



**MIRACOSTA COLLEGE  
ADULT HIGH SCHOOL  
ACS WASC SELF-STUDY**

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

**May 2025**

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

**ACS WASC Adult School/ROCP Focus on Learning**



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## **Introduction (1–2 pages maximum)**

- *Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.*
- *Comment on how the school program addresses the unique and evolving needs of individuals and communities by providing older students and adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members.*
- *Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.*

The MiraCosta College Adult High School (AHS) mission is to prepare adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity. The AHS implements three primary schoolwide strategies that promote diversity, equity, and inclusion:

1. The AHS offers a diverse curriculum that includes English courses with distinct academic and career tracks, an ethnic studies course, and elective options in workforce skills development.
2. The school utilizes a variety of teaching methodologies to successfully instruct a diverse population of learners. These methodologies include offering courses in multiple modalities and times, using culturally inclusive instructional materials, and integrating Universal Design for Learning principles.
3. The AHS provides comprehensive student support through initiatives such as embedded counseling and by offering individualized support through the Noncredit Student Success and Support Program.

The Community Learning Center, one of four MiraCosta Community College District (MCCD) campuses, houses the AHS. In addition to AHS courses, the Community Learning Center offers courses in noncredit categories as well as selected MiraCosta College credit courses to assist students in transitioning from noncredit to credit programs.

MiraCosta College is the only post-secondary institution in Coastal North San Diego County to offer an adult high school diploma program. The program is tuition-free, with both day and evening courses to accommodate the varying schedules of students in the community. Courses are faculty-led and offered in a variety of instructional modalities. The variety of course offerings and instructional modalities makes the AHS program unique compared to other local open-lab or self-paced diploma programs. As a MiraCosta College department and program, the AHS complies with all MCCD policies and procedures.

In 1998, the MCCD purchased and remodeled buildings located on 7.8 acres near downtown Oceanside to house the College's noncredit programs. Named the MiraCosta College Community Learning Center (CLC), the site is in a commercial area bordered by residential areas and characterized by frequent bus stops and significant pedestrian traffic. The CLC underwent extensive renovation budgeted at \$12.7 million between 2021 and 2023 that included a new building for housing noncredit student services and Office of Admissions and Records staff (A1). This project refreshed building systems, finishes, furniture, and technology and addressed identity and wayfinding issues with a new campus gateway structure at the main entrance.

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

The dean of Continuing and Community Education is the academic and operational leader of the AHS and the official district representative on the CNCAEC (A2). The teaching staff members currently include three full-time and approximately 23 associate (part-time) faculty, with a fourth full-time faculty joining the department in fall 2024. In addition, the AHS is supported by two librarians, two full-time counselors, four associate counselors, and approximately 181 additional staff members in roles that include student support services, admissions and records, tutoring, research, and facilities.

Initiated in early 2024 at the dean of Continuing and Community Education's direction, the self-study process involved a wide array of faculty and staff associated with serving AHS students. Throughout summer and fall 2024, research and writing teams analyzed and developed the narrative for each criterion, and regular meetings were held to collaborate with and inform stakeholders throughout the process.

## **Chapter 1: Progress Report (2–5 pages maximum)**

- *Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.*
- *Comment on the process for implementing and monitoring the schoolwide action plan aligned with the Continuous Improvement Plan (if applicable) goals.*
- *Summarize progress on each section of the current schoolwide action plan that incorporated growth areas for continuous improvement from the last self-study and all intervening visits.*
- *Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.*
- *Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better success for all students.*
- *Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan.*

### **1.1 Significant Developments and Continuous Improvement**

Since the last self-study, the MiraCosta College Adult High School (AHS) has benefited from the following significant developments:

- Shift to online and hybrid learning: One of the most significant developments has been the school's transition to online and hybrid learning modalities in response to the COVID-19 pandemic and evolving student needs. This shift required substantial professional development for faculty and an evaluation of teaching strategies to ensure effective online instruction.
- Embedded Counseling Initiative: The AHS implemented the Embedded Counseling Initiative to strengthen personalized support for AHS students, especially in response to the shift to more online and hybrid course offerings. This collaborative effort between noncredit counselors and AHS faculty aims to provide students with more individualized guidance and resources. This initiative has increased both student-counselor interactions and the completion of personalized educational plans for AHS students through the MyEdPlan online education planning tool.
- Curriculum revision and creation: The AHS implemented significant revisions to the English curriculum, creating separate academic and career tracks to better align with student goals. The program also expanded elective options to include career preparation and short-term vocational courses. Additionally, the AHS will launch two new courses in spring 2025: Introduction to Ethnic Studies (HSETH 10) and Mentorship for Student Success (NCABE 11). These additions aim to broaden educational opportunities and provide personalized support for students.

- Diploma requirement revisions: AHS faculty revised diploma requirements to give students more flexibility with their math, English, and elective course options, including allowing them to complete noncredit English as a Second Language (ESL) and noncredit short-term vocational courses to satisfy diploma requirements. This change reflects the school's commitment to serving diverse student needs and career aspirations.

## 1.2 Implementing and Monitoring the Schoolwide Action Plan

The AHS's approach to implementing and monitoring its schoolwide action plan involves a cyclical process that draws upon various data sources and stakeholder feedback:

- The annual program review process serves as the cornerstone for identifying areas of improvement and developing strategic activities.
- The AHS leverages data from multiple sources, including student attendance, course success rates, Comprehensive Adult Student Assessment Systems (CASAS) scores, and program completion rates, to inform decision-making and measure progress on action plan goals.
- Open communication and collaboration among faculty, staff, administrators, and community partners are essential for successful implementation. Regular meetings, professional development opportunities, and stakeholder surveys facilitate this collaborative approach.
- The AHS emphasizes a culture of continuous improvement by regularly evaluating the effectiveness of implemented strategies and making necessary adjustments based on data analysis and stakeholder feedback.

## 1.3 Progress on the Proposed Schoolwide Action Plan

The current schoolwide action plan centers around six key issues identified from the previous self-study. Progress on each key issue is summarized below.

- **Key Issue One**—Currency, relevance, and effectiveness of courses and assessments:
  - In progress: Evaluating English and math curricula for success rates; increasing participation in CASAS assessments; analyzing course modalities/scheduling patterns and student success; enhancing communication about MiraCosta College core competencies.
  - Not yet started: Revising all AHS curriculum to include diversity, equity, and inclusion language; developing processes for course substitution and service credit.



- **Key Issue Two**—Improving participation and access to student support:
  - Not yet started: Increasing participation in and completion of orientation; embedding transition information and support into courses; developing a research plan to understand the needs of dual-enrolled students; surveying students about their technology needs.
- **Key Issue Three**—Engaging community partners and expanding work-based learning:
  - Not yet completed: Exploring an expansion of work-based learning opportunities and activities; expanding the number of partnerships with community organizations; streamlining and improving marketing strategies.
- **Key Issue Four**—Collaborative professional development and student feedback:
  - In progress: Increasing the frequency of AHS gatherings to develop community.
  - Not yet started: Faculty intentionally collaborating and sharing learning during professional development; increasing opportunities and mechanisms for student feedback.
- **Key Issue Five**—Improving communication and collaboration (ongoing from 2021/22):
  - Completed: Developing a more accessible web-based tool for education planning; developing a process for awarding noncredit certificates.
  - In progress: Surveying internal and external communities about how the AHS meets their needs; increasing opportunities for AHS faculty to work with noncredit counselors and staff.
- **Key Issue Six**—Expanding the effective use of data (ongoing from 2021/22):
  - Completed: Creating a two-year academic pathway for the AHS diploma program; assessing the effectiveness of career services for AHS students.
  - In progress: Expanding AHS participation in the College's Academic and Career Pathway efforts; improving processes for reporting learning data to stakeholders; aligning program student learning outcomes (PSLOs) to the MiraCosta College Core Competencies; establishing a process/cycle for measuring PSLO data; conducting an attrition study to explore reasons for student drops; continuing to explore authentic methods of assessing PSLOs.
  - No longer a goal: Researching the need for an expansion of the diploma program to the southern region of the MiraCosta Community College District. (A decrease in on-ground enrollments no longer necessitates this goal.)

## 1.4 Evaluating Progress and Addressing Needs

While the AHS has made impressive strides in several areas, the analysis reveals uneven progress in addressing some major student and school needs.

### **Strengths:**

- Data-driven culture: The AHS benefits from a strong data-driven culture that utilizes various assessments and data points to inform decision-making.
- Commitment to assessment: The school's commitment to regular and thorough assessment of student learning outcomes is evident.
- Inclusion, diversity, equity, and accessibility: The AHS demonstrates a deep commitment to inclusion, diversity, equity, and accessibility by embedding these principles into the school's operations.
- Instructional modalities and support services: The provision of diverse instructional modalities and comprehensive student support services is commendable.

### **Growth areas:**

- Curriculum evaluation and enhancement: Continuous evaluation and enhancement of curriculum, particularly in mathematics, remain crucial for improving student success.
- Student support access and utilization: Despite robust support services, the AHS recognizes the need to improve student access to and utilization of these resources.
- Community partnerships and work-based learning: Expanding community partnerships and work-based learning opportunities are ongoing priorities.
- Faculty collaboration and student feedback: Strengthening faculty collaboration in professional development and creating more opportunities for student feedback are crucial for continuous improvement.

The degree to which these needs have been addressed varies. The AHS has successfully implemented data-driven decision-making and expanded instructional modalities. However, challenges remain in fully addressing student support utilization, community partnerships, and faculty collaboration.

## **1.5 Driving School Improvement Through Data**

The AHS leverages prior accreditation findings and pertinent data to drive school improvement in several ways:

- Prior accreditation reports and internal data analysis help pinpoint areas needing improvement. For instance, ongoing concerns regarding student success rates in mathematics have prompted plans for curriculum revision.
- Data analysis informs the development and prioritization of strategic activities within the schoolwide action plan. For example, data on student modality preferences and success rates guide decisions regarding course scheduling and delivery modes.

- The AHS utilizes data to track progress on action plan goals and evaluate the effectiveness of implemented strategies. This data-driven approach ensures accountability and enables adjustments based on outcomes.

## **1.6 Growth Areas Not Included in the Current Plan**

Some growth areas identified in previous reports, such as researching the need for program expansion to the southern region, are no longer considered goals. The AHS has re-evaluated priorities based on changing circumstances, most specifically on growing student interest in online course sections and decreased in-person enrollments, which makes expanding in-person enrollments at another site impractical at this time.

The AHS demonstrates a commitment to continuous improvement, leveraging the school's robust data to drive decision-making and increased stakeholder collaboration to enhance student success. While progress has been made in several areas, addressing the identified growth areas—particularly in curriculum enhancement, student support utilization, and community partnerships—will be the focus for achieving the school's mission of preparing students for higher education and employability.



## **Chapter 2: School Profile and Supporting Data and Findings (5–10 pages maximum)**

*Develop a clear profile of your school and students using data and information. Include the following:*

- *Provide data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.*
- *Include job placement rates or military enrollment rates, ESL promotion data, CASAS benchmark data, licensing exam pass rates, GED pass rates, and other relevant program data.*
- *Ensure the updated School Profile addresses the following:*
  - *Three years of data, if available*
  - *Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings*
  - *Include links to related profile materials at the end of the report*
  - *Determine implications of the data, noting trends and patterns*
  - *Identify two to three major preliminary student learner needs based on the data*
  - *Determine two to four important questions to consider in focus groups that have been raised by the analysis of student performance and demographic and perception data.*

### ***Additional Online School Program and Course Description***

- *Provide a succinct summary of all types of online instruction and specialized programs offered.*
- *For each program listed, provide data that demonstrates the impact on student learning. Incorporate the disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate, etc.*  
*Note: Some of this data may be referenced as part of schoolwide data.*

### ***Schoolwide Learner Outcomes***

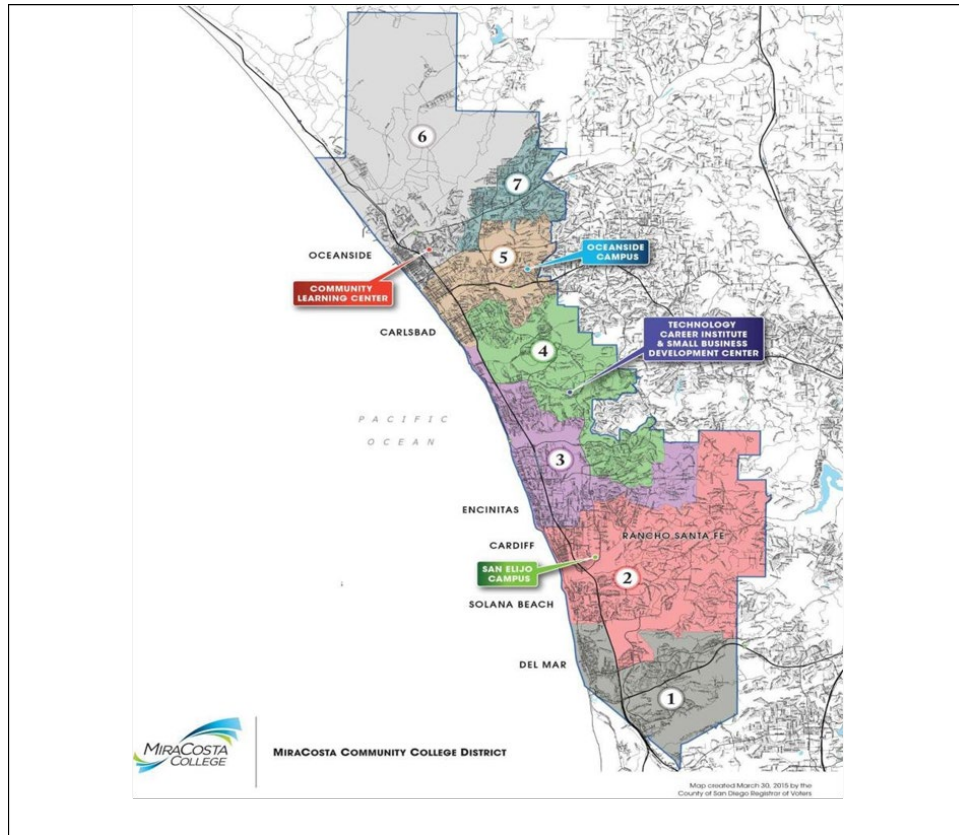
- *List the schoolwide learner outcomes/completion profile*
- *Using data generated in this profile describe to what extent the programs/courses are connected to the schoolwide learner outcomes/completion profiles and to what extent these are being achieved.*

## **2.1 Community Profile**

### **2.1.1 Geographic Area**

Figure 2-1 depicts a map of the geographic region served by the Adult High School (AHS). Most AHS students (58%) enrolled in the most recent academic year resided within the service area,

with nearly half living in Oceanside (46%), followed by Vista (22%), Carlsbad (6%), and Encinitas (3%). The remainder of enrolled students came from other cities both within and outside MiraCosta Community College District (MCCCD) service area boundaries.



**Figure 2-1. Geographical Map of AHS Service Area**

### 2.1.2 Population

The area served by the AHS is included in the Metropolitan Statistical Area (MSA) in San Diego County known as North County West. This MSA encompasses Camp Pendleton, Oceanside, Carlsbad, Encinitas, Cardiff, and Solana Beach. The MCCCD service area also includes the cities of Del Mar, Carmel Valley, and Rancho Santa Fe.

The San Diego Association of Government (SANDAG) estimated the District’s population in 2022 was 407,886 (B1). The District’s population was forecast to reach 418,933 people by 2035 (B2).

### 2.1.3 Population Characteristics

SANDAG’s 2022 Population and Housing Estimates Report indicates that the median household income within the MCCCD was \$127,348. Of the District’s residents, 55 percent were aged 65 and

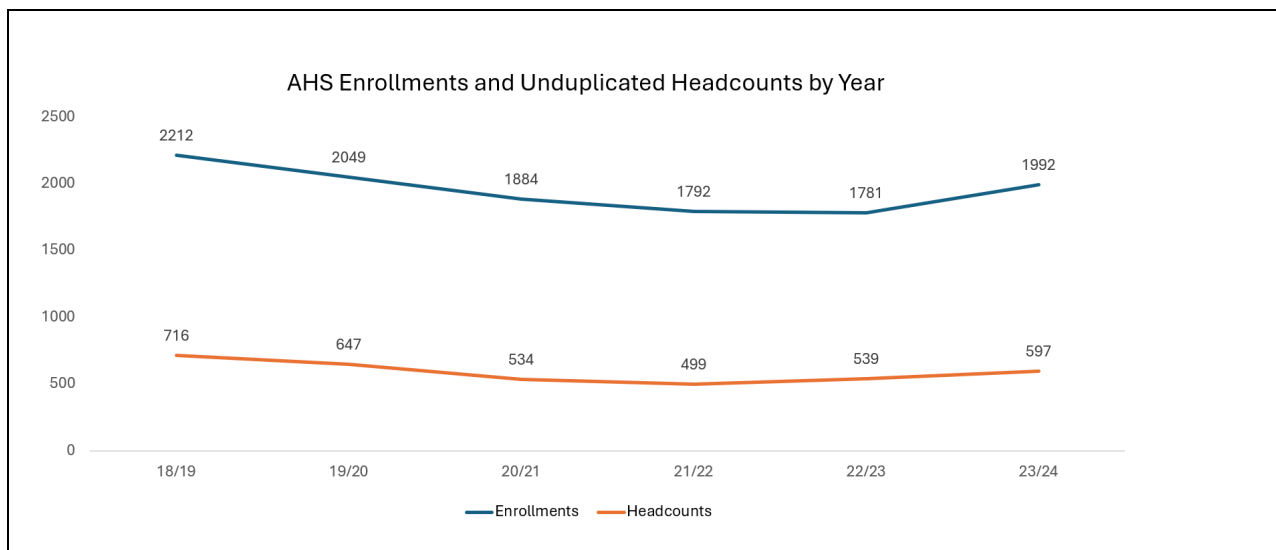
older, 23 percent were Hispanic, 56 percent were White, 3 percent were Black, 12 percent were Asian/Pacific Islander, and the remaining 6 percent comprised all other ethnicities (B1).

The 2020 American Community Survey found that 32,843 people within the District did not have a high school diploma. Of these, 60 percent reported speaking English “less than well,” 51 percent were female, and 49 percent were male. This group ranged from age 16 (24%), to adults aged 40 to 49 (16%), to those aged 50 and older (36%), so the potential population of high school diploma seekers includes diverse age ranges (B3).

## 2.2 School Profile

### 2.2.1 Enrollments and Unduplicated Student Headcount

After slightly declining during the COVID-19 pandemic, enrollments are now trending upward, as are unduplicated headcounts, as Figure 2-2 illustrates.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-2. Enrollments and Unduplicated Student Headcount**

### 2.2.2 Number of Sections and Average Class Size

In the most recent academic year, the number of sections offered and average class size have returned to near pre-pandemic levels, as Table 2-1 illustrates.

**Table 2-1. Sections Offered and Average Class Size (2018/19-2023/24)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Sections Offered	122	117	70	62	90	95
Average Class Size	19	19	30	29	18	19

*(Source: MiraCosta College Student Information System, June 2024)*

### 2.2.3 Average Student Course Load

The average term course load carried by AHS students has remained fairly consistent over the past five years at just over three classes, as Table 2-2 illustrates. AHS students enter with varying credit hours from their previous high school institution(s), so some may need only a few courses to complete diploma requirements while others need more. Residency must also be established to remain in the program.

**Table 2-2. Average Student Course Load in Fall Terms (2018/19-2023/24)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Average Student Course Load	3.1	3.2	3.5	3.6	3.3	3.3

*(Source: MiraCosta College Student Information System, June 2024)*

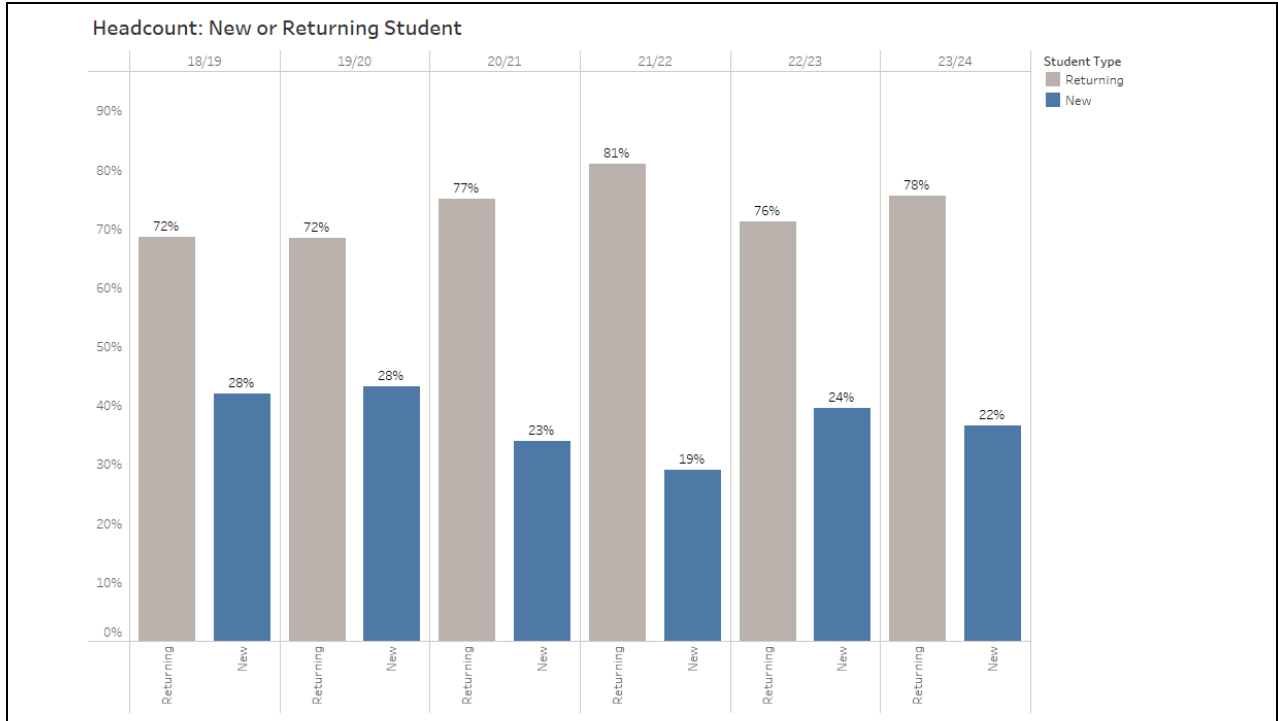
### 2.2.4 New or Returning Students

The ratio of new students compared to returning students has remained relatively consistent in most academic years, with somewhat fewer new students enrolling during the peak of the pandemic (2021/22), as Figure 2-3 illustrates.

## 2.3 Student Profile

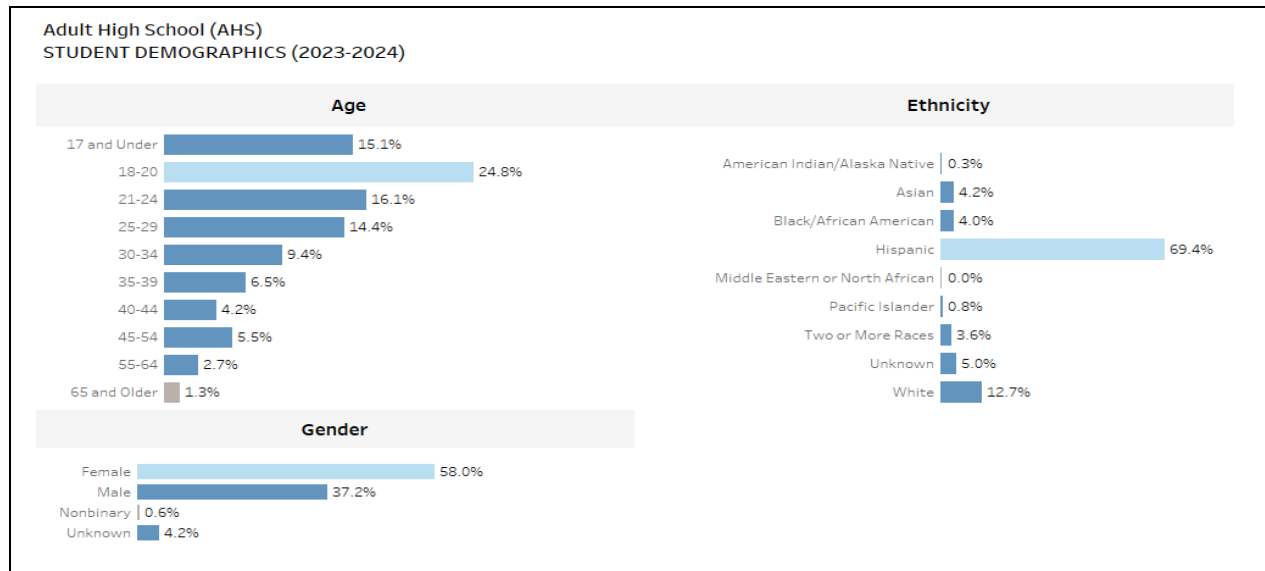
As Figure 2-4 illustrates, one quarter (25%) of AHS students were between the ages of 18 and 20 in the most recent academic year, but students of every age group were also enrolled. Most AHS students are Hispanic (69%) and female (58%).





(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-3. New and Returning Students (2018/19-2023/24)**



(Source: MiraCosta College Student Information System, June 2024)

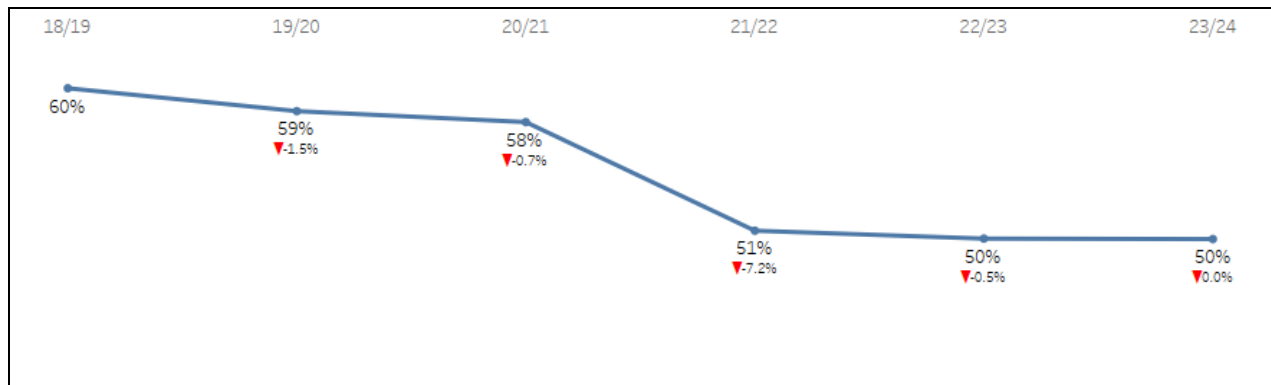
**Figure 2-4. Student Demographics (2023/24)**

## 2.4 Student Outcomes

The AHS uses seven critical metrics to measure student success and achievement: course success, diploma completion, certificate awards, retention, persistence, attendance, and transition to MiraCosta College credit coursework.

### 2.4.1 Course Success

The AHS defines course success as the percentage of students who pass a course with a grade of “D” or better. Since 2021/22, about half of enrolled students successfully complete AHS courses. Overall, course success rates have declined somewhat in the post-pandemic years, as Figure 2-5 illustrates.

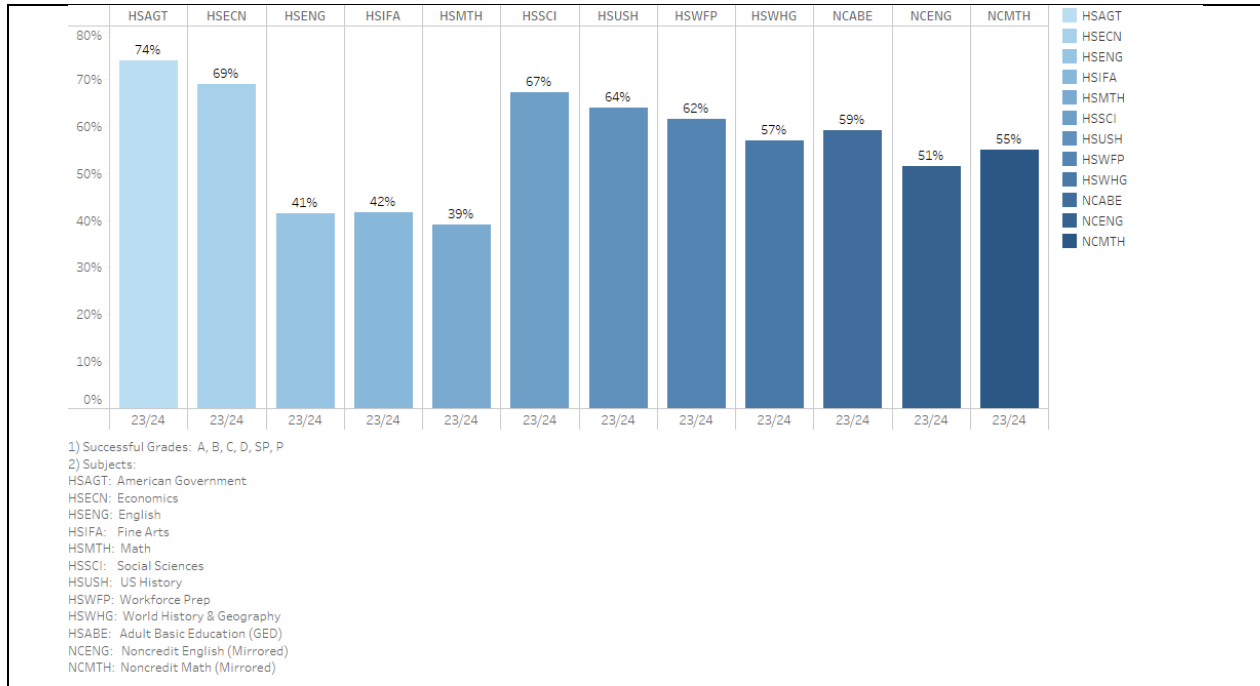


(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-5. Course Success by Academic Year**

In the past six years, the AHS has sought to improve student success rates through the implementation of Comprehensive Adult Student Assessment Systems (CASAS) pre- and post-testing, the creation of advising sheets that help students understand AHS entrance skills, rigorous course-level learner outcomes, and alignment with noncredit counseling efforts (B4). The focus group, composed of AHS faculty, uses the annual program review process to discuss these issues and explore ways to address them.

Typically, success rates in English and mathematics courses are lower than success rates in science, social science, and fine arts, as Figure 2-6 demonstrates. The overall course success rate for 2023/24 was 50 percent; therefore, above average success rates were achieved by students in several subjects, including American government, economics, history, world history and geography, and adult basic education. English (41%) and math (39%) success rates are lower than the overall success rates of the school.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-6. Course Success by Subject (2023/24)**

Among those who achieved above average course success, 56 percent were female and 43 percent were male. The only demographic group with below-average success rates were White students (44%). Younger students were also slightly below average in terms of course success rates:

- Age 17 or under: 50 percent
- Age 18-to-20: 39 percent
- Age 21-to-24: 49 percent.

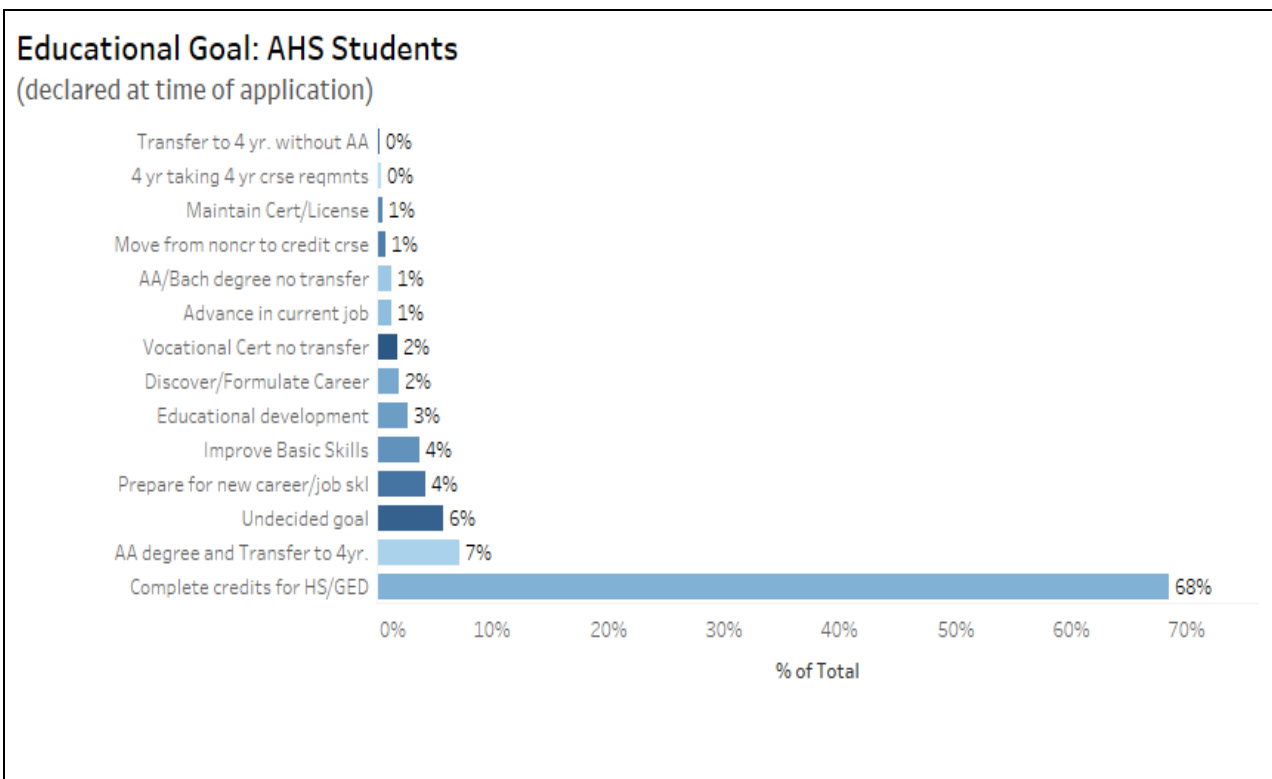
All other age groups achieved above average course success rates.

Course success rates in the AHS demonstrate a major student need. The decline in success rates in mathematics has been an area of concern, focus, and discussion for several years. Some potential causes, as discussed in several program review reports, have been the impact of COVID-19, the methods/techniques to assess mathematics skills in distance education courses, and the need for innovation and change in the mathematics curriculum.

Representation of full-time faculty in mathematics has also changed in the last two years, with the sole full-time faculty member having a reduced workload and then retiring. The AHS hired a full-time replacement in spring 2024. This new faculty lead will address the success rates through leadership as well as a thorough review of curriculum and teaching philosophy in the

math department. The new math faculty will join this focus group in fall 2024 and monitor the changes and the effect upon success rates in math.

The decline in success rates in AHS English has also been an area of concern, focus, and discussion for several years. In addition to some of the same potential causes noted above for mathematics, the department has discussed the possible impact of the rigid course scaffolding that has been in place for approximately 10 years. During this time, English courses have been designed and delivered in a model that depended on sequential skill building and focused almost exclusively on student preparedness for, and transition to, higher education. While some AHS students wish to pursue higher education as their primary goal, many others do not, as Figure 2-7 illustrates, so the department determined the curriculum was exclusionary for some learners.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-7. Educational Goal Declared at Time of Application**

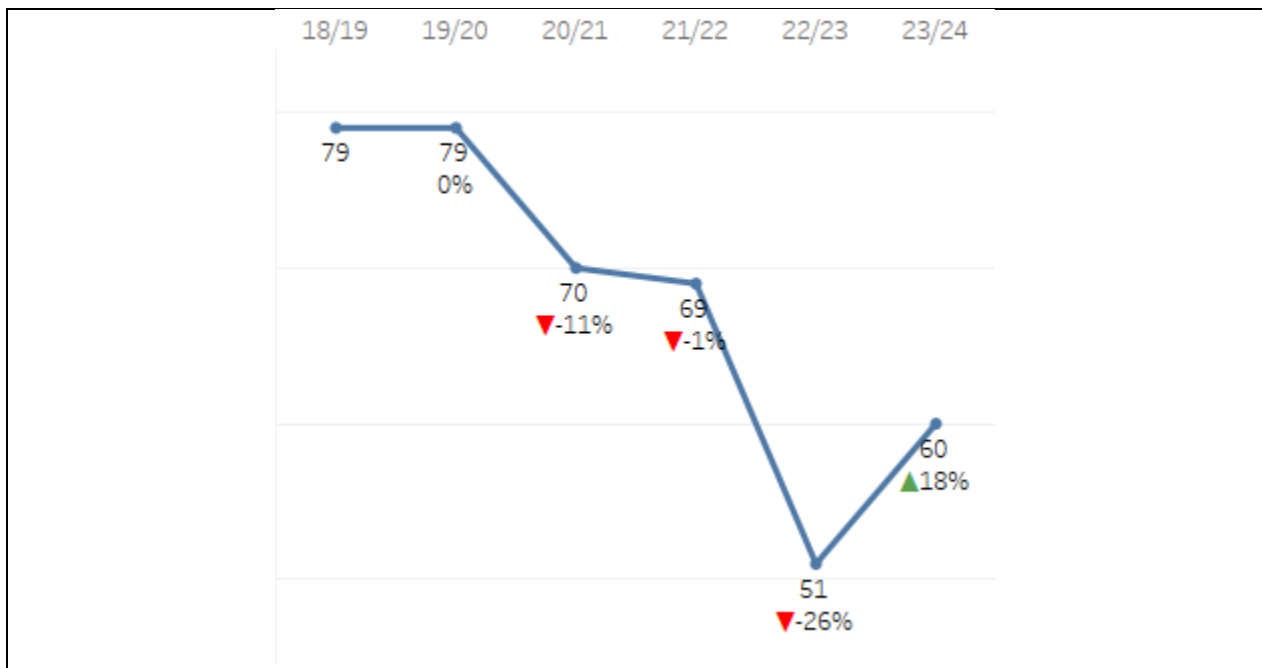
Based upon data indicating most AHS students do not seek a college path, the focus group concluded that a more inclusive curriculum would more equitably serve all students. The faculty, through the college curriculum modification process, created two distinct tracks for the English curriculum: one work-based and one college-based.

The faculty also changed the diploma requirements to allow students to choose the path that best reflected their goals. The new paths and the ability for students to choose a path began in fall

2024 (B5). The focus group will carefully track student success data to evaluate the success of the new model.

### 2.4.2 Diploma Completion

Diploma completion is defined as the number of diplomas awarded in an academic year. As Figure 2-8 illustrates, the number of high school diplomas awarded each year has fluctuated from a high of 79 in 2018/19 to 60 in the most recent academic year (2023/24), which is a notable increase of 18 percent compared to the previous academic year. Several strategic activities identified in the 2022 Mid-cycle School Progress Report (Key Issues One and Two of the Schoolwide Action Plan) are aimed at improving rates of diploma completion for AHS students.



(Source: MiraCosta College Student Information System, June 2024)

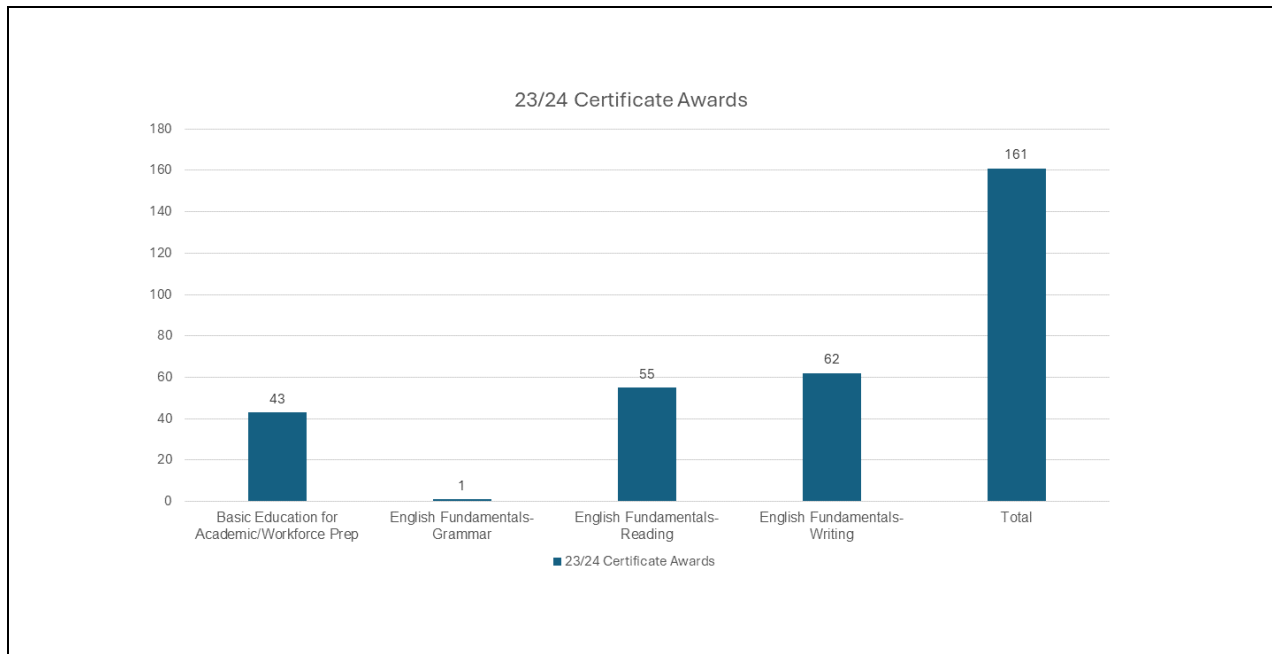
**Figure 2-8. Diplomas Awarded by Academic Year**

Of the 60 diplomas awarded in 2023/24, half were awarded to Hispanic/Latino students (50%) while 12 percent were awarded to White students, 4 percent to Asian students, and 4 percent to Black/African American students. About half of the diplomas were awarded to students aged 29 or younger, and the other half were awarded to students aged 30 and older. The majority (66%) were female students.

The trend downward aligns with the timing of the COVID-19 pandemic and is reflective of lower enrollments during that same period. The more recent rebound in the 2023/24 academic year brings the number much closer to pre-COVID levels.

### 2.4.3 Certificate Awards

AHS faculty designed four new certificate programs for students: Basic Education for Academic or Workforce Preparation, English Fundamentals-Grammar, English Fundamentals-Reading, and English Fundamentals-Writing. Each certificate requires students to successfully complete two or more courses. These certificate programs provide a benchmark of achievement for both diploma-seeking and non-diploma seeking students as well as documentation of preparation for students’ next educational or career-related goal. In 2023/24, the AHS awarded 161 certificates, as Figure 2-9 illustrates.



(Source: MiraCosta College Student Information System, July 2024)

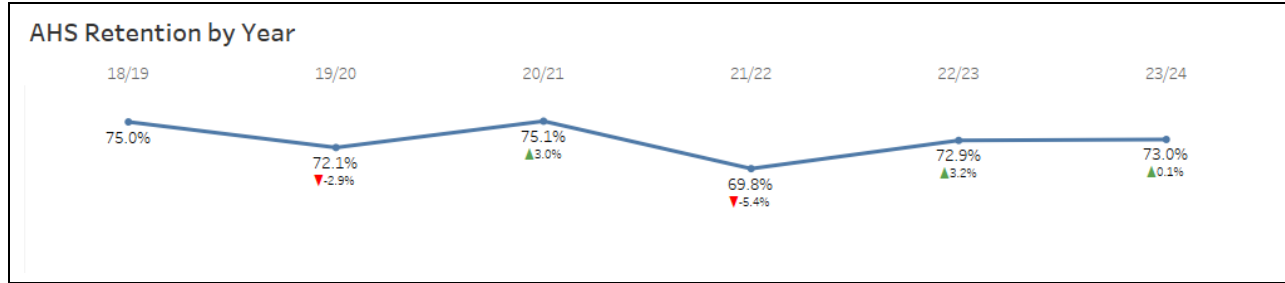
**Figure 2-9. Certificate Awards by Type**

### 2.4.4 Retention

Retention is defined as the percentage of students who complete a course with any grade except a “W” (withdrawal). As Figure 2-10 illustrates, retention has stabilized to roughly pre-COVID levels after falling slightly during the 2021/22 academic year.

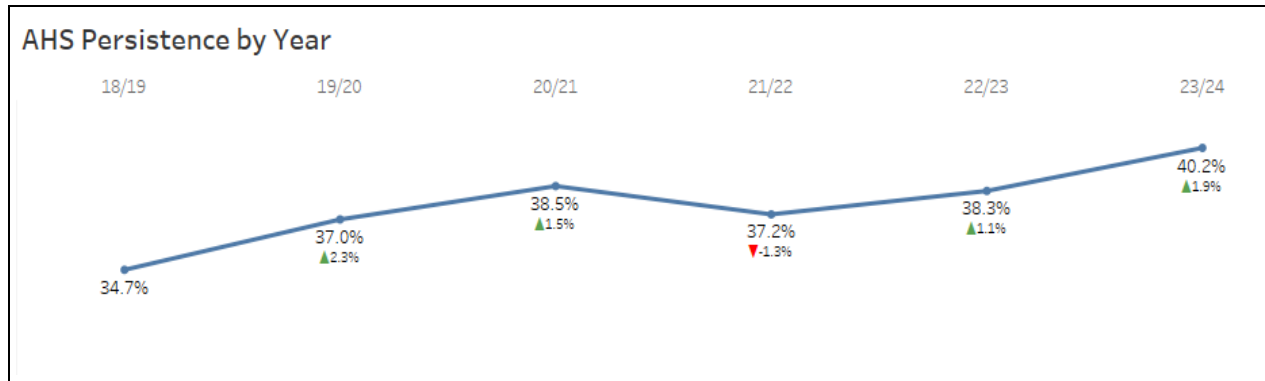
### 2.4.5 Persistence

The AHS defines persistence as enrolling in both the fall and spring terms in an academic year. The persistence rate was 38 percent in 2022/23 and improved to 40 percent in 2023/24, as Figure 2-11 illustrates.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-10. Retention by Year**

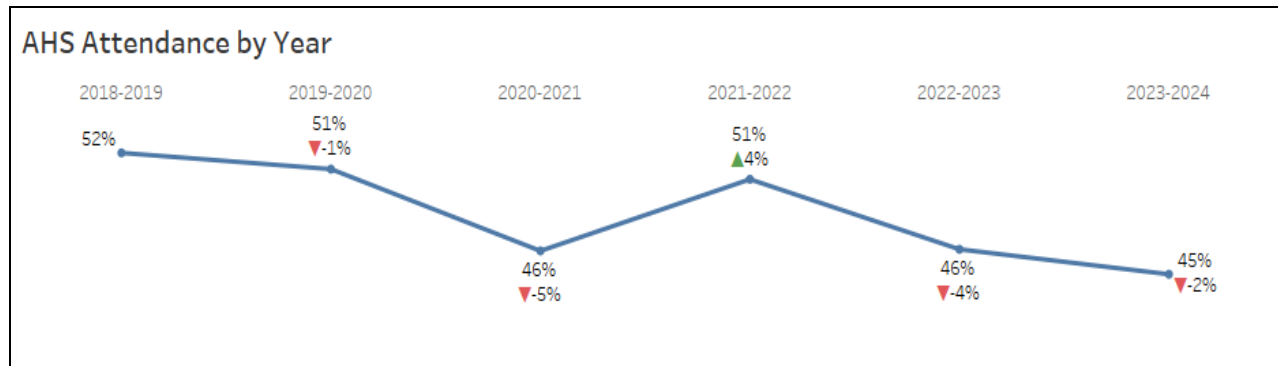


(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-11. Fall-to-Spring Persistence by Year**

### 2.4.6 Attendance

Attendance is expressed as an aggregated percentage of total course minutes attended by enrolled students, as recorded by the instructor. Instructors report attendance weekly. As Figure 2-12 illustrates, attendance rates have dropped slightly in the past two academic years, as teaching modalities shifted from primarily synchronous and in-person to online, hybrid, and HyFlex modalities.

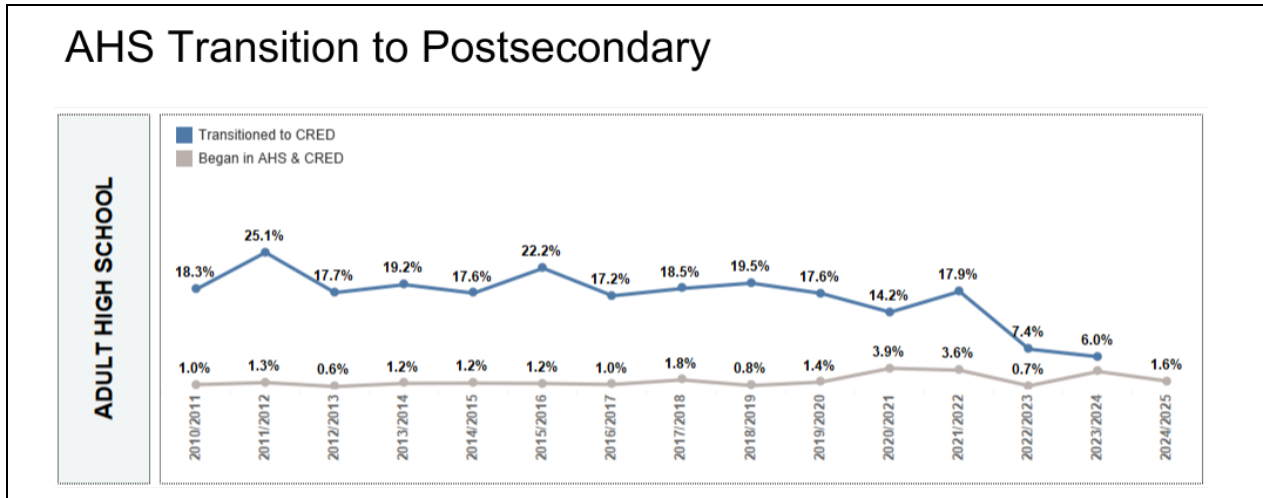


(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-12. Class Attendance by Year**

### 2.4.7 Transition to Post-Secondary Coursework at MiraCosta College

The focus group identified two types of transitional pathways to post-secondary coursework at MiraCosta College. The first is an AHS student who transitions to post-secondary coursework after enrolling in AHS courses (with or without diploma completion). The second pathway, called “dual enrollment,” describes students concurrently enrolled in both AHS and credit coursework. The transition rate fell for the first pathway in the most recent academic year, but it increased slightly for dual-enrolled students, as Figure 2-13 illustrates.



(Source: MiraCosta College Student Information System, June 2024)

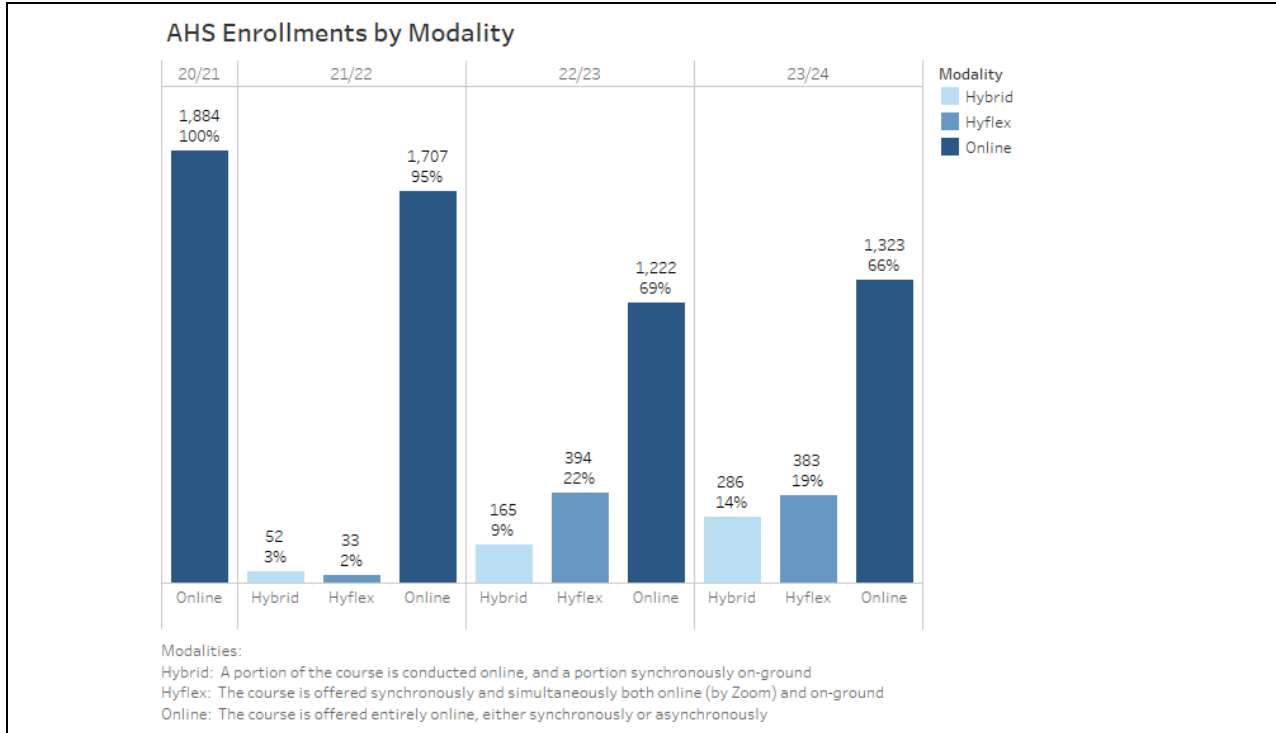
**Figure 2-13. Transition to Post-Secondary at MiraCosta College**

## 2.5 Course Modalities and Their Impact on Student Learning

Prior to the pandemic, all AHS courses were offered in-person and on-ground. In the years since, the AHS began to offer courses in multiple modalities and invested significant resources in assisting faculty to adapt to these new modalities and optimize them for student success. Online and mixed-modality offerings have proved to be very popular with AHS students and consistently demonstrate high enrollments, as Figure 2-14 demonstrates.

In the most recent academic year, most enrollments (66%) were in online-only courses while nearly a fifth were in the hybrid-flexible (HyFlex) modality that was introduced in 2021/22. HyFlex classes are synchronous and allow students to attend on-ground or virtually via Zoom. The student decides which modality to use to access the course and can make that decision on a session-by-session basis. The AHS had special technology installed in four classrooms to make the HyFlex modality productive for both students and faculty. Hybrid courses are those in which a portion of the class is offered online and a portion is offered on-ground. When analyzing the impact of course modality on student learning, the focus group considered student attendance, success, retention, and persistence.





(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-14. Enrollments by Modality**

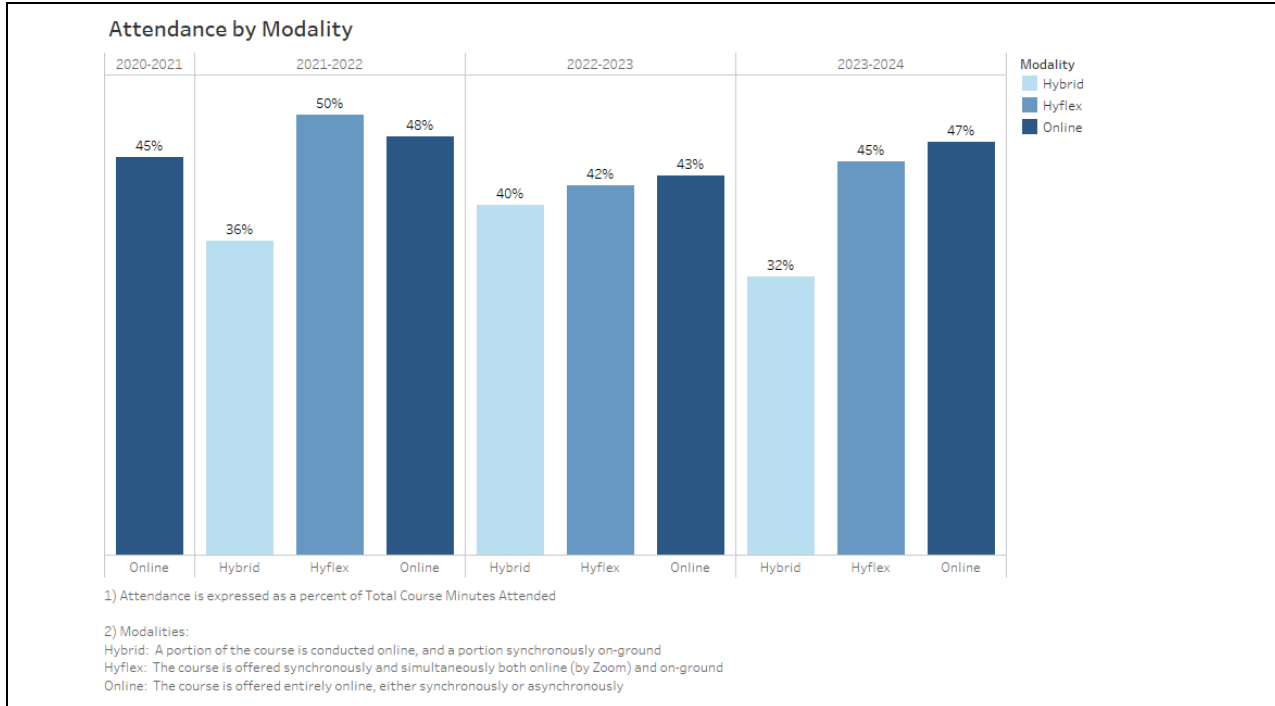
**2.5.1 Attendance by Modality**

Faculty are required to record attendance for each class session, in each week, for all modalities. In the most recent academic year, attendance in the HyFlex and online modalities was similar (45% and 47%, respectively), while hybrid attendance was lower at 32 percent, as Figure 2-15 illustrates. Attendance is expressed as the percentage of total class minutes a student was recorded as attending.

**2.5.2 Course Success by Modality**

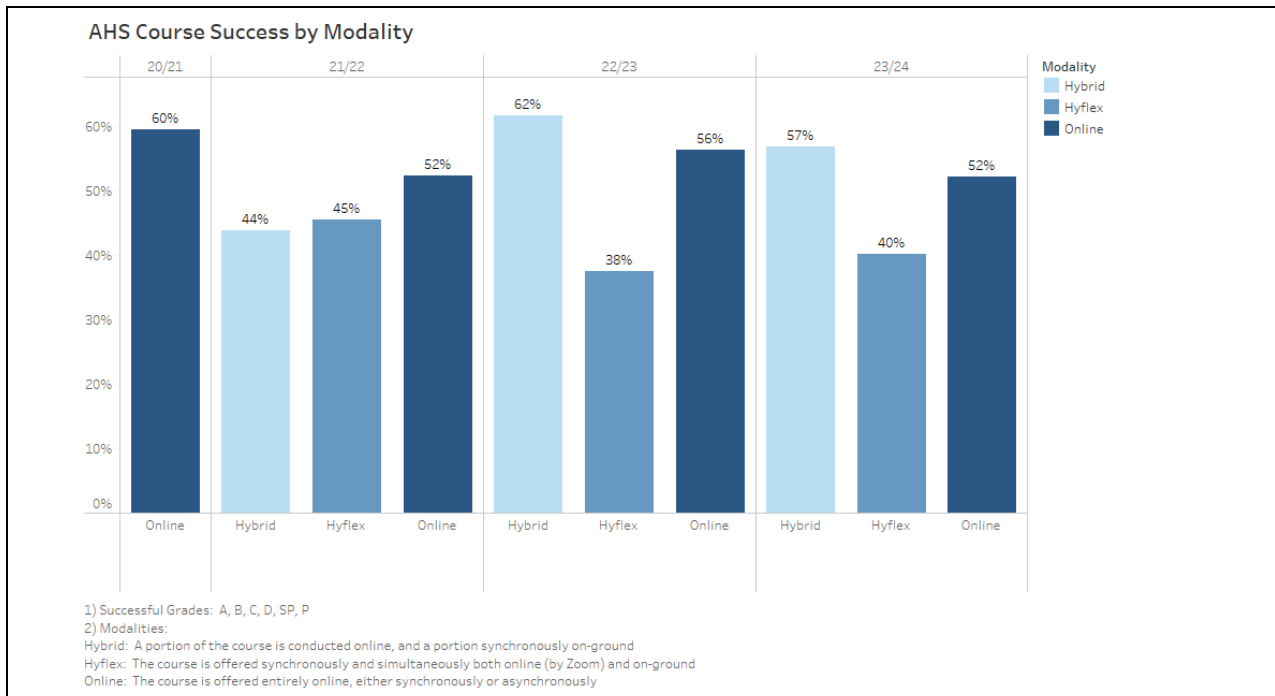
Interestingly, course success in the most recent academic year was highest for students enrolled in the least popular modality, the hybrid modality, followed by online (52%) and HyFlex (40%), which had the lowest success rate, as Figure 2-16 illustrates.

Given the HyFlex modality has been used primarily for English classes and only sparingly for math courses, the AHS recognizes a clear need to monitor and consider adjusting the distribution of AHS modalities with an eye toward closing these success rate gaps.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-15. Attendance by Modality**

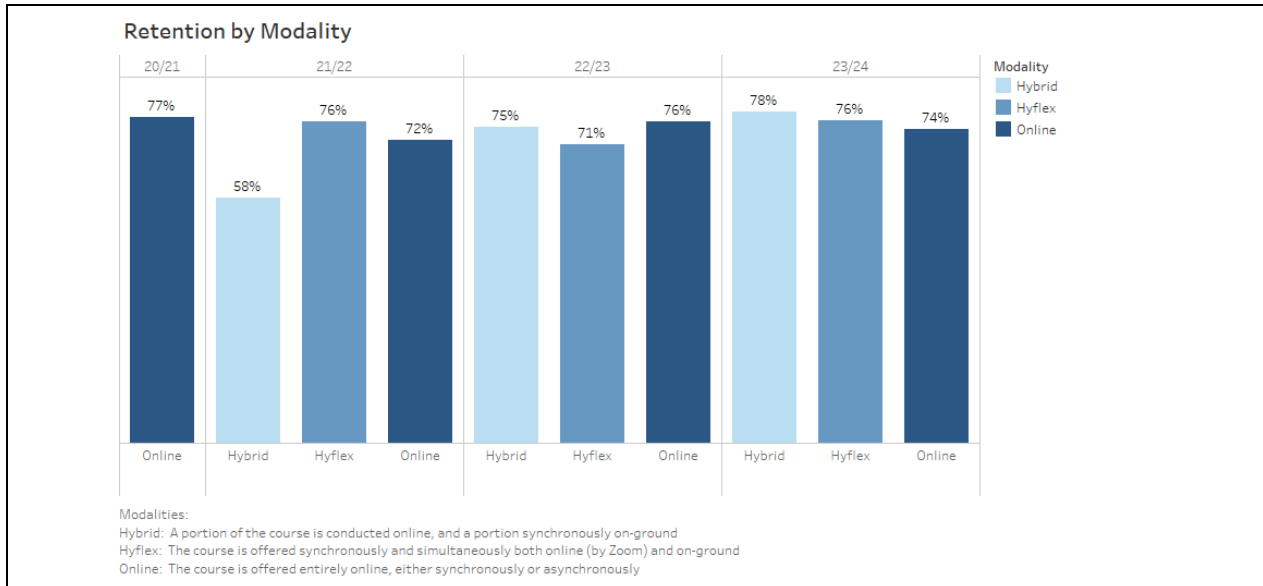


(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-16. Course Success by Modality**

### 2.5.3 Retention by Modality

In the most recent academic year, retention rates for all three modalities were similar, from 74 to 78 percent, with the hybrid modality showing the highest retention rate, as Figure 2-17 demonstrates.



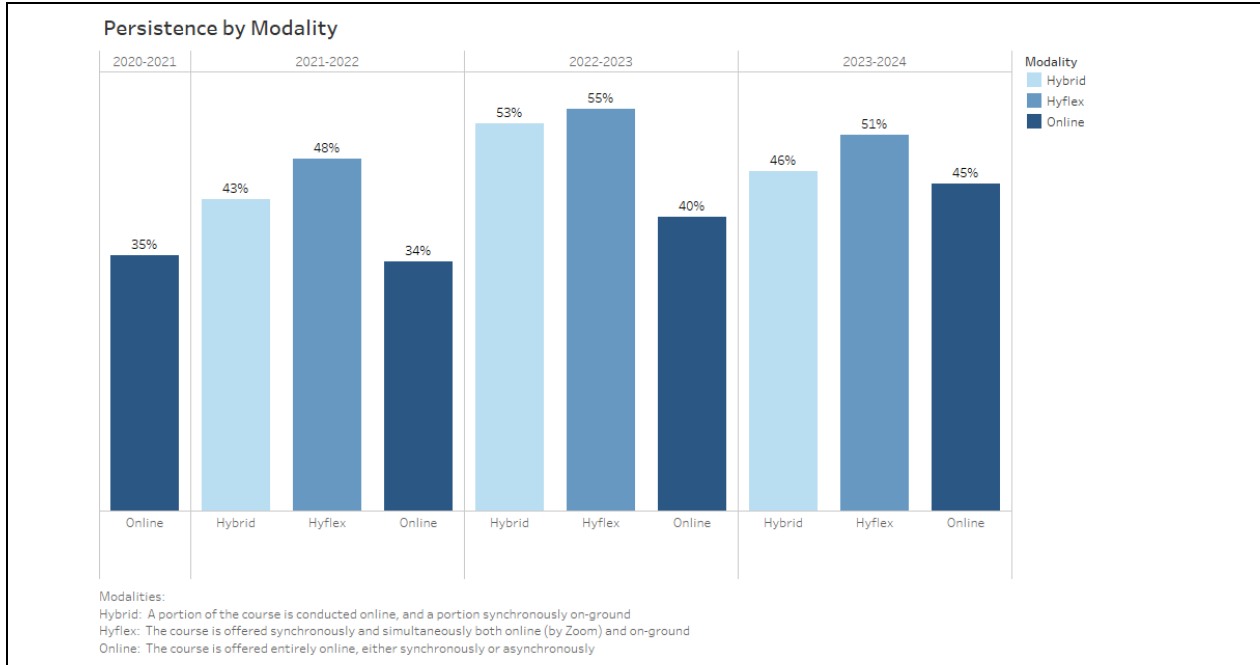
(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-17. Retention by Modality**

### 2.5.4 Persistence by Modality

Fall-to-spring persistence was highest for students enrolled in the HyFlex modality (51%), followed by hybrid and online enrollments (46% and 45%, respectively), as Figure 2-18 illustrates.

Though the persistence rates for online instruction still lag those of hybrid and HyFlex classes, the AHS is seeing a steady increase each year in the persistence rates of online classes. The AHS will continue to monitor this trend that shows increased persistence in online coursework.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-18. Persistence by Modality**

### 2.5.5 Program Student Learning Outcomes (PSLOs)

The AHS equates WASC schoolwide learner outcomes with MiraCosta College program student learning outcomes (PSLOs). The four AHS PSLOs reflect both the level of achievement appropriate for a high school diploma and the school’s student population. The following AHS PSLOs, which are published in the MiraCosta College Catalog ([B5](#)), are highly informed by the AHS mission to prepare noncredit students for higher education and the workforce.

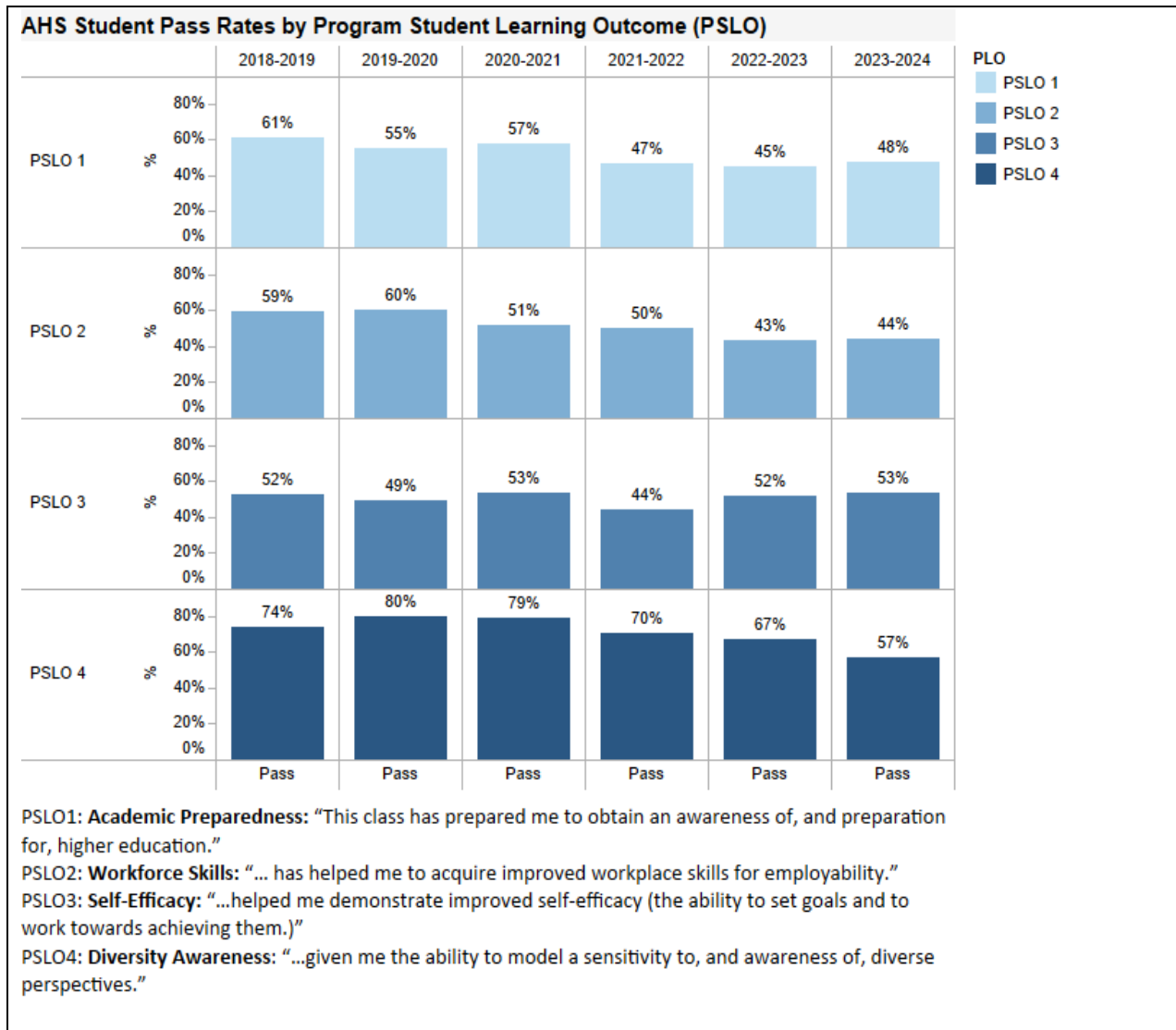
**MiraCosta College Adult High School PSLOs**

Upon completion of the diploma program, students will have

- obtained an awareness of, and preparation for, higher education
- acquired improved workplace skills for employability
- demonstrated improved self-efficacy
- modeled a sensitivity to, and an awareness of, diverse perspectives.

Each AHS course contains between one and three course-level learning outcomes (CSLOs), and each is mapped to at least one of the four PSLOs (B6). This mapping allows the AHS to measure PSLOs using quantitative data from assignments and course completions as well as qualitative data gathered by the department.

An example of such qualitative data analysis is provided in Figure 2-19. The use of student course success (pass rates) is reflected by the percentage of students who completed a course with a “D” or better for all the mapped courses for each PSLO. As indicated in the figure, PSLO success rates were relatively stable for many years but have begun to dip.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 2-19. Student Pass Rates by Program Student Learning Outcome (PSLO)**

Recent updates to the curriculum requires the AHS to revise its course mapping for the diploma. Additionally, the AHS has recently correlated its CSLOs to the MiraCosta College core competencies, which was required of all college departments ([B7](#)). Given this additional mapping, the AHS aims to align all learning outcomes and to ensure these revisions are reflected in syllabi, classrooms, webpages, and all information systems related to learning outcomes maintained by the department and the institution.

## Chapter 3: Self-Study Findings (4–6 pages per criterion)

### Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile

#### *Directions*

- *Evaluate the school’s effectiveness in addressing the School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how the **school mission, culture, and schoolwide learner outcomes/completion profile impact student learning and well-being.***

*The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes are developed and reviewed annually to ensure that they are current and relevant.*

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

***Indicator 1.2:** The school’s mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.*

***Indicator 1.3:** School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.*

***Indicator 1.4:** The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.*

#### **Indicator 1.1**

The MiraCosta College Adult High School (AHS) has a statement of mission that describes the school’s broad educational purpose, its intended student population, and its commitment to high levels of student learning:

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

As a high school that is considered a program at a California community college, the AHS is also guided by the MiraCosta Community College District (MCCD) mission, which describes a broader educational purpose and student population but reflects the same commitment to providing a diverse community of learners with the support they need to achieve their goals.

**MiraCosta College Mission:** MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves. MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

### **Indicator 1.2**

As the foundation of all MCCD programs and services, including the AHS, the MiraCosta College Mission guides institutional decisions about curriculum and student learning and achievement assessment measures. As part of District’s ten-year comprehensive master planning process, the mission is evaluated and revised at least every three years, or as deemed necessary, and it is approved by the MCCD Board of Trustees ([C1](#)). The College mission is published internally and externally, including on the [College website](#), in the MiraCosta College Catalog ([C2](#)), and in classrooms and meeting spaces.

As an extension of the College mission, the AHS mission is central to all organizational planning and decision-making activities within the school. It serves as a guiding framework for every initiative and strategy, ensuring the school's actions align with its core values. For example, the decision to offer certificates to recognize benchmarks of achievement for both diploma-seeking and non-diploma seeking students, as described in Chapter 2, was framed by the school’s mission, as was the design and implementation of the Embedded Counseling Initiative. The current schoolwide action plan’s key issues reflect the centrality of the mission in all decisions about how the school can improve.

To maintain its relevance, the AHS reviews its mission annually during department meetings to ensure it continues to drive and guide program improvements and meet the evolving learning needs of the school’s diverse student population ([C3](#)).

### **Indicator 1.3**

School leadership and staff play a vital role in creating a collaborative school culture that emphasizes the development of educational plans for older students and adults. Aligned with the “improved self-efficacy” schoolwide learner outcome, leadership fosters a supportive environment that encourages AHS students to take ownership of their learning by providing them access to resources and mentoring that align with their goals.

Implementation of the Embedded Counseling Initiative strengthened personalized support for AHS students in response to the shift to more online and hybrid course offerings. This collaborative effort between noncredit counselors and AHS faculty provides students with more



individualized guidance and resources. The initiative has increased both student-counselor interactions and the completion of personalized educational plans for AHS students. Approximately 90 percent of all AHS students currently have a personalized educational plan on file ([C4](#)).

Faculty, counselors, and support staff collaborate to educate students about MyEdPlan, the online education planning tool that allows students to access their educational plan at any time. One area of growth for the AHS is to solicit feedback from students regarding their experiences with MyEdPlan.

#### **Indicator 1.4**

As explained in Chapter 2, AHS program-level student learning outcomes (PSLOs) are considered equivalent to the WASC schoolwide learner outcomes. At MiraCosta College, PSLOs explain in clear and concise terms the specific knowledge and skills students should be able to demonstrate upon completion of the entire program's curriculum.

The four AHS PSLOs reflect both the level of achievement appropriate for a high school diploma and the school's current and future student population. They identify the broad, global goal of preparing noncredit adult learners for higher education and the workforce as well as for confident and productive participation in a diverse society.

Through MiraCosta's outcomes and assessment review and approval process, as well as through its program review process, the College ensures PSLOs are aligned with a program's course-level learning outcomes and with the [MiraCosta College core competencies](#), which are adapted from the "LEAP" Outcomes (Liberal Education and America's Promise) developed under the auspices of the Association of American Colleges and Universities. All AHS course-level student learning outcomes (CSLOs) are mapped to the institutional core competencies, which ensures every AHS learning goal scaffolds directly to the larger, research-based learning goals of the College ([B7](#)).

### **Criterion 1. School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. The AHS is firmly aligned with its mission. The school effectively integrates its mission statement into all aspects of organizational planning and decision-making, ensuring

actions align with the core values of preparing adults for higher education and employability.

2. The AHS has a collaborative culture. Leadership and staff create a collaborative environment focused on personalized learning plans and demonstrate their commitment to addressing the unique needs of older students and adults through regular communication and professional development.
3. The AHS has clear and relevant learner outcomes. The school establishes well-defined learner outcomes that align with the College's core competencies, which ensures students gain the necessary skills and knowledge to succeed in the 21st century.

### **Areas of Growth**

1. Although the AHS is firmly aligned with its mission, the mission is not widely known by all stakeholders. A thoughtful revision of the mission statement is needed, with student and staff perspectives and feedback, to ensure it is meaningful, known, and relevant to those it represents.
2. Communication about the College's core competencies needs to be enhanced to strengthen the integration of these competencies into daily instructional practices across all courses and to improve awareness among AHS students.
3. Existing qualitative and quantitative student data should be reviewed more frequently, and the resulting feedback should be incorporated into program revisions as applicable.

## **Criterion 2: Governance, Organizational Infrastructure, and School Leadership**

### ***Directions***

- *Evaluate the school's effectiveness in addressing the Governance, Organizational Infrastructure, and School Leadership criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how the governing board impacts student learning and well-being.*

*The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policies and lead the school effectively.*

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

***Indicator 2.2:*** *The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.*

***Indicator 2.3:*** *The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.*

***Indicator 2.4:*** *The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.*

### **Indicator 2.1**

The AHS functions as a department in the MiraCosta College School of Continuing and Community Education. The dean of Continuing and Community Education is the academic and operational leader of the AHS as well as the site administrator for the Community Learning Center (CLC), which houses the AHS (C5).

As a California community college district, the MCCD has a publicly elected Board of Trustees that includes seven publicly elected members and a student trustee elected by the student body (C6). District leadership includes a superintendent/president and assistant superintendents/vice presidents of Administrative Services, Instructional Services, Human Resources, and Student Services.

As the chief executive officer of the MCCD, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, human resources, and administrative services. The vice president of Instructional Services has responsibility for five schools, including the School of Continuing and Community Education, and five instructional areas, including site administration of the CLC (C7).

MiraCosta's strong governance process supports ethical decision-making by clearly defining through board policy how governance recommendations to the superintendent/president are made (C8). The [College Council](#) makes recommendations to the superintendent/president and is the primary advisory for college-wide matters. The dean of Continuing and Community Education represents the College's noncredit programs at College Council, which provides a specific space in governance for the AHS. The council's advisory capacity to the superintendent/president plays an essential role in facilitating discussions to ensure governance processes and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

### **Indicator 2.2**

MiraCosta College regularly evaluates the integrity and effectiveness of its governance and decision-making processes through an annual survey distributed to all staff, faculty, and administrators (C9). This survey gathers feedback on various aspects of governance, such as communication effectiveness, decision-making clarity, and inclusivity. The survey collects both quantitative and qualitative data. The results are analyzed and compiled into a report that is shared with governance committees and the broader college community to spur discussion and facilitate decisions that support student learning and improve organizational effectiveness.

Based on the survey findings, these committees can assess their processes and make necessary adjustments to address any identified issues. This feedback loop ensures that MiraCosta's governance structure remains responsive, transparent, and aligned with the College's mission and goals.

### **Indicator 2.3**

MiraCosta College has an established infrastructure of policies and procedures that ensures stability and consistency across all organizational programs, activities, and events. This infrastructure is built on a foundation of [board policies \(BPs\) and administrative procedures \(APs\)](#). BPs are broad, holistic statements that guide operations and set standards for the institution, and they require official governing board adoption. APs create a plan of action for achieving the goals set by the BPs and are the responsibility of the superintendent/president.

The College regularly reviews policies and practices to assure their effectiveness in supporting academic quality and accomplishment of the College mission. They are also reviewed through an equity lens to ensure they are absent of any barriers that may disadvantage groups (C10).

Together, the District's policies and procedures guide all College programs and activities, including those offered through the AHS, to ensure they are aligned with the mission and maintain a high standard of quality and consistency.

## Indicator 2.4

AHS leadership is dedicated to fostering a positive learning environment through a collegial and collaborative approach. This leadership model emphasizes open communication, mutual respect, and shared decision-making, creating a supportive atmosphere where all stakeholders—students, faculty, and staff—are encouraged to contribute to the school’s continuous improvement.

Within the School of Continuing and Community Education, stakeholders from all noncredit departments, including the AHS, meet twice monthly to exchange information about and discuss policies, challenges, successes, data, and upcoming events (C11). By prioritizing collaboration and inclusivity, the leadership ensures that the needs and perspectives of the entire school community are considered in planning and implementing initiatives, activities, and curriculum aimed at enhancing student achievement.

Additionally, all noncredit department chairs meet twice monthly with the dean of Continuing and Community Education and the Adult Education Programs supervisor to identify opportunities for collaboration across programs. These meetings often focus on equitable course scheduling, mapping of classes across programs, noncredit counseling, Integrated Education and Training (IET) programming, social events for students, and practical suggestions and sharing of teaching and assessment practices (C12). Finally, AHS full-time faculty meet regularly throughout the semester to discuss program review goals, hiring, instructor evaluation, and student achievement of learning outcomes (C13).

By identifying and committing to multiple ongoing opportunities for collaboration across different programs, noncredit leadership fosters a culture of inclusivity and shared responsibility, ensuring that all departments work together toward common goals.

## Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

*Prioritize and list the strengths and growth areas for this criterion based on the school’s identified major student learner needs.*

### Areas of Strength

1. The school’s governance structure is well-defined, with distinct roles and responsibilities at all levels. This clarity supports ethical and effective leadership, as seen in the coordination between the Board of Trustees, superintendent/president, and assistant superintendents/vice presidents, which contributes to continuous school improvement.
2. MiraCosta College demonstrates a strong commitment to equity and diversity by applying an equity lens to policies and procedures. This ensures governance practices

positively impact student learning and overall well-being by fostering an inclusive environment.

3. The leadership model within the AHS and School of Continuing and Community Education emphasizes open communication, mutual respect, and shared decision-making.

### **Areas of Growth**

1. The frequency and inclusivity of AHS gatherings should be increased to further enhance collaboration and ensure a wider range of perspectives in all decision-making processes.
2. An equity lens needs to be applied to more daily operations, classroom practices, and curriculum development.

## Criterion 3: Faculty and Staff

### *Directions*

- *Evaluate the school's effectiveness in addressing the Faculty and Staff criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how faculty and staff impact student learning and well-being.*

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

**Indicator 3.1:** *The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.*

**Indicator 3.2:** *The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.*

**Indicator 3.3:** *The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.*

**Indicator 3.4:** *The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.*

### **Indicator 3.1**

MiraCosta College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff in accordance with the District's recruitment and hiring board policy and associated administrative procedures that prescribe appropriate hiring criteria (C14). In accordance with the mission, all job announcements require applicants to demonstrate their sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

To achieve the District's mission and support students in achieving their educational goals, the College's recruitment and hiring procedures allow the College to engage in diversity hiring that increases the representation of underrepresented communities in MiraCosta's workforce. The District 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 (C15).

The College collects demographic information to track the success of its diversity-hiring initiatives. In the most recent academic year, the CLC had 189 employees; most were female,

and most were aged 30 or older. The majority (42%) were White, while 33 percent were Hispanic/Latino, 10 percent were Asian, 3 percent were Black, and 12 percent reported various other ethnicities (C16). While CLC employees are predominantly female, like the AHS student profile, there are fewer Hispanic/Latino employees compared to the ethnic profile of the student population, which is 69 percent Hispanic/Latino.

The College verifies the qualifications of all applicants by requiring them to submit transcripts of college coursework that provides evidence of meeting the position's minimum qualifications as stated in the job posting. The Human Resources Department checks on the equivalency of degrees from non-US institutions by requiring applicants to submit a detailed evaluation from a professional evaluation agency (C17). Additionally, within three business days of hire, the District completes the documentation required by the federal government to verify each new employee's eligibility to be employed in the US (C18).

### **Indicator 3.2**

MiraCosta establishes and publishes legally required personnel policies and procedures and ensures their currency and compliance with state and federal laws in accordance with BP 2410: Board Policies and Administrative Procedures (C19). The College subscribes to the Community College League of California (CCLC) Board Policy & Administrative Procedure Service to assist with this process. In addition, all managers and administrators consistently and equitably administer the College's personnel policies and procedures to assure the fair treatment of all District personnel.

Current personnel policies and procedures are publicly available on the [Board Policies and Administrative Procedures webpage](#) under Chapter 7: Human Resources. They are also available to District personnel in employee manuals and labor agreements posted on the Human Resources SharePoint Portal page (C20). All employee manuals and agreements include grievance procedures for addressing perceived violations of personnel policies or procedures. During new hire orientations, the Human Resources Office reviews key personnel policies as well as where employees can access them (C21).

MiraCosta upholds a written code of professional ethics that pertains to all employees and delineates consequences for violation. The Institutional Code of Ethics policy and procedure specify the responsibilities of all employees to their colleagues, their profession, and all students (C22).

MiraCosta requires faculty to have expertise in their subject areas, skill in teaching and serving the needs of a varied student population, and the potential to contribute to the District mission through their sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students (C17).



All job announcements also clearly state the essential duties and responsibilities of the position as well as its required and preferred minimum qualifications (i.e., education and experience). Appropriate subject-area faculty and the first-line administrator develop faculty job announcements to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated. The recent announcement for a full-time AHS mathematics instructor, for example, clearly describes the education and experience that are required of all applicants, the essential functions of the job, and the application procedure ([C23](#)).

In accordance with the District's faculty recruitment and selection procedure, the Human Resources Office screens applications to assess minimum qualifications ([C17](#)). When applicants wish to use equivalency in lieu of a transcript to meet minimum qualifications, a subject-matter specialist follows the equivalency criteria for applicants to verify that faculty selected as potential employees have adequate and appropriate knowledge of their subject matter. A selection committee composed primarily of faculty then uses information from the job announcement to determine additional screening criteria to use when reviewing the qualified applications to ensure applicants selected for an interview are those who best meet the additional qualification factors.

### **Indicator 3.3**

The District believes that performance assessments should be ongoing between employees and supervisors to maintain the effectiveness of MiraCosta's human resources, so it assures all personnel are evaluated systematically and at established intervals, as outlined in each employee's respective collective bargaining agreement, working conditions handbook, or policy and procedure. The evaluation processes for all personnel are administered by the Human Resources Office and include timelines, persons responsible, written criteria that accurately measure work performance, and follow-up procedures.

As outlined in the Classified Senate Employee Manual ([C24](#)), classified permanent employees are evaluated annually during their first three years and once every two years thereafter if performance remains satisfactory. Using a performance assessment form, employees self-assess their performance in ten categories that are broken down into specific criteria ([C25](#)). The supervisor provides written comments in response to each category, suggests a plan of action if necessary, and provides an overall summary of the performance assessment. The supervisor may recommend additional training or development activities to encourage the employee's currency in the field, to prepare them for changing job requirements, or to help them overcome identified weaknesses or skill deficits that impacted their work performance.

The evaluation and tenure review processes of full-time faculty are detailed in the District/Faculty Assembly Agreement ([C26](#)). Contract faculty (tenure candidates) are evaluated

at least once every academic year, regular faculty (tenured faculty) are evaluated at least once every three academic years, and temporary faculty are evaluated at least once during their first semester of employment. All components of faculty evaluation are based on elements that include observations, surveys, participation in work groups, participation in institutional service, a dean's report, a candidate self-study, and the submission of an evaluation packet. Both faculty self-assessment and committee-member assessments focus on strengths and areas for growth.

The associate faculty evaluation process is detailed in the collective bargaining agreement between the District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA (C27). Associate faculty members are evaluated once during their first semester and at least every six semesters of employment thereafter. Participation in student learning outcome assessment processes is one of five criteria that may be included in the evaluation (C28).

The evaluation process for academic and classified administrators is detailed in the collective bargaining agreements between the District and the MiraCosta College Academic Administrators and MiraCosta College Classified Administrators, respectively. Academic administrators are evaluated annually for the first two contract years and every three years thereafter (C29). During their first year of employment, classified administrators are evaluated at the end of months six and twelve (C30). Assessment criteria for all administrators include leadership, human relations, communication, and personal qualities.

All evaluation processes include improvement plans if employees do not meet expectations set forth in the respective bargaining agreements and/or employee manuals.

#### **Indicator 3.4**

The College plans for and provides all personnel with appropriate opportunities for continued professional development in accordance with professional development policy and procedure (C31). Consistent with the mission and based on evolving pedagogy, technology, and learning needs, the District supports the Flex/Professional Development Program (intended primarily for faculty), Career Incentive and Professional Advancement Programs (intended for classified staff and faculty, respectively), enrollment in classes (intended for full-time faculty and classified staff), attendance at conferences (intended for full-time faculty and classified staff), and professional memberships (intended for full-time faculty and classified staff). The District allocates resources for the professional development of academic and classified administrators through a meet and confer with each employee group's representatives.

The College also provides training opportunities through a partnership with Academic Impressions, a group that provides extensive online leadership and professional development, conferences, and resources, as well as through the MiraCosta Innovative Source for Training (MIST) system (C32). In January 2022, the College began using MIST to provide on-demand

compliance training courses that relate to employees' roles at the College as determined by their immediate supervisor. Employees can also select MIST courses based on their interests.

Employee professional development committees identify the professional development needs of their respective constituent groups and evaluate professional development activities to improve future offerings. The Classified Professional Learning Committee, for example, solicits and develops ideas for internal workshop offerings and activities that address employee training and information needs and professional learning and development ([C33](#)). The committee also surveys participants upon their completion of a workshop or activity to evaluate how it might be improved and to identify additional professional development needs ([C34](#)).

The Professional Development Program (PDP) Committee, a subcommittee of the Academic Senate, assesses the need for professional development among the faculty, plans activities and workshops during Flex Week, which takes place the first week of each semester and throughout the year, and evaluates the effectiveness of PDP activities annually ([C35](#)).

Although the AHS identified the need for accountability tools to evaluate professional development activities and completed a form pre-COVID to help faculty evaluate the quality of their activities, this form has not widely been used since its development. The reasons for this were simple: COVID hit, schools shut down, and faculty and staff across the College were overwhelmed with completing emergency professional development to move courses online and offer them in a quality fashion. The AHS no longer prioritized faculty evaluating the quality of professional development in the AHS. Since the emergency status of the pandemic passed, this goal has simply been discontinued, as ongoing discussion in meetings has met this goal without a formal process.

Professional development provided by the [C3 Teaching and Learning Center](#), the [Office of Inclusion, Diversity, Equity, and Accessibility](#), the Diversity, Equity, and Cultural Competence Committee ([C36](#)), and [campus-wide book readings](#) to promote a racially just campus climate advances the College's commitment to diversity, equity, and inclusion and to becoming a racially just organization.

Despite the many professional development resources available via the College to both faculty and staff groups, the AHS recognizes the value in moving forward as a noncredit community in creating its own professional development opportunities. By creating these opportunities, the AHS hopes to strengthen not only the community of stakeholders who serve AHS students but also the school's commitment to its mission.

### **Criterion 3. Faculty and Staff Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. The AHS employs diverse instructors and staff who represent the community in which AHS students live.
2. The AHS demonstrates an ongoing commitment to diversity, equity, and inclusion through professional development activities completed and led by the school's faculty.

#### **Areas of Growth**

1. AHS faculty, staff, and students need more opportunities to engage in intentional community-building in support of student success and well-being.

## Criterion 4: Curriculum

### **Directions**

- *Evaluate the school's effectiveness in addressing the Curriculum criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how curriculum impacts student learning and well-being.*

*The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.*

**Indicator 4.1:** *The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.*

**Indicator 4.2:** *The school has developed and implemented a regular curriculum review cycle in order to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.*

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

### **Additional indicators for online programs/courses, if applicable:**

**Indicator 4.1a:** *A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered.*

**Indicator 4.1b:** *The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completion, credits, grading policies, homework, and use of technology.*

### **Indicator 4.1**

The AHS outlines the courses of study necessary to complete the high school diploma and certificates of competency in program outlines that are approved by the College's Courses and Programs Committee (CPC), Academic Senate, and Board of Trustees, as well as the Chancellor's Office, and are maintained through the College's web-based curriculum management system ([C37](#)). All official program outlines of record are publicly accessible through a link on the [MiraCosta College website](#). Each program outline describes the program in terms of its primary objectives, intended student population, and graduation requirements. Program outlines also list PSLOs, coursework requirements and options, and credit requirements ([C38](#)).

The courses of study necessary to complete the high school diploma and certificates of competency, as well as their PSLOs and additional graduation requirements, are published in the annual [MiraCosta College Catalog](#), a link to which is available from the [Adult High School](#)

[webpage](#). Stakeholders may print curricular maps for these programs, including their program learning outcomes and course descriptions, from the online catalog.

Current curricular plans for the high school diploma are also provided to students through an academic map, which AHS faculty created in 2017/18 to show achievement pathways by term (C39). Additionally, the faculty created an AHS advisement sheet to support student pathways from the high school diploma to credit college courses to help strengthen the connection between noncredit and credit programs (C40). The AHS is looking to expand its role in the College's Guided Pathways work, which is an ongoing goal from the 2019 Self-Study Report. As this goal requires the participation of multiple stakeholders at the College, it will likely be a long-term effort.

As a matter of good practice, AHS faculty created a board policy and administrative procedure to codify all noncredit educational program requirements (C41). The policy and procedure were most recently reviewed and approved by the CPC and vetted through the College's governance structure in spring 2024.

#### **Indicator 4.1a**

Offering courses and programs online at MiraCosta College aligns with the institution's mission, which emphasizes equitable educational opportunities and outcomes for all students. AHS courses are offered in a variety of instructional modalities (i.e., synchronous and asynchronous online, hybrid, and HyFlex) to give students the flexibility to attend and participate in classes in the way that best suits their needs, preferences, and circumstances. As explained in Chapter 2, HyFlex classes are synchronous and allow students to attend on-ground or virtually via Zoom. The student decides which modality to use to access the course and can make that decision on a session-by-session basis. The AHS provides students with a simple one-page resource to provide clarity on the different course section modes of instruction and how to locate each type in the class schedule (C42).

The instructional integrity and rigor of all AHS courses, regardless of modality, is found in their official course outlines of record (CORs). Each proposed or existing course offered partially or entirely by distance education must be reviewed and approved separately via an addendum to the COR. This addendum, known locally as Form A, addresses the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and substantive interaction between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973.

When approving courses for distance education, the CPC adheres to the detailed certification criteria outlined in the distance education administrative procedure ([C43](#)):

- The same standards of course quality are applied to distance education classes as are applied to onsite classes.
- Determinations and judgments about the quality of distance education courses are made in accordance with all CPC course-approval criteria and procedures.
- The faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach distance education in accordance with Accrediting Commission for Community and Junior Colleges (ACCJC) instructor qualifications, California Code of Regulations (title 5) requirements, any department and college procedures, and negotiated agreements.
- Each section of a course in which the instructional time is conducted in part or in whole through distance education includes regular and substantive interaction between instructor and students.

The College's [Online Education Faculty Resource Center](#) provides instructors with online instructional technologies, course development assistance, workshops, and customized online education support to enhance faculty skills in facilitating online interactions and promoting student engagement in the online classroom. This training equips instructors with the tools and strategies needed to create meaningful interactions with students in the online environment.

All AHS instructors use Canvas as their exclusive online course management system for classes taught in person as well as via distance education. Canvas allows faculty to deliver course content in a variety of mediums, including videos, text, audio, and interactive quizzes; to communicate in multiple ways with students outside of class time, such as via announcements, messages, or Pronto; and to post class materials that supplement and complement in-class learning. Each of these capabilities in Canvas provides students with multiple ways of accessing and engaging with quality online course content.

The College provides [Student Online Academic Readiness \(SOAR\) workshops](#), offered both online and in person, that teach students how to navigate and use basic online education tools such as Canvas and Zoom.

MiraCosta College ensures the accessibility of online content by providing screen readers, captioning services, accessibility checkers, and other tools to accommodate students with disabilities and ensure compliance with accessibility standards ([C44](#)).

### **Indicator 4.1b**

The AHS participates annually in an institutional program review process that is integrated with resource allocation and culminates in the validation of all instructional programs at the College. Every three years, as part of the program review cycle, the AHS is required to use relevant qualitative and quantitative data to more comprehensively assess how effectively the school is meeting the College mission and to develop plans that address areas to improve or expand.

Both annual and comprehensive program review processes require faculty to use data to evaluate relevancy and appropriateness of curriculum, achievement of student learning outcomes, currency of curriculum, and future program goals and actions plans. Program review data sets include filters for course modality to allow faculty to evaluate course success and retention for all distance education instructional modalities (C45). Because of the shift to predominantly online modalities, recent program reviews have paid close attention to gaps in success by modality, including subject-specific gaps, sparking robust intradepartmental dialogue for improvement.

Additionally, the AHS itself uses the program review process as an annual opportunity to discuss course completion rates, retention strategies, success rates, grading policies, homework philosophies among instructors, and the program's ongoing use and integration of technology and their impacts on student learning and well-being.

### **Indicator 4.2**

Like all academic departments at MiraCosta College, the AHS adheres to the Program, Curriculum, and Course Development board policy that requires all programs and curricula to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency (C46). Departments are responsible for keeping their curriculum current by adhering to the legally required six-year review of all current courses. However, departments may modify a course at any time and for any reason deemed appropriate by the department.

To ensure the school's curriculum continues to be current, relevant, and effective in meeting students' needs, the AHS chooses to evaluate curriculum annually through the program review process to determine curriculum modification and creation needs. The decision to create an introduction to ethnic studies course, for example, was an outcome of program review (C47). Additionally, the revisions made to all AHS English courses in 2023/24 and the commitment to revise the math curriculum once the new full-time math instructor joined the department came from reflection on student need and in response to less-than-ideal success rates for students (see Chapter 2, Figure 2-5). To maintain the integrity of the school's curricula, the AHS will be reflecting on the effectiveness of these changes and the growing needs of the students and community in future program reviews.



The College's rigorous curriculum review and approval process begins within the curriculum management system, which has six stages of review and approval for noncredit curriculum proposals.

- Stage 1: Following a process of planning, visioning, and extensive discussion about community needs and appropriate course content within their department, a faculty member launches a new or modified course proposal.
- Stage 2: The College's curriculum and accreditation analyst ensures the proposal is complete and the curriculum is compliant with both internal and external standards, regulations, and requirements.
- Stage 3: The department chair then reviews the proposal for its accuracy and completeness and confirms it has been fully vetted by the department.
- Stage 4: The dean of Continuing and Community Education reviews proposals for accuracy, completeness, and local need.
- Stage 5: A technical review workgroup composed of the CPC co-chairs, the assistant superintendent/vice president of Instructional Services, and Instructional Services support staff focuses primarily on the curriculum's consistency and compliance with current local and state curriculum writing and content standards.
- Stage 6: Curriculum proposals are agendaized for CPC review. The CPC acts by means of careful study and open discussion to assure the District's curriculum has consistent quality, rigor, and compliance with both state regulations and standards and District policies and procedures.

To ensure equity in curriculum development, to engage as many stakeholders as possible, and to ensure the needs of the community are met with the curriculum written and delivered by the institution, CPC members represent all constituent groups, including faculty, administrators, classified staff, and one student. CPC agendas are distributed to all College employees and board members electronically within one week of CPC meetings to ensure all stakeholders can participate in the curriculum review process.

Once approved by the CPC, curriculum proposals are submitted as consent items to the Academic Senate. The Office of Instruction then submits the senate-approved curriculum to the Board of Trustees. Board-approved courses and programs are submitted through the Chancellor's Office Curriculum Inventory (COCI) portal for approval by the California Community Colleges' Chancellor's Office (CCCCO). After an approval letter is received from the CCCCCO, the courses and programs are updated in the MCCD catalog for implementation, which completes the cycle.

### **Indicator 4.3**

The AHS regularly uses funding awarded from its Workforce Innovation Opportunity Act (WIOA) Title II grant to purchase new textbooks and materials for every AHS discipline. These

purchases enable the AHS to provide students class textbooks, to keep or borrow, free of charge. In addition to books, the grant money is used to purchase updated classroom materials, such as microscopes, class sets of calculators for in-class work, social studies maps, grammar study guides, notebooks, and welcome binders for all students (C48). The welcome binders contain tutorials on how to access Canvas, SURF, Zoom, Google Docs, and other technology platforms that are regularly utilized by students during their academic journeys. These materials contribute to student success not only by removing material-cost barriers but also by allowing faculty and staff the ability to provide students with necessary course materials and tools to succeed during the critical first days of classes.

Like all students at MiraCosta College, AHS students have access to an array of informational and technology resources that are more than sufficient to meet their courses' learning objectives. These resources include the following:

- The [College library](#) has day and evening in-person hours at the CLC's Learning Commons and provides 24/7 virtual access to help students with their research.
- AHS students can borrow laptops and mobile hotspots for wireless internet through the library's technology loan program (C49).
- [The Learning Centers](#) offers tutors and writing feedback both in-person at the CLC's Learning Commons and through Zoom.
- The [Community Learning Lab](#) at the CLC provides an open computer lab.
- The [IT Help Desk](#) assists all students with technical support needs through an online Open Computer Lab live chat.

The AHS faculty evaluate the adequacy and currency of course learning materials through the annual program review process as well as during professional development and scheduled department meetings (C50). Additionally, when faculty create a proposal for a new or modified course, they are prompted to collaborate with library faculty about available library materials and services to ensure adequate support (C51).

## **Criterion 4. Curriculum Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### **Areas of Strength**

1. AHS curricular offerings have both depth and breadth.
2. Students may use a variety of credit and noncredit courses to meet diploma requirements.
3. The AHS supports ongoing evaluation and revision of AHS courses and graduation requirements through systematic curriculum review.

### **Areas of Growth**

1. The AHS math curriculum needs to be evaluated to identify factors that are potentially impacting student success.
2. All AHS course outlines of record need to be reviewed for diversity, equity, and inclusion language.
3. The AHS needs to create a noncredit course substitution and service credit process.

## **Criterion 5: Teaching and Learning**

### ***Directions***

- *Evaluate the school's effectiveness in addressing the Teaching and Learning criteria and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how teaching and learning priorities impact student learning and well-being.*

*The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, and course objectives.*

***Indicator 5.1:*** *The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.*

***Indicator 5.2:*** *School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.*

***Indicator 5.3:*** *Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.*

***Indicator 5.4:*** *The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.*

***Indicator 5.5:*** *Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.*

### **Indicator 5.1**

The AHS offers high-level instruction using research-based teaching methodologies consistent with the California State Standards for K-12 education. The school's curriculum is evaluated by AHS faculty annually during program review to ensure it remains current, relevant, and effective, in accordance with the school-wide action plan (Key Issue One). The curriculum also undergoes a mandatory institutional review every six years by AHS faculty and the CPC, as described in Indicator 4.2. Curricular review includes evaluating course advisories that are used to suggest effective sequencing for optimal student success. These curriculum review processes help ensure AHS courses have the appropriate breadth, depth, rigor, and sequencing.

Curriculum review processes also ensure teaching methodologies in all instructional modalities connect course content with students' lived experiences and encourage self-directed, active, experiential, and collaborative learning. The sample methods of instruction in every AHS course outline are expected to illustrate how diverse learners will achieve the stated performance objectives by describing what students will be doing and experiencing with respect to the

instructor, each other, and their environment. They are also expected to characterize a learning environment that allows students to build community, share their personal perspectives, and learn from each other. All AHS English course outlines, for example, include peer exercises and small-group discussion as an appropriate instructional method (C52).

The written and visual instructional materials listed in every course outline are also expected to be relevant and affirming to students and their diverse cultures and identities (C53). In fact, students ranked the representation of culture in course content as the third most important factor for feeling comfortable in an AHS class (C54). The AHS recognizes the use of culturally inclusive instructional methods and materials helps students not only feel more comfortable in their learning environment but also achieve a sensitivity to, and an awareness of, diverse perspectives, which is a schoolwide learner outcome.

In addition to instructional methods and materials, AHS students' self-directed, active, experiential, and collaborative learning experiences include those they have while completing in-class and outside-of-class assignments. Faculty use assignments as a means of teaching the course content and building student proficiency toward achievement of the course learning objectives and outcomes (C53). The AHS US History, World History and Geography, and Fine Arts courses, for example, assign group projects as a means of teaching students the content in a self-directed and collaborative context (C55).

## **Indicator 5.2**

AHS leadership and teachers remain current in research-based professional knowledge primarily through College-sponsored trainings and workshops, conference attendance, peer collaborations, independent study, and participation in community and cultural events.

As the academic and operational leader of the AHS, the dean of Continuing and Community Education is required to maintain current knowledge of new developments, innovations, and relevant legislation and recommend changes when needed to meet student and community needs (A2). To maintain this knowledge, the dean regularly engages in professional development through attendance at conferences hosted by professional organizations dedicated to addressing and improving educational access and outcomes in adult education. These include the Association of Community and Continuing Education (ACCE), the Coalition of Adult Basic Education (COABE), and UPCEA, which hosts a "credential innovation" conference each year in addition to its annual conference (C56). The dean shares acquired knowledge with the Adult Education Programs supervisor, noncredit department chairs, and Continuing Education workgroup during their monthly meetings.

AHS faculty are expected to maintain currency in their fields and appropriate andragogy and to use knowledge acquired through professional development to improve teaching and learning

(C23). The College provides a robust professional development program that helps faculty improve their teaching and learning strategies to foster student success. Full-time faculty are required to accumulate 60 hours of professional development, known as “flex,” per academic year; associate faculty are required to accumulate two hours of professional development for each one hour of lecture hour equivalent (C56; C58). The District also supports professional development through paid sabbaticals that allow full-time faculty time to immerse themselves in independent study (C59; C60).

AHS faculty prioritize professional development centered around culturally responsive and inclusive instructional techniques that help adult learners from disproportionately impacted populations achieve their educational goals. Recent outcomes from such training include the following:

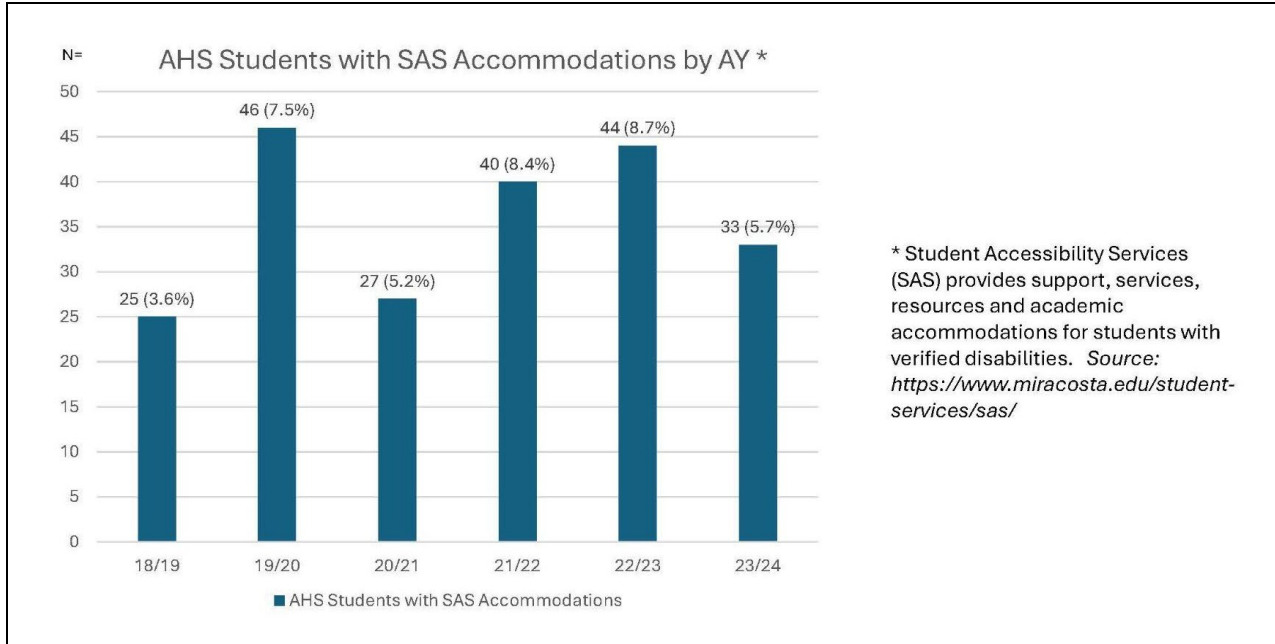
- Inspired by the Academic Senate for California Community Colleges (ASCCC) Curriculum Institute, the AHS department chair collaborated with the MiraCosta College Ethnic Studies department chair to develop a high school-level ethnic studies course.
- After attending the California Adult Education Program Summit, and in response to declining student success rates, AHS English faculty revised the English curriculum to create separate pathways for students with academic versus career goals.
- An AHS faculty member applied acquired knowledge from the USC Equity Institute about classroom racism, specifically the biases adult learners of color experience, by sharing the information as a presenter at a College-wide workshop (C61).

AHS faculty also prioritize training and continuing education opportunities that help them integrate technology in the classroom and enhance their, and their peers’, online teaching skills (C62; C63; C64).

### **Indicator 5.3**

In addition to connecting course content with students’ lived experiences and using culturally inclusive instructional methods and materials, AHS faculty promote inclusivity in their classrooms by integrating Universal Design for Learning (UDL) principles and practices into their teaching methodology. Through a collaboration with the College’s Student Accessibility Services (SAS), AHS faculty have learned how flexible due dates, instructor notes in Canvas, class recordings, practice assessments, and options for demonstrating knowledge are among the many ways to make achievement of course objectives and outcomes more accessible to all learners (C65).

SAS also provided all noncredit faculty and staff at the CLC student accessibility training to learn about academic accommodations and their importance for ensuring equity for students with disabilities (C66). As Figure 3-1 illustrates, 5.7 percent of AHS students were registered for academic accommodations in 2023/24.



(Source: MiraCosta College Student Information System, June 2024)

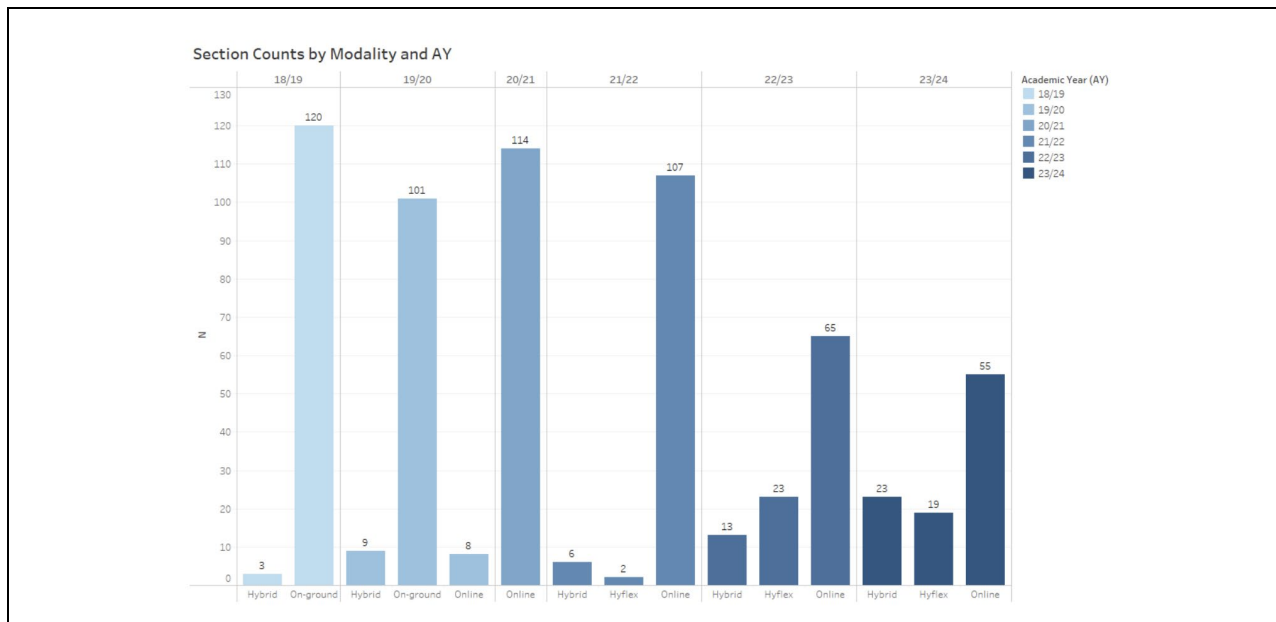
**Figure 3-1. AHS Students with SAS Accommodations**

Ongoing and intentional collaboration with all noncredit department chairs is another strategy that helps ensure differentiated learning opportunities for AHS students within and outside of the AHS curriculum. A primary opportunity included working with noncredit ESL (NCESL) faculty to determine appropriately leveled ESL courses that are equivalent to high-school-level coursework and count as electives toward the AHS diploma. This equivalency directly supports the transition of English language learners from NCESL into the AHS. AHS faculty also collaborated with the Noncredit Short-Term Vocational (NCVOC) department chair to add all NCVOC and noncredit workforce preparation (NCWFP) courses to the diploma program as elective options to support students who desire or need to obtain workforce and career preparation skills while working toward their diploma (C40).

Differentiated learning opportunities include the opportunity for AHS students to participate in the College’s dual-enrollment program. As explained in Chapter 2.4, dual enrollment is a transitional pathway to post-secondary coursework at MiraCosta College that helps AHS students learn about and prepare for higher education, which is a schoolwide learner outcome. Dual enrollment allows students to complete their high school diploma requirements and some college credit requirements simultaneously. It increases students' awareness of diverse types of majors and careers, and it is intended to increase the number of students who pursue and complete a post-secondary education. As noted in Chapter 2, the number of AHS students taking advantage of this opportunity declined slightly post-pandemic, but it increased in the most recent academic year (see Figure 2-13).

**Indicator 5.4**

The AHS has excelled in actively engaging and integrating technology into instruction. Prior to the pandemic, less than 60 percent of courses used MiraCosta’s chosen online learning platform, Canvas, and few-to-no classes were offered in any modality other than 100 percent on-ground, synchronous instruction. This instructional modality pattern has shifted tremendously since the pandemic and in response to students’ express desire for more online options (C67). Since 2021/22, the AHS has actively integrated technology into instruction by providing students with the flexibility of learning via hybrid, HyFlex, or asynchronous online modalities, as Figure 3-2 illustrates.



(Source: MiraCosta College Student Information System, June 2024)

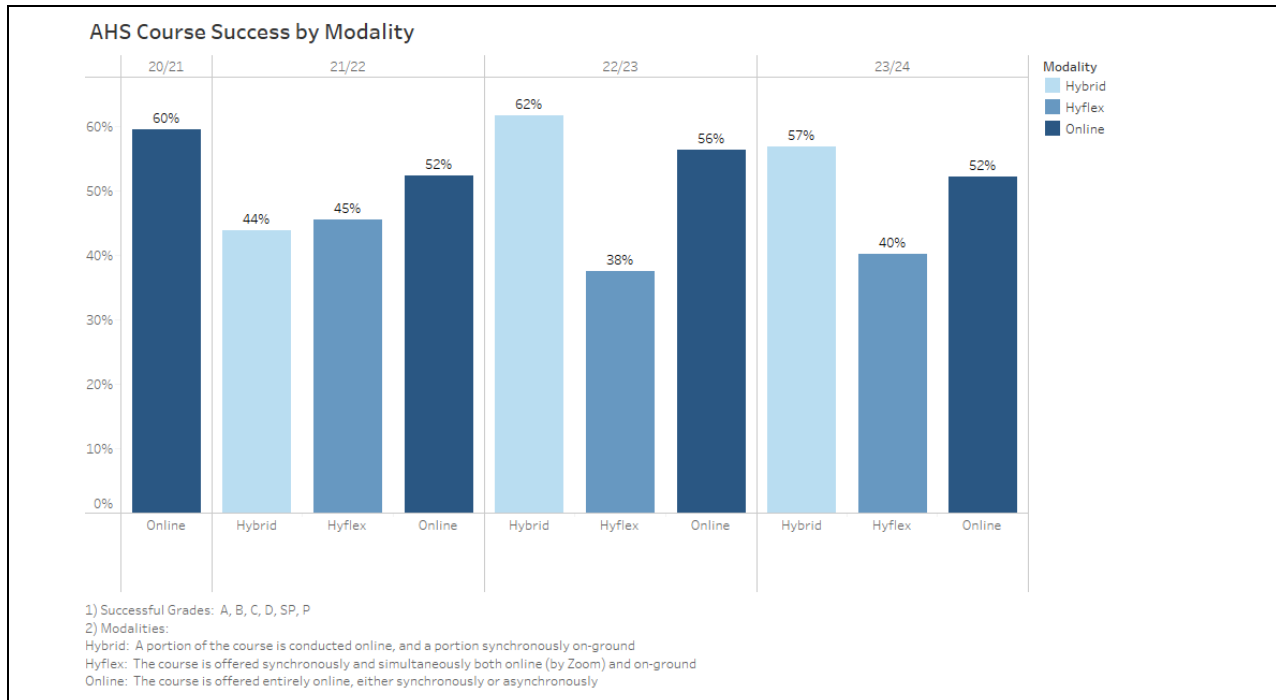
**Figure 3-2. Section Counts by Modality and Academic Year**

To navigate this increase in online instruction and the integration of technology, AHS faculty have demonstrated tremendous leadership and initiative by seeking and receiving training in online teaching and learning, as described in Indicator 5.2, as well as by monitoring student success in classes with an online component.

To ensure high-quality instruction in courses offered in a HyFlex modality, AHS faculty adhere to the recommendations endorsed by the College’s Academic Senate (C68). Other resources AHS faculty use to promote student success in online learning environments include the [MiraCosta Online Class Quality Guidelines](#), the [Online Education Initiative \(OEI\) Course Design Rubric](#), and the teaching resources that are available in Canvas. Currently, all AHS courses have been offered in at least two modalities, and all AHS faculty have received some level of training to teach in these learning environments.



To monitor the effectiveness of online instruction, the AHS uses the College’s data dashboards to regularly measure success and completion rates for courses taught in the three current modalities. During department meetings and the program review process, faculty discuss how to balance student desire and genuine need for distance learning with the data that indicate success rates improve when courses are scheduled predominantly on-ground in a hybrid modality, as Figure 3-3 illustrates.



(Source: MiraCosta College Student Information System, June 2024)

**Figure 3-3. AHS Course Success by Modality**

Given the differences in student success rates, the AHS recognizes the need to further investigate course modalities and their impact on student learning. Student preferences for course delivery modes are evident from the early and consistent enrollments in online and HyFlex classes, which recently have surpassed hybrid enrollments. However, a strong preference for a particular mode does not seem to correlate with student success. In fact, as stated in Chapter 2, course success in the most recent academic year was highest for students enrolled in the least popular modality. To pursue a more informed approach to scheduling and modality, the school’s 2023/24 Program Review includes an action plan for increasing efforts in measuring the effectiveness of HyFlex offerings ([C69](#)).

**Indicator 5.5**

In addition to offering a variety of instructional modalities to give students the flexibility to attend and participate in classes in the way that best suits their individual needs, preferences, and

circumstances, the AHS provides alternative instructional options for student access to courses through flexible scheduling. Hybrid and HyFlex classes are scheduled throughout the day and early evening to accommodate students who have work or family commitments, require access to technology, or have specific learning needs (C70). The AHS alternates modalities across terms and semesters to ensure that most students can access a needed class in the modality of their choice within a given academic year.

Alternative instructional options for student access to the curriculum include offering one section of the High School Equivalency Preparation course in Spanish each term (C71) and accepting NCEESL courses for high school diploma elective credit, as described in Indicator 5.3.

Additionally, in 2023/24, the AHS began offering between two and three semester-long English courses in a “motivated learner” format for students who prefer longer, open-enrollment courses that allow them to learn at their own pace and receive one-on-one instructor support (C72). Finally, as described previously, the AHS encourages students to complete education plans so they can choose schedules based on their needs up to two school years in advance.

A primary strategy for implementing a personalized approach to learning is the school’s use of embedded counseling. As explained in Indicator 1.2, the AHS implemented the Embedded Counseling Initiative to strengthen personalized support for AHS students in response to the shift to more online and hybrid course offerings. In 2023/24, an average of 336 AHS students per term received individual attention through embedded counseling.

Through a collaboration between AHS faculty and noncredit counselors, embedded counseling provides students with individualized guidance and resources, beginning with their first term in the AHS when they receive a welcome email that provides essential information and resources.

With embedded counseling, noncredit counselors help students complete a personalized education plan through MyEdPlan, and they track student progress by checking for and requesting missing transcripts, identifying students close to completion, annotating any missing coursework, and creating action steps, including contacting counselors to discuss eligibility to petition for graduation when students have completed at least 90 percent of their requirements. Throughout the term, students are sent “embedded counseling student communications,” which are reminder emails about upcoming terms and registration windows (C73). All of these steps are tracked so outcomes of the initiative, such as the completion of student education plans, can be analyzed for continuous quality improvement (C74).

## **Criterion 5. Teaching and Learning Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Full-time faculty have extensive professional development opportunities available to them to remain current in research-based professional knowledge.
2. Multiple methods of student support are available from instruction and staff.
3. The AHS provides alternative instructional options through a variety of instructional modalities and flexible scheduling to support student achievement of their academic goals.

### **Areas of Growth**

1. The AHS endeavors to engage in more professional development opportunities as a community of those who serve AHS students, including faculty and instructional and student services staff from SAS, testing services, and The Learning Centers.
2. The AHS recognizes the need to further investigate course modalities and their impact on student learning.

## **Criterion 6: Assessment and Accountability**

### ***Directions***

- *Evaluate the school's effectiveness in addressing assessment and accountability criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how assessment and accountability impact student learning and well-being.*

*The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.*

***Indicator 6.1:*** *The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.*

***Indicator 6.2:*** *Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.*

***Indicator 6.3:*** *Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.*

***Indicator 6.4:*** *A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.*

***Indicator 6.5:*** *The school uses assessment results for organizational planning, action plan revision, and resource allocation.*

### **Indicator 6.1**

AHS faculty gather, disaggregate, and analyze three primary sources of performance data when determining needed changes to the school's courses and programs.

First, faculty members regularly utilize in-class assignments, both formative and summative, to assess their students' learning throughout the term. Second, all in-class assessments are mapped to multiple measurable outcomes: CSLOs at the course-level, PSLOs at the department level, and core competencies at the college level.

AHS faculty record their learning outcome assessment results each semester via a Google form ([C75](#)). Each AHS course SLO is mapped to an AHS PSLO ([B6](#)), and the success rates of individual courses are tracked via the College's data dashboards. These data provide AHS faculty with an overview of how students are performing in relation to PSLOs as well as CSLOs.

The AHS revised the school's 2017 comprehensive mapping of CSLOs, PSLOs, and institutional core competencies in fall 2024. AHS faculty will be working with the noncredit research analyst

to remap SLOs to the appropriate PSLOs to ensure all data is accurate, which will provide a current and updated picture of student performance in the AHS. This work also represents a continuation of the progress for Key Issue Two from the 2019 Self-Study Report and 2022 Mid-Cycle School Progress Report where the AHS noted, as part of the need to expand the effective use of data for program improvement, a strategic plan to continue exploring authentic methods of assessment for PSLOs and establish a process/cycle for more regularly measuring PSLO data.

The third source of learning data the AHS uses to analyze student performance is CASAS scores, which help AHS faculty and leadership determine the skill levels for reading and math at the beginning and end of a student's time in a course (C76). These standardized examination scores, along with multiple measures of assessment, are used to inform changes to the school's programming. CASAS test scores are a common metric used within the context of adult schools to determine the various levels of performance of students and of classes as a whole (C77).

The AHS has a clearly defined (C78) testing process that is communicated clearly and regularly to faculty in advance of testing (C79). Student outcomes from CASAS testing provide faculty with multiple data points that assist with assessing class performance. CASAS pre-tests are scheduled at the beginning of the term; post-tests are administered after 40 hours of instruction (C80). Following the pre-test, faculty and staff can access not only scores for students, but also a skills report that identifies strengths and areas of growth (C81). Immediately following the post-test, faculty and staff can access a report for each class roster indicating the progress students have made between testing periods (C82). Overall increases in student performance for each class provide faculty members with data beyond their own in-class assessments that give a sense of how effectively student learning is occurring within the course.

Overall, the assessment of SLOs in conjunction with CASAS assessment results creates a portfolio of data that is utilized to drive programmatic and curricular changes for future offerings of courses within the AHS.

## **Indicator 6.2**

Varying assessment results are regularly reported and analyzed to ensure student learning remains the focus of the school.

Two course-level assessments take place and are recorded in every course each term. First, AHS faculty record student grades in SURF (the College's online registration and student center). Recording of grades is followed by AHS faculty assessing individual course SLOs each term. Those SLO assessments are submitted to the division administrative assistant for recording via a GoogleDoc Form (C76).

Full-time faculty analyze student learning data annually during the program review process, which allows campus groups to evaluate their achievements and challenges with the objective of finding ways to better achieve their goals. AHS faculty submit their documents and reports to the integrated software platform Anthology, where they are vetted by the dean of Continuing and Community Education. The Institutional Program Review Committee (IPRC) then reviews and validates all program reviews and reports to College administration.

### **Indicator 6.3**

SLOs act as overall learning goals for every AHS course, but each course also has performance objectives that establish the level of rigor expected of students and show how students will be able to think critically about the specific content upon successful completion of the course (C55). Faculty monitor and assess student mastery of the skills and abilities identified in the course objectives through ongoing evaluation methods, such as through assignments and class activities (C53, p. 72). These ongoing evaluation methods help faculty identify students who are struggling and need individual academic or personal support.

In 2024/25, the AHS introduced the CASAS Teacher Portal, which is a new tool designed to enhance the assessment of student achievement in relation to standards, schoolwide learner outcomes, and program goals (C83). This portal allows faculty to access real-time student and classroom data, track assessments, identify areas for growth, and generate class-specific reports. By making student performance data more accessible, the portal increases accountability and enables faculty to promptly identify and support students who are struggling.

### **Indicator 6.4**

Curricular changes, program changes, and organizational changes are primarily driven by data from student performance, including SLOs, CASAS scores, class assignments, course success rates, and graduation rates.

The decline in success rates in English courses, for example, led to the revision of all AHS English courses to better support all students with a more inclusive two-track approach (C84). These revised courses were launched in fall 2024. The AHS will continue to utilize student performance data to study the effectiveness of these curricular changes and expects to make similar data-driven improvements to the mathematics curriculum in the next year or two.

AHS program completion has plateaued, with graduation numbers shrinking in proportion with lowered enrollments, leading AHS faculty in 2023/24 to reconsider and revise diploma requirements (C85). These specific revisions were supported by the following data points:

- Full-time faculty research into the addition of ethnic studies courses in traditional high schools and faculty’s research into model curriculum (C86).
- The desire to provide students more autonomy in choosing courses to meet their graduation requirements.
- A realignment of required credits for the math discipline.

These changes were discussed among full-time and associate (part-time) faculty, noncredit counselors, and adult education and admissions and records staff to gain input and insight from other employee stakeholders who would be affected by these changes. Agreed upon changes were submitted to and approved by the CPC and took effect in fall 2024 (C40).

### **Indicator 6.5**

In terms of programmatic assessment, each academic department at the College, including the AHS, completes an annual program review, which is the primary indicator and impetus for organizational planning, action plan revisions, and resource allocation.

Each program at the College adheres to a three-year program review schedule, wherein programs complete a three-year comprehensive review with two annual reviews in between (C87). The design of each program review is a function of the WASC action plan goals and provides an overall update of program progress and annual goals (C88). Within program review, organizational planning needs are expressed, and action plans are updated annually. Goals can be identified as “completed,” “in progress,” or “no longer a goal” if needs of the program have changed.

Informed by the program review process, the Budget and Planning Committee (BPC) utilizes a resource allocation rubric to rank needs requested in every department’s program review (C89). The College then follows a strict timeline to update and revise the budget to address any resource allocations that can be accommodated (C90).

## **Criterion 6. Assessment and Accountability Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school’s identified major student learner needs.*

### **Areas of Strength**

1. AHS faculty regularly and thoroughly assess SLOs in AHS courses.
2. MiraCosta College’s robust data-gathering culture enables faculty to make data-driven decisions about assessment.

3. AHS faculty are proactive in reflecting on courses, assessments of students and courses, and implementing changes as needed in support of student success.

### **Areas of Growth**

1. The mathematics curriculum will be evaluated now that a full-time math instructor has been hired.
2. The AHS will track the impact of recent graduation requirement revisions on completion rates.
3. More AHS faculty need to be trained how to utilize the CASAS assessment and TOPS Enterprise Portal tools to assess student learning.



## Criterion 7: Student Support Services

### *Directions*

- *Evaluate the school's effectiveness in addressing the student support services criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how student support services impact student learning and well-being.*

*Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.*

**Indicator 7.1:** *The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.*

**Indicator 7.2:** *The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.*

**Indicator 7.3:** *The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.*

**Indicator 7.4:** *School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.*

### **Indicator 7.1**

The AHS provides a robust and comprehensive array of services that support the learning environment, student success, and student achievement of their educational goals and AHS PSLOs. The school uses its annual program review process to assess the support services that are available to AHS students, identify areas of improvement, and develop strategic activities ([C91](#)).

Faculty frequently refer students to services provided within the Learning Commons at the CLC, including [library](#), technology loan ([C49](#)), and [tutoring](#) services, as described in Indicator 4.3. Students can also find many resources on their own from the [Adult High School webpage](#). From the [Student Resources webpage](#), students can find information about available Noncredit Student Success and Support Program (NCSSSP) services, including orientation, academic counseling, and educational planning, and they can access and download the Online Student Guide, which describes and provides contact information for resources students may need to feel supported and succeed.

AHS faculty also refer students to Student Accessibility Services (SAS), which has an office at the CLC. The SAS Office provides academic accommodations, advising, and other services to

students who experience a variety of disabilities. Based upon regulatory requirements, SAS prioritizes timely and effective services. The SAS Department utilizes student and employee survey responses, basic needs, student success and outcomes data, and qualitative feedback provided by students and SAS department members to develop or modify processes intended to improve accommodations and services provided by SAS ([C92](#)).

As described in Indicator 5.3, SAS recently provided all noncredit faculty and staff at the CLC student accessibility training so they could learn about academic accommodations and their importance for ensuring equity for students with disabilities ([C66](#)). In addition, nine CLC faculty and staff members have completed the [SAS Ability Ally Training Program](#), which incorporates information related to the intersection of disability and race to help trainees use more equity-minded practices in their work.

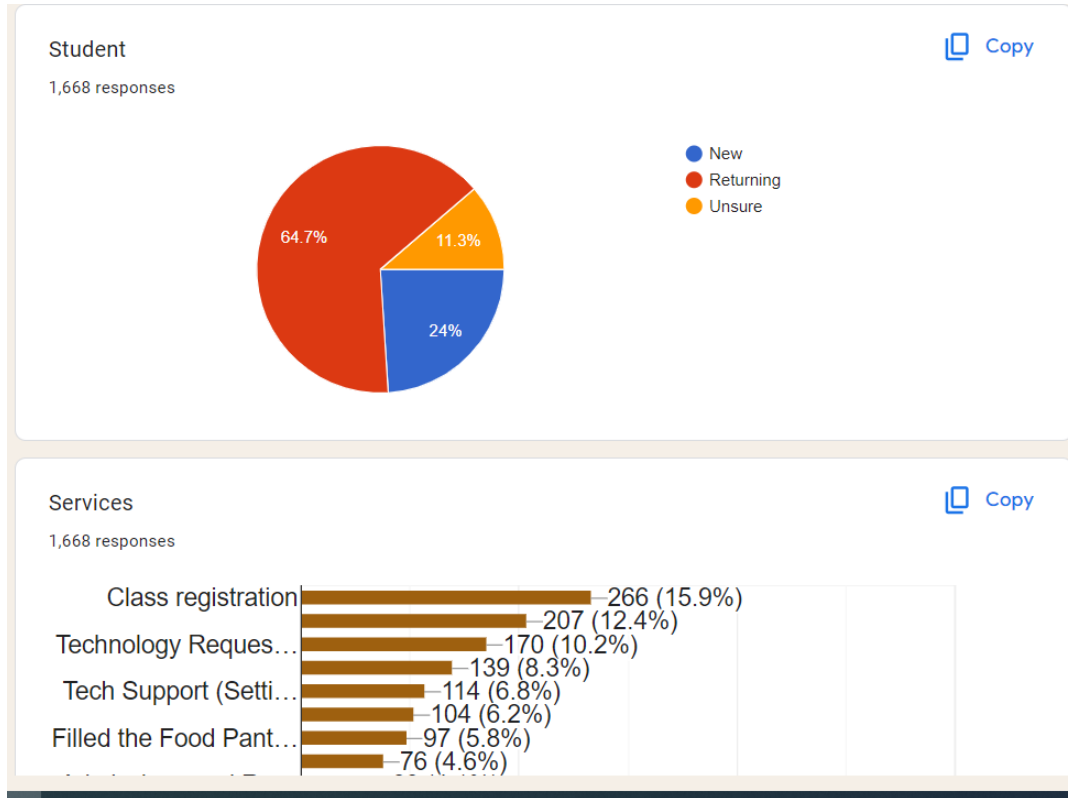
## **Indicator 7.2**

AHS students are supported from application to graduation and beyond with the support of the [NCSSSP](#). The purpose of the NCSSSP is to provide noncredit students with comprehensive support, individualized assistance, and meaningful connections. NCSSSP staff provide outreach, orientation, academic counseling, educational planning, and connections to holistic resources. Program staff reach out to all new AHS students via email and phone calls to assist with onboarding ([C93](#)).

In addition to helping students schedule counseling appointments and sign up for orientation, NCSSSP staff also connect students with campus resources for basic needs support, such as those that are outlined on the [CARE webpage](#). Additionally, the NCSSSP manages a Welcome Center where students can receive individualized, in-person support on a daily drop-in basis. From April 2022 to August 2024, the Welcome Center recorded 1,668 student contacts. As seen in Figure 3-5, the most common service rendered was registration assistance, followed by technology requests, SURF account set up, and assistance with basic needs.

Orientation is offered in three modalities to serve as many incoming students as possible: in-person, via Zoom, and online at the student's own pace ([C94](#)). Despite this variety, student completion of orientation is very low, and the AHS would benefit from examining ways to increase student participation. Currently, student feedback is collected via a post-orientation survey and used to further enhance future orientations and student experiences with the onboarding process ([C95](#)).

“New Student Welcomes” are also offered at the start of each eight-week term where new students are provided with orientation, campus tours, individualized assistance, and the opportunity to meet with faculty and staff and learn about College resources.



**Figure 3-5. Data from Welcome Center Usage Log April 2022 to August 2024 (retrieved August 30, 2024)**

[Academic counselors at the CLC](#) support students in achieving their goal of obtaining a high school diploma from the enrollment phase through graduation and post-graduation planning. Counselors review students' evaluated transcripts to provide personalized recommendations on required coursework. They support students in aligning their current and long-term educational goals with their interests and career goals. They also assist students with the matriculation process for enrolling in credit courses, ensuring a smooth transition if students choose to further their education in credit programs.

In addition to academic advising, counselors offer comprehensive support in personal and career development during student appointments and refer students to resources, including employment assistance. By addressing both academic and personal needs, this holistic approach helps students navigate their educational journey effectively.

Noncredit counseling also provides embedded counseling for all students enrolled each term ([B4](#)). As stated in Indicator 5.5, an average of 336 AHS students per term received individual attention through embedded counseling in 2023/24. Due to the success of the Embedded Counseling Initiative, the number of students who developed an education plan, in collaboration with a counselor, rose to nearly 90 percent in the most recent academic year ([C4](#)).

### **Indicator 7.3**

AHS faculty and staff provide ongoing support by referring students to the campus resources that are best suited for assisting with their individual needs. The [Campus Assessment, Resources and Education \(CARE\)](#) program, for example, helps students succeed by addressing their basic needs, such as food, housing, transportation, mental health, childcare, and legal aid. Students can self-refer or be referred by a faculty or staff member ([C96](#)). During 2022/23, CARE served 994 noncredit students. The program provides access to food resources through the CLC Food Pantry, which is open daily and had 7368 student visits in 2022/23. The program also hosts a “CARE Free Food & Resource Market” at the CLC twice monthly ([C97](#)).

AHS faculty and staff also refer students to [Health Services](#), where students who pay a one-time-per-semester fee can access medical and mental health counseling services in person at the College’s Oceanside Campus or via telehealth/teletherapy.

The College’s [SAS](#) provides ongoing support to students with physical, learning, and psychological disabilities. SAS counselors assist with comprehensive academic services, including education planning, course selection, and scheduling. SAS authorizes and establishes appropriate academic accommodations each semester, and accommodations are course specific. In addition, SAS provides students with appropriate campus and community referrals as needed. SAS served 169 noncredit students, including 105 AHS students, during 2022/23 ([C91](#), p. 1). SAS regularly outreaches to AHS faculty to ensure a seamless referral process for students who may benefit from SAS services ([C98](#)).

For career counseling, the AHS team refers students to the [MiraCosta College Career Center](#). The center offers many types of assistance to noncredit students, such as exploring vocational and career options, writing resumes, practicing interview techniques, and identifying potential employers.

### **Indicator 7.4**

The AHS team customizes learning through curricula and instructional modalities that are relevant to students’ needs, skills, and interests as well as through collaboration with student support services that offer assistance based on students’ individual circumstances and goals.

AHS faculty recently created two distinct tracks for the English curriculum and changed diploma program requirements to allow students to choose the path that best serves their goals ([C38](#)). In addition, to give students the flexibility to attend and participate in classes in the way that best suits their needs and preferences, the AHS offers courses in a variety of instructional modalities and alternates modalities across terms and semesters to ensure that most students can access a needed class in the modality of their choice within a given academic year.

Through a collaborative effort between noncredit counselors and AHS faculty, the AHS implemented embedded counseling, described in Indicator 7.2, to strengthen personalized support for AHS students, including individualized guidance and resources. Academic counselors provide personalized recommendations on required coursework and help students create an education plan that is tailored to their needs, interests, and goals. Counselors also encourage and direct students to resources for mental health and personal care. Additionally, as described in Indicator 7.2, NCSSSP staff assist students individually through outreach, advising, and the Welcome Center, which offers students individual, in-person support on a drop-in basis. In fall 2023, all new AHS students received a welcome call from an NCSSSP staff member who helped them set up an appointment with an academic counselor ([C99](#), p. 1).

## **Criterion 7. Student Support Services Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Students are provided with comprehensive basic needs support, including access to transportation assistance, health services/mental health support, technology loans, food resources, and wrap-around case management.
2. Students have access to academic counselors who develop educational plans tailored to their goals, strengths, and interests. Counselors also provide personal and career counseling, referrals to campus and community resources, examination of previous college and military transcripts, and assistance with transitioning to college and trade coursework.
3. Students are provided with multiple ways to access free tutoring.

### **Areas of Growth**

1. The AHS needs to explore new practices and strategies to increase orientation participation and completion rates for new students.
2. The AHS needs to develop a research plan with RPIE to track dual-enrolled AHS students to identify those who transition to credit coursework after completing their diploma.

## **Criterion 8: Resource Management**

### ***Directions***

1. *Evaluate the school's effectiveness in addressing resource management criterion and indicators.*
2. *Analyze and explain how the evidence supports your findings and response.*
3. *Explain how resource management impacts student learning and well-being.*

*Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.*

***Indicator 8.1:*** *The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.*

***Indicator 8.2:*** *Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.*

***Indicator 8.3:*** *The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.*

### **Indicator 8.1**

The College maintains and adheres to fiscal-management policies and a transparent budgeting process that enable the College, and the AHS, to provide sufficient financial resources to support student learning programs and services across the District ([C100](#)). Budgets and annual District audits are available from the [Administrative Services webpage](#).

The integration of program review and resource allocation processes ensures the integrity of the College's resource-allocation decisions. Transparency is a guiding principle of the process; thus, all members of the District community are informed about the routines and components of planning that lead to resource allocations ([C101](#), p. 12).

Through program review, departments identify and request the human, physical, technology, and financial resources that are needed to support the development, implementation, and enhancement of their programs and services. The College ranks resource allocation requests in three stages, beginning at the division level and ending at the District level when the Budget and Planning Committee (BPC) assesses and prioritizes requests based on a rubric that requires each request to demonstrate program (or service) need and community benefit, among other considerations ([C101](#), pp. 13-14; [C89](#)). The BPC forwards its prioritized list to the College superintendent/president, who makes final funding decisions ([C102](#)).

The AHS also has access to financial resources through WIOA and California Adult Education Program (CAEP) grants, which are awarded specifically to adult education. WIOA Title II funding requires transparent, consistent, and ongoing documentation of goals and accomplished outcomes, which are reported to the State of California every two years ([C103](#); [C104](#)). CAEP funding is provided to regional consortia across California, including the Coastal North County Adult Education Consortium (CNCAEC), to which the AHS belongs. The CNCAEC is responsible for three-year planning and accountability of CAEP funds ([C105](#)). These grants are supervised by the executive director of Continuing Education and the dean of Continuing and Community Education.

### **Indicator 8.2**

MiraCosta College links organizational planning with a realistic assessment of current and future financial resources through the institution's budget and fiscal management policies and procedures. Annual budget projections, for example, are required to address long-term goals and commitments ([C106](#)). The College relies on current budget information provided by the California Community Colleges Chancellor's Office (CCCCO), County Assessor's Office, and other funding sources, as well as a multi-year budget forecast, to project future general fund budget allocations. Updated by the Fiscal Services Department throughout the year, these forecasts are reviewed and discussed by individuals involved in institutional planning, including the BPC, College Council, and Board of Trustees.

Budget assumptions and forecasts are based on information received from the CCCCCO, County Assessor's Office, local enrollment trend data, program review resource requests, anticipated cost increases, long-term debt obligations, staffing needs, and other factors that will shape MiraCosta's fiscal resources in the coming years ([C107](#), pp. 74-80).

In planning for an upcoming budget year, the Board of Trustees and BPC participate in a preliminary budget workshop that includes a review of the year-to-date performance, including estimated fund balance amounts, and a discussion of the Governor's January Proposal and Board of Trustees budget directions. Additional workshops are held for tentative and adopted budget processes as well ([C108](#), p. 2). The College also provides a quarterly fiscal report to the BOT, which helps keep trustees and constituents informed about the realistic assessment of available financial resources.

### **Indicator 8.3**

The College ensures safe and well-maintained physical resources at all locations offering courses, programs, and support services to provide an effective learning environment for all students. MiraCosta assures access to its facilities in accordance with Americans with

Disabilities Act (ADA) requirements, and all newly constructed and remodeled buildings, such as those at the CLC, are approved by the Division of the State Architect (DSA).

The [Facilities Department](#) is responsible for the maintenance of all District facilities and grounds. The department provides building maintenance services as well as grounds maintenance services for roadways, sidewalks, and general landscaping. The College maintains a contract with a custodial service that cleans all CLC buildings nightly and performs deep-cleaning services, such as carpet cleaning, as needed ([C109](#)). Employees can report facility service needs through the ITS Help Desk ([C110](#)).

The [MiraCosta College Police Department](#) (MCPD) is specifically responsible for the safety and security of people and property within the District ([C111](#)). The MCPD has an office at the CLC, and officers regularly patrol the campus. Emergency call boxes are located throughout the campus and are properly marked for immediate recognition ([C112](#)). All CLC classrooms and meetings rooms are equipped with lockdown buttons in case of an on-campus emergency, such as an active-shooter event. In accordance with the Campus Safety policy, students and staff are notified immediately by email, text, and/or telephone about emergency events ([C113](#)). Regular safety trainings are offered both on-campus and online via MIST to ensure faculty and staff are aware of emergency processes, policies, and practices.

## **Criterion 8. Resource Management Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### **Areas of Strength**

1. MiraCosta College demonstrates a strong commitment to financial integrity and transparency. The budgeting process is transparent, with clear policies for fiscal management that are strictly followed.
2. The College effectively links its planning efforts with realistic assessments of available financial resources.
3. MiraCosta College provides clean, safe, and well-maintained facilities that meet or exceed state standards.

### **Areas of Growth**

1. The AHS needs to implement a process to identify student technology needs (e.g., laptop loans and scientific calculators) to determine whether more AHS resources should be allocated to meet those needs.



## **Criterion 9: Community/Educational Partnerships**

### ***Directions***

- *Evaluate the school's effectiveness in addressing community/educational partnerships criterion and indicators.*
- *Analyze and explain how the evidence supports your findings and response.*
- *Explain how community/educational partnerships impact student learning and well-being.*

*The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners*

***Indicator 9.1:*** *The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.*

***Indicator 9.2:*** *School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.*

***Indicator 9.3:*** *School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tours of the business, or work-based learning experiences.*

### **Indicator 9.1**

The AHS actively fosters relationships with a range of community partners, aligning educational programs with local needs and extending learning opportunities beyond traditional classroom settings. This collaboration is exemplified through strategic partnerships, such as the one with Vista Adult Transition Center (VATC), which provides a tailored curriculum focused on life skills alongside academic and vocational training for students aged 18-to-22 with mild disabilities ([C114](#)).

Students who enroll at VATC also enroll for AHS classes with the assistance of their VATC instructors and staff. VATC instructors and AHS faculty and counselors work together to ensure students attending classes in both programs fully understand the requirements for a diploma in either program so they can attain their diploma in either one ([C115](#)). AHS faculty have attended the annual VATC graduation held at their campus, and VATC instructors attend the AHS Commencement each year at the CLC ([C116](#)).

Additionally, the AHS engages in structured and ongoing collaborations with local high schools from districts such as Oceanside Unified, San Dieguito Union, and Vista Unified ([C117](#)). Students in local schools attend the AHS for a variety of reasons, including credit recovery and a desire to complete their diploma requirements more quickly. These collaborations help to facilitate smooth transitions for students moving to the AHS by providing the necessary resources and guidance about the MiraCosta matriculation process and which courses to enroll into. For example, Adult Education Office staff members facilitate scheduling academic

counselor appointments, assist with the admissions application, and help students enroll in classes.

Finally, in the 2019 Self-Study Report, and as an ongoing goal in the 2022 Mid-Cycle School Progress Report, the AHS endeavored in Key Issue Three to expand marketing and outreach for the program to elevate the AHS profile within the community. This goal has been achieved, as the College itself now markets all continuing education courses as part of its advertising and marketing strategy.

### **Indicator 9.2**

School leadership has established strong relationships with workforce development organizations, such as North County Works and North County Transitional Aged Youth Collaborative ([C118](#)). These relationships enrich the educational experiences of students by providing them with essential insights into the workforce and further educational opportunities. Additionally, the AHS is represented at outreach events for potential students at various employment events that occur regularly in the community ([C119](#)).

School leadership also fosters ongoing relationships and regular interactions with local high schools through activities such as monthly visits to assist their students with registration and enrollment in AHS classes ([C120](#)). This collaboration also helps students in area schools understand how the credits they have earned at their school translate to AHS diploma requirements ([C121](#)). These collaborations further illustrate the school's proactive approach in easing students' transition into higher education. Extensive support from Adult Education Office staff in academic assistance and self-advocacy empowers students, particularly those with special needs, ensuring their success in higher-education settings.

### **Indicator 9.3**

School leadership provides multiple opportunities for students to engage in career and job-related opportunities, both as organized events and ongoing resources provided by campus departments.

MiraCosta College's Continuing Education Division offers an annual work preparation event called the "Spring into Action Job Fair," which is held at CLC ([C122](#)). This event, organized in collaboration with WIOA partners, the Department of Rehabilitation, and community partners, focuses on providing entry-level and disability-friendly job opportunities for both students and community members ([C123](#)). It is designed to support those with barriers to employment, demonstrating the school's commitment to inclusivity and practical employment support. Partnerships with the [MiraCosta College Technology Career Institute](#) and the College's credit programs, for instance, facilitate career exploration and planning, offering students guidance on continuing their education and developing their careers.

The [Noncredit Student Success and Support Program](#) enjoys an ongoing partnership with [La Costa Canyon High School](#) to offer opportunities for English language learners who are aging out of high school to continue their education at the AHS. This partnership includes hosting information sessions for La Costa Canyon (LCC) students as well as helping them with the application process. Additionally, in spring 2023 and spring 2024, LCC students were invited to the CLC for an orientation presentation, a campus tour, and the opportunity to meet with academic counselors and learn all about the resources and support available to them ([C124](#)).

## **Criteria 9. Community/Educational Partnerships Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Noncredit programs, including AHS, are now part of the College's marketing strategy.
2. The AHS has comprehensive support systems that address both academic and employment barriers.
3. The AHS is actively engaged with community and educational entities.
4. The AHS emphasizes inclusivity and accessibility.

### **Areas of Growth**

1. The AHS should identify and expand partnership opportunities within the community.
2. The AHS should increase communication about partnerships and their successes to stakeholders.
3. To develop and improve educational opportunities for AHS students, the school should provide a broader array of practical work-based learning experiences.



## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs (1–2 pages maximum)

- *Insert the table with prioritized strengths and growth areas.*
- *Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.*

### **School Mission, Culture, and Schoolwide Learner Outcomes**

1. Revise the mission statement with student and staff perspectives and feedback to ensure it is meaningful, known, and relevant to those it represents.
2. Enhance communication about the College’s core competencies to strengthen the integration of these competencies into daily instructional practices across all courses and to improve awareness among AHS students.
3. Increase review of existing qualitative and quantitative student data and incorporate resulting feedback into program revisions as applicable.

### **Governance, Organizational Infrastructure, and School Leadership**

1. Increase the frequency and inclusivity of AHS gatherings to further enhance collaboration and ensure a wider range of perspectives in all decision-making processes.
2. Expand application of equity lens to more daily operations, classroom practices, and curriculum development.

### **Faculty and Staff**

1. Increase opportunities for AHS faculty, staff, and students to meet more regularly to engage in intentional community-building in support of student success and well-being.

### **Curriculum**

1. Evaluate math curriculum to identify factors that are potentially impacting student success.
2. Review all AHS course outlines of record for diversity, equity, and inclusion language.
3. Create non-credit course substitution and service credit forms and process.

### **Teaching and Learning**

1. Engage in more professional development opportunities as a community of those who serve AHS students, including faculty and instructional and student services staff from SAS, testing services, and The Learning Centers.
2. Further investigate course modalities and their impact on student learning.

**Assessment and Accountability**

1. Evaluate mathematics curriculum in the AHS.
2. Track the impact of recent graduation requirement revisions on completion rates.
3. Increase the number of AHS faculty who are trained to utilize the CASAS assessment and TOPS Enterprise Portal tools to assess student learning.

**Student Support Services**

1. Explore new practices and strategies to increase orientation participation and completion rates for new students.
2. Develop a research plan with RPIE to track dual-enrolled AHS students to identify those who transition to credit coursework after completing their diploma.

**Resource Management**

1. Implement a process to identify student technology needs (e.g., laptop loans and scientific calculators) to determine whether more AHS resources should be allocated to meet those needs.

**Community/Educational Partnerships**

1. Identify and expand partnership opportunities within the community.
2. Increase communication about partnerships and their successes to stakeholders.
3. Provide a broader array of practical work-based learning experiences.

**Schoolwide Areas of Strength**

1. Access to a dedicated research analyst and institutional data systems allows the AHS team to request, analyze, and act upon student and schoolwide data to support student success efforts.
2. The AHS proactively assesses student learning outcomes in every course section each semester rather than every six years as required by the College.
3. The AHS uses inclusion, diversity, equity, and accessibility principles to inform programmatic decision-making at all levels.
4. The AHS provides a wide variety of instructional modalities for students, including in-person, online, hybrid, and HyFlex formats.
5. In concert with the College's professional development program, the AHS provides a substantial array of professional development offerings across topics, ranging from andragogy to technology.
6. AHS students have a wealth of student support services, including access to academic and mental health counseling services, a fresh food pantry, tutoring services, housing resources, transportation resources, such as bus passes and uber credits, and access to borrowed technology, such as laptops and Wi-Fi hotspots.

### **Schoolwide Areas of Growth**

1. The AHS recognizes the need to evaluate and analyze the currency, relevance, and effectiveness of specific courses and assessments to improve student participation and success (Criteria 2, 4, 5, and 6).
2. AHS learners have access to a wide variety of support; however, they often do not fully access the support they need. The AHS is committed to exploring mechanisms to improve participation and access to student support for more AHS learners (Criteria 7 and 8).
3. The AHS will further engage community partners, work collaboratively to expand work-based learning opportunities for students, and improve upon marketing strategies to more broadly promote instructional programs (Criteria 2 and 9).
4. AHS faculty and staff will participate more collaboratively in professional development opportunities, provide an expanded number of events to promote community, and provide additional spaces to engage student feedback (Criteria 2 and 3).
5. The AHS needs improved communication with students and collaboration with all stakeholders to increase student success. (This issue is ongoing from the 2022 Mid-Cycle School Progress Report.)
6. The AHS needs to expand the effective use of data for program improvement. (This issue is ongoing from the 2022 Mid-Cycle School Progress Report.)





**Chapter 5: Schoolwide Action Plan or CIP (1–2 pages maximum)**

- *State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan or CIP.*
- *Revise the schoolwide action plan or CIP.*
- *Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan or CIP.*

**Key Issue One:** The AHS recognizes the need to evaluate and analyze the currency, relevance, and effectiveness of specific courses and assessments to improve student participation and success.

Strategic Activities	Responsible Party	Resources	Means to Assess	Status
Evaluate English and math curriculum for success rates.	AHS full-time faculty; Research, Planning, and Institutional Effectiveness (RPIE) office staff.	RPIE data.	Program review reflections on these analyses.	New goal. Not yet started.
Revise all AHS curriculum to include diversity, equity, and inclusion (DEI) language.	AHS full-time faculty.	AHS faculty time.	Submission of all modified course outlines to the Courses and Programs Committee (CPC).	New goal. Not yet started.
Increase participation in CASAS assessments.	All AHS faculty; Adult Education Office (AEO) staff.	Potential for increased or redirected staffing.	Demonstrated increase in CASAS completion rates.	In progress.
Analyze course modalities/ scheduling	AHS full-time faculty; RPIE	Current data dashboards; potential	Program review reflections on these analyses.	New goal. Not yet started.

patterns and student success.	office staff; AEO staff.	modification of data dashboards.		
Develop course substitution and service credit process.	AHS/noncredit counseling faculty; Admissions & Records Office staff.	Potential for increased or redirected staffing.	Completed process and forms.	In progress.
Enhance communication about College-wide core competencies.	All AHS faculty; noncredit counselors; AEO staff.	Staff and faculty meetings and trainings.	Demonstrated new methods for communicating these competencies.	In progress.

**Key Issue Two:** AHS learners have access to a wide variety of support; however, oftentimes students still do not fully access the support they need. The AHS is committed to exploring mechanisms to improve participation and access to student support for more AHS learners.

Strategic Activities	Responsible Party	Resources	Means to Assess	Status
Increase participation and completion of orientation.	Noncredit Student Success and Support Program (NCSSSP) staff; noncredit counselors.	Canvas; HyFlex classrooms; NCSSSP staff; social media; noncredit counselors.	Data analysis of participation and completion rates.	New goal. Not yet started.
Embed transition information and support into AHS courses.	All AHS faculty; NCSSSP staff; noncredit counselors.	Orientation materials (paper and digital); outreach capabilities to call/text students; staff/faculty time to develop online	Measure how many AHS faculty add content to their course materials.	New goal. Not yet started.

		materials for classrooms.		
Develop research plan to better understand the needs and goals of dual-enrolled students versus students who transition to post-secondary.	RPIE office staff; noncredit counselors.	Current analysis of how data is gathered and students are identified; time and staffing to create a research plan.	A completed research plan that is ready to implement.	New goal. Not yet started.
Survey students about their technology needs to begin and succeed in their courses.	RPIE office staff; AEO staff; AHS faculty.	Potential for increased or redirected staffing.	A completed survey deployed to students.	New goal. Not yet started.

**Key Issue Three:** The AHS will further engage community partners, work collaboratively to expand work-based learning opportunities for students, and improve upon marketing strategies to more broadly promote instructional programs.

Strategic Activities	Responsible Party	Resources	Means to Assess	Status
Explore an expansion of work-based learning opportunities and activities.	RPIE office staff; AEO staff; AHS faculty; Continuing and Community Education dean.	Service learning; Career Center; short-term vocational programs; noncredit counseling services; outside partnerships.	Demonstrated discussions and planning for how to implement work-based learning in the AHS.	New goal. Not yet completed.
Expand partnerships with nonprofit	RPIE office staff; AEO staff; AHS faculty;	Availability of staff and faculty to outreach and	Identifiable new partnerships.	New goal. Not yet completed.

organizations and businesses within the community.	Continuing and Community Education dean.	attend events and networking opportunities.		
Streamline and improve marketing strategies to build awareness of AHS programs.	Public Information Office (PIO) staff; AEO staff; Continuing and Community Education dean.	Data about current marketing strategies and their effectiveness; PIO.	Identifiable progress in streamlined processes and improved awareness within the community.	New goal. Not yet completed.

**Key Issue Four:** AHS faculty and staff will participate more collaboratively in professional development opportunities, provide an expanded number of events to promote community, and provide additional spaces to engage student feedback.

Strategic Activities	Responsible Party	Resources	Means to Assess	Status
Intentionally collaborate and share learning when engaging in professional development.	AHS faculty.	Departmental and college-level funding for fee-based professional development opportunities; collaboration and communication among faculty.	Demonstrated completion of professional development in groups of two or more AHS faculty members.	New goal. Not yet started.
Increase the frequency of AHS gatherings each year to develop community among learners.	AHS faculty; AEO staff; Continuing and Community Education dean.	Potential for increased or redirected staffing; supplies for events.	Demonstrable increase in the number of student gatherings not already offered by the AHS.	New goal. In progress.

Increase opportunities and mechanisms for student feedback.	RPIE office staff; AEO staff; AHS faculty.	Potential for increased or redirected staffing.	Demonstrable increase in the number of opportunities and mechanisms by which student feedback is collected.	New goal. Not yet started.
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**Key Issue Five:** The AHS needs improved communication with students and collaboration with all stakeholders to increase student success. (This goal is from the 2022 Mid-Cycle School Progress Report.)

Strategic Activities	Responsible Party	Resources	Means to Assess Improvement	Status
Develop a more accessible web-based tool (e.g., MyED Plan) for students to use for education planning and tracking their progress toward diploma completion.	Continuing and Community Education dean; Admissions & Student Support dean.	District Information Technology Services (ITS) dean and staff; business systems analyst; noncredit counselor.	Degree audit system is designed, tested, and implemented, resulting in more students independently engaging in their education planning.	Completed.
On a biannual basis, survey internal and external communities about how the AHS meets their current needs and determine areas for improvement.	AHS department chair; Continuing and Community Education dean; noncredit research analyst.	RPIE office and AIS support.	Scheduling of classes, development/revision of curriculum, and location of class offerings are informed by survey results.	In Progress  Surveying external stakeholders remains a goal.
Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.	Continuing and Community Education dean; Admissions & Student Support dean; Counseling dean; AHS department chair.	Current semiannual all programs meeting was started because of last action plan and this activity will build on that momentum.	Established communication channels between deans and instructional faculty.	Completed.

Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.	Continuing and Community Education dean; Admissions & Student Support dean; District registrar; AHS department chair.	Existing processes for awarding AHS diplomas and credit certificates/degrees will be models for development of the new process.	Students will be awarded certificates.	Completed.
Create a two-year academic pathway for the AHS.	AHS department chair; AHS faculty; noncredit counselors.	Pathways models that are currently being developed for the College.	Pathway is published on the AHS website.	Completed
Expand AHS participation in the College's Academic and Career Pathway (ACP) efforts.	Continuing and Community Education dean; AHS department chair.	ACP structure at MCCD that operationalizes guided pathways.	Each of the six ACPs at the College has an entry point for AHS graduates.	Goal in progress
Improve processes for reporting learning data to stakeholders and the community at large.	Continuing and Community Education dean; AHS department chair; noncredit research analyst; PIO staff.	District PIO, RPIE, and ITS.	Noncredit newsletter will contain relevant data regularly; noncredit all programs meeting includes presentation of data by noncredit research analyst; appropriate dashboards will be created; data will be added to AHS website when appropriate.	Dashboard data and internal access is completed.  MiraCosta College has developed public-facing dashboards for sharing data with external stakeholders.

**Key Issue Six:** The AHS needs to expand the effective use of data for program improvement.

Strategic Activities	Responsible Party	Resources	Means to Assess Improvement	Status
Align program student learning outcomes (PSLOs) to the College’s core competencies.	AHS department chair; AHS faculty.	Outcomes Assessment Committee.	Mapping will be completed and published.	Completed.
Establish process/cycle for more regularly measuring PSLO data.	AHS department chair; AHS faculty.	Noncredit research analyst	Process is established, documented, and implemented regularly.	Goal in progress.
Conduct attrition study to explore the reasons for student “no-shows” and drops to improve retention rates and student success.	AHS department chair; AHS faculty; noncredit research analyst.	RPIE	Study is conducted and data is used in department meetings when planning scheduling, revisions/ development of curriculum, and locations of classes.	Study completed.  The goal of using the data to focus more on supporting student retention and success is in progress.
Assess the effectiveness of Career Services for AHS students seeking employment.	Continuing and Community Education dean; Adult Education Program manager.	Noncredit research analyst.	Data will be used to structure some Career Services specifically for AHS students.	Completed.



<p>Research the need for an expansion of the diploma program and services to a location in the southern region of the District.</p>	<p>Continuing and Community Education dean; AHS department chair.</p>	<p>Noncredit research analyst; PIO.</p>		<p>No longer a goal.</p>
<p>Continue exploring authentic methods of assessment for PSLOs.</p>	<p>Continuing and Community Education dean.</p>	<p>AHS faculty; ITS staff.</p>	<p>Develop tools that more accurately measure the achievement of PSLOs.</p>	<p>Goal in progress.</p>

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