 2022 facilities master plan update on the recently updated educational master plan.

Voters approved a \$455 million Proposition 39 General Obligation Bond (Measure MM) in 2016 to construct, renovate, and replace District facilities. With the funding provided by Measure MM, the District has completed several important construction, renovation, and modernization projects. As required by Proposition 39 and board policy, the District established a formal Independent Citizens' Bond Oversight Committee (ICBOC) to review and report on the proper expenditure of bond revenues ([III.B.2-13](#), [III.B.2-14](#)). The ICBOC meets bimonthly in addition to bimonthly construction and finance subgroup meetings ([III.B.2-15](#), [III.B.2-16](#)). ICBOC meeting minutes, annual reports, and bond program information are presented to the Board of Trustees and made available to the public in print and electronically on the College website ([III.B.2-17–III.B.2-19](#)).

One of the ICBOC's activities is to review any deferred maintenance proposals or plans developed by the District ([III.B.2-20](#)). State and local maintenance schedules as well as the College's response to program and service needs help assure the continuing quality necessary to support MiraCosta's programs and services ([III.B.2-21](#)). Programs and services identify equipment needs as new construction and renovation projects are implemented ([III.B.2-22](#)). In addition, the District maintains and regularly updates the total cost of ownership report, which allows for the effective planning of long-term facilities and equipment needs ([III.B.2-23](#)).

As stated in Standard III.B.1, the Facilities Department regularly inspects the District's physical resources to ensure a high-quality environment necessary to support its programs and services. The Academic Information Services (AIS) Department inspects equipment to ensure students, faculty, and staff have accessible, cyber-secure, and essential computing resources ([III.B.2-24](#)).

Buildings or equipment that present safety concerns are repaired or removed from service until proper action can be taken.

The College annually distributes allocated Scheduled Maintenance and Instructional Equipment grant funding in accordance with the California Community Colleges Chancellor's Office (CCCCO) funding program ([III.B.2-7](#)). The District annually budgets for scheduled maintenance and construction activities, transferring funds into Fund 41 accounts for scheduled maintenance, technology, and construction needs ([III.B.2-25](#)). The District allocated \$8.7 million to these items in fiscal year 2021/22 and more than \$15.5 million in fiscal year 2020/21 from the unrestricted general fund ([III.B.2-26](#)).

Analysis and Evaluation

The College has established clear guiding documents, policies, and procedures related to the acquisition, construction, maintenance, and upgrading of its physical resources. These overarching plans have been successfully implemented in a manner that assures effective utilization and programmatic success, thereby achieving the mission of the College. In addition, an annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services. Using Measure MM and unrestricted general fund dollars, the College's annual budgeting process ensures resource allocation for identified and prioritized physical resource needs, even when state funds are not available.

The College meets Standard III.B.2.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

MiraCosta assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through the development and implementation of College-wide planning documents, such as those cited in Standard III.B.2. As stated previously, these plans, developed and approved through the participatory governance process, guide campus facilities and equipment planning, repair, and replacement efforts.

The Five-Year Capital Construction Plan, for example, assesses facility use and occupancy using FUSION (Facilities Utilization, Space Inventory Options Net) data that is reported annually to the CCCCCO ([III.B.3-1](#)). Instructional Services and the Facilities Department utilize the FUSION database, 25Live scheduling system, and MiraCosta dashboard data to plan and evaluate facility usage efficiency and to adjust accordingly ([III.B.3-2](#)).

As stated in Standard III.B.2, the College program review and annual updates provide an additional vehicle for departments and programs to assess and identify physical resource needs. Each program/unit within the College, including the Facilities Department, performs an annual program review and a comprehensive program review as identified by the program review cycle ([III.B.3-3](#)). This process requires that all requests follow pre-established guidelines, be based on data evidence, support program growth/improvements, and provide an analysis of alignment with the institutional goals and priorities ([III.B.3-4](#)). The facilities and other physical resources used by the baccalaureate program are evaluated for feasibility and effectiveness through the program review and planning process.

Facilities and other physical resources, including those used by the College's biomanufacturing bachelor's degree program, are also discussed, prioritized, and recommended for funding at regular collegial consultation meetings, such as those of the Campus Advisory Committee ([III.B.3-5](#)), Budget and Planning Committee ([III.B.3-6](#)), and Sustainability Advisory Committee ([III.B.3-7](#)). Additional committees, such as building user groups, are integrated throughout campus to ensure physical resources meet the educational needs of the College now and well into the future ([III.B.3-8](#)). The Chemistry and Biotechnology Building Group, for example, considered both programmatic space and equipment needs in the planning ([III.B.3-9](#), [III.B.3-10](#)).

Analysis and Evaluation

MiraCosta assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through the development and implementation of College-wide planning documents. The College relies on collegial consultation as well as the program review and planning process to regularly assess and improve upon the use of District facilities and equipment, including those used by the baccalaureate program.

The College meets Standard III.B.3.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital planning at MiraCosta supports institutional improvement goals by using the educational master plan as the foundation for the facilities and technology master plans ([III.B.4-1](#)). Together, these plans ensure that capital projects align with the mission, support College goals, and reflect projections of total cost of ownership.

Based on the Education Master Plan Addendum, institutional goals, and facilities assessments, the 2016 Facilities Master Plan Update provided the blueprint for the placement of future facilities,

the renovation of existing facilities, and several site improvements for the College ([III.B.4-2–III.B.4-4](#)). Projects identified in the 2016 Facilities Master Plan Update are in the process of being implemented using Measure MM, state, and District funds. By fall 2022, the College will have completed most master plan projects at the San Elijo Campus and Community Learning Center and a substantial number of construction and renovation projects at the Oceanside Campus ([III.B.4-5](#)). Building user groups oversee master plan projects from design to completion to help ensure they support institutional improvement goals and meet programmatic needs ([III.B.4-6](#)).

The construction and renovation projects identified and prioritized within the master plan will continue over the next several years, and both constituents and the public can access real-time construction and budget updates from a Capital Improvement Program dashboard on the College website ([III.B.4-7](#)). As stated in Standard III.B.1, the College will update the facilities master plan in fall 2022 to address the strategies that comprise the recently approved update to the educational master plan.

Total cost of ownership (TCO) has been defined and is a component of every capital improvement and renovation project. TCO projections and analyses are applied from the project design phase through the expected life of the resource. TCO is also a component of the program review resource allocation deliberation process ([III.B.4-8–III.B.4-11](#)).

Using data culled from constituency groups, vendors, master plans, and the community, MiraCosta has developed a service of campus standards and employed a variety of strategies to ensure facilities and equipment serve students and staff in all current and long-range planning efforts. The Facilities Department, in consultation with constituent groups, engineers, and design professionals, has established building systems, infrastructure, and equipment standards that result in construction, operation, and maintenance efficiencies leading to TCO reductions ([III.B.4-12](#), [III.B.4-13](#)). The District standard of Leadership in Energy and Environmental Design (LEED) silver-level equivalent buildings provide evidence of environmentally sustainable campus efforts in seeking to lower total cost of ownership by reducing utility costs over the life cycle of the buildings.

Analysis and Evaluation

Facilities planning is based primarily on the College’s educational, facilities, and technology master plans with significant input from constituent groups to ensure they support MiraCosta’s mission and institutional goals. Long-range capital projects are linked to institutional planning and include projections for total cost of ownership.

The College meets Standard III.B.4.

Conclusions on Standard III.B: Physical Resources

MiraCosta provides safe, accessible, and sufficient facilities at all locations to meet the College mission and facilitate student learning. The College has developed the appropriate policies, procedures, and operational services to ensure the facilities are maintained to provide a clean, safe, and aesthetically pleasing environment. Long-range capital planning is integrated and supports the District's Educational Master Plan. All constituents are involved in the planning process, and information is readily available through meetings and the College website. Measure MM and District funds pay for the repair and replacement of physical resources to support MiraCosta's programs and services.

Improvement Plan

Not applicable.

Evidence List

- [III.B.1-1](#) ADA Self Evaluation and Transition Plan, Oceanside Campus
- [III.B.1-2](#) ADA Self Evaluation and Transition Plan, Community Learning Center
- [III.B.1-3](#) ADA Self Evaluation and Transition Plan, San Elijo Campus
- [III.B.1-4](#) ADA Self Evaluation and Transition Plan, Technology Center Institute
- [III.B.1-5](#) AP 6520: Security for District Property
- [III.B.1-6](#) Injury and Illness Prevention Program
- [III.B.1-7](#) Chemical Hygiene Plan
- [III.B.1-8](#) COVID-19 Prevention Program
- [III.B.1-9](#) Sample MCPD Security Surveys
- [III.B.1-10](#) COVID-19 Prevention Program, Appendix G
- [III.B.1-11](#) College Police Safety and Security Information, MCPD Website Screenshot
- [III.B.1-12](#) Sample Annual Facilities Campus Inspection Checklist
- [III.B.1-13](#) Help Desk Screenshot, MiraCosta College Sharepoint Portal
- [III.B.1-14](#) Sample Help Desk Work Order, MiraCosta College Sharepoint Portal
- [III.B.1-15](#) Executive Summary, Facilities Master Plan Update
- [III.B.1-16](#) FY2023-27 Five-Year Capital Construction Plan
- [III.B.1-17](#) Scheduled Maintenance Plan 2021–2026
- [III.B.1-18](#) Current Instructional and Educational Support Strategies, Educational Master Plan Update, Appendix A, pp. VIII-2–3
- [III.B.1-19](#) Sample Facilities Resource Allocation Request

- [III.B.2-1](#) Institutional Policy Regarding Program Review and Planning, Program Review and Planning Handbook, p. 4
- [III.B.2-2](#) Sample Instructional Program Resource Needs, Administration of Justice 2020/21 Program Review
- [III.B.2-3](#) Sample Instructional Program Resource Needs, Design 2020/21 Program Review
- [III.B.2-4](#) Sample Support Program Resource Needs, Administrative Services 2020/21 Program Review
- [III.B.2-5](#) Sample Support Program Resource Changes, Student Life and Leadership 2020/21 Program Review
- [III.B.2-6](#) Facilities Department 2020/21 Comprehensive Program Review, p. 2
- [III.B.2-7](#) Five-Year 2021–26 Instructional Equipment Replacement Plan
- [III.B.2-8](#) Sample Instructional Equipment Request 2019/20, Campus Labs Resource Allocation Request
- [III.B.2-9](#) Five-Year Capital Construction Plan Projects, 2023–27
- [III.B.2-10](#) Executive Summary, 2016 Facilities Master Plan Update
- [III.B.2-11](#) Fiscal Year 2022–26 Five-Year Capital Construction Plan Presentation, BOT 07-16-20 Agenda
- [III.B.2-12](#) Sample Involvement Diagram, Communication Hub Project
- [III.B.2-13](#) BP 6740: Independent Citizens’ Bond Oversight Committee
- [III.B.2-14](#) AP 6740: Independent Citizens’ Bond Oversight Committee
- [III.B.2-15](#) Sample ICBOC Construction Advisory Committee Minutes, 10-14-21
- [III.B.2-16](#) Sample ICBOC Finance Advisory Subcommittee Minutes, 12-14-21
- [III.B.2-17](#) Bond Dashboard Snapshot, MiraCosta College Website
- [III.B.2-18](#) ICBOC Webpage Screenshot, MiraCosta College Website
- [III.B.2-19](#) ICBOC 2020 Annual Report
- [III.B.2-20](#) ICBOC Scheduled Maintenance Presentation, ICBOC 04-20-21 Meeting
- [III.B.2-21](#) Five-Year Scheduled Maintenance Plan
- [III.B.2-22](#) Arts Media Building User Group 03-17-22 Meeting Notes
- [III.B.2-23](#) Facility Life Cycle Cost Report, 10-05-16
- [III.B.2-24](#) MiraCosta College Technology Plan, pp. 12–13
- [III.B.2-25](#) Capital Expenditures and Budgets, 2022 Budget Book, pp. 50–53
- [III.B.2-26](#) Final Budget Workshop to Board of Trustees, 09-02-21
- [III.B.3-1](#) FUSION Five Year Capital Outlay Plan CCCCO Report, 07-06-21
- [III.B.3-2](#) Spring 2022 Fill Rates, Data Dashboard
- [III.B.3-3](#) Program Review Cycle, 2019–2025

- [III.B.3-4](#) Resource Allocation Process
- [III.B.3-5](#) Campus Advisory Committee, Portal Screenshot
- [III.B.3-6](#) Budget and Planning Committee, Portal Screenshot
- [III.B.3-7](#) Sustainability Advisory Committee, Portal Screenshot
- [III.B.3-8](#) Sample Building User Group, Oceanside Campus Communications Hub and Equity Village User Group
- [III.B.3-9](#) Chemistry and Biotechnology Building Collaboration Phase Report, 05-12-20
- [III.B.3-10](#) Chemistry and Biotechnology Building User Meeting, 02-05-21
- [III.B.4-1](#) Integrated Planning Diagram
- [III.B.4-2](#) Oceanside Campus Facilities Master Plan, 2016 Facilities Master Plan Update, Executive Summary, p. 6
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- [III.B.4-7](#) Capital Improvement Program Dashboard Screenshot
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- [III.B.4-10](#) BPC Resource Allocation Request Rubric
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- [III.B.4-12](#) Student Services Building LEED Master Checklist
- [III.B.4-13](#) Media Arts Design Building Request for Proposal

III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College relies on a multitude of technologies to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Headed by the associate vice president and chief information systems officer (AVP-CISO), Academic Information Services (AIS) is composed of various professional personnel who are responsible for the planning, evaluation, acquisition, implementation, development, maintenance, and support of new and existing technology in accordance with the District's long-term planning framework, which includes the Technology Plan ([III.C.1-1](#), [III.C.1-2](#)). The Technology Plan details technology-related strategies for achieving MiraCosta's institutional goals.

The AVP-CISO chairs the Technology Advisory Committee (TAC), which has broad representation from all divisions ([III.C.1-3](#)). The committee meets monthly to review technology resources with the express goal of advancing their use and distribution to meet MiraCosta's institutional mission, vision, and goals. TAC and AIS are jointly responsible for the following:

- Updating the Technology Plan at least annually ([III.C.1-4 p. 10](#)).
- Developing and enhancing protocols and practices for prioritizing technology resource investments at the College ([III.C.1-5 p. 15](#)).
- Establishing and implementing protocols for regular security risk assessment, contingency plans, and data recovery plans ([III.C.1-6 p. 22](#)).

The College uses the program review and planning process to evaluate the effectiveness of MiraCosta's technology resources in meeting the institution's range of needs. As stated in Standard III.B, the annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services. For example, the Biotechnology Department program review includes an assessment of the technology resources used by the baccalaureate program. The department's 2021/22 comprehensive review determined current technology resources were both adequate and appropriate; however, a pandemic-inspired network improvement that gave baccalaureate students the ability to analyze data virtually should continue into the future ([III.C.1-7 pp. 6–7](#)).

As a support program, AIS completes an annual program review to assure the College's technology infrastructure is sufficient to maintain and sustain traditional and distance education teaching and learning. Through its program review, AIS evaluates the College's administrative

and infrastructure systems, networking and telecommunications, cybersecurity, servers and web applications, media services, classroom technologies, District computer labs and desktop computing, technology training, and Help Desk and user support services. The department's 2020/21 review, for example, reflected on the addition of multifactor authentication security for all employees and the success of expanded online student support services ([III.C.1-8 p. 1](#)).

In addition to being included in the AIS program review, the sufficiency of key distance education technologies is assured through the Online Education annual program review ([III.C.1-9](#)) and Online Education Plan. The plan emphasizes the importance of online education technology having sufficient capacity to meet teaching and learning needs while being fully accessible, mobile-friendly, and secure ([III.C.1-10 p. 15](#)). Additionally, the MiraCosta Online Educators, a standing committee of the Academic Senate, serves as a resource to the faculty director of Online Education, AIS, Instructional Services, Student Services, and other departments on issues pertaining to online education as a separate mode of delivery with specific needs, including technology evaluation, planning, purchasing, and support ([III.C.1-11](#), [III.C.1-12](#)).

MiraCosta provides for reliability, disaster recovery, privacy, and security through established protocols for regular security risk assessment, contingency plans, and data recovery plans. The College's Information Security Plan, which is not made public due to security considerations, details the organizational policies, processes, standards, and employee expectations that relate to safeguarding MiraCosta's controlled unclassified information and information technology assets ([III.C.1-13](#)).

Analysis and Evaluation

MiraCosta uses the program review and planning process to ensure the College's various technology resources are appropriate and adequate to meet its range of needs. The College makes decisions about technology services staffing, facilities, hardware, and software based on departments' program review requests.

The technology infrastructure is sufficient to maintain and sustain traditional teaching and learning as well as distance education offerings. The sufficiency of key distance education technologies is assured through the regular oversight of the Technology Advisory Committee and MiraCosta Online Educators.

The College assures the reliability, recovery, privacy, and security of its technology resources through the implementation of established protocols for regular security risk assessment, contingency plans, and data recovery plans. These operational policies, processes, and plans comprise the College's Information Security Plan and are not published due to security considerations.

The College meets Standard III.C.1.

III.C.2 *The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard

MiraCosta maintains a robust, current, and sustainable technical infrastructure that supports the College's mission, operations, programs, and services by continuously planning for, updating, and replacing technology District wide. The College's Technology Plan and Facilities Plan, program review and resource allocation processes, and established replacement schedules support this effort.

The Technology Plan identifies specific technology support strategies to achieve MiraCosta's four institutional goals. TAC based the strategies on the committee's review of data related to the community, MiraCosta's students and employees, program alignment with the labor market, enrollment projections, and relevant trends in higher education ([III.C.2-1 pp. 7-9](#)). The strategies were also informed by input from end users (both students and employees) who were surveyed in fall 2020 about their technology usage and needs ([III.C.2-2](#)). The annual update of the Technology Plan allows MiraCosta to evaluate progress toward meeting the technology support strategies, respond to evolving technology resource needs at the College, and capitalize on technological changes and breakthroughs.

The Facilities Plan also helps the College maintain its technical infrastructure. The plan ensures all new and renovated buildings throughout the District adhere to AIS technology standards ([III.C.2-3](#), [III.C.2-4](#)). The AIS technology services manager attends all construction meetings and works closely with all capital construction and renovation project managers to ensure technology standards are implemented properly ([III.C.2-5](#)).

MiraCosta bases technology decisions on the program and service needs that are identified through program review and end-user feedback. As stated in Standard III.C.1, the annual program review process allows for end users at the department level to identify technology resource needs in direct support of the College's operations, programs, and services. As a planning document, the program review aligns department goals and objectives with resource allocation requests. The College then uses the annual resource allocation process to prioritize needs when making funding decisions ([III.C.2-6](#)).

AIS completes an annual program review to evaluate the adequacy of MiraCosta's technological infrastructure and determine the department's need for physical, human, and technology resources. In its 2020/21 annual review, for example, AIS aligned its goal to increase staffing to

sustain the demand for technologies and services at the College with its plan to request additional information technology support ([III.C.2-7](#)). The department uses ServicePRO as its service desk system and Jira for application development and tracking projects. Both systems track technology projects and measure user satisfaction.

Additionally, two application development and support task forces meet monthly to review and prioritize technology projects ([III.C.2-8](#)). With representatives from all College divisions, these operational groups receive feedback just-in-time to ensure user satisfaction of technology projects that are underway.

AIS manages the District's technology budget and technology and equipment replacement cycles as part of the department's regular operational duties and responsibilities. Replacement schedules guide equipment and software refresh cycles ([III.C.2-9](#)). The established replacement schedules help the department plan accordingly in terms of funding and resources. AIS develops a budget every year, allocating funds in the proper categories and meeting with the Fiscal Services director to address escalation costs.

Analysis and Evaluation

Through institutional planning, program review and resource allocation, and established technology replacement schedules, MiraCosta ensures its technological infrastructure, quality, and capacity are adequate to support the College's mission, operations, programs, and services.

The College meets Standard III.C.2.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

MiraCosta allocates the necessary resources to safely manage, maintain, and operate the College's technological infrastructure and equipment at all four sites. As stated in Standard III.C.2, the District's Facilities Plan ensures technology resources are implemented properly in all new and renovated buildings to assure reliable and equitable access, safety, and security. The AIS Department's comprehensive and annual program reviews identify equipment and software licenses that are needed to maintain MiraCosta's technology resources ([III.C.3-1](#)).

The College ensures the maintenance of these resources by funding established equipment replacement cycles and ongoing software licensing and maintenance agreements ([III.C.3-2](#)). MiraCosta replaces the District's 1400 faculty, staff, and departmental (shared) computers every four years, which means approximately 25 percent of the District's inventory is replaced annually

([III.C.3-3](#)). The 2022/23 replacement schedule will be completed by December 2022 pending the availability of devices. Additionally, the District plans to replace all staff desktops with laptops to allow employees the flexibility to work onsite and remotely ([III.C.3-4](#)). In the first phase, the College distributed more than 110 laptops and docking stations and 200 monitors.

The College assures equitable and reliable access to technology resources by establishing and maintaining webpage accessibility standards for any faculty, staff, or student webpage that contains information necessary for employees or students to complete their work ([III.C.3-5](#)). MiraCosta also assures reliable access by providing technology support to both students and employees through the College's online Help Desk ([III.C.3-6–III.C.3-8](#)). For service requests, the Help Desk form asks the requester to indicate the level of urgency, from low to critical, so AIS can prioritize the requests ([III.C.3-9](#)).

MiraCosta maintains the safety and security of institutional data by conducting incremental backups nightly. Full backups are performed monthly; more critical systems have full backups performed more often. For redundancy and additional protection, the College maintains two versions of the data and keeps additional versions for more critical systems. Backups are retained for 30 days, and an immutable fully recoverable version of all critical data is stored in a secured off-site location.

Additionally, MiraCosta's two data centers have fire suppressant systems, air conditioning, emergency backup generators, and spare server and storage capacity to meet the College's technology security needs. MiraCosta leverages Amazon Web Services (AWS) cloud-computing for a range of services, such as disaster recovery, backups, email archiving, and external scanning ([III.C.3-10](#), [III.C.3-11](#)). The AWS cloud and San Elijo Campus data center serve as the backup site for the Oceanside Campus data center. All reliability and emergency backup protocols are documented in the MiraCosta College Information Security Plan ([III.C.3-12](#)).

MiraCosta provides safe and secure access to its computing resources by leveraging several security systems. The standard security measures of firewalls, anti-virus, end-point monitoring, filtering, and data loss prevention systems are operational. Additionally, the College utilizes Okta Identity Cloud technology for multi-factor authentication (MFA) and single-sign-on (SSO) ([III.C.3-13](#)). MFA applies to all students and employees ([III.C.3-14](#)). Permissions to institutional systems are controlled through SSO, leveraging Okta's identity and access management platform ([III.C.3-15](#)).

The District also requires all new employees to read, sign, and accept an information security compliance statement that serves as an affidavit when they onboard with the District ([III.C.3-16](#)). The telework agreement required of staff and administrators who work remotely helps safeguard sensitive and confidential information relating to District work that is accessed from alternate worksites ([III.C.3-17 §IX](#)).

Analysis and Evaluation

MiraCosta allocates the necessary physical and financial resources to safely manage, maintain, and operate the College's technological infrastructure and equipment at all locations where it offers courses, programs, and services. The Facilities and Information Security Plans ensure the District's technology resources are properly implemented and safely and securely accessed and maintained.

The College meets Standard III.C.3.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College assesses the need for information technology training in several ways, including through program review, by the Flex/Professional Development Program (PDP) and/or the Classified Professional Learning Committee, through the student help desk, and during College efforts to deploy new software/systems or respond to compliance or security needs. The College provides employees and students appropriate instruction and support in the use of technology and technology systems through scheduled training sessions and workshops and online resources available on the MiraCosta College website.

The AIS webpage provides links to technology training, the employee help desk, which can be used to request technology support and training, and user support tutorials, services, and guides, including security guidelines ([III.C.4-1](#)–[III.C.4-5](#)). The Student Help Desk webpage links students to technical support and provides “how to” tutorials for using the College's online portals and Canvas, which is the College's learning management system ([III.C.4-6](#), [III.C.4-7](#)). Staffed by AIS classified technical professionals, the student technical support help desk offers live chat support ten hours a day, Monday through Thursday ([III.C.4-8](#)).

In addition to the student help desk and online resources that support students' use of technology and technology systems, students are encouraged by counselors to attend a New Student Course Selection workshop that covers basic student services technology information, including how to do the following ([III.C.4-9](#)):

- Log into the student SURF portal and navigate the student-relevant SURF portal tiles.
- Complete math and English placement.
- Search for classes, read class entries, clear pre-enrollment holds, and enroll in courses.
- Access their financial aid award and the affiliated system.

- Submit electronic requests for the Admissions and Records Department (for change of major, prerequisite clearance, graduation petitions, etc.).
- Access, navigate, and use specialized online exploration tools available from the Career Center.
- Complete MiraCosta’s matriculation/orientation module.

Following an 18-minute presentation, students work with a student services specialist in a group or one-on-one to practice interfacing with some of these critical systems. Out of 282 students who attended a workshop, 87 percent were enrolled at census ([III.C.4-10](#)).

In addition to the College’s online resources, MiraCosta provides staff, administrators, and part-time faculty training opportunities through the MiraCosta Innovative Source for Training (MIST) system. In January 2022, the College began using MIST to provide compliance training courses that relate to employees’ roles at the College as determined by their immediate supervisor ([III.C.4-11](#)). Most employees are required to complete the following technology-related courses within their first 30 days of employment and every three years thereafter ([III.C.4-12](#)):

- Email and Messaging Safety
- Browser Security Basics
- Cybersecurity Overview
- Protection Against Malware

The College is updating technology-related training to meet the new requirements from the California Community Colleges Chancellor’s Office regarding the implementation of AB 178 and will be negotiating future training requirements with all employee groups ([III.C.4-13](#)).

As part of its commitment to provide resources for the professional development of all employees, as codified in both policy and procedure, the College supports the PDP, which provides faculty with a comprehensive and systematic program of activities and resources ([III.C.4-14](#), [III.C.4-15](#)). The PDP Committee, a subcommittee of the Academic Senate, assesses the need for professional development among the faculty, plans activities and workshops during Flex Week and throughout the year, and evaluates the effectiveness of PDP activities annually ([III.C.4-14 p. 3](#)).

The College supports professional development opportunities for staff through workshops and trainings. The Classified Professional Learning Committee, a subcommittee of the Classified Senate, solicits staff interest in topics in every workshop announcement ([III.C.4-16](#), [III.C.4-17](#)). The workshops are held over “Classified Professional Development Days” in the spring and throughout the year. In fiscal year 2021/22, the College’s classified professionals were offered nearly 80 sessions, many of them focused on technology. Workshop participants evaluate the training they receive, which helps inform the committee’s planning for the next year, and the

committee’s intranet site houses recordings of all past workshops ([III.C.4-18](#), [III.C.4-19](#)). With supervisor approval, classified professionals may also attend advertised Flex training opportunities.

When the District adopts new technology or technology systems, it ensures faculty, staff, and administrators are appropriately supported by assessing the need and allocating the necessary resources for training. For example, when the College adopted the Workday human resource management system in spring 2020, it provided all employees a series of online courses to help them prepare for the “go live” date ([III.C.4-20–III.C.4-22](#)). Ongoing Workday training is provided as needed. Additionally, when MiraCosta began transitioning to Canvas in fall 2016, the District negotiated with the faculty unions to provide release time for five experienced faculty members to conduct faculty training workshops online and in person through spring 2018 and to allocate funding to support faculty work necessary to transition course material and design components into Canvas ([III.C.4-23–III.C.4-25](#)). The District also negotiated with the Academic Associate Faculty to compensate part-time faculty for training and conversion ([III.C.4-26](#)). Canvas training workshops and workshop recordings are Flex-eligible and available on the C³ Teaching and Learning Center webpage ([III.C.4-27](#)).

MiraCosta’s Online Education Department, in collaboration with the PDP Committee, C³ Teaching and Learning Center, the College’s instructional designer, and online mentor faculty, provides instructors with online instructional technologies, course development assistance, workshops, and customized online education support ([III.C.4-28](#)). Workshops that support high-quality online instruction are recorded and remain available on demand ([III.C.4-29](#)). Faculty mentors provide their peers one-to-one assistance and expert leadership of ongoing learning opportunities. From fall 2020 through spring 2022, the College supported a team of faculty mentors who provided hundreds of hours of collegial support for faculty with little or no online teaching experience prior to the pandemic ([III.C.4-30](#)).

Analysis and Evaluation

The College allocates the necessary resources to provide its faculty, staff, and students with the appropriate technology training and support to access and use the District’s technology and technology systems effectively. Students and employees can access technical assistance through the College’s online resources, including recorded tutorials and training workshops, as well as their respective help desks.

The College meets Standard III.C.4.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

MiraCosta implements and publishes board policies (BPs) and administrative procedures (APs) that ensure the appropriate use of technology in teaching and learning processes. The Computer and Network Use BP and AP direct all users to respect software copyrights and licenses, the integrity of computer-based information resources, and the rights of other computer users and to refrain from seeking to gain unauthorized access ([III.C.5-1](#), [III.C.5-2](#)). The AP makes clear the College has the right to monitor all District network and computer use to assure compliance with the policy. Users are reminded of this right each time they log on to a District computer ([III.C.5-3 p. 2](#)). Like all policies and procedures, BP/AP 3720: Computer and Network Use are published on the Board of Trustees webpage ([III.C.5-4 p. 4](#)).

MiraCosta also implements and publishes the following policies and procedures that address inappropriate uses of technology resources:

- BP 5505: Academic Integrity addresses student cheating by using unauthorized technology during exams and quizzes ([III.C.5-5](#)).
- BP and AP 5500: Standards of Student Conduct address cheating, the unauthorized use of District resources and academic recordings, and computer-related crimes ([III.C.5-6](#), [III.C.5-7](#)). In addition to the Board of Trustees webpage, these standards are published in the College catalog ([III.C.5-8](#)), Student Affairs webpage ([III.C.5-9](#)), and student planner ([III.C.5-10](#)).

The College's distance education AP addresses the use of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive synchronous or asynchronous interaction between students and the instructor ([III.C.5-11](#)). As explained in Standard I.C.8, each course outline of record requires faculty members to meet all expectations outlined in the procedure, including following accessibility requirements and upholding institutional procedures for authenticating students ([III.C.5-12](#)). Additionally, AP 3750: Use of Copyrighted Material provides guidelines for using copyrighted material in online instruction ([III.C.5-13](#)). The College makes distance education policies and processes available to students and faculty through the Online Education webpage ([III.C.5-14](#)). As stated in Standard III.C.1, the MiraCosta Online Educators subcommittee of the Academic Senate serves as a resource on policies and practices pertaining to online learning and teaching, including AP 4105: Distance Education.

MiraCosta relies on its participatory governance process for making decisions about the appropriate use of technology resources to support teaching and learning. For example, the Academic Senate is responsible for developing policies and procedures related to academic and professional matters, such as those guiding the use of technology for distance teaching and learning, and promoting their implementation ([III.C.5-15 p. 8](#)). Decisions regarding the

responsible use of technology resources, such as those documented in the computer and network use BP and AP, are the responsibility of the College's four division assistant superintendents/vice presidents ([III.C.5-16 p. 2](#)).

Analysis and Evaluation

MiraCosta implements and publishes policies and procedures that guide the appropriate use of technology in teaching and learning processes. All District policies and procedures are published on the College website. Decisions about the appropriate use of the District's technology resources are made through the participatory governance process.

The College meets Standard III.C.5.

Conclusions on Standard III.C: Technology Resources

Through District board policies and administrative procedures, institutional plans, technology support practices, and program review and resource allocation processes, the College assures both appropriate and adequate technological resources to achieve the MiraCosta College mission as well as reliable access, safety, and security for these resources at all locations. The College's participatory governance process guides decisions about the appropriate use of technology resources to support teaching and learning.

Improvement Plan

Not applicable.

Evidence List

- [III.C.1-1](#) AIS Organizational Chart
- [III.C.1-2](#) MiraCosta College Long-Term Planning Framework, p. 8
- [III.C.1-3](#) Technology Plan Draft Discussion, Technology Advisory Committee 03-30-22 Minutes, §5
- [III.C.1-4](#) Draft Technology Plan, p. 10
- [III.C.1-5](#) Draft Technology Plan, Strategy/Initiative 2.3, p. 15
- [III.C.1-6](#) Draft Technology Plan, Strategy/Initiative 4.8.3, p. 22
- [III.C.1-7](#) Biotechnology Department Comprehensive Program Review, 2021/22, pp. 6–7
- [III.C.1-8](#) AIS Annual Program Review, 2020/21, p. 1
- [III.C.1-9](#) Online Education Comprehensive Program Review, 2019/20
- [III.C.1-10](#) Online Education Plan 2015–2018, p. 15

- [III.C.1-11](#) MiraCosta Online Educators Webpage Screenshot
- [III.C.1-12](#) Sample MiraCosta Online Educators Meeting Minutes, 09-10-21
- [III.C.1-13](#) MiraCosta College Information Security Plan, Redacted Version
- [III.C.2-1](#) Draft Technology Plan, pp. 7–9
- [III.C.2-2](#) Technology Plan Survey, Fall 2020
- [III.C.2-3](#) Technology Design Standards, Facilities Master Plan Update, Volume II, pp. 39–46
- [III.C.2-4](#) Design and Construction Standards, Communications Cabling
- [III.C.2-5](#) Sample Facilities Construction Monthly Team Meeting Agenda, 05-04-22
- [III.C.2-6](#) Annual Planning, Budget, and Evaluation Cycle
- [III.C.2-7](#) AIS Annual Program Review, 2020/21, pp. 8–9
- [III.C.2-8](#) Sample ICECubes Meeting Agenda and Minutes, 09-12-21
- [III.C.2-9](#) Sample Equipment Replacement Plan, 2022/23
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- [III.C.3-3](#) Instructional Labs Desktop Computer Replacement Schedule, 2022/23
- [III.C.3-4](#) Ratify Purchase for Technology Equipment and Peripherals, BOT 11-18-21 Agenda, Item VIII.H
- [III.C.3-5](#) AP 3725: Establishing and Maintaining Web Accessibility
- [III.C.3-6](#) Student Help Desk Webpage Screenshot
- [III.C.3-7](#) Employee Help Desk Webpage Screenshot
- [III.C.3-8](#) Help Desk Service Requests FY 2021/22
- [III.C.3-9](#) Employee Help Desk Request Form Screenshot
- [III.C.3-10](#) AWS Services Contract
- [III.C.3-11](#) Cloud Computing Services Renewal, BOT 07-15-21 Agenda, Item VII.M
- [III.C.3-12](#) MiraCosta College Security Plan, Redacted Version
- [III.C.3-13](#) Okta Statement of Work
- [III.C.3-14](#) Okta Notification to Employees
- [III.C.3-15](#) Okta Licensing Subscription Approval, BOT 04-15-21 Agenda, Item VII.F
- [III.C.3-16](#) Compliance Statement, Redacted
- [III.C.3-17](#) Telework Policy, Classified Employees and Administrators, §IX
- [III.C.4-1](#) Technology Support Services Webpage Screenshot
- [III.C.4-2](#) Employee Training Resources Webpage Screenshot
- [III.C.4-3](#) Infrastructure Systems Webpage Screenshot
- [III.C.4-4](#) Campus Resources Webpage Screenshot

- [III.C.4-5](#) Security Guidelines Webpage Screenshot
- [III.C.4-6](#) Student Help Desk Webpage Screenshot
- [III.C.4-7](#) Student Help Desk Canvas Tutorials Screenshot
- [III.C.4-8](#) Student Help Desk Contact Webpage Screenshot
- [III.C.4-9](#) New Student Course Selection Workshop Flyer and Agenda
- [III.C.4-10](#) New Student Course Selection Workshop Attendance and Enrollment Data p. 1
- [III.C.4-11](#) Introduction to MIST Compliance Training, Email Notification, 01-14-22
- [III.C.4-12](#) MIST Compliance Training Course Descriptions
- [III.C.4-13](#) FY 22-23 Cybersecurity Self-Assessments (AB 178), CCCCO Memo, 08-11-22
- [III.C.4-14](#) BP/AP 7160: Professional Development
- [III.C.4-15](#) Flex/Professional Development Program Webpage and Sample Workshop Screenshots
- [III.C.4-16](#) Classified Professional Learning Committee Portal Page Screenshot
- [III.C.4-17](#) Sample Classified Professional Learning Training Interest Invite
- [III.C.4-18](#) Sample Classified Professional Development Days Evaluation Form
- [III.C.4-19](#) Classified Professional Learning Recordings Portal Page Screenshot
- [III.C.4-20](#) Workday Training Email to All Employees, 04-29-20
- [III.C.4-21](#) Workday Essentials Course, Workday Training, Portal Page Screenshot
- [III.C.4-22](#) Sample Workday Training Email, Pay-Time-Absence Recording, 06-18-20
- [III.C.4-23](#) Canvas Training and Conversion Support for Full-Time Faculty, MOU Approval, BOT 04-20-17 Docket Item
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- [III.C.4-26](#) Canvas Training and Conversion Support for Associate Faculty, MOU Approval, BOT 08-17-17 Minutes, §VII.C
- [III.C.4-27](#) Canvas Workshops, C³ Teaching and Learning Center Webpage Screenshot
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- [III.C.4-30](#) DE Support and Compensation, District-FA Spring 2022 MOU, p. 3
- [III.C.5-1](#) BP 3720: Computer and Network Use
- [III.C.5-2](#) AP 3720: Computer and Network Use
- [III.C.5-3](#) MiraCosta College Login Screenshot, p. 2
- [III.C.5-4](#) Board Policies and Administrative Procedures, BOT Webpage Screenshot, pp. 4, 7
- [III.C.5-5](#) BP 5505: Academic Integrity
- [III.C.5-6](#) BP 5500: Standards of Student Conduct

- [III.C.5-7](#) AP 5500: Standards of Student Conduct
- [III.C.5-8](#) Student Conduct, *MiraCosta College 2022–2023 Catalog*, pp. 413–15
- [III.C.5-9](#) Student Conduct, Student Affairs Webpage
- [III.C.5-10](#) Student Conduct, Student Planner Content Outline
- [III.C.5-11](#) AP 4105: Distance Education
- [III.C.5-12](#) Course Suitability for Distance Education, Sample Course Outline of Record
- [III.C.5-13](#) AP 3750: Use of Copyrighted Material
- [III.C.5-14](#) Online Education Webpage Screenshot
- [III.C.5-15](#) Governance Manual, p. 8
- [III.C.5-16](#) BP 3720 Steering, Board Policy Steering Document, p. 2

III.D Financial Resources

Planning

III.D.1 *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Evidence of Meeting the Standard

The College has sufficient financial resources to support and improve student learning programs and services in support of the Educational Master Plan and to improve institutional effectiveness.

Using an established integrated planning and budget process, the College allocates funds to support its programs and services, including the biomanufacturing baccalaureate program ([III.D.1-1](#)). The annual financial resources for general unrestricted funds from state revenues, local property tax revenues, student fees and charges, and other revenues are \$137.4 million in fiscal year (FY) 2020/21 with a projection of \$140.2 million for FY 2021/22, with the largest financial resource from local property tax revenues ([III.D.1-2](#)). The College has maintained reserve balances of over 20 percent for the last four years, and it maintains a multiyear fiscal planning process to ensure financial stability and program integrity in the current and long term ([III.D.1-3](#)).

The College's resource allocation process provides a means for setting priorities for funding institutional improvements. The College's Budget and Planning Committee (BPC) has worked to improve the process for prioritizing program review resource requests and communication over the last two years based on input from collegial consultation groups ([III.D.1-4](#), [III.D.1-5](#)).

The District's distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services from the annual departmental budget development cycle ([III.D.1-6](#)), program review process, and resource allocation process ([III.D.1-7](#)). The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability via its policies and procedures ([III.D.1-8–III.D.1-10](#)) and financial review status reports ([III.D.1-11](#), [III.D.1-12](#)).

Analysis and Evaluation

MiraCosta has sufficient financial resources to support and sustain student learning programs, including the College's baccalaureate program, and student services. Through an integrated

planning and budget process that is guided by clear budgetary and financial policies and procedures, the College allocates and manages resources in a manner that supports financial integrity. MiraCosta has maintained reserve balances exceeding the Board of Trustees identified goal of 15 percent for the last five years. This trend is expected to continue through the College's five-year budget projections.

The College meets Standard III.D.1 and complies with Eligibility Requirement 18.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

MiraCosta's mission and goals provide the foundation for all institutional planning at the College, including financial planning. The *Long-Term Planning Framework 2020–2026*, which replaced MiraCosta's comprehensive master plan, outlines the relationship between the College's foundational tenets (i.e., mission, vision, values, and commitment) and the goals and strategies that are developed through institutional plans and practices to make those foundational principles a reality ([III.D.2-1 p. 2](#)). Financial planning is integrated with and supports all institutional planning by focusing on strategies that will accomplish MiraCosta's institutional goals.

The BPC is responsible for ensuring the integration of the College plans with the long-term planning framework ([III.D.2-1 p. 8](#)). The committee is also responsible for formulating and recommending board policies (BPs) and administrative procedures (APs) that are related to financial planning, budget and debt management, and budget preparation, including BP/AP 6200: Budget Preparation, which ensures the College's annual budget supports the District mission and educational master plan and its budget projections address long-term goals and commitments ([III.D.2-2](#), [III.D.2-3](#)).

BP 6200 authorizes the Board of Trustees (BOT) to adopt a tentative and final budget annually that supports the District's mission and educational master plan. In addition to receiving quarterly budget and financial reports as required by AP 6302: Board Reports ([III.D.2-4](#)), the BOT engages in a tentative budget workshop annually in June and a final budget workshop in September, and assumptions upon which the budget is based are presented to the BOT for trustee review and feedback each February ([III.D.2-5–III.D.2-7](#)).

As part of the annual fiscal planning process, the BPC reviews the College mission and institutional goals by relating specific funding strategies to each goal in the tentative and final

budget ([III.D.2-8](#), [III.D.2-9](#)). For example, seeking efficiencies and productivity increases to improve the District's financial health and meet its mission is one strategy to achieve the institution's goal to demonstrate responsible stewardship and sustainability of College and community resources ([III.D.2-8 p. 25](#)).

The College integrates and prioritizes financial and institutional planning from the department to the College level through the program review and planning process, which is a critical driver of institutional planning, budget development, and resource allocation ([III.D.2-10](#), [III.D.2-11](#)). The process requires programs to establish priorities among competing needs by linking their goals and objectives to one or more institutional goals in their resource requests ([III.D.2-12](#), [III.D.2-13](#)). Divisions, the executive management team, and a BPC subgroup review and prioritize requests before forwarding their recommendations to the BPC ([III.D.2-14](#)). The BPC then reviews all prioritized requests and recommends a final prioritization and resource allocation budget amount to the superintendent/president, who determines and shares with all constituencies which resource requests will be funded in the following budget cycle ([III.D.2-15–III.D.2-17](#)).

To ensure sound financial practices, financial stability, and transparency, the College follows a robust budgetary and planning process, ensuring financial information is disseminated throughout the institution in a timely manner. Information about fiscal planning that demonstrates its links to institutional planning is shared with the BOT in open meetings and workshops as well as with the BPC and College Council, which is the primary advisory for College wide matters and has appropriate representation by faculty, administrators, classified staff members, and students ([III.D.2-2 p. 6](#), [III.D.2-18](#)). Additionally, the College's Workday Enterprise Resource Planning (ERP) system provides faculty, staff, and administrators readily available financial reports and on-demand financial information ([III.D.2-19](#)).

Analysis and Evaluation

MiraCosta's mission and goals provide the foundation for financial planning, which is integrated with and supports all institutional planning. The College's program review and resource allocation processes link institutional plans to financial plans in the short term and long range.

MiraCosta follows established policies and procedures to ensure sound financial practices, stability, and accountability. Appropriate financial information is readily available and disseminated throughout the institution in a timely manner.

The College meets Standard III.D.2.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

As stated in Standard III.D.2, MiraCosta follows well-defined and widely communicated financial planning and budget development policies, procedures, and processes that ensure the institution's financial stability. These processes also ensure constituent participation and transparency.

The BPC serves as the District wide consultation committee for institutional, strategic, and integrated planning and budget development and management ([III.D.3-1](#)). As a standing governance committee, the BPC has appropriate representation by faculty, administrators, classified staff members, and students ([III.D.3-2](#)). The committee's 16-member, multi-constituent composition ensures a representative body of the College community is educated regarding all aspects of budget development and can actively participate in the process ([III.D.3-3](#)). Additionally, all employees are invited to the annual BPC budget process workshop and presentation, which is posted on the BPC SharePoint portal site ([III.D.3-4](#)).

The budget process presentation covers the budget timeline, from February, when the assistant superintendent/vice president of Administrative Services (VPAS) presents preliminary budget assumptions to board members and receives their budget direction, to September, when the BOT adopts the final budget ([III.D.3-5–III.D.3-11](#)). Throughout the year, the VPAS and Fiscal Services director revise income and expenditures simulations and project the College's ending balance, which, combined with historical expenditures and other estimates, is used to simulate multi-year budget projections; projections and underlying assumptions inform the College's long-term budget strategy ([III.D.3-12](#)).

The BPC and College Council receive budget information throughout the budget-development process, which allows constituencies to ask questions and provide feedback before the VPAS presents budget workshops to the BOT. Budget presentations are posted on the BPC SharePoint portal site, and budgets are recorded in the College's Workday ERP system, which provides on-demand budget information and reports to all employees ([III.D.3-13, III.D.3-14](#)).

The integration of the College's program review, financial planning, and resource allocation processes requires participation from all constituencies. As explained in Standard III.B.2, all instructional, support, and hybrid programs/units complete a comprehensive program review every three years and a program-review update annually to coordinate the need for resources with planning and budgeting ([III.D.3-15](#)).

Analysis and Evaluation

MiraCosta follows well-defined and widely communicated financial planning and budget development policies, procedures, and processes that comply with Title 5 requirements and California Community Colleges Budget and Accounting Manual best practices. The College's system of participatory governance ensures constituent participation and transparency in all financial planning and budget development processes.

The College meets Standard III.D.3.

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

MiraCosta continues to effectively link planning efforts with a realistic assessment of available financial resources, development of financial resources, partnerships, and expenditure requirements on an annual basis, as well as with five-year projections. Budget and fiscal management policies and procedures guide the College's budget and fiscal planning processes ([III.D.4-1](#), [III.D.4-2](#)), and board reports and reserves procedures ensure MiraCosta meets legal requirements, follows best practices, and maintains a prudent fiscal approach ([III.D.4-3](#), [III.D.4-4](#)).

The College relies on current budget information provided by the California Community Colleges Chancellor's Office (CCCCO), County Assessor's Office, and other funding sources, as well as a multi-year budget forecast, to project future general fund budget allocations. Updated by the Fiscal Services Department throughout the year, these forecasts are reviewed and discussed by individuals involved in institutional planning, including the executive management team (EMT), which is composed of the four assistant superintendents/vice presidents, BPC, College Council, and BOT. Budget assumptions and forecasts use information received from the CCCCCO, County Assessor's Office, local enrollment trend data, program review resource requests, anticipated cost increases, long-term debt obligations, staffing needs, and other factors that will shape MiraCosta's fiscal resources in the coming years ([III.D.4-5](#)).

In planning for an upcoming budget year, the BOT and BPC participate in a preliminary budget workshop that includes a review of the year-to-date performance, including estimated fund balance amounts, and a discussion of the Governor's January Proposal and BOT budget directions ([III.D.4-6](#), [III.D.4-7](#)). Additional workshops are held for tentative and adopted budget processes as well ([III.D.4-8](#), [III.D.4-9](#)). The College also provides a quarterly fiscal report to the BOT,

which helps keep trustees and constituents informed about the realistic assessment of available financial resources ([III.D.4-10](#), [III.D.4-11](#)).

The College assesses additional resource availability through grants and partnerships to maximize service to students. Before applying for grants or entering partnerships, MiraCosta's "intent to apply" process realistically assesses the matching requirements, staffing/facility needs, and other commitments. Grants are routed through appropriate levels of administration, including the BPC ([III.D.4-12](#)). The College has had great success in obtaining new and renewing existing grant funding ([III.D.4-13](#)). The MiraCosta College Foundation has also been an integral partner in providing financial support to assist the College in meeting its mission through scholarships, instructional equipment, technology for students, and facilities improvements ([III.D.4-14](#)).

Analysis and Evaluation

The College engages in thorough and inclusive revenue and expenditure planning processes that result in accurate and transparent financial planning. College wide participatory fiscal planning ensures that MiraCosta has adequate funding to meet the current and future needs of its programs and services, ensure short- and long-term fiscal stability, foster partnerships, and successfully compete for additional funds.

The College meets Standard III.D.4.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College is committed to sound fiscal management principles, internal control processes, and the timely and accurate dissemination of financial information. BP and AP 6300: Fiscal Management provide internal control guidance ([III.D.5-1](#)). As stated in Standard III.D.2, MiraCosta recently transitioned to the Workday ERP system for financials/purchasing and human capital management. During the transition to Workday, the College conducted a business process analysis and used the results to improve processes and internal controls. Workday has a robust internal control structure defined by functionality and security roles; it requires multiple levels of approval depending on the dollar amount of the transaction.

Functional roles and separation of duties defined within business processes ensure no one person has control of monetary transactions. The internal control structure and system control mechanism

are set up to prevent any department or person to engage in risky transactions or fraud. Purchase requisitions require an administrator's approval, up to the appropriate assistant superintendent/vice president ([III.D.5-1](#), [III.D.5-2](#)).

Financial departmental budget and spending information is available in Workday in customizable reports, which are dynamic and in real time to all employees except to student workers ([III.D.5-3](#)). The same budget-to-actuals reporting can be at the single department budget or at the highest consolidated report for management to make informed decisions. Personnel information is securely available to employees and their managers. Financial information is also shared with College constituencies through BPC, including grant requests ([III.D.5-4](#)), budget and expenditure reports ([III.D.5-5](#), [III.D.5-6](#)), fiscal projections ([III.D.5-7](#), [III.D.5-8](#)), and weekly Sacramento budget and legislative updates ([III.D.5-9](#)).

The College's financial documents are accurate and credible as highlighted by unmodified independent audit reports ([III.D.5-10](#), [III.D.5-11](#)). MiraCosta's financial management is formally evaluated through the annual audit conducted by an independent certified public accounting firm. The examination of financial records, statements, and audits for compliance is in accordance with the California Community Colleges Contracted District Audit Manual ([III.D.5-12](#)) and Governmental Accounting Standards Board (GASB) requirements. The auditors have issued clean opinions and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses. Any identified audit findings are included in the audit, along with the College responses.

Audit reports are shared with the College and BOT, and they are readily available to the community on the College website ([III.D.5-13](#)). MiraCosta has had two internal control findings over the last six years and quickly responded to those findings, resulting in no repeat findings.

Analysis and Evaluation

The College has appropriate policies, procedures, and internal control mechanisms to ensure sound financial planning and decision-making. MiraCosta uses appropriate tools to maintain budgetary accuracy, and timely financial information is disseminated to the BOT and College constituents. As evidenced by independent internal and external audit reports, MiraCosta's financial management practices demonstrate that strong fiscal management and appropriate accounting processes are in place.

The College meets Standard III.D.5.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College's financial documents, including the budget, have a high degree of accuracy and credibility. As stated in Standard III.D.5, an external certified public accounting firm performs an independent audit of the College's financial statements and Measure MM Bond funds annually. The unmodified opinion the College has received for each of the past six years demonstrates the integrity of the College's financial management practices and provides constituents a reason to have confidence in how MiraCosta allocates and uses its financial resources ([III.D.6-1](#)–[III.D.6-6](#)).

MiraCosta's financial documents also reflect the appropriate use of financial resources to achieve the District's mission and institutional goals, which drive institutional planning and resource allocation. As required by both board policy and BOT budget directives, the budget reflects the appropriate allocation of resources to satisfy the District's highest priority goals and objectives, which are student enrollment, programs, and services ([III.D.6-7](#), [III.D.6-8](#)). The College allocates ongoing financial resources to academic programs and student support services to implement strategic planning goals that enhance those programs and services ([III.D.6-9](#), [III.D.6-10](#)). Additional student learning program and service needs are identified and funded through the College's annual program review, planning, and resource allocation process ([III.D.6-11](#)).

Analysis and Evaluation

MiraCosta's final budget has credibility with constituents because it accurately reflects how the College allocates and uses resources to realistically achieve institutional goals for student learning. Its credibility is also an outcome of a collegial and transparent budget-development process that includes the involvement of departments, governance groups, and the BOT. All budget workshops, the final annual budget, and external financial audits are published on the College website to ensure transparency. Finally, the unmodified opinion the College has received for each of the past six years demonstrates the integrity of the College's financial management practices.

The College meets Standard III.D.6.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Over the last six annual external audits, the College received findings for two fiscal years ([III.D.7-1–III.D.7-6](#)). The FY 2020/21 audit resulted in one significant reporting deficiency ([III.D.7-1 pp. 92–93](#)); the FY 2019/20 audit resulted in two significant reporting deficiencies ([III.D.7-2 pp. 105–06](#)). These findings are detailed in Standard III.D.15.

Per AP 6400: Financial Audits, the College superintendent/president or designee promptly acts to remediate any internal or external audit-identified deficiency ([III.D.7-7](#)). The College responded to the FY 2020/21 and FY 2019/20 findings by immediately implementing corrective actions plans ([III.D.7-1 p. 93](#), [III.D.7-2 pp. 106–07](#)). These corrective actions were included in the annual District audit presentation to the BOT ([III.D.7-8](#), [III.D.7-9](#)). MiraCosta publishes all audit reports on the public website ([III.D.7-10](#)).

Analysis and Evaluation

Independent auditors annually review the College’s adopted budgets and financial statements. During the last six reporting periods, external audits have resulted in unqualified reports related to the College’s financial statements and three non-material findings in the last two years. MiraCosta responded to and remediated each finding in a timely manner and communicated the institutional response appropriately.

The College meets Standard III.D.7.

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

MiraCosta ensures its financial and internal control systems are regularly evaluated and assessed for validity and effectiveness and assessment results are used for improvement. In accordance with the College’s Financial Audits policy and procedure, an external auditing firm tests internal control processes and procedures as part of its annual audit ([III.D.8-1](#)). As stated in Standard III.D.7, over the last six reporting periods, external audits have resulted in unqualified reports related to the College’s financial statements and no findings of material weaknesses or deficiencies. MiraCosta has responded quickly to audit findings and used the audit results to improve internal control processes and practices.

As required by the California Education Code, the District maintains adequate internal controls and has an internal audit function that provides reasonable assurance that those internal controls are well designed and operating as intended. MiraCosta retains an independent accounting firm to provide internal audit services on an ongoing basis. Internal controls are tested on a regular cycle, with findings and recommendations shared with the superintendent/president and VPAS ([III.D.8-2](#), [III.D.8-3](#)). No internal control issues have been identified.

The College strengthened its internal control systems during the transition to the Workday ERP system when it analyzed and updated the College’s business processes and approval requirements and built them into the Workday system ([III.D.8-4](#)–[III.D.8-6](#)). In its 2021/22 comprehensive program review, the Fiscal Services Department evaluated MiraCosta’s internal processes and procedures and determined they were effective ([III.D.8-7 p. 2](#)).

Analysis and Evaluation

The College has established procedures to assure effective internal controls. The College regularly evaluates its financial and internal control systems for validity and effectiveness using program review, internal expertise, and audits conducted by external agencies. As evidenced by corrective plans to audit findings, the College uses audit results to improve and strengthen processes.

The College meets Standard III.D.8.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College maintains sufficient cash flow and reserves to maintain stability, ensure appropriate risk management, and respond to financial emergencies and unforeseen occurrences. Through careful planning and fiscal management, the District has maintained a healthy fund balance and reserve. As noted in the May 2022 Internal Audit Report cited in Standard III.D.8, MiraCosta “has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund over the preceding five fiscal years” ([III.D.9-1 p. 2](#)).

AP 6300: Fiscal Management outlines the responsibilities of the Fiscal Services Department for following the principles referenced in Title 5 for sound fiscal management ([III.D.9-2](#)). The AP also details sufficient resources to meet cash flow requirements as well as other responsibilities for excellent stewardship in managing the District’s resources.

BP 6250: Budget Management and AP 6305: Reserves stipulate minimum general fund reserve levels, which is currently 15 percent at year-end ([III.D.9-3](#), [III.D.9-4](#)). For FY 2020/21, District

unrestricted reserves were \$35.1 million or 25.9 percent (\$35,101,240 reserve balance/ \$135,745,166 annual expenses) ([III.D.9-5](#), [III.D.9-6](#)). The previous four years' reserve balances have exceeded 24 percent and are projected to remain above the BOT-identified levels over the next five years ([III.D.9-7](#)).

The Fiscal Services Department regularly monitors cash flow and provides quarterly cash status reports to the BOT ([III.D.9-8–III.D.9-10](#)). As evidenced by strong cash positions in the quarterly reports and healthy reserves, the College has more than sufficient resources to meet its fiscal responsibilities, including ensuring appropriate risk management.

In accordance with BP/AP 6540: Insurance, MiraCosta maintains a comprehensive insurance plan that covers property, liability, and workers' compensation ([III.D.9-11](#)). The District participates in the San Diego County Office of Education (SDCOE) Joint Powers Authority (JPA) for workers' compensation as well as property and liability coverage. It is self-insured for the first \$10,000 on each claim, after which the insurance coverage of the JPA takes over ([III.D.9-12–III.D.9-14](#)). MiraCosta's Risk Management Department ensures the risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with the California Education Code ([III.D.9-15](#)).

Analysis and Evaluation

The College has sufficient cash flow and reserves to maintain fiscal stability as evidenced by current and projected reserve levels and cashflow reports. The College has implemented a combination of effective risk management strategies by transferring, accepting, and mitigating risk and is appropriately protected through participation in the SDCOE JPA. The College has appropriate policies and procedures in place to identify and allocate funding should emergencies or unforeseen issues arise.

The College meets Standard III.D.9.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets, as required by the District's fiscal management policy and as guided by its corresponding procedure ([III.D.10-1](#)). The College assures timely application and processing of grant applications and funds as required and guided by BP/AP 3280: Grants

[\(III.D.10-2\)](#). The Fiscal Services Department validates and certifies grant expenditures' periodic progress as specified by each grant's reporting requirements.

Following the principles referenced in California Code of Regulations Title 5 for sound fiscal management, the Fiscal Services Department manages financial aid grants in Fund 74, with oversight from the Financial Aid Office, Cashier's Office, and Accounting Office ([III.D.10-3](#), [III.D.10-4](#)). The director of Financial Aid and Scholarships oversees the College's financial aid programs and ensures they are audited for compliance annually as required by law. As stated in Standard III.D.7, the two financial aid findings the College received in 2020 were immediately remedied and used to improve internal control processes ([III.D.10-5](#)).

Fiscal Services oversees auxiliary organizations through accounting controls, reconciliations, and reporting of each fund. Enterprise funds for the bookstore (Fund 51) and cafeteria (Fund 52) are effectively managed through contractual agreements over which the VPAS provides oversight. In FY 2020/21, the bookstore and cafeteria had reserves of \$520,000 and \$142,000, respectively ([III.D.10-6](#)).

The MiraCosta College Foundation is a separate 501(c)(3) entity that is overseen by its own board of directors as well as the College's assistant superintendent/vice president of Institutional Advancement and Fiscal Services Department ([III.D.10-7](#)). The MiraCosta College Foundation manages its endowment investments through a separate bank account. Audited by independent certified public accountants, the foundation has received unqualified/unmodified opinions on its financial statements for the past six years ([III.D.10-8](#)).

MiraCosta assesses its use of financial resources through the program review and planning process, as discussed in Standard III.D.2, as well as through systematic internal and external audits, in accordance with BP/AP 6400: Financial Audits ([III.D.10-9](#)). Institutional investments are held at the San Diego Country Treasury for governmental deposits ([III.D.10-10](#)).

Analysis and Evaluation

MiraCosta regularly assesses its use of financial resources and ensures compliance with Federal Title IV regulations and requirements through an annual independent audit of its processes and transactions. Annual external audits that are performed on all special or external funds and appropriate categorical program funding demonstrate the integrity of the College's financial management practices. Special fund programs also go through additional monitoring from state and federal grantors to ensure compliance with program rules and guidelines.

The College meets Standard III.D.10.

Liabilities

III.D.11 *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard

The College maintains both short- and long-term perspectives in its financial and budgetary management practices by addressing long-term obligations while assuring financial stability and solvency.

Updated annually during the spring-time budgeting cycle and discussed within collegial consultation groups and the BOT, the College's Five-Year Financial Plan forecasts revenues, expenditures, and ending fund balances ([III.D.11-1](#)). Long-range considerations in the plan include changes in enrollment, salary increases, changes in staffing and benefits, and inflation for supplies and other operating expenses ([III.D.11-1 p. 76](#), [III.D.11-2](#)). The Five-Year Financial Plan is presented to the BPC and at the annual Budget Workshop to the BOT.

The District plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance/construction costs. The College continually allocates funds for future liabilities and needs identified within its long-term planning documents, including the Staffing Plan, Five-Year Capital Construction Plan, and Technology Plan ([III.D.11-3–III.D.11-5](#)).

The College allocates and funds other financial priorities, including health benefits, insurance costs, building maintenance, and expected increases in pension plan (CalSTRS/CalPERS) contributions, in the annual budget. In addition, MiraCosta has invested more than \$34.4 million into the Community College League of California OPEB Trust JPA ([III.D.11-6](#)). Due to market volatility in FY 2021/22, the fund posted a \$4.1 million loss, lowering the market value of the investments to \$29.5 million at the end of the fiscal year. This market loss resulted in a reduction of the other post-employment benefit (OPEB) funded rate from 100 percent to 86.8 percent ([III.D.11-7](#)). These are long-term investments that the College has not withdrawn from. The JPA anticipates the market value of the investments will rebound and continue to grow over time.

Analysis and Evaluation

When making short-range financial plans, the College considers its long-range financial plans and priorities to assure financial stability and a healthy reserve balance of approximately 24 percent. MiraCosta clearly identifies, plans, and allocates resources for payment of liabilities and future

obligations in the College's Five-Year Plan. Long-range financial priorities include expected increases in salaries, benefits, and pension plans through 2026. The College has maintained AAA ratings from Standard and Poor's and Moody's, the highest credit rating that can be achieved.

The College meets Standard III.D.11.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations. Per AP 6200: Budget Preparation, the District uses an actuarially accepted method of measuring and projecting its current and future pension and OPEB liabilities ([III.D.12-1 p. 2](#)). Actuarial studies performed every two years assess the retirees' health benefits obligation to ensure the District's annual required contribution. The most recent study in 2021 showed a total OPEB liability of \$33.9 million ([III.D.12-2](#)). MiraCosta adjusts its contribution to employee retirement costs annually as necessary to maintain full funding ([III.D.12-1 p. 2](#)).

The College deposits funds for OPEB liabilities into an irrevocable trust set up specifically for OPEB. The trust is managed by the Community College League of California's Retiree Health Benefits JPA with the Meketa Investment Group in Carlsbad, California. As stated in Standard III.D.11, the trust fund balance as of September 30, 2021, was \$34.4 million ([III.D.12-3](#)). The fund fluctuates with changes in the market and investment returns. The market has been extremely volatile this past year, with the fund posting a \$4.1 million loss of market value, primarily in the fourth quarter. The OPEB Trust market value was \$29.5 million as of June 30, 2022, representing an end-of-year funded rate of 86.8 percent ([III.D.12-4](#)).

The College builds future liabilities, such as health care and pension obligations, into the final budget and five-year budget forecasts ([III.D.12-5](#), [III.D.12-6](#)).

Analysis and Evaluation

The District carefully plans for, and appropriately allocates resources for, all liabilities and future obligations including OPEB, and other employee related obligations. MiraCosta continues to apply a prudent investing strategy to meet its long term OPEB liabilities.

The College meets Standard III.D.12.

III.D.13 *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard

The College annually assesses its locally incurred debt and allocates resources for any debt instruments that may affect the College's financial condition.

The College passed one general obligation bond (Measure MM) in 2016, totaling \$455 million. The debt incurred on this bond measure is paid by the taxpayers through ad valorem tax on real property collected by San Diego County. All locally incurred debt has been retired. The 2015 lease revenue bond was retired in FY 2018 ([III.D.13-1](#)), and the 2010B lease revenue refunding bond was retired in FY 2020 ([III.D.13-2](#)).

Analysis and Evaluation

The College has paid all local debts and does not have any new debt obligations. General obligation bond debt service is paid through ad valorem tax, which has no impact on the financial condition of the College.

The College meets Standard III.D.13.

III.D.14 *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard

The College uses its financial resources, including short- and long-term debt instruments, auxiliary activities, fundraising efforts, and grants, with integrity and in a manner consistent with the intended purpose of the funding source. Financial resources such as debt instruments, auxiliary activities, and grants are reviewed during the annual District audit.

Bond funds undergo financial as well as performance audits, which are reviewed by the District's Independent Citizens' Bond Oversight Committee in its role to ensure bond expenditures are consistent with regulatory and legal restrictions ([III.D.14-1](#), [III.D.14-2](#)). The bond program continually receives clean audits with no audit findings ([III.D.14-3–III.D.14-5](#)).

Grant managers, as program area experts, monitor expenditures and ensure grant funds are expended as intended. The District's Fiscal Services Department supports grant managers by co-monitoring expenditures and assisting with reports and federal audits ([III.D.14-6](#), [III.D.14-7](#)).

External auditors conduct annual audits of specially funded state programs as well as large, federally funded programs from both a financial and a compliance standpoint. The District has consistently received unmodified opinions in these areas, with any findings quickly remediated as explained in Standard III.D.7.

The MiraCosta College Foundation operates with its own set of internal controls as it raises funds to support the District ([III.D.14-8](#)). Foundation staff members account for donations and approve expenditures to ensure donated funds are used to meet donor-designated purposes. As noted in Standard III.D.10, the Foundation undergoes an annual audit by independent certified public accountants and has received unqualified/unmodified opinions on its financial statements for the past six years ([III.D.14-9](#)).

Analysis and Evaluation

The College's restricted funds are audited annually to ensure expenditures from restricted funds are made in a manner consistent with the intent and requirements of the funding source. The District's financial statements and Measure MM bond funds consistently receive clean audits. The College has no new debt obligations and has paid all local debts.

The College meets Standard III.D.14.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

MiraCosta effectively monitors and manages its institutional Cohort Default Rate (CDR), ensures compliance with federal requirements, and restores compliance when an audit identifies deficiencies.

The three-year student loan default rates for the College's 2018, 2017, 2016, and 2015 cohorts were 15.0, 14.9, 13.9, and 14.8 percent, respectively ([III.D.15-1](#)). In accordance with a California Community College best practice, MiraCosta does not automatically award student loans; instead, the College processes loans upon student request. Financial Aid Office staff members monitor cohort default rates and contact potential defaulters as needed. The College would create and implement a default management plan should MiraCosta fall out of compliance.

The Financial Aid Office participates in the annual external A-133 audit to ensure compliance with federal requirements. All audits have been free from findings except for two, as noted previously.

- FY 2019/20: two instances of 40 records tested where the check returned to the agency was returned by 62 days and 66 days, instead of 45 days. The second finding was the public posting of the CARES Act Student Portion first quarterly report that was posted late by 81 days ([III.D.15-2](#)).
- FY 2021/22: one finding where the third quarter report was understated by \$29,000 ([III.D.15-3](#)).

In each instance, the Financial Aid Office implemented corrective measures and restored compliance.

Analysis and Evaluation

The College works diligently to monitor and manage student loan default rates, revenue streams, and assets, thus ensuring MiraCosta remains in compliance with all federal requirements. This effort includes educating students through outreach and financial literacy workshops. The College's most current default rate of 15 percent is well below the federal requirement of 30 percent and shows a continuation of a downward trend over the last three years. Processes are in place to create and implement a default management plan if the College should fall out of compliance.

The College meets Standard III.D.15.

Contractual Agreements

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District's contractual agreements with external entities support its mission and goals and are governed by institutional policies and procedures. The District's bids and contracts policy and procedure, for example, define bidding and expenditure limits of purchasing activities ([III.D.16-1](#)). Six additional administrative procedures provide specific guidance and requirements for different types of contracts, such as construction and electronics systems and materials ([III.D.16-2–III.D.16-7](#)). These procedures and the policy contain provisions to ensure MiraCosta has appropriate control over contractual agreements to maintain the College's required standards of quality.

The College's director of Purchasing and Material Management or the VPAS reviews and authorizes requests, scope of work, and contract documents, including contract negotiations. Contractual agreements that necessitate a more thorough analysis are referred to the District's legal counsel.

The director of Purchasing and Material Management or the VPAS reviews contracts for compliance with established codes, regulations, policies, and procedures and to protect the College and limit risk exposure. The Purchasing Department ensures that contracts contain adequate indemnification and hold harmless clauses, appropriate insurance requirements, and appropriate termination clauses, for cause and/or for convenience.

The BOT approves and ratifies contracts entered into on behalf of the District by the superintendent/president, VPAS, and the director of Purchasing and Material Management ([III.D.16-8](#)–[III.D.16-12](#)).

Analysis and Evaluation

All contractual agreements between the College and external organizations are developed in support of the College mission and institutional goals and are governed by institutional policy and procedures. The College's contractual agreements contain termination language and are administered to ensure compliance with all applicable laws, codes, and regulations. Contracts are constructed and administered in such a way as to maximize value and minimize risk to the College. The BOT ratifies/approves all procurements, including contractual agreements and purchases.

The College meets Standard III.D.16.

Conclusions on Standard III.D: Financial Resources

MiraCosta uses its financial resources to achieve the District mission and institutional goals by following established policies and procedures that ensure sound financial practices, stability, and accountability. Through an integrated planning and budget process that is guided by clear budgetary and financial policies and procedures, the College allocates and manages resources in a manner that supports and sustains financial integrity.

Improvement Plan

Not applicable.

Evidence List

- [III.D.1-1](#) Biomanufacturing Baccalaureate Program Budget-to-Actual Report, FY 2021/22
- [III.D.1-2](#) Fund 11 Budget, 2021-2022 Final Budget, p. 46
- [III.D.1-3](#) Five-Year Financial Plan, 2021-2022 Final Budget, pp. 77–78
- [III.D.1-4](#) BPC Resource Allocation Process Review, BPC 10-01-21 Minutes, §V.C
- [III.D.1-5](#) Program Review and Budget Development Flowchart
- [III.D.1-6](#) Sample Budget Development Cycle Email
- [III.D.1-7](#) Resource Allocation Process and Flow Chart
- [III.D.1-8](#) BP/AP 6200: Budget Preparation
- [III.D.1-9](#) BP/AP 6250: Budget Management
- [III.D.1-10](#) AP 6305: Reserves
- [III.D.1-11](#) Sample Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A
- [III.D.1-12](#) Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, Item XII.B
- [III.D.2-1](#) *Long-Term Planning Framework 2020–2026*, pp. 2, 8
- [III.D.2-2](#) Governance Manual, pp. 6–7
- [III.D.2-3](#) BP/AP 6200: Budget Preparation
- [III.D.2-4](#) AP 6302: Board Reports
- [III.D.2-5](#) Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XII.B
- [III.D.2-6](#) Sample Tentative Budget Workshop, BOT 06-16-22 Workshop Agenda, Item VII.B
- [III.D.2-7](#) Sample Preliminary Budget Workshop, BOT 02-24-22 Minutes, §VII.C
- [III.D.2-8](#) Budget Directives and Priorities, FY 2022–2023 Tentative Budget, Budget Workshop Presentation, 06-16-22, pp. 21–25
- [III.D.2-9](#) Draft Tentative Budget Presentation, BPC 05-20-22 Agenda, §V.A
- [III.D.2-10](#) Integrated Planning, Program Review and Planning Handbook, p. 3
- [III.D.2-11](#) Program Review and Budget Development Flowchart
- [III.D.2-12](#) Sample Resource Allocation Request for Instructional Associate, pp. 3, 5
- [III.D.2-13](#) Sample Resource Allocation Request, FY 2021 Cycle for FY 2022 Funding
- [III.D.2-14](#) Resource Request Process Timeline 2021/22
- [III.D.2-15](#) Budget Subcommittee, BPC 02-02-22 Minutes, §V.C
- [III.D.2-16](#) BPC Resource Request Funding Recommendations for FY 2022/23 Budget, 05-06-22
- [III.D.2-17](#) End-of-Year Email and Important Updates, 05-26-21, §B
- [III.D.2-18](#) Budget Update, College Council 06-09-22 Minutes, §G
- [III.D.2-19](#) Sample Budget-to-Actuals for Organization Workday Report, Workday ERP

- [III.D.3-1](#) BPC Charge and Composition, Governance Manual, p. 7
- [III.D.3-2](#) BP 2510: Collegial Governance and Participation in Local Decision-Making
- [III.D.3-3](#) BPC Roster, BPC Webpage Screenshot
- [III.D.3-4](#) BPC Budget Process Workshop Presentation, August 2021
- [III.D.3-5](#) Budget and Timeline, BPC Budget Process Workshop Presentation, p. 8
- [III.D.3-6](#) Preliminary Budget Workshop, BOT 02-18-21 Agenda, Item VI.C
- [III.D.3-7](#) Tentative Budget Presentation to BPC, BPC 05-21-21 Minutes, §V.B
- [III.D.3-8](#) Tentative Budget Presentation to BOT, BOT 06-10-21 Agenda, Item V.A
- [III.D.3-9](#) Final Budget Workshop, BPC 08-27-21 Minutes, §IV.B
- [III.D.3-10](#) Public Hearing FY 2021/22 Final Budget, BOT 09-09-21 Agenda, Item VIII.A
- [III.D.3-11](#) Final Budget Adoption, BOT 09-09-21 Agenda, Item VIII.B
- [III.D.3-12](#) Five-Year Financial Plan, 2021-2022 Final Budget, pp. 77–78
- [III.D.3-13](#) BPC 2021–22 Presentations, BPC Portal Page Screenshot
- [III.D.3-14](#) Workday Overview of Financial Accounts
- [III.D.3-15](#) Program Review and Budget Development Process Flowchart
- [III.D.4-1](#) BP/AP 6250: Budget Management
- [III.D.4-2](#) BP/AP 6300: Fiscal Management
- [III.D.4-3](#) AP 6302: Board Reports
- [III.D.4-4](#) AP 6305: Reserves
- [III.D.4-5](#) Five-Year Financial Plan, 2021-2022 Final Budget, pp. 77–78
- [III.D.4-6](#) Preliminary Budget Workshop at BPC, BPC 02-04-22 Minutes, §V.A
- [III.D.4-7](#) Preliminary Budget Presentation to BOT, BOT 02-24-22 Agenda, Item IV.C
- [III.D.4-8](#) Tentative Budget Presentation to BOT, BOT 06-10-21 Agenda, Item V.A
- [III.D.4-9](#) Adopted Budget Workshop, BOT 09-02-21 Budget Workshop Agenda
- [III.D.4-10](#) Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A
- [III.D.4-11](#) Second Quarter Transfers Report, BOT 02-24-22 Agenda, Item VIII.K
- [III.D.4-12](#) Final CA Learning Lab Grant Review, BPC 04-16-21 Minutes, §V.A
- [III.D.4-13](#) Programmatic Grants, Sample Fund 12 Grants and Categorical Report
- [III.D.4-14](#) Office of Institutional Advancement Annual Update, BOT 12-16-21 Agenda, Item VIII.B
- [III.D.5-1](#) BP/AP 6300: Fiscal Management
- [III.D.5-2](#) AP 6304: Actual and Necessary Business Expenses
- [III.D.5-3](#) Sample Budget-to-Actuals for Organization Workday Report, Workday ERP
- [III.D.5-4](#) Sample Grant, GO-Biz TAEP Grant 2020–2021

<u>III.D.5-5</u>	Sample 311 Report Review, BPC 11-05-21 Minutes, §V.B
<u>III.D.5-6</u>	Sample CIP Presentation, BPC 03-18-22 Minutes, §V.B
<u>III.D.5-7</u>	Sample Final Budget Presentation, BPC 10-02-20 Minutes, §V.A
<u>III.D.5-8</u>	Nonresident Tuition Discussion, BPC 02-04-22 Minutes, §V.E
<u>III.D.5-9</u>	McCallum Report, BPC 03-04-22 Agenda, §IV.B
<u>III.D.5-10</u>	Final Audit Report FY 2021
<u>III.D.5-11</u>	Measure MM Final Audit Report FY 2021
<u>III.D.5-12</u>	Contracted District Audit Manual, CCCCCO 2018/19
<u>III.D.5-13</u>	Annual District Audits Webpage Screenshot
<u>III.D.6-1</u>	External Audit Report, 06-30-2021
<u>III.D.6-2</u>	External Audit Report, 06-30-2020
<u>III.D.6-3</u>	External Audit Report, 06-30-2019
<u>III.D.6-4</u>	External Audit Report, 06-30-2018
<u>III.D.6-5</u>	External Audit Report, 06-30-2017
<u>III.D.6-6</u>	External Audit Report, 06-30-2016
<u>III.D.6-7</u>	BP/AP 6200: Budget Preparation
<u>III.D.6-8</u>	Budget Summary, 2021–2022 Final Budget, p. 10
<u>III.D.6-9</u>	Expense Assumptions, 2021–2022 Final Budget, p. 11
<u>III.D.6-10</u>	Fund 12 Budget Allocations, 2021–2022 Final Budget, p. 41
<u>III.D.6-11</u>	End-of-Year Email and Important Updates, 5-26-21, §§B, C
<u>III.D.7-1</u>	Report Summary, External Audit Report, 06-30-2021, pp. 90–97
<u>III.D.7-2</u>	Report Summary, External Audit Report, 06-30-2020, pp. 103–09
<u>III.D.7-3</u>	Report Summary, External Audit Report, 06-30-2019, pp. 97–101
<u>III.D.7-4</u>	Report Summary, External Audit Report, 06-30-2018, pp. 95–99
<u>III.D.7-5</u>	Report Summary, External Audit Report, 06-30-2017, pp. 95–99
<u>III.D.7-6</u>	Report Summary, External Audit Report, 06-30-2016, pp. 88–92
<u>III.D.7-7</u>	AP 6400: Financial Audits
<u>III.D.7-8</u>	FY 2021 Annual District and Measure MM Audit Presentation, BOT 03-24-22 Agenda, Item VII.A, pp. 15–16
<u>III.D.7-9</u>	FY 2020 Annual District and Measure MM Audit Presentation, BOT 03-18-21 Agenda, Item VI.A, pp. 12–13
<u>III.D.7-10</u>	Annual District Audits Webpage Screenshot
<u>III.D.8-1</u>	BP/AP 6400: Financial Audits
<u>III.D.8-2</u>	Internal Audit Check List

- [III.D.8-3](#) Internal Audit Report, Clifton Larson Allen, LLP, May 2022
- [III.D.8-4](#) Change Management, Communications, and Training Update, Sierra Cedar Presentation, 01-21-20
- [III.D.8-5](#) Workday Project Update, Steering Committee Meeting, 07-21-20
- [III.D.8-6](#) Workday Update Presentation, BOT 02-13-20 Meeting
- [III.D.8-7](#) Fiscal Services Department Comprehensive Program Review 2021/22, p. 2
- [III.D.9-1](#) Internal Audit Report, Clifton Larson Allen, LLP, May 2022, p. 2
- [III.D.9-2](#) AP 6300: Fiscal Management
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- [III.D.9-4](#) AP 6305: Reserves
- [III.D.9-5](#) Unrestricted Reserve Balance FY 2021, 311 Annual Report FY 2020/21, p. 33
- [III.D.9-6](#) Unrestricted Reserve Balance FY 2020, 311 Annual Report FY 2019/20, p. 34
- [III.D.9-7](#) Ending Reserve Balance FY 2022, 2021–2022 Final Budget, p. 47
- [III.D.9-8](#) First Quarter Fiscal Report, BOT 11-18-21 Agenda, Item X.A
- [III.D.9-9](#) Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A
- [III.D.9-10](#) Third Quarter Fiscal Report, BOT 05-19-22 Agenda, Item XII.A
- [III.D.9-11](#) BP/AP 6540: Insurance
- [III.D.9-12](#) JPA Insurance Renewal and District Insurance Schedule 2022/23, BOT 07-21-22 Agenda, Item VIII.G
- [III.D.9-13](#) District Insurance Schedule, 2021–2022 Final Budget, p. 57
- [III.D.9-14](#) San Diego County Schools Risk Management JPA, Audited Financial Statements and Supplemental Information, Year Ended 06-30-21
- [III.D.9-15](#) Risk Management Webpage Screenshot
- [III.D.10-1](#) BP/AP 6300: Fiscal Management
- [III.D.10-2](#) BP/AP 3280: Grants
- [III.D.10-3](#) Fund Descriptions, 2021-2022 Final Budget, p. 31
- [III.D.10-4](#) Fund 74, Student Financial Aid, 2021-2022 Final Budget, pp. 44, 61
- [III.D.10-5](#) Report Summary, External Audit Report, 06-30-2020, pp. 103–09
- [III.D.10-6](#) Funds 51 and 52 Revenue, Expenditures, and Reserves, 2021–2022 Final Budget, pp. 54–56
- [III.D.10-7](#) 2019 Foundation MOU, Amended 01-19-20
- [III.D.10-8](#) MiraCosta Foundation Audit Report FY 2019/20
- [III.D.10-9](#) BP/AP 6400: Financial Audits
- [III.D.10-10](#) Summary Portfolio Statistics, County of San Diego Pooled Money Fund
- [III.D.11-1](#) Long-Range Financial Planning, 2021–2022 Final Budget, pp. 75-80

- [III.D.11-2](#) CalSTRS & CalPERS Rates & Cost Projection Table, 2021–2022 Final Budget, p. 5
- [III.D.11-3](#) FY 2021-22 Final Budget Expense Assumptions, Unrestricted General Fund, BOT 09-02-21 Budget Workshop, p. 30
- [III.D.11-4](#) Capital Improvement Program Budget Summary, Independent Citizens’ Bond Oversight Committee 03-15-22 Meeting
- [III.D.11-5](#) Completed Scheduled/Deferred Maintenance Projects, 2020–22
- [III.D.11-6](#) Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A
- [III.D.11-7](#) Irrevocable Trust Investment Board Report, BOT 10-20-22 Agenda, Item XII.A
- [III.D.12-1](#) AP 6200: Budget Preparation, p. 2
- [III.D.12-2](#) Actuarial Valuation Report, 06-30-2021, p. 2
- [III.D.12-3](#) Meketa Investment Group OPEB Trust Statement, Second Quarter Fiscal Report, BOT 02-24-022 Agenda, p. 147
- [III.D.12-4](#) Irrevocable Trust Investment Board Report, BOT 10-20-22 Agenda, Item XII.A
- [III.D.12-5](#) CalSTRS & CalPERS Rates & Cost Projection Table, 2021–2022 Final Budget, p. 5
- [III.D.12-6](#) Long-Range Financial Planning, 2021–2022 Final Budget, pp. 75–80
- [III.D.13-1](#) 2015 Lease Revenue Bond Retirement, Final Audit Report 18, p. 42
- [III.D.13-2](#) 2010 B Lease Revenue Refunding Bond Retirement, Final Audit Report 20, p. 50
- [III.D.14-1](#) AP 6740: Independent Citizens’ Bond Oversight Committee
- [III.D.14-2](#) Audit Presentation, ICBOC 03-09-21 Minutes, §VI
- [III.D.14-3](#) Measure MM Financial Audit, Final Audit Report, FY 2020, pp. 1–2
- [III.D.14-4](#) Measure MM Performance Audit, Final Audit Report, FY 2020, pp. 12–13
- [III.D.14-5](#) 2015 Debt Paid, Audit Book 2018, p. 42
- [III.D.14-6](#) Grant List
- [III.D.14-7](#) Sample Grant Certification Request Emails
- [III.D.14-8](#) Policies and Procedures, MiraCosta College Foundation Webpage Screenshot
- [III.D.14-9](#) MiraCosta College Foundation Audit Report, FY 2019/20
- [III.D.15-1](#) ACCJC Annual Fiscal Report 2019–2020, Submitted 03-24-21, pp. 1–5; Cohort Default Rate History, p. 6
- [III.D.15-2](#) Audit Finding, Report Summary, External Audit Report, 06-30-2020, pp. 103–09
- [III.D.15-3](#) Audit Finding, Report Summary, External Audit Report, 06-30-2021, pp. 90–97
- [III.D.16-1](#) BP/AP 6340: Bids and Contracts
- [III.D.16-2](#) AP 6345: Bids and Contracts–UPCCA
- [III.D.16-3](#) AP 6350: Contracts–Construction
- [III.D.16-4](#) AP 6360: Contracts–Electronic Systems and Materials
- [III.D.16-5](#) AP 6365: Contracts–Accessibility of Information Technology

- [III.D.16-6](#) AP 6370: Contracts–Personal Services
- [III.D.16-7](#) AP 6380: Purchasing and Contracts Best Practices
- [III.D.16-8](#) Sample Master Services Agreement–Accenture
- [III.D.16-9](#) Sample Program Management Agreement–Kitchell
- [III.D.16-10](#) Sample Basic Services Agreement–MGI
- [III.D.16-11](#) Sample MOU–Between Carlsbad USD and MCCD for Transportation of CUSD Students
- [III.D.16-12](#) Contract and Purchase Order Ratification List, BOT 02-24-22 Agenda, Item VIII.L

Standard

IV

**Leadership and
Governance**

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The MiraCosta College mission, vision, commitment, values, and long-term planning framework contain ten distinct categories of values that guide the College. The values of excellence, innovation, and sustainability and stewardship illustrate the College's emphasis on, and commitment to, innovation. The mutual respect, community, and student-centeredness values demonstrate MiraCosta's commitment to the broad inclusiveness of institutional processes ([IV.A.1-1](#)). Broad community input in planning processes and specific constituent roles are codified in Board Policy (BP) and Administrative Procedure (AP) 2510: Collegial Governance and Participation in Local Decision Making ([IV.A.1-2](#), [IV.A.1-3](#), respectively) and the Governance Manual ([IV.A.1-4](#)).

MiraCosta College operates through three District wide committees (Budget and Planning Committee, Outcomes Assessment Committee, and Institutional Program Review Committee) and four constituent-group representative committees (Academic Senate, Classified Senate, Administrators Committee, and Associated Student Government). The flow of information and input through these seven committees to the College Council, which is the primary advisory for College wide matters, and the Board of Trustees (BOT), respectively, is well documented and widely understood.

Committee agendas and minutes are broadly distributed across the College through email and are accessible on the SharePoint portal. Members of the College community can attend committee meetings, and any member of a committee may add agenda items to a meeting.

The following innovative initiatives have been brought through the governance process recently:

- Resolution to develop an Ethnic Studies Department and program, proposed to the Academic Senate in January 2021 by two faculty members and adopted by the senate in March 2021 ([IV.A.1-5 pp. 1, 6–7](#)).
- Work with Institute for the Future in fall 2019, beginning with a presentation to the BOT ([IV.A.1-6](#)). Participation of nearly 60 faculty, classified professionals, administrators, and students in fall 2021 Futures Institute learning sessions ([IV.A.1-7](#)).
- Proposal by the Guided Pathways Design Team—composed of more than 50 faculty, administrators, classified professionals, and students—to create an integrated academic support structure called the Academic and Career Pathways Success Team. This proposal was brought to College Council ([IV.A.1-8 §J](#)) and other committees, including the Academic Senate ([IV.A.1-9 §E](#)).
- Creation and adoption of a schematic to ensure MiraCosta’s commitment to equity and racial justice is applied to the review of institutional policies and procedures ([IV.A.1-10](#)). The College Council adopted the schematic in fall 2021 ([IV.A.1-11 §G](#)).

MiraCosta College has a rich history of collegial consultation. Governance processes, structures, and communication methods have been modified over the years to ensure transparency and to invite participation.

Analysis and Evaluation

MiraCosta College leaders create and encourage innovation leading to institutional excellence. Administrators, faculty, classified professionals, and students are supported in taking initiative for improving the practices, programs, and services in which they are involved.

As evidenced by manuals, policies, and meeting minutes, the College uses systematic participation processes to assure effective planning and implementation of ideas for improvement that have policy or significant institution-wide implications.

The College meets Standard IV.A.1.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

MiraCosta's long and rich history of collegial governance is characterized by broad participation across all constituent groups. Adopted by the BOT in 2012 and most recently revised in 2020, BP 2510: Collegial Governance and Participation in Local Decision-Making states: "The district's standing governance and advisory committees shall be structured to include appropriate representation by faculty, administrators, classified staff members, and students" ([IV.A.2-1](#)). The policy provides for student participation in the following areas that have or may have a significant effect on students:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt
- Any other District and College policy, procedure, or related matter the board determines has or will have a significant effect on students.

The Associated Student Government BP and AP emphasize the consideration of student views in those matters in which students have a direct and reasonable interest ([IV.A.2-2](#), [IV.A.2-3](#), respectively). The Associated Student Government appoints one student to each of the three District wide committees, and student reports are standard procedure for student representatives on other committees, including the Academic Senate, College Council, and BOT ([IV.A.2-4](#)–[IV.A.2-6](#), respectively).

While BP 2510 outlines the role of each constituent group, its corresponding procedure states the detailed plans of action for achieving the policy are contained in the Governance Manual ([IV.A.2-7](#)). The Governance Manual details the way employees and students engage in the framework of the College's committee structures to work together on appropriate policy, planning, and special-

purpose committees and forward their ideas to the College Council as recommendations first to the superintendent/president (S/P) and then to the BOT ([IV.A.2-8 p. 4](#)).

As the primary advisory for College wide matters, the College Council is structured to include appropriate representation by faculty, administrators, classified staff members, and students. In addition to the S/P, the College Council is composed of the following ([IV.A.2-9](#)):

- Four divisional assistant superintendents/vice presidents
- Academic Senate president and designee
- Classified Senate president and designee
- Associated Student Government president
- Administrators Committee representative
- Institutional Program Review Committee faculty co-chair
- Budget and Planning Committee co-chair
- Outcomes and Assessment Committee co-chair
- Dean of Research, Planning, and Institutional Effectiveness

Analysis and Evaluation

Through policy and procedure, MiraCosta ensures its administrators, faculty, classified professionals, and students are authorized and encouraged to participate in decision-making processes. The policy provides for student participation in specific matters that have a direct impact on students. The Governance Manual codifies the role of administrators, faculty, classified staff, and students in decision-making processes at MiraCosta.

The College meets Standard IV.A.2.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As stated in Standard IV.A.1, the Collegial Governance and Participation in Local Decision-Making policy and procedure as well as the Governance Manual outline specific constituent roles and responsibilities in institutional governance at MiraCosta. The policy clearly defines the role of faculty in collegial governance relating to academic and professional matters, and it assures administrators are provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have significant effect on the College ([IV.A.3-1](#)).

The Institutional Planning policy and procedure make provisions for all constituencies, including faculty and administrators, to participate in planning decisions related to educational, human, physical, technology and financial resources through a broad-based, comprehensive, systemic, and integrated planning process ([IV.A.3-2](#)). A faculty member appointed by the Academic Senate president and an administrator appointed by the Administrators Committee share co-chair responsibilities for each District wide committee. Committee membership includes substantial representation by both faculty and administrators ([IV.A.3-3 pp. 6–7](#)):

- Budget and Planning Committee (BPC): Of the sixteen members, seven are faculty (including the co-chair) and four are administrators (including the co-chair). The BPC serves in an advisory capacity on the integration, development, and evaluation of institutional plans and budget planning priorities ([IV.A.3-2](#)).
- Institutional Program Review Committee (IPRC): Of the sixteen members, seven are faculty (including the co-chair and outcomes assessment coordinator) and four are administrators (including the co-chair). The IPRC formulates and recommends to the appropriate committee(s) policies and procedures related to the program review process and its associated standards ([IV.A.3-3 p. 7](#)).
- Outcomes Assessment Committee (OAC): Of the sixteen members, seven are faculty (including the co-chair) and four are administrators (including the co-chair). The OAC facilitates meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness ([IV.A.3-3 p. 8](#)).

The College Council ensures that policies, procedures, plans, and other matters are directed to the appropriate governance, operational, or working conditions groups. Planning and budgeting, specifically, have been co-routed to the BPC and IPRC, and their work is largely codified in AP 3250: Institutional Planning ([IV.A.3-2](#)). The involvement of administrators and faculty is significant in these committees, both from a leadership perspective and from the membership numbers of each constituency.

Analysis and Evaluation

MiraCosta College has a well-defined and well-functioning governance structure that involves administrators and faculty as well as the voices and perspectives of classified professionals and students. The College has a clear process for the consideration of governance issues, including the development or modification of institutional policies. Administrators and faculty, through policy and procedure, have a clearly defined role in institutional decision-making and exercise a substantive voice in institutional policies, planning, and budget development.

The College meets Standard IV.A.3.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Through clearly delineated roles, processes, committees, structures, and policies, MiraCosta College faculty and academic administrators have responsibility for recommendations regarding curriculum and student learning programs and services, including for the biomanufacturing baccalaureate program.

The Collegial Governance and Participation in Local Decision-Making policy and the Program, Curriculum, and Course Development policy and procedure identify program and curriculum development as academic and professional matters under the purview of the Academic Senate ([IV.A.4-1](#)–[IV.A.4-3](#), respectively).

- The Courses and Programs Committee (CPC), a subcommittee of the Academic Senate, makes recommendations pertaining to the programs and courses offered by the College and oversees 32 associated board policies and administrative procedures ([IV.A.4-4 p. 103](#)). The full CPC membership consists of up to fourteen full-time faculty, one associate faculty, three academic administrators, including the assistant superintendent/vice president of Instructional Services, two classified professionals, and one student ([IV.A.4-5 p. 7](#)).
- The Academic Affairs Committee (AAC), also a subcommittee of the Academic Senate, makes recommendations pertaining to academic and professional matters and oversees 42 associated policies and procedures ([IV.A.4-6](#)). It coordinates with the District's IPRC on academic program review standards and processes, incorporating student learning outcomes assessment results into program review. The AAC is composed of fifteen faculty, three academic administrators, including the assistant superintendent/vice president of Instructional Services, two classified professionals, and one student ([IV.A.4-7](#)).

The CPC and IPRC share responsibility for reviewing and recommending updates to AP 4102: Career and Technical Education; the CPC and AAC share responsibility for reviewing and recommending updates to the following policies and procedures ([IV.A.4-4 p. 103](#)):

- AP 4021: Program Discontinuance
- AP 4026: Philosophy and Criteria for International Education
- BP and AP 4220: Standards of Scholarship

As stated in Standard IV.A.3, the 11 faculty and administrators on the OAC help facilitate meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness at the College, while the 11 faculty and administrators on the IPRC help the committee:

- Establish and revise College wide program review standards and processes.
- Create and implement the process for academic and nonacademic program review validation.
- Incorporate core competencies into instructional program review (jointly with the AAC) and core competencies and service area outcomes into support and hybrid program review.
- Incorporate administrative unit outcomes into support program review ([IV.A.4-8](#)).

The Program Review Process Flowchart and Timeline outlines the annual program review process that features the directed, intentional responsibility of both faculty and academic administrators (deans, specifically) to review the performance of student learning programs and services ([IV.A.4-9](#)).

Analysis and Evaluation

At MiraCosta College, both faculty and academic administrators have responsibility for recommendations regarding curriculum and student learning programs and services through board policies and administrative procedures as well as through integrated planning documents and program review processes.

The College meets Standard IV.A.4.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Through both policy and practice, MiraCosta ensures the College's faculty, administrators, classified professionals, students, and board members participate in the collegial process and in the development of policies and procedures that relate to their area(s) of expertise and responsibility ([IV.A.5-1 p. 1](#)). Such participation and collaboration provide appropriate consideration of relevant perspectives in instances where policies and procedures affect employees and students.

As required by board policy, the District’s standing governance and advisory committees are structured to include appropriate representation by faculty, administrators, classified staff members, and students ([IV.A.5-1 p. 1](#)). As evidence of its commitment to ensure appropriate members of the District participate in developing recommended policies for board action, as well as administrative procedures for S/P action, the BOT does not take any action on matters subject to the Collegial Governance and Participation in Local Decision Making policy until the appropriate constituent group or groups have been provided the opportunity to participate ([IV.A.5-1 p. 4](#)).

As stated in Standard IV.A.2, the Governance Manual describes the roles and procedures for participation in local decision-making on governance issues, which are the policies, procedures, plans, or projects that have an impact on the District as a whole. These include board policies, administrative procedures, strategic and master plans, and program review processes ([IV.A.5-2 p. 3](#)).

As the primary advisory for College wide matters, the College Council is ultimately responsible for the effectiveness of the governance function of the College. This responsibility includes ensuring all integrated plans, institutional policies, accreditation processes, and other considerations promote institutional effectiveness through collaboration, assessment, communication, coordination, and refinement ([IV.A.5-3 p. 6](#)).

The District’s standing governance and advisory committees are responsible for ensuring timely action on the governance issues that have been routed to them by the College Council. For example, the CPC follows a calendar ([IV.A.5-4](#)) that includes critical deadlines to ensure all course and program proposals have time to go through the appropriate stages of approval, including approval by the Academic Senate ([IV.A.5-5 §VI.E](#)), BOT ([IV.A.5-6 §VII.G](#)), and California Community Colleges Chancellor’s Office, and can be included in the annual update of the College catalog. Another example is the annual program review process and timeline introduced in Standard IV.A.4. As part of that process, the BPC reviews and prioritizes resource requests and forwards its recommendations to the S/P ([IV.A.5-7](#)), who then notifies all constituencies which resource requests will be funded in the following budget cycle ([IV.A.5-8 §B](#)).

One recent example of MiraCosta’s ability to take time-sensitive action on institutional plans, policies, curricular changes, and other key considerations is the College’s collaborative and transparent response to the COVID-19 pandemic. A group of individuals with diverse perspectives and responsibility from all constituent groups and broad areas of the College, aptly named “Back2Campus,” reviewed information, helped develop class schedules, and planned a safe, steady, and sustainable return to campus ([IV.A.5-9](#)).

Analysis and Evaluation

As required by board policy, the District's standing governance and advisory committees are structured to include representation by faculty, administrators, classified staff members, and students. This diverse representation ensures the College considers relevant perspectives of its employees and students and makes timely decisions that are aligned with their expertise and responsibility. The BOT does not take any action on matters subject to the Collegial Governance and Participation in Local Decision-Making policy until the appropriate constituent group or groups have been provided the opportunity to participate.

The College meets Standard IV.A.5.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

As stated previously, decision-making processes at MiraCosta are documented and communicated across the institution via policy, procedure, and the Governance Manual. All board policies, administrative procedures, and the Governance Manual are available on the College website.

The Governance Manual identifies the BOT as the ultimate decision maker on District wide policies and master plans and the S/P as having the authority to approve administrative procedures, operational issues, and strategic plans. The manual also identifies the College Council as responsible for directing policies, procedures, plans, and other matters to the appropriate governance committees and representative councils and for receiving recommendations back regarding those issues ([IV.A.6-1 p. 4](#)).

Specific routing assignments for all BPs, APs, and other items are available on the College Council webpage ([IV.A.6-2](#)). The College uses a document management system on the SharePoint portal to manage the creation, revision, and multistep review of MiraCosta's BPs and APs ([IV.A.6-3](#)). This system tracks the progress of policy and procedure changes within the governance approval process from start to finish. Any governance member can access the system within the portal; if a document is being considered for a change, any individual can further access the change request form and understand specifically what is being changed and why ([IV.A.6-4](#)).

AP 2410: Board Policies/Administrative Procedures details how all governance and operational policies, procedures, and other related documents are developed and approved to support the governance system at MiraCosta College ([IV.A.6-5 §D](#)). When the College Council routes a policy, procedure, or issue to a representative committee such as the Academic Senate, the committee considers the matter and takes appropriate action. The matter is communicated in a meeting agenda that is distributed via email to all employees and student leaders, and the

committee's subsequent action is documented in minutes posted on the College website and/or portal. The committee forwards its recommendations to the appropriate representative or District committee (as determined by the College Council). When a recommendation is approved by all committees to which the issue was routed and the College Council, the matter goes forward to the S/P for action or for referral to the Board of Trustees, if appropriate, for approval ([IV.A.6-5 §F](#)). Both College Council and BOT meeting minutes are posted on the College website. All regular BOT meetings are live streamed and recorded.

In addition to communication via committee meeting agendas and minutes, institutional decisions are shared with the campus community through All Governance emails from the S/P. Each spring when integrated planning and resource allocation decisions are finalized in budget preparation, the S/P sends a message that summarizes the institution's accomplishments, highlights outcomes of important college processes and efforts, such as plans the College has adopted and policies it has updated, and reviews the processes used to support final budget and hiring decisions ([IV.A.6-6](#), [IV.A.6-7](#)).

Analysis and Evaluation

Decision-making processes at MiraCosta are documented in and communicated through policies, procedures, the Governance Manual, and governance committee agendas. Resulting decisions are widely communicated across the institution through governance committee meeting minutes and an end-of-the year message from the S/P that is emailed to all employees.

The College meets Standard IV.A.6.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

One of the College Council's responsibilities is to ensure the governance process and priorities promote institutional effectiveness through collaboration, assessment, communication, coordination, and refinement ([IV.A.7-1 p. 6](#)). As codified in the Governance Manual, the College Council, assisted by the Office of Research, Planning and Institutional Effectiveness, assesses the governance structure and effectiveness every three years ([IV.A.7-2 p. 12](#)). Changes proposed because of this evaluation are forwarded to all four representative committees for approval before they can be implemented.

MiraCosta completed formal evaluations of the governance structure in 2016 and 2017. In spring 2017, the College convened a taskforce to review feedback and recommend necessary changes. After nearly two semesters of dialogue and input from a variety of governance groups, the Streamlining Governance Report was approved in spring 2018 by all four representative committees and the College Council ([IV.A.7-3 p. 6](#)); the recommendations were implemented shortly thereafter. Since this was a multiyear effort based upon assessments of the governance structure and effectiveness, the College paused further annual assessments until the recommendations could be fully implemented.

District wide and representative committees annually review and assess their charge, composition, and meeting schedules and make recommendations for any substantive changes to the College Council ([IV.A.7-4 p. 3](#)).

In 2017/18, for example, the Academic Senate convened a taskforce to assess the senate's goal of determining how the College's governance groups and advisory committees make diversity, equity, and inclusion a central part of their work ([IV.A.7-5](#)). The taskforce partnered with representatives from the Diversity, Equity and Cultural Competency subcommittee of the Academic Senate to create a survey to distribute to all governance committees and subcommittees. The informal survey prompted the committees to consider how equity is—or could be—woven throughout their work ([IV.A.7-6](#)). Several committees presented their findings and goals to the Academic Senate in spring 2018 ([IV.A.7-7–IV.A.7-9](#)).

More recent governance committee evaluations that led to improvement include the following:

- In spring 2019, the OAC recommended its composition include an additional two faculty members to enable broader engagement in outcomes assessment work across the institution. The College Council approved the recommendation, which the OAC implemented beginning fall 2019 ([IV.A.7-10](#)).
- The annual BPC evaluation of its resource allocation process resulted in modifications, which were shared with all representative committees and the College Council in fall 2021 ([IV.A.7-11–IV.A.7-15](#)).

In spring 2022, MiraCosta conducted a survey of governance and communicated the results through the representative committees, MiraCosta's electronic newsletter ([IV.A.7-16](#)), and end-of-year email from the S/P ([IV.A.7-17 p. 2](#)). Based on the qualitative data of the survey, the College Council identified three top priorities for 2022/23: Streamline and enhance communication, seek broader participation among associate faculty and classified professionals, and improve education on the governance process, which began with a governance orientation for all classified professionals in October 2022 ([IV.A.7-18](#)).

Additionally, greater efforts to solicit input from students involved in governance will need to be made to ensure understanding of and participation in governance since student input was not effectively gained in the spring 2022 survey, which was likely due to the survey's timing and spring-survey fatigue.

Analysis and Evaluation

The College relies on both formal and informal assessments and feedback as the basis for improvement. The College assesses the governance structure and effectiveness every three years. Governance committees evaluate decision-making policies, procedures, and processes to assure integrity and effectiveness. The results of these evaluations are widely communicated and used as the basis for improvement.

The College meets Standard IV.A.7.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

MiraCosta College has a vibrant culture of collegial governance. The role of each stakeholder group is codified in policy, manuals, and practice. Participatory governance strengthens the ability of all MiraCosta College constituents to engage and contribute in a meaningful way. Each representative committee, District wide committee, taskforce, workgroup, and advisory group plays an integral part in the College's decision-making and operation.

District wide committees are co-chaired by a faculty member and an administrator, emphasizing the shared and collaborative decision-making approach at the College. Furthermore, members from all constituent groups are integral, encouraged to participate, and kept informed of decisions in a variety of ways. Deliberate assessment, reflection, and dialogue contribute to a culture of continuous improvement.

The College engages in regular and multi-faceted evaluation of its governance and decision-making structures reflecting an institutional commitment to continuous quality improvement. The processes are used to modify and enhance governance and leadership as needed and are informed by qualitative and quantitative data analysis and participatory governance discussions. Administrators, faculty, classified professionals, and students work together for institutional excellence within given structures and engage those structures as mechanisms for improvement, as necessary.

Improvement Plan

Not applicable.

Evidence List

- [IV.A.1-1](#) *Long-Term Planning Framework 2020–2026*, pp. 5-6
- [IV.A.1-2](#) BP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.1-3](#) AP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.1-4](#) Governance Manual
- [IV.A.1-5](#) Ethnic Studies Resolution, Academic Senate 02-19-21 Agenda, pp. 1, 6–7
- [IV.A.1-6](#) Futures Presentation, Board of Trustees 11-7-19 Minutes, §V
- [IV.A.1-7](#) Futures Leadership Academy, College Council 07-01-2021 Summary, §C
- [IV.A.1-8](#) ACP Success Teams, College Council 03-12-20 Minutes, §J
- [IV.A.1-9](#) ACP Success Teams, Academic Senate 03-13-20 Minutes, §E
- [IV.A.1-10](#) Applying an Equity Lens to Policies and Procedures Schematic
- [IV.A.1-11](#) Applying an Equity Lens to Policies and Procedures Schematic Adoption, College Council 10-21-2021 Minutes, §G

- [IV.A.2-1](#) BP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.2-2](#) BP 5400: Associated Student Government
- [IV.A.2-3](#) AP 5400: Associated Student Government
- [IV.A.2-4](#) Sample ASG Report, Academic Senate 11-05-21 Minutes, §VII.D
- [IV.A.2-5](#) Sample ASG Report, College Council 12-16-2021 Minutes, §W
- [IV.A.2-6](#) Sample ASG Report, Board of Trustees 11-18-2021 Minutes, §X.B
- [IV.A.2-7](#) AP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.2-8](#) Governance Manual, p. 4
- [IV.A.2-9](#) College Council Composition, College Council Webpage Screenshot
- [IV.A.3-1](#) BP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.3-2](#) AP 3250: Institutional Planning
- [IV.A.3-3](#) Governance Manual, pp. 6–7
- [IV.A.4-1](#) BP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.4-2](#) BP 4020: Program, Curriculum, and Course Development
- [IV.A.4-3](#) AP 4020: Program, Curriculum, and Course Development
- [IV.A.4-4](#) CPC BPs and APs, *Courses & Programs Committee Handbook 2022–2023*, p. 103
- [IV.A.4-5](#) *Courses & Programs Committee Handbook 2022–2023*, p. 7
- [IV.A.4-6](#) AAC BPs and APs
- [IV.A.4-7](#) AAC Charge and Composition, Academic Affairs Committee Webpage Screenshot

- [IV.A.4-8](#) IPRC Charge, Institutional Program Review Committee Webpage Screenshot
- [IV.A.4-9](#) Program Review Process Flowchart and Timeline
- [IV.A.5-1](#) BP 2510: Collegial Governance and Participation in Local Decision Making, pp. 1, 4
- [IV.A.5-2](#) Governance Manual, p. 3
- [IV.A.5-3](#) Governance Manual, p. 6
- [IV.A.5-4](#) Courses and Programs Committee 2022–2023 Calendar
- [IV.A.5-5](#) Curriculum Approval, Academic Senate, 11-05-21 Minutes, §VI.E
- [IV.A.5-6](#) Curriculum Approval, Board of Trustees, 11-18-21 Minutes, §VII.G
- [IV.A.5-7](#) Annual Planning, Budget, Evaluation Cycle, Draft Integrated Planning Manual, p. 15
- [IV.A.5-8](#) BPC Resource Request Funding Recommendation, 05-06-22
- [IV.A.5-9](#) End-of-Year Email and Important Updates, 05-26-21, §B
- [IV.A.5-10](#) Sample Back2Campus Email, 02-24-21
- [IV.A.6-1](#) Governance Manual, p. 4
- [IV.A.6-2](#) Current Routing, College Council Webpage Screenshot
- [IV.A.6-3](#) BP/AP Change Management, SharePoint Portal Snapshot
- [IV.A.6-4](#) Sample BP/AP Change Request Form
- [IV.A.6-5](#) AP 2410: Board Policies and Administrative Procedures, §§D, F
- [IV.A.6-6](#) End-of-Year Email and Important Updates 2021
- [IV.A.6-7](#) End-of-Year Email and Important Updates 2022
- [IV.A.7-1](#) College Council Responsibilities, Governance Manual, p. 6
- [IV.A.7-2](#) Governance Organization Evaluation Process, Governance Manual, p. 12
- [IV.A.7-3](#) Streamlining Governance Taskforce Recommendations and Report, p. 6
- [IV.A.7-4](#) Governance Manual, p. 3
- [IV.A.7-5](#) Academic Senate Goals, 2017–2018
- [IV.A.7-6](#) Sample Diversity, Equity, Inclusion Committee Discussion, CPC 01-25-18 Minutes, §V.A
- [IV.A.7-7](#) CPC Diversity, Equity, Inclusion Survey Results, Academic Senate 04-20-18 Minutes, §VIII.B
- [IV.A.7-8](#) IPRC and DEqCCC Diversity, Equity, Inclusion Survey Results, Academic Senate 05-04-18 Minutes, §§VIII.A, VIII.B
- [IV.A.7-9](#) BPC Diversity, Equity, Inclusion Survey Results, Academic Senate 05-18-18 Minutes, §IX.B
- [IV.A.7-10](#) OAC Membership Recommendation, College Council Minutes, 05-16-19
- [IV.A.7-11](#) BPC Revised Resource Allocation Process Presentation, Academic Senate 11-05-21 Minutes, §XA

- [IV.A.7-12](#) BPC Revised Resource Allocation Process Presentation, Administrators Committee 11-18-21 Minutes, p. 2
- [IV.A.7-13](#) BPC Revised Resource Allocation Process Presentation, Classified Senate 11-05-21 Minutes, Item 16
- [IV.A.7-14](#) BPC Revised Resource Allocation Process Presentation, Student Senate 11-19-21 Minutes, p. 5
- [IV.A.7-15](#) BPC Revised Resource Allocation Process Presentation, College Council 11-18-21 Minutes, §I
- [IV.A.7-16](#) Governance Survey Results, The MiraCostan, 5-31-22
- [IV.A.7-17](#) Governance Survey Results, End-of-Year Email and Important Updates, p. 2
- [IV.A.7-18](#) Governance Orientation, Classified Professional Email Invitation, 10-13-22

IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

MiraCosta is a single college district, which means the superintendent/president (S/P) is the sole employee of the MiraCosta Community College District Board of Trustees (BOT) and has the full-time responsibility as a chief executive officer (CEO) and superintendent. The BOT delegates to the S/P the executive responsibility for interpreting and administering the policies adopted by the board and executing all BOT decisions that require administrative action ([IV.B.1-1](#)).

The S/P's job description defines the effective leadership and oversight role of the position, which includes planning, organizational development, personnel hiring and development, and institutional quality improvement in service to the students and community ([IV.B.1-2](#)). The S/P has authority and responsibility for the quality of the College's instructional programs, student support services, human resources, and administrative services ([IV.B.1-3](#)). As explained in Standard IV.C.3, part of the BOT's evaluation of the S/P each year includes an assessment of the S/P's leadership efforts and progress toward specific, agreed upon priorities, including regularly monitoring and reporting on institutional effectiveness measures ([IV.B.1-4](#)).

The Institutional Planning policy and procedure and Governance Manual ensure the S/P has the primary role of implementing a comprehensive, systematic, transparent, and integrated system of planning that involves the College community ([IV.B.1-5–IV.B.1-7](#)). From 2018 through June 2020, for example, the S/P oversaw the collaborative development of the long-term planning framework. The framework demonstrates the importance the S/P and College place on the review of quantitative and qualitative data, the adoption of evidence-based practices, and an evaluation of those practices with an eye toward continuous improvement ([IV.B.1-8 p. 2](#)).

The framework, which informs all other institutional plans and budget development through 2026, was developed with input from members of the College's representative groups as required by Board Policy (BP) and Administrative Procedure (AP) 2510: Collegial Governance and Participation in Local Decision Making and the Governance Manual ([IV.B.1-9–IV.B.1-11](#)). The framework document and its components were discussed and adopted by all the representative governance groups of the College (Academic Senate, Administrators Committee, Associated Student Government, and Classified Senate) before being approved by the BOT ([IV.B.1-8 p. 2](#), [IV.B.1-12 §IX.E](#)).

Leadership in planning, organizing, and assessing institutional effectiveness is evidenced by the S/P's facilitation of the College Council, which is the primary advisory for College wide matters. The College Council is responsible for ensuring institutional effectiveness and for monitoring progress on institutional plans and institution-set standards ([IV.B.1-13](#), [IV.B.1-14 §G](#)). It consists of leaders from all the representative committees (Academic Senate, Classified Senate, Associated Student Government, and Administrators Committee), co-chairs of the major governance groups, assistant superintendents/vice presidents, and the dean of Research, Planning, and Institutional Effectiveness (RPIE), who also serves as the institution's accreditation liaison officer ([IV.B.1-15](#)). The S/P is responsible for ensuring that institution-set standards are reviewed twice per year by the BOT in open, public meetings for internal and external stakeholders ([IV.B.1-16](#), [IV.B.1-17](#)).

The S/P is also responsible for establishing procedures to ensure the District's fiscal management is in accordance with the principles contained in Title 5 ([IV.B.1-18](#)). The S/P keeps the BOT appropriately informed and involved in planning and budgeting to ensure that planning and resource allocation are aligned with the College's mission and focus on student success and equity. As described in Standards III.D.1 through III.D.3, while budget development and resource allocation occur on an annual cycle involving the Budget and Planning Committee (BPC), recommendations on annual and five-year budget projections are recommendations to the S/P. The assistant superintendent/vice president of Administrative Services develops the annual budget and projections in conjunction with the S/P, who ensures the District mission and the BOT's priorities are reflected in the recommended budget ([IV.B.1-19](#)).

The S/P also provides effective leadership in selecting personnel through the establishment of procedures for the recruitment and selection of employees per BP 7120: Recruitment and Hiring ([IV.B.1-20](#)). Following appropriate selection processes, the S/P recommends employment decisions and contracts to the BOT for action. Additionally, the S/P ensures resources are provided for professional development of all employees per BP 7160: Professional Development ([IV.B.1-21](#)). As explained in Standard III.A.14, the College plans for and provides all personnel with appropriate opportunities for continued professional development throughout each academic year.

Analysis and Evaluation

The S/P provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness at MiraCosta College. The S/P communicates institutional values, goals, institution-set standards, and other relevant information to internal and external stakeholders through published procedures, shared agendas and minutes, and open BOT meetings.

The College meets Standard IV.B.1.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The S/P oversees an administrative structure that organizes the College in the following traditional categories based on teaching and learning, student support, and operations: Administrative Services, Human Resources, Instructional Services, and Student Services. The four assistant superintendents/vice presidents report directly to the S/P, as does the assistant superintendent/vice president of Institutional Advancement, dean of RPIE, and director of Public and Governmental Relations, Marketing, and Communications ([IV.B.2-1 p. 1](#)).

The BOT delegates authority to the S/P to designate job responsibilities ([IV.B.2-2](#)). The BOT also empowers the S/P to delegate authority to administrators and other College leaders as appropriate and to establish organizational charts that delineate the lines of responsibility and fix the general duties of administrators and other College leaders within the District ([IV.B.2-3](#), [IV.B.2-4](#), [IV.B.2-1 pp. 2–11](#)).

The S/P evaluates the administrative structure through the program review and planning process, which is guided by the goals and objectives of the long-term planning framework. The process determines staffing needs, including the need for additional administrators, managers, and supervisors as explained in Standard III.A.10. The BPC prioritizes staffing positions based on the allocated budget and recommends those positions to the S/P ([IV.B.2-5](#)).

Replacement positions for staff and administrators, such as vacancies from resignations, retirements, or transfers, that fall outside of the program review and planning process are analyzed and considered by the S/P in consultation with the executive management team, which is composed of the four assistant superintendents/vice presidents. Following the College’s department/division reorganization procedures, the S/P analyzes reorganization proposals and determines the need for further consultation before making a recommendation to the BOT ([IV.B.2-6 §E](#)).

Analysis and Evaluation

The S/P plans, oversees, and evaluates the administrative structure of the College. The College has policies and procedures that provide for the delegation of authority from the S/P to administrators and other College leaders, consistent with their leadership roles and responsibilities.

The College meets Standard IV.B.2.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The S/P guides institutional improvement of the teaching and learning environment at MiraCosta College. The Institutional Planning board policy assures the S/P is responsible for implementing a planning and evaluation system that is guided by the College mission, vision, commitment, values, and goals ([IV.B.3-1](#)).

As stated in Standard IV.B.1, the College Council, which is facilitated by the S/P, is responsible for ensuring institutional effectiveness and for monitoring progress on institutional plans and institution-set standards. Through established committees with representation from faculty, administration, classified staff, and students, the College Council systematically reviews, evaluates, and modifies, as appropriate, all parts of the planning cycle ([IV.B.3-2](#)).

In 2018 the College undertook the collegial process of establishing a long-term planning framework to replace the expiring Comprehensive Master Plan. In fall 2019, the BPC appointed a long-term planning workgroup composed of members of the College's representative groups. Guided by the dean of RPIE, the group reviewed historical data trends related to students, the College, and the external community and analyzed future trends in a variety of topic areas with potential impact on the College ([IV.B.3-3](#)). In addition to the long-term planning framework, the group worked on revising the College mission and establishing vision, values, and goals statements ([IV.B.3-4](#)). The framework was adopted by the four representative committees, College Council, and BOT in 2020 ([IV.B.3-5](#)–[IV.B.3-10](#)).

All other College plans are mechanisms for meeting the larger goals within the long-term framework. As plans are updated, they detail the strategies, or measurable outcomes, that align with one or more of the institutional goals included in the framework ([IV.B.3-11 p. 8](#)). The fall 2021 update of the educational master plan, for example, details strategies for meeting all four

institutional goals ([IV.B.3-12](#)). As required by the planning framework, the plan will be evaluated annually to examine progress toward the measurable outcomes of each strategy. With College Council oversight, this evaluation will involve reviewing key data dashboards and paying particular attention to measures of disproportionate impact ([IV.B.3-13](#)). Along with the processes of program review and implementation, the strategies in the updated education plan integrate resource planning and allocation to support and improve student achievement and learning. For example, to enhance student success and close equity gaps (Goal 1), one strategy is to include an equity metric in the resource allocation scoring rubric.

Analysis and Evaluation

The S/P guides institutional improvement of the teaching and learning environment at MiraCosta College by implementing a planning and evaluation system that is guided by the College mission, vision, commitment, values, and goals.

The College meets Standard IV.B.3.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

MiraCosta embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. The S/P is responsible for this ongoing process and the College's compliance with all accreditation requirements, as codified in BP 3200: Accreditation ([IV.B.4-1](#)).

In this primary leadership role, the S/P stays current with accreditation requirements by assisting the Commission in training visiting teams and serving as a chair for peer accreditation teams and focused site visits ([IV.B.4-2](#)). The S/P participated in a pilot visit to a single-college district in Southern California in 2020/21 to learn more about the shift to a formative/summative evaluation process.

Facilitated by the S/P, the College Council oversees MiraCosta's accreditation processes, including self-evaluation. The College Council collaborates with the institution's accreditation liaison officer (ALO) to guide all accreditation efforts. The accreditation process, timeline, and other materials related to the process are drafted by the ALO for review by the College Council and recommendation to the S/P ([IV.B.4-3](#)).

In fall 2021, the S/P and ALO introduced the plan for producing this Institutional Self-Evaluation Report (ISER) to the College Council and Executive Management Team ([IV.B.4-4 §G](#), [IV.B.4-5](#)).

The ALO introduced accreditation and the ISER writing process plan and timeline to the entire College in an “All College Day” presentation in January 2022 ([IV.B.4-6](#)). The plan included the use of writing teams for each Standard, with each team composed of a faculty member, a classified professional, and an administrator, as well as standing governance and advisory committees to support the writing process. As stated in Standard IV.A.5, these committees are structured to include appropriate representation by faculty, administrators, classified staff members, and students ([IV.B.4-7 p. 1](#)).

The College Council, led by the S/P, ensures the governance process and priorities, accreditation processes, integrated plans, and activities promote institutional effectiveness through collaboration, assessment, communication, coordination, and refinement, which all reinforce a commitment to continuous improvement College wide ([IV.B.4-8](#)). Faculty, staff, and administrative leaders complete the program review and planning process due to this commitment. All programs and units perform annual program review and planning to assess effectiveness in meeting College and accreditation Standards and in advancing the District's mission; thus, all faculty, staff, and administrative leaders understand their responsibility for assuring compliance with accreditation requirements ([IV.B.4-9 p. 3](#)).

In addition to their inclusion in program review, accreditation requirements are integrated with the College's policies, procedures, and institutional plans, which are directed by the College Council to the appropriate governance, operational, or working conditions groups per the Governance Manual ([IV.B.4-8](#)). For example, the long-term planning framework emphasizes the value of reviewing quantitative and qualitative data, adopting evidence-based practices, and evaluating those practices with an eye toward continuous improvement ([IV.B.4-10](#)). As stated in Standard IV.B.1, the framework was discussed and adopted by all the representative governance groups. Additionally, the Standards are applied to and cited in all District policies and practices where they are relevant ([IV.B.4-11–IV.B.4-13](#)). This integration of accreditation requirements helps stakeholders understand not only the purpose of accreditation but also the value of institutional self-evaluation.

Analysis and Evaluation

MiraCosta College embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. The S/P has the primary leadership role for accreditation, ensuring the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Through delegation and governance processes, College constituent groups share in the responsibility for assuring compliance with accreditation requirements.

The College meets Standard IV.B.4.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The BOT delegates to the S/P the executive responsibility for administering the policies adopted by the board per BP 2430: Delegation of Authority to Superintendent/President ([IV.B.5-1](#)). The S/P is responsible, through collegial participation, for crafting administrative procedures that explain the methods to be used in implementing board policy and for ensuring the College complies with all relevant laws and regulations ([IV.B.5-2 §E.2](#), [IV.B.5-3](#)). The BOT and S/P regularly review board policies to ensure currency and compliance with state and federal laws and to assess their effectiveness in fulfilling the District’s mission ([IV.B.5-2 §E.1](#)). The S/P reports to the BOT on legislative actions and regulatory changes through weekly board reports to provide for informed decision-making ([IV.B.5-4](#)). Additionally, each January during a public meeting, the BOT receives a legislative update about changes impacting the College ([IV.B.5-5–IV.B.5-7](#)).

In addition to regular updates, the S/P provides time-sensitive information to the BOT to ensure the College’s compliance with legislative actions. In March 2020, for example, the S/P reported the College had to comply with emergency directions issued by Governor Newsom and the County of San Diego in response to the COVID-19 pandemic. The BOT agreed to delegate authority to the S/P to take all actions necessary to allow for more rapid response to the evolving emergency ([IV.B.5-8](#)).

Consistent with board policy, the S/P presents a tentative and final budget that support the District’s mission and educational master plan to the BOT each year ([IV.B.5-9](#)). The S/P assures the District’s fiscal management is in accordance with the principles contained in Title 5 as required by Board Policy 6300: Fiscal Management ([IV.B.5-10](#)). As required by law, the S/P ensures the BOT is presented with a quarterly report showing the financial and budgetary conditions of the District ([IV.B.5-11](#)).

Analysis and Evaluation

The S/P has the executive responsibility for administering board policies and assuring that implemented institutional practices are consistent with the District mission. The S/P is also responsible for regularly providing the BOT with information about legislative actions, regulatory changes, and the financial and budgetary conditions of the District.

The College meets Standard IV.B.5.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The S/P works with and communicates effectively with the communities served by the College, and respective region, through several channels in person and virtually. Representing the District and participating in state, regional, and local meetings, conferences, and organizations, serving on community boards to promote the District mission, and supporting the MiraCosta College Foundation through events, meetings, and fundraising are considered essential duties and responsibilities of the job ([IV.B.6-1](#)).

The MiraCosta S/P represents the District by serving on the following boards:

- San Diego Regional Economic Development Corporation ([IV.B.6-2](#))
- Biocom California ([IV.B.6-3](#))
- Carlsbad Chamber of Commerce ([IV.B.6-4](#))
- American Association of Community Colleges ([IV.B.6-5](#))
- CA Forward ([IV.B.6-6](#)).

The S/P regularly provides updates about the College to community groups, such as the Carlsbad and Oceanside Chambers of Commerce, city councils, the Learning Is for Everyone (LIFE) group, service clubs (Rotary, Kiwanis, American Association of University Women), economic development councils, and the MiraCosta College Foundation Board. For example, the S/P writes a column every two months in the Carlsbad Business Journal, a Carlsbad Chamber of Commerce publication, and she is frequently interviewed by local news stations and professional publications ([IV.B.6-7–IV.B.6-10](#)).

The S/P also communicates regularly with feeder district superintendents and school leaders in person and by email, phone, and Zoom, and she oversees regular updates to the broader community developed by the Office of Advancement. Examples of these communications include the following:

- MiraCosta Spotlight, an electronic newsletter to the community with video and text that reaches approximately 35,000 to 45,000 people monthly. The newsletter frequently includes a video update from the S/P ([IV.B.6-11–IV.B.6-13](#)).
- *Transforming Lives*, an annual spring publication and e-news magazine providing pictorial and narrative stories about MiraCostans and important College accomplishments. Each publication includes an introductory letter from the S/P ([IV.B.6-14](#)). Distribution includes community leaders, elected and governmental officials, businesses, regional organizations, and donors.

- The MiraCosta College annual report, published in print and e-copy, is released in the fall. The publication is shared in a community “Report to the Region” event that reaches more than 5,000 people via printed distribution. The electronic version reaches more than 35,000 people. The in-person gathering was suspended in 2020 due to the COVID-19 pandemic, but it was held again at the San Elijo Campus and Community Learning Center in 2021 ([IV.B.6-15](#), [IV.B.6-16](#)).

Analysis and Evaluation

The S/P ensures the communities served by MiraCosta are regularly informed about the College. Regular media releases and interviews with local print media and television serve as opportunities to communicate with business leaders and community members at large. Scheduled discussions with business leaders and civic organizations also assist information to flow between the College and the community. Finally, the S/P represents the District by serving on local and regional chamber boards, economic development corporations, and workforce boards.

The College meets Standard IV.B.6.

Conclusions on Standard IV.B: Chief Executive Officer

The S/P, in partnership with the BOT, relies upon collaborations among organizational leadership to promote student success, academic quality, integrity, fiscal stability, and continuous improvement. Board policies and administrative procedures delegate to the S/P the leadership to utilize governance structures in decision-making and support of student learning and institutional effectiveness. The organizational structure and Governance Handbook depict a robust culture of participatory leadership, which contributes to the success of the College.

Improvement Plan

Not applicable.

Evidence List

IV.B.1-1	BP 2430: Delegation of Authority to S/P
IV.B.1-2	S/P Job Description
IV.B.1-3	Functional Chart, Office of Superintendent/President
IV.B.1-4	Evaluation Instrument, Spring 2022 Superintendent/President Evaluation
IV.B.1-5	BP 3250: Institutional Planning
IV.B.1-6	AP 3250: Institutional Planning
IV.B.1-7	Governance Manual, p. 6

IV.B.1-8	Framework Development Process, <i>Long-Term Planning Framework 2020–2026</i> , p. 2
IV.B.1-9	BP 2510: Collegial Governance and Participation in Local Decision Making
IV.B.1-10	AP 2510: Collegial Governance and Participation in Local Decision Making
IV.B.1-11	Governance Manual
IV.B.1-12	Planning Framework Adoption, BOT 06-11-20 Meeting Minutes, §IX.E
IV.B.1-13	College Council Responsibilities, Governance Manual, p. 6
IV.B.1-14	Institution Set Standards, College Council 03-10-22 Minutes, §G
IV.B.1-15	College Council Composition, College Council Webpage Screenshot
IV.B.1-16	Student Success and Equity Metrics Report, BOT 11-18-21 Minutes, §VI.B
IV.B.1-17	Student Success Metrics Report, BOT 06-16-22 Agenda, §VII.C
IV.B.1-18	BP 6300: Fiscal Management
IV.B.1-19	Superintendent/President’s Budget Letter, FY 23 Final Budget, pp. 4–6
IV.B.1-20	BP 7120: Recruitment and Hiring
IV.B.1-21	BP 7160: Professional Development
IV.B.2-1	Organizational and Functional Charts
IV.B.2-2	BP 7110: Delegation of Authority-Human Resources
IV.B.2-3	BP 2430: Delegation of Authority to the Superintendent/President
IV.B.2-4	BP 3100: Organizational Structure
IV.B.2-5	BPC Resource Allocation Request Letter to the S/P, p. 2
IV.B.2-6	Executive Review and Approval of Reorganization Proposals, Reclass-Reorg Procedures, §E
IV.B.3-1	BP 3250: Institutional Planning
IV.B.3-2	AP 3250: Institutional Planning
IV.B.3-3	Framework Development Process, <i>Long-Term Planning Framework 2020–2026</i> , p. 2
IV.B.3-4	Long-Term Planning Update, College Council 02-13-20 Minutes, §B
IV.B.3-5	Long-Term Planning Framework Approval, Academic Senate 05-01-20 Minutes, §VI.A
IV.B.3-6	Long-Term Planning Framework Approval, Classified Senate 05-19-20 Minutes
IV.B.3-7	Long-Term Planning Framework Approval, Administrators Committee, 05-21-20 Minutes, §V
IV.B.3-8	Long-Term Planning Framework Approval, Associated Student Government, 05-08-20, §VI.A

- [IV.B.3-9](#) Long-Term Planning Framework Approval, College Council 06-11-20 Minutes, §G
- [IV.B.3-10](#) Long-Term Planning Framework Approval, BOT 06-11-20 Minutes, §IX.E
- [IV.B.3-11](#) Strategy Development and Implementation, *Long-Term Planning Framework 2020–2026*, pp. 7–8
- [IV.B.3-12](#) Current Instructional and Educational Support Strategies, Educational Master Plan Update, Appendix A
- [IV.B.3-13](#) Measuring Progress on the Educational Master Plan, Educational Master Plan Update, p. 13
- [IV.B.4-1](#) BP 3200: Accreditation
- [IV.B.4-2](#) ACCJC 2021–2022 Facilitator Photos
- [IV.B.4-3](#) AP 3200: Accreditation
- [IV.B.4-4](#) Accreditation, College Council 10-7-21 Minutes, §G
- [IV.B.4-5](#) ISER Planning, EMT 08-30-21 Agenda
- [IV.B.4-6](#) College Wide Accreditation Update, All College Day Presentation, p. 5
- [IV.B.4-7](#) BP 2510: Collegial Governance and Participation in Local Decision Making, p. 1
- [IV.B.4-8](#) College Council Responsibilities, Governance Manual, p. 6
- [IV.B.4-9](#) Purpose of Program Review and Planning, Program Review and Planning Handbook, p. 3
- [IV.B.4-10](#) *Long-Term Planning Framework 2020–2026*, p. 2
- [IV.B.4-11](#) Accreditation Standard Reference, Board Policy Review Steering Document
- [IV.B.4-12](#) Accreditation Standard Reference, Administrative Procedure Review Steering Document
- [IV.B.4-13](#) Sample Accreditation Standard Citation, BP 2410: Board Policies and Administrative Procedures
- [IV.B.5-1](#) BP 2430: Delegation of Authority to Superintendent/President
- [IV.B.5-2](#) AP 2410: Board Policies/Administrative Procedures
- [IV.B.5-3](#) AP 2430: Delegation of Authority to Superintendent/President
- [IV.B.5-4](#) Sample Weekly BOT Update, 02-11-22
- [IV.B.5-5](#) Legislative Update, BOT 01-23-20 Agenda, §VI.B
- [IV.B.5-6](#) Legislative Update, BOT 01-21-21 Agenda, §VI.A
- [IV.B.5-7](#) Legislative Update, BOT 01-27-22 Agenda, §VII.B
- [IV.B.5-8](#) Emergency Direction, BOT 03-12-20 Minutes, §V
- [IV.B.5-9](#) BP 6200: Budget Preparation
- [IV.B.5-10](#) BP 6300: Fiscal Management

<u>IV.B.5-11</u>	Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XII.B
<u>IV.B.6-1</u>	Superintendent President Job Description, p. 2
<u>IV.B.6-2</u>	San Diego Regional Economic Development Council, Board of Directors
<u>IV.B.6-3</u>	Biocom California, Board of Governors
<u>IV.B.6-4</u>	Carlsbad Chamber of Commerce, Advisory Council Screenshot
<u>IV.B.6-5</u>	American Association of Community Colleges, Board of Directors
<u>IV.B.6-6</u>	CA Forward Screenshot
<u>IV.B.6-7</u>	Carlsbad Business Journal Columns, September 2021–July 2022
<u>IV.B.6-8</u>	San Diego News 10 Interview Screenshot
<u>IV.B.6-9</u>	Inside Higher Ed Interview
<u>IV.B.6-10</u>	Community College Daily Interview
<u>IV.B.6-11</u>	MiraCosta Spotlight, October 2021
<u>IV.B.6-12</u>	MiraCosta Spotlight, November 2021
<u>IV.B.6-13</u>	MiraCosta Spotlight, May 2022
<u>IV.B.6-14</u>	Transforming Lives Intro Letters, 2021–2022
<u>IV.B.6-15</u>	2020 Virtual Report to the Region Screenshot
<u>IV.B.6-16</u>	2021 Report to the Region: Community Leaders Event

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

As part of their oath of office, the members of the MiraCosta College Board of Trustees (BOT) acknowledge their primary function for the effective operation of the College is to establish the policies by which the District is administered ([IV.C.1-1 §I](#)). Board Policy (BP) 2200: Board Duties and Responsibilities gives the BOT authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the institution's student learning programs and services as well as its financial stability ([IV.C.1-2 §§E, F, I](#)). BP 2410 authorizes the BOT to adopt legally mandated policies or policies determined by the board to be necessary for the efficient operation of the District, to revise, add to, or amend policies, and to regularly assess its policies for effectiveness in fulfilling the District's mission, vision, values, goals, and commitments ([IV.C.1-3](#)).

The specific fiduciary duties and responsibilities of the board identified in BP 2200 include the following ([IV.C.1-2 §§E, F, I](#)):

- Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the College.
- Establish policies for and approve courses of instruction and educational programs.
- Determine and control, to the extent authorized by law, the District's operational and capital outlay budget and assure public funds are spent prudently and legally.

BP 6200: Budget Preparation authorizes the BOT to adopt a tentative and final budget annually that supports the District's mission and educational master plan ([IV.C.1-4](#)). Assumptions upon which the budget is based are presented to the BOT for trustee review and feedback each February ([IV.C.1-5](#), [IV.C.1-6](#)). The BOT then engages in a tentative budget workshop annually in June and a final budget workshop in September ([IV.C.1-7–IV.C.1-9](#)). In addition, the BOT receives quarterly budget and financial reports to keep trustees abreast of the College's financial position and performance ([IV.C.1-10](#)). BP 6250: Budget Management and BP 6300: Fiscal Management also clearly articulate the BOT's responsibility for—as well as its role in assuring—the financial stability of the College ([IV.C.1-11](#), [IV.C.1-12](#), respectively).

Board policies are adopted, reviewed, and revised through the College's governance process, which is outlined in the Governance Manual ([IV.C.1-13](#)) and described in Standard I.C.5, and they are publicly available on the Board of Trustees webpage ([IV.C.1-14](#)).

While the BOT follows the College's seven-year institutional self-evaluation cycle to assess most policies, many institutional policies undergo a more frequent periodic review, such as the BOT's Code of Ethics/Standards of Practice policy, which is reviewed at least annually to ensure it remains a vital document ([IV.C.1-1 ¶2](#)), and the District Mission policy, which undergoes a College wide evaluation and revision every three years (or as deemed necessary) ([IV.C.1-15](#)). In 2020, the BOT approved a revised and expanded mission policy that added the District's vision to be a leader and partner in transforming lives and communities through learning and its commitment to racial justice. In addition, the policy now identifies ten institutional values that emphasize academic quality, integrity, and effectiveness. The values assert what the District stands for and what can be expected from it.

Analysis and Evaluation

The Code of Ethics/Standards of Practice board policy codifies the BOT's legal responsibility for the effective operation of the District and primary function of establishing the policies by which the District is administered. The Board Duties and Responsibilities board policy also gives the BOT authority over and responsibility for policies specifically to assure the academic quality, integrity, and effectiveness of the College's student learning programs and services. The policy identifies the board's specific fiduciary duties and responsibilities to assure the financial stability of the institution. Board policies are reviewed on a regular basis and are publicly available on the Board of Trustees webpage.

The College meets Standard IV.C.1 and complies with Eligibility Requirement 7.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The MiraCosta College BOT acts as a collective entity. The District's trustees adhere to BP 2330: Quorum and Voting Quorum, which states the board must act by majority of the board ([IV.C.2-1](#)), as well BP 2715: Code of Ethics/Standards of Practice, which states each member will uphold and abide by all final majority decisions ([IV.C.2-2 §D](#)). The District's Trustee Handbook, which the BOT developed in 2019 to promote a cohesive and effective board, explains that abiding by a decision includes not speaking negatively about it when a decision goes against the member's personal view ([IV.C.2-3 §V.A](#), [IV.C.2-4 p. 22](#)). Additionally, BP 2720: Communications Among Board Members prohibits a majority of the members from communicating among themselves outside of official meetings to reach a collective concurrence regarding any item that is within the subject-matter jurisdiction of the BOT ([IV.C.2-5](#)).

An example of a board action that was not decided unanimously but was supported by all trustees is the recent exercise of redistricting trustee boundary areas. The BOT established a redistricting subcommittee of three members to work with legal counsel and demographers to present boundary options to the full board. Three plans were proposed and discussed over a period of three public meetings. In the end, while the plan was not unanimously selected, the values of the effort were clearly stated, and the trustees supported the selected plan as evidenced by board minutes from November 2021 through January 2022 ([IV.C.2-6](#)–[IV.C.2-9](#)).

Analysis and Evaluation

The MiraCosta College BOT acts as a collective entity. All board members uphold and abide by final majority decisions as mandated by the Code of Ethics/Standards of Practice board policy. Board members review the policy annually and indicate their agreement through individual signatures.

The College meets Standard IV.C.2.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The BOT adheres to BP 2431: Superintendent/President Selection, which clearly defines the board's active role in formulating the process for selecting the superintendent/president (S/P) ([IV.C.3-1](#)). The selection process was last used in 2014 to select the current S/P.

The BOT's specific fiduciary duties and responsibilities include the annual review and evaluation of the S/P's performance ([IV.C.3-2 §§B, T](#)). The BOT's annual evaluation of the S/P is an ongoing process that uses both formal and informal methods as defined in BP 2435: Evaluation of Superintendent/President ([IV.C.3-3](#)). The BOT adheres to the policy and procedure each spring when the board and S/P hold a closed session to review the evaluation process and criteria to ensure they are mutually understood and acceptable ([IV.C.3-4](#), [IV.C.3-5](#)). The board's evaluation instrument assesses the S/P's leadership efforts, and it summarizes and measures the S/P's progress toward specific, agreed upon priorities, including regularly monitoring and reporting on student success, Guided Pathways, and equity using established metrics ([IV.C.3-6](#)).

Analysis and Evaluation

The BOT adheres to established policies and procedures that define the process for selecting and evaluating the S/P.

The College meets Standard IV.C.3.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The BOT is an independent, policy-making body committed to serving the educational needs of all residents of the MiraCosta Community College District and to carrying out their duties and responsibilities in accordance with the highest standards of ethical behavior ([IV.C.4-1 ¶1](#)).

The BOT consists of seven trustees elected by voters of the District and a student trustee, who is elected by the student body ([IV.C.4-2](#), [IV.C.4-3](#)). Trustees are elected by trustee area, as defined in BP 2100: Board Elections, and each trustee must reside in the area they are elected to represent ([IV.C.4-4](#)). In January 2022, the District adopted revisions to existing trustee areas to comply with relevant laws and to preserve communities and boundaries of interest based upon 2020 census data ([IV.C.4-5](#)).

Representing the public interest is listed first among the BOT's specific fiduciary duties and responsibilities ([IV.C.4-6 §A](#)). By signing the Code of Ethics each year, board members agree to represent all those within the area served by the trustee and not solely those constituents who elected the trustee, thus protecting the District from undue influence ([IV.C.4-7](#), [IV.C.4-1 §F](#)). As advocates of the College, trustees also agree to resist every temptation and outside pressure to use their positions as board members to benefit either themselves or any other individual or agency apart from the total welfare of the District and to avoid the perception of conflicts of interest ([IV.C.4-1 §G](#)). The Conflict of Interest policy and procedure indicate the conditions that represent a conflict of interest and specific actions to be taken if a conflict may exist ([IV.C.4-8](#), [IV.C.4-9](#)).

An additional protection from potential influence, real or perceived, is the BOT's Gift Ban policy, which prohibits board members from receiving gifts from persons who do, or wish to do, business with the District because it erodes public confidence in the impartiality of BOT decisions ([IV.C.4-10](#)).

Analysis and Evaluation

The BOT is an independent, policy-making body that has the authority and responsibility to make decisions in the best interest of the community served by the District and to ensure academic quality, integrity, and institutional effectiveness. The BOT serves the needs of the MiraCosta Community College District and protects and defends the College and its mission.

The College meets Standard IV.C.4 and complies with Eligibility Requirement 7.

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

As stated in Standard IV.C.1, BP 2410: Board Policies/Administrative Procedures authorizes the BOT to adopt policies it determines are necessary for the efficient operation of the District and to regularly assess its policies for effectiveness in fulfilling the District's mission of fostering the academic and holistic success of the College' diverse learners ([IV.C.5-1](#)). The board's obligation to MiraCosta's primary mission includes every member's adherence to the standards of practice contained in the Code of Ethics/Standards of Practice policy, which includes recognizing that it is equally important for the board to review and understand the educational program of the College and to plan for the business of college operations ([IV.C.5-2 §H](#)).

Establishing policies for and approving courses of instruction and educational programs are key BOT fiduciary duties and responsibilities ([IV.C.5-3 §F](#)). To ensure the quality, integrity, and improvement of student learning programs, the BOT established BP 4020: Program, Curriculum, and Course Development, which requires the District's programs and curricula to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([IV.C.5-4](#)). Ultimately responsible for educational quality, the BOT reviews and approves new and modified curriculum several times a year ([IV.C.5-5–IV.C.5-7](#)).

Other BOT fiduciary duties and responsibilities include establishing policies for and approving current long-range academic and facilities plans and programs ([IV.C.5-3 §E](#)). BP 3250: Institutional Planning identifies plans that comprise part of the College's comprehensive planning system, which supports MiraCosta's student learning programs and services ([IV.C.5-8](#)). The policy ensures the BOT is kept informed about the status of planning and helps develop the general institutional mission and goals for the long-term planning framework. Monitoring implementation of the long-term plan was one of the BOT's goals in 2020/21 and 2021/22 ([IV.C.5-9](#), [IV.C.5-10](#)).

BOT goals for the past two years also included monitoring progress on student success, Guided Pathways, and equity using established metrics to develop a greater understanding of their meaning and implications ([IV.C.5-9](#), [IV.C.5-10](#)). The BOT regularly hears reports and holds workshops on the College's efforts and outcomes related to academic quality, student support, completion, and equity. For example, in a fall 2021 presentation, the BOT learned about significant gains in student completion related to Vision for Success goals and institution-set standards ([IV.C.5-11 §VI.B](#)).

The BOT also receives regular budget and financial reports to keep trustees abreast of the College's financial position and performance, as explained in Standard IV.C.1 ([IV.C.5-12](#)). Additionally, the S/P keeps the board advised on all legal matters. BP 2315: Closed Sessions allows the BOT to hold closed sessions as permitted by applicable legal provisions ([IV.C.5-13](#)). Matters discussed in closed session include advice of counsel on pending litigation, as defined by law, and the appointment, employment, evaluation of performance, discipline, or dismissal of a public employee ([IV.C.5-14](#), [IV.C.5-15](#)).

The BOT is regularly advised on all legal, financial, and educational matters by the S/P, staff reports, and quarterly fiscal reports. Board minutes and closed session reports indicate that the BOT allocates sufficient resources to ensure the quality, integrity, and improvement of student learning programs and services in support of the mission as well as the long-term fiscal health of the District.

Analysis and Evaluation

The BOT establishes policies consistent with the College's mission of fostering the academic and holistic success of MiraCosta's diverse learners by ensuring students have equitable access to high quality learning programs and support services. The BOT's policies, goals, and actions demonstrate its oversight of, and ultimate responsibility for, the College's educational quality, legal matters, and financial integrity and stability.

The College meets Standard IV.C.5.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

MiraCosta publishes the board's policies and procedures on the College website ([IV.C.6-1](#)). Board policies in Chapter 2 describe and define governing board bylaws and specifications, including the following:

- BP 2010: Board Membership establishes the size of the seven-member board ([IV.C.6-2](#)).
- BP 2015: Student Trustee calls for a student trustee elected by the student body and describes the student trustee's role and responsibilities ([IV.C.6-3](#)).
- BP 2200: Board Duties and Responsibilities outlines the board's specific fiduciary duties and responsibilities ([IV.C.6-4](#)).
- BP 2210: Officers of the Board establishes the authority and duties of the BOT's officers, who are elected each year in an organizational meeting per BP 2305: Annual Organizational Meeting ([IV.C.6-5](#)–[IV.C.6-7](#)).

Board policies in Chapter 2 include those that specify the board’s operating procedures, such as regular, special, and emergency meeting procedures, meeting agendas, minutes, and recordings, meeting decorum, and governance and participation in local decision-making.

Analysis and Evaluation

The College publishes the board’s policies and procedures on the College website. The policies that comprise Chapter 2 specify the board’s size, duties, responsibilities, structure, and operating procedures.

The College meets Standard IV.C.6.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The BOT acts in a manner consistent with its policies by providing policy direction for the District while delegating administrative authority to the S/P as chief executive officer, by performing all other specific fiduciary duties outlined in its Board Duties and Responsibilities policy, and by regularly assessing its policies for effectiveness in fulfilling the District’s mission ([IV.C.7-1](#), [IV.C.7-2](#)).

Board policy review follows MiraCosta’s seven-year institutional self-evaluation cycle; however, many institutional policies undergo a more frequent periodic review. The District Mission policy, for example, is evaluated and revised every three years (or as deemed necessary) ([IV.C.7-3 p. 3](#)). In June 2020, the BOT adopted a long-term planning framework that included a revised mission ([IV.C.7-4](#)); the District Mission policy was officially approved by the BOT and published on the College website shortly thereafter ([IV.C.7-5](#)). Similarly, the BOT updated its Board Duties and Responsibilities policy in October 2021 to reflect the board’s role in realizing the 2020 institutional commitment to becoming a racially just organization. Board duties now include establishing policies that ensure MiraCosta operates in an equity-minded and antiracist manner ([IV.C.7-6](#), [IV.C.7-7](#)).

As explained in Standard I.C.5, the District relies upon collegial governance for the regular review of policies that have a District wide impact to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the District mission. Each constituency of the College that has responsibility and expertise in a particular area participates in the development and periodic review of policies and procedures relating to that area as determined by the College Council, which serves as the primary advisory on College wide matters ([IV.C.7-8 p. 6](#)).

Nearly all the policies regarding the District (Chapter 1) and BOT (Chapter 2) are routed operationally to the S/P ([IV.C.7-9](#)). Required changes are made by bringing modifications to the College Council for discussion and subsequent action on the recommendation made by a committee, council, or the appropriate administrator.

The various responsible parties and constituent groups submit their modified policies and procedures to the College Council as recommendations to the S/P. Once approved by the College Council and recommended by the S/P, BPs are reviewed by the BOT in two separate sessions ([IV.C.7-10 §E.4.d](#)). The initial review is accompanied by an opportunity for questions or comments; at the second reading, the BOT takes action on the recommended BP. For example, the BOT reviewed and discussed the revision to its Board Duties and Responsibilities policy in September 2021 before approving it in October 2021 ([IV.C.7-6](#), [IV.C.7-7](#)). Two readings allow board members to devote an appropriate amount of time, thought, and study to their duties, which is an ethical standard for each trustee ([IV.C.7-11](#)).

The BOT also acts in a manner consistent with its Board Duties and Responsibilities policy by reviewing and evaluating its own performance annually (see Standard IV.C.10).

Analysis and Evaluation

The BOT acts in a manner consistent with its policies and bylaws. The District relies upon collegial governance for the regular review of policies that have a District wide impact to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the District mission. The BOT reviews new and modified policies in two sessions to allow members an appropriate amount of time to render honest and thoughtful decisions.

The College meets Standard IV.C.7.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Through presentations and workshops, the BOT reviews key indicators of student learning and achievement and institutional plans for improving academic quality. As stated in Standard IV.C.5, BOT goals for the past two years have included monitoring progress on student success using established metrics to develop a greater understanding of their meaning and implications ([IV.C.5-9](#), [IV.C.5-10](#)). In March 2021, the BOT asked to review data on key student success and equity performance indicators every semester rather than annually ([IV.C.8-3 §V.D](#)). These regular reports are now typically provided in June and November each year during BOT meetings

([IV.C.8-4](#)–[IV.C.8-6](#)). As stated previously, the BOT learned about significant gains in student completion related to Vision for Success goals and institution-set standards in the fall 2021 presentation ([IV.C.8-4](#)).

BP 3250: Institutional Planning ensures the BOT is kept informed about plans that support MiraCosta’s academic quality, such as the Educational Master Plan, Technology Plan, and Student Equity Plan ([IV.C.8-7](#)). During a special board workshop in fall 2021, for example, the trustees received comprehensive updates to the Educational Master Plan and the Technology Plan ([IV.C.8-8](#)). The BOT also receives annual reports on the status of distance education as it relates to academic quality at the College ([IV.C.8-9 §VI.B](#), [IV.C.8-10 p. 2](#))

Analysis and Evaluation

The BOT regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

The College meets Standard IV.C.8.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The BOT is committed to its ongoing development and to a trustee education program that includes new-trustee orientation ([IV.C.9-1](#)). Board development at MiraCosta College starts as early as when someone files for election or seeks appointment to the board. The S/P sends all candidates an information packet and an invitation to an orientation session to learn more about the District’s programs, services, and impacts ([IV.C.9-2 §B](#)).

As part of new member orientation, the BOT president and S/P arrange for new members to attend new trustee training offered through the Community College League of California or the Association of Community College Trustees ([IV.C.9-2 §C](#)). The BOT president also arranges for new members, including the student trustee, to be supported by a board mentor throughout the first year ([IV.C.9-1 §§C.2.j, D](#)). As part of student trustee orientation, the S/P (or designee) familiarizes the student with administrative policies and procedures, the structure and general operating principles of the board, and the student trustee's rights, responsibilities, and privileges ([IV.C.9-1 §D](#)). Prior to each board meeting, the S/P or designee meets with the student trustee to review the agenda, answer questions, and seek input.

Ongoing training is an agreed upon standard of practice for board members per the Code of Ethics they sign each year. Through participation in leadership and planning retreats, educational

conferences, workshops, and training sessions offered by local, state, and national organizations, board members enhance their potential as board members ([IV.C.9-3 §N](#)). In May, for example, MiraCosta College trustees and the S/P began participating in the California Community Colleges Vision for Success Board Fellowship 2022, which is a collaboration among the California Community Colleges, the Aspen Institute College Excellence Program, and the Foundation for California Community Colleges ([IV.C.9-4 p. 3](#)). The first session focused on “the importance of having a shared understanding between the board and CEO of the reform agenda for student success and equity that is aligned with the Vision for Success and guided pathways reforms” ([IV.C.9-5 p. 6](#)).

The BOT provides for continuity of board membership by staggering the trustees’ terms. Approximately half of the trustees are elected every two years to a four-year term ([IV.C.9-6](#)).

Analysis and Evaluation

Ongoing training for board development is an agreed upon standard of practice for BOT members per the Code of Ethics they sign each year. BOT members receive initial training through their new member orientation and ongoing training by participating in leadership and planning retreats, educational conferences, workshops, and training sessions offered by local, state, and national organizations. Trustees are elected to staggered terms for consistency on the board.

The College meets Standard IV.C.9.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The BOT assesses its effectiveness as a board each year to identify strengths and determine areas where it could improve, especially in promoting and sustaining academic quality and institutional effectiveness. The annual self-evaluation process is defined in BP 2745: Board Self Evaluation ([IV.C.10-1](#)).

An approved evaluation instrument helps the BOT assess its effectiveness in promoting and sustaining academic quality and institutional effectiveness in part by measuring the board’s accomplishments against its and the District’s goals ([IV.C.10-2 §§1, 4, 9](#)). The instrument also

requires trustees to evaluate participation in board training ([IV.C.10-2 §9](#)). The BOT has the option of having members of the College community anonymously evaluate the board's performance ([IV.C.10-3](#)).

The BOT reviews the information from constituent feedback and the board's self-evaluation instruments in a workshop setting, where members document progress toward the previous year's board goals and determine goals for the upcoming year ([IV.C.10-4](#)). The BOT then shares the results of its self-assessment and upcoming board goals at a regular board meeting ([IV.C.10-5](#)). All workshops and regular meetings are open to the public.

Analysis and Evaluation

The BOT has an established process for annually evaluating its effectiveness in promoting and sustaining academic quality and institutional effectiveness. The results are made public and used to improve the BOT's performance and effectiveness.

The College meets Standard IV.C.10.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

As stated in Standard IV.C.5, members of the BOT are committed to carrying out their duties and responsibilities in accordance with the highest standards of ethical behavior. Each member reads and signs the Code of Ethics codified in BP 2715 annually ([IV.C.11-1](#)). The policy includes the process the board follows to address any violation by a board member or members ([IV.C.11-1 p. 3](#)).

The Conflict of Interest policy and procedure indicate the conditions that represent a conflict of interest and specific actions to be taken if a conflict may exist ([IV.C.11-2](#), [IV.C.11-3](#)). The policy encourages members to seek counsel from the District's legal advisor in every case where any conflict-of-interest question arises, and it requires board members to file a statement of economic interest each year to ensure the impartiality of member decisions. AP 2712: Conflict of Interest Code specifies the categories of reportable economic interests that apply to board members ([IV.C.11-4](#)).

Analysis and Evaluation

All members of the BOT uphold and adhere to the board's Code of Ethics and Conflict of Interest policies. The process for dealing with board behavior that is unethical is codified in policy; however, no ethical violations or conflicts of interest have been reported. None of the seven trustees has employment, family, ownership, or other personal financial interest in the institution.

The College meets Standard IV.C.11 and complies with Eligibility Requirement 7.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The BOT delegates power and authority to the S/P to effectively lead the District as required by BP 2200: Board Duties and Responsibilities ([IV.C.12-1](#)). Specifically, the BOT delegates to the S/P the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action per BP 2430: Delegation of Authority to Superintendent/President. The S/P also acts as the professional advisor to the board in policy formation ([IV.C.12-2](#)). The BOT Handbook asserts the delegation of authority to the S/P is “critical to the harmonious functioning of the college district” ([IV.C.12-3](#)). A recent example of this delegation of power and authority was when the BOT declared emergency conditions in response to the threat of COVID-19 and signed a resolution authorizing the S/P to take “any and all actions necessary to ensure the continuation of public education, and the health and safety of the students and staff” ([IV.C.12-4 p. 2](#)).

The BOT holds the S/P accountable for District operations as required by the board's Code of Ethics/Standards of Practice policy ([IV.C.12-5 §I](#)). The S/P is expected to perform the duties contained in the job description and fulfill responsibilities determined in annual BOT goal-setting or evaluation sessions ([IV.C.12-6](#)). One objective of the board's annual evaluation of the S/P is to assess how well the S/P is fulfilling leadership and management responsibilities ([IV.C.12-7 §B.1](#)). As stated in Standard IV.C.3, the board's evaluation instrument measures the S/P's progress toward specific, agreed upon priorities, including regularly monitoring and reporting on institutional performance using established metrics.

Analysis and Evaluation

The BOT delegates responsibility and authority to the S/P to implement and administer board policies without interference. The BOT sets clear expectations for regular reports from the S/P on

institutional performance and holds the S/P accountable for fulfilling leadership and management responsibilities to ensure effective District operations.

The College meets Standard IV.C.12.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Trustees first learn about Eligibility Requirements, Accreditation Standards, Commission policies, and MiraCosta’s accredited status during their new-trustee orientation when the S/P reviews accreditation self-study and team reports ([IV.C.13-1](#)). During orientation, the S/P also gives new trustees a copy of the Trustee Handbook published by the Community College League of California, which provides information about accreditation and guidelines regarding governing board roles and functions in the accreditation process ([IV.C.13-2 pp. 88–89](#)).

The S/P keeps the BOT informed of accreditation status, provides the board with a summary of accreditation reports, and ensures the board is involved in any accreditation process in which board participation is required per BP 3200: Accreditation ([IV.C.13-3](#)). For example, when the College received a letter from the Commission in April 2017 requesting the submission of a special report regarding the new baccalaureate degree, the board received an overview of the District's compliance with the Eligibility Requirements, Accreditation Standards, and the Commission's policies in accordance with the new baccalaureate degree program protocol and policy ([IV.C.13-4 §VIII.B](#)). Similarly, in 2020 the BOT received a midterm report update about the work done on the recommendations, Quality Focus Essay projects, and action items from the 2019 ISER ([IV.C.13-5 §IV.B](#)). More recently, board members received information during a regular meeting about the Accrediting Commission for Schools, Western Association of Schools and Colleges Adult High School Mid-cycle School Report ([IV.C.13-6](#)).

The S/P informed the BOT that it was time to start preparing for this Institutional Self-Evaluation Report (ISER) in September 2021 ([IV.C.13-7 §F](#)). In January 2022, College constituents, including six board members, learned about the ISER preparation timeline, tri-chair structure, and writing process as well as the new formative/summative approach during an “All College Day” presentation ([IV.C.13-8](#), [IV.C.13-9](#)). During a regular BOT meeting in April, the dean of Research, Planning, and Institutional Effectiveness provided an overview of the ACCJC comprehensive accreditation process, how the College organized to write the ISER, and the anticipated milestones in reaffirming MiraCosta’s accredited status ([IV.C.13-10 §VII.B](#)).

The board participates in evaluating governing board roles and functions in the accreditation process by appointing two members to serve as board liaisons to the accreditation effort ([IV.C.13-11 §XI.A](#)). The two liaisons have greater responsibility for reading the entire ISER, providing feedback, and relaying information to other board members before the BOT takes final action on the report. These two trustees assisted steering committee members in preparing a draft of Standard IV.C.

Analysis and Evaluation

The BOT is regularly informed about the Eligibility Requirements, Accreditation Standards, Commission policies, and MiraCosta's accredited status through presentations at board meetings. The Trustee Handbook, given to members during their initial orientation, provides guidelines regarding governing board roles and functions in the accreditation process. Two trustees participate in the evaluation of these roles and functions as board liaisons. Through its policies, the BOT supports the MiraCosta mission and the College's efforts to continuously improve its services to students and the community.

The College meets Standard IV.C.13.

Conclusions on Standard IV.C: Governing Board

As evidenced by various BPs, APs, and board minutes, the BOT is responsible for the academic quality and financial stability of the College. As the evidence illustrates, the BOT works collaboratively to make decisions and independently ensures the College adheres to all District policies. The BOT engages in annual training, evaluation, and ethics reviews to maintain board integrity. Board policies, agendas, and minutes are available to the public on the College's website, and the policies are reviewed at least every seven years. Board members are frequently updated regarding the College's progress and ensure that all programs align with the College's mission. The BOT functions as a collective unit as it acts on behalf of the College's long-term health and success in service to its students and community.

Improvement Plan

Not applicable.

Evidence List

- [IV.C.1-1](#) BP 2715: Code of Ethics/Standards of Practice, §I and ¶2
- [IV.C.1-2](#) BP 2200: Board Duties and Responsibilities, §§E, F, I
- [IV.C.1-3](#) BP 2410: Board Policies/Administrative Procedures

IV.C.1-4	BP 6200: Budget Preparation
IV.C.1-5	Preliminary Budget Workshop, BOT 02-18-21 Minutes, §VI.C
IV.C.1-6	Preliminary Budget Workshop, BOT 02-24-22 Minutes, §VII.C
IV.C.1-7	Tentative Budget Workshop, BOT 06-10-21 Minutes, §V.A
IV.C.1-8	Tentative Budget Workshop, BOT 06-16-22 Agenda, §VII.A
IV.C.1-9	Final Budget Workshop, BOT 09-02-21 Minutes, §VA
IV.C.1-10	Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XIIB
IV.C.1-11	BP 6250: Budget Management
IV.C.1-12	BP 6300: Fiscal Management
IV.C.1-13	Governance Manual
IV.C.1-14	Board Policies and Administrative Procedures, BOT Webpage Screenshot
IV.C.1-15	BP 1200: District Mission, p. 3
IV.C.2-1	BP 2330: Quorum and Voting Quorum
IV.C.2-2	BP 2715: Code of Ethics/Standards of Practice, §D
IV.C.2-3	Board Handbook, BOT 05-07-19 Minutes, §V.A
IV.C.2-4	MCCD Trustee Handbook, p. 22
IV.C.2-5	BP 2720: Communications Among Board Members
IV.C.2-6	Redistricting, BOT 10-21-21 Minutes, §VI.A
IV.C.2-7	Redistricting, BOT 11-18-21 Minutes, §§VI.A, VIII.A
IV.C.2-8	Redistricting, BOT 12-16-21 Minutes, §VIII.B
IV.C.2-9	Redistricting, BOT 01-21-22 Minutes, §§IX.A, IX.B
IV.C.3-1	BP 2431: Superintendent/President Selection
IV.C.3-2	BP 2200: Board Duties and Responsibilities, §§B, T
IV.C.3-3	BP 2435: Evaluation of Superintendent/President
IV.C.3-4	AP 2435: Evaluation of Superintendent/President
IV.C.3-5	Evaluation of Superintendent/President, BOT 03-24-22 Minutes, §IV.C
IV.C.3-6	Evaluation Instrument, Spring 2022 Superintendent/President Evaluation
IV.C.4-1	BP 2715: Code of Ethics/Standards of Practice
IV.C.4-2	BP 2010: Board Membership
IV.C.4-3	BP 2015: Student Trustee
IV.C.4-4	BP 2100: Board Elections
IV.C.4-5	Redistricting, BOT 01-21-22 Minutes, §IX.B
IV.C.4-6	BP 2200: Board Duties and Responsibilities
IV.C.4-7	2021/22 BOT Code of Ethics

IV.C.4-8	BP 2710: Conflict of Interest
IV.C.4-9	AP 2710: Conflict of Interest
IV.C.4-10	BP 2714: Gift Ban
IV.C.5-1	BP 2410: Board Policies/Administrative Procedures
IV.C.5-2	BP 2715: Code of Ethics/Standards of Practice, §H
IV.C.5-3	BP 2200: Board Duties and Responsibilities, §§E, F
IV.C.5-4	BP 4020: Program, Curriculum, and Course Development
IV.C.5-5	Curriculum Approval, BOT 11-18-21 Agenda, §VIII.G
IV.C.5-6	Curriculum Approval, BOT 02-24-22 Agenda, §VIII.E
IV.C.5-7	Curriculum Approval, BOT 03-24-22 Agenda, §VIII.C
IV.C.5-8	BP 3250: Institutional Planning
IV.C.5-9	BOT Goals, 2020/21
IV.C.5-10	BOT Goals, 2021/22
IV.C.5-11	Student Success Presentation, BOT 11-18-21 Agenda, §VI.B
IV.C.5-12	Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XIIB
IV.C.5-13	BP 2315: Closed Sessions
IV.C.5-14	2022 BOT Special Meeting Closed Sessions
IV.C.5-15	Sample BOT Special Meeting Closed Session Agenda
IV.C.6-1	Board Policies and Administrative Procedures Webpage Screenshot
IV.C.6-2	BP 2010: Board Membership
IV.C.6-3	BP 2015: Student Trustee
IV.C.6-4	BP 2200: Board Duties and Responsibilities
IV.C.6-5	BP 2210: Officers of the Board
IV.C.6-6	BP 2305: Annual Organizational Meeting
IV.C.6-7	Board Organizational Meeting, BOT 12-16-21 Agenda
IV.C.7-1	BP 2200: Board Duties and Responsibilities
IV.C.7-2	BP 2410: Board Policies/Administrative Procedures
IV.C.7-3	BP 1200: District Mission
IV.C.7-4	Planning Framework Adoption, BOT 06-11-20 Meeting Minutes, §IX.E
IV.C.7-5	District Mission Adoption, BOT 12-17-20 Meeting Minutes, §X.A
IV.C.7-6	BP 2200, First Read, BOT 09-09-21 Minutes, §X.A
IV.C.7-7	BP 2200, Second Read, BOT 10-21-21 Minutes, §X.A
IV.C.7-8	College Council, Governance Manual, p. 6
IV.C.7-9	Board Policy Review Steering

IV.C.7-10	AP 2410: Board Policies and Administrative Procedures, §E.4.d
IV.C.7-11	BP 2715: Code of Ethics/Standards of Practice, §A
IV.C.8-1	BOT Goals, 2020/21
IV.C.8-2	BOT Goals, 2021/22
IV.C.8-3	Board Review Action on Key Student Success and Equity Metrics, BOT 03-18-21 Minutes, §V.D
IV.C.8-4	Student Success and Equity Metrics Report, BOT 11-18-21 Minutes, §VI.B
IV.C.8-5	Student Success Metrics Report, BOT 6-16-22 Agenda, §VII.C
IV.C.8-6	BOT 2022 Meeting Schedule
IV.C.8-7	BP 3250: Institutional Planning
IV.C.8-8	Education Master Plan and Technology Plan Updates, BOT 11-4-21 Minutes
IV.C.8-9	Online Education Update, BOT 10-21-21 Minutes, §VI.B
IV.C.8-10	Online Education Update, BOT 2022 Meeting Schedule, p. 2
IV.C.9-1	BP 2740: Board Education
IV.C.9-2	AP 2740: Board Education
IV.C.9-3	BP 2715: Code of Ethics/Standards of Practice, §N
IV.C.9-4	Vision for Success Board Fellowship 2022, Participant Guide, p. 3
IV.C.9-5	Vision for Success Board Fellowship 2022, Participant Guide, p. 6
IV.C.9-6	BP 2100: Board Elections
IV.C.10-1	BP 2745: Board Self Evaluation
IV.C.10-2	Board Self-Evaluation Survey 2022
IV.C.10-3	Board Evaluation 2022, Constituent Survey
IV.C.10-4	2020/21 Board of Trustees Self-Evaluation Workshop, BOT 05-05-21 Minutes
IV.C.10-5	Board Priorities and Assessment, BOT 06-17-21 Minutes, §§XI.A, B
IV.C.11-1	BP 2715: Code of Ethics/Standards of Practice
IV.C.11-2	BP 2710: Conflict of Interest
IV.C.11-3	AP 2710: Conflict of Interest
IV.C.11-4	AP 2712: Conflict of Interest Code
IV.C.12-1	BP 2200: Board Duties and Responsibilities, §C
IV.C.12-2	BP 2430: Delegation of Authority to the Superintendent/President
IV.C.12-3	Board Duties and Responsibilities, MCCD Trustee Handbook, pp. 7-8
IV.C.12-4	Emergency Conditions and Response to COVID-19, Resolution No. 21-19/20, p. 2
IV.C.12-5	BP 2715: Code of Ethics/Standards of Practice, §I
IV.C.12-6	AP 2430: Delegation of Authority to Superintendent-President

- [IV.C.12-7](#) AP 2435: Evaluation of Superintendent-President, §B.1
- [IV.C.13-1](#) AP 2740: Board Education
- [IV.C.13-2](#) Accreditation and the Board's Role, Trustee Handbook 2021, pp. 88–89
- [IV.C.13-3](#) BP 3200: Accreditation
- [IV.C.13-4](#) ACCJC Special Report Presentation, BOT 10-19-17 Minutes, §VIII.B
- [IV.C.13-5](#) ACCJC Midterm Report Presentation, BOT 05-14-20 Minutes, §IV.B
- [IV.C.13-6](#) Adult High School Accreditation Presentation, BOT 05-19-22 Agenda, §VIIB
- [IV.C.13-7](#) President's Report, BOT 09-09-21 Minutes, §F
- [IV.C.13-8](#) Trustee All College Day Attendance, BOT 01-27-22 Minutes, §XI.A
- [IV.C.13-9](#) Accreditation Presentation, All College Day Spring 2022, pp.17–20
- [IV.C.13-10](#) Accreditation Process Update, BOT 04-21-22 Minutes, §VII.B
- [IV.C.13-11](#) Accreditation Liaisons, BOT 01-27-22 Minutes, §XI.A



**Quality Focused
Essay**



H. Quality Focus Essay

During the process of completing the Institutional Self-Evaluation Report (ISER), the College identified two projects that address the following focus areas:

- Broaden and deepen the College’s use of outcomes assessment results to improve student learning.
- Expand and sustain policies, practices, and structures for redesigning the student experience.

The two projects will be facilitated and monitored by the College Council, which includes leadership from all College constituencies and serves as the main body to evaluate all aspects of institutional effectiveness.

Project One: Outcomes Assessment

Project One: Strengthening the use of student learning outcomes assessment results.	
Desired Goals	Standards
<ol style="list-style-type: none">1. Strengthen the capacity to monitor assessments.2. Strengthen the assessment of program student learning outcomes (PSLOs).3. Broaden core competency assessment.	<ul style="list-style-type: none">• I.B.1• I.B.2• II.A.3

Implementation of Project One will be charged to the Outcomes Assessment Committee (OAC); however, other governance groups, committees, and College departments will be crucial to the project:

- Academic Senate
- Institutional Program Review Committee (IPRC)
- Budget and Planning Committee (BPC)
- Research, Planning, and Institutional Effectiveness (RPIE)
- Office of Instructional Services

Introduction and Rationale

MiraCosta College prides itself on its commitment to quality improvement and institutional effectiveness through the thoughtful analysis and reflection of data. Student learning outcome assessments serve as a critical source of data for the College's programs and services. As demonstrated by the 2020 Midterm Report, the College has taken great strides to improve its assessment process. In the intervening years since the last self-evaluation, the College has accomplished the following:

- Implemented specific prompts in the program review process where departments are asked to review course student learning outcome (CSLO) and program student learning outcome (PSLO) assessment results and comment on how those results have been used to improve teaching and learning.
- Implemented Anthology (formerly Campus Labs) as the integrated software platform for outcomes and program review.
- Designed, directly assessed, and reported outcome results from the College's 13 core competencies, which measure the broad learning outcomes when completing transfer preparation, degree programs, and exposure to different support and enrichment programs and services.
- Created a new Tableau dashboard to report disaggregated core competency results.

Over the past year preparing for the ISER, the College has noted several areas for improvement. The first issue was the difficulty in answering the simple question, "How many courses have been assessed in the past six years?" The data capabilities (especially longitudinal trend data) of Anthology are virtually nonexistent, making it cumbersome and difficult for program chairs, deans, and OAC members to identify gaps and monitor progress. Further, the College did not have any formal processes in place to

- monitor the quality and SLO reflections in program review; or,
- store and view CSLO assessment calendars to see if programs were "off-track" in their assessments.

In addition, because of its commitment to racial justice and student equity, the College must be able to disaggregate the CSLO data based on individual student characteristics to identify gaps in student learning, not just in student achievement.

Through professional learning workshops, needs assessment surveys about SLOs, and observations of PSLO reflections, the OAC has identified the need for more professional learning about direct and indirect assessments of PSLOs. In addition, PSLOs would be an excellent avenue for programs to connect with the learning and teaching pillar of the College's Guided Pathways work.

Lastly, the OAC would like to expand core competency assessment across all College programs. While the implementation of the direct assessment process for core competencies has been extremely successful in creating robust dialogue and concrete improvement in teaching practices, it has reached only those faculty and programs that have volunteered to engage in the work. Therefore, the College will expand the direct assessment of core competencies (using the normed VALUE rubric) to all programs District wide. In addition, the OAC will create an indirect assessment process by mapping CSLOs to core competencies and identifying both assessment and achievement gaps.

Anticipated Impact on Student Learning and Achievement

In the professional development workshops focusing on SLO development, the OAC has emphasized the link between creating specific, measurable, achievable, relevant, and timebound (SMART) SLOs (noting these on syllabi and in the catalog) and the effect this can have on student learning. Faculty are encouraged to clearly connect assignments to learning outcomes and to connect outcomes to student’s academic and career goals. Workshops that focus on assessment have emphasized the design of transparent assessments to ensure they promote equity in the assessment process. Student involvement in—and knowledge of—this process can create a sense of belongingness and engagement that promotes persistence and improvement in student learning.

Outcome Measures

Goal 1: Strengthen the capacity to monitor assessments.
<ol style="list-style-type: none">1. Create data dashboards that will allow programs and the College community to monitor progress on SLO assessments.2. Improve teaching and learning in the classroom as shown by quality SLO reflections and dialogue in program review.3. Establish the capability of individual student-level data analyses so the data can be disaggregated.
Goal 2: Strengthen the assessment of PSLOs.

1. Build capacity that allows each program to analyze CSLOs that support the overall program outcomes.
2. Ensure departmental evaluation of PSLOs will align with SMART development components.

Goal 3: Broaden the assessment of the core competencies.

1. Clearly align the core competencies with the liberal arts associate degrees that are based on the general education (GE) pattern.
2. Examine data of most common courses chosen within each GE category of the liberal arts degree.
3. Build the understanding that each course and program imparts skills (for career and transfer) to students in addition to learning discipline-specific knowledge.

Project Action Plan

The action steps outlined below include detailed information regarding the activities, timelines, and responsible parties associated with the action project.

At this time, potential resources needed to carry out the activities include the following:

- Additional release time and/or special assignments for faculty and staff;
- Additional stipends for associate faculty to attend trainings and workshops; and,
- Possible technology enhancements that will help move data to/from software systems.

Goal 1: Strengthen the capacity to monitor assessments.

Action Steps	Timeline	Responsible Parties
Develop dashboard to display CSLO assessment data.	Fall 2022	RPIE, OAC
Collect and store CSLO assessment calendars.	Fall 2022	OAC
Develop dashboard to display PSLO assessment data.	Spring 2023	RPIE, OAC
Engage constituents in the use of SLO dashboards.	AY 2022/23	RPIE, OAC

Improve SLO reflections in program review: <ul style="list-style-type: none"> • Improve prompts in program review with IPRC. • Hold workshops on best practices with IPRC. • Review SLO reflections every fall semester. 	AY 2022/23	OAC, IPRC
Investigate technology solutions to capture student-level CSLO assessments for disaggregation.	AY 2022/23	OAC, RPIE, IS

Goal 2: Strengthen the assessment of PSLOs.		
Action Steps	Timeline	Responsible Parties
Identify program courses that will be used to assess PSLOs.	Fall 2022	Program Chairs
Input required courses for programs in SLO software platform.	Fall 2022	RPIE, OAC
Train faculty on mapping CLSOs to PSLOs.	Spring 2023	OAC
Map all relevant CSLOs to PSLOs.	Spring 2023	Program Chairs
Develop and analyze PSLO mapping report.	Fall 2023	OAC
Develop PSLO assessment workshop(s): investigate portfolios and direct assessments in capstone courses; assist in relating assignments and/or courses to the PSLO.	AY 2022/23 through AY 2024/25	OAC

Goal 3: Broaden core competency assessment.		
Action Steps	Timeline	Responsible Parties
Confirm all courses are correctly mapped to the core competencies.	Fall 2022	OAC
Map all relevant CSLOs to core competencies.	Spring 2023	OAC

<ul style="list-style-type: none"> • Continue training faculty on accurately mapping CSLOs to core competencies based on the artifacts used to assess the CSLO. 		
<p>Develop and analyze core competencies mapping report by GE area in Plan A.</p>	<p>Fall 2023</p>	<p>OAC</p>
<p>Expand direct assessment of core competencies to all relevant programs for the new assessment cycle.</p> <ul style="list-style-type: none"> • Use GE area in Plan A to recruit faculty to create CSLO to assess the core competencies. • Train faculty participants on the use of the core competencies normed rubric, using existing assignment artifacts that assess their CSLOs. • Ensure that commonly chosen courses within each GE category are included in each core competency assessment cycle. • Faculty from GE areas representing assessment of specific core competencies will review the VALUE rubrics and calibrate as necessary. • Assess four of the core competencies. • Analyze assessments and create report. 	<p>Spring 2023</p> <p>Fall 2023</p> <p>Spring 2024– Spring 2025</p> <p>Fall 2024</p> <p>Fall 2024– Spring 2025</p>	<p>OAC</p> <p>OAC</p> <p>OAC</p> <p>Program Chairs</p> <p>Program Chairs OAC</p>

Project Two: Completion-based Course Scheduling to Support the Guided Pathways Implementation at Scale

Introduction and Rationale

After a year of College wide data inquiry and planning, MiraCosta College embarked on implementing the Guided Pathways framework (known as Redesigning the Student Experience) to address equity and student success gaps. A fundamental goal of Guided Pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes.

In November 2016, the College began developing meta-majors and course sequence guides as part of the implementation effort. In spring 2017, the initial meta-major planning group sought input from the entire college community about the formation of meta-majors at MiraCosta College. Four consultation activities, including student focus groups and a student survey with 1,850 participants, concluded there was wide support for the six proposed meta-major groupings and a preference to name them Academic and Career Pathways (ACPs). In fall 2017, the College's primary governance groups reviewed and endorsed the planning group's final report and recommendations. The College Council subsequently adopted the proposed ACP model. The 2018/19 College catalog presented the six ACPs publicly for the first time and introduced the ACP concept as a communal opportunity for students to receive support and guidance as they work with their like-minded peers toward their academic and career goals. ACPs focus on targeted outreach, engagement, and intervention in three of the College's disproportionately impacted student groups: Latinx, Black/African American, and adult students over 25 years old.

MiraCosta also committed to developing course sequence guides, later named academic maps, for all credit programs to provide students who do not have an individualized education plan with a suggested term-by-term pathway to their educational goal. In spring 2017, discipline and counseling faculty began collaborating on each map's design to ensure the suggested sequences and detailed notes would help students achieve their educational goals in a timely manner. Recognizing the need to ensure each program's official outline and its corresponding academic map communicate the same information, the College developed a faculty-led process for developing maps as new programs are approved and modifying maps as programs are updated. Currently, the College has at least one academic map for 86 percent of its degree programs and 67 percent of its certificate programs. All maps are available to students on the College website.

In 2019/20, the College spent a year in collaborative discussions through the "Design Community" and developed a strategy to operationalize ACP success teams that would scale holistic support for all first-time-to-college students, with a specific focus on the disproportionately

impacted populations. The model of the design community allowed input from all areas of the institution, resulting in a student success team model that incorporates various student and instructional services. In fall 2020, the College launched ACP success teams.

One of the main charges for these teams is to connect students to career and education planning services early on to increase the number of comprehensive student education plans (CSEPs) that are completed in each student's first year. The pre-pandemic baseline metric for education plan development is 46 percent. ACP success team members are proactively reaching out to students without CSEPs and connecting them to counselors specialized in programs by ACP. The first two semesters of the success team operations further highlighted the need for dedicated personnel, sustainable funding, and appropriate case management technology.

In spring 2021, the College's executive leadership and Board of Trustees (BOT) made the development of the five-year Guided Pathways implementation plan a key priority. The plan was to include significant structural changes to the budget, technology, and staffing needed for institutionalizing Guided Pathways efforts. The College used the scale of adoption assessment (SOAA) to prioritize the work of redesigning the student experience and align the strategies and tactics with the new mission, vision, values, commitment, and institutional goals. Input was also gathered from ACP success team members and other high-touch programs to understand specific resources needed for effective implementation of the success team approach.

The BOT approved the plan in late spring 2021. Since then, the College has completed a comprehensive process mapping and selected a customer relationship management (CRM) system to provide a robust technology infrastructure for the case management of students in ACPs. New permanent positions have been created or repurposed and onboarded:

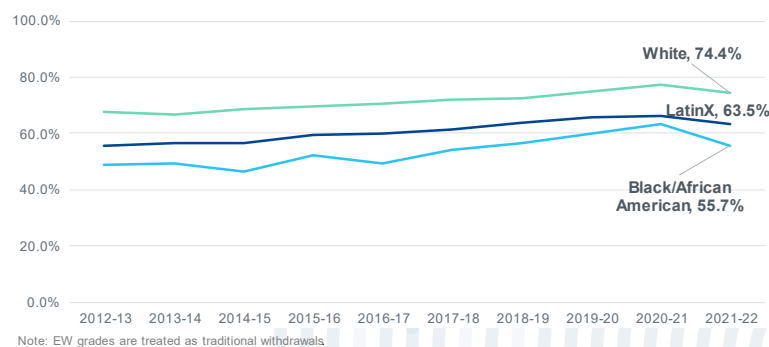
- ACP program manager
- CRM business systems analyst
- ACP-specific counselors
- Associate career counselors.

The College has also implemented an ongoing advisory committee that incorporates student success, equity, and Guided Pathways priorities. This committee will be responsible for assessing and evaluating the effectiveness of the student success and equity reforms across the District through the redesign of the student experience.

While academic maps and education planning efforts through ACP success teams have provided opportunities for "clarifying the path," so students know what courses to take to complete a selected program of study within a reasonable time, these efforts alone do not ensure students can access the courses they need for completion. In addition, academic maps are often too generic and do not provide recommendations for students on specific general education (GE) courses or

electives. As a result, the College continues to see low persistence and completion rates, especially among students of color and adult learners. Out of 2,156 first-time-to-college students entering MiraCosta in 2018/19, only 60 percent persisted to the second year (fall-to-fall), and only 27 percent earned a certificate, degree, or transfer units by the end of their third year. Latinx and Black students experienced even lower success rates compared to White students, with only 21 percent of Latinx and 16 percent of Black students completing degrees/certificates or transferring within three years.

MiraCosta DE Equity Data– Success Credit Only



The College’s incoming student cohorts and overall full-time-equivalent students (FTES) are both in decline. Over the past five years, FTES has declined more than 23 percent and the cohort of matriculated students has declined more than 5 percent. These declines started prior to the pandemic but were exacerbated during academic

years 2020/21 and 2021/22. Disproportionate impact in the success rates of online courses has a direct correlation to the overall retention and completion rates for the College’s historically underserved populations (see Standard II.A.7).

Leading and lagging indicator data from academic year 2021/22 demonstrate the negative impact the pandemic has had on gateway course completion, persistence, and four-year completion:

Overall (Cohort Min = 369)	Start	Finish	1-Yr Change	3-Year Change
Gateway Courses (Math)	28.2%	28.1%	-5	0
Gateway Courses (English)	49.5%	45.9%	-4	-4
Gateway Courses (Both)	24.0%	22.6%	-5	-1
Fall-to-Fall Persistence	60.0%	56.9%	0	-3
Credit Completion Ratio	67.4%	57.5%	-7	-10
Four-Year Completion	19.7%	22.9%	0	3

The California Community Colleges Scale of Adoption Assessment lists the following as one of the essential practices of Guided Pathways:

3e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

The current practice at MiraCosta College is semester-by-semester course scheduling that needs to:

- better respond to student program completion needs;
- improve cross-departmental collaboration; and,
- move beyond historic rollover schedules.

This project proposes to improve program completion by redesigning the schedule development and enrollment management process to include innovative completion-based, student-centered scheduling practices and intrusive advising/supports to guide students through program onboarding and course registration. This project also addresses the improvement plan connected to Standard II.A.6.

Anticipated Impact on Student Learning and Achievement

The College's Guided Pathways (Redesigning the Student Experience) implementation will impact student outcomes measured as part of the College's leading and lagging indicators. These include increases in goal completion and shortened time to completion; increases in course access, success, retention, and goal completion for disproportionately impacted groups and students historically under-served and under-represented; increased career awareness and job placement; increased transfer to four-year universities and colleges; and increased sense of support and belonging at the College.

Students will achieve an increased sense of stability and support when they can know their class schedule more than a semester at a time; student well-being will increase as adult and working students can plan work and home schedules around a consistent and predictable class schedule. Additionally, more efficient scheduling will positively impact College operations and fiscal stability.

Outcome Measures

The College anticipates that completion-based course scheduling will likely take three-to-four years to implement. The outcome measures targeted by this project include the following:

- An increase in fill rates and efficiency metrics in courses offered from overall fill rate of 80 percent (fall 2022) to 86 percent (fall 2025).
- An increase in percentage of students completing their educational goal (degree, certificate, or transfer) in the first three years.
- A decrease in the average number of accumulated units at the time of graduation per guided pathways metrics.
- A decrease in identified equity gaps for all disproportionately impacted populations (identified via Student Equity Plan and ACP groups).

- An increase in key momentum points:
 - First year completion of college-level math and English (2020/21 data showed 31.6 percent of cohort meeting this metric; 2021/22 shows 22.6 percent)
 - Completed comprehensive education plan in year one (currently 27.7 percent)
 - Year one persisted fall to spring (currently 69.8 percent)
 - Year one to year two persistence (fall-to-fall; currently at 58.6 percent)
 - Year three earned certificate, degree, or transfer (currently at 27 percent)

Project Action Plan

Activity	Timeline	Responsible Party	Resources Required
Form a strategic enrollment management (SEM) task force to conduct data inquiry and develop a SEM plan for the institution, which would include specific scheduling tactics to address the needs of various student populations.	<ul style="list-style-type: none"> • Spring 2023 to fall 2023: formation of the task force and initial data inquiry phase. • Spring 2024 to fall 2024: SEM plan development. 	<ul style="list-style-type: none"> • VPIS • VPSS 	<ul style="list-style-type: none"> • Time of staff and faculty participating on the committee • Data/RPIE • Budget for convenings
Revise academic maps to include a suggested list of GE courses and align them with two-year program schedules developed. Include development of part-time student maps for certificates of achievement as well as degrees.	<ul style="list-style-type: none"> • Spring 2023 to spring 2024 	<ul style="list-style-type: none"> • Guided Pathways counseling faculty co-lead • Dean of Counseling 	<ul style="list-style-type: none"> • Office of Instruction and Student Services staff • Department chairs' time • Budget for convenings
Implement REACH and Adult SEM learnings and disseminate as part of enrollment management outreach and education.	<ul style="list-style-type: none"> • Fall 2023 	<ul style="list-style-type: none"> • Dean of IS • VPSS • VPIS 	<ul style="list-style-type: none"> • Time/FLEX presentations • Budget for convenings
Utilize the academic maps and education plan data to develop two-year scheduling plans that support student progress toward completion. These	<ul style="list-style-type: none"> • By end of fall 2023 	<ul style="list-style-type: none"> • Dean of Counseling • Dean of IS • Enrollment database specialist 	<ul style="list-style-type: none"> • Department chairs' time • Counselors' time • BSA

plans will incorporate specific GE and major course recommendations.			
Develop and pilot all eight-week course schedules for most popular degrees in each ACP (at least one per ACP), including GE and major courses. Explore: <ul style="list-style-type: none"> Fully asynchronous online schedules. On ground schedules with coordinated time blocks. 	<ul style="list-style-type: none"> Develop (by end of spring 2023) Pilot (AY 2023/24, 2024/25) 	<ul style="list-style-type: none"> Dean of IS Enrollment database specialist ACP instructional faculty liaisons (IFLs) 	<ul style="list-style-type: none"> Department chairs' time Counselors' time Instructional deans Marketing budget PIO time
Transition to an annual schedule planning process rather than semester-by-semester. <ul style="list-style-type: none"> Establish a new timeline for schedule development. Develop scheduling and enrollment management guidelines and resources for department chairs. Create an incentive program encouraging students to plan and enroll in courses up to a year in advance. 	<ul style="list-style-type: none"> Spring 2024 	<ul style="list-style-type: none"> Dean of IS VPIS Enrollment database specialist Department chairs 	<ul style="list-style-type: none"> Consultant Scheduling software TBD
Establish additional venues for collaboration between different academic departments and between academic departments and counseling to create more linear paths for student completion. Also, establish a mechanism to provide feedback to the Office of Instruction on scheduling that is most beneficial to	<ul style="list-style-type: none"> Spring 2023 	<ul style="list-style-type: none"> VPIS Dean of IS Department chairs and faculty leads Enrollment database specialist 	<ul style="list-style-type: none"> Budget for convenings Consultant from Sierra College RPIE data dashboards

students concerning modality, length of term, and time blocks.			
Using statewide data and tools, redesign curriculum to streamline pathway and conform with AB 1111 and AB 928. Streamlined curriculum will improve program maps and eliminate excess student units.	<ul style="list-style-type: none"> • Summer 2024 	<ul style="list-style-type: none"> • Articulation officer • CPC chair/committee • Curriculum specialist • Department chairs 	<ul style="list-style-type: none"> • TBD statewide tools • Budget for convenings
Using the data from the CRM system and the ACP success team structure, provide supports and guidance to students through program onboarding and course registration.	<ul style="list-style-type: none"> • Spring 2023 to fall 2025 	<ul style="list-style-type: none"> • ACP program manager • Dean of IS 	<ul style="list-style-type: none"> • CRM BSA time • CRM senior applications developer time • Instructional Services BSA time • Target X/salesforce CRM licensing fees • Staffing for ACP success teams (e.g., success coaches) • Marketing and outreach budget



MIRACOSTA COMMUNITY COLLEGE DISTRICT

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Community Learning Center: 1831 Mission Avenue, Oceanside, CA 92058 ► P 760.795.8710 ► F 760.795.8730

Oceanside Campus: 1 Barnard Drive, Oceanside, CA 92056 ► P 760.757.2121 ► F 760.795.6609

San Elijo Campus: 3333 Manchester Avenue, Cardiff, CA 92007 ► P 760.944.4449 ► F 760.634.7875

Technology Career Institute & North San Diego Small Business Development Center: 2075 Las Palmas Drive, Carlsbad, CA 92011 ► P 760.795.6820 ► F 760.795.6826