

JUN 21 2010

EVALUATION REPORT

**MiraCosta College
One Barnard Drive
Oceanside, CA 92056**

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
MiraCosta College

March 1, 2010

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Summary of the Evaluation Report

TEAM CHAIR: Andreea M. Serban, Ph.D.
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MiraCosta College received reaffirmation of accreditation in June 2004, and the succeeding years have brought some growth in enrollment, institutional turmoil, and significant changes in college leadership. In March 2007, the college submitted a midterm report, which the Commission accepted in June 2007. The Commission also acted to require a special visit by

- all team members participated in an ACCJC training session and met with the team chair to discuss preparations for the visit;
- team members read the self study report, the progress reports and supporting evidence and other documents, which the college made available online or electronically;

institutional effectiveness, the college should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.

- Complete the Education Master Plan and begin implementation. In addition, the college must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components.

Recommendation 2: In order to meet the standard and achieve the proficiency level by 2012 the Team recommends that the college develop comprehensive reports to clearly

demonstrate the ongoing, systematic review of student learning outcomes (I.B.1, II.A.2.e, II.A.2.f, II.B.4, II.C.2).

Recommendation 3: In order to meet the standard, the Team recommends that the college formalize in writing participation in student learning outcomes and assessment as a stated component of the evaluation process for faculty and others directly responsible for student progress for achieving stated student learning outcomes (III.A.1.c).

Recommendation 4: In order to meet the standard, the Team recommends that the college develop a process to evaluate the integrity and effectiveness of its new governance structure and use the evaluation results as the basis for improvement (IV.A.2.5).

COMMENDATIONS

Commendation 4: The Team commends the college for a robust, modern information

technology infrastructure and its pervasive use throughout the campuses in support of instruction, student services and operations.

Commendation 5: The Team commends the college for its accomplishment in re-

ACCREDITATION EVALUATION REPORT

FOR MIRACOSTA COLLEGE

Established in 1934, MiraCosta College is a comprehensive, public community college serving the cities and areas of Oceanside, Carlsbad, Escondido, and San Marcos.

Evaluation of Institutional Responses to Previous Recommendations

Recommendation 1: The team recommends that the college develop a plan to implement the measurement of student learning outcomes at the course, program and institutional levels. The plan should include tasks, timelines, and responsible individuals.

process to incorporate student learning outcomes assessments. That process has been piloted on four programs: Letters, Counseling, Allied Health, and Non Credit Health and Safety. It is evident that the college is committed to change and implementation of all recommendations but the target date for completion does not seem to be adequate to reflect a continuous cycle of improvement.

It appears that nearly all courses have identified SLOs. However, the degree to which

~~assessments have been applied is unclear and difficult to document. The number of SLO~~

~~assessment is not normative and there does not appear to be a mechanism for~~

MiraCosta's 600 disabled students receives a preliminary Student Educational Contract at entry and a more formal education plan is prepared by the second or third semester. The Institute for International Perspectives serves approximately 200 students per year, 120 of whom are new each year. Of the new students, approximately 100 prepare an education plan

in their first semester. While all counselors work with transfer-bound students to develop and revise education plans, the Transfer Center works closely with students interested in a

All of the students who are assisted in the Transfer Center have formal education plans developed. Approximately 80 new veterans enroll each semester and each must have a complete educational plan.

Recommendation 3: The team recommends that the composition of the credit faculty of MiraCosta College reflect the diversity of the district's student population and the diversity of the community it serves. Diversity should be a primary consideration in the

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Eligibility Requirements

1. Authority

MiraCosta College has authority to operate as a degree granting institution due to the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education and is approved by the California State Department of Education Office of Private Postsecondary Education and is approved by the California State Department of Education Office of Private Postsecondary Education for training veterans and other eligible persons under the provisions of the GI Bill. This authority is noted on the page immediately following the title page of the MiraCosta College catalog.

2. Mission

The visiting team confirmed that MiraCosta College adopted its mission statement in 1997.

7. Degrees

The majority of the college's offerings are in programs that lead to degrees, as described in the college's catalog. A significant number of students enroll in these courses. Degree opportunities and transfer courses are also clearly identified in the catalog.

8. Educational Programs

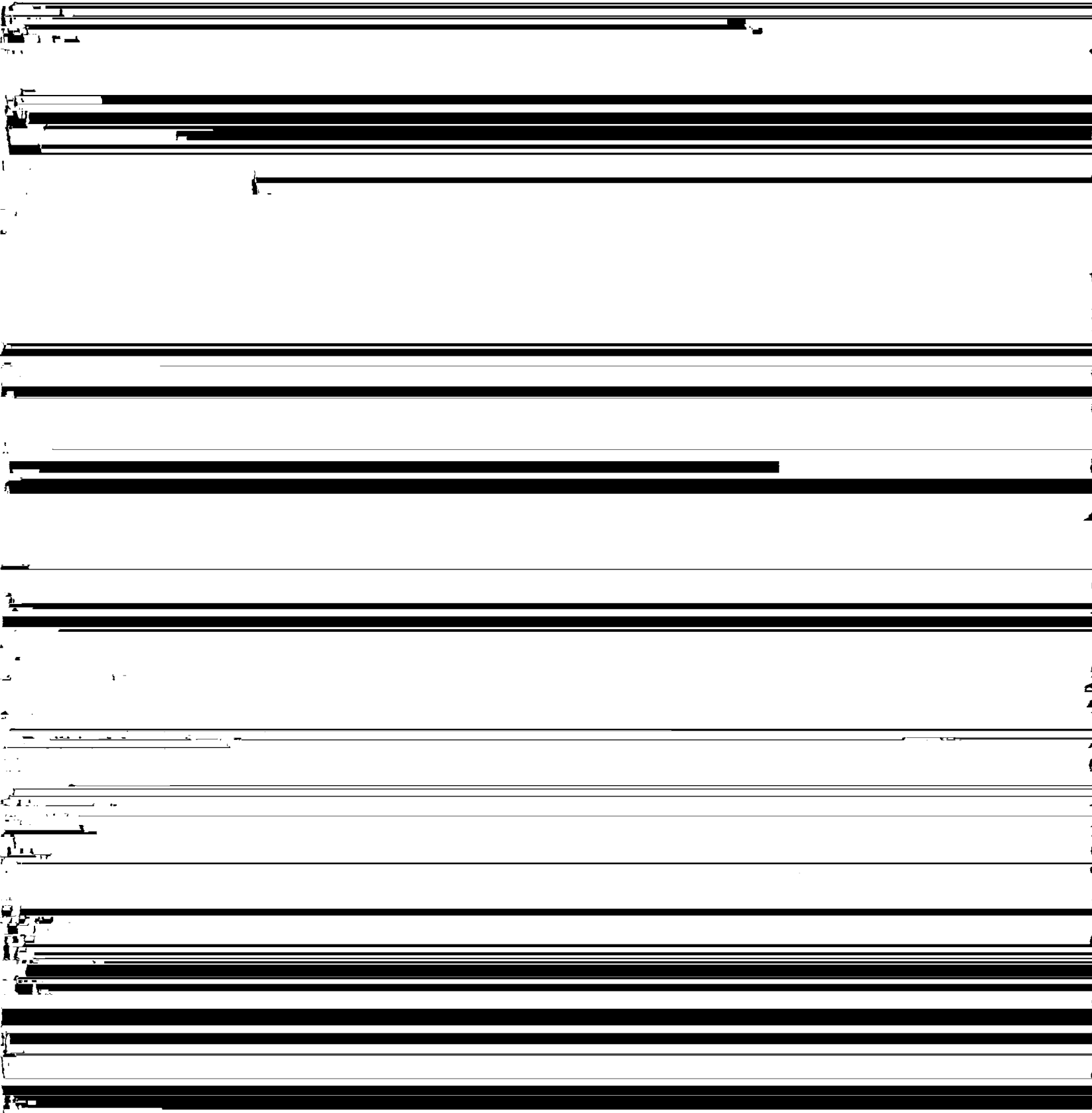
The college's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Associate in Arts and Associate in Science degrees generally require 60 semester units including 21 units of general education. Certificates of Achievement are designed to prepare students for employment in specific career areas. The total units required for a certificate of achievement varies with each discipline. Certificates of Proficiency are also offered in certain disciplines.

9. Academic Credit

14. Student Services

The college provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The college provides services in the following areas: Admissions and Records, Testing Center, Extended Opportunity

2005-06. The college does not have an overall institutional plan, nor clearly understood institutional goals with associated measurable, realistic, specific and time-bound planning objectives to guide the college direction and efforts. At the time of the visit, the college was in the process of intermission consulting with the Board of Trustees to develop an overall institutional plan.



STANDARD I INSTITUTIONAL MISSION AND EFFECTIVENESS

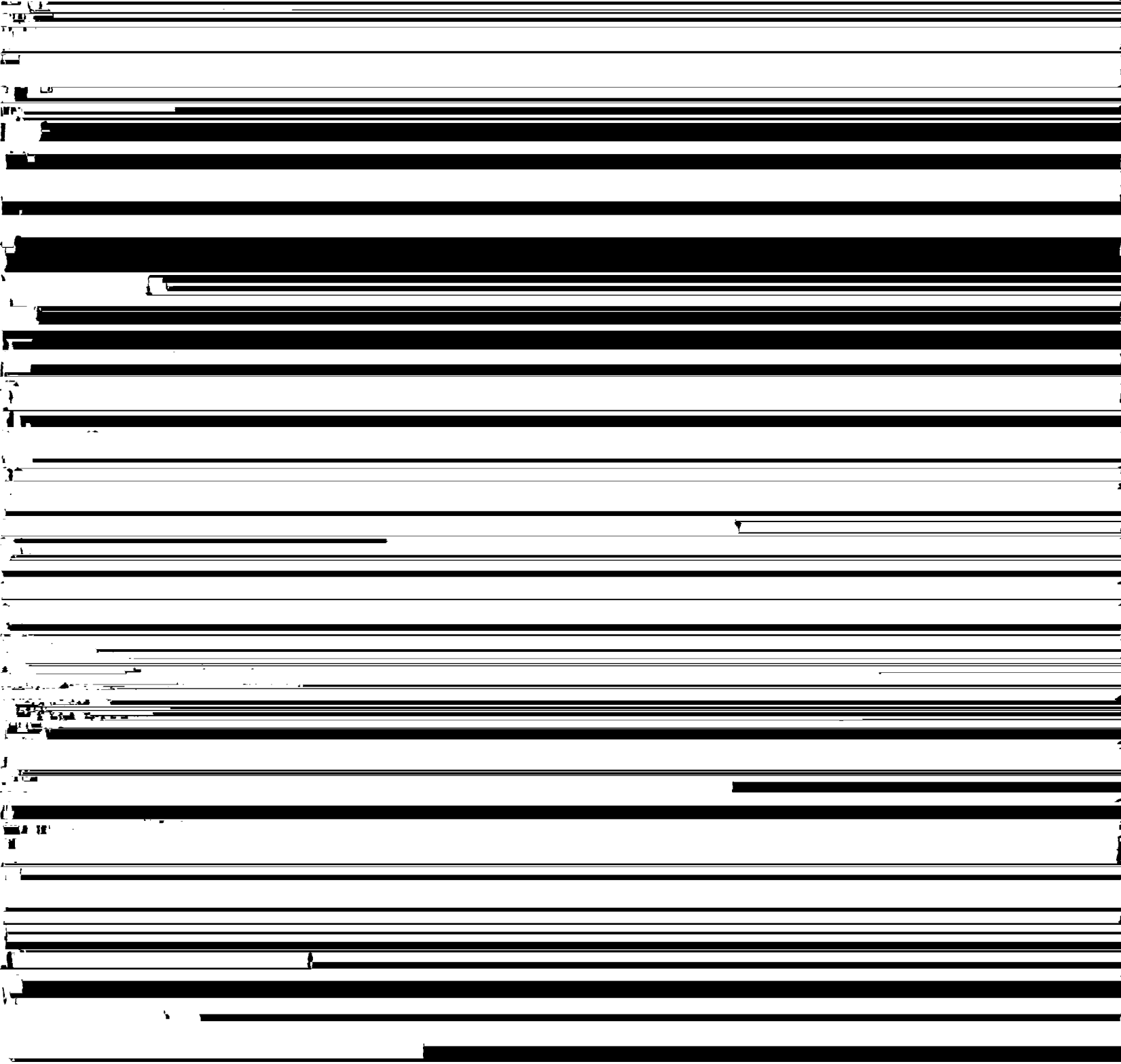
General Observations:

A. Mission

The mission has been approved by the Board of Trustees and is as follows:

and career technical education. The outcomes of these two programs were to be assessed in conjunction with the course level outcomes. The institutional outcome assessment was scheduled to be completed in spring 2009. The college revamped the program review process to incorporate student learning outcomes assessments. That process has only been piloted on four programs: Letters, Counseling, Allied Health, and Non Credit Health and Safety. It is evident that the

The three expectations in Standard I.A regarding the institutional missions are: 1) the mission defines the institution's broad educational purposes, 2) its intended student population, and 3) its commitment to achieving student learning. The institution's mission statement is:

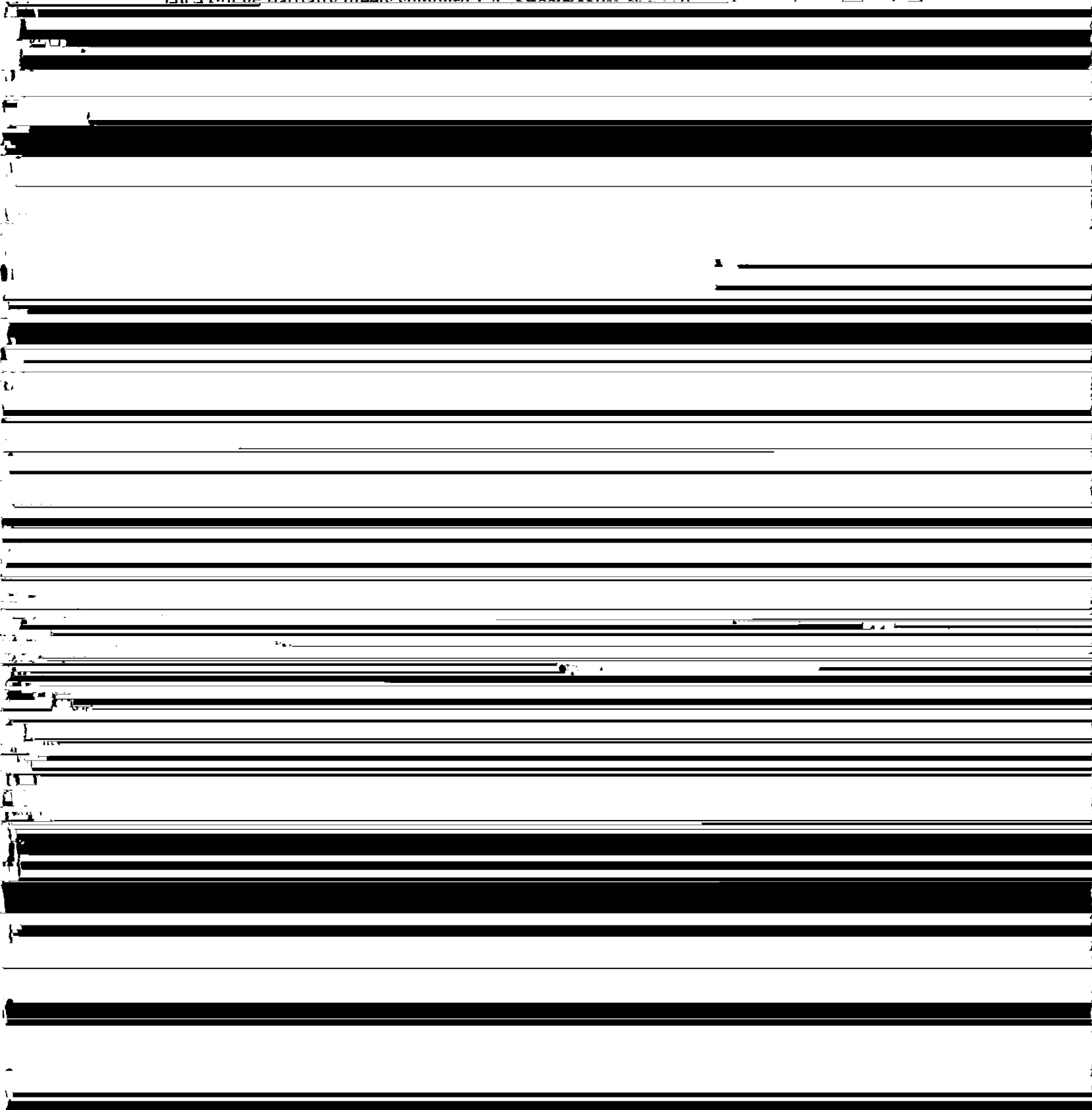


conducting program reviews prior to developing this new approach which started in 2009-10 and which at the time of the visit has not been through a complete cycle. The process, as it

Conclusions:

A. Mission

The college partially meets standard I.A. Specifically, the college



- Develop specific, measurable, realistic and time-bound objectives in relation to

STANDARD II STUDENT LEARNING PROGRAMS AND SERVICES

General Observations

A. Instructional Programs

The self reflection and analysis presented in Standard II.A is somewhat overstated and does not appear to represent an accurate picture of the current status relating to Student Learning Outcome assessment, program review or integrated planning for the instructional programs.

presentation was weak and lacked the detail required to validate progress towards or achievement of the standard. Evidence of...

B. Student Support Services

MiraCosta College provides a range of comprehensive programs and services that address both the general and unique needs of the students enrolled at the college. In addition to standard student services including counseling, financial aid, admissions and records, career studies, transfer center, EOPS/CARE, and DSPS, MiraCosta also offers programs such as Puente, Institute for International Perspectives, Retention Services, the Service Learning Program, University Link, Summer Bridge, and Academic Boot Camp. Campus police, School Relations, Student Activities, Testing Services, and Athletics are also part of the Student Services division. Student Services has a long established model of program review which has been used to guide program development for many years. Compared to the last self study, students reported increased satisfaction with all programs and services. A dedicated staff with experienced leadership has been instrumental in this success.

inter-library loan processes that help to meet the daily needs for students at all three principal locations (II.A.1).

The 2008 Accreditation Survey indicates that a majority of students (88%) are satisfied with the various modes and methods of instruction offered by the college (II.A.2.d). Methods and

modes of instructional delivery include lecture, lecture-laboratory, laboratory, cooperative/collaborative groups, laboratory, lecture-laboratory, work experience, computer-

cooperative/collaborative groups, laboratory, lecture-laboratory, work experience, computer-

philosophy, basic content and methodology and minimum competencies. General Education courses at the college "promote skill development and learning objectives that are consistent with the college's philosophy, basic content and methodology and minimum competencies. General Education

appropriateness, achievement of learning outcomes, currency, and future needs and plans (II.A.2.e, II.A.2.f).

The college has made significant progress in the area of Student Learning Outcomes over the past two years. The college is encouraged to continue building, collecting and sharing

MiraCosta is providing services to all three (Oceanside, San Elijo, and Community Learning Center) locations where courses are offered. Periodically staff members are rotated between sites to ensure the staff embraces all campus locations and that students receive quality

Counseling and academic advising services are available for students at all three MiraCosta sites. Data from the 2008 Accreditation Survey, Student Version and the Community College Survey of Student Engagement (CCSSE) survey reveal increased satisfaction, compared to the 2002 surveys, in regards to counseling and Transfer Center services. In addition to providing counseling and academic guidance to MiraCosta students, counseling

services, and teach classes designed to enhance student success and develop educational goals. A collaboration of student services and instruction is found in MiraCosta's learning support programs in tutoring, writing, math, and learning communities. In addition, the College Success Skills course involves faculty from both student services and instruction working together in an effort to improve student success (II.B.3.c.).

The majority of student services are located in close proximity to one another which

The MiraCosta Collection Development Librarian is positioned on specific campus-wide committees or as part of critical processes that help to inform the development of the collection plan in a manner that best serves the instructional and support needs for the college

student using this service might connect with librarians from any of the 8 colleges in the
cooperative (II C 1.2)

The library also has a team of students (Student Navigators) that are trained by librarians to
assist patrons who are having difficulty with...

provide one-on-one information competency skills development. This can be accomplished in person, online, by telephone, email and chat.

The institution is building and is encouraged to continue supporting a culture of evidence that embraces documents and shares meaningful dialogue throughout the institution.

analysis of student learning outcomes.

MiraCosta College has a positive and encouraging instructional climate, and there are numerous examples that demonstrate the existence of strong and well-documented student learning outcomes.

STANDARD III RESOURCES

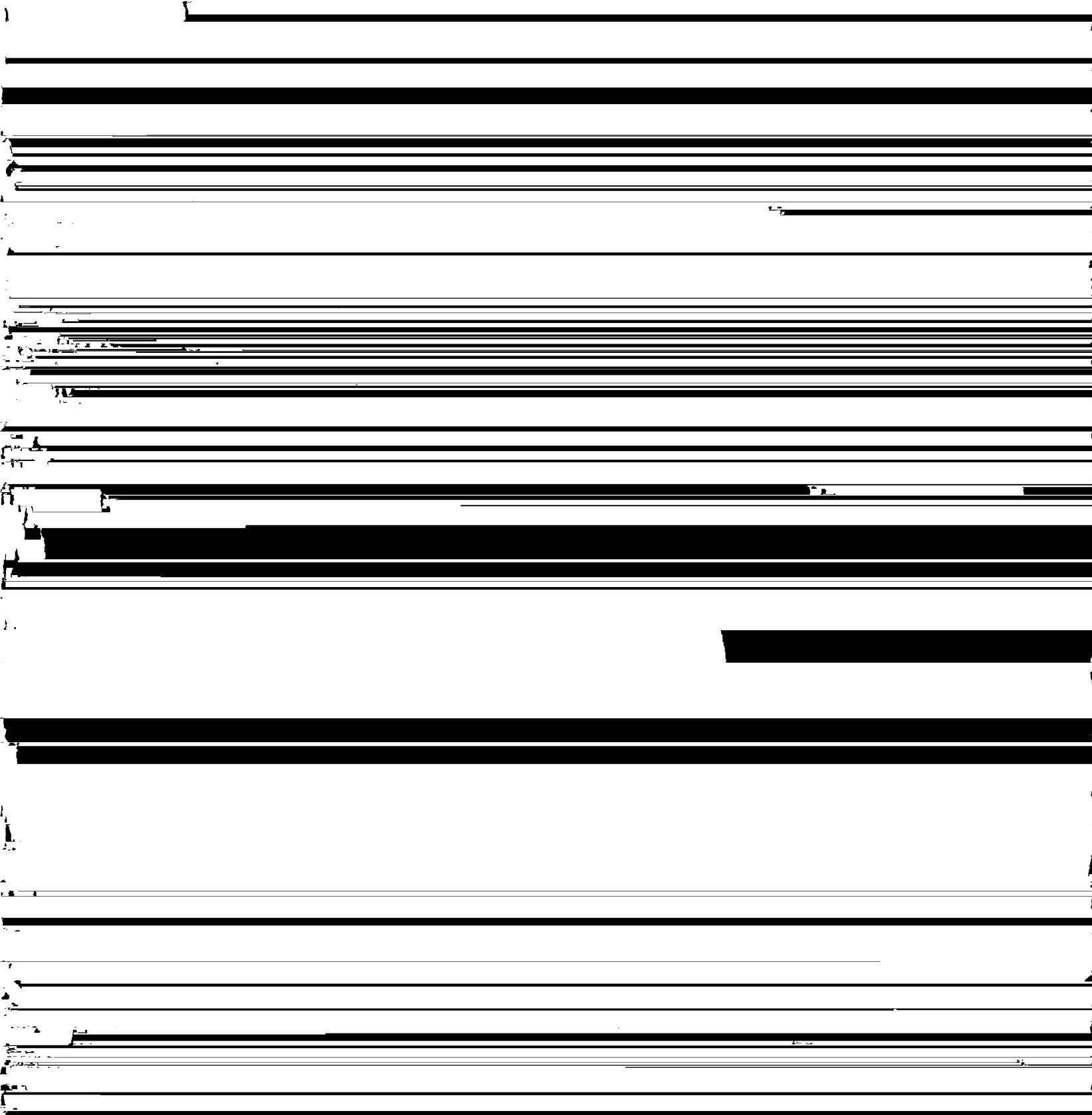
General Observations:

A. Human Resources

MiraCosta College employs qualified and dedicated staff who support the college's mission.

services. Policies and procedures are in place to recruit, employ and evaluate qualified
certificated and classified employees. Certification is maintained for all employees.

a new program review process which is intended to link planning and budgeting. However, at



The Human Resources Department is responsible for the recruitment, selection, and retention of faculty and staff. The department also provides ongoing professional development opportunities for all employees. The department works closely with the Academic Senate and the Board of Trustees to ensure that all personnel are qualified and that the college maintains a high level of academic excellence.

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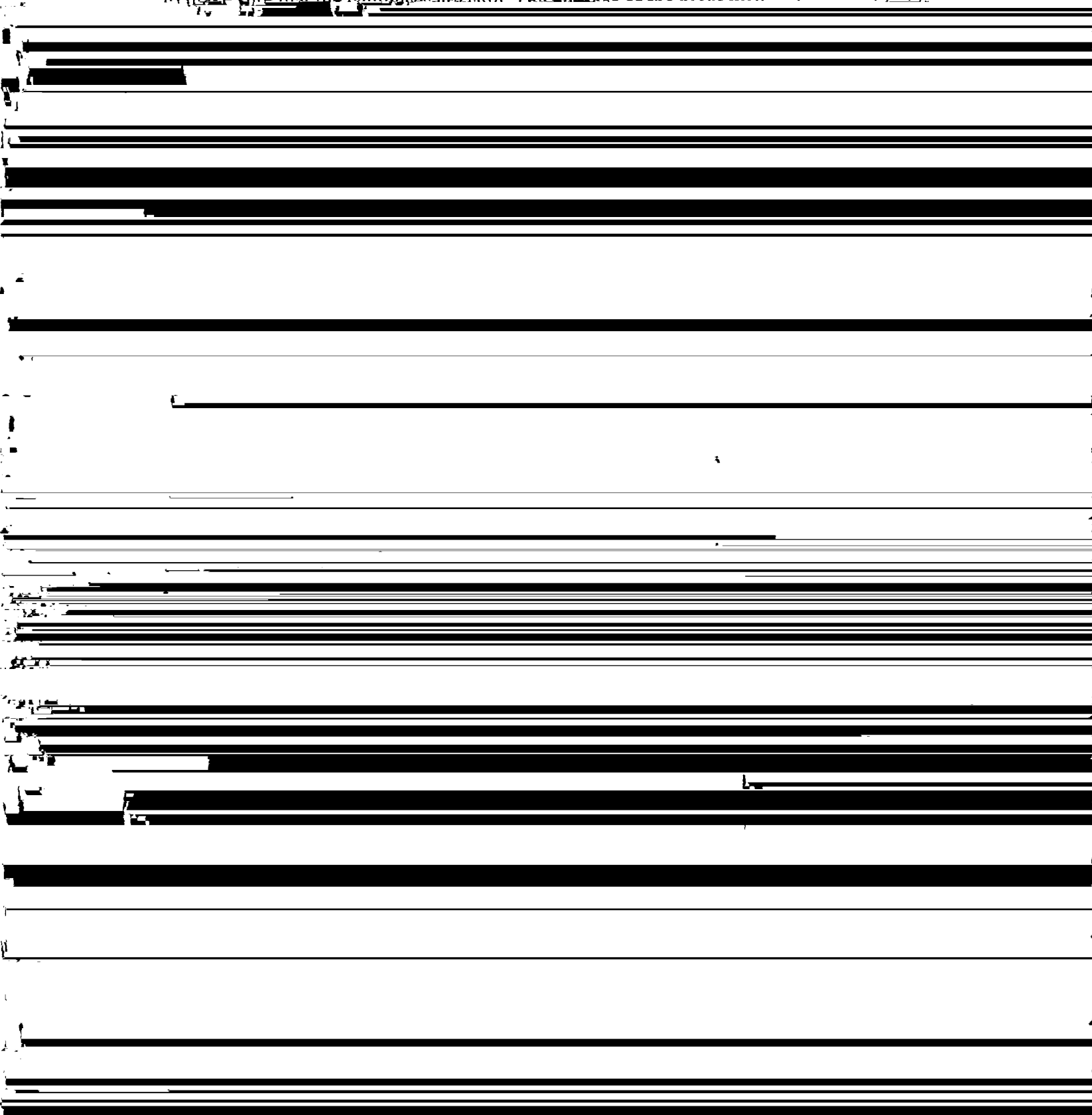
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An Equal Employment Opportunity Plan, developed by the Equal Employment Opportunity Advisory Committee in July 2008, seeks to promote diverse applicant pools and the hiring of

All three locations are clean, safe and attractive, with state of the art equipment. All buildings are built to Field Act Standards which includes review for access, fire/life/safety issues and mechanical review. Each campus is inspected twice a year, including a night walk to make sure that the campuses are safe. The purpose of the night walk is to ensure that the



this new model. the Campus Committee is where facilities issues are raised such as

The college provides many training opportunities for employees and students. Training opportunities are afforded by the trainer in AIS as well as other AIS staff through the

college's Professional Development Program during the flex week preceding the beginning

in place which eliminated SPIT and ICEcubes and created a new Campus Committee that assumed their responsibilities. In discussions with IT college staff, it was revealed that the ICE cube committee is still in place.

The college basic acid status has changed from 1990 to 2000. The 1990 value was 1.0 and the 2000 value was 1.2.

audit and the team noted that for each of the last four years, the college's audit report was given an unqualified opinion, the highest opinion available, with no material weaknesses over internal controls reported. There was a compliance finding related to CalWORKs eligibility in the 2009 audit report that was listed as a significant deficiency but not considered to be a material weakness and there was an audit adjustment within the Student Body Center Fee Trust Fund for \$5.6 million to increase capital assets. The audit report for

allows the Vice President of Administrative Service to contract with an outside audit firm to conduct "operational reviews" in order to make improvements over the college's internal controls. Several recently completed reviews include civic center procedures, cash handling

San Diego County investment pool (III.D.2.d).

The college contracts both food services and the health

Conclusions:

A. Human Resources

The college partially meets standard III.A. Specifically, the college does not meet standards III.A.1.c and III.A.6.

MiraCosta College's processes for hiring, evaluating and providing professional development opportunities ensures that the college will continue to maintain qualified personnel that support learning. The college has established a goal of 2% annual growth in the hiring of full-time faculty. Establishing broad and diverse candidate pools and increasing the ethnic diversity of the college faculty continues to be a goal for the college. Although there is evidence of college-wide involvement of faculty in the development of student learning

exceed 8% of unrestricted expenditures, has adequate cash flow and keeps borrowing to a minimum. The new program review process intends to link program reviews to planning to budgeting. However, without a defined overall institutional plan this link cannot be created. The college also needs to add the evaluation step to see how effectively the money has been spent.

Commendations:

Commendation 3: The Team commends the college for enhancing the learning

environment through well integrated and maintained facilities and grounds with a focus on sustainable practices and landscaping that create a cohesive and aesthetically pleasing campus

STANDARD IV LEADERSHIP AND GOVERNANCE

General Observations:

In 2008, the college embarked on a comprehensive redesign of its governance and planning process. Led by a new campus-wide group, the Governance Organization (GO) committee,

review, planning and budget allocation through the creation of a new governance model. The GO committee began with 12 goals, which reflect an inclusive and intentional approach.

The self study refers to surveys conducted in 2002 and 2008 which reveal a sharp decline in the campus community's perception of ethical and equitable treatment. There is a claim that the perception is reflective of dissatisfaction with the Board of Trustees although there is no documentation which supports the claim or reflects a change since 2008. Interviews with

creating a positive and cooperative college climate. Members of the college community appear to genuinely want to move beyond the conflicts and contentiousness of the recent past and re-establish positive working relationships. Clearly, the Superintendent/President has

Superintendent/President. The team suggests that the college codify the process in a formal

Administrative Procedure to accommodate the requirements of the accreditation process.

Superintendent/President Selection (IV.B.1.j).

The college had a 2000-02 Academic Master Plan and no new plan has been developed since. According to the self study, an Educational Master Plan was to be created in fall 2009. After a failed attempt to find a firm to develop a comprehensive document, the leadership decided to separate the instructional facet from the facilities facet. At the time of the visit, the college was in the process of interviewing firms for each of the plans. Interviews with members of the faculty, staff, administration and Board of Trustees revealed a belief that the new Educational Master Plan, once developed, will align the instructional, facilities, and technology plans into their desired long range institutional plan.

