Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Evidence of Meeting the Standard

The MiraCosta College mission describes the College's institutional purpose and philosophy in a collection of institutional statements under the headings Mission, Vision, Commitment, Institutional Values, and Institutional Goals (I.A.1-1–I.A.1-3). Together they describe the College's educational purposes, which are appropriate to an institution of higher learning, and demonstrate the College's commitment to student learning and student achievement.

In keeping with the broad mission of community colleges, the District offers educational programs and services in general, transfer, career, and adult education, as well as lifelong learning opportunities. The College's first institutional goal clearly focuses on equitable access, student learning and achievement, and closing equity gaps. The mission also demonstrates MiraCosta's commitment to creating a caring and equitable learning environment.

The MiraCosta College Mission defines the College's student population as "diverse learners" and lists degrees and certificates as the credentials offered. The College's baccalaureate degree program aligns with the mission and is included in the broader context of "degrees."

Analysis and Evaluation

The MiraCosta College mission, vision, commitment, institutional values, and institutional goals describe the MiraCosta's broad educational purposes, its intended student population, the types

of degrees and other credentials it offers, and its commitment to student learning and student achievement. The College meets Standard I.A.1 and Eligibility Requirement 6.

I.A.2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

The MiraCosta College Board of Trustees (BOT) regularly hears reports and holds workshops on the College's efforts and outcomes related to the College mission, commitment, and institutional goals. The BOT reviews data on key student success and equity performance indicators every semester to monitor progress on student learning and achievement (I.A.2-1). The dean of Research, Planning, and Institutional Effectiveness (RPIE) presents the BOT with the most recent metrics and trends that demonstrate how the College is meeting Accrediting Commission for Community and Junior Colleges (ACCJC) institution-set standards and stretch goals, California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals, and the educational needs of Guided Pathways student cohorts (I.A.2-2). The BOT also receives updates on the data used to conduct career education biannual program reviews (I.A.2-3 §VI).

As a result of the BOT regularly reviewing disaggregated data on leading and lagging indicators of Guided Pathways implementation, the District is making a five-year commitment to the resources required to fully build out the Guided Pathways framework for enhancing student achievement and eliminating equity gaps (Institutional Goal #1; I.A.2-4). This commitment has involved the allocation and reallocation of resources to build out an integrated academic support structure, called ACP success teams, for each of the College's six Academic and Career Pathways (I.A.2-5).

Each spring semester, the College Council, which serves as the primary advisory on College-wide matters, reviews and analyzes course success rates, certificate, associate degree, and bachelor's degree completion rates, and transfer rates from the past five academic years (I.A.2-6). The council then compares data trends to the institution-set standards and stretch goals and confirms their validity. If any metrics fall below standards, then the College Council leads the effort to address any deficiencies through improved practices and processes.

Mission-related data also inform all institutional decision-making and planning. The *MiraCosta College Long-Term Planning Framework 2020–2026,* for example, demonstrates the importance the College places on the review and analysis of quantitative and qualitative data by considering future trend data related to student success and equity, the College, and the community (I.A.2-7

p. 9). The long-term planning framework provides for the incorporation of strategies within individual College-wide planning documents, such as the educational master plan and technology master plan. The Educational Master Plan Update incorporates current data trends and additional labor market analyses in its strategic approach to supporting the long-term planning goals (I.A.2-8). Similarly, the updated Technology Plan utilizes data from a student and employee survey conducted in fall 2020 and a Return to Campus student survey conducted in spring 2021 in its approach to achieving the District's institutional goals (I.A.2-9).

The College's program review and planning process requires all programs and units to use relevant qualitative and quantitative data to assess how effectively they are meeting the College mission and to develop plans that appropriately address areas to improve or expand (I.A.2-10 p. 3). The RPIE office provides instructional, support, and hybrid programs/units data that allow them to evaluate their performance and identify gaps in participation or achievement by disproportionately impacted student groups, consistent with the District mission and commitment to racial justice, equity, diversity, inclusion, and community (I.A.2-11 p. 8).

The Biotechnology Department's 2021/22 comprehensive program review, for example, reflected on data showing no disproportionate impacts in upper-division baccalaureate program courses across the three-year period between comprehensive reviews (I.A.2-12 p. 2). It also reflected on data showing an increased rate of participation in the program by Latina students, which the program review authors attributed to outreach efforts. The "New Reflection and Goal Development Item" of the review outlined two strategic goals the department plans to focus on in the next three years to enhance the baccalaureate program (I.A.2-13 p. 13).

Similarly, the 2021/22 Library program review reflected on the department's mission-aligned goal to promote awareness of and access to library services, resources, instruction, and equipment with a focus on populations in need, including distance education students (I.A.2-14 p. 18). Through the department's Embedded Librarianship Initiative, a dedicated librarian worked directly with students in 37 online English course sections to help them locate, evaluate, and cite sources for their projects and research papers. The close collaboration between students and a dedicated librarian resulted in a positive outcome: initial assessment showed a 33 percent increase in the citing of library sources from the sections with an embedded librarian (I.A.2-14 p. 5).

Analysis and Evaluation

MiraCosta uses data to determine how effectively it is accomplishing the College mission and to ensure the mission directs institutional priorities and planning.

The College meets Standard I.A.2.

I.A.3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

As the foundation of all MiraCosta College programs and services, the mission guides institutional decisions about curriculum and student learning and achievement assessment measures. Courses and programs integrate the mission's commitment to diversity, equity, and inclusion, and educational programs must meet student and community needs (I.A.3-1, I.A.3-2). The College's baccalaureate program, for example, clearly fits within the existing workforce and economic development aspects of the mission. Additionally, MiraCosta's development and assessment of student learning outcomes ensure an equity-focused process that improves and maximizes student learning across the institution (I.A.3-3).

MiraCosta relies on its program review and planning process to assure the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement (I.A.3-4). The process requires instructional and service programs (and combinations thereof) to comprehensively review their program's efficacy and alignment with the mission every three years and to update those reviews annually to ensure they are achieving their goals (I.A.3-5).

As detailed in Standard III, the annual program review is integrated with resource allocation as human, physical, technology, and financial needs are identified at the department level in direct support of the College's programs and services. The College ranks resource allocation requests in three stages beginning at the division level and ending at the District level, when the Budget and Planning Committee (BPC) prioritizes requests by their alignment with the mission (I.A.3-6). The BPC forwards its prioritized list to the S/P who makes final funding decisions (I.A.3-7, I.A.3-8).

As required by both board policy and BOT budget directives, the College budget reflects the appropriate allocation of resources to support the District mission through attainment of its institutional goals (I.A.3-9, I.A.3-10). In addition to the program and service needs that are identified and funded through the program review and resource allocation process, the College allocates ongoing financial resources to academic programs and student support services to implement strategic planning goals that enhance those programs and services (I.A.3-11, I.A.3-12). Through the program review and prioritization process, the District has hired several

counselors over the past three years to focus on students experiencing disproportionate impact in obtaining a long-term education plan, which are the College's Latinx, African American, and older students (I.A.3-13, I.A.3-8). This effort is intended to assist students in "entering the path," a pillar within the Guided Pathways framework the District has prioritized to enhance student completion and close equity gaps in keeping with the College's mission, commitment, and first institutional goal.

Analysis and Evaluation

The College's programs and services are aligned with its mission. Institutional planning and decision-making, including budget planning and resource allocation decisions, support the mission by prioritizing the College's commitment to student learning and achievement.

The College meets Standard I.A.3.

I.A.4 *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

Evidence of Meeting the Standard

The College mission is published on the MiraCosta College website and posted in classrooms and buildings across all four campus sites (I.A.4-1). The Public Information Office produces laminated copies of the mission and displays them in employee and student meeting spaces. Additionally, the mission is included in many District publications, such as the College catalog, final budget, long-term planning framework, educational master plan, and Courses and Programs Handbook (I.A.4-2–I.A.4-6, respectively).

In accordance with the District Mission policy, the mission undergoes a College-wide review every three years or as deemed necessary (I.A.4-7). In fall 2019, a long-term planning workgroup composed of representative committee members (i.e., members of the Academic Senate, Classified Senate, Administrators Committee, and Associated Student Government) reviewed the mission and produced a revised version (I.A.4-8). In June 2020, the BOT adopted the long-term planning framework that included the revised mission (I.A.4-9). The BOT approved the updated District Mission policy in December 2020 (I.A.4-10).

Analysis and Evaluation

The MiraCosta College mission is reviewed and updated at least every three years by a workgroup composed of representatives from all College constituencies and is approved by the BOT. It is widely distributed on all four campuses and published on the College website as well as in multiple publications.

The College meets Standard I.A.4 and Eligibility Requirement 6.

Conclusions on Standard I.A: Mission

MiraCosta College demonstrates strong commitment to a mission that describes the College's broad educational purposes and emphasizes student learning and student achievement. Mission-related data are used in program review to determine how effectively the College's programs and services accomplish the mission by meeting the needs of students. These data also inform all institutional decision-making and planning. The mission is reviewed every three years by representatives from the College's four constituency groups.

Improvement Plan

Not applicable.

Evidence List

I.A.1-1	BP 1200: District Mission
I.A.1-2	MiraCosta College Mission Webpage Screenshot
I.A.1-3	Mission, Vision, Commitment, Institutional Values, and Institutional Goals, *MiraCosta College 2022–2023 Catalog*, p. 10
I.A.2-1	BOT Goals, 2021/22
I.A.2-2	Student Success and Equity Metrics Presentation, BOT 11-18-21 Agenda, §VII.B, pp. 24-35
I.A.2-3	Biannual Career Education Program Review Update, BOT 07-15-21 Minutes, §VI
I.A.2-4	BOT Budget Priorities, Final Budget Workshop FY2021/22, p. 24
I.A.2-5	Guided Pathways 3-Year Budget Projection, Fall 2021 BOT Budget Workshop
I.A.2-6	Institution Set Standards, College Council 04-15-21 Meeting Summary, §E
I.A.2-7	*Long-Term Planning Framework 2020–2026*, Appendix: Key Findings on Students, College, and External Community, p. 9
I.A.2-8	Education Master Plan Update, Data Summary/Projections/Trends and Support Strategies, pp. 3-33

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 *The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard

All institutional planning and decision-making at MiraCosta College rely on sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement, all of which comprise the College's institutional purpose and philosophy. This dialog occurs District wide, both within and across divisions, departments, and governance groups.

In accordance with board policy, the College implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is evidence-based (I.B.1-1). The College's long-term planning framework, for example, was developed by a workgroup composed of representatives from each constituent group using input from a wide range of faculty, staff, administrators, and students. The workgroup based the framework's six-year goals in part on its review of data trends related to students, the College, the external community, and potential futures signals (I.B.1-2). The framework was discussed and adopted by all representative governance groups and shared with the College community at the fall 2020 convocation (I.B.1-3). It continues being discussed College wide as the strategies to achieve the goals are developed, implemented, and evaluated.

The institutional-level effort to redesign the student experience is another example of sustained dialog about student outcomes, equity, learning, and achievement. After MiraCosta joined Achieving the Dream, a national network of community colleges that are trying to improve student success and equity, in 2015, the College underwent a year-long process of carefully reviewing student success and equity data to better understand where gaps existed in student success (I.B.1-4 p. 1). Since adopting the Guided Pathways model in 2016, the College has been focused on redesigning the student experience to improve student success and close the equity gaps that were identified through the data review (I.B.1-4 p. 1, I.B.1-5 p. 1).

In spring 2017, workgroups composed of faculty, staff, and deans began meeting regularly to discuss their assigned component of the model and ultimately draft a design recommendation to share with the larger coordinating group (I.B.1-4 p. 3). For example, the meta-major work group

sought input from the entire College community about the formation of meta-majors at MiraCosta. Four consultation activities, including student focus groups, a student survey with 1850 participants, and a convocation ("All College Day") workshop, revealed wide support for the six proposed meta-major groupings and a preference to name them Academic and Career Pathways (ACPs) (I.B.1-6 pp. 5–8). In fall 2017, the group's recommended design was endorsed by every constituent group and the College Council, which serves as the primary advisory on College-wide matters (I.B.1-6 p. 2).

More recently, the Guided Pathways design team, composed of more than 50 faculty, administrators, staff members, and students, sought and received College-wide approval and resource allocation support for the creation and implementation of ACP success teams to scale holistic support for all new students with a specific focus on the College's disproportionately impacted populations (I.B.1-5 pp. 10–11). The teams prioritized connecting students to career and education planning services early so more students complete comprehensive student education plans (CSEPs) in their first year. Additionally, the team developed a Canvas platform for employees that provides an overview of Guided Pathways as well as a tool for ACP success teams to find resources, collaborate within and across ACPs, create action plans based on data and outcomes, and assess, evaluate, and reflect on progress (I.B.1-7).

Ongoing dialog about student learning and achievement occurs at the department level through student learning outcome (SLO) assessment, program review, and planning processes. The SLO development and assessment process requires dialog to ensure an intentional focus on equitable assessment measures and a collaborative analysis of assessment results (I.B.1-8 pp. 6–7, 20). Departments and student service units evaluate SLO assessment results and develop action plans to target areas that could be improved in steps four and five of the process (I.B.1-8 pp. 19–21). These assessment results and action plans are then used to inform department and unit program reviews. The Biotechnology Department's comprehensive program review (which includes the bachelor's degree), for example, documents faculty discussions about SLOs and how they plan to improve academic quality and student learning based on their assessment data (I.B.1-9).

As stated in Standard I.A.3, the program review process requires all programs and units to comprehensively review their program's efficacy and alignment with the mission every three years and to update those reviews annually (I.B.1-10 p. 12). The process facilitates a reflection of any dialog or collaboration that has occurred within and/or across divisions related to data trends, data analysis for improvement, improving student success, closing the equity gap, SLOs, and the effectiveness of internal processes and procedures (I.B.1-11 p. 9). The 2020/21 Student Equity Department comprehensive program review, for example, shows how data analysis led to dialog about improving student success and closing equity gaps. The department collaborates with various District stakeholders to analyze student equity and achievement disproportionate impact

data every three years. Included in these discussions are other subsets of data, such as Learning Community dashboards and Guided Pathways metrics, that the department uses to evaluate goals and objectives and establish priorities each semester (I.B.1-12 pp. 2–4, I.B.1-13).

Analysis and Evaluation

All institutional planning and decision-making at MiraCosta College rely on sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog occurs within and across divisions, departments, and governance groups and is demonstrated through the College's long-term planning framework, implementation of the Guided Pathways approach to student success, and program review and learning assessment processes.

The College meets Standard I.B.1.

I.B.2 *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Evidence of Meeting the Standard

The College has established SLOs and assessments for all instructional programs, learning support services, and student support services and provides for their systematic and regular review through the program review process (I.B.2-1).

All instructional programs have at least one SLO that is aligned with the content and objectives of the program's required courses and measures what students know, can do, or can produce after satisfying the program's core requirements (I.B.2-2– I.B.2-4). Program SLOs (PSLOs) are published in official program outlines of record and the MiraCosta College Catalog (I.B.2-5– I.B.2-7).

PSLO assessments are developed collaboratively by department faculty and expected levels of achievement are included in the PSLO form (I.B.2-2). The form also requires faculty to map each PSLO to one or more of the College's core competencies, which are the broad learning outcomes students gain through their pursuit of an educational goal and exposure to MiraCosta's support services and enrichment programs (I.B.2-8). The PSLO form is reviewed by the SLO coordinator, as a representative of the Outcomes Assessment Committee (OAC), to ensure the appropriateness of the outcome and the transparency of the assessment.

The OAC is responsible for facilitating meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness at the College (I.B.2-9). The committee regularly hosts outcomes assessment training sessions during Flex week and "Fifth Friday" workshops (I.B.2-10). In spring 2022, for example, the OAC hosted a "Strengthening Our Core" workshop in which faculty engaged in strengthening CSLOs for their courses and aligning those with PSLOs and the College's core competencies (I.B.2-11). Additionally, in fall 2022, the OAC and Academic Senate hosted a "Fifth Friday" workshop focused on creating SLO processes to reinforce teaching and learning (I.B.2-12). Although the assessment of course and program SLOs is required every six years to align with the curriculum review cycle, the OAC recommends faculty perform an initial assessment, develop an action plan to improve performance (if needed), and perform a follow-up assessment within the six-year cycle to determine the success of the plan (I.B.2-13).

The College's biomanufacturing bachelor's degree program builds upon the associate degree program, allowing students who complete the associate degree to enter as juniors and earn the bachelor's degree by completing the upper-division course requirements. The baccalaureate program's learning outcomes reflect higher levels of depth and rigor than the associate degree's program outcomes (I.B.2-14).

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 (I.B.2-15 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 (I.B.2-15 p. 4). Biomanufacturing program faculty regularly assess the CSLOs that comprise the baccalaureate program and analyze assessment results at the program-review level (I.B.2-16). A section of the program review response is dedicated to a narrative of program/unit learning outcome assessment results (I.B.2-17).

Student and learning support services that offer courses in addition to providing a support service, such as Counseling, Student Accessibility Services, and the Library, have both course SLOs and service area outcomes (SAOs) that are assessed and included in their program reviews (I.B.2-18, I.B.2-19). Other support services, such as the Math Learning Center, the Writing Center, the Tutoring and Academic Support Center, and Student Equity, have established SAOs that are regularly assessed and evaluated through program review (I.B.2-20, I.B.2-21). The College's Academic Success and Equity (ASE) programs (e.g., PUENTE, Mana, Umoja, and RAFFY) assess program effectiveness with SLOs through program-specific data dashboards provided by the Office of Research, Planning, and Institutional Effectiveness (I.B.2-22, I.B.2-23).

Analysis and Evaluation

The College has established SLOs and assessments for all instructional programs, learning support services, and student support services and provides for their systematic and regular review through the program review process.

While every course and program has at least one SLO, the assessment of those outcomes has fallen behind schedule primarily due to two factors. First, the College paused the assessment process and collection of assessment results in 2019/20 as MiraCosta implemented Anthology, the College's web-based assessment platform. Then, in spring 2020, the COVID-19 pandemic required the College and its faculty to immediately focus on providing courses and student support services 100 percent online. Additionally, faculty had to address the longer-term need of remaining online for approximately another year while slowly implementing hybrid and on-campus modalities. In this dynamic situation, faculty had less time available to conduct SLO assessments as they helped connect students with needed emergency, academic, and basic needs support. Recognizing this loss of momentum, the College has developed plans to reinvigorate course and program assessments; all instructional departments currently have revised assessment calendars that depict the timing of SLO assessment of all courses (I.B.2-24).

The College meets Standard I.B.2 and Eligibility Requirement 11.

I.B.3 *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Evidence of Meeting the Standard

MiraCosta College has established institution-set standards and aspirational stretch goals for several metrics of student achievement, and they are published on the College's Institutional Effectiveness webpage (I.B.3-1). Apart from the bachelor's degree, institution-set standards for course success rates, certificate and associate degree completion rates, and transfer to four-year university rates are calculated by averaging the three most recent years of data and multiplying by 90 percent. The bachelor's degree program, which is still in its early years, has a standard set at 80 percent completion of 24 students. Aspirational stretch goals are also set for each metric.

In addition to the metrics mentioned above, the baccalaureate program in biomanufacturing also monitors key program metrics (e.g., program retention) as well as student employment outcomes to identify areas of improvement in preparing students to meet local workforce needs (I.B.3-2, I.B.3-3).

Every spring semester, the College Council reviews data for course success rates, certificate, associate degree, and bachelor's degree completion rates, and university transfer rates from the past five academic years. The data trends are then compared to the institution-set standards and stretch goals. After this review, the College Council confirms the validity of the institution-set standards and stretch goals. If any of the metrics fall below standards set by the College, then the College Council will lead the effort to ensure stakeholders address any deficiencies and improve achievement outcomes (I.B.3-4, I.B.3-5).

In addition to the institution-set standards, the College has identified targets that align with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals. These goals include completion of all associate degrees, completion of associate degrees for transfer, CCCCO-approved certificates, completion of any of the aforementioned awards plus bachelor's degrees, transfers to a public California university, the average unit completion for degree earners, the median annual earnings of students who exited the community college system and did not transfer to any postsecondary institutions, the number of exiting students who are earning a living wage, and the percentage of exiting career education students who are employed in their field of study. The College Council reviews this data annually before it is presented to the Board of Trustees (BOT), and the data is posted on the College website (I.B.3-6).

The College's institution-set standards and the CCCCO Vision for Success metrics are mostly lagging indicators that measure outcomes at the end of students' educational journeys. To impact these lagging indicators, the College has developed and routinely monitors a myriad of key leading indicators based on the Guided Pathways metrics (I.B.3-7). Rather than utilize metrics based on raw numbers, the Guided Pathways metrics utilize first-time-in-college student cohorts to track students' progress in hitting key momentum points (including lagging indicators, such as the percentage completing a degree or certificate or transferring to a four-year institution). Therefore, these metrics serve as the College's real-time improvement metrics. For example, the ACP success teams have identified several leading indicators that are disaggregated to measure progress of the first-time-in-college student cohorts: the percentage of who complete a CSEP in the first year; the percentage who persist from fall to spring semester; and the percentage of units completed out of the units attempted (I.B.3-8).

Combined with data from the Guided Pathways metrics dashboard, institution-set standards and CCCCO Vision for Success metrics are used to gauge progress on College-wide goals and assess student success (I.B.3-9). Metrics such as these were utilized in the development of the College's long-term planning framework and are included in the College's major plans (e.g., Educational Master Plan Update and Student Equity Plan).

Analysis and Evaluation

MiraCosta College has established institution-set standards and stretch goals for student achievement and publishes them on the College website. The College Council and BOT annually review the institution-set standards and other institutional-level student success metrics. Discussions that occur within College Council allow broader engagement of representatives from all employee groups and all functional areas of the College with the data, standards, and goals. Should areas of improvement be identified in these discussions, College Council is uniquely positioned to ensure that College plans include the strategies necessary for student success.

The College meets Standard I.B.3 and Eligibility Requirement 11.

I.B.4 *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard

MiraCosta utilizes an integrated system of planning and evaluation that is guided by the College mission to support student learning and student achievement (I.B.4-1). Data-driven institutional plans as well as program review and action-planning processes provide the basis for institutional decision-making (I.B.4-2).

The College's long-term planning framework, approved in fall 2020, centralizes all College conversations about student learning and student achievement. The framework identifies the four institutional goals around which all other College plans strategize to achieve with measurable outcomes (I.B.4-3 pp. 7–8). The fall 2021 update to the College's Educational Master Plan, for example, outlines the instructional and educational support strategies that are in place or planned in the near term to help MiraCosta move forward in achieving the College's long-term goals (I.B.4-4 pp. 18–36). The strategies are based in part on an assessment of disaggregated data, including student achievement data (I.B.4-4 pp. 3–7). College plans are currently being updated to ensure they include strategies to address the framework's institutional goals; once updated, the plans will be reviewed annually to evaluate progress toward the measurable outcomes of each strategy (I.B.4-3 p. 8).

The College's program review and planning process also allows constituencies to identify ways they can more effectively meet the goals developed within the long-term planning framework. Instructional departments evaluate discipline-specific disaggregated data and outcomes assessment results during the program review process to develop action plans for improvement. Each instructional program has access to a series of online dashboards that allow users to explore

their data from the District to the individual course level (I.B.4-5, I.B.4-6). As stated in Standard I.B.1, departments also use SLO assessment data to identify gaps in student learning and achievement and to plan program improvement strategies.

Analysis and Evaluation

MiraCosta College's institutional planning and decision-making processes are organized and implemented to support student learning and student achievement. MiraCosta uses assessment data to evaluate gaps in student learning and achievement and determine how to close identified gaps, thereby achieving the College's institutional goals.

The College meets Standard I.B.4.

Institutional Effectiveness

I.B.5 *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard

MiraCosta College assesses accomplishment of its mission through program review and evaluation of progress toward measurable outcomes identified in the College's institutional plans. The institutional program review process focuses on the assessment of programs in meeting their goals and objectives as well as the institutional goals and objectives developed within the long-term planning framework. The process documents each program's/unit's reinforcement and advancement of its own standards, accreditation Standards, and the District mission. The mission is advanced not only by comparison against program standards but also through the planning portion of program review.

The program review process, codified in the Program Review and Planning Handbook, begins with a review of appropriate qualitative and quantitative data to measure program/unit performance (I.B.5-1 p. 7). For instructional programs, these data include course and/or program SLO assessment data, student achievement data (i.e., course success and retention and awards completion), enrollment data, and student profile data. Student data are disaggregated by important student characteristics with analyses of disproportionate impact; enrollment data can

also be disaggregated by mode of delivery (I.B.5-2). Student support program data include SAO assessment data, participation rates, and program/unit comparisons to College-wide data, all of which are disaggregated by important student characteristics (I.B.5-1 p. 8, I.B.5-3).

In the Program/Unit Reflection section of the program review, instructional and student support programs/units analyze and discuss their data in relation to their respective standards and the College's institutional goals (I.B.5-1 p. 9). From there, program review authors develop goals and action plans to address either institutional objectives in the long-term planning framework or program/unit expansion or improvement (I.B.5-1 p. 10).

The Program/Unit Evaluation that follows the planning section is completed by the appropriate chair or director and their respective administrator, who use an established scoring system to evaluate the program's/unit's effectiveness in meeting the mission and in developing plans that appropriately address areas to improve or expand. The Institutional Program Review Committee (IPRC) monitors the completion and quality of the program reviews and validates those that meet the mission of the College (I.B.5-1 p. 10).

The College utilizes a three-year program review and planning cycle to support programmatic improvement, implementation of modifications, and evaluation of the changes to sustain continuous quality improvement (I.B.5-1 p. 12). As stated in Standard I.A.3, instructional and student support programs (and combinations thereof) comprehensively review their program's efficacy and alignment with the mission every three years, and they update those reviews annually to ensure they are achieving their goals.

Analysis and Evaluation

The College's program review process focuses on the assessment of programs in meeting their goals and objectives as well as the institutional goals and objectives developed within MiraCosta's long-term planning framework. The process advances the College mission through a systematic, ongoing cycle of data review, analysis, and planning.

The College meets Standard I.B.5.

I.B.6 *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard

The College's integrated planning process connects rigorous program review with resource allocation. As part of the program review process, the College has consistently disaggregated data and analyzed disproportionate student impact. Program review dashboards disaggregate enrollment and student achievement data by program and numerous student and course characteristics (I.B.6-1).

During the program review process, which occurs in the spring, authors are prompted to provide a summary of observations on key data trends, descriptions for how the program is using data to make improvements, how the program can improve student success, and how the program can close equity gaps observed in the data (I.B.6-2). The data then drive program improvement plans to mitigate identified gaps. For example, after its 2021/2022 comprehensive program review, the Biology Department created an improvement plan to close identified gaps between subpopulations of students. The plan outlines strategies to accomplish the goal, identifies human resource and professional development needs, and includes how the efficacy of the strategies will be measured (I.B.6-3). The action plan template prompts authors to indicate if resources are needed to execute their plan; if resources are needed, then they complete the appropriate resource request form in the fall semester. As detailed in Standard III, the annual program review is integrated with resource allocation as human, physical, technology, and financial needs are identified at the department level in direct support of the College's programs and services.

The College collects aggregate learning outcomes data at the course level; however, faculty often disaggregate and analyze the data based on section characteristics, including mode of delivery, day or time of instruction, length of term (eight-week versus full-term), gateway and capstone courses, support courses versus standalone courses in English and math, and ASE program cohorts (I.B.6-4–I.B.6-6).

The College also analyzes its core competencies by disaggregating data based on many important student characteristics (I.B.6-7, I.B.6-8). These analyses are used to inform faculty in subsequent core competency kickoff meetings. For example, in the Biology Department's program review, the authors used the department's core competency assessments to determine a need to develop curriculum that linked course-level learning outcomes to the higher-level institutional competencies (I.B.6-2 p. 6).

To facilitate the use of data to identify performance gaps, the College has provided, or participated in, several professional development activities. For example, many faculty have participated in cohort-based training programs that help them analyze disaggregated success and retention data from their courses and design action plans around their findings. Offered through the San Diego-Imperial Counties Community College Association (SDICCCA) Regional Consortium Strong Workforce Program, the goals of the Strong Workforce Faculty Institute are

to foster strong collaboration and engagement among faculty, researchers, and deans; encourage self-reflection, inquiry, and research-based decision-making; and inspire teaching and learning from a culturally inclusive perspective. The program requires participants to work collaboratively with researchers and deans using quantitative and qualitative data/information about the students in their courses as well as the course materials, assessments, and policies. Upon reflecting on this information employing equity-minded principles and practices, participants develop an action plan to implement changes in the classroom based upon what they learned (I.B.6-9, I.B.6-10). MiraCosta faculty across all disciplines (including transfer and general education) have participated in the first two Faculty Institutes, with more than 40 faculty members engaged in the 2021/22 cohort.

In addition to using disaggregated student learning and achievement data for program improvement planning, the College also utilizes the data to inform institutional planning processes. For example, the Student Equity Plan uses Student Equity and Achievement (SEA) data to develop detailed goals, plans of action, and tailored resources to address the identified gaps for disproportionately impacted populations (I.B.6-11). Improvement plan assessments are included for each key SEA indicator for access, course completion, transfer math/English completion, degree and certificate completion, and transfer. The College also supported the formation of ACP success teams (introduced in Standard I.B.1) specifically to address identified equity gaps in education plan completion rates, fall-to-fall persistence rates, and overall completion rates for Black/African students, Latinx students, and students 25 years and older. Success team members were those who were reassigned to focus on this effort as well as new employees hired to work within ACP success teams.

Analysis and Evaluation

Occurring at both the College and program levels, disaggregation of data is a key component of the College's assessment, planning, and resources allocation process. All research reports and dashboards include multiple subpopulations, including race and ethnicity, age, gender, veteran status, economically disadvantaged status, first generation status, disability status, and many other subpopulations.

Program review, planning, and resource allocation are intimately connected with the intent of identifying equity gaps, creating strategies to address those gaps, and providing the funding to implement the strategies. The process is then repeated in a regular cycle of program improvement.

The College meets Standard I.B.6.

I.B.7 *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard

MiraCosta College regularly reviews institutional policies and procedures and evaluates institutional planning, program review, resource allocation, and governance structure and decision-making processes to determine their continued effectiveness in supporting academic quality and accomplishment of the College mission.

As codified in board policy, the BOT and superintendent/president regularly review institutional policies and procedures to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the District mission (I.B.7-1). In keeping with the equity focus of the District mission, values, and commitment, the College uses a schematic diagram to ensure reviewers apply an equity lens to their review of policies and procedures (I.B.7-2). Board policy review follows MiraCosta's seven-year institutional self-evaluation cycle; however, many institutional policies and procedures undergo a more frequent periodic review due to regulatory requirements, local practice, or mandated legal updates.

The College Council assigns appropriate governance committees the responsibility of keeping various policies and procedures current (I.B.7-3 p. 6– I.B.7-5). In the case of operational policies and procedures, the College Council officially steers those to the appropriate administrator overseeing the area. When something needs broader stakeholder input, the College Council steers these to the appropriate governance group(s), committee, or subcommittee. For example, the Academic Senate is responsible for policies and procedures related to academic and professional matters, including those that specify the unique requirements of the College's baccalaureate program (I.B.7-3 pp. 8–9); the IPRC oversees policies and procedures related to the program review process and its associated standards (I.B.7-3 p. 7).

The IPRC is also responsible for regularly assessing the effectiveness of the program review process to ensure it encourages a meaningful review of relevant data and robust planning (I.B.7-6 p. 5). As part of its evaluation of the process, the committee solicits feedback from all program/unit authors to inform continuous quality improvement (I.B.7-7 p. 11). It also evaluates a random sample of program reviews to assess the quality of the data review, reflection, and planning sections. The IPRC uses the results of its annual internal evaluation to identify areas to target for training and support (I.B.7-7 p. 11). As a result of its 2019 self-evaluation, for

example, the committee reworded a prompt in the program review template to provide program review authors more clarity about the use of longitudinal data (I.B.7-8).

As part of its charge, the IPRC ensures outcomes assessment results are used to develop and implement plans for improvement through the integration of program review and resource allocation processes (I.B.7-6, I.B.7-7). Resource requests must be associated with program review action plans; therefore, robust data analysis and reflection are needed to establish a strong proposal for funds (I.B.7-7, I.B.7-9). In fact, the Academic Affairs Committee, a subcommittee of the Academic Senate responsible for reviewing and prioritizing faculty hiring requests, considers how the program review analysis of student success and equity indicators, such as course and program learning outcomes achievement, is used to justify full-time faculty hiring requests (I.B.7-10, I.B.7-11). The IPRC's "Characteristics of Exemplary Program Review" rubric establishes the criteria for ideal uses of outcomes assessment in program review (I.B.7-12).

While the IPRC oversees and evaluates the program review and planning process each spring semester, the Budget and Planning Committee (BPC) oversees the resource allocation process that is conducted annually in the fall (I.B.7-13). The BPC evaluates the efficacy of the resource allocation process at the end of each cycle and makes adjustments as needed for the next cycle (I.B.7-14). In fall 2020, for example, the committee formed a task force to improve the rubric and process used to assess resource allocation requests based on evaluation of the 2019/20 cycle (I.B.7-15). By spring 2021, the task force developed a resource allocation process flowchart and a revised rubric that simplifies the categorization of resource requests (I.B.7-16, I.B.7-17).

The BPC is also responsible for ensuring the integration of College plans with the long-term planning framework (I.B.7-18, I.B.7-19). Institutional plans are updated according to their own designated cycle, not to exceed six years, to ensure their currency and relevancy. As stated in Standard I.B.4, College plans are currently being updated to ensure they include strategies to achieve the institutional goals contained in the *Long-Term Planning Framework 2020–2026*; once they are updated, the plans will be reviewed by the College Council annually over the six years of the framework to evaluate progress toward the measurable outcomes of each strategy (I.B.7-18).

Every three years, the College Council follows a governance organization evaluation process that is codified in the Governance Manual (I.B.7-20). The council, assisted by the RPIE office, utilizes an online anonymous survey of all constituents to assess MiraCosta's governance structure and decision-making processes to determine their efficacy. The survey measures the effectiveness and efficiency of the governance structure and solicits constituent feedback regarding the strengths of the governance process and areas where improvements could be made

(I.B.7-21, I.B.7-22). The results and any proposed modifications are forwarded to the College Council for review. The College Council forwards any proposed changes to all four representative committees for their approval before the changes can be implemented.

Analysis and Evaluation

MiraCosta relies on its collegial governance system for the regular review and evaluation of the College's policies, procedures, and processes to determine their continued effectiveness in supporting academic quality and accomplishment of the College mission.

The College meets Standard I.B.7.

I.B.8 *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

The College communicates the results of all assessment and evaluation activities to ensure stakeholders understand the basis of institutional improvement initiatives and planning strategies. Results of the spring 2022 governance survey, for example, and the priorities established by the College Council to address those results, were communicated through the College's electronic newsletter and end-of-year email from the superintendent/president to all employees (I.B.8-1, I.B.8-2 p. 2). Both the newsletter and email provided a link to the College website to allow both internal and external stakeholders the opportunity to review the results in greater depth. The end-of-the-year email from the superintendent/president also communicates the results of the program review and resource allocation process to ensure constituents understand the process as well as the outcome of items recommended for funding each year (I.B.8-2 pp. 2–3).

MiraCosta ensures updates to all institutional plans are shared with the District's representative committees, College Council, and BOT, and are publicly available on the College website, to ensure a shared understanding of each plan's priorities (I.B.8-3, I.B.8-4). As stated in Standard I.B.6, all plans use assessment and evaluation data as their foundation for strategic planning. For example, the Educational Master Plan Update includes a substantial review of data, enrollment projections, and other relevant trends in higher education to support its strategies for addressing the College's institutional goals (I.B.8-5). As stated in Standard I.A.2, the updated Technology Plan utilizes data from two surveys in its approach to achieving the District's institutional goals (I.B.8-6).

In addition to their inclusion in institutional plans, data related to assessment and evaluation activities are available to the College community through the MiraCosta SharePoint portal. The portal page provides access to District-wide survey information, including the governance survey, as well as data used to set appropriate priorities, such as data regarding program review, career education student outcomes, student success and equity, enrollment trends and demographics, and transfer, awards, and graduation (I.B.8-7). The page also provides a link to select dashboards the BOT uses to inform its decision-making and goal setting. BOT goals for the past two years included monitoring progress on student success, Guided Pathways, and equity using established metrics to develop a greater understanding of their meaning and implications (I.B.8-8, I.B.8-9).

Public BOT meetings and workshops provide another avenue of communication about the College's assessment and evaluation activities. The BOT regularly hears reports and holds workshops on the College's efforts and outcomes related to academic quality, student support, completion, and equity (I.B.8-10). In spring 2022, for example, the BOT was presented with an update of the College's core competency assessment process, recent results, and key findings from the data, including how faculty use the data to improve outcomes in the classroom (I.B.8-11). These results were also shared with the Academic Senate, Associated Student Government, Outcomes Assessment Committee, and College Council (I.B.8-12–I.B.8-15). Core competency assessment results are routinely shared with the College's governance groups and are available to all stakeholders on the About Outcomes webpage and to College employees through the portal (I.B.8-16, I.B.8-17).

In a public BOT meeting in August 2022, trustees received an update to an institutional evaluation project that began in spring 2019 with an externally administered survey to measure employee and student attitudes and behaviors, as well as their personal experiences and perceptions, about the institutional climate (I.B.8-18). From the project's onset, the frequently communicated goal has been to use the results to inform strategic planning for maximizing equity in support of the mission (I.B.8-19, I.B.8-20). To ensure widespread understanding of the College's climate strengths and challenges, the survey's results have been shared through District webinars, BOT meetings, All College Day presentations, and College Council meetings, and the full report is available on the College website (I.B.8-21–I.B.8-30). Additionally, the results have been discussed in several forums to collect constituent feedback about the results (I.B.8-31).

Analysis and Evaluation

The College broadly communicates the results of all assessment and evaluation activities to ensure stakeholders understand the basis of institutional initiatives and planning strategies.

MiraCosta shares student achievement and other data with employees through interactive dashboards on the website and portal, the review and development of planning documents, and webinar, constituent-meeting, and College-wide presentations.

The College meets Standard I.B.8.

I.B.9 *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

Evidence of Meeting the Standard

As stated in Standard I.B.1, MiraCosta College utilizes a broad-based, comprehensive, systematic, and integrated system of planning and evaluation that is designed to accomplish the mission and improve institutional effectiveness and academic quality (I.B.9-1). The institutional planning and evaluation process, which is codified in the *Long-Term Planning Framework 2020–2026,* includes College-wide participation and results in the development of evidence-based, long-term goals and specific strategies that have measurable outcomes (I.B.9-2). The long-term planning framework itself was the result of a collaboration among a wide range of faculty, staff, administrators, and students (I.B.9-3). Additionally, as stated previously, the framework's six-year goals were developed after a comprehensive review of historical data trends and an analysis of future trends and signals with potential impact on the College; thus, the goals encompass the short- and long-term needs of the institution.

The planning framework establishes a consistent process for bringing existing institutional plans, including the educational, technology, staffing, budget, facilities, and student equity plans, into alignment with the framework to ensure each includes elements of the College's institutional purpose and philosophy as well as strategies to achieve the institutional goals (I.B.9-4).

As stated in Standard I.B.4, College plans are currently being updated with broad constituent participation to ensure they align with the framework. The Educational Master Plan Update approved in fall 2021, for example, outlines the instructional and educational support strategies that will help MiraCosta achieve the College's long-term goals; in accordance with the framework, it will be reviewed annually to evaluate progress toward the outcomes of each strategy. The updated Technology Plan is currently going through the governance review and approval cycle and is expected to be approved in fall 2022 (I.B.9-5).

Institutional planning at MiraCosta integrates the long-term planning framework with the program review and planning, budget development, and resource allocation processes, as summarized in the Integrated Planning Manual and illustrated in Figure 20 (I.B.9-6 p. 5).
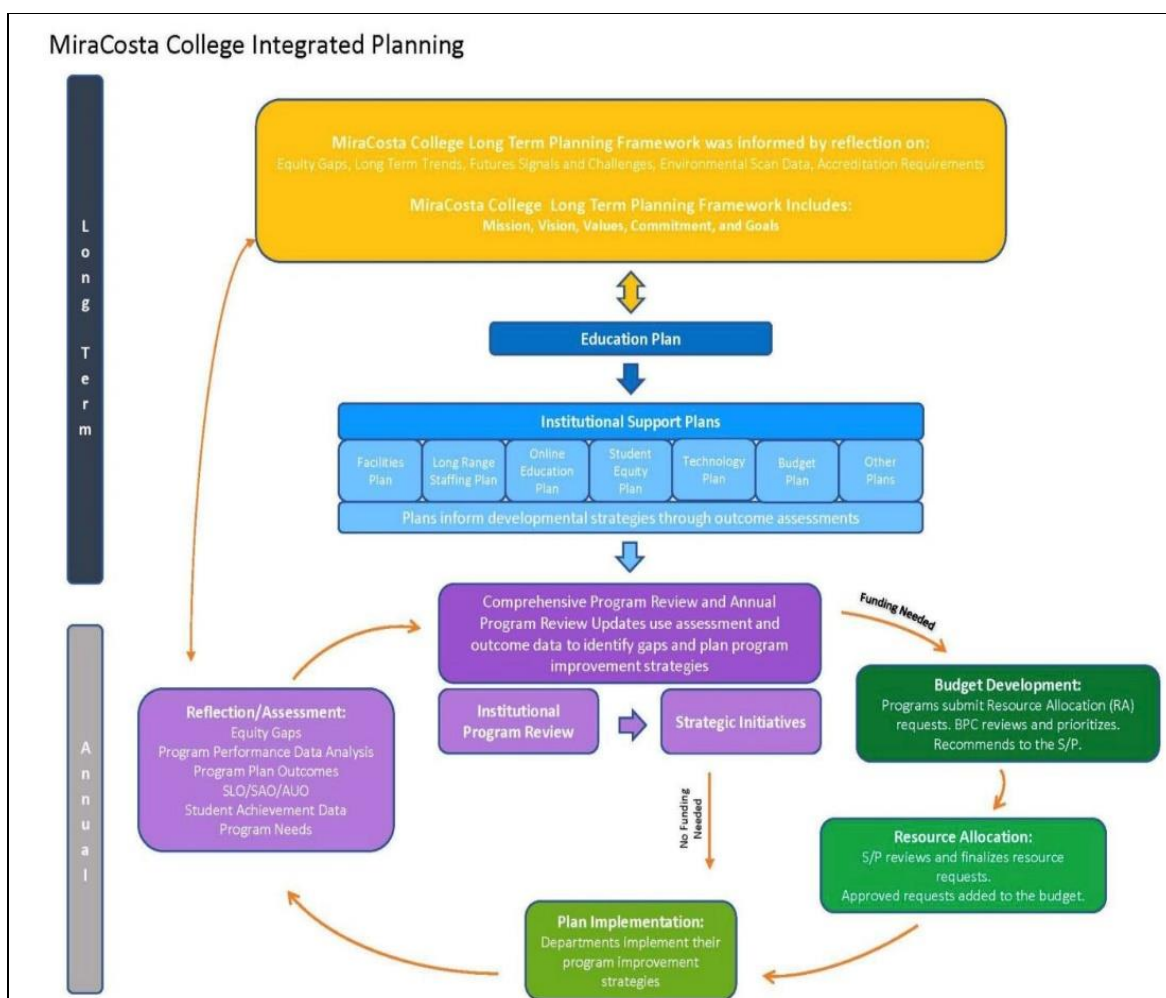
Figure 1. Systematic Integrated Planning and Evaluation Cycle

Additionally, the process allows departments to articulate how their goals and action plans developed through program review align with the long-term institutional goals to achieve the mission and improve institutional effectiveness and academic quality (I.B.9-7).

As stated previously, the program review process requires all programs and units to comprehensively review their program's efficacy and alignment with the College mission every three years and to update those reviews annually (I.B.9-8). The process also requires requests for

human, physical, technology, and financial resources to be associated with action plans that were developed as a result of the previous semester's program review and planning (I.B.9-9).

Analysis and Evaluation

MiraCosta College utilizes a broad-based, comprehensive, and integrated system of planning and evaluation that is designed to accomplish the mission and improve institutional effectiveness and academic quality. The process integrates program review, resource allocation, and institutional support plans and relies on evidence-based practices, including the use of qualitative and quantitative data for decision-making. The long-term planning framework guides this work and informs all institutional planning to meet the College's short- and long-term needs.

The College meets Standard I.B.9 and Eligibility Requirement 19.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

MiraCosta College engages in continuous and substantive collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College uses the program review and outcomes assessment processes to analyze information and data to determine whether it is supporting student success in alignment with the College mission, goals, commitment, and major institutional plans. These processes facilitate dialog within and among disciplines, departments, and units that allow for continuous improvement and that address equity gaps. Through the program review process and review of the College governance and decision-making processes, the College sustains a commitment toward regular evaluation and improvement of all areas of the District.

The College fosters a data-informed and data-driven culture, with heavy reliance on the Office of Research, Planning, and Institutional Effectiveness to analyze and report student achievement data using innovative Tableau dashboards and PowerPoint presentations. This culture strongly emphasizes disaggregated student achievement data and the identification of disproportionately impacted student populations to inform institutional priorities and program improvement. In addition, MiraCosta College communicates assessment and evaluation activities and data to all College constituents, including the local community.

The College regularly reviews its policies and procedures and evaluates institutional planning, program review, resource allocation, and governance structure and decision-making processes to

determine their continued effectiveness in supporting academic quality and accomplishment of the mission and to implement changes based on the evaluations.

Lastly, MiraCosta integrates planning, assessment, and resource allocation in a collaborative fashion to advance the mission and communicates the priorities and results of these activities with the College community.

Improvement Plans

To increase institutional effectiveness and strengthen alignment with Standard I.B, the College will develop mechanisms to monitor and analyze SLOs more effectively by creating new dashboards and reviewing SLO reflections in program review. All instructional departments currently have revised assessment calendars that depict the timing of SLO assessment of all courses. The College will also investigate technology solutions that will allow student-level disaggregation for CSLOs.

MiraCosta College will also strengthen the assessment of program outcomes by mapping CSLOs to PSLOs and creating professional learning opportunities for direct assessments of PSLOs.

Lastly, the College will expand the assessment of the institution's core competencies by training faculty in general education areas to create CSLOs that assess the core competencies and to map CSLOs to the core competencies for indirect assessments. Quality Focus Essay: Project One provides this improvement plan's expected outcomes and implementation timelines.

Evidence List

I.B.1-1	BP 3250: Institutional Planning
I.B.1-2	*Long-Term Planning Framework 2020–2026*
I.B.1-3	Long-Term Planning Framework, Fall 2020 Convocation, pp. 24–27
I.B.1-4	Redesigning the Student Experience at MiraCosta College, 2015–2022
I.B.1-5	Guided Pathways College Update, All Governance Email, 01-13-17, pp. 1, 3
I.B.1-6	Meta Majors Work Group Recommendations pp. 2, 5–8
I.B.1-7	Guided Pathways Canvas Site
I.B.1-8	SLO Assessment Cycle, Outcomes Assessment Committee Handbook, 2021, pp. 7–21
I.B.1-9	SLOs, BTEC Comprehensive Program Review, 2021-22, pp. 1–2
I.B.1-10	Program Review and Planning Cycle, Program Review and Planning Handbook, p. 12

I.C Institutional Integrity

I.C.1 *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Evidence of Meeting the Standard

MiraCosta College provides students and the public clear and accurate information primarily through the College website and catalog. The Office of Instruction uses a multistep electronic review and approval process to assure the clarity, accuracy, and integrity of all information published in the annual catalog, including information related to the mission. Additionally, when corrections or updates are warranted during the year, the Office of Instruction publishes an addendum to the online catalog to document all changes made after original publication. The catalog review workflow identifies responsible parties by position and is updated annually (I.C.1-1).

Every spring, each page of the catalog is reviewed and updated by the individuals who have responsibility for those areas of the College, and they ensure the same updates are made to the information published on the website. Information about student support services, for example, is reviewed by the appropriate program manager and the dean of Counseling and Student Development. Information about the College's educational programs, including program learning outcomes, is reviewed by those who review and approve additions and modifications to courses and programs throughout the year, namely the discipline department chair, instructional dean, articulation officer/student learning outcomes coordinator, and curriculum support staff from the Office of Instruction. The chair of Biotechnology and dean of Math and Sciences, for example, review the biomanufacturing bachelor's degree catalog page to ensure information presented to current and prospective students includes current program requirements, learning outcomes, the application process, admission criteria, and a link to the Biomanufacturing Bachelor's Degree webpage, where students can find information related to counseling and financial aid (I.C.1-2).

In addition to being published in the catalog, program learning outcomes are publicly available as part of official program outlines (I.C.1-3). Learning outcomes for courses are also available in public course outlines (I.C.1-4). Anyone can access these outlines from the Curriculum webpage (I.C.1-5).

The director of Public and Governmental Relations, Marketing, and Communications and dean of Research, Planning, and Institutional Effectiveness review the Mission, Vision, Commitment, Institutional Values, and Institutional Goals catalog page each spring to ensure the accuracy and consistency of the information before it is made public. As stated in Standard I.A.4, the mission undergoes a College-wide evaluation and revision every three years (or as deemed necessary), after which the superintendent/president updates the District Mission policy and submits it to the Board of Trustees (BOT) for review and approval (I.C.1-6). In June 2020, for example, the BOT adopted a long-term planning framework that included a revised mission (I.C.1-7). The mission was subsequently updated in the online catalog, and the change was documented in the catalog addendum under "Changes" (I.C.1-8). Board Policy 1200, District Mission, was officially approved by the BOT in 2020 and published on the College website shortly thereafter (I.C.1-9).

The Public Information Office (PIO) assures the integrity of all representations of the College mission by checking them against the most current policy published on the District website. When the mission was revised in 2020, the PIO immediately updated it on the College website and created new mission-statement posters to update all classrooms, public areas, offices, and meeting rooms. Additionally, the PIO added the revised mission to that year's annual report (I.C.1-10).

The accreditation liaison officer/dean of Research, Planning, and Institutional Effectiveness is responsible for ensuring the accuracy and integrity of published information related to the College's accredited status. MiraCosta's accredited status is available through a link (in the footer) on the College website (I.C.1-11). The Accreditation webpage includes a link to the ACCJC Statement of Accreditation Status for MiraCosta College as well as information about programs that have additional accreditation through their respective agencies, such as the Registered Nursing program's approval by the California State Board of Registered Nursing (I.C.1-12). Specialized program accreditation information follows the College's institutional accreditation status in the catalog (I.C.1-13).

Analysis and Evaluation

MiraCosta strives to ensure that all information regarding its mission, student learning outcomes, educational programs, student support services, and accreditation status is provided in a clear and accurate manner to current and prospective students as well as to the community the College serves. The mission is systematically evaluated College wide at least every three years.

The Office of Instruction ensures the accuracy, clarity, currency, and inclusion of appropriate detail of all information published in the MiraCosta College Catalog through its annual

electronic review and approval workflow process. Information about learning outcomes and student achievement is publicly available through the College website.

The PIO employs a thorough review process for all print and electronic advertising, promotional literature, and publications that describe MiraCosta's mission, programs, services, and accredited status. The PIO involves appropriate department directors and deans in the review of information prior to it being made public to ensure the information is current, accurate, and consistent with the catalog.

Information about the College's accredited status, whether institutional or program-specific, is available to the public on the Accreditation webpage and in the MiraCosta College Catalog.

The College meets Standard I.C.1 and Eligibility Requirement 20.

I.C.2 *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)*

Evidence of Meeting the Standard

The College publishes an online catalog for current and prospective students every year in May (I.C.2-1). The information published in the catalog is effective for the upcoming academic year beginning with the fall semester and concluding with the summer intersession (I.C.2-2). The catalog or individual pages from it are available for download in Portable Document Format (PDF). A link to the current online catalog, its PDF, and PDFs of archived catalogs are available on the MiraCosta College website (I.C.2-3).

The Office of Instruction ensures the accuracy and currency of all information published in the catalog through its electronic review and approval workflow process described in Standard I.C.1. Additionally, changes to facts, requirements, policies, and procedures that occur after the catalog goes live in May are documented and published throughout the year in an addendum to ensure MiraCosta's constituencies have the most accurate and current information (I.C.2-4).

The MiraCosta College Catalog provides the general information, requirements, and major policies affecting students listed in "Catalog Requirements," as illustrated in Table 20. The catalog also provides readers a link to the Board of Trustees webpage for access to the complete list of MiraCosta's board policies and administrative procedures (I.C.2-5).

Table 1. Catalog Requirements

1. General Information

Official Name, Addresses, Telephone Numbers, and Website Address of the Institution	pp. 11–12
Educational Mission	p. 10
Representation of accredited status with ACCJC, and with programmatic accreditors	p. 4
Course, Program and Degree Offerings	pp. 102–369
Student Learning Outcomes for Programs and Degrees	pp. 103–366
Academic Calendar and Program Length	p. 5
Academic Freedom Statement	p. 398
Available Student Financial Aid	pp. 45–46
Available Learning Resources	p. 42
Names and Degrees of Administrators and Faculty	pp. 426–32
Names of Governing Board Members	p. 14

2. Requirements

Admissions	pp. 19–20
Student Tuition, Fees, and Other Financial Obligations	pp. 23–24
Degrees, Certificates, Graduation and Transfer	pp. 62–69, 87–88, 90–96

3. Major Policies and Procedures Affecting Students

Academic Regulation, including Academic Honesty	pp. 413–19
Nondiscrimination	pp. 408–12
Acceptance and Transfer of Credits	pp. 19–20, 25, 32–39
Transcripts	pp. 24, 419–22

Grievance and Complaint Procedures	pp. 402–03
Sexual Harassment	pp. 408–12
Refund of Fees	p. 25

4. Locations or Publications Where Other Policies May Be Found

| Academic Standards and Policies | pp. 398–423 |

Analysis and Evaluation

The College provides an online catalog with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." The College meets Standard I.C.2 and complies with Eligibility Requirement 20.

I.C.3 *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Evidence of Meeting the Standard

The College collects data on student learning achievement and regularly reports on matters of academic quality to the Board of Trustees (BOT). Including metrics from the CCCCO Vision for Success, ACCJC institution-set standards, aspirational goals, and key performance indicators related to Guided Pathways, these presentations occur during open meetings twice per year. Meeting minutes are publicly available on the Board of Trustees webpage (I.C.3-1 §VII.B). The College also presents assessment data from the 13 core competencies to the BOT (I.C.3-2 §VII.A).

In addition, the College provides student learning and achievement data on the College website. MiraCosta collects assessment data on its core competencies and posts the reports on the Outcomes Assessment Committee webpage (I.C.3-3). The Research, Planning, and Institutional Effectiveness webpage provides interactive data dashboards related to degree and transfer completion and a student achievement data table that includes goals aligned to the CCCCO Vision for Success as well as the ACCJC institution-set standards and stretch goals (I.C.3-4). Additionally, both the Office of Research, Planning, and Institutional Effectiveness and the Nursing Department webpages make licensure pass rates for the College's allied health programs publicly available (I.C.3-5).

Degree completion data for the College's baccalaureate program in biomanufacturing are included in BOT presentations and student achievement data on the College website. Achievement data are also included in the ACCJC Annual Report, which is available on the website (I.C.3-6, I.C.3-7).

Analysis and Evaluation

The College communicates matters of academic quality to current and prospective students and the public through its website and regular reports to the Board of Trustees. The College meets Standard I.C.3 and complies with Eligibility Requirement 19.

I.C.4 *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

MiraCosta College describes its certificate of achievement, associate degree, and bachelor's degree programs in terms of their purpose, content, required courses and course sequences (if applicable), total units, and expected student learning outcomes in the electronically published MiraCosta College Catalog (I.C.4-1). Nursing program descriptions include special admissions requirements and registration procedures (I.C.4-2). The description for the College's biomanufacturing bachelor's degree includes information about the program's separate application, selection/admission criteria, and additional tuition for required upper-division coursework (I.C.4-3).

The catalog's Associate Degree for Transfer program descriptions include information about what students will be required to complete upon transfer to a participating California State University campus (I.C.4-4).

Analysis and Evaluation

The College publishes an annual electronic catalog that describes the degrees and certificates students can earn at MiraCosta, including the Bachelor of Science in Biomanufacturing. Each description includes the program's purpose, course requirements, and expected student learning outcomes. The catalog also informs students about special admission requirements for its biomanufacturing bachelor's degree program and nursing associate degree programs.

The College meets Standard I.C.4.

I.C.5 *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

As codified in board policy, the BOT and superintendent/president regularly review institutional policies and procedures to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the District mission (I.C.5-1). MiraCosta subscribes to the Community College League of California (CCLC) Board Policy & Administrative Procedure Service to assist with this process. The CCLC provides districts with legal updates twice a year (spring and fall) to assist them in ensuring their board policies and administrative procedures reflect current laws and statutes.

Board policy review follows MiraCosta's seven-year institutional self-evaluation cycle; however, many institutional policies and procedures undergo a more frequent periodic review. The policy on credit for prior learning, for example, is legally required to be reviewed every three years (I.C.5-2). As described in Standard I.C.1, the mission undergoes a College-wide evaluation and revision every three years (or as deemed necessary), after which the superintendent/president updates the District Mission policy and submits it to the BOT for review and approval (I.C.5-3).

The District relies upon collegial governance for the regular review of many institutional policies, procedures, and publications to assure their integrity (I.C.5-4, I.C.5-5). Each constituency of the College that has responsibility and expertise in a particular area participates in the development and periodic review of policies and procedures relating to that area as determined by the College Council, which serves as the primary advisory on college-wide matters (I.C.5-6 p. 6). For example, the Courses and Programs Committee (CPC), a subcommittee of the Academic Senate, maintains an ongoing periodic review cycle of 32 policies and procedures that pertain to the educational programs and courses offered by the College. Every policy and procedure routed to the CPC is reviewed every two years in the spring (I.C.5-7). Legally mandated updates also occur in the spring unless the mandate specifies an earlier deadline. Similarly, the Academic Affairs Committee (AAC), another Academic Senate subcommittee, is responsible for the regular review of 42 policies and procedures related to academic and professional matters, such as those associated with academic freedom, grading, and standards of scholarship. Like the CPC, the AAC maintains a regular review cycle for all policies and procedures routed to it by the College Council (I.C.5-8).

Many student support program and service policies and procedures are the operational responsibility of the vice president of Student Services, such as policies about student records, fees, financial aid, health services, student government, and campus safety. When laws affecting

these operational policies change, the vice president of Student Services ensures the changes are made to the appropriate College policies and procedures.

In keeping with the equity focus of the District mission, values, and commitment, the College uses a schematic diagram to ensure reviewers apply an equity lens to their review of policies and procedures (I.C.5-7 pp. 2, 4; I.C.5-8 pp. 2, 4).

The various responsible parties and constituent groups submit their modified policies and procedures to the College Council as recommendations to the superintendent/president. Upon approval, the superintendent/president recommends revised policies to the BOT for approval and shares revised procedures to the BOT as information. Each board policy (BP) or administrative procedure (AP) denotes the most recent date of review and adoption in the footer before it is published on the District website.

The PIO assures the integrity of all print representations of the College mission and other institutional policies by checking them against the most current policies published on the District website. Similarly, when the mission and information about MiraCosta's programs and services are represented in the College catalog, public reports, planning documents, and committee handbooks, they are checked against the published policies on the website for accuracy as part of those publications' quality assurance processes. The annual update of the Courses and Programs Committee Handbook, for example, includes a review of the College mission to ensure its representation in the handbook is accurate (I.C.5-9).

As described in Standard I.C.1, the Office of Instruction assures the integrity of information published in the catalog by utilizing a multistep electronic review and approval process. Policy pages are routed to the individuals who have responsibility for those areas of the College. For example, the Academic Integrity and Discipline Appeal Process page is reviewed by the Student Services director, Student Affairs dean, and the vice president of Student Services to ensure the accuracy of the published policy (I.C.5-10).

Analysis and Evaluation

MiraCosta systematically reviews College policies, procedures, and publications through its shared governance processes. Information about MiraCosta's mission, programs, services, BPs, and APs is readily available through the District website and the MiraCosta College Catalog. The College has review structures and processes in place to ensure the accuracy and consistency of the information published in these and other locations.

The College meets Standard I.C.5.

I.C.6 *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

The College accurately informs current and prospective students regarding the total cost of education in the annual MiraCosta College Catalog as mandated by BP 5030: Fees (I.C.6-1). The catalog identifies required fees students can expect to pay for resident and non-resident per-unit enrollment, health services, student representation, the Student Center, and transcripts as well as the optional fees charged for a parking permit and student identification card; the Fees page also provides information about what students can expect to pay for textbooks and how to identify courses that require a materials fee as a condition of enrollment in a class (I.C.6-2). As stated previously, the upper-division coursework fee for the College's bachelor's degree program is published on the Biotechnology page in the catalog.

Spartan Start Orientation is another means by which students learn about the total cost of education (I.C.6-3). Additionally, the Fees webpage (I.C.6-4) and credit course schedule (I.C.6-5) published each term inform students about required and optional fees. When an instructional materials fee is required, the actual fee is included in the course description published in the catalog (I.C.6-6) as well as in the College's online registration and student center, called SURF (I.C.6-7). SURF also provides a "Textbook Info" link to the bookstore where students can see the actual cost of required materials for a class before they register for it (I.C.6-8). Additionally, students can search for Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) classes in SURF and through a link from the Fees page in the catalog (I.C.6-9).

Current and prospective students can also get accurate information about the total cost of education from the Financial Aid Office, which uses California Student Aid Commission data to provide students with estimated budgets (I.C.6-10). These budgets include costs per unit for residents and non-residents, health fees, and student services fees as well as transportation, housing, and miscellaneous personal costs that help students estimate their overall need by semester (I.C.6-11).

Analysis and Evaluation

MiraCosta provides accurate information to current and prospective students regarding the total cost of education, including tuition, required and optional fees, and instructional materials fees, during orientation and via the College website, catalog, and credit schedule of classes. The online registration and student center (SURF) provides comprehensive information about

textbook expenses through a link to the bookstore where students can compare the costs of renting or buying new or used textbooks for their classes before they register for them. Students can also get accurate information about the total cost of education from the Financial Aid Office.

The College meets Standard I.C.6.

I.C.7 *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

Evidence of Meeting the Standard

The District recognizes the free pursuit of knowledge and the free exchange of ideas as core tenets of academic freedom. MiraCosta's commitment to and support of academic freedom and responsibility for all its constituencies, including faculty and students, are codified in its Academic Freedom board policy (I.C.7-1). This commitment promotes the intellectual, socioeconomic, and socioemotional growth of students by giving both faculty and students the assurances and protections academic freedom affords. The District characterizes an intellectually free atmosphere as one that fosters openness, tolerance, and civility.

The College's Academic Freedom policy is published on the College website (I.C.7-2) and in the MiraCosta College Catalog (I.C.7-3). Every six years the policy is reviewed by the AAC (I.C.7-4), Academic Senate (I.C.7-5), College Council (I.C.7-6), and BOT (I.C.7-7).

Analysis and Evaluation

MiraCosta publishes its academic freedom board policy on the College website and in the online catalog. The policy is reviewed and discussed through MiraCosta's shared governance process every six years.

The Academic Freedom policy makes clear MiraCosta's faculty are expected to present data and information fairly and objectively, to ensure students have access to varying points of view, and to acknowledge and defend the free inquiry of students in the exchange of criticism and ideas. It also gives students the right to express and to defend their views, to question, and to differ with the views of their instructors or the District without penalty.

The College meets Standard I.C.7 and complies with Eligibility Requirement 13.

I.C.8 *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.*

Evidence of Meeting the Standard

MiraCosta has board-approved policies that promote honesty, responsibility, and integrity of all constituencies and include consequences for dishonesty.

The Institutional Code of Ethics policy and procedure specify the responsibilities of all employees to their colleagues, their profession, and all students (I.C.8-1). Employees include BOT members, full- and part-time employees, and student employees (I.C.8-2 §C). These responsibilities include being "fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced" (I.C.8-2). According to the procedure, conduct that is determined to be in direct violation of these responsibilities "will be subject to disciplinary action in accordance with applicable regulations, board policies, administrative procedures, working condition manuals, and collective bargaining agreements" (I.C.8-2 §I). As described in Standard I.C.7, the College's Academic Freedom policy specifically addresses the faculty's responsibility regarding academic honesty and integrity.

MiraCosta also has board-approved policies on student academic honesty and student behavior:
- BP 5505: Academic Integrity defines academic dishonesty and suggests ways in which instructors might address violations in their classrooms (I.C.8-3).
- BP/AP 5500: Standards of Student Conduct describe dishonest and unlawful behaviors and suggest possible disciplinary actions that may result from such behaviors (I.C.8-4 and I.C.8-5, respectively).

The College clearly communicates its academic honesty and student behavior policies and procedures to current and future students through the catalog (I.C.8-6), student planner (I.C.8-7), student orientation (I.C.8-8), and Student Affairs webpage (I.C.8-9). In addition, course syllabi guidelines provided by the AAC recommend faculty members include information about the College's policies on academic integrity and academic dishonesty in their syllabi (I.C.8-10 p. 2).

Procedures for authenticating student identity in courses conducted in whole or in part through distance education are described in AP 4105 (I.C.8-11). Each course outline of record requires faculty members to meet all expectations outlined in AP 4105, including upholding institutional procedures to authenticate students (I.C.8-12). The vice president of Instructional Services provides all full- and part-time faculty with "fact sheets" at the start of each semester that include

the authentication compliance requirement (I.C.8-13 p. 2, I.C.8-14 §9, respectively). The Distance Education section of each fact sheet gives faculty a link to the MiraCosta Online Class Quality Guidelines, which detail the College's authentication compliance procedures (I.C.8-15). The Distance Education Handbook also addresses how faculty can ensure their distance education classes comply with the authentication requirement (I.C.8-16).

Analysis and Evaluation

The College's Institutional Code of Ethics, Academic Integrity, and Standards of Student Conduct board policies promote honesty, responsibility, and academic integrity and apply to all constituencies. Procedures for authenticating student identity in distance education courses are codified in AP 4105 and included in the College's Online Class Quality Guidelines, which are widely available and regularly shared with both full- and part-time faculty. The College meets Standard I.C.8.

I.C.9 *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard

MiraCosta communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline through the Institutional Code of Ethics BP and AP, Academic Freedom BP, and faculty evaluation criteria.

The Institutional Code of Ethics AP states employees must "avoid forcing personal values, beliefs, and behaviors on others" (I.C.9-1 §E8). It also states faculty must promote freedom of inquiry and expression in the pursuit of learning, avoid intentionally suppressing or distorting subject matter, and ensure students have access to varying points of view (I.C.9-1 §H).

As stated in Standard I.C.7, the College's Academic Freedom policy makes clear that faculty are expected to examine, test, and interpret all knowledge appropriate to a discipline or major area of study, to avoid bias on controversial topics, and to present conclusions and interpretations supported by evidence (I.C.9-2 ¶3). The policy gives faculty the right to distinguish between personal conviction and professionally accepted views in a discipline and to interpret their fields and communicate conclusions without interference or penalty (I.C.9-2 ¶5).

These academic responsibilities are embedded in the faculty evaluation process. The College's faculty are evaluated every three years by their students, colleagues, and supervisors. Acknowledging and defending the free inquiry of students, recognizing the opinions of others,

and acting in accordance with the ethics of the profession and with a sense of personal integrity are part of the evaluation criteria for both full- and part-time faculty (I.C.9-3 §§2e, 2f, 3e and I.C.9-4 p. 2, respectively).

Analysis and Evaluation

The College expects faculty to distinguish between personal convictions and beliefs and professionally accepted views within their disciplines. This expectation is communicated through District policy as well as the criteria used to evaluate all faculty. The College meets Standard I.C.9.

I.C.10 *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard

MiraCosta does not seek to instill specific beliefs or world views on the College's staff, faculty, administrators, or students, but it does require adherence to specific codes of conduct for all its constituents. These specific codes of conduct are defined in board policy and published on the District website and in the College catalog.

As described in Standard I.C.8, faculty, staff, and administrators are expected to adhere to the College's Institutional Code of Ethics as set forth in BP and AP 3050. This policy and procedure are published on the District website (I.C.10-1, I.C.10-2), and an abridged version is published in the online College catalog (I.C.10-3).

Standards of student conduct are detailed in BP and AP 5500 as well as AP 5520, which are published on the District website (I.C.10-4–I.C.10-6), in the College catalog (I.C.10-7), and on the Student Affairs webpage (I.C.10-8). The student conduct policy and the procedures associated with it delineate and define student rights and responsibilities and the resolution steps associated with due process. The College gives students clear prior notice of conduct policies during orientation (I.C.10-9) and through statements published in the student planner (I.C.10-10).

Analysis and Evaluation

MiraCosta College expects employees to model ethically responsible behavior for students and colleagues. The College expects students to conduct themselves in an ethical manner consistent

with a safe and harmonious campus environment. These expectations are codified in College policies and procedures and are explicitly provided to all staff, faculty, administrators, and students on the District website and in the College catalog. Students are provided additional notice about specific codes of conduct during orientation as well as through the Student Affairs webpage.

The College meets Standard I.C.10.

I.C.11 *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

MiraCosta College does not offer curricula in foreign locations.

I.C.12 *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

Evidence of Meeting the Standard

MiraCosta complies with Accreditation Standards and Eligibility Requirements set forth by the Commission. The College complies with all Commission requests and reporting requirements with full and honest disclosure in a timely manner as evidenced in the content of the Accreditation webpage (I.C.12-1). The College submits an Institutional Self-Evaluation Report every seven years and maintains accredited status. The last self-evaluation was submitted to the Commission in October 2016 and resulted in a letter of reaffirmation. All required reports and correspondence with the Commission are publicly disclosed on the Accreditation webpage, including the following:
- Institutional Self-Evaluation Reports
- Commission letters of reaffirmation
- Mid-Term Reports
- Special Report for the Biomanufacturing Baccalaureate Degree Program
- Annual Reports to the Commission
- Contact information for accrediting agencies for all accredited programs

As stated in Standard I.C.1, the Accreditation webpage is one-click away from any page on the College website via the footer (I.C.12-2). The Accreditation webpage provides information about the College's 2023 ACCJC Peer Review Site Visit and a link to the ACCJC Third Party Comment Form (I.C.12-3).

Analysis and Evaluation

The College submits reports to the Commission by required deadlines and makes public all reports and documents regarding its compliance. Continuous accredited status indicates compliance with all Standards and Eligibility Requirements.

The College meets Standard I.C.12 and complies with Eligibility Requirement 21.

I.C.13 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

Evidence of Meeting the Standard

MiraCosta College demonstrates honesty and integrity in its relationships with external agencies by complying with their regulations, statutes, and reporting requirements. In addition to the ACCJC, these agencies and entities include the U.S. Department of Veterans Affairs (VA), the Chancellor's Office, and specialized program accreditors. The MiraCosta Adult High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).

To maintain approval by the California Department of Education for the training of veterans under the provisions of the GI Bill® of Regulations, the College must submit a VA Education compliance audit report to the VA annually (I.C.13-1). MiraCosta also must submit an Application for Approval to train veterans and eligible persons to the California State Approving Agency for Veterans Education each spring. The agency reviews the application, supporting documentation (including the catalog), and disclosure that the institution is currently not on sanction with its accrediting agency to determine compliance with Title 38 U.S. Code (I.C.13-2).

MiraCosta also clearly and accurately responds to all Chancellor's Office requests for information to comply with various laws and statutes, such as the following:
- Assembly Bill (AB) 1805 Requirements and Reporting (I.C.13-3)
- AB 705 Equitable Placement and Completion (I.C.13-4)
- Annual Curriculum Approval Certification (I.C.13-5)

As mandated by BP 3200: Accreditation, MiraCosta complies with the requirements of all its accrediting agencies and communicates the status of all accreditations to the BOT (I.C.13-6). As stated in Standard I.C.1, the Accreditation webpage includes a link to the ACCJC Statement of Accreditation Status for MiraCosta College as well as information about programs that have additional accreditation through their respective agencies. Specialized program accreditation information, including how to contact the agency, follows the College's institutional accreditation status on the Accreditation webpage (I.C.13-7) and catalog page (I.C.13-8). The College also makes institutional reports prepared for the accreditation process as well as action letters stating the outcome of an accreditation review, such as the recent ACS WASC letter reaffirming the Adult High School's accreditation status, publicly available on the Accreditation webpage (I.C.13-9).

Analysis and Evaluation

MiraCosta adheres to all Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, accurately and publicly communicates its current accredited status on the College website, and discloses all required information to achieve its accrediting responsibilities to the Commission and external accrediting agencies.

The College meets Standard I.C.13 and complies with Eligibility Requirement 21.

I.C.14 *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard

As a publicly funded, open-access institution, MiraCosta does not have any external investors or parent organizations seeking profit from college operations or programs. Financial planning decisions are prohibited from compromising the College's commitment to its mission, as codified in BP 6200: Budget Preparation, which asserts "[t]he annual budget shall support the District's mission statement and educational master plan" (I.C.14-1). The policy requires all budget assumptions used in financial planning to be shared with the BOT for review. Each year's final budget report reflects the priorities of the BOT as well as MiraCosta's institutional goals and long-term planning framework, all of which are student centered (I.C.14-2).

Additionally, all employees are prohibited from engaging in activities that conflict with the primary mission of the College. The Institutional Code of Ethics BP asserts all employees must "[a]void conflicts of interest between their contractual obligations to the District and private business or personal commitments. For example, they avoid soliciting clients and selling services or products during their regular work at MiraCosta College and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the College" (I.C.14-3 §E.7)

BOT members are prohibited from engaging in any activity that conflicts with the College's mission and primary objective of maximizing student success "through innovative teaching, learning, and support services." The board's Conflict of Interest policy, for example, prohibits board members from being "financially interested in any contract made by the Board of Trustees or in any contract they make in their capacity as board members" (I.C.14-4). Each year board members are required to pledge their adherence to 17 standards of practice, including "resisting every temptation and outside pressure to use their positions as community college board members to benefit either themselves or any other individual or agency apart from the total welfare of the MiraCosta Community College District" (I.C.14-5).

Analysis and Evaluation

The College's primary objective, as outlined in its mission statement, is to foster the academic and holistic success of its diverse learners through innovative teaching, learning, and support services. Financial planning decisions support the District mission by focusing on the protection of educational and support services that are critical to student learning and achievement.

Several board policies describe and define both a commitment to student learning and a prohibition of a range of behaviors, including conflict of interest activities and unethical practices that constitute violations. These policies help ensure that College constituents are committed to providing high-quality education and refrain from pursuing other objectives or supporting external interests that run counter to that commitment.

The College meets Standard I.C.14.

Conclusions on Standard I.C: Institutional Integrity

MiraCosta College provides students and the public clear and accurate information primarily through the College website and catalog. The College is committed to institutional and academic

integrity. Periodic reports to the community and the annual report further reflect the College's commitment to high quality education that supports student learning and achievement.

Improvement Plan
Not applicable.

Evidence List

I.C.1-1	Catalog Review Workflow
I.C.1-2	Biomanufacturing Degree Webpage Screenshot
I.C.1-3	Sample Program Outline Report
I.C.1-4	Sample Course Outline of Record
I.C.1-5	Curriculum Management System Webpage Screenshot, p. 1
I.C.1-6	BP 1200: District Mission
I.C.1-7	Planning Framework Adoption, BOT 6-11-20 Meeting Minutes, §IX.E
I.C.1-8	Mission Adoption, 2020–2021 Catalog Addendum
I.C.1-9	District Mission Adoption, BOT 12-17-20 Meeting Minutes, §X.A
I.C.1-10	District Mission, 2019-2020 Annual Report, p. 4
I.C.1-11	Accreditation Link, College Website Footer Screenshot
I.C.1-12	Accreditation Webpage Screenshot
I.C.1-13	Accreditation Page, *MiraCosta College 2022–2023 Catalog*
I.C.2-1	*MiraCosta College 2022–2023 Catalog*
I.C.2-2	Foreword, *MiraCosta College 2022–2023 Catalog*
I.C.2-3	Catalog Webpage Screenshot
I.C.2-4	Sample Catalog Addendum, *MiraCosta College 2020–2021 Catalog*
I.C.2-5	Sample Direction Where Other Policies May Be Found, *MiraCosta College 2022–2023 Catalog*, p. 411
I.C.3-1	Student Success Presentation, BOT 11-18-21 Agenda, §VII.B
I.C.3-2	Core Competencies Assessment Presentation, BOT 04-21-22 Agenda, §VII.A
I.C.3-3	Core Competency Reports, OAC Webpage Screenshot, p. 2
I.C.3-4	Student Achievement Data, RPIE Webpage Screenshot
I.C.3-5	Licensure Pass Rates, Nursing Department Webpage Screenshot, p. 2
I.C.3-6	ACCJC 2022 Annual Report
I.C.3-7	ACCJC Annual Reports, Accreditation Webpage Screenshot, p. 2