



**MIRACOSTA COLLEGE ADULT HIGH SCHOOL
ACS WASC MID-CYCLE
SCHOOL PROGRESS REPORT**

**Community Learning Center
1831 Mission Avenue
Oceanside, CA 92058**

June 2022

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

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I: Student and Community Profile

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. Courses are faculty-led and offered in a variety of instructional modalities (i.e., on-ground, synchronous online, and asynchronous online). The variety of course offerings and instructional modalities makes the AHS program unique compared to other local open-lab or self-paced diploma programs. As a MiraCosta College program, the AHS complies with all MCCD policies and procedures.

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

MiraCosta College
One Barnard Drive
Oceanside, CA 92056
www.miracosta.edu

MiraCosta College Community Learning Center (CLC)
1831 Mission Avenue
Oceanside, CA 92058
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 approved the graduation requirements as submitted ([EV-1](#)).

Originally, the 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 the MCCD. Because the San Dieguito Union High School District (SDUHSD) was already operating an adult school at that time, MiraCosta College agreed not to offer noncredit classes or programs in that area of the district; however, at their request, in 2006 the College offered a few adult high school classes at the San Elijo Center to assist some SDUHSD students who had not passed the California High School Exit Exam.

In the 1980s, MiraCosta's noncredit programs, including the AHS 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 the 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 in Oceanside to house the College's noncredit programs. This site, named the MiraCosta College Community Learning Center, is in a commercial area with frequent bus stops nearby. Residential areas border the commercial area in which the CLC 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 passage of a bond measure that is financing capital improvements throughout the District, the CLC has benefited from the addition of a new student services building along with numerous other improvements to its existing campus and site.

The new building has provided the CLC with a much-needed exterior campus quad and connections to parking. Both the new building and outdoor space were designed to create a campus environment that encourages student engagement, enhances the student experience, and improves safety and security.

Prior to the renovations, the campus consisted of one old building with no “interior” campus space for student gatherings, outdoor learning, or opportunities for creating community. The new internal quad includes an outdoor event space, student seating, and safe, accessible walkways that are a vast improvement on the parking lot and limited walking spaces that existed before.

The addition of square footage with the new and renovated building has also addressed space deficiencies that have been identified in previous reports. The renovation and modernization of existing instructional buildings included new computer labs, a renovated science room, updated classrooms, and the Learning Commons, which is composed of new student study and tutoring spaces. These renovations are providing flexible and interactive twenty-first century learning environments for AHS students.

This project also refreshed aging building systems, finishes, furniture, and technology and addressed identity and wayfinding issues with a new campus gateway structure at the main entrance. Additional site improvement projects, slated to begin in summer 2022, will provide additional parking, student drop-off areas, and water-conscious landscaping ([EV-2](#)). The investment in new facilities for the CLC was budgeted at \$12.7 million and began in spring 2021.

As of January 2022, most of the new construction at the CLC has been completed. The remaining phase will continue through winter 2022 and should be completed by fall 2022. Figure 1 illustrates the extent of the planned renovations to the site.



Figure 1. Community Learning Center Construction

5. Student Demographics. Over the past several academic years, AHS students have been predominantly female; by the fall 2021 term, 61.9 percent of students were female, as illustrated in Figure 2.

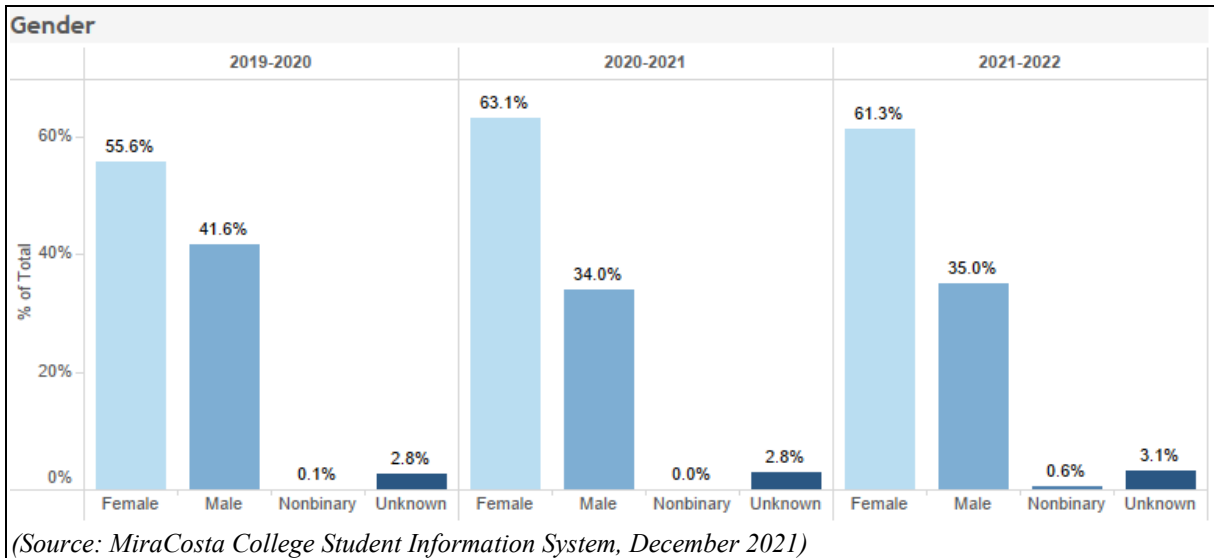
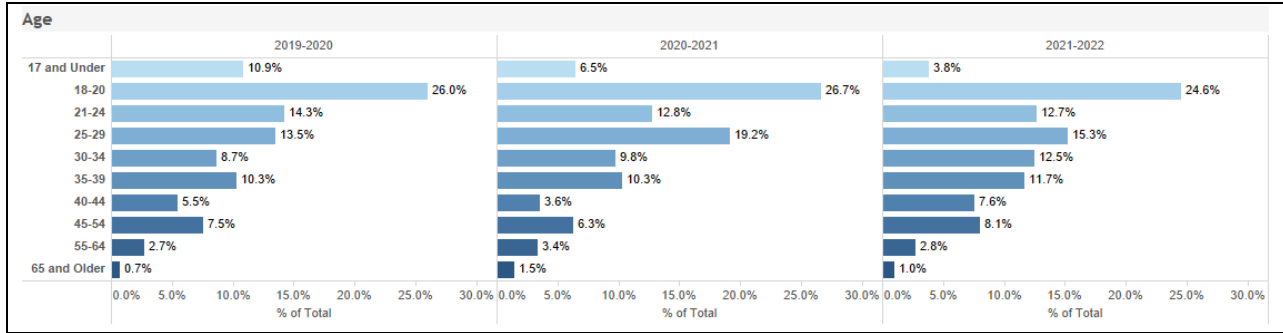


Figure 2. AHS Student Gender (2019–2021)

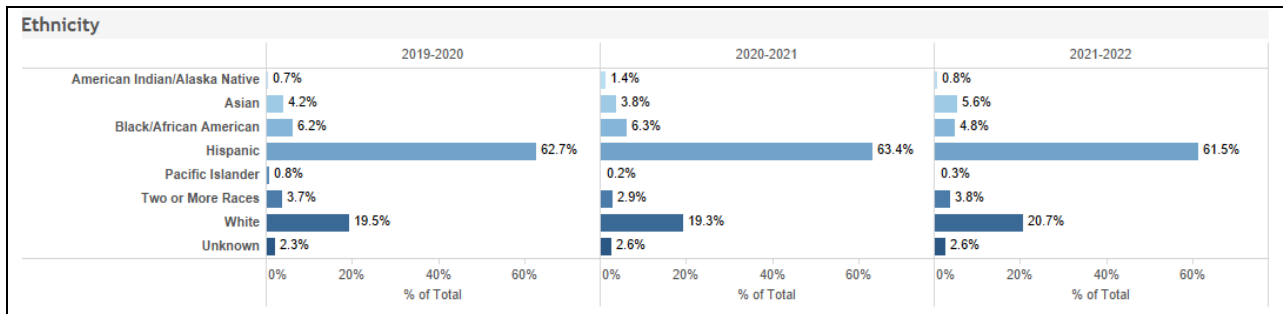
The AHS serves students of a variety of ages and life stages, as illustrated in Figure 3. Only a quarter of students in the most recent academic year were between the ages of 18 and 20, although a similar proportion were in their 30s and nearly a fifth (19.5 percent) were aged 40 years or older.



(Source: MiraCosta College Student Information System, December 2021)

Figure 3. AHS Student Age (2019–2021)

The ethnicity of the student population, illustrated in Figure 4, has remained relatively consistent over time with roughly three-fifths, 61.5 percent, of students describing themselves as Hispanic, while 20.7 percent selected White, 5.6 percent selected Asian, 4.8 percent selected Black/African American, and 3.8 percent selected multiracial. Less than 1 percent described themselves as Pacific Islander.



(Source: MiraCosta College Student Information System, December 2021)

Figure 4. AHS Student Ethnicity (2019–2021)

6. Governance Structure. The AHS functions as a department in the school of Continuing and Community Education within MiraCosta College. The dean of Continuing and Community Education is both the academic and operational leader of Adult Education and its departments at the College, including the AHS, and the site administrator for the CLC ([EV-3](#)).

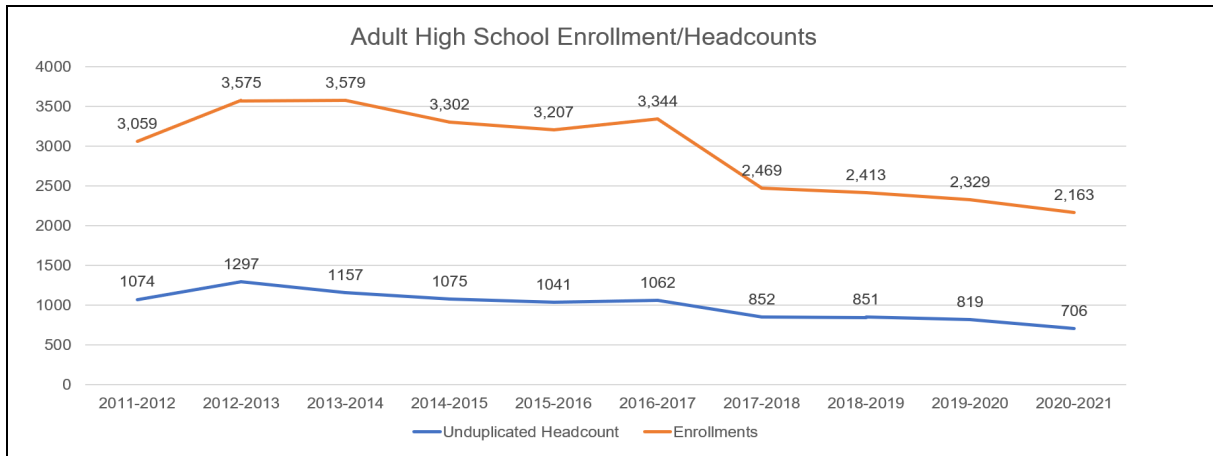
As a California community college district, the MCCD has a publicly elected board of trustees with seven members elected by area and a student trustee elected by the student body (EV-4). District leadership includes a superintendent/president and vice presidents of Administrative Services, Instructional Services, Human Resources, and Student Services (EV-5).

As the chief executive officer of the MCCD, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, human resources, and administrative services. The vice president of Instructional Services has responsibility for five schools, including the school of Continuing and Community Education, and five instructional areas, including site administration of the CLC (EV-6).

MiraCosta's strong governance process supports collegial decision making by clearly defining through board policy how governance recommendations to the superintendent/president are made (EV-7). The College Council makes recommendations to the superintendent/president and is the primary advisory for college-wide matters. This governance group is composed of the superintendent/president, four divisional vice presidents, institutional effectiveness dean, Academic Senate president and vice president, Associated Student Government president, Classified Senate president and vice president, and districtwide committee chairs. In its advisory capacity to the superintendent/president, the College Council plays an essential role in facilitating discussions to ensure governance processes and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

7. **Schoolwide Learning Outcomes.** The AHS equates WASC schoolwide learner outcomes with MiraCosta College program student learning outcomes (PSLOs). In 2013, the AHS reviewed and revised its four 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 in the MiraCosta College Catalog (EV-8). A link to the AHS section of the catalog is provided on the [AHS webpage](#).
8. **Programs Offered and Students in Attendance.** The AHS offers courses 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 5, has fluctuated in recent years and in 2020/21 stood at 706. Course enrollments have also varied from a high of 3579 in 2013/14 to 2163 in 2020/21, a decrease of 39.6 percent. While the most recent decline in enrollments began prior to the onset of the COVID-19 pandemic, the steady decline is an area of ongoing concern. In the coming three years, the AHS seeks to examine any changes in instructional and student services that could be coincident with the decline, as well as looking into any other programmatic changes for potential connection to drops in enrollment.



(Source: MiraCosta College Student Information System, December 2021)

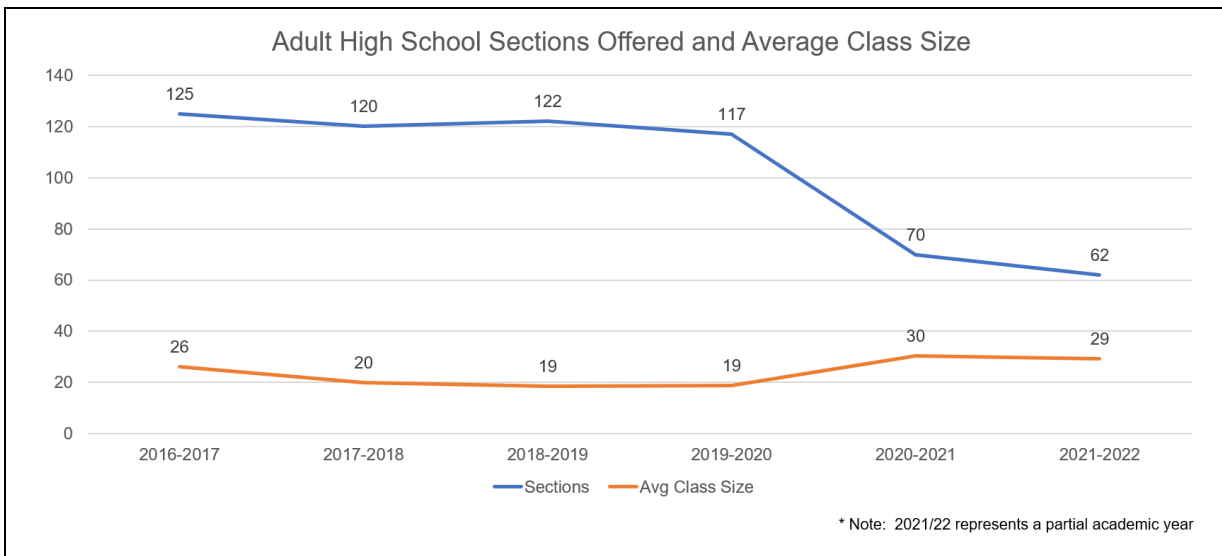
Figure 5. AHS Enrollments and Unduplicated Headcount (2011–2021)

Although similar declines have been observed in other adult education programs and community colleges since 2010, and although the pandemic is considered to have exacerbated enrollment declines,¹ a combination of additional factors may also be involved, including but not limited to lower national birth rates, an aging service area, stagnating wages that necessitate the need for immediate income, increasing alternative adult high school programs locally and online, and the multitude of new challenges current and potential students are facing in the current economy.

¹ Sources: American Association of Community Colleges. (2019). Community College Enrollment Crisis: Historical Trends in Community College Enrollment (<https://www.aacc.nche.edu/wp-content/uploads/2019/08/Crisis-in-Enrollment-2019.pdf>); Anderson, N. (2021). Community Colleges Continue Major Enrollment Decline. The Washington Post. 12/28/21 (<https://www.washingtonpost.com/education/2021/12/28/community-college-enrollment-drops/>); Weissman, S. (2021). Fall Enrollment Drops at Community Colleges Bring Fresh Worries. InsideHigherEd.com, 10/25/21 (<https://www.insidehighered.com/news/2021/10/25/community-college-enrollments-worry-campus-leaders>); SANDAG 2020 Forecasts.

In response to the steadily declining program enrollments, the AHS recognizes the need for more concentrated efforts in this area. Key Issues One and Three, including several strategic activities, have been revised to provide more focus on this objective. Increased engagement of internal and external stakeholders, including business and community organizations, as well as new adult-education-focused marketing efforts are all planned to address enrollment declines.

- 9. Number of Sections and Average Class Size.** The number of sections offered declined significantly with the onset of the COVID-19 pandemic in 2020/21, as Figure 6 illustrates, while average class size increased. While the AHS has long been characterized by its relatively small class sizes, enrollment declines overall have made it necessary to offer fewer course sections, resulting in a larger concentration of students in the courses that remained. As the program recovers from pre- and post-pandemic related declines in new students and enrollments, and as efforts identified in Key Issues One and Three indicate, the AHS seeks to match class sizes to pre-pandemic rates.



(Source: MiraCosta College Student Information System, January 2022)

Figure 6. AHS Sections Offered and Average Class

- 10. Average Student Course Load.** In the last five years, students enrolled in an average of 2.9 courses in the fall terms, as illustrated in the table below. This average is expected given the program’s fast pace and AHS students’ responsibilities and commitments beyond the program.

Table 1. AHS Average Student Course Load in Fall Terms (2016–2020)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Average number of courses enrolled	3.1	2.9	2.8	2.9	3.1

(Source: MiraCosta College Student Information System, December 2021)

11. Certificates. In 2016/17, the AHS created a Basic Education for Academic or Workforce Preparation Certificate of Competency. This initial certificate offers a benchmark of achievement for diploma-seeking students as well as 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.

In fall 2020 the AHS developed the following additional Career Development and College Preparation (CDCP) certificates:

- English Fundamentals—Reading (two courses/96 hours)
- English Fundamentals—Writing (two courses/96 hours)
- English Fundamentals—Grammar (two courses/96 hours)
- High School Equivalency Preparation (two courses/144 hours).

These certificates were designed to create more benchmark opportunities for diploma-seeking students and to encourage persistence and retention within the program. The certificates were also intended to provide transition opportunities to students interested in credit coursework. Data examining how these certificates meet the needs of students are not currently available due to certificate-verification delays, but the AHS will collect and analyze the data over the next three years (see Key Issue One, Strategic Activity 4).

The CDCP certificates were first developed and approved by the MiraCosta College Board of Trustees and the California Community Colleges Chancellor’s Office (CCCCO) in 2019 and 2020, respectively. The pandemic delayed the development of processes for verifying, producing, and distributing the certificates until spring 2021, when Admissions and Records support staff developed the processes needed to award the certificates, including an online certificate petition ([EV-9](#)) and a noncredit transcript ([EV-10](#)). The College’s Public Information Office also created a noncredit certificate flyer ([EV-11](#)) and brochure ([EV-12](#)) to promote the programs.

Initial efforts for awarding certificates focused on identifying students from the last five years who had enrolled in and passed the minimum number of courses required for any of the five certificates. This query identified 275 certificates that can now be awarded to current and former students (*Source: MiraCosta College Student Information System/Data Warehouse, March 2022*).

The AHS will be refining how it both identifies students who qualify for these certificates and assists them through the certificate-petition process in the next year (see Key Issue One, Strategic Activity 4).

12. Administrative and Teaching Staff Members. As stated previously, the dean of Continuing and Community Education is the academic and operational leader of the AHS. The teaching staff members include four full-time and thirteen associate (part-time) faculty. In addition, the AHS is supported by two librarians, two full-time counselors, and eighteen staff members in roles that include student support services, admissions and records, tutoring, research, and facilities.

13. Calendar System Used. The AHS utilizes an academic calendar approved by the MCCD Board of Trustees and Academic Senate ([EV-13](#)). 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, campus closures, and holiday observations. The noncredit calendar allows for four eight-week terms across the fall and spring semesters to better meet the needs of adult students.

Community Information

1. Geographic Area. Prior to the pandemic, AHS courses were taught only at the CLC, which is in a commercial area of Oceanside bordered by residential areas. After the creation of the CNCAEC in 2014, MiraCosta also became the sole provider of adult education to the SDUHSD. Figure 7 depicts a map of the geographic region served by the AHS. Most AHS students (64 percent) enrolled in the recent academic year resided within the service area, with most living in Oceanside (45 percent), followed by Vista (18 percent), Carlsbad (11 percent), and Encinitas (4 percent). The remainder of enrolled students came from other cities both within and outside MCCD service area boundaries.

2. Population. The area served by the AHS is like 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 forecast to reach 436,911 people by 2035 (EV-14). The San Diego Association of Government (SANDAG) estimated the population of the district as of April 2020 was 418,341 people (EV-15).

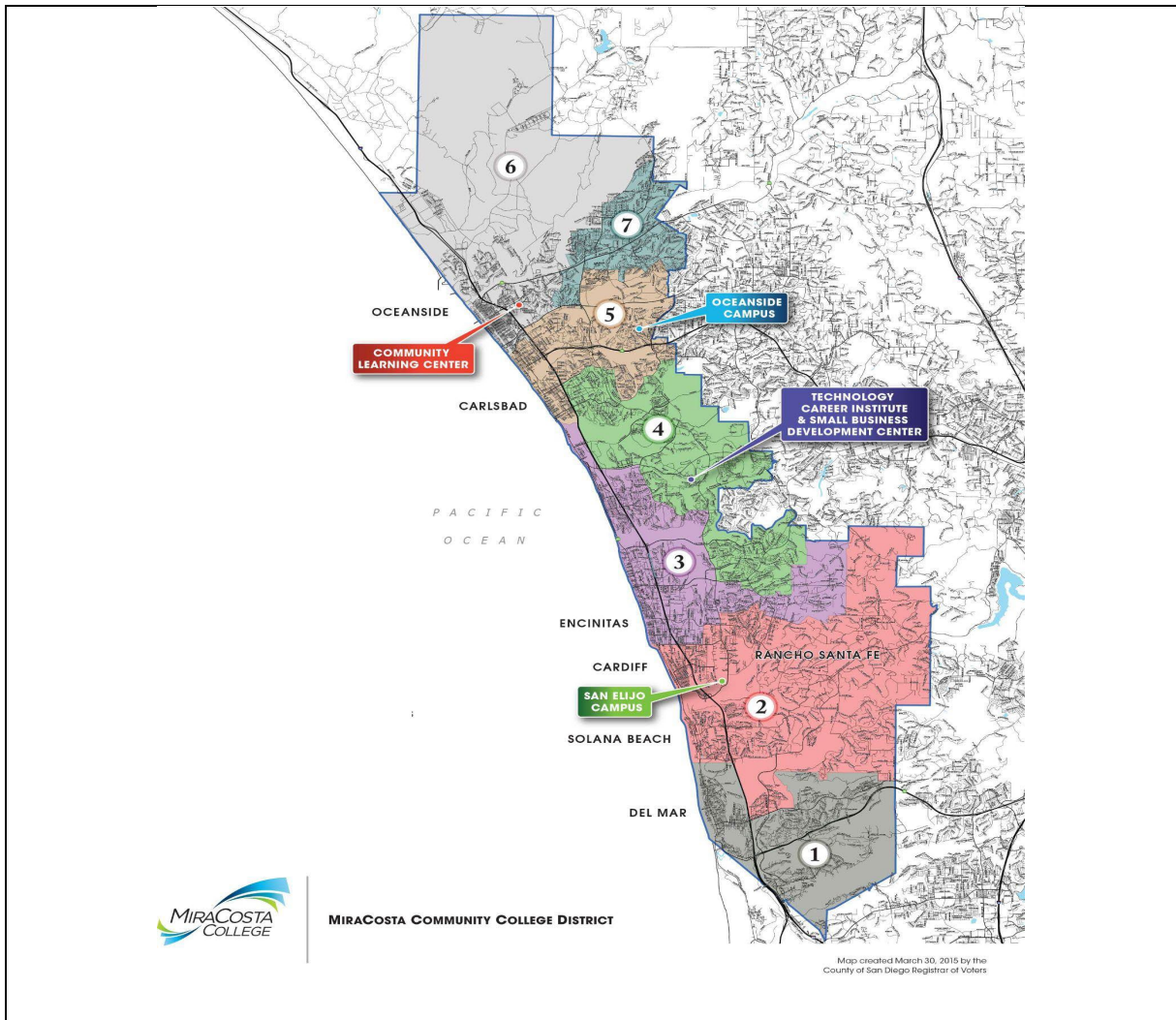


Figure 7. Geographical Map of AHS Service Area

3. **Population Characteristics.** In 2010, SANDAG estimated the following North County West demographic (EV-16):

- 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 45,000 in 2020.

In SANDAG's 2016 estimate utilizing 2010 census data, 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 (aged 18 and over) increased to 337,045 (78.6 percent) ([EV-17](#)).

- 4. Anticipated Demographic Changes.** The SANDAG regional growth forecast, released in 2013, projects that the MSA's population will grow 14 percent between 2012 and 2050 ([EV-14](#)). 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 is expected to grow by 45 percent.

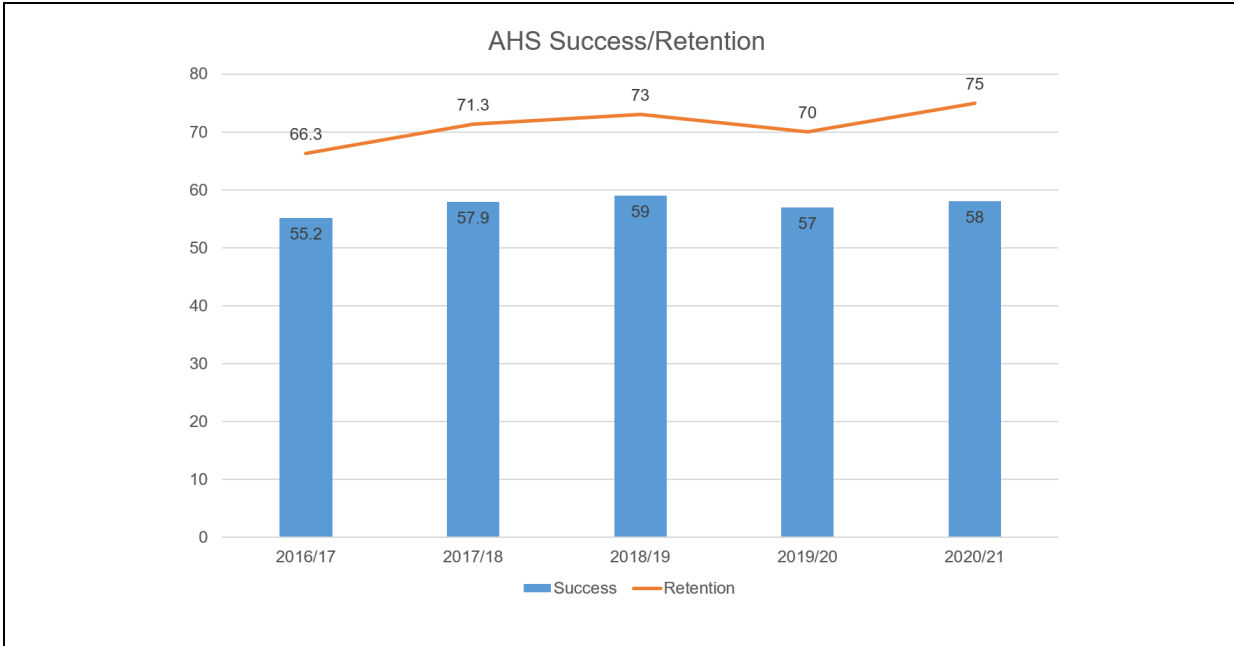
The age of the area's population is expected to increase significantly during this period, with the median age moving from 35 to 39 by 2050. Employment opportunities within the MSA are also expected to trend downward, particularly between 2035 and 2050. The lack of affordable housing in the North County area is likely a contributing factor for limiting population growth, particularly for younger people at the beginning of their careers.

Student Learning/Outcomes 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.

- 1. Retention and Success.** Retention is measured as the percentage of students who enroll and do not withdraw from the class within a session/term. As illustrated in Figure 8, AHS retention rates have risen overall in the past few years and have exceeded 70 percent in most

cycles. Notably, retention rates increased from 2019/20 to 2020/21 despite impacts of the pandemic. Aside from the 2019/20 dip attributed to the COVID-19 pandemic, retention rates have steadily increased, suggesting that the shift to online instruction has not been detrimental to program retention.



(Source: MiraCosta College Student Information System, December 2021)

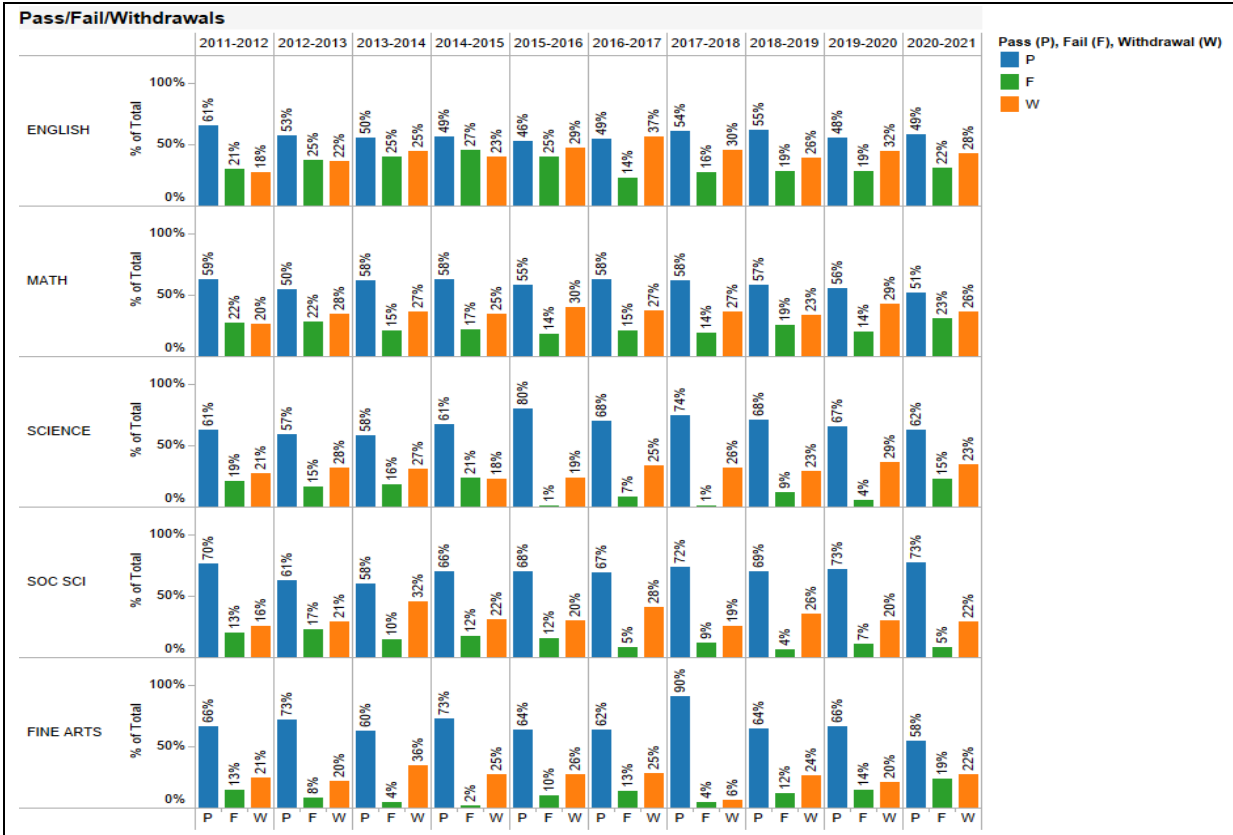
Figure 8. AHS Student Retention and Success (2016/17–2020/21)

Success in AHS classes is defined as the percentage of students who pass a course with a grade of “D” or better. Success rates have remained consistent over the past five academic cycles. In the most recent academic year, more than half of AHS students (58 percent) passed courses with a grade of “D” or better.

In the last three years, the AHS has sought to improve student success rates through the implementation of Comprehensive Adult Skills Assessment Systems (CASAS) pre- and post-testing, creation of advising sheets that help students understand AHS entrance skills and rigorous course-level learner outcomes, and alignment with noncredit counseling efforts ([EV-18](#)).

For several years, success rates in English and mathematics courses have trended lower than success rates in science, social science, and fine arts, as Figure 9 illustrates. Discussion about these trends has centered around the level of rigor required of students to succeed in the English and math courses they need to graduate. Faculty in these disciplines meet regularly

to discuss how to better support students who are underprepared. The AHS is also exploring different mechanisms for asking students about their levels of preparedness, including the use of surveys to measure student-reported self-efficacy and academic goals (EV-19).



(Source: MiraCosta College Student Information System, December 2021)

Figure 9. AHS Pass/Fail/Withdrawal Rates by Discipline (2012–2020)

Given the cumulative nature of some of the graduation-requirement courses, the AHS has also focused on providing learning materials that help students review basic concepts. The math faculty created instructional workbooks, for example, and the English faculty created directed learning packets to support reading, research, and composition (EV-20, EV-21). In addition, noncredit and credit English faculty engaged in a discipline retreat in 2019 to discuss student success and retention in AHS English courses as well as how to help students transition to credit coursework (EV-22).

While the COVID-19 pandemic disrupted the progress the AHS was making and the projects it was engaged in to address course success and retention, the school will be analyzing

learning outcomes and course success in the next three years to identify opportunities to increase overall success rates (see Key Issue Two, Strategic Activities 1 and 2).

In disaggregating success rates, females tended to demonstrate success rates slightly above the overall average of 58 percent, as Figure 10 illustrates, and AHS students aged 30 and above exhibited success rates well above the overall average of 58 percent, as Figure 11 illustrates.

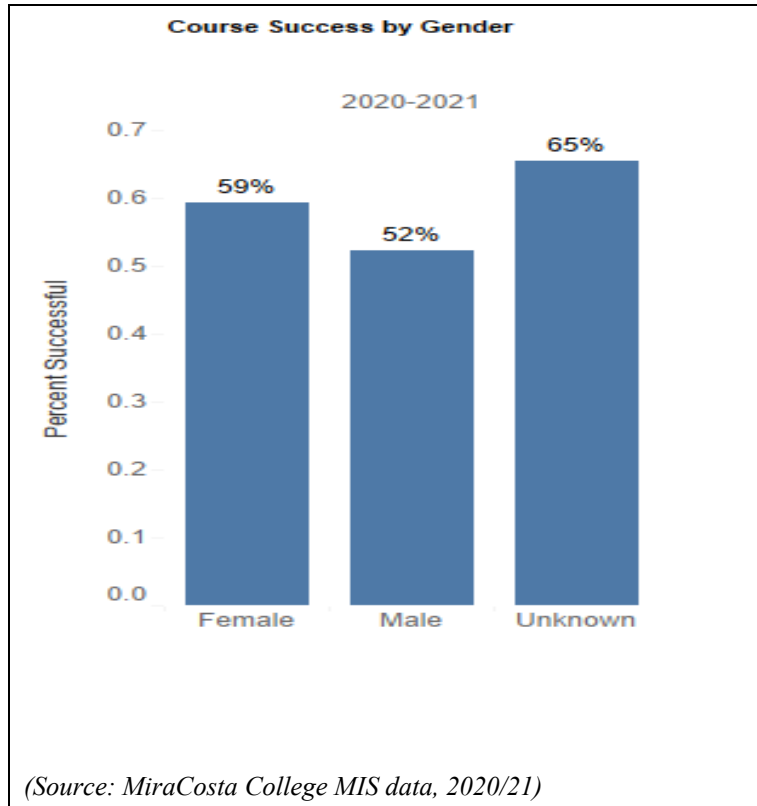
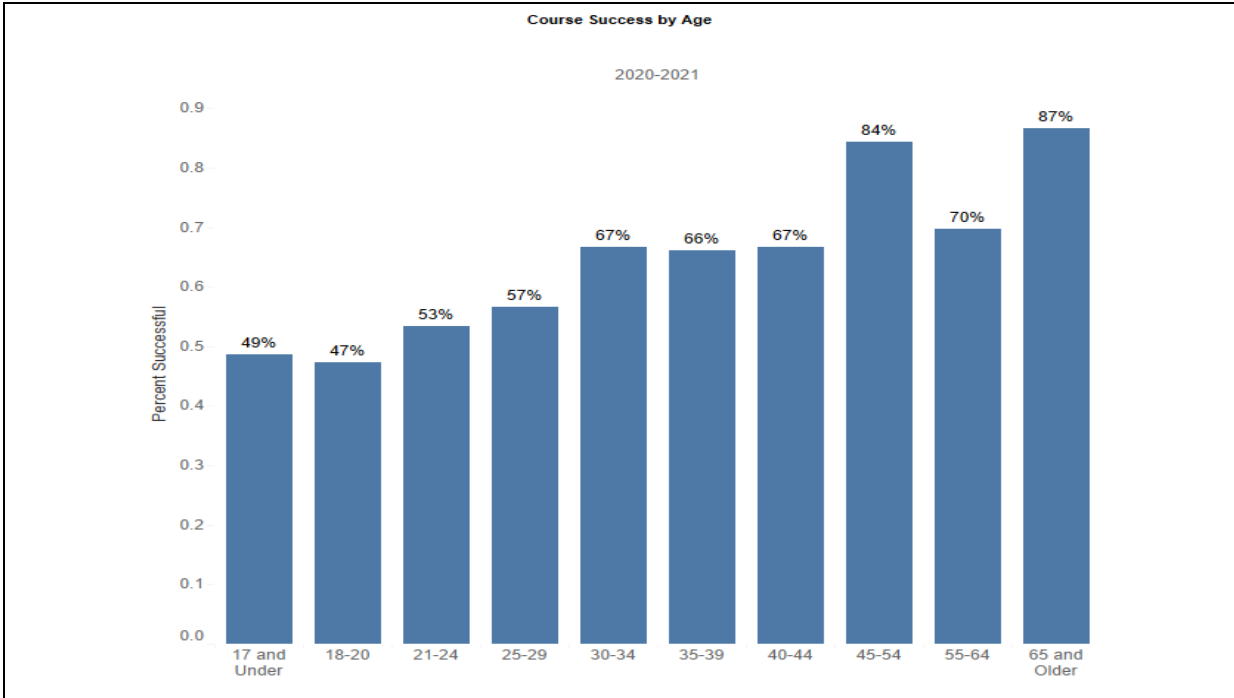


Figure 10. AHS Course Success by Gender (2020/21)



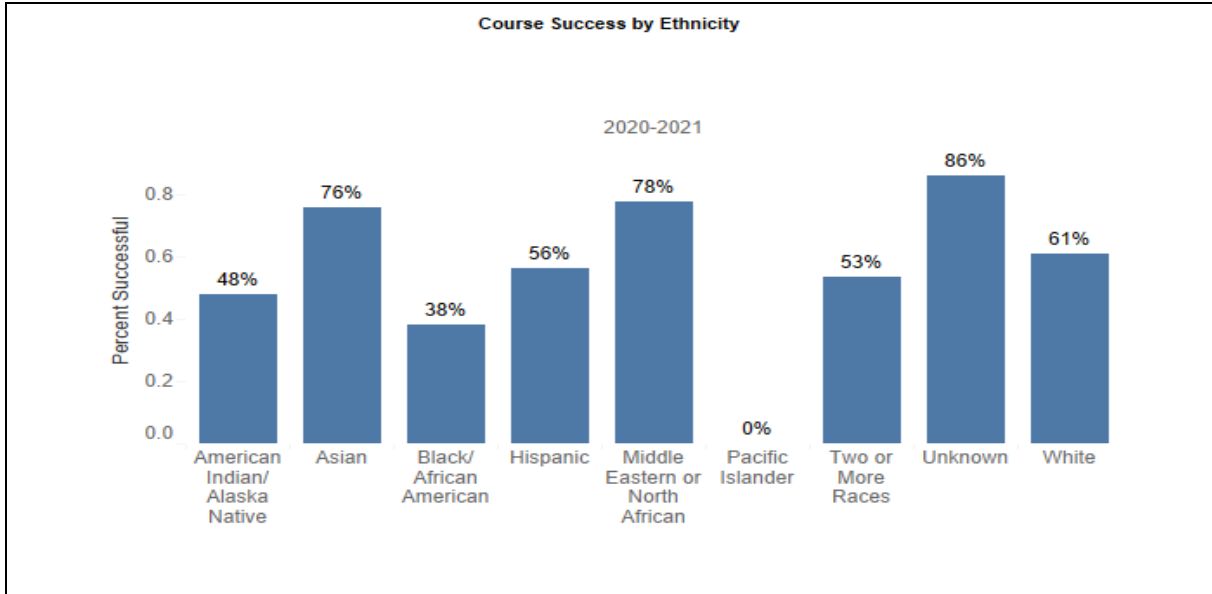
(Source: MiraCosta College MIS data, 2020/21)

Figure 11. AHS Student Success by Age Group (2020/21)

The above-average success of older students is typical of previous years and likely due to older students having more self-efficacy skills than their younger counterparts. The AHS will continue to examine strategies to improve self-efficacy and academic performance for younger students in AHS (see Key Issue 2, Strategic Activity 6 of the Schoolwide Action Plan).

In disaggregating success rates by ethnicity, Asian students had success rates about 18 percentage points above the average of 58 percent, with White students achieving success rates slightly above the overall average, as Figure 12 illustrates.

Below average success rates were noted among Hispanic students, American Indian/Alaska Native groups, Black/African Americans, and multiracial students; the school had no Pacific Islander students. Largely due to the pandemic, the AHS has not analyzed what factors may be contributing to the differences in success rates by ethnicity; however, it will be studying these disproportionate impacts in the next three years (see Key Issue Two, Strategic Activity 2 of the Schoolwide Action Plan).



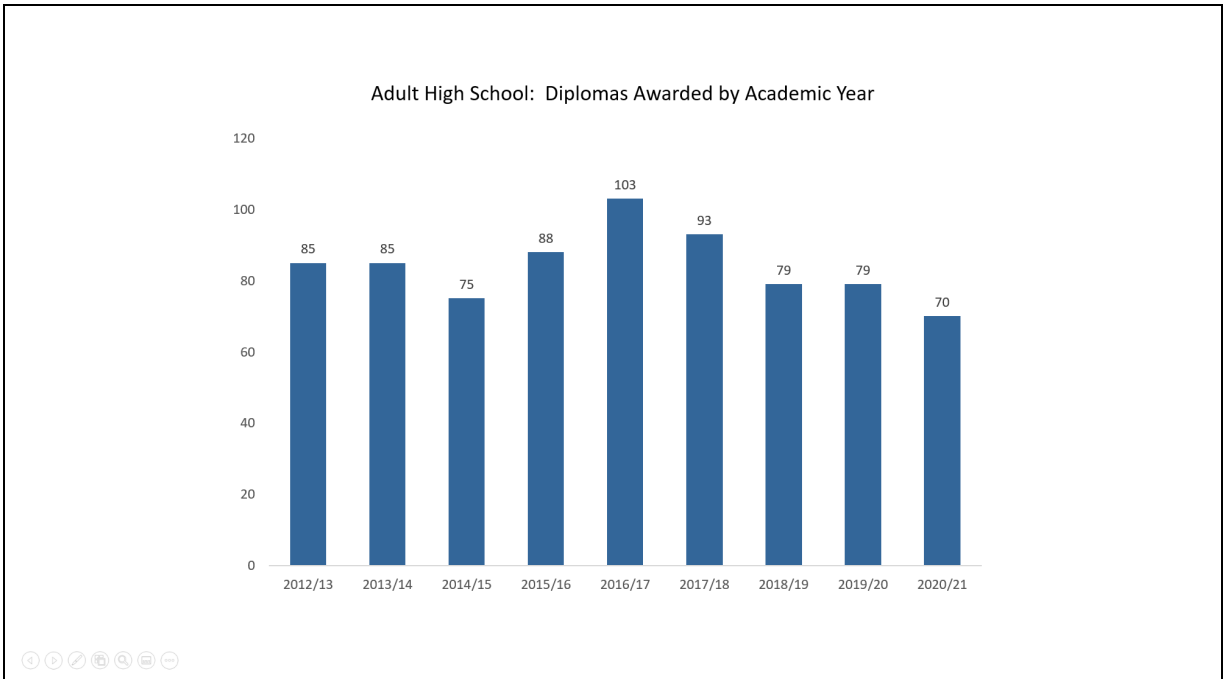
(Source: MiraCosta College MIS data, 2020/21)

Figure 12. AHS Student Success by Ethnicity (2020/21)

Despite the multiple disruptions caused by the pandemic, including the need to provide students immediate online support, disproportionate impacts did not change significantly from previous years. Figure 11 is not only indicative of the equity gaps observed in 2020/21 but also similar in distribution over the past several years. Although the need to address disproportionate impact remains, the AHS is fortunate the pandemic did not exacerbate existing equity gaps.

- 2. Diploma Completion.** Diploma completion is defined as the number of diplomas granted in an academic year. As Figure 13 illustrates, the number of high school diplomas awarded each academic year has fluctuated from a high of 103 in 2016/17 to a low of 70 in the most recent academic year, 2020/21.

While the number of diplomas awarded each year is declining, the percentage of students earning the diploma is trending upward, as Figure 14 illustrates. The percentage of unduplicated students achieving a diploma each year has increased from 6.6 percent in 2012/13 to 9.9 percent in 2020/21. This upward trend demonstrates that even though much work is needed to recruit and retain AHS students, efforts to support students completing the entire diploma program are increasingly effective. Several strategic activities identified in Key Issues One and Two of the refined Schoolwide Action Plan are aimed at improving rates of diploma completion for AHS students.



(Source: MiraCosta College MIS data, 2020/21)

Figure 13. AHS Diploma Awards by Year (2012–2021)

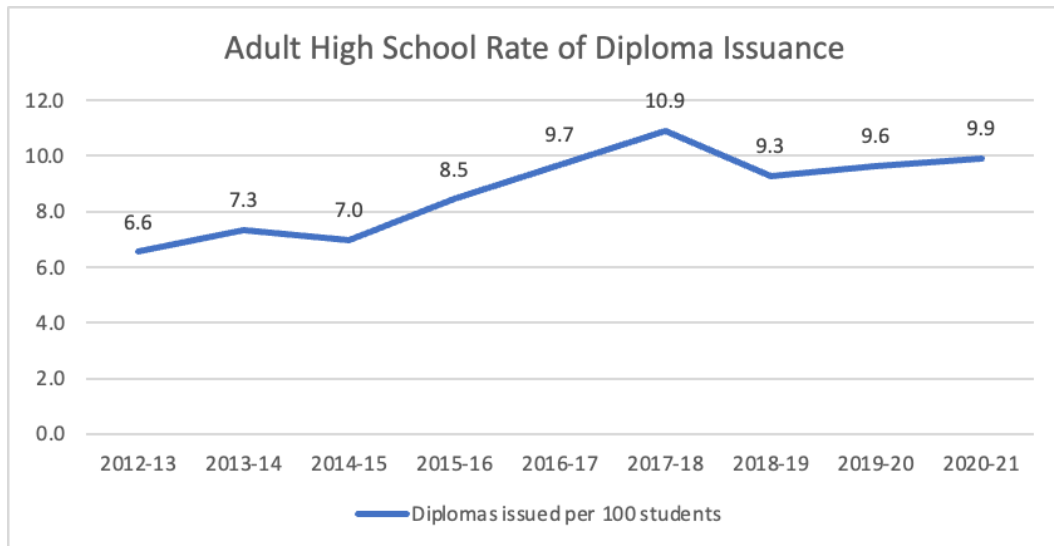
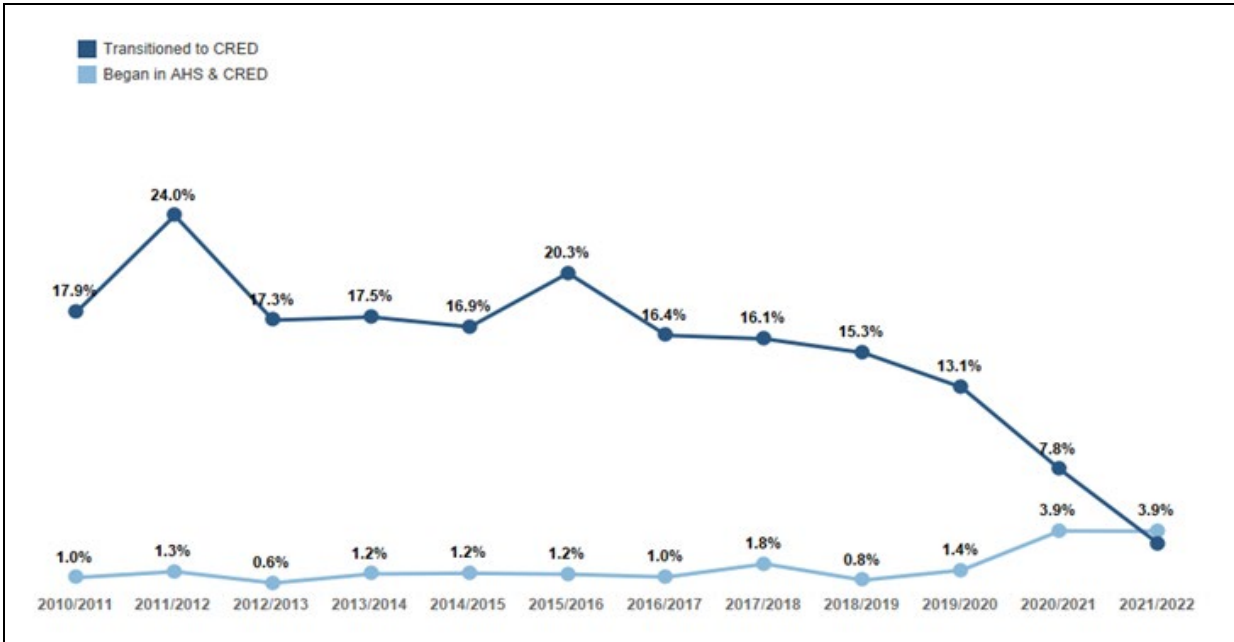


Figure 14. Diplomas Issued Per 100 AHS Students Per Year (2012–2021)

3. Transition to Credit Coursework. Transition to MiraCosta College credit coursework is defined as the percentage of first-time AHS students who took at least one credit course after their first AHS course. Figure 15 represents the number of AHS students who transitioned from noncredit to credit courses at MiraCosta College at any time after the first term in which they enrolled in the AHS. In 2020/21, 7.8 percent of former AHS students later enrolled in credit courses, continuing a trend of significant decline in transition to postsecondary rates. These cohorts were composed of students with no previous college credit.



(Source: MiraCosta College Student Information System, December 2021)

Figure 15. AHS Transition to Credit Coursework (2010–2021)

Students who enroll in AHS and credit courses in their first term of AHS coursework are considered dually enrolled in noncredit and credit coursework. Simultaneous enrollment in noncredit and credit courses must occur in the student's first term to be considered "dual enrollment" in the Figure 15 summary chart. In 2020/21, 10 of 254 students who began AHS courses also enrolled in credit courses at MiraCosta College during their first term of AHS classes, so 3.9 percent were considered dually enrolled that academic year.

Additionally, 22 of 254 (8.7 percent) of AHS students in 2020/21 transitioned to credit coursework at MiraCosta College after prior enrollment in AHS courses. (Note: AHS students may take credit coursework at MiraCosta College without receiving a high school diploma first, so the chart does not reflect the number of AHS graduates transitioning to

credit coursework; it uses all enrolled AHS students within an academic year as the denominator or base of the calculations.)

The Chancellor’s Office has direct access to enrollment data across statewide higher education institutions that MiraCosta College does not have. The AHS examines CCCCO data on postsecondary transition rates, illustrated in Figure 16, to consider how many AHS students may have transitioned to postsecondary coursework at any institution within the state of California.

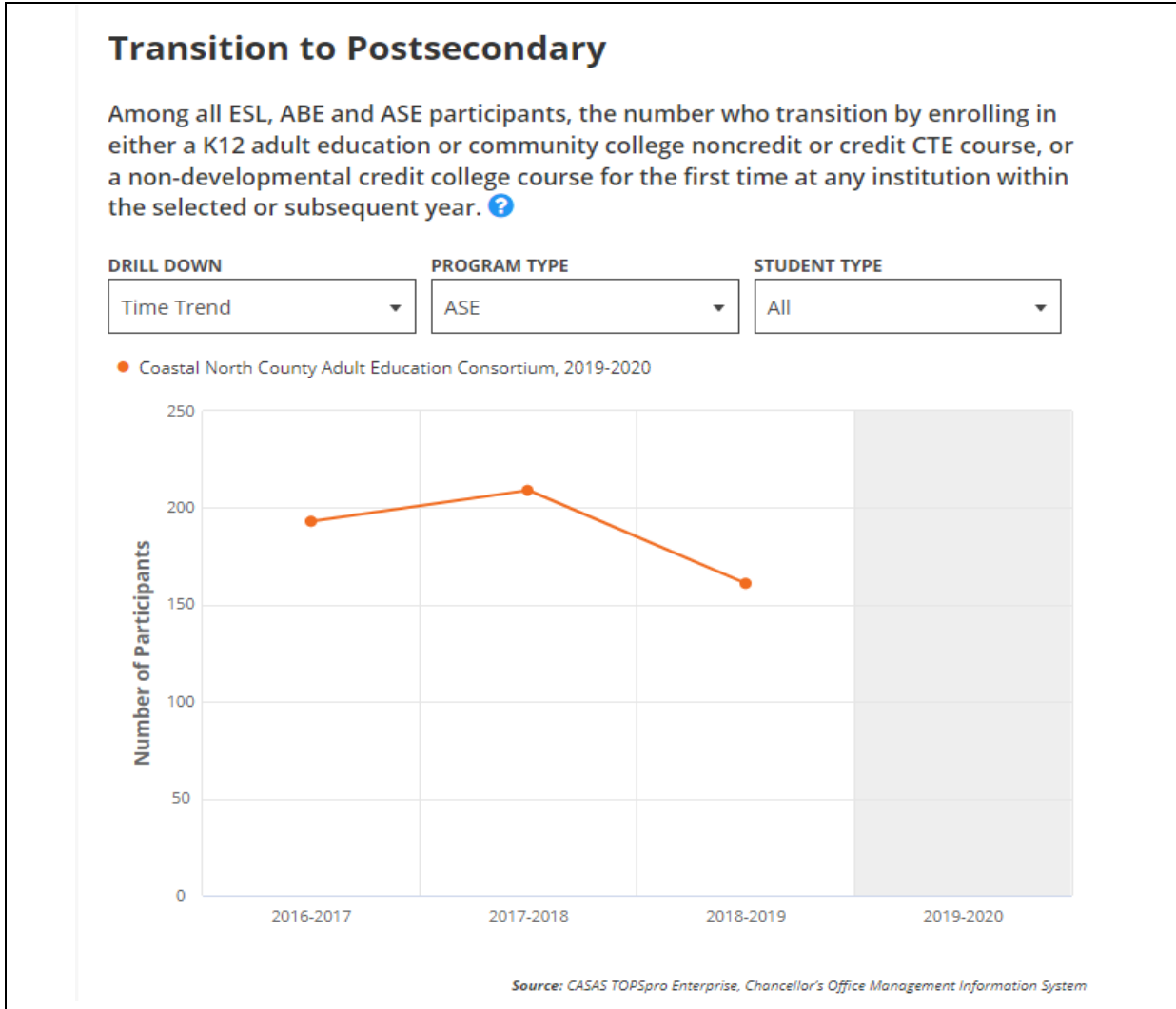
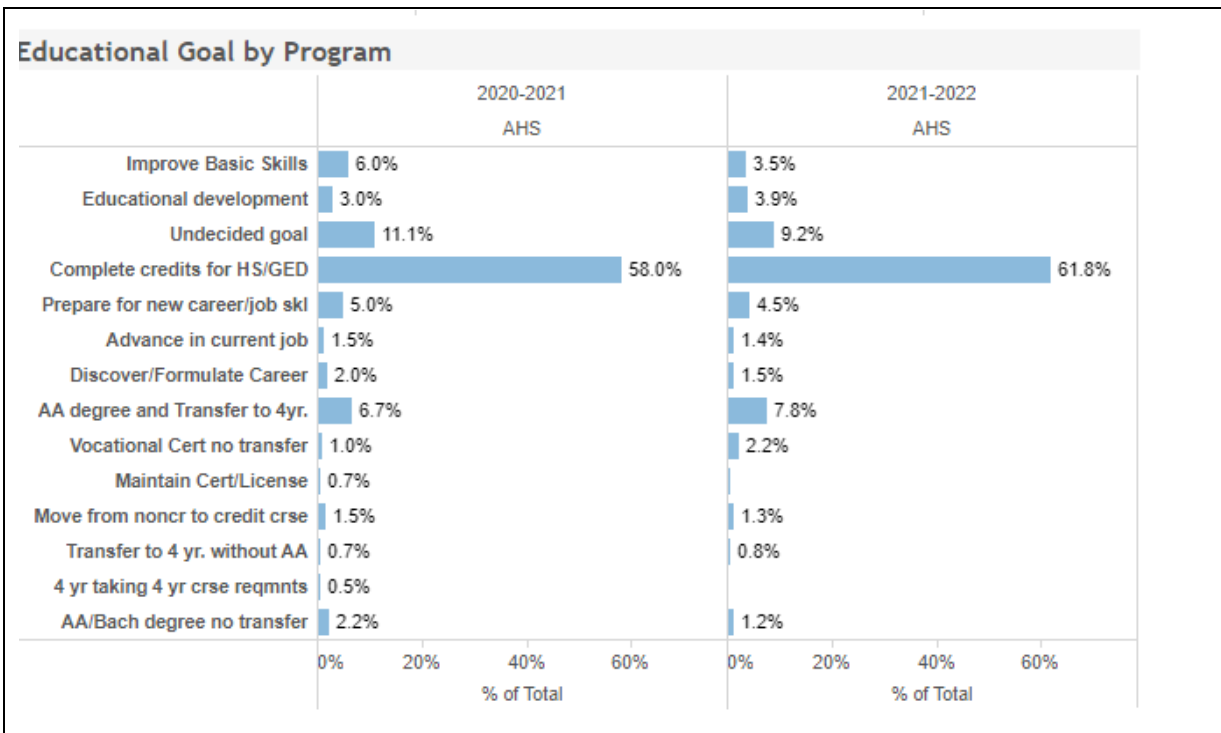


Figure 16. AHS Transition to Credit Coursework at Any California College (2016–2019)

In the California Cal-PASS Adult Education Pipeline dashboard, the CCCCO shows that among Adult Secondary Education (ASE) students at MiraCosta College, 193 transitioned to

postsecondary coursework in 2016/17 in California, 209 in 2017/18, and 161 in 2018/19, the last academic year for which they report transition to postsecondary data for the institution (EV-23). In this view, students are not assigned to a cohort, but they may have begun AHS courses at any time prior to the academic year in which they are shown to have transitioned to postsecondary coursework.

While examining rates of AHS student transition to credit coursework is significant, considering how those rates are affected by the stated goals of students who enroll in the AHS program is equally important. As Figure 17 illustrates, the largest percentage of students entering the AHS program indicate that completion of credits for the diploma (HS/GED) is their primary goal.



(Source: MiraCosta College MIS data, 2020/21)

Figure 17. AHS Student Stated Educational Goals (2020/21 and 2021/22)

Figure 17 also demonstrates that more students are undecided about their educational goal than those who intend to pursue an associate degree or transfer to a four-year university. It also suggests that improvement of basic skills, educational development, and career or job skills are also important to AHS students. Considering this data, AHS learner outcomes remain relevant and complimentary despite the decline in transition to credit coursework. Continued efforts to support student transition to postsecondary education or a career remain

a focus for the AHS. Strategic activities in Key Issues One and Two of the refined Schoolwide Action Plan are consistent with these goals.

Schoolwide Learner Outcomes

To evaluate how well students are doing overall in the AHS, the following PSLOs have been established since spring 2013:

1. **Academic preparedness:** Obtain an awareness of, and preparation for, higher education.
2. **Workforce skills:** Acquire improved workplace skills for employability.
3. **Self-efficacy:** Demonstrate improved self-efficacy (the ability to set goals and work toward achieving them).
4. **Diversity awareness:** Ability to model a sensitivity to, and awareness of, diverse perspectives.

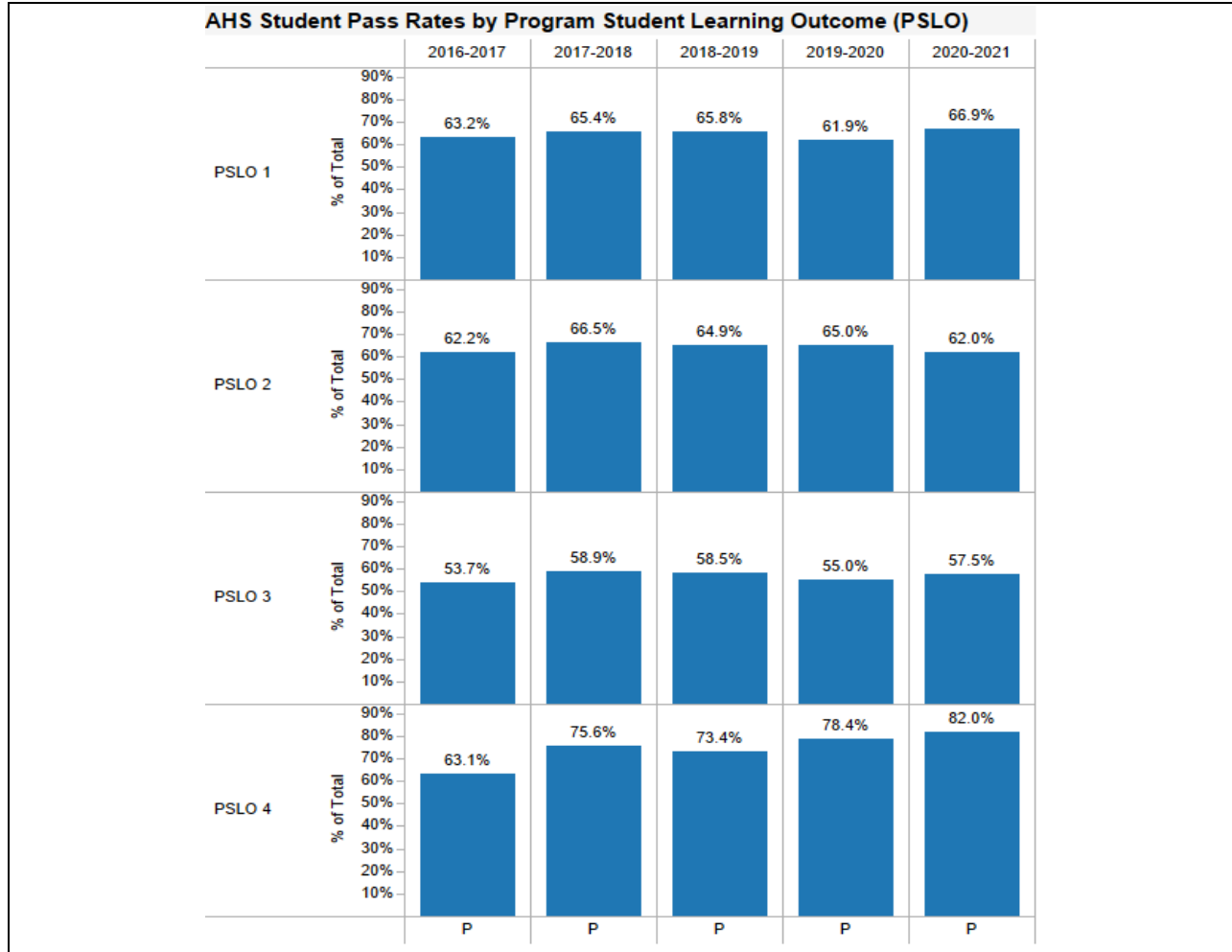
In 2016/2017, the AHS mapped course-level learning outcomes (CSLOs) to the PSLOs ([EV-24](#)) for several reasons:

- To confirm the correlation between the two types of learning outcomes was relevant and appropriate.
- To enable the use of course success rates as a quantitative data metric for determining student achievement of PSLOs.
- To provide a manageable division of courses among the four PSLOs for the purpose of gathering qualitative data such as student surveys.

The AHS then conducted a PSLO student survey in all mapped courses using a Google form ([EV-25](#)). The survey resulted in a summary that the AHS used for reflection in its 2017/2018 program review. Discussion included not only the data results, but also whether a Google survey was the best mechanism for ongoing engagement with students. The AHS determined that student surveys were being conducted too often and by too many stakeholders, so the school paused the use of this mechanism for collecting qualitative data.

A second attempt at gathering quantitative student data on PSLOs was planned for spring 2020, but the pandemic prevented the project from moving forward. Gathering qualitative data to measure student achievement of PSLOs remains a strategic activity under Key Issue 2 of the refined Schoolwide Action Plan.

In the meantime, the AHS collects quantitative student data on PSLO success rates using course success rates. Aggregated pass rates over the past five years of students enrolled in courses mapped to each of the PSLOs are shown in Figure 18.



(Source: MiraCosta College Student Information System, December 2021)

Figure 18. AHS Student Pass Rates by PSLO (2016–2020)

In 2020/21, student pass rates for three of the four PSLOs show increases. The most dramatic improvement may be seen in PSLO 4 (diversity awareness) in which a gain of 19 percentage points was achieved over five years. Although PSLO 3 (self-efficacy) achieved the lowest pass rate of the four PSLOs, at the same time it also achieved gains over the five-year period, with pass rates rising from 53.7 percent in 2016/17 to 57.5 percent in the most recent academic year.

While this data is interesting, measuring learning outcomes using only course success has its limitations. By comparing student PSLO pass rates presented in Figure 18 and using the course-to-PSLO map completed in 2016/17, it becomes clear that success rates in some PSLOs may be inflated. For example, courses used to measure PLSO 4 (diversity awareness) are exclusively from the social sciences. The current data, and therefore mapping, fails to reflect curricular changes in the diploma program and lacks representative breadth across all disciplines.

Recognizing the need for further action and the continued relevance of the Schoolwide Action Plan's Key Issue Two, the AHS intends to remap course and program learning outcomes and to establish a process, tool, and cycle for improved measurement and analysis in the future.

Evidence

[EV-1](#) MCCD Board of Trustees Approval of AHS Diploma Program, August 1, 1972

[EV-2](#) Facilities Master Plan Update, Vol. I, pp. 156–68

[EV-3](#) CLC Functional Chart

[EV-4](#) MCCD Board of Trustees Webpage

[EV-5](#) MCCD Organizational Chart

[EV-6](#) Instructional Services Division Functional Chart

[EV-7](#) BP 2510: Collegial Governance and Participation in Local Decision Making

[EV-8](#) Adult High School PSLOs, MiraCosta College Catalog 2021-22, p. 2

[EV-9](#) Noncredit Certificate Petition

[EV-10](#) Sample AHS Transcript

[EV-11](#) Noncredit Certificates Flyer

[EV-12](#) Noncredit Certificates Brochure

[EV-13](#) MCCD Noncredit Calendar 2021/22

[EV-14](#) SANDAG, Series 13 Regional Growth Forecast: Major Statistical Area 4—North County West, 2013

[EV-15](#) SANDAG, Current Estimates, MCCD, Demographic and Socioeconomic Profile, Estimate 2020

[EV-16](#) SANDAG, Census 2010, MSA: North County West, Demographic and Socioeconomic Profile

[EV-17](#) SANDAG, Demographic and Socioeconomic Estimates, MSA: North County West, 2016

[EV-18](#) Sample Advising Sheet–English

[EV-19](#) AHS Student Survey Spring 2020

[EV-20](#) Sample AHS Math Workbook

[EV-21](#) Sample AHS Directed Learning Packet

[EV-22](#) AHS English Faculty Retreat 2019

[EV-23](#) Adult Education Pipeline: Transition 2016–2019

[EV-24](#) AHS Course-to-PSLO Mapping

[EV-25](#) PSLO Student Survey 2016/17

II: Significant Changes and Developments

Facilities

As described in Chapter I, the CLC campus and site have been undergoing major construction and renovations since April 2018, after passage of a bond measure, to improve the facilities ([EV-26](#)). Four major building projects, several building demolitions, and a parking lot demolition have taken place.

A new monument sign and entry structure now provide an iconic and welcoming identity for the campus and will improve wayfinding. Updates to the entry, parking lot, and walkways also serve students by improving safety, increasing parking, and allowing for more drive-up events, such as farmers markets and book/materials distributions. Prior to the renovations, walkways were unclear or unmarked; with the parking lot, walkway, and lighting updates, student navigation of the outdoor space is much better. The safety, aesthetics, and function of the campus improvements create a more supportive and welcoming learning environment that we expect will contribute to increases in both retention and success of students over time.

A new 9,900 square feet Student Services Building provides a student-centered facility that consolidates study areas, socialization spaces, and staff space into a single, dynamic environment. It provides an anchor for the new campus quad to encourage students to interact with the outdoor environments.

Instructional services, the library, and faculty offices-all underwent significant remodeling and/or relocation. Instructional services, including the dean's office, and instructional support office are now in two designated and distinct suites to provide accessible, comprehensive support to the students and employees of the school. All faculty offices have been relocated into one main hallway across from an updated employee workroom, which will provide increased opportunities for employee collaboration and community building. In addition, students now have a remodeled and dynamic Learning Commons and private study rooms they can use. These services were formerly located in a small, portable space on the outer edge of the campus.

The remaining 29,500 square feet of primarily classroom space was also renovated to provide two new computer classrooms, a completely remodeled and upgraded science lab, new whiteboards in all classrooms, and a hybrid-flexible (HyFlex) classroom, which allows for simultaneous remote and on-ground teaching for a single class.

The newly renovated instructional spaces contribute positively to learning outcomes by providing students with dynamic, comprehensive facilities designed to promote a culture and

space for learning. These new spaces provide opportunities for faculty and staff in the College's credit programs to engage with AHS students, helping to build a college-going culture and assist with academic preparedness for higher education (PSLO 1). The renovated computer labs, modernized science lab, and expanded career services center expose students to increased workforce skills in their learning (PSLO 2). Private study rooms and open spaces to collaborate with peers encourage self-efficacy (PSLO 3). Finally, the new entrance sign that welcomes students in multiple languages and dedicated spaces for displaying artwork and hosting events that celebrate diversity model a sensitivity to, and awareness of, diverse perspectives (PSLO 4).

A final building demolition, additional parking, and student gathering space renovations are expected to begin in summer 2022.

Support Services

MiraCosta College completed an organizational restructure in February 2019. Identifying a need to achieve parity in reporting lines for the CLC, the Student Services Division sought to standardize business practices, forms, records, security, and automation among the College's three campus sites. The Admissions and Records Department for each campus site was restructured to align job classifications for similar duties and to streamline services. The reclassifications of existing positions included not only five noncredit support assistants, now called Admissions and Records specialists, but also the noncredit support supervisor who became an assistant registrar, reporting to the College registrar rather than to the dean of Admissions and Student Support ([EV-27](#)).

In October 2019, a full-time director of CLC Student Services was hired to lead the NCSSSP and Campus Assessment, Resources and Education (CARE) program, address issues pertaining to student conduct, and serve as the deputy Title IX coordinator for the CLC campus.

The NCSSSP has steadily increased its staffing to expand student access to services related to the onboarding process, including orientation, counseling, placement, and registration, and through a Help Hut service for campus visitors. Prior to spring 2020, new AHS students had to attend orientation and register for classes in person; all services had to be offered remotely beginning in spring 2020 because of the COVID-19 pandemic. The shift to online services required significant changes to processes, forms, personnel, and communication methods, and the return to campus post-pandemic is straining resources further as the NCSSSP works hard to provide comprehensive online and on-ground services simultaneously to meet student need. Preliminary data demonstrate that many support services continue to be accessed online, as Figure 19 illustrates.



Figure 19. Modality of Noncredit SSSP Services Accessed in Fall 2021

Major changes in noncredit counseling over the last three years have impacted AHS students by increasing accessibility to and services from academic counselors both in person and online. Students met with counselors exclusively in person before the pandemic. The pandemic created the need to move all counseling services online, so all noncredit counselors were trained to use Zoom and the Cranium Café chat to provide support remotely. Counseling has since expanded to provide four access points for students to get academic counseling: online counseling via Zoom, Cranium Café chat, phone (mobile) appointments, and “OneStop” hours for drop-in questions. Counseling has also grown to include more counselors with noncredit experience. Moving forward, noncredit counseling will continue to provide both in-person and online support for AHS students.

The AHS has also been positively impacted by the fall 2018 hiring of a Student Accessibility Services (SAS) associate counselor to serve all noncredit programs. The need for a dedicated SAS counselor to service noncredit students has existed for many years; in the past, noncredit students in need of services had to travel to the MiraCosta College main campus for appointments, evaluations, and support. Now students can receive the support they need on the campus where they attend classes with a dedicated counselor who is specifically trained to work with noncredit (versus credit) students. The SAS associate counselor position has enabled AHS students not only to attend appointments on campus (pre-pandemic), but also to meet with a noncredit-specific counselor familiar with their program and needs. This addition represents a significant integration of district-wide services into the AHS.

Overall, the fall 2021 relocation of all student services to the new Student Services building has positively impacted the campus dynamic. Prior to the new building, Student Services and Instructional Services functioned under one roof and within short reach of one another; the new Student Services building and the repurposed building for Instructional Services provided them needed space and autonomy. While students are learning to navigate the expanded campus, the increased resources and spaces provide AHS students with larger gathering and study areas, expanded facilities and services, and more readily available access to student support services. The new student services space also provides employees and students with privacy and more accessible facilities. Finally, these spaces were designed to support greater self-efficacy in our students (PSLO 3) as well an awareness of, and preparedness for, higher education and/or improved workplace skills (PSLOs 1 and 2).

In addition to a new facility, many student services documents, processes, and events have changed dramatically over the last three years. Admissions and Records has digitized many documents that increased access for students, including a new Noncredit Student Application ([EV-28](#)) and the move of more than 15 student forms to Adobe Sign ([EV-29](#)). The transition from physical student files to myEdPlan (an electronic degree audit system), the addition of Cranium Cafe online chat as another mode of communication for students to reach staff, and a new online student orientation have improved access to services for AHS students.

Instructional Services

In April 2020, the AHS welcomed a new instructional dean. The dean's office staff includes an administrative assistant to the dean and a one academic division administrative assistant to support faculty. The dean also provides supervision for the director of Adult Education in Instructional Services. Given the recent organizational restructuring, the Instructional Services Office now plays a significant role in supporting the AHS by providing instructional aides to classes, facilitating CASAS test proctoring, and providing instructor and student support for

books and materials. Providing support for these additional responsibilities, particularly considering the impact of moving quickly to online instruction during the COVID-19 pandemic, created an urgent need for expanded levels of support. Prior to 2019, instructional support staff consisted of one director and one career services specialist. As of 2022, the staff now also includes one full time adult education specialist, four adult education support staff, and one administrative assistant. This increase in staffing was necessary to support all instructional services of the program, and the AHS anticipates these needs will continue to grow to support both online and on-campus instruction.

Instruction and course offerings have also dramatically changed in the last three years. Historically, the AHS offered courses only face-to-face on ground. As Figure 20 illustrates, starting in 2016/17, the AHS offered a select few English classes online; by 2018/19, all AHS courses had been approved for online delivery, but only English and social science were offered in either a hybrid (partially online and partially on ground) or 100-percent online, asynchronous manner. Effective March 2020, all AHS courses moved to online delivery because of the pandemic.

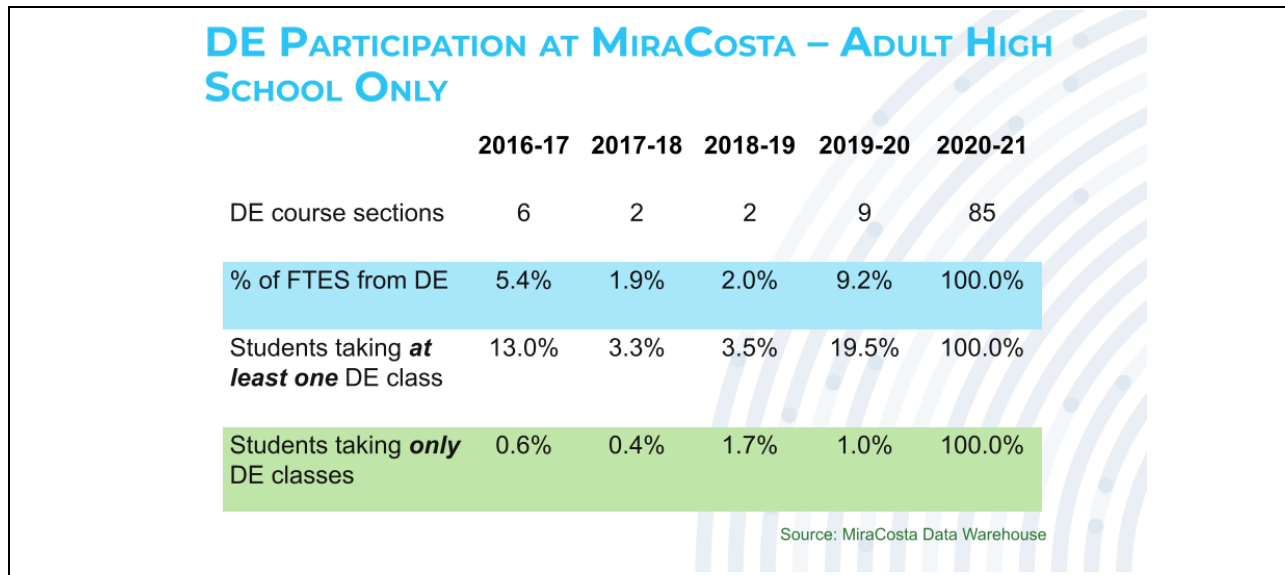


Figure 20. AHS Distance Education Offerings 2016/17–2020/21

As Figure 21 illustrates, 338 AHS students (17.6 percent of all noncredit program enrollments) “stopped out” while 241 students (12.7 percent of noncredit program enrollments) maintained continuous enrollment. “StopOuts” are students who enrolled in one or more terms from fall 2019 to spring 2020 (Session 3) but did not re-enroll post-COVID. “Continuous” students are

those enrolled in both pre-COVID (fall 2019 through spring 2020–Session 3) and post-COVID terms (spring 2020–Session 4 to fall 2021).

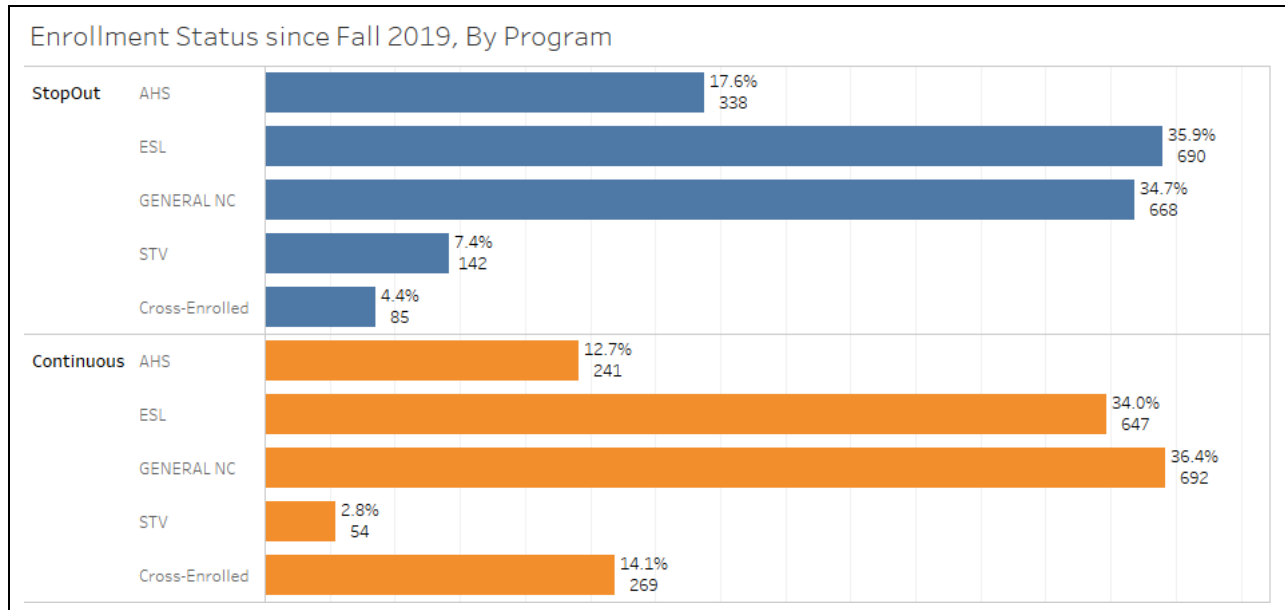


Figure 21. Noncredit Program Enrollment Status

The long-term impact of the pandemic on AHS course offerings is still not known, but its effect on future programming will be significant as the demand for online class sections increases ([EV-30](#)) and both faculty and students are better equipped to teach and learn in an online environment.

Faculty with no online teaching experience before the pandemic were provided just-in-time training and support. For example, in response to the need to prepare teachers for online instruction, two AHS and noncredit ESL (NCESL) faculty members designed a noncredit-specific training program called Noncredit Online Teaching Excellence (NOTE). Between fall 2020 and spring 2022, 48 noncredit instructors including 9 AHS instructors completed the training. NOTE has positively impacted AHS students by providing AHS faculty with expanded technological and pedagogical resources to effectively teach in an online modality. In the next three years, the AHS will work to quantify the impact of various professional development opportunities, including NOTE and other online education training programs, on AHS instruction and student outcomes (see Key Issue 4).

Students are better equipped to learn in an online environment because their access to technology increased in spring 2020 when the need for laptops and hotspots increased exponentially. To

meet this need, the AHS provided students with technology through library laptop and hot spot loans as well as laptop loans made possible through federal CARES act funding. The AHS will be evaluating how this increased access to and dependence on technology affects student achievement of course and program learning outcomes in the next three years.

Curriculum and learning outcome assessments have also been adapted to the online modality in the last three years. While all AHS courses have been approved for online delivery for several years, the transition to using the online course management system Canvas as the primary mechanism for delivering course content, even pre-pandemic, has had a major impact on AHS faculty and students. Faculty had to learn how to teach, grade, and organize course content in online platforms; students needed improved access to technological resources as well as training on how to access class, submit assignments, and participate in online platforms, including how to interact with their peers through discussion boards. This change has positively impacted the program and better prepared AHS students and faculty to engage in online education.

The administration of CASAS exams for AHS students is another significant change. Prior to the pandemic, CASAS assessments were conducted exclusively in person in each AHS class twice per term. AHS and NCESL faculty, in partnership with Instructional Services, were trained how to test in their classes, read CASAS assessment reports, and use the reports to analyze both class-wide and individual student progress. However, the pandemic paused CASAS testing as faculty focused on transitioning their classes online. CASAS testing resumed with a new online modality, making it no longer necessary to administer during class. Students now schedule their own online or in-person testing appointments, and testing is done exclusively through the Instructional Services Office.

Finally, students now have increased access to the new Learning Commons (previously known as the Academic Support Center). As described previously, student access to library, Writing Center, Tutoring and Academic Support Center, and Math Learning Center resources was limited to a small, shared space prior to the renovation. Although the resources were highly sought after and used, room capacity issues needed to be addressed. The new Learning Commons provides students not only with access to these critical resources in private rooms and tutoring spaces, but also with computer workstations, independent study rooms, and the campus's first onsite loaning library. Additionally, all student services pivoted to 100-percent online support because of the pandemic, giving students more flexible access to services. On-ground support resumed in spring 2022, so AHS students now have even broader access to academic and tutoring services six days per week.

Evidence

[EV-26](#) CLC Renovation Plan Webpage

[EV-27](#) MCCD Board of Trustees 2-21-19 Meeting Agenda, pp. 27–28

[EV-28](#) Noncredit Application

[EV-29](#) Noncredit Forms Webpage

[EV-30](#) Back-to-Campus Student Survey 2021

III: Engagement of Stakeholders in Ongoing School Improvement

Schoolwide Action Plan Development

Action Plan activities are operationalized and evaluated through the program review process as AHS faculty review disaggregated data metrics that measure student success and achievement, such as enrollment, retention, student learning outcome pass rates, and diploma completion. Activities are outlined in program review action plans, and the faculty evaluate progress on Action Plan elements during the reflect portion of the systematic program review update process ([EV-31](#)). Assessment of the results informs further action and provides the opportunity to consider needed modifications to the Schoolwide Action Plan.

Schoolwide Action Plan Implementation

Responsibility for implementing the activities in the Schoolwide Action Plan belongs to all AHS stakeholders. The plan designates responsible parties to oversee each strategic activity. It also lists the means of assessment for each activity, allowing the AHS to discern whether the activity has been completed. Each responsible party oversees the implementation of the activity and provides updates on progress and completion via both program review and the Action Plan itself.

Program review documents, including progress updates, are available to College personnel for review via the Campus Labs platform and are shared in regular department meetings, which occur monthly for full-time faculty and quarterly for all AHS faculty. The AHS also engages in twice monthly operational meetings that include faculty, staff, and administrative representatives from both instructional and student services who support AHS and noncredit students. These meetings provide regular opportunities to discuss progress on goals as well as student needs and initiatives. Notes for these meetings are collected by the administrative assistant to the dean ([EV-32](#)).

Department documents and communications are housed in a department Canvas shell, and programs such as Padlet and Google Workspace have been used to provide stakeholders a platform for providing feedback and data ([EV-33](#)). The department has also begun to use Microsoft Teams as a mechanism for ongoing and real-time engagement and collaboration.

Students also provide key input that is used to enhance communication and provide improved instruction and services. Students are engaged through a variety of surveys, focus groups, and course-level and individual contacts. In the last three years, the noncredit research analyst has conducted various student surveys, including a COVID-19 Impact survey ([EV-34](#)), teaching faculty have made course-level contacts to obtain feedback, and instructional staff members have

been making individual support calls before, during, and after each term in addition to emailing and texting students. However, although some contact has been made and some data have been collected from students about the AHS, a regular cycle of student engagement remains a key issue. The pandemic caused the AHS to limit student surveys, but the school expects to reinstate a consistent cycle of soliciting feedback from students over the next three years.

Engaging community members remains a key issue as well. While instructional and student services representatives have attended community events to provide information about the College's noncredit programs and services and to solicit feedback, the AHS needs a more consistent means of inviting community members to provide input for implementation of Schoolwide Action Plan (see Key Issue One, Strategic Activity 2).

Schoolwide Action Plan Oversight

The Schoolwide Action Plan is monitored consistently by various governance groups to ensure ongoing school improvement. Program review reports reside on the Campus Labs platform for program review development and assessment as a stakeholder-accessible record of the school's strategic plan to grow and improve. The institution's Outcomes Assessment Committee relies on the program review to ensure that programs are meeting requirements for student learning outcomes, and the District's Budget and Planning Committee relies on program review to ensure that funds are distributed fairly and equitably to programs based on stated needs that are supported by analysis and reflection on program data ([EV-35](#)).

In addition to internal governing bodies, other stakeholders are engaged indirectly in the ongoing monitoring of the Schoolwide Action Plan. This engagement occurs primarily as a part of reports and/or processes required by the College or external organizations, such as the Chancellor's Office and California Department of Education. AHS faculty and staff also contribute to California Adult Education Program (CAEP) and Workforce Innovation and Opportunity Act (WIOA) planning efforts to ensure alignment with the AHS Schoolwide Action Plan. The AHS submits quarterly reports with fiscal and student data as required by the CAEP ([EV-36](#)) and WIOA ([EV-37](#)).

Mid-Cycle Progress Report Preparation

To prepare for the mid-cycle progress report, the AHS instructional dean organized a core leadership team composed of the following members:

- Three administrators: dean of Continuing and Community Education, dean of Research, Planning, and Institutional Effectiveness (RPIE), and director of Noncredit and Adult Education Programs
- Senior curriculum and accreditation analyst
- AHS department chair
- Noncredit research analyst
- Administrative assistant to the dean of Continuing and Community Education.

This leadership team met regularly to develop a timeline, identify additional contributors, and serve as a liaison between the report writers and larger institution. The timeline included report writing and editing deadlines, meeting schedules, and a schedule for the final report to be reviewed by various governance committees and the MCCD Board of Trustees before the WASC submission date ([EV-38](#)). A Google Drive folder housed report documents and provided a space for online collaboration among team members as well as a means of monitoring progress on the report.

The leadership team and AHS faculty and staff began the progress report process by participating in a mid-cycle kick-off meeting in October 2021 ([EV-39](#)). Together they reviewed the key issues from the 2019 Self-Study Report, discussed the Mid-Cycle Progress Report timeline, devised plans and tools to facilitate participation in the writing process, and explored ways to encourage continual engagement of all constituencies in the report's development ([EV-40](#)). The leadership team then created work groups consisting of multiple stakeholders from Student Services, Instructional Services, and various employee groups. The leadership team collaborated with the noncredit research analyst in the development of Chapter I and the work groups as they drafted the remaining chapters. The leadership team validated data and evidence, revised narrative drafts, and communicated progress to division employees throughout the report's development,

In mid-January 2022, the leadership team participated in a mid-cycle report group read. In preparation for the meeting, work group members reviewed a draft from Chapters II through IV and brought ideas to share at the meeting. They discussed the next steps for the action plans as well as upcoming legislative changes that will impact work being done for students. The team also began working on Chapter V of the report to ensure that ongoing needs for established key issues were accurately reflected in the narrative and to recognize and plan for new/emerging program needs since the 2019 Self-Study Report.

In February 2022, the leadership team presented a working draft of the Mid-Cycle Progress Report to stakeholders for final contributions and feedback. In March, the team completed final edits and readied the report for its final institutional approvals and posting to the District's

SharePoint Portal site where additional stakeholders could contribute content and feedback. The leadership team incorporated changes before submitting the document to the Board of Trustees for review. The board will review this report as an information item at its June 23, 2022, regular meeting.

Evidence

[EV-31](#) AHS Annual Program Review 2020/21

[EV-32](#) CLC Operation Meeting Minutes

[EV-33](#) AHS Team Collaboration Meeting–Sample

[EV-34](#) COVID Impact Noncredit Student Survey (Dec. 2020)

[EV-35](#) Program Review Guidelines

[EV-36](#) CAEP Annual Plan 2020/21

[EV-37](#) CDE Continuous Improvement Plan 2020/21

[EV-38](#) AHS Mid-Cycle Progress Report Timeline

[EV-39](#) Mid-Cycle Kickoff Presentation 2021

[EV-40](#) WASC Padlet Brainstorming Activity

IV: Progress on the Implementation of the Schoolwide Action Plan

Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success.

Strategic Activities

1. Develop a more accessible Web-based tool (e.g., myEdPlan) for students to use for education planning and tracking their progress toward diploma completion.

MiraCosta's online degree audit and student education planning tool for counselors and students, called myEdPlan, is now available for AHS students to track their progress toward diploma completion ([EV-41](#)). More than 1000 current and former students who have not yet completed their diploma requirements can use the tool to access their official transcripts. The degree audit is available on demand for students to view and track progress. Additionally, official transcripts are now tracked and shared with various stakeholders, such as Admissions and Records staff, noncredit counselors, and the student success team ([EV-42](#)).

2. On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and determine areas of improvement.

Prior to the pandemic, the noncredit research analyst administered a noncredit student satisfaction survey every spring. However, this specific survey was suspended for the spring 2020 and 2021 terms. Instead, all students were invited to participate in two surveys conducted in spring 2021. The first, in January 2021, focused on student perceptions of the impact the COVID pandemic had on their educational goals, personal lives, and enrollment plans. The second, which took place in May/June 2021, asked students to share their future enrollment plans, their learning modality preferences, and how various proposed health/safety measures against the pandemic featured in their future planning. Students were also asked to evaluate their recent noncredit class experiences with MiraCosta College and about the challenges they face in pursuing educational and personal goals. The AHS expects to administer a new student satisfaction survey in the 2022/23 academic year.

As mentioned in Chapter III, the AHS is seeking an effective means of soliciting feedback from external stakeholders, such as local businesses or potential partners, about their needs; thus, collecting information from external communities to help determine areas of improvement remains a goal. In the coming three years, the AHS expects to use some combination of surveys and stakeholder events to solicit further input.

3. Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.

In fall 2020, the AHS Embedded Counseling Project began one semester ahead of schedule to support online students during the pandemic (EV-43). The goals of embedded counseling are to support student persistence and retention as well as to encourage stronger registration rates and utilization of student support services.

As part of this project, counselors were assigned to every AHS course each term. Over the three terms from spring through fall 2021, 85 AHS classes had embedded counselors. In partnership with faculty, counselors had access to course Canvas shells and participated in weekly announcements and class sessions. They also provided individualized support to students in their assigned sections, recording and categorizing every contact for counseling and the AHS to better understand student needs.

Academic counselors recorded 842 individual contacts with AHS students in spring 2021 alone (EV-44). Preliminarily, these data show AHS students have slightly higher retention and success rates when compared to AHS students who did not receive embedded counseling, as Figure 22 illustrates.

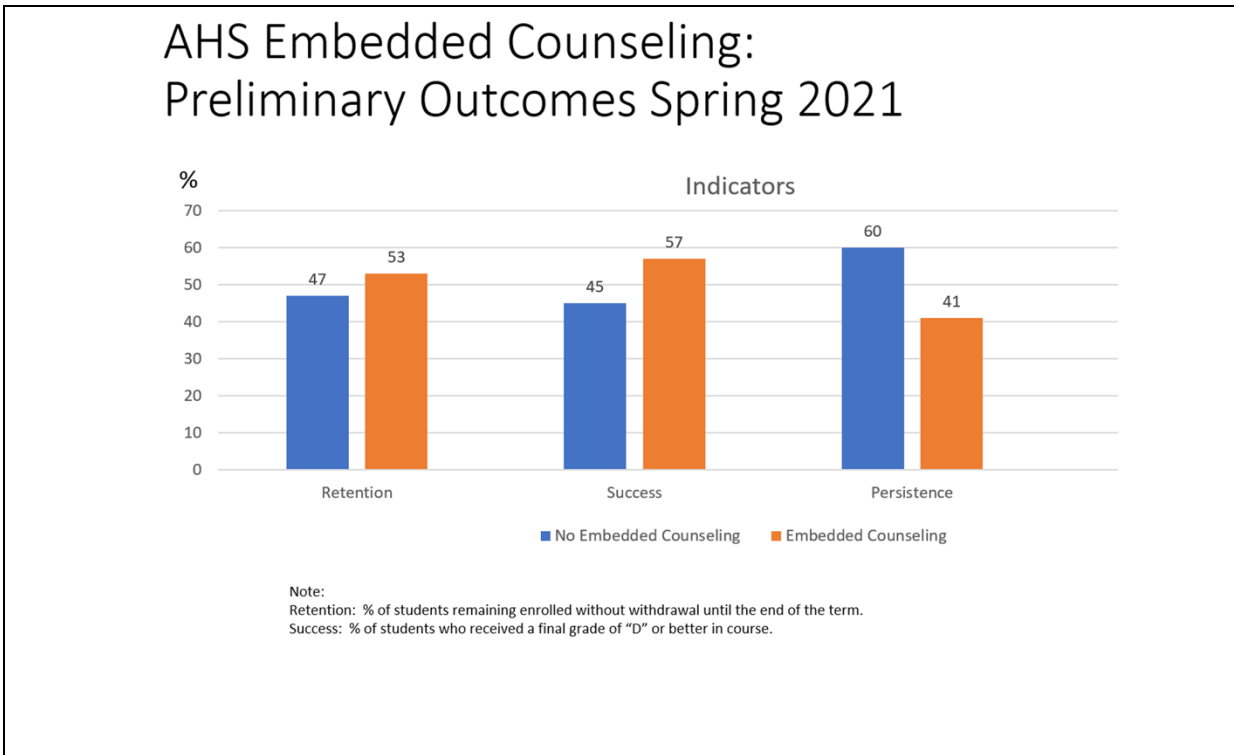


Figure 22. AHS Embedded Counseling: Preliminary Outcomes Spring 2021

The AHS will be investigating additional metrics, such as grade point average, for subsequent terms as well as opportunities to bring additional services and support to students within their classes as an adjunct to the standalone services that are currently available.

4. Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.

As explained in Chapter I, Section 11, the AHS created several program-specific noncredit certificates as well as several general noncredit certificates that students can earn while completing, or after completing, their high school diplomas. To support students pursuing these certificates, the following processes and resources have been developed and implemented:

- Admissions and Records staff developed a Noncredit Certificate Petition as an online form ([EV-45](#)).
- Admissions and Records staff created a noncredit transcript to indicate the awarding of certificates for diploma students, general noncredit students, and credit students who may complete noncredit courses and certificates ([EV-46](#)).
- Admissions and Records and AHS support staff worked collaboratively to develop an application process as well as a process for awarding and mailing certificates.
- AHS support staff ensured certificate information was added to class schedules ([EV-47](#), p. 13) and the MiraCosta College Catalog ([EV-48](#)).
- The College's Public Information Office, in collaboration with the Adult Education Office (AEO), created promotional materials, including a brochure ([EV-49](#)), that are circulated using a variety of social media outlets and with some community partners.

The development of a certificate process has been completed. A refined goal is to identify students who qualify for these certificates and assist them through the certificate-petition process.

5. Create a two-year academic pathway for the AHS.

AHS faculty and noncredit counselors collaborated in spring 2019 to complete an AHS diploma two-year academic map, which is published in all class schedules ([EV-50](#)).

The AHS academic map enables students and noncredit counselors to create and plan a two-year term-by-term educational map of students' outstanding high school requirements. The map provides students and counselors the opportunity to depend on a sequencing of courses for students to complete their requirements as well as to identify important milestones they

might achieve along the way. These milestones include noncredit certificates of competency, which include taking different combination of classes that meet both diploma and certificate requirements. For example, students need 40 English credits to earn the diploma, but after they take two entry-level courses, or 10 credits, in entry-level English, they can earn the English Fundamentals–Reading Certificate of Competency.

6. Expand AHS participation in the College’s Academic and Career Pathway (ACP) effort.

The College’s current ACPs include only credit programs ([EV-51](#)). Since 2020, the dean of Continuing and Community Education, AHS department chair, and a noncredit counselor have advocated for the inclusion of AHS and other noncredit programs in the College’s ACP design. The AHS is currently planning an onramp to ACPs, either in the form of a pre-ACP for AHS students or aligning existing AHS students with one of the ACPs currently in place. Planning is ongoing, and the AHS expects to align students with ACPs in the next couple of years.

7. Improve on processes for reporting learning data to stakeholders and the community at large.

Internal access to program data has been greatly improved through the development of a comprehensive data dashboard. Any employee of the College can use several data dashboard queries to examine program performance, success and retention, diplomas awarded, and more for any program at MiraCosta. Having access to data that can be used for program performance improvement efforts has been tremendously helpful; however, providing public and stakeholder access to the data dashboard is a different matter. Most of the dashboards require specific log-in credentials for access to the data, which is not ideal for community stakeholders.

Given this limitation, the AHS needs a mechanism for reporting program data out to the larger community. While some of the college-wide data dashboards are accessible to the public, they are hard to navigate for information specific to the AHS. Moving forward, the AHS will collaborate with RPIE and other program partners to determine what data is useful or appropriate for potential public access and what mechanism can be used to share this information publicly.

Improving processes for reporting learning data to stakeholders and the community remains a goal. Some refinements that emphasize exploring and improving community access to learning data may be necessary.

Key Issue Two: Expand effective use of data for program improvement

Strategic Activities

1. Align program student learning outcomes (PSLOs) to the College's core competencies.

As stated in Chapter I, the AHS conducted comprehensive mapping of course, program, and institutional learning outcomes in 2016/17. The AHS identified, aligned, and assessed a PSLO for each AHS course. While this was initially a successful endeavor, recent dialog and reflection indicates that the mapping needs to be reviewed and updated, as appropriate.

The AHS needs to begin by remapping all CSLOs to PSLOs and the College's core competencies. Curricular changes, shifts and enhancements in course delivery and modalities, and other factors both related and unrelated to the pandemic, make this a timely goal for the program. The AHS also seeks to align all learning outcomes to the College's core competencies this coming academic year, which have been updated since the last report.

2. Establish process/cycle for more regularly measuring PSLO data.

Prior to the start of the COVID-19 pandemic, the AHS began assessing PSLO data by looking at course success rates in conjunction with qualitative student survey results. Attempts to pair the success rates with the student survey results did not yield meaningful data nor outcomes.

The pandemic substantially delayed efforts to retool and redesign a superior process/cycle for regularly measuring PSLO data. The AHS is currently designing new tools and a new cycle for studying the PSLO data going forward. The College is planning on refining PSLO alignment efforts as well, so the AHS expects to benefit from college-wide infrastructure that can inform AHS-specific processes.

3. Conduct attrition study to explore the reasons for student "no-shows" and drops to improve retention rates and student success.

To ensure that any data collected was not being swayed by the habits and behaviors of faculty, the AHS started this project with an Adult High School Faculty Course Drop Procedures Survey ([EV-52](#)). When assured that faculty procedures for dropping would not conflict with data collection, the school proceeded to conduct an initial student survey to preliminarily assess student reasons for dropping courses.

Administered in fall 2021, the survey identified six main areas contributing to “no-shows” and drops:

- Other (20%)
- COVID–19 related (21%)
- Schedule not convenient (15%)
- Work responsibilities (14%)
- Family responsibilities (11%)
- Prefer not to answer (10%)

However, the AHS discovered limitations with the survey and its results. Only students who dropped themselves from a course received the survey, and students could indicate more than one reason for dropping. Though the six main areas below will be targeted moving forward through departmental meetings and program review, the AHS will still pursue a more comprehensive attrition study that builds off this initial student input.

In addition to survey data, the AHS began collecting information about student drops from support staff and instructional aides who reach out to students who miss or drop classes. In the coming three years, the AHS will seek to identify additional means of getting this information from students and integrating these into a more comprehensive investigation.

4. Assess the effectiveness of Career Services for AHS students seeking employment.

The Instructional Services Office conducted an annual student satisfaction survey from 2017 to 2019, which included AHS students. In 2019, 162 AHS students completed the survey. Students were asked which student services they had utilized during the academic year, and for each one they had used, how satisfied they were with the service. While more than half of the AHS students (51 percent) said they had not used Career Services in the 2018/19 academic year, 52 percent of those who used Career Services said they were satisfied/very satisfied with it. While the survey demonstrates noncredit students in general have a favorable opinion of Career Services, more work needs to be done to determine how noncredit students learn about and how often they access Career Services and to evaluate the results of their experience.

As mentioned previously, the student satisfaction survey was paused when the pandemic began. The AHS expects to administer a new student satisfaction survey in the 2022/23 academic year.

5. Research the need for an expansion of the diploma program and services to a location in the southern region of the District.

The district area is long and narrow, and the southern region is roughly 20 miles away from the northern end. Because most of the school’s instructional sites are in the northern region, the AHS intended to research the need for offering AHS classes in a southern location. However, when all instruction moved online at the beginning of the pandemic, the AHS experienced an increase in the number of AHS students registering for classes from the southern region of the District. Figure 23 illustrates the geographic range the AHS served during the 2020/21 school year.

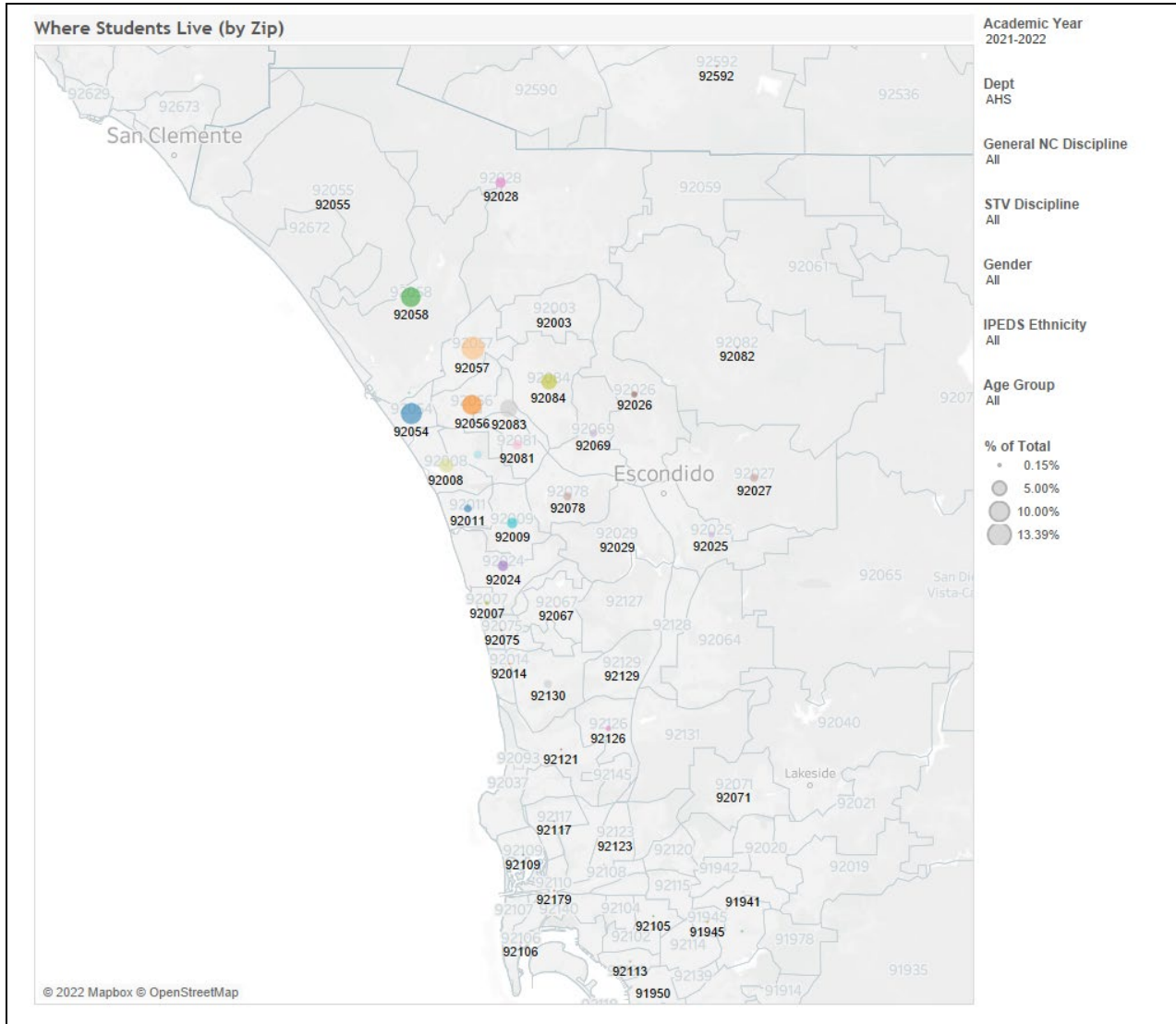


Figure 23. Noncredit Student Profile by Zip (2020–2021)

The AHS is now considering how and where to provide outreach to potential students in southern region of the District who can benefit from taking AHS courses online. As the pandemic evolves, the AHS will also determine if expanding the diploma program and services to a site in the southern region of the school's service area is needed.

6. Continue exploring authentic methods of assessment for PSLOs.

As described in Chapter I and illustrated in Figure 18, the AHS has thus far sought to measure success rates for PSLOs by compiling aggregating pass rates of students enrolled in courses and correlating the rates to program learning outcome data. A shortcoming of utilizing success rates tied to PSLOs is that success rates are a result of the aggregate of PSLOs. As such, it is difficult if not impossible to link PSLOs to student course-level success rates.

Once the COVID-19 pandemic began, much of the efforts were focused on quickly moving instruction online. Though the AHS had hoped to develop improved PSLO assessment tools in the 2020/21 school year, those efforts were put on hold.

In the 2022/23 academic year, the AHS will implement a more comprehensive and authentic method of PSLO assessment. The school intends to develop the instruments and process during summer 2022 and implement in the coming year.

Key Issue Three: Engage in robust marketing and outreach specific to the AHS.

Strategic Activity: Explore ways to include the AHS in MiraCosta College marketing and outreach efforts.

The AHS is currently and primarily supported by the AEO whose staff engage in ongoing outreach efforts to potential students or students who have stopped enrolling. For example, AEO staff used pre- and post-COVID enrollment data to analyze, by demographic, how many students dropped when courses could no longer be taught on ground and reasons for their withdrawal ([EV-53](#)). Using this information, they began to contact students to reenroll them in courses and to help instructional faculty better understand the evolving course and modality needs of the students who had withdrawn. These student-centered outreach efforts have been instrumental in keeping enrollment numbers steady during the pandemic, and especially after the initial enrollment decline in March 2020 when the AHS switched to online learning.

In addition to outreach specific to the AHS, the Instructional Services Office has also supported the school with marketing efforts, such as mailing postcards and paper schedules to the 175,000

households in the AHS service area twice a year and distributing digital and physical flyers to community agencies, libraries, and community centers ([EV-54](#)).

In late fall 2020, MiraCosta's Continuing Education program began contracting with Graduate Communications to develop a "marketing toolkit" for each noncredit area, including the AHS. Based on current research and feedback, the toolkits include various forms of advertising the AHS can revise and edit into the future as needs change. The work includes the following:

- Conducting a content analysis of current research and marketing efforts to identify strengths and weaknesses in messaging and gaps in communication.
- Branding noncredit so that messaging and design is consistent, easy to recognize and understand, and relevant to target audiences.
- Creating messaging that elevates programs in the community without using institutional terminology like "noncredit" or "short-term vocational," including the creation of a lexicon for external marketing efforts.
- Developing a year-long marketing plan within budget that more effectively reaches external and internal audiences, including strategies that will grow the AHS database of contacts.
- Rewriting and redesigning noncredit website pages to consistently communicate persuasive and helpful messages to potential students.

This latest endeavor is allowing the AHS to engage in sustainable marketing efforts that seek to expand awareness and enrollment. Pursuing robust marketing and outreach strategies specific to the AHS remains an ongoing goal.

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

Strategic Activity: Explore and implement a tool to track engagement in professional development activities.

AHS faculty created an online assessment form to be completed by any faculty member who attended a work-related conference, workshop, or training ([EV-55](#)). However, due to the pandemic, all physical travel was suspended. So, while online professional development has continued and even expanded, with so many faculty attending the same recommended or mandatory training, the AHS faculty have decided to deploy this tool once more normal and varied professional development opportunities resume.

The College also developed a new online system called MiraCosta Innovative Source for Training (MIST). This system allows for effective tracking of the completion record of professional development activities for each faculty member. In the coming academic year, the AHS will augment the tracking functionality with a mechanism for assessment of professional development activities.

Key Issue Five: Better integrate District-wide support services for AHS students.

Strategic Activities: Increase hours of support in the Academic Support Center and improve access for AHS students to support services not provided on-site.

Since the 2019 self-study, the AHS has been positively impacted by the successful integration of and improved access to multiple support services. As described in Chapter II, a primary improvement to instructional services has been the transition from a small Academic Support Center to a spacious Learning Commons, which includes the following expanded services:

- Library Services. Library services are now available seven days per week to all students. The College library added a 24/7 online chat service as well as the opportunity for students to “Zoom with a librarian” four days per week in both the morning and evening. The library also completely revised its site devoted to the CLC, making it easier for students in various CLC programs such as the AHS to access resources tailored to them ([EV-56](#)). The library also began offering ship-to-home physical resource delivery and purchased two new entirely online collections. The library offerings far exceed most high schools throughout the country, making this AHS partnership highly unique.
- Writing Center. The AHS has always been positively impacted by an on-campus Writing Center at the CLC, but the pandemic has allowed for greater accessibility and integration of this resource. Before the pandemic, the Writing Center staffed one on-ground writing coach with occasional limited support from one consultant. With the move to online services because of the pandemic, students now have access to nine different writing coaches and twenty-one writing consultants ([EV-57](#)). Since March 2020, the Writing Center has offered three types of online services to CLC students seven days a week: 45-minute live Zoom appointments, live Zoom drop-ins, and asynchronous video feedback. The Writing Center is steadily developing a library of short tutorial videos for students that are hosted on the Writing Center’s YouTube channel.
- Math Learning Center. The AHS has always been positively impacted by an on-campus Math Learning Center at the CLC, but the pandemic has allowed for greater accessibility and integration of this resource. Before the pandemic, the Math Learning Center at the

CLC had one lead learning coach, one or two apprentices, and one occasional volunteer. In March 2020, the center started supporting students using real-time Zoom sessions. These sessions include more than 70 hours of staff availability to students six days per week ([EV-58](#)).

Before the pandemic, Math Learning Center staff visited all AHS math classes at the beginning of the term to introduce themselves and to invite students to use the center's services. As a result of the pandemic, Math Learning Center staff now create a video presentation and distribute it to all math instructors each term so they can inform their students about the center's support services, which include Zoom drop-in hours, in-person tutoring at the CLC, one-on-one appointments online and in-person, online breakout rooms for specific class support, a question drop-off service on Canvas, and classroom video presentations.

- Tutoring and Academic Support Center (TASC). AHS students have been positively impacted by a much greater integration of TASC resources at the CLC. TASC moved services online during the pandemic, but the center has since been offering services both remotely and on-ground to AHS students, which has increased accessibility to and the steady use of TASC services ([EV-59](#)).

In addition to the expanded instructional services provided through the Learning Commons, the AHS has experienced the successful integration of and improved access to the following student support services:

- Noncredit Student Success and Support Program (NCSSSP). The purpose of the NCSSSP is to increase student access and success by providing effective core services, including orientation, placement, academic counseling, advising, and early intervention as a foundation for students to achieve their goals.

The NCSSSP is an integral part of the onboarding process ([EV-60](#)). NCSSSP staff email all new AHS students to welcome them to the program and outline their next steps, and they follow up with a phone call to help students complete those steps. NCSSSP staff also created an email for students to use when they need direct assistance with any onboarding questions. Finally, NCSSSP staff assist students with accessing campus resources (such as free refurbished laptops) to meet their technology needs prior to them beginning their courses.

Prior to the pandemic, NCSSSP operated a Help Hut at the beginning of each semester to welcome students and assist them with starting classes. Beginning in August 2021, NCSSSP opened the Welcome Center, which is in front of the new Student Services Building at the CLC. Campus aides, Student Ambassadors, and CLC staff are available five days per week to welcome students physically coming to campus and assist them with their questions and registration and appointment needs.

- Student Accessibility Services (SAS). SAS offers learning disability testing for students who suspect they may have a learning disability. Prior to 2019, students willing to go through the testing process were required to enroll in a half-unit credit course; however, enrolling in the course created equity, access, and financial barriers for students wanting to be tested. In 2019, SAS removed the course requirement, giving students access to the testing service without the burden of enrolling. Temporary accommodations are currently offered as alternatives until testing can safely resume.

Additional SAS improvements made since the 2019 self-study report include the following:

- Hired new access specialist and assistive technology assistant, both located at the College's Oceanside Campus, but their services are available to all students, including those in the AHS.
 - Joined the North Coastal Consortium for Special Education, whose purpose is to support local school districts provide for the needs of special education students, and the consortium's Transition Services Taskforce, which meets quarterly to collaborate about post-secondary options for transition-aged youth.
 - Provided an instructional aide workshop at the CLC titled "How to Support Individuals with Intellectual and Developmental Disabilities."
 - Moved the High Tech Center lab online to provide SAS students with assistive technology support via Zoom. Prior to the pandemic, the lab was available only in person at the College's Oceanside Campus, so this change removed an access barrier for SAS students in the AHS.
- Career Services:
 - Established One Stop Support hours in coordination with other student support services to provide a single recurring Zoom room for students to meet with staff from multiple areas (such as tutoring and counseling), learn about support, and connect with resources ([EV-61](#)).
 - Offered Zoom appointment modality with flexible scheduling to meet student needs.

- Health Services:
 - A MiraCosta College Foundation Innovations Grant awarded in August 2021 covered the student health fees of 100 noncredit students. Several AHS students benefitted from this fee waiver.
 - Streamlined the process for connecting students to services and ensuring fee payments are processed in a timely manner.
 - Expanded access to mental health services for AHS students by offering phone and Zoom appointments. Prior to the pandemic, these services were available only in person at the College's Oceanside Campus.

- CARE Resources. The number of AHS students accessing CARE resources has been increasing. From fall 2018 to fall 2021, the AHS awarded 473 emergency grants to AHS students as well as 54 rental assistance grants. Fifty-four general CARE support cases were also reported during this period.

Although limited food assistance was available at the CLC in 2019, a full-service food pantry opened in August 2021, providing students with access to fresh produce, frozen meals, and non-perishable food items as well as hygiene kits and diapers. The food pantry had 220 visits from noncredit students in fall 2021. In spring 2020, the monthly mobile Farmer's Market every third Wednesday at the CLC changed to a drive-thru, which improved access.

Instructional services provided through the Learning Commons have been satisfactorily expanded, giving AHS students greater access to key support services, so the two strategic activities under this key issue are no longer goals.

Key Issue Six: Improve physical and technological resources for students.

As stated previously, the AHS has been significantly and positively impacted by the passage of a bond measure, which funded extensive remodeling and new construction at the CLC. As described in Chapter II, new construction included a Student Services building, additional exterior and interior student gathering spaces, and increased parking. Renovations included expanded computer labs, the addition of HyFlex technology to classrooms to give instructors the ability to teach in person and remote learners simultaneously, larger student gathering spaces, and the overall modernization of the CLC campus. The Learning Commons space nearly doubled in size. Renovation also added three new student study rooms, expanded seating from 24 to 45, and added offices for each of the academic support services. Finally, a new dedicated 300 square

foot Career Center was established with three student computer workstations, a career resource wall, and a student work area.

Strategic Activities

1. Explore accessible technology for adult learners with adaptive technology needs.

As described under Key Issue Five, SAS has made several improvements to its services since the 2019 self-study report, including hiring two additional support staff to assist students with adaptive technology needs and moving its student computer lab online to provide SAS students with assistive technology support via Zoom. This strategic activity is no longer a goal.

2. Explore solutions for insufficient science classroom and computer lab spaces.

Since the 2019 self-study report, science classroom and computer lab spaces have been completely renovated and improved. The computer lab space now services 30 students in a state-of-the-art facility that addresses all safety and equipment needs. The AHS gained two campus lab spaces, growing from three to five. Science classroom and computer lab spaces are no longer insufficient, so this strategic activity is no longer a goal.

3. Work with facilities planners to design a physical space for use in addressing food insecurities.

As described under Key Issue Five, the food pantry at the CLC became full service with a dedicated space for the first time in fall 2021. The monthly Farmer's Market at the CLC also addresses student food insecurities. Exploring additional mechanisms for meeting the food insecurity needs of AHS students remains a goal and is in progress. The AHS is currently considering how it might modify curriculum and physical space at the CLC to support an onsite garden and edible landscape.

Evidence

[EV-41](#) MyEdPlan AHS Webpage

[EV-42](#) MyEdPlan Sample

[EV-43](#) AHS Embedded Counseling Project

[EV-44](#) AHS Embedded Counseling Contacts, Spring 2021

[EV-45](#) Noncredit Certificate Petition

[EV-46](#) Sample AHS Transcript

[EV-47](#) Continuing Education Schedule, Spring 2022, p. 13

[EV-48](#) MiraCosta College Catalog 2021/22, AHS Certificates, pp. 380-81

[EV-49](#) Noncredit Certificates Brochure

[EV-50](#) Continuing Education Schedule, Spring 2022, Academic Map, p. 12

[EV-51](#) Academic and Career Pathways

[EV-52](#) AHS Faculty Course Drop Procedures Survey

[EV-53](#) Pre- and Post-COVID Enrollment Analytics Presentation

[EV-54](#) AHS Sample Promotional Flyer

[EV-55](#) Professional Development Response Survey

[EV-56](#) CLC Library Webpage (Screenshot)

[EV-57](#) CLC Writing Center Webpage (Screenshot)

[EV-58](#) Math Learning Center Webpage (Screenshot)

[EV-59](#) TASC Noncredit Contacts 2020-2021

[EV-60](#) NCSSSP Webpage (Screenshot)

[EV-61](#) One Stop Support Hours Flyer

V: Schoolwide Action Plan Refinements

Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success.

Three of the seven strategic activities identified for this key issue have been completed. The remaining four are in progress, with varying levels of completion. External relations, including surveys and communication about the program, remain a focus. Continued work on certificate completion and ACPs/collaboration with the College are aimed at supporting students who complete the program and move on to higher education or employment.

Key Issue Two: Expand effective use of data for program improvement.

All the strategic activities identified for this key issue are in progress. While access to data has increased significantly, work remains to be done in using this data and applying the data to each activity.

Key Issue Three: Engage in robust marketing and outreach specific to the AHS.

The strategic activity identified for this key issue is in progress. In addition to current in-house efforts, the AHS is continuing its collaboration with Graduate Communications to enhance marketing and outreach efforts in the future.

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

The strategic activity identified for this key issue is in progress. The tool has been completed, but the pandemic has affected its implementation. The AHS looks forward to more progress on this key issue.

Key Issue Five: Better integrate District-wide support services for AHS students.

Both strategic activities identified for this key issue are completed.

Key Issue Six: Improve physical and technological resources for students.

Two of the three strategic activities identified for this key issue have been completed. The bond measure and recent construction have greatly contributed to the completion of these goals; however, work remains to be done to improve the school's physical resources and facilities to address food insecurity for AHS students.

MiraCosta Adult High School Schoolwide Refined Action Plan (2022–2025)

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 responsible 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 Parties	Resources	Means to Assess Improvement	Status
1. 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, Continuing and Community Education; dean, Admissions and 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.	Completed.
2. On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and	Department chair, AHS; dean, Continuing and Community 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.	Goal in progress. 1. Refine and administer annual student survey; identify key student needs.

<p>determine areas of improvement.</p>				<p>2. Develop and administer business/community survey once per year; identify key business/community interests.</p>
<p>3. Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.</p>	<p>Dean, Continuing and Community Education; dean, Admissions and Student Support; dean, Counseling and Student Development; department chair, AHS</p>	<p>Current semiannual all-programs meeting was started because of last action plan and this activity will build on that momentum.</p>	<p>Established communication channels between deans and instructional faculty.</p>	<p>Goal in progress. 1. Develop AHS multi-stakeholder working group consisting of student services, counseling, and instructional staff. 2. Identify and establish additional metrics to study efficacy of embedded counseling. 3. Consider additional embedded services for AHS classes.</p>

<p>4. Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.</p>	<p>Dean, Continuing and Community Education; dean, Admissions and Student Support; District registrar; department chair, AHS</p>	<p>Existing processes for awarding AHS diplomas and credit certificates/degrees will be models for development of the new process.</p>	<p>Students will be awarded certificates.</p>	<p>Certificate process is completed. The refined goal is to identify students who qualify for these certificates and assist them through the certificate-petition process.</p>
<p>5. Create a two-year Academic Pathway for the AHS.</p>	<p>Department chair, AHS; AHS faculty; noncredit counselors</p>	<p>Pathways models that are currently being developed for the College.</p>	<p>Pathway is published on the AHS website.</p>	<p>Completed</p>
<p>6. Expand AHS participation in the College's Academic and Career Pathway (ACP) efforts.</p>	<p>Dean, Continuing and Community Education; department chair, AHS</p>	<p>ACP structure at MCCD that operationalizes guided pathways.</p>	<p>Each of the six ACPs at the College has an entry point for AHS graduates.</p>	<p>Goal in progress. 1. Discuss and consider development of a pre-ACP (college/career readiness). 2. Identify opportunities for AHS students to join and participate in existing ACPs.</p>

<p>7. Improve on processes for reporting learning data to stakeholders and the community at large.</p>	<p>Dean, Continuing and Community Education; department chair, AHS; noncredit research analyst; Public Information Office (PIO)</p>	<p>District PIO, RPIE, and AIS.</p>	<p>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.</p>	<p>Internal access to dashboard data is completed. Reporting to all stakeholders and the community at large remains a goal with possible refinements.</p>
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Key Issue Two: Need to expand the effective use of data for program improvement.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
<p>1. Align program student learning outcomes (PSLOs) to the College's core competencies.</p>	<p>Department chair, AHS; AHS faculty</p>	<p>Outcomes Assessment Committee</p>	<p>Mapping will be completed and published.</p>	<p>Goal in progress. 1. Map all CSLOs to PSLOs and College's core competencies. 2. Align all AHS learning outcomes to College's core competencies.</p>

<p>3. Establish process/cycle for more regularly measuring PSLO data.</p>	<p>Department chair, AHS; AHS faculty</p>	<p>Noncredit research analyst</p>	<p>Process is established, documented, and implemented regularly.</p>	<p>Goal in progress. Refined goals as follows:</p> <ol style="list-style-type: none"> 1. Improve upon data collection for PSLOs, and identify key data variables. 2. Define clear timelines for collecting and interpreting PSLO data. 3. Engage in regular analysis and discussion of data to demonstrate improvement in student PSLO performance.
<p>4. Conduct attrition study to explore the reasons for student “no-shows” and drops to improve retention rates and student success.</p>	<p>Department chair, AHS; AHS faculty; noncredit research analyst</p>	<p>RPIE</p>	<p>Study is conducted and data is used in department meetings when planning scheduling, revisions/development of curriculum, and locations of classes.</p>	<p>Initial survey completed. Limitations of survey effectiveness identified.</p> <p>Refined goals as follows:</p> <ol style="list-style-type: none"> 1. Develop a formal study to improve upon limitations of survey. 2. Develop action implications of study in

				<p>collaboration between RPIE and AHS faculty.</p> <p>3. Track attrition study annually in conjunction with retention and success rates.</p>
<p>5. Assess the effectiveness of Career Services for AHS students seeking employment.</p>	<p>Dean, Continuing and Community Education; director, Noncredit and Adult Education Programs</p>	<p>Noncredit research analyst</p>	<p>Data will be used to structure some career services specifically for AHS students.</p>	<p>A noncredit student survey was administered in 2019.</p> <p>A refined goal is to readminister the survey annually starting in 2022/23 and utilize data to determine action implications for effectiveness of career services.</p>
<p>6. Research the need for an expansion of the diploma program and services to a location in the southern region of the District.</p>	<p>Dean, Continuing and Community Education; department chair, AHS</p>	<p>Noncredit research analyst; PIO</p>	<p>Means to assess improvement remain to be determined.</p>	<p>Goal in progress.</p> <p>1. Conduct regular analysis on zip code frequencies of AHS students.</p> <p>2. Identify and administer a survey instrument to</p>

				<p>assess student demand for in-person instruction from the District's southern region.</p> <p>3. Consider executing marketing strategies to target the southern region of the District.</p>
<p>7. Continue exploring authentic methods of assessment for PSLOs.</p>	<p>AHS faculty; dean, Continuing and Community Education</p>	<p>AHS faculty, AIS staff.</p>	<p>Develop tools that more accurately measure the achievement of PSLOs.</p>	<p>Goal in progress.</p> <p>1. Identify additional tools and resources that can improve accuracy of PSLO measurement.</p> <p>2. Implement improved PSLO assessment process and report data on regular cycle.</p>

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

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
Explore ways to include AHS in MiraCosta College marketing and outreach efforts.	Department chair, AHS; dean, Continuing and Community Education	PIO	AHS is more regularly featured in District outreach efforts; noncredit newsletter regularly includes AHS-specific content.	Goal in progress. 1. Develop AHS-specific marketing toolkit. 2. Identify program features that highlight elements of AHS that differentiate from other local high-school equivalency or diploma programs.

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

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
Explore and implement a tool to track engagement in	Department chair, AHS; dean, Continuing and Community Education	District Professional Development Program (PDP) Committee; AIS	Establishment of the tool and related processes.	Tool completed. Implementation of the tool is in progress.

professional development activities.				A refined goal remains to assess levels of engagement and satisfaction for professional development activities.
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Key Issue Five: Better integration of district-wide support services into the AHS.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
1. Increase hours of support in the Academic Support Center.	Department chair, AHS; dean, Continuing and Community Education	Identifying additional funding and staffing support.	Determine hours of operation have expanded relative to 2019.	Completed. Hours have not only increased overall, but modality has expanded to both in-person and online supports.
2. Improve access for AHS students to support services not provided on-site.	Department chair, AHS; AHS faculty, Learning Commons leadership, Dean, Continuing and Community Education	Expansion of online resources and staffing.	Determine that there is an increased number of ways students can access support services.	Completed. Increased online access as well as broader awareness of online support resources.

Key Issue Six: Improve physical and technological resources for students.

Strategic Activities	Responsible Party	Resources	Means to Assess Improvement	Status
1. Explore accessible technology for adult learners with adaptive needs.	Department chair, AHS; dean, Continuing and Community Education; SAS	Staffing to support use of adaptive technologies	Identify additional human and technology resources to support adult learners with adaptive needs.	Completed.
2. Explore solutions for insufficient science classroom and computer lab spaces.	Dean, Continuing and Community Education; Department chair, AHS	Lab space and technology resources	Identify expansion opportunities for lab spaces.	Completed.
3. Work with facilities planners to design a physical workspace for use addressing food insecurities.	Department chair, AHS; dean, Continuing and Community Education; facilities	Physical spaces for food distribution, staffing necessary to support, additional food resources	Identification of a physical space or spaces resourced for food distribution.	<p>The new construction and renovation provided a space and staffing for a food pantry and regular farmer’s market events.</p> <p>Refined goals as follows:</p>

				<ol style="list-style-type: none">1. Consider curricular modifications to support community garden.2. Identify physical space for community garden.
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