Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Program offerings at MiraCosta College align to the College's mission by "fostering the academic and holistic success of its diverse learners." The College achieves its mission by offering programs that culminate in the awarding of undergraduate degrees and certificates, the transfer of students to four-year institutions, and gainful employment following completion of career education (CE) coursework. The College ensures consistency of educational quality for all courses and programs regardless of their instructional delivery mode or location of instruction. All courses and programs undergo the same rigorous review and approval process to ensure their educational integrity.

MiraCosta College Board Policy (BP) and Administrative Procedure (AP) 4020 delegates review of all new certificate and degree proposals to the Courses and Programs Committee (CPC) using criteria from the Academic Senate for California Community Colleges and from the California Community Colleges Chancellor's Office to approve programs and courses (II.A.1-1–II.A.1-3). The composition, roles, and responsibilities of the CPC are detailed in the Courses and Programs Committee Handbook (II.A.1-4 pp. 1–9). All programs are required to demonstrate alignment to the College's mission and include identified program student learning outcomes (PSLOs)

consistent with the content and objectives of each program's core courses. Published in the annual MiraCosta College Catalog, PSLOs provide students with clear information on the learning they can expect to attain upon program completion (II.A.1-5). MiraCosta faculty discuss student achievement of course SLOs (CSLOs) and attainment of PSLOs as part of the annual program review process for each discipline (II.A.1-6). As a result of these discussions, faculty may revise PSLOs, modify assessment methods, or make changes within a program to improve student achievement of the PSLOs.

Student achievement data are reviewed as part of the College's annual reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) and the California Community Colleges Chancellor's Office (CCCCO) (II.A.1-7). In addition to the achievement data mentioned above, this semi-annual review, presented to the Board of Trustees (BOT), includes certificate completion, transfer rates, CE licensure rates (where applicable), and CE graduate employment rates (II.A.1-8).

In fall 2017, MiraCosta began offering a baccalaureate degree in biomanufacturing. The CCCCO- and ACCJC-approved baccalaureate program in biomanufacturing aligns with MiraCosta's mission as a CE program that strengthens the growing biotechnology economic sector in San Diego County. The need for this program of study was substantiated by industry need as well as student interest (II.A.1-9). Completion rates for the first several cohorts of the Biomanufacturing Program exceed 90 percent, and employment rates upon completion of the degree exceed 85 percent annually (II.A.1-10).

Analysis and Evaluation

MiraCosta offers undergraduate degrees and certificates within CE and transfer programs that, in addition to continuing education, support the College mission to offer educational opportunities students need to be successful. All degrees and certificates are based on recognized higher education fields of study, all meet California Code of Regulations title 5 requirements, and all associate degree programs represent two years of full-time academic work. In addition, each program has been approved by the Chancellor's Office as required by law. The College assesses and tracks student outcomes and achievement data and reviews them regularly during committee meetings as part of its program review process and in the preparation of institutional planning documents.

The College meets Standard II.A.1 and Eligibility Requirements 9 and 11.

II.A.2 *Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and*

professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty regularly engage in ensuring the course content and methods of instruction meet academic and professional standards through systematic and inclusive program and curriculum review. Courses and programs undergo evaluation and review on a published cycle to ensure currency and support continuous improvement in teaching and learning. Standard I.B.5 provides a more detailed description of the program review process.

Review of all additions, modifications, or deletions of courses and programs is exclusively delegated to the CPC. The committee ensures the College's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Committee members read all course, certificate, and degree proposals (including course proposals that request distance education as an instructional delivery mode) with a concentration on the overall academic integrity of the proposals and their function within the College, its programs, and its mission. Moreover, they ensure consistency of course student learning outcomes with the course content, learning objectives, methods of instruction, instruction and assessment, standards of reading and writing, and other elements relevant to curriculum College-wide.

Details related to the College's curriculum review and approval process are included in the Courses and Programs Committee Handbook (II.A.2-1). The CPC reviews and approves the following:

- New and modified credit and noncredit courses (II.A.2-2).
- New and modified degrees, certificates, and noncredit programs (II.A.2-3).
- CE degrees and certificates with no completers over a three-year period.
- Requisites of all CE course and program prerequisites, corequisites, and advisories every two years (II.A.2-4).
- Deletion of courses, certificates, and degrees as requested by the discipline and department faculty or in response to a failure to comply with CPC procedures delineated in the CPC Handbook (II.A.2-5).
- Distance education curriculum and procedures (II.A.2-6).
- Courses related in content.

- Honors curriculum.
- Instructional materials fees (II.A.2-7).
- General education requirements for both associate and baccalaureate degrees (II.A.2-8).
- Thirty-two associated local policies, procedures, and guidelines assigned to the CPC by the College Council.

The CPC submits its recommendations to the Academic Senate; once approved, the Academic Senate forwards the recommendations to the BOT for approval and implementation in accordance with California Education Code and California Code of Regulations title 5 (II.A.2-9). After receiving local approval, all courses and programs are submitted to the Chancellor's Office for approval. The College ensures all courses, regardless of type, are updated and reviewed every six years to ensure relevance and currency.

As described in Standard I.B.5, MiraCosta requires all academic programs to comprehensively review their program's efficacy and alignment with the College mission every three years and to update those reviews annually with results from plans or goals identified in the prior program review. This three-year cycle ensures faculty evaluate and discuss the relationship between teaching methods and student performance on a regular basis.

The Program Review and Planning Handbook outlines the program review process and cycle, including the relationship between program review and planning and the College's integrated planning framework (II.A.2-10 pp. 7-13). As stated in the handbook, all programs must conduct a data-informed review to measure overall program performance, and CE programs must complete an additional two-year review as required by California Education Code (II.A.2-11). As part of the process, program faculty analyze and discuss their student achievement and SLO data in relation to their respective standards and the College's institutional goals; from there, they develop action plans to address either institutional objectives in the long-term planning framework or program expansion or improvement (II.A.2-12, II.A.2-13). Reflection on data drives requests for human, physical, technology, and financial resources to support those planning items (II.A.2-14). Following implementation of the action plans, results are reviewed as part of subsequent program review cycles.

In support of all programs' continuous instructional improvement, the College provides robust professional development program that helps full-time and associate (part-time) faculty improve their teaching and learning strategies to foster student success. Faculty are also encouraged to attend conferences outside of the College at their discretion. Full-time faculty are required to accumulate 60 hours of professional development per academic year; associate faculty are required to accumulate two hours of professional development for each one hour of lecture hour equivalent (LHE) (II.A.2-15).

Analysis and Evaluation

Through the work of the CPC and Institutional Program Review Committee, in conjunction with the Academic Senate and Budget and Planning Committee, faculty apply rigorous curriculum guidelines to ensure courses and programs offered at the College are of high quality and compliant with current academic standards. Courses are reviewed and modified every six years. Programs are evaluated every three years with an annual update to ensure program currency and continuous quality improvement. A strong professional development program is in place to promote continuous improvement in teaching and learning strategies. The College meets Standard II.A.2.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes identical with those in the institution's officially approved course outline.

Evidence of Meeting the Standard

The development and assessment of SLOs at MiraCosta College is an equity-focused process that improves and maximizes student learning across the institution (II.A.3-1). All courses and programs, including the College's baccalaureate degree program and upper-division courses, are required to identify and assess SLOs using established institutional procedures.

CSLOs and PSLOs are recorded in all officially approved course and program outlines of record, respectively, and are developed and modified by faculty in accordance with Outcomes and Assessment Committee (OAC) procedures (II.A.3-2–II.A.3-4). The SLO coordinator, as a representative of the OAC, reviews and approves new and modified CSLOs and PSLOs before they are recorded on the official outlines (II.A.3-5). The coordinator works with the faculty to ensure the appropriateness of each outcome and the transparency of its assessment.

As stated in Standard I.B.2, the baccalaureate program's learning outcomes reflect higher levels of depth and rigor than the associate degree's PSLOs (II.A.3-6). Baccalaureate students acquire greater depth and rigor from their upper-division courses, which require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking (II.A.3-7 p. 1). Similarly, the program's upper-division general education courses enhance the foundational knowledge students gain through the completion of their lower-division general education program (II.A.3-8). Biomanufacturing program faculty regularly assess the CSLOs that comprise the baccalaureate program and analyze assessment results at the program-review level (II.A.3-9).

As stated in Standard II.A.2, SLO assessment results are included in the program review process for a fuller analysis of program effectiveness.

Academic department chairs or their designated SLO lead are responsible for ensuring information regarding SLOs is disseminated to the discipline faculty. CSLOs have a six-year assessment cycle, and the assessment results are evaluated and discussed within departments. The department chair or SLO lead is also responsible for entering the assessment results, action plans, and follow-ups (when applicable) into the outcomes assessment database. PSLO assessments are developed collaboratively by the department faculty whose courses contribute to the core of a degree or certificate, and results are discussed as part of the department's program review cycle.

As noted in Standard I.B.2, while MiraCosta College has well-defined processes to create, modify, and assess core competencies and learning outcomes for all instructional, learning support, and student service programs, the College has found that assessments of CSLOs and PSLOs have fallen behind schedule due to extenuating circumstances. In 2019/20, the College paused assessment as it converted to a new web-based assessment platform. In March 2020, the sudden shift to online learning during the pandemic slowed momentum further for nearly a year-and-a-half as faculty dealt with this dynamic situation and helped students with their emergent needs. To date, 46 percent of CSLOs have been assessed recently; however, all instructional departments are currently reestablishing their SLO assessment processes to get back on schedule (II.A.3-10).

All instructors are required to distribute a syllabus to every class section that includes the SLOs as listed on the officially approved course outline. The Academic Affairs Committee (AAC) is responsible for the revision and distribution of the syllabus checklist and annually updates the checklist based on new requirements or best practices. One of the new additions to the syllabus checklist was to include the mapping of CSLOs to core competencies on the syllabus (II.A.3-11, §VI.e). The current syllabus checklist has CSLOs, PSLOs, and core competencies as required elements (II.A.3-12, p. 2). Faculty are required to submit their syllabi to their deans every semester via email (II.A.3-13). Syllabi are retained by deans and available upon request (II.A.3-14).

Analysis and Evaluation

The College has identified learning outcomes at the course, program (including baccalaureate), and institutional levels. Integrated processes and procedures that guide SLO development and assessment can be found on the SLO webpage. CSLOs and PSLOs are included in officially approved course and program outlines, and PSLOs and core competencies are published in the

MiraCosta College Catalog. Instructors are expected to include SLOs from official course outlines of record, as well as how they align with the College's core competencies, in their syllabi. Recognizing the need to reestablish regular CSLO and PSLO assessment, the College has begun reestablishing its regular cycle of assessment and has outlined an improvement plan in Quality Focus Essay: Project One.

The College meets Standard II.A.3.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Until fall 2022, the College offered precollegiate-level, credit-based curriculum in math, English, and English as a Second Language (ESL) as well as a variety of noncredit curriculum in math, English, ESL, and Adult High School Diploma. The College distinguishes this curriculum from college-level curriculum in the course catalog, the schedule of classes, and on course outlines of record (CORs), indicating which courses are and are not applicable toward a degree. The course catalog and COR identify necessary skills and/or knowledge required by all precollegiate courses in the form of outcomes that directly align with and prepare students for success in transfer-level courses.

In addition to precollegiate course offerings, the College provides numerous learning support services that reinforce skills and/or knowledge necessary for students to advance to and succeed in completing college-level curriculum, including online and in-person tutoring. In fall 2022, in compliance with California Assembly Bill (AB) 705 and AB 1705, the College stopped offering any pre-college level credit math courses and offered only one pretransfer-level credit English class as a corequisite support course to the transfer-level English composition course.

As stated in Standards II.A.1 and II.A.2, the CPC acts by means of careful study and open discussion to assure the College's precollegiate and college-level curriculum have consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Of the thirteen faculty members on the CPC, three provide specific expertise for evaluating and informing discussions about precollegiate curriculum. The three represent the areas of counseling, pretransfer English or math, and noncredit. Both faculty writers and reviewers of curriculum use the criteria specified in California Code of Regulations title 5, section 55002(b), to determine whether a course is precollegiate or college level. Writers and

reviewers also rely on the CPC Handbook and the Chancellor's Office Program and Course Approval Handbook (PCAH) for determination of curriculum level.

MiraCosta distinguishes between credit course levels through its numbering scheme. Basic skills or college-preparatory credit courses that are not associate-degree applicable are numbered 0 to 49; credit courses that may be associate-degree applicable but are not intended for transfer are numbered 50 to 99. Course numbering is explained in the "Enrolling in Courses" section of the MiraCosta College Catalog as well as through the "How to Read Course Descriptions" linked page, which is available under the "Courses" section of every area of study in the catalog (II.A.4-1). The College's noncredit course designators distinguish noncredit courses from credit courses. Noncredit course designators begin with "NC" (e.g., NCESL 50: English as a Second Language, Learning Lab) unless they are part of MiraCosta's Adult High School, in which case they begin with "HS" (e.g., HSENG 21: English 1) (II.A.4-2).

With the passage of AB 705, the College further revised its placement practices, dramatically shortening credit developmental sequences, and providing co-requisite and/or noncredit options to better support student success, access, and equity in completing transfer-level courses. The College adopted multiple measures for placement in English and math, which allow for transfer-level placement of nearly all students and, particularly, those with a high school diploma. The placement is enhanced by corequisite support courses in English and math that allow students to enroll directly into transfer-level coursework that includes just-in-time review of foundational skills and concepts (II.A.4-3).

To support these reforms, the English and Math Departments developed communities of practice whereby faculty teaching corequisite support courses meet regularly, typically at least monthly, to discuss their experiences and share practices that have positively impacted student retention and success. The English Department developed two forms of curricular support that support English and writing: highly supported English (HSE) courses and multilingual English courses that provide students with contextualized and individualized support.

- HSE courses are "stacked," which means an instructor teaches an English 100 section and an English 52 section and students receive individualized instruction focused on just-in-time curriculum.
- English courses with multilingual support provide English language learners assistance in understanding unfamiliar concepts while addressing vocabulary and grammar issues unique to students who come from multilingual backgrounds.

English and math faculty have also increased their use of embedded tutors and more intentionally connected students to the Math Learning Center and Writing Center where they have access to academic support throughout the week, including nights and weekends (II.A.4-4).

The College has created explicit data dashboards for both English and math to look at corequisite and non-corequisite, first-in-sequence, transfer-level coursework. The College tracks throughput, which is the percentage of students completing transfer-level English or math within one year from their first English or math enrollment. These dashboards have placement, enrollment, first course success, and throughput data that is all disaggregated by age, gender, ethnicity, and major. Placement and success can be assessed at the course or program level, and the dashboards have flags for disproportionate impact based on disaggregated characteristics (II.A.4-5).

As discussed in Standard II.B.1 and II.B.3, MiraCosta supports student success in college-level courses through free tutoring and other learning support services provided by the Tutoring and Academic Support Center, Math Learning Center, and Writing Center.

Analysis and Evaluation

The College offers both credit and noncredit precollegiate curriculum and has a numbering system that distinguishes these courses from collegiate-level curriculum. All courses are reviewed and approved by the CPC to ensure they meet all standards of quality, rigor, and compliance. Precollegiate level credit curriculum and course offerings have been dramatically reduced since the passage of AB 705.

MiraCosta has instituted several programs that assist in the successful transition of students from precollegiate to transfer-level coursework in both math and English. In addition, several support services are in place to help students successfully complete the coursework, including tutoring, and math learning and writing centers.

The College meets Standard II.A.4.

II.A.5 *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. (ER 12)*

Evidence of Meeting the Standard

The CPC is responsible for ensuring the College's educational programs are of appropriate length, breadth, depth, and rigor based on the standards set by the Chancellor's Office. Faculty and CPC reviewers refer to the PCAH to ensure all programs approved at the College follow established criteria that are consistent with California Code of Regulations title 5 requirements and Accreditation Standards (II.A.5-1). These criteria are codified in BP/AP 4100 (graduation requirements for associate degrees) and BP/AP 4100B (graduation requirements for the bachelor's degree), which are reviewed every two years by the CPC to ensure currency and adherence to standards common in American higher education (II.A.5-2, II.A.5-3).

All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable coursework, including18 units in a major or area of emphasis and the satisfactory completion of a lower-division general education pattern. The major provides a discipline-specific focus often related to career preparation, while the area of emphasis provides an interdisciplinary focus that most often prepares a student for transfer. The associate degree also requires demonstration of competency in reading, written expression, and mathematics (II.A.5-2 p. 3).

The baccalaureate program requires completion of a minimum of 120 units, including 33 units of lower-division major courses, 36 units of upper-division major courses, 9 units of upper-division general education courses, and completion of the California State University (CSU) or University of California (UC) lower-division general education pattern (II.A.5-4). In fall 2015, the Chancellor's Office certified that MiraCosta's baccalaureate degree in biomanufacturing follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning (II.A.5-5).

Analysis and Evaluation

The College's rigorous curriculum review and approval process ensures approved educational programs not only adhere to common standards of American higher education but also meet California Code of Regulations title 5 and Accreditation Standards.

All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable coursework and include a minimum of 18 units in a major or area of emphasis. The instructional level and curriculum of the biomanufacturing bachelor's degree upper-division courses are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level. Students are required to complete a minimum of 120 units for the Bachelor of Science in Biomanufacturing at MiraCosta College.

The College meets Standard II.A.5 and Eligibility Requirement 12.

II.A.6 *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

Evidence of Meeting the Standard

MiraCosta College schedules classes on several campus sites, during the day and evening, and in a variety of modalities to meet the ever-changing needs of a diverse student body. The College offers courses in 17-week fall and spring terms, as well as 6- and 8-week summer terms. Additionally, the College has added more 12-week and 8-week sessions during its regular terms to meet student demand for accelerated course offerings. Courses are offered in on-campus, online (asynchronous), online Zoom (synchronous), and hybrid modalities to support access and completion.

Each semester, academic department chairs and deans prepare schedules of classes that consider students' needs and overall demand for courses that are required to meet certificate and degree requirements. The College examines historical fill rates and enrollment patterns to determine how students are trending in their enrollment. One example of changing student needs can be seen in the increased demand for fully online classes, even prior to the COVID-19 pandemic (II.A.6-1). The College also participates in the California Virtual College–Online Education Initiative (CVC–OEI) to help local students and students across the state complete their courses and programs in a timely fashion (II.A.6-2).

To help students complete their educational programs within a period of time consistent with established expectations in higher education, the College requires all courses to be offered at least one out of every four semesters (II.A.6-3). Additionally, the College has implemented academic maps as part of its Guided Pathways work. Academic maps represent faculty-suggested course sequences laid out term-by-term for approved degree and certificate programs, helping to identify what courses students should take in which semesters. The maps also indicate which semesters courses are "typically offered" to assist students, especially those who have not completed a comprehensive education plan, in their planning (II.A.6-4). Typically offered patterns are included in official CORs and catalog course descriptions (II.A.6-5, II.A.6-6).

Academic maps are considered part of the curriculum revision process; faculty are expected to update a program's academic map if course additions, deletions, or modifications, including modified typically offered patterns, affect the map to ensure program outlines and academic maps communicate the same information (II.A.6-7). MiraCosta currently has an academic map for 86 percent of its degree programs, including the baccalaureate program. Students can view academic maps for their selected programs by visiting the College's website (II.A.6-8). For

example, the academic map for the communication studies associate degree provides students with a two-year pathway for completing the degree (II.A.6-9). Academic maps provide a framework for improved course scheduling to meet student needs.

The College has been experiencing declining enrollments for the past five years, exacerbated by the COVID-19 pandemic. Examination of this decline and the patterns of students stopping out has created a need for the College to develop a strategic enrollment plan to ensure enrollment stability and growth (see Quality Focus Essay: Project Two).

Analysis and Evaluation

The College considers a variety of factors when scheduling classes. At the department level, chairs work to develop schedules that will provide students with the courses they need to complete a program of study in a timely fashion. The College also examines wait lists, fill rates, and enrollment patterns to discern student needs and adjusts class scheduling accordingly. The College has a demonstrated need for a comprehensive enrollment plan to assist in enrollment recovery. This improvement plan is detailed in the conclusion to Standard II.A.

The College meets Standard II.A.6 and Eligibility Requirement 9.

II.A.7 *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard

MiraCosta College ensures that methods of instruction and delivery modes meet the diverse needs of its students. To support students on their educational journey, the College also provides a variety of instructional learning support services to meet the ever-changing needs of its students. The dynamic response of the College to the COVID-19 pandemic highlighted both the effective practices ensuring that students' instructional needs were being met and introduced new supports and effective practices to support the constantly changing reality of students' lives.

Effective Delivery Modes

Prior to the COVID-19 pandemic, MiraCosta's instructional delivery modes included face-to-face, hybrid, and 100 percent online formats. The instructional integrity of these delivery modes is found in the COR; all courses that are offered via distance education, whether 100 percent online (synchronous or asynchronous) or hybrid, are required to complete a Distance Education Curriculum

Addendum (Form A). This form ensures courses offered in a distance education modality expect the same learning outcomes as courses offered face-to-face and meet U.S. Department of Education regulations and California Code of Regulations (title 5) (II.A.7-1).

During the pandemic, faculty implemented online synchronous (Zoom) and hybrid-flexible (HyFlex) course modalities to ensure students had the flexibility to attend and participate in classes in the way that best suited their needs, preferences, and circumstances. MiraCosta provides students with a simple one-page resource to provide clarity on the different course section modes of instruction and how to locate each type in the class schedule (II.A.7-2).

During the pandemic, the College saw a dramatic shift in the number of students who opted for 100 percent online formats. Prior to the pandemic, the College offered approximately two-thirds of its courses face-to-face, while the other one-third comprised a mix of hybrid and 100 percent online (II.A.7-3). Two years after the start of the pandemic, the College offered less than 40 percent of classes in some form of face-to-face or hybrid format; more than 60 percent of classes were offered 100 percent online (II.A.7-4). As Table 21 illustrates, this trend can be seen starting with 2018/19 annual figures that show distance education enrollment accounts for slightly more than 21 percent of the College's credit full-time equivalent student (FTES) population.

The pandemic dramatically shifted how the College offers its courses with almost all academic departments at MiraCosta providing a range of online and face-to-face classes to meet ever-changing needs of the College's diverse population.

Table 1. Distance Education Enrollments 2016/17–2020/21

	2016/17	2017/18	2018/19	2019/20	2020/21
# DE course sections	673	702	734	832	2,964
% FTES from DE	19.9	20.9	21.8	25.6	98.7
% Students enrolled in at least one DE section	44.6	46.3	48.5	53.6	99.4
% Students enrolled only in DE sections	15.1	15.7	17	19.8	97.7

Source: October 2021 Online Education Board of Trustees Report

The College evaluates the effectiveness of all instructional delivery modes through disaggregated outcome data and program review. Disciplines submit an annual review of trend data that suggests overall instructional effectiveness, including overall enrollment, certificates and degrees awarded, FTES, and cost per FTES. The Office of Instruction reviews historical trend data, student survey data, and other local, state, and national trends to ensure appropriate delivery modes are offered to meet student needs and, regardless of delivery mode, students are achieving success at equitable levels. The faculty director of Distance Education reports these findings annually to the Board of Trustees (BOT) (II.A.7-5).

Additionally, the College regularly reviews and updates its distance education administrative procedure, which specifies how MiraCosta complies with state and federal distance education regulations (II.A.7-6). Finally, the MiraCosta Online Educators (MOE) publishes the Distance Education Handbook and Online Class Quality Guidelines to provide direction for ensuring accessible and equitable learning for students taking online classes (II.A.7-7).

Effective Teaching Methodologies

MiraCosta responds to the diverse educational needs of its students by utilizing a variety of peer reviewed and approved methods of instruction. Additionally, College faculty participate in many governance committees dedicated to discussing and making decisions about student learning needs, pedagogy, and teaching methodologies.

The Online Education Department collaborates with MOE, the Professional Development Program (PDP), and peer faculty to develop a variety of Flex workshops offered to faculty throughout each year. Most of these workshops have been recorded and offered in a HyFlex format or fully online since 2018, increasing access for both full-time and associate (part-time) faculty (II.A.7-8).

As the College prepared to shift to a mostly online operation at the outset of the pandemic, over 39 hours of workshops were offered during one week by 22 different faculty, resulting in 1006 hours of attendee engagement to prepare for broad online learning. In addition to transition workshops, 55 different faculty provided discipline-specific peer consultation to support effective online instruction, and 21 faculty staffed Zoom for 67 hours of live, on-demand peer support during the transition period. During summer 2020, the College offered another week of online education training, resulting in 8.5 hours of workshops and 577 hours of faculty engagement (II.A.7-9). The College also utilized peer online mentors to provide faculty with on-demand individualized support as well as workshops, resources, and professional learning experiences. The mentors provided more than 500 hours of service between summer 2020 and spring 2022 (II.A.7-10).

Effective Learning Support Services

To assist students with the skills and knowledge needed to be successful in the online learning environment, the College encourages all students to complete the Student Online Academic Readiness (SOAR) workshop. SOAR workshops are offered in a variety of modalities and provide students with an overview of how to prepare to be successful in their classes and how College resources are available to help them achieve their educational goals (II.A.7-11).

In addition to on-campus services, such as tutoring, the Library, and learning centers, MiraCosta is committed to providing an array of online student support services, ensuring comparable online services for all students. As stated in Standard II.A.6, MiraCosta collaborated with the CVC-OEI to deploy the first Canvas-based Student Support Hub in California in spring 2019 (II.A.7-12). This important innovation in providing support to students online quickly spread to numerous California Community Colleges and was recognized by researchers as a key component in colleges' ability to pivot to online operation when the pandemic occurred a year later (II.A.7-13).

Faculty teaching distance education classes are required to help students be aware of MiraCosta College support services and resources, especially those available online (II.A.7-14). The College continues to provide additional services, such as loaned laptops and hotspots, to enhance student access and success and ensure compliance with distance education regulations.

Analysis and Evaluation

The College provides an appropriate array of delivery modes coupled with distance education policy and guidelines, faculty professional learning opportunities, and excellent student support services to a diverse population of learners. The College evaluates the effectiveness of all instructional delivery modes through disaggregated outcome data and program review to ensure students achieve success at equitable levels. The College meets Standard II.A.7.

II.A.8 *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

Credit for prior learning (CPL) at MiraCosta College may be earned for eligible courses approved by the District for students who satisfactorily pass an authorized assessment or

examination in accordance with District policy and procedure (II.A.8-1). Currently, CPL is available through

- achievement of a satisfactory score on an Advanced Placement, International Baccalaureate, or College Level Examination Program standardized exam;
- evaluation of Joint Services Transcripts (JST); and
- satisfactory completion of a department-wide course examination (credit by exam).

The Credit for Prior Learning administrative procedure outlines the conditions under which credit by exam can be offered and establishes the protocols that ensure only unbiased, valid measures of student learning are used. For example, every institutional exam requires the student demonstrate sufficient mastery of the learning outcomes of the course for which the credit is to be awarded. For enhanced reliability, credit by exam is offered only if a department or program has an institutional examination policy on file with Student Services (II.A.8-1 p. 4–II.A.8-3).

A credit for prior learning work group is currently developing a framework that will guide the expansion of prior learning assessment across a growing list of disciplines (II.A.8-4). The group will be designing new assessment methods and student-centered processes to ensure students are recognized for the experience and knowledge they bring with them to MiraCosta, which will reduce equity gaps for traditionally underserved students.

Analysis and Evaluation

The College currently awards credit for prior learning through achievement of a satisfactory score on identified standardized exams, JST evaluation, and satisfactory completion of an approved institutional exam. MiraCosta outlines the protocols to evaluate students' prior learning in an administrative procedure. The College is currently developing a comprehensive framework for awarding credit using industry-recognized credentials and other assessments, which are already supported by the Credit for Prior Learning AP. The College meets Standard II.A.8.

II.A.9 *The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Evidence of Meeting the Standard

The College awards course credit, associate degrees, a bachelor's degree, and certificates based on student attainment of learning outcomes that are published in official course and program

outlines. In accordance with title 5, all CORs include methods of evaluation that address how the awarding of credit for coursework is based upon student mastery of each course's learning objectives and outcomes (II.A.9-1–II.A.9-3). At the course level, the OAC advises faculty to embed SLO assessment into the evaluation of student achievement and to make SLO achievement central to student grades (II.A.9-4 pp. 5, 17). Faculty use direct and indirect methods of assessing student attainment of learning outcomes at the program level, including embedded assessments and "second-year" projects and assignments (II.A.9-5 pp. 15–16, II.A.9-6).

The College awards units of credit that reflect generally accepted norms and equivalencies in higher education. All credit courses offered at MiraCosta, including those offered via distance education, comply with the required contact hour calculations provided by the PCAH and published in AP 4020: Program and Curriculum Development (II.A.9-7, II.A.9-8 pp. 3–5). MiraCosta does not currently offer courses based on clock hours but has provisions in policy and procedure to follow federal conversion standards (II.A.9-8 p. 2).

Analysis and Evaluation

MiraCosta's degree-applicable credit courses conform to the criteria and standards specified in title 5 of the California Code of Regulations, including the relationship between units and required lecture and/or laboratory contact hours. The College's definition of credit hour is consistent with applicable federal and state regulations as they apply to community college districts.

The College has institutional policies and practices in place to ensure that course credit, degrees, and certificates are awarded based on student attainment of learning outcomes. The College is compliant with CCCCO required units and hours needed to complete a program of study.

The College meets Standard II.A.9 and Eligibility Requirement 10.

II.A.10 *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Evidence of Meeting the Standard

MiraCosta makes transfer-of-credit policies available to students in the online College catalog. Policies that address the transfer of course credit from other institutions are located under the following headings:

- Credit from Other Colleges: Credit for International Coursework and Credit for Articulated High School Courses (II.A.10-1 p. 25)
- C-ID Courses (for transfer of credit between MiraCosta College other California Community Colleges)(II.A.10-2 pp. 26–31)
- Credit for Prior Learning: Credit for Standardized Examinations, Credit for U.S. Military Service/Training, Credit by Examination, Credit Using Industry-Recognized Credentials, and Credit Using Other Assessments (II.A.10-3 pp. 32–39)
- Information for Veterans (II.A.10-4 p. 20)
- Meeting and Clearing Prerequisites: Using Coursework from Other Institutions to Clear Prerequisites (II.A.10-5 pp. 21–22).

Policies that address the transfer of course credit to other institutions are located under the Transferring Coursework section of the catalog (II.A.10-6 pp. 90–96).

Policies for student transfer into the baccalaureate program are available on the College website from the Board Policies and Procedures webpage within BP 4100B: Graduation Requirements for Baccalaureate Degree and General Education and AP 4025B: Philosophy and Criteria for Baccalaureate Degrees and General Education as well as from the Biomanufacturing Bachelor's Degree webpage under Frequently Asked Questions (FAQ) (II.A.10-7, II.A.10-8, II.A.10-9 p. 2). The FAQ page provides a link to a grid of comparable coursework from other California community colleges (II.A.10-10).

Transfer of coursework policies and procedures are reviewed regularly as part of the periodic review cycle, described in Standard I.C.5, and the annual catalog review and approval process, described in Standard I.C.2.

In accepting transfer credits to fulfill degree requirements, the Admissions and Records Office ensures the learning outcomes for transferred courses are comparable to the learning outcomes of MiraCosta courses. Additionally, all transferable courses offered at the College are listed on the Articulation System Stimulating Inter-Institutional Transfer (ASSIST) website. ASSIST is an online public articulation database for students, faculty, and staff to verify the transferability of

courses between California Community Colleges (CCCs) and CSU and UC campuses. ASSIST users can also search for articulation agreements between the College and a CSU or UC campus based on specific major agreements and department agreements.

Articulation at MiraCosta is an ongoing process overseen by the articulation officer, who develops and maintains articulation with regional and statewide transfer institutions as well as other community colleges in accordance with AP 4050: Articulation (II.A.10-11). Articulation agreements pertain to courses applicable for transfer elective credit, general education credit, and lower-division major preparation credit. Articulation with private universities focuses primarily on regionally accredited institutions within the local San Diego area that have a long-standing relationship with MiraCosta; however, the College also has established relationships with some distant but well-known regionally accredited institutions. These agreements can be for general education and/or major preparation. All approved articulation agreements are published on the Articulation webpage, which also provides students with articulated general education patterns, a link to major preparation on ASSIST, and MiraCosta College CORs (II.A.10-12).

The College develops articulation agreements with local high schools when high school courses are determined to be in alignment with MiraCosta College courses (II.A.10-13). When students earn a "B" or better in their course and on their final exam at their high school, they may earn credit in the equivalent MiraCosta College course. No fees are required. Information on how to articulate high school courses for credit is published on the College's website (II.A.10-14).

Analysis and Evaluation

The College has approved policies and procedures that address the transfer of course credit from and to other institutions. These policies and procedures are reviewed regularly to ensure their integrity, and they are published in the MiraCosta catalog and on the website.

The College works closely with four-year institutions to ensure articulation agreements are in place and updated regularly to assist in the smooth transfer of students between institutions. For students transferring credit internally or externally into the bachelor's degree program, the College has a commitment to evaluating prior work for lower- and upper-division requirements and communicates that information on its website.

The College meets Standard II.A.10 and Eligibility Requirement 10.

II.A.11 *The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative*

competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College's 13 institutional core competencies align to programmatic learning outcomes that are included in all academic programs. MiraCosta adopted the competencies in 2017, modeling them after the "LEAP" (Liberal Education and America's Promise) outcomes developed by the Association of American Colleges and Universities (II.A.11-1 p. 2). As explained in Standard I.B.2, these competencies are broad general education learning outcomes students gain through their pursuit of an educational goal and exposure to the College's support services and enrichment programs. They are intended to demonstrate students' abilities for future success in further academic pursuits and/or careers. Table 22 illustrates the alignment between the College's core competencies and those required by the Standard.

Table 2. MiraCosta College Core Competency and ACCJC Competency Alignment

MiraCosta Core Competency	Method of Inquiry and Assessment	Aligned ACCJC Competency
Knowledge of human cultures and the physical and natural world o Attained through general education and major study in the sciences and mathematics, social and behavioral sciences, humanities, histories, languages, and the arts.	Informed by awareness of global issues and trends, focused by engagement with big questions, both contemporary and enduring.	o Analytical inquiry skills o Ability to engage diverse perspectives
Intellectual and practical skills o Inquiry, analysis, and independent thinking o Critical and creative thinking o Quantitative literacy and problem solving o Information literacy o Written and oral communication skills o Integration of knowledge	Practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance.	o Communication competency o Information competency o Quantitative competency o Analytical inquiry skills o Ethical reasoning

Personal and social responsibility and efficacy o Civic knowledge and engagement–local and global o Intercultural competence and respect for diverse perspectives o Teamwork and collaborative skills o Ethical reasoning and action o Goal setting / project-planning and completion o Skills for ongoing personal, academic, and professional growth	Anchored in applied learning through active involvement with real world challenges and diverse environmental, workplace, cultural, and community contexts.	o Ability to engage diverse perspectives o Ethical reasoning

Upon the adoption of the competencies in 2017, the College required instructional departments to evaluate and map their CSLOs to the competencies (II.A.11-2 p. 21). Currently, an interdisciplinary team assesses two core competencies per semester using a shared, collaboratively calibrated rubric. Courses targeted in this assessment process have been those that transfer students are required to complete, regardless of program, including communication, English, and mathematics (II.A.11-3). Assessment results are used to drive program improvements. The Biology Department, for example, developed formative assignments and revised assessment prompts for clarity and specificity after participating in core competency assessment (II.A.11-4 pp. 5–6, II.A.11-5 pp. 24–25). As stated previously, the College posts core competency assessment results on the OAC webpage and presents core competency assessment data to the BOT annually (II.A.11-5).

The philosophy behind the bachelor's degree at MiraCosta College is to recognize students who have successfully demonstrated

- a broad understanding of mathematics, science, social science, humanities, and the arts (analytical inquiry skills);
- effective communication in oral and written form (communication competency);
- a multicultural global perspective (ability to engage diverse perspectives);
- critical-thinking skills that apply analytical and creative approaches to problem solving (ethical reasoning; quantitative reasoning);
- the ability to adapt to new environments and technologies (information competency); and
- social awareness and responsibility as a participating member of society (ability to engage diverse perspectives).

These attributes align with the College's core competencies through course and program learning outcomes and curriculum (both lower- and upper-division).

Analysis and Evaluation

MiraCosta's core competencies align with the skills and abilities outlined in the Standard. The College assesses these competencies regularly at the course level using an established rubric and uses assessment results to drive program improvements. The College has successfully assessed more than half of the 13 core competencies to date. The College meets Standard II.A.11.

II.A.12 *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Evidence of Meeting the Standard

The College's associate degree programs and bachelor's degree program include a component of general education (GE) that is clearly explained in the MiraCosta Catalog and codified in policies and procedures (II.A.12-1–II.A.12-3). Students seeking an associate degree have three GE patterns from which to choose: the local pattern (Plan A), which satisfies GE requirements at MiraCosta College but is not intended for students whose goal is to transfer to a CSU or UC campus, and two patterns that are intended for students planning on transferring to a California public university (Plans B and C). Baccalaureate-seeking students must complete either Plan B or Plan C (II.A.12-2 p. 143). All three plans require coursework that introduces the content and methodology of major areas of knowledge and encourages a broad understanding of arts and humanities, the sciences, mathematics, and social sciences (II.A.12-4).

Placement of a course on Plan A is determined by faculty on the CPC who review the COR in the context of specific GE outcomes criteria when making their recommendations for approval (II.A.12-5). To be recommended for approval, courses must fulfill universal criteria for scope, rigor, autonomy, breadth, critical thinking, communication and literacy, and relevancy as well as meet additional criteria specific to their area of specialty. Placement of a course on Plan B or C is

determined by the respective UC/CSU system, but the determination to submit a course for UC/CSU GE consideration is made by the MiraCosta College articulation officer, who ensures each course submitted is baccalaureate level and its content reflects a balance between breadth and depth appropriate for lower-division work (II.A.12-6 p. 11). In addition, the articulation officer ensures the course includes the required learning outcomes as described in the CSU/UC Guiding Notes for General Education Course Review (II.A.12-7 pp. 12–43).

The baccalaureate program requires completion of 37 to 41 units of lower-division and 9 units of upper-division GE coursework (II.A.12-8 p. 1, II.A.12-9 p. 2). The upper-division GE curriculum enhances the foundational knowledge gained through the students' completion of lower-division GE coursework and is designed to be an integrative learning experience that makes connections among disciplines (II.A.12-8 pp. 4–5).

Analysis and Evaluation

The College has a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education and is published in the catalog. General education requirements for the College's associate degrees and bachelor's degree ensure breadth of knowledge and promote intellectual inquiry. Through a formal review process, the CPC approves courses for general education only if they meet established criteria.

The College meets Standard II.A.12 and Eligibility Requirement 12.

II.A.13 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

All associate degree programs at MiraCosta College include a major or area of emphasis composed of at least 18 units to ensure students graduating with an associate degree possess sufficient depth in one area of inquiry or an established interdisciplinary core (II.A.13-1). A major or area of emphasis consists of courses required for a certificate of achievement in a CE field or a pattern of courses defined by the discipline as appropriate for transfer as preparation for a specific baccalaureate major. The bachelor's degree program provides focused study in biomanufacturing and requires baccalaureate-level competency in biomanufacturing science and technology as well as quality and regulatory theories and practices (II.A.13-2, II.A.13-3).

When faculty propose new programs, they must select either baccalaureate preparation or workforce training as the rationale, and they must list the specialized courses that will support the stated program learning outcomes (II.A.13-4, II.A.13-5). Degree and certificate program development incorporates industry experience (where appropriate), theoretical expertise by faculty in their respective fields, and alignment to local, state regulatory, and/or national standards to ensure students will meet program learning outcomes that reflect theories and practices in each field of study (II.A.13-6). New CE degree and certificate programs are developed with guidance from associated advisory boards that recommend any industry-related specialized content and needed level of skill mastery (II.A.13-7).

The liberal arts associate degrees' integrated curriculum provides students with a well-rounded education that offers them the opportunity for depth of knowledge within one of seven areas of emphasis (II.A.13-8). This multidisciplinary program enables students to develop communication, critical thinking, and intellectual skills that prepare them for advanced study in a wide range of majors at the university level. The Mathematics and Sciences emphasis, for example, focuses on the theoretical and applied aspects of understanding the physical universe, life forms, and natural phenomena; the Social and Behavioral Sciences emphasis focuses on the connection between human behavior and social, political, and economic institutions, and the courses in the emphasis promote an understanding of how societies and social subgroups operate (II.A.13-8 pp. 283–85, 287–88). Transfer students choose two or more courses in a single discipline within a liberal arts area of emphasis to expand their depth of knowledge within that discipline.

Analysis and Evaluation

Every degree program at the College includes a focused area of emphasis or an interdisciplinary core of courses that include appropriate key theories and practices. The College has detailed processes in place to assist in the identification, development, and approval of program areas of study as well as the courses included therein.

The College meets Standard II.A.13.

II.A.14 *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard

MiraCosta graduates completing CE certificate and degree programs demonstrate professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. This is accomplished through curriculum and program review processes that align learning outcomes to industry standards.

All CE programs maintain PSLOs that directly link to employment standards, and these PSLOs are connected to CSLOs and program requirements. Like all courses and programs offered at the College, CE course and program SLOs and assessments are written by faculty, approved by the respective departments, and vetted through the SLO coordinator as stated in Standard II.A.3. Additionally, CE faculty consult annually with local industry advisory boards to ensure students receive course content that is aligned with current industry practices. Advisory board approval ensures students who complete CE degrees and certificates can demonstrate technical and professional competencies that meet employment and other standards that may be specific to a particular CE degree or certificate. It also ensures those students are prepared to consider external licensure and certifications that may be available in their discipline or occupation.

MiraCosta offers 57 CE associate degrees, 61 certificates of achievement, 50 certificates of proficiency, and a bachelor's degree in biomanufacturing (II.A.14-1). Certificates of achievement and proficiency are smaller unit certificates designed to prepare students for employment in particular career areas, and many can be used to satisfy vocational associate degree requirements (II.A.14-2).

CE associate degrees and certificates of achievement offered by the College require Chancellor's Office approval. All submitted new and modified CE programs must include a narrative, CORs for all courses in the program, labor market information, advisory committee recommendation, regional consortium recommendation, and other appropriate documentation if the degree meets both transfer and CE requirements (II.A.14-3). The Biotechnology Program's advisory board played a key role in identifying and validating the SLOs and competencies that guided the development of the baccalaureate program's curriculum (II.A.14-4). Students completing the bachelor's degree can sit for key, industry-relevant American Society for Quality certifications, which validate the skills, abilities, and knowledge gained from the program (II.A.14-5).

MiraCosta invested in a customized version of Emsi's Career Coach tool to help support students choose a program (II.A.14-6). This tool connects local occupational data with the College's programs. MiraCosta has created a Program and Labor Market Information booklet that provides greater detail on occupations and wages for each CE program. Professional development is provided to counselors when using this information during educational planning sessions (II.A.14-7).

The College uses California's Strong Workforce Launchboard, Perkins V Core Indicators, CCCCO DataMart, and program review data dashboards to track student employment and learning outcomes. These sources disaggregate data by race/ethnicity, gender, age, socioeconomic status, enrollment status, and program participation. Using these data, MiraCosta has engaged in multiple efforts, including a regional faculty training institute, to redress disproportionate impact in student employment and learning outcomes (II.A.14-8). Faculty developed plans to realign their curriculum, adjust their pedagogies, and expand this professional development to their colleagues (II.A.14-9). MiraCosta also recently hired four faculty work-based learning liaisons to increase access to, and improve the quality of, experiential learning opportunities for students across all disciplines (II.A.14-10).

MiraCosta also maintains several CE programs with additional accreditation requirements, including registered nursing, licensed vocational nursing, certified nursing assistant, and automotive technology programs. Students completing the associate in science degrees in nursing are prepared to take the state licensing examinations. The pass rates for MiraCosta students are published on the California Board of Registered Nursing website and available from the Nursing webpage (II.A.14-11). The National Council Licensure Examination (NCLEX) pass rate for registered nursing was 100 percent for 2018/19 and has been 92 to 100 percent since the program was developed in 2007. First-time graduates of the MiraCosta College Licensed Vocational Nursing program achieved a 100-percent pass rate in three of the last four years they were tested (II.A.14-12). No tests were administered in 2021; in 2019, one of two students tested received a passing score.

Analysis and Evaluation

Based on the input of advisory groups, labor market data and regional consortium data, the College develops CE associate degree, bachelor's degree, and certificate programs with learning outcomes that reflect the technical and professional competencies needed to meet employment standards. In addition, successful program completion enhances a student's ability to pass external licensure and certification requirements in specified programs. The College meets Standard II.A.14.

II.A.15 *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Evidence of Meeting the Standard

Catalog rights protect students from being held responsible for changes made to their academic programs in the years that follow their initial enrollment provided they maintain continual enrollment at the College. These rights are explained in the catalog (II.A.15-1).

In addition, MiraCosta's Program Discontinuance AP ensures students can complete their education in a timely manner with minimum disruption when programs are eliminated (II.A.15-2). Upon completion of a comprehensive review, an ad hoc program discontinuance task force must provide a time frame for notifying affected students as well as a support and transition plan for students currently enrolled in the program.

The College has discontinued three programs since the last self-evaluation. One example is the surgical technology program discontinued in 2019 after an ad hoc committee assessed possible revitalization of the program (II.A.15-3). The committee determined enrollment was strong, but programmatic elements, such as better clinical scheduling and appropriate academic staffing, were lacking and hindering the program's success (II.A.15-4). Despite efforts at implementing the plan, the College was not able to successfully overcome these challenges. Scheduling difficulties and the inability to staff courses with qualified faculty resulted in the need to close the program. The AAC reviewed and voted to accept the discontinuance of the program at its April 2019 meeting (II.A.15-5). After the decision was approved, student applicants received a letter in November 2019 notifying them of the College's intent to close the program (II.A.15-6).

The CPC approved the deletion of the surgical technology program in December 2019 (II.A.15-7). As required by the AP, students currently enrolled in the program were provided support through intentional course scheduling and approved course substitutions and waivers to ensure they could complete the program by spring 2020. Once all enrolled students completed the program's required units, the College deleted the program from its curriculum inventory (II.A.15-8).

Analysis and Evaluation

The College has a procedure in place that guides program elimination. The procedure requires the development of a support and transition plan for students currently enrolled in a discontinued program to ensure they can complete the program requirements and/or transfer to a similar program outside of the College. The College meets Standard II.A.15.

II.A.16 *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-*

collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Evidence of Meeting the Standard

As detailed in Standard I.B, MiraCosta College has a robust and comprehensive program review process that is integrated with resource allocation and culminates in the validation of all instructional programs at the College, including continuing education programs. All programs comprehensively review their program's efficacy and alignment with the College mission every three years and update those reviews annually, regardless of program delivery mode or location (II.A.16-1). As stated in Standard II.A.2, CE programs complete an additional biannual review as required by California Education Code to maintain currency in their often rapidly changing fields (II.A.16-2).

Program review criteria include relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future. For example, as cited in Standard I.B.6, the Biology Department's program review documents how the department plans to improve program offerings and curriculum after reviewing its disaggregated student enrollment and success data (II.A.16-3). Similarly, the Accounting program review reflects on the use of regular CSLO review to make sure course outcomes reflect key skills sets that are required by the profession and employers as well as the data-driven decision to schedule classes differently and add supplemental instruction to the program to improve student success and close the equity gap (II.A.16-4 pp. 2–4).

To maintain currency, all credit and non-credit courses are subject to a six-year comprehensive review as evidenced in the College's curriculum process to keep curriculum current (II.A.16-5). Departments are responsible for keeping their curriculum current by adhering to the legally required six-year review of all current courses.

Not-for-credit programs (community and contract education) offered through the College's Technology Career Institute (TCI) are created and updated in partnership with business and industry specifically to meet the needs of employers. All courses at the TCI are evaluated by students at the end of each course and by advisory boards composed of industry experts in the respective fields of study (II.A.16-6). The College uses student evaluations, advisory board suggestions, and consultations with the instructor, program coordinator, and program director to improve programs offered through the TCI. Standards for contract education are contained in AP 4104 (II.A.16-7).

Analysis and Evaluation

The College has developed and implemented a robust program review process that allows for regular evaluation and improvement of all instructional programs. The process is data-informed and requires departments to reflect on program performance, curriculum, resources, and personnel as well as student achievement and outcomes. Gaps in performance are identified and action plans are developed to address those gaps. The College meets Standard II.A.16.

Conclusions on Standard II.A: Instructional Programs

The College ensures that all instructional programs meet the standards set by ACCJC and the U.S. Department of Education. Faculty play a critical role in creating and maintaining curriculum, with support from classified professional staff, the administration, and industry partners. The College's overarching mission is to help students attain their educational goals in a timely manner, while also meeting emerging workforce needs. The College maintains and offers curriculum in a variety of modalities and locations to support student momentum, degree and certificate completion, transfer, and employability.

Improvement Plans

- In conjunction with the improvement plan regarding improved SLO assessment at the conclusion of Standard I.B., the College will be working to re-establish a regular and meaningful assessment cycle for CSLOs and PSLOs (Standard II.A.3).
- The College will be working on developing a strategic enrollment plan to identify which retention and completion strategies will help to begin long-term recovery (Standard II.A.6).

Evidence List

II.A.1-1   BP 4020: Programs, Curriculum, and Course Development

II.A.1-2   AP 4020: Programs, Curriculum, and Course Development

II.A.1-3   Program and Course Approval Handbook (PCAH), 7th Edition

II.A.1-4   *Courses & Programs Committee Handbook 2022–2023*, pp. 1–9

II.A.1-5   Sample PSLO Statement, *MiraCosta College 2022–2023 Catalog*

II.A.1-6   Sample Comprehensive Program Review, History Department, 2020/21

II.A.1-7   ACCJC 2022 Annual Report

II.A.1-8   Student Success and Equity Metrics, Leading and Lagging Indicators

II.B Library and Learning Support Services

II.B.1 *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard

In accordance with board policy, the College ensures all students, remote and in-person, have access to the College's library and learning support services (II.B.1-1). These services include library materials, research collections, embedded in-class tutoring, information literacy instruction, workshops, and in-person and online tutoring through the Math Learning Center, Science, Technology, Engineering, and Mathematics (STEM) Learning Center, Tutoring and Academic Support Center (TASC), and Writing Center. All services are widely promoted through the College website, MiraCosta College Catalog, Canvas Student Support Hub, and Student Support Guide (II.B.1-2–II.B.1-6).

Library

The College provides equitable access to library services at all the Oceanside Campus (OC), San Elijo Campus (SEC), Community Learning Center (CLC), and online. The Library website supports all educational programs, regardless of location or instructional modality, through links to a wide variety of library resources (II.B.1-7).

Through its participation in the program review and planning process, the Library Department assesses the effectiveness of its services to students and personnel as well as the sufficiency of its resources, including technology support (II.B.1-8). In its 2020/21 program review, the Library attributed its broad and robust existing collection of online resources to its successful support of student research during the physical building closures that occurred because of the COVID-19 pandemic (II.B.1-8 p. 1).

In accordance with its Collection Development policy, the Library ensures it offers an appropriate collection of print and electronic resources that have currency, depth, and variety (II.B.1-9). The selection and evaluation of materials is based on curricular demands, the

recommendations of current professionals' review of media, standard selection devices, and suggestions and requests from the College community.

In support of the College's baccalaureate program, the Library maintains a webpage dedicated to biotechnology and biomanufacturing resources as a focal point where students can find information and support for their area of study (II.B.1-10). The Recommended Databases webpage includes approximately 75 full-text journals (subscription and open access) covering bioengineering, biotechnology, and biomanufacturing and includes resources that support upper-division biotechnology and general education curriculum. Librarians work with program faculty to curate specific materials to support baccalaureate student projects and provide customized instruction to meet the research needs of individual classes (II.B.1-11). The Library also keeps online reference copies of textbooks for upper-division biomanufacturing courses, saving each student in the program between $500 and $700.

The Library provides ongoing instruction for users of its resources through on-ground and online orientations and workshops, instructional videos, credit courses, information literacy tutorials, and one-on-one reference services (II.B.1-12–II.B.1-17).

Learning Centers

In addition to the Library, the College supports student learning and achievement through the International Languages Resource Center, Math Learning Center, TASC, Writing Center, STEM Learning Center, Student Accessibility Services (SAS) High Tech Center, and online computer labs. These centers and labs provide students, faculty, and departments with access to free tutoring, online and supplemental course materials, specialized personnel, subject area personnel, and workshops related to study skills and discipline-specific information (II.B.1-18). The STEM Learning Center also keeps textbooks and laptops available for students enrolled in the baccalaureate program. The mission of these centers is to provide students with academic support and experiences that promote successful course completion.

The resource and learning centers provide free online and in-person support for students through one-on-one appointments, drop-in and group sessions, embedded tutoring, and supplemental instruction. Online tutoring services are accessible through the Canvas Student Support Hub as well as through the websites for each service area. Locally provided online tutoring services are supplemented with free access for MiraCosta students to STAR-CA Consortium, Western eTutoring Consortium, and NetTutor, providing seven-day access to tutoring in many general and career-education subjects (II.B.1-19–II.B.1-21).

The SAS High Tech Center provides assistive technology devices and software for students with disabilities as well as weekday staff support (in-person and via Zoom). The center also provides students with learning modules they can access at their own pace to learn fundamental skills about learning technologies (II.B.1-22).

The College assesses the effectiveness of its learning support services through the program review and planning process as well as through student satisfaction surveys, such as the "Back to Campus" survey that was conducted in spring 2021 (II.B.1-23, II.B.1-24).

Analysis and Evaluation

The College provides comprehensive library and learning support services for all students. The quality and effectiveness of all these services is evaluated regularly through the program review process. Student needs are assessed regularly to determine resources and support for comparable on-site and online services. In addition to a variety of resource materials, Library faculty also conduct workshops and courses to support students.

In addition to library services, the College provides direct support to students through centers that support math, STEM, writing and other academic subjects, language acquisition, and skills development. Finally, the College also provides computer access to students via computing labs and centers.

The College meets Standard II.B.1 and Eligibility Requirement 17.

II.B.2 *Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

Evidence of Meeting the Standard

Faculty and instructional support professionals identify the educational equipment and materials necessary to support student learning. In keeping with good practices recommended by the California Community Colleges Chancellor's Office, a College librarian checks all new course, certificate, and degree proposals to ensure appropriate and adequate library materials and services are available to support new curriculum (II.B.2-1). Additionally, every time a course outline is modified, faculty are prompted to indicate what kind of impact the course revision will have on the Library in terms of available resources (II.B.2-2, II.B.2-3). For example, the Library curated a digital collection to support the curriculum through a collaboration with faculty from

the Film Department (II.B.2-4). Librarians select additional educational materials based on usage data and faculty and student requests (II.B.2-5, II.B.2-6).

The Library and learning centers also partner extensively with Academic Information Systems (AIS) personnel to support students' educational technology needs. As explained in Standard III.C, AIS maintains and supports new and existing technology District-wide, ensuring the College's technology infrastructure is sufficient to maintain and sustain teaching and learning. AIS works with the Library between semesters to update software and reimage the nearly 536 laptops the Library loans to students each semester. AIS and the Library share a repair log to track this process (II.B.2-7).

In addition to managing student laptop loans, the Library also maintains and manages 500 mobile hotspots. The Library purchased additional laptops and hotspots for the OC, SEC, and CLC after library resources usage data indicated the equipment check out program was popular among students. According to its 2019/20 comprehensive program review, the Library had planned to launch a trial check out program for an entire semester to collect and analyze data to see if the process was more effective for students, but the spring 2020 shutdown accelerated its implementation (II.B.2-8 p. 2). In its 2020/21 annual program review, the Library reflected on student survey data that indicated students would have withdrawn from classes had it not been for the equipment loans (II.B.2-9 p. 3).

Analysis and Evaluation

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. Decisions about what materials and equipment to select are informed through close collaboration with instructional faculty and rely on usage data and input from faculty and students (including those in the bachelor's degree program). The College determines the sufficiency of educational equipment and materials to meet the learning needs of its students through the program review and planning process.

The College meets Standard II.B.2.

II.B.3 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Library

The Library regularly assesses student learning outcomes (SLOs) for library (LIBR) credit courses as well as service area outcomes (SAOs) for library instruction, resources, and services to assure their adequacy in meeting identified student needs.

To support student success in library courses, the Library analyzes and reflects upon data trends, SLO assessment, and core competency assessment results through program review to improve curriculum as needed (II.B.3-1 pp. 1, 5). In 2019, for example, Library faculty modified the title, content, and learning outcomes of the department's "Research in the Digital Age" course to help students critically evaluate information from media outlets and social media; thus, the title became "Media and Information Literacy" (II.B.3-2). The Library assesses its SAOs primarily through surveys. For example, the department conducted a technology survey in spring 2021 to assess its outcome to support student success through the provision of appropriate in-person and online library services to meet students' academic needs (II.B.3-1 p. 6).

The Library actively seeks input from faculty and students to evaluate its services. In a survey of faculty requesting research orientations in 2019/20, all agreed that librarians' teaching activities/instruction techniques were appropriate and useful, resources selected and demonstrated were appropriate to the class assignment or project, and sessions met their expectations (II.B.3-3). Students completing the 2018 Community College Survey of Student Engagement (CCSSE) indicated they were "very satisfied" (55.8 percent) or "somewhat satisfied" (20.1 percent) with library resources and services (II.B.3-4). Surveys of students on specific services indicate high levels of satisfaction and show that these services and resources help students achieve their learning goals (II.B.3-5–II.B.3-7).

Learning Centers

As stated in Standard I.B.1, all learning centers complete a program review that requires them to provide qualitative and quantitative evidence of their effectiveness. To acquire student input, the centers evaluate their programs through internal and external surveys. The spring 2021 "Back to Campus" survey indicated more than 93 percent of students were satisfied with centers' online support services (II.B.3-8). For students, access to online tutoring was changed to a one-click entrance, which enabled students with potential technology barriers to have a seamless access route to learning center services. The centers also collect student feedback through internal surveys, such as video feedback that was incorporated in 2020 to get student feedback on satisfaction with their coaches and tutors.

The Library and learning centers also make user comment cards available to solicit feedback about the adequacy and sufficiency of their services (II.B.3-9). The cards ask users to indicate which service area they interacted with during their visit. Users requesting a follow-up receive personal outreach from the appropriate area. All comments and follow-ups are documented and discussed among Library and learning center staff (II.B.3-10, II.B.3-11).

Analysis and Evaluation

The College's Library and learning centers have developed a variety of evaluation tools to assess student needs, satisfaction, and achievement. Dialogue about these various assessments and the contribution of these support services in the attainment of SLOs occurs amongst the department staff and with colleagues from other departments. Service improvements based on evaluation results are accomplished through the program review process where departments and programs are asked to develop action plans. The College meets Standard II.B.3.

II.B.4 *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

Evidence of Meeting the Standard

Each year, the Library renews its contracts and agreements with service providers for digital content and maintenance of the Library's automated library system. Much of the Library's digital content is contracted through the Community College League of California Library Consortium, which provides product selection, user trials, price negotiation, and invoicing on behalf of the digital content providers (II.B.4-1). Some digital content is contracted directly with the individual vendors.

The Library continually evaluates digital content usage through statistical reports generated through each vendor's website and from proxy server login data (II.B.4-2). Faculty librarians also assess the value of the digital content as it relates to the College's curriculum to determine if the resources are meeting the needs of students and faculty.

The adoption of the state-wide Library Services Platform in 2020 has provided students with a dynamic, cloud-based system for accessing library materials, both electronic and physical. As the

CSU campuses had already adopted this platform, many transferring students will have familiarity with this system when they arrive on their new campus.

The Library offers free reciprocal borrowing privileges to students, staff, and faculty of both Palomar College and California State University San Marcos, which are the two nearest public higher-education entities from which MiraCosta students frequently seek services (II.B.4-3). The District has a memorandum of understanding (MOU) with Point Loma Nazarene University so students can easily transfer into a bachelor's degree program, and the MOU stipulates that the MiraCosta Library provides access to collections, computers, and study space (II.B.4-4). MiraCosta is also part of a local and nation-wide consortium offering 24/7 chat service to on-ground and online students. Interlibrary Loan (ILL) OCLC (a global library cooperative) allows MiraCosta students to acquire library print and/or electronic resources (II.B.4-5).

Learning Centers

As stated in Standard II.B.1, online tutoring services are accessible through the Canvas Student Support Hub as well as through each center's webpage. As part of the California Virtual Campus Online Education Initiative, the College provides supplemental online tutoring service through NetTutor. Additionally, the institution participates in STAR-CA, which is a California-based online tutoring consortium that uses the NetTutor platform. MiraCosta also continues to participate in the Western eTutoring Consortium, which it joined in 2012. The College regularly reviews user data to evaluate the effectiveness of these services and inform decisions about contract renewals.

The College's access specialist and assistive technology assistant evaluate the District's assistive technology software and hardware for the High Tech Center annually when renewals are due. Combining this technical review with informal student feedback provides the basis for determining if assistive technology meets student needs and provides the best-rounded tools for future students.

Analysis and Evaluation

The Library establishes and maintains formal agreements where appropriate to provide services and resources to District campuses and students. These agreements include purchase, service, and maintenance contracts for physical equipment as well as computer hardware and software. The College meets Standard II.B.4.

Conclusions on Standard II.B: Library and Learning Support Services

The College provides comprehensive library, learning support, and computer lab services for all students, including those enrolled in the baccalaureate program. It assesses student needs regularly to determine resources and support for comparable on-site and online services.

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. Decisions about what materials and equipment to select are informed through close collaboration with instructional faculty, usage data, and input from faculty and students. Service improvements based on evaluation results are accomplished through the program review and planning process.

The Library establishes and maintains formal agreements where appropriate to provide services and resources to District campuses and students. These agreements are reviewed regularly and include purchase, service, and maintenance contracts for physical equipment as well as computer hardware and software.

Improvement Plan

Not applicable.

Evidence List

II.B.1-1	BP/AP 4040: Library and other Learning Support Services
II.B.1-2	Academic Support Tutoring Webpage
II.B.1-3	Library and Information Hub, *MiraCosta College 2022–2023 Catalog*, p. 58
II.B.1-4	Academic Services and Tutoring, *MiraCosta College 2022–2023 Catalog*, p. 42
II.B.1-5	Canvas Student Support Hub
II.B.1-6	Student Support Guide
II.B.1-7	Library Website Student Support Links Screenshot
II.B.1-8	Library Department Annual Program Review, 2020/21
II.B.1-9	Collection Development Policy, Library Webpage Screenshot
II.B.1-10	BTEC Resources, Library Webpage Screenshot
II.B.1-11	BTEC 310 Library Support
II.B.1-12	Library Instructional Online Orientations
II.B.1-13	Library Online Learning Workshops
II.B.1-14	Library Instructional Videos
II.B.1-15	Library Credit Courses
II.B.1-16	Information Literacy Tutorials

II.C Student Support Services

II.C.1 *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

Evidence of Meeting the Standard

The MiraCosta College Student Services Division strives to empower students through comprehensive support services that align with the College's mission and commitment to social and racial justice. Student services programs regularly evaluate the quality of the services through the three-year cycle program review and planning process and student input (II.C.1-1, II.C.1-2). Such review provides for a thorough evaluation that is based on data-driven recommendations and effectiveness of support. Through the program review process and with regular dialogue that takes place at division-wide meetings, monthly leadership meetings, and annual planning retreats, each program reflects on the mission of the College, evaluates goals, reviews assessments, and provides improvement recommendations, if needed (II.C.1-3). The programs include goals and outcomes that are mapped to the College's strategic goals and division's priorities.

Student success is the primary focus of student services programs, regardless of location or means of delivery. The Oceanside Campus (OC), San Elijo Campus (SEC), and Community Learning Center (CLC) have in-person student support available; in addition, online support is available for all programs in a variety of modalities to address students' diverse needs (II.C.1-4). The Student Services Division measures the availability, access, and quality of its programs through satisfaction surveys and student feedback. External and internal surveys are incorporated in program reviews and division discussion to identify areas of improvement for programs, services, and activities.

External surveys, such as the Community College Survey of Student Engagement (CCSSE) and National College Health Assessment (NCHA) survey, provide the division with information on student satisfaction and needs (II.C.1-5, II.C.1-6). For example, the College learned through the 2018 NCHA survey that almost 40 percent of students faced food insecurity (II.C.1-6 p. 1). Using that data through program review, the College created the Campus Assessment, Resources, and Education (CARE) Program in 2019 to focus on these needs (II.C.1-7).

In addition to external surveys, student services programs also use internal surveys to measure student satisfaction. The "Back to Campus" student survey completed in 2021, for example,

measured student utilization, modality, and satisfaction with student services programs during COVID, and students expressed satisfaction in the range of 93-to-100 percent with the services provided (II.C.1-8 p. 10). Additionally, the survey asked for preferred hours and days of services; based on student responses, the College added evening hours for online support and purchased a chatbot in 2021 to address student needs.

In addition to College-wide surveys, student services departments conduct internal program surveys to measure student satisfaction and evaluate and improve their programs. The Spartan Start onboarding survey, for example, is completed after each onboarding event (II.C.1-9). The Office of Research, Planning, and Institutional Effectiveness (RPIE) created a data dashboard to store and analyze student input, and the survey's results informed the design of a new orientation and Spartan Start for students for spring 2023 (II.C.1-10).

Division faculty, staff, and administrators regularly discuss results of outcomes in student services leadership meetings, division-wide retreats, division meetings held the fourth Friday of each month, and/or department meetings to address implications and improvements to student services programs (II.C.1-11, II.C.1-12).

Analysis and Evaluation

The College evaluates the quality of student support services through a variety of methods. Through program reviews, the College assesses student achievement data, survey responses, and outcomes assessment results. External and internal surveys are included in program reviews to provide opportunities to examine department-specific data and propose activities that will address identified areas for improvement.

The College meets Standard II.C.1 and Eligibility Requirement 15.

II.C.2 *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

The Student Services Division identifies and regularly assesses learning support outcomes for each service area, reflects on the data through the program review and planning process, and uses assessment results to address identified student needs.

In alignment with the College's *Long-Term Planning Framework 2022–2026*, the Student Services division establishes priorities that are created in collaboration with departmental managers, directors, and deans. Each department then creates goals, action plans, and service area outcomes (SAOs) that are reviewed annually and assessed every three years as part of the College-wide program review process (II.C.2-1).

Division-wide training and meetings take place regularly throughout the academic year to assist departments with reviewing their SAOs, analyzing the findings, and improving the programs. In a spring 2022 division workshop, for example, student services departments shared effective practices of SAOs and evaluations and supported program managers and directors in reviewing and assessing their SAOs (II.C.2-2). Aligning with the division priority of implementing the six student success factors, the Educational Opportunities Programs and Services Department's (EOPS's) outcomes reflect having students feel directed and focused as well as engaged and connected to student support (II.C.2-3, II.C.2-4).

With the goal of getting additional feedback from students and increasing support for disproportionately impacted students, the College also expanded the preregistration survey that is mandatory for all students each term. The survey includes questions around basic needs, transportation, and housing, and it asks information on sexual orientation and gender identity (II.C.2-5). Students are provided additional information and support based on their responses to the registration survey, and additional efforts are made to reach out to students who have self-identified the need for community resources. For example, when the College received federal and state funding during COVID to support students, College personnel were able to offer assistance specifically to students who had expressed food, technology, and housing insecurities in the preregistration survey. Additionally, tailored communication about emergency grants and rental assistance was sent to students in Academic and Success Equity (ASE) programs, EOPS, Student Accessibility Services (SAS), and noncredit courses. As a result, a larger representation of students who were disproportionately impacted were served with emergency grants and rental assistance (II.C.2-6).

The division also evaluates its programs by reviewing processes and procedures that may present barriers to students. With the help of an outside consultant, the division conducted a business process analysis of all onboarding steps and implemented several changes (II.C.2-7). As a result of this effort, the Financial Aid Office purchased Campus Logic, which uses icons, graphics, and easy-to-read directions, to provide clear messaging for students.

Additionally, a consultant hired in fall 2019 helped the division alter communications to students so they were more inclusive and student-centered. After the division retreat, departments developed a communication schedule and reviewed their own communication to students to

incorporate what was learned (II.C.2-8). For example, the Admissions and Records Department modified the letter it sends students after they have submitted an application (II.C.2-9).

The Student Services Division also incorporates extensive professional development opportunities for all faculty, classified professionals, administrators, and student workers. The division's professional development committee meets twice a month to discuss student and division needs and create appropriate professional development opportunities to meet those needs (II.C.2-10).

Analysis and Evaluation

MiraCosta College identifies and assesses student support outcomes and learning outcomes for its students. All student services programs evaluate the quality of their services in a variety of ways, including through program review and student external and internal surveys. The division of student services uses data to continuously improve programs and services to the students.

The College meets Standard II.C.2.

II.C.3 *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

Evidence of Meeting the Standard

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 (II.C.3-1). The catalog and Distance Education webpage also clearly describe how distance education students can access student services (II.C.3-2, II.C.3-3). In addition, each semester the Student Services Division updates the Student Support Guide available to all faculty and students. This guide describes and provides website links to academic and student support services, contact information, and in-person and virtual office hours (II.C.3-4).

The College utilizes face-to-face, email, chat, Zoom, and Cranium Café delivery methods to provide equitable access to comprehensive services. All student support programs provide access to face-to-face in addition to email, telephone, or web-based modalities. Additionally, students can access the application for admission as well as enrollment, registration, and financial aid documents both online and in person.

Prior to the COVID-19 pandemic, the College was a pilot for online counseling through the California Community Colleges Online Education Initiative (OEI). MiraCosta's academic counselors and other student services department personnel were trained to provide online services using the Cranium Café virtual communication platform, which provided a smooth transition for all departments and students when College services went fully remote during the pandemic. Additionally, during the physical campus closure in fall 2020, the SAS Department provided accessibility training for the entire Student Services Division to assure equitable access to students, including students with disabilities (II.C.3-5, II.C.3-6). As stated in Standard II.C.1, the spring 2021 student satisfaction survey indicated most students were satisfied or very satisfied with the student services provided online during the campus closure.

Increasing access to student support has been a focus of the Student Services Division through incorporating the Six Student Success Factors within the College's commitment to becoming a racially just organization. To support this focus, the division takes pride in programs that are established to serve historically marginalized and disproportionately impacted students, such as the institutionally created ASE programs that are inclusive of the following:

- UMOJA (Black/African American students)
- PUENTE (Mexican American/Latinx students)
- RAFFY (former foster youth)
- UPRISE (DACAmented, undocumented students, and mixed-status students)
- LGBTQIA+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/agender students)
- MANA (Native Hawaiian/Pacific Islander students)
- Transitions (supports justice-impacted students and families).

ASE programs are designed to build community for students and are inclusive of the broader community the College serves. Their program review incorporates outcomes that strive to help students who are disproportionately impacted to achieve their academic and career goals (II.C.3-7).

The College's Equity Plan is built on extensive data analysis including careful reflection on equity gaps in populations. Broad discussions are incorporated into strategies and actions within the plan to address disproportionately impacted students.

Programs such as EOPS, SAS, CalWORKS, and First Year Forward (FYF) focus on students from low socioeconomic backgrounds, those that are uniquely abled, working parents, and new students from historically marginalized backgrounds, respectively. These programs also assess

student satisfaction, undergo regular program review, and ensure that they are meeting students' needs regardless of modality or location.

Analysis and Evaluation

MiraCosta College assures equitable access to all students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method.

The College provides all services to students in-person and online and evaluates those services appropriately to assure their effectiveness, especially for the College's disproportionately impacted students. The College provides these support programs and services with student success and equity at the center of planning.

The College meets Standard II.C.3 and Eligibility Requirement 15.

II.C.4 *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard

The College is committed to the philosophy that organized student activities are desirable and necessary to the total collegiate experience; thus, it supports and encourages students to participate in activities that contribute to the social, educational, and cultural experiences of their educational journey and align with the District mission. All co-curricular and athletics programs are conducted with sound educational policy and standards of integrity in accordance with College policies and program handbooks (II.C.4-1–II.C.4-4).

Student Life & Leadership advises the Associated Student Government (ASG) and the Inter-Club Council (ICC) and oversees all registered student clubs and organizations (II.C.4-5). The Student Equity Department oversees the College's ASE programs, and the Service Learning Program partners academic instruction with community service to provide students meaningful experiential learning opportunities (II.C.4-6). Program reviews from Student Life & Leadership, the Student Equity Department, Service Learning, and the Athletic Department demonstrate the College evaluates the quality and effectiveness of its co-curricular programs on a regular basis. In addition, the program reviews show the alignment of service area outcomes with the College's mission, vision, commitment, values, and goals (II.C.4-7–II.C.4-10).

The ASG represents all students and serves as the official body that advocates for students through participation in collegial shared governance (II.C.4-11). The ASG supports social and cultural activities, provides community for students, and aims to reflect the diversity of the MiraCosta College student body (II.C.4-3 p. 9). The ASG supports student clubs and organizations through the ICC. Governed by a constitution, the ASG prepares, approves, and monitors its own budget; however, all ASG expenditures are approved by a District administrator, and the ASG's sub-fund is audited as part of the overall annual District audit (II.C.4-3 pp. 19–24, II.C.4-12, II.C.4-13).

The Athletic Department supports six intercollegiate teams, two club sports, and several intramural activities that connect directly to the College mission (II.C.4-14). In accordance with board policy, the College's athletics program complies with state and federal law, the California Community College Athletic Association Constitution, and operational compliance standards, including Title IX (II.C.4-2). Additionally, the College is a member of the Pacific Coast Athletic Conference.

The Athletic Department regularly evaluates the effectiveness of its programs through program review and community outreach. The formation of the men's and women's rugby club teams, for example, occurred after extensive communication with the Pacific Islander community as well as the addition of the MANA program, which supports MiraCosta's disproportionately impacted Asian and Pacific Islander students. The College maintains control of its athletics program, including its finances, and addresses the Athletic Department's physical resource needs in the Facilities Master Plan. For example, the College recently completed a new track and field, and the new gymnasium and beach volleyball courts are under construction.

Analysis and Evaluation

In keeping with its mission, the College provides several co-curricular programs, including intercollegiate athletics and club sports. The programs are designed to encourage students to participate in activities that contribute to the social, educational, and cultural experiences in their journey. These opportunities play a key role in connecting students to the campus community, a critical component in student success. Budgets and funds for co-curricular and athletic programs are monitored by the programs themselves, expenditures are approved through District administrative processes, and program finances are included as part of the annual District audit.

The College meets Standard II.C.4.

II.C.5 *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the*

advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides quality academic advising District wide to support student development and success. Through its participation in the program review and planning process, the Counseling Department regularly evaluates the effectiveness of its services and establishes goals for providing counseling services rooted in equity and informed by data that promote student achievement of the department's SLOs (II.C.5-1 pp. 2–3). In addition to assessing SLOs and SAOs, the department also conducts internal and external surveys to determine how it can increase efficiency. The department increased express, mobile, and evening counseling services, added Saturday appointments, and expanded online counseling because of these assessments (II.C.5-2).

Providing timely and accurate information is part of the Counseling Department's mission (II.C.5-1 p. 3). To ensure students receive timely, useful, and accurate information, counselors regularly engage in professional development through attendance at conferences, such as the CSU/UC Counselor Conference, UC Ensuring Transfer Success Conference, RP Group: Strengthening Student Success Conference, Umoja and PUENTE Summer Learning Institutes, Articulation Conference/Regional Meeting, A2Mend, Academic Senate Plenary, and California Association for Postsecondary Education and Disability (CAPED) Convention. Counselors also meet monthly to keep abreast of academic requirements for graduation and transfer, District policies, procedures, and initiatives, and best practices within counseling and guidance instruction (II.C.5-3). Additionally, the dean of Counseling and Student Development organizes a conference each year for all counselors to review counseling services and disaggregated data on education plan attainment, discuss areas of effectiveness and improvement, and set goals for the upcoming year (II.C.5-4).

To provide students with information on educational programs, services, and academic requirements, the Counseling Department offers orientation online and in person. The department recently revamped the "Spartan Start" orientation to incorporate significant input from students garnered from a pre- and post-orientation survey (II.C.5-5). The new, more interactive orientation went live in summer 2022. Face-to-face orientations conducted throughout the year include campus tours, presentations, and interaction with College faculty and staff. Through these orientations, students are also introduced to their Academic and Career Pathways success teams, which are discussed in Standard I.B.

In addition to orientation, the College ensures students understand their program requirements by giving priority registration eligibility to those who meet with a counselor for educational planning prior to registration. This step of the enrollment process is clearly communicated in the College catalog and class schedule (II.C.5-6, II.C.5-7). The annually updated online catalog also provides students with accurate information about specific program requirements, general education requirements, and graduation and transfer policies. The catalog review process discussed in Standard I.C ensures the accuracy of all pertinent information about academic requirements.

Analysis and Evaluation

The College provides comprehensive academic and career counseling services in person and online to support student development and success. The Counseling Department regularly evaluates and improves upon the services it provides through the program review and planning process as well as student surveys. To ensure students receive timely, useful, and accurate information, counselors regularly engage in professional development.

The College meets Standard II.C.5.

II.C.6 *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

Evidence of Meeting the Standard

The College provides open access to educational opportunities consistent with its institutional purpose and philosophy as well as its open enrollment and admissions policies and procedures (II.C.6-1–II.C.6-5). Open enrollment and admissions policies are presented to prospective students through the College catalog, class schedule, and College website under the Admissions and Records and Board of Trustees webpages (II.C.6-6–II.C.6-10 p. 6). Special application procedures and program prerequisites for MiraCosta's nursing programs are presented to students in the catalog and on the Nursing Program webpages (II.C.6-11–II.C.6-13). Prerequisites and other qualifications for the baccalaureate program are also communicated to students in the College catalog and through the Biomanufacturing Bachelor's Degree webpage (II.C.6-14, II.C.6-15).

In accordance with District policy, MiraCosta offers students matriculation services to establish and support every student's educational goal (II.C.6-16). As detailed in the Student Success and

Support Program administrative procedure, these services include orientation/pre-orientation, the development of an abbreviated and comprehensive educational plan, and placement and counseling upon enrollment (II.C.6-17). The College provides these services through the Guided Pathways framework. During orientation, students learn about the College's Academic and Career Pathways (ACPs) and are encouraged to explore careers and majors to decide which pathway is right for them. Information about ACPs is also communicated to students through the College website, catalog, and class schedule (II.C.6-18–II.C.6-20). Students select an ACP during the application process and meet their ACP success team during the new student seminar that is conducted before each semester begins (II.C.6-21). ACPs help students narrow their interests to a specific major and begin developing an education plan that leads to degree or certificate completion or transfer. Each ACP webpage includes academic maps that represent faculty-suggested course sequences that help students identify what courses they should take in which semesters (II.C.6-22).

The College catalog outlines the requirements for each degree and certificate as well as general education course requirements needed for transfer (II.C.6-23, II.C.6-24). MyEdPlan, the College's online degree audit and student education planning tool, assists students with preliminary educational planning and tracks progress toward degree requirements. Counseling services are also available to students to create a comprehensive education plan and assist with course selection, transfer, or other educational plans. A dedicated student success specialist assists students in the baccalaureate program with their program resource needs.

Analysis and Evaluation

The College adheres to laws, policies, and procedures consistent with the mission of the institution and as established by the California legislature for admission to a community college. The College advises students of admission and degree requirements through a variety of methods, including in catalog, website, and counseling services.

The College meets Standard II.C.6 and Eligibility Requirement 16.

II.C.7 *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence of Meeting the Standard

MiraCosta College uses the CCCApply statewide online admission application. The Office of Admissions and Records regularly evaluates survey results provided by CCCApply on user satisfaction with the online application process. Although Admissions and Records can make

internal changes to the application process, the office can also provide input to the California Community Colleges Chancellor's Office to advocate for systemic changes connected to CCCApply that are not within the College's purview.

As stated in Standard II.A.4, in compliance with California Assembly Bill (AB) 705 and AB 1705, the College stopped offering any pre-college level credit math courses in fall 2022 and offered only one pretransfer-level credit English class as a corequisite support course to the transfer-level English composition course. The College revised its placement practices, dramatically shortened credit developmental sequences, and provided co-requisite and/or noncredit options to better support student success, access, and equity in completing transfer-level courses. The College adopted multiple measures for placement in English and math, which allow for transfer-level placement of nearly all students and, particularly, those with a high school diploma. The placement is enhanced by corequisite support courses in English and math that allow students to enroll directly into transfer-level coursework that includes just-in-time review of foundational skills and concepts (II.C.7-1).

The College no longer issues placement tests for English and math, nor does it place students in precollegiate courses that may delay or deter their educational progress. Students who attended high school in the U.S. and/or have a GED or high school equivalency are provided with a direct placement that is automated from multiple measures information provided on CCCApply (II.C.7-2). This placement is determined using the state default placement rules, and an email is sent to students with course recommendations.

Students who do not provide this information receive an email to follow up with Testing Services to complete the placement process. Students have the option to submit a Self-Reported Multiple Measures form or their official or unofficial high school transcripts, or they can utilize a guided placement tool (II.C.7-3 p. 2). International students and those without a U.S. high school diploma are provided with the ESL Guided Placement tool for placement into ESL courses.

If students do not provide any information about their high school GPA or course-taking history, they are automatically assigned a transfer-level English course with support; for math placements, all levels include placement into a transfer-level course or a transfer-level course with support. The English and Math Departments developed support courses to be taken concurrently with the College-level courses to assist students who felt they needed additional help in successfully completing their courses.

The RPIE department has developed data visualizations that regularly evaluate the placement processes and the success of students in completing the transfer-level English and math course requirements. These dashboards allow practitioners to disaggregate data across many different

student characteristics and identify any groups of students that may be experiencing disproportionate impact from the placement processes (II.C.7-4–II.C.7-6). The data are reviewed regularly by through program review to evaluate the consistency and effectiveness of the placement process (II.C.7-7).

Analysis and Evaluation

The College evaluates its admission and placement practices and fully complies with AB 705 requirements. The Testing Office and Math and English Departments, in collaboration with the RPIE office, regularly evaluate placements for students to determine whether changes or additional supports are needed.

The College meets Standard II.C.7.

II.C.8 *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Evidence of Meeting the Standard

MiraCosta maintains student records permanently, securely, and confidentially as required by the Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations and codified in the District policy and procedure that govern the release of student records, the collection and retention of student information, and charges for transcripts or verifications of student records (II.C.8-1).

The College maintains all student records in accordance with the Records Management policy and procedure, which outline the procedures to assure the retention, back-up, and destruction of all District records, including student records, comply with California Code of Regulations and Federal Rules of Civil Procedure (II.C.8-2). The Admissions and Records Office stores most student admissions and financial information in a secured records retention room until documents are scanned and the allowable time has passed before documents can be destroyed, in accordance with the Records Management procedure.

The College securely stores information in paper format and electronically in PeopleSoft (the student information system) and iLinx (document imaging software). Electronic student records are backed up by District information technology to remain in compliance with FERPA regulations. Supervisors monitor document imaging practices and review confidentiality policies

with new and current employees in accordance with Administrative Procedure 3720: Computer and Network Use, which includes the District's acceptable use policy (II.C.8-3).

The College stores applications, academic histories, and records electronically and on microfiche. MiraCosta uses several methods to ensure accuracy and security of records, including extensive FERPA training for faculty and staff, regular hard drive backups, password-protected computers, and locked cabinets and rooms that contain microfiche documents (II.C.8-4).

MiraCosta communicates the rights of students with respect to their educational records through the College catalog and website (II.C.8-5, II.C.8-6).

Analysis and Evaluation

MiraCosta College maintains student records permanently, securely, and confidentially. The College has provision for secure backup of all files through established policies and procedures in accordance with federal and state laws and regulations. The College publishes and follows established policies and procedures for release of student records in accordance with federal and state laws.

The College meets Standard II.C.8 and Eligibility Requirement 15.

Conclusions on Standard II.C: Student Support Services

MiraCosta College provides robust student support programs and services. These programs and services are guided by and determined through a comprehensive review process to ensure the College provides equitable services that are high quality, appropriate, accessible, and reliable, regardless of service location or delivery method. The College supports and encourages students to participate in activities that contribute to the social, educational, and cultural experiences of their educational journey and align with the District mission.

Improvement Plan

Not applicable.

Evidence List

II.C.1-1   Program Review Cycle 2019–2025, p. 3

II.C.1-2   Spartan Start Survey Results, Spring 2021