

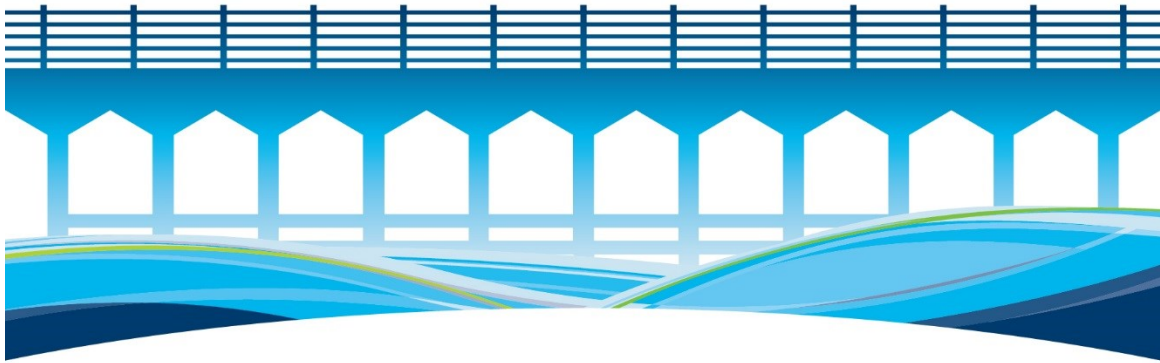
2016

Third Year Progress Report:

MiraCosta Adult High School



ADULT HIGH SCHOOL



M I R A C O S T A C O L L E G E

MiraCosta College Adult High School Progress Report

1831 Mission Avenue

Oceanside, CA 92054

MiraCosta Community College District

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Introduction



Introduction

General Description of School and Programs

Mission

MiraCosta College's Adult High School (AHS) prepares adults for higher education and increased employability in a supportive, challenging, accessible environment that respects and honors diversity.

History of the Institution

In spring 1934, the Oceanside-Carlsbad Union High School District Board of Trustees chose to establish a junior college department on the high school's campus, located in downtown Oceanside. In 1960, with the encouragement of state and county educational agencies, Oceanside and Carlsbad voters agreed to develop a separate junior college district to be governed by the same board of trustees that oversaw the high school district.

When the college separated from the high school districts to become Oceanside-Carlsbad Community College District, and soon thereafter the MiraCosta Community College District (MCCD), both Carlsbad and Oceanside Unified School Districts asked the college to accept responsibility for all adult education in the district.

As reflected in board of trustees (BOT) meeting minutes, the college agreed to accept that charge at a meeting on April 18, 1972. In addition, on June 23, 1972, the Oceanside Unified School District Board of Education granted MiraCosta College permission to grant eighth grade and high school diplomas. On August 1, 1972, the district's BOT approved the graduation requirements as submitted ([EV-1](#)).

In 1976, when the state determined that open community college districts would no longer be allowed, it annexed the San Dieguito geographic area, which included the cities of Del Mar, Solana Beach, Olivenhain, Encinitas, and Leucadia to the MCCD.

Because the San Dieguito Union High School District (SDUHSD) was already operating an adult school, MiraCosta College agreed not to offer noncredit classes or programs in that area of the district; however, at their request, in 2006 the college offered a few adult high school classes at the San Elijo Center to assist some SDUHSD students who had not passed the California High School Exit Exam. In 2015, MiraCosta College and the SDUHSD entered an agreement, whereby MiraCosta College began piloting adult high school classes at Sunset High School, a SDUHSD continuation school in Encinitas. The SDUHSD plans to transition its adult high school classes to MiraCosta College, which will continue to expand its adult high school course offerings at Sunset High School.

The community college districts bordering the MCCD are Palomar Community College District (PCCD) and San Diego Community College District (SDCCD). Palomar does not offer an adult high school, but the SDCCD does. At the request of the SDUHSD Board of Trustees, MiraCosta College did not offer its adult high school classes in the southern part of the district that borders the SDCCD. In 2015, however, the SDUHSD requested a change to this agreement, as summarized in the previous paragraph. In addition to collaborating with the SDUHSD to begin offering adult high school courses at Sunset High School, MiraCosta College works cooperatively with all the K-12 adult schools in nearby districts that do provide an adult high school.

Originally, the MiraCosta College AHS offered only evening classes in one wing of an Oceanside High School building. In the late 1970s, MiraCosta College also assumed responsibility for the general educational development program on Camp Pendleton, previously offered by the San Diego Army and Navy Academy private prep school. In the 1980s, MiraCosta College noncredit programs, including the AHS, moved from Oceanside High School to leased facilities in Oceanside. The new facility was called the Adult Learning Center. As a result of changes in the Camp Pendleton Marine Base population in the 1990s, MiraCosta College closed its offices and the AHS on the base; from that time until the present, the college has served the Marine Corps population off the base in Oceanside.

In 1998, the MCCD purchased 7.8 acres at 1831 Mission Avenue in Oceanside for the construction of a new facility to house the college's noncredit programs. The site included a strip mall with a large supermarket structure and a connected smaller structure plus two separate buildings containing fast-food restaurants.

The district invested approximately eight million dollars to purchase the site and remodel the strip-mall buildings as well as one fast-food building. Arby's® still leases the second restaurant building, and the college uses the revenue to help pay off the certificates of participation that funded the remodel. The current site, named the MiraCosta College Community Learning Center (CLC), is located in a commercial area bordered by residential areas and with bus stops nearby.

Basic Institutional Information

MiraCosta College AHS is the only post-secondary institution in coastal north San Diego County to offer an adult high school diploma. The program is tuition-free, with day and evening courses to accommodate the varying schedules of students in the community. The AHS is committed to classroom innovation and its faculty take a comprehensive approach to instructional modalities: AHS classes include face-to face instruction, open lab, and self-paced courses with one-on-one instruction. Furthermore, in fall 2014, the AHS began offering hybrid courses. This shift from traditional classroom instruction to flexible, technology-centric pedagogies and course offerings

allows faculty to respond more effectively to student needs and mirrors online educational approaches taking place within the college, around the state, and throughout the nation.

The CLC is one of four MCCD sites. In addition to the AHS, the CLC houses the following noncredit programs: Noncredit English as a Second Language (NCESL), Other Noncredit, and Short-Term Vocational. The CLC also offers selected credit college courses to assist students in transitioning from noncredit to credit programs. While many courses are offered at the center, AHS is the only CLC program offering the completion of a degree (high school diploma). The AHS is currently preparing to offer a Basic Education for Academic or Workforce Preparation Certificate of Competency.

The AHS prepares adults for higher education and increased employability in a simultaneously encouraging, challenging, and accessible environment that respects and honors diversity; an institutional area of strength noted by the 2013 WASC “Self Study Visiting Committee Report” was the AHS’s “nurturing environment” that fosters student support ([EV-2](#)). The report also noted the college administration and BOT have a “strong and ongoing commitment to the high school”; as such, the program is fully integrated within all MCCD policies and procedures.

School Address, Website, and Extension Sites

MiraCosta College
Oceanside Campus
One Barnard Drive
Oceanside, CA 92056
[MiraCosta College](#)

MiraCosta College
San Elijo Campus
3333 Manchester Avenue
Cardiff, CA 92007
[San Elijo Campus](#)

MiraCosta College
Community Learning Center
1831 Mission Avenue
Oceanside, CA 92058
[Adult High School](#)

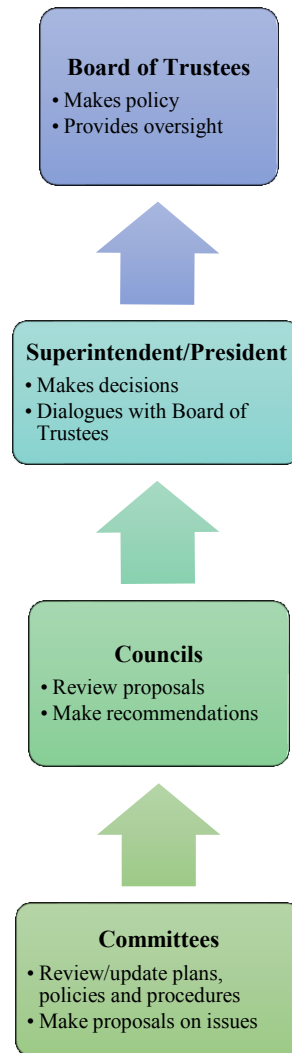
MiraCosta College
Technology Career Institute (TCI) & North
San Diego Small Business Development
Center (SBDC)
2075 Las Palmas Drive
Carlsbad, CA 92011
[Technical Career Institute](#)
[Small Business Development Center](#)

Governance Structure of the Institution

The M CCD is governed by an elected board of trustees and led by a superintendent/president; according to WASC feedback from the visit, these governing parties continue to “demonstrate a strong and ongoing commitment to the high school.” The dean of Behavioral Sciences, History, & Adult Education serves as the CLC site administrator and reports directly to the M CCD vice president of Instructional Services.

MiraCosta College’s governance structure consists of four primary groups: the board of trustees, the superintendent/president, committees and councils. Their responsibilities are as follows:

- The board of trustees serves as a policy making body that is responsible for the quality, integrity, and financial stability of the institution.
- The superintendent/president is the chief executive officer of the institution whose administrative staff assists in MiraCosta College’s operations, as illustrated in the MiraCosta College Organizational Chart ([EV-3](#)).
- Committees and Councils include administration, faculty, staff, and students. Their respective roles are defined through the MiraCosta College governance structure as well as Board Policy 2510, Administrative Procedures 2510 ([EV-4](#)), and the *M CCD Governance Manual* ([EV-5](#)).



The Institutional Effectiveness Committee was the college’s means of measuring the effectiveness of the governance structure’s processes. In 2015, however, the college reassessed its processes and procedures and found it needed to simplify governance. This led to the dissolution of the Institutional Effectiveness Committee, Steering Council, and President’s Cabinet and the creation of the Outcomes Assessment Committee (OAC) and College Council.

In addition to the OAC, five governance committees still form the basis of the decision-making structure at MiraCosta College:

- Academic Affairs Committee
- Budget and Planning Committee
- Courses and Programs Committee
- Institutional Program Review Committee
- Student Success Committee.

These governance committees develop and update plans, board policies, and administrative procedures and recommend them to the representative councils. Composed of members from all four constituent groups, committees have subject-matter purview and are advisory in nature to the councils ([EV-4](#)).

Councils review and approve recommendations and committee proposals, but do not expressly formulate plans, board policies, or administrative procedures. With the exception of the College Council, the other councils represent constituency groups and provide overarching support of MiraCosta College's decision-making processes. These include:

- Associated Student Government
- Academic Senate
- Classified Senate
- Administrative Council.

The College Council serves as a governance group that makes recommendations to the superintendent/president. It is the primary advisory for college-wide matters and has four primary functions:

- Provide input on district policy and procedure development.
- Ensure that policies, procedures, plans, and other matters are directed to the appropriate governance, operational, or working conditions groups.
- Ensure that governance processes and priorities, accreditation processes, integrated plans, and activities promote institutional effectiveness through collaboration, assessment, communication, coordination, and continuous improvement.
- Provide input on the development of BOT meeting dockets.

Examples of the kinds of issues under the purview of the College Council include maintaining the currency of the governance manual and assessing effectiveness of the governance system; developing processes for accreditation; guiding efforts to update the integrated planning manual; and facilitating progress of issues through the governance model. The College Council submits recommendations directly to the superintendent/president, who then either makes the final decision or forwards a recommendation to the BOT for approval.

Enrollment and Program Types at the AHS

The AHS issues high school diplomas and will soon offer the Basic Education for Academic or Workforce Preparation Certificate of Competency. Students can enter the program at different stages (as determined by their deficiency of courses) to achieve the high school diploma.

Typical Class Size

The average class size for the AHS ranges from 20 to 23 students. Program personnel examined fill rates and, as a result, adapted schedule needs, thus contributing to improved program efficiency and response to student needs. In the “Self-Study Visiting Committee Report,” the WASC visiting committee highlighted this attention to student schedules as an institutional area of strength.

Calendar System

The AHS utilizes an academic calendar approved by the district’s Academic Senate and BOT. Designated as the Noncredit Calendar, it operates on the same overall schedule as the Credit Academic Calendar with similar fall, spring, and summer start and end dates and all-campus holidays. Both calendars have four eight-week terms during the fall and spring and one term during the summer ([EV-6](#)).



Student/Community Profile Data

I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

A meaningful and relevant adult high school depends upon a critical review of community demographics and their correlation to the program's student population.

Community/Service Area Profile Data

The program's service area is Oceanside and Carlsbad as stipulated by an agreement with local unified school districts. The AHS is located in the CLC in a commercial area of Oceanside. Residential areas border the commercial area. Figure 1 depicts a map of the geographic region served by the program. Approximately 62 percent of AHS students come from Oceanside. The second largest group of AHS students resides in Vista (13 percent), which is outside the service area, but geographically close to the CLC; this proximity encourages students to choose between the MiraCosta College AHS and similar programs offered by the Vista Unified School District, based on personal decisions such as transportation, scheduling, and other matters of convenience.

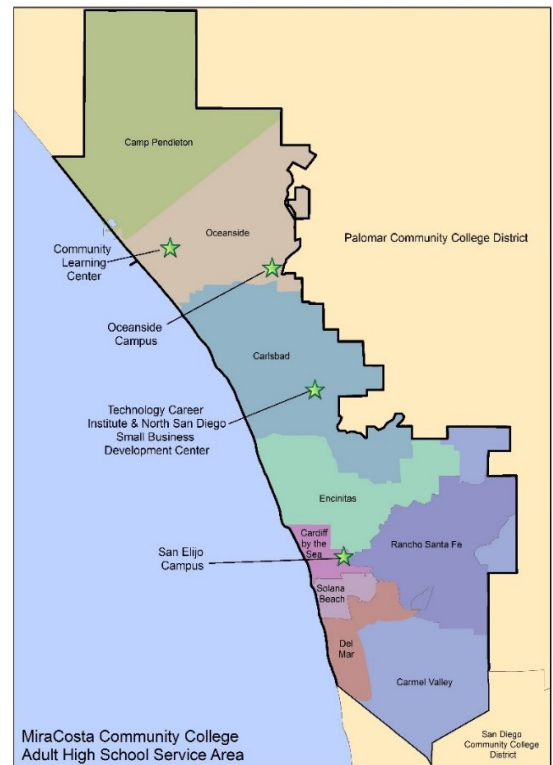


Figure 1. Geographical Map of AHS's Service Area
(Source: Office of Research, Planning and Institutional Effectiveness)

Population of AHS District Area

Figure 2 shows zip code boundaries within the AHS service area that display the density of adults who do not have a high school diploma.

The population of the AHS’s service area is projected to increase by approximately 7 percent over the next five years and 11.5 percent by 2030, as depicted in Table 1. However, during the recent recession, enrollment at the AHS declined. To minimize the decline and stabilize enrollment, the potential for AHS growth was addressed in the *2016 Education Plan Addendum (EV-7)* to the Comprehensive Master Plan. Such growth will be aided by the funds provided in the Adult Education Block Grant (AEBG) and by expansion into the southern portion of the MCCD.

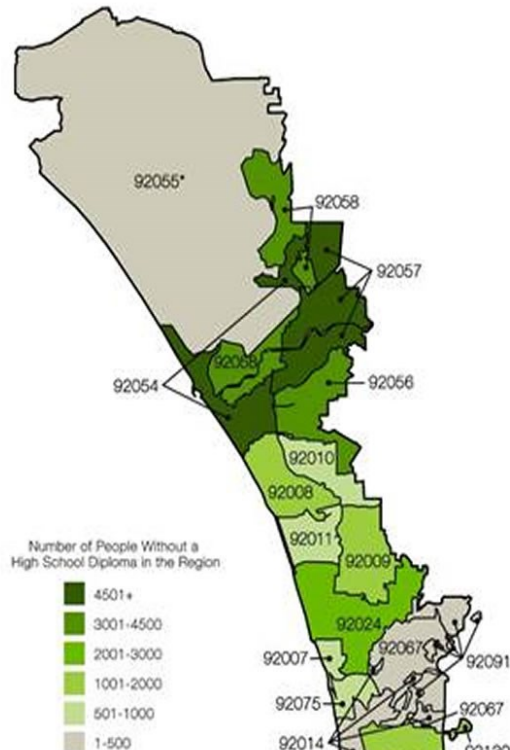


Figure 2. People without a High School Diploma by Zip Code
(Source: BW Research)

Table 1. Five- and Ten-Year Population Projections

Zip Code	2012	2020	2030	Change by 2020	Change by 2030
Carlsbad - 92008	27,720	29,632	31,982	6.9%	15.4%
Carlsbad - 92010	14,870	20,121	20,508	35.3%	37.9%
La Costa - 92009	41,297	43,455	44,404	5.2%	7.5%
La Costa - 92011	22,767	24,207	24,956	6.3%	9.6%
Camp Pendleton - 92054	38,116	40,440	44,684	6.1%	17.2%
Oceanside - 92056	52,333	55,451	57,489	6.0%	9.9%
Oceanside - 92057	55,101	57,869	59,158	5.0%	7.4%
Oceanside - 92058	23,498	23,827	24,242	1.4%	3.2%
Grand Total	275,702	295,002	307,423	7.0%	11.5%

(Source: SANDAG Projections October 2015)

AHS District Area Age, Gender, and Ethnicity

The two age graphs illustrated in Figures 3 and 4 show the current and projected age and gender makeup of the AHS service area in 2012 and 2030. Over the next 14 years, the number of people of typical college-going age (i.e., 20 to 29) is projected to decrease for both males and females. The same is true for males aged 10 to 19, while the 10- to 19-year-old female category shows a slight increase. Males will remain a greater percentage in the 20- to 24-year-old category, likely due to the presence of nearby Marine Corps Base Camp Pendleton.

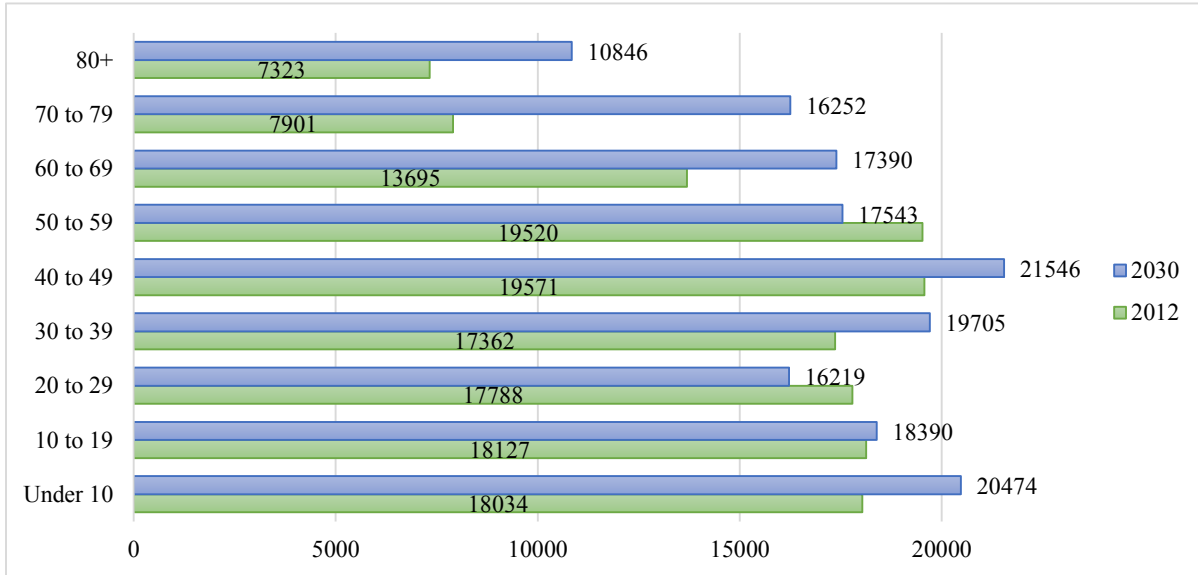


Figure 3. Population Projection by Gender – Female
(Source: SANDAG Projections October 2015)

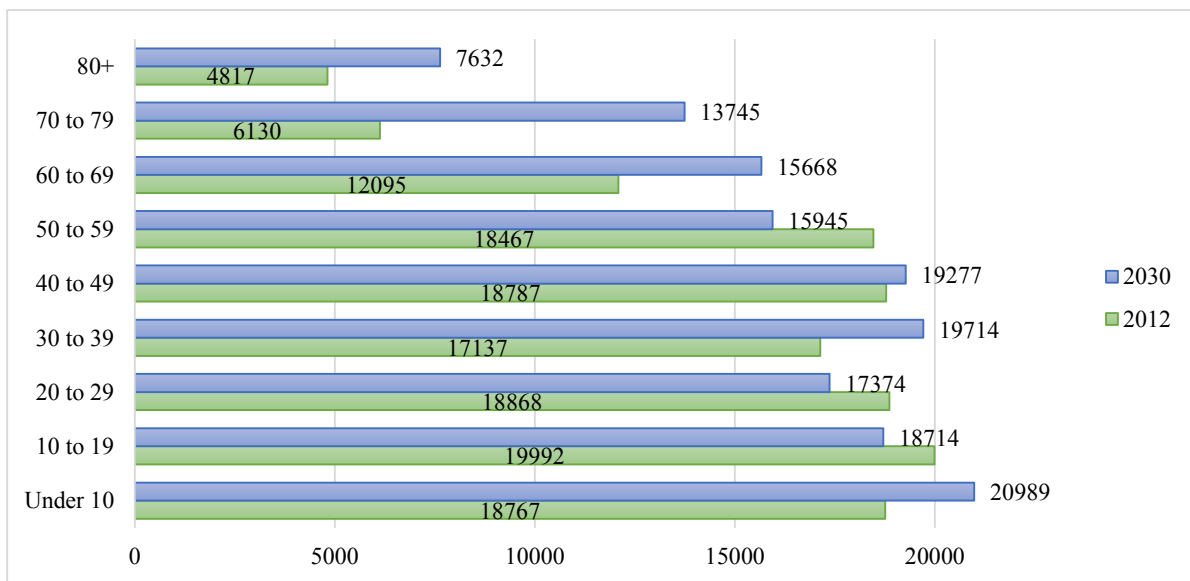


Figure 4. Population Projection by Gender – Male
(Source: SANDAG Projections October 2015)

As Figure 5 shows, the San Diego Association of Governments (SANDAG) projects the ethnic makeup of the AHS service area will shift over the next 14 years, with the largest increase occurring within the Hispanic population (from 28.3 percent in 2012 to 34.2 percent in 2030) and the largest decrease within the White population (from 57.5 percent in 2012 to 50.8 percent in 2030).

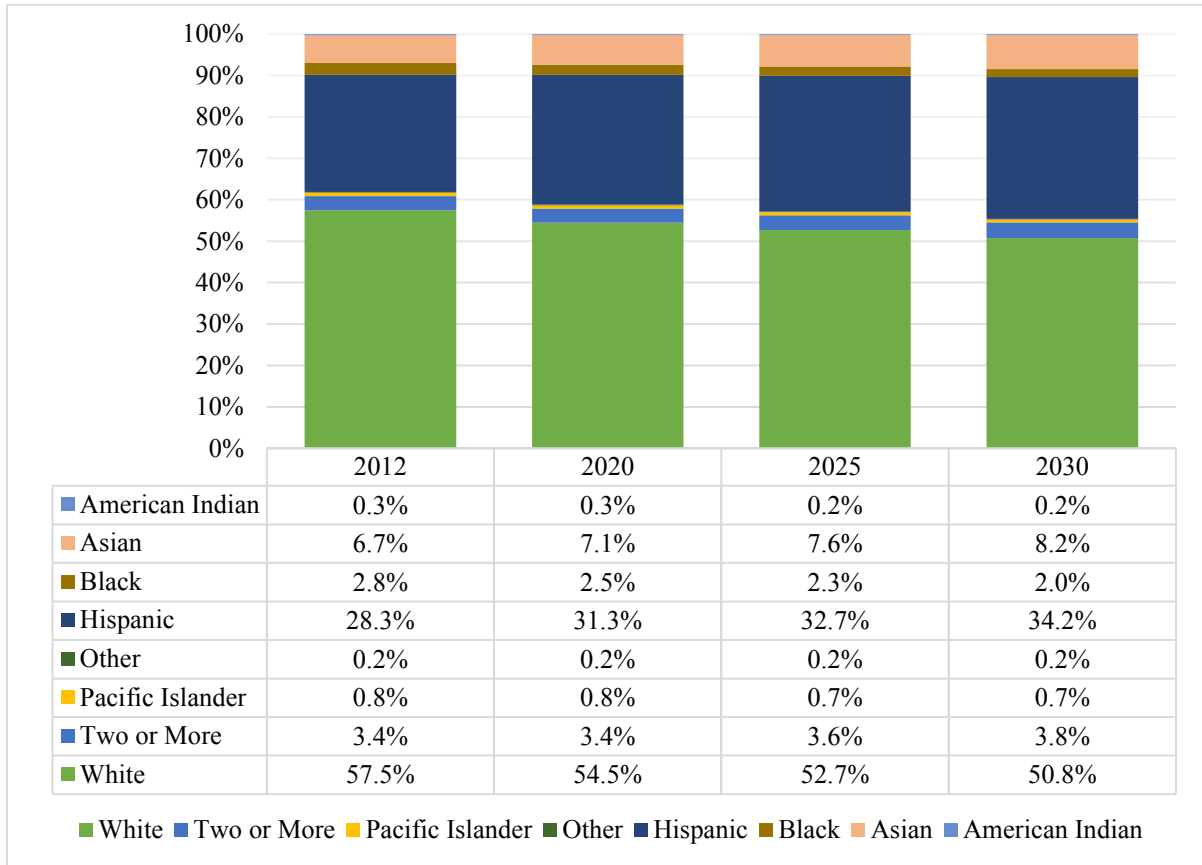


Figure 5. Change in Ethnic Makeup of the AHS Service Area 2012 and 2030
 (Source: SANDAG Projections October 2015)

Student Profile Data

Approximately 62 percent of the program's students are from Oceanside, where CLC is located. The second largest group of AHS students resides in Vista (13 percent), which is outside the service area. In observing this fact, the leadership team hypothesized that the proximity of the program's boundaries to the CLC allows students to choose between the MiraCosta College program and the adult high school diploma program offered through the Vista Unified School District. Table 2 represents student residency for the most recent academic year.

Table 2. 2014–2015 AHS Student Residency

City	Count	Percent of Total
Oceanside	492	62.1%
Vista	104	13.1%
Carlsbad	95	12.0%
Fallbrook	27	3.4%
Encinitas	25	3.2%
San Marcos	11	1.4%
Escondido	8	1.0%
San Diego	8	1.0%
Solana Beach	5	0.6%
Bonsall	3	0.4%
Cardiff	2	0.3%
San Luis Rey	2	0.3%
Temecula	2	0.3%
Borrego Springs	1	0.1%
Del Mar	1	0.1%
El Cajon	1	0.1%
La Mesa	1	0.1%
Los Angeles	1	0.1%
Murrieta	1	0.1%
National City	1	0.1%
Rancho Santa Fe	1	0.1%
Grand Total	792	100%

(Source: PeopleSoft Data October 2015)

Upon further review of the data, the leadership team noted that about one in four enrolled students resides outside the district’s service area, as illustrated in Figure 6. Further reflection led the leadership team to recognize the need to access database information from local school districts. Further analysis could aid in understanding why students choose the MiraCosta College program and how their needs may be met.

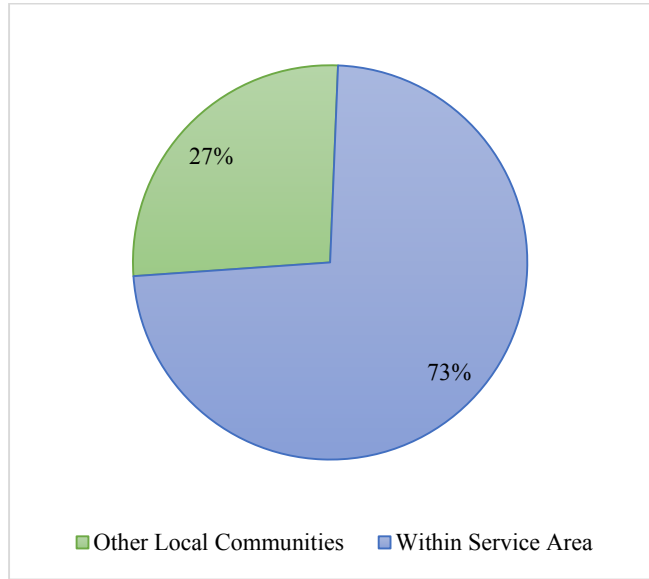


Figure 6. 2014–2015 Student Residency Based on Service Area
 (Source: PeopleSoft Data October 2015)

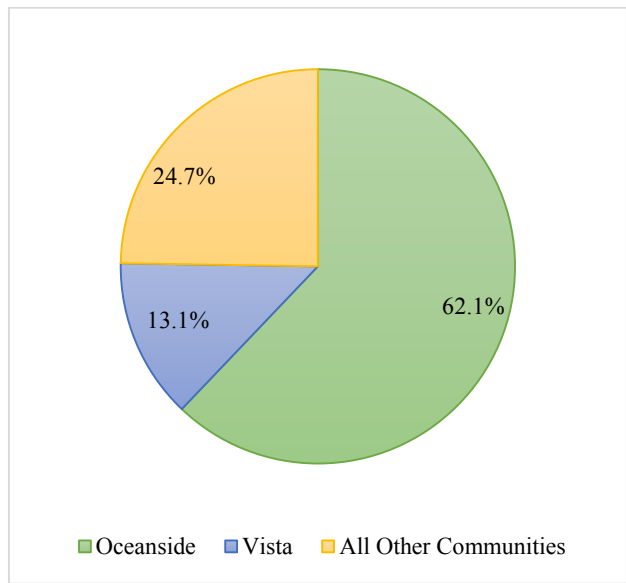


Figure 7. 2014–2015 Student Residency based on Oceanside, Vista, and other Communities
 (Source: PeopleSoft Data October 2015)

Student Age

Currently, almost half of the program's enrolled students (46 percent) are aged 18 to 24, with approximately three-fourths of the total student population under the age of 30. The population of students aged 25 to 29 has increased by approximately four percentage points over the last five years, while the percentage of students aged 18 to 24 has declined over the same period (Table 3).

Table 3. Enrollment by Age over Five Years (Percentage)

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
17 and Under	6.6%	10.3%	10.4%	9.9%	9.9%
18 to 20	33.4%	28.8%	29.9%	27.9%	27.9%
21 to 24	22.4%	22.4%	21.2%	18.6%	18.1%
25 to 29	13.9%	13.5%	14.8%	18.5%	18.1%
30 to 34	8.5%	9.0%	7.7%	8.2%	10.0%
35 to 39	4.9%	4.4%	4.9%	5.7%	4.0%
40 to 44	5.2%	4.2%	3.8%	3.5%	3.4%
45 to 54	4.0%	5.2%	5.5%	6.3%	7.1%
55 to 64	0.7%	1.6%	1.3%	1.2%	0.9%
65 and Over	0.5%	0.7%	0.6%	0.3%	0.8%
(n)	850	747	854	810	792
Total	100.0%	100.0%	100.0%	100.0%	100.0%

(Source: PeopleSoft Data October 2015)

Student Gender

The gender composition of students enrolled in the AHS has remained steady and about equally split between males and females over the past four academic years (Table 4).

Table 4. Enrollment by Gender

Gender	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Female	48%	52%	54%	53%	53%
Male	52%	48%	46%	47%	47%

(Source: PeopleSoft Data October 2015)

In evaluating the enrollment trends by gender, the leadership team reviewed the drop-out gender discrepancies for the local high schools and found males who drop out of high school appear to be an underrepresented group in the AHS student population. The AEBG provides funding for pathways that encourage students to move from noncredit coursework into credit institutions and professional careers. Data show gender disparities, especially with young men of color, who tend to experience lower enrollment and persistence rates. In order to identify support systems that will better serve vulnerable populations, MiraCosta College is conducting additional research to

determine specific roadblocks for young men of color and to devise ways to remove these obstacles through tailored support programs and resources. The college has been working with the Minority Male Community College Collaborative through San Diego State University to help address the achievement gap.

Gender is an area the AHS team is interested in exploring. Better student background information is needed at the point of enrollment to see if the AHS is providing an educational alternative for students who have stopped attending local high schools; as such, the noncredit research analyst is working with student support staff to revise a supplementary questionnaire that students complete during registration ([EV-8](#)). This information will supplement California Community Colleges Chancellor's Office (CCCCO) Management Information Services (MIS) data collected by way of each student's registration application.



Student Ethnicity

The ethnic breakdown of AHS students indicates that more than 80 percent are from historically underrepresented groups (Figure 8). AHS student enrollment does not mirror the ethnic breakdown of the district’s residents, as Figure 8 demonstrates.

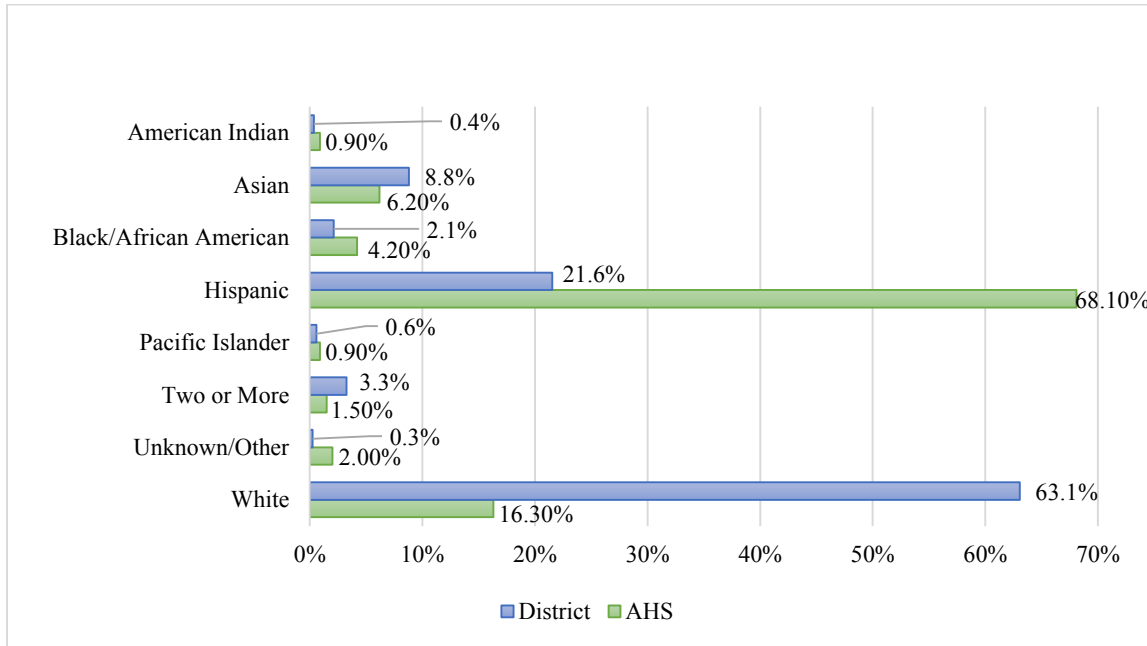


Figure 8. 2014–2015 District Population by Ethnicity
 (Source: PeopleSoft Data October 2015)



A review of Figure 9 indicates that the Hispanic student population within the AHS has increased about five percentage points over the past five years, while the White student population has similarly decreased. Other ethnicities have varied little over that same time period.

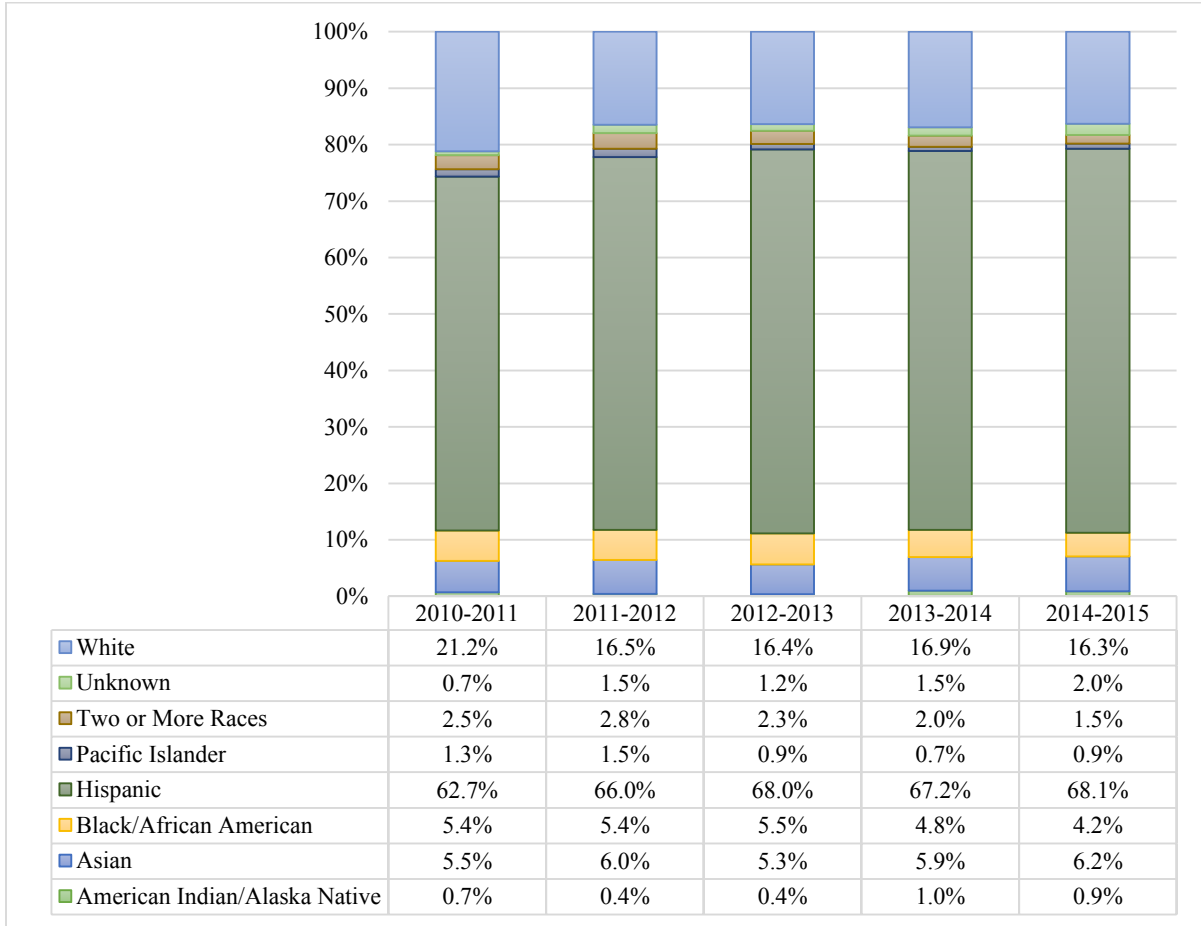


Figure 9. AHS Ethnic Distribution by Academic Year
 (Source: PeopleSoft Data October 2015)

These data bring to light the importance of understanding the needs of underrepresented student groups so that more tailored student services and instruction can be provided to maximize their success. The data also demonstrate the value the AHS is for the district’s most vulnerable populations.

Faculty and Staff Profile Data

The AHS employs a total of 57 full-time and part-time administration, faculty, and staff, as depicted in Table 5. In 2015, two full-time counselors resigned: one retired and the other was hired as a credit counselor. The AHS is currently filling the non-credit counseling needs with part-time counselors and is in the process of hiring two full-time, non-credit counselors for

2016–2017. In addition, a noncredit Student Success and Support Program (SSSP) coordinator position was added and is being filled on an interim basis. Through the program review process, the AHS analyzes its current administrative and teaching staff and requests additional personnel to meet the AHS’s needs as necessary.

Faculty and Staff Gender

In the two years since the self-study, the AHS has added 20 employees, mostly instructional faculty. The counseling ranks have more than doubled, and staffing has increased significantly in order to better serve students. The ratio of females to males has remained approximately the same (Table 5).

Table 5. Personnel Count by Gender

Assignment	2013		2015	
	Female	Male	Female	Male
Administration	1	0	1	0
Instructional Faculty	14	6	22	10
Counselors	4	0	10	0
Staff	6	3	8	3
Librarian	2	1	2	1
Total	27	10	43	14

(Source: AHS Internal Data)

Faculty and Staff Ethnicity

While Hispanics comprise 68 percent of the total student body, they make up 28 percent of the faculty and staff ranks, as illustrated in Figure 10. This is a reflection of the community served by the CLC, but not necessarily the CLC student population. The district is currently involved in a robust dialogue surrounding student equity and is beginning a conversation related to recruiting and hiring a faculty and staff population that is more representative of the AHS student population.

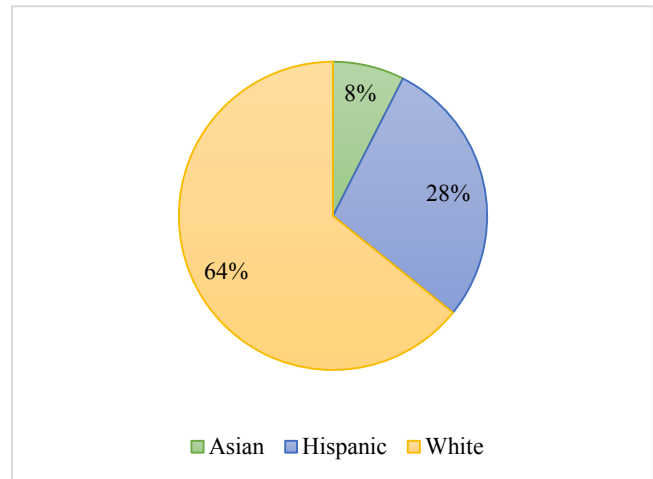


Figure 10. 2014–2015 AHS Personnel by Ethnicity
(Source: AHS Internal Data)

Schoolwide Learning Outcomes

Student learning is assessed at three critical levels at MiraCosta College (and likewise at the AHS): institutional, program, and course.

Institutional Level Outcomes

Institutional learning outcomes (ILOs) at MiraCosta College were created to measure the broad-based learning that occurs for all students, regardless of program or certificate. MiraCosta College's ILOs parallel the general education outcomes that are measured as a part of degree completion.

MiraCosta College has established five ILOs:

- Effective Communication
 - Write, speak, read, listen, and otherwise communicate.
 - Communicate clearly, accurately, and logically.
 - Communicate appropriately for the context.
- Critical Thinking and Problem Solving
 - Define and analyze problems clearly.
 - Think independently, creatively, logically, and effectively.
 - Apply appropriate problem solving methods.
 - Analyze and synthesize information from multiple perspectives.
- Professional and Ethical Behavior
 - Demonstrate responsible and professional conduct, in the classroom, workplace, and community.
 - Demonstrate the ability to work independently and collaboratively.
- Information Literacy
 - Identify information needed.
 - Collect information effectively and efficiently.
 - Evaluate and analyze information.
 - Use and apply information accurately and appropriately.
- Global Awareness
 - Demonstrate respect for diversity and multiple perspectives.
 - Value his/her place and role in an increasingly interconnected global community.
 - Demonstrate cultural and environmental awareness.

AHS Program- and Course-Level Student Learning Outcomes

Through the self-study process and analysis, the leadership team realized AHS's program student learning outcomes (PSLOs) needed to be connected more directly to the school's student population. Moreover, ILO evaluations needed to reflect the level of achievement appropriate for a high school diploma. Therefore, AHS PSLOs were re-written in spring 2013 to better map to the ILOs.

The AHS has four PSLOs ([EV-9](#)):

- Students will obtain an awareness of, and preparation for, higher education.
 - Effective oral and written communication
 - Critical thinking and analysis for academic problem solving
 - Reading comprehension skills necessary for continued education
 - Increased knowledge of higher education options
- Students will acquire improved workplace skills for employability.
 - Critical thinking and analysis for workplace problem solving
 - Effective oral and written communication for the workplace
 - A facility with numbers for real world applications
 - Reading comprehension skills necessary for the workplace
- Students will demonstrate improved self-efficacy.
 - Technology literacy through a variety of mediums
 - Efficient use of student services
 - Responsible conduct in an academic and professional environment
- Students will model a sensitivity to and awareness of diverse perspectives.
 - Exposure to multiple cultural and historical perspectives
 - Demonstration of diversity awareness

AHS PSLOs are highly informed by institutional outcomes and the AHS mission to prepare noncredit students for higher education and the workforce. While AHS faculty do not expect all noncredit students to achieve all institutional outcomes, they will consider the qualitative and quantitative measures described to assess student readiness to achieve institutional-level outcomes.

Each AHS course records its three course-level SLOs (CSLOs) and associated methods of assessment in an official course outline of record, which is stored in the college's online course management system (CurricUNET) ([EV-10](#)). Faculty assess their CSLOs each term, and the assessment records are maintained in MiraCosta College's online reporting program and repository (TracDat) ([EV-11](#)).

CSLOs continue to be assessed every time a course is taught. All full-time and associate faculty members participate in course-level assessment. The faculty secretary then annually compiles the data, and full-time faculty create a comprehensive chart of the SLO assessment results accordingly. This chart is reviewed by faculty work groups toward the end of each spring semester. As a result of this process, CSLOs in English, math, and social science courses have recently been revised to better reflect alignment with PSLOs and to streamline the outcomes

process. This resulted in revised course outlines of record to be implemented in the latter half of the 2015–2016 school year. The course-level process described has positioned the AHS to move effectively into a more streamlined process for evaluating program and institutional outcomes.

PSLOs have become a larger focus for AHS, are now posted in all classrooms, and have been included in all course syllabi effective spring 2016. AHS faculty worked closely with the faculty secretary to develop a tracking system that synthesizes course-level data and allows AHS to seamlessly apply the data to program-level outcomes. Program-level data compiled for the 2014–2015 school year will be analyzed by faculty work groups in fall 2016, with the expectation that this procedure will be added to the AHS annual program review beginning spring 2017. In addition to these data, AHS faculty have begun piloting a student survey that measures achievement of PSLOs in select courses; AHS will expand this survey to all courses by fall 2016 ([EV-12](#)). These data are based on student perceptions and provide qualitative data that, combined with quantitative data, will provide a more comprehensive means to analyze outcomes. Based on an analysis of the survey data from 2014–2015, English faculty updated CSLOs for informational literacy. These changes improved the ability to assess student attainment of that skill. Since CSLOs are mapped to PSLOs, this in turn helps improve the achievement of program-level information literacy. Survey results also informed the AHS program review process, resulting in a request for library support services.



All outcome assessments follow a feedback loop, illustrated in Figure 11. This process gives the faculty a mechanism for maintaining continuous quality improvement.

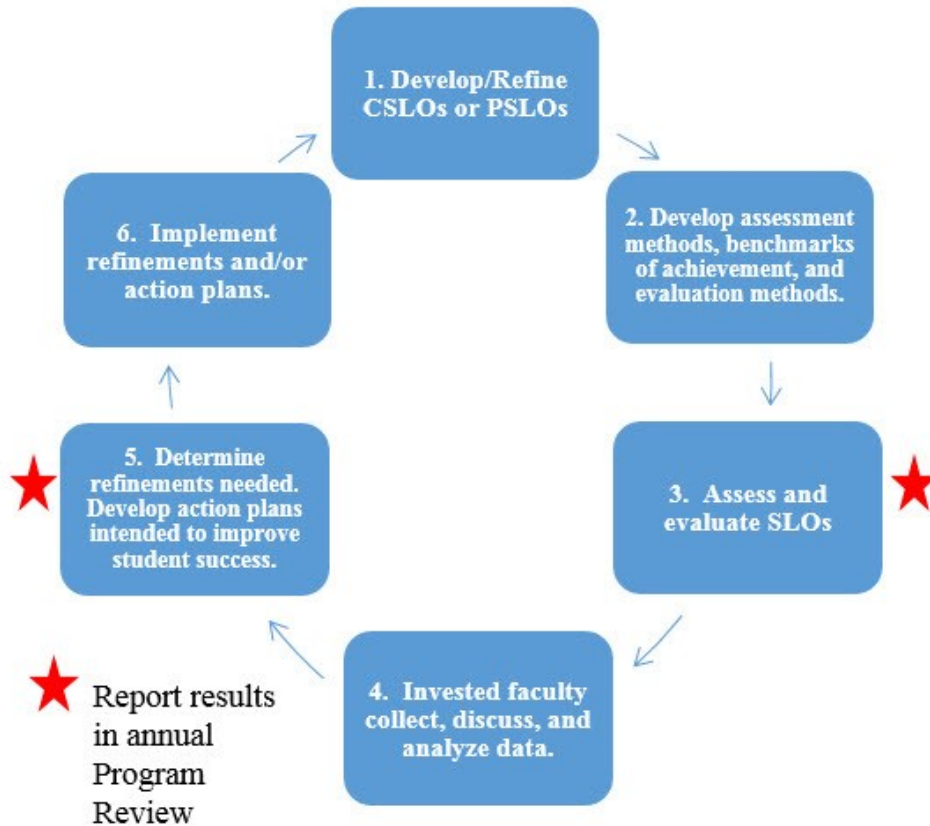


Figure 11. MiraCosta College SLO Assessment Loop

Outcomes assessment and student achievement data are incorporated into all program reviews to guide pedagogical improvements, curriculum analyses and review, resource allocations, organizational improvement, and quality assurance.

Student Achievement Data

The AHS captures and reviews four critical metrics to measure student success and achievement: retention, success, diploma completion rate, and transition to MiraCosta College credit coursework.

- **Retention** is defined as the percentage of students who enroll and do not withdraw from the class. This definition applies to both credit and noncredit programs.
- **Success** in AHS classes is defined as the percentage of students who pass a course with a grade of “D” or better. Success rates are disaggregated based on gender, ethnicity, and age. Additionally, success rates are reported by discipline. In collecting these data, the AHS became aware that there were varying definitions of data being used between the AHS and the college to report student success, specifically related to the passing of competency areas. The dean of Behavioral Sciences, History, & Adult Education is working with the MCCD registrar and the Office of Research, Planning & Institutional Effectiveness (RPIE) to develop a common definition that will best reflect the success of students who pass one or more competency areas.
- **Diploma completion rate** is defined as the number of diplomas granted in an academic year.
- **Transition to MiraCosta College credit coursework** is based on the percentage of first-time AHS students who took at least one credit course after their first AHS course. Students with previous college credit are not included in the cohort. Students who attempted a credit course simultaneously or following their first AHS course were included in the percentages.



Course Success and Retention

The overall rates of success and retention have decreased slightly over the past five years (Figure 12). While the school will continue to monitor trends and provide initiatives and support designed to improve those numbers, AHS leadership has also begun researching data on retention rates at peer adult high schools to better assess whether the AHS's current retention and success rates are at acceptable levels. In addition, in the interest of student equity and with the assistance of the district's RPIE office, the AHS disaggregated success and retention data by discipline and success data by age, gender, and ethnicity to ascertain outcome differences.

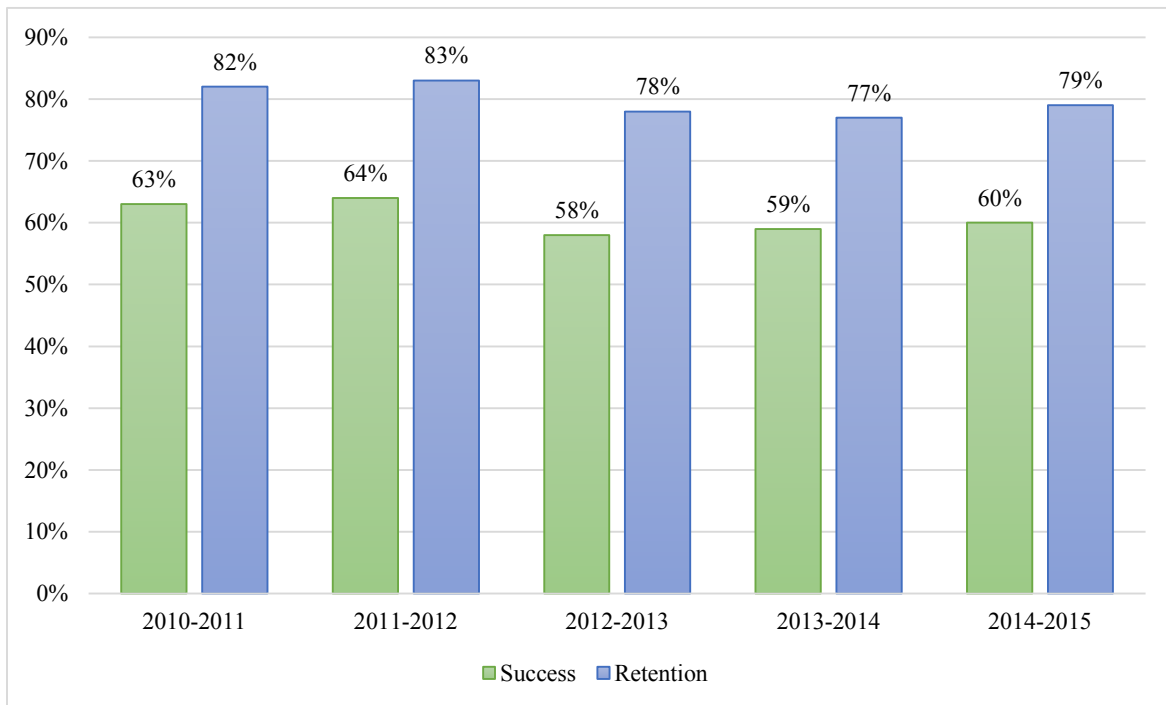


Figure 12. Success and Retention of All AHS Enrollments by Academic Year
(Source: PeopleSoft Data October 2015)

Course Success and Retention by Discipline

Table 6 displays success rates by discipline for the past five academic years. From 2010 to 2015, overall retention rates exceeded 75 percent (Table 7). The high retention rates may be attributed to the short-term, eight-week courses.

Table 6. Success by Discipline

	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015
High School American Government	73%	82%	61%	62%	66%
High School Economics	64%	73%	69%	70%	59%
High School English	64%	63%	57%	57%	56%
High School Introduction to Fine Arts	75%	66%	73%	65%	74%
High School Mathematics	57%	59%	52%	59%	59%
High School Science	62%	61%	59%	60%	64%
High School U.S. History	62%	63%	59%	53%	72%
High School World History and Geography	74%	73%	68%	74%	83%
Overall	64%	67%	61%	59%	67%

(Source: PeopleSoft Data as of October 2015)

Table 7. Retention by Discipline

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
High School American Government	84%	90%	78%	72%	72%
High School Economics	79%	87%	85%	79%	76%
High School English	81%	84%	80%	81%	80%
High School Introduction to Fine Arts	78%	79%	81%	71%	76%
High School Mathematics	82%	81%	73%	74%	76%
High School Science	85%	80%	73%	76%	82%
High School U.S. History	78%	80%	78%	65%	89%
High School World History and Geography	85%	82%	87%	84%	86%
Overall	81%	83%	79%	76%	78%

(Source: PeopleSoft Data October 2015)

Success and retention rates vary across disciplines, as Tables 6 and 7 illustrate. The leadership team is particularly interested in the potential barrier relatively low success in core subjects such as mathematics and English might play in students achieving their diploma. Also, although AHS math retention rates exceed credit math retention rates, the gap between success and retention rates in mathematics and English reveals a potential need for additional support; this factor contributed to the decision to expand and remodel the CLC Math Learning Center, a resource for students struggling to complete math classes. Also, the drop in 2012–2013 success rates has prompted the AHS leadership team to work with the district’s RPIE office to analyze data for that time period and determine whether programmatic shortcomings or external influences such as regional economic trends may have impacted student success.



Course Success by Age, Ethnicity, and Gender

On average, success rates for younger students tend to be lower than for students over the age of 25, as Table 8 demonstrates. With over 60 percent of the current AHS student population under the age of 25, the leadership team wants to explore the underlying factors in their success and how those factors might be improved in younger learners.

Table 8. Success Based on Age

		2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
17 and Under	%	56.5%	63.0%	51.5%	62.8%	61.0%
	#	147	211	233	223	210
18 to 20	%	52.4%	53.0%	47.4%	48.4%	46.1%
	#	946	723	753	783	718
21 to 24	%	67.8%	62.8%	54.8%	49.3%	51.3%
	#	633	572	608	471	384
25 to 29	%	67.4%	71.4%	67.9%	61.3%	66.2%
	#	390	287	333	486	450
30 to 34	%	73.4%	74.6%	68.2%	74.8%	71.3%
	#	271	205	217	242	289
35 to 39	%	75.0%	80.6%	76.1%	73.9%	80.3%
	#	124	93	138	138	142
40 to 44	%	67.2%	85.9%	57.4%	75.6%	84.5%
	#	131	99	101	131	103
45 to 54	%	80.0%	76.2%	74.4%	74.0%	72.2%
	#	130	147	164	204	212
55 to 64	%	57.9%	59.3%	63.2%	75.9%	59.1%
	#	19	27	38	29	22
65 and Over	%	81.8%	54.5%	81.8%	83.3%	75.0%
	#	11	11	11	6	20
Overall	%	67.9%	68.1%	64.3%	67.9%	66.7%
	#	2802	2375	2596	2713	2550

(Source: PeopleSoft Data October 2015)

Female success rates have exceeded those of male students for the past five academic years, as Table 9 demonstrates.

Table 9. Success Rates by Gender

		2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Female	%	67%	66%	61%	63%	65%
	#	913	800	851	982	947
Male	%	60%	62%	55%	54%	55%
	#	967	824	756	718	688
Overall	%	63%	64%	58%	59%	60%
	#	1880	1624	1607	1700	1635

(Source: PeopleSoft Data October 2015)

In addition to the smaller Asian and Pacific Islander populations, success rates for Hispanic students exceed the overall success rate of AHS students (Table 10).

Table 10. Success Rates Based on Ethnicity

		2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
American Indian/Alaska Native	%	29%	56%	29%	54%	9%
	#	117	133	30	126	7
Asian	%	77%	73%	73%	75%	68%
	#	226	240	200	238	222
Black/African American	%	56%	50%	37%	60%	55%
	#	1149	1022	1036	1115	1074
Hispanic	%	63%	66%	58%	59%	62%
	#	1862	1567	1773	1869	1756
Pacific Islander	%	68%	59%	78%	50%	68%
	#	54	28	36	13	19
Two or More Races	%	53%	50%	55%	40%	49%
	#	9	94	12	14	22
Unknown	%	62%	74%	43%	35%	49%
	#	212	208	233	241	234
White	%	64%	60%	60%	59%	57%
	#	3339	2720	2984	3116	2960
Overall	%	59%	61%	54%	54%	52%
	#	6959	5918	6292	6718	6272

(Source: PeopleSoft Data October 2015)

With these data sets in mind, AHS leadership is designing research questions related to student success across ages, genders, and ethnicities, and will analyze quantitative and qualitative data to illuminate student success factors.

Diploma Completion Rate

The 2010–2011 academic year had a larger number of graduates, which paralleled the increase in enrollment for that time period. Over the past five years, class sizes have decreased as have the number of diplomas awarded (Figure 13).

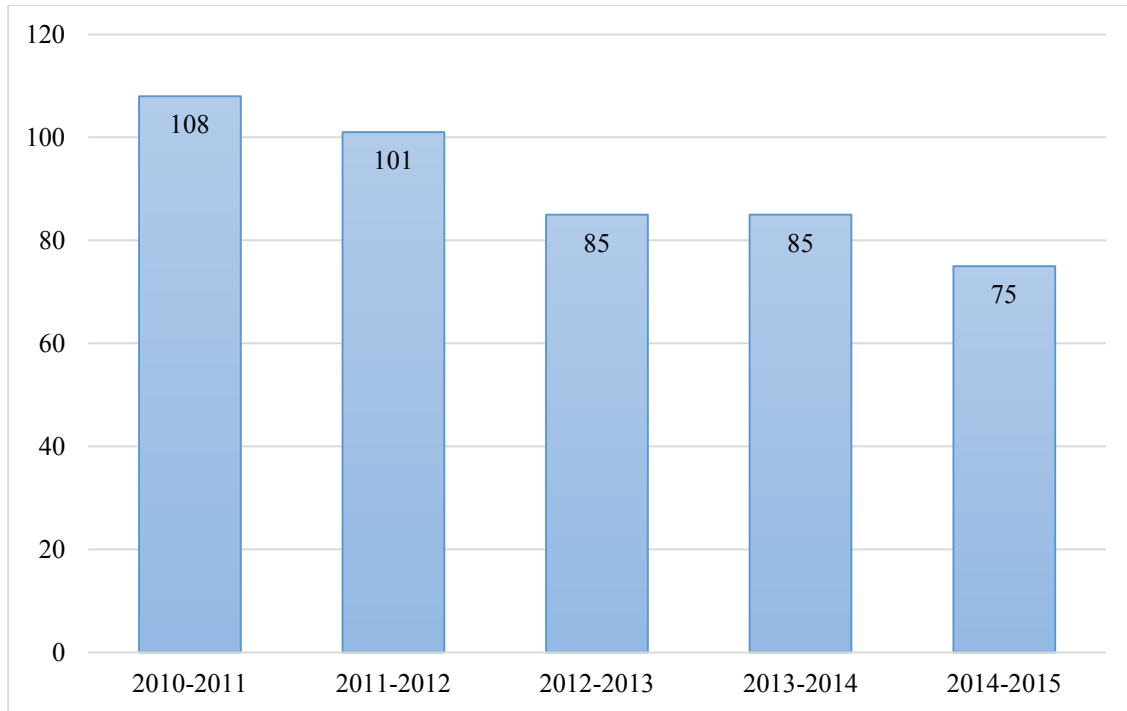


Figure 13. High School Diplomas Awarded by Academic Year

(Source: AHS Internal Data)

Figures 14 and 15 present graduation rates disaggregated by age and gender, respectively. While most age categories show variation over time, the 21-24 age group has shown a steady decrease over the last five years in the number of diplomas earned.

In 2014–2015, students aged 18 to 24 comprised 46 percent of the AHS population and received 47 percent of the diplomas, a number consistent with their enrollment. Students aged 25 to 34, however, comprised 28.1 percent of the 2014–2015 AHS population but received 35 percent of the diplomas.

For gender, 2014–2015 graduation rates remain relatively proportionate to enrollment rates: 53 percent of the AHS population and 55 percent of its graduates were female; 47 percent of the AHS population and 45 percent of its graduates were male.

High School Diplomas Awarded by Age

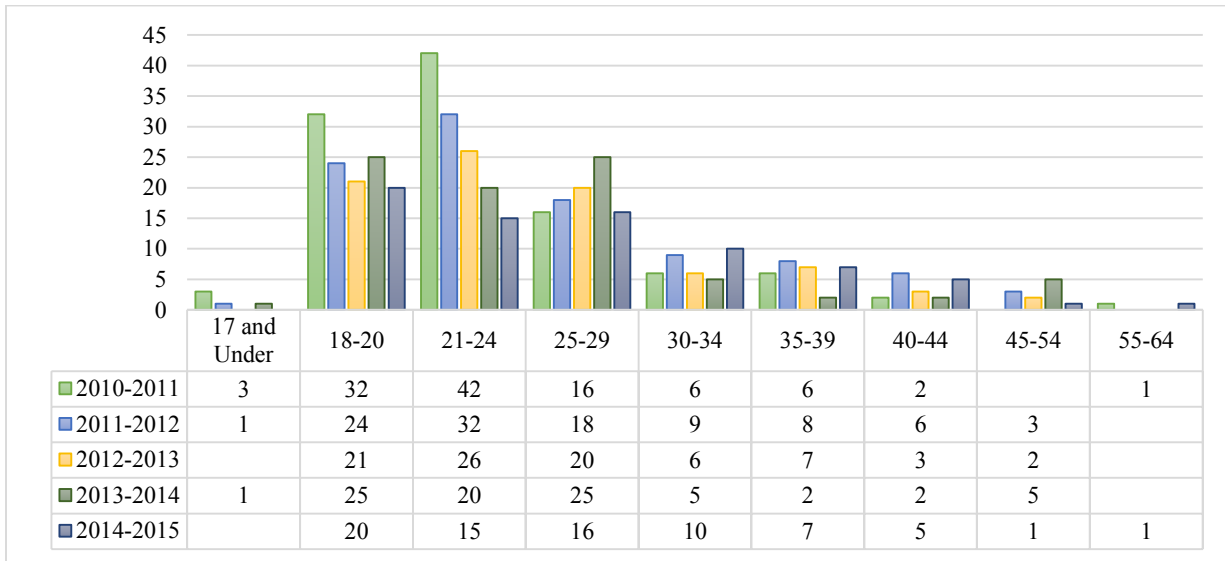


Figure 14. High School Diplomas Awarded by Age
(Source: AHS Internal Data)

High School Diplomas Awarded by Gender

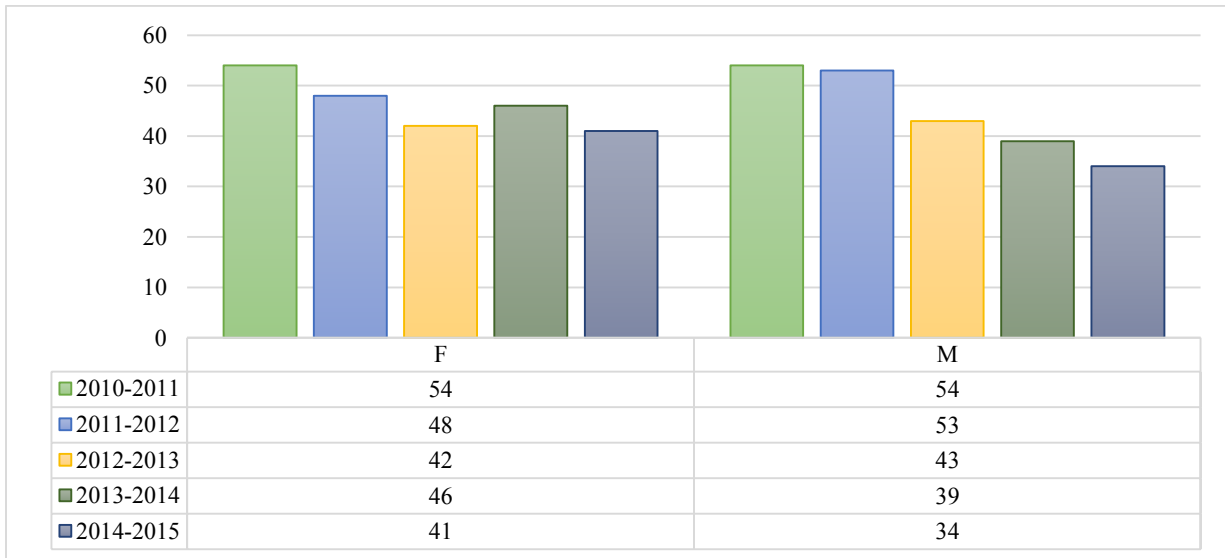


Figure 15. High School Diplomas Awarded by Gender
(Source: AHS Internal Data)

High School Diplomas Awarded by Ethnicity

Figure 16 shows the number of diplomas awarded by ethnicity. The largest number of diplomas are earned by Hispanic and White students. This is not atypical as they also comprise the majority of the student population. While experiencing some fluctuation, overall the number of diplomas earned has also decreased over time within those two groups.

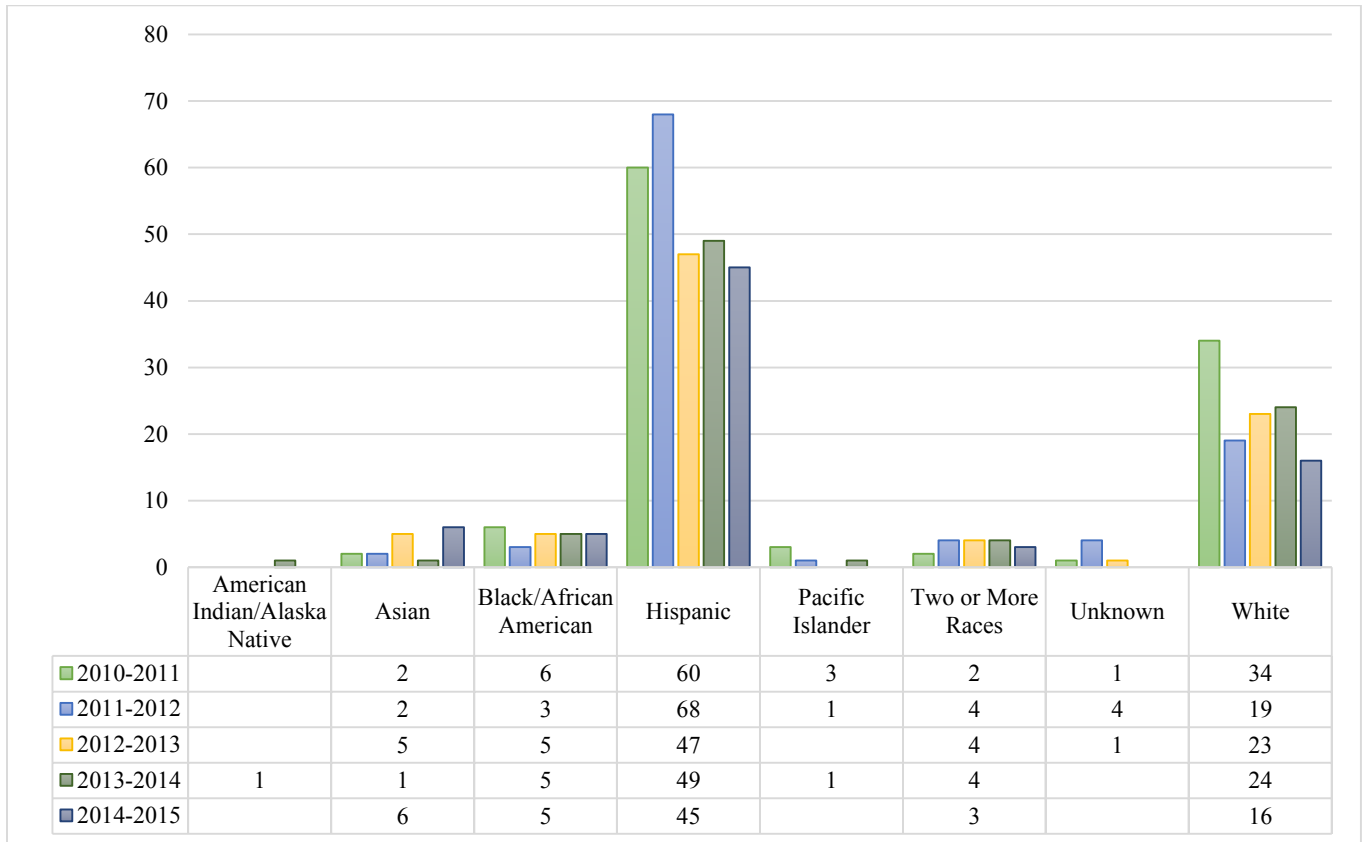


Figure 16. High School Diplomas Awarded by Ethnicity
(Source: AHS Internal Data)

Transition to MiraCosta College Credit Courses

Figure 17 represents the transition of AHS students to credit courses within an eight year period from first enrollment. The graph thus shows two cohorts (2005-2006 and 2006-2007) that have completed the entire eight-year tracking period and, not surprisingly, have the highest percentage of students that have transitioned to credit coursework. Subsequent cohorts have had less than the eight-year period to complete and, with the exception of 2011-2012 and 2012-2013, have had fewer students transition. In addition, students who receive an AHS diploma consistently transition to credit coursework at rates significantly higher than their counterparts with no diploma. In order to better track the successful transition of students to credit coursework, the AHS plans to collect and analyze data related to educational goals and successful completion of credit coursework after transition, as well as revisit the time period for tracking the transition to credit coursework.

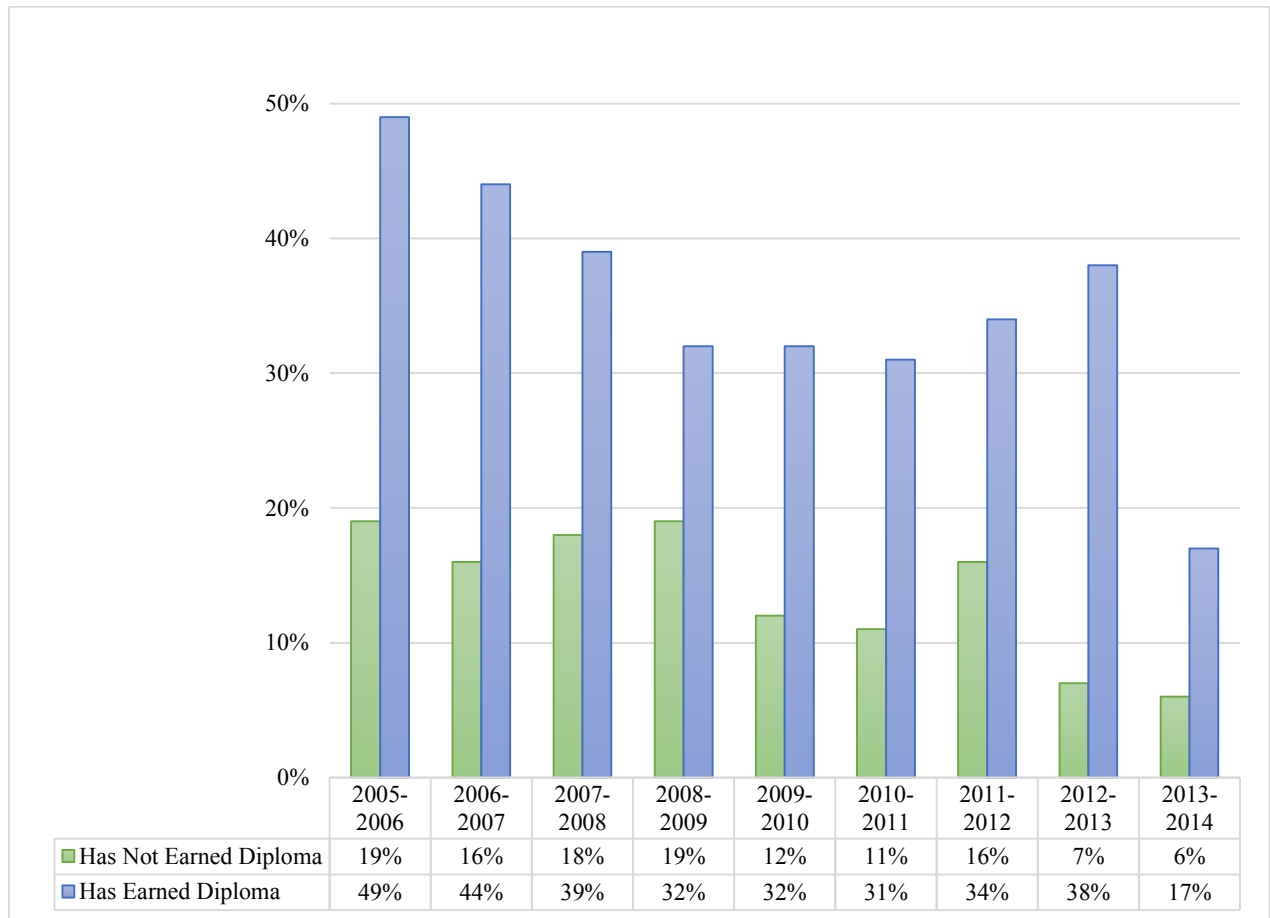


Figure 17. Credit Enrollments by Noncredit AHS Students (by Cohort)

(Source: PeopleSoft Data October 2015)

Summary

AHS student demographics differ from the general MCCD population and the overall community that the district serves. Located in a low-income area with a diverse population, AHS has a unique opportunity to educate underrepresented groups and be prepared for the demographic and social changes expected in the future. AHS is striving to improve student success through acquiring more meaningful data to better analyze student needs, from enrollment to graduation and beyond. Some of the specific data needs include the following:

- Exploring alternate options to ensure grades and competency completion metrics are better aligned.
- Collecting and analyzing data related to student success and retention for disproportionately impacted students.
- Designing and implementing programs designed specifically for those populations with the goal of improving student success.

Based on the review of the student data, the AHS has begun setting program-based standards for success and creating strategies to address disproportionately affected student populations. To start, the CLC is expanding its student support services; specifically, library services, the Writing Center, the Math Learning Center, and Tutoring and Academic Support have been moved into a larger, dedicated space, remodeled to better meet student needs. This expansion will enhance student services for the entire CLC population. Furthermore, the dean of Behavioral Sciences, History & Adult Education is joining the district-wide effort to implement the *MiraCosta College Student Equity Plan 2015-2018* ([EV-13](#)).





Significant Changes and Developments



II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Fiscal Climate

Since the 2013 AHS Self-Study Postsecondary Report and related WASC visit, the college's economic forecast has improved. Due to its basic aid funding structure, MiraCosta College was able to maintain its status quo during the recession that forced many other adult education institutions to significantly reduce operational and programmatic expenditures. In fiscal year 2013–2014, the college was able to fund some initiatives through its program review planning, and in 2014–2015, the fiscal climate rebounded. As a result, the college allocated approximately \$600,000 to converting long-time temporary employees to permanent positions; this conversion positively impacted AHS student support services. In addition, with funding from the Adult Education Block Grant (AEBG), noncredit Student Success and Support Program, and the Basic Skills Initiative, the college and its AHS have been able to augment instructional offerings and service levels.

Legislative Developments

Assembly Bill 86 (AB86) and Adult Education Block Grant (AEBG)

With Assembly Bill (AB) 86 and the AEBG, the MCCD, Carlsbad Unified School District, Oceanside Unified School District, and San Dieguito Union High School District have formed the Coastal North County Adult Education Consortium (CNCAEC) ([EV-14](#)). As such, the MCCD's relationship with regional adult education providers has continued to evolve.

As stated in the background section, in 1973, the MCCD, Carlsbad Unified School District, and Oceanside Unified School District signed memorandums of understanding whereby the MCCD assumed full responsibility for adult education in the northern region of the CNCAEC district. In the southern region, the San Dieguito Union High School District (SDUHSD) has been the sole adult education provider, but that district has begun to phase out its adult high school since it redefined its mission. The MCCD and SDUHSD have signed a memorandum of understanding whereby the MCCD began piloting adult high school classes at Sunset High School, a SDUHSD continuation school. In fall 2015, MCCD AHS faculty taught four sections at Sunset High School: two of English and one each of history and algebra. The MCCD has been collaborating with the SDUHSD to provide administrative support as well. Both districts anticipate that by July 2016, the SDUHSD will phase out its adult high school and the MCCD will establish a memorandum of understanding with the SDUHSD similar to that of the Carlsbad Unified School

District and Oceanside Unified School District. In essence, the MCCD will become the sole provider of adult education in the coastal North County region.

In addition to the SDUHSD phasing out its adult high school and the MCCD becoming the region's sole adult education provider, the CNCAEC will utilize its resource allocation rubric to determine whether, and to what extent, the MCCD might expand its AHS programs and services ([EV-15](#)). In September 2015, the CNCAEC was notified that it was awarded \$1,001,000 for its AEBG-related work. In October 2015, the CNCAEC began using a resource allocation rubric to determine the feasibility of any AHS expansion.

Based on AEBG data reports, MiraCosta's Budget and Planning Committee recently developed an educational plan addendum to the 2011 Comprehensive Master Plan that includes information about the AHS as it relates to the fulfillment of area demographics and workforce needs ([EV-7](#)). The Budget and Planning Committee specifically relied on community demographic information (e.g., age, gender, socioeconomic status, project population growth, and workforce needs) gathered in association with the AEBG to inform the district's enrollment management approach.

Work tied to the AEBG addresses institutional critical areas for follow-up, as recommended in the 2013 WASC visit. Specifically, this work provided the AHS with the means to establish "meaningful data for decision making and program improvement" and "relevant data points . . . as the school seeks to improve schoolwide academic achievement." Indeed, since the 2013 WASC visit, the following data tools have been established and are regularly consulted to inform large-scale decision-making processes:

- **Geographic Information System (GIS) Maps:** The college worked with BW Research, an external agency, to produce five supply and demand static GIS maps that represent adult education facilities and locations of services overlaid by potential demand in four adult educational categories that intersect with AHS students and their needs: adults with disabilities, basic skills, classes for immigrants, and career and technical education.
- **Resource Allocation Rubric ([EV-15](#)):** This initial resource allocation rubric provides the college with a tool for determining adult education program and project priorities. This version has been made available to CNCAEC stakeholders to revise according to evolving needs.
- **Student Need Assessment Device:** Building on the allocation rubric, BW Research worked with college staff to identify and develop the data sources and algorithms to be used in the creation of a current and potential student need assessment device. This assessment device includes the development of a capacity analysis and a current student assessment survey.
- **Student Need Assessment Maps and Dashboards:** BW Research, the district's Office of Research, Planning & Institutional Effectiveness (RPIE), and the research analyst for noncredit programs are collaborating to develop online potential student maps and

dashboards. To begin this process, district programmers are building a data warehouse that houses data from the 2013 AHS Self-Study Report; these data are comprehensive and encompass operational, programmatic, and student statistics. These data will provide the backbone for the data warehouse, which will be designed to give particular users the ability to run ad hoc queries and scheduled reports. The data warehouse will also enable specific users to use tabular models and create their own data dashboards. With access to this information, faculty, staff, and administration can tailor program elements to better track student progress through AHS, assess progress on the strategic plan, and evaluate program effectiveness.

The data warehouse will house information that correlates specific programs with student pathways: If a student takes a math bridge program, for example, the data warehouse will enable a user to look at the relationship between that bridge program and subsequent performance in courses. Similarly, the data warehouse will enable users to create dashboards that represent pathways from AHS and other noncredit programs to credit classes and programs. In tandem with the economic data related to regional employment demand, these data metrics provide information related to milestones along academic and professional pathways.

Wage gain and gainful employment measures have also been the focus of state and federal governments over the past two years. The AHS has been looking at options for collecting these data, in addition to the CTE Employment Outcomes Survey in 2012 ([EV-16](#)). The AHS is considering using this tool when a student petitions for graduation. As another option, noncredit research staff have been reviewing a study conducted for Cabrillo College's Career/Technical Education program, whereby graduates completed surveys that captured their intended goals as compared to their achieved goals. To ascertain employment outcomes, the survey asked alumni about employment status, wages, and satisfaction with the college's ability to prepare them for their career. As part of the career pathways focus of the AEBG, MiraCosta College is working to conduct a similar study based on regional demographic information and market needs; the study will be designed to collect information related to AHS students.

In addition, the noncredit research agenda includes a qualitative study created to examine the contributing factors to AHS and other noncredit students "stopping out" and curtailing their studies before completion ([EV-17](#)).

Noncredit Student Success and Support Program (SSSP)

Similar to the AEBG, the district has received funding from the SSSP, a state funded program that targets the implementation of core services: orientation, counseling, advising, and other education planning areas. On October 30, 2015, the noncredit SSSP advisory board submitted the plan for 2015–2016. Constituents from AHS, ESL, Short-term Vocational, and counseling provided input in the areas of orientation, testing, and advisement. Each department identified gaps in services to students and created an action plan to address those gaps. Changes to date include a more user-friendly webpage and application, processing of continuing students while class is in session, and providing refreshments and student ambassadors during registration to answer questions and help new students feel welcome.

Students were surveyed during the registration process and, as result, the noncredit SSSP is examining ways to streamline that process. With the intent of maximizing efficiencies and accessibility, the advisory board will continue to discuss changes in registration. For example, the AHS is exploring an e-testing format, which would allow students to complete assessment tests more efficiently. In addition, a new testing center was built and opened in spring 2016, which enables testing to take place on-demand throughout the term rather than only five times per term. This will alleviate wait time to see a counselor after taking the placement test. Also, starting in spring 2016, students will be able to take the test and make an appointment to see a counselor immediately after. As an impact of SSSP funding requirements, the AHS assessment tool will change to Comprehensive Adult Student Assessment Systems (CASAS). The California Community Colleges Chancellor’s Office will also be implementing a common statewide assessment tool, but that implementation will not take place until approximately 2017.

As a vital component of the SSSP initiative, the noncredit SSSP project coordinator is collaborating with credit SSSP personnel to encourage student transitions from noncredit to credit. The SSSP project coordinator has planned a calendar of events ([EV-18](#)), which began in fall 2015. In short, in response to the critical areas for follow-up from the 2013 Self-Study, noncredit SSSP funds have allowed the AHS to survey students and identify areas to expand student engagement.

Basic Skills Initiative (BSI)

When Adult Education received notification of available Basic Skills Initiative funding, faculty leads met with the dean, counselors, and noncredit SSSP coordinator in early spring 2015 to develop a process for making a BSI request. The team generated a list of needed items based on feedback from the represented groups. The decision was made to concentrate the requests on the community learning lab since all programs had, and continue to have, increased presence there. Specifically, the list included the following:

- Signage
- Independent study areas for test taking and pronunciation practice
- Supplies (including a label maker, visual aids, and paper organizers)
- Two mobile labs with 30 laptops each to allow computer instruction in non-lab classrooms.

The group completed the request and BSI funds were granted and spent on the items above. In addition, the group decided to continue meeting in fall 2015 to begin the feedback and action plan process even earlier and to move toward using the process yearly to anticipate needs across programs.

Institutional and Program Changes

Staffing Changes

Since the last WASC visit, MCCD community education has undergone several staffing changes:

- The former dean of Continuing Education transferred to a lateral position in Student Services. A search was conducted and a new dean was selected in late fall 2015.
- On July 1, 2014, the district hired an additional full-time noncredit counselor, thus increasing the number of full-time noncredit counselors to two.
- As of July 1, 2015, both full-time noncredit counselor positions were vacated, leaving noncredit counseling with no full-time faculty leadership. Both positions are being replaced in spring 2016.
- As of July 1, 2015, all noncredit counselors now report to the MCCD dean of Counseling and Student Development to ensure robust training, communication, and transition assistance with counselors across the district.
- The Community Learning Center (CLC) has appointed an interim noncredit SSSP coordinator. The coordinator works under the direction of the dean of Adult Education to plan, organize, and implement the noncredit SSSP program for noncredit students; the SSSP also currently oversees outreach and engagement opportunities for students, faculty, and staff.
- The CLC has also created and filled a position for a noncredit research analyst. The noncredit research analyst conducts research and assists the district and CNCAEC in using data to guide resource allocation and practice. Specifically, the research analyst

analyzes data and prepares reports across program projects; assesses the implications of survey and research findings for policy and practice; and provides technical assistance to the district and consortium members in data-driven program improvement.

Expansion of Community Education Services

On an annual basis, MiraCosta College conducts program review, a process which allows programs and departments to analyze data and student learning outcomes, and to discuss options for program improvement. During this time, program funding requests are established and prioritized based on the following criteria: their alignment with the district's mission statement, institutional goals, and program student learning outcomes, administrative unit outcomes, and service area outcomes. The funding requests are also evaluated on how well they include measurable outcomes, an implementation plan, and an assessment plan. Since the 2013 AHS Self-Study Report and WASC visit, the MCCD library services conducted its program review, which referenced a 161 percent increase in CLC student reference transactions from 2010–2011 to 2012–2013. In order to meet the increased student need, the district allocated resources for expanded library services at the CLC. Likewise, the district Writing Center has expanded its presence at the CLC and, specifically, in AHS classrooms.

Library Services

With funding from the Basic Skills Initiative, CLC library services expanded in the 2014–2015 academic year from three hours per week to the current evening services of three two-hour periods per week. This increased level of service provides AHS students with expanded opportunities to meet with librarians who assist students with conducting and documenting research, a requirement for many AHS classes. Library services also entails providing information during orientation, supporting reading festival and other literacy-related activities, and circulating required and supplemental classroom materials, including DVDs and audio recordings for students with special learning needs ([EV-19](#)).

In the 2014–2015 academic year, library staff presented 71 orientations and workshops with more than 1,500 students in attendance. They also worked with faculty and staff to coordinate curriculum across disciplines in conjunction with the CLC Reading Festival, a three-day annual event that culminated with the selected author discussing their work in classroom and campus-wide settings. In 2014–2015, for example, a committee selected a book about the Holocaust and the library provided copies of the book and related books, audio books, DVDs, and other materials related to the subject and event. Library staff also developed comprehensive online guides for the 2014–2015 and 2015–2016 reading festivals, with extensive references and resources related to each festival's topic.

In addition, library staff have collaborated with AHS faculty to create a cross-disciplinary online resource guide, with tabs for specific AHS courses. This guide encourages information literacy

and provides details on how to most effectively utilize library resources for particular courses, assignments, and competencies. In short, the library's presence in Adult Education and the AHS has grown, and library staff and services have become an increasingly integral component to the noncredit campus culture.

Writing Center Services

The MiraCosta College Writing Center has expanded its services to Adult Education and AHS students, with writing coaches and consultants being placed in AHS classes. As a result of the temporary-to-permanent employee conversion process discussed in the "Fiscal Climate" section, the Writing Center now provides two part-time (20 hours per week each) permanent writing coaches to Adult Education and the AHS. These writing coaches, who typically have advanced degrees and extensive teaching experience, give AHS students one-on-one reading and writing support on specific assignments. The writing coaches are also available to work with AHS students during open computer lab sessions. These services supplement classroom instruction and allow students to focus on literacy skills that are critical across disciplines and across academic and professional contexts.

Technology and Course Modality

According to the Noncredit Student Survey ([EV-20](#)) conducted in spring 2015, 98 percent of adult high school students responded that they are able to use email and the Internet; likewise, 98 percent responded that they use Blackboard, MiraCosta College's course management system. AHS faculty have integrated many technological resources into their curriculum and pedagogy, with many classes taking place in computer labs, thus ensuring all students have access to computers, course websites, and digital literacy training that transfers to crucial job skills ([EV-21](#)). In their 2013 "Self Study Visiting Committee Report," WASC committee members noted this access to technology as an institutional area of strength. While the leadership team continues to view face-to-face instruction as crucial to student success, in an effort to better prepare students for university-level coursework and workforce demands, faculty have increased the integration of technology into pedagogy.

Partially in response to Critical Area #3 for follow-up, self-paced lab and hybrid courses have been added to the program schedule for the last three academic years, and by the 2016–17 school year, it is anticipated that all AHS courses will be approved for hybrid instruction. While the program will not offer all courses as hybrid, faculty and administration have planned for this option in response to a statewide emphasis on online secondary education; furthermore, recommendations made in the 2013 WASC report have also motivated these modifications and more. To increase student access to, and guided experience with, technology, faculty now have access to mobile computer carts, which can be moved into classrooms for particular technology-centric lessons and activities. These computers were funded through the college's Student

Success Committee and the Basic Skills Initiative grant; this support demonstrates the college's commitment to Adult Education and to the AHS in particular. Program faculty will continue to analyze student needs and incorporate different methodologies for learning. Likewise, through curriculum and program review processes, the AHS will continue to address increased student needs for access to technology-based education, especially for students from low-income backgrounds who may not have access to computers and the Internet at home.

Service Learning

According to the noncredit student survey conducted in spring 2015, the most desired student activities were related to obtaining employment and to volunteer opportunities. In response to this need, Adult Education expanded its collaboration with the district's Service Learning program to include student activities related to volunteer opportunities. Specifically, AHS students will be provided avenues for service learning/civic engagement (volunteer opportunities not connected with courses) focused around the CLC community; they will also be able to work in partnership with students currently enrolled in credit/degrees/certificates/transfer programs. The district's Service Learning department is pursuing partnerships with the following:

- Title I schools within 5 to 10 miles of the Community Learning Center: Mission, Laurel, Garrison, Del Rio, Nichols, and Foussat Elementary Schools; and Jefferson, Cesar Chavez, and Martin Luther King Middle Schools
- TERI, Inc.: A non-profit organization dedicated to serving individuals with autism and other developmental disabilities
- BASE: Before and After School Enrichment, which provides before and after school programs
- Brother Benno's Foundation: Serves the poor and homeless in San Diego North County
- Quality Children's Services: Local daycare and child development program
- North County Lifeline: La Casita (K-5th grade) and Club Crown Heights (6th-12th grade): After school programs in underserved communities near the Community Learning Center
- Vista Community Clinic: Project REACH: Low-cost community healthcare clinic.

The MiraCosta College Service Learning department will also offer AHS/CLC students with an "alternative spring break" that focuses on a topic that students are interested in, such as hunger, homelessness, health, or education. Also, as part of National Make a Difference Day, during the week of October 24, 2015, AHS/CLC students were given the following service learning options:

- Encuentros at MiraCosta College
- Operation Hope Vista: getting the homeless shelter for women and families ready for the season
- TERI, Inc.: working on the farm
- Oceanside Unified School District Project: working on school facility improvements
- North County Lifeline's La Casita: painting and hands-on college awareness activities.

Career Services

On the student survey conducted in spring 2015, students indicated they wanted greater access to career-related services. In response to this need, a career specialist position has been created to prepare students for career readiness and employment. The college is refurbishing space to accommodate the new position and creating an area where students can utilize computer terminals to search for jobs and work on their application materials. The career specialist will provide technical assistance to students and orient them to databases and resources available to them online. The career specialist will also interface and disseminate information to employers, work collaboratively with local one-stop career centers, and coordinate job fairs, career-oriented events, and recruitment appointments.





Ongoing School Improvement



III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Stakeholders are engaged in the discussions of student achievement data in a number of ways, including during annual program review (when departments review disaggregated data on program enrollment, student success, retention, completion, etc.) and the preparation of the annual student equity and non-credit SSSP plans. Finally, the district is now part of Achieving the Dream, a student success network that focuses on scalable student success initiatives and closing the achievement gap. The institution has been engaged in a year of inquiry designed to result in an implementation plan to address identified areas for improvement.

Work on the Schoolwide Action Plan has occurred over the past three years since the site visit. Report preparation occurred simultaneously; as the action items were implemented, all parties met monthly to track progress as cross-departmental team members wrote, reviewed, and edited content on a regular basis. The AHS leadership team provided the core evidence collection, data analysis, and synthesis of progress for section I and section IV. Program teams implemented department goals, including those contained in the Action Plan, and regularly discussed and evaluated progress during regular AHS department meetings. Program teams also collected evidence for the Western Association of Schools and Colleges (WASC) Mid-Cycle Progress Report from a variety of sources, including student and staff surveys, student focus groups, advisory groups, faculty and staff meetings, and other college documents.

An important activity that contributed to the development of the Mid-Cycle Progress Report was the participation of the Adult Education Block Grant/AB86 work group, composed of faculty, classified program representatives, and management. The work group discussed significant changes in the division, external and internal factors impacting division work, and Action Plan progress. In early fall 2014, a mid-cycle kick-off meeting was held with the work group and the AHS leadership team. Together they reviewed the Mid-Cycle Progress Report timeline and completion progress, devised plans and tools to facilitate participation in the writing process, and explored ways to encourage continual engagement of all constituencies in Mid-Cycle Progress Report development. The leadership team then drafted sections II, III, and V, using feedback from the work group and division planning for institutional effectiveness annual summaries. Throughout the Mid-Cycle Progress Report development, the leadership team also validated data and evidence collected, revised narrative drafts, and communicated progress to division employees.

In late fall 2014, the Adult Education Block Grant/AB86 work group participated in an all-day mid-cycle report retreat. In preparation for the meeting, work group members reviewed their Program and Division Planning for Institutional Effectiveness (PIE) summaries for the past three years and brought ideas to share at the meeting. There was meaningful discussion about the next steps for the Action Plans and upcoming changes in legislation that will impact work being done for students. This group continues to meet on a quarterly basis, at which time they look at ways to improving programming.

In January 2016, a working draft of the Mid-Cycle Progress Report was posted on the district's internal web portal and stakeholders were invited to contribute content and feedback. The leadership team incorporated changes before submitting the document to the board of trustees for review. The board of trustees approved the final document April 6, 2016 ([EV-22](#)).





IV

Progress on Critical Areas for Follow-up/Schoolwide Action Plan



IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

Since the self-study visit, the institution has worked to address the goals and objectives listed in the 2013 Schoolwide Action Plan and address other critical areas for follow-up that were identified by the visiting team. Progress made on the items in the 2013 Schoolwide Action Plan are outlined in the table in Appendix A. Two of the key issues in the Action plan are related to critical areas for follow-up and are detailed below.

Area 1

The Administration, Faculty and Staff need to review and quantify the current Schoolwide Learning Outcomes and create measureable benchmarks to connect to the curriculum, instruction, assessment, and school culture. The Schoolwide Learning Outcomes need to match the skills of the specific students at the school.

Student learning outcomes (SLOs) were designed and have been updated to connect curriculum, instruction, assessment, and school culture; when SLOs were written, a benchmark passage rate of 70 percent was also set across disciplines. To assist students in meeting this benchmark, faculty members provide them with continuous feedback throughout the term; this constant dialogue defines the school culture, which, according to student survey data, can be characterized as a nurturing space where instructors care about student success. To assure SLOs, curriculum, assessment, and school cultures align, SLOs are periodically revised to meet student skills and needs; these needs are captured by way of surveys, such as the Noncredit Student Survey ([EV-20](#)), which pointed to the need for greater digital literacy. In response to this survey and its findings, in 2013, SLOs were revised to address technology needs, specifically as they apply to library services and academic career planning.

To review and quantify schoolwide learning outcomes, administration, faculty, and staff have done the following:

- Met with discipline leads each spring semester to discuss how results have compared to the 70 percent passage rate benchmark. Based on these discussions and the analysis of benchmarks met, changes are made to curriculum, instructional modality, and course scheduling.
- Conducted a digital literacy survey at the end of each term, which measures each student's familiarity and comfort with digital tools used for coursework and to plan academic careers.

- Designed course SLOs in English to prepare noncredit students for district (credit) institutional learning outcomes (ILOs); this practice will also be expanded across disciplines and, thereby, institutionalized.
- Developed program SLOs that appropriately reflect the knowledge, skills, abilities, and attitudes acquired through the process of earning an AHS diploma
 - Revised program SLOs to focus on workforce entry and transitions to higher education
 - Piloted student portfolios for program SLO evaluation in the English literacy course.
- Evaluated and revised ILOs to reflect appropriate expectations specific to earning an AHS diploma
 - Created a matrix that captures alignment between program SLOs and ILOs
 - Began developing a graduation portfolio assessment tool process and rubric, a practice that aligns with pre-transfer credit English.

Area 2

The Administration, Faculty and Staff need to create and implement a plan to increase capacity to access meaningful data for decision-making and program improvement and use the data to drive instruction. Finding relevant data points are important as the school seeks to improve schoolwide academic achievement.

Administration, faculty, and staff have taken a series of steps to improve access to meaningful data that drive decision making, program improvement, and instruction. First, administration, faculty, and staff have developed data elements in the existing college database that provide information about course-taking patterns, course success, persistence, and progress toward diploma completion. Also, in fall 2015, tables and data elements were created in PeopleSoft and MIS to track AHS students who enroll in MiraCosta College credit courses. To track AHS graduate pathways, a study is being designed with the goal of measuring wage gain, enrollment in postsecondary institutions, subsequent course and program success, and degree or certificate completion. District wide, a data governance team has been established and the noncredit research analyst has been included in this effort. The data governance team will set data standards, definitions, and needs, with the goal of improving data reliability. Once these data standards are set, an improved set of program metrics will be included in program review data packets to track student achievement, program efficiency, and student satisfaction. These program metrics are discussed by the departments during the program review process and are used to identify gaps to be addressed. Once areas to strengthen are identified, the programs develop action plans that address gaps and contribute to overall program improvement.

As also outlined in the Schoolwide Action Plan, administration, faculty, and staff are working with the Office of Research, Planning & Institutional Effectiveness (RPIE) to build a data warehouse that stores and generates a set of standard reports on-demand; these reports will meet

AHS specifications and will be used for program review and to evaluate administrative and service area outcomes. RPIE and AHS administration, faculty, and staff began working on this data warehouse plan in fall 2014 and, in conjunction with AB86 and the Adult Education Block Grant ([EV-14](#)) completed the plan in spring 2015. Data warehouse implementation began in summer 2015 and will continue through spring 2016. To further this work, AHS administration, faculty, and staff have accomplished the following:

- Delivered a comprehensive list of data elements to the Academic Information Services programming unit for examination and review to implement data elements into the PeopleSoft environment
- Identified additional data elements to be included in program review data packets
- Designated funding for a full-time, noncredit research analyst.

Related to student educational goals, AHS administration, faculty, and staff have worked with BW Research, an economic and workforce research agency, to obtain data related to regional employer sectors and their needs ([EV-14](#)). Based on these data and related analysis, AHS administration, faculty, and staff are designing academic and career pathways that reflect employment needs.

BW Research data also foster a greater understanding of appropriate Adult Education goals and ways in which the AHS can meet those goals. Related to student educational progress, AHS administration, faculty, and staff have completed the following:

- Analyzed test scores, grades, and course completion rates to examine relationships for student success.
- Explored importing CLCGradebook (competency) data into statistical software for robust reporting. CLCGradebook data show how many students have met or need to meet their competencies; this information helps AHS administration, faculty, and staff determine outreach needs and offer workshops on specific competencies.
- Installed Degree Works with MyEdPlan for AHS students in spring 2016. Data pulled from Degree Works inform students about progress related to their end goals. Because these data also inform AHS administration, faculty, and staff about which courses are required for diploma completion, this information enables counselors to create and adjust the educational plans in response to students' needs.
- Added reports on student progress, course outcomes, and program efficacy to the list of standard data warehouse reports.

The following three critical areas for follow-up were addressed outside of the original schoolwide action plan:

Area 3

The Administration, Faculty and Staff need to create and implement a plan to incorporate various methods of learning linked to student data and schoolwide learning outcomes. Using technology as a tool to provide a variety of services should constitute a component of the plan.

In spring 2015, RPIE conducted the Noncredit Student Survey, with more than 100 AHS students responding ([EV-20](#)). Based on survey findings and the assessment SLOs, AHS administration, faculty, and staff implemented the following courses, programs, and services that use technology as a tool:

- **Pilot of English 40:** This class integrates information literacy study skills and career exploration, and relies on online resources.
- **Hybrid courses for spring 2016:** English Skills Lab (English 30), English 40, and American Government were offered in spring 2016.
- **Hybrid courses interest survey:** In 2015, all English and social sciences classes were approved to be offered as hybrid courses; in 2016-2017, it is anticipated that all AHS classes will be eligible for hybrid instruction.
- **My EdPlan Online Education Planning module (spring 2016):** My EdPlan allows students to forecast their scheduling and expedites diploma completion planning.
- **Interactive online orientations:** An online orientation is currently being developed with an external agency and is expected to be rolled out in fall 2016.

Area 4

The Administration, Faculty and Staff need to construct an infrastructure to increase collaboration with all full- and part-time faculty and staff providing a meaningful relationship to ensure all stakeholders participate in the decision making process and sharing of best practices.

To increase collaboration and stakeholder participation with all full- and part-time faculty and staff, the following programs have been initiated or improved since the WASC 2013 visit:

- FLEX professional development workshop participation has been expanded and a faculty survey regarding future FLEX professional development content and scheduling preferences has been conducted ([EV-23](#)).
- Learning outcomes, student success, and best practices are discussed at discipline-based quarterly meetings.
- With an intensified focus on PSLOs and ILOs, faculty and staff are working on data collection tools and establishing a meeting schedule that will maintain the existing collaborative spirit.
- Faculty, supervisors, and support staff are attending quarterly noncredit program meetings and are actively involved in campus initiatives, such as the AEBG, noncredit SSSP, and annual reading festival.

Area 5:

The Administration, Faculty and Staff need to increase ways to communicate the various programs and opportunities the school provides to all students. This will engage students and provide avenues for student voices to be heard throughout the various activities and service outreach projects.

Annually, the Public Information Office conducts a survey in which students are asked their preferred method of communication. The results of this most recent survey indicated that students prefer to learn about programs and opportunities via email ([EV-24](#)). In an effort to enhance dialogue with students, the following communication and outreach tools and efforts have been implemented:

- iContact: This email-based newsletter sends students updates on services, engagement opportunities, important deadlines, and other vital information. It also reminds current students to register and encourages former students who have not completed the program to return in time for registration and course enrollment.
- AHS outreach personnel have increased their presence at the following:
 - Local community centers, non-profit organizations, and libraries
 - Back to school nights, cultural fairs, and bridge programs like GEAR up.
- Expanded distribution of the class schedule from targeted zip codes to the entire district.
- Distribution of information about student services, including testing, counseling, financial aid, library services, ESL, tutoring and academic support, diploma requirements, transition to credit programs, and job and career fairs.
- Billboards and signage that provides information regarding available services, campus initiatives, and student activities.
- Orientation has been made available online and includes more information about programs and services.
- A career specialist position has been created. The staff member in this position will interface with and disseminate information to employers, work with one-stop career centers, and coordinate job fairs, career oriented events, and recruitment appointments.
- Associated Student Government has elected to add two additional senator positions to represent the Community Learning Center site and its students.



V

Schoolwide Action Plan Refinements



V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

As mentioned in mentioned in Section IV, some items in the original 2013 Schoolwide Action Plan (Appendix A) have been completed and are outlined in the progress sections of that plan. Other items that are still in progress, as well as those opportunities for improvement that were identified during the follow-up work, are found in the updated Schoolwide Action Plan on the following pages.



UPDATED SCHOOL-WIDE ACTION PLAN – 2016

Key Issue One – Goal 1: Discover meaningful data metrics as part of the existing database system to help identify student educational goals, better track student progress, assess progress on the strategic plan, and evaluate program effectiveness.

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion
Develop methods to measure success after completion of the program, including wage gain, enrollment in postsecondary institutions, subsequent course and program success, and degree or certificate completion	AHS faculty, dean of Adult Education, research analyst – Noncredit Programs, RPIE	Survey and research materials developed by RP Group, Cabrillo College, and Santa Rosa Community College to determine research design and methods.	The study itself will enable AHS, Adult Education, and the district to quantify how earning an AHS diploma impacts graduates' wage gains and employment status; use the National Clearinghouse, CalPass, and CPEC tools to track enrollment in public and private two- and four-year institutions	Fall 2016

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion
Increase and stabilize retention and success rates, including exploring alternate options to ensure grades and competency completion metrics are better aligned.	AHS faculty and staff, staff and dean of Adult Education, AIS/RPIE staff	Data Governance Team, Admissions and Records, Instructional Services	Analyze quantitative data to confirm accuracy.	Ongoing - AHS administration, faculty, and staff continue to work with district programmers and staff to improve the collection of course and competency passage rates.
Determine whether particular populations pass/do not pass courses and competencies at disproportionately negative rates.	AHS faculty and staff, dean of Adult Education, research analyst – Noncredit Programs, and RPIE	AHS faculty and noncredit research analyst	Once the student records management system issue is resolved, AHS needs to collect and analyze data related to student success and retention; the data will need to be disaggregated and analyzed according to demographic information.	Data collection to start in fall 2016, with data analysis in spring 2017 and findings presented at the end of spring 2017

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion
Increase course retention and success rates with interventions designed to address particular student needs. By determining those needs, AHS personnel can implement curriculum and programs that address those needs.	AHS faculty, staff, and dean of Adult Education, SSSP coordinator	AHS faculty and noncredit research analyst	With research findings related to the success and retention rates of particular populations, AHS needs to implement programs designed specifically for those populations, with the goal of improving student success.	In spring 2016, students who needed to pass competencies or finish credits were contacted; workshops to enable these students to fulfill remaining requirements were offered.
Develop a data governance team to set data standards, definitions, and needs to improve data reliability.	AHS faculty, dean of Adult Education, RPIE, noncredit research analyst, and AIS staff	RPIE and noncredit research analyst	Improved set of program metrics included in program review data packets to track student achievement, program efficiency, and student satisfaction	Fall 2016

Key Issue One – Goal 2: In cooperation with RPIE, develop a set of standard reports in a data warehouse environment to produce on-demand reports for program review and to evaluate administrative and service area outcomes.

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion
Launch the official data warehouse; explore the use of the various program review tools to provide standard reports; resubmit data to the CCCCCO to correct past term data and track cohorts more accurately	RPIE, dean of Adult Education, noncredit research analyst, and AIS	AHS faculty, staff, administration, RPIE and AIS staff	Beta version of database warehouse used by AHS staff for feedback and improvement	Fall 2016
Complete the work on a desktop interface that contains a set of standard reports that provide on-demand and real-time access to student data	AIS, RPIE, and noncredit research analyst	AHS faculty, staff, administration, RPIE and AIS staff	Final version of the interface and query system in place	Fall 2016

Key Issue Two – Goal 1: Develop Program Learning Outcomes that appropriately reflect the knowledge, skills, abilities, and attitudes acquired from an adult high school diploma.

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion
Continue exploring authentic methods of assessment, including the possible creation and institutionalization of a student portfolio of embedded course work for PSLO outcomes	AHS faculty, dean of Adult Education	AHS faculty and AIS staff	Development of tools that more accurately measures the achievement of PSLOs	Fall 2017
Continue working on a feedback loop to assure pedagogical, curricular, and resource allocation decisions are informed by PSLO and ISLO outcomes results.	AHS faculty, dean of Adult Education	AHS faculty and AIS staff	Implement the assessment plan and incorporate into program review analysis	Ongoing - Explore use of My EdPlan tools to gather and house quantitative and qualitative data; incorporate assessment process and rubric into program review
Explore a different system to track and report on student progress in meeting competencies.	AHS faculty and staff, dean of Adult Education, AIS staff, RPIE	AIS and Budget and Planning Committee	Statistical software that produces robust reporting.	Academic Year 2016-17



Appendix A

APPENDIX A - 2013 Schoolwide Action Plan

2013 SCHOOLWIDE ACTION PLAN

MiraCosta AHS Schoolwide Action Plan One for Continuing Improvement					
Key Issue One: AHS needs to have more meaningful data and evidence to inform program improvement, evaluate progress on the institutional objective under the strategic plan, and increase student success.					
Specific Goal 1: Discover meaningful data metrics as part of the existing database system to help identify student educational goals, better track student progress, assess progress on the strategic plan, and evaluate program effectiveness.					
Strategies	Intermediate Objectives	1	2	3	4
	Description	Brainstorm data elements that identify key student characteristics to augment already gathered information collected from students at enrollment	Develop data elements in the existing college database to provide information about course taking patterns, course success, persistence, completion to diploma	Develop methods to measure success after completion of the program, including wage gain, enrollment in postsecondary institutions, subsequent course and program success, and degree or certificate completion	Develop a better set of program metrics that can be included in program review to track student achievement, program efficiency, and satisfaction
	Responsible Persons	AHS faculty, dean of Adult Education, and RPIE	AHS faculty, dean of Adult Education, and RPIE	AHS faculty, dean of Adult Education, and RPIE	AHS faculty, dean of Adult Education, and RPIE
	Timelines for Completion	Fall 2013	Fall 2013	Fall 2014	Fall 2013

Benchmarks	Align electronic application with CCC Apply and collect additional information relevant to AHS students	Create tables in PeopleSoft and MIS data elements that track AHS students who have become MCC credit students	Use CalPass and other tools to track AHS alumni progress to employment or matriculation in higher education	Collaborate with the IPRC and RPIE to develop a set of metrics that measure success and achievement through administrative unit outcomes, including efficiency, inputs, and effectiveness.
Methods of Assessment	Observe and conduct focus groups of students while they complete the online application, to determine how to improve the application process	Run queries that extract cohort information and facilitate pathway progression analysis	Use RP Group post-degree surveys to track wage gain and employment status; use the National Clearinghouse, CalPass and CPEC tools to track enrollment in public and private two-and four-year institutions	Deliver AHS-specific program review packet with program efficiency, demand, student success, and student progress; create a standard set of administrative unit metrics to measure program efficiency
Resources	Noncredit research analyst, student focus groups	AIS/ RPIE programmer	Noncredit research analyst	Noncredit research analyst, RPIE research analysts, AIS/ RPIE programmer
Progress	This plan was put on hold while the recruitment of a permanent Registrar is occurred in spring 2016.	As of fall 2015, the AIS/ RPIE programmer has written a program to generate this data, which will be integrated into the noncredit data warehouse.	Interim noncredit research analyst hired in June 2015 and working on designing and implementing this study	In fall 2015, RPIE established a data governance group, which includes the interim noncredit research analyst.

	Evaluation	Pending hiring of permanent registrar and implementation of CCC Apply.	Data are complete and available for analysis.	The personnel required to fulfill this goal are in place as of June 2015 and has begun designing the study.	All parties are beginning a district-wide dialogue to determine data standards and needs. Once personnel were put into place, the goal could be pursued.
	Improvements Planned	Pending findings	Data to be integrated into data warehouse	Currently, AHS has no means to gather this information, so any study will improve the current lack of data.	Currently, data is generated by way of disparate systems. As such, standardizing data will improve data reliability substantially.
Specific Goal 2: In cooperation with RPIE, develop a set of standard reports in a data warehouse environment to produce on-demand reports for program review and to evaluate administrative and service area outcomes.					
Strategies	Intermediate Objectives	1	2	3	4
	Description	Develop plan to work with the RPIE to build out the data warehouse to meet AHS specifications	Identify data elements to be included in the data warehouse	Launch the data warehouse; explore the use of the IEBC program review tool to provide standard reports; resubmit data to the CCCCCO to correct past term data and track cohorts more accurately	Create a desktop interface that contains a set of standard reports that provide on-demand and real-time access to student data
	Responsible Persons	AHS faculty, dean of Adult Education, RPIE	RPIE and dean of Adult Education	RPIE and dean of Adult Education	AIS/ RPIE /AHS
	Timelines for Completion	Fall 2013	Fall 2013	Fall 2015	Fall 2016

	Benchmarks	Create the plan	Comprehensive list of data elements delivered to the AIS programming unit for examination and review	Database warehouse in SPSS, SAS, Access or other database unit in place.	Installation of desktop interface on all AHS computers
	Methods of Assessment	Evaluate plan efficacy	Progress plan from AIS to implement data elements into the PeopleSoft environment	Beta version of database warehouse used by AHS staff for feedback and improvement	Final version of the interface and query system in place
	Resources	AHS faculty, staff, and administration and RPIE /AIS staff	AHS faculty, staff, and administration and RPIE /AIS staff	AHS faculty, staff, and administration and RPIE /AIS staff	AHS faculty, staff, and administration and RPIE /AIS staff
	Progress	With the transition of leadership and the onset of AB86/AEBG, through the work of the Coastal North County Adult Education Consortium (CNCAEC), AHS started working on this plan in fall 2014; the plan was completed in spring 2015 (see EV-14) and implementation began in summer 2015	A scan of all noncredit data sources and elements was conducted in summer 2015; a PeopleSoft programmer was hired in June 2015 and began the technical work immediately.	In progress spring 2016	Through the CNCAEC Regional Plan, programming staff were identified to be hired in 2015-2016. Pending executive management team approval and other college processes, this programmer will be in place in spring 2016.
	Evaluation	The plan was presented to the CNCAEC leadership team and the noncredit SSSP advisory committee to evaluate and provide input on its effectiveness	RPIE and AIS are on track with the plan that was put forth to AHS in spring 2015.	In progress fall 2015	To be completed fall 2016

	<p>Improvements Planned</p>	<p>As performance outcomes have been identified through AB104 and NCSSSP, new data elements have been added and new reports are being built.</p>	<p>A data dashboard to include external labor market data and a resource allocation rubric has been integrated to inform the work of CNCAEC.</p>	<p>In progress spring 2016</p>	<p>To be completed fall 2016</p>
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MiraCosta AHS Schoolwide Action Plan Two for Continuing Improvement

Key Issue Two: Program Student Learning Outcomes (PSLOs) need to better address skills necessary for our students to succeed in entering the workforce or to transition to post-secondary education.

Specific Goal 1: Develop Program Learning Outcomes that appropriately reflect the knowledge, skills, abilities, and attitudes acquired from an adult high school diploma

Strategies	Intermediate Objectives	1	2	3	4
	Description	Identify appropriate PSLOs related to workforce entry and transition to higher education	Align and revise as needed the course level SLOs to the PSLOs.	Develop authentic methods of assessment, including the possible creation of a student portfolio of embedded course work	Develop a feedback loop to assure pedagogical, curricular, and resource allocation decisions are informed by outcomes results
	Responsible Persons	AHS faculty	AHS faculty	AHS faculty	AHS faculty and dean of Adult Education
	Timelines for Completion	Fall 2013	Fall 2013	Spring 2014	Fall 2014
	Benchmarks	Revised PSLOs that act as criterion-referenced benchmarks vetted by the SLOAC Committee	Revised PSLOs vetted by the SLOAC Committee	Investigate student portfolios, signature assignment, or embedded course assessments for program level evaluation	Create and develop three-year program assessment plan with timeline, methods of assessment, triangulation of results, qualitative and quantitative data, indirect and direct assessment of learning

Methods of Assessment	PSLOs posted in syllabi, course outlines of record, catalogue, brochures and program literature	SLO program alignment matrix demonstrating the introduction, practice, and mastery of program level outcomes	Methods of program outcomes assessment vetted with the SLOAC	Implement the assessment plan and incorporate into program review analysis
Resources	AHS Faculty	AHS Faculty	AHS Faculty and AIS	AHS Faculty and AIS
Progress	Completed spring 2013	Alignment is in progress, has been completed in several courses, and continues in other courses that have not been formally reviewed for alignment.	Student portfolios are being piloted in the English Information Literacy course.	Outcomes are addressed in annual program reviews, but the assessment program and timeline are in progress.
Evaluation	Reviewed by full- and part-time faculty spring 2013	Alignment will continue to be reviewed by full- and part-time faculty.	Pilot ongoing and may be implemented program-wide, depending on portfolio efficacy.	At the end of the three-year cycle (2016) AHS faculty expect to complete the assessment program and timeline.
Improvements Planned	None	PLO revisions will be considered, if necessary.	Assess portfolio pilot to determine program-wide portfolio feasibility.	Explore use of My EdPlan tools to gather and house quantitative and qualitative data.

MiraCosta AHS Schoolwide Action Plan Two for Continuing Improvement

Key Issue Two: Program Student Learning Outcomes (PSLOs) need to better address skills necessary for our students to succeed in entering the workforce or to transition to post-secondary education.

Specific Goal 2: Evaluate the college-wide Institutional Learning Outcomes for appropriateness to reflect those expected for an adult high school diploma

Strategies	Intermediate Objectives	1	2	3	4
	Description	Identify appropriate ILOs related to the expectations of a high school graduate	Align and revise course level SLOs with PSLOs and ISLOs, as necessary	Develop a rubric to evaluate authentic examples of student work that could be evaluated for institutional student learning levels	Develop a feedback loop to assure pedagogical, curricular, and resource allocation decisions are informed by outcome results.
	Responsible Persons	AHS faculty	AHS faculty	AHS faculty	AHS faculty and dean of Adult Education
	Timelines for Completion	Fall 2013	Fall 2013	Spring 2013	Fall 2014
	Benchmarks	Revised ILOs that act as criterion referenced benchmarks vetted by the SLOAC Committee	Revised ILOs vetted by the SLOAC Committee	Establish an assessment tool that would provide institutional level outcomes analysis independent of program level considerations	Create and develop three-year ISLO assessment plan with timeline, methods of assessment, triangulation of results, qualitative and quantitative data, indirect and direct assessment of learning

Methods of Assessment	PSLOs posted in syllabi, course outlines of record, catalogue, brochures, and program literature	SLO program alignment matrix demonstrating the introduction, practice and mastery of program level outcomes	Methods of program outcomes assessment vetted with the SLOAC	Implement the assessment plan and incorporate into program review analysis.
Resources	AHS faculty	AHS faculty	AHS faculty	AHS faculty
Progress	Completed	Completed	Completed	Completed
	Fall 2013	Fall 2013	Spring 2013	Fall 2014
Evaluation	PSLOs now reflect expectations appropriate for AHS students.	AHS faculty created an alignment matrix.	AHS has determined that the graduation portfolio will be the assessment tool.	Once the assessment process and rubric are complete, results will be incorporated into program review.
Improvements Planned	None	Ongoing assessment	Process and rubric are being developed.	Implementation of plan



Appendix B



APPENDIX B - Evidence List

#	Name	Sections				
		Intro	I	II	III	IV
1	Board of Trustees August 1, 1972 Minutes	x				
2	Self Study Visiting Committee Report – April 2013	x				
3	Organizational Chart	x				
4	Board Policy and Administrative Procedure 2510: Collegial Governance and Participation in Local Decision Making	x				
5	Governance Manual	x				
6	2015-2016 Noncredit and Credit Academic Calendars	x				
7	2016-2020 MCCD Educational Plan Addendum	x		x		
8	AHS Enrollment Supplemental Questionnaire		x			
9	AHS Program Learning Outcomes		x			
10	2014-2015 Course Outline of Records (American Government, English, and Math)		x			
11	TracDat CSLO Assessment		x			
12	English Digital Literacy Student Survey		x			
13	Student Equity Plan 2015-2018		x			
14	CNCAEC Regional Comprehensive Plan			x		
15	CNCAEC Resource Allocation Rubric			x		
16	CTE Employment Outcomes Survey			x		
17	Barriers and Bridges: How Action Research Can Inform Resource Allocation Study			x		
18	SSSP Calendar of Events			x		
19	CLC Library Statistics 2014-2015			x		
20	2015 Noncredit Student Survey			x		
21	Computer Lab Schedule			x		

#	Name	Sections				
		Intro	I	II	III	IV
22	Board of Trustees April 6, 2016 Minutes				x	
23	Flex for CLC Faculty Survey					x
24	Communication Survey					x



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