

# 2013 Self-Study Report: Adult High School Diploma Program



**SELF-STUDY REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**MIRACOSTA COLLEGE**

**ADULT HIGH SCHOOL DIPLOMA  
PROGRAM**

**1831 Mission Avenue**

**Oceanside, California 92058**

**April 2013**

# MiraCosta College AHSDP Self-Study Postsecondary Report

# MiraCosta College AHSDP Self-Study Postsecondary Report

## Preface

Preparation of the Self-Study for Full Accreditation for the Adult High School Diploma Program (AHSDP) started in fall 2011. Shortly after the first WASC training in preparation for the self-study process, a leadership team was created to provide oversight of the process. The leadership team included all full-time faculty in the program, the dean of Community Education, two staff members, and the College accreditation liaison officer.

Due to the program's small size, the leadership team also acted in the role of the focus groups. The leadership team met in spring 2012 and discussed the model to complete the report. Individual team members took responsibility for the respective chapters and criteria based on their expertise, developed a timeline, and scheduled regular progress updates. Associate faculty participated in the process through Flex workshops held throughout the year and provided input and a voice in the self-study drafts.

The leadership team used MiraCosta's SharePoint Portal to house relevant documents and evidence as well as the working draft of the report. The Portal provided a centrally located, easily accessible format for team members and College constituencies to observe the report's progress in real time. Additionally, the Office of Institutional Planning, Research and Grants dedicated a staff member to act as an accreditation coordinator to assist the dean of Community Education and the accreditation liaison officer in organizing the process and to act as a central resource for the writers, ensuring they received consistent information and instructions. The College technical writer edited the document for clarity and continuity of message and style.

The District Board of Trustees received two presentations on the progress of the self-study in fall 2012 and spring 2013. At those times, the Board of Trustees was given opportunities to provide input and feedback on the self-study and action plans. The Board approved the final self-study and action plans on March 2, 2013.

The self-study process was embraced by the faculty, staff, and administration as an opportunity to reflect on the program and improve student learning and achievement. Through examining the program and addressing each accreditation criteria, the members reviewed student work, analyzed the effectiveness of student services related to student needs, and considered demographic and achievement data and program and institutional processes. The self-reflection and collaboration culminated in the identification of key issues and action plans that will help the program better meet its mission and increase student outcomes.

Moreover, AHSDP has shifted from a culture of decision making based on oral tradition to one based on data analysis, collaboration, and regular assessment of the College's processes

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and procedures. This shift has been a significant change for both the institution and AHSDP. The program has devoted itself to improving systems and processes to better integrate assessment and evaluation.

# MiraCosta College AHSDP Self-Study Postsecondary Report

## Self-Study Committee Members

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## MiraCosta College AHSDP Self-Study Postsecondary Report

### Acronyms

**AHSDP**—Adult High School Diploma Program

**BPC**—Budget and Planning Committee

**CCCCO**—California Community Colleges Chancellor’s Office

**CLC**—Community Learning Center

**CMP**—Comprehensive Master Plan

**COR**—course outline of record

**C&P**—Courses and Programs

**CPCC**—Courses and Programs Curriculum Committee

**CSLO**—course-level student learning outcome

**CTE**—Career and Technical Education

**FERPA**—Family Educational Rights and Privacy Act

**GO**—Governance Organization

**GOM**—Governance Organization model

**ILO**—institutional learning outcome

**IPM**—integrated planning model

**IPRC**—Institutional Program Review Committee

**MCCCD**—MiraCosta Community College District

**MFT**—Marriage and Family Therapy

**OIPRG**—Office of Institutional Planning, Research and Grants

**PDP**—Professional Development Program

**PSLO**—program-level student learning outcome

**SDCCD**—San Diego Community College District

**SDUHSD**—San Dieguito Union High School District

**SLO**—student learning outcome

**SLOAC**—Student Learning Outcomes and Assessment Committee

**TABE**—Test for Adult Basic Education

**TFM**—tenured faculty member

# Chapter

1

## **Institutional, Community, Student Characteristics**

## Chapter I Institutional, Community and Student Characteristics

### Introduction

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

The leadership team included all full-time faculty, staff, and administrators of the program as well as staff and administrators from the Office of Institutional Planning, Research and Grants (OIPRG). The team produced two versions of AHSDP's profile:

- A detailed data profile (*Appendix A*)
- A summary pamphlet for distribution to the campus community (*Appendix B*).

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

Their engagement with the data revealed how important reliable and valid evidence is to inform good decision making. The need to expand both the capacity and the use of evidence to chart program improvement and measure student learning is the key issue for the next accreditation cycle.

The leadership team acted as a professional learning community to engage in the process of inquiry and to forge a culture of experimentation and investigation. With the creation of specific goals under the prioritized key issue to access and use data more systematically, AHSDP faculty and staff will update students and the community systematically as the program focuses on improving student learning and achievement outcomes.

### Basic Institutional Information

#### Narrative Description

The Community Learning Center (CLC) is one of two MiraCosta Community College District (MCCCD) centers. In addition to AHSDP, the CLC houses the following noncredit programs: Noncredit ESL, Other Noncredit, and Short-Term Vocational. The CLC also offers selected credit college courses to assist students in transitioning from noncredit to credit programs.

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While many courses are offered at the center, AHSDP is the only CLC program offering the completion of a degree (high school diploma). Prior to the initial accreditation process in 2010, the College decided to apply for full accreditation for the AHSDP through the Accrediting Commission for Schools.

AHSDP prepares adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity. The program is fully integrated within all of MCCCDC's policies and procedures.

MiraCosta is the only post-secondary institution in Coastal North San Diego County to offer an adult high school diploma program. The program is tuition-free, with both day and evening courses to accommodate the varying schedules of students in the community. AHSDP's unique feature is its method of instructional modality, which focuses exclusively on in-classroom instruction rather than an open-lab, self-paced environment.

### School Address, Website, and Extension Site

MiraCosta College  
One Barnard Drive  
Oceanside, CA 92056  
[www.miracosta.edu](http://www.miracosta.edu)

MiraCosta College  
Community Learning Center  
1831 Mission Avenue  
Oceanside, CA 92058  
[www.miracosta.edu/ahsdp](http://www.miracosta.edu/ahsdp)

### History of the Institution

In spring 1934, the Board of Trustees of the Oceanside-Carlsbad Union High School District chose to establish a junior college department on the high school's campus, located in downtown Oceanside. In 1960, with the encouragement of state and county educational agencies, Oceanside and Carlsbad voters agreed to develop a separate junior college district to be governed by the same Board of Trustees that oversaw the high school district.

When the College separated from the high school districts to become Oceanside-Carlsbad Community College District, and soon thereafter the MiraCosta Community College District, both Carlsbad and Oceanside Unified School Districts asked the College to accept responsibility for all adult education in the district.

As reflected in the Board of Trustees minutes, the College agreed to accept that charge at a meeting on April 18, 1972. In addition, on June 23, 1972, the Oceanside Unified School District Board of Education granted MiraCosta permission to grant eighth grade and high school diplomas. On August 1, 1972, the District's Board of Trustees approved the graduation requirements as submitted (*Appendix C*).



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In 1976, when the state determined that open community college districts would no longer be allowed, it annexed the San Dieguito geographic area, which included the cities of Del Mar, Solana Beach, Olivenhain, Encinitas, and Leucadia to MCCCDC.

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

The community college districts bordering MCCCDC are Palomar Community College District and San Diego Community College District (SDCCDC). Palomar does not offer an adult high school program, but SDCCDC does. At the request of SDUHSD's Board of Trustees, MiraCosta does not offer its adult high school diploma program in the southern part of MiraCosta's district that borders SDCCDC. However, the College works cooperatively with all of the K-12 adult schools in nearby districts that do provide adult high school diploma programs.

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

In the 1980s, MiraCosta's noncredit programs, including AHSDP, moved from Oceanside High School to leased facilities in Oceanside. The new facility was called the Adult Learning Center. As a result of changes in the Camp Pendleton Marine Base population in the 1990s, MiraCosta closed its offices and AHSDP on the base; from that time until the present, the College has served the Marine Corps population off the base in Oceanside.

In 1998, MCCCDC purchased 7.8 acres at 1831 Mission Avenue in Oceanside for the construction of a new facility to house the College's noncredit programs. The site included a strip mall with a large supermarket structure and a connected smaller structure, plus two separate buildings containing fast-food restaurants.

The District invested approximately eight million dollars to purchase the site and remodel the strip-mall buildings as well as one fast-food building. Arby's still leases the second restaurant building, and the College uses the revenue to help pay off the Certificates of Participation that funded the remodel. The current site was named MiraCosta College Community Learning Center (CLC). The CLC is located in a commercial area, with frequent bus stops nearby. Residential areas border the commercial area in which it is located.

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### Student Demographics

A meaningful and relevant adult high school program depends upon a critical review of the demographics of the community and of the students in the program. Additionally, effective evaluation of program improvement and student learning and achievement involves the study of the factors impacting success and aligning interventions to facilitate diploma completion.

#### Student Residency

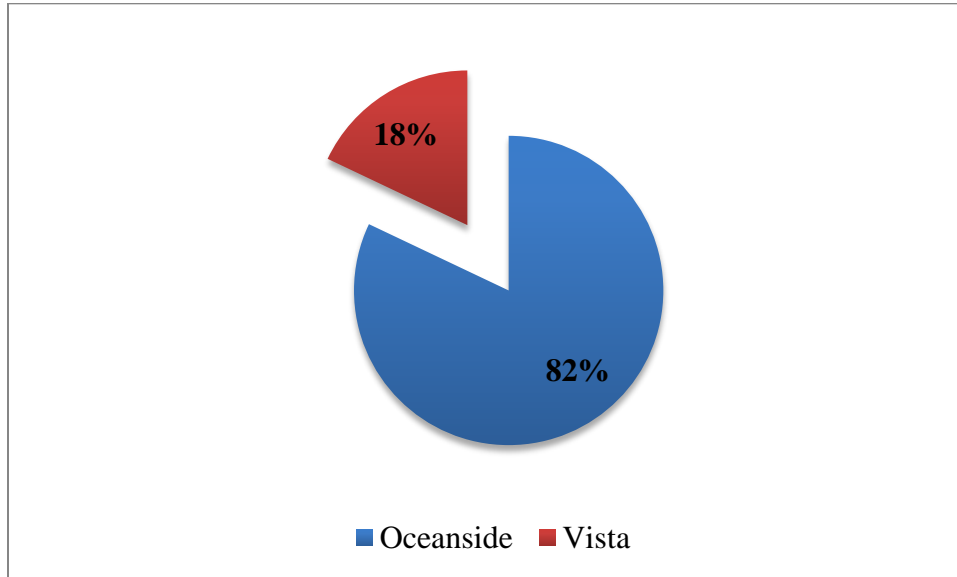
Approximately 75 percent of the program’s students are from the District’s service area with the majority coming from Oceanside where the Center is located. The second largest group of AHSDP students resides in Vista (14 percent), which is outside the service area. In analyzing this fact, the leadership team hypothesized that the proximity of the program’s boundaries to the CLC allows students to choose between MiraCosta’s program and the adult high school diploma program offered through the Vista Unified School District. Table I-1 represents student residency for the most recent academic year.

**Table I-1. 2011-2012 AHSDP Student Residency**

	Count	% of Total
<b>Oceanside</b>	474	64%
<b>Vista</b>	100	14%
<b>Carlsbad</b>	62	8%
<b>Camp Pendleton</b>	37	5%
<b>Fallbrook</b>	16	2%
<b>Encinitas</b>	14	2%
<b>San Marcos</b>	10	1%
<b>Escondido</b>	8	1%
<b>Cardiff</b>	3	0%
<b>Bonsall</b>	2	0%
<b>Temecula</b>	2	0%
<b>Cardiff by the Sea</b>	2	0%
<b>Solana Beach</b>	2	0%
<b>Chula Vista</b>	1	0%
<b>Winchester</b>	1	0%
<b>Rancho Santa Fe</b>	1	0%
<b>La Mesa</b>	1	0%
<b>Lake Forest</b>	1	0%
<b>Unknown</b>	3	0%
<b>Total</b>	<b>740</b>	<b>100%</b>

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Upon review of the data, the leadership team noted that about one in four enrolled students resides outside the District’s service area, as illustrated in Figure I-1, either in a neighboring community or the marine base. Further reflection led the leadership team to recognize the need to access database information from local school districts and the students the program serves. More data is needed from students not only within AHSDP’s service area but also outside the District about their reasons for choosing MiraCosta’s program and how their needs may be met.



**Figure I-1. 2011-2012 Student Residency Based on Service Area**

### Gender

The gender composition of students enrolled in the program has remained about equally split between males and females over the past five academic years, as Table I-2 shows. It is important to note that in evaluating the enrollment trends by gender for the self-study report, the leadership team reviewed the dropout gender discrepancies for the local high schools and discovered that males appear to be an underrepresented group in AHSDP’s student population.

**Table I-2. AHSDP Enrollment by Gender**

Gender	2007-08	2008-09	2009-10	2010-11	2011-12
Female	50%	50%	50%	48%	52%
Male	50%	48%	49%	52%	48%

**Note:** Less than 2% of student gender is unknown for the 2008-09 and 2009-1010 academic years.

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However, at this point it is not possible to determine whether the program is capturing the students who are dropping out from the local high schools because the information is not currently obtained at enrollment. There are many possible factors impacting this result, including the large number of out of district students who attend as well as the high percentage of students concurrently enrolled in local high schools.

The issue of gender is an area that the team is interested in exploring. Better background information from the students is needed at the point of enrollment to see if the program is capturing the local drop out students from local schools.

### Age

Currently, nearly half of the program’s enrolled students (47 percent) are between the ages of 18 and 24 with three-fourths of the students under the age of 30. While the percentage of students 17 and younger has declined over the past five academic years, as Table I-3 illustrates, 17 percent of the students in the most recent academic year are of traditional high school age. Students under 18 could be affiliated with a local traditional high school and take AHSDP courses concurrently to make up credits for graduation.

**Table I-3. AHSDP Enrollment by Age over Five Years**

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>17 and Under</b>	33%	30%	19%	13%	17%
<b>18 to 20</b>	31%	30%	35%	31%	26%
<b>21 to 24</b>	12%	14%	15%	20%	21%
<b>25 to 29</b>	8%	10%	13%	13%	11%
<b>30 to 34</b>	5%	6%	8%	8%	9%
<b>35 to 39</b>	4%	3%	3%	5%	4%
<b>40 to 44</b>	2%	3%	4%	5%	5%
<b>45 to 54</b>	4%	3%	3%	4%	5%
<b>55 to 64</b>	1%	0%	1%	1%	1%
<b>65 and Over</b>	0%	0%	0%	0%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Since most of AHSDP’s students are younger than 30, they expect technology to be used in the classroom; thus, faculty have included many technological resources for learning. Currently, the leadership team views face-to-face instruction as a significant method for student success; however, as more students become comfortable with technology and its use in the classroom, the expectation for other modalities, such as self-paced, online, and hybrid courses, will likely increase over the next decade. The program will need to analyze student

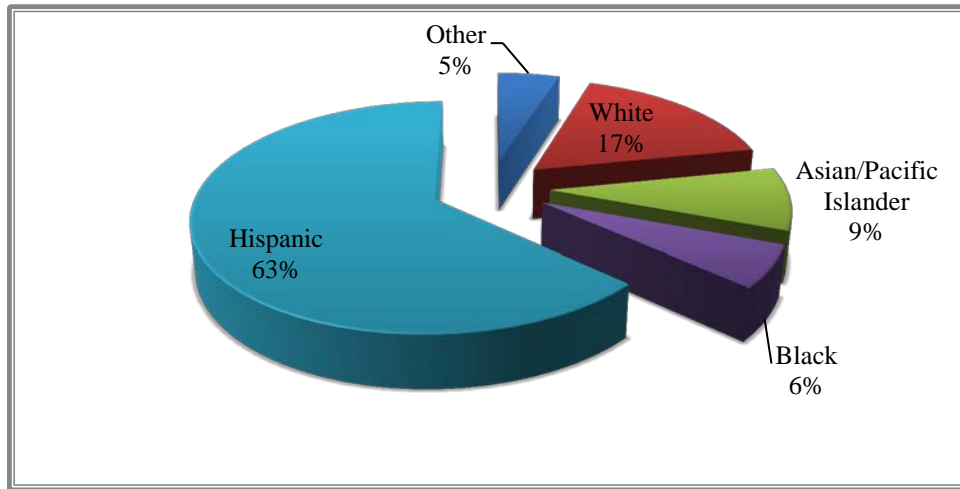
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needs for different methodologies of learning in addition to the traditional face-to-face classroom environment.

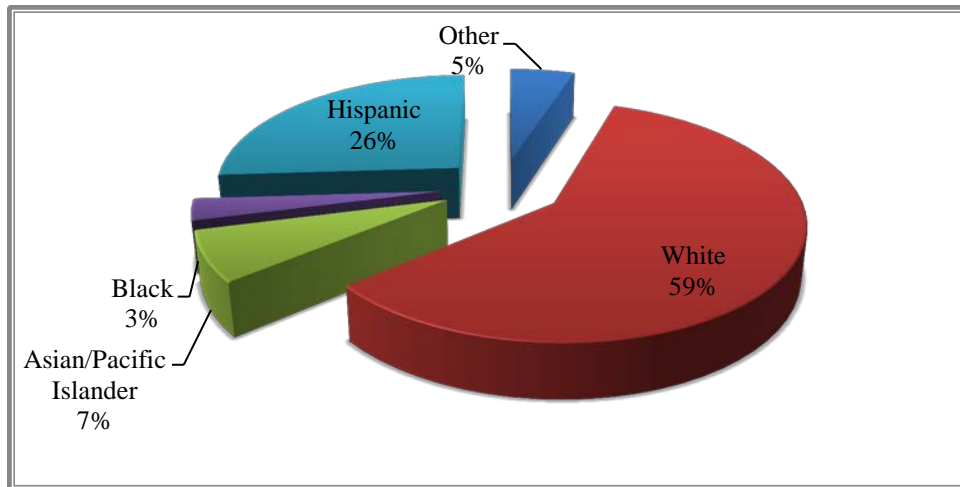
### Student Ethnicity

The ethnic breakdown of AHSDP students indicates that more than 70 percent are from historically underrepresented groups (Figure I-2). Table I-4 demonstrates that these rates have been relatively constant for the past five academic years.

AHSDP's student enrollment does not mirror the ethnic breakdown of the District's residents, as Figure I-3 shows. These data bring to light the importance of understanding the needs of underrepresented student groups so that more tailored student services and instruction can be provided to maximize their success.



**Figure I-2. Student Enrollment by Ethnicity**



**Figure I-3. District Population by Ethnicity**

**Table I-4. AHSDP 5-Year Enrollment by Ethnicity**

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>American Indian/Alaskan Native</b>	1%	1%	1%	1%	1%
<b>Asian/Pac Island</b>	6%	6%	6%	7%	9%
<b>Black</b>	7%	5%	5%	6%	6%
<b>Hispanic</b>	61%	62%	67%	62%	64%
<b>Multiple</b>	2%	3%	1%	2%	2%
<b>Other Non-White/Unknown</b>	1%	2%	2%	1%	2%
<b>White</b>	22%	20%	18%	22%	17%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Governance Structure of the Institution**

MCCCD is governed by an elected Board of Trustees and lead by a superintendent/president. The dean of Community Education serves as the CLC’s site administrator who reports directly to the vice president of the College’s Instructional Services Division.

MiraCosta’s governance structure consists of three primary groups: the Board of Trustees, superintendent/president, and constituent groups. Their responsibilities are as follows:

- The Board of Trustees serves as a policy making body that is responsible for the quality, integrity, and financial stability of the institution.
- The superintendent/president is the chief executive officer of the institution whose administrative staff assists in MiraCosta’s operations, as illustrated in Figure I-4.
- The constituency groups include administrators, faculty, staff, and students. Their respective roles are defined through the MiraCosta governance structure.

MIRACOSTA COLLEGE

Organizational Chart

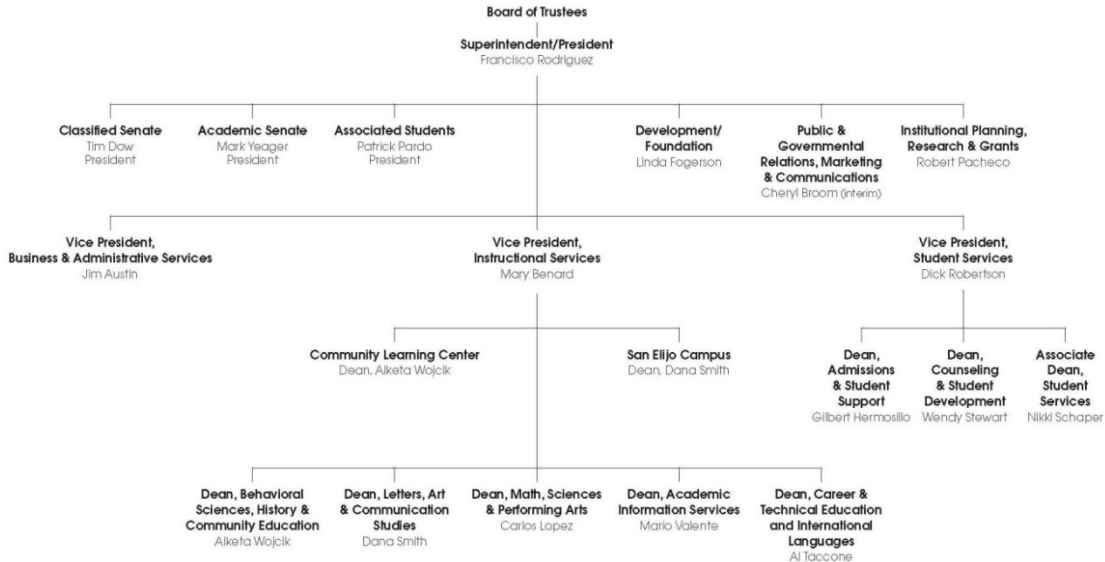


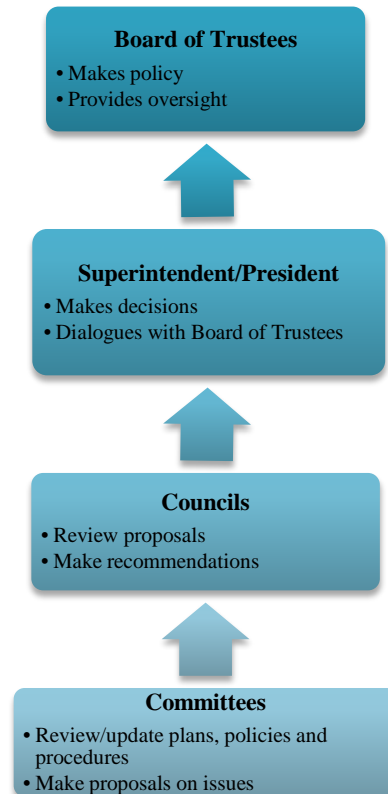
Figure I-4. MiraCosta Community College District Organizational Chart

The College’s governance structure, which was approved in spring 2009 and implemented in summer and fall 2009, consists of two main types of governing bodies: committees and councils.

The Governance Organization (GO) Committee measures the effectiveness of the governance structure’s processes and maintains the currency of its system of committees and councils. In addition to the GO Committee, five governance committees form the basis of the decision-making structure at MiraCosta:

- Academic Affairs
- Budget and Planning
- Courses and Programs
- Institutional Program Review
- Student Interests.

These governance committees develop and update plans, board policies, and administrative procedures and recommend them to the governance councils. Comprised of members



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from all four constituent groups, committees have subject-matter purview and are advisory in nature to the councils (*Appendix D*).

Councils, on the other hand, with the exception of the Steering Council, represent homogenous constituent groups; each council's members belong to the same group. They review and approve recommendations and committee proposals but do not expressly formulate plans, board policies, or administrative procedures.

Four governance councils, in addition to the Steering Council, provide overarching support of MiraCosta's decision-making processes:

- Associated Student Government
- Academic Senate
- Classified Senate
- Administrative.

The Steering Council routes governance issues to appropriate governance committees and governance councils. Its composition represents the leadership from each of the College's constituent groups and governance committees.

The four governance councils submit their recommendations directly to the superintendent/president, who then decides whether or not to forward their recommendations to the Board of Trustees for final approval.

### **Schoolwide Learning Outcomes**

Student learning is identified at three critical levels at MiraCosta: institutional, program, and course. In addition, administrative units and service areas conduct outcomes assessment to measure student learning that occurs outside of the classroom.

#### Institutional Level Outcomes

Institutional learning outcomes (ILOs) at MiraCosta were created to measure the broad-based learning that occurs for all students, regardless of program or certificate. MiraCosta's institutional level outcomes parallel the general education outcomes that are measured as a part of degree completion.



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MiraCosta has established five ILOs:

- Effective Communication
  - Write, speak, read, listen, and otherwise communicate
  - Communicate clearly, accurately, and logically
  - Communicate appropriately for the context.
- Critical Thinking & Problem Solving
  - Define and analyze problems clearly
  - Think independently, creatively, logically, and effectively
  - Apply appropriate problem solving methods
  - Analyze and synthesize information from multiple perspectives.
- Professional & Ethical Behavior
  - Demonstrate responsible and professional conduct, in the classroom, workplace, and community
  - Demonstrate the ability to work independently and collaboratively.
- Information Literacy
  - Identify information needed
  - Collect information effectively and efficiently
  - Evaluate and analyze information
  - Use and apply information accurately and appropriately.
- Global Awareness
  - Demonstrate respect for diversity and multiple perspectives
  - Value his/her place and role in an increasingly interconnected global community
  - Demonstrate cultural and environmental awareness.

### AHSDP Program- and Course-Level Student Learning Outcomes

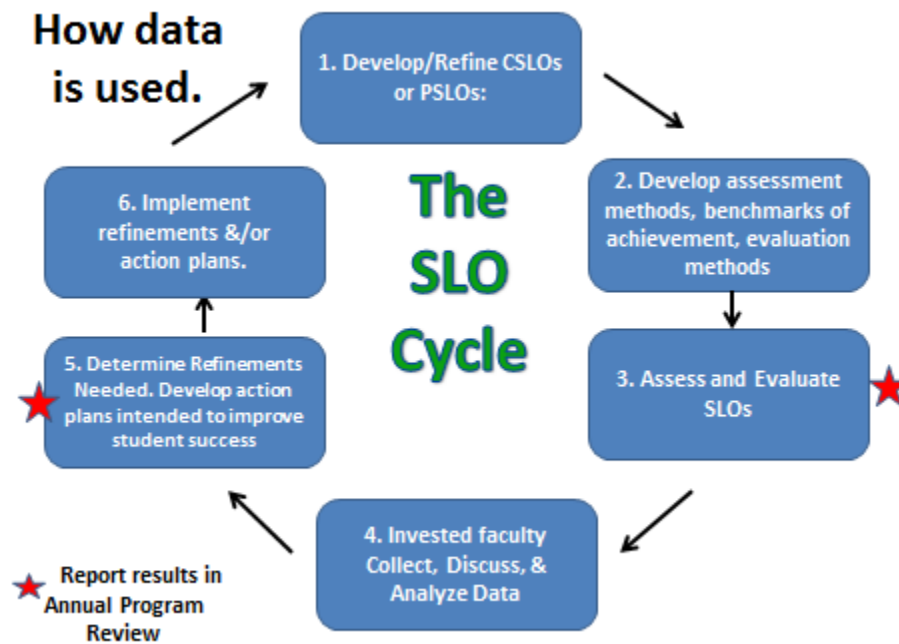
At the commencement of the outcomes movement, AHSDP faculty established program-level student learning outcomes (PSLOs) that directly mirrored the College's ILOs with the exception of one additional outcome: preparation for employment and/or higher education. Through the process and analysis of the self-study, the leadership team realized AHSDP's PSLOs need to be connected more directly to the program's student population. Moreover, the evaluation of ILOs needs to reflect the level of achievement appropriate for a high school diploma.

Each AHSDP course records its three course-level SLOs (CSLOs) and associated methods of assessment in an official course outline of record, which is stored in the College's online course management system (WebCMS). Faculty assess their course SLOs each term, and the assessment records are maintained in MiraCosta's online reporting program and repository (TracDat).

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AHSDP's faculty have mapped CSLOs to the PSLOs and ILOs; *Appendix E* shows the strength correlation of each course SLO to the PSLOs and ILOs.

All outcomes assessment follows a feedback loop, illustrated in Figure I-5, that gives the faculty a mechanism for maintaining continuous quality improvement.



**Figure I-5. MiraCosta SLO Assessment Loop**

Outcomes assessment and student success data are incorporated into all program reviews to guide pedagogical improvements, curriculum analyses and review, resource allocations, organizational improvement, and quality assurance. ILOs are reviewed by the Student Learning Outcomes and Assessment Committee (SLOAC).

### **Enrollment and Program Types at AHSDP**

AHSDP has only one program that issues the high school diploma. Students can enter the program at different stages depending on their deficiency of courses to achieve the high school diploma.

### **Typical Class Size**

Average class size for AHSDP courses has increased by 50 percent over the past five academic years, as depicted in Table I-5. One factor that accounts for this increase is the

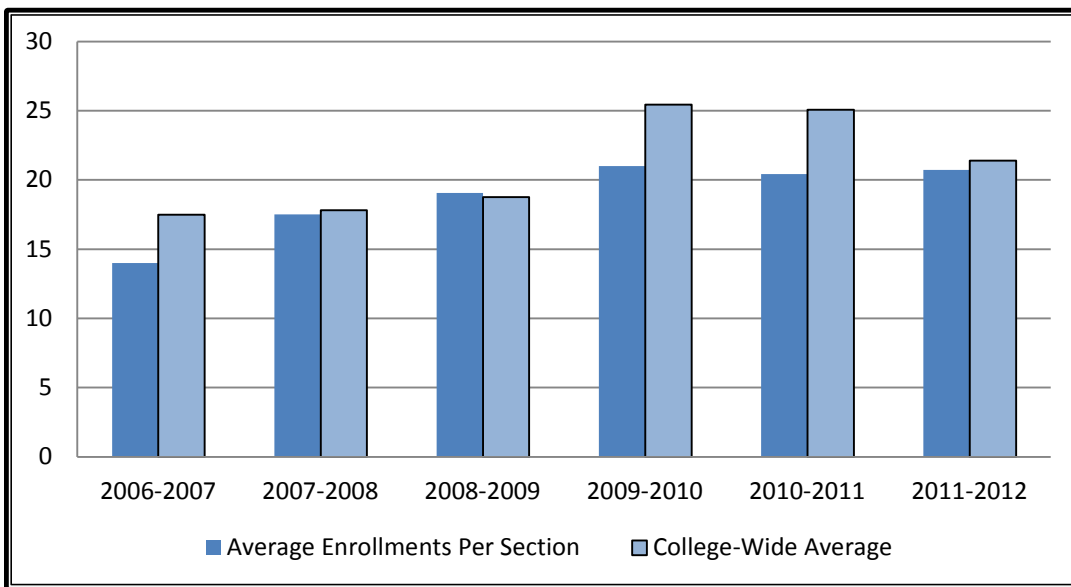
**MiraCosta College AHSDP Self-Study Postsecondary Report**

improved program efficiency that resulted from examining fill rates and determining schedule needs.

**Table I-5. Average Enrollments per Section**

Average Enrollments	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>Per Section</b>	13.99	17.5	19.06	20.99	20.43	20.73
<b>Per Section College Wide</b>	17.49	17.81	18.76	25.44	25.06	21.39

The program’s average class size is smaller than the college wide average for two reasons. First, AHSDP enrollments are calculated based on positive attendance while most college credit courses are based on census date. Second, the class size maximum for the AHSDP courses is between 30 to 35 while some college credit courses have a range of 25 to 45 students. Figure I-6 compares the average class sizes for AHSDP and the College.



**Figure I-6. Average Enrollments per Section**

**Types of Certificates Awarded**

The program awards only the high school diploma.

**Administrative and Teaching Staff**

AHSDP employs 37 administrators, faculty, and staff, as depicted categorically in Table I-6. Through the program review process, AHSDP analyzes its current administrative and teaching staff and requests additional personnel to meet the program’s needs as necessary.

**Table I-6. AHSDP Personnel**

<b>Assignment</b>	<b>Men</b>	<b>Women</b>
<b>Administration</b>	0	1
<b>Faculty</b>	6	14
<b>Counselors</b>	0	4
<b>Staff</b>	3	6
<b>Librarian</b>	1	2
<b>Total</b>	<b>10</b>	<b>27</b>

**Calendar System**

AHSDP utilizes an academic calendar approved by the District’s Board of Trustees and Academic Senate. Designated as the Noncredit Calendar, it operates on the same overall schedule as the Credit Academic Calendar as regards fall, spring, and summer start and end dates and all-campus holiday observations. Both calendars have four eight-week terms during the fall and spring and one term during the summer (*Appendix F*).

**Typical Load for the Average Student**

AHSDP offers courses in eight-week terms, scheduling two terms per semester. Table I-7 shows that in the last five years, students enrolled in an average of one to two courses per term. This average is in line with the expectations of the program’s fast pace and students’ personal lives outside of the program.

**Table I-7. AHSDP Average Student Course Load over Five Years**

	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>Average number of courses enrolled</b>	2.33	2.49	2.49	2.61	2.47
<b>Maximum classes enrolled by any one student in a semester</b>	9	9	11	9	9

## Community Information

The program’s service area is Oceanside and Carlsbad under an agreement with the local unified school districts. AHSDP is located in the Community Learning Center in a commercial area of Oceanside. Residential areas border the commercial area. Figure I-7 depicts a map of the geographic region served by the program.



**Figure I-7. Geographical Map of AHSDP’s Service Area**

### Population of Area Served by the School

AHSDP uses zip codes to identify its service area and the remaining southern portion of the District’s area, as profiled in Table I-8.

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**Table I-8. Zip Code Composition of MCCC'D's Service Area**

AHSDP	Southern Portion of the district
92008 - Carlsbad NW	92007 - Cardiff
92009 - Carlsbad SE	92014 - Del Mar
92010 - Carlsbad NE	92024 - Encinitas
92011 - Carlsbad SW	92067 - Rancho Santa Fe
92054 - Oceanside S	92075 - Solana Beach
92055 - Camp Pendleton	92091 - Rancho Santa Fe
92056 - Oceanside E	92130 - Carmel Valley
92057 - Oceanside N	
92058 - Oceanside (Central)	

**Population Characteristics**

The population of AHSDP's service area is projected to increase by two percent over the next decade and three percent in 20 years, as depicted in Table I-9.

**Table I-9. Five- and Ten-Year Population Projections**

Five and Ten-Year Population Projections							
City	2010 Pop	2015 Pop	2020 Pop	5-yr Growth	5-yr % Growth	10-yr Growth	10-yr % Growth
Oceanside	158,771	161,962	163,632	3,191	2.00%	4,861	3.10%
Carlsbad	99,576	101,519	102,879	1,943	2.00%	3,303	3.30%
Encinitas	49,250	49,517	49,795	267	0.50%	545	1.10%
San Diego (Carmel Valley)	42,969	42,957	43,149	-12	0.00%	180	0.40%
Camp Pendleton	35,268	36,572	37,030	1,304	3.70%	1,762	5.00%
Del Mar	14,220	14,345	14,433	125	0.90%	213	1.50%
Rancho Santa Fe	13,282	13,315	13,430	33	0.20%	148	1.10%
Solana Beach	13,233	13,481	13,664	248	1.90%	431	3.30%
Cardiff by the Sea	10,610	10,694	10,727	84	0.80%	117	1.10%
North Section	236,053	241,469	244,160	5,416	2.30%	8,107	3.40%
South Section	201,126	202,893	204,580	1,767	0.90%	3,454	1.70%

The 2011 *Comprehensive Master Plan* does not project enrollment growth in AHSDP over the next decade; however, marginal growth can be accommodated through reallocations of noncredit hours.

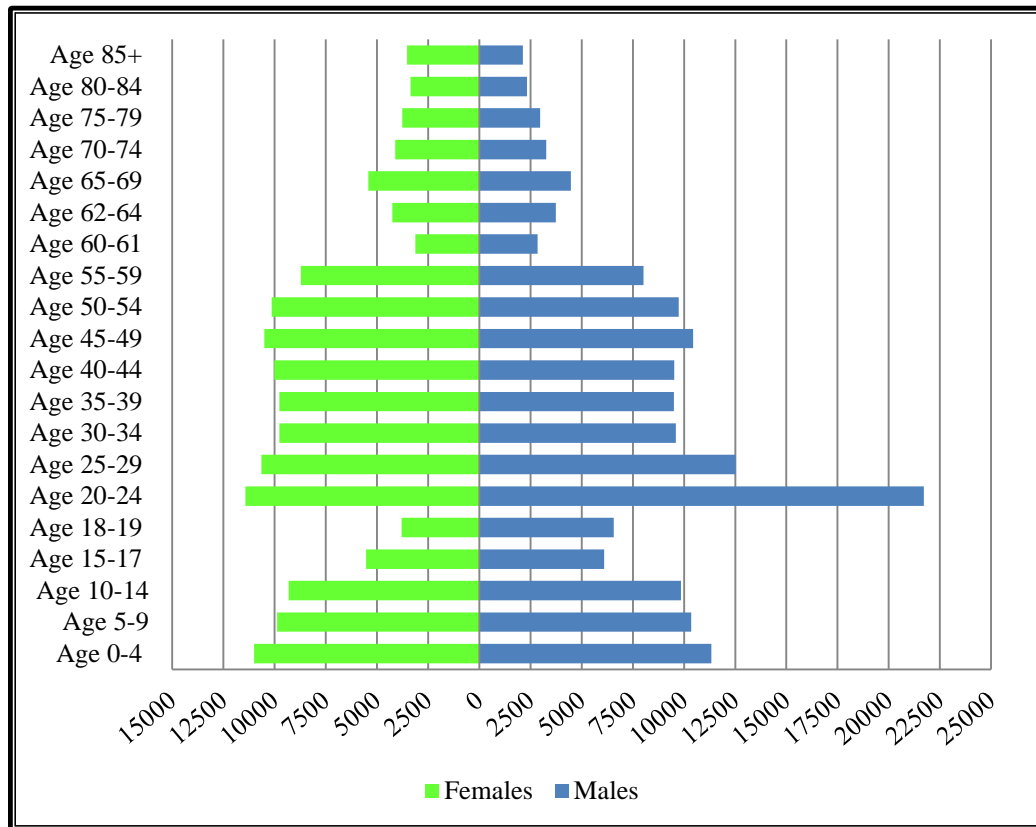
**Anticipated Changes**

AHSDP’s service area gender population percentages are predicted to remain the same over the next ten years. Males will remain a greater percentage in the 20- to 24-year-old category, due likely to the presence of the Marine Corps Base Camp Pendleton in the primary zip code area. Significant changes in gender are not expected over the next 20 years, as Table I-10 demonstrates.

**Table I-10. AHSDP’s Service Area Gender Projection**

Year	Females	Males
2010	49%	51%
2020	48%	52%
2030	48%	52%

The two age pyramids illustrated in Figures I-8 and I-9 show the current and projected age and gender makeup of AHSDP’s service area. Counts of females in each age category are on the left, and counts of males are on the right.



**Figure I-8. Age and Gender Pyramid for the AHSDP Service Area – 2010**

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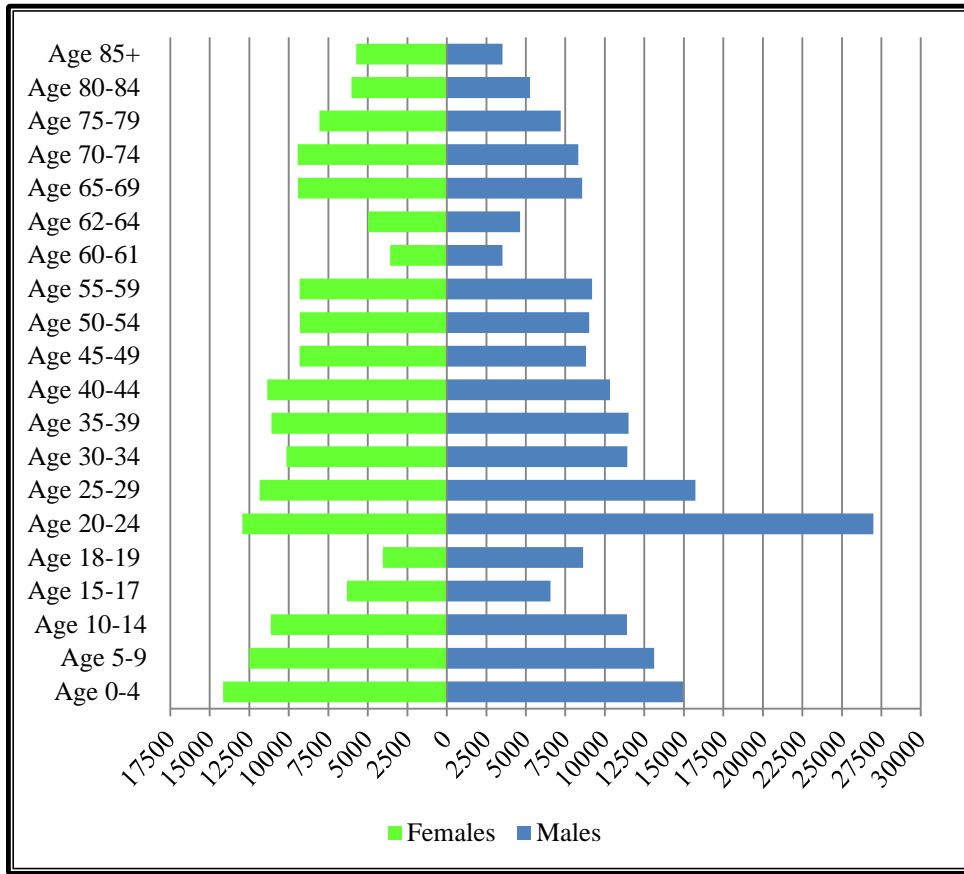
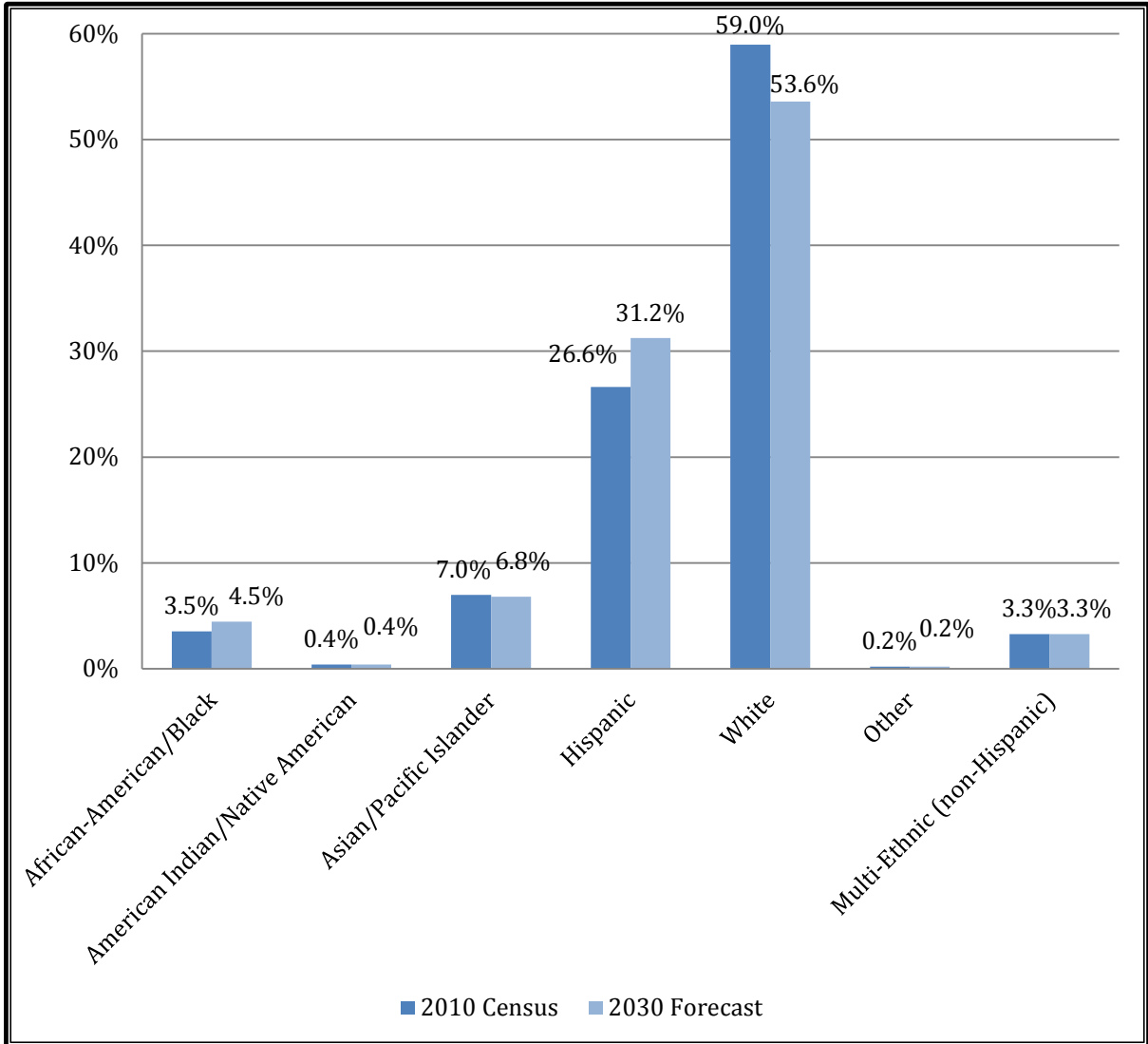


Figure I-9. Age and Gender Pyramid for the AHSDP Service Area – 2030

Although the ethnicity of AHSDP’s service area will likely not change much over the next ten years, as Figure I-10 illustrates, the current ethnic breakdown of AHSDP students does not mirror that of the population. While Hispanics comprise approximately 65 percent of AHSDP’s student population, they comprise only 26 percent in the program’s service area. Further investigations from the increased data access and use will help explain the difference and assist the program in providing the appropriate services and supports for students.





(Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American)

**Figure I-10. Change in Ethnic Makeup of the AHSDP Service Area 2010 and 2030**

**Student Learning Data**

The program captures and reviews five critical metrics to measure student success and achievement: retention, success, diploma completion rate, transition to MiraCosta College credit, and workforce related success measures.

- **Retention** is defined as the percentage of students who enroll and do not withdraw from the class. This definition applies to both credit and noncredit programs.
- **Success** in AHSDP classes is defined as the percentage of students who pass a course with a grade of “D” or better. The standard differs from the credit program because local high school districts consider a “D” to be a passing grade. Including the “D” allows for better

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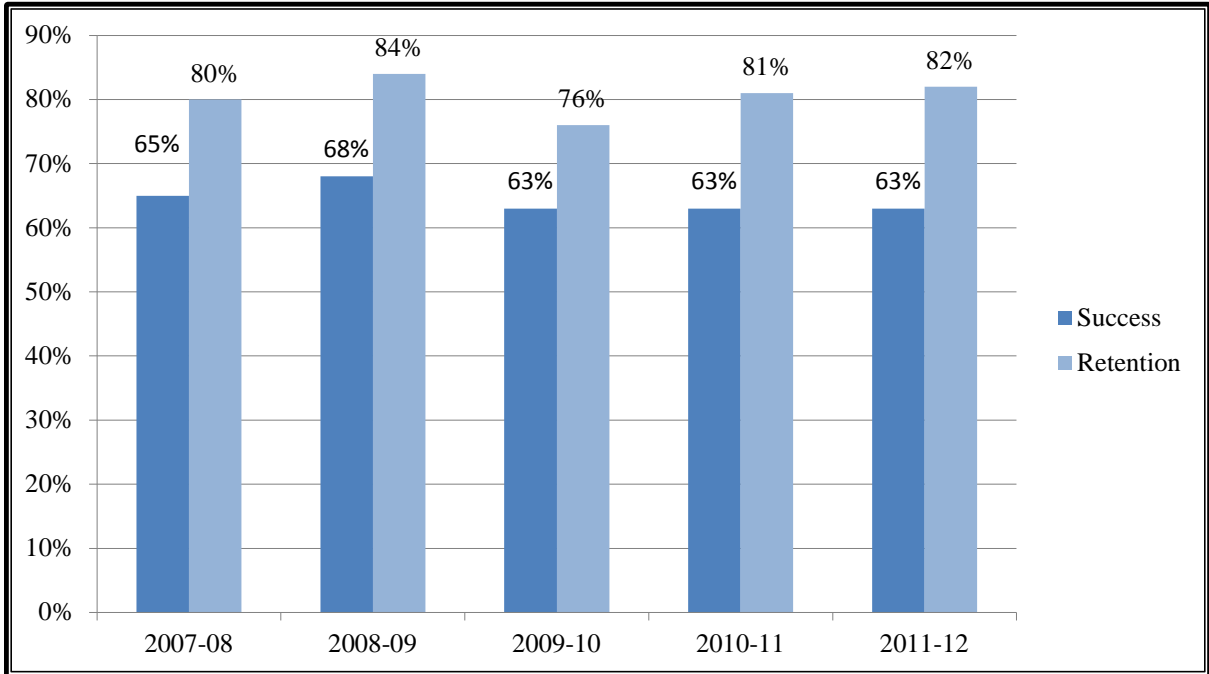
alignment and transferability of credits across multiple institutions. Success rates are disaggregated based on gender, ethnicity, and age. Additionally, success rates are reported at the discipline level.

- ***Diploma completion rate*** is measured in two ways: the number of diplomas granted in an academic year and the percentage of students who receive a high school diploma within five years of their first enrollment.
- ***Transition to MiraCosta College credit*** is based on the percentage of first-time AHSDP students who took at least one credit course after their first AHSDP course. Students with previous college credit are not included in the cohort. Students who attempted another credit course simultaneously or following their first AHSDP course were included in the percentages.
- ***Workforce success measures*** include student self-reported plans after receiving their diplomas.

### Retention and Success

Course retention is an indicator of student perseverance throughout the term. Student success measures the successful credit towards the diploma. Retention and success rates have remained relatively constant during the last five academic years despite enrollment fluctuations, curricula adjustments, and student changes. The AHSDP leadership team has reflected on the value of such aggregate metrics and why the rates are constant. To identify key issues, AHSDP has outreached to OIPRG for ways to disaggregate the data to discover group differences in outcomes.

Additionally, AHSDP would like to learn about the retention rates at peer adult high school programs to better assess whether the retention and success rates are at acceptable levels. Figure I-11 displays the program's retention and success rates for the last five academic years.



**Figure I-11. Success and Retention of All AHSDP Enrollments**

Retention rates exceed 75 percent across disciplines. The high and consistent rates may be attributed to the short-term, eight-week courses that comprise the program. Table I-11 displays the program’s retention rates by discipline for the past five academic years.

**Table I-11. AHSDP Retention by Discipline**

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

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Unlike the retention rates, success rates vary across disciplines, as Table I-12 illustrates. The leadership team is particularly interested in the potential barrier relatively low success in mathematics might play in students achieving their diploma. Also, the gap between retention and success rates in mathematics reveals a potential need for additional support, such as a math learning center that could provide struggling students with the help they need to successfully complete the class.

**Table I-12. AHSDP Success by Discipline**

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

### Success by Age, Ethnicity, and Gender

Success rates for younger students tend to be lower than for students over the age of 25, as Table I-13 demonstrates. Since two thirds of AHSDP's students are under the age of 25, the leadership team wants to explore the role motivation plays in student success and how motivation might be increased in younger learners.

**Table I-13. Success Based on Age**

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Under 20</b>	64%	63%	57%	51%	55%
<b>20-24</b>	65%	66%	63%	67%	61%
<b>25-49</b>	69%	78%	72%	70%	75%
<b>50 and Over</b>	71%	85%	70%	77%	67%
<b>Overall</b>	<b>65%</b>	<b>68%</b>	<b>63%</b>	<b>63%</b>	<b>63%</b>

Success rates for Hispanic students, the largest group of students enrolled in the program, are at or exceed the overall success rate of AHSDP students and are higher than for whites, the second largest group, as Table I-14 makes evident. However, the leadership team is concerned with the low success rates for African-Americans and Native Americans despite the lower enrollment numbers.

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**Table I-14. AHSDP Success Rates Based on Ethnicity**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>American Indian/Alaskan Native</b>	45%	58%	63%	29%	57%
<b>Asian/Pac Island</b>	71%	72%	73%	74%	70%
<b>Black</b>	53%	56%	55%	56%	56%
<b>Hispanic</b>	66%	70%	65%	62%	63%
<b>Multiple</b>	71%	67%	61%	66%	70%
<b>White</b>	64%	64%	56%	62%	60%
<b>Overall</b>	<b>65%</b>	<b>68%</b>	<b>63%</b>	<b>63%</b>	<b>63%</b>

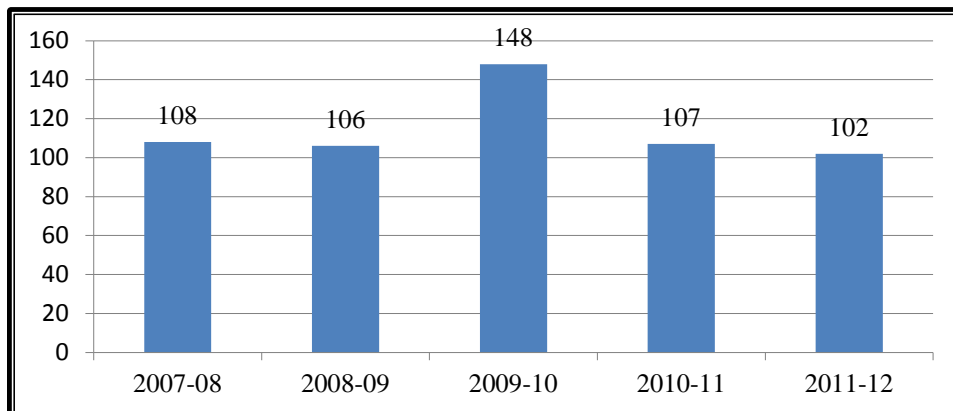
Female success rates exceed those of male students for each of the past five academic years, as Table I-15 demonstrates. The AHSDP leadership team has asked OIPRG to provide success rates cross-tabulated for all three groups because greater granularity in the data will provide sub-group differences.

**Table I-15. Success Rates by Gender**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>Female</b>	65%	72%	64%	67%	65%
<b>Male</b>	65%	65%	62%	59%	61%
<b>Overall</b>	<b>65%</b>	<b>68%</b>	<b>63%</b>	<b>63%</b>	<b>63%</b>

Transition to MiraCosta College Credit

Graduation numbers over the past five academic years have been relatively stable, as Figure I-12 makes evident. The 2008-2009 academic year had a larger number of graduates, which paralleled the increase in enrollment for that year.

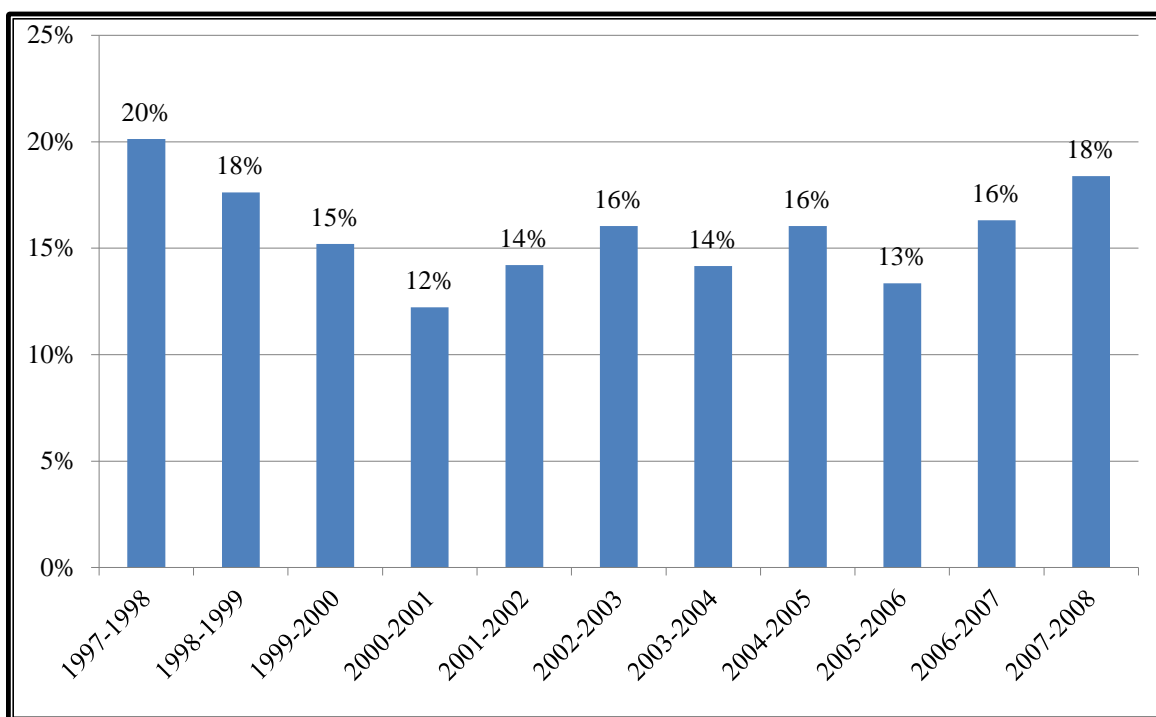


**Figure I-12. High School Diplomas Awarded by Academic Year**

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The leadership team has diligently attempted to create measures that track time to completion; however, due to the varied student goals for taking AHSDP courses, capture of a truly meaningful metric has been elusive.

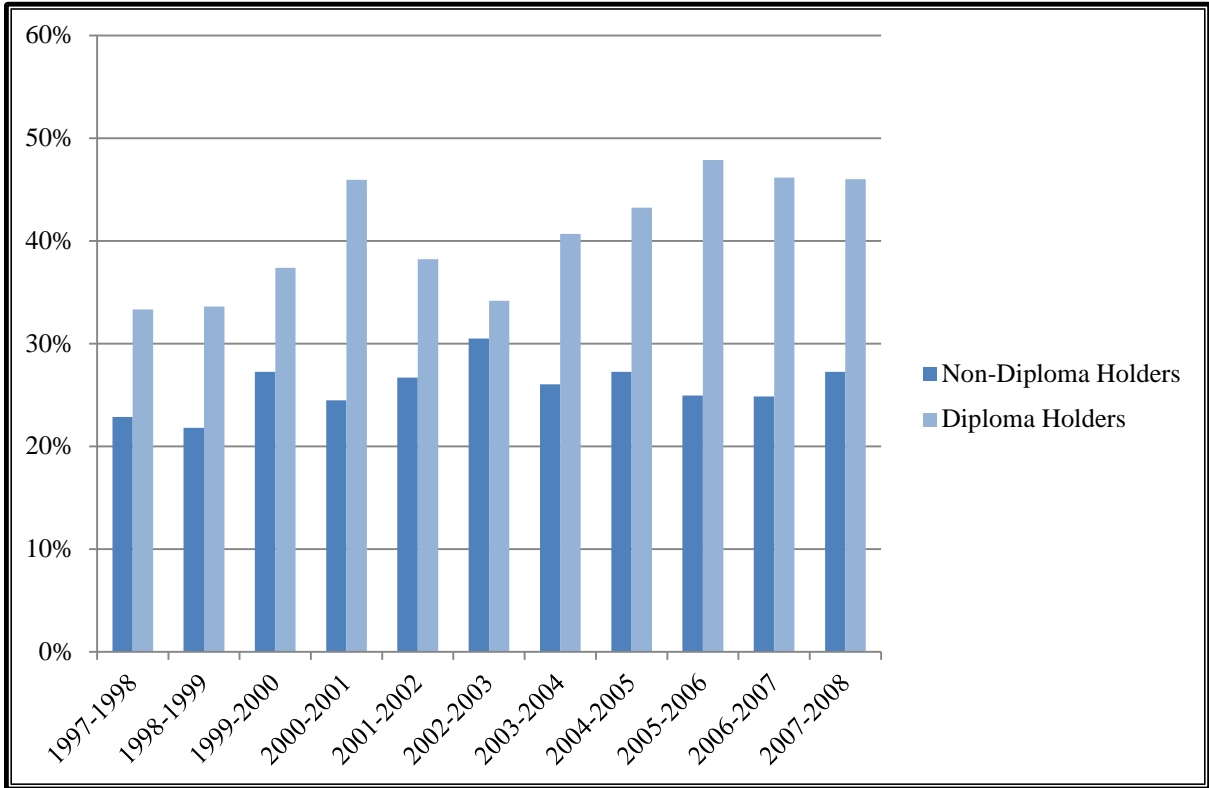
Currently AHSDP tracks the rate of students who obtain the diploma within five years of first enrolling in the program, which is illustrated in Figure I-13. Analysis based on reviewing the metric have been inconclusive because the rates include students whose goal is not to receive a high school diploma, such as students concurrently enrolled in traditional high school and those who take the courses for self-improvement. Beginning fall 2012, the program began collecting additional information from new students at enrollment that captures their intent for enrolling in AHSDP. Future analysis will provide a better picture of the time to completion.



**Figure I-13. AHSDP Students Receiving a High School Diploma Within Five Years**

The program also defines completion as the successful enrollment in the College's credit courses. This outcome is an expressed institutional objective in the strategic plan with the goal of increasing the rate of students transitioning from noncredit to credit programs.

Credit enrollment rates for the program's diploma-holding students have ranged from approximately 32 to 48 percent, as Figure I-14 demonstrates. Despite the current rates, the College still strives to increase the rate of students enrolling in credit programs. Through strategic plan objectives and action plans, MiraCosta has improved its programs and services to achieve the objective of the strategic plan.



**Figure I-14. AHSDP Students Enrolled in MiraCosta Credit Courses**

Workforce Success Measures

Traditionally, AHSDP has collected anecdotal information about future workforce plans from students attending the graduation ceremony. More adequate and reliable methods, such as surveys used by the California Community Colleges Chancellor’s Office or the Research and Planning Group of California, are needed to provide systematic data on job placement.

Wage gain and gainful employment measures have been the focus of the state and federal governments over the past two years. AHSDP has elected to use in the next academic year the Research and Planning Group of California’s CTE Employment Outcomes Survey developed in 2012. The tool will be administered when a student petitions for graduation.

**Summary**

The student demographics of the AHSDP differ from that of the MiraCosta Community College District and the overall community that the district serves. Located in a low-income area with a diverse population, the program has a unique opportunity to educate underrepresented groups and be prepared for the demographic and social changes expected in the future. AHSDP is striving to improve through acquiring more meaningful data to better analyze the needs of the students from enrollment to graduation.

<sup>1</sup> *2011 Comprehensive Master Plan*

# MiraCosta College AHSDP Self-Study Postsecondary Report



Chapter



# Progress Report

## Chapter II Progress Report on Past Recommendations

### Introduction

In the July 2010 Initial Visit Report supporting Adult High School Diploma Program (AHSDP) accreditation, the visiting team affirmed two critical areas for follow-up:

- Critical Area/Action Plan 1: Identify, collect, and utilize student data to ensure that student outcomes are accomplished
- Critical Area/Action Plan 2: Identify methods to provide support to students to increase the percentage of students matriculating to MiraCosta College.

Over the past two academic years, AHSDP's leadership team focused on the two critical areas for program improvement and developed them as action plans in preparation for the 2013 accreditation site visit. Significant developments have also taken place at the institution and in the program over the past two years.

### Significant Developments

Since 2010, the College and AHSDP accomplished several substantial milestones, including the following:

- Implementation of an integrated planning model (*2011 Comprehensive Master Plan, Strategic Plan 2011-2014*, institutional program review process)
- Revision of all curriculum for AHSDP courses and student learning outcomes (SLOs) associated with each course
- Paradigm and cultural shift to focus on students transitioning from noncredit to credit programs.

### MiraCosta College's Integrated Planning Model: The Framework for Continuous Improvement

MiraCosta's implementation, alignment, and integration of its planning processes have been the fulcrum for the lever of positive change taking place at the College over the past two years. The culmination of this hard work resulted in the creation of the integrated planning model (IPM), which consists of a balanced network of decision-making processes and operations, illustrated in Figure II-1, through which appropriate governing bodies help the College meet its mission. The IPM's processes are set forth in an *Integrated Planning Manual (Appendix G)*.

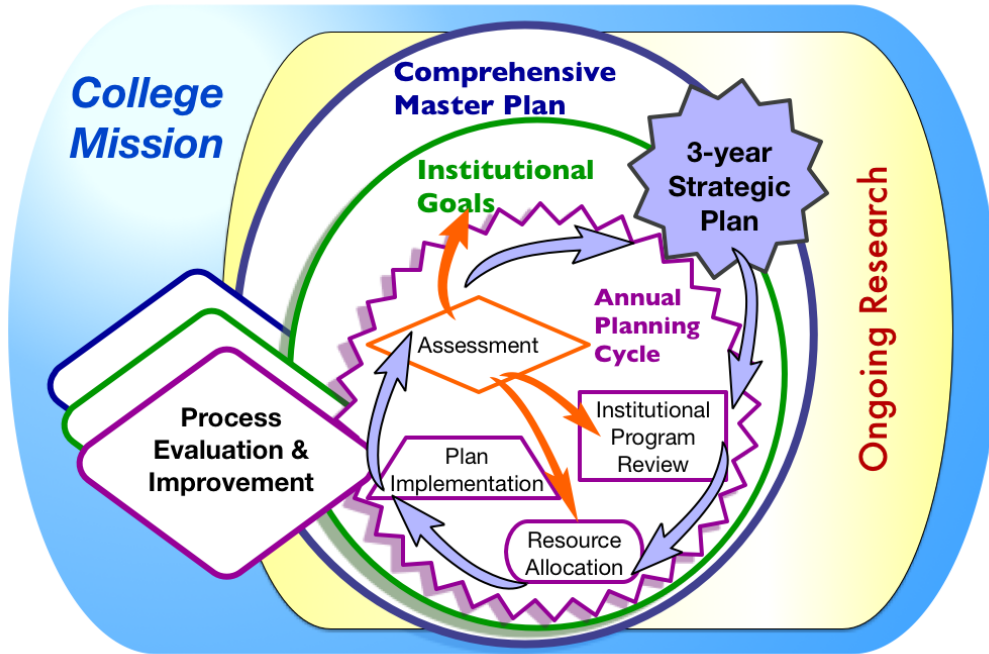


Figure II-1. IPM’s Network of Decision-Making Processes and Operations

Mission Statement

MiraCosta’s IPM begins and ends with the College’s mission. In fall 2011, the Board of Trustees approved a revised mission statement that more specifically defines MiraCosta’s purpose within the communities the College serves.

- What does the College do? *Provide educational opportunities and student support services.*
- For whom? *A diverse population of learners.*
- For what purpose? *Student success.*

In concert with data gathered from extensive internal and external research conducted and used to complete the 2011 Comprehensive Master Plan, the revised mission

**Mission Statement**

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

(Approved by the Board of Trustees September 20, 2011)

## MiraCosta College AHSDP Self-Study Postsecondary Report

statement played a critical role in forging the College's institutional goals.<sup>1</sup> The institutional goals in turn provided the foundation for the institutional objectives and action plans through which the College assesses progress on those goals.

### Institutional Goals

The IPM's initial planning piece is the comprehensive master plan (CMP), which is a significantly different document than the College's academic master plans of the past. The CMP's longer-range planning gives the College not only a broader scope and perspective but also a well-defined and honed vision.

The *2011 Comprehensive Master Plan* covers ten years and consists of an educational and a facilities plan, both of which are based on thorough research conducted internally and externally over a two-year period. The CMP contains five institutional goals that direct the College towards its future given its mission as well as demographic, social, and economic trends.

#### **Institutional Goals**

- I.** MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
- II.** MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
- III.** MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- IV.** MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- V.** MiraCosta Community College District will be a conscientious community partner.

After vetting of the CMP with the community and all four governance councils, the *2011 Comprehensive Master Plan* was approved by the Board of Trustees on November 15, 2011 ([Appendix H](#)).

### Institutional Objectives

The *Strategic Plan 2011-2014* ([Appendix I](#)) outlines strategies for achieving the College's five institutional goals. The strategic plan contains 11 institutional objectives formulated by a task force comprised of faculty, classified staff, and administrators.

Like the CMP, the strategic plan was approved by the superintendent/president on the recommendation of all four governance councils and presented to the Board of Trustees on October 18, 2011 ([Appendix J](#)).

Each spring, the Budget and Planning Committee (BPC) reviews progress made on the institutional objectives and acknowledges completion of the milestones or recommends

## MiraCosta College AHSDP Self-Study Postsecondary Report

changes and improvements. One or more institutional objectives from the first three years may be carried over into the next strategic-plan cycle depending on the evidence collected, the objectives' connection to the mission, and the College's prioritization processes.

### Institutional Action Plans

Progress on the institutional objectives occurs through expressly identified action plans that specify tasks, assign responsibility, and include target dates, estimated budgets, progress reports, and indices of program improvement.

In addition to a review of the action plans, progress toward accomplishing the institutional objectives is generated from the innovation and creativity that are produced as part of the College's well-established program review process.

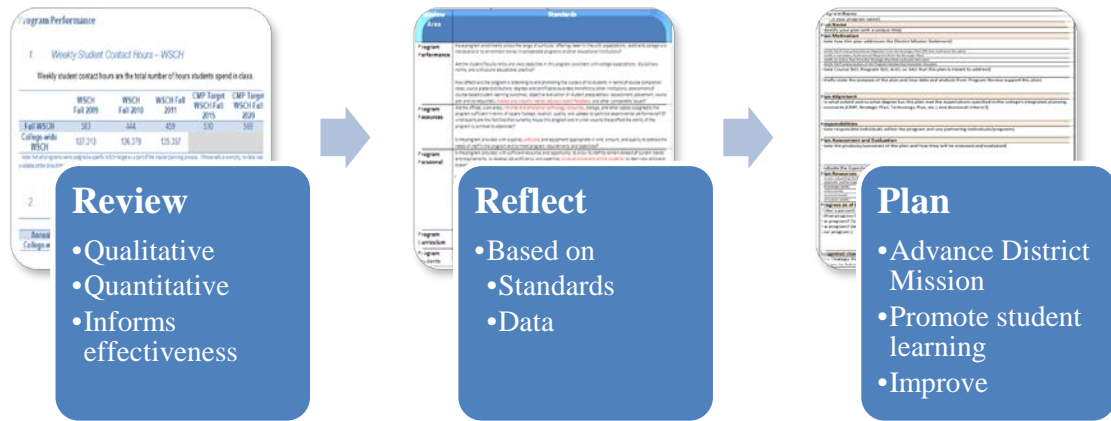
### **Institutional Program Review: A Critical Component of Planning and Resource Allocation**

The institutional program review processes focuses on how well programs advance the College's mission and improve student achievement and learning.

The program review process includes reflection and planning pieces that provide program leads the opportunity to mold faculty dialogue into specific steps to meet the institutional objectives and improve program effectiveness. Program review standards include SLOs and their associated counterparts: administrative unit outcomes and service area outcomes.

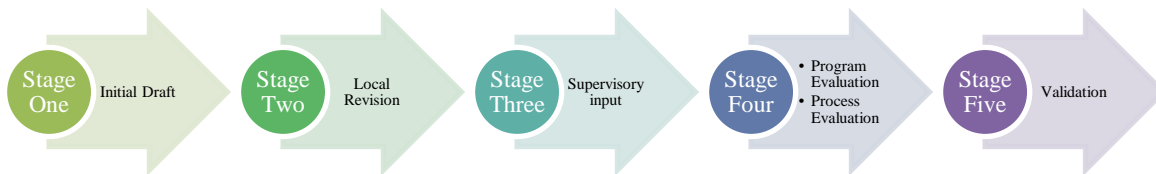
Reflection on the data gathered against program standards encourages robust planning to improve, expand, or maintain programs that fulfill institutional objectives and promote student success. Figure II-2 summarizes the review, reflect, and plan components of the program review process.

# MiraCosta College AHSDP Self-Study Postsecondary Report



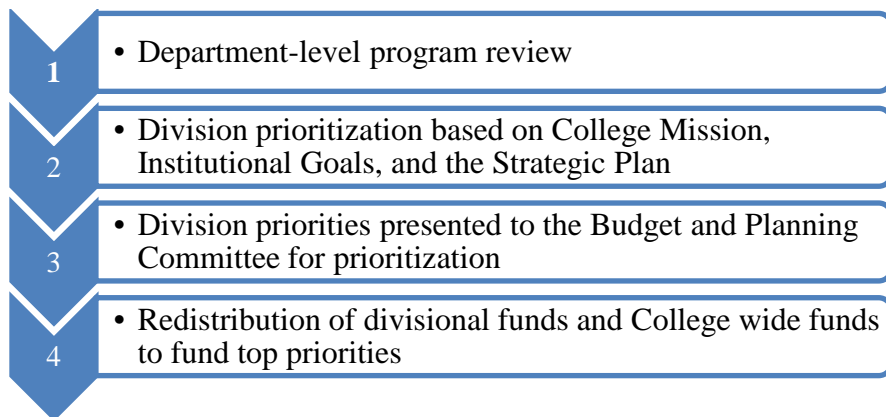
**Figure II-2. Program Review Format**

The *Program Review Handbook* provides a clear and logical flow of the evaluation process (*Appendix K*). The *Integrated Planning Manual* and *Strategic Plan 2011-2014* include program review as an integral cog in the planning machinery. Figure II-3 depicts how the program review process supports the validation of programs and institutional effectiveness.



**Figure II-3. Stages in the Program Review Process**

The linkages between institutional program review and resource allocation occur in four steps, illustrated in Figure II-4.



**Figure II-4. Program Review to Resource Allocation**

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MiraCosta's resource allocation process, integrated with other plans, prioritizes resources and links the College's mission with its institutional goals and objectives. During the past three years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement.

### **Curriculum Review**

To assure the District's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures, each course offered through the District must undergo a comprehensive review with the Courses and Programs Curriculum Committee (CPCC) every six years. Upon CPCC's approval of new and revised course outlines of record (CORs), the Academic Senate Council approves them and sends them to the Board of Trustees for approval and implementation. New courses and courses with significant and substantial changes are forwarded to the California Community Colleges Chancellor's Office for approval before they can be offered at the College.

All CORs for AHSDP courses were scheduled for CPCC review in November 2009. As part of the comprehensive review for each course, SLOs are also reviewed and rewritten, as appropriate, to reflect prior SLO assessment results. All AHSDP CORs were reviewed and approved by CPCC, the Academic Senate Council, and the Board of Trustees in spring 2010; the new and revised courses were offered in fall 2010 (*Appendix L*).

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

### **Paradigm and Culture Shift**

The shift from a culture of decision making based on oral tradition to one based on data analysis, collaboration, and regular assessment of the College's processes and procedures has been a significant change for both the institution and AHSDP. The ultimate goal of this change is to improve student learning and achievement.

In the past two years, the College community has devoted itself to improving systems and processes to better integrate assessment and evaluation.

The change in perspective is evident in the faculty's approach to addressing the critical areas for follow-up. Faculty members focus on student learning both within and beyond AHSDP, encouraging the transition from AHSDP to college credit courses and programs.

### Critical Areas for Follow-Up

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

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

Critical Area/Action Plan 1 is mapped to Institutional Goal III contained in the CMP, which focuses on improved access and use of data for decision making. Figure II-5 sets forth the content of Institutional Goal III in detail.

**Goal III.** MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

**Figure II-5. Institutional Goal III**

MiraCosta created two institutional objectives under Institutional Goal III, one of which maps to AHSDP Critical Area/Action Plan 1. This objective, illustrated in Figure II-6, acted as the operational plan to translate Institutional Goal III to an agreed-upon set of events that could be empirically observed.

**Institutional Goal III.** MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

**Institutional Objective III.1.** Centralize institutional planning in a planning, research, and grants office

**Institutional Objective III.2.** Design, launch, and assess a data warehouse to ensure a single consistent source of information for reports and inquiries

**Figure II-6. Alignment of Critical Area/Action Plan 1 to Institutional Objective III.2**

Outcomes measures are identified for the institutional objectives for each year under the strategic plan as Figure II-7 illustrates.



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Institutional Goal III. MiraCosta Community College District will institutionalize effective planning processes through the routine use of data to make decisions.			
INSTITUTIONAL OBJECTIVE	OUTCOMES		
	2011-2012: IMPLEMENTATION	2012-2013: IMPLEMENTATION	2013-2014: IMPLEMENTATION
Institutional Objective III.2 Design, launch and assess a data warehouse to ensure a single consistent source of information for reports and inquiries	Outcome Measures 1. A diagnostic analysis that identifies areas of institutional weaknesses in data-related processes and products 2. List of data elements to be included in the data warehouse	Outcome Measure Data warehouse	Outcome Measures 1. Report of data warehouse use 2. Assessment of data warehouse by users

**Figure II-7. Outcomes Measures**

Institutional Action plans under Institutional Objective III.2, illustrated in Figure II-8, provided the timeline for completion, responsible parties, and reflection on the progress with indicators of success.

INSTITUTIONAL GOAL III.					
ACTION PLAN FOR INSTITUTIONAL OBJECTIVE III.2	RESPONSIBLE PARTY	TARGET DATE	ESTIMATED BUDGET	PROGRESS	INDICES OF PROGRAM IMPROVEMENT
III.2.2. Develop plan to build out the data warehouse to stakeholders' specifications. Project intended to be funded through external sources (public and private grants) designed to increase research capacity.	Director, Institutional Planning, Research and Grants; Academic and Information Services Staff	• December 2012	\$0		
III.2.3. Identify the data elements that are to be included in the data warehouse	Director, Institutional Planning, Research and Grants; internal MiraCosta College stakeholders	• March 2013	\$0		
III.2.3.1. Contract with a 3rd party vendor to create system to MiraCosta College specifications	Director, Institutional Planning, Research and Grants; internal MiraCosta College stakeholders	• April 2013	TBD		
III.2.4. Launch the data warehouse	Director, Institutional Planning, Research and Grants	• June 2013	\$0		
III.2.5. Implement a process for documenting data warehouse use	Director, Institutional Planning, Research and Grants	• April 2013	\$0		

**Figure II-8. Action Plan for Institutional Objective III.2**

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The institutional action plan for Institutional Objective III.2 calls for the creation of a data warehouse to assist in the production of on-demand reports and queries. This institutional action plan addresses Critical Area/Action Plan 1 through three areas:

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

Program accomplishments in this Critical Area for Follow Up/Action Plan for the 2010-2013 period include presentations by third part vendors for the final data warehouse, applications for grants to fund the project, and the establishment of beta versions of the tool using existing California Community Colleges Chancellor’s Office data elements.

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

Critical Area/Action Plan 2 is mapped to Institutional Goal II contained in the CMP, which focuses on increasing student success. Figure II-9 sets forth the content of Institutional Goal II in detail.

<b>Institutional Goal II.</b> MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
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**Figure II-9. Institutional Goal II**

MiraCosta created three institutional objectives that map to attainment of Institutional Goal II, and objective II.2 is directly linked to the AHSDP Critical Area for Follow Up/Action Plan 2.

<b>Institutional Goal II.</b> MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
<b>Institutional Objective II.1.</b> Increase successful course completion and student retention in comparison to fall 2010 rates
<b>Institutional Objective II.2.</b> Increase the rate of students who successfully complete noncredit English as a Second Language or Adult High School Diploma Program courses and subsequently successfully complete credit courses in comparison to the 2010-2011 rates
<b>Institutional Objective II.3.</b> Increase the rates of students’ successful completion of degrees, certificates, and transfer-readiness in comparison to the 2010-2011 rates

**Figure II-10. Alignment of Critical Area/Action Plan 2 to Institutional Objective II.2**

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Institutional Objective II.2 addresses the identified College priority of moving students from noncredit programs (specifically English as a Second Language and Adult High School Diploma Program). Outcomes measures are identified for the institutional objectives for each year under the strategic plan as Figure II-11 illustrates.

<b>Institutional Goal II.</b> MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.			
INSTITUTIONAL OBJECTIVE	OUTCOMES		
<b>Institutional Objective II.2</b> Increase the rate of students who successfully complete noncredit English as a Second Language (ESL) or Adult High School Diploma Program (AHSDP) courses and subsequently successfully complete credit courses in comparison to 2010-2011 rates	2011-2012 FALL: PLANNING SPRING: IMPLEMENTATION	2012-2013: IMPLEMENTATION	2013-2014: IMPLEMENTATION
	<b>Fall Outcome Measure</b> A plan for increasing the rate of students progressing from success in noncredit ESL or AHSDP courses to success in credit courses  <b>Spring Outcome Measure</b> Rate of students successfully completing credit courses who previously successfully completed ESL or AHSDP noncredit courses	<b>Outcome Measure</b> Rate of students successfully completing credit courses who previously successfully completed ESL or AHSDP noncredit courses	<b>Outcome Measure</b> Rate of students successfully completing credit courses who previously successfully completed ESL or AHSDP noncredit courses

**Figure II-11. Institutional Objective II.2 Outcomes Measures**

Institutional action plans under Institutional Objective II.2, illustrated in Figure II-12, provide the timeline for completion, responsible parties, and reflection on the progress with indicators of success.

ACTION PLAN FOR INSTITUTIONAL OBJECTIVE II.2	RESPONSIBLE PARTY	TARGET DATE	ESTIMATED BUDGET	PROGRESS	INDICES OF PROGRAM IMPROVEMENT
II.2.2. Implement the plan	Dean of Continuing Education with the Student Success Committee	<ul style="list-style-type: none"> <li>• March-December 2012</li> <li>• March-December 2013</li> </ul>	\$8,000	Work began with the Office of Institutional Planning, Research and Grants in spring/summer 2012 to define student success in noncredit and successful transition to credit. Efforts were made to improve data collection and to establish a baseline of noncredit students interested in transitioning to credit curriculum. In fall 2011 and spring 2012, the focus of the plan was to provide students with activities and programs related to the available credit programs and services at MiraCosta College. Also, flex workshops were held for faculty to determine the needs of faculty to assist students who intend to enroll in credit courses. Based on those activities, the Student Success Committee provided funds to conduct professional development activities for fall 2012-spring 2013 for noncredit and credit faculty.	Established cohort of new noncredit students beginning with fall 2012, to identify their interest in credit programs. Worked closely with the Office of Institutional Planning, Research and Grants to improve data collection and start identifying benchmarks of the path of noncredit students transitioning to credit programs. Additionally, professional development opportunities for faculty will provide better collaboration among credit and noncredit faculty in curriculum and student preparation.
II.2.3. Assess the effectiveness of the plan by reviewing data with the Office of Institutional Planning, Research, and Grants and revise as warranted	Dean of Continuing Education with the Student Success Committee	<ul style="list-style-type: none"> <li>• January 2013</li> <li>• January 2014</li> </ul>	\$0		
II.2.4. Determine if the plan is to be continued for fall 2014	Dean of Continuing Education with the Student Success Committee	<ul style="list-style-type: none"> <li>• February 2014</li> </ul>	TBD		

**Figure II-12. AHSDP Institutional Action Plan**

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The action plan for Institutional Objective II.2 calls for the creation of a transition plan to facilitate the movement of noncredit students to credit. This plan, developed in spring 2012, focuses on three areas:

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

Program accomplishments in this Critical Area for Follow Up/Action Plan for the 2010-2013 period include professional development to noncredit faculty about credit programs, student events and workshops to assist their transition, and collaboration with the Student Success Committee to create links between noncredit and credit faculty.

### Summary

The cycle for the Schoolwide Critical Area/Action Plan for Continuing Improvement (2010-2013) is not aligned with the *Strategic Plan 2011-2014* cycle. The new Schoolwide Action Plan for Continuing Improvement (2013-2016) continues to assess progress under the institutional objectives and also projects needs likely to be identified in the next institutional strategic plan.

<sup>1</sup> *2011 Comprehensive Master Plan*

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2010-2013 MiraCosta AHSDP Schoolwide Action Plans for Continuing Improvement					
Critical Area/Action Plan 1: Identify, collect, and utilize student data to ensure that student outcomes are accomplished.					
Goal: Design, launch, and assess a data warehouse to ensure a single consistent source of information for reports and inquiries.					
Objective	Responsible Party	Target Date	Estimated Budget	Progress	Indices of Program Improvement
<b>Objective 1: Contract for a diagnostic analysis to identify institutional weaknesses in data-related processes and products</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	12-Nov	\$5,000	Target completion date was adjusted following the arrival of the new Dean of Institutional Planning, Research and Grants. After review of this institutional goal, the Director of Institutional Research was charged with the responsibility of implementing the data warehouse.	A completed plan identifying the institutional data weaknesses; plan is agreed upon by the stakeholders of the institution
<b>Objective 2: Develop plan to build out the data warehouse to stakeholders' specifications. Project intended to be funded through external sources (public and private grants) designed to increase research capacity</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	12-Dec	Undetermined	Initial communications with the Academic Information Services and outside consultant determined that the data warehouse should be built out in stages. Data warehouse 1.0 would use the existing MIS data elements housed at the CCCCO in an Access or SPSS data structure. Data warehouse 2.0 would use a SOPHIA like model which adds query driven protocols to the warehouse design. Data warehouse 3.0 would use grant funding to purchase a third party product such as Cognos to run a nightly warehouse with an interface for on demand queries.	A model for the roll out of the various versions of the data warehouse will be produced by the Research Advisory Committee

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Objective	Responsible Party	Target Date	Estimated Budget	Progress	Indices of Program Improvement
<b>Objective 3: Identify the data elements that are to be included in the data warehouse</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	13-Mar	Undetermined	The Research Advisory Committee has begun the discussions about the data elements for instruction (program review) student services and administrative unit outcomes makers of efficiency, demand, satisfaction.	List of metrics for each constituency will be produced and disseminated for comment and review.
<b>Objective 4: Contract with a 3rd party vendor to create system to MiraCosta College specifications</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	13-Apr	Undetermined	Presentations from third party vendors Tableau and SOPHIA have provided models for the varying stages of the warehouse.	
<b>Objective 5: Launch the data warehouse</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	13-Jun	Undetermined	In Progress	
<b>Objective 6: Implement a process for documenting data warehouse use</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	13-Apr	Undetermined	In Progress	

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Objective	Responsible Party	Target Date	Estimated Budget	Progress	Indices of Program Improvement
<b>Objective 7: Include an evaluation of the data warehouse using multiple evaluation methods including a the survey on the Office of Institutional Planning, Research, and Grants</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	13-Jun	Undetermined	In Progress	[Greyed out]
<b>Objective 8: Base evaluation findings and the feedback from the district-wide survey to revise the data warehouse if warranted</b>	Dean, OIPRG, director of Research, and Research Advisory Committee	TBD	Undetermined	In Progress	[Greyed out]

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2010 - 2013 MiraCosta AHSDP Schoolwide Action Plans for Continuing Improvement

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

**Goal:** Increase the transition rate (in comparison to 2010–2011 rates) of students who complete the Adult High School Diploma Program (AHSDP) transitioning to the credit programs.

Objective	Responsible Party	Target Date	Estimated Budget	Progress	Indices of Program Improvement
<b>Objective 1: Develop a plan to increase the number of students moving from ESL or AHSDP noncredit to credit programs</b>	Dean, Community Education and Student Success Committee	Fall 2011	0	The plan to transition students from noncredit to credit was developed and focuses on three areas: (1) Define and determine successful transition and work with the Office of Institutional Planning, Research and Grants to create a baseline of noncredit students interested in transitioning to credit; (2) Provide a variety of programs and services to noncredit students to increase their awareness of credit programs and services; and (3) Present professional development opportunities to noncredit faculty to learn about credit programs and collaborate with credit faculty in curriculum and student preparation and readiness for credit programs.	The plan provides a focus for accomplishing the institutional objective. Also, the goal provides for a stronger collaboration with the Office of Institutional Planning, Research and Grants. The development of the plan also creates a need for a larger involvement from the college community, specifically from the Office of Instructional Services, Office of Student Services, and the Student Success Committee.



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Objective	Responsible Party	Target Date	Estimated Budget	Progress	Indices of Program Improvement
<p><b>Objective 2: Implement the plan</b></p>	<p>Dean, Community Education and Student Success Committee</p>	<p>March-December 2012</p>	<p>\$8,000</p>	<p>Work began with the Office of Institutional Planning, Research and Grants in spring/summer 2012 to define student success in noncredit and successful transition to credit. Efforts were made to improve data collection and to establish a baseline of noncredit students interested in transitioning to credit curriculum. In fall 2011 and spring 2012, the focus of the plan was to provide students with activities and programs related to the available credit programs and services at MiraCosta College. Also, Flex workshops were held for faculty to determine the needs of faculty to assist students who intend to enroll in credit courses. Based on those activities, the Student Success Committee provided funds to conduct professional development activities for fall 2012–spring 2013 for noncredit and credit faculty.</p>	<p>Established cohort of new noncredit students beginning with fall 2012 to identify their interest in credit programs. Worked closely with the Office of Institutional Planning, Research and Grants to improve data collection and start identifying benchmarks of the path of noncredit students transitioning to credit programs. Additionally, professional development opportunities for faculty will provide better collaboration among credit and noncredit faculty in curriculum and student preparation.</p>

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Objective	Responsible Party	Target Date	Estimated Budget	Progress	Indices of Program Improvement
<b>Objective 3:</b> Assess the effectiveness of the plan by reviewing data with the Office of Institutional Planning, Research, and Grants and revise as warranted	Dean, Community Education and Student Success Committee	January 2013-		In progress	In Progress

Chapter



# Ten WASC Postsecondary Criteria



**Ten WASC  
Postsecondary Criteria**

**1. Institutional Mission  
and Schoolwide  
Learner Outcomes**

## Chapter III Self-Study Findings based on the WASC Postsecondary Criteria

### Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

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

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

#### **Introduction**

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

#### ***Institutional Mission Statement:***

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

#### **Mission and Purpose**

MiraCosta's institutional mission defines the College's purpose, intended population, and impact on the community and its economic development. The 2011 revised mission statement played a critical role in forging the College's institutional goals. The institutional goals in turn provided the foundation for the institutional objectives and action plans through which the College assesses progress on those goals. To ensure the mission's relevancy,

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MiraCosta uses data from ongoing research to revisit and revise the mission every three years as part of the College's regular planning processes.

### ***Program Mission Statement:***

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

AHSDP's mission was thoroughly revised in 2009 and is reviewed annually through the College's program review process and the AHSDP Department's annual meeting. The major revision took place at a time when faculty members were also rewriting all student learning outcomes for individual courses of study.

The program's mission statement reflects the needs of its diverse student population. A review of the Spring 2011 Noncredit Student Survey showed that of the 67 percent of adult high school students who stated their goal was to graduate with a diploma, 29 percent stated pursuing higher education upon graduation was their goal ([Appendix N](#)). Since the goal for students is to pursue higher education and/or a career objective, the program's mission statement emphasizes academic and student support services to help students reach their goals.

AHSDP's location at the Community Learning Center (CLC) was specifically chosen to serve the needs of the local population. The CLC is centrally located in a low-income, urban environment accessible by multiple modes of public transportation.

Being part of a full-service community college provides adult high school students with a wide variety of programs and services to help support higher levels of learning. Specifically, students have access to counseling, writing and tutoring centers, a librarian, and noncredit support staff dedicated to meeting their academic and student support needs in the same location where the students attend classes.

Students also have access to all academic and student support services on the College's Oceanside campus. This ensures that basic skills students receive the services they need to succeed academically. The courses, taught in a face-to-face classroom setting, emphasize study skills to support the achievement of student learning outcomes and the mission's goals.

MiraCosta agreed to take the responsibility of adult education for the cities of Oceanside and Carlsbad at a meeting on April 18, 1972. Two months later, the Oceanside Unified School District Board of Education granted the College permission to grant high school diplomas. On August 1, 1972, MiraCosta's Board of Trustees approved the graduation requirements as

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submitted (*Appendix C*). AHSDP and all of its courses are approved by the California Community Colleges Chancellor's Office.

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

The manner in which the College reviews and considers the mission statement is contained in the *Integrated Planning Manual* (*Appendix G*). The Board of Trustees approved the most recently revised mission statement on September 20, 2011, following an inclusive process of District-wide participation and consultation (*Appendix O*).

The updated mission statement provides the guiding document for the first three-year cycle of the College's strategic plan. The mission statement is scheduled for review in 2014 as the first step in creating the second strategic plan under the *2011 Comprehensive Master Plan*.<sup>1</sup>

The next cycle culminates in Board of Trustees approval and District-wide distribution in January 2015 in time for the plan's commencement. The mission statement is scheduled for review again in January 2017, which starts the final strategic planning cycle for this master-plan period.

AHSDP's mission statement is the result of a collaborative effort involving all the stakeholders in the program, including full-time and associate (part-time) faculty, support staff, students, and administrators. The program's mission statement is reviewed annually as part of AHSDP's student learning outcome (SLO) review process and program review.

The current AHSDP mission statement was drafted in fall 2009 after a series of workshops and meetings to ensure adequate inclusion of all voices. Faculty members last reviewed the current mission statement at the department's August 2012 meeting.

The mission statements for the College and AHSDP are communicated to constituents in several ways: being displayed prominently on the program's website, reviewed regularly by faculty and staff, and posted on classroom and lab walls.

Additionally, the institutional mission is contained in the class schedule and the catalog as well as important institutional documents, including the annual report, strategic planning progress report, and comprehensive master plan.

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

MiraCosta's integrated planning model (IPM) begins and ends with its mission. The IPM is comprised of the following plans and processes, all of which are linked to the mission:

- Mission statement
- Comprehensive master plan
- Institutional goals
- Strategic plan
  - Institutional objectives
  - Associated action plans.
- Institutional program review
- Resource allocation
- Implementation of plans
- Assessment
  - Progress on institutional goals and objectives (annual)
  - Evaluation of planning processes (biennial).

As a guide to the IPM, the *Integrated Planning Manual* prescribes the model's processes, including a regular and systematic evaluation of each process and an assessment of progress on MiraCosta's institutional goals to measure improved student achievement and learning.

Evaluations of progress on achieving the institutional objectives and SLOs are informed by substantial, relevant, and timely data. In addition to the regular data collection necessary for these evaluations, a process is set forth in the *Integrated Planning Manual* for establishing an annual research agenda.

Also, the *2011 Comprehensive Master Plan* includes educational and facility master plans and provides direction for the next decade by establishing overarching institutional goals based on the College's mission.

To meet these institutional goals, MiraCosta has created a strategic plan that identifies institutional objectives and action plans. All of the College's academic, administrative, and student support programs undergo an annual review using data to identify strengths and weaknesses, connect to the mission and institutional goals, and address areas of improvement.

AHSDP has established SLOs for each course that align with the mission statement. SLO data are central to the program review process that drives all budgeting and planning processes. As a result of the Program Review 2012, faculty members realized a need to



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revise the program level SLOs to better reflect the link between SLOs and the mission statement. A goal for this year, as noted in the program review document, is to create better aligned program SLOs.

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

### **Development of Learning Outcomes**

Over the past six years, the Student Learning Outcomes and Assessment Committee (SLOAC) has provided the conceptual framework and core values that have shaped the College's approach to incorporating SLOs across its curriculum and programs.

Effective June 2009, SLOAC's work was integrated within the College's new governance model, with associated responsibilities for the SLO processes shared across key college governance committees. The institution demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

In order to advance the College's mission, SLOAC advocates for consistent and meaningful student learning assessment by supporting and guiding the faculty as they creatively, collaboratively, and conscientiously develop, implement, and evaluate their SLOs and assessments.

MiraCosta has made significant progress in streamlining the SLO assessment process. Faculty have accepted full ownership of the process, which is now integrated into the College's and AHSDP's culture. Associate faculty also actively take part in the process by administering SLO assessments in their courses and by participating in professional development activities related to SLOs and assessment and in department meeting discussions.

The ongoing dialogue involving all faculty has been robust and widespread as the linkages among SLOs at every level have become visible priorities in supporting student learning and success. As an integral part of the annual institutional program review process for all programs, SLO assessment data are primary criteria on the rubrics for ranking resource allocation requests (*Appendix P*). Thus, through program review, student achievement as reflected in SLO data plays a meaningful role in planning and resource allocation (*Appendix Q*).

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### Course-Level SLOs (CSLOs)

Faculty members demonstrate their investment in the assessment process through the diverse and creative methods they employ to assess CSLOs, evaluate results, and use data to develop and implement curricular and/or pedagogical improvement plans that will lead to greater student success.

For example, last year MiraCosta faculty modified 77 CSLOs after they evaluated the assessment data. In most cases, faculty also refined assessment methods to better reflect outcome goals and benchmarks to reflect higher standards for student achievement. Overall, these revisions are providing more relevant data for SLO analysis.

Faculty members can now revise their CSLOs with greater ease because SLOAC initiated several administrative modifications that simplified both the means by which faculty may revise their CSLOs and the process by which they get them approved:

- Revisions may now take place anytime during the year rather than only during the fall semester when curriculum is approved.
- Faculty can have their revised CSLOs approved in a more time-efficient manner by simply submitting a SLO modification form directly to SLOAC rather than going through the multi-stage curriculum approval process (*Appendix R*).

The College's curriculum committee gave its responsibility of reviewing and approving CSLOs to SLOAC because CSLOs and their assessment methods must be reviewed for authenticity and measurability, and they must be mapped to program SLOs and institutional learning outcomes, all of which are beyond the purview of curriculum.

However, both committees maintain a collaborative relationship not only because CSLOs and curriculum share the same six-year review cycle but also because CSLOs are integral to every course's design. Thus, SLOAC-approved CSLOs, both new and modified, are recorded on each course's official course outline of record (*Appendix S*).

SLOs for all courses in AHSDP are included on all course outlines of record and are required to be included on all syllabi. Copies of faculty syllabi are kept as electronic files.

CSLOs are assessed in every course each time it is taught and are fully integrated into the lesson-planning process (*Appendix T*). A culture of constant assessment and review exists within the program. Every faculty member is involved in SLO assessment. Each year, full-time faculty members review the assessments for the year in all courses and use the data to reassess the mission statement, program goals, and SLOs themselves.

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### **Program-Level SLOs (PSLOs)**

All of the College's degrees and certificates have defined PSLOs. SLOAC is currently collaborating with the Office of Institutional Planning, Research and Grants (OIPRG) to identify methods that will motivate graduating students to participate in a direct method of assessment on graduation day.

SLOAC has met with faculty members individually and in small groups and workshops to assist them in the development of PSLOs. This assistance has focused on the following:

- Establishing program outcomes that are realistic and clearly measurable.
- Exploring assessment methods that will generate data to analyze.
- Discussion how this data can be used to improve student learning.

SLOAC provides data analysis reports to faculty from TracDat upon request and directly supports the program review process by participating on the Institutional Program Review Committee (IPRC).

### **Institutional Learning Outcomes (ILOs)**

During the course of interaction with faculty at events held to promote institutional dialogue about learning outcomes, faculty members have voiced concerns to SLOAC regarding the similarity of PSLOs and ILOs. This perceived similarity has sometimes made the process of mapping PSLOs to ILOs confusing.

In response, SLOAC formed an ILO subcommittee to determine how to broaden the scope of ILOs to differentiate them from degree PSLOs. The subcommittee is evaluating current ILOs for authenticity, appropriate mapping from PSLOs, and possible linkage to student services' learning outcomes. Faculty dialogue at department chairs' meetings, All College Day, and Flex-week activities has encouraged college wide discussions about ILO revision. The ILO subcommittee will forward its recommendations to the Academic Senate during the next academic year.

Similar to the concerns expressed by other programs at the College on the similarities between ILOs and PSLOs, AHSDP faculty reflected upon the relationship between the two and the program's mission statement. Initially, the program's SLOs were modeled after the College's general education learning outcomes.

AHSDP faculty have since realized that the program's outcomes should not mirror the general education learning outcomes since AHSDP has a student population with different educational needs and goals. A discussion on changing PSLOs to better align with AHSDP's

## MiraCosta College AHSDP Self-Study Postsecondary Report

mission and students is currently taking place through department meetings and regularly scheduled full-time faculty meetings. The goal of such discussions is to focus the PSLOs on developing skills that students will need directly in being successful in their transition to college programs or to the work force.

SLO assessment at MiraCosta is ongoing and systematic and is used for continuous educational quality improvement. SLOs in AHSDP courses have all been developed and assessed. However, the program's faculty will be working closely this year with SLOAC and OIPRG to revise the program's SLOs to better align with its mission and students' goals to transition to college programs and the workforce.

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

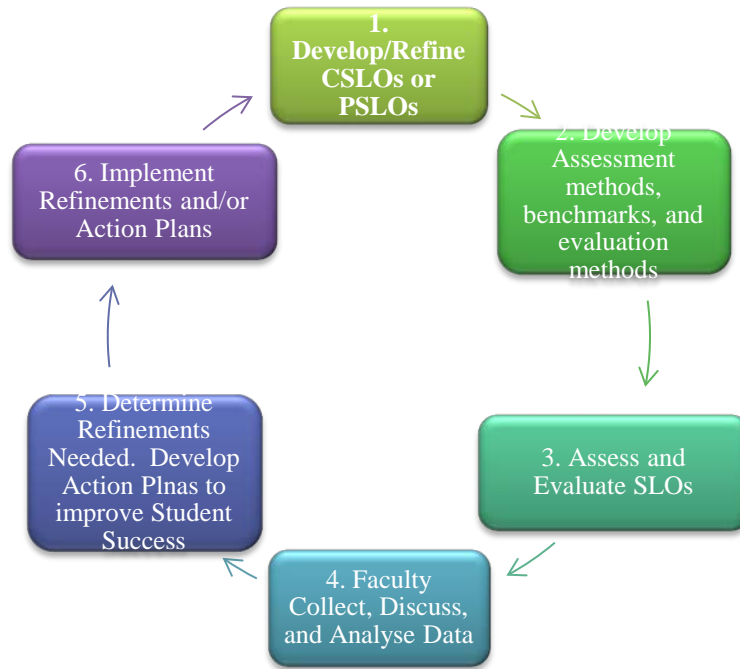
MiraCosta demonstrates its commitment to incorporate best practices in instructional technology, teaching methods and pedagogy, and the development and assessment of outcomes in a variety of ways. For example, SLOAC coordinates the dissemination and sharing of best practices through events like "SpeedSLO'ing", which used a speed-dating model to rapidly share practices implemented around the campus. The College also sends a team of faculty and staff to the Strengthening Student Success Conference, which is an annual SLO conference for community colleges. Each year, the conference has a strand dedicated to basic skills and noncredit education.

### **Professional Development**

The College also provides Flex activities throughout the year where peers provide learning sessions as an on-campus professional development model. Salary advancement is available for faculty who complete additional coursework that improves classroom practices. Each faculty has allocated travel budget to cover the cost to attend professional development seminars and conferences.

### **Action Classroom Research**

All courses and programs follow an action research-based model to examine learning outcomes contained in an iterative learning outcomes feedback loop. Figure III-1 depicts the assessment loop at MiraCosta.



**Figure III-1. SLO Assessment Loop**

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

The program completes an annual program review that includes reflection and analysis of the program’s performance, effectiveness, resources, personnel, curriculum, and students. IPRC oversees and vets the program review process; plans identified during program review are connected to the College’s educational master plan and strategic plan. The Budget and Planning Committee (BPC) then reviews the plans and forwards recommendations on funding (if requested) to the superintendent/president.

**Annual Program Review and Course Evaluation**

Included in every program review is a data packet provided by OIPRG that covers program demand, efficiency, and student success. Program efficiency metrics include class fill rates and weekly student contact hours to full-time equivalent faculty ratio. Measures of student demand include enrollment trends, wait list numbers, and full-time equivalent students. Student success is measured through traditional indicators of achievement, such as success, retention, and grade distributions disaggregated for ethnicity, gender, and age to assure equitable educational outcomes for all students.

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All AHSDP courses are required to undergo a rigorous review cycle every six years by the College's Courses and Programs Curriculum Committee (CPCC). In addition, the yearly review of SLO data helps the program identify courses that may be in need of more immediate revision. Also, the annual student survey specifically requests student input about course offerings.

### AHSDP Community Outreach

AHSDP personnel are in constant communication with local high school counselors and administrators to identify the needs of noncompleters in a traditional high school setting. Such discussions have resulted in changes to the program's curriculum and course offerings. For example, an English skills lab course was recently added not only to help students be more successful in their English and other AHSDP courses but also to prepare them for college course work. In addition, course revisions were made with careful examination of common core standards of the K-12 system as well as a balance of skills needed for students to transition to college courses.

### Strengths

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

### Key Issues (Prioritized)

1. Program SLOs: identification of PSLOs that better assess student educational goals; improved mapping of CSLOS to PSLOs and ILOs.
2. Improved data acquisition at all stages of matriculation: enrollment, course sequencing, and post-graduation employment, wage gain and successful transition to postsecondary education. Consider instituting an annual Adult High School Student Survey separate and distinct from the Noncredit Student Survey and a completion survey for the students applying to graduate.
3. The inclusion of research-based learning strategies and outcomes assessment techniques at all levels of student learning.

<sup>1</sup> *2011 Comprehensive Master Plan*



**Ten WASC  
Postsecondary Criteria**

**2. Organizational  
Structure and  
School Leadership**

## Criterion 2: Organizational Infrastructure and Leadership

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

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

The specific fiduciary responsibilities of the Board of Trustees are delineated in Board Policy 2200, state law, and accreditation Standards.

Policies and procedures for District operations are established by the Board of Trustees and published as the *MiraCosta Community College District Board of Trustees Policies and Administrative Procedures*. Copies are available at the superintendent's/president's office and on the College's website.<sup>1</sup>

Board policies include statements on the role of the superintendent/president, the board's role, the relationship of the board and the superintendent/president, and vision statements that guide the growth and development of the District. Administrative procedures accompany each policy to delineate the board's and administration's role and to assure that policies are carried out accurately and effectively.

Representatives from various College constituencies participate in Board of Trustees' meetings. Board Policy 2510 defines the roles for the Academic Senate Council, Classified Senate Council, and students in College governance. The vice presidents of the three divisions (Instructional Services, Student Services, and Business and Administrative Services), Academic Senate president, Classified Senate president, and student trustee are seated at the Board of Trustees dais.

Administrators, faculty, staff, and students serve on District committees in accordance with the MiraCosta College Collegial Consultation and Governance Process ([Appendix D](#)). The Board of Trustees fully supports the student trustee's role on the board. As a trustee, the student has the same responsibilities as all trustees: to make board decisions that benefit not only the entire community but also the College's current and future students.

The Board of Trustees receives routine reports that have been placed on the agenda at its regular board meetings. These reports inform trustees about instructional programs and financial details and conditions. The three division vice presidents provide monthly oral and



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written reports updating board members of activities within each division and special reports as needed or requested through MiraCosta's superintendent/president.

The Board of Trustees dialogues with the College superintendent/president about issues, concerns, or recommendations raised by constituents through the MiraCosta governance process. Legal firms are secured through a formal proposal process for labor law, construction law, business law, and general counsel in order to mitigate and/or facilitate any legal issues or conflicts that may arise.

Board Policy 2130 defines the length of a trustee's term as four years, with no limit to the number of terms a trustee may serve. In practice, every two years either three or four of the board members' seats are up for reelection, which creates a mechanism for continuity on the board. Board Policy and Administrative Procedure 2110 provide a provision for vacancies on the board.<sup>1</sup>

Board Policy 2740 states the board is committed to its ongoing development as a Board of Trustees and to a trustee education program, including new trustee orientation. Board Policy 2740 also states the board will provide access to reading materials and support conference attendance and other activities fostering trustee education. Administrative Procedure 2740 outlines how Board Policy 2740 will be carried out, particularly how new board members will be educated. The education begins prior to an election when it becomes known that one or more individuals have filed for the election or are seeking appointments to the board. Once the election is held, each newly elected board member is oriented to the College as well as to his/her role and responsibilities.<sup>1</sup>

The board schedules annual meetings to conduct a self-evaluation. The process includes having the trustees respond to a self-evaluation with descriptions of their major roles and responsibilities. Board members use the self-evaluation's results to establish their goals for the coming year. These goals are specific to the board's self-evaluation process and are related to District or College goals, and they describe the ways trustees will address and improve their effectiveness.

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

The superintendent/president oversees the three main divisions of the College: Instructional Services, Student Services, and Business and Administrative Services. The superintendent/president has the ultimate authority and responsibility to the Board of Trustees. Furthermore, the superintendent/president can delegate authority and responsibility to appropriate

## MiraCosta College AHSDP Self-Study Postsecondary Report

administrators to carry out the functions of the College as defined in Board Policy and Administrative Procedure 2430.<sup>1</sup>

The governance process clearly defines responsibilities for making collegial governance recommendations to the president through four governance councils via College committees. MiraCosta's Steering Council is responsible for giving direction to the College committees after it receives direction from any member of the College community. The committees make recommendations to the four governance councils (Administrative Council, Academic Senate Council, Classified Senate Council, and Associated Student Government) who, in turn, make recommendations to the superintendent/president and his/her cabinet. The superintendent/president then makes a decision regarding the councils' recommendations and forwards them to the Board of Trustees if necessary.

The governance process clearly defines the role of the superintendent/president in guiding the institution toward improvements to student learning and the learning environment. It also defines the responsibilities of the College's Steering Council, governance councils, and Board of Trustees and includes a reporting structure and path to final decisions. By nature of the process, the superintendent/president has a method for evaluating and measuring the effectiveness of overall institutional planning. The collegial consultation and governance process allows the president to be a decision maker, where appropriate, and to oversee a process that ensures effective communication and decision making.

The superintendent's/president's cabinet serves as an informal part of the collegial consultation and governance process, assisting and making recommendations to the superintendent/president on a wide range of issues resulting from within or outside the collegial consultation and governance process. As a member of the cabinet, the dean of Community Education has an opportunity for input and consultation in all matters pertaining to the College and its noncredit programs.

Noncredit faculty and staff members are encouraged to participate in the collegial governance process. They currently serve on the Courses and Programs (C&P) committee, Classified Senate Council, Classification Review Committee, President's Advisory Committee on Diversity and Equity, Academic Senate Council, and a variety of other committees. In addition to being a member of the cabinet, the dean of Community Education belongs to the Academic Affairs Committee, BPC, Instructional Deans, and Student Services Council. The College actively seeks to include noncredit representation on as many governing committees as possible to ensure a voice for noncredit students, staff, and faculty is provided.

## MiraCosta College AHSDP Self-Study Postsecondary Report

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

MiraCosta has an established process of evaluating its decision-making and governance structures. The College has evaluated the governance structure three times in the past three academic years and has made improvements as a result of each evaluation cycle.

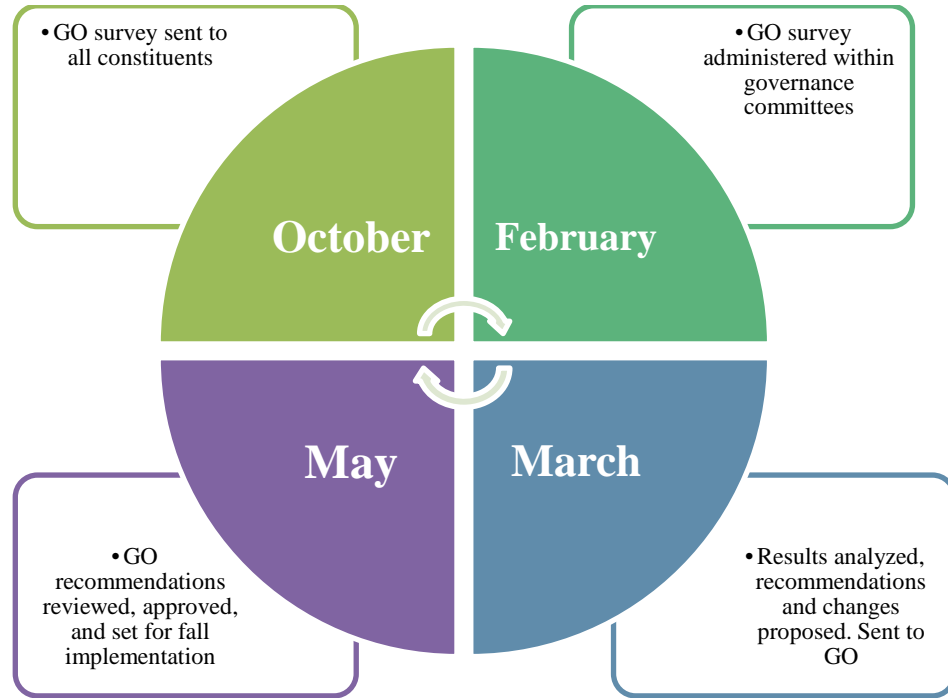
### **Cycle One: 2010**

After the first year of the current governance structure's implementation, the Governance Organization (GO) Committee conducted a comprehensive evaluation of the structure's integrity and effectiveness (*Appendix U*). This evaluation involved reviewing committee chair interviews; results from the Governance Organization Model (GOM) survey of faculty, staff, administrators, and students in fall 2010; open forum comments; 18 months of minutes and reports from all committees; task force recommendations; and GO Committee discussions.

The enhancements to the governance structure were approved by all four governance councils and the superintendent/president. These enhancements included the following:

- Creating divisional advisory committees to make recommendations on operational matters (spring 2010).
- Adding the superintendent/president as co-chair of the GO Committee and Steering Council (spring 2010).
- Creating IPRC (January 2011).
- Changing the status of the Campus Committee from a governance committee to a divisional advisory committee (April 2011).
- Discontinuing the Community Relations Committee (April 2011).
- Modifying C&P to include a curriculum committee to more effectively manage routine curricular matters while maintaining the Academic Senate's primary responsibility for curriculum (August 2011).

The GO Committee also developed an ongoing process for evaluating the integrity and effectiveness of the governance structure. All four governance councils approved the evaluation process, illustrated in Figure III-2, as a recommendation to the superintendent/president, who approved and implemented it beginning fall 2011.



**Figure III-2. Governance Structure Annual Evaluation Process**

**Cycle Two: 2011**

In fall 2011, OIPRG administered the GOM survey, and the superintendent/president disseminated the results in December 2011 (*Appendix V*).

Survey responses in 2011 demonstrated that refinements and improvements made to the governance structure, based on the prior year’s evaluation, had resulted in a more comprehensive, effective, and collegial decision-making process. Survey respondents reported greater understanding of the structure and stronger encouragement to participate in decision making.

In February 2012, the GO Committee, in cooperation with OIPRG, implemented self-evaluation instruments to each governance committee (*Appendix W*). Each committee met to discuss its survey results and develop recommendations to increase effectiveness. The committees then sent their self-evaluation and recommendation reports to the GO Committee.

In March 2012, the GO Committee analyzed both the results of its general survey of effectiveness and the committees’ self-evaluations to complete the second annual evaluation.

The second cycle of the GO structural evaluation process identified the need to further define and clarify “significant” versus “minor” changes. It also identified the need for GO to be

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converted from an ad hoc to a standing committee. This conversion was approved in spring 2012 (*Appendix X*).

### Cycle Three: 2012

During the past year, MiraCosta took two critical courses of action to further solidify its evaluation processes.

First, the College conducted its third regularly scheduled GOM survey and is currently analyzing the survey instrument's results. The Steering Council will use this analysis for its annual review and update of the *MiraCosta College Governance Manual* in March, in accordance with the District's administrative procedure on collegial governance and participation in local decision making (AP 2510; *Appendix D*).

At its fall 2012 meeting, the GO Committee discussed what additional methods of assessment could be used to provide more direct evidence of the governance structure's effectiveness, such as a review of the quality and depth of the decisions being made. The GO Committee will make a decision about potential methods of inquiry this spring after further discussion and input from OIPRG.

Second, the District's Board of Trustees adopted a policy (BP 2510; *Appendix D*) for collegial governance in local decision making (*Appendix Y*). This policy was the end result of a three-year collaborative effort among all of constituencies to define the College's decision-making processes.

Specifically, BP 2510 defines collegial governance as the collaborative participation of appropriate members of the College in planning for the future and in developing policies and recommendations under which MiraCosta is governed and administered.

The policy also establishes the role of the Board of Trustees and each constituency in governance matters. Each constituency of the College, based on its responsibility and expertise, develops board policies and administrative procedures related to that area.

Finally, the College established a President's Advisory Committee on Accreditation and Institutional Effectiveness in fall 2012. This committee will evaluate the College's Midterm Report response and provide the superintendent/president with recommendations regarding the establishment of a permanent institutional effectiveness committee to institutionalize the assurance of academic quality.

The new collegial consultation and governance process provides a clear and effective means for participation and innovation by all College constituent groups. It is incumbent upon all

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members of the College community to ensure the process is successful in meeting the needs of a growing and evolving institution.

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

In spring 2009, the superintendent/president and Board of Trustees gave a full-time faculty member 100 percent reassigned time to revise the District's board policies and administrative procedures. The structure of the new policies and procedures is based on the model provided by the Community College League of California's Policy and Procedures Service. This effort was completed by spring 2010. All board policies and administrative procedures are posted on MiraCosta's website, and a hard copy is available in the Office of the College Superintendent/President.<sup>1</sup>

Any staff or faculty member, administrator, or student may ask the Steering Council for a change in policy. The Steering Council, which is comprised of leaders from each of the College's constituent groups and governance committees, routes governance issues to appropriate governance committees and councils. The four governance councils submit their recommendations directly to the superintendent/president, who then decides whether or not to forward their recommendations to the Board of Trustees for final approval.

### **Strengths**

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

### **Key Issues (Prioritized)**

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

<sup>1</sup> *MiraCosta Community College District Board of Trustees Policies and Administrative Procedures*

# MiraCosta College AHSDP Self-Study Postsecondary Report



**Ten WASC  
Postsecondary Criteria**

**3. Faculty and Staff**



### Criterion 3: Faculty and Staff

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

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

The District is committed to employing qualified administrators, faculty, and staff who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, enhances student learning, and provides suitable role models for all students. Board members are committed to hiring and staff-development processes that support the goals of equal opportunity and diversity and provide equal consideration of all qualified candidates.<sup>1</sup>

MiraCosta employs qualified certificated and classified employees utilizing an extensive hiring policy for faculty, staff, and administrators described in Board Policy and Administrative Procedure 7120.<sup>1</sup> (Specific information is provided in Indicator 3.2 below.) All AHSDP faculty must meet the minimum qualifications to teach as specified in Title 5 §53412, therefore assuring that each position closely matches the requirement of the discipline (*Appendix Z*).

The number of faculty and staff members is determined through the College's annual program review. Each program must address and evaluate in program review the staff and faculty needed to run the program efficiently. If a department requests a growth or replacement faculty position, the request is accompanied by data that are driven by the *Strategic Plan 2011-2014* (*Appendix I*) and the *2011 Comprehensive Master Plan*.<sup>2</sup>

The requests are forwarded to the Academic Affairs Committee for evaluation and recommendation to the Academic Senate Council. The Academic Senate Council makes its recommendation to the superintendent/president who makes the decision to search for faculty members in growth or replacement positions.

If a program review establishes the need for a staff member, the plan for the program review is first prioritized by the division for which the position is required, and the prioritization is then forwarded to BPC for evaluation and recommendation to the superintendent/president.

***Indicator 3.2: The institution's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel. Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?***

Representative duties and minimum and desirable qualifications are clearly stated in all job announcements and job descriptions. Job descriptions exist for all classified and administrative positions. As these positions become vacant or duties change significantly, job descriptions and announcements are updated. The College updated the job descriptions for all classified positions in 2010.

When a full-time faculty member is being hired, the hiring department assigns its chair or a lead instructor to chair the hiring committee, which is comprised of faculty members. As a result, faculty have the primary voice in all faculty-hiring decisions.

The Human Resources Office confirms that all degrees listed as earned by certificated and classified applicants have been earned at accredited institutions, and it engages the services of outside agencies to evaluate all foreign degrees earned by applicants for all positions.

The College's extensive employment screening process includes requiring all candidates to meet the State of California's minimum faculty and administrator qualifications. Procedures for hiring academic administrators and full-time faculty members are the same. All teaching-faculty hiring committees require teaching demonstrations as part of the screening process to ensure a candidate's knowledge of subject matter and ability to teach.

MiraCosta generates broad and diverse candidate pools through extensive advertising campaigns, including advertising in *The Chronicle of Higher Education*, on websites and listservs, in trade publications, and through attendance at job fairs identified by faculty participating in hiring committees. To ensure individuals considering employment opportunities at MiraCosta have a clear understanding of the College's mission, the mission statement is included in all job announcements.

A new procedure for hiring associate faculty members was established for the academic year 2012-2013, assuring that each department follows established protocol as determined by the Human Resources Office in consultation with the instructional deans and the bargaining unit representing associate faculty. When departments indicate the need for additional associate faculty, staff in the Human Resources Office forward applications to the department chairs, screening them first to ensure the applicants meet the minimum qualifications. Two full-time faculty members, preferably one being the department chair, conduct the interview and recommend candidates to the appropriate dean, who makes all class assignments in

## MiraCosta College AHSDP Self-Study Postsecondary Report

consultation with the department chairs. Human Resources staff then complete the employment hiring process.

***Indicator 3.3: The institution develops personnel policies and procedures that are clearly communicated to all employees. What processes does the institution use to develop and publicize its personnel policies?***

Board policies and administrative procedures for all areas of employment are in place at MiraCosta for each constituency group. Areas include recruitment and selection (BP 7120), compensation (BP 7130), evaluation (BP 7150), professional development (BP 7160), and discipline and dismissal (BP 7360).<sup>1</sup>

In accordance with BP 7120, selection procedures for any position within the District ensure employment of the best-qualified individuals and are not based on gender, age, cultural diversity, race, color, creed, national origin, sexual orientation, or disability. The Human Resources Office implements the District's Equal Employment Opportunity program and oversees adherence to federal and state regulations.

Board policies are developed and revised in the collegial consultation process. Drafts or revisions are submitted annually to the president's cabinet, disseminated to various constituent groups for input, and then submitted to the Board of Trustees.

Administrative procedures are submitted to and approved by the president's cabinet. Board policies and administrative procedures are available to employees from the College website as well as in various handbooks (i.e., faculty and classified staff). Policies relating to all associate faculty are covered and adhered to under the terms of the collective bargaining agreement.

BP 3050 mandates "a professional code of ethics specifying the responsibilities of all employees to their colleagues, their profession, and all students shall be formulated, reviewed periodically, and published through the cooperative efforts of the faculty, classified employees, administrators, and the Board of Trustees." AP 3050 defines the code of ethics for all District employees.<sup>1</sup>

The College's ethical culture, including definitions, standards of practice, and resources, is described in BP 2715.<sup>1</sup> The Human Resources Office provides a review of the District's ethics policy during new-hire orientations.

MiraCosta provides for the security and confidentiality of personnel records in a number of ways. Records are located in lockable file cabinets in a separate room behind the counter in the Human Resources Office. During the day, only staff members in Human Resources and Payroll have access to the records. At night, the file cabinets are locked, as is the room. Only

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the Human Resources and Payroll staff and accounts payable supervisor have access to payroll records. Additionally, in April 2007, all employees were assigned a payroll identification number to minimize chances of identity theft. Pay warrants are either deposited directly to employees' bank accounts at their request or mailed to their homes rather than being distributed to them at their work stations.

In accordance with the law and Board of Trustees policy, all employees have the right to access their personnel records. Employees must make an appointment before accessing their records. An employee may authorize another person to have access to his or her records; the request for authorization must be made in writing.<sup>1</sup>

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

The quality of instruction at MiraCosta is determined through faculty hiring and evaluation processes that follow the mandates of Assembly Bill 1725. The College ensures a high quality of instruction through the efforts of the Professional Growth and Evaluation Committee that oversees the evaluation process of tenured and tenure-track faculty.

Tenure-track faculty members, referred to as tenure candidates, undergo four years of full evaluation documented in evaluation packets and kept on file in the Office of Instructional Services. A tenure candidate's recommendation for tenure is based on information contained in these evaluation packets. These packets include student evaluations, observation/discussion reports, and the candidate's self-study. During this four-year evaluation period, tenure candidates work with their Tenure Review Committees (comprised of their dean, department chair, tenure coordinator, department peer, and candidate peer) to formulate tenure plans that outline the criteria they must address in their evaluation packets. Under extraordinary circumstances, tenure candidates who are in their second year of evaluation and have earned tenure at another college may be awarded early tenure with the support of their Tenure Review Committee.

Tenured faculty members (TFMs) undergo recertification every three years and a full evaluation every six years. A TFM undergoing full evaluation is evaluated by a Peer Review Committee, which consists of the dean, department chair, and a tenured faculty member of his or her choosing. A TFM applying for recertification must gain the unanimous approval of the department chair, dean, and vice president. If a TFM is not approved for recertification, he or she must undergo a full evaluation in the fall semester following the denial of recertification.

In April 2009 the Academic Senate Council, Classified Senate Council, and Associated Student Government approved a new collegial consultation and governance process that was

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implemented in June 2009. One of the major changes in the new process has resulted in academic administrators no longer being a part of the Academic Senate. The academic administrators had been members of the Academic Senate since its inception in 1963. As a result, the process for annually evaluating academic administrators is now part of a meet-and-confer handbook agreed upon between the academic administrators and the District.<sup>3</sup>

The evaluation processes for tenure candidates, tenured faculty members, and administrators are documented in the following handbooks: *Tenure Candidate Handbook (Appendix AA)*, *Tenured Faculty Professional Growth and Evaluation Handbook (Appendix BB)*, and the *Academic Administrators Working Conditions Manual*. All three handbooks are available to full-time faculty and administrators electronically and in print.

The collective bargaining agreement for associate faculty outlines the criteria for evaluation.<sup>4</sup> Each new associate faculty member is evaluated in his or her first semester of teaching. The evaluation includes student surveys, class visitation, and a post-visit meeting and evaluation. After the first semester, associate faculty members are evaluated at least every six semesters or earlier as determined by the department's dean.

New classified staff members are hired on a conditional, one-year probationary period. Probationary employees are evaluated by their immediate supervisor at 5, 9, and 12 months during their first year of employment. The employee is then evaluated annually for the next two years. Thereafter, performance evaluations are conducted every two years as long as job performance is satisfactory. Evaluations are due on the anniversary of the original hire date or date in the current position if the employee has been hired into another position.

Classified staff members are asked to complete a self-evaluation process prior to meeting with a supervisor for a formal evaluation. The employee has the opportunity to identify areas of strength and/or weakness in their job performance. This standard form allows for the identification and discussion of additional job training if needed. The performance appraisal is signed and reviewed by the employee, immediate supervisor, supervising dean, and division vice president.

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

SLOs are fully integrated into the lesson planning process since all SLOs must be taught and assessed every time the course is taught within the program. Therefore, a culture of constant assessment and review exists within AHSDP. Every faculty member is involved in SLO assessment. Each year, full-time faculty members review the assessments for the year in all courses and use the data to reassess the mission statement, program goals, and SLOs

## MiraCosta College AHSDP Self-Study Postsecondary Report

themselves. SLO development and assessment are incorporated in the annual program review as well as in the evaluation process of both tenured and associate faculty members.

In January 2011, MiraCosta's Academic Senate Council approved participation in SLO assessment as a stated component in the evaluation process for full-time faculty. The new criterion was subsequently added to the *Tenure Candidate Handbook* and *Tenured Faculty Professional Growth and Evaluation Handbook* (Appendices AA and BB, respectively), both of which were developed collegially by the administration and Academic Senate Council. Additionally, all full-time faculty job announcements now identify participation in SLOs and assessment as an "essential job function" (*Appendix CC*).

At MiraCosta, participation in SLO assessment includes an expectation that faculty members will engage in the dialogue about assessment results and improved student learning. To encourage their engagement in this dialogue, the College provides ongoing professional development opportunities and support to all faculty, including associate faculty who can now collect professional development credit for their participation in SLO-related activities.

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

MiraCosta's Professional Development/Flex Program offers employees a comprehensive and systematic program of services and activities designed to foster staff, student, and instructional improvement by leveraging the reflective vision of participants.

The Flexible Calendar Program (Flex) is a privilege afforded to community colleges by the state of California. It allows districts with a state-approved program to replace up to 15 instructional days per academic year with professional development activities. Title 5 of the California Code of Regulations stipulates the details of the program and that it must be administered locally by regular meetings of an advisory committee composed of faculty, students, and administrators. At MiraCosta, this advisory committee is known as the Professional Development Program (PDP) Committee.

The Flex obligation is 60 hours for full-time instructional faculty members. It is the responsibility of each individual faculty member to check with the PDP Committee to determine his/her exact number of obligation hours. Each full-time faculty member also has available \$600 a year to use for conferences and travel expenses. The PDP Committee also has travel funds available for both full-time and associate faculty members. Currently, participation in the Flex program is still optional for associate faculty, and associate faculty receive two hours of paid professional development per each lecture hour equivalency they teach, not to exceed forty hours per academic year. Faculty member participation hours in Flex activities are recorded and maintained by the College to ensure compliance with Title 5.

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In order to ensure meaningful evaluation of Flex, each Flex workshop concludes with participants completing an evaluation form to inform the presenter and PDP Committee of the workshop's effectiveness. The impact of Flex activities and their direct correlation to improvements in teaching and learning are evident in the forms required for Flex activities. Proposed Flex workshops must benefit faculty in one or more of the three developmental areas approved by the Chancellor's office: staff improvement, student improvement, and/or instructional improvement.

In addition to Flex for professional development, the AHSDP Department has funds available for additional professional development activities, such as for faculty to attend conferences and workshops.

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

Classified employees have one-year probationary periods during which they should be evaluated by their supervisors at the completion of 5, 9, and 12 months of employment. After the one-year time period has passed and no problems have arisen, the classified employee assumes permanent status in accordance with California Education Code. Supervisors then complete annual job appraisals to assess the quality of classified staff performance for the next two years of employment. Thereafter, supervisors complete a performance appraisal every two years as long as performance remains satisfactory.

Job descriptions and job announcements are updated as positions become vacant or duties change significantly. Representative duties and minimum and desirable qualifications are clearly stated in the job announcement and job description.

Support staff are encouraged to participate in the collegial governance process by participating on District committees. Noncredit support staff currently serve on the C&P Committee, Classified Senate Council, Classification Review Committee, Threat Assessment Group, President's Advisory Committee on Diversity and Equity, ICE Cubes, and a variety of other committees. The College provides support staff not only with many professional development opportunities but also with funding for seminars, workshops, and training.

### **Strengths**

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

**Key Issues (Prioritized)**

1. Include staff in departmental meetings and discussions to improve student learning outcomes and success.

<sup>1</sup>*MiraCosta Community College District Board of Trustees Policies and Administrative Procedures*

<sup>2</sup>*2011 Comprehensive Master Plan*

<sup>3</sup>*MiraCosta Community College District Academic Administrators Working Conditions Manual*

<sup>4</sup>*Collective Bargaining Agreement for Associate Faculty*





**Ten WASC  
Postsecondary Criteria**

**4. Curriculum**

## Criterion 4: Curriculum

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

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

MiraCosta maintains course records and outlines of study for all courses through a Web-based course management system called WebCMS, which is accessible to the public from the College's website. All stakeholders have access to WebCMS and, in turn, to each course outline and its required components, which include the specific body of knowledge the course will cover as well as the course's performance objectives, SLOs, and sample assignments ([Appendix S](#)).<sup>1</sup>

In addition to being stored and accessible from WebCMS, information about the program's requirements and each AHSDP course is readily available from the College's online catalog.<sup>2</sup>

AHSDP provides information to all stakeholders about the courses of study necessary to achieve the adult high school diploma as well as the outcomes for all courses in a variety of ways in addition to its inclusion in the College catalog. One place stakeholders can find information about the program's required courses is from its webpage, which was recently updated to include not only a detailed description of the English, math, science, social science, etc., courses and credits that a student needs to earn the high school diploma but also a "frequently asked questions" section where students can get answers to common course and curricular-map questions. The webpage also provides students with a program counseling form they can complete and submit to get their questions about diploma requirements, time commitments, and the curriculum answered in real time.<sup>3</sup>

Signs placed throughout the campus also serve as a means for stakeholders, especially students, to understand the diploma program's requirements. These signs were updated in fall 2012 to ensure they reflect current curricular information and clearly and concisely communicate the program's English and math competency requirements.

## MiraCosta College AHSDP Self-Study Postsecondary Report

All new students also have to participate in a mandatory orientation prior to enrolling their first term, and the orientation describes in detail courses and competencies required for graduation from AHSDP.

The program's institutional resource allocation is largely governed by SLOs, which means they play a large role in determining curriculum development needs that are addressed within the annual program review process. SLOs are required to be included on all course syllabi, giving students immediate access to them at the start of each term. Course SLOs are assessed each time a course is taught, and assessment results are collected and compiled by the department secretary. The importance placed on SLOs and their regular assessment is another way in which AHSDP communicates to students and all stakeholders the course outcomes involved in achieving the adult high school diploma.

While the above methods are effective for keeping stakeholders educated about AHSDP's curriculum and curricular map, the self-study process has revealed a few areas in need of improvement. For example, through conversations with the program's associate faculty and students, it became clear that WebCMS is neither a familiar database nor a comfortable one to use. The fact WebCMS is currently linked only to the College's main webpage is concerning.

In addition, while all diploma criteria and course information is available to students in a variety of places, AHSDP does not currently offer a way for students to electronically monitor their individual progress towards the diploma other than through a counselor visit. In an effort to best meet the needs of the program's diverse demographic of students, AHSDP has relied on individual counseling as the primary means by which students can monitor their progress; however, this report and reflection process has made evident that making their individual curricular map more available could help students better plan their educational future.

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

MiraCosta enforces a very structured method of curriculum development and evaluation through the Academic Senate-regulated C&P Committee. This committee is responsible for formulating and recommending to the Academic Senate Council policies and procedures related to the programs and courses offered by the District.

CPCC, a faculty subset of C&P, acts by means of careful study and open discussion to assure the curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures, including ensuring that course SLOs are recorded on each course outline.

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To ensure equity in curriculum development, CPCC has twelve members: an instructional administrator and eleven faculty members, including the committee chair, articulation officer, a counseling faculty member, a noncredit faculty member, five faculty members representing the five areas (A–E) of general education, and two faculty members representing career and technical education. The larger C&P has eighteen members: the twelve-member curriculum subcommittee (CPCC), one associate faculty member, two additional administrators, two classified staff members, and one student, each selected by the appropriate governance council.

The current noncredit faculty member who is working on curriculum development in this capacity is a full-time AHSDP faculty member. In an effort to support the larger institutional learning outcome of transitioning more noncredit students to credit courses at the College, it has been an important goal of the program to stay abreast of curricular changes and requirements for students in credit programs.

The curriculum development process itself is completely under the faculty's jurisdiction; any full-time or associate faculty member interested in working with curriculum is encouraged to do so. Every course listed in the College catalog must go through a six-year curriculum evaluation cycle in order to ensure relevancy, update SLOs, and maintain currency with educational technologies. The six-year review cycle and annual program review process ensure AHSDP's curriculum is evaluated regularly and connected to the program's SLOs and overall mission.

All AHSDP's courses were updated, including their SLOs, and approved through the curriculum review process in 2009-2010 (*Appendix L*). Both full-time and associate faculty from each discipline examined all elements of their course outlines and contributed to their revision. Also, because SLOs are assessed each time an AHSDP course is taught, faculty modified them as necessary to reflect changes to student demographics or course requirements.

Several AHSDP courses, especially in English, have been revised again and approved through CPCC since the 2009-2010 update. They were modified to strengthen their alignment with K-12 California State Standards for curriculum and community college entrance skills, the combination of which makes the adult high school program and its courses unique.

CPCC recommends routine curricular matters to the Academic Senate Council for ratification on its consent calendar. The Academic Senate Council then forwards them directly to the Board of Trustees for final approval. Upon board approval of a major course revision, deletion, or addition, the course is sent to the California Community Colleges

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Chancellor's Office (CCCCO) for approval. Once approved by the CCCCCO, the change is reflected in the next year's catalog.

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

Due to the program's student demographics, accessibility to instructional materials and information resources to help students meet their course learning objectives is a major priority within AHSDP. The program's faculty, staff, and administration all pay special attention to this issue to ensure the program is making every effort to meet student needs.

AHSDP-required materials and texts are available for either purchase or rent from the campus bookstore or for rent or loan from staff-run programs. The College's Foundation also offers textbook scholarships to students in need through an application process.

For books that must be purchased, the program adheres to MiraCosta's commitment to textbook affordability by being mindful of the cost and the frequency at which faculty members adopt new textbooks. The book rental program provides high-quality texts that are available to students at a low cost (currently \$15 per term). For courses where class sets of a text are available for loan, each instructor handles the care and loan of the texts themselves.

Because the CLC does not have a physical library on-site, the College has made a commitment to the success of AHSDP and other CLC students by dedicating three College librarians to serve the center weekly. These librarians meet student needs as best they can in a variety of ways, such as visiting classes to talk about the services the library offers and to demonstrate how to use the library's databases and technology. They also maintain a desk at the CLC's Academic Support Center. For print materials, students can request any of the College's holdings through the visiting librarians. Once these requests are made, the print material is delivered with the mail service from the Oceanside Campus on a daily basis.

All AHSDP faculty, staff, and students have access to the online services, databases, and resources maintained by the College library. MiraCosta's *2011 Comprehensive Master Plan* emphasizes the need for a fully functional library at the CLC, and funding for such a building is addressed through the College's *Strategic Plan 2011-2014 (Appendix I)*.<sup>4</sup>

Computer availability, access, and opportunities for training are not always common with AHSDP students due to the program's student demographics. Some AHSDP students have limited Internet capabilities while others do not have easy access to a computer. Other students have limited experience using computers in an academic setting. To address their needs, the program features classrooms that contain a variety of multimedia equipment to

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enhance the learning experience, an open computer lab, and dedicated computer classrooms for instructional use.

AHSDP classrooms are equipped with multimedia podiums that allow instructors to use a standard personal computer, show VHS and DVD films, and project images onto the large screen using document cameras (such as the ELMO). All equipment is maintained by an on-site Academic Information Services Department staff member, and all multimedia equipment at MiraCosta is subject to strict maintenance and replacement protocols. This equipment allows instructors to be innovative and impactful in the use of technology to enhance the learning outcomes of each course.

The CLC's open community lab is used by AHSDP as well as all other noncredit programs and community members. The lab contains thirty-six student computers and two instructor computers. These computers are available to students six days per week. AHSDP students use these computers for course work, such as to complete an online program for grammar and reading improvement and comprehension, as well as for computer homework, Internet searches, and general Web browsing or word processing. Making this lab available to the program's students and community is an important service to help students succeed in their courses.

The CLC has three additional lab classrooms that are available to instructors and their classes by reservation. In these classrooms, instructors are able to provide access to technology and innovative instruction to their students, who might otherwise not have the chance to work with computers and/or other Web innovations. This exposure enhances student learning outcomes for those enrolled in AHSDP's courses and helps to prepare them for future endeavors in both academia and the real world.

To further support the achievement of SLOs, AHSDP provides tutors in all subject areas in the Academic Support Center. The program also makes specially trained Writing Center consultants available to students in the classroom and open lab and, on occasion, by appointment. These learning resources are available to AHSDP students at no charge and are integral to their success.

### **Strengths**

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

**Key Issues (Prioritized)**

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

<sup>1</sup> *WebCMS*

<sup>2</sup> *MiraCosta Community College 2012-2013 Catalog*

<sup>3</sup> *AHSDP webpage*

<sup>4</sup> *2011 Comprehensive Master Plan*



**Ten WASC  
Postsecondary Criteria**

**5. Instructional Program**



## Criterion 5: Instructional Program

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

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

AHSDP offers a high level of instruction in all courses by adhering to strict qualification guidelines for all instructors in the program. The curriculum process guarantees that the courses taught in the program are in line with the standards consistent with, and expected of, the credit courses at MiraCosta. Rigor is also measured through SLOs that are assessed each time a course is taught.

The program's breadth and course offerings are consistent with the California State Standards for K-12 education. AHSDP students are asked to complete courses in the primary subjects of English, mathematics, science, and social science, but they are also exposed to courses in the fine arts and may even take credit college courses at MiraCosta to fulfill elective credits required by the diploma. Through methodical and thoughtful counseling on the part of the noncredit counseling team, students are able to use a large breadth of classes and experiences to fulfill credits toward the diploma.

The AHSDP diploma not only requires that students complete courses and earn credits, it also necessitates that students complete competency exams in several areas before graduation. The program has 12 competencies in English and 10 competencies in mathematics. Students are tested on these competencies in a variety of ways, ranging from in-class assessment to completion of college courses and successful scores on a variety of assessment tests given upon entrance to both the program and the College. These assessments are appropriately rigorous for students entering and exiting the program, and information about these competencies is available to all stakeholders via AHSDP's webpage.<sup>1</sup>

Finally, sequencing of all adult high school courses is available in many of the same ways that course mapping requirements are communicated, as explained in Indicator 4.1. Students can find the sequencing for most of the program's courses on the webpage, on campus posters, and in the College catalog. However, while the program has a basic course sequence that students can complete if they come to the program with no high school credits applied, in most cases course sequences can be determined for an individual student only through

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consultation with a counselor and after initial orientation and assessment have been completed.

To ensure that students are taking the right courses to meet their individual diploma needs, academic goals, or vocational training needs and interests, they must meet with a counselor. AHSDP provides academic advising as an ongoing service to the program's students. To meet the College's institutional learning outcome of encouraging more successful transitioning from noncredit to credit courses, the program's advising meets the needs of its student demographics by approaching course sequencing and counseling services with an emphasis on individual assistance.

The program measures the quality of instruction in each course section in a variety of ways. The rigorous SLO process ensures that faculty members continually review instructional quality on all levels. In courses where students are not achieving SLOs at the expected level, instructional issues are addressed, faculty members evaluate the SLOs for appropriateness, and adjustments are made accordingly.

An additional way AHSDP measures instructional quality is through the College's comprehensive faculty evaluation process. As described in Indicator 3.4, full-time faculty members are subject to a strict four-year tenure review process that involves multiple instructional observations and evaluations. Tenured full-time faculty members also undergo tenure review and instructional observations and evaluations every six years. Associate faculty members are also evaluated during their first semester of teaching and at least every six semesters thereafter. These faculty evaluation processes demonstrate AHSDP's commitment to currency of pedagogy and discipline expertise.

As stated in Indicator 3.6, the College has a robust professional development program, and when additional funds are available, all faculty members are encouraged to attend offsite conferences and workshops. In-service training is also provided to all associate adult high school faculty members through departmental and discipline meetings

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

Actively engaging in delivery modes and teaching methodologies that not only reflect but also meet the diverse needs and learning styles of the program's student demographics is important in all AHSDP faculty discussions. The program serves a large student population who are English learners or who have a variety of social and economic barriers. Due to these conditions, AHSDP faculty maintain pedagogical practices that foster the best possible variety of learning environments.

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Unlike some adult programs, the majority of AHSDP courses are taught face-to-face in traditional classrooms. This teaching modality offers students the benefit of having personalized interaction with their instructors in the classroom.

Further, to best meet diverse student needs and learning styles, AHSDP instructors are in constant dialogue with each other and staff about students and services that can be offered to enhance learning. At a minimum, the data are reviewed across disciplines annually so that instructors are given an opportunity to discuss teaching strategies, instructional methods, and student performance. For example, department faculty have regular discussions about how to meet the students' math-, reading-, and writing-skill development needs by incorporating strategies for support in these areas across the curriculum.

As discussed in Indicator 4.3, AHSDP incorporates technology in most of its courses and ensures tutors and in-class writing consultants are available to the program's students. AHSDP faculty also adhere to all Disabled Students Programs and Services guidelines for accommodating students with special needs. AHSDP addresses different teaching modalities and learning styles through small group work, the use of a course management system (BlackBoard), and a program-wide commitment to integrating study skills.

Lastly, the program's faculty also take part in many college wide committees dedicated to discussions on student learning needs, pedagogy, and teaching methodologies, such as the Diversity and Equity Committee, Student Success Committee, and C&P Committee.

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

Integrating new and current technology and using it to benefit the program's students are critical. AHSDP students may not have access to technology in their homes and personal lives, yet the need for technology literacy is widespread around them. So, while AHSDP courses currently are offered face-to-face, the program's faculty have begun discussing the value of face-to-face instruction and the flexibility of online or hybrid courses to assist students who may not be able to attend class due to work schedules or other personal commitments.

AHSDP incorporates technology through faculty use of Blackboard and other online computer programs in an independent lab as well as faculty support and ongoing training for online education. Blackboard is an online teaching tool that has been in place for credit classes at MiraCosta for some time. In this online classroom, students take quizzes, turn in homework, post to class blogs, and stay current on course announcements and due dates. The use of Blackboard as an AHSDP tool has increased steadily over the last several terms.

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Experiencing the benefits of such a platform has resulted in students being more willing to work with other online programs.

As a result of the English course curriculum revisions that went into effect in fall 2012, an independent grammar course that once required only book work was reconfigured to include the use of an online computer program through Pearson Publishing. This program, MySkillsLab, allows AHSDP students to work independently and at their own pace to gain the reading, writing, and grammar skills they need to take the program competency tests.

This use of innovative technology has been well received by students who enjoy the ability to work on computers and receive instant feedback on their grammar and reading progress. It has also given lab instructors and aides a chance to work with students as they troubleshoot with the new technology. The steady increase in enrollment for the English Skills Lab course is evidence of its success.

To encourage the use of technology in the classroom, the program provides faculty with ongoing training and support. For example, specifically designed faculty workshops are frequently held at the CLC to assist faculty with their use of Blackboard tools and the MySkillsLab program.

AHSDP's full-time faculty are kept abreast of the innovations, changes, and opportunities for training and implementation of the latest instructional technology in the classroom through various committee assignments. The program seeks to extend similar professional development opportunities to its associate faculty as well.

In summary, AHSDP emphasizes technology in the classroom as well as certain modes of online learning. A major strength of the program is its dedication to lecture-based, face-to-face learning; however, as the student demographics change and the demand for hybrid or online courses increases, the program will review its offerings of such methods to meet student needs.

### **Strengths**

1. Access to technology through classroom instruction and open labs
2. Breadth of technological resources for faculty
3. Maintenance of technology infrastructures.

### **Key Issues (Prioritized)**

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

<sup>1</sup>[AHSDP webpage](#)



**Ten WASC  
Postsecondary Criteria**

**6. Use of Assessment**

## Criterion 6: Use of Assessment

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

*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.*

### Introduction

The assessment of student learning is at the core of the program's instruction. AHSDP assesses learning at the course, program, and institutional level.

### Course Level Assessment

At the course level, faculty assess all SLOs each term using signature assignments, embedded questions, and in-class assignments. They use rubrics with a standard five-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 (*Appendix T*).

### Outcomes Analysis

Each AHSDP course is assessed each term it is offered. Results contained in the Student Learning Outcomes Report are synthesized into a spreadsheet to provide longitudinal data for trend analysis. The results are also included in the TracDat database system. For example, Table III-1 shows trends for outcomes mastery for English 1 (HSENG 21), which display normal class distributions for student results.

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**Table III-1. HSENG 21 Course SLOs Fall 2011-Fall 2012**

HSENG 21 Course SLOs Fall 2011-Fall 2012										
	Score	F2011 Term 1-2	SLO Met Term 1	SLO Met Term 2	Sp 2012 Term 3-4	SLO Met Term 3	SLO Met Term 4	Fall 2012 Term 1-2	SLO Met Term 1	SLO Met Term 2
SLO 1	5	5	yes	yes	3	yes	yes	7	yes	yes
	4	10			5			13		
	3	5			9			10		
	2	2			2			7		
	1	0			2			0		
	0	0			0			0		
SLO 2	5	4	yes	yes	9	yes	yes	5	yes	yes
	4	14			5			15		
	3	3			0			13		
	2	1			1			4		
	1	0			0			0		
	0	0			0			0		
SLO 3	5	9	yes	yes	2	yes	yes	2	yes	yes
	4	9			1			7		
	3	4			0			17		
	2	0			1			11		
	1	0			0			0		
	0	0			0			0		

Conversely, Table III-2 shows trends for Basic Skills Math 2 (HSMATH 12), which reveal more skewed results demonstrating wide variability in success attainment. Each trend provides faculty the opportunity to dialogue about the results and discuss methods to improve student learning.

**Table III-2. HSMATH 12 Course SLOs Fall 2011-Fall 2012**

HSMATH 12 Course SLOs Fall 2011-Fall 2012										
	Score	F2011 Term 1-2	SLO Met Term 1	SLO Met Term 2	Sp 2012 Term 3-4	SLO Met Term 3	SLO Met Term 4	Fall 2012 Term 1-2	SLO Met Term 1	SLO Met Term 2
SLO 1	5	9	no	yes	38	yes	Yes	38	yes	no
	4	10			14			17		
	3	3			14			4		
	2	10			8			10		
	1	5			6			3		
	0	0			0			2		
SLO 2	5	0	no	no	11	no	yes	12	yes	no
	4	4			13			13		
	3	3			14			11		
	2	12			18			6		
	1	15			24			18		
	0	4			2			9		
SLO 3	5	5	no	no	14	no	no	12	yes	yes
	4	2			18			13		
	3	6			19			21		
	2	18			19			15		
	1	5			8			8		
	0	4			7			6		

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### Program and Institutional Level Assessment

CSLOs are aligned with PSLOs and ILOs, providing the evidence for mastery at all levels. The sample documentation matrix in Table III-3 illustrates the correlation between CSLOs and the larger PSLOs and ILOs.

**Table III-3. SLO Documentation Matrix**

<b>ADULT HIGH SCHOOL DIPLOMA PROGRAM - Student Learning Outcomes (SLO) Documentation Matrix</b>												
Adult High School Diploma Program	S L O  N U M B E R	Effective Communication	Critical Thinking & Problem Solving	Professional & Ethical Behavior	Information Literacy	Global Awareness	Preparation for Employment / Higher Education	Institutional Learning Outcomes (ILO)				
								Check all that apply: 1, 2, 3, 4, and/or 5 *(see footer for ILO number definitions)				
							1	2	3	4	5	
<i>HSAGT10: American Government</i>	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>HSECN10: Economics</i>	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

AHSDP faculty have faced the challenge of connecting discrete skills taught in the content areas with the larger, more global expectations of the skills needed upon graduation. The endeavor has prompted the faculty to reconsider PSLOs to align more with skills needed for workforce entrance and advancement or the transition to higher education. Moreover, the program’s faculty are currently discussing the appropriate level of expectation for the institutional outcomes as applied to high school graduates.

SLOs are assessed collaboratively, involving full-time and associate instructors and department chairs in all subjects. In addition, outcomes assessment results are included in the annual program review study to ensure in-depth analysis of course rigor and sequencing. Finally, the annual process of SLO review helps to identify areas for improvement of instruction based on the resulting data.

In addition to the use of SLOs to measure learning, faculty also assess student learning through three core competencies: reading, writing, and mathematics. These competencies are clearly communicated to students through the following:

- Counseling sessions
- Education plan summary sheets
- Postings in all campus classrooms
- AHSDP website
- Online and onsite student orientations



## MiraCosta College AHSDP Self-Study Postsecondary Report

Additionally, most math and English syllabi contain competency statements to further support student awareness of core competencies. The competencies are revised on a regular basis to ensure they are current, relevant, and sufficiently rigorous.

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

Current assessments at the course, program, and institutional levels include a wide variety of methods upon which to draw conclusions about the results and make improvements to practice and process:

- Multiple choice tests are used to apply standard assessment of learning levels and to expeditiously measure basic conceptual knowledge.
- Self-assessment checklists are used for students to understand faculty expectations contained in scoring rubrics.
- Essays and presentations are used in content classes to provide faculty observational ways to assess learning that complement traditional tests and quizzes.

While these methods provide a reliable and valid assessment of skill demonstration, the faculty are considering more authentic assessment methods to align the competencies with real world expectations upon graduation. Specifically, the faculty is considering portfolios to provide more vivid evidence of student learning to triangulate the results from the Test for Adult Basic Education (TABE) and the course completion alternatives. Finally, the portfolio model will provide the faculty with an additional tool to measure the value added from the AHSDP educational experience.

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

Faculty members meet formally five times per year, at the minimum, to discuss student learning levels, assessment results, and course offerings in order to meet student academic needs. Informal meetings are held almost weekly to implement operational changes as needed; for example, recent meetings addressed the following changes:

- Increased influx of credit students to the noncredit program
- Shift from in-person to online enrollment
- Heightened emphasis on reading and writing across the curriculum.

All of these changes were made based on data analysis and reviews of SLOs.

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In the last two years, the program's instructional staff have implemented additional student success workshops, mirrored college credit registration procedures, and updated the noncredit calendar to match MiraCosta's credit calendar in order to help students reach educational goals, achieve academic success, and transition successfully to college credit programs or the work force.

AHSDP's faculty conduct a wide variety of assessments to meet the program's purposes and goals. Formative assessment such as TABE is used during the matriculation process to determine proper placement and help counselors confirm appropriate skill and knowledge levels. Additionally, math and English faculty conduct in-class assessments to measure present performance levels and to assist in lesson design and guided practice. The assessment loop provides the necessary evidence upon which evaluation decisions can be made.

Summative assessment occurs when the faculty review and study students' reading and math competencies required for graduation. Students can demonstrate mastery through testing or completion of an appropriate credit or noncredit course. These assessment methods measure student work as academic and absolute outcomes based upon specific criteria.

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

Faculty report SLO assessment results using the College's password-protected TracDat software. They analyze data compiled through TracDat and MiraCosta's Enrollment Data-Driven Interface as part of program review to consider all aspects of what students need to accomplish their personal, professional, and educational goals.<sup>1</sup> SLO assessment results relevant to program review are housed in a course-management system (BlackBoard) for review.

The program's department chair and faculty work together on the program review, which is forwarded to the dean for input and discussion. The dean also validates faculty's conclusions. The Institutional Program Review Committee vets the program reviews. The prioritizations for new resources based on SLO results are first made as divisional priorities and then forwarded to the BPC for final recommendations to the superintendent/president.

College-wide results on progress and achievement are produced in statewide indicators contained in the Accountability Report for Community Colleges.

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

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

#### **Outcomes and Institutional Planning**

The comprehensive master plan (CMP) provides vision for the institutional direction for the next decade. The College created a three-year strategic plan to measure progress on the institutional goals contained in the CMP.

Outcomes assessment informs progress on the CMP and strategic plan through the institutional action plans under Institutional Objective II.2: Increase the rate of students moving from noncredit to credit. Progress on the objective is measured by examining progress on the strategic plan as well as evidence garnered from AHSDP's program review.

#### **Outcomes and Schoolwide Action Plan**

The 2010-2013 Schoolwide Critical Areas for Follow-up/Action Plan used the evidence gathered from SLO assessment to recognize that PSLOs needed to be better tailored to the skills, knowledge, and abilities students need as they transition to the workforce or higher education.

Additionally, the faculty determined that CSLO assessments needed to be better aligned with ILOs. These improvements to practice provided the bases for the 2013-2016 Schoolwide Action Plan for Continuing Improvement by establishing specific goals that are better designed to reach AHSDP's mission.

#### **Outcomes and Resource Allocation**

MiraCosta's resource allocation process, integrated with other plans, prioritizes resources and links the College's mission with its institutional goals and objectives. During the past three years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement.

In the past two program review cycles, two important improvements were made based on resource allocation. First, funds were repurposed to hire associate counselors to guide students through the matriculation process and provide evening coverage for students who work or raise families during the day. Second, AHSDP requested (through the program

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review prioritization process) and hired a full-time English faculty to provide leadership and curriculum modifications for the English content area.

### **Strengths**

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

### **Key Issues (Prioritized)**

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

<sup>1</sup> [\*OIPRG website\*](#)

# MiraCosta College AHSDP Self-Study Postsecondary Report



**Ten WASC  
Postsecondary Criteria**

**7. Student Support  
Services**

## Criterion 7: Student Support Services

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

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

AHSDP provides students in the program with appropriate support to cover all their potential student needs, including admissions and records, counseling (personal, academic, and career), and tutoring. The program's students have access to all academic and student support services, many of which are available at the CLC, through the entire program from enrollment to graduation. These services include the following:

- Outreach librarians and tutors are available at the Academic Resource Center.
- Though there is no physical library onsite, students may submit an online request for books, CDs, and DVDs, and library services will deliver materials to the CLC.
- The Community Learning Lab provides computer access and learning support through a variety of software programs.
- Writing Center consultants assist students in the Community Learning Lab.
- Students with disabilities receive support and necessary accommodations through Disabled Students Programs and Services.
- Students have access to the bookstore located on the Oceanside campus.
- Scholarships are available to AHSDP students for purchase of textbooks and for transitioning to credit programs.

Additional services, such as financial aid, Extended Opportunity Programs and Services, health services, and service learning, are available at the Oceanside campus located five miles away.

AHSDP students are made aware of the student support services available to them through the following means:

- MiraCosta College catalog, which is cross-linked on MiraCosta's website<sup>1</sup>
- AHSDP's online and in-person orientations

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- Classroom visits from counseling faculty and academic support staff from each of the support services housed at the CLC
- *The Connection* newsletter, specifically written for noncredit students enrolled in classes at the CLC and published four times a year.

Another source of information is “College Connections,” an annual event held at the CLC each spring that invites representatives from all academic and student support services to connect with noncredit students by sharing information about their services. Representatives from the following programs and services participated in the most recent “College Connections” event:

- Athletics
- Career Studies and Services
- Counseling/Puente
- Disabled Students Programs and Services
- Extended Opportunity Programs and Services Financial Aid/Scholarship Office
- Health Services
- Institute for International Perspectives
- Retention Services
- School Relations and Diversity Outreach
- Service Learning
- Credit English as a Second Language.

Though designed to support students as they transition to credit courses and programs, the event benefits all noncredit students since those services are available at any point in a student’s educational career.

In addition to “College Connections,” the College’s vocational education faculty participate in the annual “Career and Technical Education (CTE) Expo” held at the CLC each fall, which allows students to meet CTE faculty and learn about the many programs MiraCosta has to offer. Another event that brings CLC students to the College’s main campus is “Experience MiraCosta,” which allows students to visit selected classes each spring and hear faculty presentations about their disciplines and related careers.

***Indicator 7.2: The institution 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.***

Counseling services are available on a drop-in or appointment basis. Counselors provide academic, career, and personal counseling, refer students to community agencies, and offer a



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variety of educational workshops. Counselors meet with all incoming AHSDP students to review program requirements and discuss their education plan.

When more in-depth personal counseling is appropriate, students are referred to campus Health Services for sessions with a Marriage and Family Therapy (MFT) intern. AHSDP students pay \$17 per semester to access all available health services; however, this fee is charged only during those semesters when services are requested.

When the program's students were surveyed in spring 2011 to rate their overall satisfaction with the Counseling Office, the results were 90 percent satisfied and 8 percent dissatisfied (*Appendix N*).

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

- Counselors work with students to identify pathways to higher education during the education planning process.
- The College Foundation offers eligible noncredit students scholarships to support their transition to MiraCosta's credit programs; of the five scholarships designated for transitioning noncredit students, two are specifically reserved for AHSDP graduates.
- Several publications assist students as they navigate through the college application and matriculation process; special placement testing sessions at the CLC are scheduled each year to assist students in this process.
- Counselors coordinate and/or deliver a variety of workshops, both in and out of classrooms, on topics geared toward transitioning to college, such as financial aid, academic success skills, and academic programs; they also coordinate special annual events to encourage and support the move toward college.

The College maintains the quality of its counseling and academic advising support through the professional development opportunities it makes available to MiraCosta's counselors. For example, counselors can participate in the College's robust professional development program (Flex) as well as in North County Higher Education Alliance events. In addition, MiraCosta's counselors routinely attend the annual Region X Counselor Conference and San Diego Workforce Partnership workshops and conferences. Counselors may also request funding to attend other appropriate trainings, workshops, and conferences.

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

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Senate Council. Minutes of all governance committee actions are available on MiraCosta's website.<sup>2</sup>

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

### **Recruitment**

AHSDP's schedule of courses and registration procedures are published in the *Community Education Bulletin*, which is mailed to local residents each fall, spring, and summer.<sup>3</sup> Prior to each AHSDP term, the College's Public Information Office sends press releases to local newspapers to publicize AHSDP.

Another way MiraCosta creates community awareness of the program is through its Office of Diversity and Outreach, which sends representatives to a multitude of community organizations, meetings, and events to market the College and its programs. The office also oversees MiraCosta's Student Ambassador Program, which sends students to local high schools and the CLC to provide information about MiraCosta and its programs and to assist with the College's application and enrollment processes.

The Office of Diversity and Outreach also hosts "A Taste of MiraCosta," an annual conference for local high school counselors. The lead noncredit counselor and other AHSDP faculty members present at the conference each year. During these presentations, discussion takes place about the needs of concurrently enrolled students and ways in which MiraCosta's AHSDP can better serve them. For example, at the November 2012 conference, high school counselors requested that more evening fine arts courses be offered, a request that will be taken into consideration when next year's course schedule is developed.

The lead counselor for noncredit programs also keeps in touch with local high school counselors via email prior to each term to remind them about registration dates, procedures, and updates. In addition, the College website posts information about AHSDP on its website, including an online advising link that allows current and future students to ask a counselor a question.

### **Enrollment and Attendance**

Academic standards and policies, student rights, and grievance procedures are explained in the College catalog and online. Academic policies and student rights are also discussed during AHSDP orientations and in the program's online orientation. AHSDP diploma requirements are explained in orientations and in further detail when students meet individually with a counselor during the initial registration session.

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Students apply to the program online or in person during one of the advertised registration sessions. During the registration session, support staff members collect and evaluate transcripts of prior course work while students take the TABE reading comprehension component. Testing is followed by an orientation session led by a counselor or the dean of Community Education, and then students meet individually with a counselor.

The counseling session is the initial step in education planning. Students with transcripts receive a written copy of their progress evaluation along with a plan to satisfy competency requirements. Students 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, the final step of the registration session. This process is waived for high school graduates and for MiraCosta credit students who enroll in classes for the purpose of brush-up. However, these students do meet with a counselor to discuss course selection.

Students are routinely invited to meet with counselors, both individually and through workshop attendance. To ensure students remain in contact with a counselor subsequent to their initial meeting during the registration process, a counselor signature is required for enrollment in English 4 and in math courses above the level of Basic Skills Math 1. Students must also see a counselor to pursue the option of taking college placement tests to satisfy AHSDP competency requirements. The education plan is reviewed during all academic counseling sessions.

In addition to classroom experiences, AHSDP students have the opportunity to engage in a variety of learning experiences offered through the College, such as the following:

- MiraCosta's nationally recognized Service Learning program allows students to participate in organized service activities in a variety of non-profit organizations and public schools.
- The College's Institute for International Perspectives provides extracurricular learning experiences through the cultural events it hosts at all three College sites. Earlier this year, for example, it hosted a week-long Chinese New Year celebration and an International Day celebration.
- The International Film Series allows students to view English-subtitled foreign films at all three District campuses.
- To promote cultural understanding, students from the adult high school and ESL programs jointly participate in several Dia de los Muertos celebrations.

Other meaningful learning experiences have been provided through class field trips, including field trips to College dance and theatre productions, and the two-day annual

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Reading Festival, which typically includes presentations from guest authors. Author Gary Soto will present two workshops during the spring 2013 Reading Festival.

Faculty may enrich learning experiences by inviting guest speakers to their classes. A holocaust survivor and local author have been among recent guests. Faculty may also schedule guest speakers through MiraCosta's Speaker's Bureau. The Associated Student Government and many student clubs also offer varied learning experiences to interested students monthly.

### **Transition to College and Employment**

One of MiraCosta's institutional objectives is to aid students in their transition from noncredit to credit programs. To make the transition to college easier, MiraCosta does the following:

- Holds special events, workshops, on-site placement testing, and makes scholarships available to AHSDP students
- Encourages and supports students to continue their education during counselor, faculty, and staff interaction
- Allocates funds through the Student Success Program (formerly the Basic Skills Initiative) to provide in-service training opportunities about MiraCosta's credit courses, programs, services, and opportunities.

AHSDP faculty members work closely with their credit counterparts to ensure AHSDP students are prepared for college. For example, two Flex workshops were offered this past fall specifically to bring credit and noncredit faculty together to work toward promoting success of noncredit students as they pursue higher education goals.

- "Show Me Your Textbooks" was offered to help noncredit and credit faculty better understand the textbooks that are being used in an effort to improve student preparedness for college.
- "Syllabus & Assignment Review: Are You Preparing Your Students for Credit?" was developed to provide an opportunity for noncredit faculty to evaluate their course materials and to learn more about strategies, assignments, and expectations that will create a more credit-minded culture in the classroom.

Admission policies are printed in the College catalog, *Community Education Bulletin*, and online. The policies are in line with AHSDP's mission statement: "MiraCosta College's Adult High School Diploma Program prepares adults for higher education and increased employability in a supportive, challenging, accessible environment that respects and honors

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diversity.” The mission statement was created with input from AHSDP administrators, faculty, and staff and is supported by MiraCosta’s institutional goals.

MiraCosta also promotes AHSDP student success through its Career Studies and Services Department, which provides career counseling at all three campuses and makes career development resources, such as career information programs, assessment, and career research, available online. Job search resources include workshops, resume templates, links to online employment listings, and video resources on topics such as resumes, cover letters, interviewing, networking, and social media. Through Career Studies and Services, students can take career development, internship, and cooperative work experience education courses. The department also maintains a list of current full- and part-time job openings that are listed by local employers.

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

The College conducts student satisfaction surveys that include questions about all student support services. Results from the Spring 2011 Student Satisfaction Survey indicate that satisfaction with student and learning support services exceeded 90 percent in all groups (*Appendix N*).

When asked what MiraCosta does well, students cited the faculty and the support they receive. The survey indicated the following percentages of students surveyed who utilize the program’s services to support their learning needs:

- Counseling Office: 88 percent
- Tutors: 55 percent
- Outreach librarian: 29 percent
- Academic Support Center: 31 percent
- Health Services (MFT Personal Counseling): 10 percent
- Onsite placement testing: 29 percent.

In addition, all faculty members (instructors, counselors, librarians, faculty directors) are contractually evaluated by their peers, deans, and students. Every department participates in a comprehensive annual program review that reports program strengths and weaknesses as well as progress toward developing, assessing, and evaluating CSLOs, service area outcomes, and PSLOs.

The Spring 2011 Student Satisfaction Survey included questions about the ease of accessing available student services. Results displayed in Table III-4 are categorized into easy, difficult, and not applicable (N/A).

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**Table III-4. 2011 Student Services Survey**

Service	Easy	Difficult	N/A
<b>Enrolling in courses</b>	94%	5%	2%
<b>Seeing a counselor</b>	85%	7%	8%
<b>Buying books</b>	81%	7%	11%
<b>Getting tutoring</b>	70%	3%	28%
<b>Seeing a librarian</b>	48%	3%	50%
<b>Seeing an MFT</b>	35%	2%	62%

Another question was added to determine the services students would like to see in addition to those offered. The most frequently mentioned services were cafeteria/food (22 percent), child care (11 percent), and health services (6 percent). Each department reviews student survey results to inform the development, revision, assessment, and evaluation of student and/or program learning outcomes.

In addition to the student satisfaction survey, all departments offering student support services have developed service area outcomes and participate in an annual program review. The annual review process includes information regarding the development, assessment, evaluation, and revision of student learning/service area outcomes. For example, when AHSDP changed from in-person to online registration for continuing students, additional counselor hours were scheduled during weeks six and seven of each eight-week term to meet student demand for counseling during the fall 2011 semester.

At the end of the first semester, the lead counselor was able to track student contacts and more efficiently schedule extra counseling help when student demand was highest, which was later in the term. The more efficient counselor schedule not only saved the department budgetary expenditures, it also put counselors in the office when students demanded them most. This type of evaluation to serve students more efficiently is common throughout the College, especially in departments that experience peak demand times, such as counseling, tutoring, and the Writing Center. The library routinely extends hours during final exam periods.

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

According to Administrative Procedure 5040, a cumulative record of enrollment, scholarship, and educational progress must be kept for each student.<sup>4</sup> MiraCosta adheres to FERPA

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guidelines and federal and state mandates. Information regarding student records and privacy rights is printed in the Academic Standards and Policies Section of the College catalog. The procedure to request a transcript is outlined on the Transcript Request Form, which may be picked up at the Support Services Office or downloaded from the website.

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

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

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 AHSDP includes information about courses and credits, counseling and evaluation, competency requirements, and required course work for the diploma.<sup>1</sup> The Academic Standards and Policies section of the catalog defines and cites policies ranging from student rights to standards of student conduct.

The College also publishes the *Community Education Bulletin* three times per year (fall, spring, summer), which includes information about AHSDP's courses and course schedule.<sup>3</sup> This publication is mailed to addresses within the District's service area and is accessible from the Community Education and Public Information Office webpages on MiraCosta's website. From the Public Information Office webpage, stakeholders and prospective students can access electronic copies of the institution's brochures and newsletters as well as information about student services. This webpage also provides a form to order any of the College's marketing and informational publications in a printed format.

Detailed information about the courses and competencies that are required to receive a high school diploma is available on the department's website. In addition, the program's

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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.

### Strengths

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

### Key Issues (Prioritized)

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

<sup>1</sup> *MiraCosta College 2012-2013 Catalog*

<sup>2</sup> *MiraCosta Governance webpage*

<sup>3</sup> *Community Education Bulletin*

<sup>4</sup> *Board Policies and Administrative Procedures*





**Ten WASC  
Postsecondary Criteria**

**8. Resource  
Management**

## Criterion 8: Resource Management

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

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

California's economic downturn over the last several years has greatly impacted the north San Diego county region. The direct impact was experienced through declining assessed property values and tax revenue, which is the District's primary source of income. While MiraCosta's "Basic Aid" status (supported by property taxes only) cushioned the greater level of reductions seen in other community colleges across the state, the decrease in property tax revenue was not sufficient to cover the College's operating expenses in the past three years.

Due to the District's fiscal prudence, MiraCosta accumulated a significant reserve balance over the years to use in the event of unforeseen circumstances. During the budgeting process, MiraCosta decided to cover the shortfall between revenues and expenses by using the reserves. As part of that decision, the District committed to retaining all employees so it could provide MiraCosta's students and community the same level of service.

Through prior program reviews cycles, the institution encouraged divisions to shift existing resources within themselves to support educational improvement. Current evidence can be found in the preliminary budget for fiscal year 2014 where there is a designated budget for program review and strategic planning initiatives that encourage educational improvement (*Appendix DD*).

As the economy has moved toward recovery, so have the District's revenues. MiraCosta adopted a balanced budget for fiscal year 2013 as a result of projected growth in property taxes. Additionally, the fiscal year 2013-2014 budget is balanced with a healthy 15 percent reserve. The College always develops its budget with the focus of meeting students' needs through strong academic and student support services.

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

Although MiraCosta's Board of Trustees has set a five percent minimum general reserve requirement and a three percent emergency reserve, the College maintains a reserve well in excess of that minimum.

As required by California Education Code, MiraCosta ensures an outside Certified Public Accounting firm audits the College annually and presents the results to the Board of Trustees. MiraCosta, like other California community colleges, is subject to the Single Audit Act, which mandates that both an operational and a financial audit are conducted annually on all funds (federal, state, and local). The audit examines all of MiraCosta's financial records, including College funds, student financial aid, ancillary organizations, and Associated Student Government accounts and trust funds, to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Audit findings, recommendations, and responses to current and prior year audit findings are included in the annual audit, which is presented to the Board of Trustees both orally and in writing. MiraCosta has received unqualified audits during the last six years; the 2012 audit presented to the board in January 2013 included no management comments. Copies of these audits are posted on the College's Business and Administrative Services website.<sup>1</sup>

The annual audit assesses District compliance with the *California Community Colleges Chancellor's Office Contracted District Audit Manual* as well as with student financial assistance and other major federal programs as required by OMB Circular A-133.<sup>2</sup> The external auditing firm addresses and evaluates internal accounting control and systems and makes findings and/or recommendations the college response for prior years. Since 2008-2009, MiraCosta has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the California Community Colleges Chancellor's Office.

***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 Board of Trustees in November 2011, the *2011 Comprehensive Master Plan* serves as a

## MiraCosta College AHSDP Self-Study Postsecondary Report

guide to the future of MiraCosta and as the basis for planning over the next ten years (*Appendix H*).<sup>3</sup>

The College also ensures comprehensive master plan components are updated regularly, including the development every three years of a strategic plan that contains specific goals and objectives for a three-year period. 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 comprehensive master plan. Any new or remodeled buildings at the CLC and/or additional curricular offerings will result from processes developed through the *2011 Comprehensive Master Plan*.

Methods of communication to stakeholders include Board of Trustees meeting agendas and minutes, the MiraCosta College Catalog, Schedules of Classes, the college newspaper, *The Chariot*, and various frequent press releases. 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 recently displayed the following summary of the College's needs and the results of donors' gifts on its webpage:

Over the past five years:

- Net assets increased by 36 percent in a down economy; the endowment grew by 55 percent.
- Annual philanthropic contributions have more than doubled from \$505,546 to \$1,352,000.
- Financial support provided to MiraCosta from the Foundation (scholarships, direct student aid, programs, etc.) was at a record high in 2012 at \$885,188—a 400 percent increase since 2008.

This past fiscal year 2011-2012:

- More than 50 percent of the regular employees contributed.
- MiraCosta gained 203 new donors for a total of 1,985.
- Income from gifts over \$1,000 increased by 46 percent to \$986,853.<sup>4</sup>

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

All classrooms, labs, and offices that comprise AHSDP facilities are located in the CLC. Between 1998 and the opening of classes in fall 2000, MiraCosta remodeled a former strip mall that had contained a large supermarket structure and a number of smaller structures, including a fast-food restaurant. No hint of its former life remains in the new CLC. The center's classrooms and labs are technology-enhanced, each is maintained in fine working

## MiraCosta College AHSDP Self-Study Postsecondary Report

order, and the building's layout is warm and inviting while being an efficient and effective space for learning.

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

While there is no physical library on site, three College librarians serve the program's students at the CLC throughout the week. Students can request any of MiraCosta's print holdings; print materials are delivered with the mail service from the Oceanside Campus on a daily basis. All AHSDP faculty, staff, and students have access to the online services, databases, and resources maintained by the College library.

In 2011, the program surveyed students to measure the degree of satisfaction with the CLC's safety, facilities, and grounds. Students who responded to the survey reported strong satisfaction with the quality of the CLC's learning environment (*Appendix N*). The Campus Police Department employs certified officers who have completed Peace Officers Standards and Training. The officers protect all members of the College community and MiraCosta's property. Officers receive reports on violations, investigate crimes that take place on campus property, enforce parking regulations and traffic laws, and patrol all three campuses.

In addition to providing safe campuses that maintain a learning-conducive environment, Campus Police also provides a variety of student services, such as safety escorts and crime prevention training, including Rape Aggression Defense Training for Women. In accordance with the Uniform Crime Reporting Procedures and the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act, MiraCosta publishes crime statistics for all three campuses in an annual Safety and Security Report. The 2012 report indicated the CLC had no reported crimes in 2010 or 2011 (*Appendix EE*). In addition to crime statistics, the report also includes information about crime reporting procedures, campus call boxes, and emergency notification and evacuation procedures. The report is placed in high student traffic areas throughout the College and is available online.

## Strengths

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

## Key Issues (Prioritized)

No key issues for Criterion 8.

<sup>1</sup> *Business and Administrative Services webpage*

<sup>2</sup> *California Community Colleges Chancellor's Office Contracted District Audit Manual*

<sup>3</sup> *2011 Comprehensive Master Plan*

<sup>4</sup> *Foundation webpage*

# MiraCosta College AHSDP Self-Study Postsecondary Report



**Ten WASC  
Postsecondary Criteria**

**9. Community  
Connection**



## Criterion 9: Community Connection

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

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

MiraCosta faculty, staff, and administrators connect to the community through a variety of ways and in many capacities. The superintendent/president, for example, serves on the board of directors for the Carlsbad Chamber of Commerce and advocates for local Latino youth through Encuentros Leadership of North County. Many College administrators also serve on local boards, such as the Oceanside Art Museum, City of Oceanside Economic Development, Small Business Development Center, and Oceanside Theatre Company.

The institution connects to the community through the many civic events and gatherings it hosts on all three campuses, all of which provide learning opportunities for students. These events include an annual Martin Luther King celebration, reading festivals, cultural activities, sister city visits, and film festivals. MiraCosta faculty and students perform in annual musical, theatrical, and dance recitals and present programs that are available to the general public. MiraCosta's facilities are available for use by a wide variety of organizations, such as the American Association of University Women, the American Cancer Society Relay for Life, and the African American Women Association. All special events held on campus are announced on the College's online Community Calendar.

The MiraCosta College Foundation is connected directly to the community through its volunteer board of community leaders who work with individuals, corporations, and local civic groups to raise money that funds scholarships and supports the enhancement of MiraCosta's academic programs and facilities. In addition, the College's Office of Diversity and Student Outreach routinely interfaces with local community agencies and service organizations for the purpose of outreach, and they represent all areas of the College, including the adult high school program.

One way MiraCosta enhances educational effectiveness is through its experiential learning program that partners academic instruction with community service. Students learn through participation in thoughtfully organized service activities that are course relevant and meet actual community needs. The College's Service Learning program currently partners with approximately 90 area schools, community agencies, and organizations.

## MiraCosta College AHSDP Self-Study Postsecondary Report

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

AHSDP students have the opportunity to participate in service learning on an individual basis, or if available, as part of a class project. As explained in Indicator 9.1 above, volunteer opportunities are offered in approximately 90 venues. Students also have the opportunity to use full-time work experience, military training, and vocational training for elective credits in the program. These options are explained in the College catalog and discussed in counseling sessions.

MiraCosta's Service Learning program has received numerous awards and recognitions, including being named to the President's Higher Education Community Service Honor Roll for five consecutive years. This distinction, awarded from the highest levels of government, recognizes an institution's leadership in building a culture of service and civic engagement on campuses and in the nation. In addition, the program has been recognized by the Community College National Center for Civic Engagement for exceptional collaboration efforts with social service organizations. California Campus Compact also recognized the Service Learning Program for excellence and leadership in cultivating community partnerships in higher education.

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

MiraCosta publishes its mission, institutional goals, and institutional learning outcomes in numerous places and formats accessible to all stakeholders. They are prominently displayed on the College's website and in its online catalog, and they are published in the schedule of courses, which is available in print or online. They also are included in all planning documents and the annual report. In addition, MiraCosta's mission is displayed in each classroom, public lobby, and conference room.

Prospective students can learn about MiraCosta's programs through the annual publication of *The Mirror*, a multi-page promotional booklet featuring the College's programs and student success stories, including stories about former AHSDP students.

### **Strengths**

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

**Key Issues (Prioritized)**

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

# MiraCosta College AHSDP Self-Study Postsecondary Report



**Ten WASC  
Postsecondary Criteria**

**10. Action Plan  
for Continual  
Improvement**

## Criterion 10: Action Plan for Continuing Improvement

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

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

AHSDP has established a Schoolwide Action Plan for Continuing Improvement (Schoolwide Action Plan) for the 2013–2016 cycle. The Schoolwide Action Plan is the operational strategy that identifies key issues affecting future growth and improvement.

The team mapped the action plan strategies and objectives to the larger College institutional goals and objectives. In this way, AHSDP remains a fully integrated part of the College’s strategic plan and comprehensive master plan and is reviewed annually for relevance and currency by the Board of Trustees. The board will support the action plan’s goals through annual oversight, and it will provide leadership and direction to advance student success and assure alignment with the College’s mission.

The Schoolwide Action Plan covers a three-year cycle and consists of a matrix with the following components:

- **Key issues** identified as part the self-study process.
- **Specific goals** to address the key issues in step-by-step sequence of how the goals will be accomplished and assessed.
- **Intermediate objectives** that provide milestones to goal completion and meet the SMART criteria in that they are specific, measurable, attainable, relevant, and time-bound. Specific outcome measures are identified for each benchmark.
- **Timelines for completion** that provide target dates for accomplishing each objective.
- **Responsible parties** with unique duties and tasks to launch and oversee the progress on the specific goals.
- **Benchmarks** to measure accomplishments.
- **Methods of assessment** to measure progress on the objectives and the goals.

The specific goals contained in the action plan focus directly on student learning needs as well as achievement success based on individual educational goals.

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

As a result of the accreditation process, the AHSDP leadership team identified two key issues that warranted the creation of action plans:

- The program needs to have more meaningful data and evidence to inform program improvement, evaluate progress on the institutional objective under the strategic plan, and increase student success.
- PSLOs need to better address skills necessary for AHSDP students to succeed in entering the workforce or to transition to post-secondary education.

The first key issue was identified to address a more systemic issue that impacts a broader goal of the program to use and access more credible evidence to make critical decisions. The second key issue was tailored to address a specific learning need of students that is essential upon receiving a high school diploma.

### **Increased Capacity and Use of Data**

In the initial visit report, the program identified—as a critical area for follow up—the identification, collection, and utilization of meaningful student data to ensure that student outcomes (learning and achievement) are accomplished.

The leadership team’s examination of this critical area over the past two years revealed the following principal challenges facing the program in its use of data:

- Establishment of data elements from enrollment to completion and beyond graduation
- Creation of on-demand standard reports accessible to AHSDP staff for effective program evaluation
- Acquisition of longitudinal data metrics for program improvement.

Concurrently, while developing a plan to reach the institutional objective of increasing the rate of students transitioning from noncredit to credit, the team discovered that outcomes measures to assess baseline and target goals were inadequate to make an informed evaluation of progress. In cooperation with OIPRG, the program established a plan to transition students from noncredit to credit that focused on three areas:

- Defining and determining successful transition metrics to create a baseline of noncredit students interested in transitioning to credit
- Developing greater collaboration with OIPRG in data analysis

## MiraCosta College AHSDP Self-Study Postsecondary Report

- Establishing a cohort of new noncredit students beginning with fall 2012 to identify their interest in credit programs.

### **Program Student Learning Outcome Refinement**

Content area faculty reviewed PSLOs to assess the alignment to AHSDP's mission and relevancy to its student population.

The team met over a three-month period in department and dean meetings to review the process of identifying outcomes and methods of assessment and analysis. While PSLOs were well aligned with the College's larger ILOs, the team noted that the PSLOs did not address the specific needs of students in AHSDP. Moreover, ILOs were being assessed at the same level of performance as those for a student completing an associate degree.

The team determined that more specifically tailored PSLOs should be crafted to address the basic skills AHSDP students need to succeed in entering the workforce or transitioning to post-secondary education, such as improved self-efficacy and self-advocacy.

The dean of Community Education and AHSDP Department chair met with the dean of Institutional Planning, Research and Grants to discuss the role of PSLOs and methods of assessment.

As a result of these meetings and insight on best practices garnered from learning assessment conferences and a review of literature, the faculty and dean collaboratively established two critical priorities. First, more meaningful PSLOs needed to be crafted that assessed skills, knowledge, and abilities essential to an AHSDP student's successful completion of the program. Second, ILOs must appropriately reflect the level of student achievement upon completion of a high school diploma.

In response, the program decided to create an action plan to address this key issue discovered through the self-study process.

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

Each key issue identified for continuous improvement is broken down into intermediate objectives that provide a way to track progress incrementally towards completion of the strategic goal.

Successful completion of each objective requires the involvement of different groups from around MiraCosta based on the expertise and skills needed to address the objective.



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Involvement of faculty, staff, and administrators is required to address each key issue to collaboratively attain the goal specified and improve the program.

For example, Key Issue One addresses the need for more meaningful use of data and evidence to inform program improvement. The first specific goal under the key issue seeks to discover meaningful data metrics as part of the existing database system to identify student educational goals and to better track student progress through the program.

The first objective under the goal asks the College to brainstorm the desired metrics for inclusion into existing data-entry documents. Additional objectives under the goal follow a similar method of sequentially addressing progress to the goal and then assigning task completion to the specific team members who could best attain the objective.

Improvements based on objectives that require the allocation of new funds will be prioritized through the program review cycle and the Instructional Services Division's prioritization recommendations to BPC (in accordance with *the Integrated Planning Manual*). Improvements requiring the reallocation of existing funds will go through the program review prioritization process; however, decisions about reallocations will be made within the Instructional Services Division.

The goal of the Schoolwide Action Plan model is for the teams to act collaboratively to address the key issues and ultimately improve the program and increase student success.

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

The Schoolwide Action Plan will be reviewed annually through program review (October) and the strategic plan progress reporting (March). Through the review cycle, appropriate changes, improvements, and revisions to the strategic goals, objectives, benchmarks, or methods of assessment will be made to reflect current student needs.

All improvements under the plan will be reported to the Student Services, Instructional Services, and Business and Administrative Services divisions through regularly scheduled joint deans' meetings, cabinet discussions, executive management team meetings, and annual Board of Trustees updates.

The role of the governing body in the action plan process is specifically to oversee the direction of the plan and to ensure that the plan's goals are implemented to reflect the mission of AHSDP and the College.

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Progress on the action plan will be reported to the College community at large through annual department meetings as well as electronically through the website, and it will be posted in the CLC's public areas.

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

The Schoolwide Action Plan utilizes a matrix format for easy use and tracking. The matrix has clear categories that address identified key issues, specific goals, objectives that provide goal-completion targets, target dates, responsible persons, evaluation benchmarks, and assessment methods. Importantly, the objectives follow the SMART criteria model in that they are specific, measurable, attainable, relevant, and time bound. The SMART criteria parallels the goal criteria contained in the College's strategic plan.

The role of the governing body is to provide direction on budget formation and approve expenditures needed to meet the action plan as appropriate.

As stated in Indicator 10.3, improvements requiring the allocation of new funds will be prioritized through the program review cycle and through the Instructional Services Division's prioritization recommendations to BPC (in accordance with *the Integrated Planning Manual*). Improvements requiring the reallocation of existing funds will go through the program review prioritization process; however, the decisions about reallocations will be made within the Instructional Services Division.

Improvements under the Schoolwide Action Plan are integrated into the institutional planning processes through program review, the strategic plan's institutional objectives, and the College's outcomes assessment efforts.

### **Strengths**

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

### **Key Issues (Prioritized)**

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

# MiraCosta College AHSDP Self-Study Postsecondary Report

# Chapter

# IV

## Action Plan

## Chapter IV Revising the School Action Plan

### Introduction

The self-study process was embraced by the faculty, staff, and administration as an opportunity to reflect on the Adult High School Diploma Program (AHSDP) and improve student learning and achievement. Through examining the program and addressing each accreditation criteria, the members reflected on student work, analyzed the effectiveness of student services related to student needs, and reviewed demographic and achievement data as well as program and institutional processes. The self-reflection and collaboration culminated in the identification of key issues and action plans that will result in program improvement and increased achievement of student learning outcomes (SLOs).

### From Self-Study to Action Plans

The leadership team used the self-study process in two critical steps. First, the team identified and categorized program strengths to discover common themes upon which to build larger, overarching strengths spanning across all of the accreditation criteria. Second, the team created an inventory of the key issues currently facing the program. The team prioritized the key issues and created action plans to address the most pressing needs over the next accreditation cycle.

The AHSDP leadership team reflected on the program strengths and brainstormed ways to set specific goals, write objectives, and identify responsible persons to successfully address the key issues. The team synthesized the findings and produced the Schoolwide Action Plan for Continuing Improvement (Schoolwide Action Plan) 2013-2016 to guide school-improvement efforts over the next accreditation cycle.

### Synthesizing the Strengths

As the initial step in the process, the AHSDP leadership team extracted the program's strengths from each criterion in Chapter III and incorporated them into a matrix. Table IV-1 displays the inventory of these strengths.

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**Table IV-1. AHSDP Inventory of Strengths**

<b>Criterion</b>	<b>STRENGTHS</b>
1	Comprehensive and collaborative processes for review and revision of college and program mission statements; use of the missions in the Comprehensive Master Plan to develop Institutional Goals
	Well-developed course level student learning outcomes.
	A strong connection between student learning outcomes with pedagogical improvements and the budgeting and planning process.
	Maintenance of a robust curriculum review cycle informed by student learning outcome data review and regular student input.
2	Clearly defined and inclusive governance structure with strong participation from noncredit administrator, faculty and staff.
	Board of Trustees has a strong commitment to noncredit programs.
	The Dean of the CLC is committed to student success for nontraditional students.
	Noncredit faculty and staff are encouraged and do participate in governance and other operational committees.
3	Innovative and effective faculty training program and record keeping
	Professional development opportunities for faculty and staff
	The institution has clear and systematic evaluation processes for faculty and staff.
	Ample resources for professional development opportunities exist at the college.
4	A well-defined and effective curriculum process
	Student access to computer, multimedia technology, and web programs
	All curriculum development is a faculty led process
	Textbook affordability and availability are priorities
5	Access to technology through classroom and open lab access
	Breadth of technological resources for faculty
	Maintenance of technology infrastructures
6	Data driven budgeting and planning processes
	Clear course learning outcomes are established and reviewed regularly
	Institutionalized program review process which occurs annually
	Data based Comprehensive Master Plan completed December 2011
	Success of noncredit students is an expressed institutional objective in the strategic plan.

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<b>Criterion</b>	<b>STRENGTHS</b>
7	Students enrolled in the Adult High School Diploma Program have access to all academic and student support services afforded to MiraCosta College credit students.
	Through the institutional objective, there exists a formal plan to transition students to credit programs.
	The AHSDP is strongly supported by the leadership of the college, the administrators, faculty, and staff have countless opportunity to come together through governance and district committees, meeting, events, and professional development opportunities.
8	The District has demonstrated a strong record of fiscal responsibility
	There is a clear link of Comprehensive Master Plan, Strategic Plan and Program review to the support in expenses needed for the program.
9	Regular contact with local school districts, the College and community leaders.
	Award winning service learning program available to students.
10	A committed group of professionals who strive to improve the program
	An integrated plan within the college that allows for continuous monitoring and improvement of the action plan.
	A through action plan that includes SMART objectives that desires meaningful data that brings upon student success.

The team then examined the list of strengths and considered the commonality across the criteria. Five essential themes, illustrated in Table IV-2, emerged from the analysis of the strengths:

- Clearly defined and developed structures
- Collaborative and participatory environment
- Faculty and staff empowerment and support for professional development
- Commitment to student success and program improvement
- Technological and monetary resources to advance student learning.

Table IV-2. Matrix of Strengths Arranged by Theme

<b>Key Strengths</b>
<b>Clearly defined and developed structures</b>
Comprehensive and collaborative processes for review and revision of college and program mission statements; use of the missions in the Comprehensive Master Plan to develop Institutional Goals.
A strong connection between student learning outcomes with pedagogical improvements and the budgeting and planning process.
Maintenance of a robust curriculum review cycle informed by student learning outcome data review and regular student input.
Clearly defined and inclusive governance structure with strong participation from noncredit administrator, faculty and staff.
The institution has clear and systematic evaluation processes for faculty and staff.
A well-defined and effective curriculum process.
Data driven budgeting and planning processes.
Clear course learning outcomes are established and reviewed regularly.
Institutionalized program review process which occurs annually.
Data based Comprehensive Master Plan completed December 2011.
Through the institutional objective, there exists a formal plan to transition students to credit programs.
There is a clear link of Comprehensive Master Plan, Strategic Plan and Program review to the support in expenses needed for the program.
An integrated plan within the college that allows for continuous monitoring and improvement of the action plan.
<b>Collaborative and participatory environment</b>
Noncredit faculty and staff are encouraged and do participate in governance and other operational committees.
Regular contact with local school districts, the College and community leaders.
<b>Faculty and staff empowerment and support for professional development</b>
Innovative and effective faculty training program and record keeping.
Professional development opportunities for faculty and staff.
All curriculum development is a faculty led process.
The AHSDP is strongly supported by the leadership of the college, the administrators, faculty, and staff have countless opportunity to come together through governance and district committees, meeting, events, and professional development opportunities.



**Commitment to student success and program improvement**

Well-developed course level student learning outcomes.

Board of Trustees has a strong commitment to noncredit programs.

The Dean of the CLC is committed to student success for nontraditional students.

Textbook affordability and availability are priorities.

Access to technology through classroom and open lab access.

Success of noncredit students is an expressed institutional objective in the strategic plan.

Students enrolled in the Adult High School Diploma Program have access to all academic and student support services afforded to MiraCosta College credit students.

Award winning service learning program available to students.

A committed group of professionals who strive to improve the program.

A through action plan that includes SMART objectives that desires meaningful data that brings upon student success.

**Technological and monetary resources to advance student learning**

Ample resources for professional development opportunities exist at the college.

Student access to computer, multimedia technology, and web programs.

Breadth of technological resources for faculty.

Maintenance of technology infrastructures.

The District has demonstrated a strong record of fiscal responsibility.

Clearly Defined and Developed Structures

AHSDP is part of a community college with aligned missions that provide the necessary infrastructure for effective decision making and resource allocation. As a result, faculty conduct systematic curriculum review and regularly assess SLOs.

Collaborative and Participatory Environment

The inclusive governance structure also provides faculty, staff, and administrators with ample opportunities to participate in all levels of college operations, such as program review, budget and planning processes, and strategic planning. The College connects with the community in a variety of ways, including economic development, cultural events, and workforce training.

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### Faculty and Staff Empowerment and Support for Professional Development

AHSDP is strongly supported by the College's leadership and creates an environment that fosters professional development opportunities for faculty and staff. Through innovative and effective training programs, faculty members are able to experiment and bring best practices to the classroom.

### Commitment to Student Success and Program Improvement

The Board of Trustees has a strong commitment to noncredit programs and recognizes the need to focus on basic skills and bettering the community. The College demonstrates its commitment by including AHSDP into the strategic plan's institutional objectives and providing students with a learning environment that fosters success.

### Technological and Monetary Resources to Advance Student Learning

AHSDP is well funded and has access to a wide range of information resources that bring instructional technology to the classroom, cutting edge software for operations management, and a connection to the community through multimedia and Web-based programs.

### **Synthesizing the Key Issues**

The second step in the process involved similarly preparing an inventory of the key issues for each criterion. The team prioritized the key issues within each criterion in Chapter III, as Table IV-3 illustrates.

**Table IV-3. Key Issue Inventory**

<b>Criterion</b>	<b>KEY ISSUES</b>
1	Program Student Learning Outcomes: identification of PSLOs that better assess student educational goals; improved mapping of course student learning outcomes to program and institutional level learning outcomes.
	Improved data acquisition at all stages of matriculation: enrollment, course sequencing, and post- graduation employment, wage gain and successful transition to postsecondary education. Consider instituting an annual Adult High School Student Survey separate and distinct from the Noncredit Student Survey and a completion survey for the students applying to graduate.
	The inclusion of research-based learning strategies and outcomes assessment techniques at all levels of student learning.

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<b>Criterion</b>	<b>KEY ISSUES</b>
2	Improved communication of results from the integrated planning model committees and governance groups.
	Institutional evaluations disaggregated to separate noncredit faculty and staff responses.
3	Include staff in departmental meetings and discussions that include improving student learning outcomes and success.
4	Offer a way for students to monitor electronically their <i>individual</i> progress towards the diploma through a degree audit program.
	Development of on-site library.
5	Exploration of effective online course work for future class offerings.
	More training opportunities for collaboration with associate faculty.
6	PSLOs need to be better aligned to the mission.
	ILOs need to be assessed at an expectation level appropriate for a high school diploma.
	Need to find more authentic measures of learning; triangulation of learning.
	Explore possibility of using student portfolios to assess summative learning.
7	Work with the Office of Institutional Planning, Research and Grants to establish focus groups, interviews, review of student files as well as standard instruments to assess availability of student services and the impact on the quality of learning.
	Create a parallel plan that facilitates the transition to better employment opportunities.
	Creation of instruments to collect data to measure wage gain, employment, and transition to higher education.
	Creation of data metrics that provide information on pathway success and milestone clearance.
8	No key issues identified.
9	Explore the idea of building partnerships with local high schools to capture dropouts earlier.
	Creation of instruments to collect data to measure wage gain, employment, and transition to higher education.
10	Capturing reliable employment or transitional data about students after graduation.
	Institutional capacity to implement improvement in data use.

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After the team studied the prioritized key issues and reflected upon their similarities across the criteria, they developed four essential themes among the key issues:

- Increase capacity to access meaningful data for decision making and program improvement
- Revise program-level SLOs (PSLOs) to match the skills needed for AHSDP students
- Explore availability and different methods of learning and services to the students
- Increase collaboration with faculty and staff.

The team then aligned the key issues based on the four identified themes, as illustrated in Table IV-4.

**Table IV-4. Matrix of Issues Arranged by Themes**

Key Issues
<b>Increase capacity to access meaningful data for decision making and program improvement</b>
Improved data acquisition at all stages of matriculation: enrollment, course sequencing, and post- graduation employment, wage gain, and successful transition to postsecondary education. Consider instituting an annual Adult High School Student Survey separate and distinct from the Noncredit Student Survey and a completion survey for the students applying to graduate.
The inclusion of research-based learning strategies and outcomes assessment techniques at all levels of student learning.
Improved communication of results from the integrated planning model committees and governance groups.
Institutional evaluations disaggregated to separate noncredit faculty and staff responses.
Need to find more authentic measures of learning; triangulation of learning.
Explore possibility of using student portfolios to assess summative learning.
Work with the Office of Institutional Planning, Research and Grants to establish focus groups, interviews, review of student files as well as standard instruments to assess availability of student services and the impact on the quality of learning.
Create a parallel plan that facilitates the transition to better employment opportunities.
Creation of instruments to collect data to measure wage gain, employment, and transition to higher education.
Creation of data metrics that provide information on pathway success and milestone clearance.

Creation of instruments to collect data to measure wage gain, employment, and transition to higher education.

Capturing reliable employment or transitional data about students after graduation.

Institutional capacity to implement improvement in data use.

#### **Revision of PSLOs to match the skills needed for AHSDP students**

Program Student Learning Outcomes: identification of PSLOs that better assess student educational goals; improved mapping of course student learning outcomes to program and institutional level learning outcomes.

PSLOs need to be better aligned to the mission.

ILOs need to be assessed at an expectation level appropriate for a high school diploma.

#### **Explore availability and different methods of learning and services to the students**

Offer a way for students to monitor electronically their individual progress towards the diploma through a degree audit program.

Development of on-site library.

Exploration of effective online course work for future class offerings.

#### **Collaboration**

Include staff in departmental meetings and discussions that include improving student learning outcomes and success

More training opportunities for collaboration with associate faculty.

Explore the idea of building partnerships with local high schools to capture dropouts earlier.

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#### Increase Capacity to Access Meaningful Data for Decision Making and Program Improvement

Current methods of collecting and sharing information are insufficient for being able to triangulate SLO assessment at every level of a student's journey through the program, from entry to exit and beyond. Data gathered for program review and course-level SLOs (CSLOs) gives a picture of the students' achievement in courses they take, but more authentic measures of learning are needed to be able to know more about the needs of the program's students from the moment they enter the program to their achievements after they graduate.

#### Revise PSLOs to Match the Skills Needed for AHSDP Students

Current PSLOs are identical to the College's institutional learning outcomes (ILOs), and while they measure skills that are essential for students, they do not address other skills that may be more vital to students' success entering the workforce or transitioning to higher

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education. Affective skills, such as social capital, self-advocacy, and self-efficacy skills, could be more applicable to the students who are completing the high school diploma.

### Explore Availability and Different Methods of Learning and Services to the Students

The direct instruction of affective skills would ultimately create more informed students who in turn could participate more in their progress towards a diploma. AHSDP needs to explore other methods of providing services and instruction that are more in line with current technology, such as a degree audit program or online and hybrid courses, to provide students greater flexibility in their learning, including in their understanding of the program and the work involved to earn a high school diploma.

### Increase Collaboration with Faculty and Staff

AHSDP faculty discuss how student learning is being achieved in the classroom, but it is also imperative to include staff in these discussions to view the student learning experience from multiple perspectives. More training is needed for staff and associate (part-time) faculty to have the larger discussions of student learning at the PSLO and ILO levels.

## **Creating the Action Plan**

Each of the four key issue themes was carefully evaluated to determine the critical impact each had on student achievement. The team concluded that the need for data and better alignment of PSLOs were critical for program improve at this time. The other two themes (increasing methods of learning and collaboration) are just as critical for the program to address; however, those areas will be addressed at a faster pace using the existing structures and the identified strengths of the program.

Action plans under each key issue provide a clear, collegially developed set of steps to follow to make continuous program improvement. Each plan includes the following:

- Specific goals
- Intermediate objectives
- Responsible persons
- Timelines for completion
- Benchmarks
- Methods of assessment
- Progress evaluation.

The action plans will serve as the focus in addressing the student learning and the future of the program.

### Action Plan One

The key issue concerning access to meaningful data for decision making was divided into two specific goals.

The first goal directs the program to develop metrics that will help identify student goals at the beginning of the program and track their progress toward the diploma and as they transition to the workforce or post-secondary education.

Key objectives towards reaching the goal include the following:

- Brainstorming and developing data elements that better capture educational goals at enrollment
- Identifying course-enrollment patterns and momentum points to completion of the diploma
- Developing methods to measure success after completion of the program, including wage gain and enrollment in postsecondary institutions
- Creating a better set of program review metrics to track student achievement, program efficiency, and satisfaction.

To reach these objectives, the program will work with the Academic Information Services Department to include specifically tailored questions about future goals in the AHSDP application, to adapt existing surveys to track wage gain for AHSDP graduates, and to identify student milestones that act as tipping points to diploma completion.

The second goal directs the program to work with the Office of Institutional Planning, Research and Grants (OIPRG) to create a set of on-demand reports based on standard queries for use in program review and operations.

Intermediate objectives towards reaching the goal include the following:

- Building out the data warehouse to store unique AHSDP data elements
- Identifying the essential data elements to be included in the data warehouse
- Exploring other tools currently provided by the California Community Colleges Chancellor's Office to provide reports that support the data warehouse.
- Creating a desktop interface that allows drop-down access to common queries for program evaluation.

To reach these objectives, the program will create a formal implementation plan with OIPRG, utilize professional statistical software to process the data requests, and purchase business intelligence software to act as an interface between AHSDP personnel and the data.

### Action Plan Two

The key issue concerning the identification and assessment of better aligned learning outcomes with student needs was divided into two specific goals.

The first goal directs the program to develop PSLOs that appropriately reflect the knowledge, skills, abilities, and attitudes acquired from an adult high school diploma.

Key objectives towards reaching the goal include the following:

- Identifying appropriate PSLOs related to the workforce
- Aligning and revising CSLOs and PSLOs as needed
- Developing authentic methods of assessment
- Designing a feedback loop to assure pedagogical, curricular, and resource allocation decisions are informed by outcomes assessment results.

To reach these objectives, the program will investigate alternative assessment methods (e.g., student portfolios) and create an assessment plan and outcomes matrix to better align classroom learning with real-world skills after graduation.

The second goal directs the program to evaluate ILOs for appropriateness to reflect those skills and abilities expected upon completion of an adult high school diploma.

Intermediate objectives towards reaching the goal include the following:

- Mapping CSLOs to PSLOs with ILOs
- Creating assessment tools (e.g., rubrics) to student work
- Assuring pedagogical, curricular, and resource-allocation decisions are informed by outcomes assessment results.

To reach these objectives, AHSDP will outreach to the Student Learning Outcomes and Assessment Committee to examine ILO assessment, consider an assessment tool to measure ILOs independent of program-level outcomes, and create an ILO assessment plan that tracks student progress.

### Summary

The AHSDP leadership team's identification, discussion, and analysis of the program's strengths and key issues in Chapter III were fundamental to creating the action plans. The Critical Areas for Follow Up during the Initial Accreditation Visit motivated changes to the program's processes and culture and inspired the entire College to address the critical areas



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through the strategic plan. Another positive and necessary result of the self-study process, particularly the creation of action plans, was it invited the team to work on key issues for the next cycle that will lead to the program's improvement.

MiraCosta AHSDP Schoolwide Action Plan One for Continuing Improvement

**Key Issue One:** AHSDP needs to have more meaningful data and evidence to inform program improvement, evaluate progress on the institutional objective under the strategic plan, and increase student success.

**Specific Goal 1:** Discover meaningful data metrics as part of the existing database system which would help identify student educational goals, better track student progress through the program, assess progress on the strategic plan, and evaluate program effectiveness.

Strategies	Intermediate Objectives	1	2	3	4
	Description	Brainstorm data elements that identify key student characteristics to augment already gathered information collected from students at enrollment.	Develop data elements in the existing College database to provide information as to course taking patterns, course success, persistence, completion to diploma.	Develop methods to measure success after completion of the program including wage gain, enrollment in postsecondary institutions, subsequent course and program success and degree or certificate completion.	Develop a better set of program metrics which can be included in program review to track student achievement, program efficiency and satisfaction
	Responsible Persons	AHSDP Faculty, Dean of Community Education, OIRPG	AHSDP Faculty, Dean of Community Education, OIRPG	AHSDP Faculty, Dean of Community Education, OIRPG	AHSDP Faculty, Dean of Community Education, OIRPG
	Timelines for Completion	Fall 2013	Fall 2013	Fall 2014	Fall 2013

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<b>Benchmarks</b>	Electronic application aligned with the CCC Apply with addition information relevant to AHSDP students collect at the time of application.	Creation of tables in the PeopleSoft and MIS data elements which specifically track students who began their academic career at MCC through the AHSDP	In coordination with the efforts to track wage gain currently in place with CTE, a survey or other instrument that can track the progress of graduates in employment as well as the use of CalPass or other tools to track subsequent matriculation in higher education.	Develop in collaboration with the IPRC a set of metrics unique to the AHSDP that measure success and achievement. Develop through the OIPRG measures of administrative unit outcomes including efficiency, inputs and effectiveness.
<b>Methods of Assessment</b>	Observation of students completing the online application and focus groups to discover the efficacy of the application process to retrieve the desired data elements for evaluation.	Successfully run queries which extract cohort information which permits pathway progression analysis.	Completed post degree completion surveys using the exemplary RP Group Instrument to track wage gain, employment success. Successful use of the National Clearinghouse, CalPass and CPEC tools to track enrollment in state and private two and four year institutions.	Delivery of PR packet with program efficiency, demand, student success, student progress specifically tailored to the AHSDP. Creation of a standard set of administrative unit metrics to measure program efficiency.
<b>Resources</b>	Human	Human, Technology	Human	Human
<b>Progress</b>				
<b>Evaluation</b>				
<b>Improvements Planned</b>				

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**Specific Goal 2:** In cooperation with the OIPRG, develop a set of standard reports in a data warehouse environment that would produce on demand reports for inclusion in program review and evaluation of administrative and service area outcomes.

<b>Strategies</b>	<b>Intermediate Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Description</b>	Develop plan to work with the OIPRG to build out the data warehouse to meet AHSDP specifications.	Identify the data elements that are to be included in the data warehouse	Launch the data warehouse. Explore the use of the IEBC program review tool to provide standard reports. Resubmit data submissions to the CCCCO to correct past term data so that cohort tracking can be completed more accurately.	Create a desktop interface that contains a core set of standard reports for easy access by AHSDP on demand for real time access to student data.
	<b>Responsible Persons</b>	AHSDP Faculty, Dean of Community Education, OIRPG	OIPRG and Dean of Community Education	OIPRG and Dean of Community Education	AIS/OIPRG/AHSDP
	<b>Timelines for Completion</b>	Fall 2013	Fall 2013	Fall 2015	Fall 2016
	<b>Benchmarks</b>	Creation of the Plan.	Comprehensive list of data elements delivered to the AIS programming unit for examination and review.	Database warehouse in SPSS, SAS, Access or other database unit in place.	Installation of desktop interface on all AHSDP computers.
	<b>Methods of Assessment</b>	Evaluation of the effectiveness of the plan.	Progress plan from the AIS to implement the data elements into the PeopleSoft environment	Beta version of database warehouse used by AHSDP staff for feedback and improvement.	Final version of the interface and query system in place at the AHSDP

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<b>Resources</b>	Human	Human	Technology, Human and Physical	Technology, Human and Physical
<b>Progress</b>				
<b>Evaluation</b>				
<b>Improvements Planned</b>				

MiraCosta AHSDP Schoolwide Action Plan Two for Continuing Improvement

**Key Issue Two: Program Student Learning Outcomes (PSLOs) need to better address skills necessary for our students to succeed in entering the workforce or to transition to post-secondary education.**

**Specific Goal 1:** Develop Program Learning Outcomes that appropriately reflect the knowledge, skills, abilities and attitudes acquired from an adult high school diploma

Strategies	Intermediate Objectives	1	2	3	4
	Description	Identify appropriate PSLOs related to workforce entry and transition to higher education	Align and revise as needed the course level SLOs to the PSLOs.	Develop authentic methods of assessment including the possible creation of a student portfolio of embedded course work.	Develop a feedback loop to assure pedagogical, curricular and resource allocation decisions are informed by outcomes results.
	Responsible Persons	AHSDP Faculty	AHSDP Faculty	AHSDP Faculty	AHSDP Faculty, Dean of Community Education
	Timelines for Completion	Fall 2013	Fall 2013	Spring 2014	Fall 2014

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<b>Benchmarks</b>	Revised PSLOs that act as criterion referenced benchmarks vetted by the SLOAC Committee	Revised PSLOs vetted by the SLOAC Committee	Investigate student portfolios, signature assignment or embedded course assessments for program level evaluation.	Creation and development of three year program assessment plan with timeline, methods of assessment, triangulation of results, qualitative and quantitative data, indirect and direct assessment of learning.
<b>Methods of Assessment</b>	PSLOs posted in syllabi, course outlines of record, catalogue, brochures and program literature	SLO Program Alignment Matrix demonstrating the introduction, practice and mastery of program level outcomes.	Methods of program outcomes assessment vetted with the SLOAC.	Implementation of the assessment plan and incorporation into program review analysis.
<b>Resources</b>	Human	Human	Human and Technology	Human
<b>Progress</b>				
<b>Evaluation</b>				
<b>Improvements Planned</b>				

**Specific Goal 2:** Evaluate the College wide Institutional Learning Outcomes for appropriateness to reflect those expected for an adult high school diploma

<b>Intermediate Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Description</b>	Identify appropriate ILOs related to the expectations of a high school graduate.	Align and revise as needed the course level SLOs to the PSLOs with the ISLOs.	Develop a rubric to evaluate authentic examples of student work that could be evaluated for institutional student learning levels.	Develop a feedback loop to assure pedagogical, curricular and resource allocation decisions are informed by outcomes results.
<b>Responsible Persons</b>	AHSDP Faculty	AHSDP Faculty	AHSDP Faculty	AHSDP Faculty, Dean of Community Learning Center
<b>Timelines for Completion</b>	Fall 2013	Fall 2013	Spring 2013	Fall 2014
<b>Benchmarks</b>	Revised ILOs that act as criterion referenced benchmarks vetted by the SLOAC Committee	Revised ILOs vetted by the SLOAC Committee	Establishment of an assessment tool that would provide institutional level outcomes analysis independent of program level considerations.	Creation and development of three year ISLO assessment plan with timeline, methods of assessment, triangulation of results, qualitative and quantitative data, indirect and direct assessment of learning.



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<b>Methods of Assessment</b>	PSLOs posted in syllabi, course outlines of record, catalogue, brochures and program literature.	SLO Program Alignment Matrix demonstrating the introduction, practice and mastery of program level outcomes.	Methods of program outcomes assessment vetted with the SLOAC.	Implementation of the assessment plan and incorporation into program review analysis.
<b>Resources</b>	Human	Human	Human	Human
<b>Progress</b>				
<b>Evaluation</b>				
<b>Improvements Planned</b>				



# Glossary

## Glossary

**Academic Affairs Committee:** formulates and recommends to the Academic Senate Council policies and procedures on academic matters.

**Academic Senate Council:** serves as the College's primary voice in academic and professional matters; represents all full-time and associate faculty members.

**Associate faculty:** part-time faculty.

**Budget and Planning Committee:** formulates and recommends to the appropriate councils policies and procedures related to institutional, strategic, and integrated planning, accreditation, grants and gifts, and budget management and preparation.

**California Community Colleges Chancellor's Office:** state agency charged with leadership, advocacy, and support for California two-year institutions.

**Community Learning Center:** one of three District locations located in the City of Oceanside; offers noncredit and credit courses.

**Comprehensive master plan:** ten-year overarching plan that includes educational and facilities master plans and contains the institutional goals.

**Constituency groups:** refers to each homogenous unit at the College (i.e., administrators, faculty, staff, and students).

**Courses and Programs Committee:** formulates and recommends to the Academic Senate Council policies and procedures related to the District's programs and courses.

**Courses and Programs Curriculum Committee:** subset of the Courses and Programs Committee; assures District's curriculum has consistent quality, rigor, and compliance with state regulations and standards.

**Diploma completion rate:** indicator of student goal completion measured by the number of diplomas granted in an academic year and the percentage of students who receive a high school diploma within five years of their first enrollment.

**Flex:** state-approved program allowing districts to replace up to 15 instructional days per academic year with professional development activities that foster staff, student, and instructional improvement. MiraCosta's full-time faculty complete 60 Flex hours per academic year; associate faculty may complete two Flex hours per lecture hour equivalent, not to exceed 40 hours per academic year.

**Governance committees:** review and update College plans, policies, and procedures; make proposals on issues facing the College; comprised of members of all four constituent groups.

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**Governance councils:** four homogenous groups (Academic Senate Council, Administrative Council, Associated Student Government, Classified Senate Council) review proposals and make recommendations; Steering Council routes governance issues to appropriate councils.

**Governance Organization Committee:** measures and enhances the effectiveness of the governance structure's processes; maintains currency of its committee and council system.

**Institutional action plans:** agreed-to steps to be taken to accomplish the strategic plan's institutional objectives.

**Institutional goals:** five goals guiding the institutional direction for the next decade as specified in the *2011 Comprehensive Master Plan*.

**Institutional objectives:** short-term (three-year) milestones for reaching the institutional goals.

**Integrated planning model:** balanced network of decision-making processes and operations through which all governing bodies help the College meet its mission.

**Integrated Planning Manual:** sets forth processes, timelines, and steps to complete the integrated planning model.

**Institutional Program Review Committee:** formulates and recommends to the appropriate councils policies and procedures related to the program review process; ensures student learning outcomes assessment is incorporated into academic program review.

**OMB Circulars:** instructions or information issued by the Office of Management and Budget (part of the Executive Office of the President) to federal agencies.

**PeopleSoft:** software application that maintains and manages MiraCosta's human resources, financial resources, and student data.

**Retention:** percentage of students who enroll and do not withdraw from a class.

**Student Learning Outcomes and Assessment Committee:** supports and guides faculty as they develop, implement, and evaluate student learning outcomes and assessments.

**Steering Council:** includes members from all constituencies; routes governance issues to committee(s) for deliberation and development of recommendations to the superintendent/president.

**Strategic plan:** three-year operational plan that contains institutional objectives and action plans to measure progress on the institutional goals.

**Success:** percentage of students who pass a course with a grade of "D" or better.

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**TracDat:** software application that provides a mechanism for managing learning outcome assessment needs.

**Transition to credit:** percentage of first time AHSDP students who took at least one credit course after their first adult high school diploma course.

**WebCMS:** software application that automates the curriculum proposal/approval process.

**Workforce success measures:** student self-reported plans after receiving their diplomas.

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**Appendices**

**APPENDICES**

- A. Adult High School Diploma Program Detailed Profile
- B. Adult High School Diploma Program Brochure
- C. 1972 Board of Trustees Meeting Minutes
- D. Board Policy 2150 and Administrative Procedure 2510
- E. AHSDP SLO Documentation Matrix
- F. Credit and Noncredit Academic Calendars
- G. *Integrated Planning Manual*
- H. November 15, 2011, Board of Trustees Meeting Minutes
- I. *MiraCosta Community College District Strategic Plan 2011-2014*
- J. October 18, 2011, Board of Trustees Meeting Minutes
- K. *Program Review Handbook*
- L. April 6, 2010, Board of Trustees Meeting Minutes
- M. February 21, 2012, Board of Trustees Meeting Minutes
- N. Spring 2011 Noncredit Student Survey
- O. September 20, 2011, Board of Trustees Meeting Minutes
- P. Divisional and BPC Rubrics for Evaluation of Program Review
- Q. *Effectiveness Review: 2011-2012 Resource Allocations Report*
- R. Course Student Learning Outcome Form
- S. Course Outline of Record (sample)
- T. Student Learning Outcomes Assessment Report (sample)



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- U. Governance Organization Survey Results, September 2010
- V. 2011 GOM Survey Results
- W. Governance Committee Self-Evaluation Instruments
- X. March 9, 2012, Governance Organization Committee Meeting Minutes
- Y. August 21, 2012, Board of Trustees Meeting Minutes
- Z. California Code of Education Title 5 §53412
- AA. *Tenure Candidate Handbook*
- BB. *Tenured Faculty Professional Growth and Evaluation Handbook*
- CC. Job Announcement for AHSDP Faculty Position – English
- DD. 2014 Fiscal Year Preliminary Budget
- EE. 2012 Safety and Security Report



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