New Program Performance - APR Item

This view always presents the most current state of the plan item.
Plan Item was last modified on 4/13/21, 12:54 PM
Your individual permission settings determine what fields and content are visible to you.

Template:

Program Performance - APR

Program/Unit:

Adult High School

Data Trends:

*IMPORTANT NOTE: The Program Review data provided in the Data Dashboard and the data provided by RPIE for a recent college-wide examination of enrollments, success, and retention in response to the COVID pandemic are significantly different. Based on a conversation with our noncredit researcher, she suggested using the RPIE where applicable, and for overall enrollments, while she investigated the discrepancy with the dash board. and will report back.

In a review of program enrollments over the course of the last several years, we continue to be concerned by the steady decline.

As noted in the last two program reviews, the alarming decline enrollments must be examined and addressed. According to the RPIE data, our enrollments from 18/19 to 19/20 declined by 6.5%. Yet, more importantly, enrollments have so steadily declined that from our most recent high point in 16/17 to 19/20, **the decline is 32.5%.** This is confusing and upsetting because as of 16/17, we have had concerted efforts from NCSSSP, noncredit counseling, and noncredit support staff to support the on-boarding process for AHS students.

In spite of the fact that enrollments are declining, the Data Dashboard shows that success rates from 16/17 to 18/19 showed a steady increase of 6.3% and retention also steadily increased 8.4% from 16/17 to 18/19. Then, success and retention rates from 18/19-19/20 continue to increase, at 3% for both and in 19/20, we awarded 79 diplomas, the same number as the 18/19 school year. This is impressive to us, given the potentially negative impact of declining enrollments and the COVID pandemic on our program. Term 4 specifically is one where graduation requirements and applicants are largely being completed and yet they remained strong. Overall student success and retention is steadily increasing.
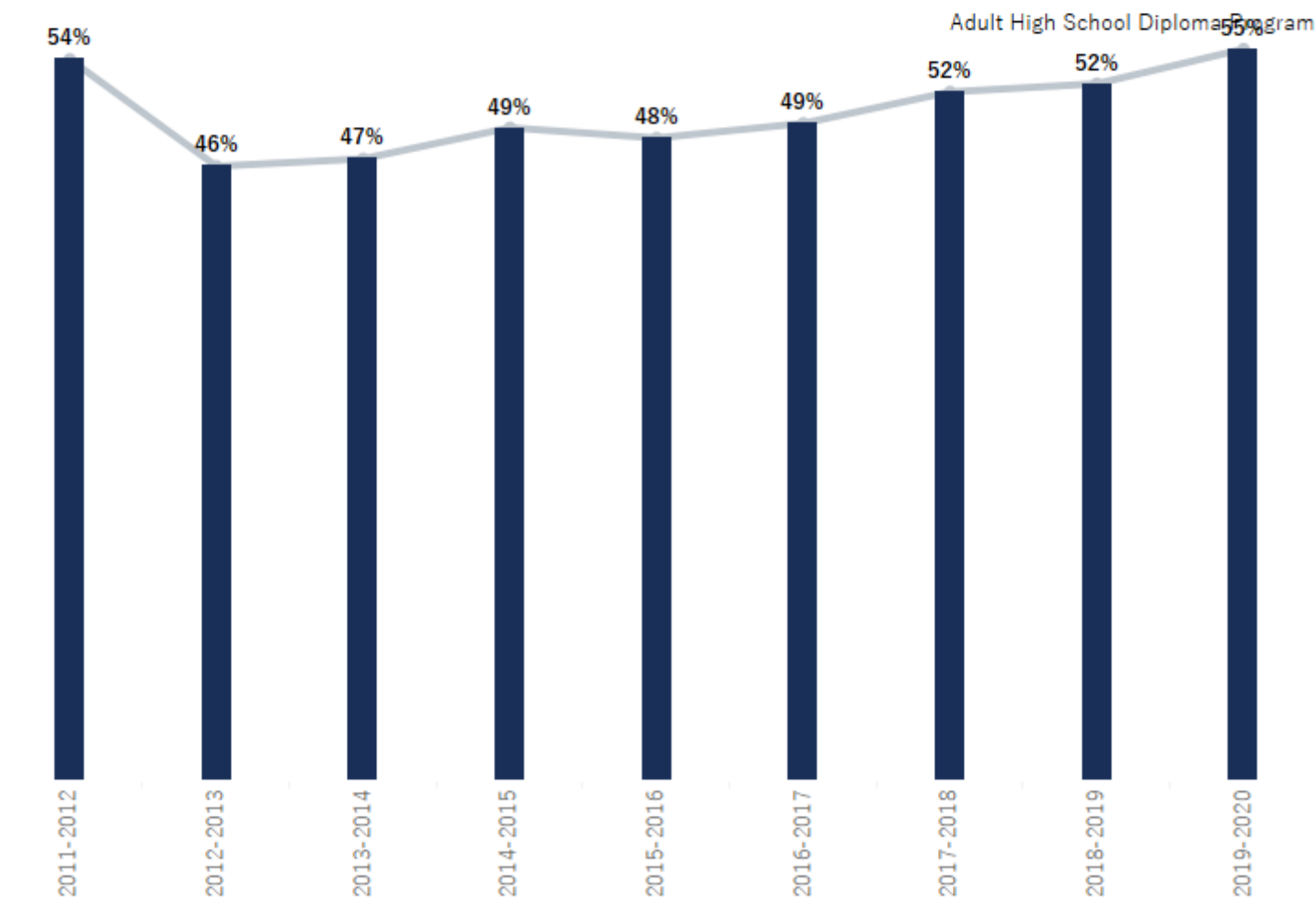
SUCCESS RATE TREND OVER TIME

Academic Years | Multiple Programs | Multiple Courses| EW's Excluded

+ EW Grades

Adult High School Diploma Program (Line) | Multiple Courses (Bar)

Adult High School Diploma Program

Year	Success Rate
2011-2012	54%
2012-2013	46%
2013-2014	47%
2014-2015	49%
2015-2016	48%
2016-2017	49%
2017-2018	52%
2018-2019	52%
2019-2020	55%

RETENTION RATE TREND OVER TIME
Academic Years | Multiple Programs | Multiple Courses| EW's Excluded

+ EW Grades

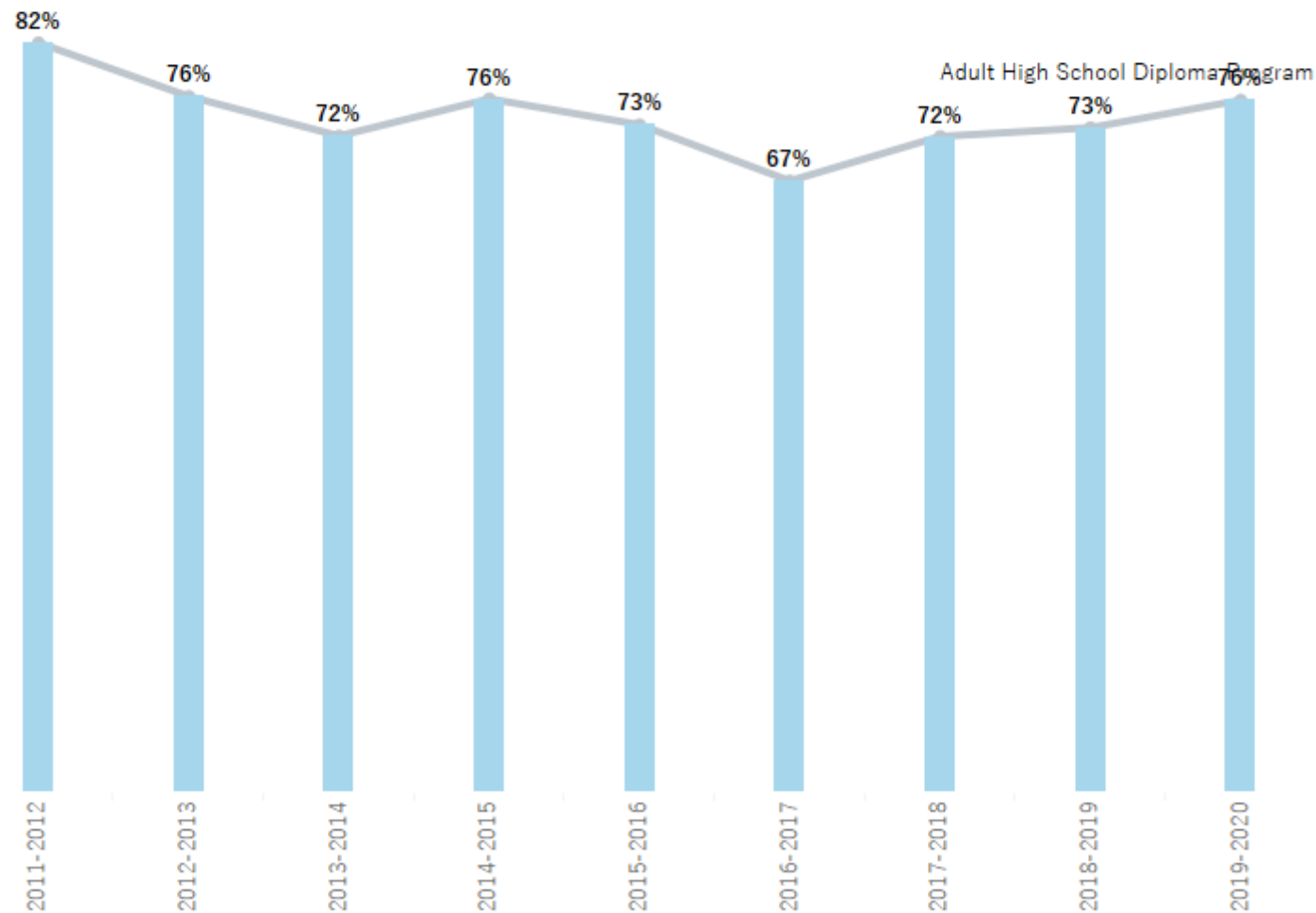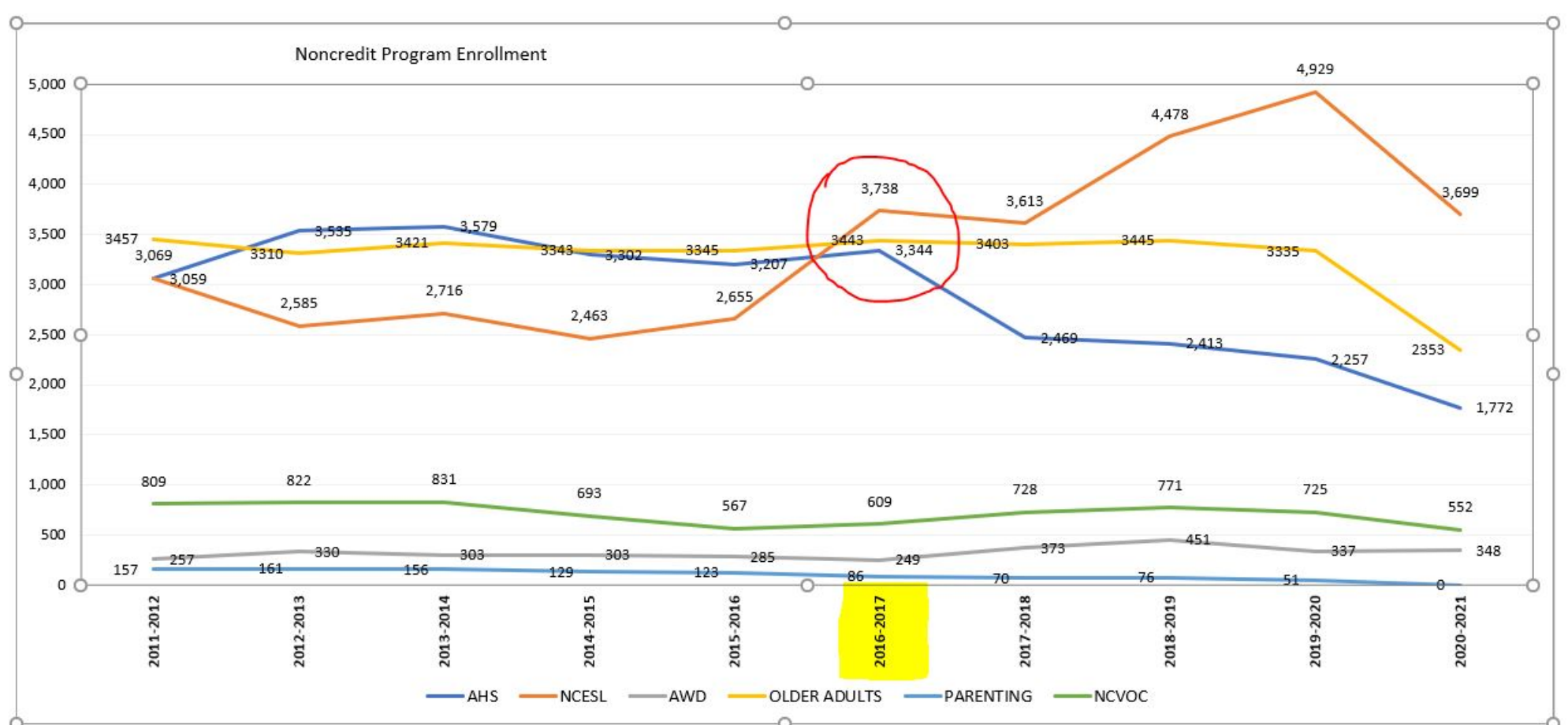Adult High School Diploma Program (Line) | Multiple Courses (Bar)

Adult High School Diploma Program

82% 76% 72% 76% 73% 67% 72% 73% 76%

2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020

Therefore, and overall, the stark decline in AHS enrollments as compared to the other programs within noncredit, especially noncredit ESL, is the most pressing issue for us at this time.

NONCREDIT ENROLLMENT BREAKDOWN: A CLOSER LOOK

Noncredit Program Enrollment

Year	AHS	NCESL	AWD	OLDER ADULTS	PARENTING	NCVOC
2011-2012	3,069	3,059	257	3457	157	809
2012-2013	3,535	2,585	330	3310	161	822
2013-2014	3,579	2,716	303	3421	156	831
2014-2015	3,302	2,463	303	3343	129	693
2015-2016	3,207	2,655	285	3345	123	567
2016-2017	3,344	3,738	249	3443	86	609
2017-2018	2,469	3,613	373	3403	70	728
2018-2019	2,413	4,478	451	3445	76	771
2019-2020	2,257	4,929	337	3335	51	725
2020-2021	1,772	3,699	348	2353	0	552

SOURCE: AllStudents Data Model, Research, Planning and Institutional Effectiveness Data Warehouse, Retrieved 3/12/21.
Student must have enrollment status of E, Class Type E.
NOTE: **2020-2021 Enrollments reflect a still-incomplete academic year (August-March 12, 2021 only)**

As shown in the graph above, we can see that both Noncredit ESL and General Noncredit have remained steady, or shown growth at the same time that AHS enrollments are so steeply and steadily declining. Given that course delivery, scheduling, and other instructional factors in courses across our noncredit programs have remained largely unchanged, a deep exploration of what other elements are affecting the enrollment decline is necessary. Upon reflection, we realized that in 16/17 the AHS began undergoing significant structural changes in the AHS. In hindsight, the changes listed below may have partially contributed to the decline in enrollments:

- 16/17 loss of 2 FT dedicated AHS faculty counselors as a department member
- Impacts of AB86 and consortia partners and the absorption of other adult education programs in the area beginning in and around 2015/2016.
- NCSSSP
- Restructuring of instruction and student services at the CLC
- Changes in Leadership
- Onboarding changes including, but not limited to, application, assessments, graduation requirements, and orientation

It is important to note that the pandemic certainly has also contributed to the decline in enrollments, as moving all processes online was a large shift for AHS students. However, the data clearly shows that the decline started way before this and the rate at which enrollments continue to decline must be addressed.

In order to investigate this, all stakeholders need to come together to identify and address this critical issue. This is not something that can be solved by faculty alone.

Linked Documents
There are no attachments.

Attached Files

⬒RPIE_ENROLLMENT METRICS-March 2021-revised15Mar.pptx

Impact on Student Success and Equity:

In the AHS, it continues to be clear that we are very successful in meeting the needs of underserved and disproportionately impacted populations, as defined by the college. The lack of significant equity gaps continues to be a testament to our program's strength in this area.

For the total number of students we served, our number of diplomas awarded has remained relatively stable.

Last program review, we identified students from all races and between the ages of 18-24 as being a group we sought to serve better. We identified scheduling and transportation as being two issues that many students in this group faced. As a result of the pandemic and the shift to remote learning, both these issues have been impacted.

While most of school year 2019-2020 was on ground, the shift to remote learning for Term 4 did affect student success and equity. Many AHS students elected to take fewer, or no, classes because of the pandemic and/or shift to online learning. Job loss, financial insecurity, technology access, child and dependent care, etc. all impacted our program numbers. Equity issues also arose at the college due to resources not being as readily available to noncredit students as they were for credit students.

Overall, although we do not have the data specific to the AHS, college wide data for the end of Spring 2020 and Fall 2020 shows that enrollments for students with transportation challenges has increased. Also, while overall AHS student numbers are down, students are taking more classes each term. This may in part be due to the flexibility of online classes and more research into this, and the flexible scheduling needs of our students, is planned for next school year.

Responsible Users:

Related Items

Supports *(Connected Up):*

No supports items currently associated

Supported By *(Connected Down):*

GOAL #1 Communication and Collaboration
Adult High School Program/Unit Goal

GOAL #2 Noncredit Marketing and Outreach
Adult High School Program/Unit Goal

GOAL #5 Computer maintenance and support
Adult High School Program/Unit Goal

New Learning Outcomes - APR Item

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Plan Item was last modified on 4/13/21, 12:51 PM
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Template:

Learning Outcomes - APR

Program/Unit:

Adult High School

Learning Outcomes Processes:

The fact that this process/cycle was not developed and implemented during the 2020/2021 school year is 100% due to the Covid pandemic.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Areas for Improvement and Actions Taken:

The fact that this process/cycle was not developed and implemented during the 2020/2021 school year is 100% due to the Covid pandemic.

Responsible Users:

Related Items

Supports *(Connected Up):*

No supports items currently associated

Supported By *(Connected Down):*

GOAL #3 Explore PSLO cycle and PSLO data collection
Adult High School Program/Unit Goal

New Program Resources - APR Item

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Plan Item was last modified on 4/13/21, 12:50 PM
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Template:

Program Resources - APR

Program/Unit:

Adult High School

Resource Changes:

Many of the technology and space issues identified in the last program review have been, or are, being addressed in the CLC bond remodel. We look forward to the addition of 2 more dedicated computer lab classrooms, and remodeled science classroom, and new Academic Support Center space and their subsequent impacts on student success and learning in the AHS.

Technology and facility issues which remain include:

- Insufficient support for the maintenance of classroom laptops remains a problem to be solved.

  - For student technology support, we need a position similar to the Assistive Technology Assistant within DSPS who can support noncredit students with the most basic technology needs. Facility with technology and this level of detailed support have been missing for many students in the AHS and we feel this is an equity issue.

- Accessible food solutions and on-site day care remain impediments for our students.

  - The campus remodel does not include onsite food options, however space for food trucks and the possible creation of a community garden or trees with edible fruits have been discussed as options for meeting this important student need. Plans for how to move forward with these options are being discussed and partnerships with credit departments, local community organizations, and through curriculum development will be explored.

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Responsible Users:

Related Items

Supports *(Connected Up):*

No supports items currently associated

Supported By *(Connected Down):*

GOAL #2 Noncredit Marketing and Outreach
Adult High School Program/Unit Goal

GOAL #5 Computer maintenance and support
Adult High School Program/Unit Goal

New Program Personnel - APR Item

This view always presents the most current state of the plan item.
Plan Item was last modified on 4/15/21, 5:33 PM
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Template:

Program Personnel - APR

Program/Unit:

Adult High School

Faculty/Staff Contributions and Currency in Field:

AHS faculty continue to regularly engage in professional development through MiraCosta College that enhances currency in their given fields (both in discipline and pedagogy) and benefits our student population. Some of these opportunities include participation in the Cultural Competence Conference held each Fall at the CLC, PD workshops held via the C3, and UndocuALLY Training. Additionally, FT and PT faculty attended the Career and Noncredit Education Institute in Fall 2019. One FT faculty member is currently working towards an online teaching certificate from @ONE to further enhance their online teaching skill-set in order to both continue teaching online for the AHS, but also to bring back some of that knowledge to the AHS via in-house professional development training to begin in SY 2020-21 so other noncredit faculty may benefit. Given the COVID-19 pandemic that began in Spring 2020, this training will be even more important in helping the AHS adapt to an online learning environment.

FT and PT faculty from the AHS also serve on committees which support student success, including committees for the Annual Reading Festival, *Expressions*, the National Adult Education Honor Society, the Noncredit Scholarship Committee, the building and planning committee focused on the CLC remodel, and AHS Commencement.

Changes in Staffing:

FACULTY - Within the last year, there have been no new appointments, promotions, retirements, or resignations of AHS FT or PT faculty. As a result of the COVID-19 closures and moving our classes online in Spring 2020, we did have to cancel multiple Term 4 sections due to low enrollment which resulted in the loss of work in that semester for some of our Associate Faculty. However, part of this year's program review reflection that there is data to demonstrate a faculty change, and department restructure, that continues to adversely affect our department.

As stated in past program review reports, our department lost two full time AHS counselling faculty members when these positions were moved under the general counseling department in 2016-17. This was a tremendous shift in the way AHS students were served and in the model of faculty-counselor collaboration that had been a cornerstone of our department since its inception. In examining the enrollment data from 2016-17 to the present, it is clear that our previous model was more effective. Having a dedicated department member supported enrollment and program goals by providing a seamless experience for students and faculty from counseling to instruction that has not been possible since the change. Instead, the division of dedicated counselors from our department in 2016 clearly stands, within our data, as the starting point for an alarming decline in enrollments. Therefore, our department feels strongly that a dedicated noncredit counseling faculty member should be hired into the AHS.

STAFF - Under the leadership of the Continuing Education Dean there have been some changes in the Adult Education Program (AEP) office which have impacted the AHS. The AEP office plays a significant role in supporting the AHS through providing instructional aides to classes, facilitating CASAS test proctoring, providing instructor and student support for books and materials, among other things. In fact, the number of tasks the AEP office has taken on in support of our programs has continued to increase each semester. Because the AEP office is also responsible for supporting all other continuing education programs, the staffing in the AEP office has been stretched thinner and thinner. We greatly appreciate the work that the AEP office does to support AHS, however we recognize that more staff members in the AEP office would greatly reduce the bottleneck some tasks fall into as a result of understaffing, which would in turn help to even better support all students and staff in the AHS.

Two new staff positions that would greatly support the AHS are a Community Partnership and Outreach position and a student technology support position. The outreach position would benefit the program by allowing one person to lead and facilitate communication and relationships with stakeholders and other resource providers, such as off-site locations, within the community. For student technology support, we need a position similar to the Assistive Technology Assistant within DSPS who can support noncredit students with the most basic technology needs. Facility with technology and this level of detailed support have been missing for many students in the AHS and we feel this is an equity issue.

ADMINISTRATION - In April 2020, at the height of pandemic closures, Continuing Education welcomed a new permanent Dean, John Makevich. Dean Makevich was not an internal hire, which meant he was not only learning about the processes unique to our institution and his programs, but he had the unenviable task of doing this during a worldwide emergency.

At the time of the March 2020 campus closure due to COVID-19, there was no permanent or interim Dean of Continuing Education because Dean Makevich was not scheduled to start until April 6th or so, a full month into the closure. In fact, the closure itself was not at all certain even up until the week of March 9th when area colleges began to shut down and transition to remote learning. Because this situation moved so quickly for everyone, this would have been a stressful time regardless, but without a Dean in place, the AHS had to rely very heavily on other existing leadership. Angela Senigaglia (Chair), Diane Deckmeier (VP of Instruction), and a rotation of other MiraCosta Deans, including Al Taccone, stepped in to help with the transition until our new permanent Dean could come on board. Additionally, the AEP office worked nearly around the clock to staff and support our faculty and students as we transitioned to remote learning. We greatly appreciate all of the leadership and assistance we received from each of these individuals to ensure our students had as smooth of a transition as was possible during this challenging time.

Given all of this, we also commend Dean Makevich for his positive attitude, support, and willingness to learn under extreme pressure during this unprecedented crisis.

Responsible Users:

Related Items

Supports *(Connected Up):*

No supports items currently associated

Supported By *(Connected Down):*

GOAL #1 Communication and Collaboration
Adult High School Program/Unit Goal

Goal #4 Professional Development and Accountability
Adult High School Program/Unit Goal

GOAL #5 Computer maintenance and support
Adult High School Program/Unit Goal

New Program Curriculum - APR Item

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Template:

Program Curriculum - APR

Program/Unit:

Adult High School

Curriculum Changes:

Over the past year, quite a lot was impacted as a result of the COVID pandemic and campus closures in Term 4. Given that all of our courses were already approved for online delivery, we were able to make the transition to this mode of delivery, but not without a lot of training and support for faculty and students, many of whom had never completed coursework online before.

Curriculum related discussions and observations that have arisen as a result of what we are learning during this time of remote learning include:

- the impact of more flexible scheduling options for students when more courses are being offered 100% online
- The change in the number of students who are enrolling in more that 2 classes each term
- The increase in enrolled students from local HS programs and for credit recovery
- The increase in general noncredit and noncredit ESL students taking the NC mirrored courses in English and Math
- The need to carefully choose instructional tools that do not present additional online learning barriers for students (such as the Mylab program currently used in the Grammar 1 & 2 classes, but which is planned for a phase out Summer 2021).

Curriculum related discussions and observations that have resulted during the last year, but that are not necessarily tied to COVID related remote learning include:

- The continued need for a process to award noncredit certificates
- The possibility of stacking AHS classes in each discipline to allow for an independent study model of learning that might appeal to more students
- The increase in students finding and enrolling in the NCABE - High School Preparation course
- The need for an HS/NC science course that might support an on-site community garden and sustainable-living class

The impact of COVID 19 and curriculum, in terms of equity, seems to as follows, however it is important to note that only one of 4 terms in the SY was online, and without the ability to disaggregate by term, much of what we are including here is based on our personal experiences:

- Increased success rates for Latinx/Hispanic students, but decreased success rates for African American/Black students as well as Pacific Islander students (although it is important to note that this is a statistically small number of students)
- Increase in enrollments for transportation challenged students
- Increase in enrollments for female students
- Decrease in enrollment for students with internet, computer resources, and general online connectivity issues

Once again, we have insufficient data in this area and hope to have more to evaluate for next PR.

Responsible Users:

Related Items

Supports *(Connected Up):*

No supports items currently associated

Supported By *(Connected Down):*

GOAL #2 Noncredit Marketing and Outreach
Adult High School Program/Unit Goal

New Program Goals - APR Item

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Plan Item was last modified on 4/20/21, 2:23 PM
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Template:

Program Goals - APR

Program/Unit:

Adult High School

Progress on Program/Unit Goals:

GOAL #1 Communication and Collaboration - The AHS continues to see a need for increased opportunities for faculty to work with noncredit counselors and support staff to support student success and to stay updated on advancements that impact students.

1. All noncredit programs meetings to engage all stakeholders take place two times per month - CLC Ops meetings.
2. New communication methods and channels will need to be created for both internal and external stake holders. - We increased our use of TEAMS to facilitate collaboration
3. Collaboration with RPIE - Research projects are being cataloged and prioritized by noncredit research Cheryl Harris under the leadership of new RPIE dean Chris Tarman
4. Regular professional development opportunities - ongoing
5. Increase AHS faculty - NEW
6. Hire a Community Partnership and Outreach position - NEW

GOAL #2 Noncredit Marketing & Outreach - The AHS needs a focused marketing person and plan.

1. Adult Education to establish a noncredit marketing committee, with AHS participants. - ongoing
2. Explore ways to include the AHS in existing marketing and outreach efforts at the college. - ongoing
3. Identify new ways to do marketing and outreach specific to adult education. - ongoing
4. Use varied marketing avenues, including print, radio, and social media. - ongoing
5. Work with research to development an assessment plan to measure increased in awareness, and progress on the pathway to enrollment. - ongoing
6. Hire a Community Partnership and Outreach position - NEW

GOAL #3 Data and Program Learning Outcomes - Due to COVID, progress on this goal was delay. The AHS still needs to establish a process, tool, and cycle for more regularly, and effectively, measuring PSLO data.

1. Decide on a process for measuring the PSLOs.
2. Determine what tool will be used for PSLO assessment (online survey, class assignments, etc.)
3. Establish a cycle for measuring PSLOs that does not complete with the current CSLO cycles in place.

GOAL #4 - Accountability Tools - We completed this goal with the creation of a PD assessment tool. However, we had not had the opportunity to test it given that the pandemic began limiting travel and PD opportunities in 2020.

GOAL #5 Computer Access and Reliability - The AHS continues to need improved physical and technological resources to support student success, as well as additional staff to help close equity gaps.

1. Secure regular maintenance of the existing laptop carts in AHS classrooms. - ongoing
2. Work with AIS to identify classrooms with insufficient technological resources. - ongoing
3. With AEP/WIOA funds to secure additional technology resources for AHS classrooms. - ongoing
4. Use of professional development tool to evaluate the effectiveness of professional opportunities. - ongoing
5. The addition of a student technology support position. - NEW

Linked Documents
There are no attachments.

Attached Files
There are no attachments.

Emerging Areas of Improvement:

Responsible Users:

Related Items

Supports *(Connected Up):*

No supports items currently associated

Supported By *(Connected Down):*

GOAL #1 Communication and Collaboration
Adult High School Program/Unit Goal

GOAL #2 Noncredit Marketing and Outreach
Adult High School Program/Unit Goal

GOAL #3 Explore PSLO cycle and PSLO data collection
Adult High School Program/Unit Goal

GOAL #5 Computer maintenance and support
Adult High School Program/Unit Goal