2019
Self-Ş d Re e, :

ADULT HIGH

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

Chapter

I

Institutional, Community, and Student Characteristics

Chapter I. Institutional, Community, and Student Characteristics

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

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

The expansion of available student support services is one of the most significant changes that has occurred within the AHS since the last visit.

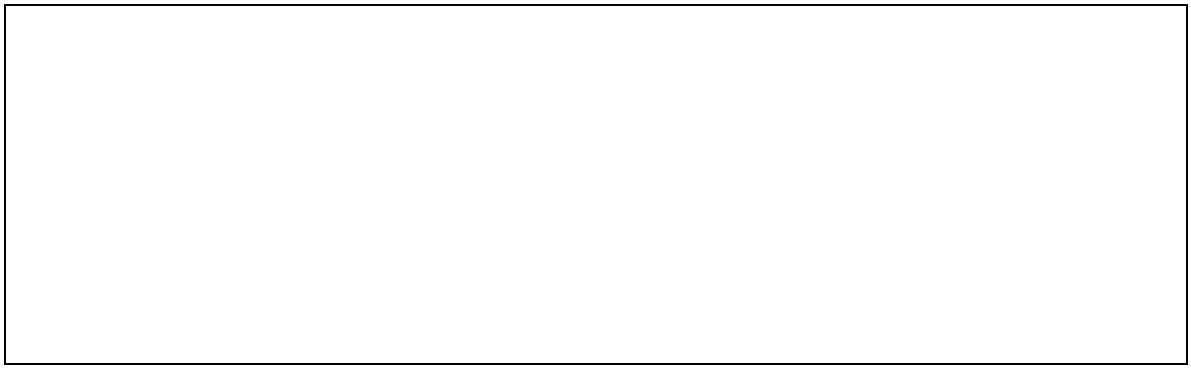
- In 2015,

full funding by the College and will be hired in spring 2019.

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

Over the past several academic years, AHS students have been

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



The AHS equates WASC schoolwide learner outcomes with MCCD program student learning outcomes (PSLOs).

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

In disaggregating success rates, females tended to demonstrate success rates slightly above the overall average of 57.9 percent, as illustrated below in Figure 1-9.

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

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

Diploma Completion

Diploma completion is defined as the number of diplomas granted in an academic year. As illustrated in Figure 1-13, the number of high school diplomas awarded each academic year has

Transition to Credit Coursework

Transition to MiraCosta College credit coursework is based on the percentage of first

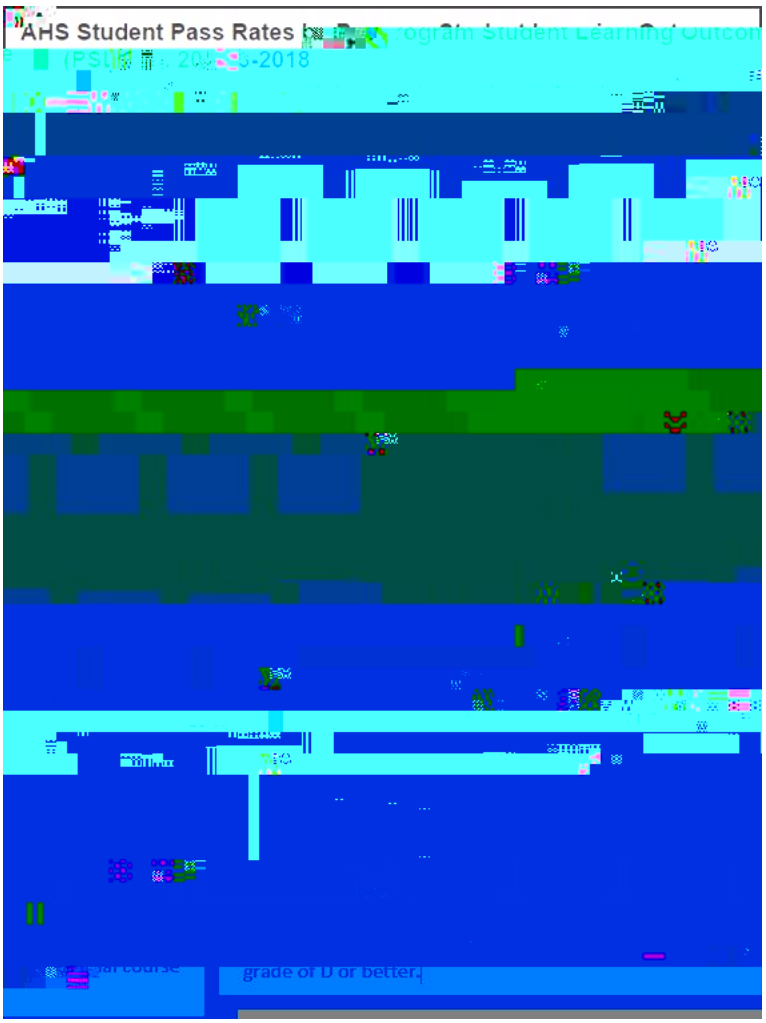


Figure 1-14. AHS Student Pass Rates by PSLO (2013 2018)

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

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

I.10 BP 2510: Collegial Governance and Participation in Local Decision Making
I.11 Enrollment Literature Research Summary
I.12 MCCD Noncredit Calendar 2018/19
I.13 SANDAG, Current Estimates, MSA: North County West, Demographic and Socioeconomic Profile

Progress Report

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

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion	Progress

Tasks	

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

Tasks	Responsible Party	Resources	

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion	Progress
Continue working on a feedback loop to assure pedagogical, curricular, and resource allocation decisions are informed by PSLO and ILO outcomes results.	AHS faculty, dean of Adult Education.	AHS faculty, AIS staff.	Implement the assessment plan and incorporate into program revis22 2 26.2		

Tasks	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion	Progress
Explore a different system to track and report on student progress in meeting competencies.	AHS faculty and staff, dean of Adult Education, AIS staff, RPIE.	AIS, Budget and Planning			

Area 2: The Administration, faculty, and staff need to create and implement a plan to increase capacity to access meaningful data for decision making and program improvement and use the data to drive instruction. Finding relevant data points is important as the school seeks to improve schoolwide academic achievement.

employer sectors and their needs (II.4). Based on these data and related analysis, AHS administrators, faculty, and staff are designing academic and career pathways that reflect employment needs.

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

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

Since 2016:

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

The CLCGradebook referenced above is no longer being used. It housed competency exam information for students, and the program has since moved to a proficiency model whereby specific course completion with a grade of ‡C · or better is used to meet graduation requirements.
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As stated in Chapter I, CASAS English and math assessments are now being conducted in all AHS classes. These are important tools for garnering potentially meaningful data about student success. The AHS is in the early stages of exploring how to use CASAS data to possibly inform curricular decisions, instruction, and overall program improvement. In relation to CASAS assessments, AHS administrators, faculty, and staff have accomplished the following:

- All AHS faculty have been provided with CASAS training opportunities.
- Pre- and post-testing has been implemented in all AHS classes.
- A WIOA faculty coordinator position has been created to facilitate and ensure the

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

In formalizing the student satisfaction survey, the AHS and RPIE developed questions that were

- Flex professional development workshop participation has been expanded and a faculty survey regarding future flex professional development content and scheduling preferences has been conducted (II.6).
- Learning outcomes, student success, and best practices are discussed at discipline-based quarterly meetings.
- With an intensified focus on PSLOs and ILOs, faculty and staff are working on data collection tools and establishing a meeting schedule that will maintain the existing collaborative spirit.
-

to return in time for registration and course enrollment. [UPDATE: The first issue of this newsletter was officially launched in fall 2018.]

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Chapter

III

Self-Study Findings Based on Postsecondary Criteria

Chapter III

WASC Postsecondary Criteria

1. Institutional Mission and Schoolwide Learner Outcomes

Adult High School Mission Statement

The AHS mission statement reflects the needs of its diverse student population. A review of the Spring 2017 Noncredit Student Satisfaction Survey showed that of the respondents who were AHS students, 73.7 percent stated their educational goal was to graduate with a diploma, while another 14 percent indicated that pursuing higher education upon graduation was their goal (III.1.1). Since the goal for students is to pursue higher education and/or a career objective, the AHS mission statement emphasizes academic and support services to help students reach their goals.

Aligned Programs and Services

The school's location at the Community Learning Center (CLC) was specifically chosen to serve the needs of the local population. The CLC is located in a low-income, urban environment accessible in the north-western portion of the MCCD. This location has long served students in the Oceanside Unified School District and Carlsbad Unified School District service areas. As described in Chapter I, the Coastal North County Adult Education Consortium (CNCAEC) determined MiraCosta College would become the sole provider of adult secondary education

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

good practice, AHS faculty created a board policy (BP) 4100C and administrative
00C to codify noncredit educational program requirements (I.5, I.6). The
were approved by the CPC in spring 2018 (III.1.3), vetted through the
R Y H U Q D Q F H V W U X F W X U H in fall 2018, and approved by the BOT in November 2018. BP
ifornia Department of Education high school completion

e California Community Colleges under the
rd of Governors and is authorized by the
sion, public institution (III.1.5). The
The programs and services offered by
th de of Regulations. In addition,
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Indicator ublished internally
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needs.

Mission Statemen

In fall 2015, MiraCosta

Review a

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

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

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

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

Demonstrated alignment to the institutional goals and—by extension—the institutional mission is a central focus of resource allocation decisions as well. For example, the resource allocation rubrics used by the Budget and Planning Committee (BPC) to guide the committee's annual

These links between the mission and institutional planning, decision making, and resource

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills, including:
  - Inquiry, analysis, and independent thinking
  - Critical and creative thinking
  - Quantitative literacy and problem solving
  - Information literacy
  - Written and oral communication skills
  - Integration of knowledge.
- Personal and social responsibility and efficacy, including
  - Civic knowledge and engagement—local and global
  - Intercultural competence and respect for diverse perspectives

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

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

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

The process and cycles for measuring course-level student learning outcomes (CSLOs) in all AHS courses remains consistent: all full-time and associate faculty assess learning outcomes each time a course is taught. Faculty members demonstrate their investment in the assessment process through the diverse and creative methods they employ to assess CSLOs and evaluate results. They assess CSLOs each term using signature assignments, embedded questions, and in-class assignments. They use rubrics with a four-point scale to determine the level of mastery for each outcome. The results are included in a Student Learning Outcomes Report, which contains aggregate scores, the assessment prompt used, faculty observations, and recommendations regarding improvements to pedagogy, curriculum, and instructional methods (III.1.24). Results contained in the Student Learning Outcomes Report are synthesized into a spreadsheet to provide longitudinal data for trend analysis (III.1.2

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

Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into O H D U Q L Q J S U R J U D P V W R H Q V X U H W K D W W K H L Q V W L W X W L R Q relevant.

Integration of Research-based Ideas

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

The professional development program gives faculty access to a wide range of ongoing professional development about state-of-the-art teaching methodologies as well as in-depth instruction on the latest educational research. Instructors are able to then use the professional development immediately in their classes to address student needs and to effectively meet student learning styles. In fall 2018, for example, AHS faculty participated in a workshop about managing individual student learning needs. A representative

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

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

Regular Review and Revision of PSLOs

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

Connection of PSLOs to the Schoolwide Action Plan

As mentioned earlier, PSLO assessments are conducted via online surveys of students and via assessment of CSLOs that are mapped to the PSLOs. Review of SLO assessment results may lead to the identification of areas of improvement. Those areas of improvement identified in the self study process are documented in the schoolwide action plan. Others may be identified through the program review process where departments review data and outcomes information and reflect on that information through a process of inquiry focused on various aspects of a program. Regardless of the source, identified action items (including those listed in the schoolwide action plan)

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

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

Evidence for Chapter III Criterion 1

I.5 BP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates
I.6 AP 4100C: Graduation Requirements for the Adult High School Diploma and Noncredit Certificates
I.16 Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
III.1.1 Noncredit Student Satisfaction Survey Spring 2017, p. 9
III.1.2 Courses and Programs Committee Handbook, pp. 25, 49–50
III.1.3 CPC Meeting Minutes, 5.10.18
III.1.4 California Department of FTm0 g0 G[(a)4(ddre)7(ssed in)-9(g)10(r)-6(e)4(a)4(te)-7(r de)7(tai)-9(l i)2

Chapter

WASC Postsecondary Criteria

2. Organizational Structure and School Leadership

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

The fiduciary role of the board is also clearly stated in BP 2200 in areas such as representing the public's interest, controlling the District's operational and capital outlay budget, assuring that

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

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

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

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

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

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

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

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

Evaluation processes at the College also help to ensure that stakeholders have input into leadership and governance effectiveness. The BOT participates in an annual evaluation of its performance by measuring progress toward established board goals, a self-assessment, and College constituent feedback through a survey tool (III.2.11). The constituent feedback provides input about perceptions of the board's respect for the role of faculty, staff, and students in governance, creating a climate of trust and respect as well as board leadership and meetings. The BOT dedicates a special workshop each year to reflect on all components of its annual evaluation ial workshop each year to refle0.0000044>.v 000044>.v 000044>.v 000044>.v 0rits af1 0 0*nBT/F1m0 g0 G[a)4(s1

perspectives in planning, institutional effectiveness, policy changes, and other decision making. The role of each constituent group (stakeholders) is codified in board policy and regularly reviewed. BP 2510 details explicitly the consideration of perspectives from all institutional constituencies: students, staff, faculty, and administrators (I.10). The policy further details the specific academic and professional matters that are handled by the MiraCosta College Academic Senate.

As illustrated in Table 3-1

College committees regularly evaluate the effectiveness of their structure

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

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

Anyone may bring suggestions for new or modified policies or procedures to the College Council for consideration and appropriate routing. For example, the AHS faculty recently proposed the development of a board policy and administrative procedure to codify noncredit educational program requirements. The College Council routed the issue to the Courses and Programs Committee, which approved the new policy and procedure in spring 2018 (III.1.3). BP/AP 4100C: Graduation Requirements for Adult High School Diploma and Noncredit Certificates were Y H W W H G W K U R X J K W K H & R O O H J H ¶ V J R Y H U Q D Q F H in fall 2018 and were approved by the BOT in November 2018, at which time they became available to all V W D N H K R O G H U V Y L D W K H & R O O H J H ¶ V % R D U G R I 7 U X V W H H V

Additional Online Indicator

The AHS currently does not offer 100 percent online programs or courses, although all AHS courses have been approved for hybrid delivery since 2015. In 2016/17, the AHS offered several sections of three different courses as hybrids; in spring 2018, the faculty reviewed the retention

Evidence for Chapter III Criterion 2

I.8 Board of Trustees Webpage
I.9 Instructional Services Division Functional Chart
I.10 BP 2510: Collegial Governance and Participation in Local Decision Making
I.16 Adult High School April/May 2018 Discussion Sessions Summary Report, pp. 22–24
III.1.3 CPC Meeting Minutes, 5.10.18
III.2.1 Interim Dean of Behavioral Sciences, History, and Adult Education Job Announcement
III.2.2 MCCD Department Chair Handbook 2018-19, p. 1
III.2.3 MCCD Department Chair Handbook 2018-19, p. 9
III.2.4 BP 3050: Institutional Code of Ethics
III.2.5

Criterion 3: Faculty and Staff

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

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

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

Qualifications

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

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

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

Job Descriptions

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

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

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

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

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

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

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

Additionally, every screening/interview committee has an EEO representative who is charged with ensuring consistency in following the stated procedures and monitoring for legal compliance. The third safeguard, per the District's EEO Plan, is that every member of a screening/interview committee is trained within 12 months prior to his or her service on a committee (

Job Descriptions

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

Job announcements for educational administrators include the minimum qualifications for educational administrators as described in the California Code of Regulations. 0LQLPXP TXDOLILFDWLRQV FRQVLVW RI D PDVWHU V GHJUHH RU OHDGHUVKLS H[SHULHQFH UHDVRQDEO\ UHODWHG WR W (III.3.14). Additionally, California Education Code requirements mandate the development of KLULQJ FULWHULD WKDW LQFOXGH ‡D VHQVLWLYLW\ WR DQ socioeconomic, cultural, disability, and eth QLF EDFNJURXQGV RI FRPPXQLW\ FR (III.3.15). As stated above, job announcements for administrator positions, such as the recent announcement for an interim dean of Behavioral Sciences, History, and Adult Education, are tailored to specific programmatic needs.

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

Verification of Qualifications

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

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

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

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

Development and Communication of Personnel Policies

All stakeholders within MiraCosta's governance structure are involved in the policy and procedure development and approval process, including the BOT, superintendent/president, vice presidents, employee groups, committees, and Human Resources. The College systematically

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

Administration of Personnel Policies and Procedures

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

Code of Professional Ethics

MiraCosta College has an institutional code of ethics as outlined in BP/AP 3050 that pertains to all employees (III.2.4; III.3.17). A summary of the code is published in the MiraCosta College Catalog (

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

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

Indicator 3.6: The school provides all personnel with appropriate opportunities for

Student support staff at the CLC participate in 0 L U D & Student Services Division meetings and professional development workshops that occur on the fourth Friday of each month. The workshops range from work on redesigning the student experience to interdepartmental cross-training. In one of the fourth Friday sessions in spring 2018, CLC staff presented to the entire division about AHS programs and services so staff at the College can support students with appropriate information. Support staff at the CLC also recently participated in a two-day Student Services Division retreat on redesigning the onboarding student experience through a business process analysis that will better support students as they enter the AHS and transition to credit coursework.

Funding Appropriate Professional Development Opportunities

The superintendent/president ensures funds are available to provide professional development opportunities for all employees. MiraCosta participates in California's Flexible Calendar Program, a privilege afforded to community colleges whereby paid instructional time can be replaced by "flex" time on the academic calendar. Thus, PDP sponsored activities are sometimes referred to as "flex" activities or activities done for "flex" credit. In addition to funds provided through the PDP and other sources, the District provides an annual allowance of $1200 per full-time faculty member to 2 Tf1 0 0 1 527.98 442.99 Tm0 g0 G[-)]TJETTf1 .lG[2 reW2 res6.9 427.15 Tm0 g0 GC

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

Support Staff Performance Evaluations

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

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

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

III.2.1

III.3.30 MiraCosta College Tenure Candidate Handbook, pp. 10–11
III.3.31 Assembly Bill 1725
III.3.32

WASC Postsecondary Criteria

4.

Criterion 4: Curriculum

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

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

Curricular Map and Course Outlines

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

Graduation requirements for the high school diploma are also provided on the Adult High School webpage (III.4.4) and in the MiraCosta College Catalog (III.4.5), which is updated each academic year. The Adult High School section of the catalog lists and describes all of the courses students may complete to earn their high school diploma (III.4.6

procedure were approved by the Courses and Programs Committee in spring 2018 (III.1.3) and

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

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

Curriculum Review Cycle and ef*EMC /P ≠MCID 5/Lang (en Tm ateess a)3(3(ti269.33reW*nBT/F4 12 Tf

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

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

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

Faculty Involvement in the Curriculum Development Process

Faculty, as empowered by Assembly Bill 1725 (

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

When AHS faculty members update their courses, they determine whether or not the conten

interested in taking the General Education Development (GED) test or High School Equivalency Test

In addition to weekly in-

In addition to the services provided by the Academic Support Center

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

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

Additional Online Indicators

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

WASC Postsecondary Criteria

5. Instructional Program

Criterion 5: Instructional Program

: The instructional staff uses research

The faculty have found the rigorous SLO assessment process and yearly review central to applying data and faculty feedback to the SLO review process. The concrete data and ongoing

Current Instructional Strategies and Methodologies

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

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

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

Indicator 5.3: The school is actively engaged in integrating new technology into the

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

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

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

Acceptance of Online Program Credits

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

Additional Online Indicators

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

Evidence for Chapter III Criterion 5

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

III.5.1 MiraCosta College Tenured Faculty Professional Growth and Evaluation Handbook, p. 2
III.5.2 Student Survey of Instruction
III.5.3 Professional Growth and Activities Report
III.5.4 Professional Development Program webpage
III.5.5 Fall 2018 CLC FLEX Workshops
III.5.6 Faculty Handbook for Students with Disabilities
III.5.7 MiraCosta College Technology Plan 2015-2018
III.5.8 MiraCosta College Online Education Plan 2015-18
III.5.9 MiraCosta College Technology Plan 2015-2018, Appendix C
III.5.10 CMS Evaluation 2016 webpage
III.5.11 Fall 2018 Canvas Workshops
III.5.12

WASC Postsecondary Criteria

6. Use of Assessment

Criterion 6: Use of Assessment

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

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

Development of Course Student Learning Outcomes (CSLOs)

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

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

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

The College's Outcomes Assessment Committee (OAC), which is composed of seven faculty members, four administrators, three classified staff members, and one student, oversees all aspects of the student learning outcome process, including providing training and support for SLO development and assessment, and updating the primary repository for all SLO assessment data/evidence. Once developed and internally vetted via department meetings and discussion with instructional faculty, the sp

Ongoing Evaluation of Courses

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

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

Improvements Resulting from SLO Data Analyses

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

Table 3-2. HSENG 22

Changes Resulting from Learning Data Analysis

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

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Assessment Results and School SLOs

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

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

Discussions about Student Learning Data

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

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

Effect of Formative and Summative Assessment on Teaching and Learning

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

Impact of Student Learning Data Analysis

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

Improvement in student learning levels themselves are not necessarily measured as a result of SLO assessment; however, the SLO assessments give the AHS faculty an indication of how students are performing program-wide

The addition of this coordinator to the AHS is expected to help streamlin

Using Data Analysis to Help Students

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

- Disabled Students Programs and Services (DSPS) referrals for students who indicate or display behaviors or learning challenges that may be related to a learning, intellectual, or physical disability. In the last two years, at the prompting of AHS faculty, DSPS has begun to offer monthly counseling appointments on the CLC campus. These appointments mean AHS students no longer have to travel to another campus for DSPS assessment or counseling (I.4). In addition, a half-time DSPS counselor was added in fall 2018 for 13 hours per week.
- Tutoring or Writing Center referrals and workshops for students who demonstrate need for greater supplemental disciplinary support for their assignments.
- Academic counseling referrals for students who are struggling or succeeding in courses so that they understand all of their class options during the current term and going forward.
- Maxient CARE Referral Forms are used college-wide to refer students who may need additional support outside of the above listed services and that are beyond the scope of the instructor. Faculty, staff, and even other students can complete Maxient CARE Referral Forms online (III.6.16); the information is received directly by the dean of Student Life and Judicial Affairs, who then reaches out to the student directly to determine what his/her needs are.
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MiraCosta's governance system assures sufficient participation from the College's four constituent groups of faculty, staff, students, and administrators. Governance committees, composed of members from all four constituent groups, develop and update various institutional plans, board policies, and administrative procedures and recommend them to the College's four constituent groups. The constituent groups review and approve recommendations and committee proposals but do not expressly create plans, board policies, or administrative procedures.

Learning Data Analysis and Assessment of Course Offerings

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

Learning Data Analysis and Financial Resource Allocation

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

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

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

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

III.1.12 Program Review Handbook, Rev. 4, Spring 2014, pp. 4–7
III.1.22 2017/18 AHS Program Review Reflect Form, p. 2
III.1.24 Sample SLO Report Form
III.3.5 2015/16 AHS Program Review Plan Form
III.3.6 2016/17 AHS Program Review Plan Form
III.6.1 New CSLO Form
III.6.2 Courses and Programs Committee Handbook, p. 57
III.6.3 CASAS Informational Video for AHS Faculty
III.6.4 Adult High School Grade Distribution Analytics
III.6.5 AHS WIOA Funded Materials
III.6.6 AHS Book Rental Form
III.6.7 WIOA Textbook/Material Log
III.6.8 Career and Noncredit Education Institute
III.6.9 Continuing Education Schedule, Spring 2019, p. 12
III.6.10 Competency Performance Summary
III.6.11 Institutional Planning Webpage
III.6.12 "About Outcomes" Webpage
III.6.13 Spring 2016 All College Day Agenda
III.6.14 Fall 2015 Assessment Day Agenda
III.6.15 Noncredit Student Satisfaction Survey Spring 2017
III.6.16 Maxient CARE Referral Form

Strengths and Key Issues for Criterion 6

- The District provides access and institutional support for assessment tools and data systems (e.g., CASAS and SLOs).
- Grant fun/ 0 1 98.544 29d SLOs)

Chapter

III

WASC Postsecondary Criteria

7. Student Support Services

Criterion 7: Student Support Services

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

- **Associated Student Government**. Promotes student life, diversity, and learning outside of the classroom. Monthly (or often bi-weekly) College Hours at the CLC enrich the learning environment through social interaction and cultural exploration. Each semester AHS students are encouraged to join clubs at Club Recruitment Days. This exposure to multiple cultural perspectives

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

- **Testing Center**. Testing services are offered on a walk-in basis, including English language assessment and college placement testing. Test proctoring is also available for eligible DSPS students.
- **Noncredit Student Success and Support Program (SSSP)**. The SSSP enhances student

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

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

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

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

Evaluation of Counseling and Advising

Like all faculty, the two full-time noncredit counselors are required to meet minimum qualifications as established by the California Community Colleges Chancellor's Office

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

Marketing, Community Awareness, and New Student Recruitment

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

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

Barrio Empowerment
STEM Tech
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3DUHQW¶V 1LJKW DW +LJK 6FKRRO
Dual enrollment orientations.

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

of their progress evaluation along with a plan to satisfy proficiency requirements. They also discuss and select courses during the counseling session, and students without transcripts are reminded to complete a transcript request form when they deliver their paperwork to the Support Services Office, which is the final step of the registration session. This process is waived for high

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

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

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

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

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

Admission Policies

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

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

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

Evaluating Online and Off-Site Services

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

Comprehensive services for students include registration, assessment, counseling, tutoring, academic support, and DSPS. These services are assured regardless of service location or delivery method. A central website provides a directory for all available student services,

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

- A Testing Center was added to the CLC that eliminated the need for students to

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

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

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

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentationfalse promises.

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

Online Catalog

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

The information published in the catalog is effective for the academic year beginning with the fall semester and concluding with the summer intersession. The catalog includes a statement of assurance that “every effort is made to ensure that the course information, applicable policies, and other materials presented are accurate and current.” The catalog’s dedicated section to the AHS includes information about courses and credits, counseling and evaluation, graduatio

Chapter

III

WASC Postsecondary Criteria

8. Resource Management

Criterion 8: Resource Management

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

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

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

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

The College has an established process to allocate resources and, through program review, to request additional resources. All requests for additional resources must be made as part of the program review process in order for them to be considered for funding. Resource requests from program review are made in four categories—staffing, facilities, equipment and supplies, and technology requests.

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

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

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

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

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

The Legislative Analyst's Office future projection of five-to-six percent property revenue growth on average in California is expected to continue to provide sufficient resources in the foreseeable future. This resource supports the development, maintenance, allocation and reallocation, and enhancement of programs and services as outlined in the comprehensive master plan (CMP). The BPC process ensures that resource allocations will meet and sustain student enrollment. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability;

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

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

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

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

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

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

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

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

- Provided over $699,676 to scholarship funding and direct student aid, enabling 2,373 students to be assisted with the cost of college, including scholarships, books, and fees.
- Provided emergency assistance to 339 students to aid them in their need for food, clothing, transportation, and shelter.
- Provided more than 1,041 students textbook assistance through the Textbook Assistance Program.
- Provided more than $602,928 W*0 gfd912 0t TJEf*EMC /P <MCID 33>BDC q0.00000912 0 612 792 reW

Criterion 9: Community Connection

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

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

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

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

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

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

Success of AHS Graduates

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

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

Evidence for Chapter III Criterion 9

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

Chapter III

WASC Postsecondary Criteria

10. Action Plan for Ongoing Improvement

Criterion 10: Action Plan for Ongoing Improvement

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

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

Action Plan Components

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

- **Key issues** † identified as part of the self study process
- **Strategic Activities** † specific activities designed to move the AHS forward in resolving the key issue
- **Responsible Party** † those with responsibility for overseeing the activity and ensuring its completion
- **Resources** † the resources that are available to assist in the completion of the activity
- **Means to Assess Improvement** † the measurable result of the completed activity
- **Timeline for Completion** † target t reW4-4( )] TJET4(wa)ad e seoin repletion of

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

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

Identification and Prioritization of Key Issues

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

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

Discussion and Implementation of Schoolwide Action Plan

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

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

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

Strengths and Key Issues for Criterion 10

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

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

Chapter IV. Revising the School Action Plan

Introduction

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

Adult High School Strengths

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

Key Issues from 2019 AHS Self Study Report

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

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

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

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

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

Strategic Activities	Responsible Party	Resources	Means to Assess Improvement	Timeline for Completion
Align program student learning outcomes (PSLOs) to WKH &ROOHJH¶V competencies.	Department chair, Adult High School; AHS faculty	OAC	Mapping will be completed and published.	Summer 2019
Establish process/cycle for more regularly measuring PSLO data.	Department chair, Adult High School; AHS faculty	Noncredit research analyst	Process is established, documented, and implemented regularly.	Spring 2020
Conduct attrition study to explore the reasons for VWXGHQWV·RDC in order to improve retention rates and student success.	Department chair, Adult High School; AHS faculty; noncredit research analyst	RPIE	Study is conducted and data is used in department meetings when planning scheduling, revisions/ development of curriculum, and locations of classes.	Initially, g outcomist4Tf1 J(us

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

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

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

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

Chapter

V

Glossary

Glossary

TERM	DEFINITION
ACP	Academic and Career Pathway
AEBG	Adult Education Block Grant
AEFLA	Adult Education and Family Literacy Act
AEP	Adult Education Program
AHS	Adult High School
AIS	Academic Information System
AP	administrative procedure
ASG	Associated Student Government
associate faculty	part-time faculty
BOT	board of trustees
BP	board policy
BPC	Budget and Planning Committee

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