





**MiraCosta Community College District**

**Special Report—Baccalaureate Degree**

MiraCosta College

1 Barnard Drive, Oceanside CA 92056

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

**December 1, 2017**



**Certification Page**


**Special Report – Baccalaureate Degree**

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


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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures

  
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*Superintendent/President*

Date: 11.15.17

  
\_\_\_\_\_  
David Broad

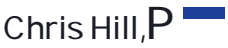
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## Acknowledgments

The development and implementation of a biomanufacturing baccalaureate program is an enormous undertaking. Through the collaborative efforts of individuals and groups from all segments of the College, MiraCosta welcomed its first cohort of bachelor's degree students in fall 2017. This special report details the efforts to date and documents the reflection and desire for continuous improvement that guide the College's work in meeting not only Accrediting Commission for Community and Junior Colleges (ACCJC) Standards, but also the MiraCosta College mission. The College is grateful to the following individuals and groups for their leadership in this effort and their contributions to this report.

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## **Introduction**

MiraCosta Community College currently offers 67 associate degree programs and enrolls approximately 21,000 students in the College's credit programs. The College mission provides the foundation for all of MiraCosta's programs and services as well as for the creation of institutional goals. Providing career





## Accreditation Standards

### I.A Mission

#### Standard I.A.1:

##### Specified Baccalaureate Degree Program Evaluation Criteria:

Institutions may need to make changes to the institutional mission to reflect the baccalaureate degree, which must align with the Institutional mission.

Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

The MiraCosta College mission statement, pictured below, outlines the broad educational purpose of the College, its intended student population, and its commitment to student learning and achievement by pledging to "provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success." These educational opportunities include university-transfer coursework, career technical education, basic skills education, and lifelong-learning courses for both face-to-face and online students. The mission also clearly states the degrees and other credentials the College offers include undergraduate degrees and certificate programs.



In January 2015, as part of the opportunity provided by California Senate Bill 850, MiraCosta College was among 15 two-year institutions selected to participate in the Baccalaureate Degree Pilot Program by offering a bachelor's degree in biomanufacturing. Although the new degree clearly fits within the existing workforce and economic development aspects of the mission, MiraCosta College reviewed the mission and legislative requirements of Senate Bill 850. The College's four governance councils (Academic Senate, Administrative Council, Classified Senate, and Associated Student Government) considered replacing the word "associate" in the mission with "undergraduate" to be more inclusive of the new baccalaureate program in biomanufacturing. The four governance councils and board of trustees (BOT) approved the change in fall 2015 ([I.A.1-1](#)).



Student demand for the program was evident when the College’s Biotechnology Department surveyed 138 current and former biotechnology students in fall 2014 and the results indicated 48 percent were “very interested” and an additional 34 percent expressed they were “interested” in the baccalaureate program ([I.A.1-2](#)). Demand was also evident by the number of individuals who completed an interest form through the Biotechnology Department webpage: 316 people signed up to receive information about the program between August 2015 and January 2017 ([I.A.1-3](#)).

## **Standard I.A.2:**

### Specified Baccalaureate Degree Program Evaluation Criteria:

The assessment of data, in addition to measuring institutional effectiveness, must also demonstrate the effectiveness of the baccalaureate degree program.

The assessment of the baccalaureate degree must be differentiated from the overall assessment of institutional outcomes.

MiraCosta College strives to meet its mission through effective planning, prioritization, and systematic evaluation of its efforts. The ten-year comprehensive master plan (CMP) was approved in 2011 and outlines five institutional goals as follows ([I.A.2-1](#)):

MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

MiraCosta Community College District will become the institution where each student has a high probability of student success.

MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

MiraCosta Community College District will be a conscientious community partner.

The effectiveness of the College in accomplishing its mission is measured in three critical ways:

The development of a series of three-year strategic plans with objectives that align to the institutional goals outlined in the CMP.

Assessing and comparing institutional-level metrics against institution-set standards and evidence-based goals that are aligned with the mission.

Reflecting on and analyzing data as part of the annual program review process.

The most recent strategic plan expired in spring 2017; thus, during fall 2017, the College is developing a new plan to carry it through the completion of the 011

. As a precursor to the development of that plan, MiraCosta College is reviewing

institutional data that include information about the community served by the College, student achievement and outcomes data, and indicators about the effectiveness of college operations as a whole.

In addition, MiraCosta annually reviews institutional-level metrics, including relevant data on student success, equity gaps, and completion, as well as the achievement of student learning outcomes as a way of measuring the College's effectiveness in accomplishing its mission.

The College's institutional program review process requires instructional and service programs (and combinations thereof) to undertake an annual review and analysis of data each fall ([I.A.2-2](#): pp. 16–19). The programs use data on student achievement, student outcomes, and program productivity to evaluate how well they are meeting the commitments voiced in the mission to provide quality educational opportunities and support the success of students. These data show changes over time while also contextualizing student achievement data against District averages. As part of this process, programs develop plans to improve in individual areas. These plans are explicitly linked to the strategic plan's objectives, the CMP's institutional goals, and—by extension—the College mission. Once completed, program authors and supervisors evaluate the submitted program reviews on a number of factors, including how well the program is meeting the mission of the College ([I.A.2-3](#): pp. 20–21).

The baccalaureate degree program in biomanufacturing just began in fall 2017, so data are not yet available on the effectiveness of the program. The biomanufacturing program will undergo the same program review and planning processes outlined above, and the metrics measured will include student achievement data (e.g., course completion, retention, and persistence), data on recruitment and enrollment, and achievement of student learning outcomes.

### **Standard I.A.3:**

#### Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

The College mission provides the foundation for all of MiraCosta College's programs and services as well as for the creation of institutional goals. The baccalaureate in biomanufacturing is aligned with the College's mission as a career education program that supports the needs of the growing biotechnology economic sector in San Diego County.





**Table 2. Bachelor's Degree Program Outcomes and Assessment Methods**

<b>Program Student Learning Outcomes</b>	<b>Assessment Methods</b>
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**Standard I.B.7:**

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AP 4100B: Graduation Requirements for Degrees and Certificates–Bachelor in Science Degree ([I.B.7-8](#))

AP 4101: Directed Studies ([I.B.7-9](#)).

The senate also approved the Equivalency Committee’s Minimum Qualifications and Equivalencies administrative procedure addendum, which defines the process for faculty teaching in the bachelor’s degree program ([I.B.7-10](#)).

The Academic Senate forwarded all approved board policies and administrative procedures to the College Council, which approved them as recommendations to the superintendent/president on April 8, 2016 ([I.B.7-11](#)). The superintendent/president recommended the new and revised board policies to the BOT; the board reviewed them on May 18, 2016 and approved them on June 22, 2016 ([I.B.7-12](#)).

The College utilizes priority registration to maximize completion across student

## I.C Institutional Integrity

### Standard I.C.1:

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Specified Baccalaureate Degree Pr



**Standard I.C.2:**

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Overall documentation of student achievement can be found on the CCCC Student Success Scorecard ([I.C.3-2](#)), which is linked to the College website and is available to constituency groups on campus via the student success dashboard ([I.C.3-3](#))

## II.A Instructional Programs

### Standard II.A.1:

years and are projected to be among the highest in the next tw

All learning outcomes at the College are submitted to the Outcomes Assessment Committee for review and approval before being recorded on the course or program outline of record. Once approved, the SLOs for the upper-division baccalaureate courses and degree were recorded. The degree outcomes were identified in the 2017–2018 MiraCosta College Catalog, and the course-level outcomes are provided to students on the course syllabi.

Discussion of outcomes assessment results at the course and program levels are included in the program review process for a full analysis of program effectiveness. Each instructional department and program has a designated SLO lead who is authorized to log assessment work into the TracDat online reporting program in a timely manner. The SLO lead plans and coordinates departmental SLO activities that provide associate (part-time) and full-time faculty the opportunity to engage in dialog and provide input on SLO planning, assessment, and interventions based on assessment results. The lead also collaborates with the department chair on the SLO reflection for program review ([II.A.3-1](#), pp. 4–6).

Learning outcomes assessment data for the new baccalaureate program will be collected during the cohort's first year and evaluated during the next program review cycle (fall 2018).

**Standard II.A.5:**

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CCCCO to offer a bachelor's degree certifies that the proposed program of study follows the statutory and regulatory requirements published in the handbook, and these requirements ensure approved baccalaureate degrees "are equivalent or superior to other baccalaureate degrees offered by other community colleges or universities throughout the United States" ([II.A.5-2](#): p. 8).

The handbook specifies lower- and upper-division major and general education requirements and obliges colleges to implement a course numbering system that clearly distinguishes between lower- and upper-division courses ([II.A.5-3](#)). MiraCosta College's biomanufacturing bachelor's degree program requires a minimum of 120 units as prescribed by the CCCCCO and codified in board policy ([I.B.7-7](#)), and only upper-division courses are numbered 300 or higher.

In addition, on December 1, 2015, the ACCJC's Committee on Substantive Change granted the College approval to offer a Bachelor of Science in Biomanufacturing ([ER-4](#)).

As stated under Standard I.B.2, student expectations for upper-division major and general education coursework reflect the higher levels of learning appropriate to 300- and 400-level courses that expand and build upon the foundational knowledge of lower-division coursework. The CPC defines the instructional level and rigor of upper-division coursework at MiraCosta College as follows ([I.B.2-1](#)):

Upper-division courses require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.

Upper-division courses will typically have pr

**Standard II.A.6:**

Topic	Year 1		Year 2		Year 3		Year 4	
<b>GE Area 3</b>	One course (3U)	One course (3U)	One course (3U)					
<b>GE Area 4</b>	One course (3U)	One course (3U)		One course (3U)				
<b>Upper Division GE</b>						PHIL 302 (3U)	BIO 340 (3U)	BUS 302 (3U)
<b>Electives</b>	Up to four (3U) electives to meet 120-unit requirement for the degree							
1. *Units are not bachelor's degree applicable								
2. All shaded requirements may be shifted between semesters to balance unit load								
<b>TOTAL SEMESTER UNITS (MINIMUM): 120</b>								

**Standard II.A.9:**

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Summative assessment through comprehensive written exams that test mastery of lecture and laboratory content, analytical skills, and the ability to critically evaluate and apply knowledge gained in the course to novel scenarios that engage the constraints of physical, chemical, and biological sciences on the design of biological processes and how those processes scale up and scale down for future study. Formative assessments related to the essential theories that underpin biomanufacturing operations, including online discussion board, homework, and study quiz assignments as well as written lab notebook entries, essays, lab reports, and blog posts, that provide opportunities for regular and ongoing interaction and feedback informing students of their progress.

As stated in Standard I.B.2, the bachelor's degree program outcomes and assessment methods, illustrated in Table 2, also reflect higher levels of depth and rigor than are typical of lower-division programs.

### **Standard II.A.10:**

( 10 )

#### Specified Baccalaureate Degree Program Evaluation Criteria:

Policies for student admission into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experience, and general education.

Admission into the baccalaureate program is restricted to students who have completed designated science prerequisite courses with no less than a cumulative 2.5 grade point average (GPA), achieved an overall 2.0 GPA in all coursework completed at MiraCosta College or another institution, and completed ENGL 100 and a statistics course with a grade of C or better ([I.B.7-7](#)). Qualified applicants are given additional consideration if they have completed their lower-division general education requirements, they have completed additional 200-level biotechnology coursework, or they have relevant life experiences ([I.C.1-1](#)).

The College uses the California State University General Education (CSU GE) Breadth or University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC) certification guidelines to approve the transfer of credit from other U.S. regionally accredited institutions to meet the baccalaureate program's lower-division general education requirements. These guidelines are published in Administrative Procedure 4025B ([I.B.2-1](#)). The transfer of credit to satisfy the program's lower-division major requirements, as outlined

in Administrative Procedure 4100B, is determined by a faculty review of the course description, comparable content, appropriate prerequisites, or C-ID number; upper-division courses from other U.S. regionally accredited institutions are evaluated for appropriate major, general education, or elective baccalaureate degree credit ([I.B.7-8](#)).

For students transferring credit internally or externally (from another college) into the bachelor's degree program, MiraCosta College has a stated commitment to evaluating prior work for lower- and upper-division requirements and communicates that information for the benefit of students on the College website ([I.C.1-2](#)). As part of the admissions review, all applications are evaluated by Admissions and Records, and the evaluation includes a full report on the status of coursework completion related to lower-division general education and prerequisites ([II.A.10-1](#)).

**Standard II.A.11:**

Specified Baccalaureate Degree Program Evaluation Criteria:

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**Standard II.A.12:**

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**Standard II.A.14:**

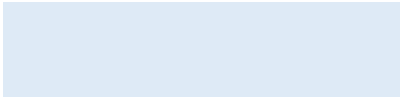
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Specified Baccalaureate Degree Program Evaluation Criteria:

The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

MiraCosta College’s philosophy and criteria for baccalaureate degrees and general education (I.B.2-1) asserts students with a baccalaureate degree will “possess sufficient depth in the major to contribute to preparation for career positions within the region and beyond.” To ensure the fruition of this philosophy, the College collaborated with the biotechnology program’s advisory board to identify and validate the learning outcomes and competencies that guided the development of the baccalaureate program’s curriculum (II.A.1-2). As a result of this collaboration, students who complete the required upper-division coursework will be sufficiently prepared to sit for key, industry-relevant certifications, identified in Table 4, which will validate the skills, abilities, and knowledge gained from the degree program.

**Table 4. Upper-Division Course Preparation for Professional Certification**



## II.B Library and Learn

computer equipment and software, reference materials, and resources and equipment, such as microscopes, slide sets, and scientific calculators.

MiraCosta College is also currently developing a relationship with neighboring California State University San Marcos to employ its biotechnology graduate students to provide tutoring support specifically for the College's baccalaureate students, and the College expects to recruit senior-year bachelor's degree students to tutor junior-year (and lower) students in the future.

## **II.C Student Support Services**

### **Standard II.C.6:**

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#### Specified Baccalaureate Degree Program Evaluation Criteria:

The prerequisites and other qualifications for the baccalaureate degree are appropriately communicated and applied to students.

The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

The eligibility requirements for admission to the biomanufacturing bachelor's degree program are communicated to students in the online college catalog ([I.C.1-1](#)), on the Biotechnology Department webpage ([I.C.1-2](#)), and in the department's brochure ([I.C.4-2](#)). The webpage and program brochure also provide a representative four-year plan to illustrate how courses within the program are sequenced.

For the fall 2017 cohort, evaluators from the Admissions and Records Office screened each applicant's transcripts to ensu





Work in collaboration with other full-time instructors of the Biotechnology Department in coordinating curriculum and mentoring associate faculty in these courses.

Serve as a liaison between the San Diego biotechnology community and the Biotechnology Department.

**Standard III.A.2:**

Work in collaboration with other full-time instructors of the Biotechnology Department in coordinating curriculum and mentoring associate faculty in these courses.

Specified Baccalaureate Degree Program Evaluation Criteria:

The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.

In cases where no master's degree is available for the field of study, the qualifications for the baccalaureate degree shall be as follows:

**Standard III.A.7:**

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Specified Baccalaureate Degree Program Evaluation Criteria:

The College has a number of processes in place to evaluate its facilities and equipment on a regular basis. These include the following:

The annual program review process allows for program, department, division, and area equipment evaluation and planning, which are ongoing and done at the appropriate organizational level. Prioritization of requests is completed as part of the annual budget and planning process ([III.B.3-1](#)).

The District updates the Five-Year Construction Plan ([III.B.3-2](#)), Five-Year Scheduled Maintenance and Special Repairs Plan ([III.B.3-3](#)), and Space Inventory Report ([III.B.3-4](#)) on a regular basis. These plans and reports require pertinent utilization and planning data.

A facilities assessment is completed every three to four years by a team from the

Educational technology (e.g., Canvas, Blackboard, Moodle, SPSS, Minitab, Microsoft Office, Adobe Creative Suite, and Turnitin) is available to all baccalaureate students. In addition, the Biotechnology Department recently upgraded the statistics software package to JMP, which is an industry standard for statistical and data analysis. The software is available in PC and Mac formats and includes the option for personal copy insta

support the growth and offerings of the new baccalaureate program, including an instructional aide, a tutoring budget, and a supply budget ([III.D.1-2](#)). Additional budget allocation for the program will be assessed through the program review process.

The District routinely has unqualified audits and no findings dating back to at least 2010. MiraCosta College's strong management and fiscal leadership ensure the baccalaureate budget resource requirements will be part of the annual budgeting process and will be sustainable for the long term.

## **IV.A Decision-Making Roles and Processes**

### **Standard IV.A.4:**

#### Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate degree program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

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. These roles, structures, and processes are codified in Board Policy and Administrative Procedure 2510 ([IV.A.4-1](#)) and the Governance Manual ([IV.A.4-2](#)).



District policies and procedures. The committee recommends routine curricular matters to the Academic Senate for ratification on the senate's consent calendar, and the senate forwards them directly to the BOT for final approval. Once approved by the BOT, all course and program proposals are submitted to the CCCCCO for approval ([I.B.7-4](#)). As described in Standard I.B.7, this initiation-to-approval process was followed when the baccalaureate program and courses were approved in 2016.

## **Catalog Requirements**

MiraCosta College publishes an electronic catalog every year. The information published in the catalog is effective for the academic year beginning with the fall semester and concluding with the summer intersession. The catalog is available in Portable Document Format (PDF) for those who wish to print the entire catalog or individual pages from it.

Information about the baccalaureate degree program is located in the Biotechnology area of study section of the 2017/18 catalog ([I.C.1-1](#): pp.129–137).



## **Commission Policies**

### **Standards and Performance with Respect to Student Achievement**

As outlined in Standards I.A.2 and I.B.3, MiraCosta College has defined a number of student achievement metrics that it tracks on a regular basis. These include but are not limited to course completion, retention, persistence, degree and/or certificate completion, and transfer. These metrics are discussed annually at the college level and institution set-standards have been identified. Data such as these are also reviewed at the program level as part of the annual program review process, and any improvements that may be needed as a result of the analysis are captured in action





District security standards require that student passwords be changed once a year, while faculty and staff must change passwords twice a year. Passwords cannot be repeated and there are minimal standards for password length: a mix of upper, lower, special, and numeric characters. The user id and password are locked if the password is entered incorrectly multiple times within a short window of time.

The Online Education Department carefully reviews all classes listed as hybrid or online at the beginning of each term to determine whether or not they are in compliance with Administrative Procedure 4105. The department then contacts course instructors who are not using a College content management system to make sure students' identities will be authenticated via proctored exam or an alternative technology.

The College ensures both hardware and software are current and sufficient to support MiraCosta College's distance education offerings. Software includes course management systems, plagiarism programs, collaborative tools (i.e., voice authoring and web conferencing), screencasting, and virtual desktops with specialized software.

In addition, AIS works collaboratively with the Professional Development Program to support instruction for faculty and staff in the effective use of the available technology. Instruction can be customized or can occur as group training opportunities. Individual support is also provided via email, phone, or in person when needed. In addition, just-in-time training and support are provided to students for applicable student systems via computer lab instructional aides as well as online self-help materials.

### **Institutional Disclosure and Advertising and Recruitment Materials**

MiraCosta College provides accurate, timely, and appropriately detailed information regarding its mission, programs (certificate, associate degree, and baccalaureate), services, locations, and learning outcomes.

MiraCosta College has a clearly delineated board policy and procedure for students or the public to share their concerns or complaints ([CP-8](#)). The steps for resolving an issue, as well as references and relevant forms, are available on the Concerns and Complaints webpage on the College website ([CP-9](#)). From that webpage, an individual can also find links to submit complaints regarding the institution to the ACCJC or the CCCCCO. Similar information can be found in the College catalog ([CP-10](#)).





