# 2019
# Self-Study Report:
## Adult High School

MiraCosta College | Adult High School

**SELF-STUDY REPORT**


**ACCREDITING COMMISSION FOR SCHOOLS**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**


**FOR**


**MIRACOSTA COLLEGE ADULT HIGH SCHOOL**


**1831 Mission Avenue**
**Oceanside, CA 92054**


**February 25–27, 2019**

# Preface

Preparation of the Accreditation Self-Study for MiraCosta College's Adult High School (AHS) began with the creation of timelines and an analysis of prior studies and action plans during the fall 2017 semester. In February 2018, after the arrival of the new interim dean for adult education, work began in earnest on creating the leadership team and focus groups, participating in WASC training, conducting research and analyzing data, and writing. The leadership team included the AHS department chair, noncredit research analyst, adult education dean, admissions and student support dean, and the institutional effectiveness dean who also serves as the College's accreditation liaison officer.

Focus groups were created for each of the four major criterion: Curriculum, Instructional Program, Use of Assessment, and Student Support Services. The groups were co-chaired by a full-time faculty member and either a counselor or a staff member. The focus group teams were charged with engaging other faculty and staff in writing the response to their assigned criteria. Their work was further supported with student voices through a series of student focus group meetings conducted by the noncredit research analyst. The leadership team, with direct input from the four full-time AHS faculty members, authored the remaining criteria and chapters. All stakeholders who were involved in the self-study process are listed on page iii.

The Adult High School mission to prepare adults for higher education and employability is directly supported by the AHS program student learning outcomes (PSLOs). These PSLOs are analogous to the WASC Schoolwide Learner Outcomes in defining expectations for all students completing a diploma in the AHS. They state that, through completion of the AHS diploma requirements, students will be ready for higher education and employment, have improved self-efficacy, and model respect for diversity. Course-specific SLOs (CSLOs) are mapped to the more broad PSLOs for rigor and consistency throughout the AHS.

The self-study process supported faculty, staff, and administrators in carefully evaluating impacts on student learning and identifying areas of improvement. The AHS has seen a steady but small increase in student success over the last three years. Even so, recognizing there is a good deal of room for improvement, the faculty, staff, and dean have included steps in the schoolwide Action Plan to learn more about student attrition and impacts on success.

Chapter 4 contains the Action Plan, which includes 15 specific activities to address the school's four highest priority key issues, including improved communication/collaboration with all stakeholders to improve student success; expanded used of data for program improvement; robust marketing; and accountability tools for professional development.

The adult education dean and AHS department chair, in collaboration with AHS faculty and other stakeholders, will ensure progress on the 15 strategic activities in the Action Plan during

the next three years. Regular meetings between the dean and department chair have been established as a mechanism to support that work. Other faculty, staff, and administrators will be included regularly as one of the school's greatest strengths is the broad support it has as part of MiraCosta College.

# Self-Study Team Members

## Leadership Team

Angela Senigaglia, Lead Instructor, Noncredit English
Kate Alder, Dean, Community Learning/Continuing Education
Cheryl Harris, Noncredit Research Analyst
Chris Hill, Dean, Research, Planning and Institutional Effectiveness
Freddy Ramirez, Dean, Admissions and Student Support

## Focus Group Co-Chairs

Manual Acero, Noncredit Student and Faculty Support Assistant (Criterion 7)
Julie Cord, Noncredit Instructor (Criterion 5)
Erica Duran, Noncredit Instructor (Criterion 6)
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Maria Lopez, Noncredit Support Supervision (Criterion 4)
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Angela Senigaglia, Lead Instructor/AHS Department Chair, Noncredit English (Criterion 4)
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## MiraCosta Executive Team

Sunita Cooke, Superintendent/President
Diane Dieckmeyer, Vice President Instructional Services
Charlie Ng, Vice President, Business and Administrative Services
Alketa Wojcik, Vice President, Student Services

## Report Production Team

Kimberly Coutts, Research Analyst
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# Table of Contents

# Chapter I

# Institutional, Community, and Student Characteristics

# Chapter I. Institutional, Community, and Student Characteristics— Institution's Mission and Schoolwide Learner Outcomes

**Basic Institutional Information**

1. **Narrative Description of the Adult High School.** The Adult High School (AHS) mission is to prepare adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity. The Community Learning Center (CLC), one of four MiraCosta Community College District (MCCD) campuses, houses the AHS. In addition to AHS courses, the CLC offers courses in noncredit categories as well as selected MiraCosta College credit courses to assist students in transitioning from noncredit to credit programs.

   MiraCosta College is the only post-secondary institution in Coastal North San Diego County to offer an adult high school diploma program. The program is tuition-free, with both day and evening courses to accommodate the varying schedules of students in the community. Its method of instructional modality, which focuses exclusively on in-classroom instruction rather than an open-lab, self-paced environment, makes the AHS unique. The AHS is fully integrated within all MCCD policies and procedures.

2. **School Address, Website, and Extension Site**

   | **MiraCosta College** | **MiraCosta College Community Learning Center** |
   | --- | --- |
   | One Barnard Drive | 1831 Mission Avenue |
   | Oceanside, CA 92056 | Oceanside, CA 92058 |
   | www.miracosta.edu | www.miracosta.edu/AHS |

3. **History of the School.** 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, both Carlsbad and Oceanside Unified School Districts asked the College to accept responsibility for all adult education in the district.

   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

permission to grant eighth grade and high school diplomas. On August 1, 1972, the MCCD Board of Trustees (BOT) approved the graduation requirements as submitted (I.1).

Originally, MiraCosta's AHS offered only evening classes in one wing of an Oceanside High School building. In the late 1970s, MiraCosta also assumed the responsibility for the General Educational Development program on Camp Pendleton, previously offered by the San Diego Army and Navy Academy private prep school.

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 MCCD. Because the San Dieguito Union High School District (SDUHSD) was already operating an adult school at that time, MiraCosta 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 the 1980s, MiraCosta's noncredit programs, including the adult high school diploma program, 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 closed its offices and AHS on the base; from that time until the present, the College has served the Marine Corps population off the base at the MCCD facilities in Oceanside.

In 1998, MCCD invested approximately $8 million to purchase and remodel an existing strip mall and restaurants located on 7.8 acres at 1831 Mission Avenue in Oceanside in order to house the College's noncredit programs. This current site, named the MiraCosta College Community Learning Center, is located in a commercial area, with frequent bus stops nearby. Residential areas border the commercial area in which it is located.

In spring 2014, the Coastal North County Adult Education Consortium (CNCAEC) was established. Through the consortium, K-12 school districts in North San Diego County work with MiraCosta College to develop and implement a comprehensive plan to better serve the educational needs of adults in the region. MiraCosta College and the Carlsbad Unified School District, Oceanside Unified School District, and San Dieguito Union High School District comprise the CNCAEC. When the consortium examined adult education programs within MCCD boundaries, specifically adult high school diploma programs, it determined that MiraCosta would become the sole provider of adult secondary education programs in the region. By 2016, MiraCosta College took over the responsibility of providing a high school diploma program for all three unified school districts.

4. **Significant Developments.** Due to the recent passage of a bond measure that will finance capital improvements throughout the District, the CLC is expected to benefit from the addition of a new student services building along with numerous other improvements to its existing campus and site.

   In placement of the new building, the CLC is provided with the much needed exterior campus quad and connections to parking. Both the new building and outdoor space will create a campus environment that encourages student engagement, enhances the student experience, and improves safety and security. The addition of square footage will address the identified space deficiencies. Renovation and modernization of the existing instructional buildings will create flexible and interactive twenty-first century learning environments and additional student study and tutoring space. These projects will also refresh aging building systems, finishes, furniture, and technology. To address identity and wayfinding issues, the Facilities Master Plan includes a new campus gateway structure at the Mission Avenue entrance. Additional site improvement projects will provide additional parking, student drop-off areas, and water-conscious landscaping (I.2).

5. **Specific Changes Since the Last Visit.** The expansion of available student support services is one of the most significant changes that has occurred within the AHS since the last visit.

   - In 2015, the College changed the reporting lines for student services personnel, including noncredit counselors and support staff, to appropriate student services deans at the College to establish consistency among all three MCCD campuses.
   - In 2016/17, due to the establishment of the CNCAEC, the AHS became the sole provider of adult education for the entire region.
   - Hiring two full-time noncredit counselors in 2016/17 made it possible for more students than previous years to be assessed at orientation and placed into the appropriate classes (I.3).
   - Three College librarians now serve the CLC 28 hours per week; additional hours were implemented for library services and tutoring.
   - Two years ago, Disabled Students Programs and Services (DSPS) began offering monthly counseling appointments at the CLC (I.4), and in fall 2018, a part-time DSPS counselor was placed there for 18 hours per week.
   - An onsite Academic Support Center led by faculty and staff from the MiraCosta College Library as well from the College's Tutoring and Academic Support Center, Math and STEM Learning Center, and Writing Center was added.
   - A Testing Center was added to the CLC that eliminated the need for students to travel to the Oceanside Campus for placement testing and academic proctoring.
   - Career services and staff were brought to the CLC.
   - A new student services specialist position was added two years ago to assist with the onboarding process of students, and a director of Student Services was approved for

full funding by the College and will be hired in spring 2019. The director will be responsible for all adult education programs.

- A food pantry was added to the CLC to meet the basic needs of students.
- The AHS moved from a competency-based model for demonstrating graduation preparedness to a proficiency-based model.
- In 2016, the AHS applied for a Workforce Innovation Opportunity Act (WIOA) Title II grant, which was awarded for the first time in 2017/18.
- In 2016/2017, the AHS began using Comprehensive Adult Skills Assessment Systems (CASAS) assessments to measure student learning gains. Because the AHS does not use an entrance assessment tool to place students in English courses, the CASAS information was initially used to help determine if AHS placement methods were consistent with students' capabilities, not just graduation needs. By spring 2018, CASAS testing in both English and mathematics extended to all AHS courses. The learning data CASAS provides will help the school further understand student success.
- Subsidies for child care are now available to AHS students through the use of Adult Education Program funds.
- AHS faculty used grant funds to establish a textbook loan program, beginning in fall 2018, to remove a financial barrier that had been identified through the 2016/17 institutional program review process.
- The recent passage of a bond measure is providing funding for a new student services building at the CLC to be completed by 2020. The design phase has been completed.

Additions and modifications to the high school diploma curriculum and program requirements have been another significant change since the last visit.

- In 2014, AHS faculty created a new course (HSENG 40) for students to improve their information literacy and increase their college and/or workforce capital.
- In 2015, an information literacy student learning outcome was added to six courses to ensure students were better equipped to find, evaluate, and use information.
- In 2016/17, several English and math courses were revised to improve the sequencing of the course content.
- In 2017, the General Education Development (GED) preparation class was redesigned to provide more face-to face instruction for students as well as vouchers for practice and GED exams to enhance student success.
- In 2017/18, the Life Science 1 Biology course was divided in two so the subject matter was more accessible for basic skills and nonnative English speaking students. Courses in environmental science, biotechnology, and film history were created to provide students with more varied pathways to credit coursework.

- For those seeking a diploma, elective credits were broadened to include previously completed coursework (when appropriate and relevant).
- The total number of credits required to graduate were modified to comply with state regulatory changes.
- In 2017/18, a board policy (I.5) and administrative procedure (I.6) were created to codify AHS program requirements.

6. **Student Demographics.** Over the past several academic years, AHS students have been predominantly female; in 2017/18, 60 percent of students were female, as illustrated in Figure 1-1.
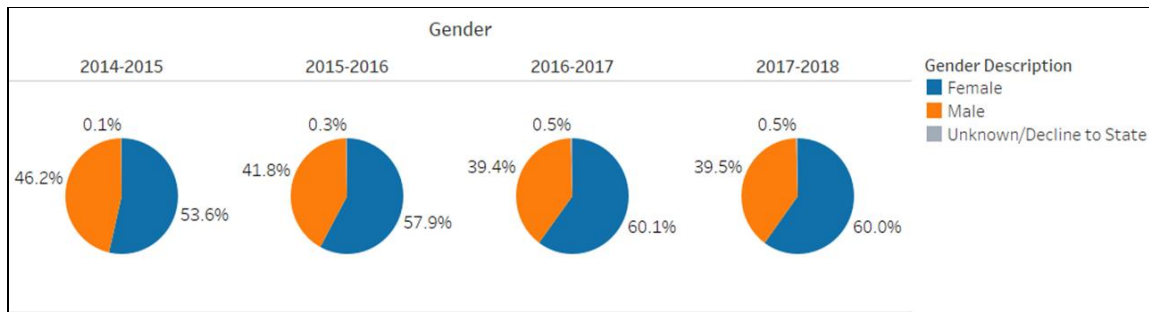


*(Source: MiraCosta College Student Information System, May 2018)*

**Figure 1-1. AHS Student Gender (2014–2018)**

The AHS serves students of a variety of ages and life stages, as illustrated in Figure 1-2. Just over a fifth of students in the most recent academic year were between the ages of 18 and 20, although an equal proportion were in their 30s and 17 percent were aged 40 years or older.
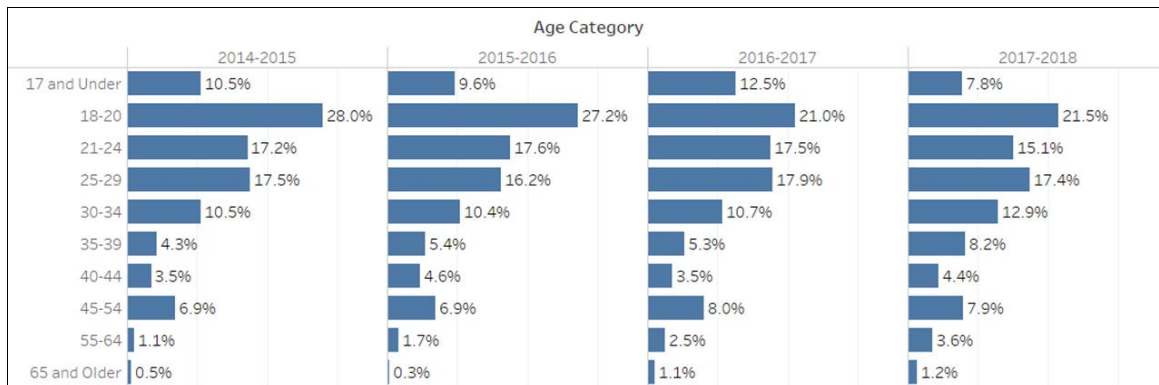


*(Source: MiraCosta College Student Information System, May 2018)*

**Figure 1-2. AHS Student Age (2014–2018)**

The ethnicity of the student population has remained relatively consistent over time (Figure 1-3) with more than two-thirds, 68.3 percent, of students describing themselves as Hispanic, while

16.9 percent selected White, 4.1 percent selected Asian, 3.4 percent selected Black/African American, and 3 percent selected multiracial. Less than 1 percent described themselves as Pacific Islander.

| Ethnicity | | | | |
| --- | --- | --- | --- | --- |
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| American Indian/Alaska .. | 0.7% | 0.9% | 0.5% | 0.8% |
| Asian | 5.9% | 3.9% | 4.9% | 4.1% |
| Black/African American | 3.6% | 3.6% | 4.0% | 3.4% |
| Hispanic | 69.5% | 68.9% | 65.3% | 68.3% |
| Pacific Islander | 0.8% | 0.8% | 1.2% | 0.9% |
| Two or More Races | 2.0% | 2.7% | 4.2% | 3.0% |
| Unknown | 1.8% | 1.5% | 3.1% | 2.7% |
| White | 15.6% | 17.8% | 16.8% | 16.9% |

*(Source: MiraCosta College Student Information System, May 2018)*

**Figure 1-3. AHS Student Ethnicity (2014–2018)**

7. **Governance Structure.** The AHS functions as part of the school of Behavioral Sciences, History, and Adult Education within MiraCosta College. The dean of Behavioral Sciences, History, and Adult Education is the academic and operational leader for the AHS (I.7). As a California community college district, the MCCD has a publicly elected board of trustees with seven members elected by area and a student trustee elected by the student body (I.8). District leadership includes a superintendent/president and vice presidents of the Business and Administrative Services, Instructional Services, and Student Services Divisions. As the chief executive officer of the District, the superintendent/ president has the authority and responsibility for the quality of the College's instructional programs, student support services, and administrative services. The vice president of Instructional Services has responsibility for five schools and five instructional areas within the College (I.9).

MiraCosta's strong governance process supports collegial decision making by clearly defining how governance recommendations to the superintendent/president are made through the various constituency group and District committees (I.10). The superintendent/president chairs the College Council, which is composed of committee chairs, division leadership, and a representative from each constituency group (i.e., Academic Senate, Classified Senate, Administrators, and Associate Student Government). The College Council serves in an advisory capacity to the superintendent/president and plays an essential role in facilitating discussions to ensure the governance process and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

Chapter III, Indicator 2.3 describes the governance structure in detail.

8. **Schoolwide Learning Outcomes.** The AHS equates WASC schoolwide learner outcomes with MCCD program student learning outcomes (PSLOs). In 2013, the AHS reviewed and revised its PSLOs to reflect both the level of achievement appropriate for a high school diploma and the school's student population. AHS PSLOs are highly informed by the AHS mission to prepare noncredit students for higher education and the workforce. PSLOs are posted in all classrooms and published on the AHS webpage.

> **AHS Schoolwide Learner Outcomes (aka PSLOs)**
>
> **Through completion of the Adult High School Diploma coursework requirements, students will**
>
> ❖ obtain an awareness of, and preparation for, higher education;
> ❖ acquire improved workplace skills for employability;
> ❖ demonstrate improved self-efficacy; and
> ❖ model a sensitivity to, and an awareness of, diverse perspectives.

9. **Programs Offered and Students in Attendance.** The AHS offers classes for adults who wish to obtain their high school diploma. After evaluating students' high school credit deficiencies upon their admission to the AHS, counselors help them plan a program to meet the graduation requirements. The unduplicated student headcount, illustrated in Figure 1-4, has fluctuated in recent years and in 2017/18 stood at 692. Course enrollments have also varied from a high of 2632 in 2016/17 to 2101 in 2017/18. The most recent decline in enrollments is worth monitoring to see if the trend continues. Similar declines have been observed in other adult education programs in recent years. A combination of factors may be involved, including lower national birthrates, near full employment economy, and stagnating wages that necessitate the need for immediate income (I.11).
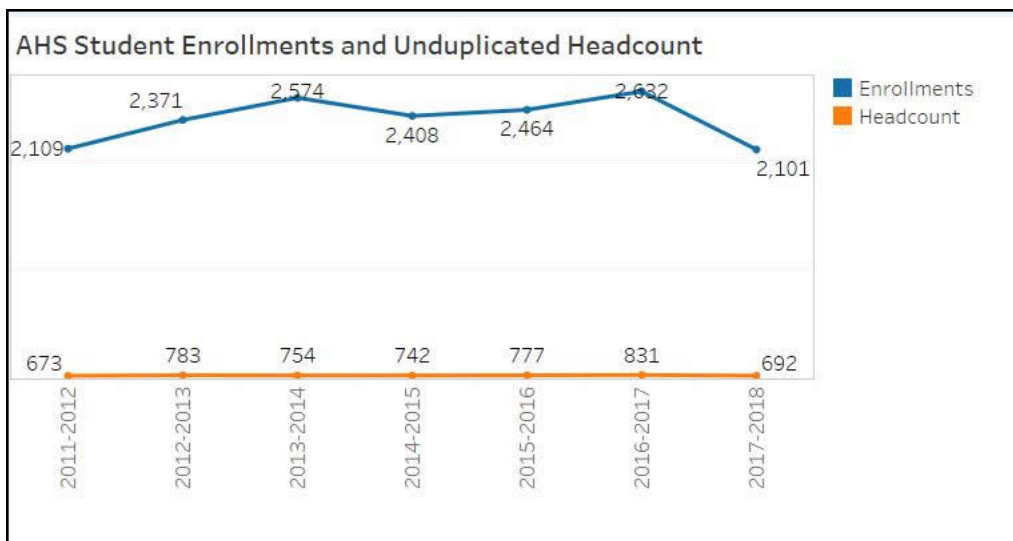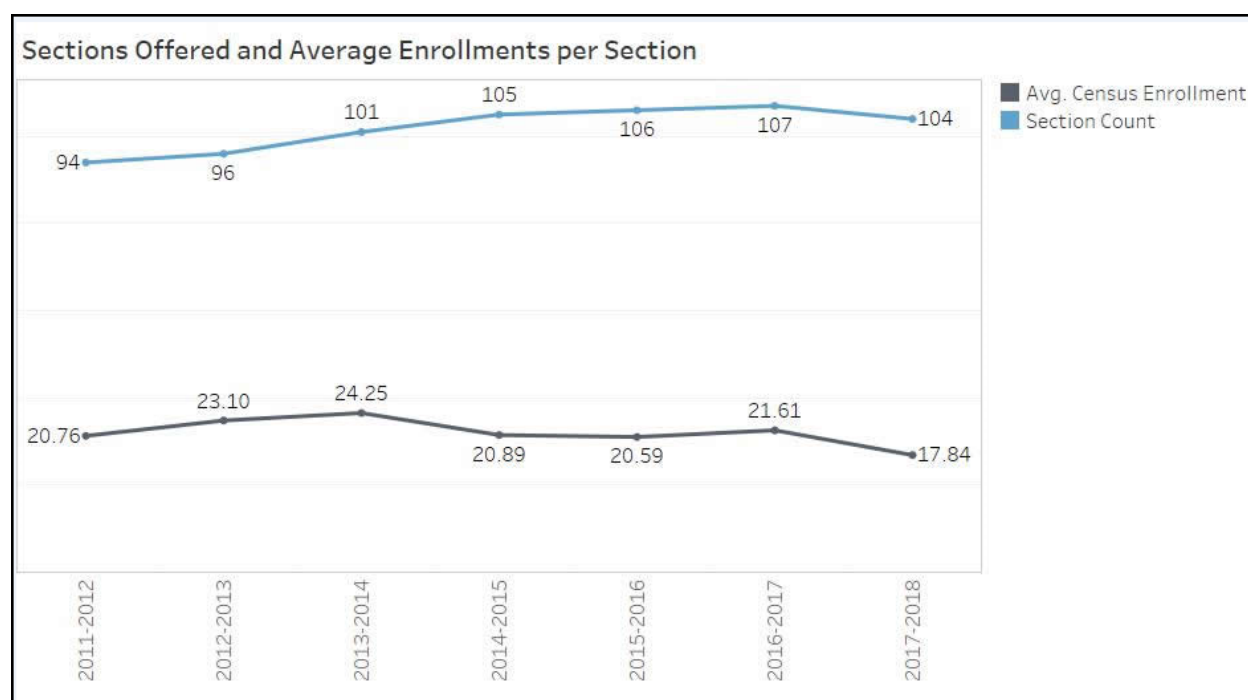


*(Source: MiraCosta College Student Information System, May 2018)*

**Figure 1-4. AHS Enrollments and Unduplicated Headcount (2011–2018)**

10. **Typical Class Size.** From 2014/15 through 2016/17, average class size was relatively stable at about 21 students per class, as illustrated in Figure 1-5. In 2017/18, however, the average number of students per section dropped to 17.8, with 104 sections offered.

11. **Certificates.** In 2016/17, the AHS created a Basic Education for Academic or Workforce Preparation Certificate of Competency. This certificate could provide a benchmark of achievement for students who are pursuing their diploma as well as for non-diploma seeking students who want to review foundation skills in reading, writing, grammar, and mathematics in preparation for their next educational or career-related goal. The student services component remains to be developed and successful implementation of this certificate will also require a focused marketing plan.

12. **Administrative and Teaching Staff Members.** As stated above, the dean of Behavioral Sciences, History, and Adult Education is the academic and operational leader for the AHS. The teaching staff members include four full-time and twenty-one associate (part-time) faculty. In addition, the AHS is supported by one librarian, two counselors, and ten staff members.



*(Source: MiraCosta College Student Information System, May 2018)*

**Figure 1-5. AHS Enrollments per Section (2011–2018)**

13. **Calendar System Used.** The AHS utilizes an academic calendar approved by the MCCD BOT and Academic Senate. Designated as the Noncredit Calendar, it operates on the same overall schedule as the Credit Academic Calendar in terms of fall, spring, and summer start

and end dates and all-campus holiday observations. The noncredit calendar allows for four 8-week terms across the fall and spring semesters to better meet the needs of adult students (I.12).

14. **Average Student Load.** Table 1-1 shows that in the last five years, students enrolled in an average of 2.4 courses in the fall terms. This average is in line with the expectations of the diploma program's fast pace and student's personal lives outside of the program.

**Table 1-1.  AHS Average Student Course Load in Fall Terms (2013–2017)**

|  | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|---|---|---|---|---|---|
| Average number of courses enrolled | 2.4 | 2.4 | 2.4 | 2.5 | 2.2 |

**Community Information**

1. **Geographic Area.** The AHS service area has long been Oceanside and Carlsbad under an agreement with the local unified school districts. All AHS courses are taught at the CLC, which is located in a commercial area of Oceanside that is bordered by residential areas. After the creation of the CNCAEC, MiraCosta also became the sole provider of adult education to the SDUHSD. Figure 1-6 depicts a map of the geographic region served by the AHS.

   Most AHS students enrolled in the most recent academic year were from Oceanside (56%), followed by Vista (14.4%), Carlsbad (11.1%), and Encinitas (4.5%). However, the remainder of enrolled students came from several other cities both within and outside the MCCD service area boundaries.

2. **Population.** The area served by MiraCosta College and the AHS is similar to the Metropolitan Statistical Area (MSA) in San Diego County known as North County West. This MSA encompasses Camp Pendleton, Oceanside, Carlsbad, Encinitas, Cardiff, and Solana Beach. The MCCD service area also includes the cities of Del Mar (slightly south of the North County West boundary), Carmel Valley, and Rancho Santa Fe (both slightly east of the MSA boundary), so the census MSA population estimates are somewhat lower than those of the total MCCD service area. Del Mar and Rancho Santa Fe are included as part of the North County MSA in census reporting. Following the 2010 census, the North County West MSA population was estimated at 405,713 people, of which 310,548 (76.5%) were over the age of 18.

**Figure 1-6. Geographical Map of AHS Service Area**

3. **Population Characteristics.** In 2010, the San Diego Association of Governments (SANDAG) estimated the following North County West demographic (I.13):

   - 63% White
   - 24% Hispanic
   - 6% Asian
   - 3% Black
   - 3% Multiracial
   - 1% Pacific Islander
   - Less than 1% American Indian.

Median household income was $71,907; however, 9 percent of the total population was determined to be living below the poverty line. Additionally, 10 percent of this population was also reported to have obtained less than a high school education, or approximately 40,571.

In SANDAG's 2016 estimate since the 2010 census report, the total population of the MSA was projected to grow by 5.7 percent, gaining 23,059 people, from 405,713 captured in the 2010 census to 428,772. Median income increased slightly in inflation-adjusted dollars to $72,129. The number of adults (age 18+) increased to 337,045 (78.6%) (I.14).

4.  **Anticipated demographic changes.** The SANDAG regional growth forecast, released in 2013 (I.15), projects that the MSA's population will grow 14 percent between 2012 and 2050. The Hispanic population is expected to increase by 55 percent in this same period, while non-Hispanic growth is flat or negative. The multiracial population residing in the MSA are expected to grow by 45 percent.

    The MSA's population is expected to "gray" somewhat during this period, with the median age moving from 35 to 39 by 2050. Employment opportunities within the MSA are also expected to trend downward, particularly between 2035 and 2050.

**Student Learning Data**

Four critical metrics measure student success and achievement: retention, success, diploma completion, and transition to MiraCosta College credit coursework. The data are disaggregated by age, gender, and ethnicity.
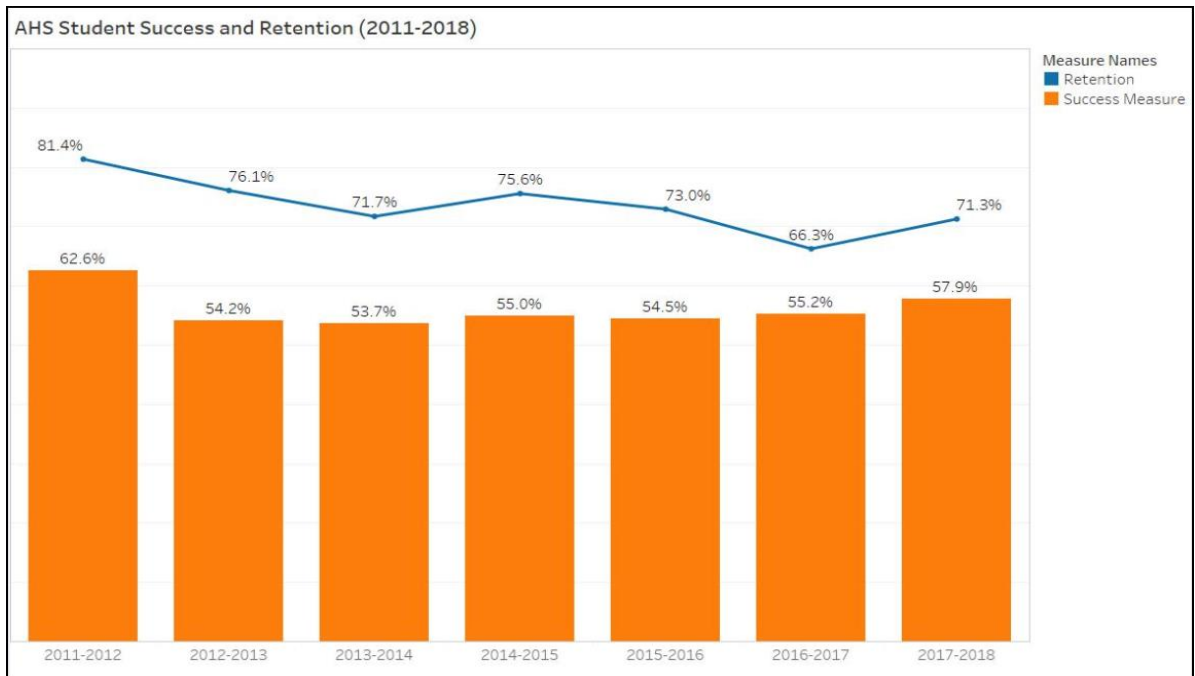
*Retention and Success*

Retention is the percentage of students who enroll and do not withdraw from the class within a session/term. As illustrated in Figure 1-7, AHS retention rates have seen an overall drop over the past few years, but have exceeded 70 percent in most cycles.

Success in AHS classes is defined as the percentage of students who pass a course with a grade of "D" or better (Figure 1-7). Success rates have remained fairly consistent over the past six academic cycles. In the most recent academic year, more than half of AHS students (57.9%) passed courses with a grade of "D" or better. This is a slightly higher success rate than in the previous five academic years.

Success rates are also disaggregated based on gender, ethnicity, and age, and they are reported by discipline. Figure 1-8 displays the pass-fail rates by discipline. Observations from the past five cycles are noted below:

- With the exception of 2017/18, English pass rates have remained consistent and a slight decline in fail rates has occurred over the past two cycles.
- Math pass rates have remained consistent.
- Science and social science pass rates have increased overall by more than 14 percentage points over the five year period.
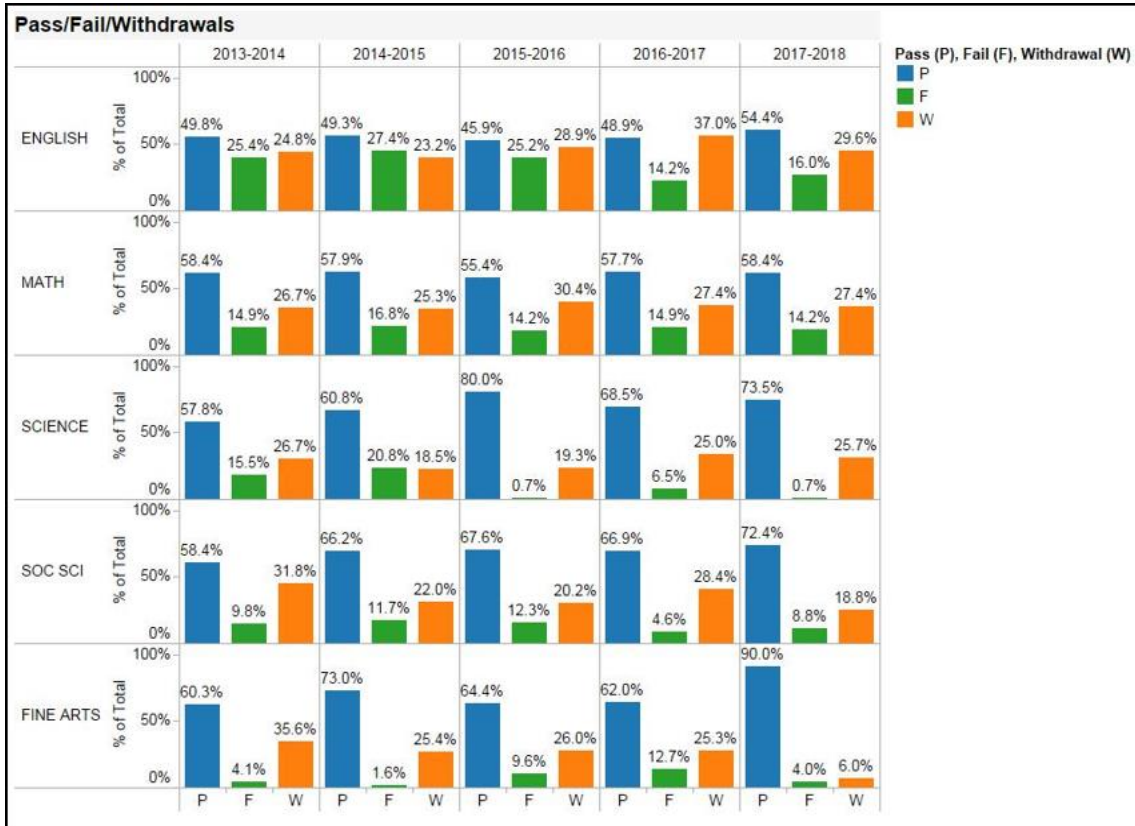
*(Source: MiraCosta College Student Information System, May 2018)*

**Figure 1-7. AHS Student Success and Retention (2011–2018)**

While withdrawal rates remain relatively consistent across years, when viewed through the lens of the subdisciplines within the AHS curriculum (English, math, science, social science, and fine arts), they vary greatly by discipline. For example, in the most recent academic year, withdrawal rates were highest in English courses (29.6%) and lowest in fine arts (6.0%). The school will be exploring potential reasons why withdrawal rates are so variable by discipline in order to develop appropriate and timely interventions (Figure 1-8).

Effective 2016/17, the AHS moved from a competency-based graduation requirement to a proficiency-based requirement. Previously, students had to demonstrate competency in individual areas of both English and math through exams. These exams were included in the curriculum and grades for each course; however, a student could earn a passing grade on a competency exam but not earn a passing grade in the class. AHS faculty decided a course proficiency model was a preferred method for determining if students were capable of meeting graduation requirements. In the last two years, the AHS has seen an increase in the number of students earning a passing grade in English and math.

**Figure 1-8. AHS Pass/Fail/Withdrawal Rates by Discipline (2013–2018)**

In disaggregating success rates, females tended to demonstrate success rates slightly above the overall average of 57.9 percent, as illustrated below in Figure 1-9.
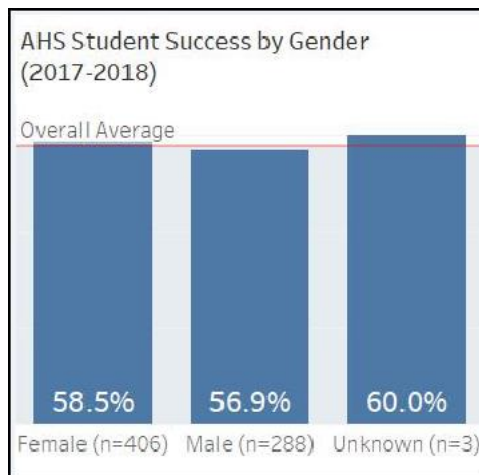
**Figure 1-9. AHS Student Success by Gender (2017/18)**

Figure 1-10 shows that Asian students had success rates about 12 percentage points above the average of 57.9 percent, with White and Hispanic students achieving success rates slightly above the overall average. Below average success rates were noted among American Indian/Alaska Native groups, Black/African Americans, Pacific Islanders, and multiracial students.
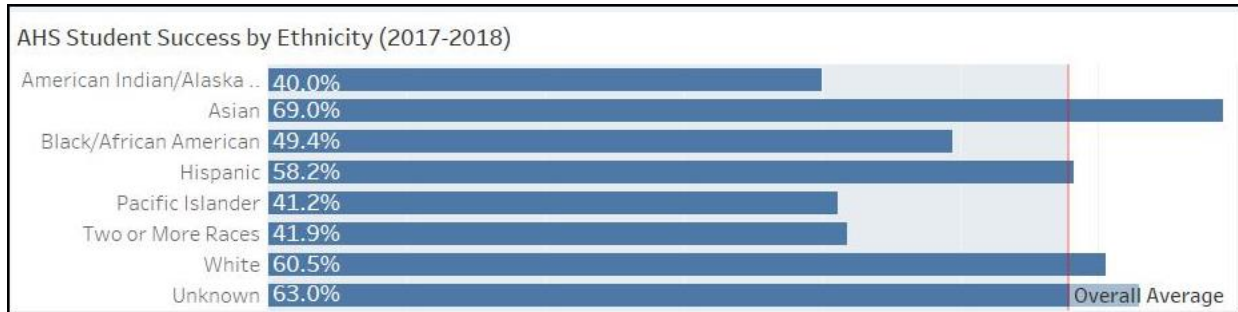


*(Source: MiraCosta College MIS data, 2017/18)*

**Figure 1-10. AHS Student Success by Ethnicity (2017/18)**

As displayed below in Figure 1-11, when disaggregated by ethnicity and gender, in most ethnic categories female students achieve higher success rates than males. Female Asian students achieved grade outcomes significantly higher than average. Overall average success rate combining ethnicity and gender was 56 percent.



*(Source: MiraCosta College MIS data, 2017/18)*

**Figure 1-11. AHS Student Success by Ethnicity and Gender (2017/18)**

Figure 1-12 displays the success data by student age groups. Students aged 30 and older achieved success rates higher than average, while students in age groups 18 to 20, 21 to 24, and 25 to 29 achieved success rates below the overall average of 57.9 percent.

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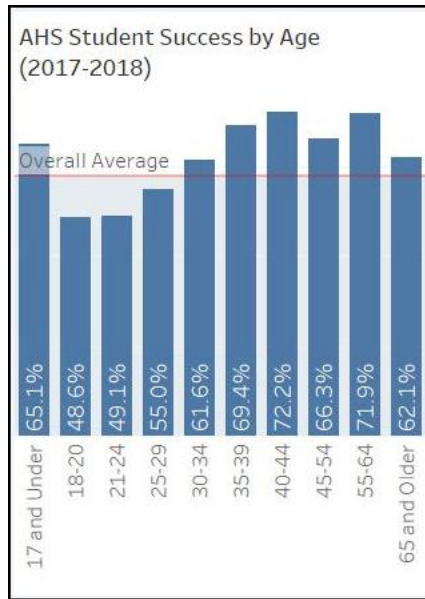
*(Source: MiraCosta College MIS data, 2017/18)*

**Figure 1-12. AHS Student Success by Age (2017/18)**

**Diploma Completion**

Diploma completion is defined as the number of diplomas granted in an academic year. As illustrated in Figure 1-13, the number of high school diplomas awarded each academic year has fluctuated from a low of 75 in 2014/15 to a high of 103 in 2016/17. In the most recent academic year, 93 diplomas were awarded.
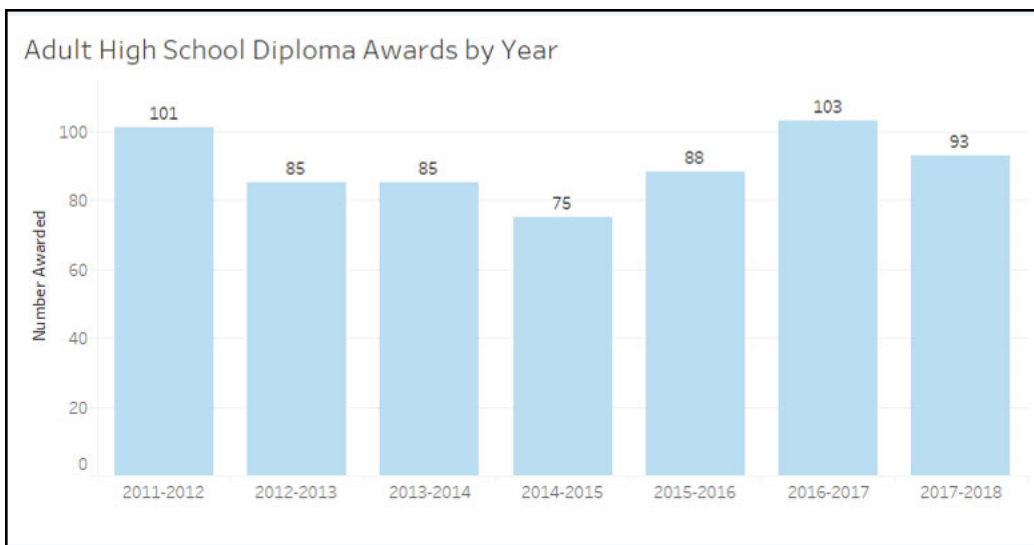


*(Source: MiraCosta College MIS data, 2017/18)*

**Figure 1-13. AHS Diploma Awards by Year (2011–2018)**

15

**Transition to Credit Coursework**

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. In a recent look at cohorts of AHS graduates, a third or more go on to transition to credit coursework at MiraCosta College in any given year. In 2015/16, 37 percent of AHS graduates later enrolled in credit courses. These cohorts contained students with no previous college credit although students who attempted a credit course simultaneously with their AHS coursework were also included.

In order to better understand the various pathways that students take to credit coursework, a separate analysis was conducted that examined the sequence in which students took credit coursework relative to their AHS coursework. Some students concurrently enroll in credit coursework at MiraCosta College while others have enrolled in credit coursework at MiraCosta prior to enrolling in the AHS. As Table 1-2 illustrates, patterns concerning how AHS students tend to sequence their transition to credit coursework have been reasonably stable over the past five academic years.

**Table 1-2. AHS Credit Enrollment, Sequencing Analysis (2013–2018)**

| AHS/Credit | AHS/Credit Attendance | AY 2013/14 | AY 2014/15 | AY 2015/16 | AY 2016/17 | AY 2017/18 |
|---|---|---|---|---|---|---|
| AHS | Total Unduplicated Headcount | 851 | 831 | 854 | 904 | 755 |
| Credit First | Attended Credit then AHS | 209 (24.5%) | 212 (25.5%) | 196 (22.9%) | 178 (19.6%) | 168 (22.5%) |
| AHS First | Attended AHS then Credit | 609 (71.5%) | 546 (65.7%) | 581 (68.0%) | 562 (62.2%) | 471 (62.3%) |
| Concurrent | Attended AHS and Credit | 33 (3.8%) | 34 (4.1%) | 43 (5.0%) | 47 (5.2%) | 40 (5.3%) |
| Did not transition to credit coursework | | 0 (0%) | 39 (4.7%) | 34 (4.0%) | 117 (12.9%) | 76 (10.1%) |

\* **Note:** AHS headcount includes summer terms; program review headcount excludes summer terms; % is percentage in category as % of total unduplicated headcount.

| | |
|---|---|
| **Credit First:** | number of students who enrolled in at least one credit course at MiraCosta in any prior term, prior to enrolling in the AHS. Academic year (AY) indicates year student is shown as enrolled in at least one AHS course. |
| **AHS First:** | number of students who enrolled in the AHS at MiraCosta in any term, prior to enrolling in a credit course at MiraCosta. Student may or may not have received an AHS diploma. |
| **Concurrent:** | number of students who concurrently enrolled in AHS and credit courses at MiraCosta. |

Of those AHS students who at some point in their academic careers with MiraCosta had also enrolled in credit classes, the most common path was to enroll in high school diploma classes first and then transition to credit coursework (62.3% in 2017/18). In the most recent academic year, about 5 percent of all AHS students concurrently enrolled in MiraCosta College credit coursework and about 22 percent had taken credit courses at MiraCosta and then enrolled in the AHS.

It is not clear if the students enrolling in credit coursework prior to entering the AHS were students that concurrently enrolled in credit courses at MiraCosta while enrolled in traditional high school diploma programs, or if they attempted credit coursework after leaving their original high school diploma programs. The AHS currently does not track transition to college/university rates for students who receive diplomas but do not enroll at MiraCosta College.

**Additional Online School Program and Course Description**

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. These data are addressed in greater detail in Chapter III, Indicator 5.3.

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Schoolwide Learner Outcomes**

To evaluate how well students are achieving AHS PSLOs, the school examined results obtained through two different assessment methodologies:

1. Aggregating pass rates of students enrolled in courses associated with each PSLO, within each academic year, as shown in Figure 1-14.

**AHS Student Pass Rates by Program Student Learning Outcome (PSLO), 2013-2018**

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|---|
| PSLO 1 | 62.6% | 60.8% | 55.8% | 63.2% | 65.4% |
| PSLO 2 | 64.6% | 65.9% | 62.6% | 62.2% | 66.5% |
| PSLO 3 | 49.9% | 55.4% | 54.3% | 53.7% | 58.9% |
| PSLO 4 | 58.0% | 71.7% | 72.5% | 63.1% | 75.6% |

*Pass Rate:* Percentage of students in each academic year achieving a final course grade of D or better.
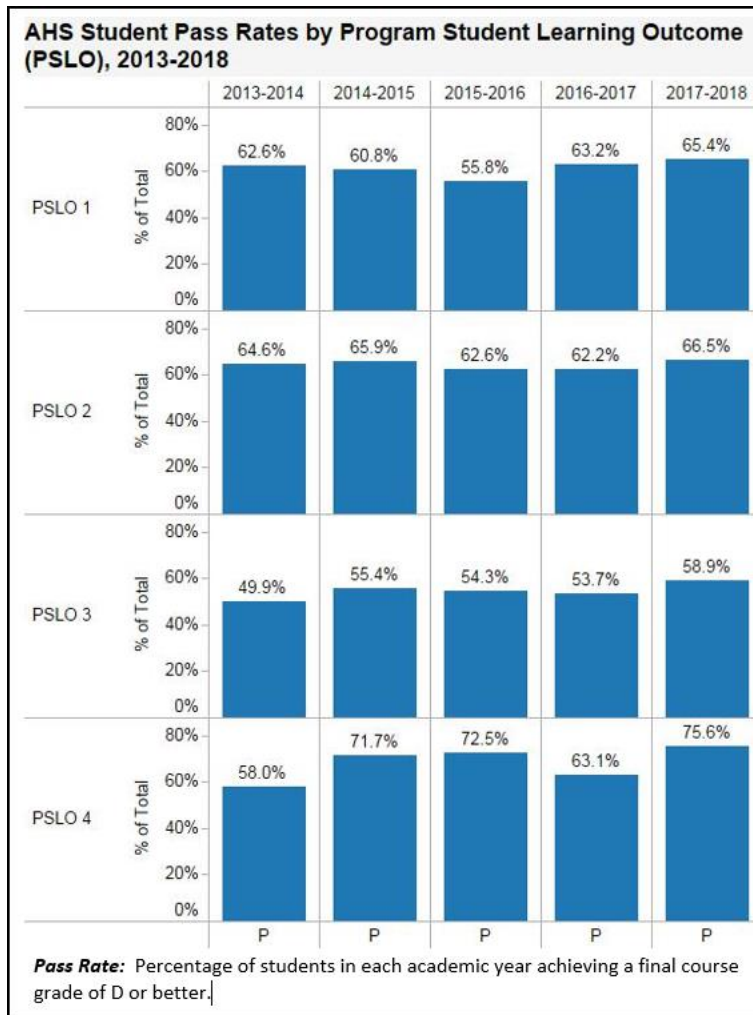
**Figure 1-14. AHS Student Pass Rates by PSLO (2013–2018)**

2. Asking students to self-assess mastery of each PSLO at the end of a term via an in-class survey. Table 1-3 displays the results from PSLO surveys completed during 2016/17.

Interestingly, a considerable gap exists between pass rates in courses associated with each PSLO and student perceptions of their PSLO mastery, at least in 2016/17. Although the pass rates of students enrolled in courses associated with each PSLO are relatively high, student perceptions of mastering the PSLOs are even higher. For example, 63.2 percent of students achieved a passing grade in courses within PSLO 1 in 2016/17, but 83.3 percent of students believed they had achieved mastery of Academic Preparedness as developed within the course by agreeing that "this class has prepared me to obtain an awareness of, and preparation for, higher education."

**Table 1-3. 2016/17 AHS Student Perceptions of Achieving PSLOs**

| PSLO | Description | % Agreed ("True") |
|:---:|:---|:---:|
| 1 | **Academic Preparedness:** "This class has prepared me to obtain an awareness of, and preparation for, higher education." | 83.3% |
| 2 | **Workforce Skills:** "This class has helped me to acquire improved workplace skills for employability." | 81.6% |
| 3 | **Self-Efficacy:** "This class has helped me demonstrate improved self-efficacy (the ability to set goals and to work toward achieving them)." | 83.5% |
| 4 | **Diversity Awareness:** "This class has given me the ability to model a sensitivity to, and awareness of, diverse perspectives." | 85.9% |

In 2017/18, student pass rates for each of the four PSLOs were the highest of the past five academic years, with nearly two-thirds (65.4%) of students achieving passing scores in courses comprising PSLO 1, slightly more passing PSLO 2 (66.5%), more than half achieving passing grades in PSLO 3, and three-quarters (75.6%) passing PSLO 4.

Notably, pass rates for each of the four PSLOs rose between the 2013/14 and 2017/18 academic years. The most dramatic improvement may be seen in PSLO 4 (Diversity Awareness) in which a gain of 17.8 percentage points was achieved.

Although PSLO 3 (Self-Efficacy) achieved the lowest pass rate of the four PSLOs, at the same time it, like the other three, also achieved gains over the five year period depicted below, with pass rates rising from 49.9 percent in 2013/14 to 58.9 percent in the most recent academic year.

**Evidence for Chapter I**

I.1     MCCD BOT Approval of AHS Diploma Program, August 1, 1972, p. 7
I.2     MiraCosta College Facilities Master Plan Update, Vol. I, pp. 156–68
I.3     SSSP Services by Cohort 2014–2018
I.4     DSPS Appointments Spring 2018
I.5     BP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates
I.6     AP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates
I.7     CLC Functional Chart
I.8     Board of Trustees Webpage
I.9     Instructional Services Division Functional Chart

# Progress Report

# Chapter II. Progress Report on Key Issues since the Previous Self-Study

**Implementation and Monitoring of Action Plan**

Since submission of the 2016 Third Year Progress Report, the Adult High School (AHS) has worked to address the goals and objectives listed in the 2013 Schoolwide Action Plan and the Updated Schoolwide Action Plan submitted with the Third Year Progress Report. Throughout the process of implementing the Schoolwide Action Plan, stakeholders were engaged in the discussions of student achievement data in a number of ways, including during 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 Student Success and Support Program (SSSP) plans. Program teams implemented department goals, including those contained in the Action Plan, and discussed and evaluated progress during regular AHS department meetings.

**Responses to Action Plan Key Issues**

The 2013 Schoolwide Action Plan identified two key issues with two goals listed under each as follows:

**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.

**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.

**Goal 2:** In cooperation with the Office of Research, Planning, and Institutional Effectiveness (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.

**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.

**Goal 1:** Develop PSLOs that appropriately reflect the knowledge, skills, abilities, and attitudes acquired from an adult high school diploma.

**Goal 2:** Evaluate the college-wide institutional learning outcomes (ILOs) for appropriateness to reflect those expected for an adult high school diploma.

The objectives for Key Issue Two–Goal 2 were completed from fall 2013 to fall 2014 and were reported on in the Third Year Progress Report. Progress on the remaining key issues was ongoing and updates are provided in the tables below.

**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 | Progress |
|---|---|---|---|---|---|
| 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, noncredit program research analyst, 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 the 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 | **Completed**– Additional studies are proposed to augment the school's ability to track and report outcomes after AHS diploma completion. The new CCCCO Adult Education Launchboard will also be utilized to observe employment and post-secondary transition patterns. |
| 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, dean of Adult Education, Academic Information System (AIS)/RPIE staff. | Data Governance Team, Admissions and Records, Instructional Services. | Analyze quantitative data to confirm accuracy. | Ongoing–AHS administrators, faculty, and staff continue to work with District programmers and staff to improve the collection of course and competency passage rates. | **Partially Completed**–The AHS moved from a competency-based graduation requirement to a proficiency-based requirement and has seen increases in passing rates in English and math. |

| Tasks | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion | Progress |
|---|---|---|---|---|---|
| Determine whether particular populations pass/do not pass courses and competencies at disproportionately negative rates. | AHS faculty and staff, dean of Adult Education, noncredit program research analyst, RPIE. | AHS faculty and noncredit program research analyst. | Once the student records management system issue is resolved, the 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. | **Completed**–These data are now available in program review data dashboards accessible to all faculty/staff. |

| Tasks | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion | Progress |
|---|---|---|---|---|---|
| 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 and staff, dean of Adult Education, noncredit SSSP coordinator. | AHS faculty and noncredit program research analyst. | With research findings related to the success and retention rates of particular populations, the 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. | **Partially Completed** -Additional studies are proposed to augment the school's ability to identify and suggest appropriate interventions to decrease attrition rates and raise enrollment overall. The AHS now has near real-time attendance data (fall 2018) and plans to initiate an attrition study to understand leavers vs. stayers. (See new action plan.) |
| Develop a data governance team to set data standards, definitions, and needs to improve data reliability. | AHS faculty, dean of Adult Education, RPIE, noncredit program research analyst, AIS staff. | RPIE and noncredit program research analyst. | Improved set of program metrics included in program review data packets to track student achievement, program efficiency, and student satisfaction. | Fall 2016 | **Completed**–These data are now available in program review data dashboards accessible to all faculty/staff. |

**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 | Progress |
|---|---|---|---|---|---|
| Launch the official data warehouse; explore the use of various program review tools to provide standard reports; resubmit data to the CCCCO to correct past term data and track cohorts more accurately. | RPIE, dean of Adult Education, noncredit program research analyst, AIS. | AHS faculty, staff, and administrators, RPIE, AIS staff. | Beta version of database warehouse used by AHS staff for feedback and improvement. | Fall 2016 | **Completed**–Data are now available in a data warehouse and available for data visualization. The AHS is following CCCCO guidelines for MIS submission and data compliance. |
| 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, noncredit program research analyst. | AHS faculty, staff, and administrators, RPIE, AIS staff. | Final version of the interface and query system in place. | Fall 2016 | **Completed**–These data are now available in program review data dashboards accessible to all faculty/staff. |

**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 | Progress |
|---|---|---|---|---|---|
| Continue exploring authentic methods of assessment, including the possible creation of a student portfolio of embedded course work for PSLO outcomes. | AHS faculty, dean of Adult Education. | AHS faculty, AIS staff. | Develop tools that more accurately measure the achievement of PSLOs. | Fall 2017 | AHS faculty considered several options for using one of the upper-level English courses as the capstone for portfolio development so that faculty could assist students in writing/editing and finalizing portfolio pieces.<br><br>After piloting this in HSENG 40, faculty concluded that the portfolio model required further evaluation (including storage of portfolio items) and suspended it. |

| Tasks | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion | Progress |
|---|---|---|---|---|---|
| Continue working on a feedback loop to assure pedagogical, curricular, and resource allocation decisions are informed by PSLO and ILO outcomes results. | AHS faculty, dean of Adult Education. | AHS faculty, AIS staff. | Implement the assessment plan and incorporate into program review analysis. | Ongoing—Explore use of myEDPlan tools to gather and house quantitative and qualitative data; incorporate assessment process and rubric into program review. | **Completed**–Two recent changes have addressed this task:<br><br>• The program review process has been strenghtened through the addition of a three year comprehensive review cycle with annual updates.<br>• The implemen-tation of the Campus Labs platform will allow for more robust analysis and use of SLO results. |

| Tasks | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion | Progress |
|---|---|---|---|---|---|
| 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, Budget and Planning Committee (BPC). | Statistical software that produces robust reporting. | 2016/17 | **Completed**–The College is implementing Campus Labs to replace TracDat as the system for documenting and tracking all outcomes and competency assessments. |

**Progress on Critical Areas for Follow-up**

Since the self-study visit, the College has also worked to address other critical areas for follow-up that were identified by the visiting team in 2013. Each is listed below with a reprise of information that was shared in the Third Year Progress Report and any new work that has occurred since.

**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.**

From 2016 Progress Report:

Student learning outcomes (SLOs) were designed and have been updated for each course 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 (II.1), which pointed to the need for greater digital literacy. In response to this survey and its findings, 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 (PSLOs), administrators, 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 in all AHS English classes. This survey 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 to achieve District (credit) institutional learning outcomes (ILOs); this practice will also be expanded across disciplines and, thereby, institutionalized for the AHS.
- Developed program SLOs that appropriately reflect the knowledge, skills, abilities, and attitudes acquired through the process of earning an adult high school diploma.
    - Revised PSLOs to focus on workforce entry and transitions to higher education.

- o Piloted student portfolios for PSLO evaluation in the English literacy course.
- Evaluated and revised mapping of PSLOs to ILOs to reflect appropriate expectations specific to earning an adult high school diploma.
  - o Created a matrix that captures alignment between PSLOs and ILOs.
  - o Began developing a graduation portfolio assessment tool process and rubric, a practice that aligns with pre-transfer credit English.

Since 2016:

Student learning outcomes continue to be an important part of how the AHS measures student success. Past practices, including but not limited to regular dialogue on course-level SLOs (CSLOs) and PSLOs, communication to students about CSLOs and their progress toward achieving them, 70 percent passage rate benchmarks, and as-needed modification/revision of SLOs to meet student needs, continue to apply. Since the last report, administrators, faculty, and staff have accomplished the following:

- CSLOs have been revised in several disciplines to place a larger emphasis on workplace readiness for students enrolled in the AHS (II.2). Revisions that have been made to encourage CSLOs that are clear to students and that will help them connect the skills they gain in the classroom to tasks they might need to perform in the workplace include the following:
  - o English (HSENG 15, HSENG 16): Students will demonstrate appropriate time management and workplace skills.
  - o Mathematics (HSMTH 11, HSMTH 12, HSMTH 13): Evaluate a variety of arithmetic computations involving [course-specific topics] and solve applied problems as they relate to the workforce.
- A re-mapping of CSLOs to PSLOs was conducted during Flex Week in fall 2016. The intent was to divide all AHS courses into the four PSLOs and to use an online survey to measure the students' awareness of and self-identified success in achieving the outcomes.
- PSLO surveys were conducted in all AHS courses in fall 2016 and spring 2017 (II.3).
- An AHS faculty member participated in the district-wide Outcomes Assessment Committee (OAC) during 2017/18 to stay current on outcomes assessment and best practices at the college level to inform their use in the AHS.
- Effective March 2017, the College revised and rebranded its ILOs as core competencies. The AHS has begun to explore how its noncredit CSLOs and PSLOs map to these core competencies as the school strives to prepare students to matriculate into higher education with the highest probability for success.
- The AHS continues to conduct digital literacy surveys in all AHS English classes at the end of each term.

**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 is important as the school seeks to improve schoolwide academic achievement.**

From 2016 Progress Report:

Administrators, faculty, and staff have taken a series of steps to improve access to meaningful data that drive decision making, program improvement, and instruction. First, administrators, 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, administrators, faculty, and staff are working with RPIE to build a data warehouse that stores and generates a set of standard reports on-demand; these reports meet AHS specifications and will be used for program review and to evaluate administrative and service area outcomes. RPIE and AHS administrators, faculty, and staff began working on this data warehouse plan in fall 2014 and, in conjunction with AB86 and the Adult Education Block Grant (II.4), completed the plan in spring 2015. Data warehouse implementation began in summer 2015. Since that implementation, AHS administrators, 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 administrators, 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 ([II.4](#)). Based on these data and related analysis, AHS administrators, faculty, and staff are designing academic and career pathways that reflect employment needs.

Data from BW Research also fostered a greater understanding of appropriate Adult Education goals and ways in which the AHS can meet those goals. Related to student educational progress, AHS administrators, 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 administrators, 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 is expected to inform students about progress related to their end goals. Because these data also inform AHS administrators, 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.

Since 2016:

In fall 2016, new data dashboards were launched using Tableau visualization software. It has expanded the school's ability to look at a number of different demographic points, educational goals, and student success.

The CLCGradebook referenced above is no longer being used. It housed competency exam information for students, and the program has since moved to a proficiency model whereby specific course completion with a grade of "C" or better is used to meet graduation requirements. These data are now integrated into PeopleSoft, allowing students to see their progress in myEDPlan. Although all elements of student progress in myEDPlan are not yet aligned with adult high school needs, the College added capacity in fall 2018 to address technology issues related to student education planning. Business Systems analyst time has been allocated to focus on AHS-related myEDPlan issues.

In 2016, the AHS began conducting Comprehensive Adult Skills Assessment Systems (CASAS) assessments. These assessments allowed the school to apply for a Workforce Innovation Opportunity Act (WIOA) Title II grant, which was then awarded for the first time in 2017.

As stated in Chapter I, CASAS English and math assessments are now being conducted in all AHS classes. These are important tools for garnering potentially meaningful data about student success. The AHS is in the early stages of exploring how to use CASAS data to possibly inform curricular decisions, instruction, and overall program improvement. In relation to CASAS assessments, AHS administrators, faculty, and staff have accomplished the following:

- All AHS faculty have been provided with CASAS training opportunities.
- Pre- and post-testing has been implemented in all AHS classes.
- A WIOA faculty coordinator position has been created to facilitate and ensure the successful implementation of CASAS testing, as well as data collection and distribution to faculty.
- A WIOA faculty coordinator has facilitated workshops for faculty on how to use CASAS results to inform instruction.

**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.**

From 2016 Progress Report:

In spring 2015, RPIE conducted the Noncredit Student Survey, with more than 100 AHS students responding (II.1). Based on survey findings and the assessment of SLOs, AHS administrators, 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 2016/17, it is anticipated that all AHS classes will be eligible for hybrid instruction.
- **MyEDPlan Online Education Planning module (spring 2016)**: myEDPlan 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.

Since 2016:

RPIE began administering a student satisfaction survey in 2016/17 to all students in all noncredit programs including the AHS. The survey was instituted to enhance the school's ability to

identify opportunities for improvement and to act upon concerns in a timely manner. Previously, the surveys were primarily conducted ad hoc and at irregular intervals, with questions that changed each time, making comparisons and benchmarking difficult.

In formalizing the student satisfaction survey, the AHS and RPIE developed questions that were focused on the student's overall experience in noncredit programs, including student perceptions of instructional quality, relevance of instruction to student needs, preferred scheduling, awareness and frequency of utilizing a variety of student services, and challenges or obstacles to attendance, among other measures.

RPIE collaborated with noncredit faculty and staff to make two other changes. A new sampling strategy was devised to improve the reliability and validity of data. Previously, sampling had not been systematic and cooperation rates (and resulting sample sizes) were very low, averaging 100 students or less. This was an issue for data quality because it was not representative of the student population. The noncredit research analyst observed that nearly all (89%) noncredit students reported an email address as part of their student information. The new sampling strategy uses an online survey methodology to reach students, which resulted in a much larger overall sample sizes (n= 700 or above) and the ability to encourage students across all noncredit programs to participate.

Additionally, nearly 60 percent of noncredit students report that Spanish is their native language. The noncredit research analyst responded to this finding by offering two versions of the annual survey, one in English and one in Spanish. This change also improved cooperation rates to well over 50 percent of students invited to participate.

The second improvement was that an online orientation was developed that is hosted on the MiraCosta College website. Counselors conducted pilot orientations in person throughout the semester. The orientations have been well received, and a survey was conducted in spring 2018 to measure satisfaction and identify areas for refinement (II.5).

**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.**

From 2016 Progress Report:

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 (II.6).
- 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 Adult Education Block Grant (AEBG), Noncredit SSSP, and annual reading festival.

Since 2016:

Noncredit program meetings are held during Flex Week to discuss updates and ongoing work with faculty and staff. Staff also participate in departmental meetings as needed. Noncredit staff operational meetings are conducted every two weeks to facilitate ongoing work and decisions, and faculty are invited to attend to discuss relevant agenda items. Student Services departments, such as Admissions & Records, and SSSP, Facilities, AEP, and Counseling representatives also participate.

As a more inclusive approach to governance, faculty, classified staff members, and Associated Student Government representatives serve on various MiraCosta Community College District participatory governance committees.

**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.**

From 2016 Progress Report:

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 (II.7). 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. [UPDATE: The first issue of this newsletter was officially launched in fall 2018.]

- 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 noncredit 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 provide 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.

Since 2016:

Communicating programs and opportunities and engaging students continued to be important areas of need for the AHS. Improvements noted above such as signage, interior billboards, orientations, and ASG involvement have all improved. Other improvements in this area include the following:

- A noncredit SSSP specialist, charged with student engagement during the matriculation process, was added.
- Help Hut student assistance is provided at the start of each term.
- Regular noncredit newsletters are disseminated to all noncredit students, faculty, and staff via email.
- AHS student focus groups were conducted to better understand their specific preferences for communication.
- Representatives from student support services and counseling regularly visit classrooms during instructional time to share information about campus programs and opportunities.

Given all these improvements, AHS faculty requested more specific data on student knowledge of services. The spring 2018 AHS focus group questions included queries related to programs and services (II.8). The students overall indicated awareness of programs and services; however,

a portion of the students surveyed reported insufficient knowledge. Therefore, this is a continued area of improvement.

**Impact on Student Learning**

The work that has been done on the schoolwide action plan and the critical areas for follow up since the last comprehensive visit has impacted student learning in a number of ways. The improvements that have occurred to the data systems have made information more readily available to faculty and staff, and that in turn has led to richer discussions on student equity and achievement, leading to continuous improvement. Enhancements have been made in the use of technology as a tool to improve study skills and support their educational planning and scheduling.

Discussion continues on meaningful ways to assess PSLOs and will add to the benchmarking work that has already been accomplished in Area 1. With the upcoming implementation of the Campus Labs outcomes assessment platform, there will be improved ways to document and analyze student learning at all levels (course through institutional core competencies) and the connection between.

Professional development remains an ongoing commitment, with a focus on sharing of best practices that will ultimately benefit students in the classroom. In addition, there has been an improved outreach effort to provide critical information to students, including about available services, transitions to job and career, and connections to local off-campus resources.

**Evidence for Chapter II**

I.16   Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
II.1   2015 Noncredit Student Survey
II.2   List of AHS Course SLOs from TracDat
II.3   Program Learning Outcome Survey Fall 2016 and Spring 2017
II.4   CNCAEC Regional Comprehensive Plan
II.5   Noncredit Orientation Evaluation, January 2018
II.6   Flex for CLC Faculty Survey
II.7   Communication Survey
II.8   Adult High School April/May 2018 Discussion Sessions Summary Report

# Self-Study Findings Based on Postsecondary Criteria

WASC Postsecondary Criteria

# 1. Institutional Mission and Schoolwide Learner Outcomes

# Chapter III. Self-Study Findings Based on Postsecondary Criteria

## Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

**Criterion**: The school 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.

***Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.***

The MiraCosta Community College District (MCCD) and the Adult High School (AHS) use mission statements to guide the institutional and program goals and strategic operations. As a high school that is also part of a California community college, the AHS has an interconnected mission with the College that reflects the need to serve the community and educate a diverse population in basic skills and workforce development.

**MiraCosta College Mission Statement**

> *The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers undergraduate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.*
> *(Approved by the BOT September 9, 2015)*

The MiraCosta College mission statement outlines the broad educational purpose of the College, its intended student population, and its commitment to student learning and achievement by pledging to "provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success." These educational opportunities include university-transfer coursework, career education, basic skills education, adult education programs, such as the AHS and ESL, and lifelong-learning courses for both face-to-face and online students. It also clearly states that the degrees and other credentials it offers include undergraduate degrees and certificate programs. These varied educational purposes and programs are strongly aligned with the overarching mission of the California Community Colleges.

**Adult High School Mission Statement**

The AHS mission statement reflects the needs of its diverse student population. A review of the Spring 2017 Noncredit Student Satisfaction Survey showed that of the respondents who were AHS students, 73.7 percent stated their educational goal was to graduate with a diploma, while another 14

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

percent indicated that pursuing higher education upon graduation was their goal ([III.1.1](#)). Since the goal for students is to pursue higher education and/or a career objective, the AHS mission statement emphasizes academic and support services to help students reach their goals.

**Aligned Programs and Services**

The school's location at the Community Learning Center (CLC) was specifically chosen to serve the needs of the local population. The CLC is located in a low-income, urban environment accessible in the north-western portion of the MCCD. This location has long served students in the Oceanside Unified School District and Carlsbad Unified School District service areas. As described in Chapter I, the Coastal North County Adult Education Consortium (CNCAEC) determined MiraCosta College would become the sole provider of adult secondary education programs in the region beginning in 2016. The addition of the San Dieguito Union High School District service area presents an opportunity to expand service to all areas of the District, so program and facility needs as well as AHS course offerings in the southern part of the MCCD will need to be evaluated.

Being part of a full-service community college provides AHS students with a wide variety of programs and services to help support higher levels of learning. Specifically, students have access to academic counseling, writing and tutoring centers, librarians, and noncredit support staff dedicated to meeting their academic and student support needs in the same location where the students attend classes. The courses, taught in a face-to-face classroom setting, emphasize study skills to support the achievement of student learning outcomes and the mission's goals.

All credit and non-credit courses offered by the District are reviewed by discipline faculty and the Courses and Programs Committee (CPC) at least every six years to ensure their relevance. The CPC acts by means of careful study and open discussion to assure the District's curriculum has consistent quality, rigor, and compliance with both state regulations and standards and District policies and procedures. The CPC recommends routine curricular matters to the College's Academic Senate for ratification on its consent calendar, and the senate forwards them directly to the MiraCosta College Board of Trustees (BOT) for final approval. The faculty's role

in the curriculum development process as well as the curriculum approval process are outlined in the Courses and Programs Committee Handbook (III.1.2).

As a matter of good practice, AHS faculty created a board policy (BP) 4100C and administrative procedure (AP) 4100C to codify noncredit educational program requirements (I.5, I.6). The policy and procedure were approved by the CPC in spring 2018 (III.1.3), vetted through the College's governance structure in fall 2018, and approved by the BOT in November 2018. BP 4100C is aligned with the California Department of Education high school completion requirements (III.1.4).

**Legal Authorization**

MiraCosta College is a member institution of the California Community Colleges under the direction of the California Community Colleges Board of Governors and is authorized by the California Education Code to operate as an open-admission, public institution (III.1.5). The College acts under the direct authority of the MCCD BOT. The programs and services offered by the College follow the guidelines outlined in the California Code of Regulations. In addition, MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (III.1.6). The AHS is accredited by the Schools Commission of the Western Association of Schools and Colleges.

*Indicator 1.2: The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.*

**Mission Statement Development**

In fall 2015, MiraCosta College reviewed its mission statement in light of its selection as one of fifteen two-year institutions to offer a baccalaureate degree. Although the new degree clearly fit within the existing workforce and economic development aspects of the mission, the College's four single-constituency committees (Academic Senate, Administrators, Classified Senate, and Associated Student Government) considered replacing the word "associate" in the mission with "undergraduate" to be more inclusive of the new baccalaureate program. The four representative committees and BOT approved the change in fall 2015 (III.1.7).

The AHS mission statement is the result of a collaborative effort involving all stakeholders, including full-time and associate (part-time) faculty, support staff, students, and administrators. The current AHS mission statement was initially drafted in fall 2009 at a time when faculty members were also rewriting all student learning outcomes for individual courses of study. Discussion for the revision occurred in a series of workshops and meetings to ensure adequate inclusion of all voices.

**Review and Revision of Mission Statement**

The AHS mission statement is reviewed during the College's regular program review process. Faculty members last reviewed the current mission statement during the Adult High School Department's program review process in August 2017. MiraCosta reviews and revises the institutional mission statement as deemed necessary, but also does so as part of its regular comprehensive master plan (CMP) cycle. Preparation for the next CMP is anticipated to begin in spring 2019.

**Communication of Mission Statement**

The AHS mission statement is communicated to constituents via the school's webpage (III.1.8) and posters on classroom and lab walls. The MCCD institutional mission is contained in the MiraCosta College Catalog (III.1.9) as well as important institutional documents, including the strategic plan (III.1.10) and comprehensive master plan (III.1.11).

*Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.*

**Planning and Decision Making**

The institutional mission statement is the touchstone for the College's integrated planning process that is composed of a ten-year CMP, a series of shorter strategic plans, and an institutional program review process. The CMP outlines five institutional goals that were selected following extensive data review and collaborative discussion.

1. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
2. MiraCosta Community College District will become the institution where each student has a high probability of student success.
3. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
4. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
5. MiraCosta Community College District will be a conscientious community partner.
   *(Approved by the BOT November 15, 2011)*

The institutional goals enumerated in the CMP are carried forward into strategic action plans for the institution, the AHS, and specific departments within the institution.

The institutional program review process provides a key mechanism by which the College's programs and services are aligned with its mission. The process fosters meaningful discussion among colleagues and supervisors about the needs and opportunities for continuous improvement.

Program review is a process in which instructional and non-instructional programs (and combinations thereof) analyze program performance by comparing quantitative and qualitative data and reflect on learning and service outcomes. Improving student learning and achievement is central to the analysis of program effectiveness. For administrative departments/support programs, the process is intended to support enhanced performance of their services.

The process entails three key steps: review, reflect, and plan (III.1.12). The review and reflection steps are intended to prompt the development of plans to sustain or improve programs. Questions prompt reviewers to identify links to the College mission and institutional goals and report on plan progress. Reviewers also respond to specific questions that focus on the assessment of learning or service outcomes as well as their use for improvement of courses and programs. The plan step of the process allows departments to develop action plans to address identified gaps or areas of improvement.

Through the 2017/18 academic year, the program review process was conducted annually. Beginning in 2018/19, the College will implement a three-year program review cycle with annual updates. This longer cycle will encourage the development of more meaningful goals that can be addressed over a three-year period. It will also allow for actions taken in support of those goals to take effect and for those effects to be measured via applicable metrics (III.1.13).

Demonstrated alignment to the institutional goals and—by extension—the institutional mission is a central focus of resource allocation decisions as well. For example, the resource allocation rubrics used by the Budget and Planning Committee (BPC) to guide the committee's annual recommendations for funding program review plans are designed to award priority based on connection to the institutional goals and either student learning outcomes or strategic plan objectives. Based on these evaluations, the BPC makes recommendations to the superintendent/president as documented in the resource allocation process flowchart (III.1.14). In the Final Budget Fiscal Year 2018/19, the College allocated more than $2.5 million as a result of the previous year's program review and resource allocation processes (III.1.15).

The mission plays a similar role in the allocation of other resources such as staffing. For example, advancement of College plans is the first area of consideration in the Academic Affairs Committee's guidelines for evaluating full-time faculty hiring requests (III.1.16). The second area of consideration in the guidelines is support for student success, which is also part of the mission.

These links between the mission and institutional planning, decision making, and resource allocation are also reinforced through board policies and administrative procedures, governance processes, and management decisions. Board Policy 6200 specifies that criteria for budget development should support the District's mission and comprehensive master plan and link the results of program review (III.1.17). Administrative Procedure 6250 on budget management reiterates these commitments and further specifies that "resource allocation decisions include the stakeholders who participate in determining the relative contributions of the various programs toward district goals and objectives" (III.1.18).

**Schoolwide Action Plan**

Schoolwide action plan items are intended to help the AHS meet the mission of both the school and the College as well as to address gaps and areas for improvement that have been identified as a result of institutional program review or this accreditation self-evaluation process.

Schoolwide action plan items are primarily accomplished through the goals and action plans developed as part of program review. As indicated above, departments review data and outcomes information, reflect on that information through a process of inquiry focused on various aspects of a program, and develop action plans intended to close identified gaps and/or improve on existing practices. The accomplishment of actions related to schoolwide action plan items are likewise reported on via program review. In addition, schoolwide action plan items are measurable by themselves. Any updates that would need to be made to the schoolwide action plan can be made as items are completed or new actions and needs are identified.

*Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.*

**SLO Development and Measurement**

Student learning is considered at three distinct levels at MiraCosta College: institutional, program, and course. At the AHS, program-level student learning outcomes (PSLOs) are considered equivalent to the WASC schoolwide learner outcomes and are intended to align where possible with MiraCosta's institutional-level core competencies.

**MiraCosta College Core Competencies.** In 2017/18, the College transitioned from institutional learning outcomes (ILOs) to a set of core competencies that describe the broad general education outcomes students should have gained when completing transfer preparation or a degree and through their exposure to different support and enrichment programs and services (III.1.19). Upon commencement of studies and progressing toward the completion of an educational goal, MiraCosta College students prepare for twenty-first century challenges by gaining the following:

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills, including:
  - Inquiry, analysis, and independent thinking
  - Critical and creative thinking
  - Quantitative literacy and problem solving
  - Information literacy
  - Written and oral communication skills
  - Integration of knowledge.
- Personal and social responsibility and efficacy, including
  - Civic knowledge and engagement—local and global
  - Intercultural competence and respect for diverse perspectives
  - Teamwork and collaborative skills
  - Ethical reasoning and action
  - Goal-setting/project planning and completion
  - Skills for ongoing personal, academic and professional growth.

These outcomes were developed after broad-based study, reflection and dialog, and based upon best practices. Faculty, staff, administrator, and student input was sought and included in this transition from ILOs to core competencies.

All AHS courses were mapped to at least one ILO, as articulated in the AHS SLO Documentation Matrix (III.1.20) and as part of the transition, the school will be working to map all courses to the College's new core competencies. The school's expectation for AHS graduates is not that they will achieve all of the MiraCosta College core competencies while enrolled in the AHS, but rather that they are prepared to achieve those competencies upon transition to the workforce or higher education (III.1.21).

**AHS Program-Level Student Learning Outcomes (Schoolwide Learner Outcomes).** AHS PSLOs are highly informed by the AHS mission to prepare noncredit students for higher education and the workforce. PSLOs are posted in all classrooms and published on the AHS webpage.

In 2013, AHS PSLOs were reviewed by AHS faculty and revised to reflect both the level of achievement appropriate for a high school diploma and the school's student population. In doing so, they were also aligned where possible with the ILOs in existence at the time. Through the standard process of program review, PSLOs will continue to be reviewed, especially

> **AHS Schoolwide Learner Outcomes (aka PSLOs)**
>
> **Through completion of the Adult High School Diploma coursework requirements, students will**
>
> ❖ **obtain an awareness of, and preparation for, higher education;**
> ❖ **acquire improved workplace skills for employability;**
> ❖ **demonstrate improved self-efficacy; and**
> ❖ **model a sensitivity to, and an awareness of, diverse perspectives.**

in light of the newly established core competencies for MiraCosta.

As described in Chapter II, the PSLOs were assessed in fall 2016 and spring 2017 across all courses using an online survey, which faculty conducted during class time or assigned as homework. The survey measured student perceptions and provided qualitative data that, when combined with quantitative data, provided a more comprehensive analysis of student learning. A total of 592 student PSLO surveys were completed in 2016/17, and the PSLO goals were met across the curriculum (III.1.22). The AHS is working to establish a regular PSLO assessment cycle so that these are done more regularly.

**Course-Level Student Learning Outcomes.** The AHS also uses course-level learning assessments to contribute to the overall assessment of the program. Each AHS course has been mapped to at least one of the four PSLOs (III.1.23).

The process and cycles for measuring course-level student learning outcomes (CSLOs) in all AHS courses remains consistent: all full-time and associate faculty assess learning outcomes each time a course is taught. Faculty members demonstrate their investment in the assessment process through the diverse and creative methods they employ to assess CSLOs and evaluate results. They assess CSLOs each term using signature assignments, embedded questions, and in-class assignments. They use rubrics with a four-point scale to determine the level of mastery for each outcome. The results are included in a Student Learning Outcomes Report, which contains aggregate scores, the assessment prompt used, faculty observations, and recommendations regarding improvements to pedagogy, curriculum, and instructional methods (III.1.24). Results contained in the Student Learning Outcomes Report are synthesized into a spreadsheet to provide longitudinal data for trend analysis (III.1.25).

AHS faculty worked closely with program administrative support to develop a tracking system that synthesizes course-level data and allows the AHS to seamlessly apply the data to program-level learning outcomes. Full-time faculty use these results to align course- and program-level student learning outcomes with the help of information gathered through interactive meetings

with associate faculty. The combination of core course assessment information provides a strong indication of whether the overall PSLOs have been met.

**Impact on Lesson Planning and Stakeholders**

As mentioned previously, outcomes assessment and student achievement data are incorporated into all program reviews to guide pedagogical improvements, curriculum analyses and review, resource allocations, program and organizational improvement, and quality assurance. The outcome assessment process, as illustrated in Figure 3-1, gives faculty a mechanism for maintaining continuous quality improvement. Once learning outcomes are developed, assessment methods are determined as well as benchmarks for achievement. The outcomes are assessed, and the results are analyzed and discussed. If areas for improvement are identified, action plans are developed and implemented. The outcomes are then reassessed to measure improvement.
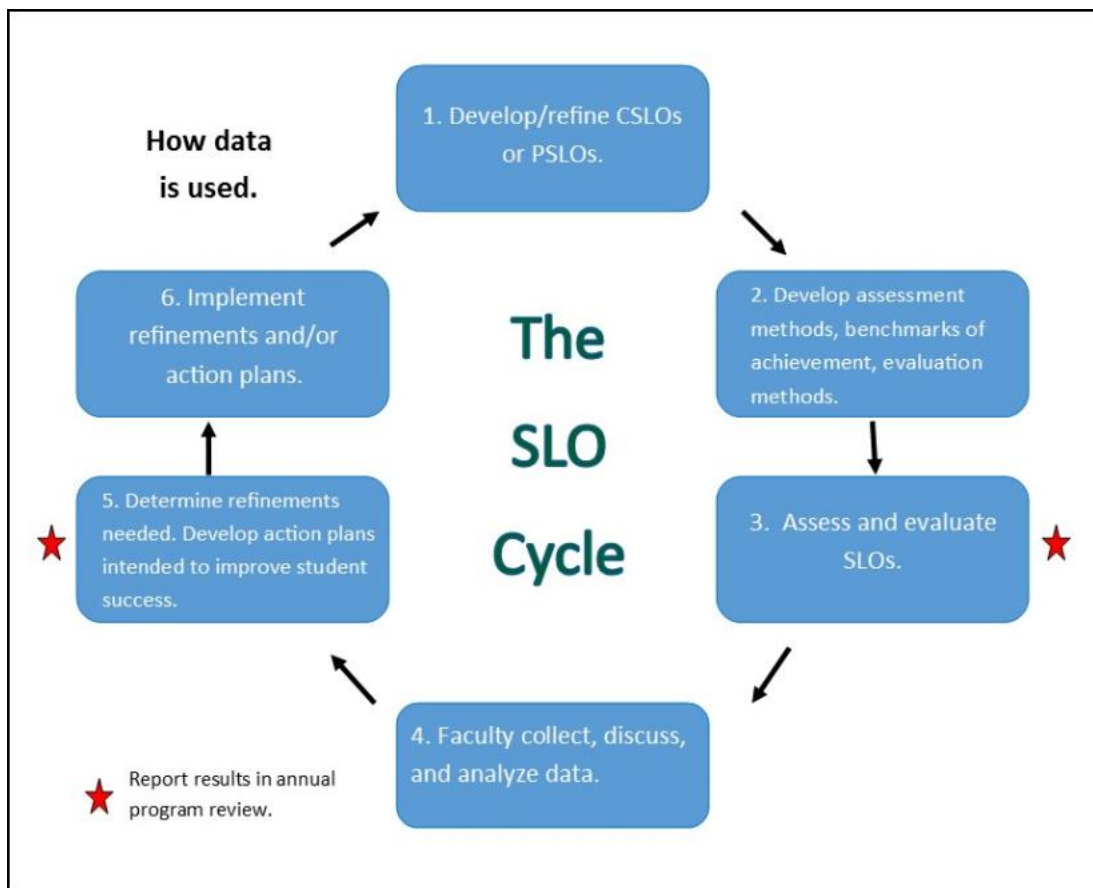


**Figure 3-1. The Student Learning Outcome Assessment Process**

MiraCosta's Outcomes Assessment Committee (OAC) provides workshops and individual support to faculty to assist departments in integrating PSLOs into their lesson planning and in

developing and implementing various program-level assessment methods. Program assessment methods vary across disciplines and can include direct assessments, such as capstone courses and portfolios (used primarily in career education and arts programs), as well as indirect assessments, such as surveys and student focus groups (used primarily in programs that have no prerequisite courses leading to a specific ending point except for the completion of required courses).

***Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.***

**Integration of Research-based Ideas**

The College has a robust professional development program under the purview of the Academic Senate that helps full-time and associate faculty improve their teaching and learning strategies to foster student success. These activities include workshops, seminars, lectures, and interactive in-services designed to support faculty teaching both face-to-face and online. They are scheduled at the beginning of each semester and throughout the year.

The professional development program gives faculty access to a wide range of ongoing professional development about state-of-the-art teaching methodologies as well as in-depth instruction on the latest educational research. Instructors are able to then use the professional development immediately in their classes to address student needs and to effectively meet student learning styles. In fall 2018, for example, AHS faculty participated in a workshop about managing individual student learning needs. A representative from San Diego Continuing Education presented about research-proven techniques and strategies that have been shown to improve learning, especially for students with learning disabilities ([III.1.26](#)). Additionally, faculty and staff are encouraged and financially supported by the institution to regularly attend conferences across the state and nation.

The AHS is currently developing a Professional Development Plan as part of the Workforce Innovation Opportunity Act (WIOA) Title II grant. The purpose of the plan is to align professional development activities with the goals of WIOA to improve student outcomes. At the end of the year, the AHS will evaluate its professional development activities for their effectiveness in achieving the goals. The purpose of the evaluation is to ensure meaningful professional development activities are planned going forward ([III.1.27](#)).

**Student Learning Data Results and Student Needs**

As explained and illustrated in Chapter I, the AHS captures and reviews four critical metrics to measure student success and achievement: retention, success, diploma completion, and transition

to MiraCosta College credit coursework. The data are disaggregated by age, gender, and ethnicity.

The College's systematic, ongoing institutional program review process includes a review of quantitative and qualitative data, both internal and external to the AHS. During this process, full-time AHS faculty discuss longitudinal data, with an emphasis on the most recent academic years, along with results from SLO assessments, program resources, program personnel, and program curriculum. The AHS then develops action plans to address any gaps that are identified (III.1.12).

**Regular Review and Revision of PSLOs**

As mentioned previously, review of SLO assessment results occurs annually as part of CSLO assessment processes and during the program review process. Based on those discussions, as well as reviews of other student learning and profile data, PSLOs may be revised to best reflect the student population and the mission of the AHS. Faculty also regularly participate in professional development activities where information that they receive on the latest teaching methodologies and educational research help inform their review of PSLOs.

**Connection of PSLOs to the Schoolwide Action Plan**

As mentioned earlier, PSLO assessments are conducted via online surveys of students and via assessment of CSLOs that are mapped to the PSLOs. Review of SLO assessment results may lead to the identification of areas of improvement. Those areas of improvement identified in the self study process are documented in the schoolwide action plan. Others may be identified through the program review process where departments review data and outcomes information and reflect on that information through a process of inquiry focused on various aspects of a program. Regardless of the source, identified action items (including those listed in the schoolwide action plan) are primarily accomplished through the goals and action plans developed as part of program review. This ensures that the actions and resources needed to accomplish those actions are considered in the College's integrated planning and resource allocation cycle.

***Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.***

The program review process provides AHS faculty members with relevant demographic student information via the College's data dashboard and requires them to review, reflect, and plan for new or modified curriculum to meet student needs. In the reflection portion of the 2016/17 program review, for example, the AHS indicated a need to develop additional English and math courses to address curricular needs that were identified through SLO assessments in those

disciplines, test scores, and completion rates (III.1.28). The school also reflected on its "efforts to increase student success through diploma completion" by revising the diploma program's graduation requirements for math and English. In its most recent program review, AHS faculty discussed the addition of four courses to the curriculum, effective 2018/19. These courses support student success by creating a science pathway to credit programs as well as by providing students with more variety, as students have requested in previous satisfaction surveys (III.1.29).

The AHS assesses the responses to student satisfaction surveys to help determine what the school needs to ensure continuous improvement as part of the College's systematic program review process. The Noncredit Student Satisfaction Survey specifically asks students about whether or not the classes they need are scheduled at times that are convenient for them. In the spring 2017 survey, for example, the majority of AHS students (73.8%) indicated their classes were usually available at convenient times (III.1.30).

In addition, the AHS invites student input about how well the College meets their needs through specialized focus groups. In spring 2018, six focus groups were held with students recruited from across the AHS. All groups were recruited to balance gender, ethnicity, age group, and number of terms enrolled, and participants were drawn from both day and evening classes. While some students said they appreciated the flexibility of course offerings, "from morning all the way up to 9 p.m.," others expressed concern that some classes are offered only in the evening and suggested "two time slots for the same class" (III.1.31).

The AHS is using the information collected from the most recent student satisfaction survey and focus groups to inform scheduling decisions moving forward. The faculty and counselors are currently working to establish a two-year rollover of classes as well as an AHS academic map to provide a more consistent and predictable class schedule for students.

In looking at the ways in which the AHS gathers information from the community on how the program meets their needs, it appears as if this is an area for improvement. Historically, the AHS has had regular contact with local unified school districts to hear from them what the program can offer their students and community members; however, this practice could be done more consistently. The AHS could also explore other ways to solicit community feedback, especially as the AHS explores stronger connections with workforce preparation needs in the area.

### *Additional Online Indicator*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention

data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Evidence for Chapter III Criterion 1**

I.5 BP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates

I.6 AP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates

I.16 Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24

III.1.1 Noncredit Student Satisfaction Survey Spring 2017, p. 9

III.1.2 Courses and Programs Committee Handbook, pp. 25, 49–50

III.1.3 CPC Meeting Minutes, 5.10.18

III.1.4 California Department of Education High School Completion Requirements

III.1.5 California Education Code 70901–70902

III.1.6 ACCJC Statement of Accreditation Status

III.1.7 MiraCosta College Mission Statement, BOT Minutes, 9.9.15

III.1.8 AHS Mission Statement, AHS Webpage

III.1.9 MiraCosta College Mission Statement, College Catalog

III.1.10 MiraCosta College Mission Statement, *Strategic Plan, 2014–2017*, p. 2

III.1.11 MiraCosta College Mission Statement, *2011 Comprehensive Master Plan*, p. 8

III.1.12 Program Review Handbook, Rev. 4, Spring 2014, pp. 4–7

III.1.13 Program Review 3-year Cycle Summary

III.1.14 Resource Allocation Flow Chart

III.1.15 Superintendent/President Funding Announcement 8.20.18

III.1.16 AAC Guidelines for Faculty Hiring Requests

III.1.17 BP 6200: Budget Preparation

III.1.18 AP 6250: Budget Management

III.1.19 MiraCosta College Core Competencies

III.1.20 AHS SLO Documentation Matrix

III.1.21 2016/17 AHS Program Review Reflection Form, p. 3

III.1.22 2017/18 AHS Program Review Reflect Form, p. 2

## Strengths and Key Issues for Criterion 1

**Strengths:**

- The AHS and College have a robust, data-informed process of program review and planning that results in continued improvement of programs and services for AHS students.
- The AHS has the capacity for supporting student transition to the College.
- The AHS and College mission statements are integrated.

**Key Issues (Prioritized):**

1. Need improved communication with students and collaboration with all stakeholders to increase student success.
2. Need to expand the effective use of data for program improvement.

WASC Postsecondary Criteria

# 2. Organizational Structure and School Leadership

# Criterion 2: Organizational Infrastructure and Leadership

**Criterion**: The school utilizes the contributions of leadership throughout the organization to provide for ongoing 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 school effectively.

*Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.*

**Ethical and Effective Leadership for Ongoing Improvement**

The MiraCosta Community College District (MCCD) leadership includes a superintendent/president and vice presidents of Human Resources, Administrative Services, Instructional Services, and Student Services. The vice president of Instructional Services has responsibility for 36 academic departments in five schools within the College (I.9). The Adult High School (AHS) functions within the school of Behavioral Sciences, History, and Adult Education. The dean of Behavioral Sciences, History, and Adult Education is the academic and operational leader for the AHS (III.2.1). In addition, the MCCD dean of Admissions and Student Support and dean of Counseling and Student Development have responsibility for those functions across the District including the AHS. This structure ensures robust support by a collaborative of institutional leaders that efficiently and effectively maintain educational efficacy within a continuous improvement model.

Furthermore, the AHS itself is directly supported by a faculty department chair. Under the direction of the dean, the department chair is responsible for effectively facilitating departmental activities, which includes coordinating interviews and recommending the hiring of associate faculty, scheduling faculty assignments, and orienting new associate faculty to department resources (III.2.2). As a leader of faculty, the department chair also plays a critical role in supporting and encouraging curriculum review and development. The department chair communicates all matters of curriculum to the dean to ensure instruction remains responsive to students' needs, including issues of resources and facilities (III.2.3).

Those in leadership roles at the College are expected to adhere to an institutional code of ethics, which defines ethics and establishes appropriate behavioral norms in the context of the institution, profession, colleagues, and students (III.2.4).

**Governing Board**

As a California community college, the MCCD has a publicly elected board of trustees (BOT) with seven members of the public elected by area plus a student trustee elected by the student body each year (I.8). The BOT fully supports the student trustee's role on the board. As a trustee, the student provides the voice of current and future students in policy.

Representatives from various College constituencies also participate in BOT meetings. The College vice presidents, Academic Senate president, Classified Senate president, and student trustee are seated at the BOT dais. Board Policy (BP) 2510 outlines MiraCosta's collegial consultation and governance process and defines the roles for the Academic Senate Council, Classified Senate Council, and students in college governance (I.10). In addition, administrators, faculty, staff, and students serve on District committees in accordance with BP 2510.

Policies and procedures established by the BOT are published on the College website (III.2.5). Board policies include statements on the role of the superintendent/president, the board's role, the relationship of the board and the superintendent/president, and vision statements that guide the growth and development of the District. Administrative procedures accompany policies to delineate the board's and administration's role and to assure that policies are carried out accurately and effectively.

The role of the MiraCosta College BOT is highlighted in BP 2200: Board Duties and Responsibilities (III.2.6). This policy clarifies the board's authority to govern a college district in accordance with the laws and constitutions of California and the U.S. It defines 20 specific fiduciary responsibilities of the board, including the following:

- Representing the public interest
- Hiring, evaluating, and delegating responsibility to a superintendent/president
- Approval of long-term plans
- Approval of courses, programs, and academic standards
- Employment of personnel
- Control of expenses to ensure public funds are spent prudently and control of District property
- Participatory governance
- Student conduct and fees
- Setting policy direction.

Specifically, BP 2200 establishes the board's role in the academic quality, integrity, and effectiveness of the student learning programs and services, including establishing policies and approving educational courses and programs as well as establishing academic standards, probation, dismissal and readmission policies, and graduation requirements. The board's role is also to authorize awarding of degrees, certificates, and diplomas to students upon completion of

the prescribed courses or curriculum. Additionally, through its regular review of student success outcomes and plans to improve these outcomes, the BOT translates its policy and the College mission into actions. The board has attended training at the Governance Institute for Student Success (GISS), established a goal to support student success and completion rates, and deployed a dashboard so that it can regularly review student success, student achievement measures, and fiscal benchmarks and engage in conversations regarding planned improvements.

The fiduciary role of the board is also clearly stated in BP 2200 in areas such as representing the public's interest, controlling the District's operational and capital outlay budget, assuring that public funds are spent prudently, levying taxes, if necessary, in bond elections, managing and controlling District property, and contracting for goods and services. Additionally, the BOT is authorized to receive gifts, grants, and scholarships for the benefit of the College or its students.

As established in BP 2200 and also defined in BP 3250 (III.2.7), the BOT is responsible for creating policies, reviewing long-term planning, and reviewing and approving the District's deferred maintenance plan and five-year capital outlay plan. By approving board goals and long- and short-term plans, the BOT ensures that financial planning and allocations support the mission and priorities of the institution.

The BOT delegates to the superintendent/president the executive responsibility for interpreting and administering the policies adopted by the board and executing all board decisions that require administrative action (III.2.8). MiraCosta is a single college district, which means the superintendent/president is the sole employee of the BOT and has the full-time responsibility as a chief executive officer and superintendent.

As the chief executive officer of the District, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, and administrative services. BP 3250 (III.2.7) ensures that the superintendent/ president has the primary role of implementing a comprehensive, systematic, and integrated system of planning that involves the College community.

BP 2715: Code of Ethics/Standards of Practice (III.2.9) establishes the standards of ethical behavior for trustees to act within to ensure the board's obligation to the College's primary mission, and it includes references to time spent on BOT duties, voting based on fact, representation of the District as a whole, confidentiality, and professional development. Trustees are asked to review the code of ethics and standards of practice once per year and to certify, through signature, that they have reviewed the code and relevant BPs. Additionally, BOT members are prohibited from using public resources for personal use per BP 2717 (III.2.10).

***Indicator 2.2: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.***

MiraCosta demonstrates a sustained, substantive, and collegial dialogue about academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The superintendent/president and other College leaders are responsible for creating and maintaining effective and transparent college processes that ensure constituent input into decision making with a focus on student success and completion.

Dialogue about student achievement takes place at the department level through program review and the institutional level through evaluation of progress on strategic plan objectives and comprehensive master plan goals and directions. In addition, the BOT engages in discussion about student success via workshops and presentations and supports efforts to improve student success and completion.

Assessment of student learning and service, dialogue on results, evaluation during program review, and action planning are implemented across all programs—instructional, support, and hybrid. (Support programs, such as Admissions and Records, combine resources and personnel to deliver a service toward a stated outcome; hybrid programs, such as Counseling, combine resources, personnel, curriculum, and students to deliver a service toward a stated outcome.) Whether they assess outcomes that are focused on instruction (e.g., course-level student learning outcomes), administration (e.g., administrative unit outcomes), or support (e.g., service area outcomes), all programs discuss and document assessment findings and resultant changes during the program review process.

After program review documents are submitted, the dialogue on student outcomes continues at wider levels. Such matters are discussed between program review writers and their deans or supervisors. They are also discussed within governance committees when the Academic Affairs Committee reviews faculty hiring requests and the Budget and Planning Committee reviews all other resource requests. In all of these cases, the meaningful incorporation of outcomes assessment is an expectation and an important consideration for resource allocation decisions.

As stated earlier, the superintendent/president oversees the main divisions of the College. The divisional vice presidents serve as the Executive Management Team and make recommendations on a wide range of operational issues. The department chair structure at MCCD ensures open communication between faculty and the College leadership. The dean who oversees Adult Education and the AHS department chair meet regularly to strategize approaches to issues (as necessary), create structures that support student learning (including effective class scheduling), and collaborate on program planning. The dean strives to provide faculty and staff with the support needed to function effectively through regular department and operations meetings.

MiraCosta's strong governance process supports collegial decision making by clearly defining how governance recommendations to the superintendent/president are made through the various constituency group and District committees (I.10). The superintendent/president chairs the College Council, which is composed of committee chairs, division leadership, and a representative from each constituency group (i.e., Academic Senate, Classified Senate, Administrators, and Associated Student Government). The College Council serves in an advisory capacity to the superintendent/president and plays an essential role in facilitating discussions to ensure the governance process and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

Noncredit faculty and staff members participate in the collegial governance process through service on various constituency group and District committees. For example, the Courses and Programs Committee's current full-time AHS noncredit faculty representative served as a voting member on the committee for five years before assuming the role of chair of that committee in 2017/18. The College actively seeks to include noncredit representation on as many governance committees as possible to ensure issues important to noncredit students, staff, and faculty are part of District planning and decision making. (More detail about the governance structure and evaluation of that structure are provided in Criterion 2.3.)

Evaluation processes at the College also help to ensure that stakeholders have input into leadership and governance effectiveness. The BOT participates in an annual evaluation of its performance by measuring progress toward established board goals, a self-assessment, and College constituent feedback through a survey tool (III.2.11). The constituent feedback provides input about perceptions of the board's respect for the role of faculty, staff, and students in governance, creating a climate of trust and respect as well as board leadership and meetings. The BOT dedicates a special workshop each year to reflect on all components of its annual evaluation as it sets goals for the coming year (III.2.12). The superintendent/president evaluation process is composed of formal and informal feedback, including board evaluation, self-assessment, and internal and external constituent feedback, and is designed to assess how well the superintendent/president is fulfilling leadership and management responsibilities (III.2.13; III.2.14). Additionally, the vice presidents and deans have regular evaluations that include self-reflection and constituent feedback on areas of leadership, human relations, communication, and personal qualities (III.2.15).

***Indicator 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.***

**Governance Structure**

MiraCosta College has a long, rich history and culture of collegial governance. Its documented policies, procedures, and practices promote the inclusion of stakeholders, experts, and diverse

perspectives in planning, institutional effectiveness, policy changes, and other decision making. The role of each constituent group (stakeholders) is codified in board policy and regularly reviewed. BP 2510 details explicitly the consideration of perspectives from all institutional constituencies: students, staff, faculty, and administrators (I.10). The policy further details the specific academic and professional matters that are handled by the MiraCosta College Academic Senate.
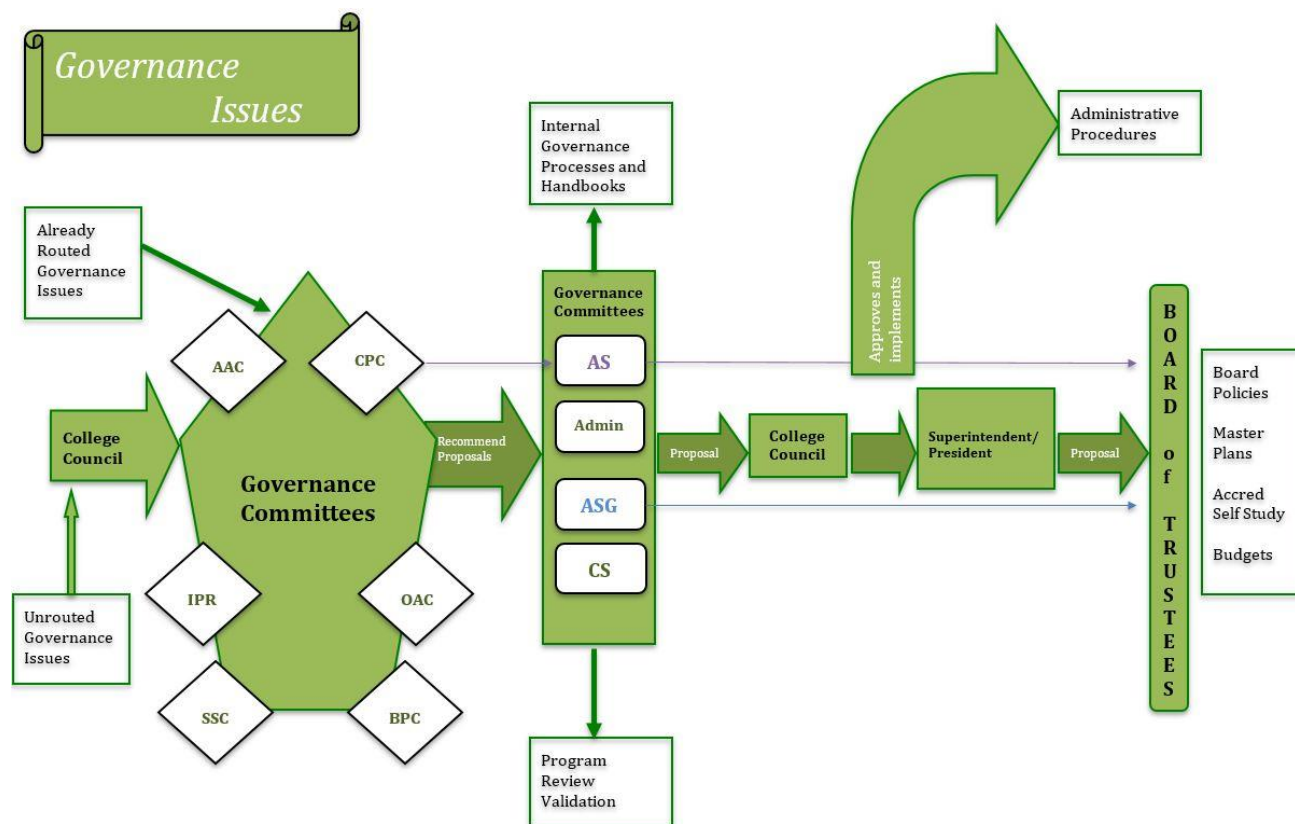
As illustrated in Table 3-1, the involvement of administrators and faculty is significant in governance committees and subcommittees, both from a leadership perspective (i.e., use of co-chairs) and from the membership numbers of each constituency.

**Table 3-1. Governance Committee/Subcommittee Membership**

| Governance Committee | Chairs | Membership | | | |
|---|---|---|---|---|---|
| | | Administrators | Staff | Faculty | Students |
| Academic Affairs | Faculty Chair | 3 | 2 | 15 | 1 |
| Budget and Planning | Co-Chairs | 4 | 4 | 7 | 1 |
| Courses and Programs | Faculty Chair | 3 | 2 | 15 | 1 |
| Institutional Program Review | Co-Chairs | 4 | 3 | 7 | 1 |
| Outcomes Assessment | Co-Chairs | 4 | 3 | 7 | 1 |
| Student Success (TBD) | Co-Chairs | - | - | - | - |

As described earlier, the College Council serves as the penultimate governance group and is chaired by the superintendent/president. It routes governance issues to the appropriate representative (i.e., single constituency group) and district-wide committees for consideration. The routing of issues, many expressed as policies and procedures, helps to minimize the encroachment and overlap of decision making. As an example, planning and budgeting, specifically, have been co-routed to the Budget and Planning and Institutional Program Review Committees. The broad and inclusive decision making on governance issues, specifically, is detailed in Figure 3-2.

Individuals within the College can bring recommendations for change to their respective representative committee for consideration or to the College Council if they are uncertain where to take an issue or the issue is operational in nature.Following committee deliberation, governance recommendations are made to one or more of the representative committees (Academic Senate, Classified Senate, Administrative Council, or Associated Student Government) and then to the College Council for consideration and recommendation to the superintendent/president and BOT.

Governance Issues

Already Routed Governance Issues

Internal Governance Processes and Handbooks

Administrative Procedures

College Council

AAC  CPC

Governance Committees

Recommend Proposals

Governance Committees

AS
Admin
ASG
CS

Approves and implements

Proposal

College Council

Superintendent/ President

Proposal

BOARD of TRUSTEES

Board Policies

Master Plans

Accred Self Study

Budgets

Unrouted Governance Issues

IPR  OAC

SSC  BPC

Program Review Validation

**Figure 3-2. Governance Decision-Making Structure**

College committees regularly evaluate the effectiveness of their structure and processes. Annual evaluations take place to assess the leadership roles, membership, and charge. The committee evaluations go to the College Council for discussion, and the analysis of that feedback serves as the foundation for proposed changes. Most recently, evaluations conducted in 2016 and 2017 revealed issues related to the extraordinary number of meetings that constituents were having to attend, concerns about finding participants for committees, maintaining trust and constituent voice in the governance process, and promoting more effective communication.

In spring 2017, the College Council convened a small representative taskforce to review MiraCosta's governance structure and make recommendations for streamlining. The group was intentionally kept small to deal with a limited scope of work in a short timeframe. Committee membership included the superintendent/president, an Academic Senate representative, the Classified Senate president, a classified administrator, an academic administrator, and the dean of Research, Planning, and Institutional Effectiveness.

The charge of the streamlining governance taskforce was to review the College's current governance structure, look for redundancy, and make recommendations by the end of the fall semester for streamlining the structure. They met biweekly throughout the fall 2017 semester. The result of their work was a report that included recommendations on common governance

definitions, as well as modifications to committee charges and membership ([III.2.16](#)). The report was presented to the College Council and then routed through each of the representative committees for feedback and approval. Further work will continue related to improving governance communication, preparation for committee service, and preparing for transition in committee leadership. The governance manual is currently undergoing revision to account for these recent changes.

**Communication of Governance Work**

The results of governance decisions are communicated in a myriad of ways. The first is when these decisions have to do with BP and administrative procedure (AP) documents. Policy and procedure changes are captured with the document change management system. Any governance member can access the system within the MiraCosta SharePoint Portal. From there, the current status of any document can be found. If a document is being considered for a change, any individual can further access the change request form and understand specifically what is being changed and why. Once a policy is approved by the BOT, it is captured in board minutes and made public on the College's website. Emails are sent each semester to college constituents to let them know of policy changes and where board policies and administrative procedures can be found.

The agendas for committee and council meetings are distributed to all College employees. The deliberations of each of the four representative committees are open to the public and the meetings are made available in their entirety to all MiraCosta employees through streaming technology. All regular BOT meetings are also streamed to employees to encourage participation.

Governance committee decisions are captured in minutes, which are published on the College's website and/or portal. These updates are also communicated to employees within divisions through division council updates and to governance committees and the College Council through regular updates by the committee chair(s) or superintendent/president.

***Indicator 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.***

As outlined in prior sections, the MCCD has board policies and academic procedures that establish standards of academic quality, integrity, and effectiveness for all District programs and services, including those offered through the AHS. All District BPs and APs are posted on the MiraCosta College website ([III.2.5](#)). These policies and procedures are divided into seven chapters:

1. The District
2. Board of Trustees

3. General Institution
4. Academic Affairs
5. Student Services
6. Business and Fiscal Affairs
7. Human Resources.

BPs and APs are reviewed on a regular basis (no longer than a seven-year period) through the College's established governance and operational structure. MiraCosta subscribes to the Community College League of California (CCLC) policy and procedure service that sends draft revisions twice annually to be made to policies and procedures based upon required legal changes or suggested best practices.

Anyone may bring suggestions for new or modified policies or procedures to the College Council for consideration and appropriate routing. For example, the AHS faculty recently proposed the development of a board policy and administrative procedure to codify noncredit educational program requirements. The College Council routed the issue to the Courses and Programs Committee, which approved the new policy and procedure in spring 2018 (III.1.3). BP/AP 4100C: Graduation Requirements for Adult High School Diploma and Noncredit Certificates were vetted through the College's governance structure in fall 2018 and were approved by the BOT in November 2018, at which time they became available to all stakeholders via the College's Board of Trustees webpage.

### *Additional Online Indicator*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Evidence for Chapter III Criterion 2**

I.8        Board of Trustees Webpage
I.9        Instructional Services Division Functional Chart
I.10       BP 2510: Collegial Governance and Participation in Local Decision Making
I.16       Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
III.1.3    CPC Meeting Minutes, 5.10.18
III.2.1    Interim Dean of Behavioral Sciences, History, and Adult Education Job Announcement
III.2.2    MCCD Department Chair Handbook 2018-19, p. 1
III.2.3    MCCD Department Chair Handbook 2018-19, p. 9
III.2.4    BP 3050: Institutional Code of Ethics
III.2.5    Board Policies/Administrative Procedures Webpage
III.2.6    BP 2200: Board Duties and Responsibilities
III.2.7    BP 3250: Institutional Planning
III.2.8    AP 2430: Delegation of Authority to the Superintendent/President
III.2.9    BP 2715: Code of Ethics/Standards of Practice
III.2.10   BP 2717: Personal Use of Public Resources
III.2.11   Board of Trustees Evaluation Survey
III.2.12   Board of Trustees Workshop Agenda
III.2.13   BP 2435: Evaluation of the Superintendent/President
III.2.14   AP 2435: Evaluation of the Superintendent/President
III.2.15   AP 7150.1: Evaluation–Academic Administrators
III.2.16   Streamlining Governance Taskforce Recommendations and Report

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## Strengths and Key Issues for Criterion 2

**Strengths:**

- AHS functions and operations are fully supported by the MCCD collegial governance structure, institutional leadership, and board of trustees.
- AHS faculty regularly participate in collegial governance.

**Key Issues (Prioritized):**

None at this time.

WASC Postsecondary Criteria

# 3. Faculty and Staff

# Criterion 3: Faculty and Staff

**Criterion**: 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.

*Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.*

The MiraCosta Community College District (MCCD) has a number of policies and practices in place to ensure that administrators, faculty, and staff possess the appropriate education, training, and experience to provide and support high quality programs and services.

## Qualifications

Minimum qualifications for instructors of noncredit courses are established by the California Community Colleges Chancellor's Office (CCCCO) in collaboration with the Academic Senate for California Community Colleges ([III.3.1](#)). Additionally, faculty screening and interview committees develop desirable qualifications and screening criteria specific to each faculty position.

Minimum qualifications and work experience for staff positions are determined by Human Resources in consultation with administrators in the hiring department. These minimum qualifications include both required and desirable education, training, and work experience related to the job duties specified in the job description.

The College verifies the qualifications of applicants and newly hired personnel at multiple stages of the process. Applicants are instructed to submit evidence that they meet the minimum qualifications, including transcripts from accredited institutions. During the online application process, these transcripts are unofficial copies. Once a job offer is made and accepted, new hires are required to provide Human Resources with official transcripts so that another verification of minimum educational qualifications having been met can be made. Work experience is verified by completion of written employment verifications as well as completion of references through the vendor SkillSurvey. The College checks the equivalency of degrees from non-U.S. institutions by requiring formal evaluations that demonstrate the non-U.S. degree is equivalent to the required degree.

## Job Descriptions

Job descriptions accurately reflect position duties, responsibilities, and expectations and are aligned with the school's mission. A district-wide classification and compensation study

completed in 2017 reviewed all job descriptions, qualifications, and recommended compensation in keeping with standards.

**Administrators and staff.** Job descriptions are required to be updated before approval to fill a new or vacated position can be sought to ensure that qualifications for each position are closely matched to specific programmatic needs. For example, in a recent update of the position for interim dean, Behavioral Sciences, History, and Adult Education, the application procedure was revised to require a separate statement describing the applicant's "experiences, commitment, and professional awareness around issues of social justice and equity-minded practices as an administrator/manager" ([III.2.1](#)).

For classified positions, faculty and administrators discuss whether existing job descriptions need to be modified or new job descriptions need to be created to align with evolving needs, new program requirements, and new student populations served. Through the 2016/17 program review process, for example, the Adult High School (AHS) asked to hire a science lab technician to maintain and monitor the lab used by approximately 200 students annually ([III.3.2](#)). The announcement for the Instructional Assistant II position described the representative duties, expected knowledge and abilities, and minimum qualifications for the AHS-specific job ([III.3.3](#)).

**Faculty**. Job announcements serve as the job descriptions for faculty positions. Descriptive requirements and qualifications for faculty positions are listed in each job announcement. As stated above, faculty qualifications are guided by the minimum qualifications that are established by the Academic Senate for California Community Colleges and the CCCCO. For additional requirements specific to the AHS and aligned with its mission, such as "experience with supporting and improving student awareness of, or transition to, credit programs," Human Resources and the adult education dean meet to assure that qualifications for each faculty position are closely matched to specific programmatic needs ([III.3.4](#)).

Faculty, administrators, and human resources leaders worked collaboratively in 2017/18 to enhance faculty hiring procedures and screening committee training to strengthen equity mindedness within the hiring process.

**Meeting the Learning Needs of AHS Students**

The number of faculty and staff members needed to meet the learning needs of all students is determined through the College's systematic program review process. Each program must address and evaluate in program review the staff and faculty needed to run the program efficiently.

- In 2015/16, the AHS used program data to justify a hiring request for a full-time faculty member to teach English, arguing the additional instructor would help increase success and retention (III.3.5).
- The hiring of two full-time noncredit counselors in 2016/17 made it possible for more students than in previous years to be assessed at orientation and placed into the appropriate classes (I.3).
- In the 2016/17 program review cycle, the AHS aligned its plan with two strategic plan objectives, arguing the addition of three full-time instructional aides would optimize student success through the program (III.3.6). The College subsequently approved the hiring of three instructional support assistants to meet this request and hiring is currently underway.

***Indicator 3.2: The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.***

**Recruitment and Hiring Procedures**

Job announcements used in the recruitment of every advertised position clearly state the qualifications and procedures for applying for vacant positions. Furthermore, processes for hiring are clearly laid out in board policies and administrative procedures.

**Administrators.** A comprehensive advertising campaign is developed to list the position in local newspapers, websites, professional associations, and organizational sites designed to attract a deep and diverse applicant pool.

The recruitment process for the superintendent/president is described in Board Policy (BP) 2431 (III.3.7); vice president searches are conducted according to Administrative Procedure (AP) 7120.1 (III.3.8); and searches for dean and associate dean positions are conducted per the terms of the Academic Administrators Working Conditions Manual (III.3.9).

**Faculty.** The recruitment process for full-time faculty is outlined in AP 7120.4 and for associate faculty in AP 7120.5 (III.3.10, III.3.11). All full-time faculty positions at the College are advertised on the following:

- California Community Colleges Registry (cccregistry.org)
- *Chronicle of Higher Education*
- Edjoin.org
- Indeed.com
- HigherEdJobs.com and InsideHigherEd.com
- LinkedIn, Facebook, and Twitter

- AsiansInHigherEd.com, BlacksInHigherEd.com, HispanicsInHigherEd.com, VeteransInHigherEd.com, LGBTinHigherEd.com, NativeAmericansInHigherEd.com, DisabledInHigherEd.com, WomenAndHigherEd.com, and DiverseEducation.com.

Associate (part-time) faculty positions are posted on the College website and in advertisements using various sources as requested for immediate openings. Once screened for minimum qualifications, associate faculty applicants are suggested for assignments by the AHS department chair or discipline expert to the dean, who then has the right of assignment and makes offers for part-time teaching assignments.

Faculty involvement in the selection of new full-time faculty is outlined in the Guide to MiraCosta College Full-Time Faculty Employment Policy and Hiring Procedures (III.3.12). The screening and interview committees are composed of full-time faculty members, primarily from the same or related discipline, an administrator, and an Equal Employment Opportunity (EEO) representative. Faculty involvement in the selection of new associate faculty includes discipline experts reviewing and screening applications as needed.

**Staff.** Similar to administrators, staff positions are listed in local newspapers, websites, professional associations, and organizational sites in order to attract a deep and diverse applicant pool. Criteria, qualifications, and procedures for selection of personnel address the needs of the school in serving its student population.

**All applicants.** The College formulates specific selection criteria by designing activities to measure the qualifications of applicants. Such activities include screening criteria used to rate application materials, interview questions, and writing samples and/or teaching demonstrations, as applicable to the position.

Safeguards are in place to assure that hiring procedures are consistently followed for all recruitments. These safeguards include the Human Resources Operations manager approving the content of the job announcement, the screening criteria, interview questions, and all interview activities to assure they are in compliance with EEO regulations and non-discrimination laws.

Additionally, every screening/interview committee has an EEO representative who is charged with ensuring consistency in following the stated procedures and monitoring for legal compliance. The third safeguard, per the District's EEO Plan, is that every member of a screening/interview committee is trained within 12 months prior to his or her service on a committee (III.3.13). Training includes a review of federal and state laws, elimination of bias, the educational benefits of diversity, and best practices in hiring procedures.

**Job Descriptions**

As stated above, job descriptions accurately reflect position duties, responsibilities, and employer expectations.

**Administrators.** Job announcements for educational administrators include the minimum qualifications for educational administrators as described in the California Code of Regulations. Minimum qualifications consist of a master's degree and "one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment" (III.3.14). Additionally, California Education Code requirements mandate the development of hiring criteria that include "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" (III.3.15). As stated above, job announcements for administrator positions, such as the recent announcement for an interim dean of Behavioral Sciences, History, and Adult Education, are tailored to specific programmatic needs.

**Staff.** Job announcements for classified staff positions describe the representative duties of the position, noting which are essential to the particular job. They also list expected knowledge and abilities, minimum and desirable qualifications, and special licenses, if applicable, that are required for the specific job (III.3.3).

**Faculty**. Descriptive requirements and qualifications for faculty positions are listed in each job announcement. As stated above, faculty qualifications are guided by the minimum qualifications that are established by the Academic Senate for California Community Colleges and the CCCCO. Each job announcement for full-time faculty positions explicitly states the following expectations regarding duties and responsibilities (III.3.16):

- Work in collaboration with other full-time and associate faculty in coordinating and maintaining currency of curriculum.
- Assist in the creation, review, development and evaluation of courses both online and on-ground, certificates, and programs in collaboration with other instructors as appropriate.
- Participate in the development, assessment, and evaluation of student learning outcomes (SLOs).
- Participate in the tenure review process.
- Examine, reflect, and modify instructional, relational, and classroom practices to more effectively engage and support disproportionately impacted student populations with a goal of closing equity gaps.
- Contribute to the mission of the College.

Full-time faculty in the AHS and their dean have extensive discussions regarding desirable qualifications prior to posting a job announcement.

**Verification of Qualifications**

All applicants must submit official transcripts verifying all qualifying education and proof of previous school and occupational experience. The Human Resources Department reviews applications for minimum qualifications; candidates meeting minimum qualifications are forwarded to the screening and interview committee for further assessment. Candidates invited to interview are subject to a rigorous interview process as designed by the committee. Each component is evaluated according to agreed-upon criteria as determined by the committee.

Following the initial interviews with screening and interview committees, a smaller number of final candidates are interviewed at the next level. The final interviews are conducted by the superintendent/president, the appropriate vice president, the chair of the first-level committee and the dean.

Human Resources conducts reference checks prior to the final interviews so that additional information from current or former employers is used to assess the subject matter knowledge, teaching skills, and interpersonal skills. Given that all finalists have been determined to meet the discipline needs of the department/discipline, the final interviews are more focused on assessing the candidates' ability to contribute to the mission of the school and College. Additional reference checks may be conducted following the final interview if any questions or concerns remain.

*Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.*

**Development and Communication of Personnel Policies**

All stakeholders within MiraCosta's governance structure are involved in the policy and procedure development and approval process, including the BOT, superintendent/president, vice presidents, employee groups, committees, and Human Resources. The College systematically establishes, publishes, and adheres to personnel policies and procedures that are available for information and review.

The College Council is responsible for designating the authority for the development and approval of policies and procedures. Most personnel policies are designated either as operational to the vice president of Human Resources or as working conditions issues that are the responsibility of affected employee groups. Working conditions issues include policies related to compensation, evaluation, and other terms and conditions of employment.

All current personnel policies and procedures pertaining to human resources are outlined in Chapter 7 on the Board Policies and Administrative Procedures webpage (III.2.5). References to

policies and procedures are also contained in each of the employee group working conditions manuals or union contracts (collective bargaining agreements), which can be found on the District's portal site.

**Administration of Personnel Policies and Procedures**

Human Resources provides training on various policies affecting personnel in a variety of settings, including new hire orientations for classified employees and administrators, an annual orientation for new full-time faculty, presentations at Classified Senate meetings, "flex" workshops, professional development workshops, and discussions during Administrative Council and joint deans meetings. For example, the Labor Relations director recently conducted a training with department chairs on changes to the faculty contract. Employees who have concerns about fairness or inappropriate administration of procedures can discuss them with their immediate supervisor, Human Resources personnel, or their employee representatives and, if necessary, file a grievance or discrimination complaint.

**Code of Professional Ethics**

MiraCosta College has an institutional code of ethics as outlined in BP/AP 3050 that pertains to all employees (III.2.4; III.3.17). A summary of the code is published in the MiraCosta College Catalog (III.3.18). In spring 2016, AP 3050 was amended to include a statement of consequences for violation of the code. Additionally, expectations of ethical conduct by members of the board of trustees are codified in multiple board policies:

- BP 2710: Conflict of Interest (III.3.19)
- BP 2714: Gifts (III.3.20)
- BP 2715: Code of Ethics/Standards of Practice (III.2.9)
- BP 2716: Political Activity (III.3.21)

**Personnel Records**

All personnel records are secure in the Human Resources Office in a room that is locked and accessible only to members of the Human Resources and Payroll Departments. Personnel files that are in use by Human Resources staff are "checked out" with an out card system that is dated by the staff who remove them from the file room. Employees wishing to review their own personnel files are allowed to do so by appointment during normal business hours according to AP 7145 (III.3.22).

*Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.*

**Guidelines for Evaluating AHS Personnel**

MiraCosta College has processes in place to assure that evaluation criteria are designed to measure the effectiveness of personnel in performing their duties and that evaluations lead to improvement of job performance. The process for each constituent group is clearly outlined in the respective working conditions handbook or board policy and corresponding administrative procedure, including criteria, timeline, and follow-up procedures. Evaluations are conducted on regular cycles, and processes are in place in Human Resources to trigger those cycles.

**Faculty.** The full-time faculty evaluation process follows procedures defined by the MiraCosta Community College District District/Faculty Assembly Agreement ([III.3.23](#)). Performance evaluations for associate faculty are defined by the Collective Bargaining Agreement Between the Board of Trustees of the MiraCosta Community College District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA ([III.3.24](#)). Updates to the faculty handbook and agreements are currently underway to reflect recent changes to the faculty evaluation process.

**Classified staff.** The performance assessment of classified employees follows procedures outlined in the Classified Employee Manual ([III.3.25](#)).

**Administrators.** Academic administrator performance evaluations follow the procedures outlined in the MiraCosta Community College District Academic Administrators Working Conditions Manual ([III.3.26](#)). Classified administrator performance evaluations follow the procedures outlined in the MiraCosta Community College District Classified Administrators Association Working Conditions Manual ([III.3.27](#)). Aside from the timeline, classified administrators follow the same evaluation process as academic administrators.

**Encouraging Growth and Improvement Through Evaluation**

The purpose of ongoing evaluation is to encourage professional growth and development, provide constructive feedback, and establish a mutual understanding of performance expectations and institutional responsibilities.

**Faculty.** Full-time faculty are evaluated by a committee of their peers, as well as the appropriate dean, who review course syllabi, assignments, and instructional materials and observe instruction to ensure instructors meet or exceed specific evaluation criteria. Student evaluations are another mechanism for measuring the quality of instruction. All faculty under review compile an evaluation packet that includes student surveys and peer observation reports. The review committee uses the information found in the packet to write a report that rates the instructor's

ability to meet expectations. The review committee then works collaboratively with the instructor to devise either a tenure plan (for probationary faculty) or an improvement plan (for tenured faculty) if one is needed.

Evaluations for associate faculty consist of a classroom observation, student surveys, a review of sample instructional materials, an administrative review of workplace performance, and any additional information the associate faculty member believes is relevant (such as professional development activities, governance assignments, or other professional efforts).

Untenured faculty are evaluated annually. Tenured faculty are evaluated at least once every six semesters. Associate faculty are evaluated during their first semester of hire, during the first semester of any new assignment, and at least every six semesters of employment.

**Classified staff.** The classified staff evaluation process is designed to give constructive feedback to employees about job performance, defining both areas of strength and areas that could be enhanced. All permanent, classified employees of the District are assessed by their supervisor annually during their first three years of employment in a job assignment and once every two years thereafter as long as their performance remains satisfactory. Classified employees have a probationary period and are evaluated frequently within the first year. The performance assessment includes supervisor comments and the employee's self-evaluation, and it may include feedback from a selected and mutually agreed upon pool of regular employees. After the employee under review and his/her supervisor discuss the performance assessment, they both sign it. It is then signed by the director or dean, if applicable, and the vice president (III.3.28).

If a performance assessment indicates performance as "does not meet expectations," the assessment is forwarded to the Human Resources Operations manager prior to being discussed with the employee. The supervisor and the Human Resources Operations manager draft a written performance improvement plan. The supervisor and the employee then discuss the improvement plan and the goals or programs to be undertaken for the next assessment period. These must be job related and written in specific terms. The employee completes a section of the plan indicating his or her commitment to meeting the expectations (III.3.29).

**Administrators.** Administrators are evaluated twice during their initial year of employment, and then once every three years thereafter. Academic administrator performance evaluations include a self-evaluation, administrator evaluation by the supervisor, and survey results summarizing the areas in which the administrator is performing satisfactorily, areas for improvement, and how the administrator has made a unique and significant contribution to the District (III.3.26). Upon completion of the evaluation, both academic and classified administrators are given a written document setting forth the evaluation and have the opportunity to meet with the supervisor to discuss the evaluation.

**Effective Teaching**

For tenure candidates, tenured faculty members, and associate faculty, criteria for evaluation include demonstrated skill in classroom teaching as evidenced by currency and depth of knowledge, commitment to program/discipline development and enrichment, creativity and innovation, and commitment to cultural competence (III.3.30). As stated above, the College assesses effective teaching through the use of student surveys and peer observation reports.

*Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.*

**Development of Schoolwide Learner Outcomes**

Faculty, as empowered by Assembly Bill 1725 (III.3.31), have primacy in the area of curriculum development and as such are solely responsible for developing student learning outcomes at the program and course level. (For the purpose of this self-study, the AHS equates schoolwide learner outcomes with program student learning outcomes.) AHS faculty develop student learning outcomes at the course (CSLO) and program (PSLO) level with the goal of providing specific evidence of the areas of knowledge and abilities in which students are successful or deficient. The program learning outcomes for the Adult High School diploma are illustrated in the adjoining textbox.

At the course level, instructional faculty develop learning outcomes by carefully considering each course's content and objectives as well as AHS program learning outcomes, MiraCosta College core competencies, and California content standards.

**Measuring and Discussing Student Achievement of PSLOs**

The process and cycles for measuring course learning outcomes in all AHS classes remains consistent: all full-time and associate faculty assess CSLOs each time a course is taught using signature assignments, embedded questions, and in-class assignments. They use rubrics with a four-point scale to determine the level of mastery for each outcome. Assessment results are compiled and documented annually on

> **AHS Schoolwide Learner Outcomes (aka PSLOs)**
>
> **Through completion of the Adult High School Diploma coursework requirements, students will**
>
> ❖ obtain an awareness of, and preparation for, higher education;
> ❖ acquire improved workplace skills for employability;
> ❖ demonstrate improved self-efficacy; and
> ❖ model a sensitivity to, and an awareness of, diverse perspectives.

a program level by faculty in a Student Learning Outcomes Report, which contains aggregate scores, the assessment prompt used, faculty observations, and recommendations regarding

improvements to pedagogy, curriculum, and instructional methods (III.1.24). The report encourages faculty to provide feedback about the questions used to evaluate the SLOs and to explain whether or not they believe the questions adequately address the outcomes assessed.

Results contained in the Student Learning Outcomes Report are synthesized into a spreadsheet to provide longitudinal data for trend analysis (III.1.25). Full-time faculty use these results to align course- and program-level learning outcomes with the help of information gathered through interactive meetings with associate faculty. For example, to check the alignment between curriculum and learning outcomes, the AHS faculty, both full- and part-time, correlated all AHS courses to at least one of the four program learning outcomes as part of the 2016/17 program review (III.1.21). At the end of each year, full-time and associate faculty meet to discuss the ongoing efficacy of the SLOs. Modifications are made if there is a consensus that a question or SLO should be changed.

### *Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.*

**Planning Appropriate and Impactful Professional Development Opportunities**

AHS faculty participate in the College's Professional Development Program (PDP), which is under the purview of the Academic Senate. The program provides year-round opportunities related to student success, and all faculty are required to complete a minimum number of hours based on their teaching assignment. In addition, the AHS regularly provides faculty with professional development opportunities that are specific to AHS students, such as the following:

- Fall and spring semester department meetings to discuss learning needs.
- Fall 2018 workshop facilitated by the College's dean of Student Life and Judicial Affairs and a full-time mental health counselor to give a presentation about responding to disruptive students (III.3.32).
- Fall 2018 workshop about managing individual student learning needs. A representative from San Diego Continuing Education presented about research-proven techniques and strategies that research has shown to improve learning, especially for students with learning disabilities (III.1.26).
- Ongoing technology workshops as part of the *2018 Technology and Distance Learning Plan* (III.3.33), which is a program and accountability requirement of the Workforce Innovation Opportunity Act (WIOA) Title II grant.
- Ongoing Comprehensive Adult Skills Assessment Systems (CASAS) workshops to support the use of assessment data in instructional approaches to identify and meet student learning needs.

Student support staff at the CLC participate in MiraCosta's Student Services Division meetings and professional development workshops that occur on the fourth Friday of each month. The workshops range from work on redesigning the student experience to interdepartmental cross-training. In one of the fourth Friday sessions in spring 2018, CLC staff presented to the entire division about AHS programs and services so staff at the College can support students with appropriate information. Support staff at the CLC also recently participated in a two-day Student Services Division retreat on redesigning the onboarding student experience through a business process analysis that will better support students as they enter the AHS and transition to credit coursework.

**Funding Appropriate Professional Development Opportunities**

The superintendent/president ensures funds are available to provide professional development opportunities for all employees. MiraCosta participates in California's Flexible Calendar Program, a privilege afforded to community colleges whereby paid instructional time can be replaced by "flex" time on the academic calendar. Thus, PDP sponsored activities are sometimes referred to as "flex" activities or activities done for "flex" credit. In addition to funds provided through the PDP and other sources, the District provides an annual allowance of $1200 per full-time faculty member to reimburse expenses associated with professional development (III.3.34). The AHS also funds professional development opportunities through WIOA Title II Adult Education and Family Literacy Act (AEFLA) grants. Classified staff, associate faculty, and administrators also have access to funding for professional development.

**Evaluation of Professional Development Activities**

The AHS is currently developing a Professional Development Plan as part of the WIOA Title II grant. The purpose of the plan is to align professional development activities with the goals of WIOA to improve student outcomes. At the end of the year, the AHS will evaluate its professional development activities for their effectiveness in achieving the goals. The purpose of the evaluation is to ensure meaningful professional development activities are planned going forward (III.1.27).

As part of WIOA requirements to reflect on the effectiveness of its Professional Development Plan, the AHS would like to develop a process for tracking and evaluation of its professional development activities. This process would also include a method for sharing newly acquired information and skills that would benefit the AHS.

*Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.*

**Support Staff Performance Evaluations**

As stated above in the response to Indicator 3.4, the performance assessment of non-teaching support staff members follows procedures outlined in the Classified Employee Manual (III.3.25). All permanent, classified employees of the District are assessed by their supervisor annually during their first three years of employment in a job assignment (more frequently within the first year probationary period) and once every two years thereafter as long as their performance remains satisfactory. Assessments are due on the anniversary of the employee's hire.

**Support Staff Engagement**

To the extent that it is appropriate, AHS faculty include support staff and counselors in meetings and processes that pertain to curricular changes. For example, when curricular or diploma requirement changes are being implemented by instructional faculty, Admissions and Records staff members as well as counselors are among those invited to meetings.

As mentioned in Chapter I, the College, in 2015, changed the reporting lines for noncredit counselors and staff to appropriate student services deans at the College to establish consistency among the services provided at all three MCCD campuses. This change has been beneficial to students as the AHS and College try to provide consistent comprehensive support and easier transitions to college. At the same time, the structural change has modified the more frequent communication that once occurred between instructional faculty and noncredit counselors and staff when the latter reported to the dean of Behavioral Sciences, History, and Adult Education. One of the identified key issues from this self study is to improve communication, including finding ways to strenghten communication between instructional faculty and student services personnel on issues that impact student support and success.

**Review of Job Descriptions and Duties**

The College adheres to BP 7230 that states the duties and responsibilities of various classified staff positions must be kept current (III.3.35). If it is determined through the classification review process that any position is no longer properly allocated to the class in which it has been placed, the superintendent/president recommends to the BOT proper reclassification of the position. All requests for new classifications or reclassifications, along with job descriptions, must be approved by the BOT.

In 2016/17, the College hired Reward Strategy Group (RSG) to analyze the position classification and compensation of all MiraCosta College positions. As a result, the College updated all job descriptions and used the analysis to develop an improved classification system

that accurately depicts the way work is organized and performed across the District with an eye toward internal and external equity. Job descriptions for the noncredit student support staff and noncredit supervisor were aligned to match the front counter positions at the College so there is a streamlining of roles and processes between the College and AHS. Through this process, the reporting of the noncredit supervisor was changed to the College's registrar so that training and professional development is similar for all front counter support staff.

The College also developed a Classification Review Committee (CRC) to provide recommendations to the superintendent/president regarding classification and reclassification going forward. The committee consists of both Classified Senate and District membership. It is the responsibility of the CRC (and the Appeals Committee, as appropriate) to review and make recommendations on the classification of new positions, reclassification of existing positions, job title modifications, and temporary reclassifications.

### *Additional Online Indicator*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

### Evidence for Chapter III Criterion 3

I.3       SSSP Services by Cohort 2014-2018
I.16      Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
III.1.21  2016/17 AHS Program Review Reflect Form, p. 3
III.1.24  Sample SLO Report Form
III.1.25  Final AHS SLO Report
III.1.26  MiraCosta Adult High Disability Presentation PowerPoint
III.1.27  WIOA Email Announcement

III.3.30   MiraCosta College Tenure Candidate Handbook, pp. 10–11
III.3.31   Assembly Bill 1725
III.3.32   "Utilizing Behavioral Interventions to Support Students" Perez/Mortaloni presentation
III.3.33   WIOA Grant *2018 Technology and Distance Learning Plan*, pp. 14–15
III.3.34   AP 7160: Professional Development
III.3.35   BP 7230: Classified Employees

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## Strengths and Key Issues for Criterion 3

**Strengths:**

- Because the AHS is part of the MCCD and the larger California Community Colleges, established regulations, policies, and procedures are in place to ensure appropriate employee qualifications, roles and responsibilities, engagement, and support of professional development.
- Full- and part-time faculty participate in the College's robust and institutionalized evaluation process.
- The AHS is committed to—and has multiple and varied opportunities for—professional development.

**Key Issues (Prioritized):**

1. Need improved communication with students and collaboration with all stakeholders to increase student success.
2. Need accountability tools to evaluate professional development activities.

</div>

WASC Postsecondary Criteria

# 4. Curriculum

# Criterion 4: Curriculum

**Criterion**: The school 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.

*Indicator 4.1: The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.*

**Curricular Map and Course Outlines**

MiraCosta College maintains curricular maps for all programs and course outlines for all courses through a web-based curriculum management system called currIQūnet META, which is accessible to the public from the College's website (III.4.1). All stakeholders have access to currIQūnet META and, in turn, to each course outline and its required components, including the content, objectives, learning outcomes, sample assignments, methods of instruction, and methods of evaluation (III.4.2). Every course outline includes performance objectives that are closely aligned with the course content. These objectives emphasize how students will be able to think critically about the course content upon successful completion of the course. The Adult High School (AHS) faculty created an Adult High School diploma curricular map within the College's curriculum management system during the 2017/18 curriculum review and approval cycle (III.4.3).

Graduation requirements for the high school diploma are also provided on the Adult High School webpage (III.4.4) and in the MiraCosta College Catalog (III.4.5), which is updated each academic year. The Adult High School section of the catalog lists and describes all of the courses students may complete to earn their high school diploma (III.4.6). A link to that section of the catalog is provided on the Adult High School webpage (III.I.8). Stakeholders may print the Adult High School curricular map, including its learning outcomes and course descriptions, from the online catalog.

In addition, the AHS is exploring the creation of a curricular pathway map for the high school diploma that would strengthen the connection between noncredit and credit programs and could be available on the College's Academic and Career Pathways webpage. The AHS is also looking to expand its role in MiraCosta College's Guided Pathways work.

As a matter of good practice, the faculty also created a board policy (I.5) and administrative procedure (I.6) to codify all noncredit educational program requirements. The policy and

procedure were approved by the Courses and Programs Committee in spring 2018 ([III.1.3](#)) and vetted through the College's governance structure in fall 2018.

In 2016/17, the AHS created a Basic Education for Academic or Workforce Preparation Certificate of Competency. This certificate could provide a benchmark of achievement for students who are pursuing their diploma as well as for non-diploma seeking students who want to review foundation skills in reading, writing, grammar, and mathematics in preparation for their next educational or career-related goal. However, the student services component has yet to be created or implemented. Successful implementation of this certificate will also require a focused marketing plan.

**Course Learning Outcomes**

Every AHS course outline is required to include at least one clearly defined student learning outcome that emphasizes an ability students gain through achieving and applying the course objectives; most AHS courses have two to three learning outcomes ([II.2](#)). All MiraCosta College instructors are expected to include course-level student learning outcomes in their course syllabi ([III.4.7](#)), thus making them easily available to students in the course.

**Curriculum Development Needs and Resource Allocation**

Institutional program review serves as the basis of resource allocation in direct support of student learning and achievement. Recognizing the relationship among student learning outcomes, assessment, funding, and the continuous improvement of student learning, faculty evaluate student achievement of course learning outcomes and attainment of program learning outcomes as part of this systematic program review process ([III.1.12](#)).

As detailed earlier, the process entails three key steps: review, reflect, and plan. The review step uses quantitative and qualitative data to measure program performance. The reflect step focuses on the analysis and discussion of the data in relation to program standards and requires academic program faculty to address program performance, learning outcome assessment results, resources, personnel, and curriculum. The plan step allows programs to develop action plans to address any gaps or areas of improvement identified in the reflect step. In the fall 2015 AHS program review, for example, the reflect form used data to identify the need to develop a Basic Education for Academic or Workforce Preparation Certificate of Competency ([III.4.8](#)).

Program review plan forms contain areas for justifying requests for resources, such as technology, staffing, and/or facilities. When the AHS faculty developed the certificate of competency, they had to enter the date the program had been vetted through the program review process on the program proposal cover page, and they had to verify the department had adequate resources to support the new program ([III.4.9](#)). Non-staffing plans undergo a six-stage review

and prioritization process, which is illustrated in the resource allocation process flow chart (III.1.14). At stage three, prioritized lists of program-development plans and their associated funding requests are reviewed by the College's Budget and Planning Committee (BPC), which creates one ranked list and makes recommendations to the vice president, Business and Administrative Services concerning which funding requests should be granted. The vice president forwards the funding-request recommendations to the MiraCosta Community College District (MCCD) superintendent/president, who makes the final determination of which requests will be funded and how they will be funded (III.1.15).

***Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.***

**Curriculum Review Cycle and Process**

All courses offered by the MCCD are reviewed by discipline faculty and the Courses and Programs Committee (CPC) at least every six years to ensure their relevance. Review can occur more frequently if any change warrants it. The AHS chooses to review their curriculum annually. The review and approval process within currIQūnet META consists of eight stages, illustrated in Figure 3-3, beginning with the originating faculty and ending with implementation of the curriculum, as illustrated below.
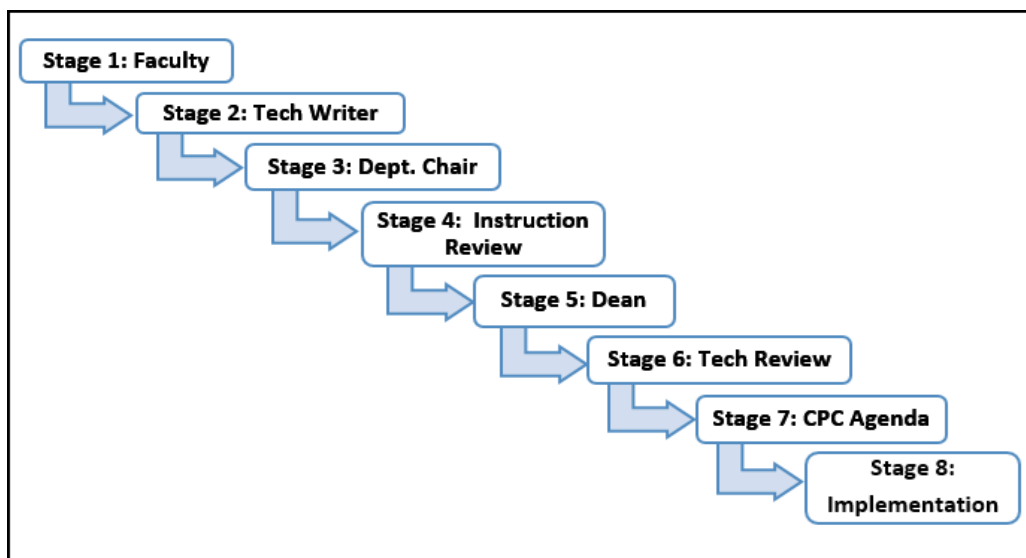


**Figure 3-3. Curriculum Review and Approval Process**

After stage 7 and prior to implementation, CPC-approved curriculum proposals are submitted as consent items to the Academic Senate. The Office of Instruction then submits the senate-approved curriculum to the MCCD Board of Trustees (BOT). Board-approved courses are submitted through the Chancellor's Office Curriculum Inventory (COCI) portal for approval by

the California Community Colleges' Chancellor's Office (CCCCO). After an approval letter is received from the CCCCO, the courses and programs are updated in the MCCD catalog for implementation.

The CPC is responsible for formulating and recommending to the Academic Senate policies and procedures related to the programs and courses offered by the MCCD. The CPC acts by means of careful study and open discussion to assure the District's curriculum has consistent quality, rigor, and compliance with both state regulations and standards and District policies and procedures. CPC agendas are distributed to all MiraCosta College employees and board members electronically within one week of CPC meetings to ensure all stakeholders have the opportunity to participate in the curriculum review process. Routine curricular matters are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the MiraCosta College Board of Trustees for final approval.

To ensure equity in curriculum development and to engage as many stakeholders as possible, CPC membership consists of fourteen full-time faculty members, one associate (part-time) faculty member, three administrators, including the vice president of Instructional Services, two classified staff members (one evaluator and one whose job duties relate to curriculum), and one student, all of whom are selected by their appropriate constituent group. The faculty members are selected to represent the College's five credit general education areas (English, math, natural sciences, art/humanities, and social/behavioral sciences), career education, counseling, noncredit, and pre-transfer, and online education. The committee's current full-time AHS noncredit faculty representative served as a voting member for five years before assuming the role of CPC chair in 2017/18. This kind of representation and leadership by a noncredit faculty member in an important college governance committee is not only unique but also instrumental in helping to bring awareness, education, and support for noncredit courses and programs at the institution.

**Faculty Involvement in the Curriculum Development Process**

Faculty, as empowered by Assembly Bill 1725 (III.3.31), have primacy in the area of curriculum development and as such are solely responsible for initiating new curriculum or making modifications to existing curriculum. All AHS courses and their affiliated student learning outcomes are proposed by faculty. Full-time or associate AHS faculty members interested in developing curriculum begin by discussing their intent with their colleagues to address the need for the course, its appropriateness to the AHS mission, its placement within the diploma program, and any overlapping content with existing curriculum. The faculty's role in the curriculum development process is outlined in the Courses and Programs Committee Handbook (III.1.2).

As described above, the systematic program review process encourages department-wide dialogue on curriculum development and modification needs. For example, under the Program

Curriculum and Students section of the 2017/18 AHS program review, the AHS faculty stated they were creating courses in environmental science, biotechnology, and film history to provide students with more variety and improved pathways to credit coursework (III.1.29). The new courses were created through collaboration with associate AHS faculty and credit faculty in the Biotechnology and Film Departments. These courses were successfully offered in fall 2018.

In addition to meeting annually for program review, full-time and associate AHS faculty meet to discuss AHS curricular and student support needs at least two times per year during the College's professional development weeks. Full-time faculty also meet four-to-six times per year to collaboratively develop the AHS course schedule, and conversations about curricular needs often arise during these meetings. Noncredit counselors are frequently invited to participate in these meetings to provide their unique insight into how AHS services and curriculum can better support students in achieving their academic goals.

**Appropriate Learning Materials**

The AHS faculty ensure the adequacy and currency of course learning materials through the annual program review process as well as during professional development and scheduled department meetings.

In addition, when the CPC reviews proposals for new and modified curriculum, it scrutinizes courses for their appropriate use of resource materials and teaching methods in accordance with the California Code of Regulations standards for approval of courses (III.4.10). Every course outline at MiraCosta College is required to provide complete publication information for at least two relevant textbooks published within the last five years (III.4.11). Additionally, when faculty create a proposal for a new or modified course, they are prompted to collaborate with library faculty about available library materials and services to ensure adequate support (III.4.12).

**Relationship of AHS Curriculum to Mission and Learning Outcomes**

The AHS curriculum reflects the school's commitment to its mission of "prepar[ing] adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity" (III.1.8). The curriculum also supports students' achievement of the school's learning outcomes. To check the alignment between curriculum and learning outcomes, the AHS faculty, both full- and part-time, correlated all AHS courses to at least one of four learning outcomes as part of the 2016/17 program review (III.1.21).

The College's program review process ensures the AHS remains connected to its mission and learning outcomes. In 2015, for example, AHS faculty created a certificate of competency to provide a benchmark of achievement for diploma-seeking students. As stated earlier, the AHS has yet to award this certificate; however, it is aligned with the school's mission and learner

outcomes to prepare adults for higher education and increased employability. This certificate confirms that a student has demonstrated achievement in a defined set of courses that prepares him or her to progress in a career path or to undertake degree-applicable or non-degree-applicable credit courses (III.4.13).

When AHS faculty members update their courses, they determine whether or not the content, objectives, learning outcomes, assessment measures, and required instructional materials remain aligned with the school's learning outcomes and mission; if they do not, then the courses are modified accordingly. During the fall 2017 curriculum review cycle, for example, AHS faculty determined the Life Science 1 Biology course should be divided into two courses so animal biology could be the focus of one and cell and plant biology could be the focus of the other. In response to students who come to the AHS with gaps in their knowledge of science and with weak foundational math and English language skills, the separation of content will make the subject matter more accessible for basic skills and nonnative English speaking students, which directly supports the College mission of providing educational opportunities to diverse learners to support their success. This modification to the curriculum also supports the AHS learning outcome of preparing students for higher education, as the separate courses are better suited to prepare students for credit biology coursework.

Recognizing the need to provide AHS students with more variety and improved pathways to credit coursework, the faculty also created environmental science, biotechnology, and film history courses during the fall 2017 curriculum review and approval cycle. These new courses, developed collaboratively between noncredit and credit colleagues, will provide noncredit students with important career and higher education pathways as they pursue their high school diploma. Similarly, AHS faculty recognized a programmatic need to emphasize college success skills to better prepare students for higher education, which is both a learning outcome and part of the school's mission (III.4.14), so they changed the title of English 40 from Information Literacy to Information Literacy & College Success and modified the content to emphasize college success skills and career exploration.

Another example of the way in which curriculum development supports the school's mission is the recent modification of AHS graduation requirements. The options for awarding diploma seekers elective credits was broadened to include the possibility of previously completed coursework, when such coursework is appropriate and relevant. For example, students who enter the AHS from MiraCosta College's noncredit ESL program may now use some higher-level noncredit ESL coursework they completed to satisfy the diploma's elective credit requirement as may students who complete certain career education/preparation courses (III.4.5).

A final example of curriculum development and support for adults seeking a high school diploma or its equivalency has been the modification and improvement of the High School Equivalency Preparation course (NCABE 92), which is an open-entry open-exit course for students who are

interested in taking the General Education Development (GED) test or High School Equivalency Test (HiSet). The course was previously offered in an open lab setting and in an independent study format. The new iteration of this course includes face-to-face instruction, regular class meetings, technology use and support, and free materials provided by the AHS. Early data indicate that the course revision has been successful, thereby allowing the AHS to further meet the adult secondary educational needs of the District.

**Curriculum Review and Allocation Decisions**

As stated earlier, the curriculum review process is not directly related to requests for resources; instead, it is part of an integrated program review and resource allocation process.as described in Indicator 4.1.

***Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.***

**Timely Access to Instructional Materials**

The Spring 2017 Noncredit Student Satisfaction Survey showed that 14 percent of respondents identified the cost of textbooks and materials as a barrier to attendance ([III.4.15](#)). In response, the AHS used funding awarded from its first Workforce Innovation Opportunity Act (WIOA) Title II grant to purchase new textbooks and materials for every AHS discipline. These purchases will enable the AHS to provide class texts, which will be given to the students to keep or borrow, free of charge, in place of previous purchases and rentals. In addition to books, the grant money was used to purchase updated classroom materials, such as new microscopes, class sets of calculators for in-class work, new social studies maps, grammar study guides, and USB drives for student use.

These new materials will contribute to student success not only by removing material-cost barriers but also by allowing faculty and staff the ability to provide students with necessary course materials and tools during the critical first days of classes.

**Sufficient Library Resource Support**

All AHS faculty, staff, and students have access to the online services, databases, and resources maintained by the MiraCosta College Library. Because the Community Learning Center (CLC) does not have a physical library onsite, the College has made a commitment to the success of AHS students by dedicating three College librarians to serve the center 28 hours per week. These librarians meet student needs in a variety of ways, such as visiting classes to talk about the services the library offers and to demonstrate how to use the library's databases and technology.

In addition to weekly in-person access, AHS students may access librarians through the following:

- 24/7 Live Chat
- Email (24 hour response time)
- Text (24 hour response time)
- Phone (access to three reference desks, Monday through Saturday during specified hours).

For print materials, students can request any of the College's holdings through the visiting librarians. Once these requests are made, the print material is delivered with the mail service from the Oceanside Campus within 24 to 48 hours. Course reserves are available for seven-day check out, including AHS Reading Festival books that are used extensively in classes.

AHS students also have 24/7 access to the Library website as well as to a dedicated CLC AHS resources webpage (III.4.16). For special AHS events, the Library procures topic-specific library resources and brings them to the CLC for students to browse and check out.

The Library's information literacy program at the CLC has a strong connection with both AHS English classes and upper-level ESL classes. Librarians and the lead English instructors for the AHS have developed an information literacy plan (III.4.17), they collaborate on instruction and assessment, and they have an established schedule of multiple research orientations, designed with a scaffolding approach, for all of the AHS English classes. The students, under the guidance of both the librarian and their instructor during computer lab time, participate in hands-on library instruction, complete assignments, and build information literacy skills over the course of the term.

Library support is one of the program's major strengths, as evidenced above. However, according to the Student Satisfaction Survey Summary Report, students desire an extension of library hours so that they can access services outside of their class times, including hours on Fridays and Saturdays when classes are not in session.

**Labs and Learning Centers**

The AHS has a robust onsite Academic Support Center that has faculty and staff support from the MiraCosta College Library as well from the College's Tutoring and Academic Support Center (TASC), Math Learning Center, and Writing Center. The classroom support materials, books for rent or on reserve, research computers, and support hours from these various programs are all aimed at providing access to learning materials and supports for AHS students. As stated above, students are desirous of more hours in which to access the services.

In addition to the services provided by the Academic Support Center, the CLC supports students' learning needs with four dedicated computer labs, three of which are designed for classroom use. While resources and space are limited, all AHS classes currently use the lab spaces at least two times per term, and most AHS English, history, and science classes use them once per week. This in-class time allows faculty to support and develop students' competence with technology as part of achieving AHS information literacy learning outcomes.

The fourth computer lab is open for students' drop-in use Monday through Thursday from 8:30 a.m. to 2:30 p.m. and 5 to 9 p.m. This lab, which is staffed by AHS English and noncredit ESL faculty and noncredit instructional aides, gives students access to computers before and after classes. The lab's computers feature program software used by any of the disciplines as well as general typing, word processing, and learning software programs that contribute to and support student success.

All four CLC computer labs are maintained by an onsite client support specialist from MiraCosta's Academic Information Services Department.

Finally, the AHS has access to two laptop carts for student use in the classroom. These carts are in traditional classrooms, but they provide an additional opportunity for instructors and students to have access to computers and technology in the classroom.

**Technological Support**

All classrooms, labs, and offices that comprise AHS facilities have both wired and wireless connections to the Internet. MiraCosta maintains one full-time employee to support the computer technology at the CLC and sufficient up-to-date computers for students' use in various labs. The College maintains a four-year replacement/upgrade cycle for all its computers. Software and firmware are upgraded regularly and are maintained in working order.

All AHS students have access to technology in most of their classes, as noted above. For example, all AHS faculty have access to Canvas as their exclusive online Course Management System. Canvas allows faculty to communicate with students outside of class time about grades, post class materials, and communicate via email. Canvas also provides a platform for students to take online quizzes and submit assignments. The College provides faculty with ongoing professional development opportunities to improve their knowledge and use of this resource so that they may bring it to their students.

In addition to Canvas, several AHS classes regularly use in-class or online technology programs to support student learning. For example, the HSENG 15 and HSENG 16 classes use a Pearson Publishing program called MySkillsLab for grammar instruction in an online platform. Students use the program either in conjunction with lectures in face-to-face classes or through

individualized instructional support in the open computer lab. Although the quality of MySkillsLab is sufficient, the AHS has determined the program presents challenges for students with learning or developmental disabilities. AHS faculty have made it a priority to explore how increased technology use within the program will impact students with adaptive learning needs as well as to provide professional development opportunities for faculty.

Currently, program review and resource allocation, the WIOA Technology and Distance Education Plan, and the funding and support materials made possible through the Adult Education Program (AEP) allow faculty to research, select, and use the best possible technology resources available for supporting student success. The quality, currency, and variety of technology and other online resources for students will remain an ongoing priority for the AHS.

### *Additional Online Indicators*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

### Evidence for Chapter III Criterion 4

I.5        BP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates
I.6        AP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates
I.16      Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
II.2       List of AHS Course SLOs from TracDat
III.1.2   Courses and Programs Committee Handbook, pp. 25, 49–50
III.1.3   CPC Meeting Minutes, 5.10.18
III.1.8   Adult High School Webpage

III.1.12   Program Review Handbook, Rev. 4, Spring 2014, pp. 4–7
III.1.14   Resource Allocation Flow Chart
III.1.15   Superintendent/President Funding Announcement, 8.20.18
III.1.21   2016/17 AHS Program Review Reflection Form, p. 3
III.1.29   2017/18 AHS Program Review Reflect Form, p. 5
III.3.31   Assembly Bill 1725
III.4.1    Curriculum Management System Webpage
III.4.2    Sample Course Outline of Record (HSENG 25)
III.4.3    AHS Program Outline Report
III.4.4    AHS Diploma Requirements on the Adult High School Webpage
III.4.5    AHS Diploma Requirements in the MiraCosta College Catalog
III.4.6    AHS Catalog Course Descriptions
III.4.7    Syllabus Checklist
III.4.8    2015 AHS Program Review Reflect Form, p. 5
III.4.9    Archived Basic Education and Workforce Development Proposal
III.4.10   California Code of Regulations, Title 5, Section 55002
III.4.11   Courses and Programs Committee Handbook, p. 85
III.4.12   Library Support Form
III.4.13   Basic Education for Academic or Workforce Preparation Certificate of Competency
           Program Outline Report
III.4.14   HSENG 40 Course Outline of Record
III.4.15   Noncredit Student Satisfaction Survey Spring 2017, p. 8
III.4.16   Library's Adult High School Webpage
III.4.17   AHS English Information Literacy Planning Guide

## Strengths and Key Issues for Criterion 4

**Strengths:**

- The AHS participates in an institutionalized process for the regular evaluation of courses and programs.
- AHS leadership in college curriculum processes informs curriculum review and development in the AHS.
- AHS faculty collaborate with credit faculty in developing new and pathway curriculum.

**Key Issues (Prioritized):**

1. Need improved communication with students and collaboration with all stakeholders to increase student success.
2. Need improved physical and technological resources.

WASC Postsecondary Criteria

# 5. Instructional Program

# Criterion 5: Instructional Program

**Criterion**: 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.

*Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.*

**Quality of Instruction**

The Adult High School (AHS) offers high-level instruction using research-based teaching methodologies consistent with the California State Standards for K-12 education. The school's curriculum is evaluated by AHS faculty every one to three years during program review to ensure its relevance in light of changing demographics. The curriculum also undergoes a mandatory institutional review every six-years by AHS faculty and the College's Courses and Programs Committee (CPC) as described in Indicator 4.2. These curriculum review processes help ensure AHS courses have the appropriate breadth, depth, rigor, and sequencing. The AHS measures the quality of instruction in each course section primarily through the assessment of student learning outcomes (SLOs) and the ongoing evaluation of faculty.

**<u>SLO Assessment Process as a Measure of Quality</u>.** The SLO assessment process ensures faculty members continually review instructional quality on all levels. SLOs are assessed each time a course is taught within the AHS. The results culminate in a report that provides data as well as an area for faculty to provide feedback on both the results and the outcomes themselves (III.1.24). Faculty are also encouraged to give feedback about the questions used to evaluate the SLOs and to explain whether or not they believe the questions adequately address the outcomes assessed.

At the end of each year, full-time and associate faculty meet to discuss the ongoing efficacy of the SLOs. Modifications are made if there is a consensus that a question or SLO should be changed. This review process has resulted in modifications of SLOs in the last three years. For example, all social science SLOs were modified to add a technology component after faculty determined the present SLOs failed to measure what had become a central aspect of their courses and a crucial skill for success in the workplace and in higher education (III.1.21). All math courses and one English course were similarly modified to reflect applications directly related to workforce preparation.

The faculty have found the rigorous SLO assessment process and yearly review central to applying data and faculty feedback to the SLO review process. The concrete data and ongoing conversation it generates helps ensure instructional quality in all AHS courses.

**Faculty Evaluation Process as a Measure of Quality.** The AHS also measures instructional quality vigorously and in an ongoing manner through the College's comprehensive faculty evaluation process, which promotes continued development in teaching and learning strategies to assure currency and student success. Full-time tenured faculty evaluations occur at least every six semesters. Tenure candidate faculty are eligible for tenure following successful completion of a four-year review process designed to assess their effectiveness. Performance evaluations for associate faculty are conducted during the first semester of employment, during a semester of any new assignment, and at least once every six semesters of employment thereafter.

For tenure candidates, tenured faculty members, and associate faculty, criteria for evaluation include demonstrated skill in classroom teaching as evidenced by currency and depth of knowledge, commitment to program/discipline development and enrichment, creativity and innovation, and commitment to cultural competence (III.5.1). Faculty are evaluated by a committee of their peers and their dean, who review course syllabi, assignments, and instructional materials and observe instruction to ensure instructors meet or exceed the evaluation criteria. In addition, faculty are asked how they contribute to, and assess, student learning.

Student evaluations are another mechanism for measuring the quality of instruction. The Student Survey of Instruction prompts students to rate their instructor on 14 measures, including to what extent the instructor communicates effectively, assigns work that contributes to the student's understanding of the subject matter, and encourages questions and class discussion (III.5.2). The survey also invites students to comment about what they liked and disliked about the course and how the instruction and/or the course could be improved.

All full-time faculty under review compile an evaluation packet that includes their student surveys and peer observation reports. The review committee uses the information found in the packet to write a report that rates the instructor's ability to meet expectations. The review committee then works collaboratively with the instructor to devise either a tenure plan (for probationary faculty) or an improvement plan (for tenured faculty) if one is needed. Evaluation of tenure candidates as well as tenured faculty also includes a professional development report (III.5.3) and a written self-reflective component to demonstrate commitment to excellence in instruction.

**Current Instructional Strategies and Methodologies**

The professional growth and evaluation process at MiraCosta College promotes the professional growth of faculty members and provides for their evaluation as required in Education Code (III.3.34). The process provides an opportunity for individuals to explore educational priorities and perspectives through self-study, feedback from constituents with whom there is regular interaction, and dialogue on significant issues.

The College has a robust Professional Development Program (PDP) under the direction of the Academic Senate that helps full-time and associate faculty improve their teaching and learning strategies to foster student success (III.5.4). These activities include workshops, seminars, lectures, and interactive in-services designed to support faculty teaching both face-to-face and online. They are scheduled at the beginning of each semester and throughout the year.

Faculty are also encouraged to attend conferences outside of the College at their discretion. The College provides financial support for professional travel each year to faculty and staff. These activities are entered into the "flex" system for approval by the PDP Committee. Full-time faculty are required to accumulate sixty hours of professional development per academic year; associate faculty are required to accumulate two hours of professional development for each one hour of lecture hour equivalent (LHE). The system, while exacting, ensures all faculty remain current in methodologies and research to apply to their teaching.

***Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.***

**Opportunities for Faculty Dialogue**

Actively engaging in delivery modes and teaching methodologies that not only reflect but also meet the diverse needs and learning styles of the program's student demographics is central to the AHS mission. The AHS serves a large student population of multi-level learners including students who have English as a second language and students who face a variety of social and economic barriers. Due to these conditions, AHS instructors maintain pedagogical practices that foster the best possible variety of learning environments in order to successfully reach all learners.

To maintain these best practices, AHS instructors discuss pedagogical approaches and teaching strategies throughout the year during department meetings, professional development activities, program review, and SLO assessment. During the fall 2018 Flex Week, for example, AHS faculty had the opportunity to learn about and discuss how to deal with disruptive students, managing learning needs, and Comprehensive Adult Skills Assessment Systems (CASAS) content standards and teaching (III.5.5).

The SLO assessment process generates a constant stream of relevant data about student success because courses are evaluated each time they are taught. The data, evaluated each spring by the faculty as a group to identify trends and address needs, also informs the analysis and discussion that take place during program review, at which time full-time faculty are provided additional, disaggregated data that help them identify student learning needs. AHS faculty conduct a series of meetings each fall to review and evaluate the data as a group and discuss ways to improve. In recent years, the AHS has embedded technology, tutors, and writing consultants into the program as a result of program review. Decisions to include Disabled Students Programs and Services (DSPS) and testing at the Community Learning Center (CLC) also arose from the program review and SLO processes in recent years.

**Teaching Strategies and Methodologies**

The majority of AHS courses are taught face-to-face in traditional classrooms with ample use of technology and with a full range of support services. This teaching modality offers students the benefit of having personalized interaction with their instructors in the classroom. Students are challenged with rigorous coursework while also receiving a range of support services to facilitate learning from tutoring, a writing center, a math learning center, counselors, and an open lab with free and functional computers for student use. AHS faculty also adhere to all DSPS guidelines for accommodating students with special needs (III.5.6). As stated in Criterion 4, AHS faculty have made it a priority to explore how the increased use of technology, as a teaching strategy, will impact students with adaptive learning needs.

The AHS addresses different teaching modalities and learning styles through small group work, the use of a course management system (Canvas), and a school-wide commitment to integrated study skills, which help students achieve their educational goals by embedding success skills in the curriculum. Examples include the following:

- Counselors lead short success talks within classrooms and sign students up for further counseling appointments after an initial contact is made in a safe group environment.
- Class assignments are created that necessitate visiting the tutoring center and working with a tutor.
- Class assignments are developed that require students to use the Library portion of the MiraCosta College website and to work one-on-one with a librarian.

Each activity requires a faculty commitment to working collaboratively with various academic support and student services personnel. Together, faculty and support staff determine how to best engage students in meaningful learning experiences that make use of college resources, and then the instructor develops assignments accordingly.

All instructors must complete rigorous professional development as a condition of employment, as explained above (Indicator 5.1). The professional development program gives faculty access

to a wide range of ongoing professional development about state-of-the-art teaching methodologies as well as in-depth instruction on the latest educational research. Instructors are able to then use the professional development immediately in their classes to address student needs and to effectively meet student learning styles. In addition, both full-time and associate (part-time) AHS faculty actively participate in many district-wide committees, subcommittees, and work groups, such as the Academic Affairs Committee, Courses and Programs Committee, and the President's Alliance on Diversity, Equity and Inclusion, that discuss student learning needs, pedagogy, and teaching methodologies as part of their charge.

***Indicator 5.3: The school is actively engaged in integrating new technology into the instructional program of the school.***

**Review, Adaptation, and Use of New Technology**

The College outlines decisions about technology services, facilities, hardware, and software in a comprehensive Technology Plan (III.5.7) and by analyzing the technology requests that come from the various departments and divisions via the program review process. In addition, technology needs are addressed in the College's Online Education Plan (III.5.8).

As the *MiraCosta College Technology Plan 2015–2018* explains, the Academic Information Systems (AIS) Department coordinates the evaluation of technology growth, upgrade, and replacement. The AIS Department maintains a detailed lifecycle list of all District computers and servers, including a computer replacement plan (III.5.9). As part of the equipment replacement cycle and program review process, the College systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to meet the needs of students and employees. As a result of these processes and plans, MiraCosta typically spends $1.5 million annually on technology.

The MiraCosta Online Educators (MOE) Committee advises and makes recommendations to the Academic Senate, academic departments, and faculty in general regarding online education as it relates to course and program development and evaluation, distance education policy and procedures, and student success. For example, a MOE Committee task force evaluated course management systems in January 2016 (III.5.10) and ultimately selected the Canvas system, which was adopted by the District in May 2016.

**Faculty Training**

After surveying faculty, the AHS identified that only 30 percent of instructors were using Canvas for their classes as of spring 2017. This number does not fully represent how many faculty may have been using other course learning systems such as Blackboard, but the College as a whole transitioned completely to Canvas in spring 2018. To address the need for faculty to successfully

transition, the AHS set a goal as part of the Workforce Innovation Opportunity Act (WIOA) Grant *2018 Technology and Distance Learning Plan* to increase this number to 60 percent by spring 2018 (III.3.33).

The goal to have at least 60 percent of AHS instructors using Canvas by spring 2018 was met in part because AHS faculty participated in the wide variety of professional development opportunities pertaining to Canvas that were offered by the College as part of the transition from Blackboard. Professional development funds were also made available to both full-time and associate faculty to pursue professional development outside of MiraCosta College. Going forward, two full-time AHS faculty members will mentor AHS faculty in their use of Canvas by providing workshops, trainings, and one-on-one assistance.

The College also maintains a training program devoted to the use of Canvas through the Teaching/Technology Innovation Center (TIC), and professional development opportunities are provided at all three campuses, including the Community Learning Center, as well as online (III.5.11). The TIC provides instructional technology resources, workshops, and support year-round for all faculty, including one-on-one support and customized small-group workshops (III.5.12). The TIC also provides faculty the opportunity to try out various technological tools in their classrooms, such as iPads, tablets, laptops, classroom response clickers, and headsets with microphones (III.5.13).

The California Department of Education Technology and Distance Learning Plan from 2017-2018 assessed teacher skills, including their current technology skill levels and how important those are for their teaching (III.5.14). The AHS is using the results of this survey to construct professional development opportunities specific to those needs as well as to better promote the already comprehensive professional development opportunities offered to MiraCosta College faculty and staff.

**Online Learning in AHS Courses**

The majority of AHS courses are offered face-to-face, but even those courses make technology a central tenet of each class. The use of technology is included in most AHS course SLOs, ensuring an ongoing evaluation of use and innovation. In addition, all English, social science, and fine arts as well as some science classes have a designated class lab period during which the class is conducted in a computer lab. All courses are supported by a general open learning lab that is staffed with instructors and lab aides during class hours on all class days. In addition, the use of Canvas as an AHS educational tool continues to increase as it is supported by lab classroom days embedded in the courses and also by the open lab. The system also is a useful college preparation tool since it is used widely in college credit programs throughout California.

The AHS piloted several hybrid courses between 2014/15 and 2017/18 in an effort to offer more online learning options for students. In most of those years, fill rates for the hybrid courses were much lower than those offered 100 percent on-ground, ranging from a low of 35.5 percent in 2015/16 and just 42.6 percent in 2017/18. For comparison, in 2017/18, the fill rate for 100 percent on-ground classes was 63.9 percent. It is important to note that enrollment in hybrid classes has been relatively low, ranging from just 23 students in 2017/18 to a high of 107 students in 2016/17.

Interestingly, success rates by modality were quite mixed. In 2014/15, less than half of those enrolled in a hybrid course (1 to 50% online) succeeded with a grade of "D" or higher (47.7%), and in classes offered 51-to-99 percent online, the success rate was lower (38.6%). In the most recent academic year, however, students in the 51-to-99 percent online course(s) succeeded at higher rates (54.2%) than those enrolled in online only courses.

The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Acceptance of Online Program Credits**

The AHS accepts credits from online programs provided the credits are earned through a United States regionally accredited school (III.5.15). In this way, the school does not distinguish between accepting credits from an online program and accepting them from a more traditional school. The sole criteria is rigor and quality as evidenced by accreditation.

*Additional Online Indicators*

As stated above, the AHS currently does not offer 100 percent online programs or courses but will be working to better understand student retention and success to help inform future online course offerings.

**Evidence for Chapter III Criterion 5**

III.1.21   2016/17 AHS Program Review Reflect Form, p. 3
III.1.24   Sample SLO Report Form
III.3.33   California Department of Education Technology and Distance Learning Plan Program Year 2017–18, pp. 14–15
III.3.34   AP 7160: Professional Development

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## Strengths and Key Issues for Criterion 5

**Strengths:**

- The AHS is committed to technology through classroom instruction and open lab support.
- Faculty are afforded a breadth of technological resources and access to professional development.
- Technology infrastructures are maintained.

**Key Issue:**

1. Need improved physical and technological resources.

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WASC Postsecondary Criteria

# 6. Use of Assessment

# Criterion 6: Use of Assessment

**Criterion**: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The school 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.

***Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.***

**Development of Course Student Learning Outcomes (CSLOs)**

Adult High School (AHS) instructional faculty develop learning outcomes for new courses by carefully considering each course's content and objectives as well as AHS outcomes, MiraCosta College core competencies, and California content standards. For example, four AHS math courses include "solv[ing] applied problems as they relate to the workforce" as a learning outcome. That outcome aligns with the following:

- Students will gain facility in the operations of mathematics as well as its practical applications (California content standard, Title 5, §55154(d)(2)(E)).
- Students will acquire improved workplace skills for employability (AHS learning outcome).
- Students will gain intellectual and practical skills, including quantitative literacy and problem solving (MiraCosta College core competency).

Discipline faculty develop CSLOs with the goal of providing specific evidence of the areas of knowledge and abilities in which students are successful or deficient.

The College's Outcomes Assessment Committee (OAC), which is composed of seven faculty members, four administrators, three classified staff members, and one student, oversees all aspects of the student learning outcome process, including providing training and support for SLO development and assessment, and updating the primary repository for all SLO assessment data/evidence. Once developed and internally vetted via department meetings and discussion with instructional faculty, the specific learning outcomes and their expected level of achievement for each course are submitted for review and approval by the College's SLO coordinator. The SLO coordinator provides technical support for writing outcomes, assessments, and rubrics, approves all new SLOs (III.6.1), and monitors assessment cycles and the recording of results. Once approved by the SLO coordinator, learning outcomes are administratively recorded on official course outlines of record.

**Ongoing Evaluation of Courses**

AHS faculty, both associate (part-time) and full-time, regularly evaluate courses for depth, breadth, rigor, and sequencing. While the College does not require any program to assess course SLOs each time a course is offered, AHS faculty have chosen to do so in order to be proactive in meeting student needs. Faculty also evaluate AHS courses and course sequences as part of the College's regular program review process.

Additionally, the MiraCosta College Courses and Programs Committee (CPC) conducts a six-year mandatory review of all courses taught at the College (III.6.2). The CPC acts by means of careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with MiraCosta Community College District (MCCD) policies and procedures.

**Improvements Resulting from SLO Data Analyses**

Faculty conduct a variety of course assessments during each term and complete SLO assessments upon each term's completion. They assess SLOs each term using signature assignments, embedded questions, and in-class assignments. They use rubrics with a standard four-point scale to determine the level of mastery for each outcome. The results are included in a Student Learning Outcomes Report, which contains aggregate scores, the assessment prompt used, faculty observations, and recommendations regarding improvements to pedagogy, curriculum, and instructional methods (III.1.24). Results contained in the Student Learning Outcomes Report are synthesized into a spreadsheet to provide longitudinal data for trend analyses. Tables 3-2 and 3-3 show outcomes mastery trends for English 2 (HSENG 22) and Math 2 (HSMTH12), which display normal class distributions for student results.

### Table 3-2. HSENG 22 Course SLOs Fall 2015–Summer 2016

| SY | Instructor | SLO 1 assessed | passed | % | TOTALS | SLO 2 assessed | passed | % | TOTALS | SLO 3 assessed | passed | % | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FA 2015 Term 1 | | 16 | 16 | 100% | | 16 | 16 | 100% | | 16 | 15 | 94% | |
| | | 16 | 16 | 100% | 100% | 15 | 15 | 100% | 100% | 16 | 15 | 94% | 94% |
| FA 2015 Term 2 | | 12 | 8 | 67% | | 11 | 11 | 100% | | 12 | 12 | 100% | |
| | | 14 | 10 | 71% | 69% | 13 | 13 | 100% | 100% | 13 | 11 | 85% | 92% |
| SP 2016 Term 3 | | 17 | 17 | 100% | | 10 | 10 | 100% | | 17 | 17 | 100% | |
| | | 8 | 8 | 100% | 100% | 6 | 5 | 83% | 92% | 11 | 1 | 9% | 55% |
| SP 2016 Term 4 | | 14 | 11 | 79% | | 5 | 5 | 100% | | 14 | 14 | 100% | |
| | | 13 | 9 | 69% | 74% | 10 | 10 | 100% | 100% | 13 | 12 | 92% | 96% |
| SU 2016 Term 5 | | | | | #DIV/0! | | | | #DIV/0! | | | | #DIV/0! |
| | Sums | 110 | 95 | 86% | | 86 | 85 | 98% | | 112 | 97 | 84% | |

**Table 3-3. HSMTH 12 Course SLOs Fall 2015–Summer 2016**

| SY | Instructor | SLO 1 | | | | SLO 2 | | | | SLO 3 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | assessed | passed | % | TOTALS | assessed | passed | % | TOTALS | assessed | passed | % | TOTALS |
| FA 2015 Term 1 | | 15 | 14 | 93% | | 16 | 12 | 75% | | 16 | 10 | 63% | |
| | | 23 | 23 | 100% | 97% | 22 | 13 | 59% | 67% | 18 | 14 | 78% | 70% |
| FA 2015 Term 2 | | 13 | 11 | 85% | | 16 | 12 | 75% | | 14 | 8 | 57% | |
| | | 18 | 18 | 100% | 92% | 14 | 5 | 36% | 55% | 13 | 10 | 77% | 67% |
| SP 2016 Term 3 | | 21 | 21 | 100% | | 24 | 17 | 71% | | 22 | 16 | 73% | |
| | | 20 | 20 | 100% | 100% | 18 | 12 | 67% | 69% | 18 | 14 | 78% | 75% |
| SP 2016 Term 4 | | 11 | 11 | 100% | | 11 | 9 | 82% | | 12 | 9 | 75% | |
| | | 23 | 23 | 100% | 100% | 17 | 9 | 53% | 67% | 17 | 14 | 82% | 79% |
| SU 2016 Term 5 | | | | | #DIV/0! | | | | #DIV/0! | | | | #DIV/0! |
| | Sums | 144 | 141 | 97% | | 138 | 89 | 65% | | 130 | 95 | 73% | |

Full-time and associate instructors and department chairs in all subjects assess SLOs collaboratively. In addition, outcomes assessment results are included in program review reports to ensure in-depth analysis of course rigor and sequencing. Finally, the annual process of SLO review helps to identify areas for improvement of instruction based on the resulting data. For example, AHS faculty recently revised the SLOs of several courses to include a focus on workforce preparedness, as the department recognized that SLOs had not kept pace with this skill set (II.2).

***Indicator 6.2: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.***

**Analysis and Use of Student Learning Data**

Full-time faculty members meet regularly throughout the year and annually with the noncredit dean as part of program review, to discuss student learning levels, SLO assessment results, and course offerings in order to meet student academic needs each term. Other meetings between various faculty, both full-time and associate, occur almost weekly to implement operational changes as needed.

Student learning data gathered and aggregated from multiple sources, such as course-level formative and summative assessments, SLO assessments, Comprehensive Adult Skills Assessment Systems (CASAS) assessments, final grades, and retention numbers, are critically analyzed by full-time faculty for the purpose of evaluating course effectiveness, and when necessary, making improvements in classes and the program as a whole. Data and/or resulting changes to the program are also disseminated to all associate faculty at quarterly department meetings.

**Changes Resulting from Learning Data Analysis**

Faculty examine SLO and student learning data as part of the program review process as well as in regular meetings throughout the year. In the last two years, the following actions have been taken or discussed as a direct result of evaluating student learning and success data:

- Providing information to faculty and students via department meetings, a CASAS Informational Video for AHS Faculty (III.6.3), and Flex Week trainings about the expansion of CASAS testing in the AHS and how those results will impact learning/resources.
- Strengthening curricular connections between CASAS tests and course outlines of record. For example, the director of Program Development at CASAS presented a Flex workshop in August 2018 to all AHS faculty about the variety of assessment reports, including a class performance report, CASAS offers faculty. She then explained how faculty might use those reports to inform instruction.
- Regularly evaluating data that indicate final grades (III.6.4) and persistence rates among certain AHS courses and the diploma program as a whole.
- Identifying barriers to student retention, persistence, and success, including the cost of attendance. Although AHS courses are tuition free, students have been required to rent or purchase textbooks for the majority of classes up until fall 2018. With recent Workforce Innovation Opportunity Act (WIOA) Title II funding, AHS full-time faculty met several times to discuss budgeting priorities for the grant funds. Based on student comments and discussions with the full-time noncredit counselors, full-time faculty overwhelmingly agreed to purchase books and materials for the majority of classes in the AHS with the goal of providing the majority of all books and materials at no cost (III.6.5). The books will be either loaned to students for the duration of the course (III.6.6) or given to them outright, as in the case of workbooks (III.6.7). This new approach will drastically reduce the costs associated with attending AHS courses beginning fall 2018.
- Increasing AHS faculty and student emphasis on workforce preparedness through the crafting of workforce preparedness SLOs (II.2), attending workforce trainings and meetings (III.6.8), and working with community partners.
- Redesigning the General Education Development (GED) preparation course to address student retention and completion challenges. Previously, the AHS ran the GED preparation course in an open-lab setting with self-paced courses accessed and completed online. Due to low retention rates and a lack of follow-up data on students leaving the program or successfully passing the GED tests, changes were made.

  Within the last year the GED preparation course, renamed the High School Equivalency Preparation course, shifted away from the open lab format and is now offered as a traditional face-to-face course in both day and evening sessions (III.6.9). All topics are taught in each session. After students demonstrate regular attendance and earn a

minimum score on the CASAS test, the AHS now provides a testing voucher for one exam. Students then report back their results, continue in the program, and work toward taking another test. Up to four vouchers will be provided.

**Documenting Conclusions and Making Recommendations from Student Learning Data**

The process for documenting the analysis and reflections upon student learning data is clearly outlined in the Program Review Handbook, which all academic programs at MiraCosta College follow as part of the institution's annual program review process (III.1.12).

- Faculty first report SLO assessment results using the College's password-protected software (formerly TracDat and soon to be Campus Labs). They analyze data compiled through that software and MiraCosta's Enrollment Data-Driven Interface (EDDI) annually as part of program review to consider all aspects of what students need to accomplish their personal, professional, and educational goals. SLO assessment results relevant to program review are housed in the Canvas course management system for review.
- The program's department chair and faculty collaborate on the program review, which is forwarded to the dean for input and discussion. The instructional dean also validates the faculty's conclusions.
- Prioritizations for new resources based on SLO results are first made as divisional priorities and then forwarded to the Budget and Planning Committee (BPC) for review. Final recommendations are then made to the superintendent/president.

**Learning Data Analysis, Student Learning and Action Plans**

Instructional faculty use assessment results in their classes to help determine how to best meet their students' needs. Assessing SLOs at the end of each term provides faculty with the opportunity to make timely pedagogical changes based on the assessment results of the previous term.

Student achievement data, learning outcomes, and student survey results are all reviewed and discussed during regular program review activities. The program review process identifies gaps and areas for improvement that become action plan items at both the departmental level and within the schoolwide action plan. Action items within both the departmental and schoolwide action plan also need to be measurable so that not only can the progress and completion of the activity be measured, but the impact of the action on the identified gap or area of improvement can be discerned. As mentioned earlier, the program review and action planning process are also designed to encourage alignment of improvement activities with the mission of the AHS, which is the ultimate driver of the school.

**Assessment Results and School SLOs**

As stated in Criterion 3.5, the AHS equates schoolwide learner outcomes with program student learning outcomes (PSLOs). The process and cycles for measuring course learning outcomes in all AHS classes remains consistent: all full-time and associate faculty assess learning outcomes each time a course is taught. In addition, as discussed in detail in Chapter 1, PSLOs are assessed via student surveys. SLO assessment results are compiled and documented annually on a program level by faculty. Full-time faculty use these results to align course- and program-level outcomes with the help of information gathered through interactive meetings with associate faculty.

***Indicator 6.3: Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.***

**Discussions about Student Learning Data**

Full-time faculty members meet formally five times per year, and annually with the adult education dean as part of program review, to discuss student learning levels, SLO assessment results, and course offerings in order to meet student academic needs each term. Other meetings between various faculty, both full-time and associate, occur almost weekly to implement operational changes as needed. Meetings with the dean also occur as needed.

Student learning data gathered and aggregated from multiple sources (course-level formative and summative assessments, SLO assessments, CASAS assessments, final grades, and retention numbers indicating persistence) is critically analyzed by full-time faculty for the purpose of evaluating course effectiveness, and when necessary, making improvements in classes and the program as a whole. Data and/or resulting changes to the program are also disseminated to all associate faculty at quarterly department meetings.

**Effect of Formative and Summative Assessment on Teaching and Learning**

AHS faculty conduct regular formative and summative assessments in their courses and use the results of these assessments to make improvements to practice and process. Typical formative assessments include quizzes, essays, oral presentations, and in-class discussions. Various summative assessments are used in each class and typically include final exams and end-of-term essays/projects. The types of assessments used vary by course, but suggested assignments are listed on all course outlines of record. Faculty consistently examine these assessments and their results to determine whether adjustments need to be made to the curriculum.

**Impact of Student Learning Data Analysis**

As stated above, all AHS faculty assess SLOs each time a course is offered. The analysis is then used to help faculty and the program as a whole respond to academic and career needs. For instance, SLOs have been revised to be clearer in their directives or to include a new academic or career focus. To ensure students were better equipped to find, evaluate, and use information, for example, AHS faculty added an information literacy component to the SLOs of six AHS courses (II.2). Faculty also modified course SLOs to include workplace skills after the 2016/17 student PSLO survey confirmed what AHS faculty had already identified as an area needing improvement (III.1.22).

Improvement in student learning levels themselves are not necessarily measured as a result of SLO assessment; however, the SLO assessments give the AHS faculty an indication of how students are performing program-wide and can also allow for comparisons over time. SLOs are then adjusted accordingly to meet the students' needs. In cases where SLO analysis clearly indicates students are meeting or exceeding a certain SLO, those SLOs may be revised for a new or more challenging focus.

**Use of Assessment Results to Evaluate Courses and Programs**

In-class assessments contribute to the SLO outcome assessment done at the end of each class. This assessment loop provides the necessary evidence upon which certain decisions can be made regarding course effectiveness, and program changes can be made when necessary.

As the result of nearly two years of piloting and scaling up of CASAS testing in the AHS, beginning in fall 2018, all AHS faculty will administer the CASAS test to all eligible students to inform instruction. The class performance reports generated following pre- and post-testing will allow faculty to identify the skill sets that need to be addressed in a given term (III.6.10). Because CASAS testing is still relatively new to the AHS, and testing in all AHS courses has just begun, the faculty in collaboration with the dean of Adult Education are still learning about the many ways CASAS assessments will contribute meaningful student learning data.

In further support of gathering student learning data as effectively as possible, AHS faculty and the dean of Adult Education decided that a WIOA Grant faculty coordinator is required for the upcoming academic year to assist with the coordination and facilitation of CASAS testing, training, and reporting in the AHS. A current AHS full-time faculty member will be assuming these duties in 2018/19. Some of the responsibilities will include scheduling all CASAS pre- and post-tests, coordinating meetings to inform faculty about assessment results, facilitating feedback sessions from faculty, and attending regular trainings and meetings related to CASAS testing and grant coordination.

The addition of this coordinator to the AHS is expected to help streamline the evaluation of CASAS assessment results and better understand the impact of this new assessment. The AHS will determine at the end of 2018/19 whether the need for a faculty coordinator is still necessary for the program or if these duties will be assumed by someone else.

***Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.***

**Reporting Learning Results to Stakeholders and the Community at Large**

Full-time faculty analyze student learning data annually as part of program review, which is the process through which constituencies take stock of their successes and areas for improvement and seek to identify ways in which they can meet their goals more effectively. AHS program review documents are first vetted with the adult education instructional dean and then submitted to the MiraCosta College SharePoint Portal where college employees can access them.

The College employs several methods for reporting student learning results to the appropriate stakeholders, including the community at large. Student achievement and other data are shared within the College via dashboards on the MiraCosta College SharePoint Portal, through program review documents, and in the review and development of both long-term and annual college planning documents.

College plans, the preparation of which utilizes assessment results, disaggregated student achievement and demographic data, and community information, are available for review on the College website (III.6.11). These plans also include the goals, objectives, and strategic directions MiraCosta intends to address in order to advance the mission of the College. For example, in 2015, the College reviewed its comprehensive master plan to assess its relevancy amidst changing conditions. As a result of that review, additional data were collected and the educational and facilities plan portions were updated.

Student learning outcomes assessment information for courses and programs is recorded in TracDat (soon to be in Campus Labs), and results from PSLO assessments are posted on the College's SLO website (III.6.12).

Finally, the College has engaged the broader college community in a number of large-scale activities centered on dialog related to student learning outcomes, student achievement data, and focus group data. These activities have occurred during events on All College Days (III.6.13) and on the fifth Fridays of the month (III.6.14). AHS faculty are among the faculty and staff invited to participate. In addition, presentations are made to committees, councils, the board of trustees, and the College community in general during scheduled workshops and meetings.

**Using Data Analysis to Help Students**

Classroom observations and other data, such as those obtained through student surveys (III.6.15), are used to refer students to counseling and other student support services as needed. Typical types of referrals include the following:

- Disabled Students Programs and Services (DSPS) referrals for students who indicate or display behaviors or learning challenges that may be related to a learning, intellectual, or physical disability. In the last two years, at the prompting of AHS faculty, DSPS has begun to offer monthly counseling appointments on the CLC campus. These appointments mean AHS students no longer have to travel to another campus for DSPS assessment or counseling (I.4). In addition, a half-time DSPS counselor was added in fall 2018 for 13 hours per week.
- Tutoring or Writing Center referrals and workshops for students who demonstrate need for greater supplemental disciplinary support for their assignments.
- Academic counseling referrals for students who are struggling or succeeding in courses so that they understand all of their class options during the current term and going forward.
- Maxient CARE Referral Forms are used college-wide to refer students who may need additional support outside of the above listed services and that are beyond the scope of the instructor. Faculty, staff, and even other students can complete Maxient CARE Referral Forms online (III.6.16); the information is received directly by the dean of Student Life and Judicial Affairs, who then reaches out to the student directly to determine what his/her needs are.
- Resources are available on campus and in the community to help address food and housing insecurity.
- Through program review, a director of Student Services position at the CLC was approved in summer 2018, and the director will be hired in spring 2019. The position will provide leadership for student support and advocacy for additional resources and programs available to CLC students.

*Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.*

**Institutional Planning Stakeholders**

Data-driven comprehensive master planning (including facilities) and strategic planning for the District and program-review processes for all programs and services provide the basis for institutional planning and resource allocation at the College and ensure such planning involves all stakeholders.

MiraCosta's governance system assures sufficient participation from the College's four constituent groups of faculty, staff, students, and administrators. Governance committees, composed of members from all four constituent groups, develop and update various institutional plans, board policies, and administrative procedures and recommend them to the College's four constituent groups. The constituent groups review and approve recommendations and committee proposals but do not expressly create plans, board policies, or administrative procedures.

**Learning Data Analysis and Assessment of Course Offerings**

AHS faculty conduct regular formative and summative assessments in their courses and use the results of these assessments to make improvements to practice and process as well as to inform decisions about the need for individual courses. In addition to in-class assessments, SLOs are assessed by all AHS faculty each time a course is offered. The analysis is then used to help faculty and the program as a whole respond to academic and career needs. The in-class assessments along with the SLO assessments in each term act as an ongoing assessment loop that provides the necessary evidence upon which certain decisions can be made regarding course effectiveness, and program changes can be made when necessary. Finally, full-time faculty members meet formally five times per year, and annually with the adult education instructional dean as part of program review to discuss student learning levels, SLO assessment results, and course offerings in order to meet student academic needs each term.

**Learning Data Analysis and Financial Resource Allocation**

During the past six years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement across the institution. The program review process follows a "review, reflect, and plan" format. The review component includes an examination of quantitative and qualitative data, including data related to student learning outcomes, which are used to measure program performance.

The reflection section focuses on the analysis and discussion of the data in relation to program standards and requires academic program faculty to address program performance, learning outcome assessment results, resources, personnel, and curriculum and students. The meaningful incorporation of outcomes assessment is an expectation and an important consideration for all resource allocation recommendations and decisions.

Based on those reflections, departments propose plans to close identified gaps. The plan form instructs departments to provide the specific program outcome that motivates the proposed plan and to include the specific gap or need the plan addresses as identified through program review data analysis. Program review plans from across the institution are prioritized and approved with ranked resource requests forwarded to the College superintendent/president who makes the final decisions.

In 2015/16, for example, the AHS used program data to justify a hiring request for a full-time faculty member to teach English, arguing the additional instructor would help increase success and retention (III.3.5). In the 2016/17 program review cycle, the AHS aligned its plan with two strategic plan objectives, arguing the addition of four full-time instructional aides would "optimize student success" through the program (III.3.6). The College subsequently approved the hiring of three instructional support assistants to meet this request and hiring is currently underway.

**Assessment Results and Action Plan Updates**

As action plan items are implemented, assessment of the results informs further action. In an example from the most recent action plan, in order to try to address success and retention rates, the AHS shifted from a competency-based model to a proficiency-based model for graduation requirements and have seen increases in student success in English and math. In a second example, faculty explored the use of portfolios as an alternative method of assessing PSLO attainment. However, following a pilot of the project, the effort was suspended in order to further explore the logistics of such an approach, including the collection and storage of portfolio items.

*Additional Online Indicators*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Evidence for Chapter III Criterion 6**

I.4     DSPS Appointments Spring 2018
I.16    Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
II.2    List of AHS Course SLOs from TracDat

## Strengths and Key Issues for Criterion 6

**Strengths:**

- The District provides access and institutional support for assessment tools and data systems (e.g., CASAS and SLOs).
- Grant funds have provided multiple assessment tools, including GED testing, at no cost to AHS students.

**Key Issue:**

1. Need improved communication with students and collaboration with all stakeholders to increase student success.

WASC Postsecondary Criteria

# 7. Student Support Services

# Criterion 7: Student Support Services

**Criterion:** The school 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 school 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.

***Indicator 7.1: The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.***

**Student Support Services**

Adult High School (AHS) students have access to all MiraCosta College academic and student support services, some of which are available physically at the Community Learning Center (CLC). These services include admissions and records, orientation, counseling (personal, academic, and career), Disabled Students Programs and Services (DSPS), childcare, library services, student life and leadership, testing, and tutoring. Regular workshops are also provided throughout the academic year in financial literacy, career exploration, career education, and others. A variety of additional services are available five miles away at the College's Oceanside Campus. These include financial aid, scholarships, service learning, health services (including mental health), and veterans services. In some cases, the fact that these services are available only at an off-site location presents a challenge for AHS students who take their classes at the CLC.

All support services provided to AHS students improve their self-efficacy, which is one of the four schoolwide learner outcomes. (For the purpose of this self-study, the AHS equates schoolwide learner outcomes with program student learning outcomes.) Some services, such as those offered through the Student Success and Career Center at the CLC, also help students acquire workplace skills for employability, which is another schoolwide learner outcome (III.7.1). Overall CLC services that address students' personal needs include the following:

- **Bookstore**. Open the first two weeks of each eight-week term for students to buy books and materials. The Oceanside Campus bookstore is available thereafter.
- **Food pantry**. Offers free snacks or bag lunches to students in need. Located at the front desk.
- **Childcare**. Contracted off-site childcare for students who could not otherwise take classes due to childcare issues.
- **Student Support**. The first place students go for information. Admissions support staff assist with counseling appointments, book rentals, food pantry, parking permits, and

transcript evaluation, and they serve as the liaison for students with other student support services at the CLC and other campus locations.

- **Associated Student Government**. Promotes student life, diversity, and learning outside of the classroom. Monthly (or often bi-weekly) College Hours at the CLC enrich the learning environment through social interaction and cultural exploration. Each semester AHS students are encouraged to join clubs at Club Recruitment Days. This exposure to multiple cultural perspectives helps develop students' awareness of diverse perspectives, which is another AHS learner outcome.
- **Financial aid counseling**. Provided by noncredit counselors and through financial literacy workshops from financial aid staff. One-time scholarships are available to AHS students for purchase of textbooks, parking permits, ID cards, bus passes, health services fees, and school materials. In addition, the MiraCosta Promise program offers waived tuition and fees as well as book vouchers of up to $500 for AHS students wishing to take college coursework while enrolled in high school coursework as well as for the first year of college after their graduation from the AHS. This allows students the opportunity to receive college credit while simultaneously completing high school.

Services that address AHS students' specific academic needs include the following:

- **Learning resource assistance**. Librarians, tutors, and writing consultants are available at the Academic Support Center during both morning and evening hours. Tutors are available in every AHS academic subject free of charge to enrolled students. Writing consultants work one-on-one as well as in a classroom setting to assist students in the writing process for class assignments. Although there is no physical library onsite, students may submit an online request for books, CDs, DVDs, and other library materials to be delivered to the CLC, or they can see an outreach librarian on campus to assist in this process.
- **Counseling**. Counselors provide academic, career, and personal counseling, refer students to other college departments and community agencies, offer a variety of educational workshops, and coordinate events to support students as they transition from the AHS to college credit courses. Counselors meet with every incoming student during the initial registration session to review program requirements and to discuss their education plan. They also help students identify pathways to higher education during the education planning process. The AHS encourages students to make an appointment with a counselor each term.
- **Technology support**. The Community Learning Lab, open during both morning and evening hours, provides computer access for course completion for English grammar courses as well as for use by students with no Internet access at home. The CLC is in the process of acquiring laptops and Wi-Fi access for students to use at home.
- **DSPS**. DSPS provides eligible students with numerous support services, including exam accommodations, academic counseling, and in-class aides ([III.7.2](#)). In the last two years,

DSPS has begun to offer monthly counseling appointments at the CLC, and as of fall 2018, a part-time DSPS counselor has been assigned to the CLC. This means AHS students no longer have to travel to another campus for DSPS assessment or counseling (I.4).

- **Testing Center**. Testing services are offered on a walk-in basis, including English language assessment and college placement testing. Test proctoring is also available for eligible DSPS students.
- **Noncredit Student Success and Support Program (SSSP)**. The SSSP enhances student access to higher education and promotes and sustains the efforts of students to be successful in their educational endeavors. The goals of the SSSP are to ensure that students complete their courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the SSSP process: access, admissions, orientation, assessment and testing, counseling, and student follow-up.

**Sharing Student Services Information with Students**

Current and prospective students can find information about available student services through the following:

- College website (III.7.3)
- MiraCosta College online catalog (III.7.4)
- New Student Registration, which the AHS offers several times each term (III.7.5)
- Regular counselor and student support staff visits to AHS classes
- Social media (such as Facebook and Instagram).

In addition, the AHS shares student services information with students during the first two days of each term, when students are greeted by Help Hut faculty and staff volunteers who inform students of the many support services available to them (III.7.6). Representatives from student support services and counselling regularly visit classrooms during instructional time to share information about campus programs and opportunities. Students also have access to the information via a digital display in the CLC lobby and five large bulletin boards distributed across the campus that highlight student services offered.

**Assuring Quality of Student Support Services**

One way the AHS assures the quality of its student support services is through the use of student satisfaction surveys, which ask students to indicate their level of satisfaction with the services they have utilized. The AHS assesses the responses to student satisfaction surveys and determines what the school needs to ensure continuous improvement as part of the College's systematic program review process. For example, the AHS determined the school needs to make

Career Services more visible and available to students after assessing the responses to the Spring 2017 Noncredit Student Satisfaction Survey. Although three-quarters (75.4%) of those who had worked with Career Services reported they were satisfied/extremely satisfied, more than half of the students surveyed (59.6%) said they had never worked with Career Services at all (III.7.7).

Another way the AHS provides quality assurance with regard to the student services it provides is through student focus groups. In spring 2018, for example, AHS students who participated in a focus group session suggested the school make student support services, such as the library, bookstore, and tutoring, more accessible by increasing their service hours (III.7.8). For example, evening students mentioned that most services were available only during the day; based on their feedback, and due to additional funding from the Adult Education Block Grant (AEBG), library services for the evenings were increased from twice a week to Monday through Thursday, 5:30 to 8:30 p.m. Counseling and tutoring services are also offered in the evening Monday through Thursday.

In addition to student surveys and focus groups, student support services are evaluated through the program review process, which allows for a thorough analysis of the services provided to AHS students as well as for the identification of what is needed to help students achieve their academic goals. The program review process resulted in the addition of a full-time counselor to the AHS in 2016. In 2018, as part of the program review process from student services, the College approved a new position of director of Student Services for the CLC. In 2019, the newly hired director will be responsible for assessing the needs of students for additional support services and providing leadership for those services. The position will also provide direction for the AHS on approaching student success from the holistic approach of mental, physical, and academic support.

*Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.*

**Evaluation of Counseling and Advising**

Like all faculty, the two full-time noncredit counselors are required to meet minimum qualifications as established by the California Community Colleges Chancellor's Office (CCCCO) in collaboration with the Academic Senate for California Community Colleges (III.7.9). They are evaluated following the College's comprehensive faculty evaluation process described in Indicator 5.1. Criteria for evaluation include demonstrated skill in their role as evidenced by currency and depth of knowledge, sensitivity and responsiveness to the needs of individual students and their special circumstances, and commitment to cultural competence. Counselors are evaluated by a committee of their peers and the dean of Counseling and Student

Development who observe them completing their primary responsibilities to ensure they meet or exceed the evaluation criteria.

Full-time and associate noncredit counselors are also evaluated by students, who are asked to complete a survey immediately following their contact with the counselor. The Student Survey of Non-Classroom Faculty prompts students to rate their counselor on 13 measures, including to what extent the counselor communicates effectively, interacts with the student to ensure the student's understanding of the information provided, and appears to be responsive to the student's needs (III.7.10). The survey also invites students to comment about what they liked and disliked about their counseling experience and what could be improved.

Finally, counseling and advising are evaluated through student satisfaction surveys, which ask students to indicate their level of satisfaction with the Counseling Office overall (III.7.7) and with the counseling services they received during orientation (II.5). As stated above, the AHS assesses the responses to student satisfaction surveys and determines what the school needs to ensure continuous improvement as part of the College's systematic program review process. Faculty counselors are also regularly evaluated.

**Student Transition to Advanced Educational Goals and Employment**

Helping students transition from AHS (noncredit) to higher education (credit) courses and programs is one of MiraCosta's strategic institutional goals. As such, the College maintains the following counseling and academic advising support:

- Counselors work with students to identify pathways to higher education during the education planning process.
- The College Foundation offers eligible noncredit students scholarships to support their transition to MiraCosta's credit programs; of the five scholarships designated for transitioning noncredit students, two are specifically reserved for AHS graduates.
- AHS students are eligible to participate in the MiraCosta College Promise program that provides economically disadvantaged students with textbooks and waiver of all mandatory fees for the first year of college.
- The College also updated the academic procedures in spring 2018 to waive fees for AHS students who are concurrently enrolled at the MiraCosta College and the AHS.
- Several publications assist students as they navigate through the college application and matriculation process; special placement testing sessions at the CLC are scheduled each year to assist students in this process.
- Counselors coordinate and/or deliver a variety of workshops, both in and out of classrooms, on topics geared toward transitioning to college, such as financial aid, academic success skills, and academic programs; they also coordinate special annual events to encourage and support the move toward college (III.7.11).

114

- AHS students visit the MiraCosta College Oceanside campus for Career Expo nights and other events that develop a college-going culture for students.
- ASG events, including College Hour, are aimed at making AHS students feel like a larger part of the student community and College.
- Noncredit faculty and staff are included in some of the College's Guided Pathways committees to consider and explore what role the AHS and noncredit may play.

During the last accreditation visit, noncredit counseling faculty were connected primarily to the AHS and secondarily to the general counseling department at the College. This structure did not allow noncredit counselors to prioritize professional development opportunities for AHS counselors to learn about the College's credit programs and services. After evaluating its internal structures and those of the AHS, MiraCosta restructured noncredit counseling services to be part of the College's general counseling department instead of just the AHS. This new structure allowed for growth in full-time noncredit counselors as well as a strong collaboration between the AHS and credit programs and services. In addition, it provides greater support for AHS students in their transition to credit coursework.

Noncredit counselors for the AHS now participate in all Counseling Department meetings, professional development, and college-wide retreats. An unintended side effect of this restructure is that it has become more challenging for AHS faculty to be updated on developments specific to counseling and support services. When the noncredit counselors were a part of the program faculty, these kinds of updates were more frequent and specific to the AHS students. An opportunity exists to explore ways in which effective communication regarding student support can be resumed between counseling and instructional faculty.

**Professional Development Opportunities**

The College maintains the quality of its counseling and academic advising support through the professional development opportunities it makes available to MiraCosta's counselors. Full-time counselors are required to complete 60 hours of professional development each academic year. They can participate in the College's robust professional development program as well as in North County Higher Education Alliance events. In addition, MiraCosta's counselors routinely attend the annual Region X Counselor Conference and San Diego Workforce Partnership workshops and conferences. Counselors may also request funding to attend other appropriate trainings, workshops, and conferences.

Another way MiraCosta's counselors maintain the quality of their service is by keeping current with program and legislative changes, such as those made to College policies and procedures. Such updates are communicated by a variety of departments and governing bodies, such as the Counseling Department, Office of the President, and Academic Senate.

***Indicator 7.3: The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.***

**Marketing, Community Awareness, and New Student Recruitment**

The school's schedule of courses and registration procedures are published in the *Continuing Education Schedule* ([III.7.12](#)), which is mailed to local residents each summer/fall and spring. Prior to each AHS term, the MiraCosta College Public Information Office sends press releases to various media outlets to publicize the AHS.

Another way the College creates community awareness of the AHS is through the Office of Diversity and Outreach, which sends representatives to a multitude of community organizations, meetings, and events to market the College and its programs. In addition, the Continuing Education Office is often represented at local resource fairs, such as Back-to-School Night at neighboring schools. Whenever the College and the AHS provide outreach to students, there is also outreach to families. Often family members need College or AHS services. Events such as these include the following:

- Barrio Empowerment
- STEM Tech
- Girl's STEM Conference
- Parent's Night at High School
- Dual enrollment orientations.

The lead counselor for noncredit programs also keeps in touch with local high school counselors prior to each term to remind them about registration dates, procedures, and updates. In addition, the College posts information about the AHS on the MiraCosta College website, which includes an online advising link that allows current and future students to ask a counselor a question ([III.7.13](#)). Announcements of new terms and registration dates are also done through social media.

In addition to these efforts, the AHS could benefit from a more focused marketing campaign specific to the AHS. This need was identified in the 2016/17 Program Review, although funding support is yet to be identified.

**Transitioning New Students into the AHS**

Students apply to the AHS online or in person during one of the advertised registration sessions ([III.7.5](#)). During the registration session, support staff members collect and evaluate transcripts of prior coursework (if students bring them) while students receive an orientation to the AHS. Upon completion of the orientation, students meet individually with a counselor. This counseling session is the initial step in education planning. Students with transcripts receive a written copy

of their progress evaluation along with a plan to satisfy proficiency requirements. They also discuss and select courses during the counseling session, and students without transcripts are reminded to complete a transcript request form when they deliver their paperwork to the Support Services Office, which is the final step of the registration session. This process is waived for high school graduates and for MiraCosta College credit students who enroll in classes for the purpose of strengthening skills in preparation for college coursework, employment, or personal growth. However, these students do meet with a counselor to discuss course selection.

As mentioned above, a Help Hut is available the first two days of each semester to provide students who are new to the AHS the just-in-time information they may need, such as information about the many support services that are available to them.

**Providing Meaningful Learning Experiences for AHS Students**

In addition to classroom experiences, AHS students have the opportunity to engage in a variety of learning experiences offered through the College, such as MiraCosta's Service Learning program, which allows students to participate in organized service activities in a variety of non-profit organizations and public schools. Additionally, AHS students and students who are part of the noncredit ESL program jointly participate in several cultural activities organized by the Associated Student Government or faculty, such as Heritage Cultural Month activities and Dia de los Muertos celebrations.

Other meaningful learning experiences have been provided through class field trips, including field trips to College dance and theatre productions and the MiraCosta College library. One of the most popular events is the annual two-day Reading Festival, which typically includes presentations from guest authors ([III.7.14](#)).

**Transitioning Students into Job Placement or Further Education**

One of MiraCosta's institutional objectives is to aid students in their transition from noncredit to credit programs. The AHS encourages students to consider dual enrollment and concurrent enrollment in noncredit and credit courses as a means of accelerating the accomplishment of their academic or career goal and earning college credits at no cost to the students.

Another way the College meets that objective is through the two scholarships the MiraCosta College Foundation offers eligible AHS students and the MiraCosta Promise program, which provides students with tuition-free education for their first year of college, covers mandatory fees, and provides textbook support. The program combines financial assistance with holistic support systems that ensure students thrive during their educational journey. The noncredit counselors also work with the College to host frequent workshops that help AHS students

transition to higher education. Workshops include everything from completing the credit application to applying for financial aid.

In order to assist students in tracking their progress toward a degree, certificate, or transfer, the College has a system in place for education planning (MyEDPlan). Partial use of this system for the AHS includes the inclusion of grade information; however, the goal is to have this system working to its fullest potential by allowing students to access not just the basic academic information housed in the system, but also their progress toward meeting the graduation proficiencies.

To support AHS student job placement, and with the support of AEBG funds, a noncredit career specialist was hired for the CLC in 2017/18. This staff member is located in the Student Success and Career Center and provides one-on-one career and employment counseling to students (III.7.1) as well as arranging job fairs at the CLC (III.7.15). As with any new service, student needs and utilization of the service need to be evaluated so that the service can be as effective as possible.

**Measuring AHS Students' Future Success**

Developing methods to measure student success after completion of AHS diploma requirements, including wage gain, enrollment in postsecondary institutions, subsequent course and program success, and degree or certificate completion, is a primary goal of the AHS, as stated in the WASC Third Year Progress Report. To better understand AHS students' current goals and future progress toward them, the AHS has recently implemented Comprehensive Adult Skills Assessment Systems (CASAS) as part of the Workforce Innovation Opportunity Act (WIOA) Title II grant, which requires significant data gathering and reporting. CASAS requires that students who have exited the diploma program be surveyed about their wage gains. Exiting students will be tracked in Tops Enterprise (TE), the software utilized by CASAS, and surveys will be sent to all students who are not otherwise tracked by alternate/additional systems, such as Measuring Our Success. This data will then be entered into TE, which noncredit staff and faculty will be able to evaluate.

In addition to CASAS, students who transition into credit-bearing courses at MiraCosta College will be tracked, and that data will be gathered and evaluated in the new Data Dashboard, which all staff and faculty can access. AHS faculty regularly access and evaluate the data uploaded to the dashboard.

**Admission Policies**

The AHS adheres to admission policies consistent with the College mission to provide superior educational opportunities to a diverse population of learners. Administrative Procedure (AP)

5010 establishes the non-credit enrollment requirements for admissions and concurrent enrollment (III.7.16). These requirements are published in the College Catalog (III.7.17) and *Continuing Education Schedule* (III.7.12). The Adult High School webpage provides a link to the appropriate section of the catalog (III.1.8). These policies are in line with the school's mission statement: "MiraCosta College's Adult High School prepares adults for higher education and increased employability in a supportive, challenging, accessible environment that respects and honors diversity.*"*

**School Policies and Procedures**

Academic policies and student rights are discussed during AHS in-person and online orientations. AHS diploma requirements are explained in orientations and in further detail when students meet individually with a counselor during the initial registration session. Additionally, academic standards and policies, standards of student conduct, student rights, and grievance procedures are explained in the College catalog (III.7.18). The dean of Student Life and Judicial Affairs for the College supports the students in understanding their rights and responsibilities, including the Student Code of Conduct. The new director of Student Services will take over this role once the position is filled in spring 2019.

**Guidance Counseling**

Through regular collaboration among faculty, counselors, and student support service personnel, students in the AHS understand the requirements of the program and the milestones they must reach in order to progress.

Like traditional high schools, the AHS issues grades upon completion of a course. While the program does not have prerequisites, students are advised to take classes in a pattern that leads to proficiency in the discipline based on the classes they have taken previously. For example, incoming English students are assessed using multiple measures. The AHS employs two full-time and six associate noncredit counselors, so students have continuous access to on-site advising specific to noncredit programs. Counselors review the AHS diploma requirements with all AHS students they advise and regularly track their progress in their counseling sessions. Noncredit counselors also use English and math course maps, designed by AHS full-time faculty, to discuss the requirements of each course and the differences between the levels and to make recommendations for class enrollment.

Counselors are also integral to helping students physically enroll into courses, which adds an additional level of assurance that the student is enrolling into appropriate classes. According to the Noncredit Student Satisfaction Survey conducted in spring 2017, 75 percent of the students polled felt that they "received frequent feedback on their progress," and 84 percent felt that they knew what was expected of them in their AHS courses (III.7.19). Student understanding of their

progress and expected achievements in the AHS is a direct result of both instructor feedback and advising services.

***Indicator 7.4: The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.***

**Identifying and Addressing Learning Support Needs**

The AHS determines the support needs of its students through a number of practices. The school collects some student support services data through the application and DSPS screening processes. Student appointments provide counselors the opportunity to gain information about the effectiveness of and demand for services, and daily interactions between faculty and students also help identify and address student support needs.

As stated above, the AHS assesses the responses to student services satisfaction surveys to determine what the school needs to ensure continuous improvement as part of the College's systematic program review process. The surveys ask students not only about their satisfaction with the services they have utilized but also about the services they would like to see more of. For example, in spring 2017, 14 percent of the students surveyed indicated they would like more assistance looking for employment ([III.7.20](#)), so the program started using social media to advertise job opportunities in the area.

In addition, the AHS invites student input about how well the College meets their needs through specialized focus groups. In spring 2018, six focus groups were held with students recruited from across the AHS. All groups were recruited to balance gender, ethnicity, age group, and number of terms enrolled, and participants were drawn from both day and evening classes. Among the findings from these discussions was the potential value of childcare for AHS students. Students indicated they were unaware that subsidized childcare was available to them near the location of their classes at the CLC, and they suggested that information be made more widely available during orientation "because there are a lot of people with young children enrolled here that would love to know about that because they struggle with childcare" ([III.7.21](#)). Information about childcare services was added to the new student orientations, and the AHS will use the information collected from the focus groups to inform strategy discussions moving forward. These focus groups also expressed the need for more hours of support in the Academic Support Center, as noted in Criterion 4.

**Providing Extra-curricular and Co-curricular Programs**

The challenge of having adult students with employment, family, and life responsibilities affects the school's ability to provide an extensive program of extra-curricular activities. However, MiraCosta College does have an active Associated Student Government (ASG) group, including

a dedicated director of programming for the CLC. The ASG hosts a variety of activities for students throughout the year, including a "College Hour" each semester at the CLC (III.7.22).

AHS students are also eligible to participate in the College's many intramural sporting activities and clubs hosted at the Oceanside Campus. Student clubs from the College's credit programs, such as MEChA, also reach out to AHS students through recruitment fairs at the CLC. Other organizations provide opportunities for students to participate and learn about issues that may impact their lives, such as "Know Your Rights" and "DACA Information." The hiring of the new position of director of Student Services in spring 2019 will provide additional leadership and recommendations on co-curricular programming necessary for AHS students that will assist in holistically supporting students in and outside of the classroom.

**Evaluating Online and Off-Site Services**

While many essential services are offered at the CLC, all student services are also provided and available to AHS students at the College's Oceanside and San Elijo Campuses. All those services are evaluated regularly through the College's systematic program review process with input from student surveys and focus groups.

Comprehensive services for students include registration, assessment, counseling, tutoring, academic support, and DSPS. These services are assured regardless of service location or delivery method. A central website provides a directory for all available student services, including services that are especially important for students to access online but are also useful to all MiraCosta students given their convenience and utility.

The online application process was significantly improved in the past two years, but since it is administered and modified by the state, additional changes need to be made to make it easier for noncredit students. As part of SSSP services, the online orientation and "Ask a Counselor" are reviewed annually and improvements are made to provide for a better learning experience for students.

**Evaluating and Revising Student Support Services**

Student services have been assessed annually through an in-depth program review cycle that evaluates student service and learning outcomes and uses assessment results as a basis for improving services. Program review for Student Services departments allows the AHS to determine the dependability of services and evaluate how well services are meeting the needs of the school's students.

As part of its program review, the AHS has used student satisfaction surveys to determine the students' need for services and to ascertain needs for departmental improvement. Changes that

have occurred to the structure and services available for AHS students as a result of student survey and program review data include the following:

- A Testing Center was added to the CLC that eliminated the need for students to travel to the Oceanside campus for placement testing and academic proctoring.
- Additional hours were implemented for library services and tutoring.
- A new full-time counselor was added to the school in 2016 and a part-time DSPS counselor will be added in fall 2018.
- Career services staff and services were brought to the CLC.
- A new position of director of Student Services was approved for full funding by the College to be hired in spring 2019.
- A Food Pantry was added to the CLC to meet the basic needs of students.
- Subsidies for child care are now available to AHS students.

***Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.***

**Policies Governing the Student Records**

MiraCosta College maintains student records according to Board Policy 5040: Student Records, Directory Information and Privacy ([III.7.23](#)). This policy governs the release of student records, the charge for transcripts or verifications of student records, and the use of social security numbers. In addition, the College follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations, Title 5, regarding the maintenance and storage of student academic records.

Students have rights with respect to their education records. They have the right to inspect and review their education records and they may seek to amend incorrect documents. Information regarding student records and privacy rights is published in the Academic Standards and Policies Section of the College catalog ([III.7.18](#)).

**Storage and Protection of Student Records**

Student records are kept securely in the College's database. The main data center on the Oceanside Campus houses primary student data. Student records are stored on encrypted tapes in a climate-controlled environment under video surveillance, and they are protected with a chemical fire suppression system. Data are backed up to an off-site storage location under the same protective conditions. Print copies of older student records are currently being scanned and converted into an electronic format and housed in the iLinx database for protection from fire damage and/or loss. Student records prior to 2000 have also been converted into microfilm or

microfiche, and backup copies of these records are stored at the Admissions and Records Office at the Oceanside Campus and an off-site location to protect them from damage or loss.

Several methods are used to ensure the accuracy and security of student records:

- All Admissions and Records Office staff members are thoroughly trained to ensure accuracy of registration transactions.
- Each semester the registrar inspects a report on all enrolled students to see if there are any anomalies that require further investigation.
- All staff computer stations are password protected.
- Only authorized personnel are allowed in the Admissions and Records Office where student academic records are maintained. Only employees in possession of a key fob are allowed entry in the area where records are stored.
- All student workers are required to sign a confidentiality agreement prior to having access to areas where records are kept.
- All electronic records are backed up regularly and stored in the Library and Information Hub.
- Hard drive backup is performed once a week; partial backups are made on a daily basis and stored in the Library and Information Hub.
- All staff members in Admissions and Records are trained in confidentiality and FERPA regulations.
- All students who work in Admissions and Records are trained in confidentiality and FERPA regulations and have to sign a confidentiality agreement.
- Access rights to student information are granted according to job classification and the needs of the College.

***Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.***

Detailed information about the courses and proficiencies that are required to receive a high school diploma is available on the AHS website. In addition, AHS counselors develop an educational plan for each student that lists courses required for graduation. The counselors regularly advise students on the rigors of the program and discuss a realistic timeline to receive the diploma, based on the individual student's work and family demands.

**Online Catalog**

The AHS website provides links to the MiraCosta College catalog to provide the school's constituents with precise, accurate, and current information. MiraCosta publishes an electronic catalog every year that is easily accessible from the College's website and may be downloaded, in whole or in part, as a Portable Document File.

The information published in the catalog is effective for the academic year beginning with the fall semester and concluding with the summer intersession. The catalog includes a statement of assurance that "every effort is made to ensure that the course information, applicable policies, and other materials presented are accurate and current." The catalog's dedicated section to the AHS includes information about courses and credits, counseling and evaluation, graduation requirements, and required coursework for the diploma. The course schedule on the website is updated as changes to individual courses occur.

**Access to Policies and Procedures**

In addition to the Academic Standards and Procedures section of the catalog, all MiraCosta College policies and procedures are published online and are easily accessible to any interested party (III.2.5). Detailed information about the eligibility, policies, and courses required to receive the high school diploma is listed on the AHS webpage.

*Additional Online Indicators*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Evidence for Chapter III Criterion 7**

I.4        DSPS Appointments Spring 2018
I.16       Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
II.5       Noncredit Orientation Evaluation, January 2018
III.1.8    Adult High School Webpage
III.2.5    Board Policies/Administrative Procedures Webpage
III.7.1    Student Success and Career Center flier

III.7.2    DSPS Services Webpage
III.7.3    Student Services Webpage
III.7.4    2018–2019 MiraCosta College Catalog, Student Support Programs & Services
III.7.5    AHS Getting Started webpage
III.7.6    Fall Help Hut! Flier
III.7.7    Noncredit Student Satisfaction Survey Spring 2017, p. 2
III.7.8    Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 24–26
III.7.9    2017 Minimum Qualifications for Faculty and Administrators in California Community Colleges, p. 23
III.7.10   Student Survey of Non-Classroom Faculty
III.7.11   Spring 2018 Student Success Workshops
III.7.12   *Continuing Education Schedule, Spring 2019,* pp. 12–15
III.7.13   Adult High School Ask a Question webpage
III.7.14   Reading Festival Flier
III.7.15   CLC Job Fair Flier
III.7.16   AP 5010: Admissions and Concurrent Enrollment
III.7.17   2018–2019 MiraCosta College Catalog, Adult High School Overview
III.7.18   2018-2019 MiraCosta College Catalog, Academic Standards & Policies
III.7.19   Noncredit Student Satisfaction Survey Spring 2017, p. 4
III.7.20   Noncredit Student Satisfaction Survey Spring 2017, p. 7
III.7.21   Adult High School April/May 2018 Discussion Sessions Summary Report, p. 4
III.7.22   College Hour
III.7.23   BP 5040: Student Records Directory Information and Privacy

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### Strengths and Key Issues for Criterion 7

**Strengths:**

- The number of student success workshops and AHS orientations increased.
- Support for students transitioning from noncredit to credit increased.
- The MiraCosta Promise program was expanded to include noncredit students.

**Key Issues (Prioritized):**

1. Need improved communication with students and collaboration with all stakeholders to increase student success.
2. Need to expand the effective use of data for program improvement.
3. Need a robust marketing and outreach approach specifically for the AHS.
4. Need better integration of district-wide support services into the AHS.

WASC Postsecondary Criteria

# 8. Resource Management

# Criterion 8: Resource Management

**Criterion**: 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 school 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.

*Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.*

The MiraCosta Community College District (MCCD) receives an allocation from property taxes, student fees, state apportionment, and other local sources that supports student learning programs and services. The College allocates funds for administration, maintenance, and operations, and MiraCosta accomplishes its annual goals within its budget allocation each year ([III.8.1](#)). The institution recently received an AAA rating from Moody's and Standard and Poor's as a result of its sound financial planning, policies, healthy reserves, and long-term funding of all financial liabilities.

The Adult High School (AHS) also receives supplemental support from both the federal Workforce Innovation Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA) grant and the state Adult Education Program (AEP) allocation. These supplemental sources serve AHS directly by providing instructional aides in select classes, textbooks for student use, and professional development for faculty and staff. In addition, AEFLA and AEP also fund librarians, tutors, and student services staff that support all noncredit students including those in the Adult High School.

The College has an established process to allocate resources and, through program review, to request additional resources. All requests for additional resources must be made as part of the program review process in order for them to be considered for funding. Resource requests from program review are made in four categories—staffing, facilities, equipment and supplies, and technology requests. The College's Budget and Planning Committee (BPC) developed a process for prioritizing resource requests by each of the four categories, which includes a scoring rubric to measure the merits of each request ([III.8.2](#)).

The components of the resource request scoring rubric are institutional goal alignment, outcomes/strategic plan objectives alignment, and implementation and assessment. Subcommittees organized by the three categories rank the resource requests. After an initial ranking, a discussion aiming to integrate the planning and resource request ensues, and a final integrated recommendation is developed and forwarded to the superintendent/president. Faculty

and staff are informed by the Business Services Office about the results and are then supported by that office to make the necessary purchases or conduct recruitments as appropriate.

The AHS has been able to make a number of improvements with financial support obtained through this process. Through the program review process, the AHS was able to hire an additional full-time English faculty member in 2016/17 and a science lab technician in 2017/18. Three instructional aides to support Comprehensive Adult Skills Assessment Systems (CASAS) in AHS classes were requested and approved. Currently, two aides have been hired.

***Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.***

The College has a transparent budgeting process. The board of trustees (BOT) and BPC receive budget information related to current expenditures, goals, and directions on the upcoming budget year and the tentative and final budgets throughout the year. Additionally, a five-year budget projection is presented annually to the BPC and BOT.

The College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness, as evidenced by annual revenues and fund reserve balances over the last five years. The College demonstrates sound financial planning and execution annually through meeting its annual goals within the budget. MiraCosta has been making strides annually on the allocation of resources through its program review process, and improvements are incorporated annually based on an evaluation of the program review and resource allocation process. Over the past program review cycle, the College funded each category of requests—staffing, facilities, equipment and supplies, and technology.

The Legislative Analyst's Office future projection of five-to-six percent property revenue growth on average in California is expected to continue to provide sufficient resources in the foreseeable future. This resource supports the development, maintenance, allocation and reallocation, and enhancement of programs and services as outlined in the comprehensive master plan (CMP). The BPC process ensures that resource allocations will meet and sustain student enrollment. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability; financial statements over the last five years show stable fund reserve balances despite economic fluctuations. Fiscal matters are shared in committee, council, and BOT meetings.

*Indicator 8.3: Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.*

MiraCosta's superintendent/president directs and oversees the College's entire educational program in accordance with board policies and administrative procedures and the educational master plan for future development of the College.

During fall 2009, MiraCosta began developing a new, more comprehensive educational master plan that included facilities, academic, and technology master plans. Approved by the BOT in November 2011, the *2011 Comprehensive Master Plan* serves as a guide to the future of MiraCosta and as the basis for planning for the 10-year period. The process for the development of a new CMP is anticipated to begin in spring 2019.

The College also ensures CMP components are updated regularly, including the development of periodic strategic plans that contain specific goals and objectives for a three-year period. Addenda and updates to the original CMP can be found on the MiraCosta Planning Documents webpage (III.8.3). Program review, student learning outcomes and assessments, and administrative unit outcomes and assessments drive decision making for human and physical resource allocation consistent with the CMP. Any new or remodeled buildings at the Community Learning Center (CLC) and/or additional curricular offerings will result from processes developed through the *2011 Comprehensive Master Plan*.

As part of the CMP, the District also develops a facilities master plan. A detailed assessment of the existing campus condition at the CLC was conducted through site observations, review of existing documentation, and discussions with facilities personnel, faculty, staff, and District leaders. Issues that need to be addressed included the site, infrastructure, parking, and space/facilities (III.8.4). These issues are being addressed with funding obtained through a $455 million general obligation bond, Measure MM, which was approved by voters in 2016 to modernize aging facilities and upgrade instructional technology. The College has completed the design phase for a new student services building at the CLC, which is expected to open in 2020; the renovation and renewal of the existing facility will follow (III.8.5).

The College has a long-range financial plan that includes plans to pay long-term liabilities and obligations, including debt, health benefits, retirement costs, insurance costs, and building maintenance. The plan includes some modest revenue growth and expenditures to retain a fund balance above 15 percent of expenditures through 2022 (III.8.6).

Methods of communication to stakeholders include BOT meeting agendas and minutes, the MiraCosta College Catalog, schedules of classes, the College newspaper (*The Chariot*)*,* and various frequent press releases. The College does quarterly financial reporting and the BOT conducts two budget workshops each year.

The MiraCosta Foundation, a California 501(c)3 nonprofit organization, uses its webpage and print versions of its online magazines to communicate with the community and on-campus stakeholders about the College's needs and how donors make a difference. For example, the Foundation webpage summarizes the impact of donors' gifts for 2017/18 as follows (III.8.7):

- Provided over $699,676 to scholarship funding and direct student aid, enabling 2,373 students to be assisted with the cost of college, including scholarships, books, and fees.
- Provided emergency assistance to 339 students to aid them in their need for food, clothing, transportation, and shelter.
- Provided more than 1,041 students textbook assistance through the Textbook Assistance Program.
- Provided more than $602,928 to the College in accordance with donor wishes and at the direction of the Board of Directors for academic programs and campus activities.

***Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.***

The College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. A variety of systems exist at MiraCosta to ensure accessibility, safety, security, and healthfulness of the College's learning and working environments. These efforts are coordinated by several District offices, including Facilities, Risk Management, Disabled Students Programs and Services (DSPS), the College Police Department, and Community Education. All District facilities are constructed to meet or exceed Division of the State Architect (DSA) standards, and additional building improvements or modifications are completed using standards for accessibility and safety.

All classrooms, labs, and offices that comprise AHS facilities are currently located at the CLC. Annual review of facilities is included in the Program Resources section of the AHS program review. This provides the AHS with the opportunity to reflect on how well campus resources meet the learning needs of AHS students. As an example, the need for increased computer lab space and science lab improvements have been documented in program review over the last several years.

As described above, the District regularly assesses its facilities and addresses any issues effectively through the facilities master plan. The passage of Measure MM in 2016 provided funds to address issues that had been identified at the CLC. A new student services building will open in 2020, and a full renovation of the existing structure and instructional spaces will occur immediately thereafter.

All CLC facilities have both wired and wireless connections to the Internet. MiraCosta maintains one full-time employee to support computer technology at the CLC and sufficient up-to-date computers for students' use in various labs. The College maintains a four-year

replacement/upgrade cycle for all its computers. Software and firmware are upgraded regularly and are maintained in working order.

As mentioned earlier in this report, the AHS now has responsibility for providing adult high school services to all three high school districts, and efforts will need to be made to assess the need for programs and facilities in the southern portion of the district.

In 2017, students at the CLC were surveyed to measure the degree of satisfaction with the CLC's safety, facilities, and grounds. Among AHS students, 80.9 percent agreed that the classroom facilities adequately support student learning/programs and services ([III.8.8](#)). The Campus Police Department employs certified officers who have completed Peace Officers Standards and Training. The officers protect all members of the College community and MiraCosta's property. Officers receive reports on violations, investigate crimes that take place on campus property, enforce parking regulations and traffic laws, and patrol all three District campuses.

In the 2018 Student Focus Groups, one area of concern that may contribute to the students' ideas of a safe or nurturing environment has to do with access to food at the CLC. The students cited "significant food insecurity" as a primary concern. The campus has vending machines and has increased the presence of the food pantry, yet additional opportunities may exist to explore physical space ideas for addressing food insecurities.

**Evidence for Chapter III Criterion 8**

III.8.1    Final Budget 2017/18
III.8.2    2017-18 BPC Rubric Form
III.8.3    MiraCosta Planning Documents Webpage
III.8.4    Facilities Master Plan Update Executive Summary, p.16
III.8.5    Measure MM CLC Projects Webpage
III.8.6    Final Budget 2017/18, pp. 69–73
III.8.7    MiraCosta College Foundation Donor Impact Webpage
III.8.8    Noncredit Student Satisfaction Survey Spring 2017, p. 6

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### Strengths and Key Issues for Criterion 8

**Strength:**

- The AHS is supported by the District's strong fiscal structure.

**Key Issues (Prioritized):**

1. Need to expand the effective use of data for program improvement.
2. Need improved physical and technological resources.

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WASC Postsecondary Criteria

# 9. Community Connection

# Criterion 9: Community Connection

**Criterion**: The school 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.

***Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.***

MiraCosta College connects to the community through formal memberships with North County Works and the Oceanside, Carlsbad, and other Chambers of Commerce as well as working relationships with Main Street Oceanside, the North County Career Center, and a wide range of businesses throughout the MiraCosta Community College District (MCCD). Personnel of the College serve on advisory boards for continuing education. The MiraCosta Foundation engages the community through a business roundtable. The College connects with a number of regional workforce activities and organizations, including the North County Economic Development Corporation and Innovate 78, a collaborative effort by five north county cities along SR-78 to boost economic prosperity.

The College also connects to the community through many civic events and gatherings it hosts on all three campuses. For example, the Human Rights Council of Oceanside, North County African American Women's Association, and North San Diego County NAACP hold monthly meetings at the Community Learning Center (CLC).

The CLC holds meetings for the Coastal North County Adult Education Consortium (CNCAEC), which was established in spring 2014. Through the consortium, K-12 school districts in North San Diego County work with the MCCD to develop and implement a comprehensive plan to better serve the educational needs of adults in the region. CNCAEC members are MiraCosta College, Carlsbad Unified School District, Oceanside Unified School District, and San Dieguito Union High School District, all of which are within the geographic boundaries of the District. Additionally, the consortium includes partner organizations that represent local community agencies and community-based organizations.

In July 2016, the CLC hosted the first Adult Education Business Roundtable for the CNCAEC, which brought together 16 employers, employment agencies, workforce development professionals, and adult education faculty to discuss employment trends and regional needs, student preparation for the current and future job market, essential soft skills students need to be successful in the workplace, and how business/industry can become more involved in student learning (III.9.1).

The College's robust connection to the community also includes local school districts. The Office of School Relations/Diversity Outreach serves as a resource for students, parents, faculty, and staff from schools in the College's service area and is responsible for providing outreach services that encourage diversity in the student body. One way the office maintains positive relations with district K-12 schools is through its sponsorship of "A Taste of MiraCosta" ([III.9.2](#)). This annual workshop gives local high school counselors information about MiraCosta's programs and services and includes a session about the Adult High School (AHS). Led by a noncredit counselor, the session covers high school diploma requirements as well as admission and concurrent enrollment requirements.

Another way the office provides outreach services is through its Student Ambassador program. Ambassadors are MiraCosta College students who serve as peer advisors, campus tour guides, workshop hosts, and representatives of the College at community events where they provide information about MiraCosta's credit programs and services. Recently, they have also begun to include information about noncredit programs, including the AHS. These events include the following:

- College Night at area high schools
- Oceanside Samoan Cultural Celebration
- Dia de los Muertos Festivals in Oceanside, Encinitas, and Solana Beach
- Libby Lake Celebration of Life
- Resources fairs (Libby Lake Community, Crowne Heights Community, Noche Mexicana– Oceanside, NAACP Juneteeth Celebration–Oceanside).

In an additional effort to support outreach for the AHS in a more specific way, a Continuing Education Outreach calendar is now being maintained by the program manager for adult education. This calendar is an important advancement and provides AHS faculty and staff with information on events where outreach might be done. However, the AHS could benefit from a more focused marketing campaign specific to the AHS.

***Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.***

The College's Service Learning program currently partners with approximately 90 area schools, community agencies, and organizations ([III.9.3](#)). AHS students have the opportunity to participate in service learning on an individual basis, or if available, as part of a class project ([III.9.4](#)). For example, several high school English classes recently had the opportunity to participate in a service learning collaboration with one of two credit English classes ([III.9.5](#)). Interested students had the option of helping prepare the CLC for the annual spring Reading Festival, participating in the CLC read-in to celebrate Black History Month, or visiting the credit

English students at the College's Oceanside campus to learn about the rigor of a college course. No matter their choice, students were required to complete an application, time sheets, and a reflection assignment before the end of the term.

***Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.***

The College's Public Information Office informs the community about the AHS mission and high school diploma program through the MiraCosta College website, links to the College catalog, the printed schedule, and periodic press releases. Communication efforts also include media outreach, presentations to all city councils in the District, and presentations to organizations such as Rotary, Chamber of Commerce, Kiwanis, Soroptimist Club, and many others. The Continuing Education Schedule is printed twice a year and delivered by direct mail to all residents within the College's service area, as well as in bulk to approximately 19 community locations, including senior centers, businesses, libraries, and community centers.

**Understanding Community**

In 2015/16, noncredit/continuing education programs at the CLC, including the high school diploma program, invested in a research analyst. The analyst's role includes preparing and widely disseminating data about the student population, outcomes, and other relevant information to faculty and staff on an ongoing basis. The analyst continuously pulls data from many sources, including student and stakeholder survey data, MiraCosta student information systems (SIS), and local, regional, and federal sources. The emphasis has been on creating an integrated set of data for use by stakeholders within MiraCosta, with the goal of supporting a true "data culture" in which questions can easily be answered by timely, valid, and reliable sources.

MiraCosta's work toward this goal included creating a new data warehouse to enable the development and publication of data dashboards. Every faculty and staff member at MiraCosta College has access to these dashboards around the clock, and data is refreshed daily. Additionally, faculty and staff participate in regularly scheduled training to improve awareness of the data, introduce new data as it becomes available, and learn how to appropriately utilize this information to inform decisions at all levels.

As a result of these ongoing efforts, AHS faculty and staff know a great deal about the student population they serve, are able to quickly identify critical shifts in that population as they occur, and are aware of the characteristics of the surrounding communities, including future projections. The faculty and staff routinely discuss how these factors may impact students in the community who will need the AHS in order to continue their high school education as adults.

**Success of AHS Graduates**

Of those students who were both awarded a high school diploma and completed a 2017/18 Update Record, most reported having achieved one or more favorable outcomes (III.9.6).

- 31% said they had obtained a new job, retained a job, got a better job, or increased their wages within the same year of receiving their diploma.
- 5% stated they had obtained U.S. citizenship or permanent residency status within that year.

AHS graduating students also entered college (7.6%), achieved occupational skills licensure and/or a certificate (7.7%), and said they had gained computer technical skills (2.6%). Some also reported increased involvement in community activities (2.6%) or in their children's education. Most (84.6%) also said they had "met a personal goal."

More than a third of graduating AHS students typically go on to transition to credit coursework. In 2015/16, 37 percent did so. The highest rates of transitioning to credit coursework at MiraCosta, upon receiving a diploma, were noted in 2012/13 (51%) and 2006/07 (54%).

To encourage the transition to credit coursework, the College developed a process that allows AHS students to concurrently enroll in up to 11 units of credit courses tuition free. Beginning in fall 2018, the enrollment fee is waived if students work directly with a noncredit counselor to create an educational plan and receive direct instruction on making the transition to credit. In addition, the MiraCosta Promise, launched in 2017/18, provides AHS students an incentive to transition to credit coursework once they complete their high school diploma. The MiraCosta Promise supports first-time, full-time students who have graduated from within MCCD boundaries by offering waived tuition and fees as well as book vouchers of up to $500 for the first year of college.

*Additional Online Indicator*

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention and success data for these courses as compared to courses offered 100 percent face-to-face. While enrollments were lower in these three classes than in the face-to-face classes, retention data indicated little difference between the hybrid and face-to-face courses. Success data was actually somewhat better in the hybrid courses for those students who persisted. (These data are addressed in greater detail in Chapter III, Indicator 5.3.)

AHS student focus groups surveyed in spring 2018 indicated interest and enthusiasm for potential online offerings (I.16). The AHS continues to explore noncredit distance education and has plans for small-scale experiments of different combinations of hybrid courses, especially in higher level/proficiency courses. The AHS also plans to work with noncredit counselors, the noncredit research analyst, and other stakeholders, including students, to better understand outside impacts on retention and success in AHS courses, including hybrid courses, and will use this information to help inform future course offerings.

**Evidence for Chapter III Criterion 9**

I.16      Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
III.9.1   Adult Education Business Roundtable Flier
III.9.2   "A Taste of MiraCosta" Program Brochure
III.9.3   Service Learning Webpage
III.9.4   Service Learning Volunteer Form
III.9.5   Service Learning Plan—Spring 2016
III.9.6   TopsPro Enterprise, 2017-2018, AEBG Tables: Student Records, Update Records. Retrieved September 28, 2018

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### Strengths and Key Issues for Criterion 9

**Strengths:**

- AHS students have access to service learning programs.
- RPIE supports the AHS through the noncredit research analyst.

**Key Issue:**

1. Need a robust marketing and outreach approach specifically for the AHS.

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**WASC Postsecondary Criteria**

**10.** **Action Plan
for Ongoing
Improvement**

# Criterion 10: Action Plan for Ongoing Improvement

**Criterion**: The school 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 ongoing school improvement.

*Indicator 10.1: The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.*

**Action Plan Components**

The Adult High School (AHS) has established a schoolwide Action Plan to foster continuous improvement for the 2019–2022 cycle. The plan contains the following components and is designed to focus AHS efforts on addressing identified key issues:

- **Key issues**—identified as part of the self study process
- **Strategic Activities**—specific activities designed to move the AHS forward in resolving the key issue
- **Responsible Party**—those with responsibility for overseeing the activity and ensuring its completion
- **Resources**—the resources that are available to assist in the completion of the activity
- **Means to Assess Improvement**—the measurable result of the completed activity
- **Timeline for Completion**—target time period for completion of the activity

**Regular Review of Action Plan**

As described earlier in the report, Action Plan activities will be operationalized through the program review process. Activities will be outlined in program review action plans, and needed resources will be considered through the College's resource allocation process. Evaluation of progress on Action Plan elements will be considered during the reflect portion of the systematic program review update process. Because program review requires regular consideration of program changes and updates, there is ample opportunity to consider any needed modifications to the schoolwide Action Plan.

**Focus on Student Learning**

While all of the key issues in the schoolwide Action Plan focus on support of student learning, the top two have the most direct impact.

- **Key Issue Number One** focuses on activities that support improved communication with students and collaboration with all stakeholders in order to increase student success.

- **Key Issue Number Two** recognizes the need to build on the now established data culture to expand on the effective use of data for program improvement.

*Indicator 10.2: As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.*

**Identification and Prioritization of Key Issues**

As the AHS conducted its self evaluation in preparation for this report, areas for improvement were identified. Those areas of improvement were then reviewed and grouped into common themes that comprise the key issues from the report. At the same time, reviewers recognized that many of the identified areas for improvement were actually tasks and those became strategic activities under each key issue. As mentioned in section 10.1, it is anticipated that the top two priorities will have the most direct impact on student learning and achievement.

Table 3-4 shows the four key issues (in bold) have been prioritized and included as part of the schoolwide Action Plan. Two other key issues have a lower priority because work has already in progress on those items. The table also outlines the strategic activities (and the criterion from which they emerged) that have been grouped within each key issue area.

**Discussion and Implementation of Schoolwide Action Plan**

Discussion of the schoolwide Action Plan will occur in a number of venues, including during AHS department meetings with both full- and part-time faculty, in regular meetings with the dean, and during the program review process. As mentioned earlier, implementation and evaluation of the strategic activities will occur as part of the action-planning portion of program review. Progress will be reported in both program review and in a progress column on the schoolwide Action Plan.

**Table 3-4. Key Issue-Strategic Activity Crosswalk**

| Key Issue | Strategic Activities (identified areas of improvement) | Criterion |
|---|---|---|
| **1. Need improved communication with students and collaboration with all stakeholders to increase student success.** | Develop a more accessible web-based tool (e.g., MyEDPlan) for students to use for education planning and tracking their progress towards diploma completion. | 1 |
| | On a biannual basis, survey the internal and external communities on how the AHS meets its current needs and determine areas of improvement. | 1 |
| | Increase the opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students. | 3, 7 |
| | Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond. | 4 |
| | Create a 2-year Academic Pathway for the AHS. | 4 |
| | Expand participation of the AHS in the Academic and Career Pathway (ACP) efforts by the College. | 4 |
| | Improve on processes for reporting learning data to stakeholders and the community at large. | 6 |
| **2. Need to expand the effective use of data for program improvement.** | Align PSLOs to MiraCosta's new Core Competencies. | 1 |
| | Establish process/cycle for more regularly measuring PSLO data. | 1 |
| | Conduct attrition study to explore the reasons for student "no-shows" and drops in order to improve retention rates and student success. | 1 |
| | Assess the effectiveness of Career Services for AHS students seeking employment. | 7 |
| | Research the need for an expansion of the diploma program and services to a location in the southern region of the district. | 8 |
| | Continue exploring authentic methods of assessment for PSLOs. | |
| **3. Need a robust marketing and outreach approach specifically for the AHS.** | Explore ways to include AHS in the College's marketing and outreach efforts. | 7, 9 |
| **4. Need accountability tools to evaluate professional development activities.** | Explore and implement a tool to track engagement in professional development activities. | 3 |
| 5. Need better integration of district-wide support services into the AHS. | Increase hours of support in the Academic Support Center. | 4 |
| | Improve access for AHS students to support services not provided on-site. | 7 |
| 6. Need improved physical and technological resources. | Explore accessible technology for adult learners with adaptive technology needs. | 5 |
| | Explore solutions for insufficient science classroom and computer lab spaces. | 8 |
| | Work with facilities planners to design a physical space for use in addressing food insecurities. | 8 |

***Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.***

**Responsibility for Implementation**

Responsibility for implementing the activities in the schoolwide Action Plan really belongs to all the stakeholders of the AHS. Full- and part-time faculty, the dean, and classified staff from both instruction and student services will review and discuss the strategic activities during regular meetings and program review. Students and community members will be called upon to provide key input that can be used to enhance communication and provide improved instruction and services.

**Funding for Activities in the Schoolwide Action Plan**

Resources will be needed from a variety of places, including other constituent groups and offices within the AHS and College. Those resource areas are identified in the schoolwide Action Plan. As mentioned previously, financial resource allocation for strategic activities at the College are part of an integrated planning process that includes program review. Resource requests will be submitted for action plans that require funding. Those requests are then reviewed and prioritized at several levels by the dean, the Budget and Planning Committee, and the Executive Management Team (composed of the superintendent/president and vice presidents of the College).

***Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.***

The schoolwide Action Plan designates a responsible party to oversee each strategic activity in the plan. It also lists the means of assessment for each activity, allowing the AHS to discern whether or not the activity has been completed. Each responsible party will oversee the implementation of the activity and will provide updates on progress and completion via both program review and on the Action Plan itself. Program review documents, including progress updates, will be available to College personnel for review via the new Campus Labs platform and will be reported on in regular department meetings.

***Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.***

**Stakeholder Involvement**

The Action Plan is designed to provide user-friendly access to key issues and the strategic activities that have been selected to achieve them. It will serve as a roadmap for action planning that will take place over the next three years at the AHS. That planning will be part of the

institutionalized program review process that is designed to engage a broad range of stakeholders in discussions of continuous improvement on both comprehensive (three-year) and annual cycles.

**School Leadership**

The MiraCosta Community College District Board of Trustees sets the overall strategic direction and oversees fiscal stability of the District, but it designates the responsibility for specific planning and resource allocation to the superintendent/president. The schoolwide Action Plan activities will be included in planning, decision making, and resource allocation as part of the College's program review processes and will be aligned wherever possible with the College's broader student success goals as they are developed.

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### Strengths and Key Issues for Criterion 10

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**Strengths:**

- The AHS has strong engagement of stakeholders in the identification of areas for improvement (key issues) and a commitment to implementation of activities to achieve those improvements.
- The AHS has a robust integrated planning process that includes program review and resource allocation processes to support the schoolwide Action Plan.

**Key Issues (Prioritized):**

1. Need improved communication with students and collaboration with all stakeholders to increase student success.
2. Need expanded use of data for program improvement.
3. Need a robust marketing and outreach approach specifically for the AHS.
4. Need better integration of district-wide support services into the AHS.

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# Schoolwide Action Plan Revision

# Chapter IV. Revising the School Action Plan

**Introduction**

The self-study process was conducted collaboratively by Adult High School (AHS) stakeholders with input from students, and it reflects an intentional process to identify areas of strength as well as opportunities for continuous improvement. The self reflection culminated in the identfication of a number of strenths and key issues.

**Adult High School Strengths**

Throughout the self-study process, stakeholders identified strengths for each criterion and then reviewed and grouped them into themes (Table 4-1).

**Key Issues from 2019 AHS Self Study Report**

The key issues and their associated activities were outlined in Table 3-4 in Criterion 10.2 and the key issues are summarized here:

1. **Need improved communication with students and collaboration with all stakeholders to increase student success.**
2. **Need expanded use of data for program improvement.**
3. **Need a robust marketing and outreach approach specifically for the AHS.**
4. **Need accountability tools to evaluate professional development activities.**
5. Need better integration of district-wide support services into the AHS.
6. Need improved physical and technological resources.

The key issues in bold have been prioritized the highest and are included in the schoolwide Action Plan.

**Table 4-1. Strength Themes Crosswalk**

| Theme | Strengths | Criterion |
|---|---|---|
| **The AHS has access to robust data resources.** | The AHS and College have a robust, data-informed process of program review and planning that results in continued improvement of programs and services for AHS students. | 1 |
| | Access and institutional support for assessment tools and data systems (i.e., CASAS and SLOs) | 6 |
| | Use of grant funds to provide multiple assessment tools, including GED testing, at no cost to students. | 6 |
| **Student success workshops, AHS orientations, and support for students transitioning from noncredit to credit have increased.** | The AHS has the capacity for supporting student transition to the College. | 1 |
| | Collaboration with credit faculty in the development of new/pathway curriculum. | 4 |
| | Commitment to technology through classroom instruction and open lab support. | 5 |
| | Increased the number of student success workshops and AHS orientations. | 7 |
| | Increased support for students transitioning from noncredit to credit. | 7 |
| | Extension of the MiraCosta Promise program to include noncredit students. | 7 |
| | AHS student access to service learning programs. | 9 |
| **AHS functions and operations are fully supported by the District's collegial governance structure, institutional leadership, board of trustees, and strong fiscal structure.** | The AHS and College mission statements are integrated. | 1 |
| | AHS functions and operations are fully supported by the MCCD collegial governance structure, institutional leadership, and Board of Trustees. | 2 |
| | AHS faculty regularly participate in collegial governance. | 2 |
| | Because AHS is a part of MCCD and the larger CA community college system, there are established regulations, policies, and procedures in place to ensure appropriate employee qualifications, roles and responsibilities, engagement, and support of professional development. | 3 |
| | Full- and part-time faculty participate in the College's robust and institutionalized evaluation process. | 3 |
| | Institutionalized process for the regular evaluation of courses and programs. | 4 |
| | AHS leadership in College curriculum processes informs curriculum review and development in AHS. | 4 |
| | Maintenance of technology infrastructures. | 5 |
| | Supported by strong fiscal structure of the District. | 8 |
| | Strong engagement of stakeholders in the identification of areas for improvement (key issues) and a commitment to implementation of activities to achieve those improvements. | |
| | Robust integrated planning process that includes program review and resource allocation processes to support the schoolwide Action Plan. | |
| **The AHS is committed to—and has multiple and varied opportunities for—professional development.** | Commitment to, and variety of offerings for, professional development | 3 |
| | Breadth of technological resources for faculty and access to professional development. | 5 |

# MiraCosta Adult High School Schoolwide Action Plan (2019–2022)

The schoolwide Action Plan outlines a collegially developed set of activities selected to address each key issue. The Action Plan outlines the specific activities and resources need to achieve the activities as well as the reponsible parties, the timeline for completion, and the means for assessing improvement.

**Key Issue One: Need improved communication with students and collaboration with all stakeholders to increase student success.**

| Strategic Activities | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion |
|---|---|---|---|---|
| Develop a more accessible web-based tool (e.g., MyED Plan) for students to use for education planning and tracking their progress toward diploma completion. | Dean, Adult Education; dean, Admissions & Student Support | District Academic Information System (AIS) dean and staff; business systems analyst; noncredit counselor | Degree audit system is designed, tested, and implemented resulting in more students independently engaging in their education planning. | June 2020 |
| On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and determine areas of improvement. | Department chair, Adult High School; dean, Adult Education; noncredit research analyst | District Research, Planning, and Institutional Effectiveness (RPIE) office and AIS support | Scheduling of classes, development/revision of curriculum, and location of class offerings are informed by survey results. | First survey to be conducted in late spring 2019 to inform planning for 2019/20 and 2020/21 |
| Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students. | Dean, Adult Education; dean, Admissions & Student Support; dean, Counseling; department chair, Adult High School | Current semiannual all-programs meeting was started as a result of last action plan and this activity will build on that momentum. | Established communication channels between deans and instructional faculty. | Ongoing beginning spring 2019 |

| | | | | |
|---|---|---|---|---|
| Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond. | Dean, Adult Education; dean, Admissions & Student Support; District registrar; department chair, Adult High School | Existing processes for awarding AHS diplomas and credit certificates/degrees will be models for development of the new process. | Students will be awarded certificates. | Ongoing beginning June 2019 |
| Create a two-year Academic Pathway for the AHS. | Department chair, Adult High School; AHS faculty; noncredit counselors | Pathways models that are currently being developed for the College. | Pathway is published on the AHS website. | Fall 2019 |
| Expand AHS participation in the College's Academic and Career Pathway (ACP) efforts. | Dean, Adult Education; department chair, Adult High School | ACP structure at MCCD that operationalizes guided pathways. | Each of the six ACPs at the College has an entry point for AHS graduates. | Fall 2020 |
| Improve on processes for reporting learning data to stakeholders and the community at large. | Dean, Adult Education; department chair, Adult High School; noncredit research analyst; Public Information Office (PIO) | District PIO, RPIE, and AIS. | Noncredit newsletter will contain relevant data regularly; noncredit all-programs meeting includes presentation of data by noncredit research analyst; appropriate dashboards will be created; data will be added to AHS website when appropriate. | Ongoing beginning fall 2019 |

**Key Issue Two: Need to expand the effective use of data for program improvement.**

| Strategic Activities | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion |
|---|---|---|---|---|
| Align program student learning outcomes (PSLOs) to the College's new core competencies. | Department chair, Adult High School; AHS faculty | OAC | Mapping will be completed and published. | Summer 2019 |
| Establish process/cycle for more regularly measuring PSLO data. | Department chair, Adult High School; AHS faculty | Noncredit research analyst | Process is established, documented, and implemented regularly. | Spring 2020 |
| Conduct attrition study to explore the reasons for student "no-shows" and drops in order to improve retention rates and student success. | Department chair, Adult High School; AHS faculty; noncredit research analyst | RPIE | Study is conducted and data is used in department meetings when planning scheduling, revisions/ development of curriculum, and locations of classes. | Initially, Summer 2019 with follow-up studies as needed. |
| Assess the effectiveness of Career Services for AHS students seeking employment. | Dean, Adult Education; Adult Education program manager | Noncredit research analyst | Data will be used to structure some Career Services specifically for AHS students. | Fall 2019 assessment with possible follow-up studies as needed. |
| Research the need for an expansion of the diploma program and services to a location in the southern region of the District. | Dean, Adult Education; department chair, Adult High School | Noncredit research analyst; PIO | | Spring 2020 |
| Continue exploring authentic methods of assessment for PSLOs. | AHS faculty, dean of Adult Education. | AHS faculty, AIS staff. | Develop tools that more accurately measure the achievement of PSLOs. | Fall 2020 |

**Key Issue Three: Need a robust marketing and outreach approach specifically for the AHS.**

| Strategic Activities | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion |
|---|---|---|---|---|
| Explore ways to include AHS in MiraCosta College marketing and outreach efforts. | Department chair, Adult High School; dean, Adult Education | PIO | AHS is more regularly featured in District outreach efforts; noncredit newsletter regularly includes AHS- specific content. | Ongoing beginning Spring 2019 |

**Key Issue Four: Need accountability tools to evaluate professional development activities.**

| Strategic Activities | Responsible Party | Resources | Means to Assess Improvement | Timeline for Completion |
|---|---|---|---|---|
| Explore and implement a tool to track engagement in professional development activities. | Department chair, Adult High School; dean, Adult Education | District Professional Development Program (PDP) Committee; AIS | Establishment of the tool and related processes. | Spring 2020 |

# Glossary

# Glossary

| TERM | DEFINITION |
|------|------------|
| ACP | Academic and Career Pathway |
| AEBG | Adult Education Block Grant |
| AEFLA | Adult Education and Family Literacy Act |
| AEP | Adult Education Program |
| AHS | Adult High School |
| AIS | Academic Information System |
| AP | administrative procedure |
| ASG | Associated Student Government |
| associate faculty | part-time faculty |
| BOT | board of trustees |
| BP | board policy |
| BPC | Budget and Planning Committee |
| CASAS | Comprehensive Adult Skills Assessment Systems |
| CCCCO | California Community Colleges Chancellor's Office |
| CCLC | Community College League of California |
| CLC | Community Learning Center |
| CMP | comprehensive master plan |
| CNCAEC | Coastal North County Adult Education Consortium |
| COCI | Chancellor's Office Curriculum Inventory |
| CPC | Courses and Programs Committee |
| CRC | Classification Review Committee |
| CSLO | course student learning outcome |
| DSA | Division of the State Architect |
| DSPS | Disabled Students Programs and Services |
| EDDI | Enrollment Data-Driven Interface |
| EEO | Equal Employment Opportunity |
| FERPA | Federal Family Educational Rights and Privacy Act |
| GED | General Education Development |
| GISS | Governance Institute for Student Success |
| HiSet | High School Equivalency Test |
| ILO | institutional learning outcome |
| LHE | lecture hour equivalent |
| MCCD | MiraCosta Community College District |
| MOE | MiraCosta Online Educators |
| MSA | Metropolitan Statistical Area |
| OAC | Outcomes Assessment Committee |
| PDP | Professional Development Program |

| PIO | Public Information Office |
|---|---|
| PSLO | program student learning outcome |
| representative committee | a single-constituency committee (Academic Senate, Administrators, Classified Senate, Associated Student Government) |
| RPIE | Research, Planning, and Institutional Effectiveness |
| RSG | Reward Strategy Group |
| SANDAG | San Diego Association of Governments |
| SDUHSD | San Dieguito Union High School District |
| SIS | student information systems |
| SLOs | Student learning outcomes |
| SSSP | Student Success and Support Program |
| TASC | Tutoring and Academic Support Center |
| TE | Tops Enterprise |
| TIC | Technology Innovation Center |
| WIOA | Workforce Innovation Opportunity Act |