

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

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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:

[Chief Executive Officer]

[Date]

[Chairperson, Governing Board]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

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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 to build a site 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 twentieth 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 County. Founded in 2015, the Technology Career Institute (TCI) was made possible thanks to a \$2.75 million grant from the U.S. Department of Labor, as well as from strong relationships 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 to be 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 across all three sites.

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. These served as the “big bets” for the institution.

Mission, Vision, Values, Commitment, Goals

Working with ATD, identifying the “big bets,” having earned Hispanic Serving Institution (HSI) status, and committing to equity and racial justice all helped shape the College’s revision of its mission, vision, values, and commitment in 2018. MiraCosta states its commitment to equity and inclusion in its values. College values—community, diversity and inclusion, equity, excellence, innovation, institutional accountability and responsibility, integrity, mutual respect, student-centeredness, and sustainability and stewardship—are all explicitly defined in the College’s *Long-Term Planning Framework 2020–2026* (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

Continuing its partnership with the California Guided Pathways Project as a 2.0 leader school, MiraCosta continues to refine its Guided Pathways framework, rooted in the work of equity and inclusion. The College's second "big bet" has focused energy and effort over the past five years on ensuring students enter the path 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 want. 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 had 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 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, & 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 1867 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 by including 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 Hispanic Serving Institutions 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 be matching 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 institutions of higher education and beyond (IN-15).

The College's CARE program manager, Devon Boone, was recognized for his leadership, the quality of programming, and outcomes he and his department have realized. In 2021, he received the "Commitment to Equity & Inclusion Award" from the Higher Education Case Managers Association (IN-16). In fall 2022, his holistic 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 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). (A total of 1,153 MiraCosta College students earned associate degrees in 2019/20, a five percent increase from the previous year.)

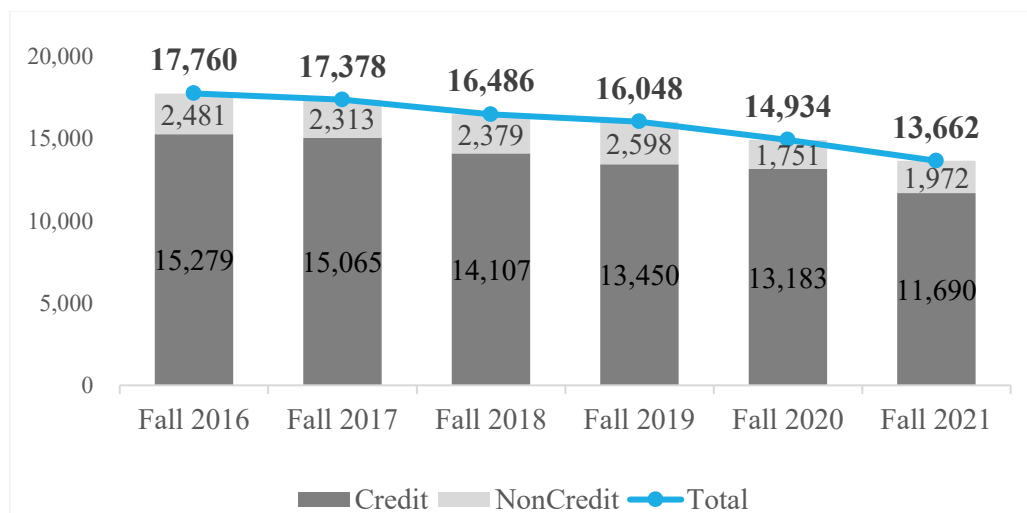
- MiraCosta ranked 77 out of 2,507 institutions, placing in the top three percent, in serving Hispanic students who earned an associate degree in all disciplines. (The College awarded 802 associate degrees to Hispanic students in 2019/20, a nine percent increase from the prior year.)

Additionally, Hispanic Outlook magazine ranked MiraCosta 76th in the nation among the nearly 1100 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, 13,662 unduplicated students enrolled at MiraCosta (11,690 credit; 1,972 noncredit).

About one third of MiraCosta College students reside in within the District's boundaries, which are illustrated in Figure 3.



Source: MiraCosta College Data Warehouse

Figure 2. Credit and Noncredit Unduplicated Headcount

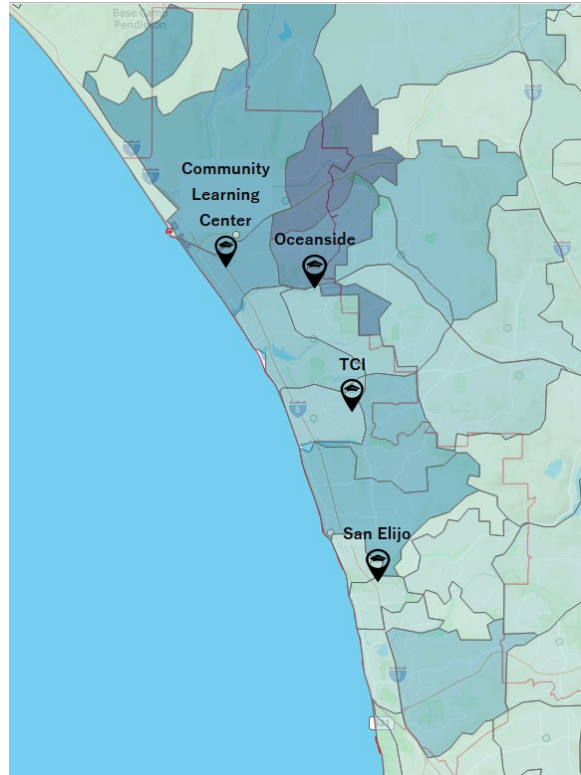
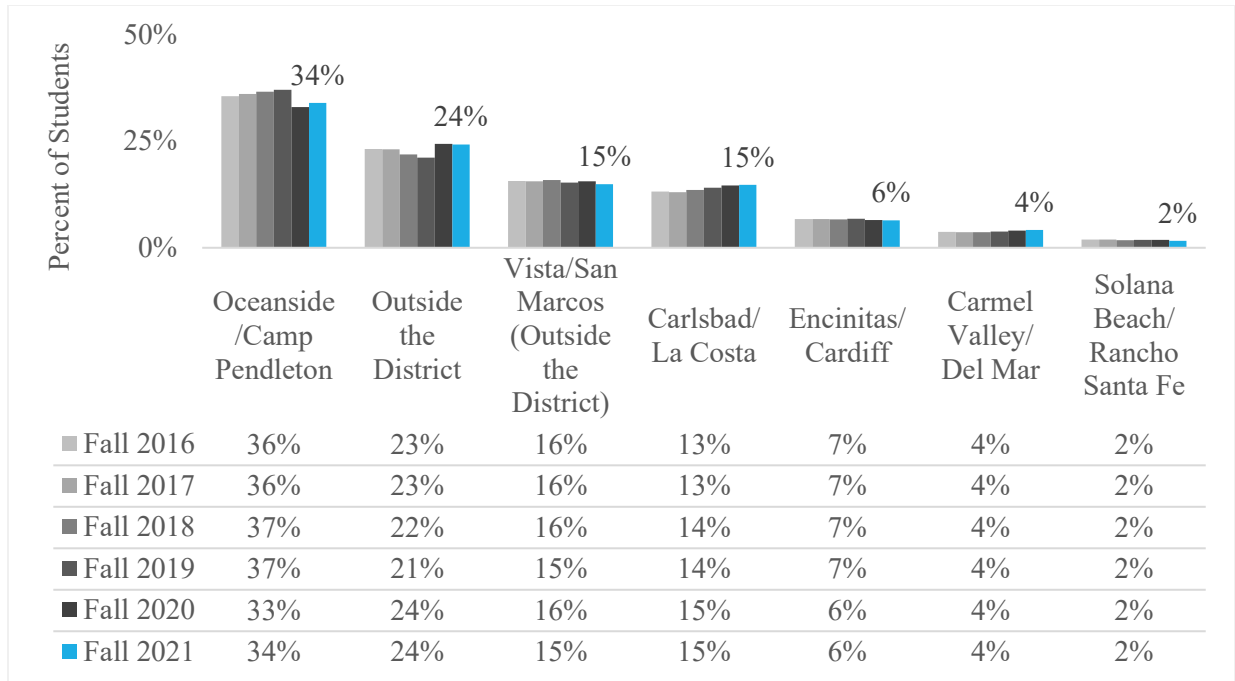


Figure 3. Credit and Noncredit Enrollments by Zip Code, 2021/22

As Figure 4 illustrates, 34 percent reside in Oceanside and/or Camp Pendleton, 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.

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:

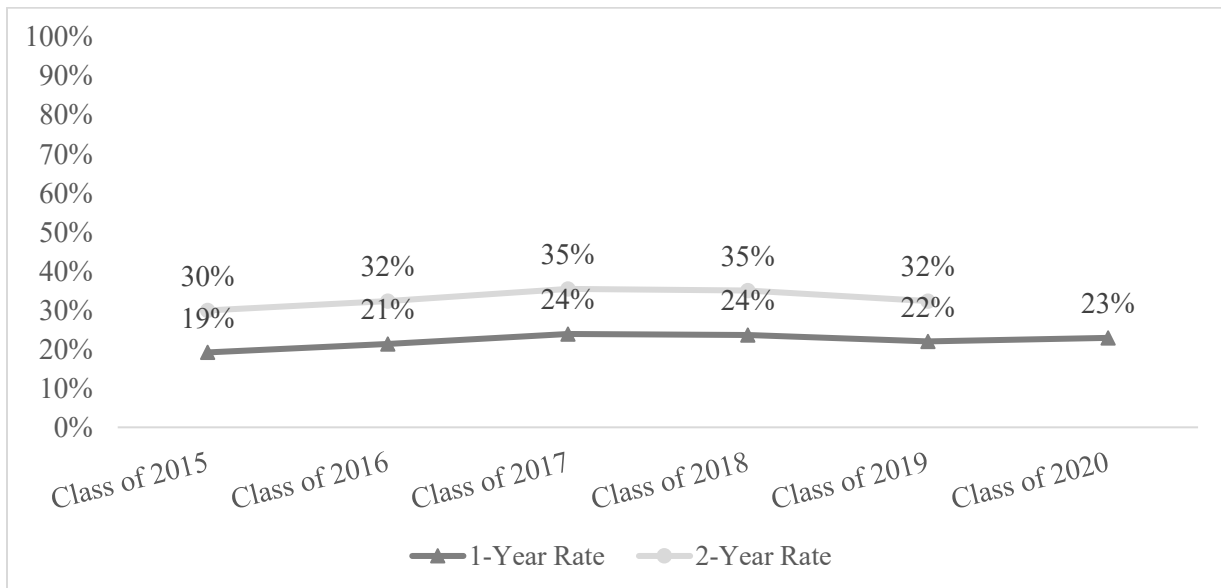
- One-year capture rate: percentage of students who enroll at MiraCosta in the summer or fall terms immediately following their graduation from high school.
- Two-year capture rate: percentage of students who enroll at MiraCosta at any point in the two terms (summer, fall, or spring) immediately following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



Source: MiraCosta College Data Warehouse

Figure 4. Credit Student Service Area Distribution

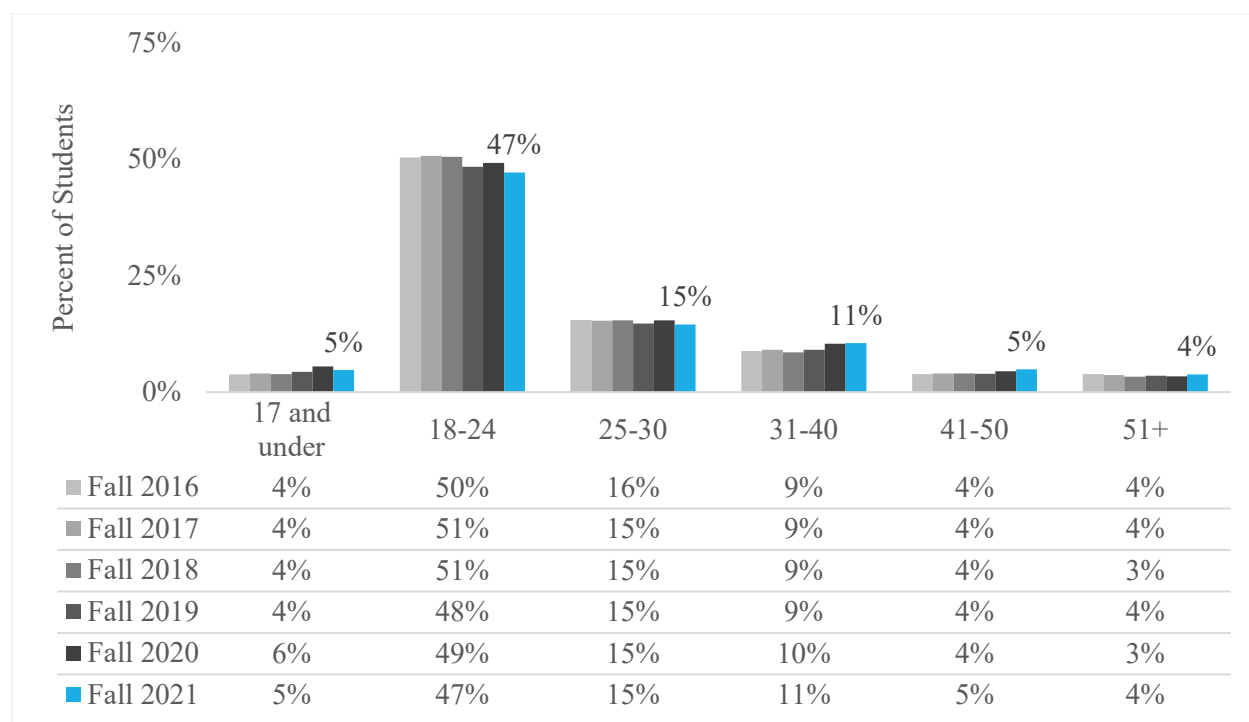
Approximately 4,000 students graduate from District high schools each year. Over the last five years, the College's capture rate has averaged about 23 and 33 percent for the one- and two-year rate, respectively, as Figure 5 illustrates.



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

Figure 5. High School Capture Rates 2015–2020

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 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. The proportion of female students has increased since fall 2020, as Table 1 illustrates.

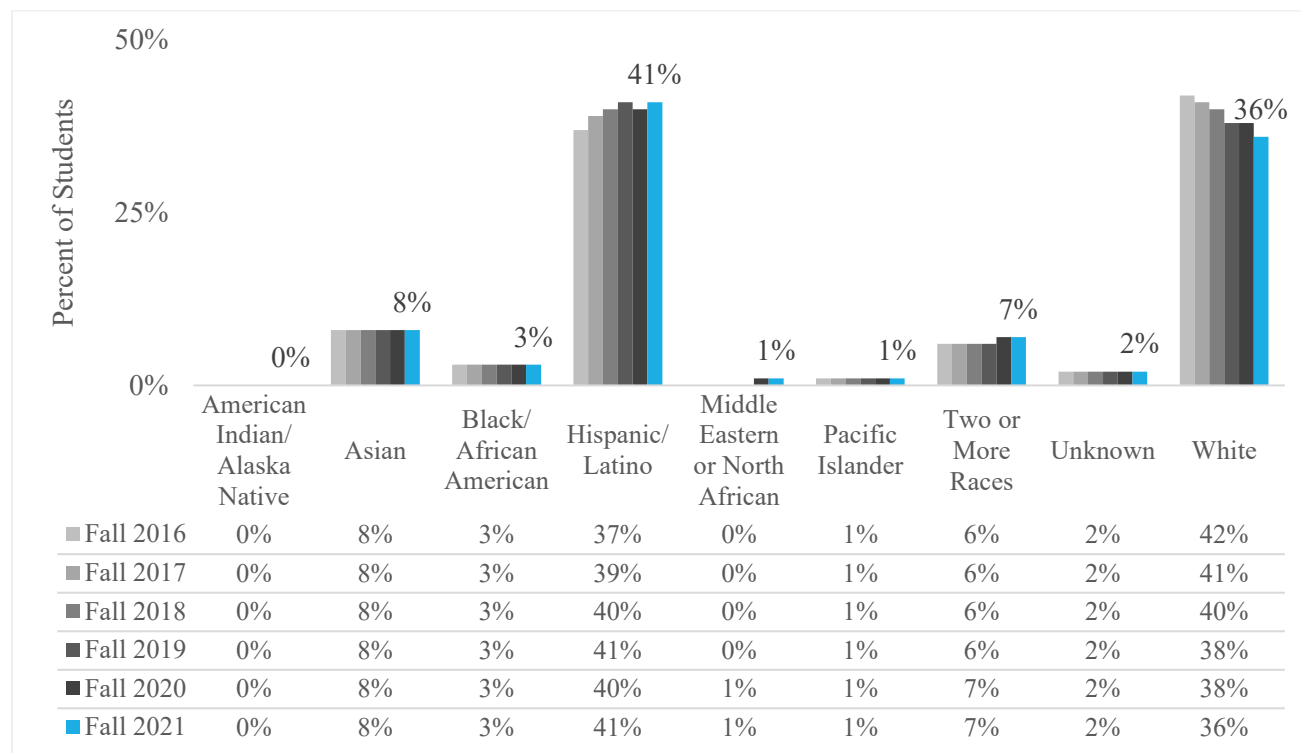
Table 1. Credit Student Gender Distribution

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

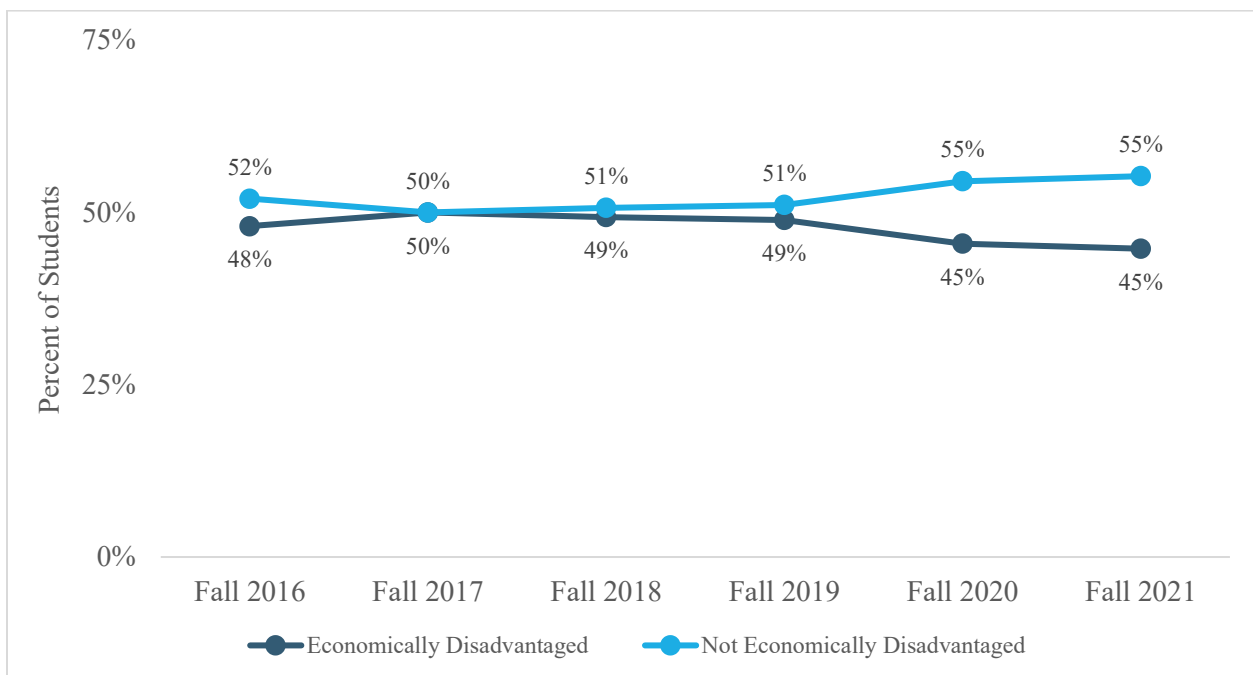
Source: MiraCosta College Data Warehouse

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	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
	N=15,279	N=15,065	N=14,107	N=13,450	N=13,183	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, as Table 7 illustrates, 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

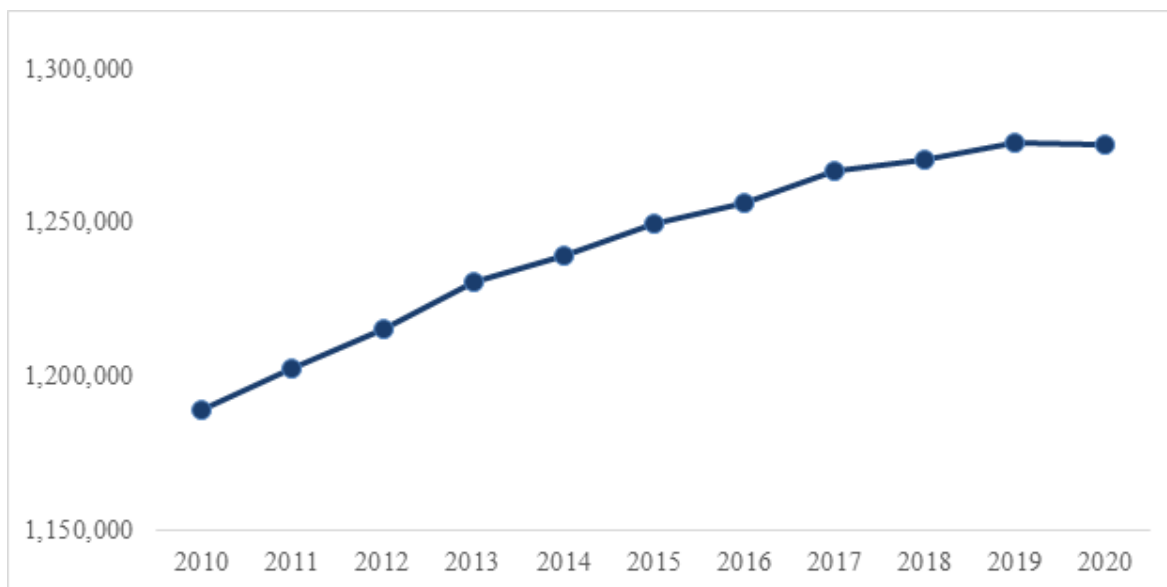
Sources: EMSI v2021.2 and the RPIE data warehouse.

¹ Earnings 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.

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, 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.

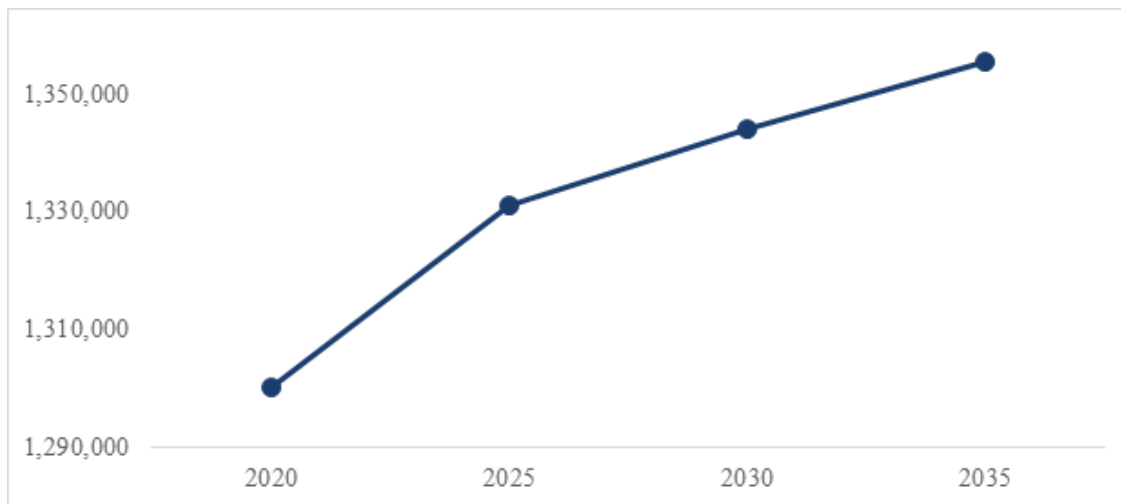
Socio-economic Data

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 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 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 level of educational attainment in the service area, with 27.6 percent earning the degree. The next highest level of educational attainment was Some College, No Degree (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 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

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

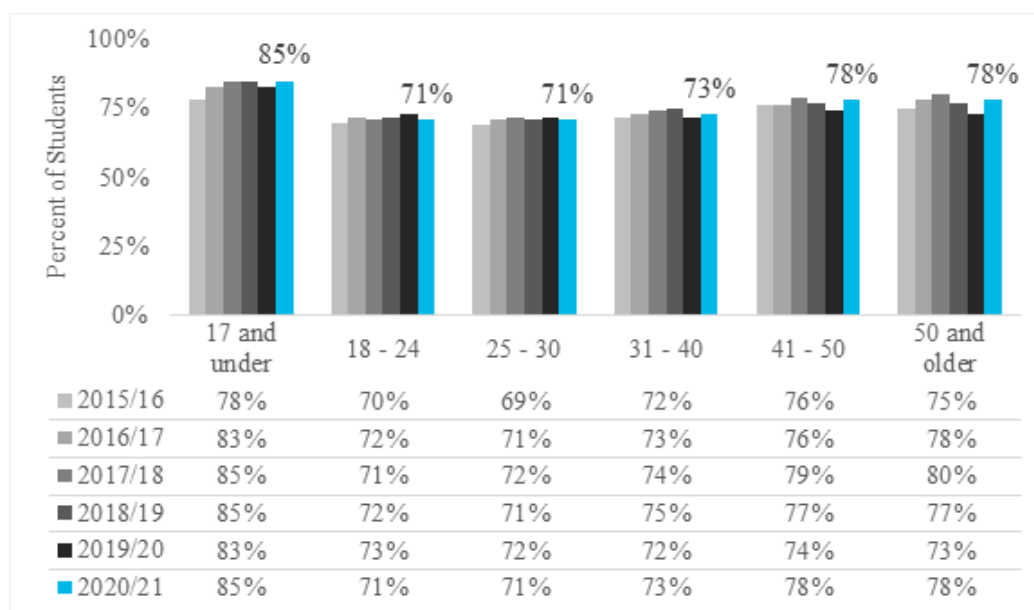
Table 14. Institutional-Set Standards: Overall Course Success Rates, 2016–2021¹

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.

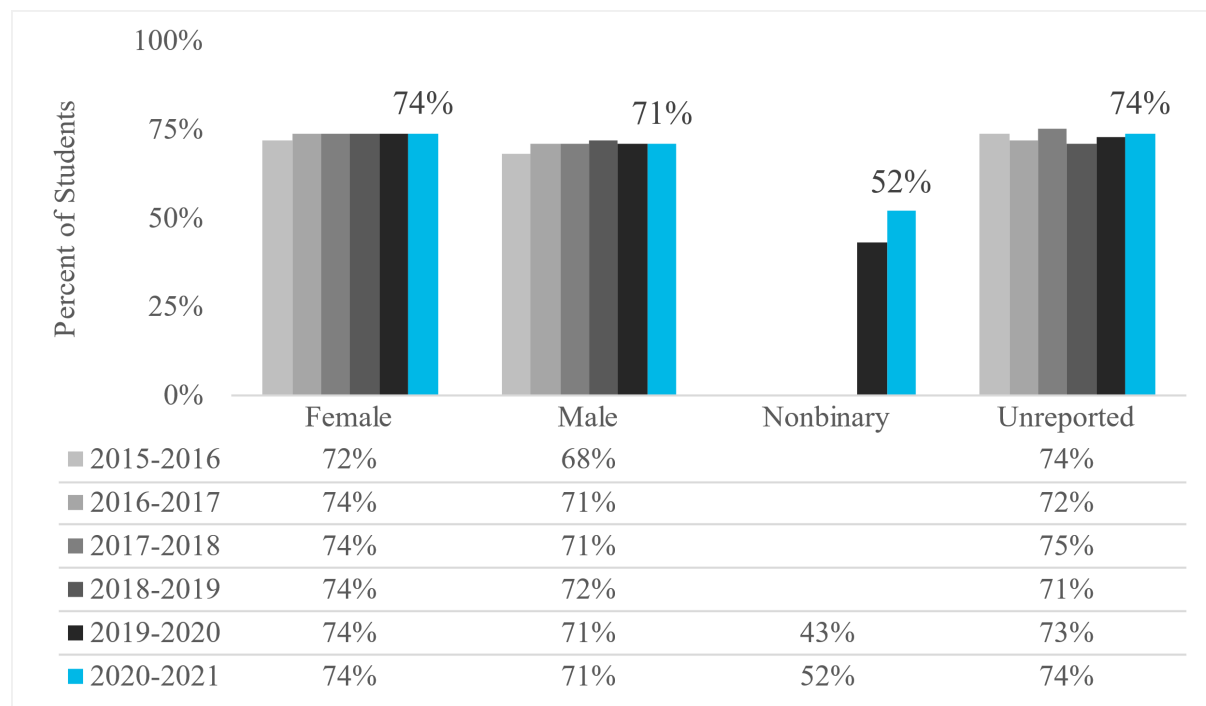
Notwithstanding the relatively higher course success rates for students younger than 18 years, success rates tend to increase as age increases, as Figure 11 illustrates.



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.

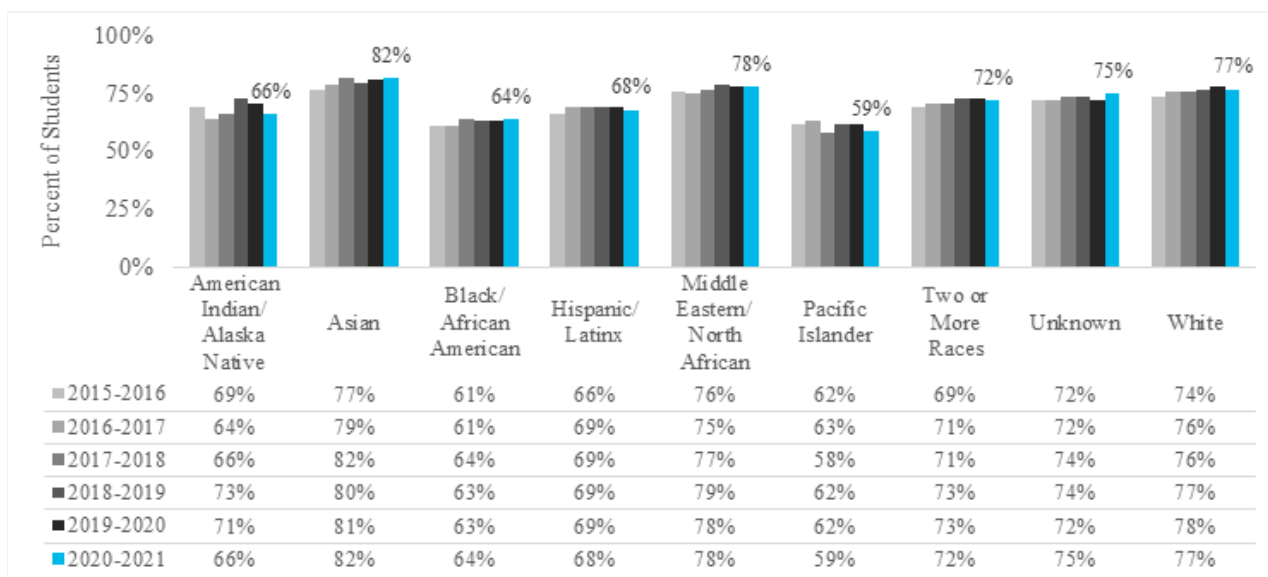


Source: MiraCosta College Data Warehouse

¹Course 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.

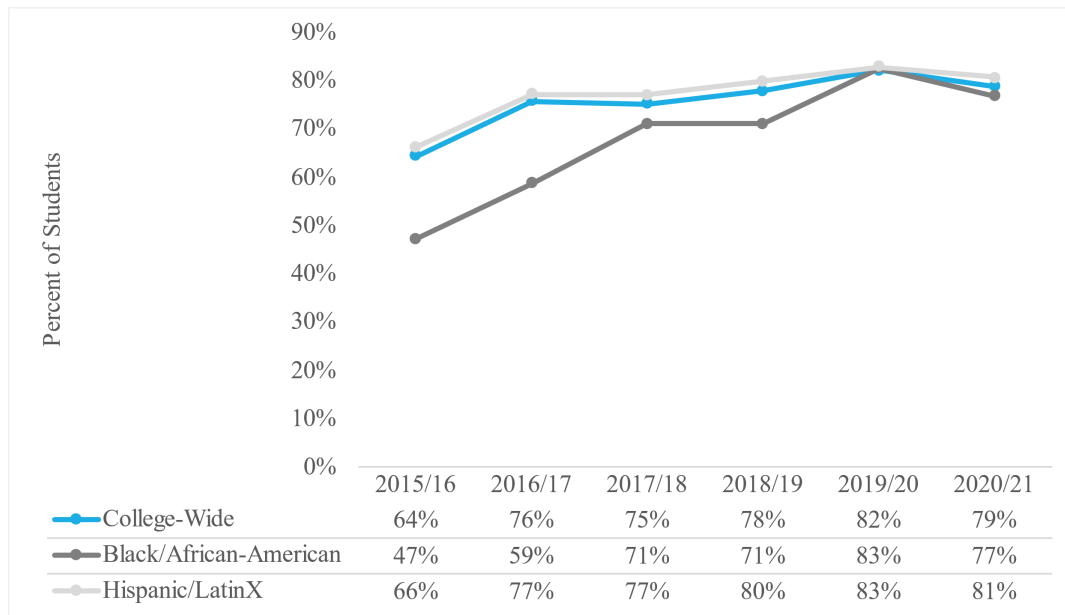
Figure 13. Course Success Rates by Ethnicity, 2015–2021

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 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.

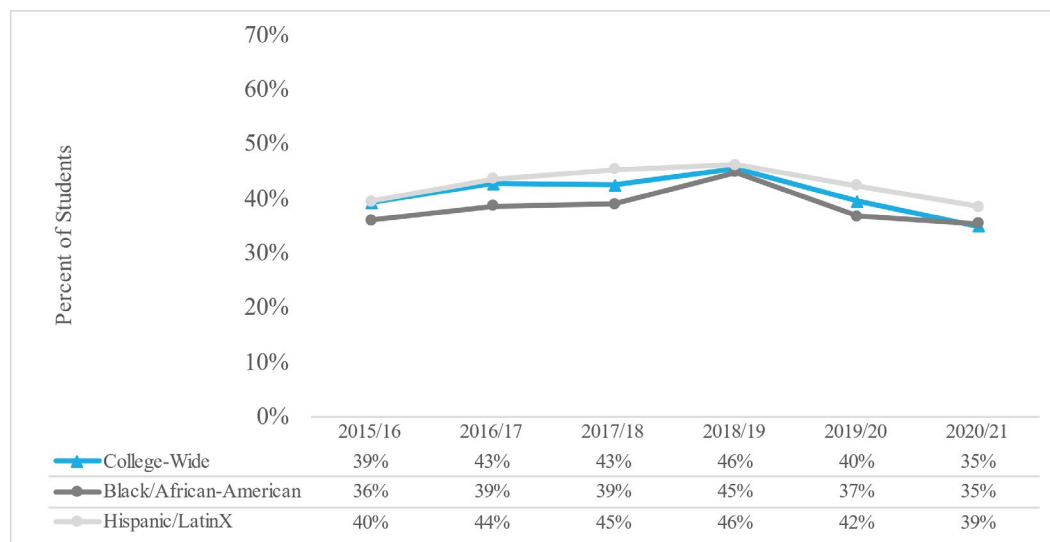


Source: MiraCosta College Data Warehouse

Figure 14. Completion of Matriculation in Year 1

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.

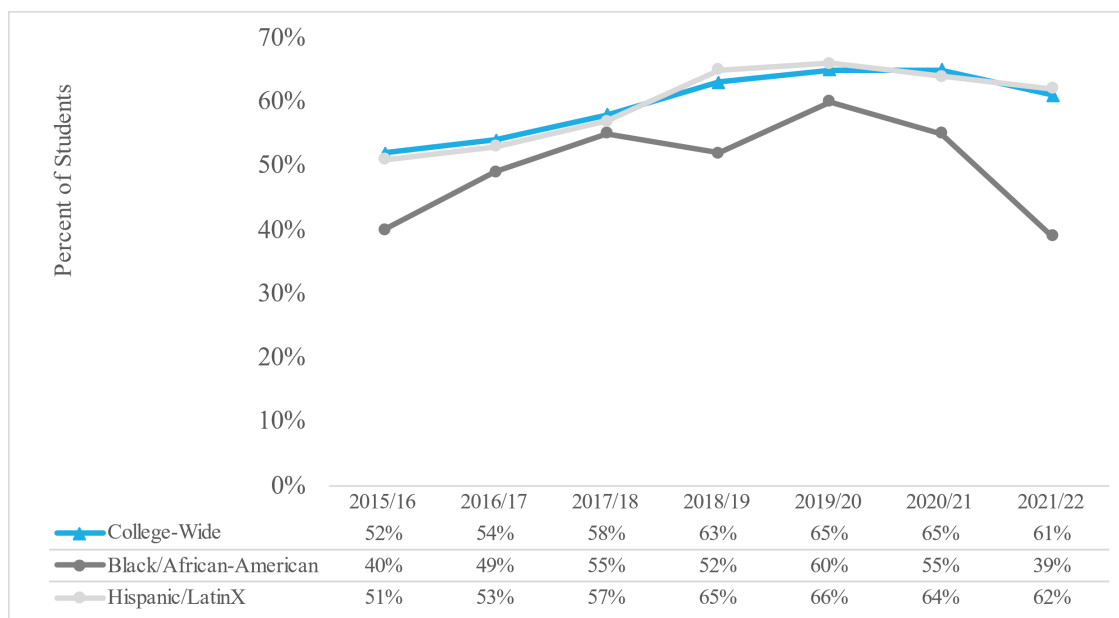


Source: MiraCosta College Data Warehouse

Figure 15. Completion of Comprehensive Education Plans in Year 1

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

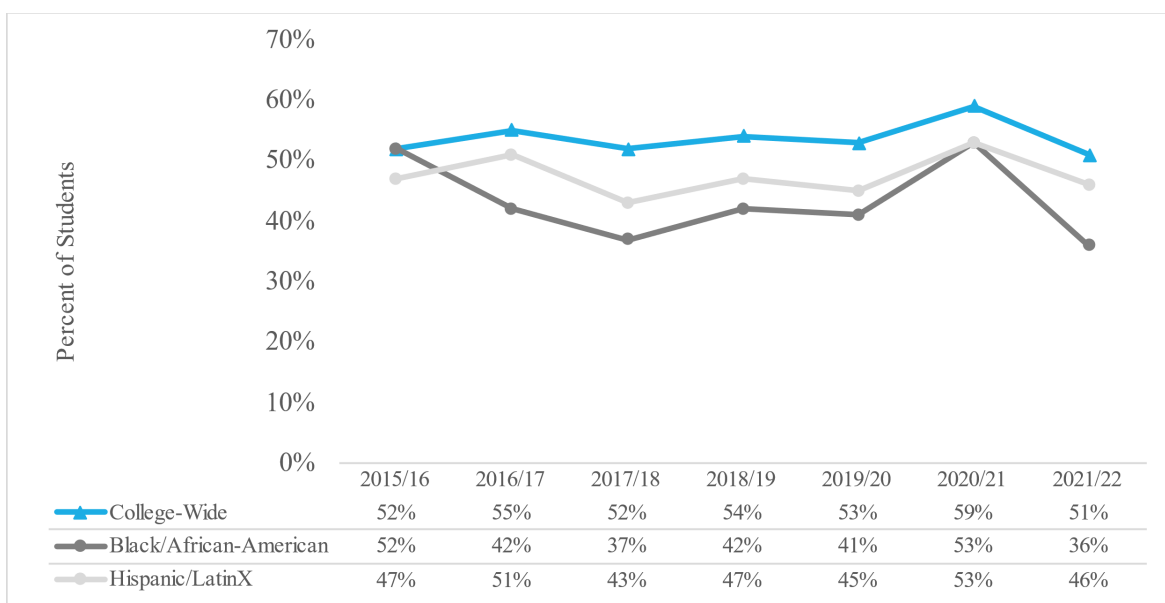
The percentage of students attempting 12 or more units within their first term has increased steadily since 2015/16, from 52 to 61 percent. Latinx student rates track closely with those of the overall population, but Black/African American student rates continue to be disproportionately impacted, as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

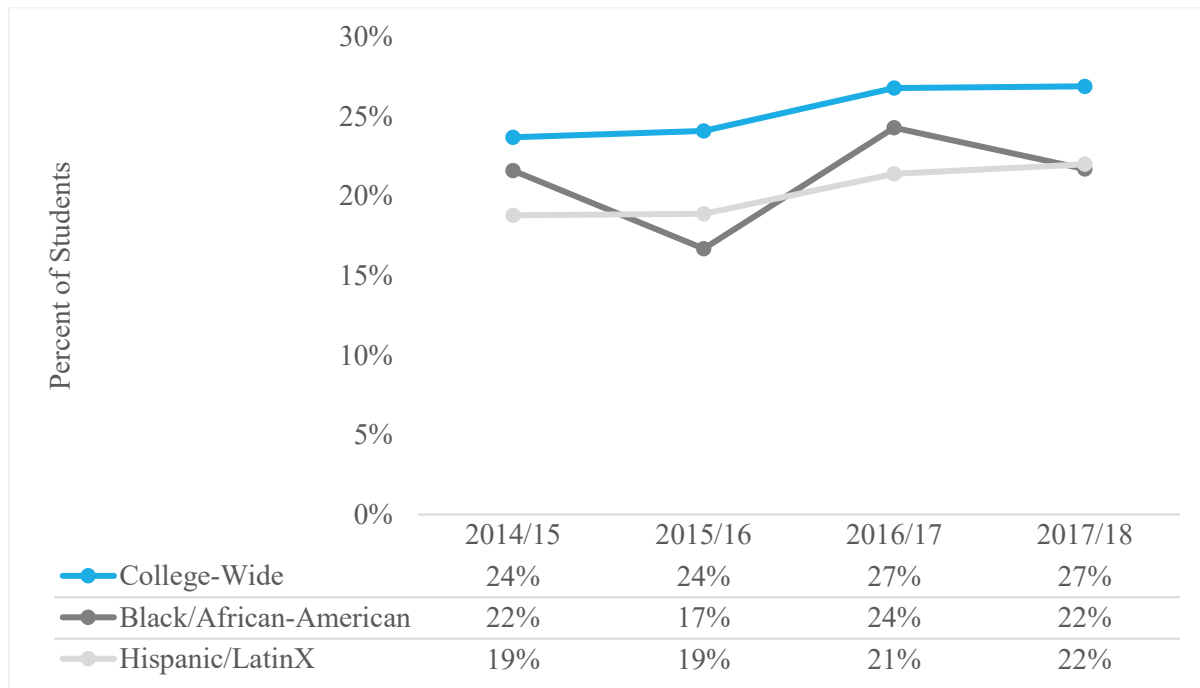
The number of students who successfully complete associate degrees has grown 44 percent since 2016/17, as Table 15 illustrates. In particular, the number of students completing Associate Degrees for Transfer has more than doubled (+142 percent) during the same period. In addition, the number of students 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.

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

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.

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%

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.

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%

C. Organization of the Self-Evaluation Process

Preparation for the self-evaluation process began in September 2021, when faculty, staff, and administrative leaders of important processes tied to Accreditation Standards attended ACCJC Vice President Stephanie Droker’s training session ([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 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 and 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 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

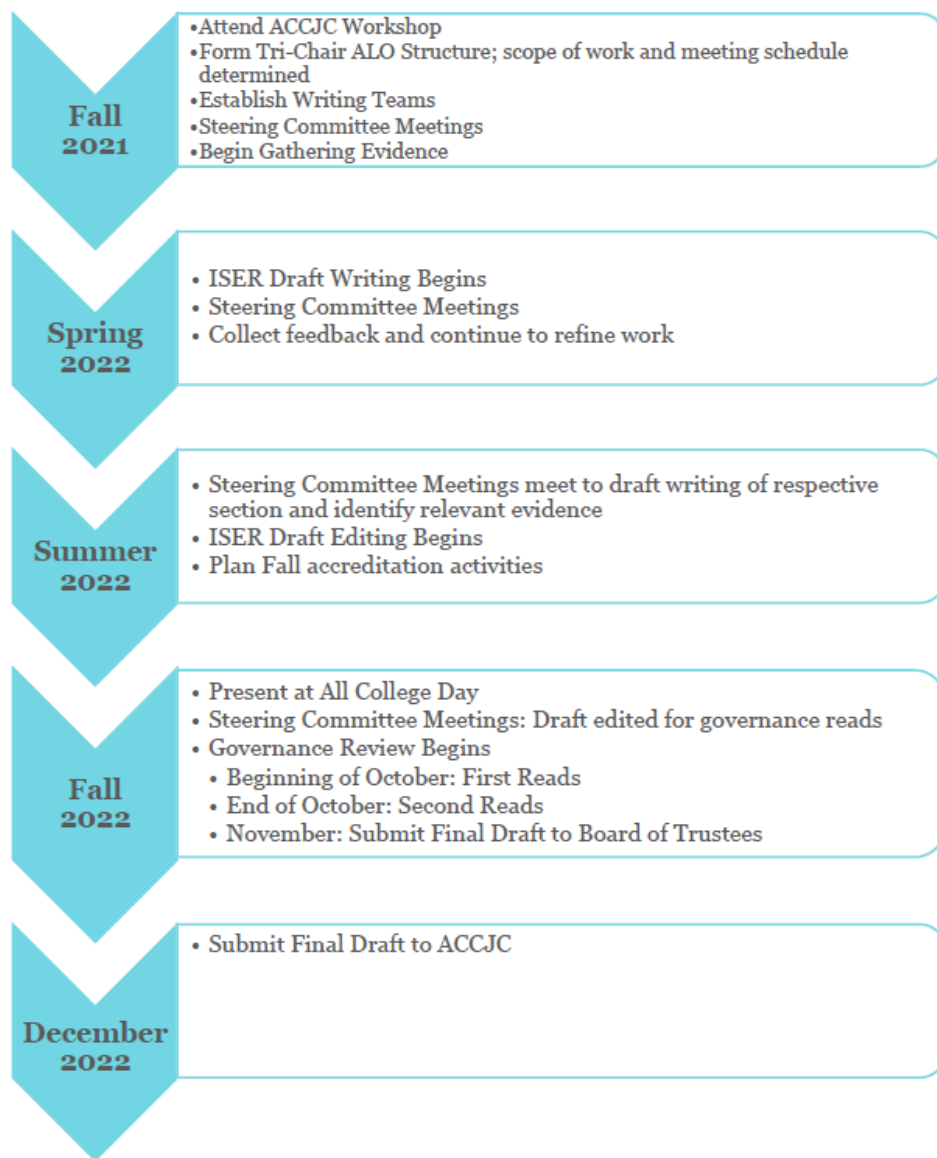


Figure 19. ISER Timeline

Evidence List

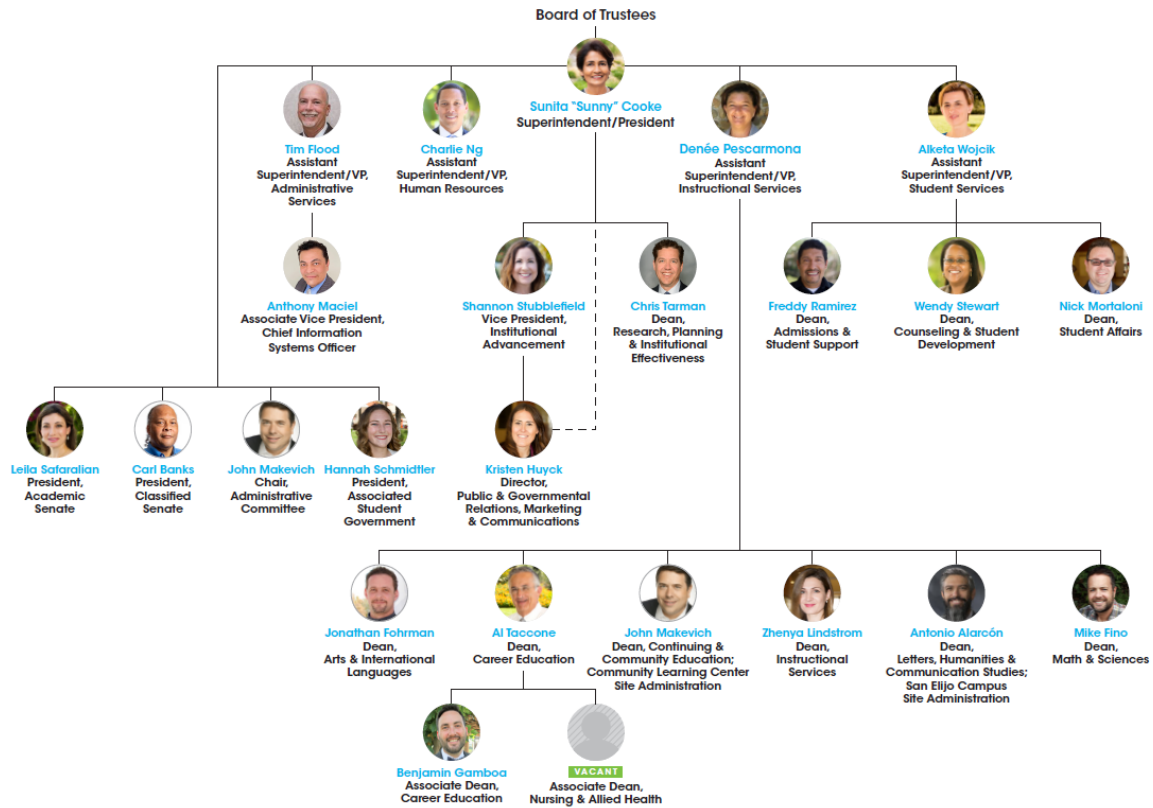
<u>PR-1</u>	ISER Training Invitation, Superintendent/President 09-13-21 Email
<u>PR-2</u>	Accreditation, College Council 10-7-21 Minutes, §G
<u>PR-3</u>	ALO Midterm Report, College Council 04-16-20 Minutes, §C
<u>PR-4</u>	College-Wide Accreditation Update, All College Day Presentation, Spring 2022
<u>PR-5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

D. Organizational Information



Organizational Chart

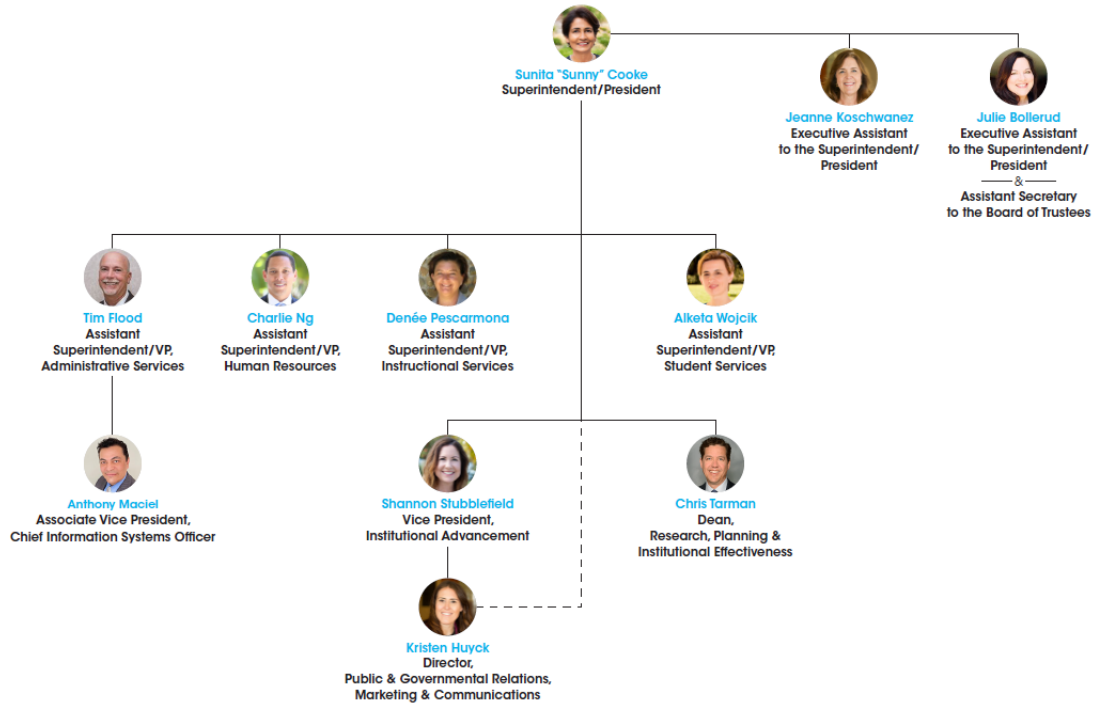
7.19.2022





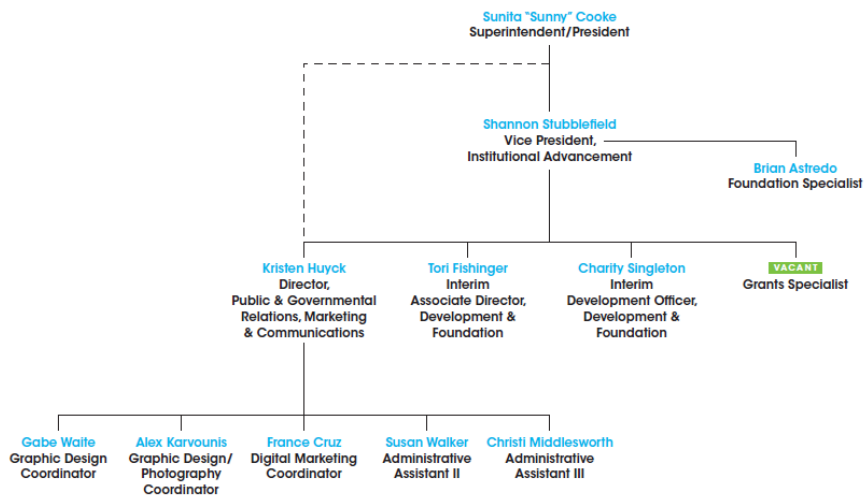
Office of the Superintendent/President

Functional Chart
7.19.2022



Institutional Advancement

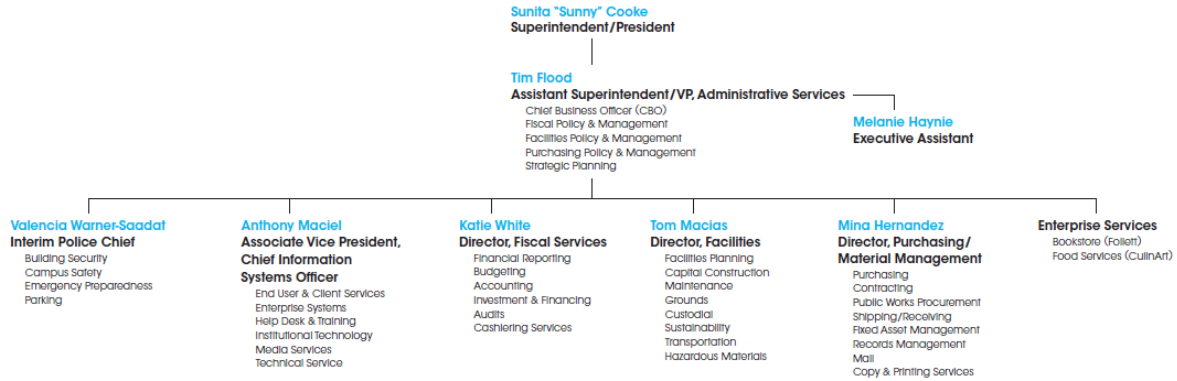
Functional Chart
8.16.2022





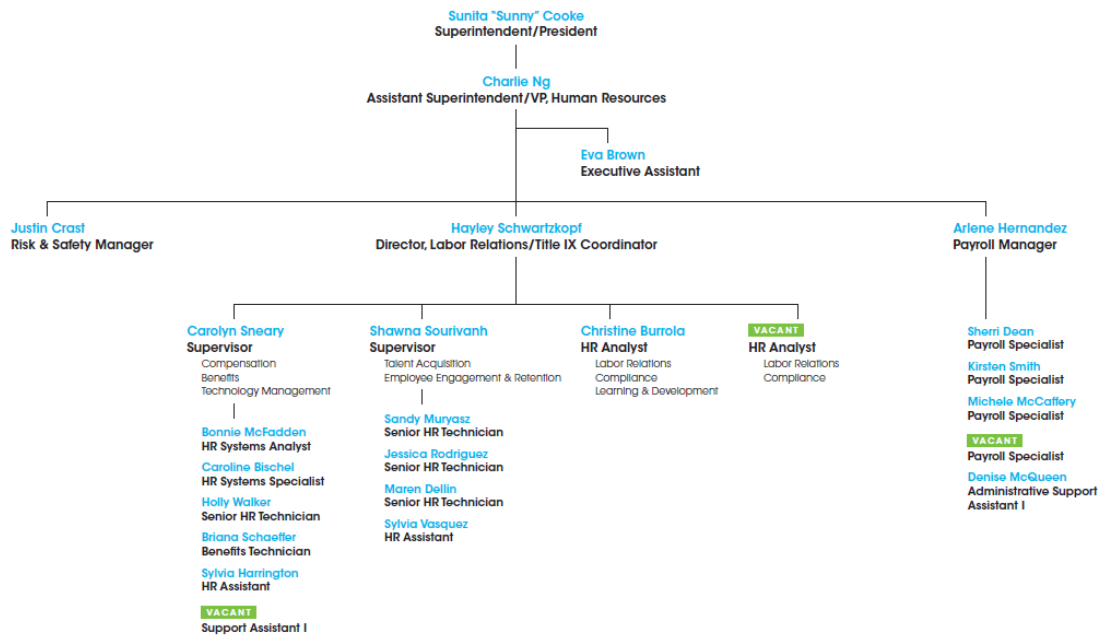
Administrative Services Division

Functional Chart
7.19.2022



Human Resources Division

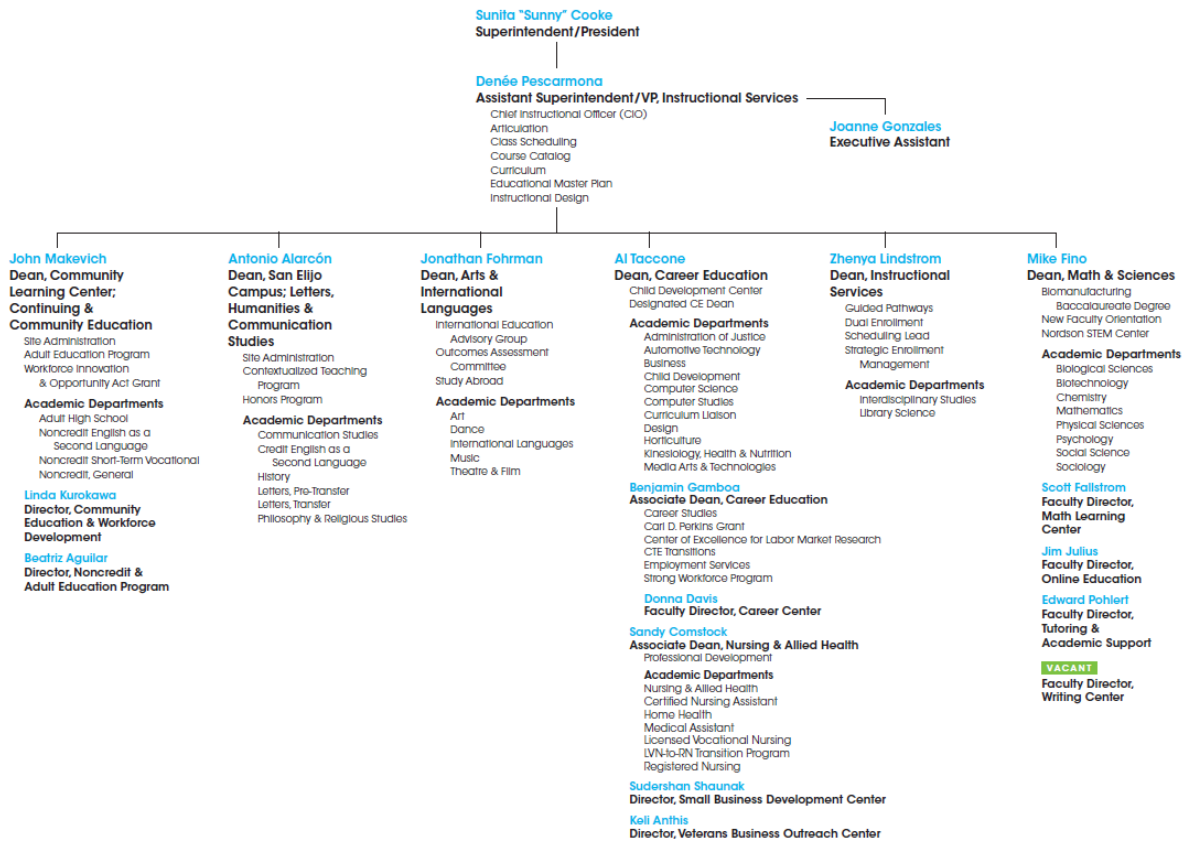
Functional Chart
8.24.2022





Instructional Services Division

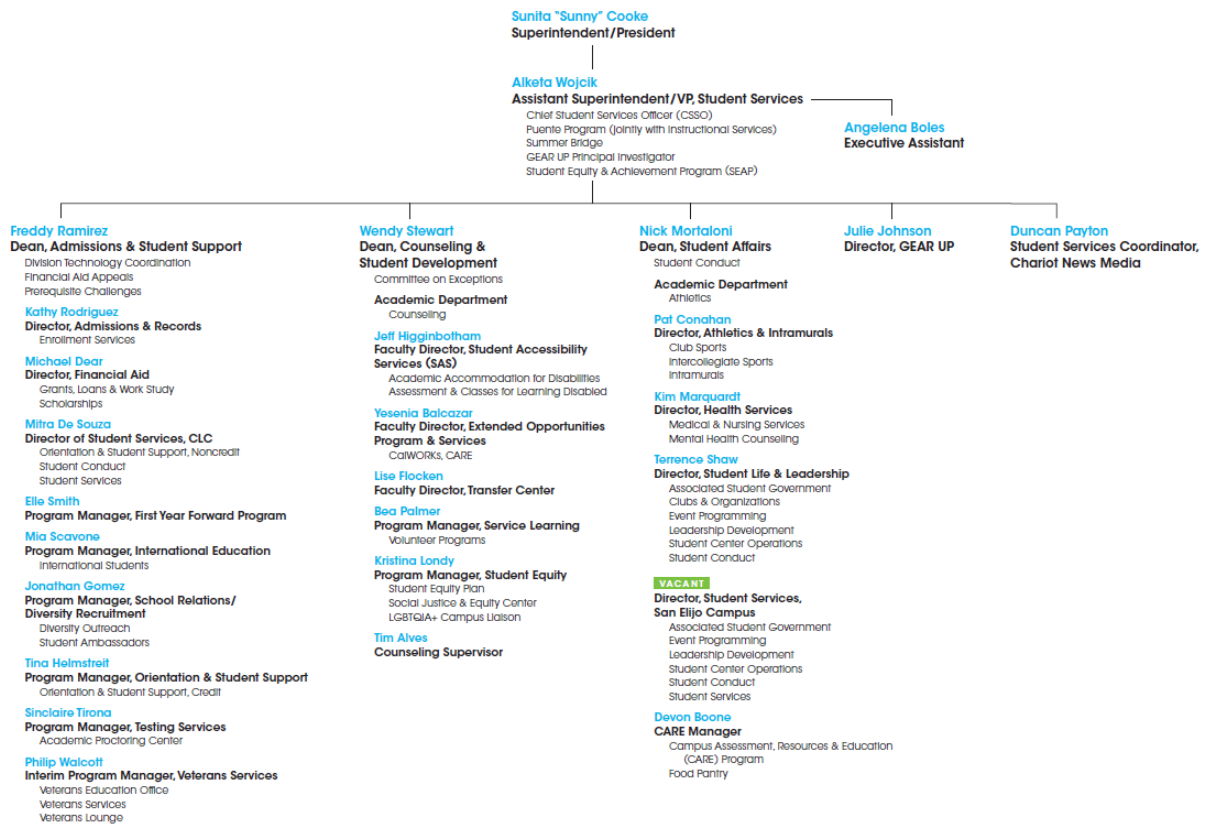
Functional Chart
7.19.2022





Student Services Division

Functional Chart
7.19.2022



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 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](#)).

Eligibility Requirement 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 13,920 ([ER2-2](#)). Students are actively pursuing certificate and undergraduate degree programs as well as the baccalaureate degree program offered by the College ([ER2-3](#)).

Eligibility Requirement 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.

Eligibility Requirement 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.

Eligibility Requirement 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	CCCCO Authorization to Offer Bachelor's Degree
ER1-2	ACCJC Statement of Accreditation Status
ER1-3	Adult High School Accreditation Affirmation

<u>ER2-1</u>	Spring 2022 Credit Class Schedule
<u>ER2-2</u>	Fall 2021–Fall 2019 Enrollments
<u>ER2-3</u>	Student Achievement Data, RPIE Webpage
<u>ER3-1</u>	Degree and Certificate Programs Chart, 2022-2023 MiraCosta College Catalog
<u>ER3-2</u>	Graduation Petition Statistics, Fall 2019–Fall 2021
<u>ER3-3</u>	Sample Area of Study, 2022-2023 MiraCosta College Catalog
<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 October 20, 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 in part 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 dialog 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 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 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 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:

- 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 ([CP-41](#)).
- FY 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 04-21-2022 Agenda, Item VII.B
- [CP-2](#) First Read of the Institutional Self-Evaluation Report, BOT Workshop 11-03-2022 Agenda, Item **X.X**
- [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 Handbook, p. 9
- [CP-10](#) Instructional Program Review Data, Program Review 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