MiraCosta Community College District

Midterm Report

Submitted by:

MiraCosta College

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Submitted to:

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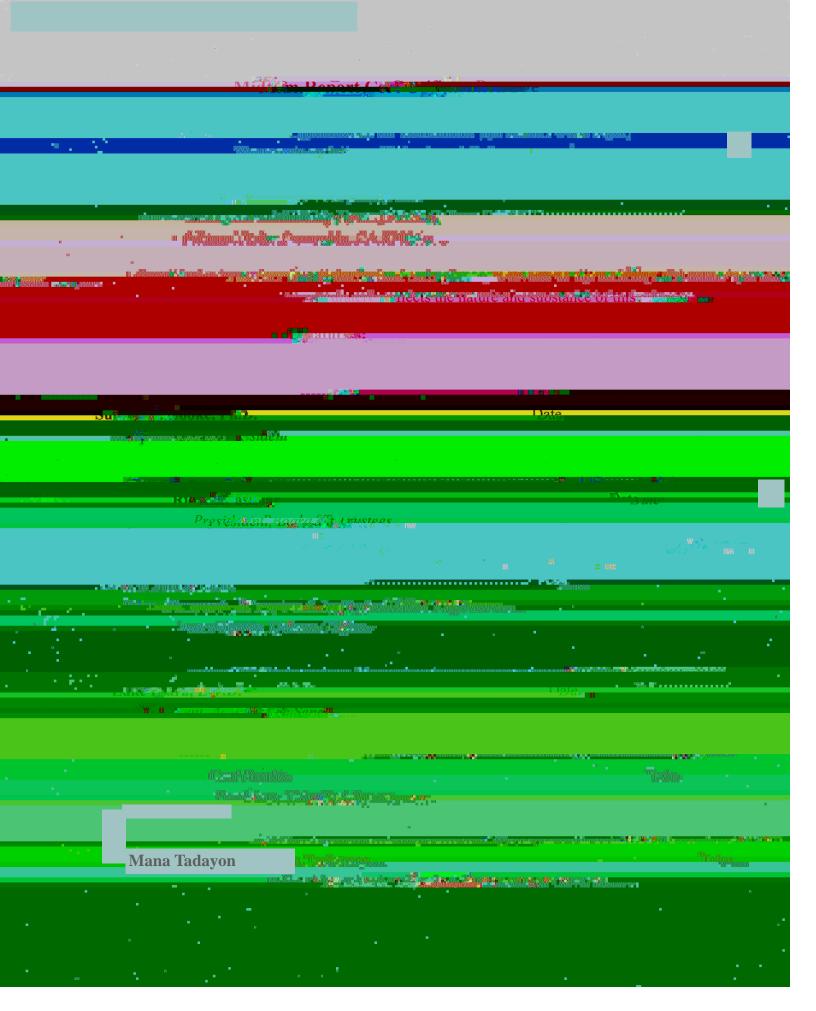
Western Association of Schools and Colleges

October 2020

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...reflects the nature and substance of this...

Su... ...Brooke, Ph.D.   **Date**

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President, Board of Trustees

Date

Mana Tadayon

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Report Preparation

After the external evaluation site visit in October 2016, MiraCosta College began work immediately to address the various plans and recommendations identified throughout the College's self-evaluation process and during the team visit. In addition, the College continued work on the projects that were identified in the Quality Focus Essay (QFE).

Plans Arising from the Self-Evaluation Process

During the self-evaluation process, the College made a number of institutional changes to strengthen alignment to the Standards (EV-1). The College also created four action plans to improve institutional effectiveness.

Action Plan 1 (Standards I.B.1 and I.B.6)

Enhance mechanisms for all constituents (including associate faculty and students) to engage in dialog about outcomes assessment results (including disaggregated data) and their use for planning and improvement at program and institutional levels.

Progress and Results:

transition to replace the College's institutional student learning outcomes (ISLOs) with core competencies, which are based in part on the LEAP (Liberal Education and America's Promise) outcomes (EV-3). The core competencies describe the broad learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC general education) or a degree and through their exposure to different support and enrichment programs and services. Courses and programs map/align to these larger outcomes, and students gain exposure to some (but not necessarily all) of them from educational experiences that do not encompass completion of a degree or transfer pattern.

Upon official adoption of the core competencies in 2017, instructional departments were required to evaluate and map their course SLOs (CSLOs) to the competencies. Faculty were given a descriptive list of the 15 core competencies as well as their associated VALUE (Value Assessment of Learning in Undergraduate Education) rubrics, which were developed through the Association of American Colleges & Universities.

The OAC planned a spring 2018 pilot assessment using two competencies that would involve both the instructional and the student services divisions: "written communication" and "teamwork and collaborative skills." OAC representatives then identified CSLOs from general education courses on the local GE pattern (Plan A) that were mapped to the two competencies. The representatives invited associate and full-time faculty teaching mapped courses in the diverse areas of Plan A to participate in a summative assessment of their CSLOs. Ten faculty volunteered: three of their courses mapped to the teamwork and collaborative skills competency, and five courses mapped to written communication. Students were assessed near the end of the semester after the faculty met to discuss the process as well as to calibrate and be trained on the common use of the specific VALUE rubric (EV-4). Overall, 163 students were assessed on written communication skills and 102 students were assessed on teamwork and collaborative skills. Faculty reported each categorical VALUE rubric score (i.e., each category in the rubric was scored separately with a value of 1 to 4) for each student in their grade rosters. Students in the assessed courses were also given a self-assessment survey to determine if there was a correlation in results between the two groups.

The core competency assessment protocol has also allowed students to participate in the process. During spring 2018, four representatives (including the dean)

began the process of building a set of dashboards. In summer 2017, the first data became available on the College's SharePoint portal

Timeline for Completion	Action Item	Responsible Parties
2020/21		

In fall 2019, the College began the development of its next long-term planning document to replace an expiring Comprehensive Master Plan. In the process, it is examining data and developing goals that not only address the needs of MiraCosta College and its community, but also support the CCCCO Vision for Success goals. The new planning framework (EV-11) will also serve to align the various plans at the College to the overall College goals rather than being developed solely to address each individual state initiative. For example, the College is discussing the development of an internal student equity plan that focuses on the needs of the MiraCosta student community and aligns with the overall College goals. At the same time, elements of the internal equity plan could be extracted and used to satisfy any statewide reporting requirements. Finally, as that long-term planning framework settles into place, departments will also be able to articulate how the goals and action plans developed as a part of the program review and planning process will align with the overall, long-term institutional goals.

Ongoing and Pending Action Items

The College anticipates the action items identified in the following table.

Timeline for Completion	

2010, the College made some important improvements and consolidations in 2016, such as reorganizing the work of the Institutional Effectiveness Committee, Steering Council, and Student Learning Outcomes and Assessment Committee into the resultant College Council and Outcomes Assessment Committee. These changes were made after assessment and broad discussion of effectiveness and redundancies in these groups.

The College uses both formal assessment and informal feedback to make improvements. The governance structure itself is regularly evaluated as committees and councils annually assess their charge, composition, and meeting schedules. The groups discuss what modifications are needed and make recommendations for change to the College Council, which is ultimately responsible for the effectiveness of the

Institutional Reporting on Quality Improvements

The following recommendations were developed by the External Evaluation Team and confirmed by the ACCJC. Some of the recommendations align closely with action plan items that have already been discussed in this report, so the response herein may refer to content in the sections above.

Response to Recommendations for Improvement

Recommendation 1

In order to improve effectiveness, the team recommends that the College's program review process be evaluated to ensure that all College employees understand that the goal of the process is continuous quality improvement, not simply resource allocation. (I.B.5)

As noted by the team in the External Evaluation Report (EV-16), one way the College demonstrates a culture of continuous improvement is by regularly evaluating and modifying the program review process using survey feedback from campus and committee members. A self-evaluation subcommittee within the Institutional Program Review Committee (IPRC) also evaluates the process every spring.

At its January 2017 meeting, the IPRC began considering the suggestion to divide the process into a comprehensive review that occurs every several years and a "light" review that occurs annually in between (EV-17). Later that spring, the committee also considered the

conducted annually in the fall. Resource requests should be associated with the action plans that were developed as a result of the pr

Based on that review, the workgroup developed goals that were then considered for feedback and approval by the College's representative constituent groups.

The intention overall is to develop a planning framework that can integrate and align the College's current planning documents. Rather than having a separate strategic plan, each of those planning documents will be revised to align more directly with the six year goals of the long-term planning framework and will serve as the "strategic plans" to achieve the goals. During spring 2020, following approval of the planning framework (EV-21), Board Policy and Administrative Procedure 3250 were revised and approved through the governance process to reflect the new alignment (EV-22).

This recommendation has been resolved.

Recommendation 4

In order to improve effectiveness, the College is encouraged to utilize student achievement data and evaluation results and learning outcomes assessment to communicate its academic quality to students, prospective students, and the public. (I.C.3)

This recommendation addresses many of the same elements discussed in Recommendation 2 and Action Plan 2. The actions that will be taken to address this recommendation are forthcoming. Specifically, now that Campus Labs is in place and the College has access to more quantitative SLO data, the goal is to develop a Tableau dashboard with those outcomes assessment results that departments can use for dialog and continuous improvement of teaching and learning.

Secondly, that dashboard, among others, may be selected to be part of a public-facing

also with other constituent groups who may review the reports. The OAC used this section of the program reviews to conduct an evaluation of instructional program-level assessment

competency assessment process is becoming more refined with each passing cycle, and that information will be helpful in informing college-level work to improve student success.

Engaging faculty in CSLO assessment is an additional and ongoing opportunity for growth. The OAC works to provide professional development for faculty in that area on a regular basis. A recent example occurred in fall 2019 when the OAC sponsored a workshop and hosted a visit from a National Institute for Learning Outcomes Assessment (NILOA) coach (EV-28). The coach worked with faculty attendees on the following topics:

content to include exploration of UI/UX design; adding a personal branding component to the capstone por

In a review of the most recent annual report, the College has consistently exceeded the standards and has increased those standards accordingly over time. The College has yet to achieve its stretch goals, but it has seen overall improvement over time in all but the transfer metric. The transfer number has remained fairly consistent over time with minor fluctuations; it is only partially under the control of the College as it is often impacted by the acceptance policies of the transferring institutions.

Based on the 2020 Annual Report, the College has seen overall increases from 2016/17 to 2018/19 in percent course completion from 72.5 to 73.2, in certificate completion from 1344 to 1750, and in associate degree completion from 1430 to 2048. Many student success and equity efforts underway at the College have worked to positively impact these metrics. MiraCosta has offered a number of faculty professional development activities focused on improving classroom instruction through culturally relevant pedagogy, and the College provides both academic and student support to disproportionately-impacted students through its Academic Success and Equity

Action Project 1: Strengthen the use of outcomes assessment results for continuous improvement.

Background

In 2016, the OAC restructured and broadened its scope to work with all four divisions of the College on developing and assessing SLOs and service area outcomes (SAOs) and using those assessment results for continuous improvement. In addition, the College replaced its institutional learning outcomes with core competencies that are derived from LEAP's (Liberal Education and America's Promise) essential learning outcomes (EV-3). The College currently has alignment of

learning and service outcome
results within and between all
four divisions of the college

Professional learning opportunities. As reported in a prior section, the OAC discusses and provides a number of opportunities for professional learning, including faculty flex workshops, conference attendance, and workshops by visiting professionals.

Substantive and sustained dialog. Opportunities for dialog around learning outcomes assessment results occur at a variety of levels. Departments engage both full-time and associate faculty in conversations prior to recording SLO assessment results and during the preparation of their program review documents. At an institutional level, faculty and students have been involved in discussions related to the results of the core competency assessments. Those core competency results are also shared with a number of governance groups, including the OAC, Academic Senate, and College Council.

Use of outcomes for departmental and institutional planning. As mentioned in previous sections, the discussion and use of outcomes results is a key part of a department's program review process. Areas for improvement that are identified in that process are articulated as goals, and action plans are developed to achieve those goals. At the institutional level, the goal is to use the core competency results to complement the student achievement data and to use them for both the design and the implementation of larger-scale student success and equity practices.

Evaluation of Outcomes

The College has achieved the desired outcomes of Action Project 1. Evaluation of the project's outcomes has occurred in a number of ways. OAC agendas include regular updates and reports on professional development opportunities and the assessment of core competencies. The OAC and IPRC annually review the program review process to ensure that the desired information is being solicited by the prompts in each program review section. Departments are also asked to share about how they are using data and discussing outcomes assessment results.

The College is entering a maintenance mode where there will be ongoing work to be done to ensure processes remain efficient and effective, professional learning opportunities are continued, opportunities for robust dialog continue to occur, and both departments and the College as a whole continue to make decisions that are grounded in outcomes assessment results and student achievement data.

Action Project 2: Improve on the completion of student educational goals and close the achievement gap via the development of integrated learning and support experiences.

Background

The College began its scaled student success work in fall 2015 with a year of inquiry as part of its Achieving the Dream work. That work identified three success gaps: 1) equity gaps in outcomes for Latinx and Black/African American students; 2) students in developmental courses were not completing transfer-level coursework; and 3) first-term/year students who earned fewer than 12 units were less likely to complete their journey.

In spring 2016, the College examined success models and practices and moved toward guided pathways as an integrating framework that allows MiraCosta to continue to employ the best aspects of its student success and equity work in a way that is more effective, allows the College to serve more students, and enhances the overall student experience.

Alignment with Standards	Desired Goals/Outc (he) -13 (

results) are used in discussions across the College to inform the design of MiraCosta's guided pathways work. Student success and equity work is concentrated on impacting leading

English are assisting faculty as they develop teaching strategies to meet the needs of the learners in their classrooms.

Evaluation of Outcomes

Overall, the effectiveness of the guided pathways model will be reflected in a number of student achievement measures including the following:

A decrease in equity gaps in student achievement

An increase in the number of students who begin in pre-transfer coursework and then successfully complete

APPENDIX A - EVIDENCE

Evidence

EV-1: [Institutional Self Evaluation Report, p. 417](#)

EV-2: [Program Review Course and Program Learning Outcomes Module Questions](#)

EV-3: [Core Competency Handout](#)

EV-4: [Core Competency Scoring Rubric](#)

EV-5: [Core Competencies Report, December 2018](#)

EV-6:

APPENDIX B - ANNUAL REPORT

2020 Annual Report
Final Submission
03/31/2020

MiraCosta College
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Oceanside, CA 92056

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Na (o) 0.55 0 0 -080.172549 0.172549 0.172549 sc 0.172549 0.17254220 0 -0 ET Q31 then5 3.2666667 0.2666667 s	

APPENDIX C - ANNUAL FISCAL REPORT

25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	0 %	0 %	0 %

26.		Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	11 %	15 %	14 %

27.	Were there any executive or senior administration leadership changes at the College during the fiscal year,

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