

SELF STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

**MIRACOSTA COLLEGE ADULT HIGH SCHOOL
(DIPLOMA PROGRAM)**

**1831 Mission Avenue
Oceanside, CA 92054**

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Visiting Committee Members

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Chapter 1 — Introduction

MiraCosta College's Adult High School is located in the MiraCosta College Community Learning Center (CLC) that houses the Adult High School, other non-credit Adult School courses and short-term vocational classes. While many courses are offered at the center, the Adult High School Diploma Program is the only CLC program offering the completion of a high school diploma for 650 students.

The MiraCosta College's Community Education Dean serves as the site administrator who reports directly to the Vice President of the MiraCosta College's Instructional Services Division. The Community College District is governed by an elected Board of Trustees and lead by a Superintendent/President who also governs the Adult High School.

The Adult High School prepares adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity. The Adult High School program is fully integrated within the college district's policies and procedures. The program is tuition-free, with both day and evening courses to accommodate the varying schedules of students in the community. The school's unique feature is its method of instructional modality, which focuses exclusively on teacher-directed instruction rather than an open-lab, self-paced environment.

In the 1980's, the school 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 1990's, MiraCosta College closed its offices and the Adult High School 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 District invested approximately eight million dollars to purchase the site and remodeled a strip-mall building as well as one fast-food building. Arby's still leases the restaurant building and the College uses the revenue to help pay off the Certificates of Participation that funded the remodel. The site is located in a commercial area with frequent bus stops nearby.

Student Demographics

Approximately 75 percent of the students are from the college district's service area with the majority coming from Oceanside where the Center is located. The gender composition has remained about equally split between males and females over the past five years. Currently, nearly half of the program's enrolled students (47 percent) are between the ages of 18 and 24 with three-fourths of the students under the age of 30. While the percentage of students 17 and younger has declined over the past five academic years, 17 % of the students are of traditional high school age. Students under 18 could be affiliated with a local traditional high school and take the school's courses concurrently to make up credits for graduation. The ethnic breakdown of students indicates that 63% are Hispanic, 17% White, 9% Asian/Pacific Islander, 6% Black and 5% Other.

The school employs 37 administrators, faculty, and staff on a full- and/or part-time basis. Through the program review process, the school analyzes its current administrative and teaching staff and requests additional personnel to meet needs as necessary. Class size averages 20 to 1. Students can enter the school at different stages depending on their deficiency of courses to achieve the high school diploma.

The school utilizes an academic calendar approved by the Board of Trustees and Academic Senate. The calendar has four eight-week terms during the fall and spring and one term during the summer. Graduation has been held for approximately 100 high school graduates in the spring of each year for the past five years and is held at the MiraCosta College campus.

Schoolwide Learning Outcomes

Institutional Learning Outcomes (ILOs) were created by the college to measure the broad-based learning that occurs for all students, regardless of program or certificate. The ILOs parallel the general education outcomes that are measured as a part of degree completion. The Adult High School has accepted all five schoolwide learning outcomes and has added Preparation for Employment and/or Higher Education to make six learning outcomes. They are beginning the discussion as to their relationship to student learning and how they can be measured, as well as, which learning outcomes best relay the vision of the school.

Effective Communication

- Write, speak, read, listen, and otherwise communicate
- Communicate clearly, accurately, and logically
- Communicate appropriately for the context.

Critical Thinking & 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 & 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.

Preparation for employment and/or higher education

Success and Retention Rates of All Student Enrollments for the Past Five Years

Retention rates exceed 75 percent across disciplines. The high and consistent rates may be attributed to the short-term, eight-week courses that comprise the program. The following chart displays the school's retention rates by discipline for the past five academic years.

Retention by Discipline

	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012
High School American Government	88%	86%	81%	84%	90%
High School Economics	85%	84%	77%	79%	82%
High School English	76%	81%	75%	80%	82%
High School Introduction to Fine Arts	85%	88%	71%	78%	79%
High School Math	82%	88%	77%	81%	80%
High School Science	84%	77%	82%	85%	79%
High School U.S. History	77%	76%	78%	78%	80%
High School World History and Geography	83%	86%	79%	85%	81%
Grand Total	80%	84%	76%	81%	82%

Unlike the retention rates, success rates vary across disciplines. The chart below shows relatively low success in mathematics and science versus a high retention rate.

Success by Discipline

	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012
High School American Government	76%	70%	74%	72%	81%
High School Economics	70%	66%	62%	64%	67%
High School English	66%	72%	64%	63%	61%
High School Introduction to Fine Arts	82%	83%	65%	75%	66%
High School Math	54%	62%	56%	56%	59%
High School Science	66%	59%	71%	62%	61%
High School U.S. History	67%	66%	68%	62%	63%
High School World History and Geography	76%	66%	64%	74%	72%
Grand Total	65%	68%	63%	63%	62%

The school also provided information regarding success by age, ethnicity and gender. Results showed students over 25 have a higher success rate and African American and Native American students have a lower success rate than the other populations despite the lower enrollment numbers of these students. Female success rates exceed those of male students for the past five years.

Chapter II: Progress Report

In the July 2010 Initial Visit Report, the Visiting Committee affirmed two critical areas for follow-up:

1. Identify, collect, and utilize student data to ensure that student outcomes are accomplished.
2. Identify methods to provide support to students to increase the percentage of students matriculating to MiraCosta College.

Over the past two academic years, the leadership team focused on the two critical areas for program improvement and developed them as Action Plan goals in preparation for the 2013 accreditation site visit.

Critical Area/Action Plan 1: Identify, collect, and utilize student data to ensure that student outcomes are accomplished.

The Action Plan calls for the creation of a data warehouse to assist in the production of on-demand reports and queries. Three specific areas were addressed:

- Building out the data elements and structure
- Securing funding for the warehouse and retain third party vendor
- Implementing a process for evaluation.

Accomplishments included presentations by third part vendors for the final data warehouse, applications for grants to fund the project, and the establishment of beta versions of a tool using existing California Community Colleges Chancellor's Office data elements.

Critical Area for Follow Up/Action Plan 2: Identify methods to provide support to students to increase the percentage of students matriculating to MiraCosta College.

The Action Plan calls for the creation of a transition plan to facilitate the movement of high school students to college credit. This plan, developed in spring 2012, focuses on three areas:

- Define and determine successful transition and work with the College Office of Institutional Planning, Research and Grants (OIPRG) to create a baseline of high school students interested in transitioning to college courses.
- Provide a variety of programs and services to high school students to increase awareness of college programs and services.
- Present professional development opportunities to high school faculty to learn about college programs, and collaborate with college faculty in curriculum and student preparation and readiness for college programs.

Accomplishments in this Critical Area include professional development to high school faculty about college programs, student events and workshops to assist their transition, and collaboration with the Student Success Committee to create links between high school and college faculty.

Significant developments have also taken place at the institution and in the high school over the past two years.

Significant Developments

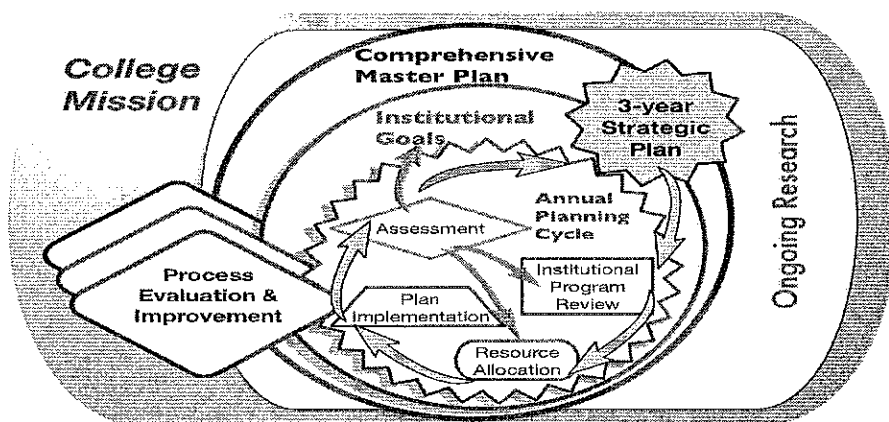
Since 2010, the school accomplished several substantial milestones, including the following:

1. Implementation of an integrated planning model (*2011 Comprehensive Master Plan, Strategic Plan 2011-2014*, institutional program review process).

2. Revision of all curriculum for courses and student learning outcomes (SLOs) associated with each course.
3. Paradigm and cultural shift to focus on students transitioning from high school credit to college credit.

1. MiraCosta College's and Adult High School Integrated Planning Model: Framework for Continuous Improvement

The Adult High School implementation, alignment, and integration of its planning processes have been the fulcrum for the lever of positive change taking place over the past two years. The culmination of this work resulted in the creation of the integrated planning model (IPM), which consists of a balanced network of decision-making processes and operations, illustrated below.



In spring 2010, while the Adult High School was completing the accreditation initial WASC visit process, the College District was developing the 2011 Comprehensive Master Plan and Strategic Plan 2011-2014 to measure progress on the institutional goals. The school incorporated the two critical areas for follow-up identified in the initial visit report into the strategic plan's institutional objectives, which allowed for a better systematic evaluation of the critical areas within the school's processes.

The program review process includes reflection and planning pieces. The review lends the opportunity to direct faculty dialogue into specific steps to meet the institutional objectives and improve program effectiveness. The school's resource allocation process, integrated with other plans, prioritizes resources and links the mission with its schoolwide goals and objectives.

2. Curriculum Review

To assure the curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with policies and procedures; each course offered must undergo a comprehensive review with MiraCosta College's Courses and Programs Curriculum Committee (CPCC) every six years. Upon CPCC's approval of new and revised course outlines of record, the Academic Senate Council approves them and sends them to the Board of Trustees for approval and implementation. New courses and courses with significant and substantial changes

are forwarded to the California Community Colleges Chancellor's Office for approval before they can be offered.

All courses of record for Adult High School courses were reviewed and approved by CPCC review in spring 2010 and the new and revised courses were offered in fall 2010. As part of the comprehensive review for each course, Schoolwide Learning Outcomes (SLOs) were also reviewed and rewritten, as appropriate, to reflect prior SLO course assessment results.

In spring 2012, with input from a newly hired English instructor, faculty members revised three English classes to better align with MiraCosta College's credit English courses and added a new course that provides students with a bridge to the college's credit English classes. After progressing through the college's curriculum review and approval process, all four courses were offered in fall 2012.

3. Paradigm and Culture Shift

The shift from a culture of decision making based on the verbal tradition to one based on data analysis, collaboration, and regular assessment of the processes and procedures has been a significant change for the Adult High School. The ultimate goal of this change is to improve student learning and achievement. In the past two years, the school has devoted itself to improving systems and processes to better integrate assessment and evaluation.

The change in perspective is evident in the faculty's approach to addressing the Critical Areas for Follow-up. Faculty members have moved to focus on student learning both within and beyond the Adult High School, encouraging the transition from high school to college credit courses and programs.

Chapter III: Evaluation of the School's Response to the WASC Postsecondary Criteria

WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

The institution demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

MiraCosta College and the Adult High School use a mission statement to guide the program goals and strategic operations. The mission statement was revised in 2009 and every three years thereafter. The school's current mission statement reflects findings in a 2011 survey, which showed that most students' goals include pursuit of higher education and/or a career objective. The school's location was specifically chosen to serve the needs of the local population, allowing them access to a wide variety of academic and student support services.

The Visiting Committee saw evidence that each three-year cycle of mission statement review and update is the result of a collaborative effort involving all the stakeholders of the school and

is approved by the Board of Trustees. It also includes an annual review of SLOs. The mission statement is scheduled for review again in January 2014.

The Integrated Planning Model (IPM) begins and ends with its mission. The IPM is comprised of a series of plans and processes and supported by the Integrated Planning Manual. The Visiting Committee verified that evaluations of progress on achieving the institutional objectives and SLOs are informed by substantial, relevant, and timely data. The school has established SLOs for each course that aligns with the mission statement. As a result of the Program Review in 2012, faculty members realized a need to revise the SLOs to better reflect the link between SLOs and the mission statement. A goal for this year is to review and revise the SLOs to better align to the schools mission and Action Plan.

The Visiting Committee found that the school has made significant progress in streamlining the SLO assessment process. Faculty members have accepted full ownership of the process, which is now integrated into the MiraCosta culture. The ongoing dialogue involving all faculty members has been robust and widespread and has resulted in diverse and creative methods to assess course level SLOs (CSLOs). These are included in all course outlines and required to be included on all syllabi. CSLOs are assessed in every course each time it is taught and are fully integrated into the lesson planning process. Faculty members have voiced concerns regarding similarity of school-level and institutional level SLOs. A subcommittee is currently evaluating this issue.

The Adult High School demonstrates its commitment to incorporate best practices in instructional technology, teaching methods, and the development and assessment of outcomes in a variety of ways, several of which were witnessed and documented by the Visiting Committee. Additionally, all courses and programs follow an action research-based model to examine learning outcomes, which includes an annual program review of reflections and analysis of performance, effectiveness, resources, personnel, curriculum, and students. Community outreach also plays a central role, as the school's personnel are in constant communication with local high school counselors and administrators to identify student needs.

Strengths

1. Comprehensive and collaborative processes for review and revision of college and school mission statements; use of the missions in the 2011 Comprehensive Master Plan to develop institutional goals.
2. Well-developed CSLOs.
3. A strong connection between SLOs with pedagogical improvements and the budgeting and planning process.
4. Maintenance of a robust curriculum review cycle informed by SLO data review and regular student input.

Key Issues (Prioritized)

1. SLOs: identification of SLOs that better assess student educational goals; improved mapping of CSLOs and SLOs and ILOs.

2. Improved data acquisition at all stages of matriculation: enrollment, course sequencing, and post-graduation employment, wage gain and successful transition to postsecondary education. Consider instituting an annual Adult High School Student Survey separate and distinct from the Noncredit Student Survey and completion survey for the students applying to graduate.
3. The inclusion of research-based learning strategies and outcomes assessment techniques at all levels of student learning.

WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

The institution utilizes the contributions of leadership throughout the organization to provide for continuous improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the institution effectively.

Policies and procedures for the College district operations are established by the Board of Trustees and available to the public. The Adult High School follows the same policies and procedures as the college. Representatives from various college constituencies participate in Board meetings, and District committees consist of administrators, faculty, staff, and students. Regular Board meetings include routine reports, monthly oral and written reports, and special reports as needed. In addition to dialogues with various key stakeholders, the Board schedules annual meetings to conduct a self-evaluation to establish goals for the coming year.

The Superintendent/President oversees the three main divisions of the college and has the ultimate authority and responsibility to the Board. The governance process clearly defines responsibilities for making collegial governance recommendations through four governance councils via college committees. In addition, the superintendent's/president's cabinet assists in making recommendations on a wide range of issues. Faculty and staff members are encouraged to participate in the collegial governance process by serving on committees and councils as part of the college's active pursuit of ensuring a voice for students, staff, and faculty.

The college has evaluated the governance structure three times in the past three academic years, and the Visiting Committee documented the improvements made as a result of each evaluation cycle. Three surveys served as part of the ongoing process for evaluating the integrity and effectiveness of the governance structure, clarify "significant" and "minor" changes and as a basis for a new Board policy to define the college's decision-making processes. Specifically, the policy defines collegial governance as the collaborative participation of appropriate members of the college in planning for the futures and in developing further policies and recommendations.

The college established a President's Advisory Committee on Accreditation and Institutional Effectiveness in fall 2012. This committee will evaluate the college's Midterm Report response and provide the Superintendent/President with a recommendation regarding the establishment of a permanent institutional effectiveness committee to institutionalize the assurance of academic quality.

Strengths

1. Clearly defined and inclusive governance structure with strong participation from the administrator, faculty, and staff.
2. Strong commitment of the Board of Trustees to the Adult High School.
3. Commitment of CLC dean to the success of nontraditional students.
4. Faculty and staff participation in governance and other operational committees.

Key Issues (Prioritized)

1. Improved communication of results from IPM committees and governance groups.
2. Institutional evaluations disaggregated to separate faculty and staff responses.

WASC Postsecondary Criterion 3: Faculty and Staff

The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

The school demonstrated to the Visiting Committee that the school employs qualified certificated and classified employees utilizing an extensive hiring policy for faculty, staff, and administrators. The number of faculty and staff members is determined through the college's annual program review, which is data driven.

Job descriptions are clearly stated in all job announcements. Hiring committees are comprised of faculty members. The Human Resources Office confirms that all confirms applicants' credential information as part of the college's extensive employment screening process. The college generates broad and diverse candidate pools through extensive advertising campaigns. A new procedure for hiring associate faculty members was established for 2012-2013, assuring that each department follows established protocol as determined by the Human Resource Office.

Board policies and administrative procedures are in place for recruitment and selection, compensation, evaluation, professional development, and discipline and dismissal. Board policies are developed and revised in the collegial consultation process. Administrative procedures are submitted to and approved by the president's cabinet. The college's ethical culture, the security and confidentiality of personnel records, and access to these records are all provided for via Board policies.

The quality of instruction is determined through faculty hiring and evaluation processes that follow state mandates. Tenure-track faculty members undergo four years of full evaluation, while tenured faculty members undergo recertification every three years and a full evaluation every six years. The evaluation processes are documented in corresponding handbooks, which were examined by the Visiting Committee. New classified staff members are hired on a conditional, one-year probationary period. Probationary employees are evaluated by their immediate supervisor three times in the first year; thereafter, performance evaluations are conducted every two years.

The Visiting Committee noted that CSLOs are fully integrated into the lesson planning process. Every faculty member is involved in SLO assessment. In January 2011, SLO assessment was

approved as a stated component in the evaluation process for full-time faculty. Participation in SLO assessment includes an expectation that faculty members will engage in the dialogue about assessment results and improved student learning. The college provides ongoing professional development opportunities and support to all faculty members to encourage this dialogue.

The Professional Development/Flex Program offers employees a comprehensive and systematic program of services and activities designed to foster staff, student, and instructional improvement. The Flex obligation is 60 hours for fulltime instructional faculty members, each of whom has available \$600 per year to use for conferences and travel expenses. Currently, participation in the Flex program is optional for associate faculty members, who receive two hours of paid professional development per each lecture hour equivalency they teach, not to exceed 40 hours per year.

In addition to the Flex program, the school has funds available for further professional development activities, student improvement, and/or instructional improvement.

Strengths

1. Innovative and effective faculty training program and record keeping.
2. Professional development opportunities for faculty and staff.
3. Clear and systematic evaluation processes for faculty and staff.
4. Ample resources for professional development opportunities.

Key Issues (Prioritized)

1. Include all full- and part-time staff in departmental meetings and discussions to improve student learning outcomes and success.

WASC Postsecondary Criterion 4: Curriculum

The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

The school maintains course records and outlines of study for all courses, which are available to all stakeholders via the Internet and which the Visiting Committee accessed. In addition, the school's webpage provides students with a program counseling form they can complete and submit to get questions about diploma requirements, time commitments, and the curriculum answered in real time. Signs placed throughout the campus also serve as a means for stakeholders to understand the diploma requirements. All new students have to participate in a mandatory orientation prior to enrolling their first term, and the orientation describes in detail courses and competencies required for graduation.

The Adult High School enforces a very structured method of curriculum development and evaluation through the Academic Senate-regulated C&P Committee (CPCC). This committee is responsible for formulating and recommending to the Academic Senate Council policies and procedures. To ensure equity in curriculum development, CPCC has twelve members: an instructional administrator and eleven faculty members. Every course listed in the college

catalog must go through a six-year curriculum evaluation cycle in order to ensure relevancy, update SLOs, maintain currency with educational technologies, and ensure the school's curriculum is connected to the program's overall mission. All the school's courses were updated, including their SLOs, and approved through the curriculum review process in 2009-2010; several other courses have been modified since the 2009-2010 update to strengthen their alignment with K-12 California State Standards.

Due to the student demographics, accessibility to instructional materials and information resources to help students meet their course learning objectives is a major priority. Required materials and texts are available at affordable prices, as seen by the Visiting Committee. Some courses have class sets which are available for loan. Although the school does not have a physical library on site, the college has made a commitment to the success of the school's students by dedicating three college librarians to serve the center weekly. All faculty, staff, and students have access to the online services, databases, and resources maintained by the college library. The college's master plan emphasizes the need for a fully functional library at the school, and funding for such a building is addressed through the college's strategic plan. To address student needs for computer availability, access, and opportunities for training, the school features classrooms that contain a variety of multimedia equipment, such as multimedia podiums, which is strictly maintained and replaced and allows instructors to enhance the learning outcomes of each course. The school's open community lab, used by the school as well as all other noncredit programs, contains thirty-six student computers and is available six days per week. The school has three additional lab classrooms that are available to instructors and their classes by reservation. All of these classrooms were visited while in use by the Visiting Committee. The school provides tutors in all subject areas in the Academic Support Center and specially trained Writing Center consultants in the classroom, open lab, and by appointment.

Strengths

1. Student access and availability to technology.
2. A well-defined and effective curriculum process.
3. Faculty-led curriculum development process.
4. Textbook affordability and availability to textbooks.

Key Issues (Prioritized)

1. Offer a way for students to monitor their individual progress towards the diploma through an electronic degree audit program.
2. Develop an on-site library.

WASC Postsecondary Criterion 5: Instructional Program

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

The school offers a high level of instruction in all courses by adhering to strict qualification guidelines for all instructors in the program. The curriculum process guarantees that the courses

taught in the program are in line with the standards expected of the college courses. Rigor is measured through CSLOs that are assessed each time a course is taught. The program's breadth and course offerings are consistent with the California State Standards for K-12 education. The school's diploma not only requires that students complete courses and earn credits, it also necessitates that students complete competency exams. Sequencing of all Adult High School courses is available in many of the same ways that course mapping requirements are. Students can find the sequencing for most of the program's courses on the webpage, on campus posters, in the college catalog, and most importantly, through consultation with a counselor and after initial orientation and assessment have been completed. The school measures the quality of instruction in each course section in a variety of ways, including continual review via the rigorous CSLO process and the college's comprehensive faculty evaluation process.

Faculty members maintain pedagogical practices that foster the best possible variety of learning environments, as witnessed by the Visiting Team. The majority of courses are taught face-to-face in traditional classrooms, which offers students the benefit of having personalized interaction with their instructors. Further, instructors are in frequent dialogue with each other and staff about students and services that can be offered to enhance learning. The data are reviewed across disciplines at least annually to give instructors opportunities to discuss teaching strategies, instructional methods, and student performance. The school incorporates technology in most of its courses and ensures tutors and in-class writing consultants are available students. The school addresses different teaching modalities and learning styles through small group work, the use of a course management system and a program-wide commitment to integrating study skills. Faculty members also take part in many college wide committees dedicated to discussions on student learning needs, pedagogy, and teaching methodologies.

Students may not have access to technology in their homes and personal lives and need instruction in technology literacy. Instructors have begun discussing the value of face-to-face instruction and the flexibility of online or hybrid courses to assist students. The school incorporates technology through faculty use of online computer programs and by student use in an independent lab as well as faculty support and ongoing training for online education. As a result of the English course curriculum revisions that went into effect in fall 2012, an independent grammar course that once required only book work was reconfigured to include the use of an online computer program. This use of innovative technology has been well received by students and has also given lab instructors and aides a chance to work with students as they troubleshoot with the new technology. To encourage the use of technology in the classroom the faculty provides ongoing training and support, as documented by the Visiting Committee. Full-time instructors are kept abreast of the innovations, changes, and opportunities for training and implementation of the latest instructional technology in the classroom through various committee assignments.

Strengths

1. Access to technology through classroom instruction and open labs.

2. Breadth of technological resources for faculty.
3. Maintenance of technology infrastructures.

Key Issues (Prioritized)

1. Exploration of effective online course work for future class offerings.
2. More training opportunities for collaboration with associate faculty.

WASC Postsecondary Criterion 6: Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Assessment of student learning is at the core of the school's instruction. The Visiting Committee noted that the school assesses learning at the course, program, and institutional level.

At the course level, faculty members assess all Student Learning Outcomes (CSLOs) each term using multiple sources of data for longitudinal and trend analysis. These analyses provide faculty the opportunity to dialogue about the results and discuss methods to improve student learning.

The Adult High School's CSLOs are aligned with Schoolwide Learning Outcomes (SLOs) and institutional-level outcomes (ILOs), providing the evidence for mastery at each of these levels. Despite this correlation, the school's faculty members have noticed the challenge of connecting discrete skills taught in the content areas (i.e., CSLOs) with larger, more global expectations needed upon graduation (i.e., SLOs). This has prompted the faculty to reconsider SLOs that align more with CSLOs as well as with skills needed for workforce entrance and advancement or the transition to higher education.

The Visiting Committee substantiated that the CSLOs are assessed collaboratively by both full-time and part-time ("associate") instructors. Along with these assessment results, which are included in the annual program review, core competency assessments are also used to measure learning.

Current assessments at the course, school, and institutional levels include a wide variety of methods as verified by the Visiting Committee. While these methods provide a reliable and valid assessment of skill demonstration, the faculty are considering more authentic assessment methods to align the competencies with real world expectations upon graduation. Faculty members at the school meet formally five times per year, at the minimum, to discuss student learning levels, assessment results, and course offerings in order to meet student academic needs. Changes were made based on data analysis and reviews of SLOs.

The Adult High School's instructional staff has implemented additional student procedures to help students reach educational goals, achieve academic success, and transition successfully to college credit programs or the workforce as evidenced by the Visiting Committee.

The Adult High School's faculty report SLO assessment results and analyze data compiled from this as part of program review to consider all aspects of what students need to accomplish their personal, professional, and educational goals. The school's department chair and faculty work together on the program review, which is forwarded to the dean for input and discussion. The dean validates faculty's conclusions. The Institutional Program Review Committee vets the

program reviews. The prioritizations for new resources based on SLO results are first made as divisional priorities and then forwarded to the Budget and Planning Committee for final recommendations to the superintendent/president. Results on progress and achievement are produced in statewide indicators contained in the Accountability Report for Community Colleges presented to the Visiting Committee.

Outcomes assessment is an essential component of the Adult High School that informs institutional planning efforts, guides revision and the Schoolwide Action Plan update, and forms a basis for resource allocation requests. The Adult High School's faculty, staff, and leadership work collaboratively to incorporate student learning resulted into the decision-making processes.

The comprehensive master plan (CMP) provides vision for the institutional direction for the next decade. MiraCosta College created a three-year strategic plan to measure progress on the institutional goals contained in the CMP. Outcomes assessment informs progress on the CMP and strategic plan through the institutional action plans under Institutional Objective II.2: Increase the rate of students moving from high school to college credit. Progress on the objective is measured by examining progress on the strategic plan as well as evidence garnered from the school's program review.

The Adult High School's 2010-2013 Schoolwide Critical Areas for Follow-up/Action Plan used the evidence gathered from SLO assessment to recognize that CSLOs needed to be better tailored to the skills, knowledge, and abilities students need as the transition to the workforce or higher education. Additionally, the faculty determined that SLO assessments needed to be better aligned with ILOs. These improvements to practice provided the bases for the 2013-2016 Schoolwide Action Plan for Continuing Improvement by establishing specific goals that are better designed to reach the school's mission that was demonstrated to the Visiting Committee.

The Adult High School's resource allocation process, integrated with other plans, prioritizes resources and links the College's mission with its institutional goals and objectives. During the past three years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement. In the past two program review cycles, two important improvements were made based on resource allocation. First, funds were repurposed to hire associate counselors to guide students through the matriculation process and provide evening coverage for students who work or raise families during the day. The school also requested and hired a full-time English faculty to provide leadership and curriculum modifications.

Strengths

1. Data driven budgeting and planning processes.
2. Clear course learning outcomes.
3. A well-defined annual institutionalized program review process.
4. A completed data-based comprehensive master plan.
5. Focus on noncredit student success through an institutional objective in the strategic plan.

Key Issues (Prioritized)

1. CSLOs need to be better aligned to the mission.
2. ILOs need to be assessed at an expectation level appropriate for a high school diploma.
3. Need to find more authentic measures of learning; triangulation of learning.
4. Need to explore possibility of using student portfolios to assess summative learning.

WASC Postsecondary Criterion 7: Student Support Services

The institution recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

The Adult High School provides students with support for admissions and records, counseling, and tutoring. Although the counseling has the capacity to support personal, career, and academic needs, the Visiting Committee discovered that it is only the academic support that the majority of students are conversant with or even aware of. Further onsite support includes tutors and a librarian, the ability to request books and other instructional materials, a Community Learning Lab, a Writing Center, orientation, and scholarships for purchase of textbooks. The college's Oceanside campus also provides support such as a bookstore, financial aid, and health services. Students are made aware of these support services through a variety of means, including the college catalog, website, classroom visits from counselors and support staff, a newsletter, and several onsite and off-site events held throughout the year.

Counseling services are available on a drop-in or appointment basis. In addition to services mentioned above, counselors also refer students to community agencies and offer a variety of workshops. When more in-depth personal counseling is appropriate, students are referred to corresponding services on the college's main campus.

Helping students transition from the high school to the college is one of MiraCosta's strategic institutional goals. The Visiting Committee saw ample evidence of this effort, including workshops, special events, planning, and scholarships.

The Adult High School recruits students by mailing the *Community Education Bulletin* to local residents fall, spring, and summer. Press releases, community awareness events, and interactions with local high school counselors (including a yearly conference) are also utilized as recruitment tools. Enrollment and attendance information is shared via the catalog and online. Students can enroll in person during one of the advertised registration sessions or online. Orientation is mandatory for each student. It includes transcript evaluation, placement testing, and an orientation session, followed by a one-on-one meeting with a counselor or the dean. After enrollment, students are routinely invited to meet with counselors, both individually and through workshop attendance. To ensure students remain in contact with a counselor after this initial meeting, a counselor signature is required for enrollment in specific upper level courses. The student's education plan is reviewed during all academic counseling sessions.

In addition to classroom experiences, students have the opportunity to engage in a variety of learning experiences offered through the college (including field trip events at the main college campus and visits to the school by college personnel), which were explained in depth during conversations with the Visiting Committee.

Transition to college and employment, mentioned above as an institutional objective, is supported through a variety of special events, workshops, on-site placement testing, scholarships, interaction with school personnel, and training opportunities about MiraCosta's college courses, programs, services, and opportunities. Adult High School faculty members work closely with their college counterparts to ensure that students are prepared for college. College admission policies are in line with the school's mission statement, which was created with input from the

school's administrators, faculty, and staff. In turn, this statement is supported by the institutional goals.

When asked in the Spring 2011 survey as to what the school does well, counseling ranked at the top of the categories (88%) followed by tutoring (55%). The most frequently mentioned services that students want to see added are cafeteria/food, child care, and health services.

In addition to the student satisfaction survey, all departments offering student support services have developed service area outcomes and participate in an annual program review. Faculty members are contractually evaluated by their peers, deans, and students, and every department participates in a comprehensive annual program review.

The Adult High School adheres to FERPA guidelines and federal and state mandates regarding student records. These records are kept securely in the College's database; records prior to 2000 have been converted into microfilm or microfiche and backup copies are stored at the Oceanside campus.

The school publishes an electronic catalog every year, which is accessible from the college's website. It includes a statement regarding the accuracy of the course information and applicable policies. The college also publishes the *Community Education Bulletin* three times per year, which contains course and schedule information and is mailed within the service area. Finally, counselors develop an educational plan for each student that lists courses required for graduation and then regularly advise students on the rigors of the program and discusses a realistic timeline to achieve graduation.

Strengths

1. Students enrolled in the Adult High School have access to all academic and student support services afforded to MiraCosta College students.
2. A formal plan to transition students to college programs exists due to an institutional objective.
3. The program is strongly supported by the College's leadership; administrators, faculty, and staff have countless opportunities to come together through governance and college district committees, meeting, events, and professional development opportunities.

Key Issues (Prioritized)

1. Work with the College Office of Institutional Planning, Research and Grant (OIPRG) to establish focus groups, conduct interviews, and review student files and standard instruments to assess availability of student services and the impact on the quality of learning.
2. Create a parallel plan that facilitates the transition to better employment opportunities.
3. Create data-collection instruments to measure wage gain, employment, and transition to higher education.
4. Create data metrics that provide information on pathway success and milestone clearance.

WASC Postsecondary Criterion 8: Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

As the economy has moved toward recovery, so have the college district's revenues. The Adult High School adopted a balanced budget for fiscal year 2013 as a result of projected growth in property taxes. Additionally, the fiscal year 2013-2014 budget is balanced with a 15 percent reserve that was shared with the Visiting Committee in meetings with MiraCosta's Superintendent/President and Board Trustees. The Adult High School develops its budget with the focus of meeting students' needs through strong academic and student support services.

The Visiting Committee established that MiraCosta's Superintendent/President directs and oversees the College and the Adult High School's entire educational program in accordance with board policies and administrative procedures and the educational master plan for future development of the College. The Institution ensures comprehensive master plan components are updated regularly, including the development every three years of a strategic plan that contains specific goals and objectives for a three-year period.

The school remodeled a former strip mall that had contained a large supermarket structure and a number of smaller structures, including a fast-food restaurant. The Visiting Committee observed that the school's classrooms and labs are technology-enhanced, each is maintained in fine working order, and the building's layout is warm and inviting while being an efficient and effective space for learning.

All classrooms, offices, and labs throughout the school have both wired and wireless connections to the Internet. The Adult High School maintains a one-full-time employee to-one-computer ratio and sufficient up-to-date computers for students' use in various labs. The school maintains a four-year replacement/upgrade cycle for all its computers. Software and firmware are upgraded regularly and are maintained in working order which was validated by the Visiting Committee.

The Campus Police Department employs certified officers who have completed Peace Officers Standard and Training. The officers protect all members of the school community and MiraCosta's Adult High School property.

In addition to providing safe campuses that maintain a learning-conducive environment, the Campus Police also provides a variety of student services. The Visiting Committee evidenced the school facilities as being well-maintained, clean, and safe.

Strengths

1. The District has demonstrated a strong record of fiscal responsibility.
2. Linkages between the College's comprehensive master plan, strategic plan, and program review support the Adult High Schools resource needs.

Key Issues (Prioritized)

No key issues for Criterion 8.

WASC Postsecondary Criterion 9: Community Connection

The institution seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

The Adult High School faculty, staff, and administrators connect to the community through a variety of ways and in many capacities. The Visiting Committee noticed that the institution connects to the community through civic events and gathering it hosts on the school campus which provide learning opportunities for students. The MiraCosta College Foundation is connected directly to the community through its volunteer board of community leaders who work with individuals, corporations, and local civic groups to raise money that funds scholarships and supports the enhancement of the school's academic programs and facilities.

The Adult High School at times seeks to connect to community and business leaders to enhance the learning experiences of students. It provides opportunities for service projects that allow the students to support the community. The school regularly informs its community regarding its mission, purpose, and value to the community at large through newsletters and other college publications. It has a presence in the community and has a reputation for excellence.

MiraCosta College's Adult High School seeks partnerships that provide internships for students to seek practical experience in their career area of choice.

The Visiting Committee evidenced that MiraCosta College Adult High School publishes its mission, institutional goals, and institutional learning outcomes in numerous places and formats accessible to all stakeholders. They are prominently displayed on the College's website and in its online catalog, and they are published in the schedule of courses, which is available in print or online. They also are included in all planning documents and the annual report. In addition, MiraCosta's mission is displayed in each classroom, public lobby, and conference room. Prospective students can learn about the schools programs through the annual publication of *The Mirror*, a multi-page promotional booklet featuring the College's programs and Adult High School former student success stories.

Strengths

1. Regular contact with local school districts, the College, and community leaders.
2. Availability of award-winning Service Learning program.

Key Issues (Prioritized)

1. Explore the idea of building partnerships with local high schools to capture dropouts earlier.
2. Create data-collection instruments to measure wage gain, employment, and transition to higher education.

WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

The institution uses the self-study process to identify key issues that are inserted into a schoolwide *Action Plan* that governs school improvement activities and events. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

The Institution uses the self study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The Schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the Board of Trustees to ensure continuing school improvement. The school maintains accountability to the governing board and reports progress on Action Plan items to all stakeholders which the Visiting Committee observed. The Action Plan is always used by the school for planning, resource allocation, and the evaluation of existing programs.

The Adult High School has an Action Plan that reflects the efforts of all stakeholders to develop a culture of ongoing school improvement. The Action Plan is a key document that is used effectively to move the school forward as viewed by the Visiting Committee.

The accreditation process is used throughout the six-year cycle to identify and prioritize critical areas for follow-up that highly impact levels of learning at the school. It has procedures in place to implement the Action Plan and monitor its effectiveness two or three times a year. The school carefully documented all critical areas for follow-up left by the previous WASC accreditation team. The Visiting Committee found through discussions with the leadership and Focus Group that the Adult High School understands well how to use the Action Plan to annually assess school progress and to add new action items or replace completed items during the six-year WASC cycle.

The Adult High School has a clear mission statement that is regularly reviewed and revised. The school has developed Schoolwide Learner Outcomes (SLOs) that provide the overarching goals for students. The Visiting Committee noted that SLOs are well-integrated into every aspect of the school, especially in the instructional program.

The school has informed all stakeholders of the mission, purpose, and school SLOs so that there is unity and commitment. The mission creates an excitement among stakeholder groups. The school has imprinted its mission and purpose within the community throughout the year through various modalities so that it has a positive reputation.

The governing body, administration, and faculty share a solid commitment to implement the Action Plan and carefully monitor results to ensure success. The Visiting Committee noticed that the leadership of the school is strong and stable and gives evidence that it has a high degree of competence to successfully implement the Action Plan.

The Adult High School has shown that they are highly competent and capable in responding to identified critical areas for follow-up. The school improvement process is clearly evident to the Visiting Committee through classroom visits and faculty, staff and student interviews.

Strengths

1. A committed group of professionals who strive to improve the program.
2. An integrated plan within the College that allows for continuous monitoring and improvement of the Action Plan.
3. A thorough Action Plan with SMART objectives that desires meaningful data and results in student success.

Key Issues (Prioritized)

1. Ability to capture reliable employment or transitional data about students after graduation.
2. Institutional capacity to implement improved data usage.

Chapter IV: Action Plan Effectiveness

MiraCosta College's Adult High School has collected and reviewed the relevant data to explain the program's characteristics and to analyze evidence of student learning and achievement. Due to the program's small size, the leadership team and focus groups were one and the same.

The leadership team included all full-time faculty, staff, and administrators of the program as well as staff and administrators from the College Office of Institutional Planning, Research and Grants.

The faculty, staff, and other stakeholders have examined the data, dialogued about the evidence, assessed the impact of the information, and brainstormed conclusions to assist the program in establishing its Schoolwide Action Plan for Continuing Improvement.

Their engagement with the data revealed how important reliable and valid evidence is to inform good decision making. The need to expand both the capacity and the use of evidence to chart program improvement and measure student learning is the key issue for the next accreditation cycle. The leadership team engaged in the process of inquiry and forged a culture of experimentation and investigation.

Institution's Areas of Strength and Areas for Follow-Up

Areas of Strength

1. MiraCosta College's Adult High School and MiraCosta College have integrated services, planning, and strategies to create a seamless transition for students to access college classes and programs.
2. The MiraCosta College's Administration and Board of Trustees has demonstrated a strong and ongoing commitment to the high school.
3. The Administration, Faculty and Staff foster a culture of collaboration and open communication to carry out the school's mission.
4. MiraCosta College's Adult High School has a supportive, caring, knowledgeable Administration, Faculty and Staff and a nurturing environment that supports high expectations for all students.
5. Administration, Faculty and Staff have created a robust system for serving students. The components of registration, student orientation, placement testing, counseling and graduation planning ensure that students are supported at every phase as they enter the high school environment.
6. MiraCosta College's Adult High School is committed to providing access to all students by providing flexible scheduling that includes day and evening hours.
7. Access to technology in classrooms and open labs provides a variety of learning modalities for students and faculty.

Critical Areas for Follow-up

The Visiting Committee concurs with the school's critical areas for follow up:

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.

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.
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.
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.

In addition, the Visiting Committee recommends:

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.

MiraCosta College's Adult High School has a long tradition of assisting adult students in completing high school education. The administration has a unique and integrated relationship with MiraCosta college programs and administration. The self study process was embraced by the faculty, staff, and administration as an opportunity to reflect on the program and improve student learning and achievement. Through examining the program and addressing each accreditation criteria, the members reviewed student work, analyzed the effectiveness of student services related to student needs, and considered demographic and achievement data and program and institutional processes. The self-reflection and collaboration culminated in the identification of key issues and Action Plans that will help the program better meet its mission and increase student outcomes.

Moreover, MiraCosta Adult High School has shifted from a culture of decision making based on a verbal tradition to one based on data analysis, collaboration, and regular assessment working in conjunction with the College's processes and procedures. This shift has been a significant change for both the Institution and Adult High School. The program has devoted itself to improving systems and processes to better integrate assessment and evaluation.

The school, administration and staff have shown they are fully committed and dedicated to fulfilling all the requirements of the WASC accreditation process.