Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees, and Certificates Through Distance Education

April 7, 2014

MIRACOSTA COLLEGE

MIRACOSTA COMMUNITY COLLEGE DISTRICT

MiraCosta Community College District

**Substantive Change Proposal to Offer More Than 50 Percent
of Course Units for Programs, Degrees, and Certificates
Through Distance Education**

Submitted by:

MiraCosta College

1 Barnard Drive, Oceanside, CA 92056

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

April 7, 2014

Substantive Change Proposal Certification Page

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

From: Francisco C. Rodriguez, Ph.D.
     MiraCosta Community College District
     1 Barnard Drive, Oceanside, CA 92056

I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

                       4/2/2014

       Dr. Francisco C. Rodriguez   Date
       Superintendent/President

                       4/2/2014

       David Broad   Date
       President, Board of Trustees

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Statement of Report Preparation

The current *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees, and Certificates Through Distance Education* has its genesis in the continued growth of online education at MiraCosta College over the past five years.

Internet-based distance education at the College began with a handful of courses in the late 1990s. On April 10, 2009, MiraCosta submitted a substantive change proposal that requested, in part, to offer additional courses that constitute 50 percent or more of programs offered through distance education. At that time, the proposal identified 84 degrees and certificates that could be offered through this learning modality. In June 2009, the Commission approved this proposal through a formal action letter.

Over the next four years, the role of distance education has continued to expand and evolve. As additional courses that could be offered through distance education were added to curriculum, the College elected not to offer the courses through distance education until a substantive change could be submitted. The College was precluded from submitting a substantive change during the time within which it was on accreditation sanction. MiraCosta continued its policy to not offer the courses in the additional programs until a substantive change could be submitted.

The College was removed from sanction in June 2012 and submitted its midterm report in March 2013, which the Commission accepted in June 2013. Immediately thereafter, MiraCosta began discussions about the manner and method to submit a substantive change to offer distance education courses as part of programs. In spring 2013, MiraCosta formed a team that included the faculty director of online education, the accreditation liaison officer, and the dean of Behavioral Science, History, and Community Education to begin work on this proposal.

MiraCosta's governance councils approved this substantive change proposal after it was vetted to the entire college community. The faculty director of online education gave presentations about distance education to key college committees, including the Institutional Program Review Committee, Academic Affairs Committee, and Budget and Planning Committee.

The proposal itself along with supporting documentation and evidence may be accessed on MiraCosta's website, and a hard copy has been tendered to the College library for archiving and storage.

The MiraCosta Community College District Board of Trustees received two presentations on the substantive change's progress in February and March 2014, and it was invited to provide input and feedback on the proposal at each. The board approved this *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees and Certificates Through Distance Education* on March 12, 2014.

Focused substantive change proposal team members:

- Francisco C. Rodriguez, Ph.D., Superintendent/President
- Charlie Ng, Vice President, Business and Administrative Services
- Mary K. Benard, Ed.D., Vice President, Instructional Services
- Dick Robertson, Ph.D., Vice President, Student Services
- Kimberly Coutts, Director of Research
- Cynthia Dudley, Technical Writer
- Lenore Gallucci, Institutional Effectiveness Specialist
- Jim Julius, Ed.D., Faculty Director of Online Education
- Carlos Lopez, Dean, Math and Sciences
- Robert Pacheco, Ed.D., Dean, Office of Institutional Effectiveness
- Al Taccone, Ph.D., Dean, Career and Technical Education and International Languages
- Mario Valente, Ed.D., Dean, Academic Information Services
- Alketa Wojcik, Ed.D., Dean, Behavioral Science, History and Community Education
- Gabe Waite, Communication Design Coordinator
- Chad Woolley, Web Developer

Distance Education Scorecard

Continuous Improvement	Up to 2012	2012–2013	2014
Mission, planning, governance, strategy	• First *Online Education Plan* created 2011. • Technology and Pedagogy Committee gave way to MiraCosta Online Educators Committee. • Distance education (DE) course offerings grew steadily to meet student demand.	• Mission statement task force affirmed mission focus for DE remains on access to educational opportunities for diverse population of learners.	• Closed out *2011 Online Education Plan*; formed team to develop new plan. • Created Technology Advisory Committee. • Extensive outreach to decision-making bodies, board of trustees, and student government.

Policy, compliance, approvals	• Submitted 2009 substantive change request for 84 programs available 50% or more via DE.
	• Maintained separate DE course approval process through Courses and Programs Committee.
		• Updated administrative procedure on DE to address:
		  • Regular substantive interaction
		  • Monitoring progress
		  • Tracking attendance
		  • Student authentication/ privacy
		  • Comparable student services.
			• Submit substantive change request for 98 programs available 50% or more via DE.
			• Update the Course Outline of Record Online Course Approval form (Form A) to reflect revised administrative procedure on DE.

Resources, support, systems	• Technology/Teaching Innovation Center and Academic Information Services provide physical and technical support for online faculty and students. • Program for Online Teaching fueled faculty development. • Faculty Handbook created. • Many student service areas striving for availability to DE students. • Faculty director of online education position created and filled; online education budget established.	• Added online tutoring. • Offered new Flex workshops. • Updated technology. • Improved communication about DE class availability and requirements through course schedules.	• Offered online student orientation to online learning. • Expanded student help desk hours.
Outcomes assessment and achievement	• Online education treated the same as other course modalities.	• Incorporated DE into program review through data disaggregation. • Modified TracDat to support disaggregating SLO data. • Established online education as a program that completes a program review. • Began surveys of DE students.	• Established robust annual DE reporting.

A.

Reason for Change

A. A concise description of the proposed change and the reasons for it

A.1 A clear and concise description of the change

The MiraCosta Community College District includes Oceanside, Carlsbad, La Costa, Encinitas, Olivenhain, Rancho Santa Fe, Cardiff by the Sea, Solana Beach, Del Mar, and Carmel Valley. The student population in the credit program is approximately 14,500. Students take credit courses at the Oceanside Campus, San Elijo Campus in Cardiff, and Community Learning Center in Oceanside as well as online.

In June 2009, the Accrediting Commission for Community and Junior Colleges (ACCJC) approved MiraCosta's substantive change proposal to offer 84 educational programs through a mode of distance or electronic delivery (Appendix A). MiraCosta submits this *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees, and Certificates Through Distance Education* to request approval to offer an additional 58 associate degrees, 24 certificates of achievement, and 16 certificates of proficiency with 50 percent or more of their courses approved for offering via distance education (Appendix B).

A.2 Evidence of a clear relationship to the institution's stated mission

As part of the ten-year comprehensive master planning process and per District policy, the College evaluates and revises its mission at least every three years or as deemed necessary (Appendix C: BP 1200). MiraCosta reviewed and its board of trustees approved the College mission in 2011 and early 2014 as part of the College's regular cycle of integrated planning (Appendix D: 2/19/14).

As part of the most recent review of the mission statement, the College carefully considered the relationship of distance education with the MiraCosta Mission. In September 2013, the superintendent/president convened a mission statement task force to establish a plan to review the relevance and currency of the mission statement and recommend possible modifications or improvements. To this end, the task force collected relevant evidence from the following sources:

- A college-wide survey of students, faculty, and staff
- Open response spaces across MiraCosta's three campuses

> **Mission Statement**
>
> *The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.*
>
> *(Approved by the Board of Trustees February 19, 2014)*

- Consultation with various college professionals and leaders
- A review of best practices for effective mission review
- An examination of MiraCosta's prior efforts to craft the mission statement.

After reviewing the data, the task force carefully considered the findings that could be confidently reported to the President's Cabinet and, in turn, generated recommendations to both the mission statement and to the review process itself as directed under the *Integrated Planning Manual* (Appendix E: p.9).

Based on the information gathered, the task force determined the mission statement not only did not require alteration at this time but also should not be amended to add online education as an express modality of learning. Rather, the mission should reflect in general terms the aspirational purpose of the College, and distance education should be seen as aligned with that purpose rather than as something so distinctive as to require specific mention in the mission.

The task force's survey indicated a strong majority of students (71 percent) and employees (60 percent) believe MiraCosta's mission statement reflects the role of online education at the College (Appendix F). Many commented that learning modalities need not be identified in the mission, as exemplified by this student's open-ended survey comment: "It [distance education] furthers the same goals that in-person education does, and those goals are already listed." Additionally, the faculty director of online education believed this finding was corroborated by a review of multiple college mission statements and distance education literature.

The task force concluded that the relationship of online education to the mission is properly connected through the College's institutional objectives. In addition, MiraCosta's new online education plan (currently being developed) has its own mission statement for online education that is derived from the institutional mission. In this way, MiraCosta has considered and linked online education as a modality of learning to the mission in the operational documents of the College.

The task force's conclusion is consistent with the results of MiraCosta's August 2012 "All-College Day" 90-minute group activity (Appendix G). Approximately 50 faculty and staff participated in small group discussions on the current and future role of online education at MiraCosta. Groups were asked to consider how online education helped and hindered MiraCosta's fulfillment of its mission and institutional goals. As with the 2013 survey results, participants consistently noted the flexible and sustainable access to educational opportunities that MiraCosta's online education provides diverse individuals, thereby helping to fulfill the College's mission.

Other recent survey results illustrate how the proposed substantive change will enhance MiraCosta's ability to fulfill its mission and accomplish the first three of its five institutional goals. In a 2012 survey of more than 700 students taking an online course at MiraCosta, 97 percent cited convenience as a reason for taking a course online, but 40 percent indicated the online modality was their only option (Appendix H). In a similar 2013 survey with approximately 430 MiraCosta responses from students completing an online course in fall 2012, more than 45 percent indicated they would have been unable to take the course had it not been offered online (Appendix H). Providing students broader access to higher education and greater educational opportunities and support via distance education is a key means by which MiraCosta can help its students achieve academic success.

> **Institutional Goals**
>
> **I.** MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
>
> **II.** MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
>
> **III.** MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
>
> **IV.** MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
>
> **V.** MiraCosta Community College District will be a conscientious community partner.

As part of the College's regular cycle of integrated planning, MiraCosta is in the process of closing the *2011-2014 Strategic Plan* and crafting the *2014-2017 Strategic Plan*. In October, 2013, the superintendent/president convened a strategic planning team consisting of representatives of each of the college constituencies to build the new plan. The team has assembled internal and external data and evidence to identify the institutional objectives, including evidence from the faculty director of online education.

In March 2014, the team crafted new objectives and vetted the strategies with the entire college community. The objectives will be reviewed and approved by the College's governance councils in April and delivered to the board of trustees for information in May 2014. The plan will become effective in August 2014.

A.3 Discussion of the rationale for the change including labor market analysis

Growth of online course sections has been steady since MiraCosta began providing a distance education option with one class in 1995. By 2000, the College offered 22 classes in an electronic modality (Appendix I: p. iii). Today, MiraCosta offers approximately 200 fully online and 100 hybrid course sections each. (Appendix J: pp. 92-94).

The number of students who choose to take courses online and utilize online support services is significant and continually increasing, with the most recent annual figures showing that distance education enrollment accounts for more than 17 percent of the College's credit full-time equivalent student (FTES) population (1,633 out of 9,559 credit FTES, 2012/13). In terms of headcount, more than 44 percent of MiraCosta's enrolled students took at least one distance education class in 2012/13 (Appendix K).

Figure 1 illustrates how MiraCosta's distance education course enrollment growth has outpaced non-distance education course enrollments, with the portion of total course enrollments attributable to distance education growing steadily from 5.9 percent in 2003/04 to 20.5 percent in 2012/13.
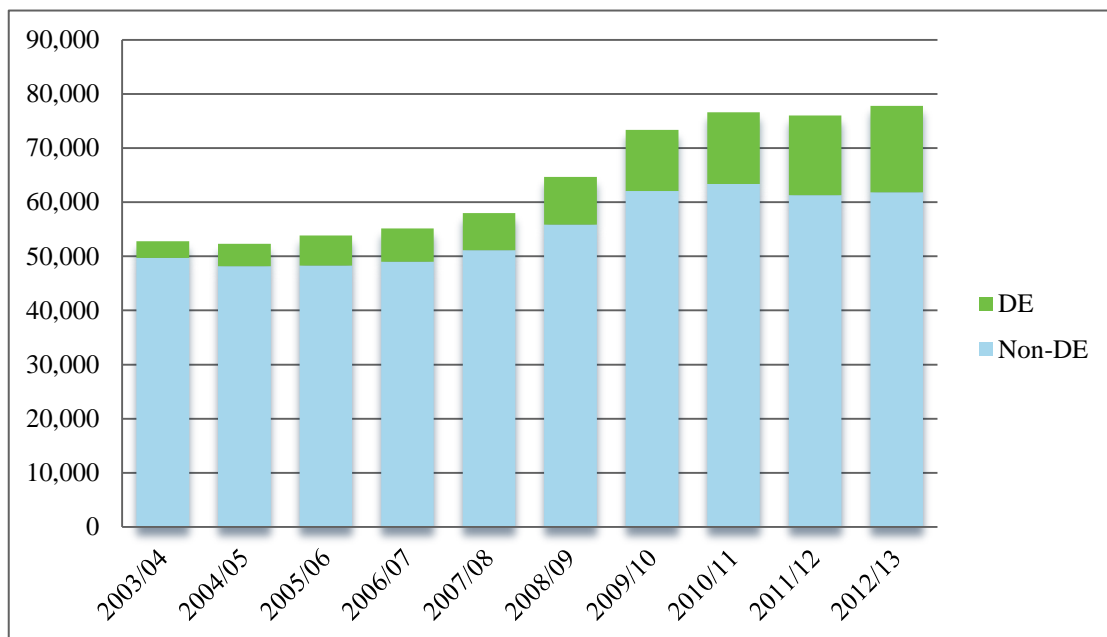
**Figure 1. MiraCosta College Annual Course Enrollments
by Distance Education Status, Excluding Summer
(Source: CCCCO DataMart)**

MiraCosta's online enrollment trend mirrors the growth in distance education at the state and national levels. Most academic departments at MiraCosta continue to develop courses that can be offered in an online learning environment to adequately meet growing demand and to expand opportunities to serve the College's diverse population.

This growth is one part of the vision developed in MiraCosta's *Online Education Plan 2011* (Appendix I), which also highlights the importance of the following:

- Integrating online education at MiraCosta into the College's evaluation, planning, decision making, and budgeting processes at institutional and departmental levels

- Continuing, supporting, and expanding professional development opportunities for online instructors and prospective online instructors
- Committing resources for infrastructure, innovation, and development of the College's online programs
- Providing the necessary and appropriate student services fully online
- Involving the online site in provision of comprehensive educational programs that fulfill the District's mission.

In early 2014, a team representing faculty, staff, and administrators, led by the faculty director of online education, closed out the *Online Education Plan 2011*, analyzing the completion of items tied to the goals listed above (Appendix L). A new three-year plan for online education is currently under development.

Current labor market data for the San Diego County area (www.labormarketinfo.edd.ca.gov) indicate that occupations requiring an associate or bachelor's degree with the highest projected employment and greatest growth through 2020 are for occupations in the following areas (Appendix M):

- Life, physical, and social sciences
- Food preparation and serving related
- Landscaping and grounds keeping
- Business and financial operations
- Computers and mathematics.

In December 2013, MiraCosta purchased access to detailed labor market information through Economic Modeling Specialists International (EMSI) to assist the College in conducting an environmental scan for the *Strategic Plan 2014-2017*. EMSI provided the data for the *2011 Comprehensive Master Plan*, and MiraCosta's leaders decided that greater on-demand access to the data was important not only for the environmental scan but also for program review and divisional goals assessment. The College, including the Online Education Program, will use this software to help inform the creation of the new institutional objectives and to examine real-time employment data for the southern California region.

This substantive change request will allow MiraCosta to continue to best serve its students as they pursue credentials and training for these occupations. It will also allow the College to further support transfer students by allowing them to complete their general education programs more than 50 percent online.

B.

Programs Offered

B. A description of the program to be offered if the substantive change involves a new educational program, or change

B.1 The educational purposes of the change are clear and appropriate

Providing educational opportunities via distance education is one very significant way in which MiraCosta College strengthens the "educational well-being of the communities it serves." MiraCosta's academic departments develop educational programs that can be completed at least 50 percent online in response to student demand and to fulfill MiraCosta's mission to increase educational opportunities for its community of diverse learners, many of whom need a flexible alternative to face-to-face instruction in order to achieve their educational goals.

B.2 The proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to student learning programs and services and resources

Adding 98 educational programs to the College's inventory of programs that can be completed 50 percent or more via distance education will not impact MiraCosta's continued compliance with the Commission's related policies, Eligibility Requirements, and Accreditation Standards.

The College's standards of educational quality for online course sections are equivalent to their on-campus counterparts in every way. Similarly, student requirements for completing a program via distance education are the same as those for completing the equivalent program in a face-to-face instructional modality (Appendix C: AP 4100).

MiraCosta's adherence to the ACCJC's Policy on Distance Education and on Correspondence Education will continue with the addition of the programs identified in this substantive change proposal. Specifically, these proposed programs and the courses that comprise them have been developed and will be implemented and evaluated within MiraCosta's mission regardless of their instructional modalities. All have clearly defined and appropriate student learning outcomes (SLOs) that will be supported with the necessary resources and assessed during the annual program review cycle. Additionally, the College will continue to verify that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit (Appendix C: AP 4105).

Evidence of how the College will continue to fulfill each Eligibility Requirement and Accreditation Standard is provided in sections F and G, respectively, of this substantive change proposal.

C.

Planning Process

C. A description of the planning process which led to the request for the change

C.1 Evidence of the change's relationship to the institution's planning, evaluation, and stated mission

Distance education planning and evaluation at the institutional level

Distance education planning is part of the College's integrated planning model (IPM), which organizes key decision-making processes and allocates human, technological, fiscal, and physical resources to support improvement in student outcomes. The IPM's overarching planning piece is the comprehensive master plan (CMP), which provides longer-range forecasting that is broad in scope and perspective but has a well-defined and honed vision.

The *2011 Comprehensive Master Plan* covers 10 years and consists of an educational and a facilities plan based on research conducted internally and externally over a two-year period. The CMP contains five institutional goals that direct the College towards its future given its mission as well as demographic, social, and economic trends (Appendix N: p. 12).

Three institutional goals in the CMP address the College's commitment to distance education as a viable means to reach diverse learners:

- Goal I charges MiraCosta to be a vanguard institution committed to innovation and researched best practices and broad access to higher education.
- Goal II directs the College to focus on the success of each student to maximize individual potential.
- Goal III centralizes the collection and dissemination of data to make better decisions.

Tactical efforts to meet these institutional goals are set forth in the College's *Strategic Plan 2011-2014*, a three-year blueprint measuring progress on CMP goals. Four of the strategic plan's 11 institutional objectives address MiraCosta's inclusion of distance education as an additional learning modality to increase student learning and success (Appendix O: p. 6):

- Institutional Objective I.1 directs the College to increase student diversity over the life of the strategic planning cycle.
- Institutional Objective II.1 seeks to increase student successful course completion and retention rates.
- Institutional Objective II.2 strives to increase student program completion, including degrees, certificates, and transfer to baccalaureate institutions.
- Institutional Objective V.1 charges the College to increase two-year high school capture rates over the life of the strategic plan.

Progress on the institutional objectives is measured in three ways. First, the College examines longitudinal movement of institutional-level outcomes' metrics associated with each individual objective. Second, lead professionals assigned to objectives supervise, review, and assess the completion of expressly identified action plans that specify tasks, assign responsibility, and include target dates, estimated budgets, progress reports, and indices of program improvement. Finally, program review authors focus on how well programs advance the College's mission and improve student achievement and learning (Appendix P: p. 6).

Numerous operational plans support the larger college decision-making plans, including the *Technology Plan 2011–2014*, *Equity Plan* (in progress), *Online Education Plan 2011*, and *Staffing Plan 2011–2014*. A new online education plan is currently under development in conjunction with the development of new college-wide, three-year strategic and technology plans.

Distance education planning and evaluation at the departmental level

Departments use feedback on trends and curricular needs from advisory boards and industry partners to adjust course offerings, optimize student enrollment, and maximize options for learners. In addition, the College's annual program review process allows departments to continually monitor and assess their program and resource needs by participating in ongoing, SLO-based planning.

In fall 2013, for example, outcomes data provided to departments for program review was disaggregated by course modality (Appendix Q). By participating in authentic outcomes assessment, department faculty members evaluated learner needs, identified areas for improvement, and implemented change where appropriate to advance the College's mission. For the first time, departments were able to easily compare success and retention rates of distance education and non-distance education class sections, enabling better reflection and planning for improvements where necessary (Appendix R).

In addition, online education conducted its own program review in fall 2013, examining college-wide outcomes data for distance education and non-distance education courses and determining areas for further inquiry and improvement (Appendix K). One example of data-based decision making is the new Student Orientation to Online Learning developed in fall 2013 to help address concerns revealed in disparate distance education success rates for different demographic groups. More than 50 students participated in this orientation in spring 2014, and their performance will be tracked to help determine the effectiveness of this intervention.

The fall 2013 inclusion of online education and disaggregated distance education data in program review provided a direct route for examining resource allocation and enhancing

distance education support. These improvements to current practice allow MiraCosta to assess needs related to online education more efficiently at the departmental and institutional level on an annual basis.

Online education has long been recognized as integral to fulfilling MiraCosta's mission of providing educational opportunity to the College's diverse student population, including active duty military personnel and their families stationed at nearby Camp Pendleton and students who would be unable to participate in degree and certificate programs if they were limited to attending courses solely on campus.

C.2 Assessment of needs and resources

All of the associate degree and certificate programs identified in this substantive change proposal are the result of institutional program review. Each academic department holds primary responsibility for curricular decision making. A faculty member proposed each program included in this substantive change request on behalf of the department, and the need was verified through a process that includes articulation officer (when appropriate), department chair, instructional dean, curriculum committee, academic senate, and board of trustees approval.

Annually, as part of program review, the Office of Institutional Effectiveness provides each department with outcomes data disaggregated by fully online, hybrid, and on-ground modalities (Appendix Q), enabling departments to consider areas of strength and improvement with the different course modalities in mind (Appendix R).

MiraCosta does not anticipate any burden upon its resources in order to offer these proposed programs 50 percent or more online. The College has steadily invested in the infrastructure and support systems needed to support online education while working to make comparable student services available to online students.

C.3 Anticipated effect of the proposed change on the institution

All of MiraCosta's associate degree and certificate of achievement programs have been approved by the California Community Colleges Chancellor's Office and are currently offered successfully (Appendix S). Additionally, the College has been offering courses and programs via distance education successfully for many years. Thus, this substantive change will not have any significant immediate impact on the institution. For these reasons, MiraCosta seeks approval to offer the 98 proposed programs where 50 percent or more of the program requirements may be earned online.

Given the ongoing, increasing demand for online courses at MiraCosta, the College will remain data driven in assessing the impact and needs associated with expanding its distance

education offerings through the College's institutional planning and program review processes.

C.4 Clear statement of the intended benefits that will result from the change

At MiraCosta, trends in demand as well as student survey data show the importance of making courses available via distance education so more students can achieve their educational, personal, and professional goals (Appendix H). Distance education offerings are a critical means of fulfilling MiraCosta's mission to provide educational opportunities to diverse learners.

C.5 A description of the preparation and planning process for the change

Background

This substantive change proposal regarding distance education course offerings is the second made by MiraCosta in the past five years. MiraCosta has been offering classes online since the mid-1990s, steadily increasing its offerings to the point where the College now offers approximately 200 sections of fully online courses and approximately 100 sections of hybrid courses per semester (Appendix J: pp. 92-94).

In the late 1990s, MiraCosta faculty formed the Technology and Pedagogy Committee to provide input on distance education and instructional technology to the Academic Senate Council. The MiraCosta Online Educators Committee took over that responsibility when the College revised its governance structure in 2009.

In the mid-2000s, as online courses became increasingly popular, a number of MiraCosta faculty formed the Program for Online Teaching, which provides assistance and advocacy to peer faculty as they seek to understand the possibilities and effective practices for teaching online.

Preparation for the Substantive Change Proposal

On April 10, 2009, MiraCosta submitted a substantive change proposal that requested, in part, to offer additional courses that constitute 50 percent or more of programs offered through distance education. At that time, the proposal identified 84 degrees and certificates that could be offered through this learning modality. In June 2009, the Commission approved this proposal through a formal action letter.

MiraCosta recognized that an additional substantive proposal would be needed as the demand for online courses continued to expand. The College was placed on sanction in 2010 and elected not to offer the online courses until a formal substantive change proposal could be

submitted. MiraCosta was removed from sanction in June 2012 and submitted its midterm report in March 2013, which the Commission accepted in June 2013. Immediately thereafter, MiraCosta began discussions about the manner and method to submit a substantive change to offer distance education courses as part of programs. In spring 2013, the College formed a team that included the faculty director of online education, the accreditation liaison officer, and the dean of Behavioral Science, History, and Community Education to begin work on this proposal.

Strengthening Internal Processes

In 2011, a group of faculty, staff, and administrators created MiraCosta's first online education plan in response to growing interest in increasing access and success for the College's current and prospective online students (Appendix I). The plan, which was approved by all governance councils and the board of trustees, not only addressed growth of online course offerings, development of online programs, and continued progress in offering the services needed for online student success, it also advocated for a deeper integration of online education into college planning, decision making, and budgeting processes.

The *Online Education Plan 2011* prescribed the creation and hiring of a leadership position dedicated to online education, which was accomplished in summer 2011 when MiraCosta hired its first faculty director of online education (Appendix T). This full-time, non-classroom faculty position reports to an instructional dean and supervises a classified staff member who supports faculty in their use of technologies for teaching online.

The faculty director of online education is a member of the following committees within the College's shared governance structure:

- MiraCosta Online Educators Committee (as a permanent, ex officio member), which reports to the Academic Senate Council as the governance body most directly responsible for addressing issues related to educational technology and distance education.
- Courses and Programs Committee (as a permanent, ex officio member), which approves all new and modified course and program proposals, including course proposals seeking distance education approval (Appendix C: AP 4020, AP 4022, AP 4105).
- Technology Advisory Committee, a broad committee comprised of faculty, classified staff, and students, which advises the vice president of instruction and the Budget and Planning Committee on strategic planning and decision making related to institutional technology.

In early 2014, a team representing faculty, staff, and administrators, led by the faculty director of online education, closed out the *Online Education Plan 2011* (Appendix L), and a

new three-year online education plan is under development in conjunction with the development of a new college-wide strategic plan and technology plan.

The College has well-established policies and administrative procedures for proposing and teaching distance education courses (Appendix C: AP 4105). MiraCosta's Courses and Programs Committee approves all courses and programs requesting a distance education mode of delivery separately from other curriculum as required by Title 5 of the California Code of Regulations. The *Courses & Programs Committee Handbook* provides detailed criteria and processes for reviewing distance education courses and programs (Appendix U).

Other key organizations supporting quality distance education at the College include, but are not limited to, the following:

- In terms of administrative and systems oversight and support: Academic Information Services, the Office of Instruction, and the Office of Institutional Effectiveness.
- In terms of curriculum policies and approval and academic matters, such as syllabus content and intellectual property: Courses and Programs Committee and Academic Affairs Committee.
- In terms of governance responsibility for faculty development and evaluation: Professional Development Program and Professional Growth and Evaluation Committee.
- In terms of evaluation, continuous improvement, and resource allocation: Institutional Program Review Committee, Student Learning Outcomes and Assessment Committee, and Budget and Planning Committee.

Throughout 2012/13, the Student Learning Outcomes and Assessment Committee and Institutional Program Review Committee worked to more explicitly and directly include distance education in SLO assessment and program review processes.

All areas of quality distance education are also supported by MiraCosta's Academic Senate Council, President's Cabinet, and board of trustees, all of which have varying degrees of responsibility and oversight.

D.

Necessary Resources

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology and financial resources necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality

D.1 Adequate and accessible student support services

As stated in MiraCosta's administrative procedure on distance education, "The College will assure that distance learners have access to student support services that are comparable to those services provided to on-campus learners" (Appendix C: AP 4105). A central website provides a directory for all student services, including the following services that are especially important for online students but are useful to all MiraCosta students given the services' convenience and utility:

- Application, enrollment, and matriculation—The application for admission to MiraCosta is entirely online for all students via CCCApply. Students complete online orientation and advisement, enroll in classes, request transcripts, and pay fees through SURF, the College's online enrollment and student information management system. Students can complete required placement tests at distant locations via the College's Academic Proctoring Center.

  MiraCosta provides a supplemental website in addition to SURF that lists all fully online and hybrid courses. Through this site, faculty teaching distance education classes are able to provide additional information about course requirements and processes for starting out in the classes, which better informs students when they select and begin taking distance education classes. The Admissions and Records Office provides a help desk to support students with live, online support for technical issues with applying or using SURF.

  In its 2012/13 program review, the Admission and Records Office included improvement of online communication with students as one of its primary goals: "Resources with expertise in electronic communication and website development/maintenance are needed to advise and train department staff with the goal of improving information flow to students and faculty" (Appendix V). Based on this goal, the office assessed the availability of forms online and how to improve online communication with students.

- Bookstore—When students register for classes, SURF provides a link for each class to a list of required texts they may purchase at the MiraCosta Spartan Bookstore. Books may be picked up free at the bookstore or shipped to the student's mailing address for a flat rate of $7.50.

- Career Studies and Services—Students may take career and life planning courses online. They may also enroll in internship studies and co-op classes virtually by completing an online application form, accessing the CareerPoint database to choose their top internship sites, emailing their resume and cover letter for review and subsequent emailing to active internship supervisors, interviewing by phone, enrolling in their course through SURF, completing the online orientation, and submitting their assignments via Blackboard.

  Virtual internship and co-op site visits have been approved by the Chancellor's Office in certain limited circumstances and were piloted in 2012/13. Several online workshops for students related to career preparedness are available as well as free online career assessments. Students may confer with a career counselor by telephone or email asynchronously. In August 2013, the installation of Absolute Live software made it possible for students to confer with career counselors synchronously.

- Counseling Services—Counseling provides live online academic advisement (with some limitations due to confidentiality concerns) through Skype or LiveChat as well as an asynchronous form-based email service. Many counseling inquiries are also answered online through the IntelliResponse knowledge base. Advisement and orientation for matriculation purposes is provided entirely online.

  In 2012/13, 976 email, Live Chat, and online advising sessions took place. In an effort to address the capacity issues experienced by the department and expressed by the students in their survey responses, all counselors received online counseling training to bolster email, online, and Skype advising.

  Currently, due to limited available technology, only general advising is provided online; however, with the implementation of an online degree audit in 2014, counselors will have the technology and ability to provide detailed counseling tailored to each individual student's needs.

- Disabled Students Programs and Services—MiraCosta provides assistance to disabled students through the office of Disabled Students Programs and Services. A full-time access specialist works with students, faculty, and staff to ensure full access to all instructional services provided by the College. In addition, MiraCosta's fully equipped High Tech Center provides disabled students with computer use via assistive technologies.

- eTutoring—MiraCosta offers a number of on-campus tutoring services and is a member of the Western eTutoring Consortium, which enables access to live synchronous tutoring and asynchronous question-and-answer tutoring in a number of disciplines as well as in writing. MiraCosta students have utilized eTutoring services

more than 600 times since the service became available in fall 2012 ([Appendix W](#)). MiraCosta's [Writing Center](#) successfully piloted its own online writing feedback service during 2012/13 and launched this service to all students in spring 2014.

- [Financial Aid](#) —Financial aid information and forms are available online and may be completed online and via mail. Support for students is provided face-to-face as well as via email and telephone by the Financial Aid Department. After completing a [Satisfactory Academic Progress workshop online](#), students can access their financial aid status/to-do list through SURF.

- [Health Services](#)—The Health Services Office provides students with [online health screening](#) to determine whether or not a professional consultation would be helpful to them. The free and anonymous survey screens for eating disorders, alcohol issues, anxiety disorders, and depression. Due to privacy issues, online health counseling is not provided.

- [Help Desk](#)—The student help desk provides in-person, phone, and live chat technical support for MiraCosta students from 8 a.m. to 7:30 p.m. Monday through Thursday and from 8 a.m. to 4:30 p.m. on Friday. The student help desk answers questions about Blackboard, Web browsers, and communications software such as email. Additionally, the student help desk website provides tutorials and resources for a variety of software and technical issues.

- [Library](#)—MiraCosta's library provides instructional support for distant learners through access to online resources 24 hours a day, 7 days a week, including databases, more than 150,000 e-books, and streaming media. MiraCosta librarians provide an online chat reference service 24 hours a day, 7 days a week in coordination with academic librarians throughout the U.S. Email and phone contact are also available. A full-functional mobile version of the library website and a mobile application for the library catalog provide students access to library resources through their smart phones and other mobile devices. In addition, the library's implementation of a "frequently asked questions" knowledge base helps users quickly access general library information, and its "text-a-librarian" service focuses on providing students with short but quick answers via their cell phones.

  The library also supports distance learners through the following:
  - Authenticated off-campus access to databases, e-books, and streaming media sources
  - Library portal embedded in Blackboard and Moodle for seamless access to library databases and resources from the College's course management systems

- Live and recorded online research tutorial sessions and student success workshops

- Library-developed instructional videos available via YouTube

- A mobile version of the library website

- Online information literacy tutorial

- Two online library courses: Library 101 and Library 201.

Library faculty work closely with online instructors to enhance online student learning by providing customized instruction and information. Though all librarians serve both on-ground and online learners, the department has designated a full-time librarian to oversee the needs of online learners and to coordinate online services and resources. In addition, services and resources are coordinated with the online services librarian, electronic resources librarian, and instruction librarian.

- Proctoring—MiraCosta's Academic Proctoring Center proctors exams for online students at its Oceanside and San Elijo campuses. Students may either call or use a website for scheduling an exam. The center helps non-local students enrolled in MiraCosta online courses to identify the nearest proctoring opportunity and coordinate with the selected proctor on the transmission of test materials and proper testing procedures.

D.2 Sufficient and qualified faculty, management, and support staffing

Faculty and staffing needs are reviewed annually by the District's Budget and Planning Committee and Academic Affairs Committee (for full-time faculty hiring prioritization). All faculty, staff, and administrators are hired by the District and may be assigned to any District site. Academic departments assign, and their instructional deans approve, faculty to teach online based on semester-by-semester scheduling needs and faculty suitability for teaching online.

Faculty members participate in numerous councils and committees in the collegial governance structure. These committees deal with various aspects of distance education, such as curriculum approval, technology specifications, educational and professional policies, and funding faculty development opportunities, as detailed in section C.5. The Academic Senate Council is the official voice of MiraCosta faculty on the "10 + 1" areas of primacy in educational and professional matters.

The dean of Math and Sciences provides administration for distance education and oversees the faculty director of online education, who is responsible for the following:

- Working with administration, departments, faculty, staff, and students to promote online learning and teaching

- Supporting the development of online courses
- Coordinating technical training and providing operational support to faculty teaching online, hybrid, and Web-enhanced on-site classes
- Supervising technical classified support staff
- Providing leadership for innovation in Web-based teaching and learning.

The faculty director of online education supervises the faculty technology specialist, a classified staff member highly experienced in the use of course management systems, screencasting tools, and other systems important to distance education. This position ensures that Blackboard and Moodle function effectively and in tandem with the SURF student information system.

The faculty director of online education and faculty technology specialist have offices in the Teaching/Technology Innovation Center (TIC). The TIC, housed in the Library and Information Hub on the Oceanside Campus, serves as an open lab and meeting space that is available to all faculty during business hours for planned and drop-in consultation and access to specialized software and equipment.

Additionally, faculty rely on tutorials, workshops, and individual support via email, phone, and in person provided by the technology specialist, primarily in support of Blackboard. MiraCosta also contracts with AELearn, a third-party technical support organization, to provide on-demand support for faculty using Moodle.

For students, the help desk is staffed by part-time employees who are well equipped to help students troubleshoot concerns with all of the software and systems supported by MiraCosta. These personnel report to a classified manager, the coordinator of instructional technology, who in turn reports to the dean of Academic Information Services.

Many other managers and staff from throughout MiraCosta provide a range of support for online teaching and learning at the College, including the technical staff, librarians, and student support specialists from departments such as Disabled Students Programs and Services, Counseling, Career Studies and Services, and Financial Aid.

Institutional planning procedures, including budget allocation, are well established at MiraCosta (see C.1). Thus, should evidence reveal a need for increased support, such as additional staff members to support needs of faculty and/or students involved in distance education, the process by which such need would be documented and evaluated is clear.

D.3 Professional development for faculty and staff to effect the change

MiraCosta's Professional Development/Flex Program offers a comprehensive and systematic program of services and activities that are intended to foster participants' development in staff, student, or instructional improvement per the College's administrative procedure on

professional development (Appendix C: AP 7160). The Professional Development Program advisory committee solicits proposals for workshops and, upon approval, includes those in official Flex schedules. Faculty who participate in external, non-credit professional development activities may have those approved as Flex-eligible by the committee.

The Professional Development Program offers numerous workshops related to online education each year, with most occurring during the week prior to the beginning of the fall and spring semesters (Appendix X). Training in technologies supported or purchased by the District is available through online education workshops (offered in person as well as online), individual appointments with online education staff, and via the Web from numerous sources. In addition, the Online Education Program and the Program for Online Teaching (POT) offer faculty-led workshops on effective pedagogical practice with both college-supported and emergent Web technologies. Faculty attendance at the workshops offered through the Online Education Program from spring 2012 to spring 2014 totals more than 800 (Appendix Y).

POT is a volunteer, faculty-led consortium comprised of experienced online instructors, both full-time and associate (part-time), who focus on the development of teaching techniques appropriate to online, hybrid, and technology-enhanced environments and suitable for multiple subjects. Since 2005, POT has offered course design and online-teaching pedagogy professional-development opportunities for online instructors as Flex activities through MiraCosta's Professional Development Program.

Both POT and the Office of Online Education offer a rich set of online resources for professional development. Blackboard tutorials are very popular for faculty looking to increase their facility with Blackboard for Web-enhanced, hybrid, and online teaching. These include brief screencasts to help faculty solve problems quickly and learn new tools as well as extensive courses available within MiraCosta's Blackboard system. POT's website includes recordings of previous onsite and online workshops with details on how faculty can obtain Flex credit for viewing them. The website also is the primary source of tutorial support for faculty who choose to use Moodle.

POT also offers a year-long certificate program in online teaching in which many full-time and part-time MiraCosta faculty as well as faculty from other higher education institutions around the world have participated. This program offers faculty an intensive experience in using online teaching tools, participating in Web-based learning, and considering effective practices in online education.

In the most recent Flex week (January 2014), POT and MiraCosta's Online Education Program held a collaborative workshop providing an overview of the many professional learning opportunities available to faculty interested in teaching online. In addition to the overview, participants engaged in an informal needs analysis related to offering a new, multi-

day course-design institute that the College's Online Education Program has been tasked with developing and offering by fall 2014.

D.4 Appropriate equipment and facilities

More than 56 percent of students taking a MiraCosta distance education course reported in a 2012 survey that they frequently or sometimes use a computing device at the College to access course work (Appendix H). On campus, the library information hubs house open computer labs, tutoring services, and library services and are fully staffed with permanent full-time faculty and staff. Because most MiraCosta students taking an online class are also taking on-campus classes, the availability of support services and computer workstations on campus is important support for online education at the College. Students can find computer lab information online.

The College's Academic Information Services Department supports all computers on campus as well as all campus wired and Wi-Fi networks, telephony systems, servers, and software. Key systems supported by the College that are useful in distance education and are available to all MiraCosta faculty and students include the following:

- Blackboard Learn. This course management system is integrated with the SURF student information system. Each semester, course shells are automatically generated for every course section MiraCosta offers. The authentication credentials MiraCosta provides students as they enroll at MiraCosta are required for access to SURF (for course registration) and Blackboard. Blackboard course rosters are updated automatically as students add and drop courses. By self-hosting the Blackboard system, the College is able to provide an excellent technical infrastructure as well as expert technical personnel. Uptime for Blackboard over the last two years, detailed in Table 1, averaged 99.88 percent, or an average of 2 hours 55 minutes downtime per semester.

Table 1. MiraCosta Blackboard Availability by Semester

Semester	Downtime	Uptime Percentage
Fall 2011	2:50	99.90%
Spring 2012	8:40	99.71%
Summer 2012	2:15	99.82%
Fall 2012	4:35	99.84%
Spring 2013	1:45	99.94%
Summer 2013	0:05	99.98%
Fall 2013	0:15	99.99%
Average	**2:55**	**99.88%**

- Moodle. This course management system is also integrated with SURF to automate course roster updates and to require student authentication using institutionally provided credentials. Moodle is offered as an alternative for faculty who find it better able to support their preferred course design and pedagogy than Blackboard. The system is hosted by a third party called Moodlerooms.
- Turnitin. This system for plagiarism prevention and enhanced writing assessment is integrated with both Blackboard and Moodle.
- Blackboard Collaborate Voice Authoring. This tool adds capabilities for voice-based interactions within Blackboard and Moodle and is especially utilized by foreign language classes.
- Blackboard Collaborate. This tool enables rich, synchronous Web-conferencing within or apart from Blackboard and Moodle. It is run by CCC Confer, a system-wide California Community Colleges service.
- Respondus. This tool enables faculty to more easily manage test banks and test creation processes in Blackboard and Moodle.
- Camtasia Relay. This system enables simple screencasting for faculty, staff, and students. The system auto-captions all screencasts and requires authors to edit the captions prior to publishing the screencasts for others to view.
- VMWare. This tool enables the provision of "virtual desktops" containing specialized software that students typically would not be able to afford to purchase individually and otherwise would have to access by coming to a computer lab on campus.
- Read & Write Gold. This software integrates with Web browsers, Microsoft Office, Google Drive, and other software to read text aloud in a natural voice, providing a useful alternative to accessing information.
- WordPress. This open-source software tool enables blogging and website development.

D.5 Evidence of sustainable fiscal resources including the initial and long term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

MiraCosta is committed to providing the fiscal resources necessary to support all programs of study, regardless of the portion of course requirements offered online. In general, the budget for distance education courses, programs, and support services is integrated within the overall college budget (Appendix Z). As distance education is considered an integral part of the MiraCosta's operations, most departments do not attempt to separate out costs specific to distance education support. In fact, providing online resources, such as course management systems, online library databases, and online tutoring, is seen as an integral and necessary

part of education for all faculty and students, not just those who are participating directly in distance education.

The Online Education Program has its own budget in addition to all of the integrated support for distance education across the College (Appendix AA). For 2013/14, this budget consisted of $307,208.91 in personnel costs for two employees (faculty director of online education and faculty technology specialist) and $31,013 in operational costs, which included expenditures for equipment and supplies for a faculty technology lab/support center, support for relevant professional development of faculty and staff, and funding for pilot programs with emerging technologies.

As noted in section D.2, should evidence reveal a need for increased support, the College has the institutional planning and program review processes in place to document and address it.

D.6 Comparative analysis of the budget, enrollment and resources, identifying new or reallocated funds

MiraCosta's distance education resources are provided through the general fund; for the most part, the budget for distance education is not contained in one location but is spread over a variety of units, departments, divisions, and other operational entities. As distance education has grown at the College, more fiscal resources have been allocated through the MiraCosta's integrated planning process.

For example, the *Online Education Plan 2011* identified the need to hire a faculty director of online education (Appendix I). The Academic Information Services Department dean created this position, along with a budget for it, through reallocation of two open staff positions. The budget planning process affirmed the importance of the position and green-lighted the hiring process. The dean also set aside permanent funding for an operational budget. In 2013, the Online Education Program was relocated within the organizational structure to report to the dean of Math and Sciences, but the program's budget, office, and technical resources were not changed.

D.7 Evidence of plans for monitoring achievement of the desired outcomes of the proposed change

All of MiraCosta's educational programs undergo an annual program review. Programs submit a review of current and longitudinal data that suggest overall effectiveness, including such items as SLOs at the course and program level, success and retention, enrollment, certificates and degrees awarded, FTES, and cost per FTES. The Institutional Program Review Committee and Student Learning Outcomes and Assessment Committee revised this process in 2013 to ensure that departments consider instructional modalities in this data,

allowing them to compare distance education course outcomes with non-distance education course outcomes ([Appendix R](#)).

D.8 Evaluation and assessment of student success, retention, and completion

Course outcomes disaggregated by instructional modality, including data on student enrollment, success, retention, and completion, are now included with the program review data package the Office of Institutional Effectiveness provides annually to academic departments and the Online Education Program. As part of the program review process, departments are expected to consider disaggregated data on SLOs, success, retention, and completion and determine areas of effective practice as well as areas for improvement.

The following three tables (based on an analysis of final course grades) show the increasing importance of offering courses in a distance education modality to students at the College. In 2012/13, more than 44 percent of MiraCosta students enrolled in at least one distance education course. Furthermore, more than 12 percent of MiraCosta students enrolled only in distance education courses in 2012/13.

Table 2. FTES

	Total FTES	FTES from DE	Percentage of FTES from DE
2009/10	8627.81	1089.35	12.6%
2010/11	9236.93	1362.61	14.8%
2011/12	9116.00	1477.79	16.2%
2012/13	9558.84	1633.23	17.1%

Table 3. Headcount

	Total unduplicated headcount	Unduplicated headcount of students in at least one DE course	Percentage of students taking at least one DE course	Unduplicated headcount of students taking only DE courses	Percentage of students taking only DE courses
2009/10	19148	6267	32.7%	1681	8.8%
2010/11	19816	7494	37.8%	2246	11.3%
2011/12	19348	8140	42.1%	2468	12.8%
2012/13	19392	8582	44.3%	2398	12.4%

Table 4. Enrollment

	Total course enrollments	Course enrollments from DE	Percentage of course enrollments from DE
2009/10	74626	11508	15.4%
2010/11	77158	13543	17.6%
2011/12	76798	15008	19.5%
2012/13	78387	16310	20.8%

Even as distance education enrollments have increased, distance education retention and success rates have exhibited stability or even slight improvements at MiraCosta. Table 5 and Figure 2 track retention rates from 2004/05 to 2012/13, based on data retrieved from the California Community Colleges Chancellor's Office Datamart, comparing MiraCosta and state results for distance and non-distance education courses. For most of the past nine years, MiraCosta's retention rates appear to track closely or slightly below statewide retention rates for non-distance education courses, but they track near or slightly above statewide rates for distance education courses.

Table 5. Retention Rates

	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10	2010/ 11	2011/ 12	2012/ 13
State non-DE	82.0%	81.7%	82.2%	82.7%	84.3%	85.1%	85.2%	85.7%	87.0%
MiraCosta non-DE	82.2%	81.4%	81.6%	82.5%	82.0%	83.3%	83.1%	84.0%	84.0%
State DE	72.5%	72.0%	72.1%	73.1%	74.8%	77.3%	77.8%	78.5%	80.5%
MiraCosta DE	74.7%	74.8%	75.9%	76.0%	77.1%	78.1%	76.7%	78.2%	77.8%
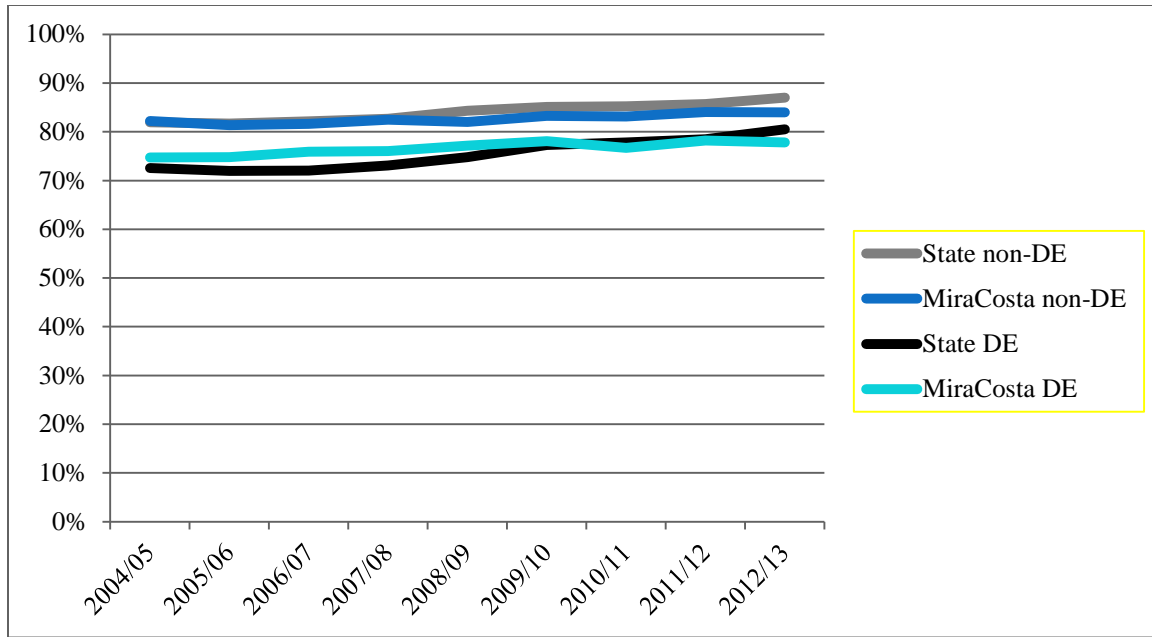
Figure 2. Retention Rates

Table 6 and Figure 3, based on data retrieved from the California Community Colleges Chancellor's Office Datamart, track success rates from 2004/05 to 2012/13, comparing MiraCosta and state results for distance education and non-distance education courses. MiraCosta's non-distance education success rate appears to closely track with the statewide non-distance education success rate, while MiraCosta's success rate for distance education courses appears to slightly surpass the statewide distance education success rate.

Table 6. Success Rates

	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10	2010/ 11	2011/ 12	2012/ 13
State non-DE	66.8%	66.1%	66.7%	67.0%	68.1%	68.9%	69.4%	70.0%	71.2%
MiraCosta non-DE	67.1%	66.2%	65.8%	67.2%	68.6%	70.0%	69.8%	71.3%	70.7%
State DE	53.7%	51.8%	52.2%	53.0%	54.6%	56.7%	57.3%	58.8%	61.3%
MiraCosta DE	57.0%	57.8%	60.2%	60.9%	62.9%	63.3%	61.7%	63.3%	63.9%
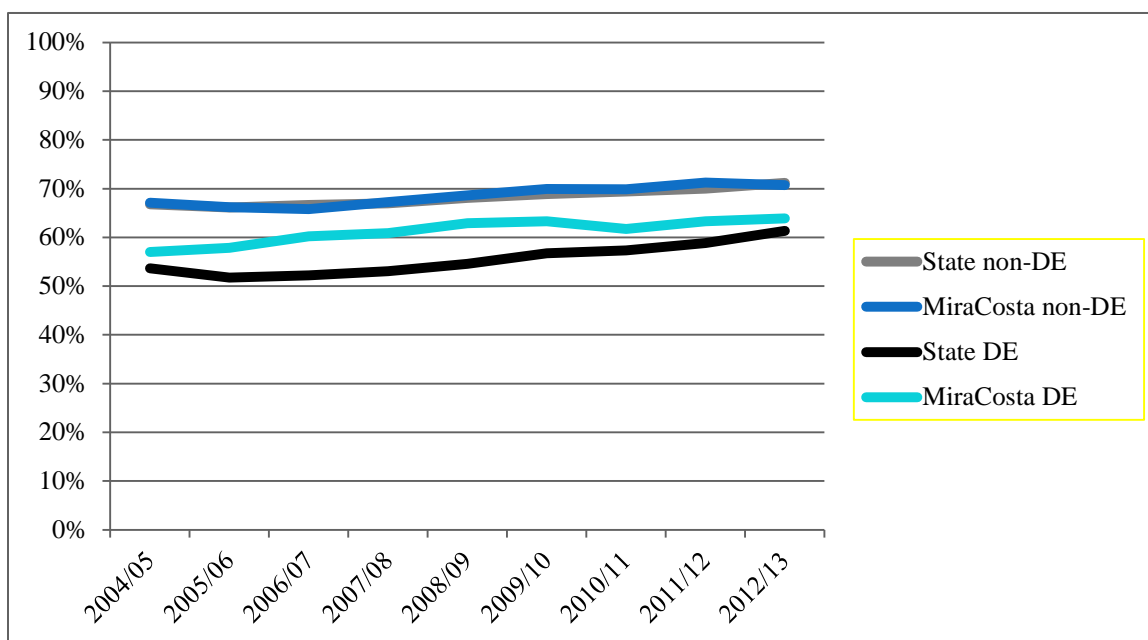
Figure 3. Success Rates

The data show MiraCosta's distance education student outcomes in terms of success and retention have been flat or slightly improved over time, and its success and retention rates for most of the past nine years appear to be very similar to or slightly better than statewide rates. Comparisons between statewide and local data, or even year-to-year data, can be difficult to confidently assess due to potential differences in student populations. Appendix BB provides the success and retention rates of distance and non-distance education courses at the MiraCosta College program level.

MiraCosta will continue to strive for improvements in distance education student outcomes through professional development opportunities for instructors, excellent student support services available to online students, and the overall integration of online education as a key means by which MiraCosta fulfills its mission of providing educational opportunities to diverse learners. The *Closure of 2011–2014 Online Education Plan* (Appendix L) describes recent accomplishments as well as ongoing and emergent needs relating to student success in distance education to be addressed in the *2014 Online Education Plan* being developed this spring.

Additionally, enhancements to MiraCosta's program review process to disaggregate distance education success, retention, and outcomes data enable more focused department-level analysis, discussion, and initiatives aimed at strengthening distance education offerings. Finally, as MiraCosta develops a new three-year online education plan in spring 2014, it will establish benchmarks to better guide the ongoing evaluation of its distance education program.

E.

College Approval

E. Evidence that the institution has received all necessary internal or external approvals

E.1 Clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

Faculty Approval

The responsibility for curriculum review (defined as all additions, modifications, or deletions of courses, certificates, or degrees) is exclusively delegated to MiraCosta's Courses and Programs Curriculum Committee (CPCC), which is a standing subcommittee of the College's larger Courses and Programs Committee. CPCC is comprised of thirteen faculty members and one administrator.

One of CPCC's responsibilities is to review all new certificate and degree proposals using criteria endorsed by the Curriculum Committee of the Academic Senate for California Community Colleges and used by the Chancellor's Office to approve programs and courses. These criteria include the appropriateness to the California Community Colleges' mission as established by the Legislature, regional need, and adequate resources.

Per Title 5 of the California Code of Regulations, CPCC reviews course and program requests for a distance education mode of delivery separately. The committee carefully reviews distance education course proposals for compliance with additional criteria specified in a supplemental course proposal form (Appendix CC). These criteria include the following:

- Assurance that any offering of the course will be in compliance with the College's administrative procedure on distance education, AP 4105, with regard to course quality and instructor-student contact and interaction
- How lab, practicum, activity, or performance components of the course will be offered in an online format; or, if the proposal is for a hybrid course where some elements of the course should *not* be placed online, which elements those are
- Assurance of compliance with MiraCosta College standards for online course accessibility for persons with disabilities.

When CPCC approves a new program, MiraCosta is ensuring the program is viable and affordable, and, in the case of career and technical education (CTE) programs, it will lead to living-wage jobs in MiraCosta's service area.

CPCC-approved curriculum proposals are submitted as consent items to the Academic Senate Council (ASC). The Office of Instruction then submits the ASC-approved curriculum to the board of trustees for approval.

Certificates of achievement must be approved by CPCC and the Chancellor's Office. All CTE programs leading to an associate degree or a certificate of achievement must gain approval of the Region 10 Workforce Development Council before being submitted to the Chancellor's Office. Certificates of proficiency must be approved by CPCC but do not require Region 10 Workforce Development Council or Chancellor's Office approval.

All of the educational programs for which MiraCosta is requesting distance education approval in this substantive change proposal have been approved by the College's curriculum committee, academic senate, and board of trustees per the board policy and administrative procedures (Appendix C: BP 4020/AP 4020, AP 4022). All CTE programs in this proposal have also been recommended by the Region 10 Workforce Development Council per its program approval process (Appendix DD). Additionally, all of the proposed programs, except those leading to a certificate of proficiency, have been approved by the California Community College Chancellor's Office (Appendix S).

MiraCosta College is establishing procedures to determine whether students enrolled in distance education courses reside in other states where authorization may be required to offer distance education. Past enrollment data, detailed in Table 7, indicate that few students enrolled in MiraCosta distance education courses are residents of other states, but the College is committed to obtaining authorization as needed and participating in the State Authorization Reciprocity Agreement (SARA) as soon as California higher education institutions are able to do so.

Table 7. Self-Reported Residency of MiraCosta Students Taking at Least One Distance Education Class

	MiraCosta District	San Diego County (non-district)	California (non-San Diego County)	United States (non-California)	Inter-national
Fall 2010	62%	32%	4%	1%	1%
Spring 2011	64%	30%	4%	1%	1%
Fall 2011	59%	34%	5%	1%	1%
Spring 2012	61%	32%	4%	1%	1%
Fall 2012	58%	35%	4%	1%	1%
Spring 2013	57%	36%	5%	1%	1%

Governance and Board of Trustees Approval

This substantive change proposal was vetted to the entire college community, including all four governance councils. The board of trustees received two presentations on the substantive change's progress in February and March 2014 and was invited to provide input and feedback on the proposal at each meeting. The board approved this *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees and Certificates Through Distance Education* on March 12, 2014.

E.2 Evidence that legal requirements have been met

CPCC advises the four college councils, the superintendent/president, and ultimately the District board of trustees on recommendations pertaining to the programs and courses offered by the College. The committee acts by means of careful study and open discussion to assure all of MiraCosta's courses and programs, regardless of delivery mode, have consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures.

In spring 2013, MiraCosta adopted a substantial revision to its administrative procedure on distance education to ensure compliance with U.S. Department of Education regulations pertaining to federal financial aid program integrity ([Appendix C: AP 4105](#)). The administrative procedure explicitly defines the institutional responsibility for authenticating student identity and informing students that their privacy is protected.

MiraCosta authenticates student identity by providing access credentials (user name and password) that students are required to use to access MiraCosta's SURF student information system and its Blackboard and Moodle course management systems. To ensure that authentication meeting the federal standard is actually occurring in every distance education course section, the faculty director of online education reviews each distance education course section offered by MiraCosta at the beginning of every semester to verify it is being offered via MiraCosta's Blackboard or Moodle course management system.

In the rare case that a distance education course section has not been made available in Blackboard or Moodle, the faculty director of online education contacts the instructor of that section to remind him or her of the authentication requirement and to obtain an explanation of how student identity will be authenticated, either via proctored examinations or via "new or other technologies and practices that are effective in verifying student identification."

E.3 Governing Board action to approve the change and budget supporting the change

The District board of trustees approved the educational programs proposed in this *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees and Certificates Through Distance Education* per district policy when they were submitted as having been approved by the College's Academic Senate Council. The board approved this substantive change request to offer the proposed 98 educational programs 50 percent or more online at its March 12, 2014 meeting (Appendix D).

Resource allocation recommendations are vetted through the shared governance process and submitted to the superintendent/president for recommendation to the board of trustees. The budget for distance education courses, programs, and support services is integrated within the College's overall budget (see section D), which the board approves as part of its fiduciary responsibility (Appendix C: BP 2200). In addition, the Online Education Program has its own budget to cover additional equipment and supplies, faculty and staff professional development, and pilot programs (Appendix AA).

MiraCosta does not anticipate any increased costs associated with offering the proposed 98 programs in a distance education modality. However, if an increase in support becomes necessary, the College has the institutional planning and program review processes in place to address the need.

F.

Eligibility Requirements

F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change

The College's compliance with each Eligibility Requirement will continue when the 98 programs identified in this substantive change request are offered 50 percent or more online.

Authority: The Commission granted MiraCosta full reaccreditation in June 2012 after considering the College's midterm report (Appendix A). The College's accreditation status is published on its website as well as in its catalog (Appendix EE: p. 4). MiraCosta's authority to operate as an educational institution and to award degrees will not be affected by this substantive change to offer the educational programs listed in Appendix B 50 percent or more online.

Mission: The College mission provides the foundation for MiraCosta's institutional goals. The institutional objectives and action plans in the strategic plan track progress toward meeting the institutional goals. The mission guides all planning processes and decision making at the College, including program review and resource allocation.

MiraCosta evaluates and revises its mission at least every three years or as deemed necessary as part of the ten-year comprehensive master planning process and per District policy (Appendix C: BP 1200). MiraCosta reviewed and its board of trustees approved the College mission in 2011 and early 2014 year as part of the College's regular cycle of integrated planning (Appendix D: 2/19/14). The mission is clearly defined and published in the catalog (Appendix EE: p. 8) as well as on the College's institutional planning webpage.

Offering courses and programs via distance education enhances MiraCosta's mission to provide broad access to educational opportunity to a diverse population of learners.

Governing Board: A seven-member board of trustees governs the College. The board's specific fiduciary duties and responsibilities are defined in Board Policy 2200 (Appendix C), which is available on MiraCosta's website. Representing the public interest, establishing policies for and approving current long-range academic and facilities plans and programs, and promoting orderly growth and development of the College are among the board's primary responsibilities.

The MiraCosta Community College District Board of Trustees is sufficient in size and composition to fulfill all board responsibilities. The seven trustees are elected by qualified voters to represent each of the seven areas of the District, and each trustee resides in the area of the District he or she is elected to represent. In addition, the board adheres to a conflict of interest policy that prohibits members from holding "an incompatible office" during their term (Appendix C: BP 2710).

Offering the proposed programs 50 percent or more online will not alter MiraCosta's continuing adherence to the Governing Board Eligibility Requirement.

Chief Executive Officer: Dr. Francisco Rodriguez became the College's superintendent/ president in March 2009. In May 2013, the District board of trustees extended his contract for four years (Appendix D). Board Policy 2430 delegates the responsibility of administering board policies and executing board decisions to the superintendent/president (Appendix C). The addition of educational programs that can be completed 50 percent or more online will not alter this responsibility.

Administrative Capacity: MiraCosta has sufficient staff with appropriate preparation and experience to provide the administrative duties necessary to support the College mission and purpose. MiraCosta's administrators are hired through an open, competitive employment process and are evaluated according to board and administrative policies. Each of the College's three divisions–Business and Administrative Services, Instructional Services, and Student Support Services–is led by a vice president (Appendix FF). All three vice presidents participate in the College's shared governance process by serving on various governance committees and advisory councils.

The Instructional Services Division, led by the vice president of Instructional Services, has six experienced instructional deans who oversee a number of academic departments within their respective schools, including the courses and programs that are offered face-to-face and online through those departments. Their specific areas of responsibility are published in the college catalog (Appendix EE: p. 11) and schedule of classes (Appendix J: pp. 30-31). The dean of Math and Sciences provides administration for distance education and oversees the faculty director of online education, whose responsibilities include coordinating technical training and providing operational support to faculty teaching online, hybrid, and Web-enhanced on-site classes (see D.2). All instructional deans carefully consider faculty preparation for teaching online when reviewing and finalizing department chair recommendations for online and hybrid course teaching assignments.

The addition of educational programs that can be completed 50 percent or more online will not alter the College's ability to meet this Eligibility Requirement.

Operational Status: The Office of Institutional Effectiveness publishes annual enrollment updates on its webpage. Class schedules are published online and are available in print on all three MiraCosta campuses. The class schedule clearly identifies the location (site) where sections are offered and classes that are offered in fully online or hybrid formats (Appendix J: pp. 92-94). In addition, MiraCosta provides a supplemental webpage that lists all fully online and hybrid courses. Through this webpage, instructors may add more specific details about course expectations and procedures for prospective and enrolled students.

Courses are scheduled face-to-face and online so that students have the opportunity to complete degree programs at a pace that meets their individual needs. The addition of educational programs that can be completed 50 percent or more online will not alter the College's ability to meet this Eligibility Requirement.

Degrees: MiraCosta currently offers 836 credit courses, 95 percent of which are transferable, and 63 educational programs that lead to an associate degree. All of the College's associate degrees are identified in the schedule of classes and college catalog, which also provides a brief description and list of course requirements for each program.

The Office of Institutional Effectiveness publishes data on student enrollment and success for these programs on its webpage and in the College's annual report.

Educational Programs: All of MiraCosta's associate degree programs are based on recognized higher education fields of study, including the eight California State University transfer degrees and the seven liberal arts areas of emphases. The college catalog's description of these programs includes their course and unit requirements as well as their potential application to careers and/or baccalaureate-level fields of study.

MiraCosta's associate degree programs meet California Code of Regulations, Title 5 requirements and represent two years of full-time academic work. In addition, all have been approved by the California Community Colleges Chancellor's Office as required by law.

MiraCosta's associate degree programs are congruent with the College mission to offer educational opportunities that students need to be successful. When the College's curriculum committee reviews proposals for new programs, reviewers are directed to concentrate "on the overall academic integrity of the proposals and their function within the College and its mission" (Appendix U: p. 2). The Courses and Programs Curriculum Committee has certified the educational programs proposed in this substantive change that can be completed 50 percent or more online are congruent with MiraCosta's mission. The addition of these programs will not alter the College's ability to meet this Eligibility Requirement.

Academic Credit: MiraCosta's degree-applicable credit courses conform to the criteria and standards specified in Title 5, sections 55002.5 and 55062, of the California Code of Regulations, including the relationship between units and required lecture and/or laboratory contact hours (Appendix C: AP 4022). The College's definition of credit hour is consistent with applicable federal and state regulations as they apply to community college districts (Appendix C: BP 4020/AP 4020).

The College's standards for awarding course credit are the same regardless of whether or not a course is offered via distance education technology; therefore, the addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet this Eligibility Requirement.

Student Learning and Achievement: MiraCosta uses a commercially produced system (TracDat) to house student learning data and to generate reports for departments to use for program review, which is the key driver of continuous quality improvement. The student learning outcomes webpage defines and publishes the College's SLOs for all of its programs. Program SLOs will also be published in the 2014/15 college catalog.

MiraCosta's Student Learning Outcomes and Assessment Committee supports and guides the faculty as they develop, implement, and evaluate their course and program SLOs and assessments. This committee and the Institutional Program Review Committee revised their processes in spring 2013 so that departments are explicitly prompted to analyze outcomes data disaggregated by fully online, hybrid, and in-person modalities. The results of these analyses now inform continuous improvement at the departmental level (Appendix R).

Beginning in 2013, the Online Education Program participated in program review, examining 2012/13 College-wide outcomes data disaggregated by distance education and non-distance education course types to identify college-wide successes and opportunities for improvement in distance education (Appendix K).

Student learning outcome and achievement measures are consistent for all sections of a given course regardless of course modality. Faculty are required to include SLOs on all syllabi, copies of which are housed in the Office of Instruction. The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet the Student Learning and Achievement Eligibility Requirement.

General Education: As described in the college catalog, general education at MiraCosta introduces the content and methodology of major areas of knowledge (Appendix EE: p. 50). Students completing a general education program at MiraCosta are able to demonstrate the following:
- A broad understanding of mathematics, science, social science, humanities, and the arts
- Effective communication in oral and written form
- A multicultural global perspective
- Critical thinking skills that apply analytical and creative approaches to problem solving
- The ability to adapt to new environments and technologies
- Social awareness and responsibility as a participating member of society.

Students attending MiraCosta have three general education patterns from which to choose (Appendix GG): the local pattern (Plan A), the California State University General Education (CSU GE) Breadth pattern (Plan B), and the University of California/California State University Intersegmental General Education Transfer Curriculum (IGETC) pattern (Plan C). Degree credit for general education programs is consistent with the breadth and rigor

appropriate to higher education per Board Policy/Administrative Procedure 4025 (Appendix C: BP 4025/AP 4025) and California Code of Regulations, Title 5, section 55061.

General education courses are taught in all modalities. Regardless of whether the courses are taught online, in a hybrid modality, or face-to-face, they are taught in accordance with their official course outlines of record, and their approved SLOs are assessed. The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet the General Education Eligibility Requirement.

Academic Freedom: Per board policy, "the superintendent/president and the Board of Trustees of MiraCosta Community College District demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom" (Appendix C: BP 4030). The College defines academic freedom in the classroom as the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups, or individuals. The academic freedom of students is the freedom 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's academic freedom policy for faculty and students is published in the college catalog (Appendix EE: p. 284), on the board of trustees webpage, and in the tenured and tenure candidate faculty evaluation handbooks (Appendix HH).

Offering the proposed educational programs 50 percent or more in a distance learning modality will not affect MiraCosta's ability to continue to meet this eligibility requirement.

Faculty: MiraCosta has 144 full-time credit and non-credit classroom faculty members who are identified in the college catalog by name, discipline, and degrees earned (Appendix EE: pp. 308-313). All meet or exceed the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Both tenured and tenure-candidate faculty are responsible for assessing SLOs and developing and reviewing curriculum as part of their evaluation criteria (Appendix HH). The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet this Eligibility Requirement.

Student Services: MiraCosta supports student learning and development through numerous services that help to fulfill MiraCosta's mission (see section D.1). Student services and programs are described in the catalog and may be accessed online with links to details about each individual student service area. The College's administrative procedure on distance education "assure[s] that distance learners have access to student support services that are comparable to those services provided to on-campus learners" (Appendix C: AP 4105). The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet this Eligibility Requirement.

Admissions: MiraCosta's admissions policy is consistent with the College mission "to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success." The admissions policy specifies qualifications of credit students, non-credit students, including those seeking admission to the adult high school or non-credit English as a second language programs, high school students seeking concurrent enrollment, and international students (Appendix C: BP 5010). The admissions policy and related administrative procedures are published on the college website as well as in the catalog (Appendix EE: pp. 15-16) and schedule of classes (Appendix J: p. 7). This policy is applicable to all students regardless of whether they plan to take courses in a face-to-face or online modality; therefore, the addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet this Eligibility Requirement.

Information and Learning Resources: Per board policy, MiraCosta's library and instructional support services are an integral part of supporting the College mission (Appendix C: BP 4040). The College's Academic Information Services (AIS) facilitates technology-enhanced learning in all learning environments, both physical and virtual. AIS works collaboratively within the District governance structure to implement, sustain, and extend technologies in support of teaching and learning, including but not limited to the library, computer labs, technology-enhanced classrooms, learning-management systems, virtual applications/services, multimedia services, and user-support services (Appendix C: AP 4041).

MiraCosta's library identifies its holdings and resources on its website, including its collection of more than 65,000 titles maintained between two campus locations. An additional 35,000 titles are available as e-books through various college subscriptions. In addition, the library's inter-library loan agreement with Online Computer Library Center facilitates student access to more than 20 million titles. MiraCosta also has an agreement of reciprocity with the Palomar College and California State University San Marcos libraries.

Many library services, including access to the catalog, tutorials, and live research assistance, are available online (see D.1). Additionally, the library is continually expanding its holdings of eBooks, article databases, multimedia, and other resources available online. The library is also one of the key campus locations where students have access to computers and support staff. The addition of educational programs that can be completed 50 percent or more online will not affect MiraCosta's ability to meet this Eligibility Requirement.

Financial Resources: Financial planning and information is the purview of the vice president of Business and Administrative Services (BAS), which makes budget and audit documents available on its BAS webpage. MiraCosta's general fund budget includes support across all instructional and student services programs, regardless of instructional modality (Appendix Z). The support for instructional and student services programs that result in

MiraCosta meeting Standard II are included in the budget. The MiraCosta College Foundation has its own website for financial reporting.

The College's Budget and Planning Committee reviews programmatic needs each year based on program review and academic master planning for the purpose of recommending a final budget to the College superintendent/president consistent with MiraCosta's mission. The committee ensures the final budget recommendation includes support for all services and functions that result in student success across all modes of instruction. The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet this Eligibility Requirement.

Financial Accountability: Annual audit reports of financials and supplemental information are currently prepared for MiraCosta College by Christy White Accountancy Corporation. These reports are reviewed by the District board of trustees (Appendix D: 1/22/14 minutes) and are available on the BAS webpage. The College meets this Eligibility Requirement by ensuring it has a balanced budget that supports all modes of instruction as verified by the independent auditor (Appendix II).

Institutional Planning and Evaluation: In 2011, MiraCosta substantially updated its institutional planning process, which resulted in the development of the *Integrated Planning Manual* that guides development of the institutional mission statement, comprehensive master plan, strategic planning, program review, resource allocation, and assessment of these processes. The institutional planning website includes recent documents and important links regarding these planning areas.

Comprehensive master planning ensures planning and support for programs of study regardless of instructional mode. Academic planning considers all aspects of what is important to ensuring students meet their personal, professional, and educational goals. The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet the Institutional Planning and Evaluation Eligibility Requirement.

Integrity in Communication with the Public: MiraCosta provides an annual electronic catalog for its constituencies with precise, accurate, and current information about the following:

- District and campus descriptions, locations, and contact information
- Accreditation
- College mission and institutional goals
- Student learning outcomes
- Board of trustees
- Full-time faculty and administrators, including their names and degrees

- Academic calendar
- Admissions and enrollment
- Student support programs and services, including financial aid, tutoring, counseling, and Disabled Students Programs and Services, health services, and the library
- Degree, certificate, graduation, and transfer opportunities and requirements
- Courses, including their descriptions, units/hours, requisites, and transfer acceptability
- Academic standards and policies, including academic honesty, nondiscrimination, grievance and complaint procedures, sexual harassment, refund of fees, and academic freedom.

The catalog also directs readers to the MiraCosta Community College District Board of Trustees webpage for access to the complete list of board policies and administrative procedures. The addition of educational programs that can be completed 50 percent or more online will not alter MiraCosta's ability to meet this Eligibility Requirement.

Integrity in Relations with Accrediting Commission: MiraCosta College has embraced accreditation as an ongoing process designed for institutional improvement. Evidence of the College's progress and efforts to continually improve, including an Accreditation Scorecard, Midterm and Self-Study Reports, letters to and from the Commission, and several years' worth of supporting documentation, is provided on MiraCosta's accreditation webpage. Both the webpage and college catalog include a general statement of MiraCosta's accreditation (Appendix EE: p. 4).

A signed letter from the superintendent/president assuring the District's compliance with the Commission's Eligibility Requirements, Accreditation Standards, and policies is on file with the Commission and in the College superintendent/president's office. Relations with the Commission would not be impacted as a result of this substantive change.

Standards

G.

G. Evidence that each accreditation standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

G.1 Standard I: Institutional Mission and Effectiveness

I.A Mission

The MiraCosta College mission demonstrates the institutional commitment to student learning and serves as the seminal document to establish the College's institutional goals. The institutional goals in turn provide the foundation for identifying the strategic institutional objectives and action plans through which MiraCosta assesses progress on its college-wide goals.

Annual integrated program review uses outcomes assessment findings, student success results, and program efficiency metrics to drive the college planning engine via MiraCosta's governance structure to meet the mission. Institutional-level learning outcomes born out of the mission provide the overarching learning goals for all students who attend MiraCosta regardless of educational objective.

The current mission statement, approved by the board of trustees on February 19, 2014, sets forth the College's present educational purposes, intended student population, and commitment to student learning (Appendix D):

> *The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.*

In September 2013, as part of the regular integrated planning process, the College reviewed the mission statement for currency and relevance with special attention to the role distance education plays at MiraCosta (see A.2). The superintendent/president convened a mission statement task force to implement a college-wide dialogue about how expressly distance education needed to be identified in the mission. All constituent groups participated in the review of the mission and reflected on the College's commitment to distance education and the congruence of this teaching and learning mode with MiraCosta's broad educational purposes. To this end, the task force conducted a college-wide survey of students, faculty, and staff (Appendix F), consulted with the faculty director of online education, considered best practices for effective mission review, and examined the College's prior efforts to craft the mission statement.

After reviewing the qualitative and quantitative data, the task force generated recommendations both to the mission statement and to the review process itself as directed under the *Integrated Planning Manual* (Appendix E: p. 9). The task force concluded that online education as an instructional modality does not need to be expressly called out in the mission unless all other learning modalities are also added. To minimize the list-like nature of the current mission statement, the College then decided to create a separate mission statement for MiraCosta's Online Education Program, which will be included in the new online education plan that is currently being developed.

MiraCosta's governance councils and committees discuss and analyze changing student needs and advances in instructional technology to ensure the College becomes a vanguard institution (Institutional Goal I) where student success is maximized (Institutional Goal II). The proposed substantive change will enhance the College's ability to fulfill its mission by reaching a wider number of students who desire to participate in post-secondary education through MiraCosta College.

I.B Improving Institutional Effectiveness

MiraCosta demonstrates its effectiveness by collecting evidence of student learning and success, assessing how well learning and achievement are occurring, and making changes to improve outcomes for students through the College's integrated planning model (IPM), which is explained in depth in MiraCosta's *2013 Midterm Accreditation Report.*

The IPM network to improve institutional effectiveness, illustrated in Figure 4, organizes key decision-making processes and allocates human, technological, fiscal, and physical resources to support improvement in student outcomes.
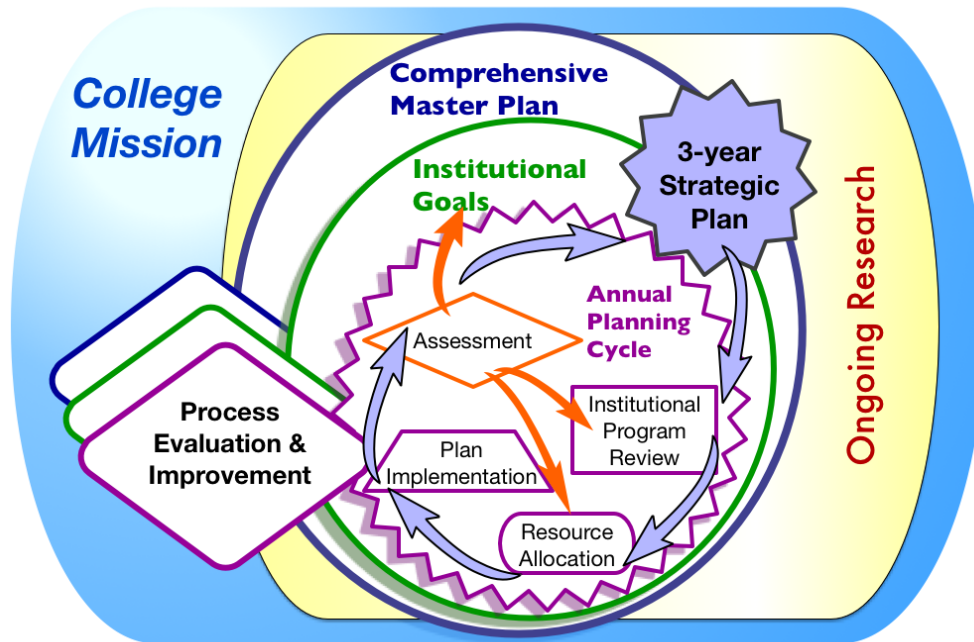
Figure 4. Integrated Planning Model

Distance Education and Institutional Effectiveness

Three institutional goals in the comprehensive master plan address the College's commitment to distance education as a viable means to reach diverse learners (see C.1). Tactical efforts to meet these institutional goals are set forth in the College's strategic plan, which contains four institutional objectives that address MiraCosta's inclusion of distance education as a learning modality to increase student learning and success (see C.1).

Progress on the institutional objectives is measured in part via program review. Program review authors focus on how well programs advance MiraCosta's mission and improve student achievement and learning. This process includes reflection and planning pieces that provide program leaders the opportunity to mold faculty and staff dialogue into specific steps to meet the institutional objectives and improve program effectiveness. Program review standards include SLOs and their associated counterparts: administrative unit outcomes and service area outcomes.

The College makes decisions based on the program review findings in three critical areas:

- Hiring new or replacement personnel
- Purchasing equipment and constructing facilities
- Making changes to operations.

Each division uses a rubric to evaluate and prioritize the proposed plans against the College's larger goals and objectives and forwards its prioritized plans to the Budget and Planning Committee (BPC; Appendix KK). The committee in turn examines the divisionally set priorities, uses a rubric to further prioritize the cross-divisional needs, and uses a norming process to assure reliable scoring; it then sends a prioritized list of the scored plans to the superintendent/president. The Institutional Program Review Committee conducts its own evaluation of the program review process, and the Student Learning Outcomes and Assessment Committee began evaluating its process in 2013 as part of attaining sustainable, continuous quality improvement status.

Distance education needs and plans are part of the review, reflect, and plan process in program review. This process identifies areas to investigate, such as new teaching pedagogies and methods, improved curricular design and implementation, and improved resource allocation. For example, in the 2011/12 and 2012/13 program review cycles, the Admissions and Records Office brainstormed better ways to deliver enrollment and registration online (Appendix V); in the 2011/12 cycle, the Tutoring and Academic Support Center considered improved ways to deliver tutorial services to online students (Appendix JJ).

Progress on Goals and Meta-evaluative Assessments

Each spring, BPC reviews progress made on the institutional objectives, acknowledging the completion of milestones or recommending changes and improvements (Appendix LL). Progress includes quantitative data, such as institutional metrics and outcomes assessment results, as well as qualitative data, such as student and staff focus groups and review of college documents and records. The progress report is shared as an information item with all college councils and the board of trustees.

In addition to the progress on the stated objectives, MiraCosta conducts meta-evaluative assessment of both its planning processes and cycle. In 2012/13, BPC generated an evaluation of the efficacy of resource allocations made for previous years (Appendix MM). In addition, BPC produced an evaluation of the planning processes and suggested improvements to operations based on qualitative and quantitative data (Appendix NN). BPC shared both reports with the College's constituencies and board of trustees. Regularly scheduled evaluations of the College's planning efforts are part of the IPM and are contained in the *Integrated Planning Manual* (Appendix E).

Continuous Quality Improvement in Planning and Program Review

MiraCosta's IPM continues to mature as the College closes the *2011-2014 Strategic Plan* and embarks on creating the next three-year plan. In spring 2014, the College is crafting a new set of institutional objectives and action plans using an internal scan of college operations and perceptions as well as an external scan of community data and perspectives. A strategic

planning team consisting of representatives from all constituent groups is analyzing and interpreting the evidence and sharing the findings with the College as a whole. Based on this analysis, as well as review of all operational plans at the College, including the online education, equity, and technology plans, the strategic planning team is developing new institutional objectives. The *2014-2017 Strategic Plan* will be submitted to the board of trustees in May 2014 for information, and it will be fully implemented beginning fall 2014. The faculty director of online education met with BPC in February 2014 to emphasize the importance of including online education considerations in the new Strategic Plan. Some members of the Online Education Plan team also serve on the Technology Plan team or the Strategic Plan team, further ensuring adequate consideration of online education throughout the planning process.

The faculty director of online education has presented at all levels of decision making at the College, including committee, council, President's Cabinet, and board of trustees levels. The director has placed online education at the center of discussions on student success, educational goal progress, and completion and transfer. Online education is currently being integrated with institutional objectives and action plans at the College. Additionally, online education is now more expressly considered in outcomes assessment analysis and program review. As the planning processes at the College mature and the policies and procedures include the online education pathway more distinctly, the successes of the past 24 months will continue.

G.2 Standard II: Student Learning Programs and Services

II.A Instructional Programs

MiraCosta's standards of educational quality are the same for all of its courses and programs regardless of their instructional delivery mode. All courses and programs undergo the same rigorous review and approval process to ensure their educational integrity.

As previously described (see sections A.3 and C.1), distance education courses and programs are proposed by departments in consideration of student demand, labor market data, program review findings, and college-wide planning documents. Distance education courses and programs help MiraCosta meet its mission of providing educational opportunity to diverse learners.

The review of all additions, modifications, or deletions of courses and programs is exclusively delegated to MiraCosta's Courses and Programs Curriculum Committee (CPCC). This group of full-time faculty members concentrates on the overall academic integrity of all course, certificate, and degree proposals and their function within the College, its programs, and its mission. Moreover, CPCC members are responsible for being familiar with and applying the rules and regulations governing curriculum from the California Code of Regulations (Title 5), California Education Code, the Commission, and the College's board policies and administrative procedures.

One of CPCC's responsibilities is to review all new certificate and degree proposals using criteria endorsed by the Curriculum Committee of the Academic Senate for California Community Colleges and used by the Chancellor's Office to approve programs and courses. These criteria include the appropriateness to the California Community Colleges' mission as established by the Legislature, regional need, and adequate resources. In addition, CPCC reviews course and program requests for a distance education mode of delivery separately per Title 5 of the California Code of Regulations (see E.1). The committee ensures online course accessibility for persons with disabilities (Appendix CC) as well as compliance with MiraCosta's administrative procedure on distance education, which includes standards for course quality and instructor-student contact and interaction (Appendix C: AP 4105).

All courses, regardless of type of credit awarded, scheduled delivery mode, or scheduled location, must adhere to the official course outline of record that has been approved by CPCC, the College's Academic Senate Council, the District board of trustees, and the Chancellor's Office. They also must adhere to established SLOs and assessment measures, which are managed by faculty using MiraCosta's password-protected TracDat software and are consistent for all sections of a given course regardless of course modality.

Course and program SLOs, which are reviewed and approved by the Student Learning Outcomes and Assessment Committee, are assessed by each discipline as part of program

review; SLO results are recorded in a disaggregated manner by course modality. Disciplines submit an annual review of trended data that suggest overall effectiveness, including such items as enrollment, certificates and degrees awarded, FTES, and cost per FTES.

Throughout 2012/13, the Student Learning Outcomes and Assessment Committee and Institutional Program Review Committee worked to more explicitly and directly include distance education in SLO assessment and program review processes (see C.1). Under MiraCosta's collegial consultation and governance process, BPC uses program review data to assess and determine funding necessary to meet programmatic needs related to all curriculum, including distance education, which allows the College to support programs and initiatives identified by program review as essential to meeting the varied educational needs of MiraCosta's students.

MiraCosta's students are informed about distance education courses through the College's online and print schedule (Appendix J). Distance education courses are listed as meeting online; courses with a hybrid meeting pattern also include scheduled in-person meeting locations and times and/or information about required in-person exam proctoring. The online education website includes a readiness assessment to help students determine if distance education is right for them. It also provides a supplemental online course schedule through which faculty provide more detailed information to help students select and begin taking distance education courses.

Thus, MiraCosta College demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution. In addition, distance education courses and programs receive special attention in the College's planning, proposal, approval, delivery, and support processes to ensure they meet student needs and comply with all external regulations.

II.B Student Support Services

MiraCosta assures distance learners have access to student support services that are comparable to those services provided to on-campus learners per the College's administrative procedure on distance education (Appendix C: AP 4105).

MiraCosta publishes its catalog, class schedule, and board policies and administrative procedures on the College website. Policies include those regarding academic freedom, student rights and responsibilities, due process, harassment, discrimination, and grievances. MiraCosta also posts information about admission requirements and policies, student fees, and degree and graduation requirements on the Student Services Division's webpages, which are reviewed and updated at least once per semester to ensure the information's currency and accuracy.

All student services departments within the division systematically assess services provided to students through an annual program review as well as goals established for the division based on student needs. Each department has clear SLOs and/or service area outcomes (SAOs) that are assessed annually. SLOs, SAOs, and their assessments are housed in TracDat, and a report is available each year to the departments for program review.

The Office of Institutional Effectiveness administers student services surveys to both online and on-campus students each year (Appendix OO). The Student Services Division reviews and analyzes survey results through the annual program review process and addresses changes based on student needs and expectations of available services for online and on-campus learners.

All student services departments have websites that provide students with information and forms appropriate for that respective department, and most departments provide services in an online format. Essential student services available to students without requiring campus-based interaction include admissions and records, the bookstore, counseling, tutoring, career services, financial aid, health services, help desk, and proctoring (see D.1 for details).

II.C Library and Learning Support Services

Library and learning resources are delivered mainly via the College's Academic Information Services Department (AIS), which includes the library, instructional computing services, instructional media services, and student help desk (see D.4 and F). The Library and Information Hub buildings located on the Oceanside and San Elijo campuses also house the Tutoring and Academic Support Center, Writing Center, and Math Learning Center. The District's Community Learning Center site provides library services in a shared Academic Support Center.

MiraCosta provides equivalent access to the library and other learning support services to both on-campus and distance education students. Currently enrolled students are authenticated via EZproxy after logging in with their SURF ID and password. Students may review their library user accounts, renew materials, place a hold on material, and request material for interlibrary loan online, face-to-face, or via telephone with staff members. Requested library material may be picked up at any of the three district sites.

The MiraCosta College library's website is designed to support both on-campus and remote access to information resources. The library offers online credit courses on research skills, provides excellent user service, and is highly regarded in the college community. The library participates annually in surveys to assess its performance. In the spring 2013 Student Satisfaction Survey, 98 percent of students indicated they were satisfied or very satisfied with the library service they received, and 91 percent indicated they were satisfied that library resources and services were available at times they needed them (Appendix OO).

Additionally, between 98 and 99 percent of respondents indicated satisfaction with the following online library services: research webinars, online orientations, librarian reference chat, online journals, e-books, and online reservation/extension of books.

Library staff and faculty work with the access specialist and other Disabled Students Programs and Services staff to ensure library materials are in compliance with access regulations. AIS provides computers with adaptive software/hardware for student use at all three District sites as well as wireless network accessibility for registered students and current staff/faculty members who wish to use their own laptops or personal devices. The library has been responsive to student needs and proactive in using emerging technologies to facilitate access to library resources and services.

G.3 Standard III: Resources

III.A Human Resources

Employing qualified personnel

MiraCosta employs qualified certificated and classified employees through formal hiring processes that follow the District's equal employment opportunity policies (Appendix C: BP 7100/AP 7100). The employment screening process includes a requirement that all candidates meet local and State of California minimum qualifications for their respective positions. Faculty and administrators, regardless of location or assignment, meet minimum qualifications recommended by the Academic Senate for California Community Colleges and established by the California Community Colleges Board of Governors. In addition, MiraCosta's Human Resources Office verifies that all degrees listed by candidates for certificated and classified positions have been earned from accredited institutions.

Human Resources updates job descriptions and announcements as positions become vacant or duties change significantly, ensuring representative duties, minimum qualifications, and desirable qualifications are clearly listed. For faculty positions, job announcements often include a qualification requiring interest in, training for, and experience teaching online courses as well as a statement that teaching assignments may be at any campus site or online as appropriate (Appendix PP).

All classified and certificated staff at MiraCosta are evaluated on a regular basis. Faculty are evaluated based on established board policies and administrative procedure regardless of site or modality of teaching assignment. Full-time faculty evaluation procedures, including provisions for the evaluation of online classes, are detailed in the *Tenure Candidate Handbook* for probationary faculty and the *Tenured Faculty Professional Growth and Evaluation Handbook* (Appendix HH). Part-time faculty evaluation is governed by a collective bargaining agreement (Appendix QQ).

<u>Maintaining a sufficient number of qualified full-time faculty</u>

The District's Budget and Planning Committee reviews faculty needs annually to ensure MiraCosta maintains sufficient human resources to support the College mission (see D.2). An instructional dean provides administrative oversight for online education, and the faculty director of online education provides day-to-day leadership and coordination to support faculty, students, and support services in establishing and maintaining an effective environment for online learning (Appendix FF).

The faculty technology specialist provides direct support to faculty using online education technologies and is an expert in the implementation, integration, maintenance, and use of MiraCosta's systems for online education. Several highly qualified technical personnel provide direct support for the software, servers, networks, and other technical facilities that comprise the infrastructure supporting online education.

Even though MiraCosta has experienced significant growth in distance education course offerings, staffing growth has kept pace. The College grew 23 percent in overall FTES from 2009 to 2013 and 26 percent in overall student headcount. Per the *Staffing Plan 2011-2014*, staffing has increased in all employee categories. In particular, the number of full-time and part-time faculty increased by 35 percent from 2003 to 2011 (Appendix RR).

<u>Developing, making available, and administering personnel policies and procedures</u>

All board policies and administrative procedures are developed, reviewed, and revised through an established governance process that involves all campus constituent groups (Appendix C: BP 2410/AP 2410). The College's personnel policies and procedures are available on the College website and through relevant employee handbooks and working conditions manuals, and they are equitably and consistently administered. In addition, the College makes all necessary provisions for the security and confidentiality of personnel records in accordance with applicable law and local policies.

<u>Understanding issues of equity and diversity</u>

MiraCosta is committed to providing programs and services to support diverse personnel and to increase diversity awareness on campus. Per district policy (Appendix C: BP 7100), the board of trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, enhances student learning, and provides suitable role models for all students. The board is committed to hiring and staff-development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.

The Human Resources Office implements the District's Equal Employment Opportunity Program and oversees adherence to federal and state regulations. The College's Equal Employment Opportunity Advisory Committee is a standing committee that assists the District to achieve understanding and support of equal opportunity policies and programs. One way the committee promotes this understanding and support is by sponsoring special events on campus, such as films and guest lecturers. The committee also ensures MiraCosta's hiring process is conducted according to federal and state regulations, and it reviews and updates the District's Equal Employment Opportunity Plan every three years, which includes an assessment of the College's record of employment and diversity (Appendix SS).

Providing professional development opportunities

As described in section D.3, MiraCosta is committed to providing multiple opportunities for faculty to develop and improve their skills in designing, supporting, and offering courses in a distance education modality. Formal professional development opportunities such as Flex workshops are approved through the College's Professional Development Program and are supported by the College's general fund budget. Experienced faculty and staff from the Program for Online Teaching and the Office of Online Education develop and present these distance education-focused Flex workshops. The Office of Online Education also provides support through online workshops and resources as well as personal consultations (Appendix X).

Integrating human resource planning with institutional planning

MiraCosta establishes priorities, makes decisions, and allocates resources based on information and evidence garnered from program review. Institutional program review focuses on how well programs both advance the College mission and improve student achievement and learning. The process includes reflection and planning pieces that provide program leaders the opportunity to mold faculty dialogue into specific steps to meet the College's institutional objectives and improve program effectiveness (Appendix P).

As a critical driver of planning and resource allocation, the program review process encourages a meaningful review of relevant data that appropriately reflects the fulfillment of program standards. The College's resource allocation process, integrated with other plans, prioritizes resources and links MiraCosta's mission with its institutional goals and objectives.

Like all resource allocation requests, human resource requests for new and replacement personnel are the result of program review and are included in the resource allocation request process. For example, the 2012/13 program review cycle identified a need to hire staff and faculty using existing moneys. The hiring subcommittee of the Academic Affairs Committee used a rubric to prioritize 12 faculty positions. The prioritization was based on evidence contained in the program review as well as narrative support included in the program-

reflection component of the program-review template. The subcommittee submitted the prioritizations to the superintendent/president who approved four positions, including a Disabled Students Programs and Services coordinator/learning disability specialist and general counselor. During the 2013/14 program review cycle, the hiring subcommittee submitted prioritization of 18 faculty positions to the superintendent/president who approved the top ten, including seven teaching and three counselor positions.

As prescribed by MiraCosta's *Integrated Planning Manual*, the College's resource allocation processes undergo two types of assessments: biennially they are reviewed as part of a more expansive assessment of planning processes; annually, BPC begins each cycle of resource allocations by reviewing the effectiveness of the prior three years' resource allocations (Appendix E). This holistic review includes the effectiveness of MiraCosta's resource allocations, including those for new and replacement personnel, in advancing its mission, institutional goals, and institutional objectives.

III.B Physical Resources

Equipment support for distance education is fully integrated within MiraCosta's technology infrastructure used across all instructional and administrative areas of the College. All campus equipment is accounted for in the *Technology Plan 2011-2014* (Appendix TT). (A new three-year technology plan is currently being developed in conjunction with a new three-year strategic plan and online education plan.) The College's administrative procedure for equipment replacement ensures funds are established in the base annual budget for general equipment, instructional equipment, and technology equipment (Appendix C: AP 6306). In addition, the Online Education Program's budget supplements the College's equipment replacement budget by allocating money for various operational costs, such as to support the physical needs of the Teaching/Technology Innovation Center (see D.5).

Under MiraCosta's collegial consultation and governance process, BPC uses program review data to assess and determine funding necessary to meet all programmatic needs, including those related to facilities and equipment (see G.I.B). For example, a resource allocation request was submitted as part of the 2011/12 program review cycle to expand lab space in biology and chemistry (Appendix UU). This resource allocation request for additional lab space was rated as a high priority for the District through the integrated planning process, and funds for these projects were approved by the board of trustees in June 2011 (Appendix D).

As noted in section D.4, most students taking online classes at MiraCosta are also taking face-to-face classes, so the availability of support services and computer workstations on campus is important support for online education at the College. MiraCosta provides open computer labs in its library information hubs that are fully staffed with permanent full-time faculty and staff. Students using the computers are able to access the Blackboard or Moodle

learning management systems, participate in online classes, complete assignments, conduct academic research, and access email.

MiraCosta provides assistance to disabled students through the Disabled Students Programs and Services Office (noted in D.1). A full-time access specialist works with students, faculty, and staff to ensure full access to all instructional services provided by the College. The College's Oceanside Campus has a fully equipped student computer lab that enables disabled students to use computers via assistive technologies.

MiraCosta's Academic Proctoring Center, a member of the National College Testing Association (NCTA), proctors exams for online students at its Oceanside and San Elijo campuses. The center helps non-local students enrolled in MiraCosta online courses to identify the nearest NCTA-approved proctoring location and coordinate with the selected proctor on the transmission of test materials and proper testing procedures.

AIS supports all computers on campus as well as all campus wired and Wi-Fi networks, telephony systems, servers, and software. All computer applications used by distance education students are available 24 hours per day, 7 days per week except for scheduled maintenance and upgrades. AIS is also responsible for the security of all district software, including locking systems (Appendix C: AP 6520).

The members of the MiraCosta College Campus Police Department are responsible for protecting life and property on or near any property owned or controlled by the District (Appendix C: AP 6520). All of the College's physical resources are constructed and maintained to assure access, safety, security, and a productive learning and working environment. The College's Facilities Department assures the safety and security of its facilities at all three District sites (Appendix C: AP 6520). The department's director of risk management inspects physical facilities and grounds to identify and evaluate factors affecting safety, health, and security and to recommend corrective action. The director also acts as the District's Americans with Disabilities Act (ADA) coordinator. As the College's safety officer, the director of risk management is responsible for monitoring and assessing hazardous and unsafe situations and developing measures for assuring personnel safety.

III.C Technology Resources

MiraCosta has the necessary equipment and resources in place to support the proposed 98 educational programs 50 percent or more online. The College supports online education through many key technologies and facilities, such as open computer labs for student use and computers for all MiraCosta staff and faculty to use. MiraCosta provides a host of key software systems that support distance education, including Blackboard Learn, Moodle, Turnitin, Blackboard Collaborate, Camtasia Relay, and Read & Write Gold (see D.4).

Technology support for distance education is fully integrated within MiraCosta's technology infrastructure used across all instructional and administrative areas of the College. As noted above (III.B), AIS supports the College's operational systems, all of which are accounted for in the *Technology Plan 2011–2014* (Appendix TT). AIS coordinates the evaluation of technology growth, upgrade, replacement, and sustainability using a total cost of ownership framework. In this way, the College systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to meet the needs of MiraCosta's students and employees.

The College's integrated planning model and institutional program review process ensure the College's technology plan is reviewed regularly and includes priorities for maintaining and purchasing needed instructional equipment and software. The *Technology Plan 2011–2014*, which is currently being closed out as a new three-year plan is being developed, guides AIS's deployment of services and equipment for all technology on campus, including those technologies employed for online instruction.

The resource allocation process for meeting the needs of distance education is guided by the *Technology Plan 2011–2014*. Individual departments submit an annual program review that serves as a reflection on program performance and student learning. The process is also a vehicle for identifying technology needs, including those that support distance education. Examples include both the Astronomy Program's and Communication Program's identification of courses to be updated and offered via distance education based on student demand and space limitations (Appendix VV). Another example from AIS's 2012/13 program review was for institutionalizing funding for the online eTutoring service for students (Appendix VV).

As the *Technology Plan 2011–2014* explains, planning and budgeting for hardware includes the cost of acquisitions, support, and replacement on a standard cycle, using requests for technology acquisitions and reviewing respective replacement cycles. BPC evaluates new technology acquisition requests for funding, staff impact, maintenance, sustainability, security, and policy as dictated through the institutional program review process.

At MiraCosta, evaluating the effectiveness of the College's technological resources, including the support for those resources, is part of a continuous dialogue among constituent groups. Data for evaluation has come from surveys of students taking at least one distance education course in 2012 and 2013 (Appendix H), evaluation surveys of Professional Development Program-approved online education Flex workshops (Appendix Y), and dialogue in shared governance committees. Support services are available to students, faculty, and staff from multiple sources, including an in-house help desk for staff, in-person support for faculty at the Teaching/Technology Innovation Center, and support for students from trained staff in open labs located in campus libraries.

III.D Financial Resources

MiraCosta's institutional planning and resource allocation processes are rooted in the College's mission and institutional goals in order to assure that financial resources are sufficient to support all instructional programs and services, regardless of teaching and learning modality (see C.1 and D.5). The College's resource allocation processes are assessed biennially and annually as prescribed by MiraCosta's *Integrated Planning Manual* (see III.A).

The efficacy and sufficiency of budget allocations are reviewed annually through program review, the results of which are linked to the annual District budget development process per board policy (Appendix C: BP 6200). Program leads repurpose and request new funds based on identified program needs for online education in the same manner and method as for face-to-face learning.

The College's Budget and Planning Committee reviews programmatic needs each year based on program review and academic master planning. The committee is responsible for ensuring its final budget recommendation to the District superintendent/president includes support for all services and functions that result in student success across all modes of instruction. Figure 5 illustrates the linkages between institutional program review and resource-allocation prioritization at the College.

In addition to the integration of online education into regular budgetary processes, certain areas of the budget expressly refer to online education. The AIS budget, for example, covers software and hardware purchases, maintenance, and upgrades, and the Online Education Program's budget covers specific personnel and operational costs (see D.5).
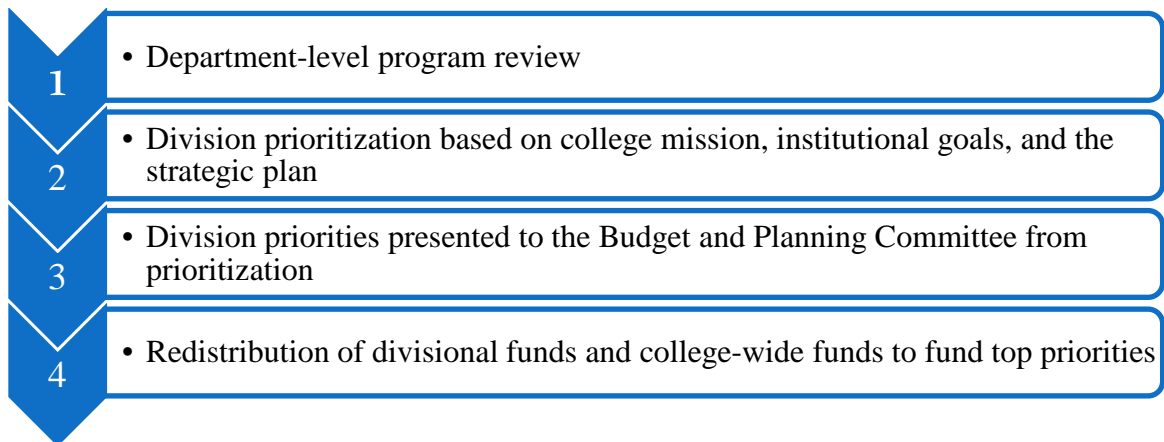
1 • Department-level program review

2 • Division prioritization based on college mission, institutional goals, and the strategic plan

3 • Division priorities presented to the Budget and Planning Committee from prioritization

4 • Redistribution of divisional funds and college-wide funds to fund top priorities

Figure 5. Program Review to Resource Allocation

The College works to ensure sufficient financial resources to support all costs associated with maintaining and growing quality distance education programs. In addition, MiraCosta

maintains appropriate internal and external financial control structures, engages in sound financial practices, maintains financial stability, and participates in an integrated institutional planning process that incorporates fiscal planning for short-term, mid-term, and long-term needs. Per board policy, the District's books, records, and internal controls are compliant with Generally Accepted Government Auditing Standards and/or Generally Accepted Accounting Principles (Appendix C: BP 6300). Annual audit reports of financials and supplemental information, most recently prepared for MiraCosta by Christy White Accountancy Corporation, are reviewed by the board of trustees and are available on the Business and Administrative Services' webpage (Appendix D: 1/22/14 minutes).
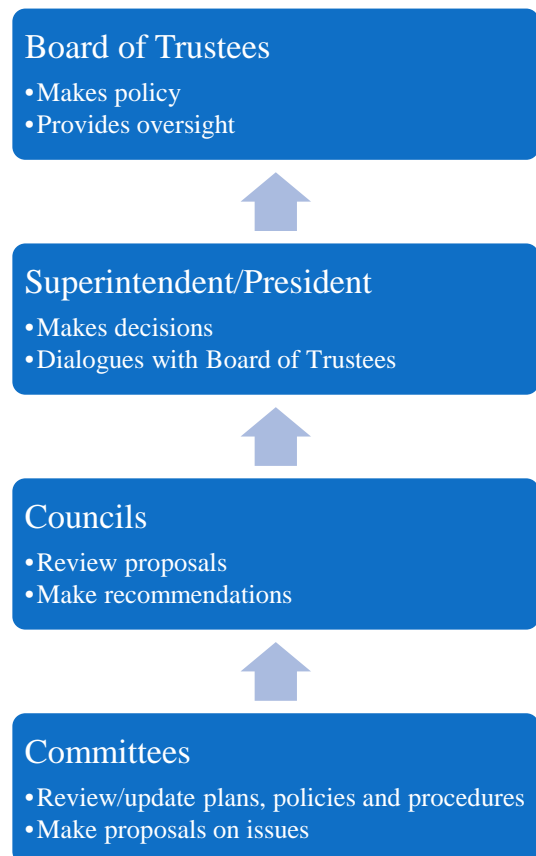
G.4 Standard IV: Leadership and Governance

IV.A Decision-Making Roles and Process

MiraCosta depends upon leadership contributions from all of its constituencies for continuous improvement of the College. MiraCosta defines collegial governance as the collaborative participation of appropriate members of the College in planning for the future and in developing policies and recommendations under which the College is governed and administered (Appendix C: BP 2510). The governance process clearly defines responsibilities for making collegial governance recommendations to the superintendent/president through four governance councils via committees.

The District's standing governance and advisory committees, including those directly involved in making decisions affecting distance education at the College, include appropriate representation by faculty, administrators, classified staff members, and students (Appendix C: BP 2510).

The Courses and Programs Committee, for example, reviews and approves local policies, procedures, and guidelines related to the College's curriculum (see C.5). This committee is comprised of thirteen faculty members, three administrators, two classified staff members, one associate (part-time) faculty member, and one student, all of whom were selected to participate by their appropriate constituent group. A subset of this committee comprised of full-time faculty, including the faculty director

Board of Trustees
- Makes policy
- Provides oversight

⬆

Superintendent/President
- Makes decisions
- Dialogues with Board of Trustees

⬆

Councils
- Review proposals
- Make recommendations

⬆

Committees
- Review/update plans, policies and procedures
- Make proposals on issues

of online education, and one administrator reviews all new and modified courses and programs (see E.1). The Courses and Programs Committee submits its recommendations to the Academic Senate Council, Classified Senate Council, Administrative Council, and Associated Student Government. Once these recommendations are approved, they are forwarded to the District board of trustees for approval and implementation.

Other governance and advisory committees responsible for addressing issues related to student learning in all programs and services regardless of delivery mode include the following (see C.5):

- Student Learning Outcomes and Assessment Committee
- Academic Affairs Committee
- Technology Advisory Committee
- MiraCosta Online Educators Committee
- Institutional Program Review Committee.

The faculty director of online education engages with governance bodies at all decision-making levels to assure that online education at the College is understood and appropriately considered. Recent presentations include the following (Appendix WW):

- The director reported on the progress of the online education plan to the Academic Affairs Committee.
- The director addressed the increased role that online education plays at MiraCosta to the Associated Student Government and expressly asked students for their input on improvements.
- The director discussed disaggregating and analyzing online outcomes data with the Institutional Program Review Committee and Student Learning Outcomes and Assessment Committee.
- In terms of institutional planning, the director presented to the Budget and Planning Committee on the relation of online education to the mission and to assure that requests for resource allocation related to online education are given due consideration.
- The director engaged with the Courses and Programs Committee, Academic Senate Council, and President's Cabinet in the development and approval of the revision of the administrative procedure on distance education (Appendix C: AP 4105).
- The director presented on the status of online education with the Academic Senate Council and Administrative Council in preparation for this substantive change proposal.

In this way, institutional support for online education at the College is adequately bolstered by the governing and decision-making bodies at MiraCosta.

IV.B Board and Administrative Organization

The seven elected members of the board of trustees each represent and reside in a specific area of the district. The term of office is four years, and members are elected at-large by the entire district. A student trustee elected by the student body also sits on the board. Delegating power and authority to the superintendent/president to effectively lead the District, establishing policies for and approving current long-range academic and facilities plans and programs, promoting orderly growth and development of the College, and establishing policies for and approving courses of instruction and educational programs, regardless of instructional modality, are among the board's fiduciary duties and responsibilities (Appendix C: BP 2200).

Board established policies and procedures for District operations are published as the MiraCosta Community College District Board of Trustees Policies and Administrative Procedures, which are available on the college website. The board reviews policies in accordance with recommendations from the Community College League of California Policy and Procedure Service.
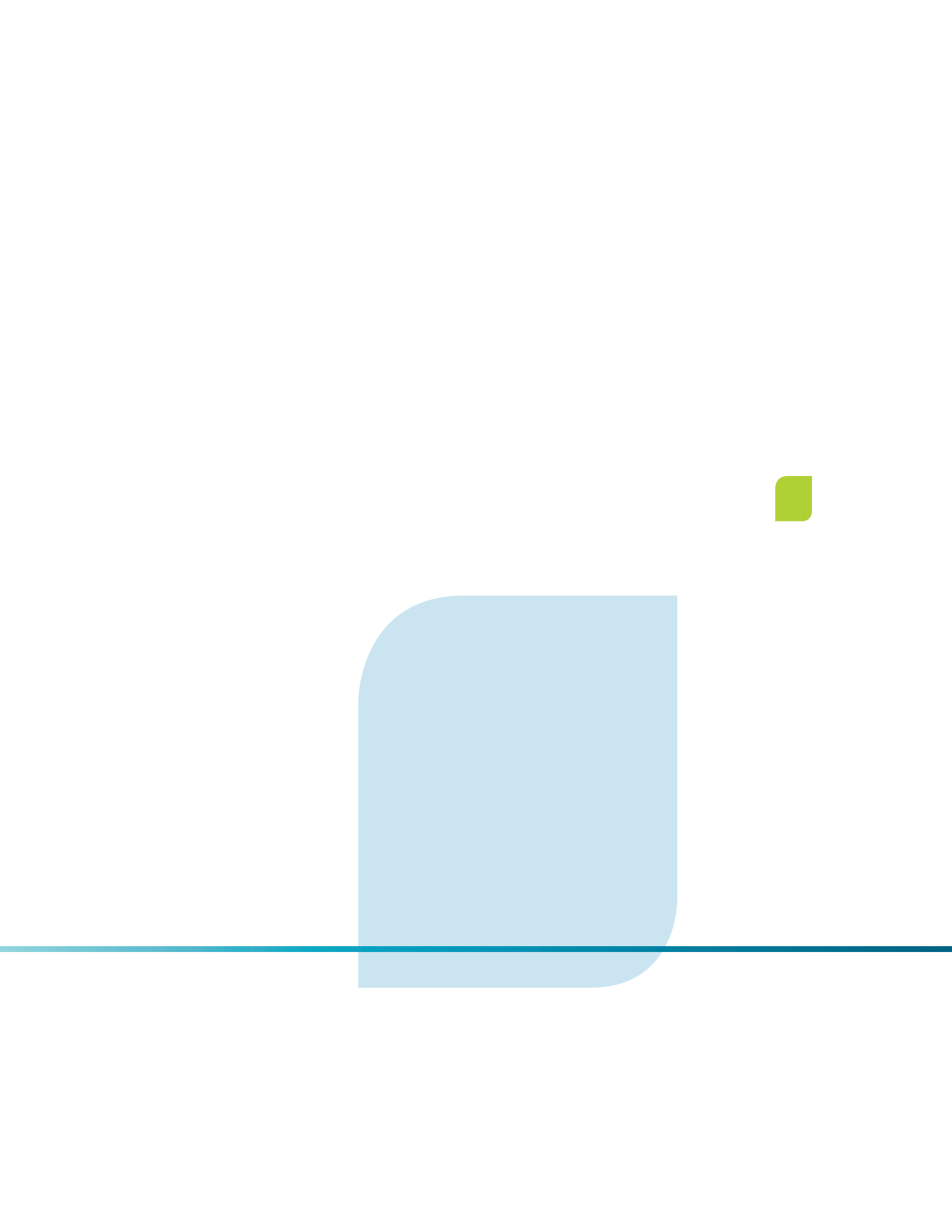
The superintendent/president has the ultimate authority and responsibility to the board of trustees and oversees the three main divisions of the College: Instructional Services, Student Services, and Business and Administrative Services. Furthermore, the superintendent/president can delegate authority and responsibility to appropriate administrators to carry out the functions of the College as defined in Board of Trustees Policy and Administrative Procedure 2430 (Appendix C: BP 2430/AP 2430).

The board approved the College's first online education plan in 2011, which advocated for a deeper integration of online education into the College's planning, decision making, and budgeting processes (see C.5). The plan also prescribed the hiring of a faculty director of online education, which the superintendent/president authorized in 2011. MiraCosta's superintendent/ president keeps abreast of issues related to student success and the College's programs, those offered face-to-face and online, through Cabinet meetings and weekly Executive Management Team meetings.

The board receives regular presentations and updates on the College's educational programs, student success, and accreditation, such as presentations/discussions on distance and online teaching and student services in March 2010 and February 2014, and presentations/ discussions on success for all students, including online learners, in April and November 2012.

Additionally, this *Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees and Certificates Through Distance Education* was presented to the District board of trustees for comments and discussion in February and March 2014

([Appendix D](#)). Online education updates are regularly included in informational board reports, and the board also received the updated administrative procedure on distance education as information in June 2013. In this way, the faculty director of online education and other college leaders update the superintendent/president and the board of trustees to ensure their oversight of the online education program.

MiraCosta Community College District