Institutional Self Study Report in Support of Reaffirmation of Accreditation

ADDENDUM

February 22, 2010

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

Submitted by:

[redacted]

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may

Since the Board of Trustees approved the self study the courses and programs committee approved Administrative Procedure 4021: Program Discontinuance (Attachment C) that replaces

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Attachment A

Online Education Plan for MiraCosta College

Online Education Plan for

- Insuring the subsequent development and support of a robust online education offering at MCC via the following:
  - [redacted]
  - planning and budgeting processes for online education,
  - Providing Academic Senate committees, Academic Senate Council, [redacted]

I. Student Services

support. Comparable appropriate services should be available to all students, regardless of

A. Admissions and Records

schedule, pay fees, add and drop classes via SURF, obtain unofficial transcripts, make

- Offer all counseling courses online regularly.

[redacted]

C. Financial Aid

[redacted]

Plan:

- Make DSPS counseling services available online in both synchronous and asynchronous formats.
- Explore possibilities for off-site verification of disability.

F. EOPS

Discussion: EOPS services are only available onsite, although faculty may submit progress reports via email.

Plan:

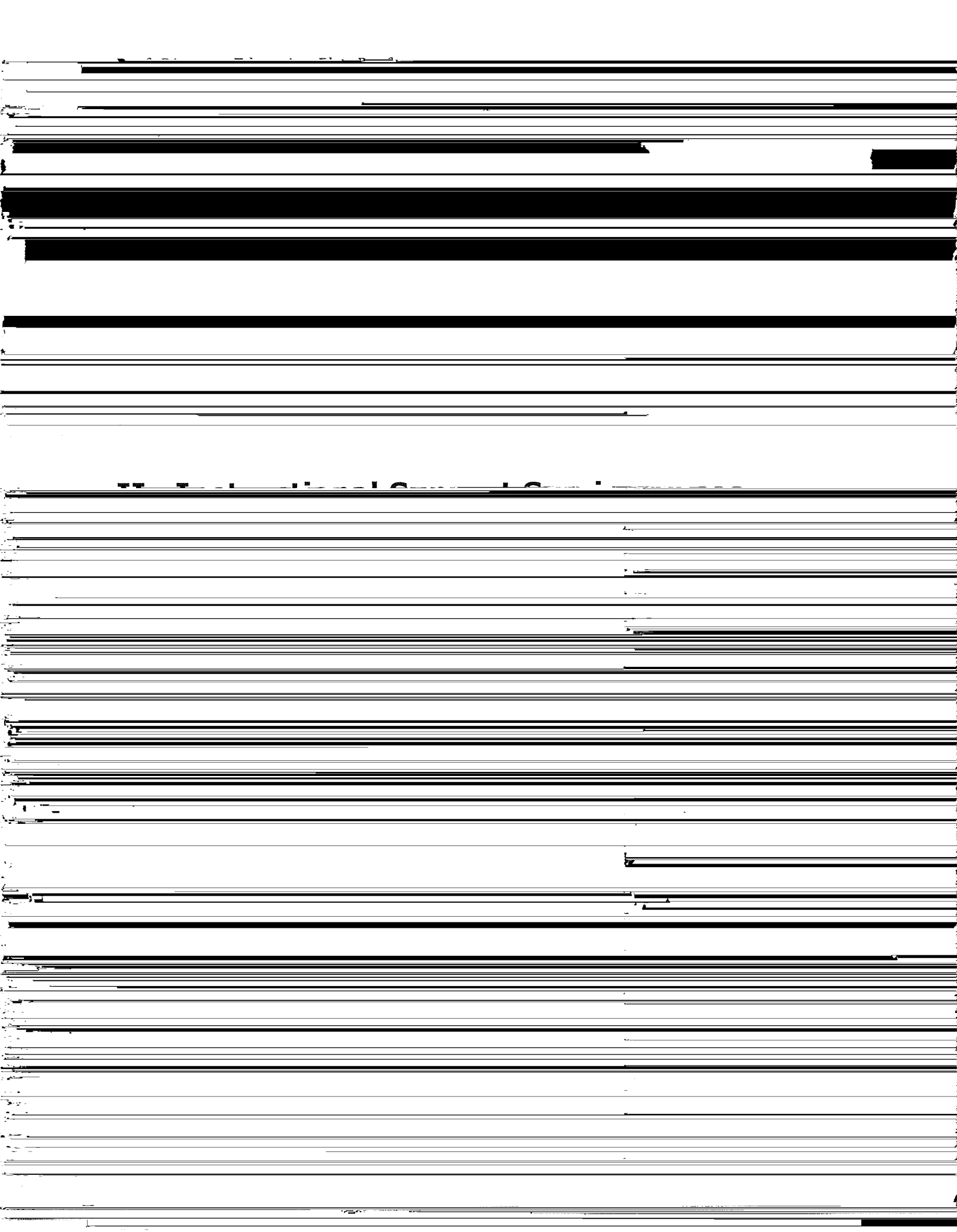
- Make EOPS counseling and peer mentoring services available online in both synchronous and asynchronous formats.
- Allow EOPS students to access and use textbook vouchers online, and to check-out

sending the books via US mail when necessary.

Plan:

- Expand the synchronous help provided inside Blackboard to a web- based assistance link that can be used in any CMS, blog, wiki, or outside technology.
- Develop an online orientation that instructors can assign or require in their classes, and which emphasizes general online skills and recommendations for student success in an online class.

- Create online tutorials for students to learn how to access and use Blackboard and SURF



resources, which in turn allows for purchasing fewer resources for the same budgeted dollars.

- The library will continue to develop multimedia materials to enhance the information literacy skills of distant learners. With the advent of Web 2.0 technologies the library can more easily produce learning objects such as instructional videos, tutorials, and

[redacted]

library portal or the course management system.

- The library will continue to explore and develop on-demand services such as chat, text-a-librarian, search widgets, and social networking applications to better meet

[redacted]

[redacted]

(Online Writing Lab) using Smarthinking.com for asynchronous feedback. Fourteen classes participated in the pilot, eight of them online. Out of 335 unique students possible, only 33 participated, two of whom were online students; this produced a total of 105 uses. At that time the Writing Center Advisory Committee saw no need to continue since online students did not use the service. This coming Spring marks five years since this pilot, a perfect time to try an online pilot again.

Plan:

- Pilot asynchronous writing feedback service to students of online courses because

Economics, etc.). Given the proctoring services provided by the APC, more instructors are

- Survey students, evaluate need, and collect data to provide direction for further development. Ask students what they want and need.
- Continue to increase hours and days of operation of the APC to accommodate the greater number of online courses now offered that make use of the APC proctoring service.

Discussion: All courses must be approved by the Courses and Programs Committee, with

and/or CSU GE online, either using online or hybrid courses from MCC, or pointing students towards courses they can take online elsewhere, in any cases where MCC

- Develop hybrid laboratory classes and lecture-lab classes that allow an appropriate

- Schedule other courses that science majors take, such as advanced math courses, online, as hybrid courses, or at times when they do not conflict with laboratory classes that must be fully or partially on-site.

D. Testing & Assessments

Discussion: The balance of class section offerings has been determined thus far primarily

by the willingness of department full-time faculty to either teach such sections or hire

C. Teaching Faculty Issues: Selection, Evaluation, and Professional

[redacted]

1. Selection of faculty

[redacted]

Discussion: Professional development opportunities for online instructors have been

as well as via the web from colleges, universities, and @ONE. In addition, the Program for Online Teaching offers faculty-led workshops on the most current and educationally useful web technologies. There is no training for web skills or attention to emerging technologies apart from a specific application [see Infrastructure, below].

Plan:

- Continue to provide faculty support through the AIS trainer and alternate methods as they evolve
- Look at self-paced online solutions to address individual faculty needs for technical training.

6. Technical and clerical support

Discussion: Support for technologies supported or purchased by the district is available

with requests made through the Employee HelpDesk inside the Portal. A default setup for

employee even though such works may have been developed within the employee's scope of employment. The official course outline of records is the property of the college, regardless of authorship. The individual expressions in the syllabus are the intellectual property of the author. [source: AP 3715]

9. Office Hours

Discussion: MCC's Academic Senate adopted the following policy in 2004:

Regular office hours (a minimum of two hours per week) must be scheduled and maintained by each instructor and must be announced to students as well as submitted to the appropriate faculty secretary by the end of the first week of class, or as soon as approved. The purpose of office hours is to provide students with a definite time when they know that they will be able to consult with or get feedback from their instructor. Office hours may be held in a location on campus, by phone, or online (by an

TV Student Issues

C. Privacy Issues

Discussion: The district has a responsibility to ensure the privacy of its students and staff, following FERPA guidelines. The college employs dedicated fulltime staff to assist with these processes. There has been and should be continued training.

Plan:

- Apply campus-wide rules and policies to the online environment.

[redacted]

privacy.
- Work with identity management processes to authenticate users.

D. Student Intellectual Property

Discussion: Student Intellectual Property is also covered in BPAP 3715, as follows:

V. Infrastructure

A. Networks and Servers

Discussion: The District is currently maintaining three course management systems.

[redacted]

CMS support.

- Factor CMS support into a total cost of ownership evaluation for online teaching and learning.
- Use the student portal to provide an entryway into all student courses, regardless of CMS or other location.

3. Administrative

become an independent "center". Like the three physical campuses current_Jv in existence, the online environment should be treated as an additional site. Currently each of the MiraCosta College sites has a dedicated administrative structure and support staff, this

6. Course management systems and emerging technologies

Discussion: Blackboard is currently considered "the" college CMS, although both Moodle [redacted]

- Offer more advanced computers to faculty teaching online who rely specifically on

2—Maintenance and upgrades

VI. Administrative

[redacted]

Discussion: The online site has grown organically with little to no marketing, as students seek out ways of integrating their work and family lives with their educational goals. [redacted]

[redacted]

of students to the online site.

Plan:

- Study community needs and advertise the online site to increase awareness of online course opportunities in the surrounding area.
- Investigate targeted marketing to specific populations such as marketing to new mothers, members of the military, older adults, students in online high school programs, discouraged workers that need to enhance job skills in a competitive

opportunities for professional development including mini-conferences and a certificate as

well as resources for online teachers at its website. In spring 2010, POT will provide a substantial percentage of the professional development workshops offered

students has not yet been conducted. Students have access to online classes themselves, but not all of the support services that foster success for onsite MiraCosta students are available for those students online. The data indicates that student satisfaction is high -- in the 2008 Accreditation Self-Study Survey, Student Version, 98% of students reported that they were satisfied with the format (i.e. online, on-campus, self-paced) in which courses are offered by MiraCosta College [Accreditation self-study - p. 16] -- but there is no data on whether or not student success is high.

this program and in what ways to these affect the ability of the program to achieve its objectives?"

- Update the 'Equipment and Supplies' question to read, *"Is the program provided with supplies, **software,** and equipment appropriate in kind, amount, and quality to address the needs of staff in the program and to meet program requirements and objectives?"*
- Update the 'Staff Development' question to read, *"Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, **to serve onsite and online students**, to learn new skills and to explore new initiatives, or to make*

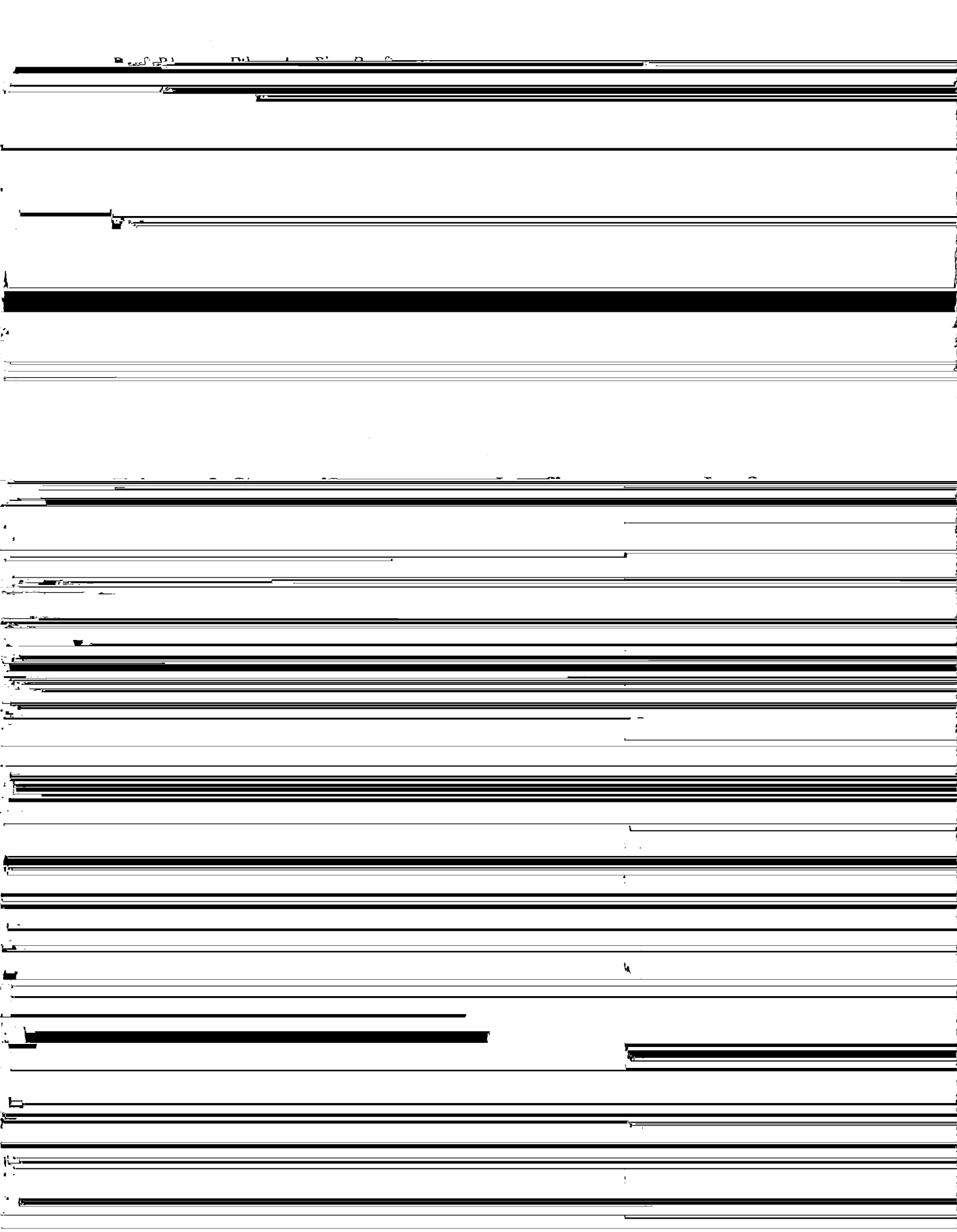
innovative contributions to the functioning of the department?"

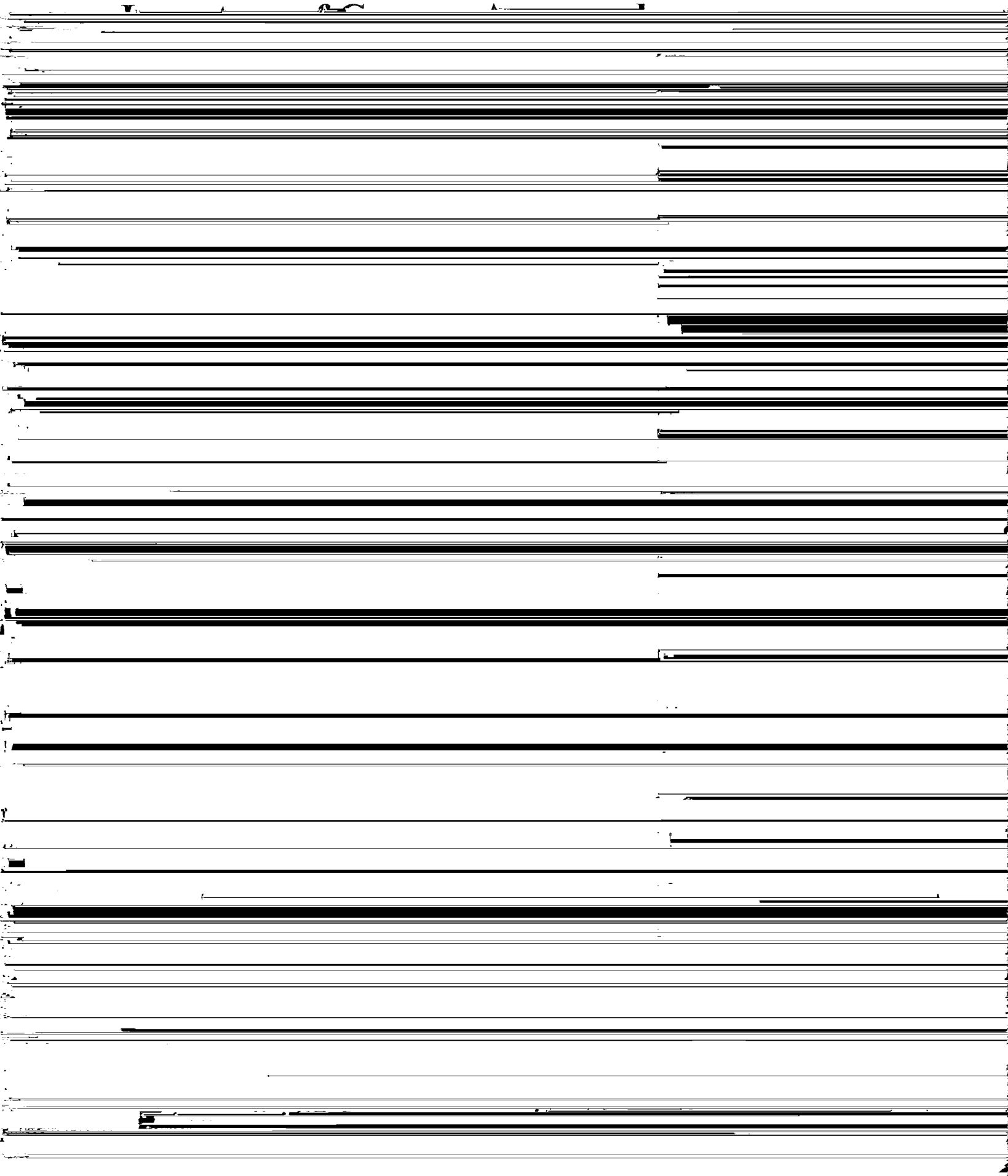
- Update the 'Program Development Relative to Provisions of the Educational Plan' question to read, *"To what extent and to what degree has the development of the program met the expectations for program growth specified in the college's master*

Reference Documents

- ***Course Quality Determinations***: Determinations and judgments about the quality of the distance

procedures.





HOSP	117	MUS	203	BTEC	215
HOSP	133	MUS	204	BTEC	221
HOSP	134	NURS	150	BTEC	222
HOSP	234	NURS	151	CIS	141
HUMN	205	NURS	155	CIS	142
KINE	190	NURS	284	CIS	143
KINE	200	OCEA	101	CIS	144
KINE	204	PHAR	100	CIS	145
KINE	210	PHAR	201	CIS	204
LIBR	101	PHIL	100	KINE	110
LIBR	108	PHIL	101	NURS	180
MAP	100	PHIL	102	NURS	181
MAP	102	PHIL	105	NURS	182
MAP	110	PHIL	122	NURS	183
MAT	110	PHIL	221	NURS	281
MAT	125	PHSN	101	NURS	282
MAT	135	PLSC	101	NURS	283
MAT	150	PLSC	102	PHAR	150
MAT	165	PLSC	103	PHAR	151
MAT	170	PLSC	150	PSYC	205
MAT	180	PSYC	100	SOC	205
MAT	225	PSYC	101		
MATH	101	PSYC	104		

[redacted]

PHAR	150
PHAR	151
PSYC	205
SOC	205

Programs available to be offered 100%

Timeline for implementation

[redacted]

Last document revision 10 December 2009

Attachment B

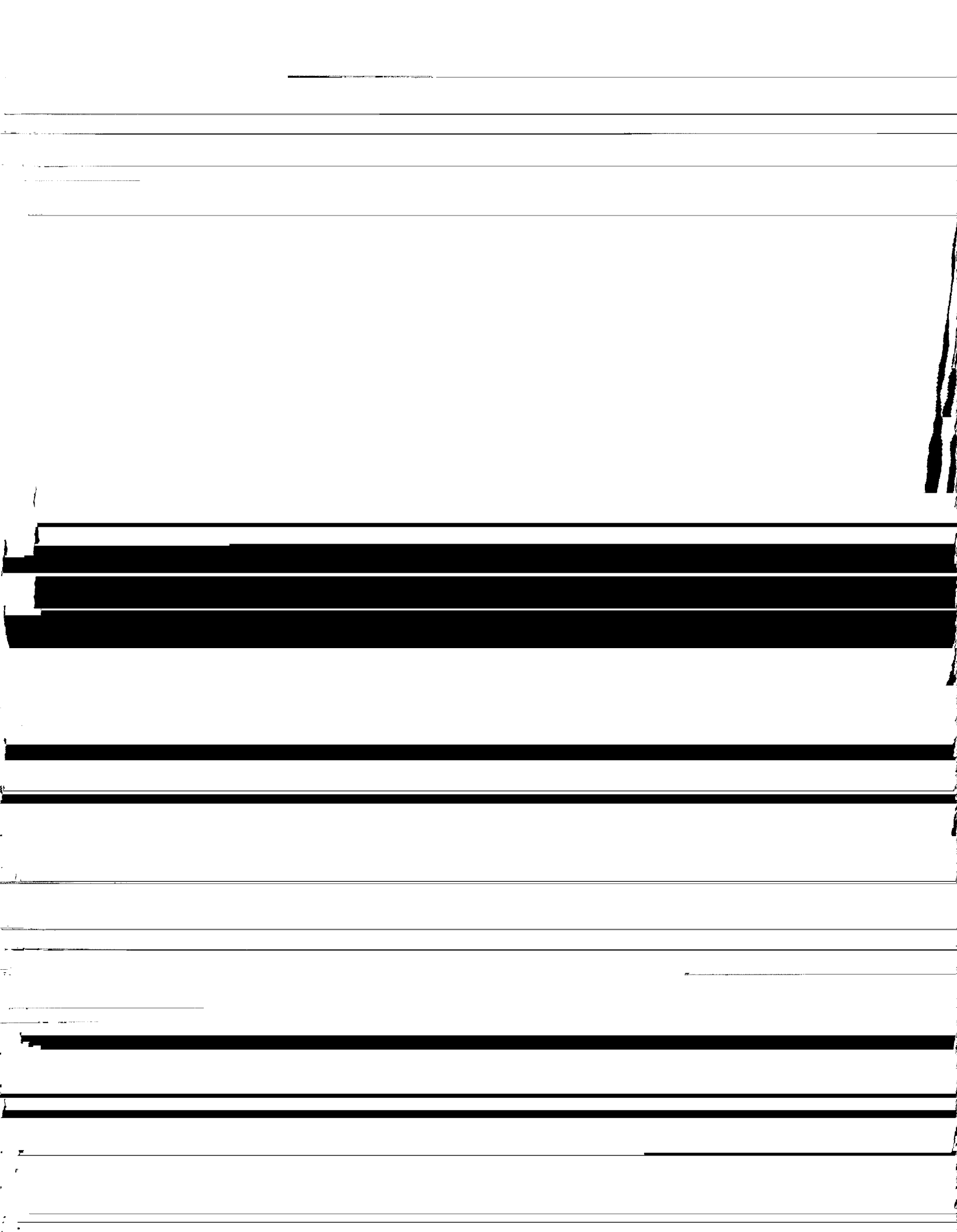
The Certificate Outcomes Process

The Certificate Outcomes Process

Consistent with our accreditation requirements outlined within ACCJC's *Rubric for Institutional Effectiveness* (attached) and with our outcomes & assessment process developed over the past six years, what is outlined below is our initial approach to ***assessing outcomes at both the certificate and degree levels.***

[redacted]

learning outcomes and apply what we have learned from such (informing our classroom

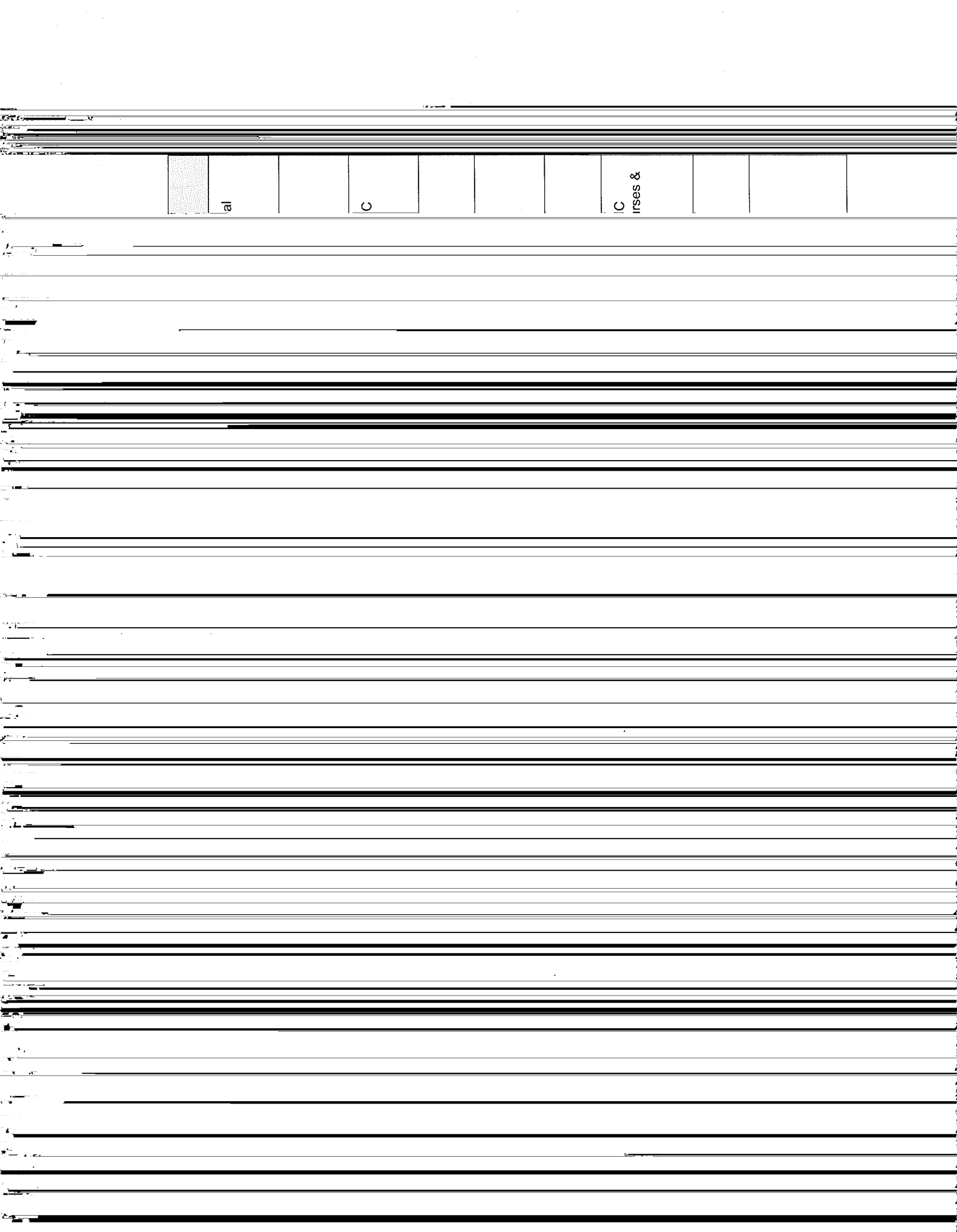


Reporting Rubric (sample): Complete one rubric per course-level SLO

GE Area Mission Statement (if applicable):

Discipline Mission Statement (if applicable):

GE Program-Level Outcomes: Effective Communication, Critical Thinking, Global Awareness and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Attachment C

Administrative Procedure 4021: Program Discontinuance

B. A majority of the department faculty, including the department chair.

C. The program dean.

D. At least one additional dean to be appointed by the Vice President of Instructional Services.

E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program dean.

F. For career and technical education programs, the advisory committee must be

14 Articulation of programs and courses, K-12, Tech Prep, etc. and a four-

recommended. Academic Affairs will either approve the plan or make recommendations

If, upon completion of the approved program revitalization plan, the program continues to exhibit, in any combination, the indicators listed in the criteria section above, the ad

[redacted]

review of all information available. Special attention will be given to both quantitative and qualitative factors. In addition, primary consideration is to be given to the college's need for a comprehensive set of offerings and appropriate mix of transfer, career and technical education, and basic skills courses in serving its overall mission to the community. As part of this comprehensive review, a public forum will be held by this task force to hear from members of the community.

Upon completion of the comprehensive review, this task force will create a report along with a recommendation that addresses the following specific issues:

[redacted]