2018

School of Continuing Education

WASC Self-Study Report

MT. SAC
Mt. San Antonio College

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
Accrediting Commission for Schools

Mt. SAC School of Continuing Education

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WASC Visit April 30, 2018 - May 2, 2018

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TABLE OF CONTENTS

PREFACE

The Mt. San Antonio College (Mt. SAC) School of Continuing Education (SCE) Self-Study is the result of 18 months of reviewing and analyzing data combined with robust dialogue and extensive planning for improvement. The SCE team consisted of students, staff, faculty, and managers who were actively engaged in a sincere effort to evaluate programs and processes that impact student learning and achievement. The report is an honest reflection of the outcomes of this rigorous self-review process, keeping in mind the Mt. SAC mission, Institutional Level Outcomes, and SCE vision.

The WASC self-study process was truly a collaborative effort, with every participant being critical to the successful completion of the report and the Action Plan. The leadership was by way of an accreditation steering team, aptly named "CRAFT" (Coordination, Resource, Accreditation, and Facilitation Team). CRAFT's members were the ABE Assistant Director, WASC Coordinator, SCE Coordinator, Basic Skills Professor, and SCE Dean. CRAFT created the structures, organized the activities, and ensured that activities were implemented and documented. They gave weekly reports to the SCE Leadership Team on all matters relating to the WASC process and progress. Further, the SCE Advisory Group, consisting of a cross-section of stakeholders and campus partners, served as another important source of feedback in guiding the review and ensuring long-term implementation of the Action Plan.

The majority of the data collection, compilation, and dialogue occurred from the Program Teams and Criterion Focus Groups.

Each group had designated chairs that coordinated meetings. The Program Teams provided the core evidence and evaluation and the Criterion Focus Groups synthesized the findings gathered from all the resources. Participants of each group reflected a diverse representation of programs and services across SCE. A comprehensive communication structure was implemented to keep SCE department staff and students informed throughout the self-study process. This was done via newsletters, websites, department meetings, and department communications.

The self-study process was beneficial to the SCE Division for many reasons. It fostered collaboration, teamwork, an improvement in working relationships, and a feeling of inclusion among Division employees. This rigorous process was also an opportunity for staff, faculty, and managers to confirm the successful work done with students and an opportunity to share accomplishments, as well as best practices, with their colleagues. Those participating in the process have communicated a greater understanding of other programs and, more importantly, student needs.

When the self-study process kicked off in September 2016, SCE focused attention on two guiding questions: "How are the students achieving? Is the school doing everything possible to support the high achievement of all the students?" This focus on student learning was prevalent throughout the self-study process and into the Action Plan. The result of the emphasis on students has resulted in a plan for ongoing improvement that will lead to even higher student achievement.

PROGRAM TEAMS

Adult Basic Education

Lesley Johnson, *Co-chair*	M	Director, ABE
Diana Dzib, *Co-chair*	C	High School Coordinator
Naomi Avila	F	Professor, Counselor
John Capraro	F	Instructor, High School Referral Program
Surekha Chaplot	C	Coordinator, Project/Program
Dalia Chavez	F	Professor, Counselor
Jennifer Cruz-Nguyen	F/C	Instructor, ABE/Tutorial Specialist
Judy De Vries	F	Instructor, ABE
Mary Ann Gomez-Angel	F	Instructor, Adult Diploma
Renu Katoch	C	Educational Advisor, ABE
Diane Jette	C	Administrative Specialist III
Omideh Miri	M	Assistant Director, ABE
Donna Necke	F	Professor, ABE
Angelena Pride	C	Coordinator, ABE
Yvette Santillan	F/C	Counselor, Project/Program Specialist
Crystal Valdez	F	Instructor, ABE
Susan Wright	F	Professor, Counselor
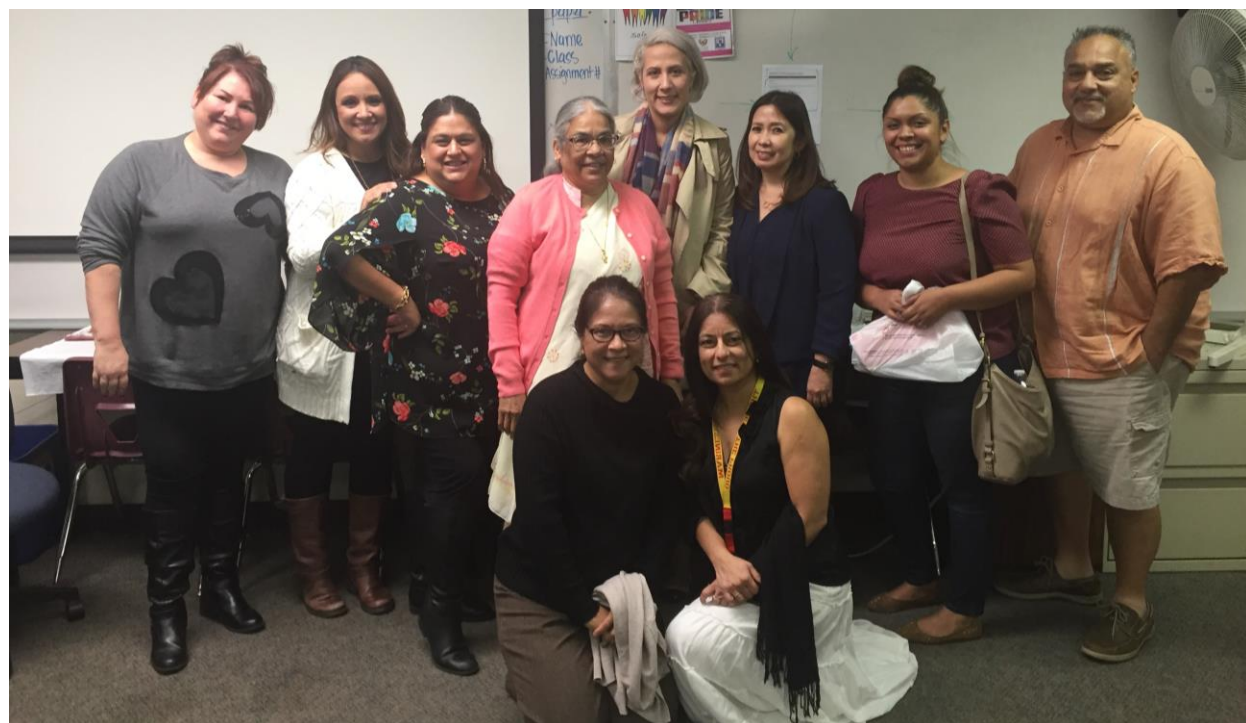
Community Education/Division Office

Paulo Madrigal, *Co-chair*	M	Director, Community and Contract Education
Liz Callahan, *Co-chair*	C	Administrative Specialist III
Madelyn Arballo	M	Dean, SCE
Mike Baca	F	Instructor, CPR
Sharon DeLaby	C	Account Clerk III
Joyce Ellison	C	Administrative Specialist II
Evelyn Heredia	F	Professor, Counseling, STV
Tom Higham	F	Instructor, Water Technology
Sheryle Rodriguez	C	Admissions and Records Clerk
Ryan Whetstone	M	Regional Consortium, Manager
Antonio Gallardo	C	Computer Facilities Coordinator

Education for Older Adults & Adults with Disabilities

Mary Lange, *Co-chair*	M	Director, EOA & AWD
Shelby White, *Co-chair*	F	Instructor/Coordinator, EOA Vocational
Shelly Rzonca	F	Instructor, EOA
Sabeena Soni	C	Administrative Specialist III
Susan Stroebel	C	Coordinator, AWD Program
ZaNyaa Lee	F	Instructor, AWD
Alexi Cena	F	Instructor, EOA/AWD
Kelly Conte	F	Instructor, EOA
Steve Williams	F	Instructor, EOA

English as a Second Language

Jody Fernando, Co-chair	M	Director, ESL
Krystal Yeo, Co-chair	C	Coordinator
Heidi Alcala	F/C	Instructor, VESL Specialist
Liza Becker	M	Associate Dean, Continuing Education Programs & Services
Abdel Belblidia	F	Instructor, ESL
L.E. Foisia	F	Faculty
Tony Gallardo	C	Computer Facilities Coordinator
Vanessa Garcia	F	Professor, Counseling
Lourdes Granda	C	ESL Coordinator
Laura Jacob	F	Instructor, ESL
Peggy Marcy	C	LLC Coordinator
Dana Miho	F	Professor, ESL
Chong Hee Min	C	Coordinator, SSSP
Michael Ngo	F	Professor, Counseling
John Pellitteri	F	Professor, Counseling
Margaret Teske	M	Instructional Support Manager
Todd Windisch	F	Instructor, ESL
Kari Yahiro	C	Program/Project Specialist

Short-Term Vocational

Tami Pearson, *Co-chair*	M	Associate Dean, Career Education & Workforce Development
Evelyn Heredia, *Co-chair*	F	Professor, Counseling
Suzanne Avila	F	Professor/Director, CNA/Phlebotomy
Faithe Briley	C	Administrative Assistant, Technical Assistance Program
Stephanie Vukojevic	C	Administrative Specialist III
Renu Katoch	C	Educational Advisor
Connie Kunkler	F	Professor/Director, Health Career Resource Center
Marilyn McNall	C	Project Manager, STV
Angelena Pride	M	Director, Off-Campus High School
Sandra Sisco	M	Director, Technical Assistance Program
Venus Soriano	F	Instructor, IHSS
Ray Tucker	F	Instructor, Floral Design
Jim Uranga	F	Professor, EST
Lorena Velazquez	F	Professor, Counseling
Shelly Laddusaw	C	Coordinator, STV
Adam Bresciani	F	Professor, PT Aide
Crystal Valdez	F	Professor, Business
Ryan McKay	F	Professor, Manufacturing

CRITERION FOCUS GROUPS

Curriculum

Dana Miho, *Co-chair*	F	Professor, ESL
Lesley Johnson, *Co-chair*	M	Director, ABE
Mike Baca	F	Instructor, CPR
Liza Becker	M	Associate Dean, Continuing Education Programs & Services
Kathi Coleman	C	Curriculum Specialist
Judy De Vries	F	Instructor, ABE
Diana Dzib	C	High School Coordinator
Jody Fernando	M	Director, ESL
Tom Higham	F	Instructor, Water Technology
Shelly Rzonca	F	Instructor, EOA
Ryan Whetstone	M	Regional Consortium, Manager
Shelby White	F	Instructor/Coordinator, EOA Vocational
Todd Windisch	F	Instructor, ESL

Instructional Programs

Mary Ann Gomez-Angel, *Co-chair*	F	Instructor, Adult Diploma
Tami Pearson, *Co-chair*	M	Associate Dean, Career Education & Workforce Development
Naomi Avila	F	Professor, Counselor
Liz Callahan	C	Administrative Specialist III
Surekha Chaplot	C	Coordinator, Project/Program
Jody Fernando, Co-chair	M	Director, ESL
Laura Jacob	F	Instructor, ESL
Mary Lange, Co-chair	M	Director, EOA & AWD
Erica Ledezma	C	WIN
Peggy Marcy	C	LLC Coordinator
Michael Ngo	F	Professor, Counseling
Margaret Teske	M	Instructional Support Manager
Shelby White	F	Instructor/Coordinator, EOA Vocational
Crystal Valdez	F	Instructor, ABE & STV

Use of Assessment

L.E. Foisia, *Co-chair*	F	Faculty
Madelyn Arballo, *Co-chair*	M	Dean, SCE
Dalia Chavez	F	Professor, Counselor
Kelly Conte	F	Instructor, EOA
Mary Lange	M	Director, EOA & AWD
Paulo Madrigal	M	Director, Community and Contract Education
Marilyn McNall	C	Project Manager, STV
Dana Miho	F	Professor, ESL
Omideh Miri	M	Assistant Director, ABE
Donna Necke	F	Professor, ABE
Krystal Yeo	C	Coordinator

Student Support Services

John Pellitteri, *Co-chair*	F	Professor, Counseling
Liza Becker, *Co-chair*	M	Associate Dean, Continuing Education Programs & Services
Heidi Alcala	F/C	Instructor, VESL Specialist
Antonio Gallardo	C	Computer Facilities Coordinator
Vanessa Garcia	F	Professor, Counseling
Lourdes Granda	C	ESL Coordinator
Renu Katoch	C	Educational Advisor, ABE
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Sabeena Soni	C	Administrative Specialist III
Susan Stroebel	C	Coordinator, AWD Program
Lorena Velazquez	F	Professor, Counseling
Susan Wright	F	Professor, Counselor
Jeniffer Moreno-Bernal	S	ESL Student

Chapter 1

Institutional, Community, and Student Characteristics

Institution's Mission and Schoolwide Learner Outcomes

CHAPTER ONE: INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS

Introduction

Mt. San Antonio College (Mt. SAC) is among the largest of California's community colleges, enrolling more than 59,000 students in 2015-16, as noted in the California Community Colleges' 2017 Student Success Scorecard. The School of Continuing Education (SCE), a division within Mt. SAC, offers students quality programs and services to increase literacy skills, access higher education and employment, and strengthen self-sufficiency. In 2016-17, SCE was the third largest noncredit program in the California Community College system, serving more than 42,000 students in that academic year. SCE programs serve a diverse student population from across the lifespan including minors, adult learners, and senior citizens. Noncredit courses are offered primarily on the Mt. SAC campus, during four terms per year (winter, spring, summer, and fall), with weekend and evening options available. The College catalog, as well as general information about Mt. SAC and SCE, is easily accessible online at www.mtsac.edu.

SCE is located on the Mt. SAC campus at 1100 N. Grand Avenue, Walnut, California 91789. SCE has the distinction of holding a dual accreditation by the Western Association of Schools and Colleges from the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Accrediting Commission for Schools (ACS WASC). In addition, along with several local school districts and one regional occupational program, SCE is a member of the Mt. San Antonio Regional Consortium for Adult Education.

SCE is home to the following departments: Adult Basic Education (ABE), Community and Contract Education, Education for Older Adults and Adults with Disabilities (EOA & AWD), English as a Second Language (ESL), and Short-Term Vocational (STV). While all are driven by the College's mission, goals, and schoolwide learner outcomes, each department's programs are unique. At this time no SCE offerings are available online, but supplemental resources are used in computer labs Division-wide. Information about SCE and all its programs can be accessed online at www.mtsac.edu/continuinged. The following is a brief description of SCE's programs:

Adult Basic Education

The Adult Basic Education (ABE) Department's programs offer students of all ages a variety of options including the opportunity to earn high school credits and/or a high school diploma, study for a high school equivalency exam (GED/HiSET/TASC), prepare for the military entrance exam, gain computer skills, improve English and math skills, and access counseling and career development services. ABE staff also works with local K-12 school districts, county, and state agencies to provide instructional programs and support services to assist noncredit students with their educational needs. ABE, in partnership with the Kinesiology and Counseling Departments, also oversees the WIN Program, a tutorial program offering student-athletes a variety of academic services. Information about these opportunities, and the ABE Department in general, including location, phone number, and email address is available online at www.mtsac.edu/continuinged/noncredit/abe.

Community and Contract Education

The Community and Contract Education Department offers a wide variety of classes and programs in a fee-based or contractual format. Classes are generally of high interest to community members and are offered for a fee. Some of the fee-based classes available include financial planning, computer literacy, CPR and First Aid, home improvement, sports and fitness, special programs for kids and youth, workforce preparation, and motorcycle training. Contract education is a service that requires a contractual agreement between a business or organization and SCE. For a fee, SCE provides a class or skill-building training to the business' incumbent workers. No public funds are used to support classes offered through the Community and Contract Education Department, as programs are self-financed. Information about SCE's Community and Contract Education Department can be accessed online at communityed.mtsac.edu.

Education for Older Adults and Adults with Disabilities

The Education for Older Adults and Adults with Disabilities Department coordinates two large programs: Education for Older Adults (EOA) and Adults with Disabilities (AWD). EOA provides opportunities for students to develop a vision of life's second half, to challenge the mind, to acquire new skills, to stay mentally and physically fit, and to share knowledge and experience with peers and younger people. EOA course offerings are primarily off campus and focus on healthy aging. While classes are specially designed for older adults (age 55+), EOA courses are open to adults age 18 or older. AWD serves primarily adults with intellectual disabilities who, because of age requirements, exit transition programs (secondary programs) at the age of 22. They enroll in the program to acquire life skills such as communication, socialization, and civic engagement. As part of a community-based program, students enroll in multiple classes each semester. Classes are offered in partnership with community organizations at off-campus locations.

The EOA & AWD Department also oversees a re-entry vocational program that is available throughout the community. Adults of any age can take vocational courses in digital technology and fine and decorative art skills that can lead to a means of supplemental income. Students gain skills to enter or re-enter college or the workforce. Information about EOA can be found on the program's website at www.mtsac.edu/continuinged/noncredit/oap.

English as a Second Language

The English as a Second Language (ESL) Department oversees the ESL Program and the Vocational English as a Second Language (VESL) Program. Both programs help adult immigrant learners strengthen their English communication skills to help them improve their employability, transition into credit programs and certificate pathways, and/or become active participants in their new community. The VESL Program is designed to help advanced ESL students prepare for the transition to credit courses and/or assist them with their employment pursuits. The ESL Department serves a range of students with diverse socioeconomic and educational backgrounds. Information about location, email address, office hours, and social media connections, is available on the ESL website at www.mtsac.edu/esl.

Short-Term Vocational Program

The Short-Term Vocational (STV) Department offers programs leading to professional advancement or employment in areas that

meet the needs of the local economy or that are specifically identified by labor market information. In addition to health-related programs, STV offers programs that lead to careers in areas that include, but are not limited to, agriculture, business, electronics, manufacturing, photography, and welding. Career development is integrated into STV programs and services to ensure that students are prepared for employment. Additional information regarding STV is available online at www.mtsac.edu/continuinged/noncredit/vocational.

While Mt. SAC does not have satellite campuses or branches, SCE courses are offered on campus and at over 50 locations in cities served by the College. Externship opportunities are also offered in facilities within the surrounding communities. A list of off-campus facilities where SCE courses are offered can be found on the SCE website.

As evidence of its commitment to student success, SCE makes available learning and student support resources. Students have access to on-campus resources, such as the Language Learning Center (LLC), Language Smart Lab, WIN Athletic Support Center, ABE Career Center, and the ESL Library. SCE counselors and educational advisors, who offer on- and off-campus individual and group student support, held 7,589 individual student appointments in 2016-17 and provided 40,303 services as part of the Student Success and Service Program (SSSP).

Mt. SAC has a long, rich history in the community and has often been recognized for its leadership. In 2014, SCE was selected to be the fiscal agent for the Mt. San Antonio Regional Consortium for Adult Education and although the consortium no longer has a fiscal agent, the College serves as the fiscal certifier. SCE participates jointly as a member with eight additional partners, which include: Baldwin Park Unified School District, Bassett Unified School District, Charter Oak Unified School District, Covina-Valley Unified School District, East San Gabriel Valley Regional Occupational Center (ROP), Hacienda La Puente Unified School District, Pomona Unified School District, and Rowland Unified School District. Along with the Rowland Unified School District (USD) Adult Education Director, the SCE Dean serves as co-chair of the Consortium.

History
The College
The 421-acre Mt. SAC campus was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an Army hospital and later a Navy hospital. The Mt. SAC District was created in December 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance north of the campus. Mt. SAC opened in the fall of 1946 with 635 students and a staff of 32. From its humble beginnings, the College now serves over 59,000 students from a wide array of backgrounds and generations (Student Success Scorecard 2017).

School of Continuing Education
The School of Continuing Education (SCE) had its beginnings when the Community Services Department was established in 1971 to provide cultural, educational, and recreational programs. Some of these community programs included the support of the

planetarium, wildlife sanctuary, and art gallery as well as classes for older adults and gifted children. The Department was also responsible for Mt. SAC's public information and a speaker's bureau.

In 1978, Community Services was reclassified from a department to a division and the Division's first dean was appointed. The newly re-titled Community Education Division expanded to incorporate community enrichment, fee-based classes, and new areas of adult education including Basic Skills, English as a Second Language, Older Adult, Parent Education, Disabled Education, and Health and Fitness.

By the late 1980s, the Division began increasing its focus on entrepreneurship and economic development. In 1993, the Community Education Center (CEC) was established on the main campus and over the next few years grew to include programs such as High School Equivalency preparation, Adult Basic Education, Adult High School Diploma, and High School Referral. Then in 2002, all noncredit programs were placed under the larger umbrella of the Instruction Team, where they remain today.

SCE has experienced dramatic change and tremendous growth in its 45+ year history. There have been seven name changes during this time. A renewed emphasis on career education and workforce development in the early 2010s prompted a name change to Continuing Education to reflect the breadth of programs offered as well as common terminology used by the California Community College system. In 2015 the restructuring of the Division to better align with its growing scope and state requirements prompted the adoption of the seventh and current name: School of Continuing Education.

Community Information
Geographic Area
The College boundaries encompass an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. The campus is located about thirty miles east of Los Angeles and is situated in Walnut, the geographic center of 10 school districts and 17 communities. These 17 surrounding communities include Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina.

Population of Area Served
Mt. SAC and SCE serve a very diverse student population, reflective of the population of the surrounding communities. In 2016, the U.S. Census Bureau American Community Survey data showed that the demographics for the population residing within the Mt. SAC District boundaries was closely aligned with that of the State. A notable difference was that the Mt. SAC District area has a more significant Hispanic/Latino/a and Asian representation than the respective averages in the State of California. Similarly, 51% of those living in the Mt. SAC District area speak a language other than English at home, which is 7% more than California's average and 30% more than the national average.

The population living within the Mt. SAC District has an approximately even gender distribution, is ethnically diverse, and is represented by various age groups. According to the American Community Survey, over 45% of the population in the Mt. SAC district and service area is 55 years and older. SCE serves this unique population through its EOA

Department, which has grown steadily and is now one of the largest programs serving an older adult population in California.

SCE is nestled within Los Angeles County, a region that has experienced steady employment growth in the last five years. The unemployment rate in the County has decreased steadily from 12.2% in 2011 to 4.5% in 2017 and currently fares at 0.2% better than the State of California.

Los Angeles County and California Unemployment Rate
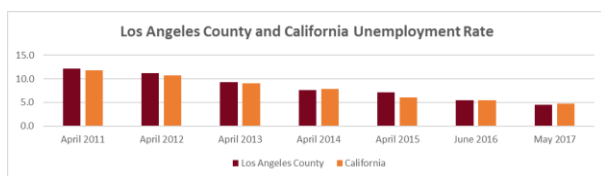
The growth in employment opportunities drives both the population being served and the types of programs that are offered. Labor market data are strategically used to support the development of specialized training for students in high-growth and high-wage careers. Despite the decrease in the unemployment rate, data from the U.S. Census Bureau indicate that the poverty level in the Mt. SAC district area has in fact increased by 2% in the last five years. The poverty level is fairly similar to that of the State of California and national averages. Moreover, as indicated by Census Data, 23% of adults within Mt. SAC's service area lack a high school diploma.

In order to prepare for future demographic changes and facility needs, Mt. SAC has been formulating the 2018 Educational and Facilities Master Plan. The Master Plan Steering Task Force has found that the projected population within the Mt. SAC's geographic boundaries will grow approximately 12% by the year 2035. The Task Force expects that by 2021, a demographic shift within the Mt. SAC

Mt. SAC Area Census Data
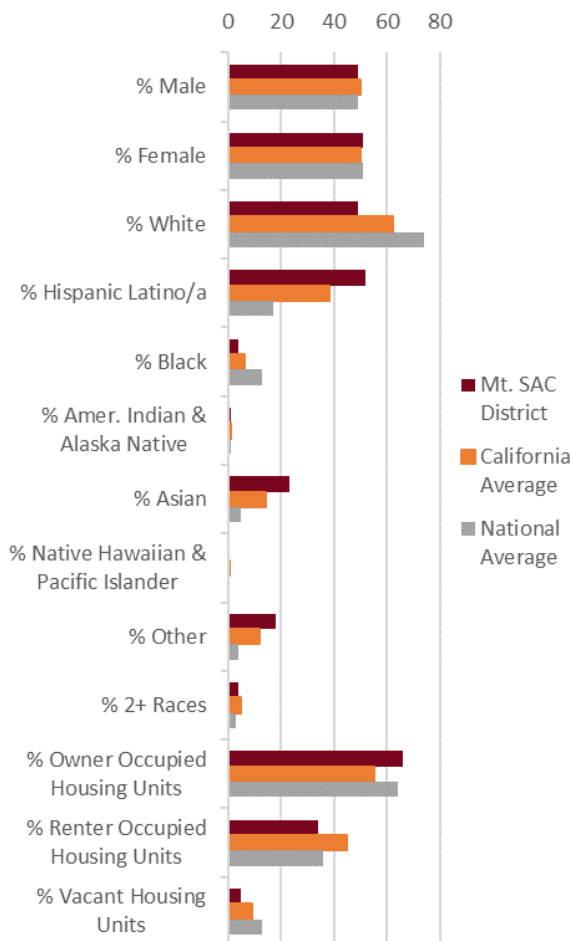
boundaries will result in an older population. With the exception of the 45-54 age segment which will decrease by approximately 1%, all the age groups of 25 years of age and older are expected to grow proportionately. The Asian and Hispanic population segments in the Mt. SAC's service area are also projected to grow in the next five years, with the percentage of the population growing by 1.6% for Hispanics and 0.7% for Asians. To address these projected changes, Mt. SAC has been gathering and analyzing data and engaging stakeholders within and outside the College to build consensus on a clearly defined strategy for the future. The Educational and Facilities Master Plan report includes a 19-page overview of SCE that addresses the projected

growth and needs of each department ([Master Plan SCE Chapter 2017](#)). Any demographic changes in the community will influence changes in the demographics of the SCE student population. Also, as evidenced by the growth in SCE's population over the last four years, the proposed additional and upgraded facilities are critically needed.

Governance

The School of Continuing Education (SCE) has a clearly defined governance structure which originates from the [Board of Trustees](#), the ultimate policy-making body of the College. The Board of Trustees is empowered by California law to be the policy-making body of Mt. SAC. The Board consists of seven community members, each representing a district, and one student trustee. Prior to the move in 2013 from at-large representation to one based on districts, the Board had consisted of five community members elected at-large and one student trustee. Each elected Board member serves a four-year term. The student trustee is a non-voting member elected annually during a regular election of the student body.

The [President/CEO](#) oversees implementation of Board Policies and Administrative Procedures and is responsible for the overall administrative governance of the College. He seeks counsel from the [President's Cabinet](#), which is the executive-level administrative decision-making body at Mt. SAC and includes the Vice Presidents of Instruction, Student Services, Fiscal Services, and Human Resources. The Cabinet meets with the President/CEO weekly and is charged with ensuring the long-term stability and success of the institution, consistent with Mt. SAC's mission, vision, and core values. The Cabinet develops policy-level agenda items and discusses issues that require approval by the Board of Trustees. At a broader level, the President's Advisory Council ([PAC](#)) provides input to the President/CEO on administrative, fiscal, and strategic issues.

Under the guidance of the President/CEO, the Vice President of Instruction oversees the implementation of instructional policies and is responsible for the overall administrative governance of the various instructional divisions, including SCE. The Dean of SCE, under the guidance of the Vice President of Instruction, has similar responsibilities over the SCE Division.

Under the authority of the Board of Trustees, Mt. SAC has a participatory governance structure which facilitates joint responsibility, authority, and decision-making through the collaboration of administrators, faculty, staff, and students. Participatory governance councils and committees plan for the future, develop policies, establish regulations, and make recommendations which guide the College. The Academic Senate and the College President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature. The Board of Trustees relies primarily on the Academic Senate for curriculum, including placing courses within disciplines, grading policies, educational program development, standards and polices for student preparation and success, and policies for faculty professional development. Noncredit representatives serve on the Academic Senate as well as various College councils, committees, and task force teams. Representatives include faculty as well as classified and management staff. SCE is an active participant in the College's governance

structures and the Division was commended by ACCJC for its integration to College structures during the Mt. SAC accreditation visit.

Mission, Vision, and Institutional Level Outcomes

The mission, vision, and Institutional Level Outcomes (ILOs) communicate the educational purpose and commitment to quality education. As a division within a community college, SCE's history has been influenced by policies stipulated by the California Legislature and the California Community College system. The California Education Code states that the mission of the California Community Colleges is to offer academic and vocational instruction at the lower division level through supporting learning environments (CA Ed Code §66010.4). This sentiment is reflected in the Mt. SAC mission statement, which guides all divisions, including SCE. Mt. SAC's mission statement reads:

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement,

advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences. (Approved by Board of Trustees February 17, 2016.)

SCE's vision was developed to align with the mission statement. SCE's vision states that:

The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher educational and employment pathways and strengthen self-sufficiency.

SCE has schoolwide learner outcomes that are known as Institutional Level Outcomes (ILOs). They are defined as statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences at SCE including courses, programs, and services. The ILOs are:

Communication, Critical Thinking, Information and Technology Literacy, and Personal, Social, Civic, and Environmental Responsibility

The ILOs and the vision were developed to align with the College's mission statement. Together, the mission, vision and ILOs communicate the educational purpose and commitment to quality education for our students. This is supported by staff survey responses indicating a high level of connection between their work and the mission (90%), vision (86%), and ILOs (84%). Each year, the ILOs, mission, and SCE vision are reviewed annually by the SCE Advisory Group and revised when necessary in order to maintain relevancy. The ILOs were last revised in November 2016, the mission in February 2016, and the vision in May 2013.

Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

- Comprehending, analyzing, and responding appropriately to oral, written, and visual information.
- Reading and understanding the content and purpose of written material.
- Speaking or signing to increase knowledge, foster understanding, or promote change.
- Developing and expressing ideas in writing with clarity and fluency.

Critical Thinking

Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

- Analyzing content, meaning, and purpose from a variety of texts or materials.
- Developing informed conclusions based upon the collection, examination, and synthesis of evidence.
- Computing and analyzing multiple representations of quantitative information and/or data, including graphical, formulaic, numerical, verbal, and visual.
- Designing, implementing, and evaluating strategies to answer questions or achieve goals.

Information and Technology Literacy

Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.

- Locating, evaluating and choosing credible textual and other sources for information.
- Interpreting the social, legal, and ethical uses of information.
- Researching data and drawing conclusions based on an analysis of that data.
- Using technologies to communicate, solve problems, and complete tasks.

Personal, Social, Civic, and Environmental Responsibility

Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.

- Setting, evaluating, and monitoring academic, career, financial, and personal goals.
- Interpreting and managing physical and mental health needs.
- Developing self-awareness in the areas of personal development, learning styles, and decision-making strategies.
- Recognizing and respecting the beliefs, opinions, and values of other individuals and cultures.
- Being informed about and participating in local, state, national, and global communities.
- Evaluating environmental conservation and sustainability.

Each ILO is mapped to course Student Learning Outcomes (SLOs). SLOs are the expectations of what students should know, think, feel or do as a result of an educational experience. Developed by faculty, SLOs are implemented and assessed at the course level. Mapping course-level SLOs to institution-level ILOs helps further evaluate student learning.

Each course in SCE has at least two SLOs, which is connected to the most relevant ILO.

During and prior to the 2015-16 academic year, SLOs were mapped to the former schoolwide learner outcomes – Student Learning Goals (SLGs), as the ILOs were not officially adopted until November 2016. In early 2017, SCE departments began the

SCE Active Course Level SLOs Mapped to ILOs 2016-17

	Communication		Critical Thinking		Information & Technology Literacy		Personal, Social, Civic, and Environmental Responsibility		Total
	N	%	N	%	N	%	N	%	
Adult Basic Education	5	27	7	39	3	17	3	17	18
Adults with Disabilities	1	100	--	--	--	--	--	--	1
Education for Older Adults	2	25	2	25	2	25	2	25	8
ESL	8	44	8	44	--	--	2	11	18
Short Term Vocational	3	60	1	20	1	20	--	--	5
Total	19	38	18	36	6	12	7	14	50

gradual transition from SLGs to ILOs by posting and raising awareness about the new ILOs and remapping SLO connections from SLGs to ILOs. By the time the self-study was completed, departments had remapped all of their SLOs from SLGs to ILOs and were ready to begin a cycle of assessment. In 2017-18 over 224 SLOs, representing 142 courses, were mapped to the four ILOs. During the 2016-17 transitional year, departments were able to map and assess 50 SLOs and document the results in TracDat, the online assessment management system.

There are naturally more SLOs mapped to the ILOs representing more traditional learning outcomes: Critical Thinking and Communication. In 2017-18, 46% of SLOs were mapped to the Critical Thinking ILO and 26% were mapped to the Communication ILO.

Interestingly, the Information and Technology Literacy ILO and the Personal, Social, Civic, and Environmental Responsibility ILO have fairly even SLO representation, at 13% and 12% respectively. With an emphasis on improving technological competency of the students within the self-study and Action Plan, more courses were remapped to Information and Technology Literacy in 2017-18.

The Community and Contract Education Department's offerings do not have defined SLOs as noncredit courses, as external agencies often guide the learning outcomes. For example, the California Highway Patrol (CHP), State Water Resources Control Board (SWRCB), California Department of Public Health, and the American Heart Association establish the learning outcomes and expectations of courses for the California

SCE Active Course Level SLOs Mapped to ILOs 2017-18

	Communication		Critical Thinking		Information & Technology Literacy		Personal, Social, Civic, and Environmental Responsibility		Total
	N	%	N	%	N	%	N	%	
ABE	16	26	37	60	4	6	4	6	62
EOA & AWD	13	16	35	47	14	19	17	22	79
ESL	19	41	19	41	4	9	4	9	46
STV	10	27	13	35	6	16	2	5	37
Total	58	26	104	46	28	13	27	12	224

N= number of course level SLOs/courses

Motorcyclist Safety Program (CMSP), Water Technology Program, Phlebotomy Program, and the CPR Program, respectively. This is true for other contract education programs, where corporate clients request customized trainings with specific expected outcomes. Because this structure assures that ILOs are naturally embedded in programs, there has not been a perceived need to directly map course SLOs to the ILOs. Instead, the successful completion of courses and passage rates of certification exams have been used as a way to measure the Community and Contract Education Department's ILO success. The Department, however, has plans to make the connection between courses and ILOs more explicit and to engage in a more structured process to assess learning outcomes.

Each SCE program has traditionally decided which ILO will be assessed on an annual basis. While this process had appeared to be working well and addressed each program's needs, SCE faculty have become more engaged across the Division and it became evident that a more uniform assessment cycle is needed. Furthermore, the process did not encourage programs to examine student learning across all ILOs. As a result, two ILOs, Communication and Critical Thinking, had an abundant number of courses mapped to them while the other two had a lower number. Faculty will discuss ways to evaluate a broader range of student outcomes, which may result in more balanced assessment of the ILOs. One way that faculty have promoted a broader evaluation of ILOs, and to ensure a schoolwide in-depth annual assessment of each ILO, the SCE Professional Learning Community (PLC) Steering Committee suggested the selection of one Division-wide ILO for assessment each year. In September 2017, at the Noncredit Faculty Professional Development Day event, SCE faculty voted for the following timeline to assess ILOs:

2017-18	2018-19	2019-20	2020-21
Communication	Information & Technology Literacy	Personal, Social, Civic, and Environmental Responsibility	Critical Thinking
Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.	Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.	Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Faculty and managers expect that having this timeline will make it easier for programs to plan for the assessment of the ILOs, and that this structure will generate richer data across ILOs.

As previously mentioned, the ILO assessment process in 2016-17 was unique as the Division transitioned from SLGs to ILOs. During this transitional period, departments mapped and assessed a total of 50 ILOs and documented the results in TracDat. Most courses were mapped to two ILOs: Communication and Critical Thinking. Given that the majority of courses were previously mapped to the Critical Thinking SLG, it is logical that the comparable ILO was one of the most commonly assessed.

The 2016-17 assessment of the 50 SLOs shows different levels of success for each ILO. At a minimum, at least 84% of students met the criteria set forth to serve as measurement of success for each ILO. The following are the assessment results per ILO:

Communication
The Communication ILO states that students will effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms. Data collected indicate that approximately 84% of courses selected to assess the ILO met the criteria set forth to serve as a measurement of success at the course and institutional level. ABE and ESL had a few courses that did not meet the

Assessed Course Level SLOs Mapped to Communication ILO

- Adult Basic Education — 26%
- Adults with Disabilities — 5%
- Education for Older Adults — 11%
- ESL — 42%
- Short-Term Vocational — 16%
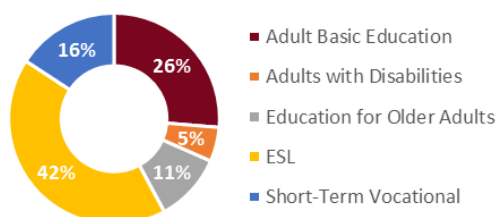
criteria set forth as an SLO. The two ESL courses that did not meet the criteria were ones that required a comprehensive portfolio that included multiple measures and evidence of beginning level skill achievement. Given the multi-faceted nature of the SLO, it proved to be a challenge for the majority of students enrolled in the course to meet all of the multiple requirements of the learning outcome successfully. The ABE course that did not meet the minimum criteria stated that students would construct an effective extended response to a prompt. While 68% of students met these criteria, 32% did not master the skill which is reflective of the student population enrolled in ABE where students may not have completed writing courses in high school. Data generated from the ILOs and SLOs are noted in the Use of Results section of TracDat and this analysis is intended to inform faculty and staff on plans to improve the Communication ILO outcomes. Overall, however, it is evident from this snapshot assessment that SCE students are successfully meeting the Communication ILO. This ILO will need ongoing mapping and assessment as communication will be a major theme in the Action Plan.

Critical Thinking
The Critical Thinking ILO states that students should apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms. Approximately 89% of courses selected to assess the ILO met the criteria set forth to serve as a measurement of success at the course and institutional level. Only two ABE courses did not meet the criteria for the SLOs mapped to the Critical Thinking ILO. One was a math course in which the assessment activity required students to solve a multi-step word problem, involving linear equations,

Assessed Course Level SLOs Mapped to Critical Thinking ILO

- Adult Basic Education — 39%
- Adults with Disabilities
- Education for Older Adults — 11%
- ESL — 44%
- Short-Term Vocational — 6%
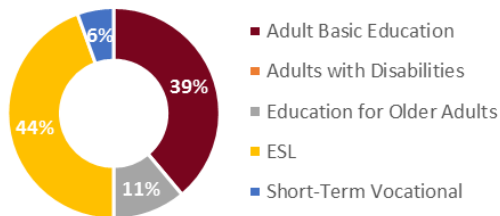
inequalities, and polynomials. The other was a language arts course requiring students to demonstrate proficiency in drawing comparisons between two texts and making inferences. Approximately one-third of students in each class did not successfully complete the task. Although there is room for improvement, the two ILO and SLO assessments were higher level activities and outcomes are still fairly positive. Overall, students in 89% of SCE courses assessed in this sample strongly demonstrated that they possess critical thinking skills. This serves as evidence that students are successfully meeting the ILO.

Information and Technology Literacy

The Information and Technology Literacy ILO states that students should apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms. As with the Communication ILO, technology will be a focus of the Action Plan, so increasing mapping and assessments connected to technology is needed. All courses selected to

Assessed Course Level SLOs Mapped to Information & Technology Literacy ILO
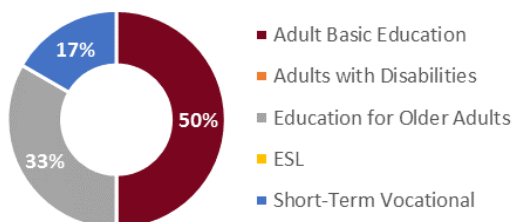
- Adult Basic Education — 50%
- Adults with Disabilities
- Education for Older Adults — 33%
- ESL
- Short-Term Vocational — 17%

assess the ILO met the criteria set forth to serve as a measurement of success at the course and institutional level. Given that this ILO was newly introduced in November 2016 as a schoolwide learning outcome, very few course SLOs had been mapped directly in 2016-17, which was the first year of implementation for this ILO. Technology was always present in the previous school-wide learner outcomes although it was included as part of the Communications SLG and the Personal, Social, Civic, and Environmental Responsibility SLG. Thus, course SLOs pertaining to technology were mapped directly to those two SLGs. Remapping by ABE, EOA, and STV has generated some data that can be used to begin to assess the Information and Technology Literacy ILO. Every course mapped to this ILO has met the criteria set forth to serve as a measurement of success at the course and institutional level. It is anticipated that with the 2017-2021 four-year cycle, courses that had previously been linked to the technology aspects of the SLGs will be re-mapped into the Information and Technology Literacy ILO. This conversion will yield additional data with regard to the relationship between technology literacy and student learning and assessments.

Personal, Social, Civic, and Environmental Responsibility

The Personal, Social, Civic, and Environmental Responsibility ILO states that students will demonstrate awareness and respect for personal, social, civic, and environmental responsibilities. As with the Information and Technology Literacy ILO, all courses selected to assess the Personal, Social, Civic, and Environmental Responsibility ILO also met the criteria set forth to serve as a measurement of success at the course and institutional level.

Assessed Course Level SLOs Mapped to Personal, Social, Civic, and Environmental Responsibility ILO

- Adult Basic Education — 43%
- Adults with Disabilities
- Education for Older Adults — 28%
- ESL — 29%
- Short-Term Vocational
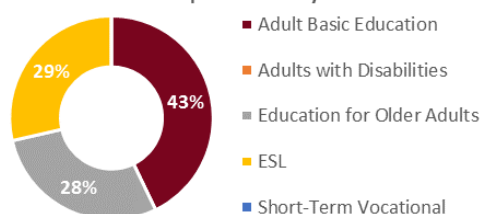
While not necessarily new, faculty had been more inclined in the past to map SLOs to the Communication and Critical Thinking SLGs. With the transition to ILOs and an SCE schedule to assess all ILOs along with faculty collaboration and training, it is believed that faculty will become more aware of further instances to map SLOs to the Personal, Social, Civic, and Environmental Responsibility ILO. Data for this ILO serves as evidence that SCE is moving towards addressing and meeting this schoolwide learning outcome.

Program Characteristics

The School of Continuing Education is the third largest noncredit program in California, with 42,054 students served in the 2016-17 academic year (fall, winter, spring, and summer terms). With the exception of Adult Basic Education (ABE) and Noncredit Labs, programs have experienced a general growth in the past three years. The decrease in enrollment in ABE is attributed to the increase in high school completion opportunities available to students through online programs, charter schools, and public libraries. Furthermore, high schools are strengthening student support and those interventions are helping retain students through graduation. The WIN Program, under the Noncredit Labs category, also experienced a decrease in enrollment after relocating multiple times; each successive time into a smaller facility. Thus, WIN can no longer

SCE Three Year Unduplicated Enrollment Trend by Program

Department	Program	2014-15	2015-16	2016-17	% change 2014-15 to 2016-17	Summer & Fall 2017
Adult Basic Education	Adult Basic Education	2055	2117	2099	2	1150
	Adult High School Diploma	491	453	416	-15	259
	High School Equivalency	381	272	227	-40	145
	High School Referral	691	631	524	-24	443
	Off-Campus High School	9981	11277	12963	30	15566
EOA & AWD	Adults with Disabilities[1]	n/a	139	309	-	379
	Education for Older Adults	3719	3841	4080	10	3570
ESL	ESL	4028	4153	4417	10	3110
	VESL Career Paths	194	260	209	8	245
Noncredit Labs	Language Learning Center	4213	3950	3859	-8	2027
	WIN	783	730	730	-7	638
	All Other Noncredit Labs[2]	16310	15496	15032	-8	10184
Short-Term Vocational	Health Careers (Credit)	330	418	531	61	415
	Health Careers (Noncredit)	132	209	231	75	227
	STV	1506[3]	127	141	-91	155
	STV Mirrored	330	335	343	4	195
	Vocational Re-Entry	n/a	1778	1656	-	1243
Unduplicated Total		39161	40184	42058	7	36695

SCE Student Mobility (Persistence Rate) by Program

		2014-15			2015-16			2016-17	
		Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count
ABE	Adult Basic Education	672	85	13	789	93	12	902	94
	Adult High School Diploma	283	114	40	268	99	37	231	112
	High School Equivalency	180	47	26	98	38	39	102	22
	High School Referral	161	65	40	124	59	48	86	41
EOA & AWD	Adults with Disabilities	n/a	-	-	98	78	80	149	121
	Education for Older Adults	2654	1995	72	2687	1941	72	2943	2171
ESL	ESL	2305	1056	46	2471	1155	47	2478	1179
	VESL Career Paths	107	43	40	113	47	42	106	37
NC Labs	Language Learning Center	2315	557	24	2128	467	22	2138	420
	WIN	657	352	54	608	312	51	619	328
	All Other Noncredit Labs	10394	5398	52	9825	4858	49	9342	4652
STV	Health Careers (Credit)	145	47	32	216	77	36	276	113
	Health Careers (Noncredit)	n/a	-	-	n/a	-	-	54	3
	STV	1071	773	72	64	28	44	60	12
	STV Mirrored	134	41	31	153	45	29	167	51
	Vocational Re-Entry	n/a	-	-	1105	782	71	1163	793
Unduplicated Total		18633	10501	56	18583	9557	51	18349	10149

support the number of students it once did in the past. While it may appear that the Short-Term Vocational (STV) Program experienced a decrease in enrollment in 2015-16, the drop is a result of STV students being re-categorized as Vocational Re-Entry students. STV has experienced growth in many areas, including Health Lecture, STV Mirrored (mirrored courses with credit), and Health Careers Lab.

Despite the decrease in program enrollment in ABE and Noncredit Labs, SCE has experienced steady growth overall in the past three years. This increase in enrollment is attributed primarily to the development of STV programs and the Off-Campus High School Program. STV's growth is due partly to the fact that it is a newer, labor market-driven program growing steadily as a result of offering certificates in areas that are of high interest to students. In addition, ABE's Off-Campus High School Program has significantly grown in size and popularity now that courses are easily accessible as more are offered at either students' home high schools or schools close to their homes. The significant growth in these two areas has led to an overall growth at SCE of 2,897 students, or 7%, from 2014-15 to 2016-17.

At SCE, student mobility is measured using students' persistence rates. Traditionally, the fall semester is used as a starting point and the spring semester as the endpoint for the timeframe used to measure persistence in noncredit programs. The overall rate of persistence in 2016-17 was 52%, which is consistent with previous years. Historically, Adult Basic Education (ABE) has had the lowest persistence rate because the majority of students do not remain in the program through the spring semester. Ironically, this may be considered an indicator of success for students with short-term academic and employment goals, as is the case for students in the Short-Term Vocational (STV) programs. Students may achieve their academic goals fairly early within the fall semester and exit the program immediately without the need to continue in the spring. Yet their success leads

them to be labeled as not having persisted through spring. An additional challenge is that some students take semester breaks due to work and personal obligations during the course of their education at SCE. Each time they do so, they are labeled as not having persisted to the next semester.

Using persistence to measure mobility is a challenge given the short-term nature of most programs at SCE. It is a challenge even when students are required to take two or more courses, as is the case with the Vocational English as a Second Language (VESL) Career Paths Program. VESL Career Paths is a two-semester program that students can complete in the fall or spring. As the table points out, 106 VESL students started in the Fall 2016 semester but only 37 continued on in the Spring 2017 semester. This is because of 106 VESL students, eight dropped the class immediately, 43 completed the VESL program at the end of fall, and 15 students transferred to credit or other programs. Only nine students did not persist as they decided not to continue with the second part of the program in the spring.

The traditional method of measuring mobility works well for the Education for Older Adults (EOA) and Adults with Disabilities (AWD) Department, the department with the highest persistence rate. EOA students have a very high persistence rate because they generally pursue long-standing educational goals and look for continuous opportunities each semester to challenge themselves, stay mentally and physically fit, and share experiences with peers. AWD students are continuously working on acquiring life skills and have longer learning cycles. Thus, they may enroll in multiple classes each semester and continue throughout the academic year.

The demographics of the student body of SCE parallel the ethnicities of the population served by the Mt. SAC District. Hispanic/Latino students represent slightly more than half (57%) of the whole student body at SCE, while Asian students represent 17%. Students identifying as White comprise 11% of the student body. The other racial or ethnic groups represented at SCE include Black/African American students at 3%, Filipino at 2%, and Pacific Islander and

Student Ethnicity by Program 2016-17
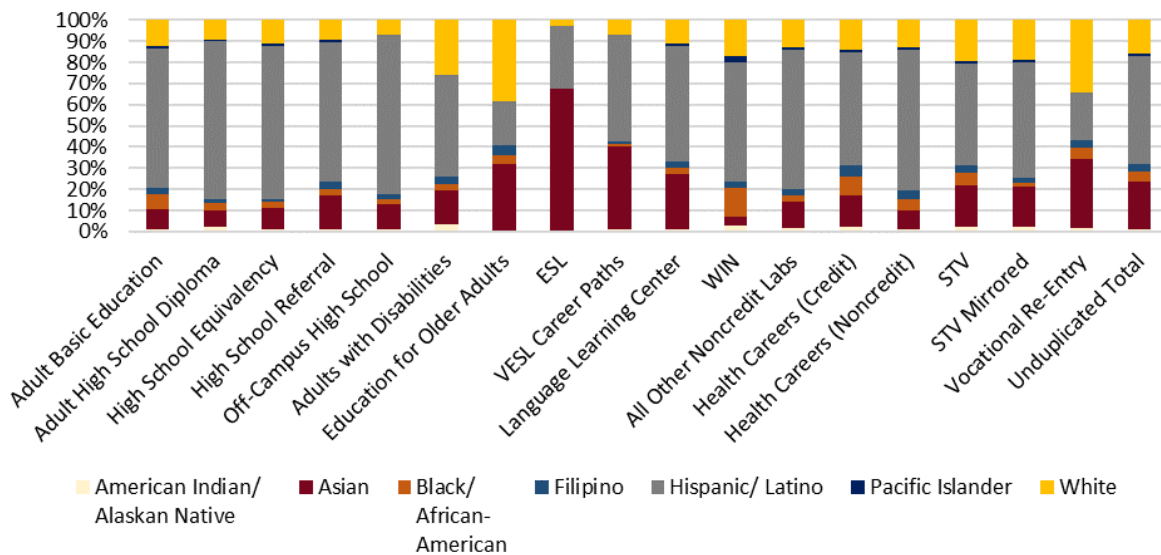
American Indian each at 1%. The race or ethnicity of approximately 9% of the students is unknown. There are some notable differences, at the program level, that deviate from SCE's demographic patterns. Most notable is the fact that ESL's demographics are almost opposite of SCE's, with Asian representation at 66% and Hispanic/Latino at 29%. This high representation by Asian students may be a reflection of the fact that the Asian population has a strong presence in Walnut, the city in which SCE is located. The discrepancy softens a bit in VESL, where representation is 50% Hispanic/Latino and 39% Asian. In all the programs within Adult Basic Education (ABE), Hispanic/Latino students are highly represented with percentages ranging from 62% to 73%.

The Education for Older Adults (EOA) and Adults with Disabilities (AWD) Department has experienced challenges when collecting demographic information from their students. A high percentage of EOA and AWD students declined to report their ethnic or racial background. For AWD students, the challenge was that care providers generally completed registration forms for students and they did not know the ethnic background of their clients. Thus, the question would often be left unanswered. To address this issue, registration cards are distributed with advance notice so students and care providers can complete forms in a timely manner with accurate information. For EOA students, there was an issue with the registration card font being too small and a lack of comfort with disclosing personal information on a form. Staff attempted to address the issue by re-sizing the registration form by 100% and by educating students of the importance of disclosing demographic information that is critical for SCE's self-assessment process.

As in previous years, the gender distribution at SCE remains 55% female and 42% male, with approximately 3% of students declining to state or report their gender. When disaggregating the data by program, it is evident that female students dominate (60%+)

Student Gender by Program 2016-17
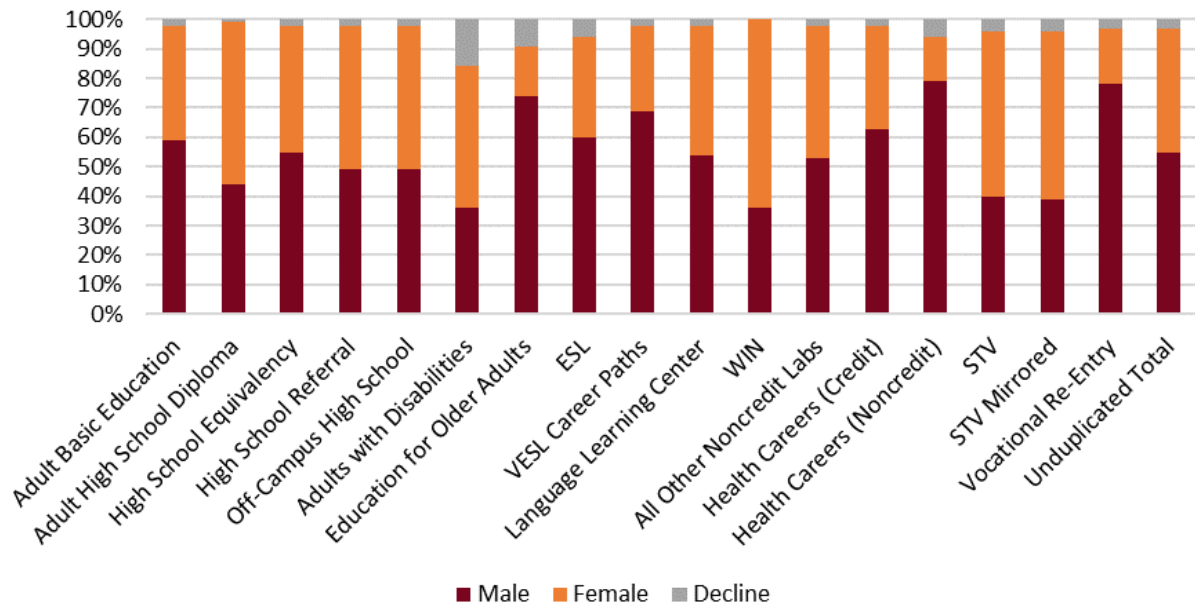
in a few areas. In Short-Term Vocational (STV), approximately 62% of total students in Health Careers Lab and 79% in Health Lecture programs are female. In addition, female students comprise 60% of the ESL student body and 69% of VESL. EOA also has a strong female presence, as 73% of students are women, while the Vocational Re-Entry Program it oversees serves even slightly more (76%). Males, on the other hand, dominate in STV's mirrored course noncredit vocational program (57%) and in the WIN Program (64%), which serves student athletes. Males, specifically those of color, also have a strong presence in the Adult Basic Education (ABE) Department's Adult High School Diploma (AHSD) Program. This is due to the fact that males of color are more likely to drop out of high school, as noted by the National Center for Education Statistics (NCES), and thus, need to return later to complete high school. In general, these statistics align with the trends of the respective genders – women show a strong presence in female-dominated fields and men in male-dominated fields.

SCE takes pride in serving a population that is also diverse in age. While there is diversity in the age groups represented by SCE students, it is evident that about one-third of the student body falls within the 18-22 age category. Given the large Summer High School program within the ABE Department, it is no surprise that the "17 year old and under" age group comprises 23% of SCE's student body. Thus, combining both the "17 year old and under" category with the 18-22 age group highlights that the majority, 55% of SCE's student body population, is 22 and younger. Interestingly, however, is the fact that our 65 year old and over population, currently representing 10% of the SCE student body, has grown in the last seven years by three percent. Other age groups represented are the 23-29 year olds at 15%, the 30-45 age group at 12%, and the 46-64 age category at 8%.

When disaggregating by program, the age groups are representative of the population projected to be served. For example, approximately 80% of Summer High School

Student Age by Program 2016-17
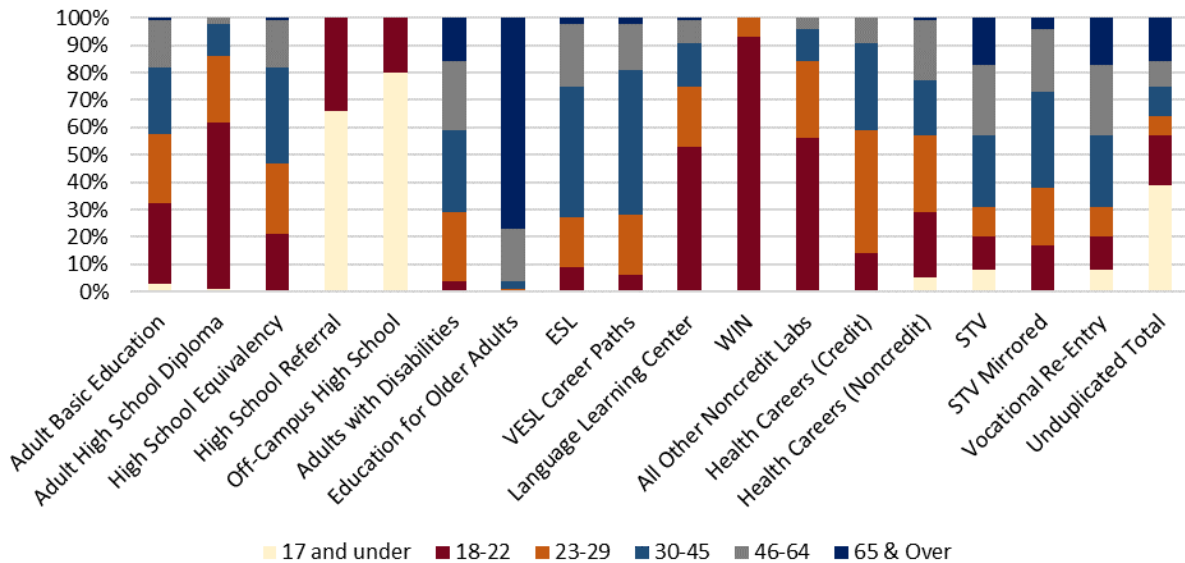
students are 17 years or younger and 77% of EOA students are 65 and older. While close to 50% of ESL and VESL students fall within the 30-45 age group, 53% of students who use the Language Learning Center are 22 years or younger. The younger population may be more comfortable in the lab and/or may have the time to attend, unlike older students who may be employed or have families for which to care.

The School of Continuing Education's student body of over 40,000 is diverse in race and ethnicity, gender, and age. While this diversity cuts across the school as a whole, there are certain characteristics that are very specific to each program. Each program appears to attract, in general, a particular type of student. These differences will be discussed in detail later in this chapter as they relate to student achievement.

Student Achievement Data

Student success is at the core of Mt. SAC's mission, vision, and ILOs, and SCE evaluates and demonstrates student achievement using a variety of methods and metrics. One method of evaluating student achievement is through noncredit progress indicators, or more simply stated, noncredit grades. The three grading options are Pass (P), No Progress/Pass (NP), and Satisfactory Progress (SP). The addition of "SP" in 2011 helped noncredit students and programs show progress in an open-entry/exit system of enrollment. It also allows for repeatability without seemingly punishing the student with a "no pass."

In 2016-17, approximately 85% of SCE students overall have progressed with a Pass or Satisfactory Progress. In many programs, including Adult Basic Education (ABE), Adult High School Diploma, Education for Older Adults (EOA), and High School Equivalency

SCE Progress Indicators by Program 2016-17

| | Progress | | | | | | No Progress[1] | | | | | |
| | Pass | | Satisfactory Progress | | Total Progress | | No Pass | | Dropped OR No Grade | | Total No Progress | |
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	1185	34	2299	66	3484	100	2	0	0	0	2	0
AHSD	283	29	650	66	933	95	47	5	1	0	48	5
HSE	93	19	406	81	499	100	0	0	0	0	0	0
HSR	560	63	232	26	792	89	79	9	15	2	94	11
AWD	28	2	1108	74	1136	75	304	20	66	4	370	25
EOA	2738	16	13337	78	16075	94	164	1	918	5	1082	6
ESL	6886	50	3208	23	10094	74	1143	8	2418	18	3561	26
VESL	511	52	78	8	589	60	110	11	281	29	391	40
Health Careers	298	79	1	0	299	80	20	5	57	15	77	20
STV	336	82	0	0	336	82	28	7	46	11	74	18
STV Mirrored	425	69	0	0	425	69	107	17	86	14	193	31
Voc Re-Entry	1407	25	3576	64	4983	89	257	5	363	6	620	11
Total Records	13343	33	21319	53	34662	85	2004	5	3888	10	5892	15

1- Metric includes all students enrolled with a minimum attendance of four hours. Calculation is aligned with the noncredit accountability task force recommendations for the Student Success Score Card.

Cohort Matriculation to Credit in CDCP Programs (%)

Categories: ABE, AHSD, HSE, HSR, ESL, VESL, Health, STV, STV Mirrored

Legend: ■ 2011-12 ■ 2012-13 ■ 2013-14

satisfactory progress towards completion of their courses.

Another important success metric for SCE students is transition to college credit programs. SCE analyzes the rate to which students enter credit programs within three academic years of enrolling into a SCE Career Development College Preparatory (CDCP) program. Of the 2013-14 academic year cohort, 15% of students enrolled in an SCE programs matriculated to credit. The high school referral and vocational programs, including Health Careers, had the most students matriculating to credit.

(HSE), over 94% of the students have progressed. In Vocational Re-Entry, Health Careers, High School Referral (HSR), and Short-Term Vocational (STV), student progression is also high at 80% and 89%. The rate of progression is lower with Adults with Disabilities (AWD), ESL, Vocational ESL (VESL), and STV Mirrored, as between 60% - 75% of the students achieve a pass or satisfactory progress. For ESL, VESL, and STV Mirrored, this can be attributed primarily to students who officially dropped the course or did not receive a grade. ESL and VESL students are prone to be more transient than other students due to relocating back to their native countries during the semester. Because VESL and STV Mirrored courses also serve as a gateway to credit courses, students may choose to transition earlier than anticipated. A higher percentage of these students than those in other programs are known to stop attending their classes and, instead, enroll directly in their credit counterparts. Also, staff believe that students take these courses to gain vocational skills quickly for employment. Students may achieve enough skills to "job out" or get a job before their class officially ends. Lack of progress is generally attributed to common reasons: transitory population, the likelihood of students dropping the course without informing the instructor, completing a one-term program, the need to get a job as soon as possible, and/or acquiring the vocational skill without interest in the credit or grade. Overall, the majority of SCE students are successful in their courses or make

Over one-third of students who took a High School Referral Program course or started in a noncredit vocational program were able to transition to credit courses within three years. Those students were more likely to have the basic skills and language skills necessary for credit courses. It is apparent from the data that most students have alternate goals other than entering into college. Instead, they are driven by family obligations such as supporting their children's academic success, attending other noncredit courses, and obtaining employment. Many students, particularly in vocational programs, select SCE to obtain condensed training and skill building in order to seek employment. SCE students may also attend class if and when it is financially feasible for them and their families.

CASAS

SCE has long utilized the Comprehensive Adult Student Assessment System (CASAS) to assess basic reading and writing skills. Overall there has been a consistent growth in the total number of CASAS payment points earned as a

Mt. SAC and CA Statewide CASAS Comparison (%)
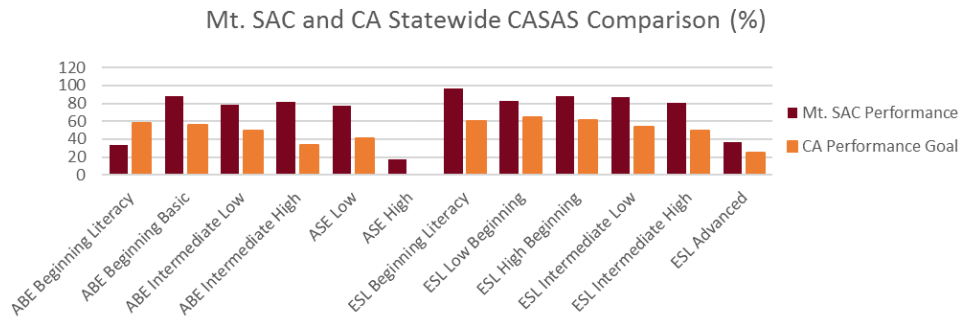
completing NRS and Advanced NRS has increased significantly, the overall percentage has remained fairly stable.

result of SCE student learning gains. Despite a decrease in the number of ABE students with paired scores, student achievement has consistently grown in both completion of NRS Educational Level and Advanced NRS Educational Level. Payment points earned by Adult Secondary Education (ASE) increased in 2015-16 and ESL has experienced continual increases. While the number of ESL students

ESL students have shown many successful gains measured through EL Civics. The number of students taking EL Civics has increased steadily within the last three years and payment points have increased by 183 in the last year. The number of students completing the first EL Civics assessment has

CASAS Benchmark Summary – Adult Basic Education (ABE), Adult Secondary Education (ASE), & English as a Second Language (ESL)

		Students w/ Paired Scores	Total Payment Points	Completed NRS Educational Level		Advanced an NRS Educational Level		High School Equivalency Certificate		High School Diploma	
				N	%	N	%	N	%	N	%
ABE	2013-14	571	610	336	36	274	29	0	-	0	-
	2014-15	525	675	340	39	335	38	0	-	0	-
	2015-16	464	695	349	50	346	50	0	-	0	-
ASE	2013-14	520	422	250	23	153	14	5	1	14	1
	2014-15	381	366	200	23	134	15	16	2	16	2
	2015-16	365	403	224	27	144	18	18	2	17	2
ESL	2013-14	2312	2303	1411	48	891	30	1	<1	-	-
	2014-15	2334	2434	1459	48	975	32	-	-	-	-
	2015-16	2702	2905	1729	47	1176	32	-	-	-	-

EL Civics Additional Assessment Benchmark Data – ESL

	Number Enrollees (w/ and w/out paired scores)	Total Payment Points	Incomplete Data Sets	% of Enrollees with incomplete data sets	Student Outcomes Data Set (SODS 1)[1]	Student Outcomes Data Set (SODS 2)[2]
2012-13	2519	2016	503	20	1615	399
2013-14	2648	2236	493	19	1802	434
2014-15	2765	2262	559	20	1828	434
2015-16	3286	2445	712	22	1998	447

1- SODS 1 indicates the first EL Civics assessment successfully completed for the year

2- SODS 2 indicates the second EL Civics assessment successfully completed for the year

grown by 196, and by 13 students for the second EL Civics assessment.

Growth continues to take place at SCE. With the exception of ABE Beginning Literacy, programs have consistently placed above the CASAS statewide performance goal.

Adult Basic Education

The Adult Basic Education (ABE) Department provides a variety of educational opportunities to students interested in improving their basic skills, earning a high school diploma or equivalency, or earning high school credits. There are different student profiles based on the purpose for which students utilize services:

- The average High School Equivalency (GED/HiSET) student is a Hispanic female/Latina, approximately 33 years old, who did not complete high school, and is interested in obtaining a High School Equivalency to pursue an educational, vocational, or personal goal.
- The typical computer literacy student is also female, approximately 37 years old, and has at least a high school diploma and is interested in improving skills to return to the workforce or enter college.
- Most Adult High School Diploma Program students are between the ages of 18-22 years (61%). The average student is a Hispanic male who left high school in his junior or senior year.
- The average High School Referral Program student is 17 years old,

Hispanic/Latino (62%), and is attending to improve an existing low grade (D or F).
- The WIN Program generally serves student athletes between the ages of 18-20.

There are 24 high school districts serviced by the High School Referral Program, although 69% of all students are from one of three districts: Hacienda La Puente, Pomona, or Walnut. The average student is in class for eight hours per week, attending either for two hours each evening (Monday-Thursday) or two times a week for four hours. Students must have approval from their high school counselor and a parent to begin a course and can only take one course at a time.

Within the ABE Department is the Off-Campus High School Program, formerly named Summer High School. In Fall 2017, the program was expanded to the primary terms so it was renamed the Off-Campus High School Program. The program serves over 34 high schools throughout the year with the majority of the program operating during the summer session. The courses are general education high school courses offered on the high school campuses and taught by each of the high school's teachers. Enrollment has increased steadily in the past three years and course success rates have also been consistently high, between 90% and 92%.

Off-Campus Summer High School Enrollment & Completion Rates

Year	Enrollment	Courses Attempted	Courses Completed
2014	10017	16894	15409
2015	11339	19114	17500
2016	13099	21971	19753
2017	15244	24630	22467
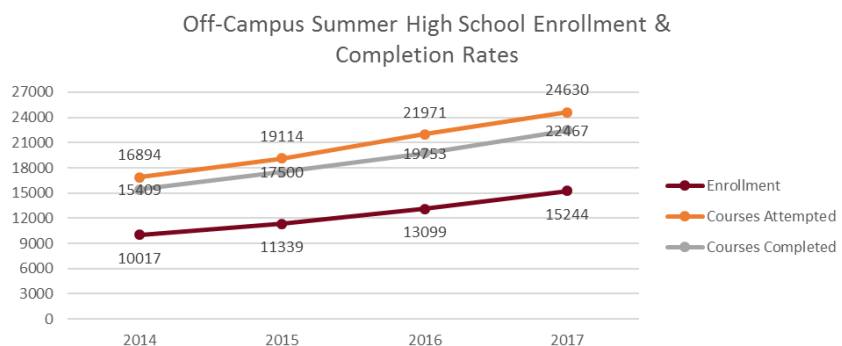
The ABE Learning Center provides a variety of programs and assessments and is a place where students can improve skills to enter college or increase employability. The ABE Learning Center provides access to computers so students can upgrade basic skills, learn test-taking skills, and develop computer literacy. There are small group classes that help students improve their reading, writing, and mathematics skills. The number of students earning computer literacy certificates of proficiency has increased steadily, nearly doubling each year for the last two consecutive years. Interest in computer literacy is consistently strong with students focusing on developing skills to move quickly into the workforce. The marked increase in the number of students earning computer literacy certificates strengthens the rationale that there is a critical need to expand computer literacy and technology-related opportunities based on high student demand.

Until this academic year, Mt. SAC SCE was not an official GED or HiSET testing site, so reporting the accurate total number of program graduates has been problematic. Students self-report their scores to counselors or instructors after they have taken the exam at a local testing site. This presents a challenge and makes it virtually impossible to gather pass rates for all High School Equivalency students. With the establishment of a testing center in November 2017, students have begun to take their GED and HiSET tests on the Mt. SAC campus. Having access to official test results should increase enrollment and enable SCE to more easily

gather student completion data. Despite these current limitations on obtaining high school equivalency student success data, self-reported completer data do show that the total graduate count experienced a slight growth of seven students from 2015-16. Although this is a small growth, expanded student services may have positively affected this growth. For instance, approximately 84% of students completing the High School Equivalency program used ABE advising services, double what it had been in previous years. Enrollment declines for the High School Equivalency program are also a reason for the decrease in reported completers. With the expansion of K-12 adult education services and program access within the Mt. SAC region, students now have more choices in the location of the program they choose. It is very likely that many are opting for programs in their neighborhoods, library, or online.

In comparison to national figures, high school diploma attainment is lower within the Mt. SAC district boundaries. The percentage of individuals 25 years and older who lack a high school diploma within the Mt. SAC District is 21% which is higher than the national level of 14%. Despite declining enrollment in our Adult High School Diploma Program, the number of graduates has increased through time. This is notable given the growth in high school diploma programs throughout the community. In addition, Adult High School Diploma (AHSD) enrollment may have also been impacted by the removal of the California High School Exit Exam (CAHSEE) from K-12 adult schools.

Computer Literacy Certificates of Proficiency

2014-15   2015-16   2016-17
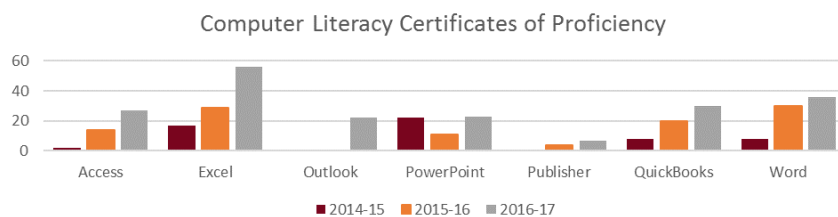
While the rate of graduates who were concurrently attending credit classes has been decreasing in the last few years, there was a substantial increase in 2016-17 in the number of students reporting that their post-graduate goal was to attend college. As the table below highlights, more than half of the Adult Diploma 2017 graduates matriculated into credit classes at Mt. SAC. Given the challenge in tracking students once they exit the program, it is unknown whether some of the other Adult Diploma graduates matriculated in credit courses in other postsecondary institutions. The matriculation by Adult Diploma graduates into credit courses at Mt. SAC has increased by 4% in one year. There

appears to be a declining interest in the military as an option, leaving attending college or entering the workforce as the two most viable options. With unemployment rates at very low levels, it is probable that many students chose employment as their post-program goal. As with the High School Equivalency graduates, it is difficult to gather post-program data once students exit the program.

Some of the demographics of the Adult Diploma graduates have changed since our last self-study. Of the students graduating in 2016-17, a higher percentage are Hispanic (76%) and the majority are male (59%). The

Adult High School Diploma Graduate Profile

	2014-15	2015-16	2016-17
Number of graduates	65	62	71
Average number of semesters to complete diploma	5.4	5.8	6
Average age at graduation	22.9	22	24.2
ACADEMIC BACKGROUND (%)	%	%	%
Concurrently attending credit classes	46	34	28
Entered needing 20 credits or fewer	46	47	44
Initial TABE score of 7.0 or higher	74	74	89
Passed English CAHSEE	60	73	68
Passed Math CAHSEE	65	71	64
English as a second language	14	11	9
DEMOGRAPHICS (%)			
Hispanic	70	76	76
American Indian or Alaska Native	-	-	1
Asian or Pacific Islander	17	16	10
Black, non-Hispanic	5	-	4
White, non-Hispanic	6	6	8
Two or more races	2	-	-
Race Unknown	-	2	-
Male	52	40	59
Female	48	60	41
Age: Younger than 25	66	80	62
Age: Age 25 and over	34	20	38
POST-PROGRAM GOALS (%)			
Attending or planning to attend college	55	50	83
Working or in military	28	23	7
Unknown/Undecided	17	27	10
Enrolled in Mt. SAC Credit Courses	49	47	51

HSR Summer Semester Enrollment & Course Completion

	2014	2015	2016	2017
Total High School Enrollment	305	306	297	360
Total Courses Attempted	439	430	425	550
Total Courses Completed[1]	397	391	388	509
% Course Completion	90	91	91	93

1- Completion is defined as earning an A, B, or C in the course

average age at graduation has remained consistent between 21 to 23 years. Overall, enrollment in our Adult High School Diploma Program (AHSD) has decreased from 283 to 231 in the last three years but students continue to persist and succeed in high numbers. The persistence rate grew to 48% in 2016-17, which is 11% more than the previous year and the highest it has been in the last few years. The growth in persistence resulted in the highest number of graduates in the last three years and is a testament to the success of embedded counseling services.

As with the AHSD Program, the High School Referral Program (HSR) that serves students interested in recovering course credit has experienced a decrease in enrollment in the last several years. With the onset of state local control funding (LCFF) in the past three years, high school districts have been able to provide additional interventions on their own campuses including online credit recovery.

Moreover, SCE significantly increased the number of summer school courses funded at local high schools. With the extra campus

interventions and increased SCE summer school courses, high school students did not need the HSR program at the same level and overall enrollment decreased. Yet, despite this shift, HSR completion rates have steadily risen over the past four years. The program instituted embedded tutoring long ago and increased tracking of student progress through embedded counseling. In 2016-17, a record high of 70% of students completed their coursework which was an increase of 13% completion rate. With fewer students, the faculty and tutors were able to provide more personalized support.

Education for Older Adults

The Education for Older Adults (EOA) Department serves students who are primarily women (74%), retired, and over the age of 65 (74%). These students enter class with different life experience as well as a multitude of educational levels, age variances, and life skills. Since EOA and re-entry students prefer to take classes in their home communities, most courses are offered off campus. A typical EOA and Vocational Re-Entry student enrolls in multiple classes each term and continues to

EOA Brain Fitness Test Results

	2015-16						2016-17					
	Minor (0–50 %)		Substantial (50-100 %)		Impressive (> 100 %)		Minor (0–50 %)		Substantial (50-100 %)		Impressive (> 100 %)	
	N	%	N	%	N	%	N	%	N	%	N	%
Attention	14	47	3	10	13	43	2	9	6	26	15	65
Brain Speed	10	33	8	27	12	40	-	-	-	-	-	-
Memory	11	37	13	43	6	20	-	-	-	-	-	-
Processing Speed	-	-	-	-	-	-	4	17	3	13	16	70

participate in the program throughout the academic year (81% for EOA and 74% for Vocational Re-Entry). Vocational Re-Entry students often enter the program with the intention to build their skills to acquire a means to supplement their income. EOA students frequently want to challenge their mind, stay mentally and physically fit, and/or gain knowledge and experiences to share with others. Over 1,656 Vocational Re-Entry students were enrolled in a vocational program in 2016-17. This number is expected to grow as new courses are developed. As noted earlier, EOA and Vocational Re-Entry students have a very high persistence rate.

As EOA Brain Health classes have expanded over the years, so have the number of students completing a two-part Brain Fitness Test. Of EOA students who took the Brain Fitness Test in 2016-17, 65% showed impressive improvement score in attention and 70% demonstrated an impressive processing speed. In addition to the Brain Health project, EOA vocational students have begun the CASAS assessment process, including the entry and update forms. This process will provide additional CASAS

achievement data after the 2017-18 school year.

English as a Second Language

Traditionally, SCE's English as a Second Language (ESL) Department has served a large and diverse population of students who differ in their educational backgrounds, age, primary language, and socioeconomic status. The ESL Department helps adult immigrant learners acquire and strengthen their English communication skills in order to improve their employability, transition into credit programs and certificate pathways, enrich their family status, and become active participants in their new community. Approximately 13% of the students have less than 12 years of education, 34% of the students have a high school diploma, and 45% of the students have an advanced degree and/or professional license that they have earned in their native country. Over 47% of the students are between ages of 30-45 and the majority are female (65%). The dominant ethnicities are Asian and Hispanic students; however, a range of other language groups are also represented in the classrooms.

ESL Level Completer Demographic Data

	2014-15	2015-16[1]	2016-17
Total Student Completers	1222	958	894
	%	%	%
Hispanic	33	26	30
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	64	71	67
Black, non-Hispanic	<1	<1	<1
White, non-Hispanic	2	3	3
Race Unknown	<1	<1	<1
Male	36	33	37
Female	64	67	63
Age: Younger than 25	16	18	21
Age: Age 25 and over	84	82	79

1- Total completers includes only those who completed Levels 2, 4, 6, and VESL

ESL Student Progress by Semester Grade and Level

| | 2014-15 | | | 2015-16 | | | 2016-17 | | |
| | Enrolled | Pass | | Enrolled | Pass | | Enrolled | Pass | |
	N	N	%	N	N	%	N	N	%
Pre-Level 1	423	265	62	474	254	54	557	260	47
Level 1	489	330	67	613	447	73	632	413	65
Level 2	570	390	68	510	360	72	612	361	59
Level 3	610	432	71	693	458	66	730	480	66
Level 4	522	360	69	503	315	63	578	334	58
Level 5	317	227	72	445	319	72	493	340	69
Level 6	268	174	65	349	221	63	388	199	51
Total	3199	2178	68	3578	2374	66	3990	2387	60

Students enrolling in the ESL Department take a placement exam that identifies their English proficiency level so they can be assigned to the appropriate course level. Students can be assigned to one of seven levels starting with literacy (Pre-level 1) and ending with advanced (Level 6). During their enrollment in the ESL Program, learning outcomes are kept in a portfolio that travels with the student as they progress from one level to the next. As noted in the table on the prior page, the passing rate has been consistently at least 60% or more in ESL level classes. In 2016-17, enrollment increased substantially in each level. A change in the manner in which students are dropped from courses explain why it may appear that pass rates have decreased within the last three years. The policy has changed. Students with insufficient class hours were previously dropped but are now granted Satisfactory Progress. It is expected that these students will return and enroll in courses.

ESL completion data illustrates some similarities across levels. Completers in Levels 2, 4, and 6 appear to be overwhelmingly 25 years or older, Asian or Pacific Islander, and female.

ESL Level Completer Demographic Data by Level 2016-17

	Level 2	Level 4	Level 6	VESL
Total Student Completers	361	334	199	48
	%	%	%	%
Hispanic	32	30	28	63
American Indian or Alaska Native	-	-	-	-
Asian or Pacific Islander	66	66	67	37
Black, non-Hispanic	<1	-	-	-
White, non-Hispanic	1	3	5	-
Race Unknown	-	<1	-	-
Male	36	36	39	33
Female	64	64	61	67
Age: Younger than 25	23	18	23	10
Age: Age 25 and over	77	82	77	90

1- Total completers includes only those who completed Levels 2, 4, 6, and VESL

Vocational English as a Second Language Career Paths Student Survey Exit Data by Cohort

	Spring 2015	Spring 2016	Spring 2017
Survey Participants	63	59	61
% Know what major to declare			
Yes	49	64	59
No	51	36	41
% Problems transferring to credit			
Family obligations	43	33	46
Work schedule	21	30	29
Transportation issues	9	5	5
Health issues	5	4	4
No Response	22	28	16
% Educational goal			
HS Diploma/HS Equivalency	7	0	7
Certificate	6	10	10
Vocational	12	10	6
AA/AS	12	17	13
BA/BS	11	20	14
Graduate Degree	24	29	29
Personal	24	12	17
Undecided	4	2	4
No Response	-	-	-

In addition to institutional data, the ESL Department monitors student persistence with the use of CASAS. As previously mentioned, the number of students completing the CASAS NRS and Advanced NRS has increased significantly. ESL students have consistently placed above the CASAS statewide performance goals in every level.

The Vocational English as a Second Language (VESL) Career Paths Program is a two-semester program designed to prepare advanced ESL students for academic and career success. VESL Career Paths combines courses in oral and written communication, career and life planning, and computer skills to help students transition to credit courses and/or assist them with their employment pursuits. Some of the recommended courses included English for Health Professionals, English for Specific Use (ESU): Accounting, ESU: Hospitality, and ESU: Academic and Career English. The number of students enrolled has remained constant through the years. The number of VESL students enrolling into credit has grown substantially, which in turn has affected the attrition rate. VESL completers are likely to be age 25 or older, Hispanic, and female. VESL is the only program/level with a majority of the student population being Hispanic. The other levels have a majority representation from Asian or Pacific Islander students. This is not surprising given the demographics of the city in which Mt. SAC is located.

The Language Learning Center (LLC) is a learning resource available to both credit and noncredit students. Credit students are typically enrolled in language courses requiring completion of lab hours as assigned by their credit professors. The vast majority of noncredit students attending the LLC are enrolled in the ESL Program or are on a

LLC Student Usage Hours by Language
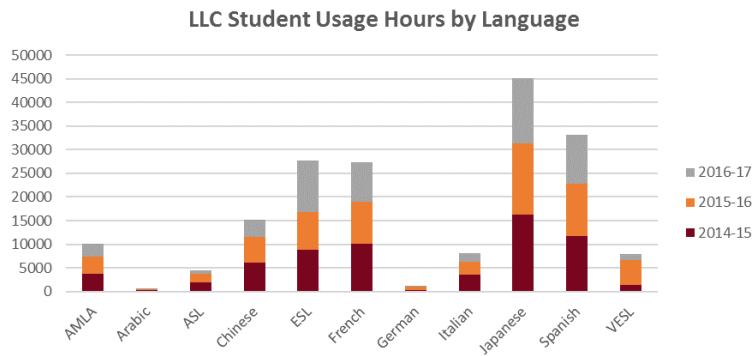
waiting list to take ESL classes. These students are self-motivated individuals dedicated to practicing their English skills. Other noncredit students include community members who are looking to gain language skills for various purposes. The LLC offers incentives for students who achieve specific benchmarks set by each language program and offer self-directed learning activities in order to help students build autonomous and lifelong learning strategies.

Short-Term Vocational

Students enrolled in the Short-Term Vocational (STV) Department are seeking to complete one or more courses leading to professional advancement or employment. Courses lead to certificates in an array of vocations some of which include agriculture, business, graphics, health, and manufacturing. Students generally take just one or two classes to help advance their work skills, and may request evidence of course completion to submit to their employer. It is difficult to describe what a typical STV student is like given the vast differences in the type of programs offered. Female students tend to dominate the enrollment in the health-related programs while males have a higher representation in all the other vocational programs. Students pursuing a health career vocational certificate are generally younger than students pursuing other vocational certificates.

Another important college and career pathway for STV students is through enrollment in mirrored noncredit/credit courses. Noncredit students enroll in a credit class and complete the same course requirements as the enrolled credit students. Students may already have college degrees and simply need skill building. Students may not be seeking a credit degree or certificate, but rather they may be pursuing a pathway to immediate employment. Enrolling in mirrored classes also allow noncredit students who lack confidence an opportunity to enter and succeed in a credit program. A high percentage of students (46%) who initially enroll in noncredit mirrored courses transition into credit once they experience success.

The health vocational programs are unique because they require specific entry requirements (e.g., physical examination, background check) as well as externships at clinical sites. Health careers students can begin the health career ladder by enrolling in short-term courses such as In-Home Support Services (IHSS) provider, Certified Nursing Assistant (CNA), Certified Home Health Aide (HHA), Acute CNA, or a Physical Therapist Aide. The IHSS program, in particular, has consistently shown notable success for moving students quickly into employment or college. The majority of these students are unemployed, Hispanic/Latina women seeking an entry-level healthcare position. IHSS enrollment has remained consistent with over 100 students each academic year, and a completion rate of 85% or higher.

In 2016-17, of the 61 IHSS students who completed the program and responded to a questionnaire, 64% were employed in the

## In-Home Support Services Completers Post-Program Outcomes

		2014-15 N= 47		2015-16 N= 48		2016-17 N= 61	
		N	%	N	%	N	%
Employment Path	Employed in the field	18	38	21	44	39	64
	Offered employment in the field	19	40	20	42	39	64
	Employed	32	68	26	54	42	69
Educational Path	Pursuing Additional Education	18	38	14	29	21	34
	Completed CNA Program	1	2	2	4	6	10
	Completed Home Health Aide Program[1]	-	-	1	2	3	5
	Completed Acute CNA Program	-	-	1	2	2	3
No current employment or educational Plans		1	2	21	8	2	3

Data represents ongoing tracking of cohort outcomes over a 3-year period

field, 34% were pursuing additional education, 10% had completed the CNA Program, 5% had completed the Home Health Aide Program, and 3% had completed the Acute CNA Program.

The high demand for our CNA Program has led to an effort to grow the program, although this growth is driven by the ability to find enough clinical sites to accommodate all students. A total of 98 students completed the CNA Program in 2016-17 and were thoroughly prepared for the state licensure exam. Through the years, the CNA exam passage rate for SCE students has consistently been much higher than the state average. For 2016-17, the passage rate was 96% for Mt. SAC and 85% for all others in the State. When a high number of students are unable to register for a CNA session because it is full, STV makes every attempt to open additional CNA sections as long as clinical sites are available. Support outside the classroom is available to students through a partnership with Mt. SAC's Health Careers Resource Center (HCRC), which provides opportunities for students to develop new health-related skills and acquire knowledge through participation in simulated clinical activities and access to medical and hospital equipment.

CNA Examination Results (Mt. SAC and California Pass Rates %)
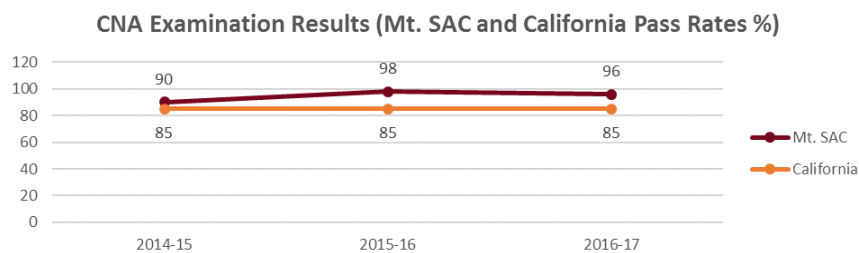
In addition to the health career options, STV also offers students opportunities in a variety of other career fields. The Electronics Systems Technology (EST) program, for example, is a fast-track certificate program, which prepares students for employment with telephone companies, satellite/cable TV providers, electrical contractors, computer networking companies, and home theater/home security

In-Home Support Services Enrollment & Course Completion

	2014-15		2015-16		2016-17	
	N	%	N	%	N	%
Student Enrollment	87	-	106	-	117	-
Students who completed Program	81	93	93	88	99	85

Noncredit Short-Term Vocational Certificates Issued

|	2014-15	2015-16	2016-17
Bookkeeping	-	-	4
Certified Nursing Assistant (CNA)	19	16	18
Electronic Assembly & Fabrication	-	-	1
Electronic Systems Technology	-	-	22
Floral Design	7	6	1
Home Health Aide	34	15	37
Interior Design	-	-	1
Master CAM	-	-	1
Office Computer Applications	21	11	11
Payroll	-	-	5
Welding	-	-	14
Total	81	48	115

retailers. There is also the Manufacturing and Electrical Systems course, which is a new course created through a partnership developed with Proterra, GoodWill Industries, and the Los Angeles County Workforce Development Agency & Community Services Department. Upon completion of the program, students will be prepared for various careers in the electrical and/or manufacturing industries. New programs are developed if, and when, there is a need, interest, and/or special opportunities. For example, in Summer 2017 the STV Department started a new high school welding program in partnership with Delafield Corporation, a distribution, engineering, and manufacturing company. Similarly, STV was able to offer an Essential Office Skills course based on labor market need and the availability of classroom space in the community.

The number of certificates the STV Department has issued throughout the years has changed primarily because of internal restructuring. For example, the phlebotomy certificate was once a program under STV but was moved to the Community and Contract Education Department, where it was a better fit. Once phlebotomy moved to Community and Contract Education, certificates were no longer issued. However, those certificates were accounted for elsewhere in SCE. In the last three years, the number of total certificates has fluctuated. It is projected that the number will grow as new programs are being introduced in STV, especially in health-related fields. In addition to an increasing demand for the CNA program, a new Physical Therapy Aide Certificate has been introduced. The In-Home Support Services (IHSS) program has also experienced growth.

Community and Contract Education
The Community and Contract Education Department is a self-supporting department within the College. The Community and Contract Education Department's programs are offered either as fee-based or contract education. Fee-based courses and programs provided through the Community and Contract Education Department charge a fee which is based on the instructor's salary, enrollment, length of the class, and administrative and operating costs. For Contract Education, Mt. SAC enters into a contract for the service with businesses and organizations to provide a class or training on specific skills to employees or a cohort group.
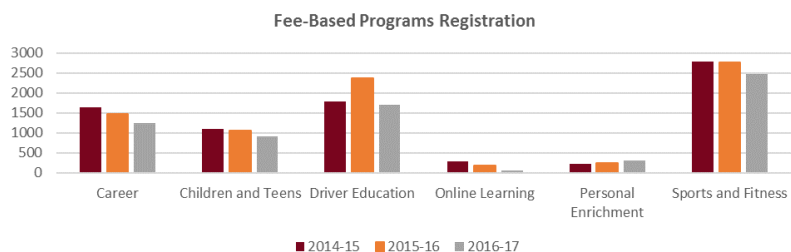
Fee-based course offerings are determined by community demand and/or popular trends. One popular certificate, for example, is the Phlebotomy Technician I, which in 2016-17 had a 100% pass rate on the certification exam, 25% higher when compared to the national average. Mt. SAC also offers fee-based enrichment courses designed specifically for children. These courses are available in the summer or throughout the academic year and result in the enrollment of hundreds of children. One of the most successful fee-based programs is the summer College for Kids where children can register for a variety of academic and personal enrichment courses. Given the popularity and community interest, the program is often filled to capacity.

The popularity of these courses explains why fee-based enrollments are in the thousands each year. In 2016-17, a total of 4,731 students were enrolled in fee-based programs.

In addition to offering fee-based courses, the Contract Education program also offers customized training and enrichment to contract partners. SCE is paid for its services either by business partners or through special funding from the state's Employment Training Panel (ETP). In 2016-17, there were 13 active partners for Contract Education, and 585 enrollments. Despite nearly doubling the number of partnerships in 2016-17 when compared to the previous year, the total number of registered students significantly decreased. This decrease of 522 students is attributed primarily to the partnership with All Americas, Inc. This partner has contracted with Mt. SAC for two years to provide summer and winter camp experiences to international students visiting California, with an educational and cultural component provided by SCE. Recent changes to immigration policies and concern with the political climate in the United States have led to a decrease number of visas issued to international students, which has affected overall number of clients served by All Americas, Inc.

Mt. San Antonio Regional Consortium for Adult Education

The Mt. San Antonio Regional Consortium for Adult Education is one of 71 consortia from across the state created in the unprecedented partnering of the California Community College Chancellor's Office, California Department of Education, and related agencies to collaborate within local regions to support adult learners. Consortium funding comes through the Adult Education Block Grant (AEBG).
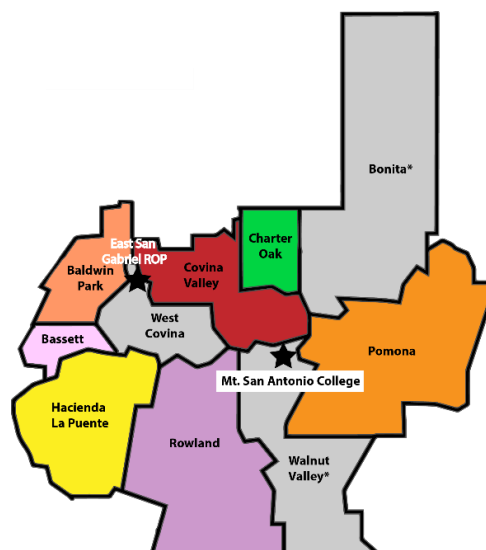
Mt. SAC Data Table – Services

	Enrollees	Supportive Services Received	Training Services Received	Transition Services Received	Career Services Received
English Language Learner (ESL/ELL)	4,750	-	2	454	197
Basic Skills (ABE)	7,934	-	-	433	601
High School Diploma (HSD)	738	-	-	162	283
High School Equivalency (HSE)	336	-	-	103	106
Career and Technical Education (CTE)	7,511	32	27	213	154
Programs for Adults with Disabilities	317	-	-	1	1
Adults Training for Child School Success	-	-	-	-	-
Workforce (Re)Entry	5,797	32	26	68	77
Pre-Apprenticeship	-	-	-	-	-
Total	27,383	64	55	1,434	1,419
Students in Two or more Programs	7,066	32	26	413	356
Total Unduplicated Students	20,039	32	29	922	988

Mt. SAC's member campuses include the following school districts: Baldwin Park, Bassett, Charter Oak, Covina Valley, Hacienda-La Puente, Pomona, and Rowland; East San Gabriel Valley Regional Occupational Program and Mt. SAC.

SCE has played a pivotal role in the development and operation of the Consortium. The SCE Dean serves as one of the co-chairs of the Consortium while Mt. SAC houses the operational staff for the consortium and serves as the fiscal certifier for consortium funds. AEBG programs include adult basic/secondary education (ABE/ASE), English as a second language (ESL), career and technical education (CTE), adults with disabilities (AWD), pre-apprenticeship, adults working toward child school success, and workforce re-entry adults. SCE is guided by the Consortium Three-Year Plan and has used AEBG funds to enhance the AWD and workforce re-entry programs, develop curriculum for adults working toward school success, and increase the frequency of target courses and programs. This has led to

strategic growth while enhancing program access and completion.

The Consortium's goals remain focused on the alignment of services, leveraging resources, and accelerating progress of students throughout the region, including the development of career and college pathways and employment of workforce sector strategies. SCE staff and faculty have been active in program groups working to implement regional goals. Moreover, SCE has utilized AEBG funding to establish the Adults with Disabilities (AWD) Program. For the past two years, new courses and certificates serving adults with substantial disabilities have been developed and area now being offered.

The Consortium is currently focusing on improving data and accountability and members, including Mt. SAC, have been steadfast in ensuring that the infrastructure and mechanisms exist to collect and report required data. As refined metrics are now emerging from the AEBG office, the Consortium is engaged in regional and consortium trainings for the purpose of

increasing the data and accountability capabilities and collecting and reporting student achievement.

A goal still in progress is to strengthen the capacity of the members' use of technology in education. For the coming year, the Consortium will move to support instructors who desire to migrate more instructional processes to the digital delivery platform to expand student access and increase course and program success. This Consortium goal aligns with the SCE Action Plan technology goal.

SCE serves a significant percentage of the Consortium population. The Mt. San Antonio Regional Consortium Enrollment table outlines the AEBG data reported for the 2016-17 academic year. This academic year is the first time that data was mandated to be reported via the CASAS data system only. The table above reports 2016-17 Mt. SAC enrollment data reported to the AEBG office. It should be noted that data integrity issues are still being examined and the purpose of the first year data was to establish data systems.

Student Support Services
Noncredit Counseling Services

SCE provides a variety of resources to students to support them in the pursuit of their educational and career goals. In 2016-17 as part of the Student Success and Support Program (SSSP), noncredit programs offering Career Development and College Preparation courses were required to provide four core services to students. These services are orientation, assessment, educational planning, and counseling services. SCE students can seek the counseling services within their departments. ABE counselors assist students with educational planning, course selection, certificate completion, and the matriculation process to credit courses. Career counseling services are offered and focus on providing students with resources to define personal and academic goals, explore and identify career options, practice interviewing techniques, and develop study skills. The number of students seeking services from ABE Counseling has remained steady with the exception of 2016-17 when 200 fewer students were served than in the previous year. This can be partially attributed to a refinement in the SSSP codes describing the reasons for counseling appointments, and it is

ABE Advising Appointments (by Category)

	2014-15		2015-16		2016-17	
	N	%	N	%	N	%
Academic Advising & General Counseling	634	18	590	14	988	24
Career Counseling	161	5	160	4	303	7
Educational Planning	-	-	46	1	117	3
Embedded Counseling	-	-	-	-	208	5
In Home Support Services	161	5	155	4	77	2
Instructional Support	1580	45	2389	55	1680	41
Matriculation to Credit	300	9	148	3	299	7
Matriculation into Adult Diploma	510	14	445	10	329	8
Matriculation into ABE/HS Equivalency	63	2	274	6	32	1
Special Programs (e.g., CalWORKs, WIA, EDD)	109	3	106	2	55	1
Total	3518	-	4313	-	4099	-

ESL Advising Appointments (by Category)

	2014-15		2015-16		2016-17	
	N	%	N	%	N	%
Academic Advising	330	50	229	29	842	24
Career Counseling	51	8	51	6	985	28
Instructional Support	103	16	62	8	1018	29
Matriculation	65	10	287	37	645	18
Other[1]	48	7	115	15	-	-
VESL Career Paths[1]	59	9	41	5	-	-
Total	656	-	785	-	3490	-

1- In 2016-17, ESL merged "Other" and "VESL Career Paths" categories with other categories in order to better align with Noncredit SSSP core service areas for accurate reporting.

evident that a high demand for student services remains.

The number of students seeking services from ESL Counseling has significantly increased. In 2016-17, ESL Counseling conducted a total of 3,490 appointments, with the majority addressing career and instructional support counseling. The increase in the number of matriculation appointments in 2015-16 and 2016-17 can be attributed to changes in the SSSP coding categories definitions. For example, there has been an increase in questions pertaining to matriculation, where in previous years, the majority of appointments have fallen in the academic advising category.

In addition to ABE and ESL, STV also provides SSSP counseling services to students enrolled in the programs served by the Department. Counselors provide academic, career, and personal counseling to students through a variety of ways including individual appointments and embedded counseling. They assist students by providing orientation and registration assistance, helping students define their goals through educational planning, providing workshops that assist students to be more successful, providing referrals to on-campus support services and community referrals as needed, and providing transitioning services to those who are

interested in matriculating to credit. In 2016-17, STV counselors provided 550 orientations, helped individuals complete 221 student educational plans, counseled 184 students in other areas, and discussed careers with 23 students. These services were possible as a result of the hiring of 2.5 counselors in the 2016-17 academic year. STV counselors also participate in outreach to promote new STV programs.

Beginning in 2017, the Education for Older Adults, Vocational Re-Entry, and Adults with Disabilities Department provide SSSP core services to students. Two part-time counselors hired in 2017 travel to the off-site locations to meet with students and provide orientations, follow up services, and discuss academic plans. When needed, students will schedule follow up services on campus.

Noncredit Support Labs
In addition to the counseling services, students can access learning resource labs such as the Adult Basic Education (ABE) Learning Center, Language Learning Center (LLC), Learning Assistance Center (LAC), the Writing Center, and the WIN Program. Although several of these labs offer noncredit courses, they are primarily serving credit students.

Learning Support Labs for Noncredit Student Enrollment

	2014-15	2015-16	2016-17
ESL (VESL Students)	148	159	152
Language Learning Center	--	680	810
Noncredit Health Careers	--	32	24
WIN	60	71	76

The ABE Learning Center staff provides noncredit students with basic skills support in reading, writing, math, and language through small group classes, individual study, and computer aided instruction. At the LLC, credit and noncredit students have access to computers, the Internet, and other media resources that can assist them in learning English as well as other world languages.

The LAC assists credit students who need to review pre-collegiate skills in math, reading, and writing, while also making available opportunities to improve study techniques and speed-reading. With a more formal structure, the Writing Center offers writing workshops and Directed Learning Activities (DLAs) to assist credit students in developing specific writing skills.

The WIN Lab specifically serves credit student athletes and provides them with individual tutoring or access to study groups, makes available computers equipped with appropriate software, and provides academic resources. In the summer, WIN serves only credit students who are also aspiring student athletes and remediating in their basic skills prior to entering college. Other labs, such as the Math Activities Resource Center (MARC), provides tutoring and learning support for credit math students.

The number of noncredit students using learning resources has remained fairly steady through the years, with some minor exceptions. Unfortunately, data are not available for the Language Learning Center (LLC) and Noncredit Health Careers in 2014-15 due to an internal coding issue that incorrectly coded credit students as noncredit. Overall, however, the LLC continues to serve about the same number of students as it has in the past.

Noncredit students who use the LLC are either enrolled in an ESL course or on a waiting list to take ESL classes. These self-motivated students access the LLC to practice their English skills. In addition to ESL students, other students, including credit students, access the LLC to continue improving their language skills for success in current courses or for other personal reasons. The increase in the overall number of students using the LLC can be attributed primarily to more ESL students spending more hours there and self-directed learning activities (SDLA) designed by LLC faculty.

Focus group data suggest that despite being initially unaware of learning resources, students are encouraged to use them when instructors mention them, offer extra credit for using them, and/or take them directly to the facilities. It is possible that more ESL students are becoming informed of, and utilizing, the services available at the LLC through orientation and class trips to the LLC.

Employee Profile

The demographics of the School of Continuing Education (SCE) employees have remained fairly constant throughout the years.

Classification - SCE Employees

Classified, Full-time: 34
Classified, Part-time: 29
Counselor, Adjunct: 8
Faculty, Adjunct: 168
FT Professor, Counseling: 7
FT Professor, Instruction: 4
Management: 10
Professional Expert: 27
Short-Term Hourly: 52
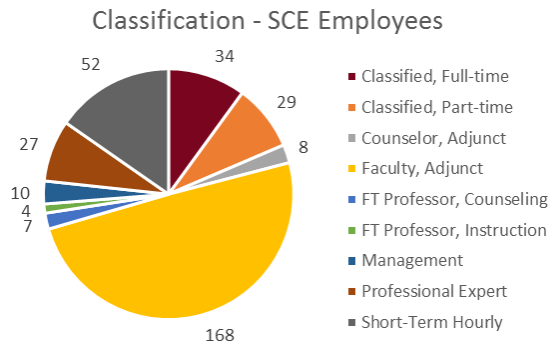
Employees continue to be predominantly female (75%) and White (35%). While the ethnic diversity of SCE administrators, instructors, and support staff may not mirror that of the students, it is nevertheless diverse with slightly more than one-third White, approximately one-third Hispanic, and 17% Asian. The second and third largest employee ethnic groups, Hispanic and Asian, represent the two largest SCE student ethnic populations.

Ethnicity- SCE Employees

Asian: 57
Black/African-American: 17
Filipino: 2
Hispanic/Latino: 100
Native Hawaiian/Pacific Islander: 1
Other: 28
White: 116
(10)
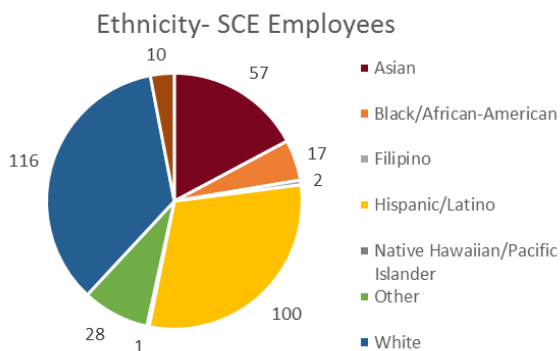
The classification, qualifications, and longevity of the School of Continuing Education (SCE) employees is diverse. Full-time and adjunct faculty combined compri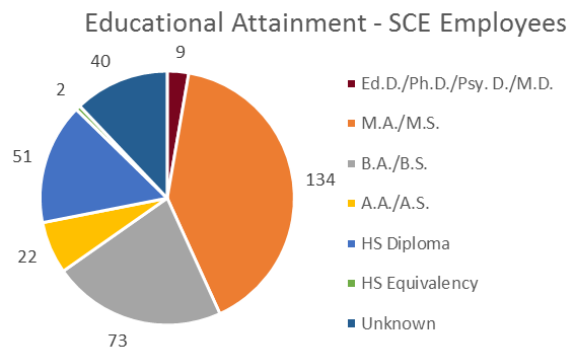se the greatest number of employees (50%), while management remains the lowest at 3%. Full-time instructional faculty are hired as part-of the campus faculty prioritization and resource allocation process. There are funding limitations to hiring full-time noncredit instructors, which explains why only 2% of noncredit instructors are full-time. While counselors represent 4% of SCE employees,

this number has increased to accommodate the growing student population.

There is a core of faculty and counselors, along with other SCE employees, that have made SCE their employer for many years. Approximately, 34% of employees have worked at SCE for over 10 years and 11% have done so for six to ten years. These numbers reflect the commitment employees have to SCE students and the mission of SCE. The recent growth and restructuring of SCE that has led to the hiring of additional employees is reflected in the fact that 28% of employees have been at SCE for just approximately one year.

Longevity - SCE Employees

Over 10 years: 112
6 to 10 years: 38
2 to 5 years: 61
1 year: 94
Unknown: 26
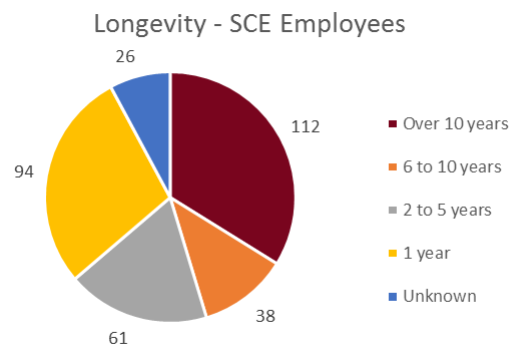
Approximately 64% of faculty and counselors have a master's degree and 1% a doctorate.

Educational Attainment - SCE Employees

Ed.D./Ph.D./Psy. D./M.D.: 9
M.A./M.S.: 134
B.A./B.S.: 73
A.A./A.S.: 22
HS Diploma: 51
HS Equivalency: 2
Unknown: 40

SCE's employees are encouraged to participate in professional development opportunities that will enhance their

knowledge and skills. Employees from all classifications are supported in attending conferences, workshops, and trainings on campus or at other institutions. The majority of those who participate in professional development activities are faculty (36%), but classified staff (26%) and management (22%) also have a high participation rate. Program improvement (48%) is the most popular professional development activity, as employees from all classifications always seek ways to improve their programs.

PD by Type

- Enrichment — 10
- ILO/SLO — 4
- Pedagogy — 13
- Policy/Practice — 7
- Program Improvement — 48
- Qualifications — 2
- Tools/Skills — 17

PD by Classification

- Classified: Full-time — 183
- Classified: Part-time — 70
- Counselor: Full-time — 81
- Counselor: Adjunct — 26
- Faculty: Full-time — 67
- Faculty: Adjunct — 288
- Management — 213
- Professional Expert — 10
- Short-Term Hourly — 34
- Student Hourly/Work Study — 17

Chapter 2

Progress Report on Key Issues Since the Previous Self-Study

CHAPTER TWO: PROGRESS REPORT ON THE SCHOOLWIDE ACTION PLAN SHOWING SUCCESS IN ADDRESSING KEY ISSUES

The school is to provide a summary of progress on the Action Plan that addresses key issues from the previous Self-Study Report. It should also include any recommendations that resulted from any other visit (initial visit, mid-cycle visit, or special visit) or report required by the Commission during the current accreditation cycle since the last full self-study visit.

Significant Developments

Over the past six years the Mt. SAC School of Continuing Education (SCE) has experienced a number of significant developments including improvements in the fiscal climate; division restructuring; expansion of facilities, staffing, programs, and services; implementation of new and revised legislation and policies; and the expansion of Career and Technical Education programs and courses through the recently created Short-Term Vocational Department.

Fiscal Climate

The fiscal climate for SCE has greatly improved since the 2012 accreditation cycle. Funding for noncredit that had sharply declined during the 2009-2013 Great Recession began to return during the 2014-15 academic year. In fact, for the past three years SCE has not only restored funding to prior levels, but has also obtained additional funding that has enabled the Division to expand in both scope and size. Over the last 3 years, SCE has grown 19.75% in Full-time Equivalent Students (FTES) (SCE Annual Growth).

The end of the Great Recession coincided with renewed interest in noncredit programs at the state and local levels. Increased opportunities for new and restored state and categorical funds has allowed SCE to leverage various fund sources to increase and improve access to

noncredit programs. At the state level, the 2014-15 Budget Act equalized the apportionment rate for noncredit Career Development and College Preparation (CDCP) attendance to that of credit. The increased funding for noncredit CDCP courses began in the 2015-16 academic year and allowed SCE to restructure the Division and provide a much needed expansion of facilities and staffing levels. Additionally, Student Success and Support Program (SSSP) funding through the California Community Colleges Chancellor's Office (CCCCO) was restored and enabled SCE to deliver mandated support services to noncredit students. Basic Skills Initiative (BSI) funding, also through the CCCCO, has remained steady with some increases over the last three years since ABE and ESL noncredit students generate the majority of the College's overall BSI allocations. However, due to policy changes for BSI, noncredit allocations are at risk for decreases. A small amount of funding tied to Student Equity has also been established as a new resource for disproportionately impacted noncredit students to increase access, pathways transitions, and completions. The Adult Education Block Grant (AEBG) provides funds to regionalize adult education. The initial Assembly Bill, AB 86, provided planning funds and following the subsequent bill, AB104, the State Budget appropriated $500 million annually to the CCCCO and the California Department of

Education (CDE) to fund adult education. Mt. SAC SCE receives a portion of Consortia funds. Under the Workforce Innovation and Opportunity Act (WIOA), SCE continues to receive funds for adult literacy through Title II. SCE has also been able to access both local and regional Strong Workforce Program (SWP) funds to train noncredit students for a variety of health careers due to the emphasis on increasing the number of skilled workers in high demand occupations.

Community and Contract Education has experienced external conditions that have led to expansion of revenue in some programs and decline in others. Overall, however, the department continues to grow. The Workforce Training Center (WTC) continues to generate revenue by offering customized performance-based training, assessment, and consulting services for business and industry within the Mt. SAC region. There are consistent opportunities to provide training to local companies. As a result, the WTC program leaders applied for, and were awarded, an increase of $116,964 in state Employment Training Panel (ETP) funding in 2016-17 to support these opportunities and increase the incumbent training. The decline in enrollment is primarily in three fee-based programs: College for Kids (C4K), Motorcycle Training, and the Language and Culture camps. The decline in enrollment for C4K has mirrored local school districts' declining enrollments, which is noteworthy because most of C4K's students are from local school districts. Faculty and staff for the Motorcycle Training program have observed anecdotally that when gas prices decrease, as in recent years, the trend is for fewer people to purchase motorcycles. The Language and Culture camps that host international students have
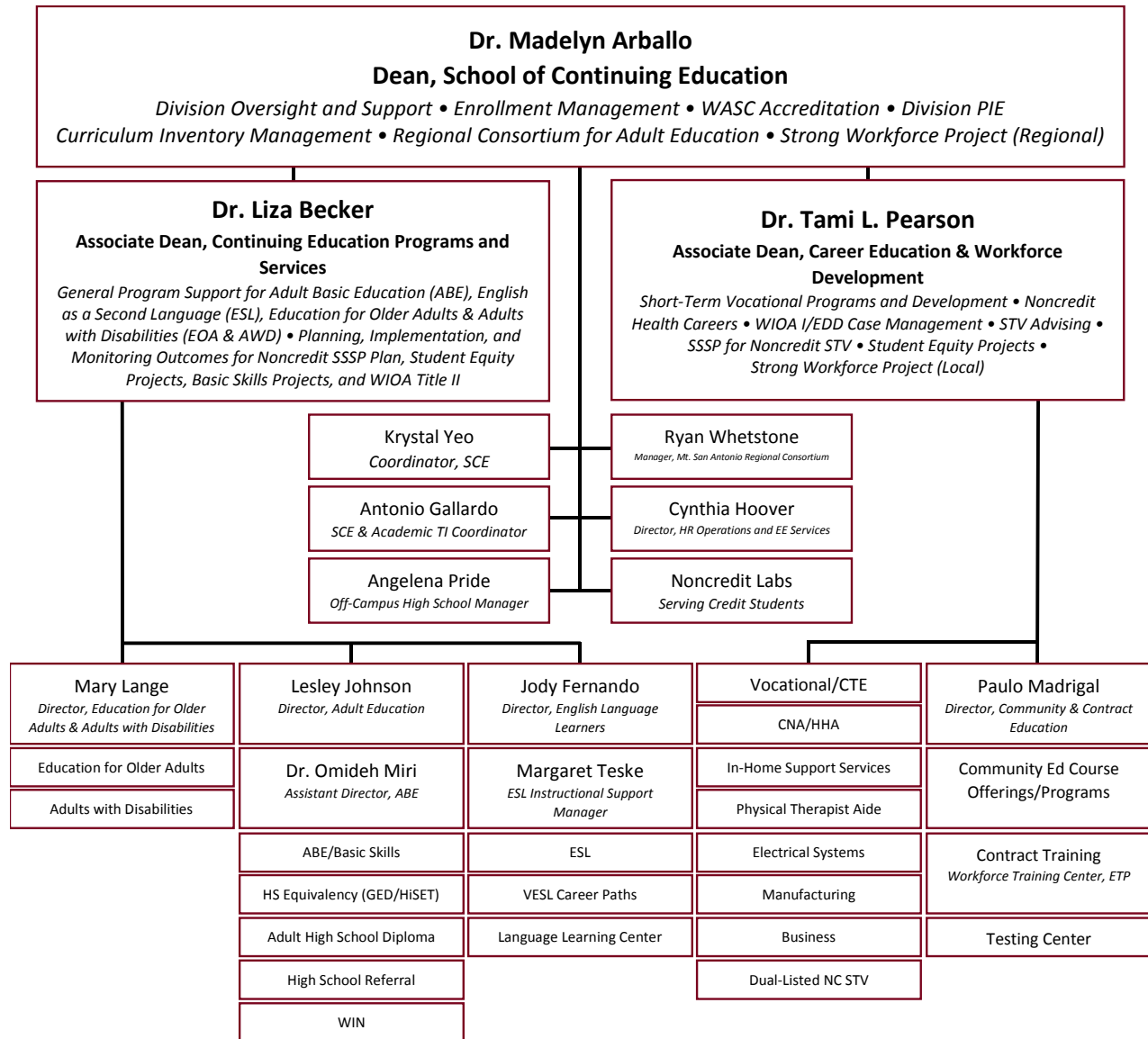
perhaps the most significant decrease in enrollment. The recent travel restrictions have made it difficult for prospective visiting students to obtain travel visas to enter the United States and the denial of visas is reflected in the 35% drop in enrollment and revenue for this program. In spite of the recent decline in these fee-based programs, SCE's Community and Contract Education continues to be successful and serves over 5,300 students annually.

Division Restructuring
Beginning in the 2015-16 academic year, SCE was able to begin a process of restructuring that has led to impactful changes throughout the Division. Growth is evident throughout the Division including staffing levels, facilities, course and program offerings, pathways, and leadership positions.

One of the most visible examples of restructuring is the Division's name changing from "Continuing Education, Mt. San Antonio College" to "School of Continuing Education". The update resulted from a desire to reflect the size of the Division student population, the comprehensive services offered, and the newly established and expanded structures more appropriately. SCE is also more in line with other community colleges that provide comprehensive continuing and community education programs and services.

As a result of the elimination of classified positions during the Great Recession, there was an inadequate level of staff to support the student population and allow for growth in programs and services. As indicated in the 2015 Mid-Cycle Report, SCE staff consisted mostly of hourly employees and the vast majority of faculty were adjunct.

Dr. Madelyn Arballo
Dean, School of Continuing Education
Division Oversight and Support • Enrollment Management • WASC Accreditation • Division PIE
Curriculum Inventory Management • Regional Consortium for Adult Education • Strong Workforce Project (Regional)

Dr. Liza Becker
Associate Dean, Continuing Education Programs and Services
General Program Support for Adult Basic Education (ABE), English as a Second Language (ESL), Education for Older Adults & Adults with Disabilities (EOA & AWD) • Planning, Implementation, and Monitoring Outcomes for Noncredit SSSP Plan, Student Equity Projects, Basic Skills Projects, and WIOA Title II

Dr. Tami L. Pearson
Associate Dean, Career Education & Workforce Development
Short-Term Vocational Programs and Development • Noncredit Health Careers • WIOA I/EDD Case Management • STV Advising • SSSP for Noncredit STV • Student Equity Projects • Strong Workforce Project (Local)

Krystal Yeo	Ryan Whetstone
Coordinator, SCE	*Manager, Mt. San Antonio Regional Consortium*

Antonio Gallardo	Cynthia Hoover
SCE & Academic TI Coordinator	*Director, HR Operations and EE Services*

Angelena Pride	Noncredit Labs
Off-Campus High School Manager	*Serving Credit Students*

Mary Lange	Lesley Johnson	Jody Fernando	Vocational/CTE	Paulo Madrigal
Director, Education for Older Adults & Adults with Disabilities	*Director, Adult Education*	*Director, English Language Learners*	CNA/HHA	*Director, Community & Contract Education*
Education for Older Adults	**Dr. Omideh Miri** *Assistant Director, ABE*	**Margaret Teske** *ESL Instructional Support Manager*	In-Home Support Services	Community Ed Course Offerings/Programs
Adults with Disabilities			Physical Therapist Aide	
	ABE/Basic Skills	ESL	Electrical Systems	Contract Training *Workforce Training Center, ETP*
	HS Equivalency (GED/HiSET)	VESL Career Paths	Manufacturing	
	Adult High School Diploma	Language Learning Center	Business	Testing Center
	High School Referral		Dual-Listed NC STV	
	WIN			

Given that each year the Division serves upward of 40,000 unduplicated students and has been experiencing significant annual growth for the past three years, student need for academic preparation and employability enhancement was becoming increasingly difficult to sustain due to the critical shortage in staffing and resources. Fortunately, in June 2015 the addition of previously mentioned new state and categorical funds led the College to commit to restructuring the Division. This allowed SCE to address existing student demand as well as opportunities for program expansion in college and career pathways.

As part of the Division restructuring, areas within SCE were reorganized and expanded. Two new Associate Dean positions were created: the Associate Dean of Continuing Education Programs and Services and the Associate Dean of Career Education and Workforce Development. The Associate Dean of Continuing Education Programs was assigned Division responsibility for the Adult Basic Education (ABE), Education for Older Adults and Adults with Disabilities (EOA and

AWD), and English as a Second Language (ESL) Departments. This move allowed for more integration and cohesive operational standards across instructional programs. In June 2015, to reflect their scope of responsibility more appropriately, the Directors of both the ESL Department and the ABE Department were re-classified to Associate Dean of Continuing Education Programs and Services and Associate Dean of Career Education and Workforce Development, respectively. Two new director positions, Director of English Language Learners and Director of Adult Education, were then added in July 2016 to fill the leadership roles in ESL and ABE. A new position, Director for the EOA/AWD Department, was hired in May 2017. In November 2017, a new Temporary Special Projects Manager for Off-Campus High School Programs was added to manage the expanding Off-Campus High School Programs, temporarily reporting directly to the SCE Dean. Finally, in November 2017, a Director of Human Resources was assigned to assist the Division with hiring and employee processes.

The creation of the Associate Dean of Career Education and Workforce Development position led to significant expansion in programmatic offerings in CTE. Noncredit vocational courses have been offered to interested students for decades and certificates have been offered for the past several years. However, with the emphasis in the past few years on CTE and workforce development in regional, state, and federal initiatives, it became evident that SCE needed to expand and refine career education and employment readiness across coursework, certificates, and services. Moreover, Community and Contract Education was assigned to the Associate

Dean of Career Education and Workforce Development to align Division workforce readiness and training fully.

A key outcome that resulted from the Division restructuring was the addition of full-time faculty. As previously noted in the Mid-Cycle Report, 98 percent of faculty were adjunct in 2015 and the only full-time Professor was in ESL. SCE requested a full-time faculty member for ABE and this request was ranked highly by the shared college-wide prioritization process, which included the Instruction Team and the Academic Senate (Academic Senate Faculty Prioritization). Following this, a full-time ABE Professor was hired in 2016, as well as a full-time STV Professor in Spring 2017. In addition, the implementation of SSSP in 2016-17 led to a state requirement to expand core support services to noncredit students. This led to the hiring of six full-time counselors, two per department (ABE, ESL, and STV).

There has always been a long-standing culture of excellence among SCE faculty. The influx of new full-time faculty has added an even greater depth to the Division. This has included improvements in curriculum development and instruction, an increased campus presence through faculty involvement across programs, and an expanded array of student support services to noncredit students.

Over the past 3 years, there has been significant growth in the Off-Campus High School Program. Previous to 2017, the program was offered to high school students only during the summer. In Fall 2017, SCE began providing off-campus high school courses during the primary semesters. Due to this expansion, a

Temporary Special Projects Manager, Off-Campus High School Programs was hired as a dedicated manager over this program. This program had previously been operating within the ABE department. In Summer 2018, the College will evaluate and determine the future leadership need for the off-campus high school programs.

In order to support the reorganization, the College allocated new resources in the form of additional key staff and facilities. From January 2016 to June 2017 new classified positions were created to support Division expansion, including four new division Administrative Specialists and four new full-time Coordinator positions. The additional assistance from the Human Resources manager will also contribute to SCE's restructuring and ensure that the Division can establish clear processes for employees and hiring.

Facilities

The growth throughout the Division has led to scarcity of space and facilities, which is actively impeding the addition of classes and programs. These desperately needed facility and resource requests are compiled in SCE's annual Planning for Institutional Effectiveness (PIE) process and new resources have been requested every year (PIE). In anticipation of the growth projected by SCE, in 2015-16 the College directed funding to a three-phase construction plan that is designed to improve facilities and provide additional space for classrooms and new staff. At this time the first two phases have been completed and the third is in progress. Phase 1 included building two new classrooms to accommodate ESL program growth and one office suite to accommodate the increase in staffing.

Phase 2 included a fee-based testing center and two additional office suites, including the SCE Division Office and student registration and counseling offices. The final construction phase is expected to be completed in Spring 2018 and will consist of a contract education classroom, a modular structure for a health careers simulation lab, and a modular for a computer lab. These classrooms, testing center, labs, and office suites will allow for additional course sections to improve student access, more professional office and classroom environments, and improved technology for noncredit students and community members.

The ABE Department, however, is most in need of repair and upgrading of classrooms and office facilities. The ABE Center has been included as a priority in the Facilities Master Plan with the hope of a future facilities bond passage among voters.

There has also been an increase in off-campus locations to meet student demand. The EOA and AWD programs are both growing rapidly and have recently secured new facilities in West Covina, Pomona, and Hacienda Heights. SCE was granted access to classrooms at West Covina USD's Rio Verde Academy beginning in Summer 2017 and utilized the space to accommodate growth in STV, AWD, and ESL. At the same time, the High School Summer Program also added two high school districts, Whittier Union HSD and Chaffey Joint Union HSD, and expanded courses into the primary semesters for Pomona Unified School District sites. ESL has expanded its off-site offerings to include Pomona and Diamond Bar as a result of community requests.

Legislation and Policy Implementation

Noncredit and adult education have faced significant policy and legislative changes since the last self-study review. While some initiatives have increased funding and access to programs and services, others have threatened resources for noncredit programs. Additionally, these changes in federal and state legislation and regulations have required SCE management, faculty, and staff to spend a significant amount of time on the development of and compliance with new plans as well as the implementation of enacted mandates.

Adult Education Block Grant (AEBG) – AB104

The implementation of Assembly Bill 86 (AB 86) and the subsequent Assembly Bill 104 (AB104) have had one of the most significant legislative impacts on SCE. SCE is a member of the Mt. San Antonio Regional Consortium for Adult Education, which includes the following member districts: Baldwin Park, Bassett, Covina Valley, Charter Oak, East San Gabriel Valley ROP, Hacienda La Puente, Mt. SAC, Pomona, and Rowland (see Executive Summary). Mt. SAC currently acts as the fiscal certifier of the Adult Education Block Grant (AEBG) funding and hosts the consortium staff. There have been numerous positive impacts of the grant, including increased professional development opportunities for stakeholders, strengthened partnerships with local school districts and other institutions, and increased access to adult education instruction and services within the region.

An important development in August 2016 for the Mt. San Antonio Regional Consortium was the addition of a full-time Consortium Manager. This position has

added depth and promotes required alignment of members. Staff and faculty have been highly engaged in implementing the Regional Plan for adult education. Faculty and staff actively meet in consortium work groups representing each of the seven program areas of AEBG. SCE managers have leadership roles on the Regional Steering Committee, which is comprised of administrators from the adult schools within the Mt. San Antonio Regional Consortium for Adult Education and meets monthly to guide implementation of the Regional Plan. This implementation includes aligning curriculum, intake, and assessment across the member districts. Additionally, the Dean of SCE has served on the State's AEBG Data and Accountability Field Group. The Dean is also the co-chair of the Regional Steering Committee and the Associate Dean of Career Development and Workforce Preparation is also a steering committee member. One of the most significant outcomes of having access to AEBG funding was the increase in offerings for the Adults with Disabilities Program. There is extensive unmet regional need for serving students with substantial disabilities, but prior to AEBG there were limited funds available to meet this need. In 2016-17 Mt. SAC committed AEBG funds to create a formal AWD Program in order to serve adults who are among the most marginalized members of the community. As a result of this, AWD students now have access to increased courses and locations.

In 2017-18 there will be an increased emphasis on AEBG data and accountability for regional consortia across the state. In anticipation, Mt. SAC SCE has begun to determine the impact of this accountability via stakeholder meetings and the examination of processes to increase

outcomes for SCE students. SCE staff are active participants in the Mt. SAC Consortium's data and accountability group and have created processes to ensure that Mt. SAC's member data feeds accurately and efficiently into the state system. Mt. SAC staff also participated in and presented at the Mt. SAC Consortium's 2017 Fall Conference, which focused heavily on data and accountability metrics.

Additional Policy Changes

In addition to AEBG, other important policy changes include:

o In 2014-15 the **FTE funding rate was equalized** to the credit rate for courses leading to college and career (CDCP). An added requirement for CDCP funding in title 5, section 55151 was for courses to be part of a two-course sequence within a noncredit Certificate of Competency or Certificate of Completion. The equalization of CDCP funding has also led to a growing interest for colleges to create noncredit programs, either by transitioning credit courses to noncredit or by creating new noncredit courses and certificates. As a result, there is a significant need for professional development and guidance on course and program development throughout the state.

o The federal **Workforce Innovation & Opportunity Act (WIOA)** was signed into law in July 2014 and superseded the Workforce Investment Act (WIA). This reauthorization and NRS-CASAS student outcomes standards that are tied to Title II funding affect ABE, ASE, ESL, and EL Civics students. Due to the markedly different metrics between WIA and

WIOA, SCE has altered processes to ensure that student achievement data are aligned to the new metrics that focus on educational and career goal attainment.

o **Student Success and Support Program (SSSP)** services, data collection, and reporting requirements have been fully implemented since 2016-17, with performance-based accountability starting in 2017-18. SCE has been working with faculty and staff to update student service processes in order to ensure that students are provided the core services and that each instance is documented.

o The California legislature significantly changed the **Basic Skills Initiative (BSI)** funding formula and starting in 2017-18 the formula will no longer include noncredit students for the majority of the funding metrics. It is not certain how this will affect the local resource allocation to noncredit basic skills students.

o Faculty and staff need to increase their level of engagement with learning and outcomes data from **federal and state level initiatives** in order to drive instructional decisions. This is an on-going process since the metrics are continuously being refined and performance-based funding is emerging as the norm for many of these initiatives. Specifically, students' post-program outcomes are becoming increasingly critical to funding and outcomes metrics such as AEBG, SSSP, WIOA II, and SWP.

o **Common Core** and **College and Career Readiness Standards (CCRS)** have been implemented for high school English and

math. ABE has engaged many faculty in the process of curriculum evaluation, modification, and realignment to meet the new standards.

o Alternative approved **California High School Equivalency (HSE) exams** have resulted in changes to curriculum for ABE.

o The growth of **Local Control and Accountability Plan (LCAP)** funding has expanded interventions and credit recovery options for concurrently enrolled high school students. This has resulted in a decline for the SCE High School Referral Program for several years.

New Career Development and College Preparation (CDCP) Programs

SCE is committed to currency and relevancy in all programs offered. Instructional program changes are based on student outcome data and needs identified within the community. SCE has recently added and/or revised several Chancellor-approved noncredit Certificates of Competency and Certificates of Completion to improve support for students' goals of English language development, acquisition of basic skills, workforce and college preparation, and vocational skills building.

The new basic skills certificates have enabled the ABE Department to provide sequenced instruction in a variety of different ABE/ASE subjects that prepare students for college and employment pathways ([Certificates](#)). These new ABE certificates include:

o Armed Services Vocational Aptitude Battery (ASVAB)

o Financial and Database Management (FDM)
o High School Equivalency (HSE) Math
o HSE Social Studies
o HSE Science
o HSE Reading and Language Arts

In the EOA Department, faculty and staff recognize that many members of the older adult population are in need of skill building for re-entry into the workforce and credit college courses and for establishing entrepreneurships for economic self-sufficiency. In order to address this, EOA designed and updated the following vocational certificates:

o Office Computer Applications Level 1
o Office Computer Applications Level 2

Future EOA certificates will include:

o Sewing and Tailoring
o Basic Excel Applications
o Basic Computer Presentation and Publication.

With the growing presence of statewide workforce development initiatives, the STV Department has responded to the regional need for training. Two certificates that address the regional need are:

o Electronics Service Technician
o Physical Therapy Aide

Several other STV certificates are currently in the approval process, including:

o Medical Secretary Skills
o Essential Office Skills
o Trades Pre-Apprenticeship
o Manufacturing

The ESL Department created a Vocational ESL (VESL) Career Paths Certificate of Competency to facilitate noncredit students' transition into credit college courses as well as career readiness by strengthening students' English proficiency, computer skills, and career and life planning beyond ESL.

Implementing and Monitoring the Action Plan

Over the past six years, the monitoring and implementation of the School of Continuing Education (SCE) Action Plan have become part of a culture of ongoing assessment at Mt. SAC (Action Plan). As part of annual School-wide and College planning process, each department and the SCE Advisory Group reviews completed activities for each key issue and identifies the progress that has been made. These conversations are documented both in meeting minutes as well as in the annual College outcomes review plan. Although progress on Action Plan items is collected and reported annually, the activities within the Plan are dynamic and are continually being assessed. The SCE Leadership Team assumes the responsibility for annual appraisal of the Action Plan based on input received. The only year that the Action Plan was not formally updated was in 2015 when SCE underwent the massive Division restructuring and the leadership staff was in transition. Progress on the action plan was ratified in August 2016, just prior to the official start of the next cycle of self-review.

Progress on Action Plan Sections

As evidenced by the SCE 2015 Mid-Cycle Report and confirmed by the Visiting Team members' commendations, the school has made significant progress in responding to all of the critical areas pursuant to its action plan. They wrote: "The school was diligent in addressing each of the three critical areas identified by the previous self-review and the 2012 Visiting Committee. Consequently, the school should be commended for its progress in each of the three critical areas identified by the previous VC."

The following summarizes the three critical areas of growth noted in the 2012 Action Plan as well as the successes and completions.

Critical Area 1

The Division, in collaboration with College systems personnel, will improve the collection, integration, and reporting of data in order to meet accountability standards, enhance planning & decision making, and improve student learning.

Progress

Over the last six years the Mt. SAC College systems have improved, which has supported SCE's ability to move forward on this Action Plan Critical Area. Key areas of improvement include:

Improve data systems and integration for students:

o Noncredit student access to the **College Portal** student information system was established in 2012. This allowed noncredit students to access to their student records, sign up for emergency alerts, purchase parking permits, pay ticket fines, access Canvas, and more. Moreover, once noncredit students transition to credit classes their portal is enabled with additional features. This enhancement to the portal directly promotes Technology Literacy, which is one of Mt. SAC and SCE's Institutional

Level Outcomes (ILOs), as it allows noncredit students to use technology to locate and evaluate resources.

Improved data systems and integration for faculty and staff:

o The **Argos** Enterprise Reporting Solution allows for customized queries and reports and is fully integrated with Banner. This enables managers and staff to obtain relevant and timely student data that is used to address a variety of Division and student learning needs.

o As of Fall 2014 all noncredit curriculum creation and review cycles are conducted using **WebCMS**; an online software system that is designed to streamline the curriculum proposal/approval process. This online approach to curriculum design has been particularly useful given the expansion in CDCP courses over the past three years and has allowed the Division to be more reflexive to student and community needs.

o **TracDat** software used by all programs within the Division where SLO data and all departmental planning and program review are recorded, tracked, and evaluated. The Educational Design Committee and the Outcomes Committee compare TracDat and WebCMS on an annual basis to ensure that all courses that are completing a review cycle (WebCMS) have corresponding SLO data (TracDat) during the previous assessment period.

o The California Community Colleges Board of Governors established a performance measurement and reporting system called the **Student Success Scorecard** that tracks student metrics and success statewide. With regard to noncredit students, the Scorecard tracks the success of noncredit students who have participated in CDCP courses on a cohort basis. For this initiative, success for each student in the cohort is defined as either the completion of a certificate, degree, or transfer-related outcome.

o The **CCCCO Management Information System (MIS)** is also a key data collection and reporting tool. For the past three years, SCE programs have used MIS to institutionalize the input of noncredit student certificate history. Data is entered into the Banner system, which then uploads into MIS. From there data is pulled into various locations, including the Scorecard, Launchboard, SSSP centralized reporting, and AEBG data collection (beginning in 2018-19). MIS is used in SSSP reporting to document each instance of a student receiving a core service (orientation, assessment, educational planning, and follow-up) and this data is then utilized in the funding formula.

o In ABE and ESL, program data is collected locally in peripheral **departmental data collection systems** that provide critical information to promote student outcomes. For example, the ABE database stores student progress data that faculty and staff use to provide intervention for at-risk students, assist students with staying on track with educational goals, creating educational plans for students in all ABE programs, and identifying

trends in programs, courses, and specific student groups. At this time, however, the growth of SCE has highlighted the fact that these databases can lead to departmental isolation where student records are not shared across the Division. Given the considerable opportunities for transition within SCE (e.g. from ESL to ABE to STV), this lack of centralized student information leads to duplicated efforts and a lack of information about students' academic histories within noncredit as students transition to other departments.

o One example of an integrated data system is the **SARS** system, which tracks counseling and advising appointments for students. Although ABE, STV, and EOA all have separate accounts within the system, counselors from each program are able to view notes for all students across the Division. SARS allows staff to schedule student appointments and provides counselors with a location where they can write detailed notes relating to those appointments. This ensures that counselors are able to review students' counseling histories and can thus avoid providing duplicate or contradictory information. It can also assist in the development of educational plans and career assessments. In addition, the counseling data from SARS is uploaded to MIS as part of SSSP reporting.

Several state initiatives have also required SCE to establish or modify data systems to ensure compliance. In the past year SSSP, Student Equity, WIOA Title II, and AEBG have required data collection and reporting

metrics that are either new or different than prior requirements. As part of SSSP implementation, for example, SCE worked with the Information Technology Department to enable extraction of student support services data from SARS, TOPS PRO, and the ABE and ESL databases that is then uploaded into the MIS system. AEBG is currently in a transition year where programs are utilizing TOPS PRO to report student data with the goal of having a direct Banner to MIS upload in place by 2018-19. WIOA Title II is refining its metrics and developing new requirements for post-program documentation that will necessitate updated data collection and entry protocols.

Overall, the breadth and depth of data available for program faculty and staff to access and analyze with regard to student trends, outcomes, and transitions are far greater than anticipated when this Action Plan item was first created. Currently in SCE there are data present in most meetings in one form or another, be it FTEs trends, student retention percentages, analysis of the number of hours it takes students to complete courses, the findings of course level SLOs, or the current status of initiatives such as SSSP or WIOA II. This data is utilized to inform and guide decisions related to courses and programs and to identify and address student needs. However, as SCE data usage has become more sophisticated, the need for more complex and integrated systems has grown.

Critical Area 2
Faculty, with support from the Division and programs, will improve in the use of systematic processes in which data are analyzed and used for improvement of student learning.

48

Progress

Evidence shows that over the last six years there has been a considerable increase in the use of data in collaborative arenas throughout SCE, including the Division Advisory Group and program faculty and staff teams. These collaborations led to various beneficial outcomes, one of which is the evaluation of SLOs at both the program and course levels. SLO assessments are conducted on a cyclical basis. Program SLOs are examined annually through program and Division PIE reports. Course SLOs are evaluated by faculty on a four-year cycle, although it was a three-year cycle until 2017-18. SCE approaches SLOs through a continuous improvement model in which analysis of data and use of results are reviewed to make programmatic and curricular improvements to support student learning. This approach includes all faculty and is supported with professional development. Throughout the four-year cycle, faculty are provided with relevant data that allows them to determine patterns and trends that then facilitates improvements in the curriculum. These improvements vary and have included faculty-designed intervention strategies, modifying curriculum to support student learning, and generating new courses and programs. Through these reflective activities, faculty also participate in a culture of continuous monitoring of students to ensure they are progressing toward their goals.

Each program area in SCE has developed and adopted systematic processes for data-driven decision making that best meets their program structure and needs. All programs collect their SLO data on an annual basis and store the information in TracDat for each course using a three-year cycle of review

(four-year beginning in 2017-18), but some programs have modified the process to include additional components. In 2012, as part of the Action Plan from the initial Self-Study, ABE established a faculty team to coordinate the department's SLO process for courses in the High School, ABE, and In-Home Support Services programs. At that time the faculty team created a three-year assessment cycle to ensure that all courses were assessed and data and outcomes were discussed. After Year 2 of the assessment cycle it was determined that midterm reporting processes needed to be included in the plan. As a result, data are collected and evaluated mid-cycle in ABE to identify any initial trends in student learning that may require faculty to provide early interventions.

Short-Term Vocational health programs have engaged in an annual collection of SLO data. The Associate Dean of Career Education and Workforce Development also decided that mirrored courses (dual-listed) should also be included in the SLO process. In the ESL Department, faculty have successfully implemented the Student Teacher Action Research (STAR) project in addition to SLOs, as identified in the Action Plan. The STAR project is now a faculty-driven annual project that supports inquiry through the utilization of research methods, including literature review, data analysis, and use of results applied toward the improvement of teaching and learning.

The Student Learning Outcomes cycle also facilitates examination of Schoolwide Learning Outcomes, which at Mt. SAC are referred to as Institutional Level Outcomes or ILOs. After faculty decide the SLO for a course, they will select at least one ILO that corresponds with that SLO in a process

referred to as "mapping". This mapping process ensures that each ILO is adequately assessed over the four-year SLO cycle. While ABE, ESL, STV, and EOA have examined each ILO in relation to SLOs over the past cycle, each program may stress a different ILO. In ESL, for example, the Communication ILO tends to be prevalent in the SLO mapping, due to the nature of the program. This is because instructors are interested in examining students' ability to comprehend, analyze, and respond appropriately to oral, written, and visual information. Likewise, in the High School Program Health course the SLO is mapped to the ILO that emphasizes personal/social responsibility since a key element of the curriculum focuses on mental and physical health. Nevertheless, each program has developed SLOs that map to all of the other ILOs as well, reflecting the fact that while a course may have an ILO that naturally lends itself to evaluation, the courses are also diverse and comprehensive and faculty work continuously to ensure that all of the ILOs are reflected in their curriculum. As a result, as shown in the Profile, the ILOs have been thoroughly examined throughout the Division and have been used as a guide in both curriculum development and SLO assessment.

This Critical Area also has the most direct impact on the improvement of student learning. This is because the continuous practice of faculty self-reflection through the examination of student work and outcomes leads to innovation in curriculum modification, course and program development, and student support. Since the 2012 Action Plan this cycle of assessment has been taken up by the faculty as a valuable tool in reflecting their culture of continuous improvement and reflection.

The benefits to student learning are evident in the links to ILOs and in the improved outcomes that are found in the "follow-up" data.

Critical Area 3
The current state budget crisis has significantly impacted Continuing Education's ability to meet student demand for classes and support services. The Division will need to continue to explore funding resources beyond the usual state funding sources.

Progress
Over the last six years, SCE has demonstrated fiscal responsibility with limited resources and has made difficult budget decisions to ensure that core courses and programs continue to meet student needs. SCE weathered the budget crisis caused by the Great Recession, which started in 2009. During the years of deepest College-wide cuts, SCE programs experienced reductions in program offerings and services that were in proportion to other credit divisions. While statewide cuts were targeted strongly at such noncredit programs as Education for Older Adults and Parenting Education, the EOA program in SCE remained steady through a combination of curriculum redesign, development of more vocational options, and creative engagement of the EOA Advisory Group.

Additionally, the Division actively continued to pursue opportunities for grant funding, contracts, and fee-based Community Education offerings. These included WIOA I (formerly WIA), WIOA II, AEBG, Employment Training Panel (ETP) funds, converting EOA courses to vocational status, and growing partnerships. There was also an effort that resulted in increased fee-based offerings,

College for Kids, and contract education, which included working with credit faculty to move some state-funded programs into fee-based while also creating new fee-based programs such as Court Interpreting. The College also supported the growth and construction of a fee-based testing center that opened in Fall 2017.

The visiting committee specifically noted SCE's progress on this Critical Area during the Mid-Cycle Visit, stating, "this VC believes that in light of the fact that so many of the State's school districts have significantly reduced or eliminated noncredit adult education programs as a direct result of the state's funding upheaval for such programs, CE's response to 'Critical Area 3' is worthy of special commendation. CE, with the full support of its Board, has judiciously continued to develop and uncover new funding streams to facilitate its ability to meet its adult non-credit student education and support needs."

During the Great Recession SCE fought creatively to mitigate the impact of budgetary reductions on classes and student support services. This advocacy led to increased community partnerships, transition of credit programs into fee-based programs, collaborations with credit faculty to develop pathways that support basic skills students in credit courses and programs, greater advocacy at the local and state levels, and leadership with regard to initiatives such as AEBG and noncredit SSSP. The lasting impact of these efforts is that Mt. SAC SCE is known as being a leader in innovation throughout the noncredit system and has been acknowledged, even by the 2015 Visiting Team, as being able to find solutions to budgetary issues in order to ensure that student and community needs are met.

Analysis of the Quality
of the School Program

Criterion 1
Institutional Mission
and Schoolwide
Learner Outcomes

CRITERION ONE: INSTITUTIONAL MISSION AND SCHOOLWIDE LEARNER OUTCOMES

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

Indicator 1.1

The 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.

- In what ways does the mission statement reflect the school's commitment to high levels of student learning?
- How does the school establish learning programs and services that are aligned with its mission and that match the needs of its student population?
- What documents does the school have that proves that the institution is legally authorized by the state or appropriate government agency to grant credits, certificates, or diplomas?

The School of Continuing Education's (SCE) purpose, intended student population, and commitment to high levels of student learning are outlined in the Mt. SAC Mission, SCE Vision statement, and Schoolwide Learner Outcomes, which are referred to as Institutional Level Outcomes (ILOs).

Mission: _The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the_

College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences. (Approved by Board of Trustees February 17, 2016)

Vision: _The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher education and employment, and strengthen self-sufficiency._

Institutional Level Outcomes: _ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspects of the college, including courses, programs,_

departments, and services. They include Communication, Critical Thinking, Information and Technology Literacy, and Personal, Social, Civic, and Environmental Responsibility.

The mission clearly defines the institutional commitment to assist students in obtaining their learning goals, while providing a supportive learning environment. The mission aims for total inclusion, and it recognizes the College's role of providing support services that help students achieve their full educational potential. Although the mission statement encompasses SCE students, SCE's vision statement expands on the uniqueness of the students. The College-wide ILOs demonstrate a commitment to ensuring that the students obtain key skills and abilities as a result of SCE courses, programs, and services. These ILOs are also used in course assessments with every course being linked to at least one ILO for evaluation purposes (SLO-ILO Alignment).

SCE establishes learning programs and services that are aligned with its mission and that match the needs of its student population. SCE Division-wide Planning for Institution Effectiveness (PIE) Goals are reviewed annually and revised, as appropriate, to address the needs of SCE students (SCE Division PIE Goals 2017-18, SCE Advisory Retreat Minutes Fall 2017). The SCE student population is varied, including, but not limited to: local residents, international students, high school students, basic skills students, displaced workers, workers seeking to upgrade skills, students with disabilities, students who intend to pursue higher education, students gaining skills for the workforce, veterans, lifelong learners, community members seeking

certification, and those seeking personal enrichment. The College determines its intended population through its geographic boundaries; however, at least one quarter of students come to SCE from outside of its official service area most likely due to the availability of relevant programs and services (CIRP Report, p. 15).

SCE programs are designed to serve the most educationally and economically disadvantaged students in the region. Nationwide, 13% of Americans over the age of 25 lack a high school diploma or equivalency compared to 22% of residents within the Mt. SAC District. SCE's adult secondary education programs are intended to address this need. Percentages are even higher in cities such as La Puente (40%), Baldwin Park (37%), Valinda (34%), and Pomona (33%). Similarly, the unemployment rate in the Mt. SAC region is 6.2% in comparison to the 5.1% national rate. The rate is higher in cities such as Irwindale (11%), Covina and West Covina (8%), and Baldwin Park and Pomona (7%). Within the Mt. SAC District, 51% of those living in the area speak a language other than English at home, which is 7% more than California's average and 30% more than the national average (SCE Profile 2016-17, AEBG Regional Fact Sheet 2017). Therefore, ESL courses are a necessity in order to serve this community. AWD programs are also critical in the region and this is supported by the AEBG State Office (AEBG Annual Plan 2017-18). SCE has recently developed courses and programs to serve the AWD population. Additionally, 26% of households in the Mt. SAC service area receive public assistance in the form of cash aid, food stamps, or supplemental social security benefits. SCE is responsive to students' need for training and re-training,

financial self-sufficiency, and literacy with its wide array of noncredit and Community Education program offerings.

Since student educational needs are so diverse, SCE's vision statement focuses on providing quality programs that will help students achieve their goals according to their personal objectives. SCE demonstrates its commitment to meeting student need by offering flexible scheduling and off-site locations in order to facilitate access to Adult Basic Education (ABE), Adults with Disabilities (AWD), Education for Older Adults (EOA), English as a Second Language (ESL), Short-Term Vocational (STV), and Community Education programs and services. Furthermore, courses and programs are offered in the morning, afternoon, evening, and weekend to accommodate working adults and adults whose opportunities for educational participation are challenging due to economic realities. Off-site offerings are often more convenient for students, so SCE has expanded sites within the community for AWD, EOA, STV, and ESL programs to West Covina and Duarte and ESL and high school programs in Diamond Bar and Pomona. In keeping with the SCE vision, programs are able to respond quickly to changes in the economy and provide open access to all adults in the community. SCE will continue to target and address key needs in the region and promote successful course and program completion.

SCE faculty, staff, and managers understand that a commitment to student learning must be a part of the culture of the institution. It is a responsibility shared by all. In the recent SCE 2017 Employee Survey, 90% of those surveyed agreed with the statement "I understand how my work relates to the Mt.

SAC Mission Statement" and 88% agreed with the statement "I know how my work contributes to student success at Mt. SAC". This commitment to student access and ultimately achievement is inherent to SCE's culture.

SCE is legally authorized by the California Community Colleges Chancellor's Office to offer noncredit courses and award high school diplomas and Certificates of Competency and Completion (Title 5, §55002, 55150, 55151, 55154, 55155, 58160). Course Outlines of Record (COR) and certificates follow the Mt. SAC process for curriculum review, which includes approval by the Mt. SAC Educational Design Committee and Curriculum & Instruction Council as well as approval by the Board of Trustees (AP 4020). The Chancellor's Office then approves the course and/or programs, and they are publicized in the Mt. SAC Catalog (Program and Course Approval Handbook).

The school transcript is another document that reflects SCE's state authority to assign grades, certificates, and diplomas. Students can obtain an unofficial transcript from the Mt. SAC Banner data system using a self-service portal which provides course and certification completion (SCE Student Transcript). On behalf of the College, the School of Continuing Education can issue an official school transcript, which is a legal document confirming a student's courses and state certificates (SCE Transcript).

Indicator 1.2
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.

- Who was involved in the development of the mission statement and how was it accomplished?
- How is the mission statement communicated to the institution's constituents?
- How often is the mission statement reviewed and revised in order to maintain relevancy and effectiveness?
- Who is involved in this review and revision process?

The College mission guides the School of Continuing Education (SCE) in the development, operation, and improvement of programs and services. The College's mission is legislated by California Education Code §66010.4 and stipulates that the mission of the California Community Colleges is to offer academic and vocational instruction at the lower division level through a supportive learning environment so that students may achieve their full educational potential.

The mission statement is reviewed annually by the President's Advisory Council (PAC) using a participatory governance process. Members representing all constituencies on campus sit on PAC. It is important to note that in addition to faculty, managers, and staff there are two student members. PAC members, including students, solicit feedback from their base regarding the mission. If revisions are made, the mission is then forwarded to the Board of Trustees for its consideration and approval (BP 1200). The mission was adopted on April 23, 2008 and was revised in June 2013, October 2014, and September 2015 (BOT Minutes 4.23.08, p. 11, BOT Minutes 6.26.13, p. 9, BOT Minutes 11.12.2014, p. 94, BOT Minutes 2.17.16, pp. 11&12, PAC Minutes 6.12.13, p. 3, PAC Minutes 9.10.14, p. 3, PAC Minutes

10.8.14, p. 2, PAC Minutes 9.9.15, p. 3, PAC Minutes 12.9.15, p. 3). The most recent change was made in response to a recommendation from the Accreditation Steering Committee; thus, PAC recommended changes. The constituency groups forwarded the draft mission to their members for comment, including SCE (Mission Statement Draft 9.15, SCE Input on Mission Statement 10.15). In February 2016 the Board of Trustees approved the revised mission, and it was communicated in the Board Briefs to the campus community via email (Board Briefs 3.17.16). The SCE Leadership Team, SCE Advisory Group, program teams, and criteria focus groups all reviewed the Mt. SAC mission in Fall 2016 (Advisory Retreat Minutes Fall 2016). The SCE Advisory Group, a cross-section of staff, faculty, and managers that meets twice annually for planning and institutional effectiveness, recommended maintaining the revised mission for SCE since it is relevant to SCE students and programs.

In addition to the overarching mission statement, SCE is guided by its vision statement. The SCE Vision was developed in 2008 as part of the initial application for WASC accreditation. Teams of faculty, staff, students, and managers from all programs collaborated to create a statement of purpose. Moreover, the vision statement emphasizes the unique population of students served by SCE. The Mt. SAC Academic Senate affirmed the vision, and it was approved by the Board of Trustees in November 2008 (BOT Agenda 11.19.08, Academic Senate Minutes 10.16.08). The vision continues to be reviewed on an annual basis by the SCE Advisory Group each spring to ensure relevancy. Faculty, staff, managers, and students attend the meetings. The SCE Advisory Group last

revised the vision statement in April 2014 with minor changes in wording aimed at making it more concise (SCE Advisory Minutes Spring 2014).

Both the mission and vision statements are published on the Mt. SAC website, on printed materials, and in the public domain. Approximately 73% of students who took the SCE Student Survey agreed that they had read about the mission in the student planner, classroom, on the website, or an official document. The vision, along with the schoolwide learner outcomes (Mt. SAC ILOs), is posted in classrooms, meeting rooms, and other public locations where programs are housed. The SCE Employee Handbook also includes the mission, vision, and ILOs (Employee Handbook). Student

handbooks within each program area also include the vision and ILOs (Student Handbooks).

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

o How does the school consider its mission and SLOs in its planning and decision-making activities? What evidence does the school have to support the use of the mission statement and SLOs in planning processes?
o How is analysis and review of the institution's mission and achievement of

SLO

At Mt. SAC, student learning outcomes (SLOs) are one of the criteria for success in a course. A department determines the SLOs through a discussion about what it wants to focus on for strengthening student success. While the content of an SLO is dependent on the substance of the course, program or instructional unit, five primary traits will always be present: (1) alignment, (2) central, (3) feasible, (4) meaningful, and (5) measurable. Once a department has determined its SLOs, a rubric is created and criteria for success is established. The SLOs are then assessed on a regular cycle. The results of the assessments are collected and discussed at a department meeting, and the discussion leads to using the results of the assessment for improvement.

PLO

A program level outcome (PLO) is a statement about what a student will think, know, or be able to do upon completion of an instructional program. A PLO can also describe the overall expected measurable results of a project or program being implemented in areas of service that directly or indirectly influence student success. PLOs are designed and developed by the stakeholders of the course, program, or institutional unit; the assessment of PLOs within the instructional areas illuminate the competencies students attain as a result of a program.

ILO

The College's institutional level outcomes (ILO) represent the ongoing evolution of continuous improvement at Mt. SAC. The College transitioned from general education outcomes to institutional level outcomes (ILO), based on the commitment that all Mt. SAC employees contribute to the success of our students by empowering their educational experiences with core competencies. ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the College, including courses, programs, departments, and services.
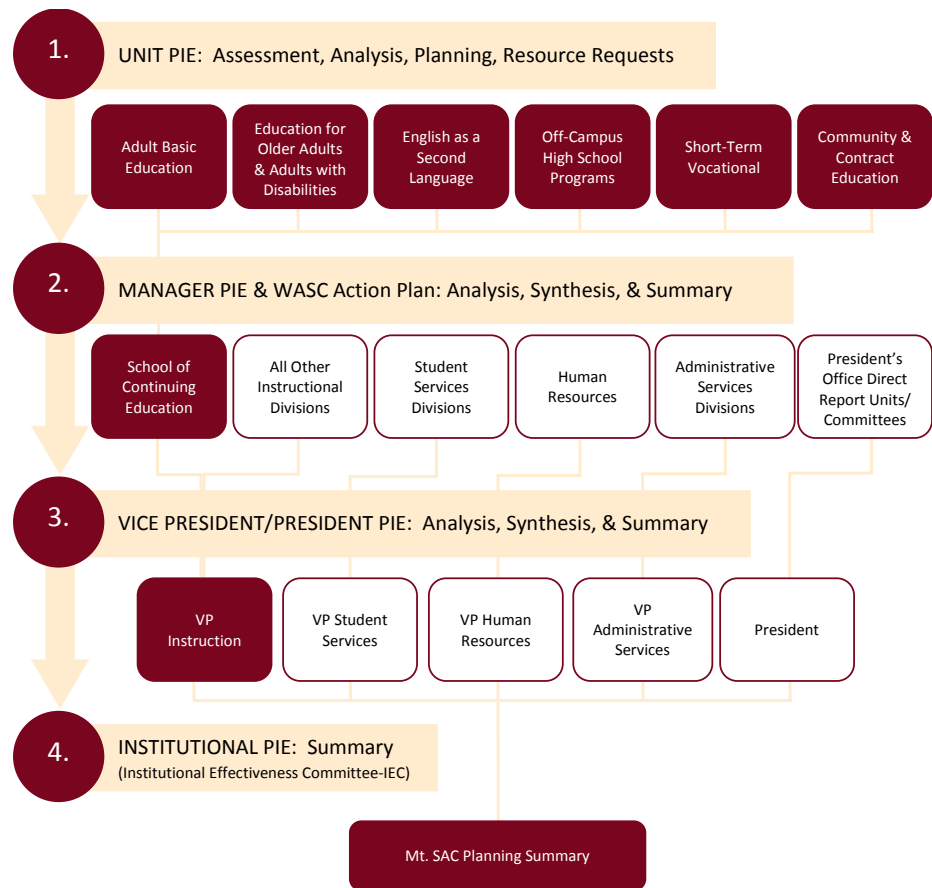
SLOs related to the revision of the schoolwide Action Plan each year?

The College mission, SCE vision, and ILOs provide the foundation for institutional planning and decision-making activities, which is accomplished through the annual Planning for Institutional Effectiveness (PIE) process. The PIE process emphasizes that the mission statement drives all planning and resource allocation and reinforces its connection to the College goals, Institutional Level Outcomes (ILOs), Student Learning Outcomes (SLOs), and Program Level Outcomes (PLOs) (PIE Training Spring 2017). This connection is evidenced through PIE reports containing the data that SCE analyzes to report on progress in meeting SLOs and ILOs (Unit PIEs 2016-17). Program Level Outcomes (PLOs) also need to be assessed to demonstrate students' competency in a series of courses. However, SCE departments have gathered a limited amount of PLO assessment data. The SCE Division will further influence student completion by conducting ongoing evaluation of the effectiveness of PLOs.

SCE Departmental PIE goals are linked to Mt. SAC, the Instruction Team, and SCE goals creating a cohesive alignment that is reflective of the mission and vision. A schematic of PIE showing the planning connections is located below. An overwhelming majority of those who took the SCE Employee Survey agreed that they understood how their work relates to the Mt. SAC mission (90%) and SCE vision (86%). Evidence of how the planning process is guided by the mission, SLOs, and ILOs have been demonstrated by the SCE Advisory Group, individual departments, Division, faculty, leadership meetings, and the resource prioritization process. For example, at the fall SCE Advisory Group Meeting, attendees work on revising department and Division goals which are the basis of SCE planning (Advisory Retreat Minutes Fall 2016 and Fall 2017). Continual dialogue within each department and the Division results in the identification of five or more planning objectives for the current year that align with the mission (SCE Planning Connected to

1. UNIT PIE: Assessment, Analysis, Planning, Resource Requests

Adult Basic Education | Education for Older Adults & Adults with Disabilities | English as a Second Language | Off-Campus High School Programs | Short-Term Vocational | Community & Contract Education

2. MANAGER PIE & WASC Action Plan: Analysis, Synthesis, & Summary

School of Continuing Education | All Other Instructional Divisions | Student Services Divisions | Human Resources | Administrative Services Divisions | President's Office Direct Report Units/ Committees

3. VICE PRESIDENT/PRESIDENT PIE: Analysis, Synthesis, & Summary

VP Instruction | VP Student Services | VP Human Resources | VP Administrative Services | President

4. INSTITUTIONAL PIE: Summary
(Institutional Effectiveness Committee-IEC)

Mt. SAC Planning Summary

Mission). Specifically, ABE and ESL have demonstrated the impact of the mission through the assessment of an SCE goal. Both departments are seeking to increase access to support services for noncredit students through the use of counseling embedded in the classroom (SCE PIE Goal ABE & ESL Counseling). SCE faculty and managers concluded that there needed to be a more uniform schedule for evaluating ILOs and have adopted a plan to focus on one ILO per year. Communication was chosen as the first ILO (2017-18), followed by Information and Technology Literacy (2018-19), Personal, Social, Civic, and Environmental Responsibility (2019-2020), and Critical Thinking (2020-2021) (NFPD Day Outcomes Report, Advisory Retreat Minutes Fall 2017). Therefore, it is an SCE goal to implement this new cycle of assessment. This decision was driven in part by the need to ensure that students were gaining the relevant skills.

In the previous accreditation cycle, the revision of the Action Plan was based on the analysis and use of results for PIE goals as well as department and Division goals (SCE Action Plan 2016). The achievement of the school-wide learning goals, which at the time were referred to as Student Learning Goals (SLGs), was an important activity and done parallel to the Action Plan review. Each year at the bi-annual SCE Advisory Group Meeting, both PIE outcomes and the Action Plan are reviewed, but as separate agenda topics (Advisory Retreat Action Plan Discussion Spring 2017). In this accreditation cycle, the ILOs are directly connected and aligned to PIE goals and are the basis of the emerging Action Plan. Therefore, due to this alignment, the future revision of the Action Plan will be a

seamless, connected process in conjunction with the review of PIE and ILO achievement.

Indicator 1.4

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

o   How were the SLOs developed and how are they measured?
o   How do faculty members integrate these SLOs into their lesson planning?
o   How are all stakeholders connected to the SLOs?
o   How is each Schoolwide Learner Outcome measured?

The School of Continuing Education has clearly defined Schoolwide Learner Outcomes, which are called Institutional Level Outcomes (ILOs). SCE makes every effort to ensure that the ILOs are relevant to the current and future student learning needs of the diverse populations it serves.

The SCE Advisory Group, consisting of faculty, managers, and staff, annually reviews the ILOs. In the 2012 cycle of accreditation ILOs were referred to as Student Learning Goals (SLGs). In 2015, the College made a significant change, opting to transition from general education outcomes to Institutional Level Outcomes (ILOs), based on a recommendation by the Outcomes Committee (GEOs Re-Imagined Report 2014, PCA Notes 4.21.15, ILOs Defined 2015). It was determined that there is a commitment of all Mt. SAC employees to contribute to the success of our students by empowering their educational experiences with core competencies. Through the work of the Outcomes Committee, which is comprised of faculty, staff, and managers, the ILOs

Institutional Level Outcomes – Everyone's Included!

Communication

- Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Critical Thinking

- Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Information and Technology Literacy

- Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.

Personal, Social, and Civic Responsibility

- Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.

were developed. SCE has faculty representation on the Outcomes Committee. SCE followed with a change in November 2016 when the SCE Advisory Group decided to transition away from SLGs and adopt the Mt. SAC Institutional Level Outcomes (ILOs) to replace the Schoolwide Learner Outcomes, or previously SLGs (Advisory Retreat Minutes Fall 2016). ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall learning experience at SCE. The shift was relatively smooth for the Division, as SLGs and ILOs overlap and mimic many common elements. This move also more closely integrates SCE with the College.

Through the annual PIE process, SCE analyzes data to report on progress in meeting these ILOs along with Student Learning Outcomes (SLOs) and Program Level Outcomes (PLOs). Mapping takes place so that ILOs can be identified and measured at the course level in the form of

a student learning outcome(s) (SLO-ILO Alignment, ABE Faculty Agenda 8.22.14). Faculty include the SLOs to be measured on their syllabi and incorporate them into their lessons (Syllabi-Noncredit). Ninety seven percent of faculty reported listing course SLOs on all their syllabi and 93% indicated that they inform their students about course SLOs. Some departments will aggregate data for more than one course that map to the same ILO. Using this method, more students across different disciplines can be assessed for one outcome.

Although SCE students have characteristics in common, each department has students with different needs and different course disciplines. Faculty determine the process by which ILOs are measured based on student population or student learning needs. Regardless of the method, faculty can then post the results into the TracDat system at the end of each term or year and use the results for curriculum development and program improvement (SLOs in

ILO	Year	Dept.	Course	Student Learning Outcomes (SLOs)	SLO Results	Met?
Information & Technology Literacy	2016-17	ABE	LRN06: Personal Computer Applications	Students will create a variety of documents using document processing software, (i.e., formatting techniques, tables, graphics, layout and editing techniques).	Overall criteria was met. 100% of students earned a "P" within two (2) attempts.	Yes
Information & Technology Literacy	2015-16	EOA	VOC CPBC2: Basic Computing Level 2	Cut, Copy and Paste Students in Basic Computing Level 2 will display proper use of Cut, Copy and paste through completion of a class project.	During the Fall 2015 semester 100% of the students in VOC CPBC2 were proficient in displaying proper use of cut, copy and paste.	Yes
Critical Thinking	2016-17	ESL	SPKC – VESL: VESL Speaking C	Students will present the research results of an identified U.S. company using multiple resources.	100% of all students who participated in this SLO received a passing score of 10 out of 15 points or higher.	Yes
Personal, Social, and Civic Responsibility	2016-17	ESL	LVL1: ESL Level 1	Students will respond to questions about the history and government of the United States and talk about the flag of the United States in a role play interview with a US Citizenship and Immigration Services officer.	91% of all students who participated in this SLO received a passing score of 17 out of 27 points or higher.	Yes
Communication	2016-17	STV	HTH01: Certified Nursing Assistance	Students completing the CNA course will pass the state examination.	There was a 96% pass rate for the 2016-17 school year.	Yes

TracDat). Approximately 83% of faculty reported in the SCE Employee Survey that course SLO assessment data are discussed at department or SLO focused meetings. In order to help enhance faculty and staff's knowledge and skills in this area, continuous professional development opportunities related to ILOs and SLOs are made available to them. Approximately one-third of SCE employees reported having attended such activities in 2016-17.

The following are examples of how SCE departments have assessed and measured schoolwide learner outcomes, or ILOs,

mapped to course SLOs over the past two years:

SCE faculty and staff drive the process of course and program level outcomes through regular review at meetings, workshops, Advisory meetings, and annual retreats (EOA SLO Faculty Meetings 2017, ESL Welcome Back Agenda Minutes Fall 2017, SCE Advisory Group). SCE departments also have various tools to connect ILOs and course student learning outcomes. For example, ABE, ESL, EOA, and AWD maintain an SLO/ILO matrix that is viewable by all faculty and stored in an electronic shared

file ([SLO-ILO Alignment](#)). Students are also informed through newsletters and the website, and are provided the opportunity to give input through surveys and focus groups. Currently, Community and Contract Education has not yet evaluated SLOs or ILOs. This will be included as part of the Community Education PIE to determine the appropriate process given the nature of fee-based programs ([CCE Course Description Template](#)).

Indicator 1.5

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

o   What is the process used to evaluate current educational literature and integrate new ideas that address current and future student learning needs?
o   What process is used to look at student learning data results to see what needs current students have and explore what new ideas might be useful to address these needs?
o   To what extent does the regular review and revision of SLOs include discussion based on current educational research?
o   How does the review of profile data impact the review and revision of the SLOs?
o   How does the achievement of SLOs connect to the schoolwide Action Plan?

SCE faculty and staff refer to educational resources and literature to meet student needs effectively and to develop relevant programs. Evaluation of educational and relevant literature can take place through faculty dialogue or research and in SCE and

campus meetings. For example, in order to guide the development of short-term CTE and fee-based workforce training, CTE Deans that include SCE managers have been guided by Strong Workforce Recommendations ([Strong Workforce Taskforce Recommendations](#), [CTE Managers Workgroup](#)). More recently, to keep current on regional need for training, the SCE Leadership Team has reviewed the publication "Powering Economic Opportunity" by the Los Angeles region's community college CTE consortium ([CTE Powering Economic Opportunity](#)). As part of their STAR project on career readiness, ESL faculty read 2-3 peer review articles that are related to the topic. Their research on 21st Century Skills also aligned to the SCE ILOs of Critical Thinking and Communication and guided the establishment of student learning objectives. A number of state and federal initiatives have required extensive reporting and evaluation of research, legislative policy, and data. These initiatives and policy include the [Mt. San Antonio Regional Plan for Adult Education](#), [Basic Skills Initiative](#), [Strong Workforce Program](#), [Student Equity](#), [WIOA I and II](#), and more recently, [Guided Pathways](#) and [Multiple Measures](#) (AB705) ([Initiatives and Policies](#)).

Faculty and staff are encouraged to participate in professional development opportunities both on and off campus to increase their knowledge of educational research and best practices ([Professional Development](#)). Full-time faculty, including SCE faculty, are required to attend on-campus FLEX days which are meant to assist faculty in improving in and developing innovations for teaching, maintaining academic currency, and developing other relevant teaching techniques and skills ([Ed Code 87153](#)).

Although part-time faculty are not required to attend, they are encouraged to participate. Off campus options for SCE staff vary and have included participation in groups such as the Association of Community and Continuing Education (ACCE) and California Teachers of English to Speakers of Other Languages (CATESOL), and participation on Adult Education Block Grant (AEBG) and Basic Skills Initiative (BSI) workgroups, as well as local involvement in the Mt. San Antonio Regional AEBG meetings and planning. With a structured SCE Professional Learning Community emerging, faculty will be able to increase engagement in research for professional development and to continually address student learning needs.

Through the evaluation of SLOs and other learning data, SCE programs and departments evaluate what current needs students have and explore what ideas might be useful to address those needs. Discussion and determination of these needs occurs at faculty meetings and department leadership meetings. For example, retention data demonstrated the transiency of ABE students. In order to address this, ABE leadership requested funds to purchase additional bus passes for students lacking transportation. Also, based on TABE and CASAS test scores, it was evident that students in the In-Home Support Services class were successful with regard to the IHSS curriculum, but lacked basic skills in math. As a result, the professor reviewed evidence-based practices on contextualized learning in the health fields and integrated math lessons within the context of the lessons (IHSS Math Integration). Also, an analysis of the number

of hours it took students to complete Adult High School Diploma coursework found that it was taking students excessive hours to complete the Algebra curriculum. This led to the revision of that course to remove excess work (AD Faculty Minutes 9.21.17). The evaluation of student learning data, including SLOs and ILOs, has been very effective in determining the unique needs of SCE students. Even more robust data on student needs can be accomplished by engaging in a more consistent evaluation of PLOs as well.

As previously mentioned, the College ILOs were developed and approved in 2015 by the Curriculum and Instruction Committee and the Academic Senate. Following this, in Fall 2016, SCE adopted the ILOs to replace the previous SLGs (Advisory Retreat Minutes Fall 2016). No review has taken place since as the ILOs are fairly new. Previously, however, there was an annual review of the SLGs by the SCE Advisory Group, and some of the revisions were based on data and faculty input. For example, in Spring 2016 the Advisory Group recommended to add completion to the Lifelong Learner SLG, make the SLG more measurable, and consider aligning SLGs directly with the College's ILOs. The request to add completion was based on data from ABE that retention in some programs was low. Counselors described barriers frequently experienced by noncredit students and the need to promote completion among students. In this meeting the Advisory Group also addressed the issues of making SLGs more measurable and aligning them directly with the College's ILOs.

The review of the SCE Profile will most likely not result in changes to the ILOs as revisions are part of a campus wide process because profile data is specific to SCE. However, the review of the Profile is critical to the PIE process, the development of the Action Plan, and outreach to the community. All SCE programs and departments review the SCE Profile on an annual basis and the Profile is used to generate the "SCE Fast Facts" sheet, which is shared broadly throughout the community. Revisions to the Profile take place annually to promote student success and for ILO achievement. For example, the Criterion Focus Groups and Program Teams recognized that the current SCE profile, while robust and valuable, is lacking different types of data, including labor market data, AEBG data, and employment data (WASC ABE Program Team 10.11.16, WASC EOA Profile Review). Moreover, the existing data may not explore deeply enough the patterns of our students in achieving ILOs. Therefore, there is an Action Plan objective to review and expand the SCE Profile and, in turn, increase its role in improving student achievement of ILOs and success in learning.

The current Action Plan is reflective of both ILO accomplishments and student learning needs. The three themes that emerged from program team, criterion focus group, and SCE Advisory Group discussions regarding the Action Plan were use of data, communication, and technology. The latter two are ILOs and reflect SCE's commitment to ensuring that students are able to attain the ILOs. In addition, PIE outcomes are tied to the promotion of ILOs and seek to improve student learning through resolving funding and instructional issues related to these ILOs. For example, ABE identified in

the 2016-17 PIE that there was a gap within the department relating to technology and addressed this issue in part through the acquisition of Chromebooks (ABE PIE Chromebooks). This resource request was made specifically to resolve the gap with regard to the Information and Technology Literacy ILO.

Indicator 1.6

The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

o How does the school use annual profile data to evaluate course and program offerings?
o To what extent does the school gather input from current students and the community at large to determine future course and program offerings?

Program changes and additions include the development of courses, curriculum, as well as certificates for programs that are CDCP eligible. SCE managers and faculty meet on a regular basis, including weekly Division-wide management meetings and weekly or monthly department faculty meetings (SCE Leadership Meetings, Faculty Meetings and Retreats). These meetings provide opportunities to share profile data, PIE data, SLO assessment data, and Action Plan data to ensure that student needs are being met by existing programs and courses. If there are gaps, managers are able to begin the process of developing courses and/or programs as needed. When proposals for courses or programs are made, they are supplemented with Labor Market Indicators, and gap analyses based on regional need (SWP Plan 2017).

The SCE Advisory Group meets twice a year to analyze data, review PIE, review goals, and discuss any internal and external factors that affect program areas and processes. Overarching themes are identified by the variety of constituents who participate. Each year, the SCE Advisory Group grows and becomes more inclusive of its members, which include students, classified staff, faculty, counselors, and program managers (Advisory Retreat Sign-in Fall 2017). It has been through the activities of the SCE Advisory that significant realignment occurred when the Division switched from Student Learning Goals (SLGs) to Institutional Level Outcomes (ILOs) and streamlined many of our College-level processes while continuing to meet the needs of our students.

Students play a critical role in providing SCE with input at the Advisory Group meeting. They are able to share their feedback on programs and interest in future goals and offerings. For example, in recent student focus group discussions, students shared that they appreciate the availability of counselors to help them navigate through the registration process (SCE Student Focus Group Report Spring 2017). These focus group participants recommended that all students should be informed of this counselor service, which should be noted on registration materials and registration areas. Also, an annual student survey gathers information about students' thoughts on SLOs, courses, programs, needs, goals, and other aspects of their learning. This information is aggregated by the Division and also disaggregated by program and service type for analysis and review. Responses from the student survey show students have opportunities to give feedback. For example, 76% of students

agree or strongly agree that they can report what they like about their classes and programs at Mt. SAC, and 86% of students agree or strongly agree that they can email or write to their instructor outside class hours. Programs thus use this information to make changes to their programs and services. Students also participate in focus groups and advisory groups on a regular basis. Programs that routinely conduct focus groups with students include Vocational ESL (VESL) Career Paths, Adult High School Diploma, and High School Equivalency (HSE). Division-wide focus groups are also held with daytime and evening students across programs (Student Focus Groups). Education for Older Adults holds a bi-annual EOA Advisory Group that provides input to programmatic changes and schoolwide learner outcomes (EOA Advisory Group Meeting Minutes Fall 2017). STV has also conducted an Advisory Group for the IHSS Program and plans to continue this process for other programs to ensure the curriculum is relevant and students are prepared for the workforce (STV Advisory Groups). Student input is gathered from various sources and venues such as meetings, activities, and surveys. However, other than the SCE Advisory Group, intentional inclusion of students into SCE planning processes has been limited to programs. Student involvement in planning processes would add depth on how best to set objectives for serving SCE students.

The establishment of our regional consortium, Mt. San Antonio Regional Consortium for Adult Education, has also provided SCE with valuable data based on the needs of the community and how well we serve these needs. Through this AEBG driven process, we are able to gauge and facilitate access to community members by

utilizing census data, institutional data, and local program data to build bridges and opportunities across the multiple district boundaries ([AEBG Annual Plan 2017-18](), [AEBG Regional Fact Sheet 2017]()).

School's Strengths and Key Issues for Criterion 1

Strengths
- Through the annual Planning for Institutional Effectiveness (PIE) process, SCE analyzes data to report on progress in meeting student learning outcomes, program level outcomes, and institutional level outcomes.
- There is a level of collaboration among faculty, staff, and managers for institutional and school participation in reviewing the mission, vision, and ILOs
- SCE evaluates program quality and effectiveness using a diverse set of internal and external data.
- Faculty play an important leadership role in evaluating SLOs and ILOs.

Key Issues
- An inclusive division-wide process to evaluate Program Level Outcomes (PLOs) needs to be developed.
- Although students have input through various venues and activities, SCE can increase student involvement in Division planning processes.
- Current profile and outcome data needs updating to include different metrics such as those relating to employment, initiatives, retention, and post-program

Criterion 2
Organizational
Infrastructure
and School Leadership

CRITERION TWO: ORGANIZATIONAL INFRASTRUCTURE AND SCHOOL LEADERSHIP

The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration/director to implement policy 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 ongoing improvement of the school.

o How do the organizational structure and job descriptions promote efficiency and impact school improvement?

o How does the governing body implement its requirements for employment?

o To what extent does the governing body handle policy issues and long-term planning while allowing the administrator/director to oversee the day-to-day operations of the school?

o How does the governing body support the school leadership and hold them accountable without micromanaging them?

o To what extent does the governing body demonstrate honesty and integrity in its relationships with stakeholders, other schools or agencies, and with its own local community members?

Mt. San Antonio College adheres to the notion that ethical and effective leadership is a critical element to foster continual improvement and, ultimately, to enhance student learning outcomes. There are clearly defined roles of governance that are outlined by the College's organizational structure, Board Policies, Administrative Procedures, and district agreements which supports the College leadership structure (District Agreements). The President/CEO oversees all Divisions and reports to the Board of Trustees. SCE fits into the Mt. SAC organizational structure with equal representation in the Instructional Division, led by the Vice President of Instruction.
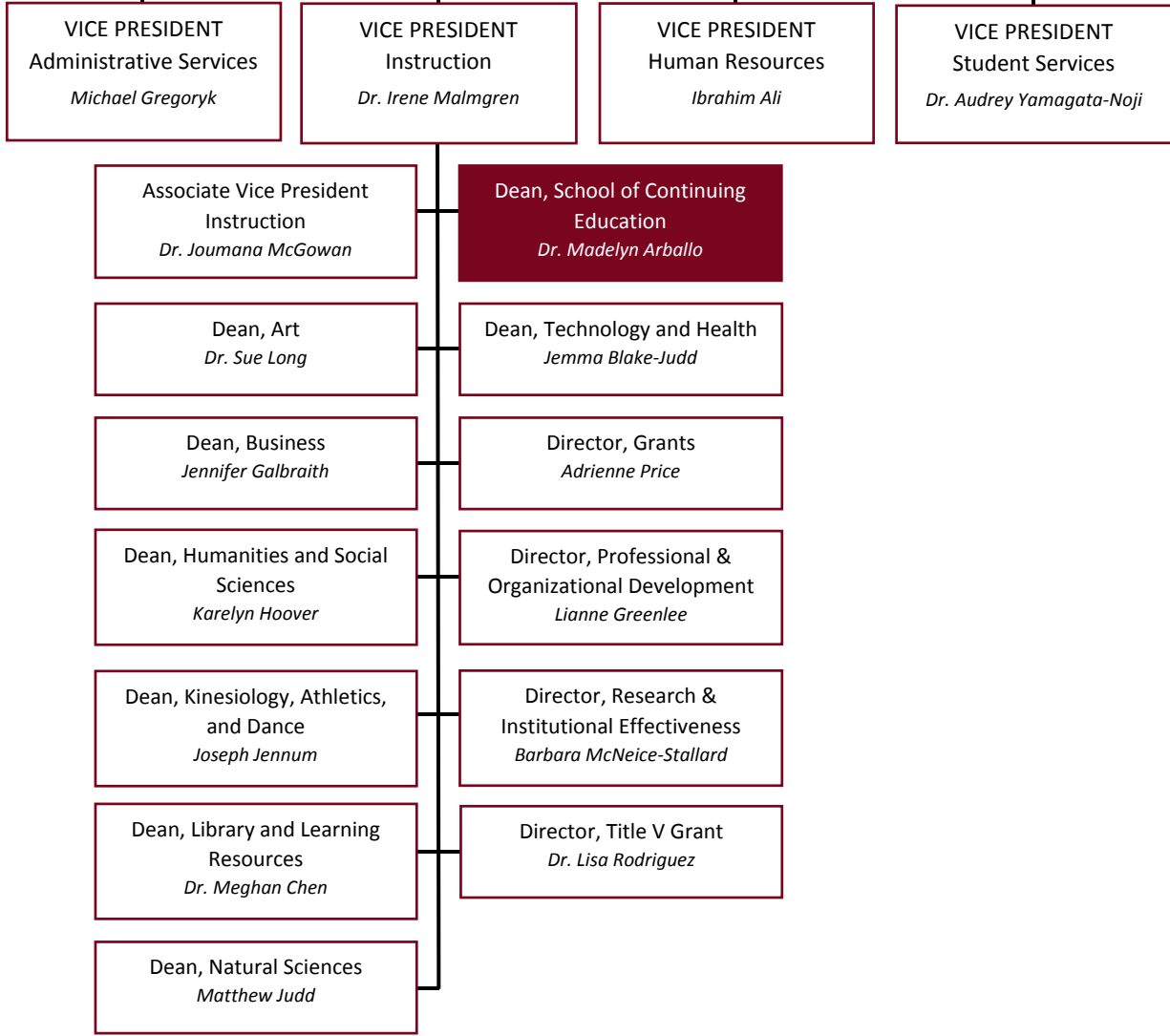
In 2015-16, to promote the College mission and School of Continuing Education (SCE) vision, there was a significant restructuring of SCE. In order to increase access and improve programs and services, the College strengthened the Division's infrastructure by adding leadership positions. In Summer 2015, two Associate Deans and in December 2015, a director in the Education for Older Adults and Adults with Disabilities Department was hired (BOT Agenda 6.24.15, BOT Agenda 12.9.15). In Fall 2017, a temporary Off-Campus High School manager and a human resource manager became part of the leadership team. To support the Regional Adult Education Consortium, a manager was added to SCE's leadership team in August 2016 (BOT Agenda 8.17.16). Administrators and coordinators, such as technology and data coordinators were also assigned to support the division expansion and ensure efficiency.
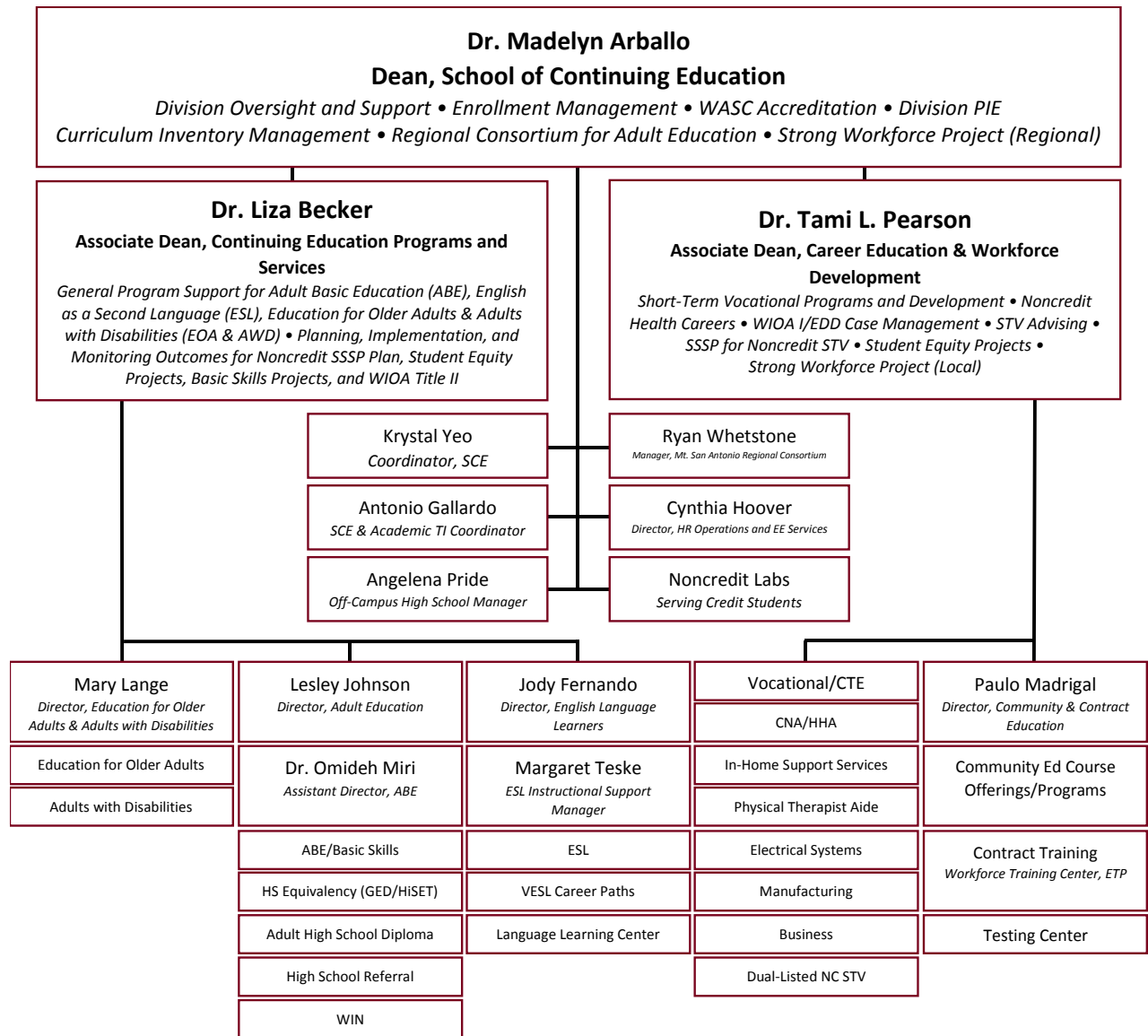
PRESIDENT & CHIEF EXECUTIVE OFFICER

Dr. William Scroggins

VICE PRESIDENT Administrative Services	VICE PRESIDENT Instruction	VICE PRESIDENT Human Resources	VICE PRESIDENT Student Services
Michael Gregoryk	*Dr. Irene Malmgren*	*Ibrahim Ali*	*Dr. Audrey Yamagata-Noji*

Associate Vice President Instruction
Dr. Joumana McGowan

Dean, School of Continuing Education
Dr. Madelyn Arballo

Dean, Art
Dr. Sue Long

Dean, Technology and Health
Jemma Blake-Judd

Dean, Business
Jennifer Galbraith

Director, Grants
Adrienne Price

Dean, Humanities and Social Sciences
Karelyn Hoover

Director, Professional & Organizational Development
Lianne Greenlee

Dean, Kinesiology, Athletics, and Dance
Joseph Jennum

Director, Research & Institutional Effectiveness
Barbara McNeice-Stallard

Dean, Library and Learning Resources
Dr. Meghan Chen

Director, Title V Grant
Dr. Lisa Rodriguez

Dean, Natural Sciences
Matthew Judd

Dr. Madelyn Arballo
Dean, School of Continuing Education

Division Oversight and Support • Enrollment Management • WASC Accreditation • Division PIE
Curriculum Inventory Management • Regional Consortium for Adult Education • Strong Workforce Project (Regional)

Dr. Liza Becker
Associate Dean, Continuing Education Programs and Services
General Program Support for Adult Basic Education (ABE), English as a Second Language (ESL), Education for Older Adults & Adults with Disabilities (EOA & AWD) • Planning, Implementation, and Monitoring Outcomes for Noncredit SSSP Plan, Student Equity Projects, Basic Skills Projects, and WIOA Title II

Dr. Tami L. Pearson
Associate Dean, Career Education & Workforce Development
Short-Term Vocational Programs and Development • Noncredit Health Careers • WIOA I/EDD Case Management • STV Advising • SSSP for Noncredit STV • Student Equity Projects • Strong Workforce Project (Local)

Krystal Yeo
Coordinator, SCE

Ryan Whetstone
Manager, Mt. San Antonio Regional Consortium

Antonio Gallardo
SCE & Academic TI Coordinator

Cynthia Hoover
Director, HR Operations and EE Services

Angelena Pride
Off-Campus High School Manager

Noncredit Labs
Serving Credit Students

Mary Lange	Lesley Johnson	Jody Fernando	Vocational/CTE	Paulo Madrigal
Director, Education for Older Adults & Adults with Disabilities	*Director, Adult Education*	*Director, English Language Learners*	CNA/HHA	*Director, Community & Contract Education*
Education for Older Adults	Dr. Omideh Miri *Assistant Director, ABE*	Margaret Teske *ESL Instructional Support Manager*	In-Home Support Services	Community Ed Course Offerings/Programs
Adults with Disabilities			Physical Therapist Aide	
	ABE/Basic Skills	ESL	Electrical Systems	Contract Training *Workforce Training Center, ETP*
	HS Equivalency (GED/HiSET)	VESL Career Paths	Manufacturing	
	Adult High School Diploma	Language Learning Center	Business	Testing Center
	High School Referral		Dual-Listed NC STV	
	WIN			

The SCE structure, which emphasizes efficiency and commitment to individual departmental goals, consists of a Dean, two Associate Deans, program directors, faculty, permanent classified staff, short-term hourly classified staff, and student workers. Within each SCE department, individual program managers and/or coordinators report to the program director. The program directors for ABE, EOA & AWD, and ESL report to the Associate Dean of Continuing Education Programs and Services while the director for Community and Contract Education along with STV coordinators report to the Associate Dean of Career Education and Workforce Development.

The College has been thoroughly committed to integrating SCE into College leadership structures and processes which has been a

factor in impacting student success. For example, as with all divisions, SCE is required to report Institutional Set Standards and then set targets. SCE set as a target to assist more students in earning Chancellor-approved noncredit certificates. This has been achieved in the past year with a 5.5% increase in certificates.

Due to SCE's re-structure, there has been a commitment to increase efficiency and oversight that has led to school improvement and growth (SCE Growth 2013-17). SCE had reached its capacity under the prior structure of having one Dean to oversee three program directors while serving over 39,000 students. After the restructuring there are now two new Associate Dean positions, one new director, and two additional managers on special projects to support well-established programs while also developing new ones, both on and off campus. Program directors are also more able to focus on innovative program development and improvement targeted for specific populations such as the Short-Term Vocational department. Previous to 2015, STV was a program without a specifically assigned staff, although the regional need and student demand has always been present. The onset of the STV infrastructure has increased efficiency and development of new STV programs such as Physical Therapist Aide, Computer Office Skills, and Electronics Service Technician. Another example of increased efficiency is with regards to the Director, Community and Contract Education. Previous to the hiring of the SCE coordinator and assignment of the IT coordinator, this Director had assumed the responsibility for IT and data issues. Now the Director can target efforts to fee-based and contract education. Another important addition to SCE's organization has included the establishment of a dedicated manager to facilitate the establishment and

growth of the Adults with Disabilities program which is a much needed program for a highly vulnerable student population. Moreover, the above changes in SCE's structure have made way for expanded student support in all departments as the implementation of noncredit Student Success and Support Program (SSSP) led to the hiring of two new full-time counselors for each department (ABE, ESL, and STV). The Division has actively sought to increase the number of full-time noncredit faculty and went from one full-time professor in 2015 to four at present.

There has also been an emphasis on creating and expanding integration and cohesive operational standards across instructional programs. This is evidenced by the establishment of the faculty Professional Learning Community, Division Administrative group, Division Counseling meetings, and meetings that include representatives across departments (PLC Steering Committee Members, NFPD Sign-In Fall 2017, SCE Counseling Meeting Fall 2017, Admin Support Meeting Winter 2018).

SCE Leadership has recognized that the reorganization of the Division is a significant shift that has created a need for increased communication structures. Moreover, to achieve its stated purposes, SCE has specifically identified a goal within PIE and the Action Plan to "increase effectiveness and consistency of communication among stakeholders" (SCE Division PIE Goals 2017-18). Thus, effective communication is an important vehicle by which SCE is able to continually learn, grow, and improve.

Shared governance is also a critical element of the College and SCE structure. SCE shared governance committees include the SCE Leadership Team and the SCE Advisory Group

([Advisory Retreat Sign-In Fall 2017](#)). The SCE Advisory Group is comprised of faculty, staff, and managers from each department who make decisions regarding the implementation of the mission, vision, ILOs, accreditation, and institutional planning for the Division ([SCE Advisory Group](#)). It is a challenge to find students able to attend SCE Advisory Group given their class schedules and personal commitments combined with the short-term nature of many programs. Ideally, the SCE Leadership would like to see the presence of students more consistently in Advisory Group meetings.

Upon the approval of the Vice President of Instruction, in some cases the Academic Senate, and the Dean of SCE, noncredit representatives are assigned to serve on various College councils, committees, and task force teams. Representation include faculty as well as classified and management staff. Noncredit members of these councils, committees, and teams share and discuss relevant issues and items during program meetings and, in turn, relay information back to the governing groups ([SSSP Implementation Team Minutes Fall 2017](#), [SCE Counseling Meeting Fall 2017](#), [ABE Faculty Meeting Minutes Winter 2018](#)). Currently, SCE faculty and staff are active on shared governance committees across campus, including:

- o Governance Committees
    - o ACCJC Accreditation Steering Committee
    - o Campus Equity and Diversity Committee
    - o Career Technical Education Advisory Committee
    - o Master Plan Steering Committee Task Force
        - o Information Technology Advisory Committee
        - o Professional Development Council

- o Academic Senate Governance Committees
    - o Basic Skills Coordinating Council
    - o Curriculum and Instruction Council
    - o Educational Design Committee
    - o Equivalency Committee
    - o Outcomes Committee
    - o Student Equity Committee
    - o Student Success and Support Program Advisory Committee

- o Operational Committees
    - o Classified Professional Development Committee

- o Mt. SAC Academic Senate Representation (Noncredit Faculty)
    - o Executive Committee
    - o ABE Senator
    - o EOA Senator
    - o ESL Senator
    - o Senator at Large (2)

SCE's broad campus participation demonstrates the College's commitment to integrating SCE within campus governance structures. This engagement among the various departments and constituencies is an essential component in promoting integration, improvement, and innovation. For example, faculty and manager representation on the Education Design Committee (EDC) serves as the noncredit voice providing insight and expertise that is unique to noncredit curriculum standards. In 2017, two full-time

noncredit faculty were asked to participate as reviewers in the summer technical review of all curriculum. This was the first time that noncredit faculty had been a part of the technical review process which elevated them as campus faculty leaders. Thus, the faculty plays an integral role in maintaining the quality of noncredit curriculum and also ensures that it is relevant to the adult learner.

Mt. SAC governing body complies with Human Resources policies and procedures as established for the District in the Board Policies & Administrative Procedures (BP7120). SCE adheres to these policies and applies fair practices to all hires following the outlined procedures in Board Policies and Administrative Procedures, Education Code, and Equal Employment Opportunities (EEO) mandates (Human Resources BPs and APs). The College encourages and provides EEO training for all staff who serve on hiring committees. Board policies dictate the composition of management, classified, and faculty hiring committees. SCE supports staff and faculty in serving on such hiring committees.

Requirements for employment vary by position and are established by Education Code, Title 5, and, for faculty, Minimum Qualifications and Equivalencies that stipulate the quality and experience required for teaching within each discipline (AP7211). The Human Resources website also provides job descriptions for permanent staff positions (classified and management), which include minimum qualifications for each position. Once hired, all permanent employees, including managers, faculty, and classified undergo regular reviews as prescribed by district agreements (District Agreements).

Mt. San Antonio College is governed by the Board of Trustees, which is comprised of seven elected community members representing seven districts and one Student Trustee. The Board of Trustees is empowered by the California State Constitution to be the policy-making body of the College and meets on a monthly basis (BP2200, BP2310). Among their duties and responsibilities, the Board of Trustees establishes policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, assure fiscal health and stability, and monitor institutional performance and educational quality. The President/CEO of Mt. SAC oversees all divisions, and the Vice President/Chief Instructional Officer oversees the Instruction Division, which includes SCE.

The Academic Senate is an important part of the shared governance, and has oversight of all local academic and professional matters. As previously inferred, the Mt. SAC organizational structure and policies guide campus Divisions in effectively serving their unique student populations.

The support from the Governing Body allows SCE to provide valuable oversight and input to SCE plans, reports, and recommendations. SCE has in turn, been able to develop internal structures and Division guidelines that promote efficiency, student learning gains, and program accessibility. The Vice President of Instruction meets with the Dean and Associate Deans each month for critical updates and support in the event of operational changes within the SCE Division. In many cases, SCE operations vary differently than other parts of the College due to the student population and need for flexibility. For example, scheduling within the academic term based on a credit schedule is often not conducive to noncredit or Community

Education student learning needs. Thus, SCE allows for flexible scheduling across semesters, during times when credit is not in session, and in the evenings and weekends (EST Flyer).

SCE has designed an organizational structure that seeks to empower managers, coordinators, and faculty at all levels with the ability to propose changes to policy, address issues, and guide long-term planning. Program directors oversee day-to-day operations of their department by creating an environment where goals and procedures are aligned to match the realities and potential of each program. It is imperative that directors, along with their faculty and staff, have the autonomy to determine their own department policies or make changes if needed. Each department has staff that are experts on the unique learning needs of their students and, thus, develop and alter processes that promote the achievement of ILOs. Evidence of this follows.

An example of departments modifying operations for student services is found in several programs. In ESL, Off-Campus High School, and some STV programs it is feasible and effective to provide incoming students with a group orientation. On the other hand, for Vocational Re-Entry, these students primarily have a one-on-one orientation with a counselor. Previous to 2017-18, ABE offered only group orientations. However, due to their open-entry/exit instructional programs and to ensure that all students were adequately on-boarded, ABE added one-on-one orientations while maintaining existing group orientations. Also, within the confines of the noncredit SSSP guidelines, each department's counseling professors have the ability to create an educational plan that is tailored to their

students and department (Student Educational Plans).

Departments have a high level of operational autonomy to meet student needs. In 2017-18, the ESL program made two major changes in their managed enrollment policy in order to increase student access and program efficiency. First, it extended the registration period for classes until late in the term. Rather than placing students who test during weeks 13 and 14 on hold until the subsequent term, late-comers now have the choice to begin a class up to the final week in Skills and second to the final week in Levels (the last week of Levels is finals week). This has allowed students to preview their courses for the next semester and integrate into the ESL community. Additionally, the capacity for each class was reviewed and it was determined that each classroom may physically allow additional students; thus, the class capacity was increased from 32 to 36 students. The Community and Contract Education Department must also have the ability to alter guidelines and practices, especially since it is continuously catering to community and partner needs. As staffing expenses rise, the Contract Education program raised the minimum class size from 10 to 12. Generally, there are more than the minimum of students in classes, but this move was necessary in order to ensure coverage of all costs.

There are also opportunities for SCE faculty and staff to shape policy issues and long-term planning through shared governance and cross-program collaboration. The semi-annual SCE Advisory Group is a critical venue for stakeholder exchange of policy information. Major developments on statewide and federal initiatives is an ongoing agenda item at the SCE Advisory Group meeting (Advisory Retreat Agenda Fall 2017). The group is then able to

provide input on critical policy as it relates to their respective programs and students (SCE Advisory Group). The Professional Learning Community (PLC) events led by faculty act as forums for discussion of the ILOs and other matters relevant to SCE faculty in an atmosphere of collegiality and fun (PLC). The Dean and Associate Deans hold monthly meetings with SCE Counselors during which they discuss topics related to noncredit SSSP, best practices, and student needs (SCE Counseling Meeting Fall 2017). SCE has also recently implemented Division meetings for administrative assistants to facilitate and normalize the operational aspects of the Division and to generate collaboration among staff to support growth (Admin Support Meetings).

The governing body at Mt. SAC follows a process of providing SCE Leadership with guidelines, information, and tasks while allowing them flexibility with regard to implementation and scope. At the Dean level, information is provided by the Vice President of Instruction through President's Cabinet Reports and Instruction Team Meetings. Relevant information is then shared out at the SCE Leadership and Advisory Group meetings. Representatives from each department share this information with their colleagues through regular program meetings (Faculty Meetings and Retreats, Leadership Team Meetings). Directors then guide their staff through continuous quality improvement through innovation, implementation, assessment, and data analysis that informs and results in further improvement of operations and services. The Governing Board and College leadership have supported SCE in shared governance roles. As noted in previous sections, SCE managers, staff, and faculty have been included in committee membership and leadership. The President and Vice President

are also highly supportive of the Division, with the President noting SCE successes in his weekly campus Cabinet notes. The Board of Trustees has also shown support, particularly with regards to approval of SCE programs, courses, contracts, and contracts for construction. Board members have also attended important events such as the High School Diploma and High School Equivalency graduation and the In-Home Support Services Completion ceremonies (BOT Minutes 6.28.17, President Cabinet Notes 5.30.17).

Along with support from the Governing Body, SCE has accountability for administrative policies, instructional matters, and student services processes. Enrollment management is a prime example of this process for which SCE must establish enrollment targets on a semester and annual basis. In order to accomplish this task, the SCE Dean provides the SCE Leadership Team with weekly FTES reports that highlight student enrollment and program efficiency (FTES Comparison Fall 2017). These reports are precursors to the College "320 Enrollment Report" and discussions in the SCE Leadership meetings reflect targeted goals and trends. Presently, both credit and noncredit have reporting mandates for Student Success and Support Program (SSSP) (SSSP Reporting Spring 2017). SCE is responsible for producing benchmark data separate from the credit division, and thus, must create processes to maximize reporting of performance data. SCE faculty and Division leadership are accountable for reporting SLO, PLO, and ILO assessment (SLO-ILO Alignment, SLO Assessment Rate). Data pertaining to student progress are published on the College Outcomes website (Outcomes Assessment Website).

The Board of Trustees (BOT) and the President/CEO take seriously the integrity of

their relationships with stakeholders, educational, community, and workforce partners, and the local community. This is demonstrated through transparency, dissemination of data and information, and continuous opportunities to provide feedback. The governing body communicates its mission through public forums, including posting of minutes to advisory meetings, steering committee minutes, and accreditation reports that are accessible via the website. Mt. SAC's Strategic Plan contains core values that guide the governing body in ensuring integrity and trust in its relationships (Mt. SAC Strategic Plan). These core values are:

- Integrity – We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- Community Building – We work in responsible partnerships through open communication, caring, and a cooperative spirit.

The Board of Trustees is guided by BP 2715, which establishes a code of ethics and standards of practice that every trustee will follow (BP2715). The first value noted in the Code of Ethics/Standards of Practice for trustees is "In all decisions, hold the educational welfare of the students of the College as his/her primary concern." Given this guidance, the Board is successful with this value by establishing trusting relationships. One of the primary ways that the Board demonstrates integrity with campus relationships is by embracing "participatory governance, giving a voice in the decision making process to the administration, faculty, classified staff, and students" (Mt. SAC Administration & Governance). A commitment of the Board is to protect faculty members' roles and work with curriculum and instruction (BPs 4020, 4260, 5000). The Board

also shows integrity and honesty for all stakeholders by following another tenet of the Code of Ethics, which steers the Board away from undue influence or political pressure. This was evidenced when the Board approved redistricting in March 2012 and selected the plan that best addressed the intent of the California Voting Rights Act of 2001 in representing ethnic minorities (BOT Minutes 3.2.12). The Board is also active at campus and local events that support students and community members in their educational and agency goals. This consistent support is another instance of the Board's value for trusting relationships (BOT Minutes 6.28.17, BOT Minutes 12.13.17).

As part of the governing body, the College President also shows integrity and honesty in stakeholder relationships. The President's Cabinet Action Notes, delivered via email, provides updates pertaining to the College to constituents and updates the entire College community on highlights from President's Cabinet meetings (PCA Notes 1.23.18). The President's open office hours are publicized and open to all for the communication and exchange of ideas to and from the President (President Open Office Hours January 2018). With regards to demonstrating open, honest relationships with students and stakeholders, the President regularly holds Town Hall Meetings for which students, staff, and the community are welcome (President Town Halls). The President also presented at a Dream Forum in Fall 2016, which served as a strong demonstration of openness and support at a critical time for "Dreamers," or those formerly protected under the Deferred Action for Childhood Arrivals (DACA) (Dream Forum Flyer, President Statement of Support for DACA). The President also provides an annual self-reflection email (self-evaluation)

to the College campus (President Self-Evaluation 2016, President Evaluation 2016).

The President's Advisory Council (PAC), chaired by the President, collaborates with and provides transparency to constituencies on matters pertaining to the College (PAC Minutes 12.9.15). The President communicates with PAC and its campus wide stakeholders regarding values, goals, and College directions. Through meeting agendas and discussion, PAC receives input from stakeholders, which is then considered, discussed, agreed upon, and recorded in PAC minutes (President's Advisory Committee).

The College and SCE have benefitted by the strong community relationships built on trust and integrity by the Board and the College President. For example, some time ago in 2008, voters approved Measure RR. The Board has protected the integrity of the bond implementation by maintaining a strong Citizens Oversight Committee for bond projects. Another source of evidence of Mt. SAC's reputation for integrity is related to the Mt. San Antonio Regional Consortium. In 2015-16, the Mt. San Antonio Regional Consortium selected the SCE Dean as the co-chair of the steering committee, and entrusted Mt. SAC to act as the fiscal agent for the first phase of the grant and then to continue as fiscal certifier in the second year and subsequent years of the funding cycles (AEBG Steering Committee Minutes 9.15). Mt. SAC ensures that the other Consortium member institutions receive monthly updates on budget and expenditures.

Indicator 2.2
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 for students.

o   To what extent does the administrator/director effectively lead the school as both a visionary and academic leader?
o   To what extent do school leaders effectively guide the school toward school improvements?
o   What evidence exists to show that school leaders are trusted by the stakeholders?
o   To what extent do the faculty and staff display that they are motivated by school leaders to bring focus to student learning and school improvement?

The Dean of SCE, along with the SCE Leadership Team, is tasked with creating a long-term vision for SCE and ensuring that programs are of high quality and accessible to the unique and most marginalized populations within the Mt. SAC service areas. Providing relevant instruction, high-impact student services, and guidance to students seeking employment, skill-building, and increased self-sufficiency is a priority at SCE. In order to implement this vision, the Dean must ensure that the SCE Leadership Team and stakeholders are aware of the emerging trends, challenges, and opportunities that exist on campus, within the region, and statewide. Continuous emphasis on partnerships, collaborations, and interactions with on-campus and off-campus colleagues is imperative to ensuring student success.

The Dean holds weekly SCE Leadership Team meetings that focus on ongoing planning and implementation of SCE goals, new course and programs development, state and local advocacy efforts, and professional

development opportunities for all faculty and staff (SCE Leadership Meetings). Most recently, the Division contracted with a marketing agency to develop a plan and materials for SCE that deliver the vision to stakeholders and the community. The customized plan was created and reviewed in Fall 2017 and is expected to begin implementation in Spring 2018 (SCE Marketing Plan Summary). The marketing plan is expected to be a new tool to use for delivering SCE's message to students; moreover, the SCE Leadership will always seek ways to hear from student about their needs and interests. There is a need for stronger and consistent channels of communication to solicit student feedback.

The Dean's vision of collaboration and partnerships has been important to ensuring access to resources and success with statewide and local initiatives impacting students. For example, after a number of meetings that strengthened an existing L.A. County partnership, the Los Angeles County Workforce Development, Aging, and Community Services (WDACS) and Mt. SAC developed a co-location agreement (WDACS Co-location Agreement). Starting in early 2018, WDACS will assign program staff to SCE Division offices to provide ancillary support through funding from the Workforce Innovation and Opportunity Act (WIOA) to eligible students. In addition, WDACS will partner with other College departments to offer job placement services. This collaboration will enable low-income students in both credit and noncredit to access additional resources for school and employment. Also, the Dean, along with the K-12 co-chair for the Mt. San Antonio Regional

Consortium, has provided commitment and leadership to the Consortium Steering Committee by keeping the committee abreast of statewide developments on performance and fiscal accountability. Both the Dean and the K-12 co-chair from Rowland Unified School District have in recent years presented Consortium planning goals and AEBG policy updates to a joint meeting of the Mt. SAC Board of Trustees, the feeder K-12 superintendents, and boards of education members (Annual Joint Board Dinner Agenda 2016 and 2017). In addition, over the past two years, the SCE Dean and the SCE Professor of Basic Skills have successfully advocated and gained funding for a Strong Workforce Program (SWP) project to promote noncredit CTE outcomes within the Los Angeles Region (SWP LA Sub-Region Final Recommendation 2017, SWP LA Region Funds Approval Email). One of the SWP project goals is to include the K-12 adult education partners in the project.

In addition to the Mt. San Antonio Regional Consortium for Adult Education, the SCE Dean is active in advocating on behalf of state and regional initiatives. Currently, the Dean is the president-elect of the Association of Community and Continuing Education (ACCE), which is the statewide noncredit and community education advocacy and professional organization. In Summer 2017 the Dean also served on the AEBG field Data and Accountability Committee to determine accountability metrics for adult education regional consortia. The Dean has been the co-chair of the California Community College Chancellor's Office Basic Skills Advisory Committee for the past two years and the co-chair of the College's Basic Skills Coordinating

Committee ([BSAC Members 2017](#), [BSCC Members 2018](#)). The Dean and an Associate Dean were also involved in planning the first ever statewide Noncredit Summit ([Noncredit Summit Agenda](#)). The College has recognized the impact on students that SCE has made by maintaining statewide leadership and representation. Thus, the President, Vice President of Instruction, and the Mt. SAC Board of Trustees supported the SCE Division by approving a contract in March 2017 for a policy advisor to assist Mt. SAC with noncredit and community education advocacy ([BOT Agenda 3.8.17](#)).

The Dean also encourages SCE faculty and managers to engage in state and local leadership and advocacy. In addition to the SCE Dean, other SCE managers are involved in professional organizations and state initiatives. For example, the Associate Dean of Continuing Education Programs and Services is on the ACCE Executive Board while the Director of EOA & AWD is the President of California Community College Educators for Older Adults ([CCCEOA](#)). The Director of EOA & AWD was also awarded the ACCE Lifetime Achievement Award due to her outstanding statewide advocacy leadership and accomplishments on behalf of her students ([ACCE Lifetime Achievement Award](#)). The ABE Professor is a member of the statewide [Academic Senate Noncredit Advisory](#) group and regularly reports the meeting outcomes. The ESL Professor served for years on the state [Common Assessment Initiative](#) workgroup. Both of these professors also serve on the [Mt. SAC Academic Senate Executive Board](#). The Dean, along with these two professors, have also testified or delivered comments to the Education Budget

Subcommittee in the state legislature on behalf of noncredit students. Further, in Fall 2016, the ESL Professor authored a resolution advocating for a modified CCCApply enrollment form, which was subsequently passed by the State Academic Senate ([CCCApply Modification ASCCC](#)).

The SCE Leadership Team strives to provide faculty and staff with the necessary information to carry on the SCE vision and ILOs through leadership meetings within all departments, the [Professional Learning Community](#) ([PLC](#)), faculty meetings, reports, and professional development opportunities. SCE managers are uniquely poised to offer this leadership to their faculty and staff given their involvement with state-level planning and professional organizations.

The SCE Leadership Team guides the school toward improvements through ongoing collaboration with faculty, staff, students, and other stakeholders. Shared governance is paramount to the development of plans for school improvements and SCE leadership work to involve as many stakeholders as possible. Specifically, faculty leadership is critical to ensuring continuous evaluation and school improvement. For example, ESL faculty currently have leadership roles in a Basic Skills Initiative project referred to as "Give Me 20" ([BSI Report 2015-16](#), [Give Me 20 BSI Project](#)). With the support of the Office of Research and Institutional Effectiveness ([RIE](#)), project data may be a source of program improvement. Program leaders also maintain open door policies to encourage informal conversations and sharing of ideas for improvement. Additionally, employees are encouraged to use formal structures such as meetings and advisory groups to share

strategies for program improvement in a collaborative setting. There are face-to-face meetings for PIE, SSSP, WIOA II, the Technology Plan, and Student Equity, where all groups provide input and recommendations that are then incorporated into the various plans for school improvement. In addition, these plans are all shared broadly throughout departments and continual feedback is invited. In order to write Mt. SAC's Noncredit SSSP Plan, the Associate Dean of Continuing Education Programs and Services led a collaborative effort among Division counselors, professors, support staff and the Academic Senate (Noncredit SSSP Plan 2015-16). The plan received a perfect rating and was recognized statewide as a model plan (Noncredit SSSP Plan Feedback).

The most important activity by which SCE leaders provide guidance is through the PIE process (PIE). With direction from the campus institutional planning entity, SCE leaders guide their departments in establishing their PIE objectives and assessments for the year. Objectives are based on the mission, ILOs, Division goals, State initiatives, and the SCE vision. The PIE process is not treated as a static procedure, but rather an ongoing tool for improvement in programs and student outcomes.

Other key venues for formulating potential school improvements are the following meetings and constituency groups:

o SCE Advisory Group: This group is facilitated by SCE leadership and meets twice a year to review topics related to noncredit initiatives, institutional planning, accreditation, and to review the mission, vision, and ILOs. It is comprised of faculty,

staff, managers, and students (SCE Advisory Group). Although students are invited to this meeting, SCE staff can make a greater effort to ensure more consistent attendance by students.

o Faculty Professional Learning Community (PLC): The PLC is a representative group that provides SCE noncredit faculty with information about curriculum updates and current faculty news and also organizes professional development for their colleagues on and off campus. SCE leaders will participate in PLC meetings to discuss faculty issues, concerns, and provide guidance when needed (PLC).

o Department meetings: Each department has at least one standing meeting per week with stakeholders to facilitate communication and institutional planning. In ABE, for example, there is a weekly leadership meeting, a weekly counseling meeting, a monthly Learning Center faculty meeting, a monthly Adult High School Diploma faculty meeting, and an annual High School Referral faculty meeting. In ESL, there is a weekly leadership meeting, monthly faculty retreats and/or meetings, and monthly ESL Advisory Group meetings. STV has weekly leadership meetings that include faculty and staff. The Community and Contract Education Director holds one-on-one or small group meetings for faculty, in addition to an annual workshop for College for Kids instructors. Department faculty meetings include discussion on SLO, PLO, and ILO assessment (Faculty Meetings and Retreats, Leadership Team Meetings).

o Targeted school improvement workshops and Division dialogues: SCE leadership

organizes workshops that focus on noncredit SSSP, PIE, and enrollment management. These workshops and dialogues are designed for faculty, staff, and students to review data, provide feedback regarding policies and procedures, and strategize ways to improve student and program outcomes (Leadership Workshops).

o Regional and statewide partnership outreach and advocacy: SCE leadership encourages faculty and staff to participate in the AEBG Regional Consortium meetings and conferences and to present at and attend conferences offered by the Chancellor's Office and various professional organizations (AEBG, Professional Development).

Leadership recognizes that responsibility for program improvement must be shared throughout the organization at all levels. SCE goals reflect a focus on involving all classified, faculty, and managers by increasing effective communication, enhancing delivery of instruction, creating partnerships internally and externally, and promoting professional development initiatives to support Division themes and priorities. Program leaders maintain open door policies to encourage informal conversations and sharing of ideas for improvement. Additionally, employees are encouraged to use formal structures such as meetings and advisory groups to share strategies for program improvement in a collaborative setting.

SCE Leaders make every effort to provide an environment of trust through transparency, dissemination of data and information, and continuous opportunities for stakeholders to provide feedback. The 2017 employee survey results show that of the SCE employees who completed the survey, there appears to be a high level of trust and collegiality for SCE and leadership. Eighty one percent responded that they felt comfortable going to their supervisor with workplace concerns. Eighty six percent of staff felt that they receive informative feedback on their work performance. Overall, 93% percent of faculty and staff in SCE reported that they enjoy working at SCE (SCE Employee Survey Results 2017). Student voices are always an important gauge of effectiveness of programs and levels of trust. Of the students who responded to the SCE survey, 85% reported that they "can talk to someone in my program when I have a problem/question," which demonstrates a level of trust with SCE staff (SCE Student Survey Results 2017). Additionally, growth in noncredit programs, new Contract Education offerings, and continued solid enrollment for College for Kids demonstrates that community members trust SCE and value the educational quality.

SCE seeks to have strong campus relationships built on trust and respect, which has led to much success with campus faculty and other college divisions. When available, the Community and Contract Education Department uses college facilities for specialized courses, including the welding lab, kitchen, ceramics studio, and computer labs. Some of the equipment, including the welding machines were purchased by the Welding Department, but the Contract Ed Department is trusted with its use (CCE Facilities Use). Faculty across various divisions have approached SCE leadership and faculty to collaborate on course offerings. For example, in 2015, the credit Electronics Service Technology program faculty requested of the SCE Dean to move their lower level EST credit courses to noncredit (EST Flyer). This collaborative relationship continues with a

high level of trust between EST credit faculty, the SCE Associate Dean of Career Education & Workforce Development, and SCE faculty. Other credit departments with which SCE faculty leaders has formed solid relationships are Nursing, Psychiatric Technician, and Biology (Skills for Biology Flyer, Transitional Math Flyer, Nursing Partnership Email). Part of the WIN Program's success is based on partnerships with noncredit and credit departments. Although the program supports primarily credit students, it is through noncredit structures. The WIN program supervisor is in constant contact with credit faculty and student services departments (WIN Thank You Emails). The Associated Students have a high regard for the services in the WIN Program and have consistently awarded funds for the purchase of textbooks to be used by WIN tutors (WIN Associated Students Funding 17-18).

Relationships built on trust and respect with external and community stakeholders are essential for successful student outcomes. Mt. SAC is proud of its commitment to foster positive partnerships. One example that clearly demonstrates that SCE Leadership is trusted by stakeholders relates to a partnership with Pomona Adult and Continuing Education (PACE). This academic year, PACE exhausted their own resources but recognized the unmet need in the community for ESL classes. As a result, PACE requested that SCE offer ESL classes within their school district boundaries to meet this need. Because of the long-standing trust in Mt. SAC, PACE did not hesitate welcoming SCE ESL classes into their community. SCE has also made every effort to hire PACE ESL faculty to teach the courses which will further strengthen the relationship and trust. Also, the Director of

EOA & AWD is a highly regarded and trusted partner within the community. For instance, the Director is currently a member of the La Verne Full Inclusion Advisory Group which meets to discuss ways to support people with disabilities within the community (SCE Courses in La Verne). In the past year, Goodwill Industries AJCC and the Los Angeles County Workforce Development, Aging and Community Services (WDACS) approached the Associate Dean of Career Education & Workforce Development and requested the creation of a customized manufacturing and electronics program (Goodwill Partnership). Although there are a number of training institutions that Goodwill and WDACS could have approached, they chose Mt. SAC for this much needed vocational training.

Faculty and staff show that they are motivated to bring focus to student learning and school improvement by being heavily involved with shared governance, various departmental and SCE groups, and the SLO, PIE, and Action Plan processes. It is also evidenced by the continual outreach and expertise that faculty and staff provide to local schools through AEBG and to other community colleges by hosting visits for Moorpark Community College, Peralta Community College District, Long Beach City College, and College of the Canyons, among others (AEBG College Workshop, Mt. SAC Presentations to Regional Colleges).

Faculty take the lead with regard to the Faculty PLC, Noncredit Professional Development Day, curriculum development and review, SLO assessment, and other critical student learning and school improvement tasks. For example, SCE faculty involved with the PLC worked with their individual departments to align the SCE syllabi guidelines

with the Mt. SAC Academic Senate course syllabi standards ([Revised SCE Syllabus Guidelines](), [EOA Syllabus Workshop 10.20.17](), [ABE LC Faculty Meetings 9.26.17](), [ESL Faculty Advisory Meeting Agenda 6.15.17]()). Faculty also lead revisions of Course Outlines of Record to ensure that they meet the College and Chancellor's Office curriculum standards and that they are effective and relevant to noncredit student learning needs ([Course Outlines of Record]()). Some department faculty have engaged in extensive research and training to promote student learning and program improvement, such as ESL and AWD, with STAR projects and specialized workshops ([STAR]()). It should be noted that faculty motivation for activities focused on promoting student success is impressive as over 98% of the faculty are part-time. Classified staff actively participate in [Classified Senate]() retreats and activities, organize events for Division staff, and contribute extensively to the PIE process.

More recently, SCE faculty and staff have shown a deep commitment to school improvement by serving on ACS WASC accreditation teams. Over 70 SCE faculty and staff participated in program teams and Criterion Focus Groups and have been involved in writing and providing input on the self-study report and Action Plan. Faculty and staff also demonstrate a deep commitment to professional development, particularly as related to student learning, with 138 staff members (79%) attending at least one professional development event or activity during 2016-17. Furthermore, 22% of faculty reported that they presented at a conference or workshop and 40% of faculty indicated that they are interested in presenting in the future.

Indicator 2.3

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

o To what extent does the school include all stakeholders in the regular evaluation of the school as a whole?
o How do stakeholders have a voice in decision-making processes?
o How does the school widely communicate the results of regular evaluations and use them as the basis for school improvements?
o What process does the school use to evaluate its organization, governance structures, and decision-making procedures?

Mt. SAC embraces participatory governance, giving a voice in the decision-making process to the administration, faculty, classified staff, and students. The Board of Trustees is the ultimate policy-making body of the College. The President/CEO oversees implementation of Board policies and is responsible for the overall administrative governance of the College, and the Vice President of Instruction provides support and supervision of the SCE Dean. All campus groups — faculty, staff, and students — play key roles in this collective and important effort. Mt. SAC's Board Policy 3255 states, "Governance, operational, and Academic Senate and task force committees shall be structured to include appropriate representation by faculty, management, classified staff, and students, when matters are being considered are within their purview" ([BP3255]()). The clearly defined roles, mechanisms, and organizations within the institutional governance process ensures that all members of the College community,

including representatives from SCE, have the opportunity to participate in policy making, in planning and accreditation, and evaluation of programs.

The WASC self-study process has enabled stakeholders to participate in extensively evaluating SCE, with ongoing opportunities to provide feedback (WASC Timeline). Within the criterion focus groups and program groups there was extensive representation of classified, management, and faculty representation. Students were also invited to participate in the WASC process. The College's PIE process also ensures that there is wide participation among stakeholders in providing input on the evaluation of SCE programs. Each SCE department is tasked with evaluating their department goals as they relate to Division and College goals and ILOs. Department faculty enables them to lead evaluation of SLO, ILO, and PLO data and make suggestions on improvements of curriculum and instruction. SCE's Advisory Group also allows a cross-section of managers, faculty, and classified staff to evaluate PIE SCE goals and Action Plan data (SCE Advisory Group). With the transient nature of students and current open-entry/open-exit structures for many programs, student participation is often challenging. Therefore, new methods need to be explored to integrate student feedback more naturally into SCE's decision-making process.

The Academic Senate appoints faculty, many from SCE, to serve on campus committees and represent the faculty voice. As a result, SCE faculty have various opportunities to provide input on the evaluation of the College as a whole. For example, faculty and managers serve on Information and Technology Advisory Committee, Career Technical Education Advisory Committee, Basic Skills Coordinating Committee, Student Equity, and Student Preparation and Success Council, and as members, can offer feedback on effectiveness of plans and programs affecting both credit and noncredit students. Classified staff from SCE also have representation on College committees such as the Classified Senate and the Campus Equity and Diversity Committee, the latter which allows for evaluation of campus diversity in the workforce.

Mt. SAC has a culture of collegiality among stakeholders, particularly in relation to decision-making processes. Due to the shared governance processes, managers, faculty, and staff are able to participate in college decisions. Guidance initiates from councils and committees such as the President's Advisory Council (PAC), which evaluates the work of governance committees and the College using an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, and implementation, including the ongoing evaluation of processes for planning, budgeting, and accreditation (President's Meetings). SCE managers are responsible for reporting Division enrollment trends, determining schedules that are flexible to noncredit students, and budget development. They rely heavily on faculty and staff to provide input on decisions relating to enrollment and resource needs, which are generally reported in PIE or TracDat for SLOs.

PIE planning is the most impactful process to ensure that SCE stakeholders have a voice in decision-making. Faculty and staff offer feedback through SCE program leaders on decisions affecting student learning and student services. This is done through scheduled meetings at the department level (ABE PIE Day, ESL Welcome Back Agenda Minutes Fall 2017, ESL SLO Results Spring

2017). Subsequently, at the SCE Advisory Group meeting, which is a guiding force in decisions made by SCE, faculty and staff from SCE programs can share formulated input that will feed up to the Division PIE and Action Plan. Moreover, at the SCE Advisory Group meeting, the mission, vision, and ILOs are evaluated to ensure that they are reflective of these guiding principles. Staff surveys also provide a mechanism for SCE staff, managers, and faculty to provide input that is considered in decision-making. For example, based on results from the Employee Survey, question #35d, it is evident that more SCE staff would like budget information that impacts their roles (SCE Employee Survey Results 2017). As a result, the Division is planning focus groups in Spring 2018 to gain more understanding before establishing communication processes on budget allocation.

As prescribed by California regulations, curriculum, educational program development, and policies regarding student preparation and success must include collegial consultation between administrators and faculty (BP3255). The College, including SCE, primarily relies upon faculty to develop and review curriculum and noncredit certificates. The curriculum recommendation process uses two Academic Senate committees: Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). Both committees are composed of a majority of faculty members, with the EDC ensuring representation from each academic division and C&I including faculty representatives serving in critical roles. SCE faculty and managers represent the Division on these committees and have the opportunity to provide input on important curriculum decisions relating to SCE and the College (C&I SCE Members, EDC SCE Members).

SCE has recently formed two Division structures for faculty and staff to provide input. The first is the Professional Learning Community (PLC) for which goals are to address noncredit student learning needs, increase communication between all programs across the Division, and develop opportunities for professional development trainings within noncredit (PLC Steering Committee Members). The PLC faculty have already been pivotal in gaining faculty input and making decisions relating to curriculum guidelines across the Division. For example, the PLC ensured that all SCE noncredit departments are creating syllabi based on Academic Senate guidelines and SCE student learning needs. In Fall 2017, the PLC also led faculty at the first-ever SCE professional development workshop in determining a division-wide ILO assessment cycle (SCE NFPD Agenda). The second structure is the Division administrative support workgroup (Admin Support Meetings). This group consists of managers, administrative specialists, account clerks, and other administrative support staff. This important workgroup has begun to provide input on SCE administrative and human resources processes.

The SCE Leadership takes into serious consideration the input from community members and groups. The EOA Advisory and CTE Advisory groups offer important input on program development and improvement (Advisory Group Minutes). Moreover, the Mt. San Antonio Regional Plan for Adult Education was compiled with input from nine member institutions (AEBG Annual Plan 2017-18). As a member of the Consortium, SCE considers the plan as one source of guidance for program development and growth in services. For example, the plan's research on regional student need showed that there was a 98% unmet need in the community, which led SCE

to develop the Adults with Disabilities Program and expand the STV health careers program (AEBG Regional Fact Sheet 2017). Other community members and partners also include the K-12 partner districts for Off-Campus High School Programs. These school districts provide feedback on operational logistics and scheduling, which has helped SCE make informed decisions (OCHS District Meeting Sample).

Student input is critical to consider when making decisions on program improvement. Issues pertaining to student services and learning needs are at the core of SCE decisions; therefore, student surveys are administered across programs in most years and results are used to make informed decisions. Focus groups are conducted regularly in some departments and provide more in-depth information to consider in department or division planning (Student Focus Groups).

SCE communicates the results of regular evaluations online and through direct contact with constituents. Results from the PIE process can be found through the Mt. SAC Institutional Effectiveness Committee website. The WASC Action Plan and the Division Fast Facts are available on the SCE Accreditation webpage. The AEBG website has AEBG Consortia Planning Fact Sheets from each consortia, including the Mt. San Antonio Regional Consortium. Likewise, all SCE CASAS performance data is available on the CASAS Data Portal. Information is also customized and shared with stakeholders in meetings, advisory groups, and in group settings such as meetings of the Mt. SAC Board of Trustees.

SCE regularly evaluates its governance, decision-making structure, and organizational processes to ensure their integrity and effectiveness. This is primarily done through the PIE and Action Plan process. Division and department goals are assessed, and data are analyzed as part of the evaluation. Enrollment and outcome data from state initiatives such as noncredit SSSP, BSI, AEBG, and others are also used to evaluate school processes and structures. Departmental data discussions occur at faculty meetings, department leadership meetings, and staff meetings. The SCE Advisory Group meetings and Division dialogues are the venues for which discussion among stakeholders both at the department level and division level take place and are documented in meeting minutes.

Other processes include surveys, which allows for all student and employee stakeholders to provide input on governance and the organization (Student Surveys, Staff Surveys). Students can also participate in focus groups to offer feedback. Also, SLO assessment and curriculum review conducted by faculty produce data that help improve Division processes.

Indicator 2.4

The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

o   To what extent does the school document its policies and procedures in a Policy Manual?
o   How do written policies guide decision-making processes?
o   How does the organizational infrastructure support all academic programs, activities, and events so that students are able to achieve Schoolwide Learning Outcomes?
o   How often does the school review and update its Policy Manual?

- How do faculty, students, and staff members have established mechanisms for providing input into institutional decisions?
- To what extent is the creation of new policies as well as the decisions made based on current policies done in a transparent and ethical manner?

The College has an established set of policies and procedures which are the Administrative Procedures and Board Policies (APs & BPs) to guide programs, activities, and events. Documentation of standard operational practices for the College, including SCE, as well as new processes, occurs through printed, verbal, and electronic communication. At the Division-level, College policies and SCE policies, which include organizational charts, guidelines, sample forms, and staff directories for assistance, are disseminated to faculty and staff through the Division Handbook (Employee Handbook). The SCE Division Handbook was reviewed and revised as a result of a Division-wide goal to increase the effectiveness and consistency of communication among stakeholders. The Division Handbook is updated on a regular basis. The foundation for the information in the Division Handbook comes from College APs and BPs. The Division Handbook serves as one tool to facilitate systematic implementation of SCE policies and procedures for all employees. Additionally, student guidelines and handbooks in ABE, EOA & AWD, ESL, and STV are updated annually to include accurate College and Division policies. Often, department and Division updates are as a result of changes in state and local initiatives. For instance, with the implementation of noncredit SSSP in 2016-17, handbooks were revised to ensure that student information required by SSSP

legislation was listed for student reference (Student Handbooks).

Program and Division PIE reports are disseminated at the department and Division level and posted online on the Institutional Effectiveness Committee website for SCE stakeholder review. Trends, external factors, and internal factors are noted in PIE reports and often are the impetus for program and policy change. In the event of changes in policies, stakeholders are also notified in faculty and staff meetings. For example, the GED exam underwent significant changes in 2014 as it incorporated the Common Core standards, to which many adults had not been exposed. As a result, the faculty and director began including preparation for a second approved exam: the HiSET. Students were notified of the additional exam through the High School Equivalency student guide and the ABE website (Lab General Student Handbook 2017-18).

There are a number of institutional processes, structures, and policies at Mt. SAC that promote academic programs, activities, and events that lead to the achievement of ILOs, SLOs, and SCE goals. Board Policies and Administrative Policies surrounding planning, curriculum and instruction, shared governance, institutional research, and College Leadership all provide solid support to faculty, management, and staff to promote student outcomes. Board Policies and Administrative Policies that relate to institutional (BPs 3050, 3250, 3255, and 3440), academic (BPs 4020, 4040, 4120), student services (BPs 5055, 5140, 5200, 5310, and 5520), and Community Services (4104, 4400) entities serve as guidance for supporting students in achieving learning outcomes. The PIE and Action Plan process are powerful mechanisms in enabling SCE

stakeholders to plan, assess, and evaluate student and program outcomes (Action Plan, PIE). Each Action Plan and PIE objective engages a variety of SCE stakeholders. As a result of access to College resources and infrastructure, successes in student achievement towards these goals has been made. A PIE goal from WIN exemplifies how the College and SCE's infrastructure have supported students. Each summer, WIN and ABE jointly offer math and English noncredit bootcamps for entering college freshmen athletes (Bootcamps and Transitional Math). The College's Assessment Center is flexible in arranging testing sessions for bootcamp participants to take the Mt. SAC English and math placement exams. Tutoring support for the bootcamps are funded through the Basic Skills Initiative (BSI). The Office of Research and Institutional Effectiveness (RIE) contributes by providing research support. As a result, WIN Program students who attended a summer math and English bootcamp have had greater success in math and English credit courses than their counterparts who did not attend the noncredit bootcamps (Bootcamp Results Summer 2016). Another instance of the College infrastructure impacting student outcomes relates to the SCE Testing Center. The President's Cabinet responded positively to a request within the Community and Contract Education PIE to support a testing center with district funds for at least 3 years to allow time for SCE to establish a clientele and a revenue stream (President Cabinet Notes 11.1.16). This is an important commitment from the College, as it provides High School Equivalency students convenient, onsite testing access after completing HiSET and GED preparation. It is anticipated that this on-campus access will result in an increase in pass rates for the official state equivalency exams (ABE Outcomes PIE 2016-17).

SCE faculty are the drivers in ensuring that curriculum will produce students who have demonstrated success in achieving the College's ILOs and other learning gains. The campus curriculum process includes the Educational Design Committee (EDC) and the Curriculum and Instruction Council (C&I). These two Academic Senate committees provide the venues for faculty and managers to review and evaluate the effectiveness of the curriculum before it is approved by the Board of Trustees. Noncredit curriculum has a fairly long approval cycle with course and certificate approval taking up to one year for SCE to implement. This is due to delays at the Community College Chancellor's Office and a new state curriculum data system. Showing a commitment to SCE student access and outcomes, the EDC agreed to prioritize noncredit curriculum ahead of other campus curriculum, thus, potentially reducing approval time. SCE also provides a strong foundation for faculty to assess student outcomes (SLOs) for courses and certificates and assessment of ILOs. Faculty are provided venues and meeting times to engage in dialogue on a monthly, semester, and annual basis. Since the faculty is primarily adjunct, SCE has been committed to compensating faculty for non-teaching work relating to student outcomes (Outcomes Committee Approval Email). Finally, in an effort to maintain transparency with the College community, SCE's Community and Contract Education Department submits course offerings to C&I and receives advice and input on course effectiveness, if appropriate.

Within the College and SCE infrastructure and operations exist a number of College plans and state initiatives. Some of these include the Educational and Facilities Master Plan, Basic Skills Initiative, Student Equity Plan, Noncredit SSSP, Adult Education Block Grant,

Workforce Investment and Opportunities Act, and Strong Workforce Program (Data Sources and Reports). Several of these plans have funding accessible for noncredit students and the plan goals often overlap with regard to noncredit student success (Crosswalk for Initiatives). For instance, the AEBG, SWP, and BSI plans all have noncredit certificate completion as a goal. These plan allocations allow funding for staffing, student services, supplies and equipment, and instructional interventions. Specifically, as a condition of being allocated BSI funding, the ESL and ABE departments are provided with research support in order to demonstrate and report student achievement.

The President also publicly recognizes excellence through well-established and respected programs celebrating accomplishments throughout all constituencies. Some of these include the annual Presidential Awards, which are presented at College-wide gatherings. Within these ceremonies, employees are recognized, for having led or participated in innovative initiatives or activities committed to improving student learning. SCE has been recognized in recent years with ABE receiving the President's Award for Outcome Assessment in 2015 and, in that same year, Margaret Teske, ESL Instructional Support Manager, receiving the Burning Bright Award, which recognizes an employee for going "above and beyond" in his or her role (Burning Bright Award, PIE Day President's Award 2015).

School's Strengths and Key Issues for Criterion 2

Strengths
- The School of Continuing Education faculty and staff have an active voice in Mt. SAC organizations and committees, which supports the Division integration into the larger campus community.

Key Issues
- SCE Division and departments can determine additional ways to solicit and include student voices in the decision-making processes.

Criterion 3
Faculty and Staff

CRITERION THREE: FACULTY AND STAFF

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

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

o To what extent are the school's personnel sufficiently qualified to guarantee the effective delivery of programs and services?

o What methods does the school use to assure that qualifications for each position are closely matched to specific programmatic needs and aligned with the school's mission?

o How does the school determine the number of faculty and staff members needed to meet the learning need of all students?

Mt. San Antonio College has policies and procedures that ensure the recruitment and hiring processes result in the employment of individuals with appropriate education, training, and experience to meet job performance expectations and standards (BP7120). The College's Human Resources manages, monitors, and evaluates a highly structured set of policies and procedures for recruiting and hiring personnel. The College's hiring policies and procedures are transparent and based on upholding the integrity of the mission and goals of Mt. SAC, strategic planning, and in-depth job descriptions and announcements for positions. Job descriptions are comprehensive and describe in detail the

roles, responsibilities, and requirements for positions and support the College mission and goals. Moreover, job descriptions for vacant full-time tenure track faculty, administrator, and classified staff positions are reviewed and updated as needed by Human Resources in conjunction with appropriate department personnel to ensure they accurately reflect position duties, responsibilities, and authority and to support the mission and goals of the College and the needs of its students. SCE complies with College policies and procedures that assure the hiring and retention of highly qualified faculty, administrators, and classified staff that are committed to the College mission and SCE vision. The 2017-18 Employee Survey results indicate that 90% of respondents understand the mission and values embraced by Mt. SAC/SCE and 88% can describe how their work contributes to student success at Mt. SAC (SCE Employee Survey Results 2017).

SCE hires qualified personnel who meet the established minimum qualifications of the positions. Minimum qualifications for faculty and educational administrator positions are drafted in accordance with the California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges (CCCCO Minimum Qualifications Handbook 2017; Mt. SAC Disciplines List Equivalencies). Adjustments to these minimum qualifications or "equivalencies" are approved by departments and by the Academic Senate in accordance with

Administrative Procedure (AP) 7211, Minimum Qualifications and Equivalencies. Minimum qualifications and equivalencies for Mt. SAC SCE faculty are posted on the Academic Senate website. Minimum qualifications, skills, and abilities to support the College's mission are clearly documented in each educational administrator job description and appear in job postings. An example of the connection to the College mission can be found in the Associate Dean, Continuing Education Programs and Services' job description, which states that the incumbent "… assists in Division-wide educational planning and program development in accordance with missions, goals, and objectives of the District and Division" (Associate Dean Job Description).

For some positions, external qualifications are added to the College's employment requirements. For instance, the California Department of Health specifies minimum qualifications for faculty and directors of Certified Nursing Assistant (CNA) and phlebotomy programs (CNA Training Program Application, CNA Policy & Procedures Manual Final, Phlebotomy Training Program Application). The additional external qualifications are included to provide applicants with relevant program context. Community and Contract Education instructors are also not guided by the Education Code or the Chancellor's Office. Instead, each college is responsible for determining that providers (workshop leaders, lecturers, speakers, moderators, consultants, or performers) selected for classes/activities have demonstrable and recognizable expertise in their areas of instruction and fields (CCC Guidelines for Community Services Offerings, p. 12). Community and Contract Education

instructors are approved for employment by the Board (BOT Agenda 4.12.17).

Minimum qualifications/education and experience for classified positions are detailed in approved job descriptions (Mt. SAC Job Descriptions & Assignments, SCE Coordinator Job Description). All job postings for open classified staff positions are created using approved job descriptions and include a statement describing the minimum qualifications/education and experience for the position. Each job posting also informs potential applicants that a screening committee will evaluate applications, taking into account breadth and depth of relevant education, training, experience, skills, knowledge, and abilities.

Throughout the year, it may also be necessary for SCE to hire temporary employees, which include professional experts, short-term hourly, and student assistants, to assist with projects and events or to meet a specialized need in various SCE programs to support the learning needs of students. The College has clearly identified pay scales and descriptions of required skills, qualifications, and skills to guide department managers in hiring qualified temporary employees. Although the hiring processes are less rigorous than those established for permanent regular classified applicants, SCE utilizes established College and Human Resources guidelines to ensure the hiring of qualified temporary employees.

SCE adheres to the College hiring policies and screens potential applicants based on fair hiring practices, established guidelines, and Board approval. The Division Leadership has opportunities to tailor job descriptions to SCE programs; however, no changes can be made to the job qualifications

themselves. It is also imperative for SCE to hire employees who have an understanding of the non-traditional structures in noncredit, community education, and contract education programs and the diverse needs of noncredit students. Moreover, staff for any position must be effective and committed to the success of SCE.

The College's interview process is important to assist SCE to identify qualified candidates and employees who most closely align with programmatic needs, the College's mission, and schoolwide learning needs. The composition of hiring committees has been carefully examined to provide necessary expertise and appropriate constituent voices around the table as recommendations are made with an emphasis on addressing the needs of students (AP 7121e). The requirements in hiring committee make-up for recruitment for specific positions are listed on the Screening Committee Composition Request Form. Once the committee meets, each member from the screening committee has a voice in aligning the job description and rating criteria. The committee also collaboratively develops the interview questions, which are another avenue to contextualize the job qualifications and program needs[1]. Interview questions for potential adjunct faculty include a focus on the candidate's philosophy of education, classroom management skills, subject matter knowledge, and pedagogy. Interview materials (e.g., interview questions, writing assignments, screening and rating criteria,

etc.) must be reviewed and approved by Human Resources administrators.

On behalf of the College, SCE employs over 350 annually, and these include permanent faculty and classified, adjunct faculty, short-term temporary hourly, contract employees, and student assistants. The College's decisions to employ faculty, administrators, managers, and classified support staff are rooted in the PIE process. Departments examine data and identify needs that are prioritized collaboratively at the Division level. Once made, Division priorities are submitted to vice presidents, who bring prioritized lists to President's Cabinet, where funding decisions are made based on institutional goals and priorities (Academic Senate Faculty Prioritization). In some cases, there are urgent needs for staffing that are not able to wait for the next year's PIE prioritization process. For example, because of the increase in administrative and accounting tasks for the Off-Campus High School Program, the SCE Dean submitted an Immediate Needs Request to increase a staff member from part-time to full-time, which was approved by President's Cabinet (President's Cabinet Minutes 9.19.17). If divisions have faculty requests, these are forwarded to the Academic Senate and the Vice Presidents of Instruction and Student Services (STV Counseling Faculty Request). Once each group completes its faculty prioritization, a joint recommendation is developed at the Academic Mutual Agreement Council (AMAC), a consultative body made up of the Academic Senate President and Vice President and Vice Presidents of Instruction and Student Services. The outcome of their joint

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[1] Due to the confidentiality of the interview process, the interview questions cannot be shared.

collaboration is forwarded to the President for final review.

The school determines the number of faculty and staff members needed to meet the learning needs of all students through the use of data. SCE, for example, has a program-level SLO to assess staffing needs (Unit PIEs 2016-17, p. 8). In programs like ESL, class offerings are based on student demand. When student demand is high, more courses will be offered and more faculty will be hired. This is evidenced by fill rates, waitlists, and community outreach feedback (ESL Fill Rates Winter 2017, ESL Waiting List Report, ESL Waiting List). There is no official class size, but data are utilized to ensure that courses remain efficient and hiring is adjusted to ensure that efficiency is maximized. The target fill rate for ESL, for example, is 34 students. Some programs have students with specialized needs, including Adults with Disabilities, and the standard for hiring decisions is adjusted to safeguard that student needs are met. Likewise, in open-entry/exit programs, embedded tutors are employed to assist faculty when it appears that students need additional assistance. This is often accomplished through Basic Skills Initiative projects and other funding sources (ABE Tutoring BSI Project, VESL Career Paths Tutoring, BSI Annual Report 2015-16). Overall, the College makes every effort to support the hiring needs of SCE within budgetary limitations.

Indicator 3.2
The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

o   Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?
o   To what extent do job descriptions accurately reflect position duties, responsibilities, and employer expectations?
o   By what means does the school verify the qualifications of applicants and newly hired personnel?

Personnel employed by Mt. SAC are selected using a rigorous and transparent recruitment and selection processes (BP 7120). Once a program hiring need has been identified and approved to be filled, the position is posted online and advertised by Human Resources. Applicants and the public have access to extensive employment information on the Human Resources website including applicant FAQs, how to apply for positions, qualifications, and other related resources. In order to be considered for an open position, applicants must apply online and submit all required documents and materials. Applicants are moved forward in the hiring process if it is determined that they have met the minimum qualifications for the position.

The College's recruitment and hiring procedures comply with CCR Title 5, the Education Code, Mt. SAC EEO Plan, and applicable state and federal equal employment laws and regulations (Human Resources BPs and APs). Job announcements for all vacant positions include an overview of the position, examples of key duties and responsibilities, employment standards, qualifications, application procedure, selection procedure, and information on salary and benefits (Assistant Curriculum Specialist Sample). Open recruitment is mandated for all new

full-time and part-time permanent positions and is actively conducted within and outside the College. Recruitment efforts utilize outreach strategies such as job announcements that are circulated widely, both in electronic and printed formats, through newspaper ads, recruitment websites, Human Resource mailings, and Mt. SAC websites. Mt. SAC managers collaborate with the Human Resources Department to develop the recruitment flyer which is based on the official job description. For open positions, all job postings include a statement describing the minimum qualifications/education and experience for the position. Each job posting also informs potential applicants that a screening committee will evaluate applications, taking into account breadth and depth of relevant education, training, experience, skills, knowledge, and abilities.

In addition, for classified positions, there is bargaining agreement language that requires Mt. SAC permanent employees in the same classification to receive first notification of open positions prior to being advertised to the public and to be given the opportunity to apply for a lateral transfer (CSEA 262 2014-17 Year 3). All eligible classified employees who apply for a lateral transfer are guaranteed an interview, which may result in a lateral transfer to the vacant position.

The use of screening committees ensures that College hiring administrative procedures are consistently applied. As previously mentioned, the composition of screening and selection committees for management, tenure track faculty, and permanent classified positions is defined in APs 7120-7122 Recruitment and Hiring and reflected on the Human Resources

Screening and Selection Committee Composition Form (Human Resources BPs and APs). Procedures for adjunct faculty (hourly academic employees) recruitment and hiring are included in AP 7120. Screening committee composition has been carefully examined to provide necessary expertise and appropriate constituent voices around the table. Screening committees make recommendations and discuss how each position benefits the mission, goals, and needs of students (Screening Committee Form). SCE faculty, managers, and classified staff have representation on SCE screening committees. Hiring practices and procedures are consistent with the College's Equal Employment Opportunity (EEO) Plan (EEO Employer Policy). The College provides regular EEO hiring training to employees, scheduled through Professional and Organizational Development (POD) and on the POD calendar (EEO POD Activity). These regular trainings ensure that EEO representatives are qualified to serve on all hiring committees. After the initial screening or closing date of a job opening, all applicants who meet minimum qualifications for the position will be submitted to a screening committee for review. Applicants are rated based on pre-determined, committee-validated criteria related to the specific job notice criteria. Screening committees use these ratings to identify the most qualified applicants to be invited to interviews.

Screening committees, for full-time tenure track faculty and most administrative management positions, recommend and forward finalist candidates for a final interview by the College President/CEO or designee(s), which are generally the Vice President or the Associate Vice President of Instruction. Reference checks are

conducted by the committee chair or manager. The College President/CEO will recommend the finalist for the position for approval to the Board of Trustees. For new adjunct faculty hiring, SCE managers forward hiring recommendations to the Associate Dean and Dean prior to Human Resources. The College President's/CEO's Office will submit the selected applicant's name to the Board of Trustees for final approval.

For classified positions, it is the screening committee's task to evaluate and rate the applicants using the established forms and procedures, and subsequently recommend the top applicants for final consideration by the hiring manager. The appropriate manager will have the responsibility and authority for final selection. The manager will conduct reference checks on the finalist(s). The manager will review his/her recommendations with his/her immediate supervisor and have the option to hold final interviews (AP7121).

Mt. SAC takes seriously the process by which the school verifies the qualifications of applicants and newly hired personnel. Candidates for faculty and educational administrator positions must meet minimum qualifications in accordance with the CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges (CCCCO Minimum Qualifications Handbook 2017). Faculty applicants must hold a degree from institutions accredited by recognized U.S. accrediting agencies. Degrees from institutions outside of the U.S. are recognized only if equivalence has been established by the National Association of Credential Evaluation Services (NACES), a credential evaluation association founded in 1987. It is the applicant's responsibility to use the services of a NACES member organization for equivalence.   The link to NACES' website is posted on the Mt. SAC webpage (Foreign Transcripts).

The College has also adopted a procedure for establishing faculty equivalencies to minimum qualifications (Academic Senate Equivalencies Website). As needed, the Academic Senate reviews employment applications for equivalencies. The Academic Senate also approves any changes or additions to equivalencies through the Equivalency Committee. Applications to review equivalencies are created by department faculty based upon and supported by the appropriate division deans. For example, SCE faculty have previously submitted equivalency updates based on comparable credentials needed to provide instruction in noncredit programs. In Fall 2017 SCE submitted a request to update the equivalencies for Short-term Vocational faculty, which was approved in October 2017 (STV Equivalency 2017, STV Equivalency Committee Minutes 10.23.17, C&I Minutes 10.24.17). Recommendations from the Equivalency Committee are forwarded to the Academic Senate for approval and subsequently the Curriculum and Instruction (C&I) Council. Both SCE managers and noncredit faculty are represented on the Equivalency Committee and C&I. In addition to showing a need for meeting minimum qualifications, faculty job announcements clearly indicate a requirement of discipline expertise and effective teaching abilities (Professor Basic Skills Job Posting).

Human Resources initially reviews all applications for permanent classified positions and full-time faculty positions to ensure documentation is complete and

minimum qualifications are met. Only those applications that are determined to meet minimum qualifications of the position are forwarded for review to the Screening committees. Additionally, those employees hired in academic and classified positions requiring secondary or post-secondary credentials must provide credentials or verification of minimum qualifications and/or official, sealed college transcripts to Human Resources for review and verification.

Throughout the year, it may be necessary to hire temporary employees, which include professional experts, short-term hourly, and student assistants, to assist with projects and events or to meet a specialized need in various SCE programs to support the learning needs of students. The College has clearly identified pay scales and descriptions of required skills, qualifications, and skills to guide department managers in hiring qualified temporary employees. Although the hiring processes are less rigorous than those established for permanent regular classified applicants, SCE utilizes established guidelines from Human Resources to ensure the hiring of qualified temporary employees.

Indicator 3.3
The school develops personnel policies and procedures that are clearly communicated to all employees.

o   What processes and manuals does the school use to develop and publicize its personnel policies?
o   How does the school ensure that it administers its personnel policies and procedures consistently and equitably?
o   To what extent does the school have a written code for professional ethics for

all personnel and communicate expectations to them?
o   What are the school's provisions for keeping personnel records secure and confidential?
o   How does the school provide employees access to their records?

The School of Continuing Education strictly adheres to the personnel policies and procedures that are developed by Mt. SAC. Both Board Policy and Administrative Procedures include chapters on Human Resources, specifically Chapter 7, which includes BP 7100-7700. These policies are reviewed regularly, and when changes are made to Board Policy, the changes are approved by the Board of Trustees. When changes are made to Administrative Procedures, the changes are presented to the President's Advisory Council (PAC). All final policy changes are communicated to the campus through electronic communications from the President's Office. Staff survey results report that employees agreed that they are satisfied with the amount of information they receive pertaining to the College (76%) and SCE (68%). Board Policies and Administrative Procedures are also available to the public on the Mt. SAC website.

Human Resources management and staff are available to facilitate and provide guidance for any personnel issues with employees and their union representatives. The College's bargaining agreements with the faculty and classified CSEA unions provide a demonstration of its equitable treatment of its employees (CSEA 262 2014-17 Year 3; Faculty Contract 2017-19 Year 1). The College is an Equal Opportunity Employer (EEO). The policy of the College is to provide equal opportunities for

employment to all who qualify without discrimination because of race, color, ethnic group identification, ancestry, religion, national origin, sex (gender), sexual orientation, age, and/or physical or mental disability (EEO Employer Policy). The application for employment affords each applicant an opportunity to identify himself or herself voluntarily as to gender, ethnicity and, if applicable, his or her disability. This information is maintained in confidence and shall be used only for statistical purposes. Screening, selecting, and interviewing candidates for all positions includes thorough and fair procedures that are sensitive to issues of diversity and fair employment laws. The procedures must address the establishment of a diverse and representative screening committee and training of committee members to monitor conformance with EEO requirements.

Mt. SAC has several written code of ethics, some of which apply to all personnel and some to specific groups. These various codes demonstrate the College's commitment to a high standard of ethical conduct not only for all College personnel, but for the Board of Trustees and students as well. Board Policy and collective bargaining agreements contain language addressing professional ethics (BP2715, BP3050, District Agreements). The Associated Students also has language to address ethical issues (Mt. SAC Associated Students Constitution). While not included in this standard, the Mt. SAC Standards of Conduct for students is another example of the College commitment to ethical conduct adopted as a campus wide philosophy (Mt. SAC Standards of Conduct). Mt. SAC is clearly resolute and sincere about professional ethics and conduct in all areas

of the campus community above and beyond the requirements of this standard.

Mt. SAC holds its employees to a high standard of professional ethics. Board Policy 3050 is the Institutional Code of Ethics, which applies to all College personnel. It defines professional ethics "in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, and unprejudiced". This code also extends to students, who are "expected to abide by ethical behavior and decision-making in their treatment of College employees, other students, and members of the public".

While Mt. SAC faculty are held to the same written code of ethics as all College personnel, they also adhere to additional codes of conduct specific to them, such as the collective bargaining agreement between the Faculty Association and the District. Article 18.B.6 requires faculty to "adhere to the ethical principles governing interactions with students and colleagues". Article 18C requires faculty unequivocally to accept professional responsibilities that benefit the educational welfare of the College, including the adherence to "ethical principles governing interactions with students and colleagues" (Faculty Contract 2017-19 Year 1, p. 70).

Mt. SAC's Administrative Procedure 7145 provides for the security and confidentiality of personnel records. Additionally, the collective bargaining agreements include language about the confidentiality of grievances and the personnel file (CSEA 262 2014-17 Year 3, p. 41). Human Resources maintains official personnel files in a centralized, secured location. Access to these personnel files is restricted to authorized Human Resources staff. Each

employee has the right to inspect or obtain a copy of his/her personnel records as outlined in AP 7145. Human Resources is the designated custodian of employee personnel files and maintains strict procedures regarding access to files. Additionally, Human Resources is secured with its own key to increase security.

Indicator 3.4
The school assures the effectiveness of its faculty and staff members by evaluation all personnel systematically.

o   To what extent does the school establish written guidelines for evaluating all personnel, including performance of assigned duties and participation in institutional responsibility?

o   How is the evaluation process built on collegial spirit that fosters growth and improvement?

o   By what methods does the school defined "effective teaching" in its evaluation process? How is effectiveness judged?

o   Who does the annual evaluation of employees and are the results of such evaluations documented and shared in follow-up meetings with employees under review?

o   What process is in place to assure that evaluations lead to improvement in job performance?

Mt. SAC has clearly established evaluation procedures and guidelines for all personnel, including the Board of Trustees, the College President/CEO, managers, faculty, and classified staff. SCE follows the College process when evaluating all SCE employees. These procedures include the frequency of the evaluation processes as well as clearly

defined written criteria. Mt. SAC utilizes an electronic system, developed and maintained by Human Resources to inform managers when evaluations are due. This information is available to evaluators, the employees, and President's Cabinet through the employee portal. Performance evaluation practices and cycles for faculty and classified staff are documented in collective bargaining agreements. Performance evaluation practices for non-represented classified staff (confidential and supervisory) are documented on an evaluation form that was developed in collaboration between the Vice President of Human Resources and representatives of confidential and supervisory employees. Performance evaluation practices for administrators were revised in 2016 in a joint effort between the President and the Management Steering Committee. Further, performance evaluation forms for all other permanent employees provide areas for addressing effectiveness and encouraging improvement.

Management employees are evaluated during the first year of employment and every two years thereafter. The College does not require annual evaluation of managers unless their positions are funded by categorical dollars. The process is contained in a written document titled Administrative Employees Evaluation Procedures, and evaluation criteria are stated in the Administrative Employees Evaluation form (Administrative Employees Evaluation Principles and Process). Managers are evaluated by their direct supervisors and the results of the evaluation are shared during an in-person meeting.

Tenured faculty are evaluated systematically and at stated intervals in accordance with

Education Code and the faculty collective bargaining agreement ([Faculty Contract 2017-19 Year 1](#)). New tenure-track faculty are evaluated each year during their first four probationary years of employment. In years one and two, evaluations are done by management, at least two tenured faculty, with student evaluations collected; plus a self-evaluation and report of service to the College. These same evaluations are performed over years three and four, resulting in a summary evaluation and a recommendation on tenure status. Evaluation of regular tenured faculty is a three-year process consisting of student evaluations (first year), classroom visitations (second year), and a summary of the evaluation activities (third year) by the manager. Additionally, a self-evaluation report and report of services to the College is submitted in years one and two. Adjunct and partial contract faculty are evaluated in a four-year process, including an evaluation in each of the first two semesters and ongoing classroom visitations, student evaluations, and an optional self-evaluation. Survey results showed that students (83%) agreed that opportunities to evaluate faculty are available to them. Administrative summaries are completed by the department manager, and classroom observations are done by both managers and at times by department tenured faculty. Written evaluation criteria are contained in the faculty collective bargaining agreement.

Classified personnel, including those in the Confidential and Supervisory employee groups, are evaluated on an annual basis. The evaluation processes are similar in nature and are intended to positively influence effectiveness of personnel as well as encourage improvement ([Classified Evaluations](#)). Department managers

complete the annual evaluation for classified employees. Managers send a copy of the evaluation to the classified employee at least two days before a face-to-face meeting where the evaluation is reviewed. Employees (86%) reported on the staff survey that they receive informative feedback regarding their work performance.

In addition to annual performance evaluations for classified employees, regular reviews of entire classes of job descriptions are completed to assure currency in District needs for employees and competitive qualifications ([CSEA 262 2014-17 Year 3, 17.07.1](#)). Every two years, approximately one-third of the classifications shall be studied with the intent that all classifications be reviewed once every six years. Any updates or revisions to job descriptions validate the knowledge, skills, abilities, and characteristics an employee must possess to perform the job satisfactorily.

Performance evaluation forms for faculty, staff, and managers provide opportunities for coaching and goal setting and are meant to promote collegiality and growth in performance. Mt. SAC, including SCE, believes that effective evaluations are based on job descriptions. Key components of the evaluation process are to recognize excellent and satisfactory performance in the areas of assignment and in accomplishing College goals and objectives to identify areas of performance needing improvement and to document unsatisfactory performance. If improvement is required, an improvement plan is developed, which identifies specific areas of need improvement, means of improvement, resources available, and time frame within which the improvement is to be accomplished. Written improvement

plans are forwarded to the appropriate administrator and HR. The Vice President of HR coaches and assists managers with developing performance improvement plans for employees as necessary. Actions following evaluations are formal and timely. The employee is given opportunity to provide input on goals and plans for improvement. In order to support meaningful use of evaluation tools, Professional and Organizational Development (POD) has offered "Managing Performance through Evaluations", a workshop led by the Liebert, Cassidy, Whitmore law firm (POD Management Trainings Flyer). Moreover, Mt. SAC managers, including SCE managers, have received coaching training to further promote collegiality when assisting a staff member in their growth (Mt. SAC Management Retreat Agenda 2018).

Mt. SAC defines effective teaching through the rigorous evaluation process and documentation contained in the faculty bargaining agreement (Faculty Contract 2017-19 Year 1).   Effective teaching is rated using the following criteria as demonstrated by faculty: classroom dynamics, teaching strategies and techniques, knowledge of subject matter, and preparation.   Faculty are also required to reflect on performances and evaluations as part of a self-evaluation process using student and classroom evaluations as a basis for personal assessment and setting goals in areas for personal or course improvement.

Indicator 3.5

Faculty members take ownership of student progress toward achieving stated Schoolwide Learning Outcomes.

o   What are the roles of teachers and other staff members in the development of SLOs?
o   How often do faculty members meet to discuss SLOs and analyze student learning data to ensure that students are achieving SLOs?
o   What are the measures used to show student attainment of SLOs and how are these measures monitored?

SCE faculty are dedicated to supporting student achievement through development, implementation, and assessment of Institutional Level Outcomes (ILOs) and course-level Student Learning Outcomes (SLOs). ILOs are campus-wide student learning outcomes which establish specific skills critical for student success both within and beyond an educational setting. The ILOs were developed by Mt. SAC faculty and staff and were subsequently adopted by the SCE Advisory Group in Fall 2016 to further integrate and align SCE with the College (GEOs Re-Imagined Report 2014, PCA Notes 4.21.15, ILOs Defined 2015, Advisory Retreat Minutes Fall 2016 and Fall 2017). Prior to the alignment, SCE utilized Student Learning Goals (SLGs) that were similar to ILOs. Although the development of the ILOs occurred at the College level, as part of the Outcomes Committee, SCE faculty were involved in the process. As with the mission, any SCE stakeholder can provide input on modifications to the College through the Outcomes Committee or the SCE Advisory Committee. Since the campus and SCE adoption of the ILOs is fairly recent, no modifications have been suggested to the existing ILOs.

Faculty members have ownership and take leadership in the implementation of the ILO assessments, along with other learning

outcomes. At the course-level, faculty develop SLOs, which describe what students will know, think, feel, or do as a result of their experience in the course. SLOs are mapped to ILOs and, therefore, SLO assessments assist faculty in determining how effectively the course is achieving its ILOs. Faculty are responsible for ongoing mapping of SLOs to the four ILOS: 1) Communication, 2) Critical Thinking, 3) Information and Technology Literacy, and 4) Personal, Social, Civic, and Environmental Responsibility (SLO-ILO Alignment, Mt. SAC ILOs). Full-time faculty and counselors must, as part of their annual report, describe how they have contributed to assessment processes to benefit students (Faculty Contract 2017-19 Year 1, p. 177). The evaluation process for all faculty has multiple areas where involvement in outcomes is checked, including preparing records and reports accurately, submitting them to the proper offices within established deadlines, being involved with the total program of the College, and maintaining knowledge of current department assessment activities (Faculty Evaluations). The faculty collective bargaining agreement also stipulates that adjunct faculty have up to three hours each academic year of paid time to work on SLOs, as SLOs are part of the evaluation process explained above (Faculty Contract 2017-19 Year 1, p. 42).

Faculty leadership extends to ensuring that ILO and SLO assessment and evaluation of data take place. All courses in the Division have at least one SLO, which is mapped to an ILO (SLO-ILO Alignment). Each SLO measures learning through explicit methods of assessment that faculty document in the TracDat online planning tool (SLOs in TracDat). Course SLOs were on a three year

cycle until 2017-18, at which time the faculty requested the process be aligned with the four-year cycle found on the credit campus (SLO Cycles). On the four-year cycle, scheduled SLOs are evaluated each semester. Once an SLO has been assessed, designated faculty aggregate the results across all course sections. Results are discussed and used to make curricular changes as needed. Over the past eight years, SCE faculty have completed SLO assessment cycles in all SCE courses including "use of results" to improve teaching methodologies, course content, and course sequencing (SCE Summary Course Outcomes).

As faculty enter their assessment information into TracDat, they are provided with an opportunity to examine the effectiveness of the SLO. Since SLOs reflect the essential skills of the course, they remain fairly constant. However, in some cases, faculty have determined that an SLO is incomplete or ineffective in measuring student learning. In these cases, the SLO is inactivated in TracDat and a new SLO is written. ABE, ESL, EOA have revised SLOs over the years to reflect student learning trends and currency in instruction (EOA SLO Review Sheet, ABE LC Faculty Meeting 5.23.17).

SCE faculty actively engage in SLO assessment and dialogue concerning improvement of results. Department faculty meetings are the primary venues for discussing learning outcomes. ESL, ABE, and EOA have consistently engaged in discussion about learning outcomes (ABE Faculty Meeting Minutes Winter 2018, EOA SLO Faculty Meetings 2017). STV programs have recently been restructured into their own department and have started regular

discussions on learning outcomes. The WIN Program faculty disseminate student progress reports for courses to credit colleagues, which leads to follow-up communication regarding appropriate student tutoring interventions (WIN Progress Check, WIN Progress Report Spreadsheet). While departments have consistently discussed student learning needs, the Community and Contract Education Department has not yet fully developed processes for dialogue about student learning. It became evident during the WASC self-study process that the Community and Contract Education Department needed to strengthen its process for identifying and discussing student learning needs. As a result, the Community and Contract Education Department recently began collecting data on learning outcomes and planning a process that includes dialogue among instructors (College for Kids PIE Student Success Data).

Faculty effectiveness in producing course SLOs has been enhanced through professional development opportunities. Employee records indicate that in 2016-17, of the faculty who documented professional development, 13% of professional development of faculty focused on SLO development and assessment (SCE Profile 2016-17). Ongoing dialogue regarding learning outcomes also occurs in faculty events such as the first annual Noncredit Faculty Professional Development (NFPD) Day in Fall 2017 (Noncredit Professional Development Day). Since the implementation of SLOs, however, SCE has made significant efforts to provide staff development in the effective use of SLOs for improvement (ABE SLO-SLG Faculty Meeting Fall 2015).

SCE faculty place all SLOs on course syllabi to ensure students are aware of what is being measured and collected (Syllabi-Noncredit). Faculty and counselors from noncredit departments discuss SLO assessment data and ILOs during department meetings throughout the year, a fact supported by 83% of faculty who took the SCE Employee Survey. Instruments record SLO data include grades from quizzes, homework, or tests to (SLOs). ABE faculty discuss and synthesize the data collected and results are entered in TracDat. For example, after assessing the Personal Computer Applications course, faculty determined that additional handouts and more class sessions were needed, especially in the evenings. This immediately improved grades and course success. These results are listed in TracDat and used for faculty dialogue (ABE SLO Impact in PIE). Final exam data is an important metric for success of SLOs. The IHSS and OCHS programs place a high value on students achieving overall course objectives. In both programs, course SLOs include that students must achieve minimum pass rates on final exams (IHSS SLO Matrix 2015-16). Data are discussed to determine if interventions are needed for students to pass exams. The ESL Department assesses one of the College's ILOs as a program-wide SLO every year. During the 2016-17 academic year, ESL developed its program-wide SLO focusing on the ILO #4: Personal, Social, Civic, and Environmental Responsibility, and assessed it using embedded tests, portfolios, and surveys. The SLO results and faculty feedback were collected, summarized by ESL faculty, and results were entered into TracDat (ESL SLO Results 2016-17). In general, 78% of SCE faculty agreed that they review their course SLO data and use the results to inform their instruction.

Indicator 3.6

The school provides all personnel with appropriate opportunities for professional development.

- o To what extent does the school plan provide professional development activities that are connected to student learning?
- o To what extent does the school provide funding for professional development opportunities?
- o How does the school ensure meaningful evaluation of professional development activities?
- o What impact do professional development activities have on the improvement of teaching and learning? How does the school evaluate that improvement?

Mt. SAC is committed to implementing and promoting professional development initiatives that support student learning and Division themes and priorities. All SCE employees are encouraged to participate in professional development and, according to the staff survey, approximately 51% do just that. Furthermore, staff survey results also show that 80% of employees agreed that they have applied skills and knowledge learned through professional development activities. Mt. SAC has a comprehensive Professional Development Plan that reflects a College-wide emphasis on professional development for all personnel, including SCE staff (Mt. SAC Professional Development Plan 2016-18). The College has invested in campus wide professional development for all employees and has committed resources to support their success. The Professional and Organizational Development (POD) Office is staffed with a full-time manager

and support staff to provide open access to services. Some examples of the trainings that staff and faculty can access from POD are accommodating students with disabilities, audio visual classroom basics, and equal employment opportunity representative training (POD Calendar). About half of the professional development activities in which SCE staff participate take place on campus, as supported by staff survey results. Additionally, the College has dedicated ongoing unrestricted general fund budget allocations for POD programs as well as conference and travel funds for all constituencies (POD Conference Funding Process). SCE staff have accessed this funding for conferences.

The Professional Development Council (PDC) provides direction to the College community to ensure classified staff, faculty, and managers expand their knowledge and skills needed to increase student success and enhance their professional development. The Council is composed of classified, faculty, and management representation and three committees report to the PDC. They are the Classified Professional Development Committee (CPDC), Faculty Professional Development Committee (FPDC), and the Management Professional Development Committee (MPDC). Currently, there is one SCE faculty serving on the PDC and one faculty serving on the FPDC. While professional development opportunities are available through the efforts of the PDC, CPDC, MPDC, and POD, there is nevertheless a need for an SCE comprehensive professional development plan that addresses the unique needs of adults and SCE programs.

The Mt. San Antonio Regional Consortium for Adult Education has developed a number

of professional development activities that SCE staff, managers, and faculty have attended. Some of these have been directly focused on teaching and learning, such as the I-BEST workshop, CASAS workshops, and working with adults with autism and associated learning disabilities. Within the Consortium are program area workgroups, including counseling workgroups, which allow staff and faculty to share best practices. A popular professional development opportunity is the biannual Consortium conference (AEBG Spring 2017 Conference Booklet). Not only do these conferences allow for faculty and staff from all consortium member institutions to share best practices, but Consortium members design and present all of the sessions. Each conference has a different theme, such as data and accountability, supporting students through technology and collaborative activities, and best practices and shared resources.

Examples of POD activities with SCE participation include faculty FLEX days and Classified Professional Development Days (Fall FLEX Day 2017 Program, CPDD Email Flyer). The College FLEX Plan, Chancellor's guidelines, and feedback from prior FLEX days inform the themes of the workshops at the biannual events. The fall opening meeting for faculty is also attended by managers, and FLEX presenters include faculty, classified staff, and managers. SCE faculty have presented to their colleagues in past College FLEX days. The collective bargaining agreement between the District and California School Employee Association (CSEA) 262 specifies that one non-instructional day per year be designated as Classified Professional Development Day for the purpose of staff development activities (CSEA 262 2014-17 Year 3, p. 63). CPCD

established the annual Classified Professional Development Day in August 2016, and all SCE classified are encouraged to attend and present. The CPD Day Task Force modeled the event on the faculty FLEX day format and reviewed data from a current needs assessment survey to identify professional development topics for the day.

When available, SCE makes every effort to provide funding for staff to attend professional development activities (Professional Development). Grants and district resources, as allowed by each funding source, including Basic Skills Initiative, Student Success and Support Program, WIOA II/231, and AEBG, have been allocated to support employee attendance. For example, an important conference that staff and faculty attend each year is the CASAS National Summer Institute, which helps staff keep current with WIOA II literacy and AEBG topics. All programs ask employees to participate in program meetings, workshops, and in-services that are relevant and specifically targeted to program needs (WIN Tutor Training Spreadsheet). Seventy-six percent of faculty indicated on the 2017 Technology Survey that they participate regularly in professional development and the same percentage reported that they had taken, or were comfortable taking, professional development courses online (Tech Survey Instructor Results 2017). Additionally, new and continuing instructors are provided the opportunity to do peer-observation when they are assigned to a new course or interested in developing a specific area of teaching.

The options for professional development within SCE has grown considerably since the 2012 Self-Study. Faculty have taken an

active role in determining and addressing gaps in professional development, both at the program level as well as the Division level. Two examples of Division-wide efforts are the SCE Professional Learning Community (PLC) Steering Committee and the Noncredit Faculty Professional Development (NFPD) Day, both of which began in 2017 (PLC Steering Committee Members). The PLC mission statement is: "By fostering a collaborative culture across the Division, SCE's Professional Learning Community Steering Committee addresses noncredit student learning needs, promotes supportive relationships for noncredit faculty and staff, increases communication between all programs across the Division, and develops opportunities for professional development trainings within noncredit." The PLC takes a leadership role on faculty-led projects including the syllabus guidelines, ILO mapping, and assessment of learning goals. The PLC was also responsible for the first annual Noncredit Faculty Professional Development (NFPD) Day. Since the PLC is still in its early stages, it will continue to grow in membership and organize more Division-wide professional development opportunities for faculty. Based on their early activity, the PLC has the potential to assist with the creation of a Division-wide professional development plan, something that SCE currently lacks.

Departments also host their own opportunities for dialogue and sharing of best practices. The Education for Older Adults and Adults with Disabilities Department conducts on-going conversations among faculty that are based in geragogy, the pedagogical method best suited for the older adult learner, as well as presentations related to the learning needs of disabled students (EOA Advisory Group

Meeting Minutes Spring 2017, EOA AWD Autism Society Town Hall Email). ESL also has an annual retreat/flex day activities that provides opportunities for instructors to exchange lesson plans and teaching strategies that they have found to be beneficial to students (ESL Flex Agenda 8.16). ESL also has action research called STAR (Student Teacher Action Research), where instructors develop classroom strategies in the fall, document the evidence throughout the year, and present and discuss the findings at a meeting in the spring (STAR). ABE hosts a PIE (Planning for Institutional Effectiveness) Day annually, which mixes fun with the sharing of outcome assessment (ABE PIE Day). This is a two-hour in-service training where faculty, counselors, and staff meet to report out student achievements and to discuss and plan the best strategies for improving student success. Attendees are also given an opportunity to present and/or reflect on how their individual contributions aid the PIE process.

Although SCE departments engage in professional development to include diverse topics that support student learning, more professional development relating to technology use in the classroom should be supported for all program areas. From the staff survey, 23% of staff indicated that they would like additional professional development in the area of use of technology (SCE Employee Survey Results 2017).

Employee data from 2016-17 indicate that across the Division all classifications of employees chose to participate in professional development. During this time professional development activities focused on Program Improvement (48%), Tools and

Skills (17%), and ILOs/SLOs (13%) ([SCE Profile 2016-17](#)). The majority of professional development was completed through SCE program level workshops (45%). Other professional development formats included external conferences (28%), POD (24%), and employee enrollment in college or university courses (3%).

There is consistent evaluation of POD events via evaluation after each event and documentation of the information in the College professional development database. Evaluations are administered by the POD Office staff after each professional development workshop offered through POD. Moreover, part of the POD application includes how information learned will benefit attendees in their work. It is customary in off-campus professional development activities for an evaluation to be completed. For the NFPD Day, there was an extensive evaluation of the event by attendees, which will be utilized in planning the following year's event ([SCE NFPD Evaluation Results](#)). After each SCE Advisory Group Meeting, those present provide feedback on the effectiveness of the event and ways to improve the learning experience ([Advisory Retreat Minutes Spring 2016](#)). The ESL Department periodically administers a survey of professional development needs to determine topics of focus for staff and faculty ([ESL Summary of Feedback Survey 3.16](#), [ESL Summary of Feedback Survey 2016](#)). Although some activities offered at the program-level are assessed, a more systematic approach to SCE facilitated professional development evaluation is needed. A professional development plan could include a systematic approach for the evaluation of professional development activities.

Indicator 3.7

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

o   What process is in place for the regular evaluation of all non-teaching personnel?
o   To what extent are job descriptions and duty expectations regularly reviewed and revised to meet the current needs of the school?
o   How is the support staff included in meetings and processes (as appropriate) to engage them as important stakeholders in the learning programs of the school?

Classified staff are evaluated each year and part of that evaluation includes whether job skills meet programmatic needs. Classified staff also have a contractual reclassification process available that is used to ensure essential duties keep up with programmatic needs. During each classified staff performance evaluation, managers review programmatic needs and the position's essential duties. California School Employee Association (CSEA) 262 and CSEA 651 collective bargaining agreements contain the performance evaluation forms ([District Agreements](#)). During the recruitment processes for classified positions, applicants undergo evaluation to ensure the position qualifications and knowledge, skills, and abilities, which are intended to sustain institutional effectiveness and academic quality, are met.

Probationary classified employees are evaluated at the second and fifth month intervals during their first six months of

employment. Permanent classified employees are evaluated annually during the month of the employee's hire anniversary date. Written criteria are stated in the performance evaluation form.

Although short-term temporary employees are not part of the "classified service" per Education Code Section 88003, they perform necessary and valuable work, which contributes to the overall goals and accomplishments of the SCE Division. As such, although there is no formal performance evaluation process for short-term temporary employees, their work is monitored and assessed by the assigned supervisor to assure the work is being completed satisfactorily.

SCE managers are evaluated using the Administrative Employee Evaluation Principles and Process, which were last updated in August 2016 (Administrative Employees Evaluation Principles and Process). The goal of performance evaluation is to improve effectiveness and promote continuous learning and development. Constructive feedback for improvement is intended to be clear and helpful to achieve that goal. The evaluation period for managers is defined as the first year of employment and every two years thereafter, unless the supervising manager deems it necessary to do annually. The evaluation process consists of a self-evaluation, completed with input from peers and/or direct reports, together with goals and objectives. The first component is the self-evaluation in which the administrator drafts a self-evaluation and sends it with the Peer and/or Direct Reports Input form to gather anonymous input about his/her performance. The administrator uses the input to finalize his/her self-evaluation and

should reflect on the progress made toward goals and objectives from the previous evaluation. The second component is the supervisor evaluation of the employee. The evaluator completes the Administrative Employee Evaluation form and then meets with the administrator to review the evaluation and set goals and objectives for the following evaluation period.

Job descriptions and duty evaluations are regularly reviewed and revised to ensure they meet the current needs of the school. As previously mentioned, over the past four years, the College has been working with CSEA and management to refine and update job descriptions across the College. In addition, beginning in July 2017, the District implemented new classification procedures for CSEA 262 classified employees pursuant to the collective bargaining agreement, Article 17. The intent of this Article is to assure that unit members perform duties within the scope of their positions.

Classified support staff are integrated into SCE's decision-making processes. They also participate in department meetings, the Division-wide Advisory Group and other meetings, and POD workshops and events. Each department includes staff, managers, and faculty in their leadership meetings to promote full-inclusion in decision-making within their departments and the Division (ABE Flex Day Minutes 8.24.16, ESL Faculty Advisory Agenda 6.15.17). In the ABE PIE Day, for example, support staff are celebrated for their efforts related to student learning (e.g. data entry, tracking, student registration), without which department-level SLOs would not be measureable. The SCE Leadership's weekly meetings also include faculty and staff (SCE Leadership Meetings).

School's Strengths and Key Issues for Criterion 3

Strengths
- SCE faculty are highly qualified and committed to serving the needs of students.
- Robust processes for hiring and evaluation are used equitably and consistently across the Division.
- Faculty leaders are spearheading efforts to provide professional development to their colleagues across the Division.

Key Issues
- With the restructure of SCE in the last two years, a Division professional development plan is needed that includes input from faculty and staff.
- Community and Contract Education staff and faculty can increase participation in identifying and discussing student learning needs.

Criterion 4
Curriculum

CRITERION FOUR: CURRICULUM

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

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

o How does the school list all courses and provide course outlines for all stakeholder groups?
o To what extent does each course have clearly defined learner outcomes?
o How is institutional resource allocation connected to curriculum development needs?

The School of Continuing Education (SCE), led by faculty, utilizes the curriculum development and review process of the College to ensure that the content taught in the classroom is accurate, rigorous, and relevant. Each year faculty members within disciplines collaborate to develop and review courses in alignment with the College mission, Institutional Level Outcomes (ILOs), and external standards. SCE has clearly documented curricular maps in every program that are provided to students and posted online for community members, partners, and other stakeholders to view. These maps vary by program and by student goal and are developed in collaboration with instructional faculty and counselors. Course outlines and program maps, which are represented as sequences of courses or noncredit certificates, are provided online through the Mt. SAC Catalog.

SCE offers over 70 Chancellor's Office approved certificates that prepare students for entry into credit programs of the College or into high demand workforce fields. Noncredit students can earn Career Development and College Preparation (CDCP) certificates, also referred to as CDCP Certificates of Completion in STV or CDCP Certificates of Competency in ABE, ESL, and Vocational Re-Entry (Fall 2017 Schedule of Classes-Certificates, 2017-18 Catalog-Certificates, CCCCO CDCP Report 2015-16). AWD is currently developing certificates. Furthermore, individuals can prepare for certifications in fields such as phlebotomy, notary public, and water technology through fee-based education. In STV, the Home Health Aide (HHA) and Welding Programs also prepare students to meet licensure requirements (HHA Certificate and Welding Certificate Sequence).

The Mt. SAC Catalog, Schedule of Classes, and WebCMS are the key means of providing course lists to all SCE program stakeholders (2017-18 Mt. SAC Catalog-Course Lists, Fall 2017 Schedule of Classes-Course Lists, WebCMS List of Courses, Fee-based List of Courses). Course outlines are also viewable online through WebCMS (WebCMS Course Outline of Record). The Mt. SAC WebCMS is a repository for all credit and noncredit course outlines and certificates offered at the College that have been locally and state approved by the Chancellor's Office. There is also an

administrative access level where faculty and administrators can submit course outlines and certificates for review and approval. The public access allows stakeholders to view individual courses along with comprehensive information that includes the course description, course outline, course measurable objectives, course methods of evaluation, and sample assignments. The Mt. SAC Catalog includes all courses that are available for students along with a course description. The Catalog also includes a curricular map, or the certificate, that outlines the courses required in order to earn certificates. Each department updates this on an annual basis, and the Catalog is available online. The Mt. SAC Schedule of Classes includes all courses offered by the College within a specific term. The course schedule includes the course dates, meeting times, location, and instructor name along with the course description. Based on the student survey, 73% of students agreed that they know where to find a list of courses offered at SCE, and 78% of students agreed that they use the Mt. SAC Schedule of Classes to plan their classes. Only Education for Older Adults (EOA), Vocational Re-Entry, and Adults with Disabilities (AWD) are listed in the College's course schedule as this publication is primarily for credit courses. Moreover, noncredit and community services courses and programs are often scheduled based on immediate demand and outside of the publication deadlines. In these cases, course schedules along with enrollment information are posted and disseminated within departments and to community partners and are made available online. Community Education, fee-based, and some specialized noncredit programs are also published in a separate schedule

that is mailed to homes within the district as well as to previous Community Education students (Community Education Fee Classes Mailer).

Each of the SCE departments and programs provide detailed information to stakeholders via their websites. The content of each website varies, but generally includes a description of the programs and curricular maps. For example, if a student is interested in obtaining a high school diploma, the Adult High School Diploma website includes a list of the courses that are required in order to graduate. The ESL website separates courses into three categories (Level Classes, Skill Classes, and Specialized Skill Classes) and explains how students can follow their desired pathway depending on individual goals. STV provides interested students and the community with an extensive map of their Health Careers Pathway (STV Health Pathways). In addition, a number of program websites have student handbooks available for download that include course options and curricular mapping.

The information that students obtain through these online resources is reinforced once they begin their program(s) of study. In each program, students are provided with comprehensive information about course options and certificate sequences through orientations, handbooks, counseling appointments, and instructor interactions. Orientations and student handbooks are utilized throughout the Division to ensure that students are aware of courses, certificate expectations, and licensure requirements (if applicable) so they can reach their stated outcomes. In programs that are primarily off-campus, such as EOA, Vocational Re-Entry, and Off-Campus High

School (OCHS), counselors will visit each classroom to provide students with orientations and educational plans (OCHS Student Educational Plan, OCHS Counselor Referral Forms, and OCHS Orientation Letter). Student handbooks are available across the Division and are customized to each program (Student Handbooks for all Programs). In addition, students receive a curricular map, which sequences the program courses when they meet with counselors to develop educational plans. The ESL Student Handbook contains information regarding ESL course offerings, certificate program outlines, and student support services options. Similarly, the EOA Student Handbook provides course descriptions, off-campus locations, and a program overview. STV has separate handbooks for CNA, IHSS, and General STV programs. They all include information on the mission, vision, ILOs, available programs, fees and expenses, staff contacts, and student support services. ABE Student Handbooks contain similar information and are available for Learning Center, Adult High School Diploma, and High School Referral students. Community Education lists available courses on their website, maintains a handbook for instructors, and provides students with guides on course requirements for their programs that are sequenced and/or that culminate in licensure requirements (e.g. water treatment and phlebotomy) (CCE Presenters Guide, Community Education website, Brochures for Fee-Based).

Every Chancellor's Office and/or locally approved course offered through SCE contains clearly defined learner outcomes in the form of course measurable objectives (CMOs) and Student Learning Outcomes (SLOs). The CMOs are included in the course outlines of record and are a comprehensive list of all of the skills that a student will master during the course (WebCMS Sample CMO). The Student Learning Outcomes are often, but not exclusively, based on the CMOs and are focused on one or two key curriculum standards of the course. In addition, the SLOs are each mapped to an ILO for the College (Mt. SAC ILOs). ILOs are the core competencies that students are expected to master as a result of taking a class, completing a certificate, or from any other experience at the College. The ILOs are also assessed in a cycle by each department on an annual basis, and provide critical data on learner outcomes. SLOs, along with the each department's progress, are accessible via the Mt. SAC Outcomes Assessment website, which pulls information directly from TracDat.

Course Measurable Objectives are also clearly indicated in every course syllabi. The Mt. SAC Academic Senate has created campus-wide syllabi guidelines that require that all CMOs be listed on the syllabi (Syllabus Sample with CMOs and SLOs; Syllabi-Noncredit). In addition, the SLOs can either be listed on the syllabi or a link to the SLO website must be included. According to the SCE employee survey, 97% of instructors reported that they list their course SLOs on their syllabi, and 93% of instructors reported that they inform students about the course SLOs. Prior to each semester, SCE faculty submit their syllabi to managers who review the syllabi for compliance with the guidelines. Each semester, copies of all syllabi are maintained within each department. Students are also given a faculty evaluation form before the end of the semester that includes a question about whether or not they received a syllabus that

contains the SLOs at the beginning of the course. Moreover, results from the student survey revealed that 88% of students believe the course syllabi provides learning objectives and 91% report that their instructors tell them what they will be learning.

Institutional resource allocation is integral to the curriculum development process. Without the ability to fund instructors, materials, and professional development, it would not be possible to create or review courses and certificates. SCE departments prioritize resource requests, including those for curriculum development, based on the program's SLO and ILO assessment and outcomes. Departments then ensure that resource requests are reflected in unit PIE requests (SCE Resource Requests PIE 2017, ABE PIE Resource Allocation Request, ABE PIE Resource Allocation Request Curriculum). Requests for funding are compiled and prioritized at the SCE Leadership Meetings and SCE Division PIE (SCE Leadership Meetings, Unit PIEs 2016-17). The prioritized SCE resource request list is then directed to the campus Instruction Division where it is prioritized with other instructional divisions (SCE Resource Requests PIE 2017). Additionally, units seek grant funding for resource needs identified in PIE. Often that funding is then granted through the Workforce Innovation and Opportunity Act, Title II (WIOA II), Adult Education Block Grant (AEBG), Basic Skills Initiative (BSI), Strong Workforce Program (SWP), and Student Equity allocations. For example, ESL and ABE have active curriculum improvement/development BSI projects for 2017-18 (BSI Projects). The ESL BSI Project supports facilitation of the department's annual ESL retreat and VESL Career Paths retreat where faculty members

actively review and assure that their daily teaching and learning activities incorporate the College's ILOs. Similarly, the ABE BSI Project is designed to support ABE adjunct faculty to oversee the SLO process, develop and review Career Development and College Preparation (CDCP) courses and noncredit certificates, integrate new College and Career Readiness Standards (CCRS) into coursework, contextualize noncredit courses, and develop educational and career pathways. AEBG funds are being used to develop the AWD program and courses as well as Short-Term Vocational programs and courses (AEBG Annual Plan 2017-18, AB 86 Narrative March 2015-AWD).

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

o   To what extent does the school have a curriculum review cycle in place that includes as many stakeholders as possible?
o   To what extent does the curriculum review process result in written conclusions that are used to make allocation decisions?
o   What processes are in place to ensure that learning materials are providing accurate and up-to-date information to students?
o   To what extent are all teachers involved in the curriculum development process?
o   How does the curriculum reflect the school's mission and how does it connect to the school's SLOs?
o   How often is the entire school curriculum evaluated for relevancy in light of changing student demographics?
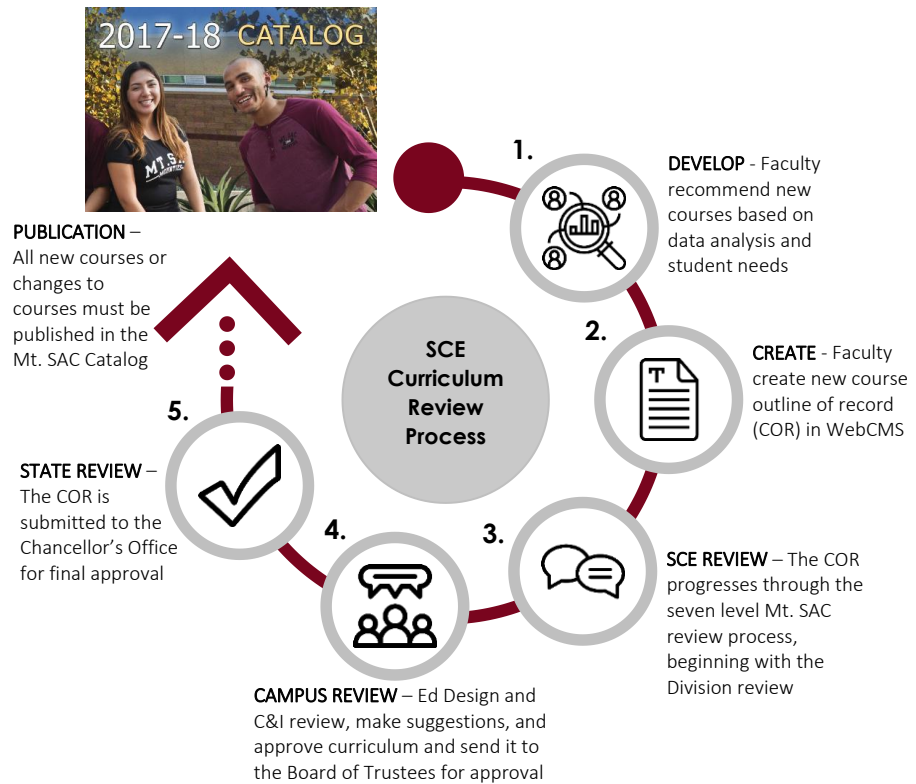
Mt. SAC has several processes, activities, and workgroups to ensure that relevant programs are developed by college faculty. There is a clear institutional commitment to academic standards, currency, and systematic review and improvement of instructional courses and programs. All curriculum is reviewed by the Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). The approved Course Outline of Record serves as the source document informing full-time and adjunct faculty of required content. The Academic Senate maintains a Content Review Implementation Plan and also supports Student Learning Outcomes (SLOs) and ILOs. The College's Administrative Procedure (AP) 4020 defines the procedures for program and curriculum development (AP 4020). The College also follows the Chancellor's Office Program and Course Approval Handbook (PCAH). The Academic Senate, the President, and the Board of Trustees (BOT) approve all noncredit curriculum initially at the local level. Then the Chancellor's Office must approve any course to be eligible for state apportionment. In 2016 the Chancellor's Office began allowing local approval for credit courses. However, this change has not been applied to noncredit courses at this time. Community

Education and fee-based courses do not require Chancellor's Office approval.

In order to be considered Career Development and College Preparation (CDCP), a course must be part of a sequence and fit into a new or existing Certificate or Competency or Completion, in accordance with Title 5, Section 55151. The process for the initial approval of a noncredit course is as follows:

o   Faculty recommend the new course, based on labor market data, student need and characteristics, regional and state demand, development, and trends. All noncredit courses must meet five criteria at the Chancellor's Office level – appropriateness to mission, need, curriculum standards, adequate resources, and compliance. In addition, STV classes must provide evidence of

2017-18 CATALOG

SCE Curriculum Review Process

1.
DEVELOP - Faculty recommend new courses based on data analysis and student needs

2.
CREATE - Faculty create new course outline of record (COR) in WebCMS

3.
SCE REVIEW – The COR progresses through the seven level Mt. SAC review process, beginning with the Division review

4.
CAMPUS REVIEW – Ed Design and C&I review, make suggestions, and approve curriculum and send it to the Board of Trustees for approval

5.
STATE REVIEW – The COR is submitted to the Chancellor's Office for final approval

PUBLICATION – All new courses or changes to courses must be published in the Mt. SAC Catalog

- high employment potential and local market demand.
  - o Faculty create a course outline of record (COR) in WebCMS which includes all components of the course, including course topics and measurable objectives.
  - o The COR progresses through the seven stage Mt. SAC curriculum review process, which is established in BP4020: Program, Curriculum, and Course Development. Stages 1-4 include the faculty author, followed by SCE managers, and, ultimately, the SCE Dean.
  - o After SCE Division approval, courses are then forwarded to the Mt. SAC Educational Design Committee (EDC) for review. EDC is primarily comprised of faculty who have been appointed by the Academic Senate. There is noncredit representation on EDC, including a noncredit professor, a noncredit administrator, and a noncredit curriculum specialist. EDC reviews and approves curriculum and then presents recommendations to the Curriculum & Instruction Council (C&I), who sends it to the Mt. SAC Board of Trustees for approval. C&I also has noncredit faculty administrator representation.
  - o Once C&I recommendations are Board approved, the curriculum is submitted to the Chancellor's Office for final approval. After Board and Chancellor's Office approval, all new courses or changes to existing courses commence immediately and must be published in the College Catalog.

At Mt. SAC, curriculum is reviewed on a four-year cycle, during which each course offered by SCE must go through the local review process as either a normal cycle of four-year review or modification and review. In the case of a modification and review, the course must be re-approved by the Chancellor's Office.

In the 2016-17 academic year, SCE submitted courses and programs to the Chancellor's Office for approval. To be approved, these programs and courses will be going through the review process in 2017-18. A total of 10 new STV programs and 14 courses as well as six AWD courses and one ESL course were submitted in 2016-17 and are awaiting approval in 2017-18 (STV New Courses and Programs 2017-18). At any point, SCE has courses awaiting the review process, going through the review process, or being modified and reviewed (ABE Curriculum Process EDC Minutes, ABE COR Review Spreadsheet 2017, ESL Faculty Advisory Curriculum Review Meeting Minutes 1-2). SCE is prepared for 70 courses to go through the normal cycle of four-year review in 2017-18. An additional 28 courses will go through the modifications and review process.

Curriculum is based on relevant standards and initiatives. Within all high school programs, courses integrate Common Core and/or College and Career Readiness Standards (CCRS) (CCRS for Adult Education, ABE CCR Criteria). STV courses are developed in accordance with CTE Standards and input from and meeting industry standards. ESL courses are aligned with the California ESL Model Standards (ESL Oral and Writing Descriptors). The Off-Campus High School and High School Referral Programs have UC/CSU a-g status and NCAA

112

designation for high school core subjects. Courses submitted by SCE for a-g status went through a rigorous review process by discipline faculty at the University of California. All courses are approved and listed on the UC articulation website (University of California A-G Course List). In addition, ABE followed a similar process with the NCAA to ensure that high school courses contain rigor and standards to prepare students for college-level coursework (NCAA High School Account Review).

The College curriculum review cycle includes stakeholders from a variety of entities such as SCE departments, the Division, the Academic Senate, the College administration, the Board of Trustees, and the Chancellor's Office. These entities assess whether a course continues to meet the "need" as established by the Chancellor's Office; thus, the input of various stakeholders is critical.

In addition to labor market and regional data, SCE elicits feedback from partners and stakeholders for curricular decisions. STV programs seek out feedback from industry experts and workforce partners to ensure that STV programs contain the standards needed to succeed in the workplace, including an advisory meeting with business representatives from health professions in Spring 2017 (STV Health Careers Advisory Minutes). In developing the curriculum and certificate for the manufacturing program, STV faculty and staff met extensively with the LA County WDACS, Goodwill AJCC, and business representatives for critical expertise on course content as well as to determine the feasibility of the program (Manufacturing and Electrical Systems Program 5.24.17). Similarly, EOA & AWD utilize feedback from the EOA Advisory

Group to inform the curriculum process (Advisory Group Minutes). During advisory meetings, group members are provided with the opportunity to share ideas for course curriculum and program improvement. As a result of advisory group input, Mobile Information Technology for the Beginner is in the queue for curriculum development. In developing the IMPACT program, comprised of AWD coursework, staff and faculty utilized the input of representatives from regional centers, local school districts, and the Autism Society (IMPACT Minutes 10.11.17).

ABE's High School Referral Program and the Off-Campus High School Program work with local K-12 districts to provide noncredit high school courses and support services to concurrent high school students.   As standards change, new high school courses are developed collaboratively with the K-12 district faculty. One example is the development of the Integrated Math series by off-campus math faculty that resulted from the Common Core standards and also because the majority of districts in the region switched from the Algebra 1, Geometry, and Algebra 2 sequence (HS Integrated Math 1-2-3, Summer HS 2017 Course Offerings).

Student voices are also important to consider when reviewing curriculum. For instance, in ABE an existing course, Personal Computer Applications is limited to basic computer operations, but it was determined that a new course needed to be developed when students expressed an interest in the growing labor market field related to Financial Database Management (ABE Faculty Meeting Minutes 4.23.15).

ESL gathers feedback on curriculum from students, faculty, and partner adult schools. The program collects data directly from students in the ESL courses (ESL Focus Groups). This is primarily done when the students self-identify their employment and educational goals during the process of developing their educational plans (ESL Educational Plan). The ESL Department uses this information when determining how to contextualize courses, in particular VESL offerings. Additionally, ESL has aligned its curriculum with partner adult schools within the Mt. San Antonio Regional Consortium for Adult Education to create linkages between partner schools to provide students with seamless transitions to post-secondary education and the workforce (ESL AEBG Consortium Curriculum Alignment, AEBG Conference Agenda 4.17, ESL to Credit Flowchart). When reviewing ESL curriculum, this alignment is considered as part of the review (ESL Faculty Advisory Meeting Minutes 11.7.17). Furthermore, ESL conducts an annual English Literacy and Civics (EL Civics) survey to gain a better understanding of students' life-skill and transition to credit workforce needs (ESL Pre-Level 1 and Level 5 EL Surveys Spring 2017). The outcomes of those surveys prompt supplemental instruction in the classroom relevant to the course outline.

The Vocational ESL (VESL) Career Paths Program also holds an annual retreat at which VESL faculty, staff, and student representatives discuss curriculum and address student needs for program improvement (VESL Retreat Agenda and Minutes Spring 2017). VESL also conducts semi-annual student focus groups to garner input from VESL students on curriculum and program improvement (VESL Focus Groups).

Much of the curriculum for Community Education (Fee-based) offerings is controlled and updated by outside agencies who assure accuracy and relevancy. These agencies follow their own curriculum review and update processes as required by either their state or federal/national guidelines. For example, the Motorcycle Safety Foundation (MSF) and the California Highway Patrol (CHP) develop and update curriculum for the Motorcycle Training course, the American Heart Association develops and updates the curriculum used in CPR training courses, and the California Department of Public Health controls the curriculum for the Phlebotomy Program (CPR Skills Testing Checklist and Outline). Other test preparation courses, such as Water Technology and Notary Public preparation, rely on timely updated curriculum that is designed to help students pass specific certification exams (Water Technology Operator Certification, Water Technology Water Treatment Syllabus, Notary Public Syllabus).

Evaluation of the curriculum yields written conclusions, particularly with regard to recommendations based on results and proposed follow-up for SLOs. SCE faculty and managers also identify gaps related to staffing, resources, equipment, professional development, and facilities based on student achievement data or other metrics identified by the SLO. These findings are used to make resource allocation decisions. For example, in the Use of Results section for different ABE courses, it was evident that full-time faculty were needed. Through the prioritization process and with the SLO data as part of the rationale, a full-time professor was hired in 2016-17 (ABE PIE Need for FT Faculty). Course SLO assessment has also indicated that textbooks are in need of

replacement and/or updating and this has enabled programs to purchase texts or other learning materials. For example, there was a need to purchase new textbooks when ABE High School Referral shifted to the Integrated Math sequence (ABE SLO Integrated Math). EOA & AWD has used the results from SLO assessments to identify needs for technological hardware including iPads, which were purchased in 2016.

As funding allows, SCE programs are committed to providing students with access to accurate and up-to-date learning materials that allow students to meet the course objectives. This includes, but is not limited to, textbooks, computer-based resources, syllabi, and supplemental resources such as lab manuals and exam study guides. Course materials are assessed for relevancy during formal processes, including the four-year curriculum review cycle and during SLO reporting. When need arises, faculty also re-evaluate learning materials on an informal basis. Examples include needing to update textbooks due to new standards, new practices within the field, and changes in the official exams for which a course does test preparation. For example, ABE just purchased new textbooks for the Test Assessing Secondary Completion (TASC), as the SCE Testing Center will now be offering it as a testing option. For some programs, older textbooks are still maintained. In the High School Referral and Adult High School Diploma programs, for instance, the algebra texts have not changed in over a decade. This is because there is not a newer series that is more effective.

Although the College requires that courses be evaluated on a four-year cycle, SCE faculty have the purview to make changes to curricula and syllabi (within the parameters of the COR) as needed to ensure content and materials are current and accurate. Faculty are encouraged to meet and discuss necessary changes to course materials through departmental faculty meetings, SCE conferences, and the SCE Faculty Professional Learning Community (PLC). As a result, curriculum within the Division is highly flexible and is reactive to student needs, technological options, and emerging standards and trends. For example, Adult High School Diploma faculty created assignments using the PLATO software programs in place of written assignments. This was to assist students with increasing technology skills by utilizing learning software in their high school coursework, which is directly addressing the technology ILO (ABE Write 1A, AD Faculty Minutes 9.2.17, PLATO Economics Assessment). EOA faculty meet each semester and extensively review course outcomes, which leads to determinations of whether changes in materials or new more current materials are needed (EOA SLO Faculty Meetings 2017).

Below are further examples of the process for ensuring that learning materials are accurate, up-to-date, and implemented:

o   At the ESL department meetings and the annual ESL Department Retreat, faculty discuss their SLOs and the results of EL Civics surveys and determine any changes that need to be made with regard to course supplemental materials and resources (ESL Faculty Meetings and Retreats). Furthermore, each term the ESL Instructional Support Manager consults with faculty and textbook publishers with regard to the relevancy of the learning materials to ensure up-

- to-date and available materials through the ESL Instructional Support Office (ESL Sample Email Request for Books, ESL Email About Course Textbooks).
- EOA & AWD have requested hotspot devices due to the evolving use of technology in providing course content and student support services. This need was derived from SLO results that showed that students were in need of additional technological support (EOA SLO Review Sheet, EOA & AWD Leadership Meeting 11.22.17).
- In STV, the CNA content is under the California Department of Health purview and as an approved CNA program, STV must abide by those regulations. The IHSS curriculum is aligned with the CNA curriculum. In addition, the Health Careers Advisory Group includes local business partners to ensure that the information being taught to students is accurate and relevant (Health Careers Advisory Minutes).
- The High School Referral and Off-Campus High School courses have been updated and are aligned with the Common Core Standards (CCS) and the College and Career Readiness Standards (CCRS) and the High School Equivalency course materials directly link to the official HSE examinations (ABE Faculty Meeting Minutes 1.28.15). Similarly, in the ABE Learning Center all of the materials, both hardcopy and computer-based, were updated to reflect the change from the GED to the updated GED and HiSET/TASC options. This update required professional development to train the instructors,

additional software that was reflexive and responsive to changes in test content, and the renaming of courses from "GED" to "HSE", along with new certificates to reflect the statewide updates (HSE RLA Certificate Proposal).

Through these processes, which allow for continual and in-depth examination of SCE learning materials, faculty and staff are able to ensure that students are receiving the most up-to-date materials in order to meet the course objectives and their educational and vocational goals.

Faculty have the oversight on curriculum development, including the creation and updating of course outlines of record, the selection of learning materials, SLO assessment, SLO and ILO mapping, and syllabi creation and review. Administrators oversee these processes to ensure compliance and timeliness, but content is faculty driven. Instructors are encouraged to participate in curriculum development, but do so to varying degrees as over 98% of noncredit faculty are part-time with varied schedules and availability. Given this scenario, all efforts are made to include noncredit faculty including evening meetings, off-campus meetings, and scheduling meetings when the most faculty can attend. ESL faculty met in 2016-17 to review syllabi per College guidelines that were customized for noncredit by The SCE Faculty Professional Learning Community (PLC) (Revised SCE Syllabus Guidelines, ESL Faculty Advisory Meeting Minutes 10.3.17). The ESL Faculty Advisory Group met, conferred with the teachers they represent, and opted to move the ESL Professional Development Welcome Back meeting to coincide with the SCE Flex Day in order to encourage greater faculty participation (ESL

Faculty Advisory Agenda 6.15.17). STV holds biweekly meetings and notes are sent to all faculty (STV Faculty Meetings). However, as STV continues to grow, more faculty input is needed to develop and review curriculum. ABE has monthly Adult High School Diploma and Learning Center faculty meetings to review curriculum (ABE SLO-SLG Faculty Meeting Fall 2015, ABE Faculty Meetings). EOA & AWD faculty also participate in regular meetings led by the EOA Adjunct Faculty SLO Coordinator, but this is complicated by the fact that all instructors are adjunct and teach at off-campus locations throughout the day and evening (EOA Funding Request for Adjunct Involvement, EOA Faculty Meetings). In Spring 2017, the EOA SLO meeting was offered three times to ensure that all instructors were able to learn about SLO data evaluation and the curriculum review process (EOA SLO Faculty Meetings 2017). The development and assessment of outcomes (ILOs and SLOs) remain the responsibility of the faculty.

The SCE Faculty Professional Learning Community (PLC) is an emerging faculty group that provides SCE noncredit faculty with information about curriculum updates and current faculty news and also organizes professional development for their colleagues on and off campus. PLC includes adjunct and full-time faculty from various disciplines within SCE who bring diverse teaching expertise. They share out PLC information, guidelines, and best practices to all faculty in their area and via the SCE World News website (PLC Email to Register for Noncredit Professional Development Day).

All SCE curriculum is designed to reflect the Mt. SAC mission and connect to the ILOs. As its foundation, curriculum in SCE meets the College mission to "prepare students for lifelong learning through the mastery of basic skills… and the completion of career and transfer pathways". This is evidenced by the ABE/WIN math and English bootcamps in which the curriculum is designed to ensure that students progress into college pathways and succeed in credit courses (Bootcamp Flyer Spring 2017). Another important aspect is related to the mission being "to support all students in achieving their educational goals in an environment of academic excellence". All courses and certificates in SCE are developed with clear learning outcomes that are designed to ensure that students meet their personal, academic, and vocational goals in programs that are structured to help them succeed. The VESL Career Paths program combines ESL courses with career development, and vocational skills to help students move into college credit programs or employment. This program directly addresses the ILOs for communication and technology as well as the College mission. In addition, all SCE faculty and staff work diligently to ensure that curriculum meets the rigorous approval process. The mission goes on to state that the "College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society". Curriculum in SCE is created in response to specific needs; whether student needs or community needs. For example, a recent need emerged for manufacturing skills development based on labor market data and collaborations with local business and workforce development partners. As a result of extensive planning and discussion, STV has created a Manufacturing and

Electrical Systems CDCP certificate that is progressing through the course and program approval process ([Manufacturing Certificates](#)). Contract education provides customized instruction to CalWORKs students whose cases are managed by the Los Angeles County Office of Education (LACOE) GAIN Division for the purpose of upgrading basic computer skills needed for employment ([Contract Education Flyer Bookkeeping](#)).

The mission also discusses the ILOs, which are Communication, Critical Thinking, Information and Technology Literacy, and Personal, Social, Civic, and Environmental Responsibility. SCE places a great deal of emphasis on the ILO development of students through curriculum and instruction. This is evident as each of SCE's noncredit course SLOs are mapped and assessed to at least one ILO ([SLO-ILO Alignment](#)). Since the majority of the SLOs are taken from course measurable objectives, there is a direct link between course outlines of record and ILOs. It has been identified that there is a need for increased technology and technological support for students.

However, the majority of SCE courses were not linked to the Information and Technology Literacy since it was newly added in 2017 and this led to discussions regarding how to enhance technology within individual courses as well as across programs, culminating in the Action Plan goals.

As previously stated, SCE curriculum is evaluated for relevancy every four years during the curriculum review process. However, it was also noted that curriculum review is done on an on-going basis due to

changing trends, demographics, and student need. SCE conducts ongoing enrollment trend analyses, which include student demographics, educational levels, persistence rates, and concurrent and cohort enrollment with credit ([SCE FTES Comparison Fall 2017](#), [SCE Profile 2016-17](#)).

At the program level, comprehensive data regarding students is gathered throughout their time in the program. Instructors, counselors, educational advisors, and administrators are able to have a comprehensive view of the makeup of their student populations using program-level supplemental databases ([Supplemental Data Input](#), [ABE Database Forms](#), [ESL Class Demographics](#), [ESL Data Entry](#)). ESL faculty developed an English for Special Uses course with a career focus and expanded it to include college readiness skills when they found that the student demographics were more college-oriented than initially anticipated ([English for Special Uses](#), [ESU Academic and Career Summer 2017](#)). Furthermore, faculty engage directly with students to determine if there is an emergent need that can be addressed through curricular changes ([EOA Creative Computing Feedback](#), [Student Focus Groups](#)). STV developed an advisory group for the IHSS program and is in the process of developing additional advisory committees to solicit input regarding changing vocational demographics that directly impact students and potential students ([STV Health Careers Advisory Minutes](#)). Community and Contract Education had to close its children's dance program due to a decline in the number of students resulting from the expansion of private dance studios in the area. EOA is experiencing growth in its program as the older adult population increases and EOA staff and faculty depend

on the expertise and best practices of other programs to make changes in courses or course offerings. The California Community College Educators of Older Adults (CCCEOA), a collaboration of educators committed to noncredit older adult programming, enables this practice (CCCAEO Agenda Spring 2014).

Indicator 4.3

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

- o To what extent does the school provide texts and/or learning materials in a timely manner at the beginning of each semester?
- o To what extent does the school provide sufficient library resources, or access to such resources, to support classroom instruction?
- o How does the school make learning labs, computer labs, etc. available to students to support their learning needs?
- o How does the school support the quality of its instructional programs by providing technology and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings?

The School of Continuing Education has a wide range of learning resources available to assist students from diverse backgrounds and with disparate skills and diverse needs. These learning resources consist of textbooks, tutoring, workshops, libraries, learning labs, computer labs, and classrooms equipped with technology. SCE provides access to and training for students, faculty, and staff, which allows them to use the learning resources effectively and efficiently.

SCE programs provide students with timely access to texts and learning materials through various methods depending on the course and/or program. Since students may enroll at different times within the semester, learning materials are present throughout the students' attendance and 92% of students reported that faculty provide direction on learning materials. Of those who responded, 91% of students stated that faculty provide direction on learning materials. Textbooks and resources for the ABE, ASE, and ESL programs are provided through state Adult Education Block Grant (AEBG) funds, the federally funded Workforce Innovation and Opportunity (WIOA II) Grant under the Adult Education and Family Literacy Act (AEFLA), Basic Skills Initiative (BSI), and district funds. The WIOA II Grant utilizes the Comprehensive Adult Student Assessment System (CASAS) tests to collect data on student entry skills and progress achieved on an annual basis (WIOA Application 2017). The successful meeting of benchmarks by SCE students can provide grant funds for computers, software, instructional materials, technological support in the classrooms, instructional support staff and teaching assistants, professional development for instructors, instructional classroom supplies, and class sets of textbooks for student use.

ABE students are provided with textbooks to use in class free of charge. Textbooks are checked out on a daily basis for registered students who possess a Mt. SAC ID card. ASE students are also provided with a list of supplemental resources including assignments, tools, and websites that they can access for free to help reinforce the curriculum (AD Learning Log). In addition, Mt. SAC academic planners are available to

new students to help with time management and class preparation. ABE students also have access to the Learning Center, which is open daily (ABE Learning Center Schedule). Students can use the Learning Center to access computers and the Internet as instructional resources.

Although WIN students are credit student athletes, the lab is supported with noncredit state funds and the program is the only credit tutoring center directly under the supervision of SCE. Moreover, during the summer session before entry into college, they are primarily noncredit basic skills students seeking to transition to credit programs. Given their noncredit ABE status and need to improve reading, writing, and math skills, they are in need of basic skills software programs. Thus, WIN students are able to access the PLATO learning platform by which they can remediate at their own pace, facilitated by faculty, participate in study groups, or work with tutors. Moreover, campus faculty contribute textbooks for student use in the WIN Program. WIN has also received funds from the Associated Student groups to purchase textbooks and supplies that tutors can use when working with students (WIN Associated Students Funding 17-18).

ESL maintains an Instructional Support Office (ISO), which supports faculty access to multiple textbook series and academic resources. ESL regularly orders materials from leading industry publishers in order to provide instructors and students with access to up-to-date and research-based content. ESL faculty use their syllabus to inform students of the required textbooks for the course. If students prefer, they can purchase textbooks for ESL core level courses at the College bookstore at any

point during the semester. There are also class sets of supplemental textbooks and readers that students can use in the classroom at no charge (ESL Textbooks in Use). ESL faculty have access to a list of supplemental textbook class sets that faculty can check out for the term, which serve as the core textbooks for ESL skills classes (Speaking, Writing, Citizenship, and TOEFL Preparation). VESL students have the option to purchase their own copy of the textbook, although class sets are provided.

For the most part, Community Education (fee-based) and Contract Education classes do not require a textbook. Presenters provide participants with copies of the learning materials needed to participate successfully in the class, for example, the Auto Wholesale Business from Home course and Financial Planning courses. In classes where a textbook is required, participants are usually advised to purchase their textbook before the first day of class and the price of the textbook is not included in the registration fee. In the CPR Program, for example, the American Heart Association requires to students to have the "Basic Life Support Manual" before they begin class (CPR Course Description). When noncredit students need to take CPR as part of their coursework, the STV program has been able to access Student Equity funds to purchase a class set of books (STV Student Equity Report).

EOA courses do not require textbooks, but lead faculty have modified all EOA Healthy Aging courses to incorporate weekly topics that are supplemented by educational materials that are given out in class (EOA Healthy Aging Modules). Curriculum topics are focused on the current needs of older adults and are informed by up-to-date

research. Educational materials are developed based on research by leading aging and medical organizations such as the American Society on Aging, the National Council on Aging, and the Center for Disease Control. Faculty in Vocational Re-Entry computer classes, such as Basic Computing Level 1, design booklets with practice sets and provide them to students at the beginning of the semester. The lessons included in the booklets are specifically designed to address the learning styles and needs of the adult learner (EOA Word 2016).

Mt. SAC invests extensive resources and efforts in student-oriented learning resources and services with complementary on-campus and online options to support all students, including noncredit students. The Mt. SAC Library provides comprehensive library resources to all noncredit students (ABE Library Event, ESL List of Leveled Readers in Mt. SAC Library, ESL List of Audiobooks in Mt. SAC Library, ABE Student Handbooks). In addition, the ESL Library makes available specialized materials so ESL students can use and check-out library resources such as books and learning materials with appropriate student identification. In the process of requesting access to the library, noncredit students will need to have conversations with library professors and campus credit support staff. This promotes communication skills in the students, which is a College ILO and an important tool for students to develop. For students with limited English proficiency or previously unsuccessful educational experiences, instances of self-sufficiency through communication is a noteworthy accomplishment. Off-campus students are also provided with information about the Library and the online resources.

Some programs have embedded library use as part of the coursework. For example, the Adult High School Diploma Program Write 1 course has an assignment called the Library Fieldtrip where students must find the location and hours of the library and then visit it in person. They must then access the Library database and write a reflection paper. This promotes the college pathway by providing students with the opportunity to learn how to use the library as well as expose themselves to credit campus resources (ABE Write 1, ABE Library Field Trip).

ESL students also benefit from the ESL Library. This specialized library provides over 7,000 supplemental ESL reading and listening titles as well as loaner textbooks. It also offers class sets of graded readers for faculty to check out for use in the classroom. The ESL Library is separate from the Mt. SAC Library and is open for students after daytime classes and before evening classes, four days a week (ESL Library Hours). The ESL Library utilizes library software to collect information regarding the frequency that materials are checked out (ESL Library List of Books, ESL Library Top Titles 12.17). The Give Me 20 Reading Program also has open hours in the ESL Library which allows students to check out books and discuss the books with an instructor.

Learning support that serves credit students is provided at multiple tutoring and assistance centers spread across the campus. Although student enrollment is processed through noncredit, these centers are under the direction of credit divisions. SCE has oversight over learning labs that serve their noncredit programs, including the ESL and EOA computer labs, the Language Learning Center, the ABE Learning

Center, and the WIN Tutoring Center (Mt. SAC Computer Lab Pamphlet). In addition, off-campus programs have extensive networks of computer labs throughout the region to support student learning (EOA & AWD Off-Campus Facilities). Classrooms are also equipped with various technological learning resources to support students. All technology is closely monitored and computer hardware is replaced on a three-year cycle. Software is upgraded and added as needed. In addition to the computer labs, SCE classrooms in ESL, STV and ABE programs are equipped with learning tools that include whiteboards, data projectors, document cameras, and an instructor computer station with Internet access. Data projectors are capable of closed captioning to accommodate hard-of-hearing students automatically. Document cameras make text enlargement easier for sight-impaired students and for students in the back of the room.

SCE instructional technology is overseen by the Computer Facilities Team (CFT), which consists of the Computer Facilities Coordinator, a full-time computer facilities lead, and four part time computer facilities assistant (ESL CFT Website). The mission of CFT is to provide high-quality technological solutions to facilitate student learning. This group provides a wide breadth of instructional support services including preparing computer labs with appropriate software for instructors based on their lessons and ensuring a face-to-face "direct response" approach so any technology requests or needs are responded to within 24 hours. In addition, this team does daily maintenance checks of on-campus computer labs and weekly checks of all labs, including off-campus. Between each semester, team members maintain all of the

software and hardware in the labs and do replacements of hardware and software installations on an annual basis. There are procedures in place in ESL so instructors can request instructional technologies and CFT works with partners both on and off campus to fulfill these needs. CFT works with campus IT to collaborate to solve problems and to stay current on campus technology solutions, Media Services to resolve issues with projectors and other visual equipment, and POD to obtain professional development training. CFT members also assist students directly with technology needs including how to use Microsoft Office, the Internet, and other topics. Instructors can also request specialized trainings for students. CFT also meets periodically to review Division needs and review College related updates (CFT Agenda 11.15.17).

The ESL Program has five computer labs that faculty can reserve for their classes as needed throughout the academic year in order to enhance learning through the use of technology. Each lab has 30 stations and an ACCESS accessible station with recommended software. One of the computer labs is dedicated to VESL students who learn computer literacy, including keyboarding and Microsoft Office while improving their English proficiency. VESL students use the lab for language practice and to fulfill class assignments and projects. This lab is also available for students to do additional computer practice on their own time. The program additionally has a roving laptop lab and an iPad lab available for class use. Wi-Fi is also available in classrooms.

The Language Learning Center offers SCE students free access to language learning materials. Resources include 108 computers with language acquisition software, videos,

and recording equipment. Students can utilize the classroom (Smart Lab), independent study lab (Open Lab), or the tutoring room for one-on-one and small group tutoring. Languages supported include American Language (AMLA or credit ESL) for non-native English-speaking student language skills development, Arabic, Chinese, English as a Second Language (ESL), French, German, Italian, Japanese, American Sign Language, and Spanish. The LLC is open six days a week, including Saturdays and LLC ESL tutoring is available four days a week (LLC Hours Fall 2017).

The Adult Basic Education Learning Center offers assistance to noncredit basic skills students for improvement in reading, writing, and mathematics, and basic computer skills on a walk-in basis. It is open both days and evenings for students with varying schedules. Special emphasis is placed on skills necessary for the workplace, as well as academic, test, and test preparation skills. Students may attend small group workshops and short- term basic skills courses. One of the instructional delivery methods is by way of computer-aided instruction with available computer applications such as PLATO basic skills program, phonics software, typing software, and high school equivalency software programs. ABE Faculty have recognized the importance of technology competency for their students and are seeking avenues for integrating more technology into instruction.

Through community partnerships, eight off-campus computer labs provide instruction in computer software programs for those in the Vocational Re-Entry program (EOA & AWD Off-Campus Facilities). Six are inventoried with Mt. SAC technology

hardware, software, and IT support and two computer labs are inventoried with city software, hardware, and IT support. All internet access is provided by community partners. Each of the computer labs have computers and software that are specific to the needs of the program. Additionally, on-campus partnerships provide Vocational Re-Entry programs with the opportunity to offer computer-based classes in the ESL computer labs. The EOA Advisory Group, which is comprised of students who represent the five main service areas of the District, also gives feedback regarding IT needs for these classes (Advisory Group Minutes). Students are provided with the opportunity to share program feedback and needs as it relates to technology and other topics. These forums have resulted in requests for iPads, applications for iPads, and hotspots. The request for additional technology is bringing to light the need for more faculty professional development in utilizing new technology in instruction. Faculty can also provide feedback and IT needs via IT logs that are present in each lab (EOA Shadow Oak Lab Report, EOA Palomares Lab Report).

The WIN Program is a tutoring center and study area for Mt. SAC student athletes with access to computers with the internet, Plato software for math and English enrichment, typing development software, and Microsoft Office. Although it is used primarily for student athletes, any credit or noncredit students can use the services. Homework can be completed and basic skills deficiencies can be addressed with the assistance of a tutor in all subject areas in individual sessions and in small groups or facilitated by an instructor. The program is specifically designed to provide support so that student athletes can be successful in

basic skills courses, prepare for transfer, and maintain academic eligibility. The WIN has consistently served an average of 800 students from 2011 to 2014. Additional services include resume, email, and computer skills development as well as registration assistance and counseling services. During the summer session, students are primarily pre-collegiate students aspiring to be athletes and needing to improve basic skills for entry into college.

Students in STV courses and programs are encouraged to use the library, computer lab, and ABE Learning Center to access computers for research and word processing. STV also recently purchased an offsite laptop cart that is utilized at the Rio Verde campus. These laptops, as well as portable data projectors, ensure that students and faculty have access to technological resources off-campus. The Division restructure in 2015 resulted in an establishment of the STV department with more faculty and increased emphasis on curriculum and instruction. Discussions during the self-study process demonstrated that for some of the courses and programs, STV students would benefit from improving their use of technology in preparation for today's workforce.

At the Health Careers Resource Center (HCRC) CNA and IHSS students are encouraged to register for the use of the HCRC Skills Lab where they can work with Registered Nurses on skills such as blood pressure reading. They can also work on their own to master the skills and objectives that are required for class skills checkoffs. The CNA Program coordinates days and times when all students can go to the HCRC Skills Lab to practice and demonstrate skills prior to entering the clinical setting. A

physical therapy aide simulation lab is also available at the Rio Verde location.

It is evident that students have access to a number of learning supports and labs across programs. Moreover, there are a variety of different types of technology and learning resources for students to access. For some program, such as EOA, ABE, and STV, learning supports and the integration of and utilization technology are continuously evolving. Thus, these program faculty and staff are seeking to expand the use and types of technology in curriculum and instruction for the purpose of ensuring students are more prepared for college and work. While 78% of faculty report using technology in their instruction, 22% do not report the same. Of the students who responded to the survey, 33% of them are not comfortable or do not use the Internet, and 40% of them don't use or feel comfortable using Microsoft programs. Finally, 59% responded that they are able to use technology either safely or responsibly. These data indicate that SCE should assess and increase the use of technology in instruction for programs.

SCE works actively to ensure that technology and other learning resources are maintained in the best possible condition. The Division has an IT team of technicians who continually monitor the condition of the hardware and software. Moreover, SCE continually seeks to improve and integrate technology, tutoring, and other resources into all programs and services. Faculty in ABE and ESL develop an annual Technology Plan and IT works across the Division and throughout the community to implement technology needs and maintain existing labs. The Action Plan and the Technology Plan are prime examples of how SCE faculty, staff,

and students are working in conjunction to ensure that gaps are filled and students are provided with sufficient quantity, currency, and variety in technological learning resources.

In addition, tutoring support is integral to student success and there are multiple BSI projects and PIE goals related to monitoring and expanding tutoring support. SCE utilizes data to examine areas in which students are struggling and need additional support. The ABE and ESL programs implement academic support projects funded by the Basic Skills Initiative (BSI). BSI is a grant funded initiative and is administered by the Chancellor's Office to improve curriculum, instruction, student services, and program practices for basic skills and ESL students. BSI funding has allowed ABE to provide embedded tutoring and counseling in the classroom. Tutors work with students on an individual basis to help them improve basic skills, course success, and course completion. ESL offers supplemental academic support through BSI and WIOA funded projects. For instance, the Give Me 20 Reading Program promotes extensive reading among English Language Learners (Give Me 20 BSI Project). In order to

complete the program, students must check out a total of three books from the ESL library during the semester, complete a book report for each book, and then discuss each book with an instructor. VESL Tutoring assists students in completing assignments as well as reviewing course materials that were previously taught in all VESL courses in order to promote persistence and program completion. LLC tutoring provides students with self-directed learning activities (SDLAs) that are content oriented (SDLA BSI). Students complete topical study packets of their choice and then meet with a tutoring instructor to review their progress. In the Community and Contract Education Water Technology program, students who are struggling with the math portion of the curriculum are referred to on-campus math tutoring, are provided with math support after class, and are given worksheets to complete at home. Currently, students learn about these support services and resources primarily from instructors and staff. Although students are aware of these services and resources, there is a need to communicate the benefits of these services and resources available to them as 21% to 26% of students do not have plans to use these valuable services.

School's Strengths and Key Issues for Criterion 4

Strengths
- Faculty leadership and engagement for curriculum and instruction is evident and beneficial to students.
- Curriculum has clear learning expectations and is rigorous, comprehensive, and relevant to SCE students. SCE provides robust learning resources such as tutoring and supplemental activities to support student learning and success.

Key Issues
- There is a need for SCE programs to increase and embed the use of technology in curriculum and instruction.
- As the department expands, Short-Term Vocational can continue to grow in faculty collaboration and dialogue relating to innovations in curriculum.
- Tutors and support staff are critical to student progress and can benefit from professional development activities and dialogue of student learning.

Criterion 5
Instructional Program

CRITERION FIVE: INSTRUCTIONAL PROGRAMS

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

Indicator 5.1

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

o How does the school measure the quality of instruction in its classrooms?
o How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

The School of Continuing Education (SCE) offers noncredit and community and fee-based courses and programs that possess a high level of instruction, which are driven first and foremost by the College's mission and a commitment to ensuring that students are able to accomplish their learning and career goals. These areas include:

  o Adult Basic Education/Adult Secondary Education (ABE/ASE)
  o Adults with Disabilities (AWD)
  o Community (fee-based) and Contract Education
  o English as a Second Language (ESL)
  o Education for Older Adults (EOA)
  o Short-Term Vocational (STV)

All noncredit courses offered by SCE have received both local and state Chancellor's Office approval. In addition, led by faculty, many noncredit courses are sequenced and combined into a program of study through the Chancellor's Office resulting in the issuance of a noncredit Certificate of Competency or Completion. This sequencing has benefits to the students and also ensures that the class meets Career Development and College Preparation (CDCP) standards and can therefore receive enhanced funding from the State. Courses in the following areas are eligible for CDCP funding: ABE, ASE, ESL, STV, and Workforce Preparation. There are also several processes, activities, and committees to ensure high-quality courses and programs that lead to certificates, transfer to credit programs, and job readiness. SCE faculty are committed to systematic review and improvement of courses and programs. Department faculty and managers follow the College's Administrative Procedure (AP) 4020, which outlines program and curriculum development. They also follow the Chancellor's Office Program and Course Approval Handbook (PCAH).

Community Education courses, which include fee-based and contract education are approved by the Board of Trustees (BOT) but do not require state approval. In an effort to be collaborative and avoid overlapping course content, the Community and Contract Education Department provides a listing of courses to the Curriculum and Instruction Committee (C&I) that have been submitted for board

approval (CCC Guidelines for Community Services Offerings).

Mechanisms that SCE faculty and staff utilize to ensure that instruction is of high quality with the appropriate breadth, depth, rigor, and sequencing include:

- o Curriculum and Certificate Development
- o Institutional Review of Courses and Programs (SLOs, ILOs, PIE, and PLOs)
- o Informal Review of Courses and Programs
- o PCAH
- o Community Services Guidelines

Curriculum and Certificate Development

As presented in Criterion 4, noncredit courses are designed by faculty to target the specific needs of the student population and to ensure that the material will allow the students to meet both their academic and/or career goals. Both Title 5 and the PCAH set the requirements for state course approval. Once faculty develop a course outline of record (COR) it is reviewed by the appropriate department and division managers and approved by the Division Dean. The COR is then forwarded to the Educational Design Committee (EDC), which is an Academic Senate committee, via the College's curriculum software system-WebCMS. Once EDC ensures Title 5 compliance and campus standards, curriculum moves forward to the Curriculum and Instruction Council (C&I) followed by the Board of Trustees (BOT) for final local approval. Subsequent to local approval process, courses and certificates are submitted for state approval by the California Community College Chancellor's Office. Students can access all course

outlines of record through the WebCMS public portal.

Once a class is approved, faculty can then take the additional step of establishing sequencing or co-requisites. This is accomplished through the creation of a CDCP Certificate of Completion or a Certificate of Competency, both of which provide students with paths to demonstrate goal attainment (Certificates). In this process, faculty develop rationales that outline how successful completion of at least two sequenced noncredit courses would lead to college and career readiness (HSE RLA Certificate Proposal, VESL Career Paths Certificate Proposal). After the local approval process is complete, the Chancellor's Office then reviews these rationales to ensure robust sequencing and that completion of the proposed certificate will meet CDCP requirements. Upon CCCCO approval, these courses are then designated as CDCP and are allowable for enhanced funding.

Sequencing can also occur within courses, subject areas, and/or programs to ensure that students are adequately grasping concepts that build upon each other. In the Adult Diploma Program the English curriculum was updated to create a five-course sequence in which students take Literature and Writing Fundamentals (Write) 1A, 1B, 2A, 2B, and Expository Writing. With an emphasis on Common Core and College and Career Readiness Standards, this sequence ensures that students acquire the skills to complete the English requirements and meet the writing competency. In ESL VESL Career Pathways students take a sequence of courses to strengthen their college and career readiness and obtain a certificate upon the completion of VESL 2

(VESL Career Paths Certificate Proposal).
During the SLO assessment cycle it was identified that students taking STV computer classes in the Vocational Re-Entry program required more in-depth training on Excel programs. This led to the creation of a certificate in Basic Excel Applications (Basic Excel Applications Certificate). Short-Term Vocational mirrored courses are also sequenced. These are courses that are offered through the Mt. SAC credit campus that have a designated number of seats available to noncredit students who take the course as if it were a noncredit course. Students must follow the established sequence for these courses, as documented in the College Catalog, in order to meet the program/certificate requirements.

The Adult Basic Education High School Program demonstrates its commitment to maintaining high standards for curriculum and instruction by holding UC/CSU a-g and NCAA designation for all high school core subjects. Obtaining a-g status requires a rigorous review process by discipline faculty at the University of California. All courses are approved and listed on the UC Doorways website (University of California A-G Course List). In addition, ABE high school faculty have followed a similar process with the College and Career Readiness Standards (CCRS) and California Common Core Standards (CCCS) to ensure that courses contain appropriate rigor and standards to prepare students for college-level coursework (ABE CCR Criteria). The NCAA approval process requires a review by the NCAA of all course descriptions, the official grading scale, a sample transcript, and the official policies on repeated courses, graduation requirements, and academic integrity (NCAA High School Account Review). ABE submits the current course

outlines of record and must resubmit them if any changes are made.

Community and Contract Education curriculum quality is driven by external factors, content experts, and is designed to assist students in accomplishing specific goals. Some courses are aligned with certification requirements and provide students with specific skills to succeed on the certification tests (Certification Preparation and Outcomes). Other courses, such as personal enrichment and financial planning classes, are taught by content experts and emphasize skills that students are seeking through enrollment in these courses (Fee-Based Syllabi). Students are surveyed at the end of the course to ensure that the content was relevant and that their expectations were met (CE Motorcycle Evaluation Form).

Institutional Review of Courses and Programs
Curriculum review for noncredit courses is an ongoing rigorous evaluative process that is done on a four-year review cycle. The review process is overseen by the Academic Senate, who has the primary responsibility for curriculum and instruction. The process provides the opportunity for faculty to update curriculum to reflect emerging statewide standards as well as relevant college, career, and technical readiness skills.

All noncredit courses are part of the College's institutionalized Student Learning Outcome (SLO) evaluation process, which is one way to maintain the integrity and quality of instruction. Student Learning Outcomes (SLOs) are measurable outcome statements about what a student will think, know, or be able to do as a result of an

129

educational experience. Previous to 2017-18, SCE assessed SLOs on a 3-year cycle, but faculty sought to align SLO assessment with the course review cycle (ESL Faculty Advisory Meeting Minutes 10.3.17, SLO Cycles), so they are currently evaluated on a 4-year cycle. The SLO review process allows faculty to evaluate whether or not specific assignments, tasks, or activities are allowing students to progress. The commitment to the development and assessment of learning outcomes is clearly communicated to the campus community and the broader public through several webpages accessible from the College's main outcomes webpage. Specific data regarding student achievement is located in the College's TracDat system where SCE, and other instructional departments, record its SLOs, criteria for success, means of assessment, and use of results (ESL SLOs TracDat, ABE SLOs TracDat 2016, EOA SLOs TracDat). This cyclical review acts as an opportunity to improve the curriculum delivery system and its outcomes by enabling faculty to evaluate teaching methodologies as well as strengths and weaknesses. Faculty then meet to discuss the data on student outcomes and to strategize on how to strengthen the material to improve student learning (AD Faculty Minutes 4.20.17, EOA SLO Faculty Meeting 2017, VESL Retreat Minutes Spring 2017).

In addition to evaluating student achievement, SLOs also evaluate how effective a course is at addressing Institutional Level Outcomes (ILOs). Through the TracDat system, each SLO is linked with an ILO to ensure that curriculum is robust and comprehensive with regard to the areas of communication, critical thinking, information and technology literacy, and personal, social, civic, and

environmental responsibility (SLO-ILO Alignment). SCE programs will select a specific ILO each year to evaluate during the cyclical SLO process to ensure that a high-level of emphasis is placed on that ILO throughout the curriculum. These outcomes are reported in the Division TracDat report. An example of how an ILO data led to a course or instructional change was the movie review presentation SLO for ESL Speaking B (ESL SLO Results 2016-17). This SLO aligned with the communication ILO in that students had to give an in-class presentation about a movie they had recently seen in English. As a result, many instructional changes were recommended for future implementation of this SLO such as having students practice giving presentations beforehand to help them feel comfortable and to build up their confidence. In addition, it was also recommended that students give their presentations in small groups rather than individually during the next assessment cycle.

Mt. SAC's Planning for Institutional Effectiveness (PIE) process serves as its program review. Each SCE department engages in a comprehensive annual planning process that includes analysis of how instructional programs can be improved in order to ensure student success. SCE has both department and division goals that are meant to improve instruction. For example, one of SCE's division goals is: Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs. It was reported in the 2016-17 SCE PIE, based on SLO data that ABE and the WIN program worked collaboratively to contextualize coursework

for math and English bootcamps. As a result, student outcomes showed that bootcamp attendees were more successful than their college counterparts in credit math and English classes ([SLO PIE Goal 2016-17](#)). Discussions and decisions resulting from course, program and ILO assessments are included in the department PIEs, Division PIE, and ultimately at the institutional level.

In addition to cyclical reviews at the COR, curriculum, certificate, SLO, and ILO levels; in-class instructional approaches are also reviewed on an annual basis. Managers routinely evaluate the quality of faculty instruction via annual evaluations, per the faculty contract ([Faculty Evaluations](#)). The [faculty contract](#) includes in its teaching performance expectations a requirement "to develop and utilize effective pedagogical techniques in order to enhance the communication of ideas and promote optimal student learning, critical thinking, and performance skills". According to the faculty contract, students also have the opportunity to evaluate faculty annually through [student surveys](#), which solicit their opinions on their learning experience, support services, and facilities.

Informal Review of Courses and Programs

Quality instruction is measured informally by faculty and managers in each department through comprehensive, tailored approaches that ensure that students have met the goals of each course and/or program while taking into account programmatic requirements, idiosyncrasies, and students' desired outcomes. These approaches fall into the following general categories:

- o In-class support (rubrics and scaffolding)
- o Tracking of student performance (attendance, progress indicators, assessment testing)
- o Student feedback (surveys and focus groups)
- o New instructor orientations
- o Partnerships with Mt. SAC credit faculty and programs
- o License test pass rates

In-class Support

In addition to the formal processes for evaluating SCE course effectiveness, many instructors will include additional measures for ensuring that students are reaching their goals, including rubrics and scaffolding. Since many courses are focused on basic skills, scaffolding is frequently utilized to ensure that students have greater access to content ([ESL Scaffolded Activity](#)). In addition, rubrics enable students to understand what is being asked of them, while helping instructors assess the effectiveness of the assignment (regardless of whether or not that assignment is an SLO) ([Rubrics](#)).

In Community and Contract Education there are a number of programs in which students are expected to have a foundational knowledge of mathematics, including Water Treatment and Distribution. Faculty will evaluate students' math levels and provide appropriate referrals to on-campus resources, such as the [MARC](#). STV provides instructional aide support in IHSS, EST, and CNA. Faculty then partner with the College's Institutional [Research & Institutional Effectiveness](#) Department to gather, disaggregate, and analyze the data to determine student success ([Summer

Bootcamp Data 2016). This data are then shared with all faculty in order to review curriculum and instructional practices, as well as to make that instructional aides have an appropriate skill level in order to support students.

Tracking of Student Engagement through Performance Data

Student engagement is critical factor in determining if the course is of high quality and is meeting student need. Although engagement is a difficult factor to measure, SCE has identified performance metrics which may inform student's level of engagement. However, SCE also collects and monitors performance data to see if student engagement can help gauge whether a course is effective.

SCE utilizes Progress Indicators, or noncredit grades, in all noncredit programs with faculty determining how these grades will be assigned (Progress Indicators). Faculty determination of grading rubrics vary by course based on the instructional and enrollment structure of that course. For example, a high school course with an open entry/exit enrollment structure offers options of A, B, C, Satisfactory Progress (SP), or No Pass (NP). The STV In-Home Support Services class enrolls students only at the beginning of the class, does not repeat the course content, and offers only Pass or No Pass with SP used more sparingly overall in STV programs. ESL records grades as a Pass for students who receive the equivalent of a C or better, an SP for students who performed satisfactorily yet would benefit from repeating the course, and NP for all others. Students' outcomes are reviewed upon completion of the course and/or on a cyclical basis to measure student engagement and review course rigor. This

data are used to both examine student individual progress as well as the level of success of instructional programs and where opportunities for improvement may lie.

Student performance is also measured through attendance patterns in open-entry, open-exit programs. If a course is taking longer than expected, faculty will review the course to ensure that it is still promoting student engagement (AD Faculty Meetings 9.21.17). Adjustments can then be made to the curriculum so that in addition to having adequate breadth, depth, and rigor, it also is streamlined to allow students to grasp all of the content. Although noncredit students have the option of attending or exiting at any time within the semester, they often report that reasons for leaving are situational and not reflective of the school experience, regardless of the enrollment structure. ESL student attendance and course performance requirements are noted on the syllabi and are measured via student progress reports (ESL Progress Report). Adult High School Diploma students are held to the departmental Progress Policy which outlines the expectations for finishing a course within 100 hours of attendance (AD Progress Policy). Students who do not complete the course within this timeline are provided with additional counseling and support (AD 45 Hour List, AD 100 Hour List, AD Progress Policy Data). Counselors also call students who have not attended class in a week to ensure that barriers to attendance are addressed (AD Phone Calls). ABE also implemented a stayers' study as part of a prior Student Equity plan task that generated student feedback that led to implementation of a system for students to obtain monthly bus passes as well as integration of embedded counseling (ABE

Stayers' Study Results, Bus Pass Agreement, Bus Pass Sign Out Sheet).

In the Water Technology Program, some students take the course to meet a recertification requirement of attending at least 36 hours of continuing education. As a result, students are only allowed one absence per class session to ensure that they meet the state requirement (Water Tech Water Treatment Syllabus).

Student engagement is also tracked through weekly reporting of FTES for each department at the management level (SCE FTES Comparison Fall 2017). Managers have an opportunity to review the trends in their enrollment and to make modifications to course and/or program offerings based on that information. Enrollment trends, such as class size, sections offered, retention rates, and waiting lists (for ESL) indicate that there is a high level of quality instruction in the classroom environment (ESL Retention Rates, ESL Waiting List). ESL typically has a waitlist of approximately 1,000 students per semester. EOA and STV conduct lottery-style registration to address high demand classes.

ABE, ESL, and some STV programs utilize the assessment instruments such as the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE) as tools to assess student learning. Staff administers the CASAS test to ABE and ESL students after every 40 to 70 hours of instruction. It is a criterion-referenced competency test that demonstrates how students acquire real-life skills and competencies. The test measures multiple skills including reading, listening, writing, and speaking. In ESL, instructors receive a CASAS report that allows them to

review and revise curriculum and competencies that were not mastered (ESL CASAS Competency Performance Summary). Faculty design lesson plans to increase learning for each specific competency area.

In addition, many programs assess students' skills. In both CNA and IHSS, students must pass a skills test in order to pass the course. For the CNA students this prepares them to be successful on the National Nurse Aide Assessment Program (NNAAP). SCE CNA students continually pass this exam at a higher rate than the state average, as reflected in last year's pass rate of 96 percent compared to 85 percent statewide (CNA Examination Results). ABE offers bootcamps which give pre- and post-tests to measure student gains, as well as for placement purposes into writing and math courses. These bootcamps are available to students in the WIN, EMT, Nursing, and Psych Tech programs (Bootcamp Flyer Spring 2017, Transitional Math Flyer 2017).

In Community and Contract Education, effectiveness is largely measured by pass rates for courses leading to certification and in enrollment for programs such as College for Kids. In the Water Technology program, self-reported data show that over 75 percent of students who took the state exam passed. The Spring 2017 Phlebotomy cohort had a pass rate of 100 percent on the Phlebotomy Technician state exam (Comm Ed Phlebotomy Test Scores and Summary). In addition, the College for Kids program has been at or near capacity for the last four years. The program processes about 900 registrations each year for the six-week program. A significant number of participants age out of the program every year and are usually replaced by newcomers

into the program (Comm Ed C4K Registration Transactions 2016 and 2017).

All instructional programs at SCE, regardless of location or means of delivery, are offered in areas of study consistent with the College's mission, are appropriate to noncredit education, and culminate in student attainment of identified learning outcomes and the achievement of certificates, employment, or transfer to higher education programs.

Faculty members keep current in instructional strategies and methodologies through internal and external professional development, such as Division-wide Noncredit Faculty Professional Development (NFPD) Day, campus-wide FLEX Days, and other department-level in-service trainings as well as formal and informal communication, including faculty meetings and newsletters. Throughout SCE, the emphasis is placed on ensuring that faculty are up-to-date and comfortable implementing new strategies and methodologies, as well as current standards and other topics that impact instructional practices.

Faculty attend internal and external professional development activities such as Association of Community and Continuing Education (ACCE) trainings, conferences, and workshops, AEBG meetings and workshops, Mt. SAC's Professional and Organizational Development (POD) workshops, and other discipline specific conferences (SCE Employee PD Data 2016-17). In addition, EOA, AWD, and ESL offer instructor orientations to ensure that instructors understand how to implement programmatic best practices as well as institutional processes and procedures (New

Faculty Orientations). Faculty regularly present and train in a variety of workshops for the institution and professional organizations. Faculty and staff participation in professional development is tracked by each department and reported annually.

Technology training is infused into events such as Flex Day and POD trainings as well as external trainings from agencies such as Outreach Technical Assistance Network (OTAN) and others (OTAN Conference Program Spring 2017). The ESL Department has incorporated technology tools training into its Flex Day and in-service trainings for instructors and has also incorporated technology mentoring into its professional development plans (ESL Tech Tools In-Service Spring 2017). In 2017, the ESL Flex Day was replaced with a Noncredit Faculty Professional Development Day. In addition, Mt. SAC ESL faculty participate in the Technology Integration Mentor Academy (TIMAC) through OTAN. ESL faculty also regularly attend external workshops, incorporate the training in the classroom, and report back to their colleagues on best practices. ABE faculty attend POD workshops to receive training in TracDat and WebCMS. ABE faculty also attend OTAN workshops annually. The LLC has made a commitment to having a Learning Technology Week each spring semester that is open to all faculty (LLC Tech Week Survey). The goal will be to increase faculty members' skills in technology-enhanced teaching and learning. The ABE Department uses the Edmentum Plato software program extensively in the Learning Center and is integrating it into the Adult Diploma classroom. Trainers from Plato meet with ABE faculty through in-person trainings, webinars, and phone conferences to provide

information on available curriculum, updates, and troubleshooting (ABE PLATO Implementation Meeting). Aztec is also available to students both on- and off-campus to develop skills needed to pass the High School Equivalency tests (ABE Aztec Student List). Representatives from Aztec have also provided training to faculty on the software program and instructional methodologies. Faculty throughout SCE express the importance of improving technology in the curriculum and keeping current with different technology (EOA & AWD Leadership Meeting 11.22.17, EOA SLO Review Sheet, ABE Faculty Meeting Minutes Winter 2018, STV Meeting Minutes 7.25.17, STV Meeting Minutes 10.3.17, Tech Survey Instructor Results 2017) .

Indicator 5.2

The school uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

o   What opportunities for dialogue are provided for faculty members to discuss student learning needs and pedagogical approaches?
o   What teaching strategies and methodologies are commonly used?
o   To what extent are teachers given support in developing differentiated teaching strategies to ensure that all students' needs are addressed?
o   To what extent have faculty members discussed the relationship between teaching strategies/methodologies and student performance?

Students enrolled in SCE programs and services have unique learning needs and the vast majority classified in categories of a

"disproportionally impacted population" as defined by the College Student Equity Plan. Thus, there are a variety of instructional delivery methodologies and interventions available to support the needs of SCE students and promote their progress and success. Currently, active projects exist within the College's Student Equity Plan for ESL and Short-Term Vocational students that provide specific interventions and resources to marginalized noncredit students. ABE and WIN both had short-term funding that provided interventions in counseling and instruction (Student Equity Reports). Different delivery modes that are utilized in SCE include traditional direct-instruction, open entry/exit lab classes with flexible hours, hand-on instruction, computer-aided instruction, and contextualized learning (ABE Learning Center Schedule). Noncredit and community and fee-based courses are also provided during evening and weekend hours, throughout the community, and in a compressed schedule to meet the needs of students, many of whom have complex barriers to entry and retention (Mt. SAC Schedule of Classes Spring 2018; Community Ed Schedule of Classes, ESL Schedule of Classes Fall 2017). Also, STV determined that a compressed schedule was needed for the Electronic Systems Technology (EST) (STV Meeting Minutes 2.27.17). Instead of completing the sequence of coursework over one year, courses were compressed into a 16-week schedule to accommodate students seeking immediate employment.

There are a variety of ways that faculty members are provided with opportunities for dialogue to discuss student learning needs and pedagogical approaches. These range from organized conferences to campus-wide trainings to department-specific workshops.

Two examples of Division-wide efforts are the Professional Learning Community (PLC) Steering Committee and the Noncredit Faculty Professional Development Day (NFPD), both of which began in 2017 (Noncredit Professional Development Day). The PLC mission statement is: "By fostering a collaborative culture across the Division, SCE's Professional Learning Community Steering Committee addresses noncredit student learning needs, promotes supportive relationships for noncredit faculty and staff, increases communication between all programs across the Division, and develops opportunities for professional development trainings within noncredit." The emerging PLC takes a leadership role on faculty-led projects including the syllabus guidelines project where they reviewed the Mt. SAC Syllabus Guidelines to add other components that would make them more appropriate for noncredit course (Revised SCE Syllabus Guidelines, IHSS Syllabus Fall 2017, ESL L5 Syllabus Fall 2017). PLC faculty members first reviewed the syllabi across all programs to ensure compliance. Each member was tasked to share the revised syllabi standards with department colleagues to gain further input and make adjustments on syllabi. The PLC was also responsible for the first annual Noncredit Faculty Professional Development (NFPD) Day in September 2017. The NFPD brought all Division faculty together to share program accomplishments, discuss Division-wide topics, and continue work on SLOs, including ILO mapping. During the Fall 2017 NFPD Day, faculty discussed and decided upon a four-year cycle of ILO mapping that mirrors the SLO cycle. As a result, faculty and departments will be focusing on an "ILO of the year" and will be examining this ILO through SLOs, sharing of best practices, and

discussions of how student learning needs relate to the featured ILO (SCE NFPD Day Agenda). Prior to this, the majority of instructors reported having attended professional development activities that focused on pedagogy (63%); thus, in addition to NFPD Day, more opportunities are needed for faculty to discuss SLO and ILO data.

Departments also host their own opportunities for dialogue. ESL hosts an annual retreat activity that provides opportunities for instructors to exchange lesson plans and teaching strategies that they have found to be beneficial to students (ESL Retreat Agenda 2.10.17, ESL Retreat Agenda 2.5.16, ESL Flex Agenda 8.16). ESL faculty are highly involved in professional organizations, such as California Association of Teachers of English to Speakers of Other Languages (CATESOL) and the International TESOL Association. Faculty regularly attend conferences for these organizations, often present on various topics related to ESL, and are active participants in leadership efforts (CATESOL Program 2017). These professional development opportunities are paid for through both the department budget as well as POD. Counseling faculty have also participated in on-campus training for accommodating students with disabilities in the classroom. ESL also has action research called STAR (Student Teacher Action Research) where instructors develop classroom strategies with documented evidence during monthly meetings that culminate in a presentation of the data and findings (STAR). The EOA Instructor Advisory Group meets once per semester to discuss instructional topics related to geragogy, the pedagogical method best suited for the older adult learner (EOA Advisory Group Meeting

Minutes Spring 2017). Other opportunities are also available to faculty including syllabi brown bag workshops focusing on best practices; a guest lecture by the leading pioneer in brain plasticity research, Dr. Michael Merzenich; and a presentation on Autism by Dr. Margaret Bauman, who is a pioneer in the study and treatment of Autism (EOA Syllabus Workshop 10.20.17, Senior Mountie Newsletter). ABE hosts a PIE (Planning for Institutional Effectiveness) Day annually (ABE PIE Day). This is a two-hour in-service training where faculty, counselors, and staff meet together in a relaxed, spirited environment to report on student achievements and to discuss and plan out the best strategies for improving student success. Attendees are also given an opportunity to present and/or reflect on how their individual contributions aid the PIE process. This event was awarded the President's Award for Excellence and Innovation in Teaching and Learning in 2015 and includes stakeholders from across the campus including SCE departments and the Research and Institutional Effectiveness (RIE) Office (PIE Day Presidents Award 2015).

As the newest department, STV is beginning to build opportunities for STV faculty to discuss pedagogical approaches and student learning needs (STV Faculty Meetings).

However, based on STV Program Team meetings, STV faculty need to determine what data they need to collect. In addition, they need to decide what data would be most helpful to make more informed decisions about student learning needs and program development. As they continue to grow, they will need to integrate data analysis into their faculty's assessment routine. In the meantime, STV faculty

participate in other professional development related to student achievement and outcomes offered through other departments, such as ABE PIE Day. The faculty have started discussions on creating a departmental professional development plan that will be included as part of the Action Plan.

Every faculty member has access to college-wide POD trainings and workshops, which has monthly offerings throughout the year (POD Calendar, Sample POD Enrollment Report).   A recent training that elicited a high level of participation from and dialogue amongst SCE faculty was the POD Universal Design Symposium (UDL Agenda). Furthermore, each program holds program meetings, biannual Flex Days, curriculum meetings that focus also on SLO and four-year-review discussion, faculty advisory groups, student advisory groups, faculty retreats, and faculty in-services (Faculty Meetings and Retreats). In ABE, for example, each department meeting includes an opportunity for faculty and/or staff to discuss individual student learning needs and strategize solutions to assist the student(s) in goal setting and achieving success (AD Faculty Minutes 9.21.17, ABE Faculty Minutes).

In ABE faculty and counselors implemented a "Stayers Study", in which students from populations that traditionally have had issues with course completion and success participated in focus groups. In these groups, students discussed what enabled them to remain in the program, including barriers they had overcome and assistance that they still required. As a result, ABE now offers students bus passes and has implemented enhancements to instruction and counseling services, including

integrating embedded counseling into the classroom in conjunction with instructors (ABE Stayers' Study Results, Bus Pass Agreement, Bus Pass Sign Out Sheet).

Noncredit faculty use a wide variety of teaching methods and delivery modes to enhance student learning for the diverse population that they serve. The faculty who responded to the employee survey showed that differentiated instruction is widely used in SCE. Outside of traditional lecture and teacher demonstration, they reported using 12 different strategies as part of their instruction. The most frequently mentioned were class discussions, projects, group work, student presentations, multi-media delivery, and simulation. Students also weighed in on differentiated instruction with 91% indicating that faculty "teach in many different ways." The application of teaching strategies and methodologies used by SCE faculty also vary by program, but commonly include: lectures, PowerPoint, small group discussions, interactive application games, tutoring, student presentations (group and individual), field trips, and/or utilization of white boards, ELMOs, handouts, and/or textbooks (Syllabi-Noncredit). ESL uses oral, presentation, and writing rubrics (Rubrics). All SCE programs also utilize on- and off-campus computer labs/laptop labs. Classes also incorporate a variety of instructional strategies that include Think-Pair-Share, hands-on activities such as working on the electrical wiring of a home, and direct instruction. There is also a high level of cross-department collaboration. Faculty and staff will often ask colleagues from other departments within SCE and across the College for support in instructional strategies and to discuss how to support common student needs (ESU Email to Hospitality Faculty, VESL Retreat Minutes Spring 2017).

ABE students in Adult Diploma and High School Referral programs learn primarily through independent student environments with embedded faculty and tutorial support (ABE Student Handbooks). In the Off-Campus High School program, instruction is delivered in a traditional direct-instruction classroom. High School Referral and Off-Campus High School programs also provide lab work for science classes (HSR Biology Syllabus, HSR Chemistry Syllabus). Lecture classes are held in the Learning Center for High School Equivalency, ASVAB, and basic skills students and direct instruction is also offered in Adult Diploma as needed to accelerate student progress (ABE Learning Center Schedule). ASE utilizes individual and small group instruction as well as tutoring to meet diverse student needs. Technology is also incorporated, primarily through PLATO software which allows for differentiation in curriculum and allows instructors to customize coursework to meet individual student needs (AD Faculty Minutes 10.20.16).

The ESL program relies more heavily on whole-class lecture and group activities. ESL students sit in table-groups instead of individual desks to enhance the communicative aspect of language acquisition. ESL students often work in small groups of two to three to research, prepare, and present projects via PowerPoint. ESL courses frequently feature group instruction, focus groups, and individual tutoring. The skills of reading, writing, speaking, and listening are integrated into each of the seven levels of ESL courses (ESL L5 Syllabus Fall 2017, ESL Progress Report, ESL Lesson Plan).

STV courses are contextualized and students are provided with numerous hands-on learning opportunities that students need in order to practice the skills needed. This is especially true in the health career courses such as CNA, In-Home Support Services (IHSS), and Physical Therapy Aide. Faculty model the skills and then monitor students as they practice them. For IHSS, guest speakers from two potential employer agencies share first-hand information with students regarding employment opportunities, job requirements, duties, and responsibilities (CNA Syllabus Winter 2017, IHSS Syllabus Fall 2017). The CNA course consists of a theory and clinical components to ensure that students can demonstrate the skills they have learned. The Physical Therapy Aide program also has a theory and lab component that utilizes the PT Aide skills lab at the Rio Verde location. The Electronic Systems Technology (EST) and Manufacturing and Electrical Systems programs provide hands-on lab experience, real-world applications, and training in tools and equipment. The Essential Office Skills certificate and courses are offered in computer labs where students are able to reinforce the skills they are learning during the lecture (CISB10 Course Outline of Record).

Community Education also utilizes hands-on learning as well as field trips, speakers, and demonstrations to reinforce instruction. In the Motorcyclist Training course, for example, participants have 6.5 hours of in-class lecture covering the mental aspects of riding, the physical aspects of riding, cornering strategies, and many other topics. Students then receive 9.5 hours of hands-on motorcycle operation that includes getting familiar with the machine and controls through cornering, emergency braking,

swerving, and traffic interaction (Comm Ed Motorcycle Class Hours Distribution). In the Makeup Artistry class participants learn through live demonstrations and hands-on practice focusing on current industry techniques (Comm Ed Makeup Artistry). In the Computerized Medical Insurance Billing course, participants first learn the basics of how to input patient information and insurance data through instructor-led lectures. They then apply those skills on the computer to generate and edit insurance claim forms, statements, collection letters, lists, and other required forms used in a medical office (Comm Ed Medical Billing Description).

EOA has a range of course offerings that require a great deal of flexibility in the delivery of course content. Faculty must adopt teaching strategies based on the subject being taught as well as the physical location of the class since 98% of EOA courses are off-campus. Faculty are at the mercy of the facility if any issues arise, such as a lack of internet connectivity and unannounced building repairs, as this results in a high level of flexibility on the part of instructors. Generally EOA uses group activities for healthy aging courses with a built-in healthy aging lecture, lectures for computer classes, and demonstrations for art classes. EOA applies the older adult learning theory of geragogy, which promotes instructors teaching at a slower pace and using repetition and experiential learning in combination with lecture (EOA & AWD Leadership Meeting 9.6.17).

The Adults with Disabilities (AWD) program is based on the application of specialized interventions and resources to ensure that all students' needs are addressed. Through a specially designed noncredit courses and

certificate, the future IMPACT (Independent living skills; Mobility training; Physical health and well-being; Advocacy for self; College, career, and job readiness skills; and Technology training) program will help students maximize their potential for integration into mainstream society (IMPACT Minutes 10.11.17, IMPACT RC Draft). Along with classes that best address the needs of adults with disabilities, there will community involvement to ensure that field experts are present. It is anticipated that the program will be fully implemented by 2019-20.

Teachers are provided support in developing differentiated teaching strategies by being able to attend internal and external trainings. Moreover, when funds are available, SCE faculty are paid to attend these trainings. On-campus trainings from the Accessibility Resource Centers for Students (ACCESS) are one example of a highly attended and well-received training was a POD event hosted by DSP&S on implementing Universal Design in the classroom (UDL Agenda).

As with other topics related to student needs, each program has individual approaches to support teachers with differentiated teaching strategies while at the same time offering school- and College-wide support to all faculty and staff.   ESL utilizes small group specialized attention during class time for students who have been identified by faculty as needing additional resources. They also have used learning style assessment resources to help identify the different learning styles of their students. Faculty use this information to tailor their delivery approaches to best match their students' learning styles. The Language Learning Center (LLC) has self-

directed learning activities that students will complete in collaboration with the instructor (SDLA BSI Project). ABE Learning Center faculty have the ability to adapt instruction to fit the needs of the current student population and will implement new classes based on student requests. In addition, Adult Diploma textbooks and course syllabi are continually reviewed for relevancy to the adult learner and the course aligns with the College and Career Readiness Standards to ensure that students will be well equipped for their futures.

Basic Skills Initiatives and Student Equity funds have also been a rich opportunity for faculty to receive funding and support to develop differentiated teaching strategies. In 2016-17, for example, Basic Skills Initiative projects included the ESL "Give me 20" reading project, peer mentoring, tutoring, embedded counseling, and vocabulary workshops (Give Me 20 BSI Project). Outcomes from these projects showed a clear connection between these teaching strategies and student outcomes. In the ABE BSI tutoring project, for example, students who received tutoring were twice as likely to pass their class as students who did not (ABE Tutoring Support Summary 2016-17). Almost every student surveyed reported that tutoring positively impacted their progress and 93 percent indicated that it helped them finish faster. In STV Student Equity funds have been used to hire instructional aides in order to support students more effectively (STV Student Equity Report).

Counseling is also an integral aspect of ensuring that students' needs are addressed and faculty work closely with counselors to develop and implement strategies. Six full-time counselors have been hired within the

2016-17 year to provide support for faculty and satisfy student needs (BOT Agenda 6.22.16). The WIN Student Athlete Tutorial Program has the expertise of a part-time psychologist to assist with any mental health issues that may hinder student performance. For example, instructors noticed that students were experiencing a high level of math anxiety and through collaboration with the part-time psychologist were able to implement a program that has demonstrably reduced students' apprehension related to math (WIN Flyer Overcoming Academic Blocks). Counselors also work closely with ACCESS to review student accommodations and communicate these with faculty.

Faculty members discuss the relationship between teaching strategies/methodologies and student performance through a variety of venues. The primary venue for this sharing of ideas is department meetings. Select faculty from EOA/AWD meet every spring to discuss the SLOs that were completed during the fall semester (EOA SLO Faculty Meetings 2017). At these meetings student performance on the SLOs is presented and this informs the discussion regarding teaching methodologies and how to continue or improve meeting the needs of students. ESL, ABE, and WIN use midterm progress reports to present areas of improvement or potential improvement to students (AD Progress Report, ESL Progress Report, ESL Midterm Item Analysis, WIN Progress Report Spreadsheet). ESL instructors discuss strategies and methodologies for student success at the ESL Faculty Retreat and focus on one ILO each year to ensure that it is being implemented adequately (ESL Retreat Agenda 2.10.17, ESL Retreat Agenda 2.5.16). When implementing ILOs, instructors model

teaching techniques after faculty work on adapting those techniques to ESL level and skill classes. Students benefit from these discussions through increased awareness of the ILOs and how they apply to the curriculum. In the ABE Department, faculty meet monthly to discuss student performance and course completion as they relate to course content (ABE Faculty Meetings). Faculty will then examine issues and brainstorm solutions and strategies to address them. A challenge for STV faculty is that there is only one faculty per program and many are new instructors. Despite this, STV faculty and key staff meet regularly with discussion of teaching strategies being a topic as needed (STV Faculty Meetings). SCE faculty also have a practice of reaching out and collaborating with credit faculty who teach similar subjects. This is a common practice for health careers, Electronic Services Technology (EST), and Manufacturing and Electrical Systems courses and programs. In Community and Contract Education faculty meetings for College for Kids led to the creation of a program-wide student progress report (College for Kids Meeting Agenda 3.11.17).

As mentioned in Chapter 2, the use of data throughout the Division has increased rapidly in the past six years and data analysis is the cornerstone of any instructional decision. In order to maximize the use of data, there are both continuous opportunities for faculty to discuss the relationship between teaching strategies and student performance as well as trainings to ensure that faculty are aware of how student performance data can be used to inform such discussions. Although the data are available for discussion, it has become evident through this self-study process that additional data are needed to

help with the ongoing improvement of instruction (SCE Advisory Retreat Minutes Fall 2016 and Fall 2017, WASC ABE Program Team 12.6.17). This includes both external data such as labor market data and additional internal data on student outcomes. This will be included in the Action Plan. Overall, the faculty of SCE are keenly aware of their students' needs and apply delivery modes and teaching methodologies that ensure that students can achieve their academic, vocational, and life goals.

Indicator 5.3

The school is actively engaged in integrating new technology into the instructional program of the school.

o   To what extent does the school have a team in place to review technology advances in instruction and how can it be adapted and used effectively in the school?
o   To what extent does the school have policies in place to govern the acceptance of credits earned through outside online programs?
o   How are faculty members trained to use technology more effectively in their own classrooms?
o   To what extent does the school offer online learning options or virtual classroom experiences for students?

SCE incorporates a variety of new technology into instructional programs. The School understands the importance of technology and recently adopted the College's ILOs as its own to emphasize the role that "Information and Technology Literacy" plays in student outcomes. Moreover, for 2017-18, SCE also added a Division goal directed at the use of technology for staff and students (Division Goals 2017-18). Specifically, SCE students use technology to communicate, solve problems, and complete tasks. From the student survey, 90% of the respondents reported that faculty use technology (e.g., computer, projector, iPads) in the classroom. However, when faculty reported student technology literacy, the only areas where they agreed that students possessed some level of competency were in the use of the Internet and texting, at 72% and 71% respectively. There was much less agreement or knowledge of students' technology literacy in other areas such as email, Microsoft Office, and even social media. In fact, according to the SCE Student Survey, only 19% of students feel confident that they hold excellent technology skills, which is a concern given that approximately 76% reported having access to a computer/laptop at home. This could be connected to our noncredit students not having the same exposure to technology as students coming up from K-12. During the December 2017 meeting (12.6.17), ABE faculty and staff discussed the need to create a learning environment where technology is at the forefront in order to meet the needs of 21st century learners (WASC ABE Program Team 12.6.17). Consequently, more professional development is needed to train faculty in developing teaching strategies that will assist students in feeling more confident in their technology skills.

Across the Division, there are 10 computer labs for students to use and three laptop carts and one iPad cart for the flexibility to use computers in classrooms where there are none. Programs such as Electronic Systems Technology (EST) review their equipment to ensure students have access

to the up-to-date equipment that students will use on the job. In addition, the SCE Testing Center opened in Fall 2017 and serves students and community members. There are also numerous off-campus computer labs that are available as a result of strong community partnerships. SCE is actively working to ensure there is adequate technology to meet student needs. ABE purchased Chromebooks for the Learning Center (ABE PIE Chromebooks). ESL and STV have purchased new laptop carts to provide students with opportunities to use computers and develop their technological skills in the classroom. ESL also has computers available in both of the ESL computer labs as well as in the ESL Library. EOA and Vocational Re-Entry utilize computer labs at off-site locations with two city computer labs to offer many computer skills courses available to adults. The department also has a student advisory group to assess technology needs and, based on feedback, a new course is being developed called "Smart Phone Communications for Life and Work". Although SCE uses technology in the classroom and the above shows the commitment to increase technology, faculty and staff are aware of the need to maintain technological currency. Thus, the integration of new technology across SCE instructional programs is a goal in the Action Plan.

All SCE Technology needs are fielded by the Computer Facilities Team (CFT) and this group provides software and hardware support to students, instructors, and all staff throughout the Division (CFT Minutes 8.23.17). Team members work collaboratively with on-campus departments and off-campus contractors to ensure that student and instructor needs are met.

There is currently a mechanism for instructors to request technology in ESL, both on a daily basis through an online lab reservation system and on an annual basis through a technology needs request system, and CFT is planning to expand these procedures across the Division (ESL Computer Lab List). CFT provides comprehensive services to all labs on a daily basis for on-campus labs and a weekly, or as-needed, basis for off-campus labs. Team members also work with off-campus lab facilities personnel to troubleshoot and resolve issues.

The SCE Technology Plan Team is an advisory group that meets twice a year to review technology needs, identify core learner needs with regard to technology, and review current resources and practices (ABE and ESL Technology Team and Plans). The 2018 Tech Plan is addressing gaps from the annual Technology Survey, which found that 43% of instructors indicated that they lacked skills regarding locating assistive devices and software and that 46% lacked knowledge of their individual digital footprint and how to relay that information to students (Tech Survey Instructor Results 2017). As a result, professional development and activities are planned for 2018 to provide faculty with training regarding these topics so they can share this information with their students and enhance their learning. This committee has incorporated its resources into Flex Days and in-service trainings as well as technology mentoring and support for instructors. ESL has also developed a technology plan that is updated annually.

The LLC has an advisory committee in place that includes representatives from most language departments (including ESL) (LLC

Advisory Committee Agenda 10.3.17). The LLC Advisory Committee assists in making software-purchasing choices based on personal trial use. These faculty members then incorporate these software choices into the classroom.

Community and Contract Education relies on the expertise of the instructors to stay current in technology needs, advancements, and industry and state standards. Community Education presenters are content experts who must maintain currency in order to stay relevant. In many instances, advances in technology and instruction are dictated by outside agencies that are in charge of those programs. Such advancements are communicated and adapted according to specific agency protocols. Certain classes also require mastery of specific skills in order to obtain certification. In the Water Technology program, for example, faculty must meet minimum certification requirements from the State Water Resources Control Board (SWRCB) in order to teach. Water Treatment instructors must have at least a T3-T4 Water Treatment Operator Certification and Water Distribution instructors must have a D3-D5 Water Distribution Operator Certification.

The only program in SCE where credits are required is the Adult High School Diploma Program. In this program online schools are held to the same accreditation requirements and credit acceptance policies as any brick-and-mortar institution (AD Transcript Evaluation Process).

SCE currently does not offer online options for instruction. The process for enrolling and collecting student attendance for noncredit online learning is currently not feasible for the College. This may emerge as an instructional program in the future as initiatives emerge and faculty are available to develop the curriculum and instructional strategies. However, there are numerous external online supplemental learning resources for SCE students while in attendance. It is important for SCE to provide on campus online resources for students without access to technology. For example, while in the Learning Lab, ABE students are able to use Edmentum Plato and Aztec course software to acquire skills needed for their High School Equivalency and/or to complete courses needed for their Adult Diploma. The LLC provides several software programs online and app options for students, including Mango, Rosetta Stone, Rosetta Stone Advantage, Native Accent, Side by Side, and Azar Grammar. Students needing study options outside of the classroom may be referred to websites or online resources such as Khan Academy for additional skill-building. The ESL Department offers an online companion to its curriculum (and core textbook) – MyEnglishLab. Students are able to use this companion program to enhance their learning, both in the computer labs on-campus as well as at home. EOA utilizes many online programs, such as GCF International as well as textbook companion sites, and downloads from sites including Cengage Brain and Brain Health HQ.

School's Strengths and Key Issues for Criterion 5

Strengths
- Faculty-led inquiry and collaboration, particularly as related to certificate and course development of SLO/ILO mapping.
- Faculty use a wide range of methodology and differentiated instruction.
- Curriculum is well developed and follows a standardized process for evaluating SLOs.
- Students are provided with different learning structures such as short-term, open-entry, open-exit, and direct instruction approach and flexibility in class offerings to include evenings and weekends.
- Faculty are given opportunities for professional development, including POD, conferences, workshops, retreats, and Noncredit Professional Development Day.
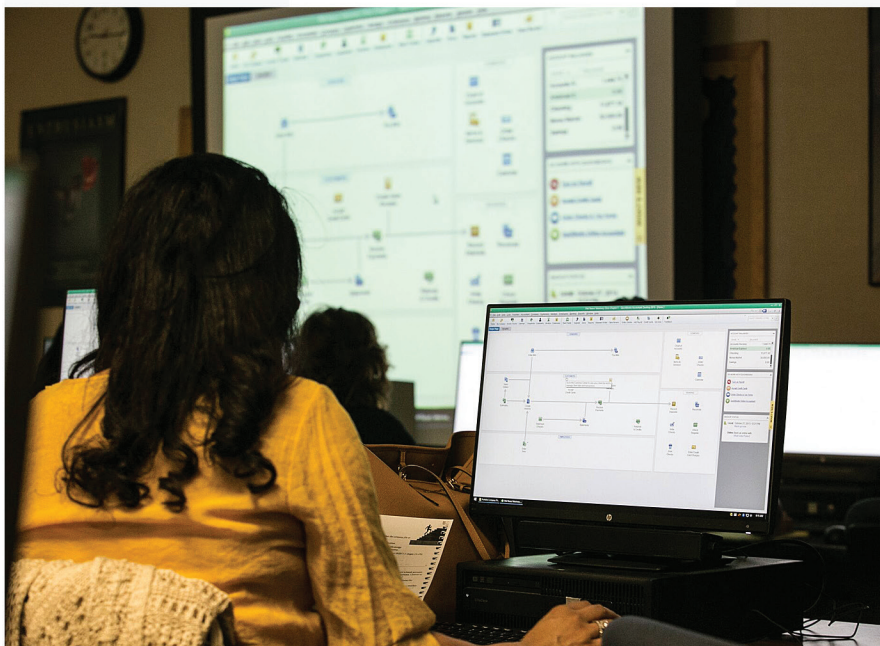
Key Issues
- There is a need for increased and diverse data collection related to student achievement and outcomes.
- The acquisition of technology has outpaced training and more professional development is needed so faculty can maximize technology in their classrooms.

Criterion 6
Use of Assessment

CRITERION SIX: USE OF ASSESSMENT

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

Indicator 6.1

Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.
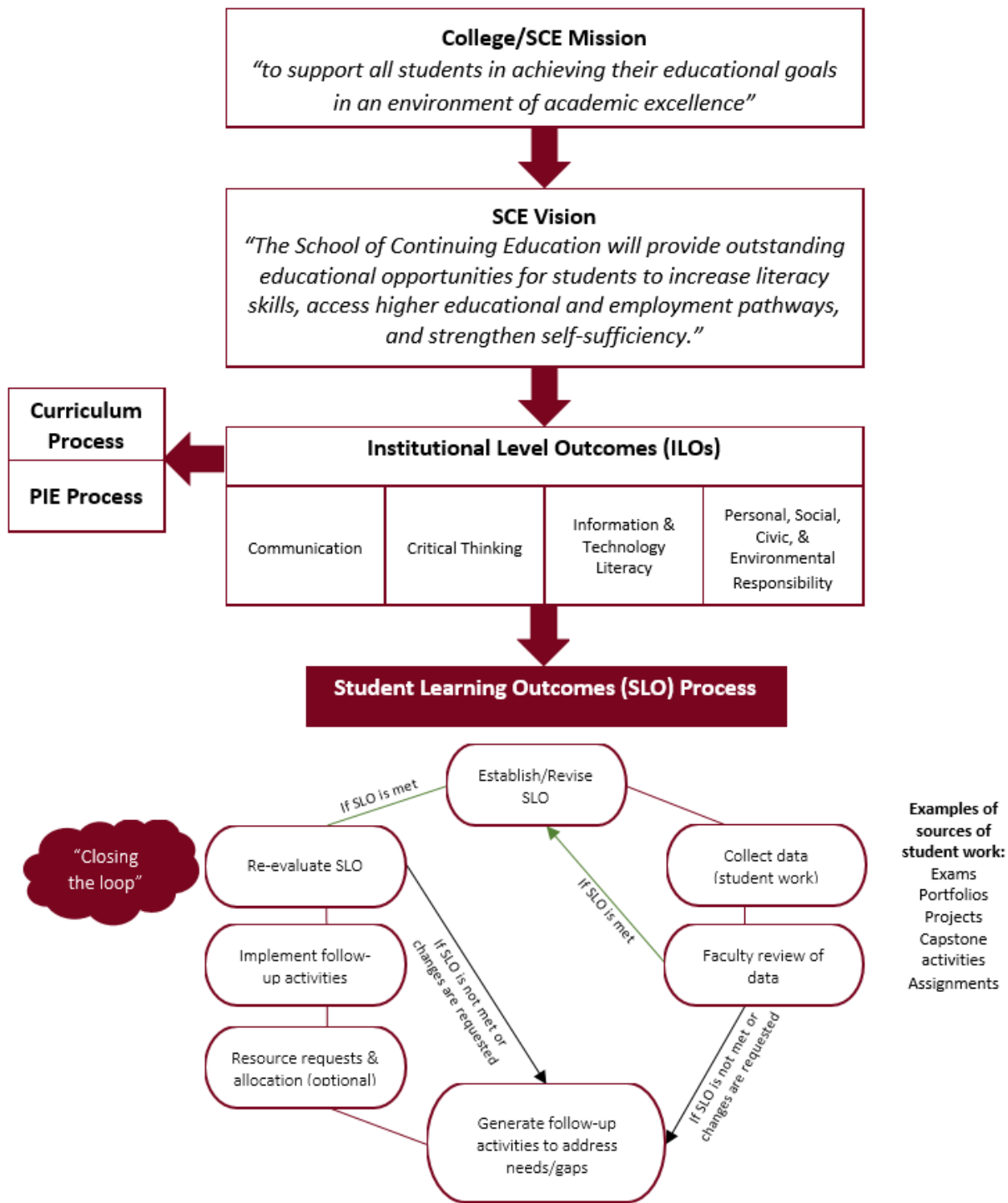
o How are core competencies and specific learning outcomes developed for every course?
o How are courses regularly evaluated in regard to depth, breadth, rigor, and sequencing?
o What improvements to courses and programs have occurred as a result of analysis of learning data?

The School of Continuing Education (SCE) follows the established assessment procedures that are used by the College as well as those that are unique to each program. These College procedures facilitate the design, administration, delivery, and evaluation of SCE courses, programs, and student learning levels through course measurable objectives (CMOs), student learning outcomes (SLOs), program level outcomes (PLOs), and other assessments. The College faculty and staff utilize the SLO process to evaluate courses and programs and use those results to make improvements to curriculum and institutional planning. Institutional planning is documented through the Mt. SAC Planning for Institutional Effectiveness (PIE)

process, which is also established by the College. Thus, the SLO process and the PIE process, in conjunction with the WASC Action Plan, set the goals for students, faculty, staff, and managers each year. These processes are also the tools by which resource requests are made and data are provided to ensure that resource allocations are specific and needed. All of these processes are guided by the Mt. SAC mission, SCE vision, and ILOs.

The development of course learning outcomes is systematic and embedded in all areas of SCE that deal directly with student learning and assessment. Faculty are responsible for the development and evaluation of curriculum-related outcomes such as CMOs and SLOs. In many cases, SLOs are selected from CMOs that are listed on the Course Outline of Record (COR), but faculty are able to develop new SLOs to fit assessment needs.

Within SCE, faculty members in each program facilitate the process of developing, assessing, and modifying core competencies as well as learning outcomes in order to best meet the diverse needs of noncredit students. These competencies and outcomes are founded on state model standards or industry standards for their corresponding areas. The Education for Older Adults (EOA) and English as a Second Language (ESL) programs base their

College/SCE Mission
"to support all students in achieving their educational goals in an environment of academic excellence"

SCE Vision
"The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher educational and employment pathways, and strengthen self-sufficiency."

Curriculum Process

PIE Process

Institutional Level Outcomes (ILOs)

| Communication | Critical Thinking | Information & Technology Literacy | Personal, Social, Civic, & Environmental Responsibility |

Student Learning Outcomes (SLO) Process

If SLO is met

Establish/Revise SLO

"Closing the loop"

Re-evaluate SLO

Collect data (student work)

If SLO is met

Implement follow-up activities

If SLO is not met or changes are requested

Faculty review of data

Resource requests & allocation (optional)

Generate follow-up activities to address needs/gaps

If SLO is not met or changes are requested

Examples of sources of student work:
Exams
Portfolios
Projects
Capstone activities
Assignments

curriculum on the California Model Program Standards. Adult Basic Education (ABE) programs use the College and Career Readiness Standards to support the determination of general education

competencies and the High School Referral (HSR) program curriculum aligns with Common Core State Standards. HSR core courses also fulfill the UC/CSU a-g and NCAA criteria (University of California A-G Course

List). Along with the California Model Program Standards, ESL also references a Chancellor's Office document entitled California Guided Pathways, thus addressing the needs of adult learners as well as the academically bound students who comprise the population of the program (Guided Pathways). AWD courses are informed by the AWD National Longitudinal Study, NLTS2, which provides a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Short-Term Vocational programs, core competencies, and learning outcomes are driven by private industry requirements and standards, with the exception of CNA whose standards are set by the California Department of Public Health (CNA Training Program Application, CNA Policy & Procedures Manual Final).

Mt. SAC School of Continuing Education has a comprehensive Adult High School Diploma program and issues diplomas to students completing all program requirements. In addition to course assessments, the program also includes an assessment of competencies for math, writing, and reading (AHSD Student Handbook 2017-18). For students to graduate with a diploma, they must demonstrate that they have mastered these competencies through a variety of equivalent assessment methods including course completion, passing high school equivalency exams, and/or placing at specific levels based on a college assessment.

When evaluating courses in regard to depth, breadth, rigor, and sequencing, SCE faculty and managers utilize the curriculum review process of the College. Faculty within disciplines review courses in alignment with the College mission, Institutional Level Outcomes (ILOs), and previously described external standards. The reviewed courses undergo a sequence that flows from the faculty, through administration (department managers, Associate Deans, and the Dean of SCE), the College's Educational Design Committee (EDC), Curriculum and Instruction Council (C&I), Board of Trustees, and the Chancellor's Office of the California Community Colleges (Noncredit Curriculum Process Slide 2017). The approved Course Outlines of Record (COR), including course measurable objectives/learning outcomes, serve as the source document informing faculty of required content and can be viewed in the public access window of WebCMS (Course Outlines of Record).

All SCE Course Outlines of Record are approved and rigorously reviewed on a four-year cycle as part of the previously described College curriculum review process. The review begins with department faculty who carefully consider whether teaching and learning strategies are consistent with stated curriculum topics and that courses meet the requirements for articulation into the College, Common Core State Standards, UC/CSU a-g approval, external certifying bodies, California Model Program Standards, or other standards as appropriate to the course. The rigorous and inclusive course review allows faculty the opportunity for input and dialogue and ensures academic excellence. Although this review is required every four years, faculty can submit revisions to any Course Outline of Record at any time. ESL faculty meet annually to conduct curriculum review and make updates as needed (ESL Faculty Advisory Curriculum Review Minutes Meeting 1 and 2).

Noncredit programs in SCE employ various approaches to analyzing learning data, which involves active faculty leadership. Faculty members in each program report the results of the SLO assessments to the College on a four-year cycle (which aligned to the College's four-year cycle in 2017-18). Specific data regarding student achievement of SLOs is located in the College's TracDat system where each program records their SLOs, criteria for success, means of assessment, and use of results. Each department has a designated faculty member, often a full-time faculty member, who has access to TracDat and is responsible for entering and extracting data. The assessment results are discussed at faculty department meetings. For example, EOA regularly discusses SLO outcomes at semester department faculty meetings (EOA SLO Faculty Meeting 2017, ABE LC Faculty Meeting 5.23.17, ABE LC SLO Matrix 2016-17). The use of results frequently leads to a reassessment of the current SLOs after a determined pedagogical or curricular change or it might lead to choosing a different SLO to assess in the next cycle. In the case of EOA, the end result of each cycle of this assessment process is the improvement in teaching and learning (EOA SLO Review Sheet). Even when the content of courses and programs is relatively static, course and program outcomes may be fluid and revisable.

All SCE programs have ongoing discussions regarding student learning that take place during department meetings, in-services, and workshops for faculty, counselors, administrators, and support staff. For instance, the ESL department has the ESL Outcomes Team consisting of a team of faculty that analyzes their course-level SLO results and makes recommendations for curriculum improvement (ESL Welcome Back Agenda Minutes Fall 2017, ESL SLO Results Spring 2017). Every semester the ESL Outcomes Team shares the SLO results and recommendations with other ESL faculty during a department meeting. One of the recommendations the team made in the past was to improve the incorporation of editing skills into the intermediate writing course curriculum due to relatively low assessment scores related to editing. After making the recommended curriculum change, students' scores from the subsequent assessment cycle increased from 67% to 76% (ESL Editing SLO Results). ABE added two evening instructors and increased morning course offerings, including reading and social studies courses, based on their SLO results.

SCE faculty, managers, and staff strongly focus on academic quality and continually strive to improve quality based on the unique needs of the students. Biannually, the SCE Advisory Group addresses student needs by reviewing the Division's program review data, student profile data, and accreditation Action Plan. Faculty and staff from each department identify student successes, areas of need, and areas of improvement. Utilizing department and division processes and various sources of funding, improvements in academic quality are addressed. In response to needs surrounding improving supplemental learning, creating new courses, and contextualizing coursework and programs, ABE and ESL have been able to access Basic Skills Initiative (BSI) funding for supplemental learning, in-class tutoring, and curriculum development (BSI Projects). This demonstrates a commitment to improving academic quality for SCE students.

Indicator 6.2

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

- To what extent do the administration and faculty frequently meet to analyze student learning data and use results to improve the educational program of the school?
- What changes have faculty made in teaching methodologies or instructional strategies to improve learning as a result of learning data analysis?
- How does the school document the conclusions it reaches when analyzing student learning data so that recommendations can be created to address key issues?
- How are assessment results integrated into the school's teaching and learning process with a focus on individual student learning?
- How are the results of data analysis connected to the schoolwide *Action Plan* so that student learning needs are the driving force of the school?
- How are assessment results evaluated with school SLOs in view?

SCE gathers diverse learning data from multiple sources and for various stakeholders within the Division and throughout the community. Based on the 2012 Self-Study, SCE set out to improve data collection and reporting throughout the Division and has met all of the Action Plan items pertaining to that goal (Action Plan 2016). As a result, data are collected at the student, course, program, and division

levels. Learning data is stored in TracDat and within department centralized locations, and staff are encouraged to review and access data whenever it is needed. In addition, processes have been implemented to ensure that stakeholders are able to request specific data to assist in decision-making and curriculum design and redesign. Within each department, faculty meet to analyze student learning data and use the results to improve the educational programs of the school.

In ESL, faculty collect data from various sources including student portfolios, midterm exams, final exams, teacher made exams such as quizzes, SLOs, EL Civics assignments and projects, class projects and presentations, and basic skills reports. The data are analyzed and drive the SLO process. Furthermore, SLO data analysis is also aligned with the evaluation of the ILOs (schoolwide learner outcomes) (SLO-ILO Alignment). For example, during each winter intersession, there is an annual ESL Department retreat where faculty select the ILO on which they will focus for the year (ESL Retreat Agenda 2.5.16, 2.10.17). At this meeting, faculty share best practices, and then they collaborate to develop a department-wide SLO focusing on the selected ILO for that year. Past department-wide SLOs have included:

- ESL Study Plan (ILO #4) – Spring 2017
- Vocabulary Development (ILO #1) – Spring 2016
- Reading Comprehension (ILO #2) – Spring 2015

The SLO that was created in the winter intersession is then assessed in the spring semester in all seven ESL level classes. The results of the SLOs are reported out to

faculty at their Welcome Back In-Service during the beginning of fall semester (ESL Welcome Back Agenda Minutes Fall 2017). The findings reveal learning goals that are being met, but also areas for improvement. This drives the decision making process for curriculum, resources, and materials. For all SCE noncredit programs, the integration of the ILOs into SLO creation provides a path for ensuring that SCE has quality programs that are consistently improved upon and that are aligned with College goals and the mission.

In ABE, assessment data drive instructional decisions to ensure that decisions are based on student need. Student learning data are collected from sources and integrated into curriculum and instruction including exams, essays, class projects, and capstone activities and grade checks. This information is then analyzed and leads to follow-up activities that address individual student needs (ABE Faculty Meeting Minutes Winter 2018). Basic skills outcomes, the SLO process, instructor observation, and student focus groups are discussed at regularly held program meetings. These collaborative meetings provide faculty with the opportunity to look at data in key places to ensure that the needs of students are being met throughout the program and lead to program improvement. Both ESL and ABE also rely on assessment results from the CASAS reading exams for information on learning gains. In 2015-16, 50% of ABE students completed an NRS Educational Level, with 50% advancing a level. In 2014-15 as well as 2015-16, ESL students performed at a higher percentage level across all levels for both state set goals and state average. In 2015-16, for example, beginning low/high ESL level students performed at 83.3%, 20.3% higher than the

state goal (SCE Profile 2016-17). These assessment data are another resource for faculty to gauge the effectiveness of ESL and ABE instruction. In addition to CASAS testing, ABE also utilizes the Tests of Adult Basic Education (TABE) as a diagnostic of student levels in reading, math, and language. These results provide faculty with information that will assist the students in appropriate course assignments, particularly in the Adult High School Diploma and High School Equivalency programs (AD Reading 1A). These types of assessment methods and data are focused on identifying the learning needs of all students. However, because of the diversity of assessment methods, there is always a focus on individual student learning needs.

Additionally, all noncredit programs utilize progress indicators (Pass, No Pass, and Satisfactory Progress) as final grades for each course in order to document student learning (SCE Profile 2016-17). In addition, some programs, such as ABE high school programs utilize traditional letter grades. Faculty members enter a progress indicator for each student enrolled in their courses into the college computer system (Banner) at the end of each term. Banner can aggregate the passing rates and provide the programs with term-to-term or year-to-year data for comparison.

The EOA/AWD programs hold faculty meetings where SLOs, enrollment, completion rates, and the number of certificates awarded are discussed and analyzed. EOA faculty complete SLOs for EOA and Vocational Re-Entry during the fall semester (EOA & AWD Faculty Meetings). They collect their data and enter it into TracDat during the winter session. Then, during the spring semester, all faculty who

SCE Progress Indicators by Program 2016-17

| | Progress | | | | | | No Progress[1] | | | | | |
| | Pass | | Satisfactory Progress | | Total Progress | | No Pass | | Dropped OR No Grade | | Total No Progress | |
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	1185	34	2299	66	3484	100	2	0	0	0	2	0
AHSD	283	29	650	66	933	95	47	5	1	0	48	5
HSE	93	19	406	81	499	100	0	0	0	0	0	0
HSR	560	63	232	26	792	89	79	9	15	2	94	11
AWD	28	2	1108	74	1136	75	304	20	66	4	370	25
EOA	2738	16	13337	78	16075	94	164	1	918	5	1082	6
ESL	6886	50	3208	23	10094	74	1143	8	2418	18	3561	26
VESL	511	52	78	8	589	60	110	11	281	29	391	40
Health Careers	298	79	1	0	299	80	20	5	57	15	77	20
STV	336	82	0	0	336	82	28	7	46	11	74	18
STV Mirrored	425	69	0	0	425	69	107	17	86	14	193	31
Voc Re-Entry	1407	25	3576	64	4983	89	257	5	363	6	620	11
Total Records	13343	33	21319	53	34662	85	2004	5	3888	10	5892	15

1- Metric includes all students enrolled with a minimum attendance of four hours. Calculation is aligned with the noncredit accountability task force recommendations for the Student Success Score Card.

were involved with SLOs during the fall attend a meeting to review and discuss the results of the SLOs and determine if the SLO needs to be modified, removed, or stay the same (EOA SLO Faculty Meetings 2017). Thus, a deep examination of the SLO data drives change for curriculum and materials, leading to improved program outcomes.

Since EOA and AWD programs are predominantly based out in the community, faculty and staff also analyze feedback from community partners and a student advisory group (EOA & AWD Advisory Group). The feedback culminates in a productive discussion about what is working or not working and ultimately what changes can be made. For example, in the Vocational Re-Entry more contextualized lessons and group projects were added into the computer classes (EOA Word 2016). Many instructors do project-based learning and make projects contextualized to students'

lives, which has helped with student success. Especially with adults re-entering the workplace, learning is most successful when teaching is based on students' experiences.

In STV, skills-based assessments are key to program evaluation and progress. Students are graded on their ability to demonstrate skills that meet the established standards. These skills are reviewed by an advisory board for IHSS and for CNA and are based on the state guidelines and requirements for the skills needed in order to pass the exam and earn licensure. Each program receives feedback from students that is analyzed and leads the conversation about program improvement. The focus on quality programs has led to the creation of an advisory committee to see what the industry standards are and to make sure that those skills are taught properly. One way that this is being put into action is through the

alignment of IHSS curriculum to the CNA curriculum (STV Health Careers Advisory Minutes). This will foster the continuation from one program to the next through a career pathway since IHSS is the foundational program that students can build upon by entering the CNA program. From Fall 2016-Spring 2017, the STV program has grown in scope, structure, and staffing. Over the last two years, the College hired the first STV full-time faculty member and several STV adjunct faculty. These faculty have been refining existing courses and programs and developing new sequences of coursework. Included in this growth is the establishment of additional assessments for student learning that are unique to the new programs. Moreover, full cycles of assessment data will be more available as STV programs continue to expand.

In Community Education, students complete certifications so the curriculum is driven by these formal assessments. Student feedback is taken and analyzed to ensure that the curriculum is preparing students for these certifications. Students will often return to complete mandatory re-certification hours at a later date and this "retention" is a sign of our success and quality. For fee-based programs, such as College for Kids, a new tool has been developed to assess student learning gains (C4K Progress Report).

The Schoolwide Action Plan is a product of SCE's institutional planning, or PIE process. The PIE process relies on program evaluation and learning data using SLOs to make recommendations for the Action Plan. As a result of the work of this self-review, it was determined that there is a need for improved data, increased communication

for stakeholders, and expanded technology use. Each of these areas of growth are centered on student learning. For example, there needs to be additional data related to student outcomes, expansion of communicating student learning expectations and achievement, and an infusion of technology into the curriculum. In addition, although there are instances of students regularly being informed of their progress in some programs such as Adult HS Diploma and ESL, this self-study has demonstrated that a more consistent effort should be developed across the SCE Division to inform students of their progress and achievements.

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

o   How often do the administration and faculty meet to talk about student learning levels, assessment results, etc.?
o   To what extent do faculty members use formative and summative assessment results to modify learning and teaching approaches?
o   How has the analysis of learning data impacted the instructional program of the school and improved learning levels for students?
o   How does the school use assessment results to evaluate the effectiveness of the programs and courses it offers?

The School of Continuing Education actively uses student learning data to make changes that enable students to reach their educational goals and achieve academic success. This begins with regular meetings

to discuss student learning levels and progress as well as assessment and survey results. In most programs, faculty are in informal communication on a daily basis, but they also meet regularly as an entire program. For example, ABE has monthly meetings for the Learning Center and Adult Diploma (AD) faculty and weekly meetings for counselors (ABE Faculty Meetings). In addition to this, ABE also has annual events such as PIE Day and Flex Day activities. EOA, Vocational Re-Entry, AWD hold faculty driven SLO and curriculum meetings to analyze SLO data which leads to the improvement of course outlines of records (CORs) and/or the development of new CORs to better meet students' needs (EOA SLO Faculty Meetings 2017, ESL Faculty Advisory Curriculum Review Meeting Minutes 1-2). In one instance, an Excel certificate was created based on strong community need that was determined through the SLO process. Short-Term Vocational programs now have faculty in place to begin ongoing dialogue among faculty and managers regarding assessment of student learning.

The faculty use formative and summative assessments to provide insight into student learning gaps and needs. For example, a majority of ESL faculty uses formative assessment tools such as Kahoot, Quizlet Live, and exit tickets. The exit tickets allow students to provide feedback to instructors in regards to their successes and their struggles (ESL Exit Tickets). With this information, instructors have been able to modify their teaching approaches which are implemented immediately. In STV skills data is used in lieu of exit tickets. In IHSS, students are given five skills checklists (IHSS Skills Tests, IHSS SLO Matrix 2015-16). Throughout the semester, the instructor will

teach and demonstrate the skills to the students and then students have the opportunity to practice the skills. At the end of the term, the instructor will assess all five skills and score the skills checklist. The instructor then returns the graded skills checklists with feedback so the students know the areas that need to be improved. These data help to identify student gaps and enables instructors to determine which concepts to reteach and/or develop better teaching strategies.

All programs use summative assessments such as final exams, midterms, quizzes, essays, presentations, and individual and group projects to help identify student learning gaps. In ESL, faculty review midterms and final exams each term, which include item analysis to identify areas of difficulty for students and assist with revisions. One area that was identified as being challenging for students was grammar, so in response to student needs for grammar tutoring, a Grammar Peer Mentoring program was established in 2016. The program provides beginning and intermediate level students with the opportunity to be tutored by advanced level students (ESL Peer Mentoring). ABE has also used SLO data to implement changes, including addressing the need for additional classes in the morning, afternoon, and evening to accommodate students' personal, educational, and professional needs. ABE faculty also recognized the need for study guides for exams based on previous test results (ABE Health Study Guide).

In SCE, the effectiveness of the programs and courses it offers are evaluated through various means including student surveys which initiate changes within programs and

departments. For example, Community Education faculty give students an evaluation form at the end of each course to solicit information regarding curriculum relevancy, goal achievement, and appropriateness of facilities (CE Motorcycle Evaluation Form). Within ESL, each of the seven level classes has a different EL Civics objective to complete. In order to determine the best objective for each level, a survey is administered to ESL students every spring semester. The survey data elicits information regarding to what the students feel is the most relevant and helpful objective for them to reach their academic and/or career goals (ESL EL Civics Survey Spring 2017 Pre-Level 1 and ESL Level 5). The survey often produces similar results each year, which results in the EL Civic objective staying the same. However, in Spring 2016, the results showed that in Levels 4 and 5, students wanted to focus more on college readiness. Thus, the EL Civics objective for Level 4 was changed to *Transition to Post-Secondary Training* and Level 5 to *Transition to Higher Education*. As a result, new teaching materials, lessons, and assessments were created to align with the new objectives, which were then implemented into the level classes in Fall 2016 (EL Civics).

Dialogue about continuous improvement of student learning and achievement is also precipitated by analysis of student success on examination and licensure exams. Some CTE credit programs at Mt. SAC have external licensure examination requirements of their graduates before they may begin working in their field. Exceptionally high pass rates demonstrate high academic quality. For example, the nursing program has over a 90 percent pass rate. One factor impacting the pass rate is

the partnership between ABE and the nursing program. Prior to this partnership, many students in the nursing program were having difficulty with the mathematics of titration and dosages. The ABE program and credit faculty developed a noncredit course with contextualized basic math to ensure that nursing students were able to pass dosage tests (Transitional Math Flyer Spring 2017).

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

o How often are student learning results reported to appropriate stakeholder groups, i.e., governing body, faculty, and community members? How is it done?
o What processes are in place to use learning data analysis as a way to identify students who require additional help?
o How are learning results reported to the community at large?

The School of Continuing Education (SCE) has identified stakeholders as students, faculty, managers, employers, the Chancellor's Office, community groups, governance committee, credit and other departments at Mt. SAC, and other colleges where students seek to transfer. Assessment results are reported to these stakeholders using a variety of means. One includes the use of TracDat, a centralized software system to document planning and assessment efforts. Through TracDat, SCE is able to offer a consistent, standardized structure for maintaining and reporting planning and assessment efforts. For example, ABE, EOA, ESL, and STV use

TracDat to record and report SLO results to the College.

Another means that is used by SCE to report assessment results are the program or department level meetings. For example, ESL holds a welcome back meeting in the beginning of fall semester in which the SLO team reports to faculty the results and a summary of all feedback from instructors (ESL Welcome Back Agenda Minutes Fall 2017). Similarly, semiannual advisory group meetings in EOA and Vocational Re-Entry, an annual Summer High School meeting in ABE, and an annual advisory group meeting and retreat in VESL are held to report and discuss SLO results (EOA Instructor Advisory Group 1.17 and 8.17, EOA SLO Faculty Meetings 2017, OCHS Counseling Meeting Spring 2017, VESL Retreat Minutes Spring 2017). In addition, at the division level, SCE conducts weekly Division Leadership Team meetings attended by all division managers as well as a faculty representative and an IT representative (SCE Leadership Team). As a group, they discuss a wide variety of topics such as statewide and College issues, communication strategies, enrollment, budgeting, program improvement, relevant research, employee relations, IT needs and updates, equipment and supplies. The discussion topics are then shared with each respective program.

The Community Education program is in a unique situation since, for many of their programs, it relies on outside agencies to collect and report assessment results to all stakeholders (Certification Preparation and Outcomes). The American Heart Association (AHA), for example, sets the standards and monitors everything related to CPR courses. At the end of each class, participants who met all the AHA requirements are issued a valid CPR card. With the Water Technology Program, the State Water Resources Control Board (SWRCB) sets the standards of what is included on the State Certification testing for Water Distribution and Water Treatment. SWRCB also sets the State certification quarterly test schedule. SWRCB regularly publishes a list of everyone who has a current and valid Water Distribution or Water Treatment certificate. Likewise, the Motorcyclist Training Course is part of the California Motorcyclist Safety Program (CMSP), which is authorized by the California Highway Patrol and sets all the training and skill assessment parameters for the Motorcyclist Training Course. After successfully completing the training, participants are issued the DMV DL389 certificate, which they in turn take to the DMV to receive their endorsement (DMV Motorcycle). The Phlebotomy program follows the skill and assessment standards set by the California Department of Public Health (CDPH). Testing for state certification is controlled, proctored, monitored and distributed by the National Center for Competency Testing (NCCT). Participants get the result of their state certification test immediately after they finish their test (Phlebotomy Test Scores, Phlebotomy Certificate). In all of the aforementioned programs, results are reported to all pertinent stakeholders through each respective channel. Other programs in Community Education have more informal assessment methods where, for example, the assessment criteria in a Makeup Artistry class is to apply makeup using a specific technique successfully or in the Woodworking class it would be to present the instructor with a finished wood product (Comm Ed Makeup Artistry, Makeup Artistry Certificate).

For student stakeholders, faculty report summative and formative assessment results to students throughout the semester. Students are also informed of their assessment results through Adult Learning Plans (ALP) or progress reports. In ABE, a student is given an ALP that lists all of the specific student's test results, class assignments, and creates a plan for meeting the student's educational goal (ABE Adult Learning Plan). In addition, even though it is not listed on the progress reports, ESL students are also informed of their score on the CASAS tests through a CASAS report given to their teacher (ESL CASAS Competency Performance Summary). Students, as well as community members, are also informed of students' performance through newsletters. EOA publishes a quarterly newsletter, which features student stories about academic or personal success in the "I am a Mountie" section (EOA Senior Mountie). ESL also publishes a newsletter called "ESL Good News" that highlights student writing samples and success stories about ESL alumni (ESL Good News). The WIN program also consistently monitors and reviews results of progress reports with students, and ABE faculty have scheduled check-ins with students after an set number of hours regarding their progress and assessment results (WIN Progress Check, AD 45 Hour List, AD 100 Hour List). Dissemination among students is occurring in different departments, however, SCE faculty and managers can create a more systematic process to ensure students in all programs are informed of their progress.

Finally, stakeholders are informed of assessment results though the Planning for Institutional Effectiveness (PIE) process. PIE is updated annually by all programs/departments and includes a component on outcomes assessment as well as student achievement. Annual PIE reports require all programs and departments to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about student learning outcomes assessment and its impact on student learning, as well as to plan into the future as to how they are going to improve student learning and all support services. PIE is reported to the stakeholders in different ways depending on the program/department. For example, starting in September 2013, ABE provided an opportunity for its employees to showcase the outcomes assessment work they accomplished as part of their program review (ABE PIE Day). PIE Day was so successful that it has been made an annual event. Adult Basic Education was also awarded the President's Award for Excellence and Innovation in Teaching and Learning in 2015 based on its efforts with outcomes, including PIE Day (PIE Day President's Award 2015). It is important to note that faculty and staff are given the authority to create the engaging PIE Days and they present their outcomes assessment work to their colleagues. The PIE report is also posted online through the College's website for public access so that all stakeholders can view it.

Using data as a means to identify students needing interventions maintains the focus on student learning as a central theme. Faculty are steadfast in monitoring student progress, thus identifying students that are in need of support. Each semester in the WIN Program, faculty gather progress reports and compile data that identifies students needing additional tutoring or counseling (WIN Progress Report

Spreadsheet). ABE has long used the Progress Policy as an early intervention tool for students who are not making progress or earning low grades in high school courses. Once students have been identified, they are referred to a counselor who creates a plan for individual student improvement (AD Progress Policy, ABE Progress Policy Student Documentation). In ESL, students are given a progress report from their level instructor after the midterm exam and final exam. The progress report indicates students' assessment scores for speaking and writing evaluations, midterm and final exams, SLOs, and EL Civics (ESL Progress Report). Teachers review the progress reports with students, which determine the areas for improvement and identifies those students who need additional help or guidance. In the HSR program, current student progress report data are shared with counselors who are stationed in the classroom. If students fall behind or are not being productive in class, counselors can immediately discuss barriers to success with students and provide resources such as tutoring. Also, the Off-Campus High School program aggregates student course success and exam data each year and shares it with the off-campus sites. This allows sites to make course or assessment changes if needed (OCHS SLO Template 2017). Although extensive data are collected in the Off-Campus High School program and shared with sites, dissemination of student assessment data followed by dialogue among faculty groups would benefit students.

Indicator 6.5
The school relies on assessment results for institutional planning, Action Plan revision, and resource allocations.

o   Who is involved in the institutional planning of the school? Are all stakeholders represented?
o   How often is learning data analysis used to assess the relevance and appropriateness of course offerings at the school?
o   To what extent does the governing body and administration make financial allocation decisions based on the analysis of learning data?
o   In what way has the assessment of learning data resulted in the modification of the schoolwide *Action Plan*?
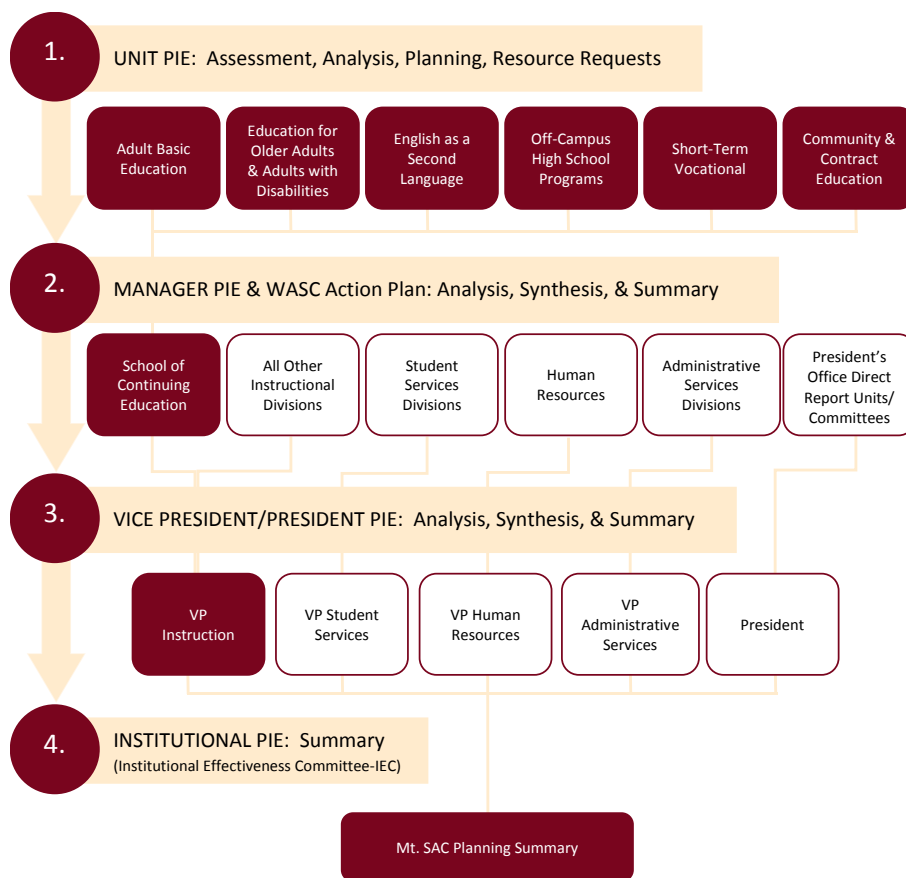
The School of Continuing Education relies on the student learning and program data for institutional planning, also known as Planning for Institutional Effectiveness (PIE), Action Plan revision, and resource allocations. The Mt. SAC annual program review process, or PIE, directly assesses and reports institutional effectiveness, outcomes, and student achievement. PIE requires all units and departments to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about outcomes assessment and its impact on student learning, consider and request resources, and plan improvement strategies for student learning and support services. PIE is an established process recognized by administrators, faculty, and staff and those involved can access resources on the PIE website or attend workshops offered by the Professional & Organizational Development (POD) department (POD Calendar).

PIE planning is an ongoing and inclusive process. SCE has a variety of internal and external stakeholders and partners who provide input into the planning process. All programs structure meetings throughout the year to gain input from faculty, the community via advisory groups, and students. Student feedback is obtained through formal and informal focus groups, participation in meetings, and surveys. The SCE Advisory Group guides the PIE process for the Division and ensures that departmental goals are reflective of the Mission, Vision, ILOs, and Division goals. This team meets twice a year to formulate goals, create structures for soliciting input from other members of their department, share out achievements, and discuss how to improve processes at the department and Division levels (SCE Advisory Group).

Formal institutional planning and evaluation processes are well established in SCE and are consistently reviewed and modified for efficiency. Along with all areas of the College, SCE uses the TracDat software system, or ePIE, for tracking progress toward goals in a continual cycle of goal setting, implementation, measurement, and analysis. At SCE, each program is responsible for entering and maintaining their PIE plans and assessment results. The program PIEs are then compiled by the Dean into the Division PIE, which is submitted to the Instruction Office and included in the Instructional Vice President's PIE. All of the Vice Presidents' PIEs are then reported to the public as the Mt. SAC Institutional PIE Summary.

Each department creates PIE goals that reflect the team's mission, goals, and needs. There also must be a clear alignment between what programs plan to do and the resources that they say they needed to meet their goals. Lastly, PIE must show the progress, impact, or result of teams' work through qualities and/or quantitative data. PIE reports contain analysis about student retention and success data, including course/program completion, transfer, and job placement, as applicable. Overall, planning must demonstrate that departments analyze

1. UNIT PIE: Assessment, Analysis, Planning, Resource Requests
   - Adult Basic Education
   - Education for Older Adults & Adults with Disabilities
   - English as a Second Language
   - Off-Campus High School Programs
   - Short-Term Vocational
   - Community & Contract Education

2. MANAGER PIE & WASC Action Plan: Analysis, Synthesis, & Summary
   - School of Continuing Education
   - All Other Instructional Divisions
   - Student Services Divisions
   - Human Resources
   - Administrative Services Divisions
   - President's Office Direct Report Units/ Committees

3. VICE PRESIDENT/PRESIDENT PIE: Analysis, Synthesis, & Summary
   - VP Instruction
   - VP Student Services
   - VP Human Resources
   - VP Administrative Services
   - President

4. INSTITUTIONAL PIE: Summary
   (Institutional Effectiveness Committee-IEC)

   Mt. SAC Planning Summary

and use the data to plan activities for continuing and improving student success. SCE takes the PIE process seriously and prioritizes the process within the Division. As previously mentioned, in Fall 2015, ABE was awarded the President's Award for Excellence and Innovation in Teaching and Learning for improvement of teaching, learning, and service delivery through the systematic assessment and discussion of AUOs and SLOs.

Data can be found throughout the PIE report and sources of data are vast and are selected to address specific PIE goals or needs. For example, demographic and regional data is generated to verify claims in the internal and external conditions section (SCE PIE Internal and External Conditions). Specific PIE goals are measured based on departmental and College data that has been analyzed by faculty, staff, or the SCE Coordinator, who is compiles and disseminates Division-wide data. This includes data obtained from Banner, departmental databases, statewide databanks, TracDat, focus groups, surveys, and other sources of qualitative data. This information is analyzed and the findings provide insight that drive the decision-making processes in all SCE programs.

The SCE Profile is another key source of data for the Division. The first Profile was created in 2008 and has been updated annually since then. The Division has worked with Information Technology (IT) to institutionalize data reports that draw information from Banner. These reports are used for multiple purposes in planning, evaluation, and administration throughout the year. The Division Profile as a whole is compiled annually and is disseminated from the Dean to Program Leaders and is shared

publicly on the SCE website. It is used for a variety of purposes, including the PIE process and in setting priorities. Program leaders also communicate this information to their constituents through planning and advisory group meetings. Profile data is useful for documentation for funding proposals, grant applications, and College data requests throughout the year.

Resource allocation is directly tied to the PIE process. When making financial allocation decisions, the administration will first look to PIE to ensure that the resources requested have been documented in PIE. It is also essential that requests be tied to a specific assessed PIE goal in order to establish that they are verifiable needs. Types of resources may include funding, research support, faculty, training, staffing, learning support, and instructional equipment. For example, in the use of results section of the SLO data for IHSS, it was reported that in-class tutoring was needed to continue course success. Due to this resource request, tutoring dollars were allocated to the IHSS program for 2017-18. Facilities requests must also be visible in PIE in order to be considered (Facilities Needs PIE 2016-17, STV PIE 2016-17).

The PIE process itself is also re-examined each year, using an ongoing and systematic evaluation and planning methodology with survey input received from employees campus-wide. The findings are used to evaluate and recommend changes for the following planning cycle. Results of the review are available on the web, and suggestions for revisions to the college-wide PIE process are proposed to the College President's Advisory Council (PAC) and other committees as needed to improve student learning. Additionally, the Institutional

Effectiveness Committee (IEC) requests and receives feedback via the managers' summaries on process clarity, utility, ease of use, and effectiveness of documents and training (Input on the PIE Planning Process). The feedback is included in adjustments for the following year's PIE process (IEC Minutes 2.8.17).

The overarching purpose of PIE is to improve student learning and outcomes and guide course and program planning. This has led to the creation of various PIE goals throughout the Division that address "problems" or gaps related to student learning outcomes, instructional needs, and/or student services. Each SCE PIE goal allows the respective department to create activities related to gaps in student learning and then analyze data to ensure that the gaps are resolved and that student outcomes are improved. In ABE, for example, a consistent PIE goal is to "improve the overall rates of [Adult Diploma] students in completion of certificates". The criteria for success is that the number of Adult High School Diploma graduates will increase by a certain percentage, such as five percent in 2016-17. The findings from this data have driven a number of departmental and instructional approaches, including a comprehensive review of Title 5 to ensure that students were being held to appropriate standards. This review led to a decrease in the number of English and Elective credits that were required by the program and improved student outcomes (ABE Outcomes PIE 2016-17). With regard to student services, the goal of increasing graduates led to improved counseling services and the inclusion of embedded counseling within the classroom. Likewise, instructional practices were reevaluated, particularly with regard to assessment and

exams were analyzed and improved to ensure that they focused on CMOs (ABE Faculty Meeting Minutes Winter 2018). Other ABE goals have also reflected deep examinations of student outcomes, including SSSP implementation goals, student feedback goals that have relied on student focus groups, SLO assessment cycle goals to ensure that all faculty are included in the SLO process and are informed about outcomes, and advocacy and partnerships that have led to the development of cross-program and credit campus collaborations to provide contextualized learning in various career pathways such as Biology Basic Skills and Healthcare Math. Although the noncredit departments are engaged in an ongoing cycle of assessment, some of the courses and programs in Community Education and Contract Education could increase in the use of assessing student learning. This includes College for Kids classes and contract classes offering computer skills for work.

The Action Plan is yet another avenue for addressing gaps in student learning and identifying and implementing solutions. As discussed in Chapter 2, the 2012 Self-Study Action Plan was designed to improve data systems and integration and systematic processes in which data are analyzed and used for the improvement of student learning (Action Plan 2016). These action plan items were comprehensively addressed and have resulted in a continuous practice of faculty self-reflection and outcomes through the examination of student work. It has also facilitated decision-making through the breadth and depth of available student learning data that informs program, department, and Division-wide policies, procedures, and decisions.

The 2018 Action Plan is a modification of the 2012 plan as it provides the next steps with pragmatic, action-based solutions to complex student needs. Through the development of data systems and universal practices, counselors and instructors will be able to provide students with better, more individualized services and managers will be able to use data easily to make decisions Division-wide. An emphasis on communication will improve student learning and access by ensuring that the community is aware of SCE services and enabling SCE faculty and staff to foster relationships across departments that will lead to integrated services for students. Lastly, the action item of technology will allow SCE to focus on tasks required to ensure that all students are provided with curriculum that will assist them in becoming 21st Century Learners and will prepare them for the technological realities of the workplace and higher education.

School's Strengths and Key Issues for Criterion 6

Strengths
- SCE has a comprehensive process for data analysis that includes a robust breadth of data for all programs.
- SCE ensures the involvement of faculty, managers, and other stakeholders in the assessment process.
- Assessment is focused on student needs and goals, and primarily to improve student outcomes.

Key Issues
- The Community and Contract Education and Short-Term Vocational Departments can continue developing more systematic assessment processes for student learning and ILOs.
- Faculty and staff can identify additional student learning data sources and learn how to interpret the new data in order to improve student learning.
- There are many instances where SCE departments inform students of their progress but this practice can become more consistent across the Division.

Criterion 7
Student Support Services

CRITERION SEVEN: STUDENT SUPPORT SERVICES

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

Indicator 7.1

The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

o   What specific support services are provided to the students by the school?
o   To what extent does the school offer financial aid counseling, learning resource assistance, academic counseling, personal counseling, technology support, and health services?
o   By what means does the school assure the quality of its student support services?
o   How does the school demonstrate that these services support student learning?
o   How is information regarding student services shared with students so that they know all the options available to them?

In accordance with Mt. SAC's Noncredit Student Success and Support Program (SSSP) Plan, SCE programs offer core services to our students to help them identify goals, access programs, and progress and achieve their goals (Noncredit SSSP Plan 2015-16). These include assessment, orientation into new programs, academic counseling and advising, individualized education plans, and other follow-up services to help transition students from noncredit into credit programs and employment pathways (SCE Student Support Services). With SSSP funding newly allocated to noncredit, SCE was able to hire six new full-time counselors to help carry out the extensive services required by the plan (BOT Agenda 6.22.16). In 2016-17, a total of eight SCE full-time counselors, five adjunct counselors, and twelve summer-only adjunct counselors implemented new processes and boosted existing ones to reach more students than ever. Students in SCE programs have always received comprehensive support services to address their educational, academic, career, and personal needs but with the onset of SSSP these services are now regulatory, more focused, and intensive. As a result, students now receive counseling and advising support through multiple means to assist them in reaching their stated goals. These include one-on-one counseling, small group presentations, classroom presentations, conferences and career fairs, and classes for career and life planning.

Often students are first introduced to counselors through new-student orientations that are linked closely to the

initial assessment/placement processes in ABE, ESL, STV, and Vocational Re-Entry programs (Student Handbooks, AD New Student Orientation). The orientation sessions are provided in an interactive format with many activities and opportunities for question and answer. For example, ESL counselors give orientations on a weekly basis to new students before students take the assessment test. Orientation content for ABE and ESL includes the program mission, student learning goals, program overview and guidelines, attendance and progress policies, academic and career counseling services, parking and ID card procedures, important dates, records and privacy information, student complaint and grievance policies, standards of conduct, and next steps to enroll in classes. Vocational Re-Entry counselors visit the off-campus sites to offer orientation and educational planning services. If students require follow-up services they can contact the counselor to schedule an appointment.

In STV, orientations are done differently depending on the program and type of course. Students in mirrored courses are required to make a counseling appointment in order to complete registration. At this appointment, counselors provide students with an orientation and develop an educational plan. If needed, counselors also give students referrals (ESL Referral Sheet). In CNA, IHSS, and Manufacturing and Electrical Systems students attend group orientations prior to entering the course. In IHSS students must also complete a reading assessment and meet with a counselor to develop an educational plan before they can register.

Counseling and advising services are designed to assist noncredit students in making career and educational decisions and in completing the noncredit and credit enrollment processes. Counselors also help students develop student educational plans, monitor their progress with these plans, and provide follow-up services to students (Student Educational Plans). With the diverse population served in SCE, short-term personal counseling is also an important component to address barriers that students experience, preventing progress in the classroom.

Counselor-embedded programs, courses, centers, and one-time workshops help students to interface with counselors and access their services (Student Support Workshops and Classes). The VESL Career Paths program, for example, includes Career and Life Planning course taught by ESL counselors on a weekly basis during the first term of the program. ABE has a Career Center where students are invited to complete vocational assessments and develop employment skills such as resume writing, interviewing skills, job search skills, and skills to enhance success on the job. The close proximity of the ABE Learning Center to classrooms allows ABE counselors to monitor student progress on a regular basis and meet with struggling students to develop appropriate interventions within the classroom, thus providing community and campus resources to those who need the additional support. The strategy of classroom-embedded counseling is particularly effective in ABE because it facilitates direct student-counselor exposure and contact (ABE BSI Proposal 2016-17 ABE Counseling). IHSS also has a concurrent Career Development course that provides students with information about job skills,

healthcare fields, resume writing, and interviewing ([Career Development Syllabus Fall 2016](#)). Essential Office Skills and Manufacturing and Electrical Systems also have career development modules built into the curriculum ([CISB10 Course Outline of Record](#), [Manufacturing and Electrical Systems Certificate](#)). The WIN Program also provides on-site counseling for students who are receiving tutoring and learning support. In focus groups, students reported that tutoring services are quite helpful and appreciated. However, students acknowledged that there might be a cultural difference regarding tutoring, as it is a service generally not offered in other countries. This may explain why only 16% of student survey responders have successfully used tutoring and 26% do not plan to use tutoring services at all. Focus group participants noted that once students understand the purpose and how tutoring works, they quickly learn to appreciate it. Thus, SCE will need to raise awareness of, and connect students to, tutoring resources.

Educational plans are critical means of linking courses and activities to program goals through a clearly delineated path for students in CDCP program areas ([Student Educational Plans](#)). These plans help to outline career and educational goals, course sequences, and requirements for progress and success. Educational Plans are created with students on an individual basis and in small group settings that include short-term educational goals, barriers to success, resources to address these barriers, and information on campus services and resources. The different high school programs conduct educational planning using various delivery methods. For example, the Adult High School Diploma program counselors complete the

educational plan during a one-on-one appointment as students enter with different amounts of credits ([AD Student Educational Plan](#)). The High School Referral program has a designated counselor who completes educational plans with every student through one-on-one embedded counseling ([HSR Student Educational Plan](#)). The Off-Campus High School Program conducts educational planning during a class session for all in attendance ([OCHS Student Educational Plan](#)). ESL counselors complete educational plans with new students after students take the ESL placement test ([ESL Student Educational Plan](#), [ESL Student Educational Plan 2](#)). Vocational Re-Entry educational plans are done in the classroom by counselors ([Vocational Re-Entry Student Educational Plan](#)). As previously mentioned, STV counselors work with students to complete educational plans after they complete an orientation and prior to starting a course ([STV Student Educational Plan](#)).

In addition to student orientations and educational planning, SCE counselors also provide conferences and workshops for career assessment and decision-making guidance. In ABE and STV, for example, students are also offered opportunities to complete career and vocational assessment instruments and may assess their interests, abilities, values, and personality type to aid them in making decisions regarding courses, majors, and career goals ([Student Support Workshops and Classes](#)). ABE also has a Career Center where students are invited to complete vocational assessments and develop employment skills such as resume writing, interviewing skills, job search skills, and skills enhancing success on the job. ESL has been scheduling an annual ESL Career Conference for over 15 years ([ESL Career

Conference Morning and Evening Program 2017). It is organized by counselors to provide information and workshops outlining educational opportunities, employment skills training, student services, and personal development. College faculty, counselors, and members from the community conduct these workshops and provide valuable input for students. Likewise, the Career Symposium is coordinated by ABE counselors each year (ABE Career Symposium Flyer). In addition to career events, counseling staff deliver regularly scheduled workshops that are primarily geared toward successful transition to credit or career pathways. Counselors in ABE, ESL, and STV provide these workshops in order to assist noncredit students in claiming their Mt. SAC portal accounts, applying and registering into the college program, successfully completing the college placement exams and financial aid application processes which including the FAFSA and the BOG Waivers. For those seeking employment or better jobs, counselors also help students to develop employment skills such as resume writing, job search skills, and interviewing skills.

One of SCE's goals is to increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population. Thus, SCE counselors provide personal counseling services as needed to assist students in addressing barriers to success in the classroom and provide resource information and referral to campus wide services and local community services. Referrals to campus support services include childcare assistance, transportation assistance (bus passes), the Dreamer's Center (AB 540), financial aid, Student Life, Extended Opportunity Programs and Services (EOPS),

the College library, and the Wellness Center (ABE Child Development Center Referral, ABE SARS Referral Notes). Counselors also refer students to local community agencies providing housing assistance, emergency services (food and clothing), and medical and psychological services as needed. Disabled students are referred to the Accessibility Resources Centers for Students (ACCESS) to apply for supportive services which are determined by their specific disability. Referrals to community services include low cost and free medical and psychological assistance, housing assistance, emergency aid, food banks, the Employment Development Department (EDD), Goodwill, America's Job Center of California (AJCC), and various senior services. Counselors have identified that there is a need to inform students better about services that may help them complete their programs. ABE and ESL provide monthly bus passes to students in need of transportation and monitor their academic progress in terms of attendance and GPA (Bus Pass Agreement, Bus Pass Sign Out Sheet). EOA and Vocational Re-Entry faculty and staff provide information on community resources including housing support, equipment needs, in-home care providers, transportation assistance, and senior social services.

WIN coordinates with departments across campus to provide students with support, including working with Health Services to provide active shooter trainings, the Financial Aid Department to provide a financial aid workshop, and the WIN Program refers students to the online librarian (WIN). A partnership with Health Services also enabled WIN to have an on-site psychologist who helps students develop skills around various topics such as stress

management, time management, and math and English anxiety (WIN Flyer Overcoming Academic Blocks). Each year ABE and ESL award three to four scholarships to students transitioning into a college or vocational program (ABE Scholarship Letter, ABE Scholarship Application, ESL Scholarship Flyer 2017). The award is applied directly to the educational institution that the student will be attending to support their educational expenses. In order to contribute to the objectives of the Adult Educational Regional Plan, SCE deploys counselors to the consortium member sites to conduct educational plans and pre-college services such as financial aid and enrollment via CCCApply (ABE BPAE Presentation).

The institution systematically assesses student support services using student learning outcomes (SLOs), faculty, staff, and student input, and other appropriate measures to improve effectiveness of these services. The quality of student support services is evaluated on an ongoing basis via workshop evaluations, orientation surveys, student evaluations of counseling and tutoring services, student focus groups, and ongoing verbal feedback from students (Student Focus Groups, Student Surveys, Survey Tutoring and Counseling 4.17, Survey Results Tutoring and Counseling 4.17, Student Evaluations H.2.d-Counseling). Course, certificate, and graduation completion rates are collected and analyzed to assess quality of services as well (SCE Profile 2016-17). The SCE Division PIE is a mechanism for evaluating the quality of support services across departments. For example, in 2016-17, both ESL and ABE sought to improve and increase access to student support services. ESL counselors refined an orientation process that enabled

more students to access educational counseling, and ABE counselors increased embedded counseling resulting in better completion rates (SCE PIE Goal ABE & ESL Counseling).

Each year during meetings with school districts, SCE Off-Campus High School program staff discuss the previous year's completion rates and debrief on counseling services (OCHS Student Support Agenda Summer 2017). ESL regularly conducts student focus groups to obtain evaluative information regarding the programs and services (ESL Focus Groups). VESL students routinely complete program evaluations. Students are also asked to complete evaluations of faculty and counselors on a regular basis (VESL Focus Groups). The Language Learning Center (LLC) requests that students complete a program evaluation questionnaire when they receive services (LLC Student Survey Spring 2017, LLC Tech Week Survey). The LLC Self-Directed Learning Activities (SDLA) Program also surveys students as they enter and exit the program (LLC SDLA Exit Survey Results Spring 2016 and Fall 2016). In addition, students participating in the Peer Mentoring program are asked to complete program evaluations and rate the efficacy of their experience (ESL Peer Mentoring Survey Results Fall 2016). AWD invites student feedback and regularly surveys students for course and program evaluation (AWD Student Survey, AWD Student Survey Results Fall 2017). Annually, SCE conducts student surveys that solicit comprehensive feedback including level of satisfaction with student support (SCE Student Survey Results 2017). Of the 2,266 respondents, 1,020 students met with counselors and 81% of them stated they benefited from the meeting. The top three reasons for the

meetings were to review educational plans, discuss current courses, and explore future courses. Feedback from student focus groups indicates that counselors helped with regard to courses and careers. Moreover, students reacted positively to counselors embedding support services in the classrooms.

SCE's robust student services support a variety of resources and services to help students achieve their educational and employment goals. These services address the identified needs of students, enhance a supportive learning environment, and encourage the achievement of learning gains. The Division and each individual program track, report, and validate student learning information on a regular basis. For example, the 2016-17 SCE PIE reports that embedded student services contributed to the success of students attending the ABE and WIN bootcamps. Moreover, annually, SCE compiles a document entitled: Institutional, Community, and Student Profile. The profile is an essential tool used by key stakeholders such as the SCE Advisory and program-level leadership teams in their strategic planning efforts. Programs also share the profile with the wider SCE community of faculty, staff, and students for informational purposes and broader-level input. The profile includes a snapshot and three-year trend data for student demographics, enrollment, persistence rate, student learning outcomes, achievement, matriculation into credit, and student support services. Additionally, there are annual Division-level focus groups and survey items on the student surveys that target support services needs and level of satisfaction (Student Focus Groups, Student Surveys). Much of this data is derived from the local level, where programs also utilize

department database information, case notes, and program-specific focus groups (e.g., ABE, VESL focus group notes) (ABE Database Student Notes, ESL Counseling Database Menu, SARS Student History Report, SARS Student Notes Report, VESL Focus Groups). One specific example is from ABE, where counselors assess the persistence rate of students who receive bus passes and note it in the SARS online scheduling program. Findings show that students who earn bus passes attend class more regularly and consistently complete assignments (Unit PIEs 2016-17, p. 3). ESL counselors conduct a presentation entitled "Opportunities after ESL" with Level 5 and 6 students to communicate possible transition pathways (ESL Opportunities after Fall 2017 Chart, ESL Opportunities after ESL PPT). EOA students who are pursuing employment are referred to a career placement services specialist who provides them with assistance regarding job applications, resume writing, and interviewing skills.

Published information reaches out to the community as well as those who are already enrolled in a program at the College. The College catalog, schedule of classes, program websites, student handbooks, bulletin boards, brochure stands, and program newsletters are a few examples of the ubiquitous manner in which we promote SCE counseling and other student support services. ESL, for example, publishes a quarterly student newsletter called "Good News" in which the program highlights student achievements, accessible resources, and available services; back issues are also posted on the ESL web page (ESL Good News). Likewise, ABE publishes the "Beyond the Basics" newsletter and EOA publishes the "Senior Mountie" newsletter that

include similar content (ABE Beyond the Basics, EOA Senior Mountie Spring 2017).

Counselors take the lead in making sure that students receive much of the information regarding options that are available to them during the interactive new student orientation process. They also promote ongoing services and special events through workshops, career conferences or fairs, book fairs. Of course, the most effective means of sharing information is through one-to-one conversations; as such, counselors make sure they are visible to the students during the first weeks of the term (Mt. SAC Info Booth Spring 2017). ABE counselors, for example, set up "Welcome to Mt. SAC" tables outside of the building and greet students during the first week of each semester (ABE Welcome Day). STV counselors also provide on-site presentation to community and/or public agencies, attend resource and job fairs, and participate in partnership meetings (Off-Campus Presentations and Tables).

Faculty are also active sources of student support. Students are introduced to key information about the various opportunities and resources available to them through course-embedded lessons, activities such as campus tours, and special announcements (ESL Lifelong Learning Workshop Flyer, ESL Lifelong Learning Workshop PPT). Currently, students learn about these resources primarily from instructors and staff, a fact supported by student survey results (29%). Student focus group findings also support that instructors are the foundation of a student's relationship with his/her program. Often there are additional orientation sessions scheduled for instructional support, such as LLC orientation and main campus library excursions (ABE Library Event). EOA,

for example, embeds healthy aging modules directly into their courses and shares information about such topics as identity protection and using modern technology for the aging mind (EOA Healthy Aging Modules). ESL faculty also facilitate "Friday Events" that include English Lounge, movie nights, and other opportunities for ESL students to socialize and converse (ESL Friday Events). In addition to faculty support, students can usually or always talk to someone in their program when they have a problem/question, as reported by 85% of those who took the student survey.

While faculty and staff work hard to raise awareness of all the student support services available at SCE, relevant information is still not finding its way to all students. In the student survey, 21% to 26% of respondents reported that they do not have plans to use these valuable resources. There is a need to communicate the benefits of the support services available to students in an effective manner.

SCE ensures that we reach out to all our community members, both on campus as well as at off-site locations. Each counselor has scheduled office hours and is available to meet with students in person, by telephone, or via email (ABE Counselor Schedule, ESL Counselor Schedule). For program areas without dedicated counselors, such as Community Education, their students may nevertheless access counseling services offered by the Division for other program areas. Counselors also collaborate with local libraries by hosting information tables, participating in literacy fairs, and distributing fliers (Off-Campus Presentations and Tables). STV and ABE counselors have recently done presentations at the Rowland Unified School

District College Fair, Pomona Unified School District College Day, Santana High School Career Day, Chaparral High School College Fair Day, and did multiple on-campus presentations to ESL students and visiting high school students.

Indicator 7.2

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

o How does the school develop, implement, and evaluate counseling and/or academic advising?
o How does the counseling or academic advising program assist students directly with their transition to advanced educational opportunities or connection to employment opportunities?
o What professional development opportunities are provided to school counselors or advisors?

All CDCP School of Continuing Education programs now offer comprehensive structured counseling and advising with each department having at least one dedicated counselor. In the past year, six new full-time faculty counselors joined an existing team of two tenured faculty and several new and continuing adjunct counselors (BOT Agenda 6.22.16). All counselors possess at least a master's degree and meet minimum qualifications set forth by the California Community College Chancellor's Office (CCCCO Minimum Qualifications Handbook 2017). Counselors provide individual counseling related to academic, career planning, and personal needs of students (SCE Student Support

Services). Educational advisors are paraprofessionals (classified employees) who disseminate information to students regarding specific programs, courses, certificates, and degree requirements needed for particular areas of study. Currently, there is only one educational advisor for ABE and STV programs in the Division (SCE Educational Advisor).

The School of Continuing Education's programs individually evaluate counseling and academic advising procedures and services on an ongoing basis, utilizing various means of evaluation. Student feedback is an important source of evaluation of student support services. Thus, the Division collects student input through surveys, questionnaires, feedback forms, and focus groups (Student Focus Groups, Student Surveys, Survey Tutoring and Counseling 4.17, Survey Results Tutoring and Counseling 4.17, Student Evaluations H.2.d-Counseling). Counselors send students feedback surveys after each appointment. In ABE there are two focus groups per year and the topic is decided on by counselors and instructors. There is also an embedded counseling and tutoring questionnaire that gauges students' needs and satisfaction as related to in-course assistance. Feedback from the ESL Career Conference informs new choices for speakers and topics, based on student interest and need. The ESL Department administers a counseling database, which tracks the amount and types of counseling contacts the students receive. The In-Home Support Services (IHSS) program administers evaluations that include student feedback relating to quality of educational advising services. Likewise, STV, EOA, and ABE track student appointments and history through the SARS system (SARS Student History

Report, SARS Student Notes Report).
Noncredit SSSP and Student Equity plans
provide guidance on mandatory core
matriculation services, including counseling
and advising, and provide important data on
disproportionality which helps to inform the
institution regarding the populations and
services that need to be targeted (Noncredit
SSSP Plan 2015-16, ESL Student Equity Plan).
Finally, all of the School of Continuing
Education counselors receive annual
evaluations, which contain feedback from
students who have received counseling
services. Additionally, all non-tenured full-
time Counselors follow a thorough
evaluation process as specified in the
District Agreement (Faculty Evaluations).

Counselors utilize various approaches to
support students and disseminate
information regarding transitioning to
further education, promoting career
development, and highlighting employment
opportunities. Student survey results
indicate that students (93%) usually or
always get help with their educational
needs. Counselors meet with students to
complete educational plans to review
personal, academic, and career goals, as
well as required course sequences and
academic progress toward these goals
(Student Educational Plans). Additionally,
counselors and educational advisors provide
opportunities for students to do career
exploration, as well as assist with resume
writing and job search, help with the
application to credit programs, provide
assistance and information with financial aid
application and scholarship opportunities,
sponsor college/career fairs, and offer tours
of the main campus (Student Support
Workshops and Classes). Students are also
regularly referred to Mountie Career
Services, which provides additional

employment assistance and opportunities to
students and alumni.

Courses, workshops, and conferences are
designed to provide students with relevant
information regarding transitioning to other
academic and employment opportunities.
For example, ESL hosts a career conference
twice a year where guest speakers are
invited to share information about their
respective experiences/fields (ESL Career
Conference Morning and Evening Program
2017). ESL also offers VESL Career Paths,
which combines courses in oral and written
communication, career and life planning,
and computer skills to help students move
into college credit programs that lead to
certificates and degrees and/or improve the
chances of a job promotion or career
progress for students with employment as
their main goal (VESL Career Paths). Career
and life planning courses are also offered in
ESL throughout the year.

Additionally, career development is
embedded in the curriculum of some
programs including In-Home Support
Services (IHSS) and Electronic Systems
Technology (EST). For example, the IHSS
career development component of the class
covers resume writing, mock interviews,
provides a list of relevant agencies in the
area and explains how to apply to them,
invites guest speakers, and provides the
opportunity for students to be a part of a
listserv that disseminates relevant job
announcements (IHSS Job Opportunities).
The Certified Nursing Assistant (CNA)
Program also provides students the
opportunity to be on a listserv that shares
relevant job announcements. Physical
Therapy Aide, Manufacturing and Electrical
Systems, and Essential Office Skills also
provide career development-related

training. A Short-Term Vocational coordinator was hired to make connections with the business side and research employment opportunities to develop relevant partnerships and programs for students. The Associate Dean and Coordinator have attended numerous meetings held within the health industry, including the Health Professions Conference and the Health Advisory Committee for the San Gabriel Valley Economic Partnership. The Community and Contract Education Department comes in regular contact with outside agencies, including Three Valleys Water District, regarding internship and career opportunities. This information is disseminated to students. In Spring 2018, the Workforce Development, Aging and Community Services (WDACS) is planning to co-locate at Mt. SAC within SCE (WDACS Co-location Agreement). This partnership will provide on-site employment services for noncredit and Community Education students (BOT Agenda 10.11.17, p. 82).

SCE supports professional development for counselors and advisors, which takes place through meetings, campus professional development, conferences, and collaboration among peers. For example, the College's Counseling Department organizes and holds regular meetings for all counselors (General Counseling Agenda Spring 2017, General Counseling Agenda Winter 2018). Counselors assigned to SCE programs attend these meetings in order to review student concerns, practices, policies, and procedures. The agendas of these meetings include sharing of critical curricular information, transfer requirements, articulation, and support services updates. The SCE educational advisor also participates in monthly meetings with the College's educational advisors (Educational Advisors Meeting Schedule). Issues discussed at these meetings include graduation and transfer requirements, high school articulation and recruitment information, as well as differentiating between advising and counseling and when and how to transition students to counseling. Additionally, within SCE, all counselors have a monthly meetings to share information about their corresponding programs, relevant SCE updates, as well as best counseling practices to improve services to students (SCE Counseling Meeting Fall 2017).

Counselors and educational advisors have opportunities to attend a variety of on-campus professional development workshops and earn relevant certificates. Some examples include Suicide Awareness Gatekeeper Training, Ask an ACCESS Professional Q&A, Deaf Student Success in Your Classroom, California Dream Act Training for the Cash for College Event, MBTI & Strong Counselor Training, Addressing the Barriers for Students with Autism Spectrum Disorders (ASD) in a College Setting, Inspired Teaching Conference XVI, Counseling Toward Solutions, and Social Justice in the Classroom (Professional Development). Per the faculty contract, full-time counselors are allocated an annual budget for professional development and also participate in the College's faculty FLEX Days. Additionally, training relating to teaching and learning is available through the College's Professional and Organizational Development (POD) Office. Workshops include technical training on administrative systems such as Banner and Argos. POD also offers workshops that enhance counselors' and advisors' skills, which include SLO training, student equity, stress management, developmental education, and student success. Finally, SCE

counselors have the opportunity to participate in College-wide governance committees, which allows for collaboration among peers. Some committees in which counselors participate are: the AEBG Counseling and Student Support Workgroup, the Mt. SAC Behavioral Intervention Team, and the Student Preparation and Success Council.

Off-campus professional development includes conference and travel support to national and regional conferences and workshops. Key conferences have included the Noncredit Summit, AEBG Regional Consortium and statewide conferences, Community College Counselor Conference at USC, National Behavioral Intervention Team Associates (NaBITA) Conference, Institutional Effectiveness Partnership Initiative (IEPI) Conference, California Workforce Association events, and the Economic Forecast Summit. In the past several years, there has also been growing collaboration and networking events that focus specifically on strengthening the Regional Consortium and leveraging resources beyond our home College or K-12 Adult School districts. Moreover, counselors are active in participating in the Counseling Student Support (CSS) workgroup, which is part of the Consortium operational structure. At these meetings, counselors from the nine member institutions collaborate and discuss the Regional Plan goals of aligning services across the Consortium and to maximize transition from the adult schools to the College. These efforts have had a positive impact on outreach and support for our community members.

Indicator 7.3

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

- o   How does the school address:
    - ▪   Marketing, community awareness, recruitment of new students?
    - ▪   Transitioning new students into the school?
    - ▪   Providing meaningful learning experiences for students?
    - ▪   Transitioning students into job placement or further education?
    - ▪   Assessment of success in years that follow to ensure that the students reach their desired outcomes?
- o   To what extent does the school have clear admission policies in line with its mission?
- o   To what extent does the school provide students with information on school policies and procedures that clarifies expectations that impact them?
- o   How are students given counseling regarding the completion of their program so that they stay on track and successfully meet their goals?

SCE support services are broad in scope and thorough in guiding students through their academic journey, from entry to completion and transition into other endeavors. The various programs embed information and activities in various ways to show students the noncredit pathways that will lead them to skills-building educational opportunities as well as to access higher education and employment. There is a need to track all

these services across the Division. The Division would benefit from a single student database system that allows tracking of SCE student progress across the Division.

Marketing is done mainly through the school's website, the College's electronic marquee, social media, school catalogs, and brochures that are sent and delivered community-wide. SCE also participates in community events and career fairs where staff interact with potential students and distribute brochures, flyers, and business cards. SCE staff also engage in non-traditional methods of recruitment including leaving flyers and program brochures at libraries, supermarkets, check-cashing stores, and laundromats. In addition, faculty and counselors collaborate with community resource programs to conduct off-campus orientations and presentations (Off-Campus Presentations and Tables). These presentations inform the community of various noncredit programs and fee-based community education classes available to district residents. The Mt. San Antonio Regional Consortium website, for example, informs community members of the multitude of programs and services available to them within the greater district boundaries. In addition, SCE recently contracted with a marketing company to conduct recruitment for noncredit programs (SCE Marketing Plan Summary). This plan will be implemented in Spring 2018.

Once students are enrolled, counselors and registration staff work closely to embed orientation within the enrollment process so that students quickly receive comprehensive information to develop their educational plans and set goals for completion (Student Educational Plans). In ESL, counselors meet with students to complete an educational

plan on the same day they do their assessment and orientation. STV has implemented a process in which mirrored course students receive an orientation and educational plan when they register for their class. In IHSS and CNA, students are provided with group orientations that inform them which steps they need to take to complete the registration process. ABE also has group orientations before students register and offers one-on-one appointments to accommodate students' schedules. Even with departments consisting of predominantly off-site classes, such as Education for Older Adults (EOA), registration takes place at local community centers within the district. Counselors visit these classes in the community within the first few weeks of each term to conduct in-class orientation and develop educational plans.

SCE programs are open to a diverse community population. The Division's vision and ILOs that promise high quality education are posted in all classrooms, labs, and offices where students may frequent. Additionally, many teachers routinely include them in their syllabi (Syllabi-Noncredit). Information about requirements for admission, fees, registration, certificates, graduation, and transfer is available through handbooks, schedules, websites, information/orientation sessions and brochures (Student Handbooks). In addition, SCE delivers clear, precise, and accurate information on school policies and procedures through orientations, handbooks, syllabi, counseling appointments, flyers, and the school website. The ESL Student Handbook, for example, provides this information in both English and in translated versions to ensure

that students understand the policies of the District (ESL Student Handbook). Although the Community and Contract Education Department's mailers indicate how students can register or gain information, the department can nevertheless improve on how it communicates to students and the community the expectations, policies, and procedures of each program.

As students progress through their programs and courses, each program area continues to provide relevant information through materials and events such as workshops and newsletters to support persistence and program completion. Both ABE and ESL routinely schedule workshops that focus on employability skills such as job search, resume writing, and interviewing skills (Student Support Workshops and Classes). Many classes also integrate these topics into their lesson plans – e.g., E.L. Civics in ESL. Other ways to continue the flow of information is through program newsletters including those created by ABE, ESL, and EOA (Student Newsletters). These newsletters often contain student success stories, strategies for good study habits, announcements for upcoming local and community events, and important dates such as college registration deadlines and workshops. Program leaders post these newsletters on websites, make hardcopies available in high traffic areas, and send them to faculty through email group lists for distribution to their students. Using a more pro-active approach, ABE counselors track students by scheduling follow-up appointments when there is a delay in progress or noticeable absences. ABE students are encouraged to meet in person with counselors to review their progress and get back on track toward goal attainment (AD 45 Hour List, AD 100 Hour List, AD

Progress Policy Data). In STV, instructors refer to counselors those students who are not progressing in their courses. Counselors then provide students with resources to help them get back on track. In addition, counselors are able to view students' performance over time to gauge how they are progressing through the program or career pathway.

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

o   How does the school research and identify the learning support needs of its student population and provide appropriate services and programs to address those needs?
o   To what extent does the school offer appropriate extra-curricular and co-curricular programs (whenever possible) that meet the needs of its constituency?
o   How are online services and services at off-site locations evaluated?
o   How frequently does the school evaluate student support services and revise what is offered to meet current student needs?

Those who provide student support services strive to serve the needs of all of the diverse populations within SCE. Staff and faculty can increase the likelihood of success for all students through appointments, shared database information, and regular department meetings. In addition, SCE conducts anonymous surveys, focus groups, and advisory meetings to gather input from students regarding the level to which we are

meeting their needs (Student Surveys, Student Focus Groups).

Student appointments provide counselors and advisors the opportunity to gain information about the effectiveness of and demand for services. In compliance with SSSP, appointments include a student orientation, assessment, counseling, and follow-up services (Noncredit SSSP Plan 2015-16). Each student receives these services upon entry into a program. These appointments provide an opportunity for the counseling teams to evaluate student need on an individual basis. This information is often assessed in tandem with empirical data gathered through program databases.

SCE counselors and instructors work closely together in order to provide a holistic approach to student support. WIN, ABE, and ESL utilize a student progress report for their students, which helps to identify potential obstacles and current standing (AD Progress Report, ESL Progress Report, ESL Midterm Item Analysis, WIN Progress Report Spreadsheet). The WIN progress report is based on feedback from credit campus faculty members and is used to identify students' needs and provide targeted services and resources that include tutoring, books, counseling, and computer access. The primary agenda topic at the ABE weekly counseling meetings is student progress and student support for coursework completion. In order to support student effort in level advancement, ESL registration staff reviews student enrollment to identify students with excessive repeats of individual courses (ESL Student Tracking Repeat Levels). Registration staff provide this information to counselors, who in turn can provide the appropriate interventions to assist students in successfully advancing to higher-level

courses. The College for Kids Program implemented a progress report in Summer 2017 and used it to inform parents and provide interventions to struggling students (C4K Progress Report). The Water Technology Program also uses progress reports to assist students in deciding whether to take the certification exam or retake the course. In STV, instructors refer students who are struggling so counselors can provide them with resources, referrals, and study skills and techniques.

ESL and ABE maintain a database for their respective programs (Supplemental Data Input, ABE Database Forms, ESL Class Demographics, ESL Data Entry). Within these databases, student information is available to view within the department to track student contact and progress in a student's intended program. There is a need to develop something similar at the Division-level in order to monitor student progress, interventions, and outcomes across SCE. Close communication between faculty and staff ensures that students receive comprehensive services, thus meeting the needs of each individual student. It is, in part, through this communication that our programs can continue to be re-evaluated and restructured to meet the needs of our unique student. ESL counselors make confidential notes in the database regarding student cases that may require future intervention (ESL Counseling Database Menu). The ABE database provides comprehensive information about students, including test scores, academic histories, instructor notes, and counseling notes (ABE Database Student Notes, SARS Student History Report, SARS Student Notes Report). This information assists counselors in understanding a student's background and experiences with the program.

Department and staff meetings also provide the opportunity to review existing processes and procedures to ensure efficiency of support services. For example, ESL, ABE, and STV conduct regular meetings where managers, counselors, and instructional faculty review and evaluate existing programs, including student support services (Faculty Meetings and Retreats). As such, program staff from ESL, STV, and ABE have the opportunity to discuss successes and areas of improvement. In the SCE Leadership weekly meetings, the managers, staff, and faculty involved also discuss student services and related outcomes (SCE Leadership Meetings). These dialogues have led to necessary change and development within each program whenever participants detect a gap in service. Division-wide meetings on SSSP processes and accountability reports are another venue through which each program does a self-study of their services from the perspective of data analysis (SSSP Implementation Team Minutes and PPT Spring 2017). Lastly, SCE Advisory Group reviews biannually the progress and action plans of the Division in all areas, including student support services to ensure student needs are being met and to identify any overarching trends and emerging themes (SCE Advisory Group).

SCE conducts ongoing evaluations of support services to assure their adequacy in meeting student needs, for both onsite and offsite programs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes for all students in all SCE programs. Participants and key stakeholders review these results at program and Division-level meetings, and generate feedback to ensure continuous improvement. Ongoing reviews of student

support services include the following processes: Planning for Institutional Effectiveness (PIE), Student Learning Outcomes (SLOs), Action Plan, counseling appointments and follow-up surveys, program meetings, anonymous staff and student surveys, and student focus groups. The information gathered from these sources is used to identify areas of strength and areas in student support services needing improvement. Each student's ability to benefit is determined by the purpose and intent of the individual SCE programs. It is necessary to implement multiple methods of assessment in light of the diverse goals and needs of adult learners represented in the school.

The school offers co-curricular, extra-curricular, and enrichment activities in order to accommodate the needs of the whole student and not just their academic needs. This is particularly evident in such programs as ABE, EOA, ESL, and STV where events are scheduled specifically to enhance student engagement. ABE holds regular events such as student celebration days and campus field trips to promote persistence and help with transitioning to credit (ABE Student Support Workshops and Classes). EOA encourages events such as art shows in the community, in which older adults display, market, and sell their products; thus encouraging economic self-sufficiency after retirement (EOA Art Show Flyer). EOA also has an Education for Older Adults Day at the ballpark with the Mt. SAC women's softball team, a community service project to support the local homeless population, and takes students on field trips (EOA Senior Mountie Spring 2017, EOA Pomona Food Bank). ESL tries to alleviate the sense of cultural marginality that immigrants may feel by scheduling such events as English

Conversation Lounge, Friday Movie Night, and food drives for EOPS credit students (ESL Student Support Workshops and Classes). STV provides internship/externship opportunities for students enrolled in programs such as CNA and its students participate in ABE's Career Fair each spring. The educational advisor in ABE also established a weekly brown-bag lunch support group for adult students to discuss their experiences in a college setting and provide a safe environment to help them articulate and achieve their personal and academic goals, while addressing barriers to success (ABE Brown Bag Lunch).

Indicator 7.5

The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

o How does the school publish and follow established policies for release of student records?
o To what extent are there institutional policies in place that govern the maintenance and security of student records?
o To what extent are all student records kept in a secure location and protected from fire damage or loss?

SCE publishes and follows established policies for the release of student records. The institution posts The Family Educational Rights and Privacy Act (FERPA) guidelines on the school website and SCE programs publish them in different materials, including program handbooks. Every program in SCE has several people designated to be involved with data management at different levels. Their roles and responsibilities are clearly defined regarding the collection and dissemination

of data. These personnel include registration, counseling, faculty and administrative staff. Each position having data management duties has a corresponding level of clearance and specific expectations through training materials that state the Family Educational Rights and Privacy Act (FERPA) laws and instruction on how to follow them.

Student record information for adults is disseminated only to the student in accordance with the federal guidelines of FERPA. Students are also covered by AP 5040 – Student Records, Directory Information, and Privacy. This Administrative Policy outlines FERPA, access to educational records, release of student records information, transfer of information to third parties, maintenance of student records, correction or removal of information from student records, charge for transcripts or verification of student records, and use of social security numbers. All programs in SCE follow AP 5040. If students wish to waive their rights and allow a third party to access their information, they are required to sign a "waiver of confidentiality" that specifies which third parties can access which specific student records (Waiver of Confidentiality). This is typically requested by students who wish to relay information to EDD, local probation departments, and/or the military (e.g. ASVAB students).

SCE maintains student records permanently, securely, and confidentially with provision for secure back-up of all files. The process for maintaining and disseminating student records is dictated by FERPA, the Mt. SAC Information Technology Master Plan, Title 5, and local policies including AP 5040, which collectively state that all student records are

private. Records are kept permanently via the OnBase Unity Client which allows for school-wide image storage, retrieval, and archiving. The only exception is student coursework and registration cards, which are stored securely for five years and then shredded.

Physical records are kept secure through the use of fireproof cabinets and other local cabinets that are located in secure staff-only areas. Electronic records are kept secure through the use of password protected databases (for ABE and ESL), the campus-wide Banner system (Lumens) with multiple layers of security, and additional software programs that are locally housed on servers that are only accessible with specific permission and within the campus intranet. The local databases are protected from loss by two remote data storage areas and the Lumens system, which is used by Community and Contract Education, is contracted to provide their own proprietary security processes which include local and off-site backups.

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

o   To what extent does the school provide a catalog for its constituents with precise, accurate, and current information?
o   How does the school clearly identify where publications with policies and procedures can be accessed?
o   How does the school assure that accepted students can benefit from the program they enter?

o   How does the school document the accomplishment of the intended outcomes?

The School of Continuing Education faculty and staff ensure that all institutional information is easily accessible to all stakeholders and prospective students through the use of the College Catalog, Schedules of Classes, website, program brochures, course outlines of record, syllabi, mailers, and flyers (Community Education Fee Classes Mailer). In addition, they ensure that information is free of misrepresentation or false promises through adherence to College-wide policies (APs and BPs) as well as locally established and widely disseminated policies and procedures. This is supported by student survey results, where students reported that the Mt. SAC Catalog is correct and easy to read (78%) and that they know where to find information about their program (83%).

The Mt. SAC Catalog includes comprehensive information about policies and procedures and is available online. Program policies and procedures are provided to students via orientation and/or program handbooks that give students clear information about relevant requirements and expectations (Student Handbooks).

Institutional information is also readily and easily accessible through a range of locations including the website, program offices, and classrooms. The Mt. SAC website provides accurate and current information about SCE programs, services, and certificates and includes the complete catalog. The website also features class times and schedules for all programs as well as contact information. When students begin SCE programs they are given an

orientation handbook that provides information about their respective program of study and expectations. Course syllabi include Student Learning Outcomes (SLOs), Institutional Level Outcomes (ILOs), the official course description, and progress indicator criteria. Programs also publish current and accurate information via flyers, emails, Facebook, Twitter, and other media methods to notify students of program changes and updates, upcoming events and workshops, and other relevant topics.

Students' ability to benefit is determined by the purpose and intent of each of the SCE programs. Furthermore, the purpose of each program also determines how students are served and what educational needs are being met. Thus, different methods of determination are used. In some programs, such as Fee-Based and Education for Older Adults, students do not require comprehensive student support services or they can access support services more readily through other venues. These programs offer thorough registration support and orientations, but students may not require intensive, ongoing counseling and advising services. Programs such as ABE, ESL, STV, and Vocational Re-Entry have as a primary purpose to advance students in college, work, and self-sufficiency. As a result, students are evaluated for programs through the SSSP process that includes assessment, orientation, counseling and follow-up services. Once students are enrolled, there is a commitment to ensuring that students can continue to benefit. Student opinions are solicited through surveys, faculty evaluations, focus groups, student-centered meetings, and informal means.

SCE documents the accomplishment of the intended outcomes through a variety of means. Instructors enter data for course and program achievements through the TracDat system, as discussed more thoroughly in Criteria 6. Program leaders document and disseminate student feedback at faculty and staff meetings to ensure that faculty and staff promptly address and rectify any concerns in a timely manner. Students' individual goals that are established upon entry to the program are documented on their educational plans and counselors routinely provide follow-up services to students to ensure that they are making progress toward their stated goals. This information is captured on follow-up educational plans and through the SARS system and ESL database. Program and Division PIEs reflect both administrative and student outcomes and many of these results are posted for students to review. Division-wide data is also viewable online via the SCE Fast Facts (Fast Facts 2015-16). In addition, ABE holds an annual PIE Day event that informs faculty and staff of the various outcomes and accomplishments. Other programs share this information at staff meetings and through written materials.

Student events are also opportunities for programs to highlight student accomplishments. The ABE Commencement Ceremony is held every June for High School Diploma and Equivalency completers (ABE Commencement Program 2017). IHSS also has a completion ceremony after each cohort to celebrate students' accomplishments (IHSS Fall 2017 Invite, IHSS Program). ABE also has a student achievement celebration each semester to recognize students for accomplishing their respective goals (ABE Student Appreciation Flyer). The EOA and AWD Department

celebrates student achievement at the end of the term through student art shows, including community displays (EOA Art Show Flyer). Student newsletters in ESL, EOA, and ABE are a forum for acknowledging student accomplishment and also provide information about upcoming events, programmatic changes, and additional pathways that promote student success and information sharing (Student Newsletters). The SCE Fast Facts also highlights important Division data and accomplishments and is available on the SCE website (SCE Fast Facts 2015-16).

School's Strengths and Key Issues for Criterion 7

Strengths
- SCE provides a variety of services that are designed to capture as many students as possible, including educational plans and orientations.
- Communication is established both among counselors and between counselors and instructors.
- Hiring of new counselors has provided more support for students and has been beneficial in assisting students with attaining their goals.
- Established processes to serve students enrolled in mirrored classes, as well as noncredit courses.
- Counseling team provides ample support for student transition to credit or noncredit programs.
- Students have access to a wide range of resources to meet their educational or career goals.
- The Counseling Department communicates across the Division to improve understanding and collaboration with all SCE programs.
- Information regarding transition to advanced educational opportunities is disseminated to students.
- Counseling and advising services have been comprehensively implemented.

Key Issues
- There needs to be more support resources identified for and communicated to all students, such as bus passes, childcare, and financial support in order to reduce barriers to success.
- A single student data system that allows for tracking of SCE student progress, interventions, and student outcomes is needed.

Criterion 8
Resource Management
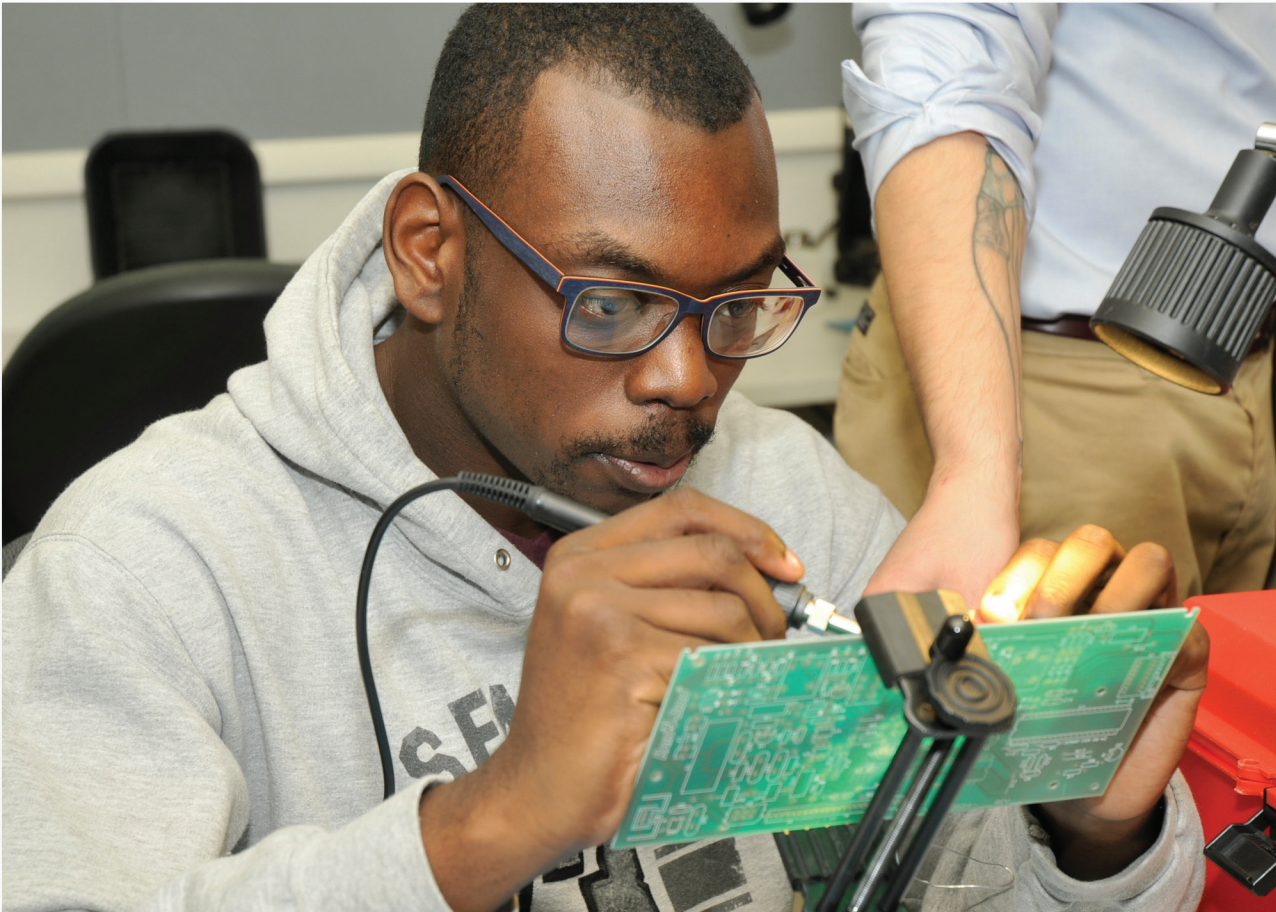
CRITERION EIGHT: RESOURCE MANAGEMENT

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

Indicator 8.1

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

- Has the school stayed within budget for the past three years?
- What evidence is there that the school has sufficient revenues to support educational improvements?
- How does the school review its mission and goals as part of the annual fiscal planning process?

The School of Continuing Education functions under Mt. SAC's Fiscal Services Department and follows the budget policies and procedures established by the College. Mt. SAC plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Regardless of revenue shifts in any program, SCE has stayed within the allocated budget each year for the past three years (Mt. SAC Budgets). Mt. SAC's Administrative Procedure (AP) 6250 defines the procedures for budget management to ensure compliance with Title 5 (AP6250). SCE is only able to expend what is proposed in the unit or department's budget. Board Policy (BP) 6300, Fiscal Management, requires that adequate internal controls exist for all Divisions within the College, including SCE (BP6300). Because of continuous collaborative teamwork among constituents, the College has effectively managed its

budget regardless of enrollment fluctuations, continuous apportionment deficits, and ongoing operating expenditure increases.

In cases where additional one-time dollars are needed due to unexpected expenses or growth, the College has augmented the SCE budget when possible. For example, when categorical funds prohibited the purchase of a much-needed replacement copier in the ESL Department, SCE submitted a request and it was approved in Spring 2017 (Immediate Needs Request-ESL). Also, in Fall 2017 when the off-campus credit recovery programs grew, the College augmented the budget to pay for the increased staffing to handle the additional work (Immediate Needs Request-Staffing). Community and Contract Education revenues spiked to $1.6 million in 2015-16 and were consistently between $1.2 and $1.28 million in 2014-15 and 2016-17. Regardless of the revenue, Community Education has for the past three years stayed within its budget.

SCE's noncredit programs receive funding from a number of categorical sources such as AEBG, Noncredit Student Success and Support Program (NC SSSP), Strong Workforce Program (SWP), Student Equity, WIOA II, Lottery, and the Basic Skills Initiative. Each of these funds has different spending and budgeting guidelines. For example, AEBG, NC SSSP, Student Equity, and SWP each allow for spending allocations

over a two to three year period. This enables SCE programs to carryover funds in the event of a longer project or unexpected and additional need. College accounting and budgeting controls are still followed for grant funds, and SCE is expected to stay within each budget for the duration of the grant.

Mt. SAC is a fiscally healthy community college because of its long history of sound fiscal management. As a result, SCE has sufficient financial resources to support, sustain, and grow instructional programs and services for all noncredit students. Despite State budget reductions of $9.8 million in fiscal year 2011-12, the College has consistently recovered and maintained its reserves above the 10% unrestricted general fund policy (Adopted Budget 2011-12). The College has sustained and grown its educational programs while maintaining an average year-end reserve balance of 21.64% from 2010-11 to 2014-15. This conservative approach has helped ensure financial stability even during times of economic crisis.

The majority of Mt. SAC's and SCE's financial resources come from State apportionment based on attendance and calculated as FTES units. SCE's FTES are calculated and reported separately from credit FTES, as some noncredit courses are funded at a different rate than credit. SCE courses that are approved as "Career Development and College Preparation" (CDCP) are funded at the same rate as credit, while other noncredit courses such as those in the Education for Older Adults Program and in support labs serving credit students generate a lower rate. The College is notified of current and anticipated funding bases for each of the FTES categories (CDCP

and regular noncredit) throughout the year as the State budget is modified (Mt. SAC 2015-16 Principal Apportionment).

The College consistently receives federal and state funding to maintain and enhance educational programs and services. Moreover, SCE students have extensive learning and student support needs. The funds allocated by the College are leveraged with categorical and grant funds to adequately provide courses and programs to serve such a large population of students. In 2016-17, SCE received over $3.5 million in grants and categorical programs funds. Some notable grant and categorical funds received were: 1) Adult Education Block Grant (AEBG) to support a regional adult education system, 2) WIOA II, or Adult Education and Family Literacy Act (AEFLA), to supplement educational services that enable adults to acquire basic English literacy skills, complete basic education courses, and secure training for employment and citizenship, 3) Strong Workforce Program, local and regional share, to develop more workforce opportunity and create one million more middle-skill workers, 4) Noncredit Student Success and Support Program (NC SSSP), to increase student access and success by providing students with core SSSP services including orientation, assessment and placement, counseling, advising, and other education planning services, and other support services necessary to assist in achieving educational goal and declared course of study, 5) Student Equity Funds to increase access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students, and 6) Basic Skills Initiative to improve outcomes of students needing at least one course in ESL or basic skills. For some of these funds,

specifically SWP local and regional share, Student Equity, and BSI funds, SCE must request funding from various college entities and committees. Although SCE is not guaranteed allocations for some of these grants, the resulting funding demonstrates that the College has stayed committed to student needs, maintaining program quality, and serving large numbers of SCE students.

The Mt. SAC mission statement, shared by SCE, is an integral part of the College and Division planning processes including financial planning. The Planning for Institutional Effectiveness (PIE) process allows all academic and service units to connect their current and future endeavors with the College's mission and goals. The PIE process also enables each division such as SCE to prioritize goals, program SLOs, and requests for resources within the context of their overall plan for the year. All new requests for financial resources must be formally connected with annual planning through the PIE process, including documentation in the College ePIE database. In addition to short-term resource needs, the PIE reporting process also includes identification of maintenance (ongoing) needs and long-term needs, all of which are connected to plans.

SCE formally begins work on its annual PIE review and reporting in fall semester each year (SCE Leadership Team Minutes 8.15.17). The SCE Advisory Committee also holds a fall meeting, during which the previous year's department and Division PIEs are reviewed along with the mission, College goals, current SCE goals, and the Action Plan. PIE planning is adjusted as needed and new goals are developed. SLOs and other outcomes are entered along with unanticipated resources needs that may be

discussed, along with implications for future plans and priorities (Advisory Retreat Minutes Fall 2017). In spring, departments complete goal assessments and input data into ePIE, which includes other data such as course SLO assessment results, program SLO assessment results, and achievement of strategic actions.

As this PIE work progresses through spring, fiscal processes are occurring simultaneously. Final expenditure requisitions are completed for the current fiscal year, and preliminary "status quo" budgets are distributed to the divisions. SCE program leaders may propose adjustments to their status quo budgets within their given allocations. The Dean then assesses all departments' budgets based on current year actual expenditures, PIE plans, priorities and goals, along with newly identified needs that may not have been anticipated in the PIE plan.

By the end of June, the various College planning tools come together. Status quo budgets and resource requests are approved through the Vice Presidents and submitted to Fiscal Services in early spring as the basis of the College tentative budget for the new fiscal year, which begins each July 1st (BOT Agenda 6.22.16, p. 26). Annual program-level PIE reports linking resource requests to plans are turned in to the Divisions, including SCE by July. The Vice Presidents' PIE summaries provide the campus community, Board of Trustees, and institutional leaders a very detailed look at how strategic objectives and institutional planning are integrated and support the College's mission. The annual final budget must be approved by the Board of Trustees by September 15 of each year (BOT Minutes 9.13.17).

The resources requested through the PIE planning process are used as the basis for new resource allocation requests. For example, if the State has provided an augmentation for one-time costs to the College, divisions use a collaborative approach to prioritize the allocation. Each division decides its priorities based on PIE planning and in collaboration with its leadership and faculty. The deans present and discuss their resource requests with the goal of consensus on an integrated priority list. Final decisions are made by the Vice President of Instruction (SCE Resource Requests PIE 2017).

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

- o   To what extent are clear financial operating procedures in place with appropriate checks and balances?
- o   What do the annual audit statements reveal about the integrity of the school's financial management?
- o   How does the school provide timely corrections to audit exceptions and management advice?
- o   To what extent does the school regularly review financial policies and practices and adjust to changing needs and conditions?
- o   How does the school report regularly to all stakeholders with financial updates and decisions?
- o   To what extent is there sufficient cash flow to maintain school programs?

- o   To what extent are there sufficient reserves in place to respond to emergencies and budget shortfalls?
- o   To what extent does the school have sufficient insurance?
- o   How does the school oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets?

Board Policies (BPs) and Administrative Procedures (APs) at Mt. SAC regulate the budget processes (Business & Fiscal Affairs BPs and APs). The budget is prepared in accordance with Title 5 of the California Code of Regulations and with the California Community Colleges Budget and Accounting Manual (BP 6200, 6250). The College's budgetary process includes review and input from the College's Budget Committee (AP 6200) and the College's budgetary process allows for revisions and appropriation transfers, as needed by individual units within guidelines specified in AP 6250.

The budget development calendar and guidelines are clearly documented in Board Policy (BP) 6250, which defines budget management. Administrative Procedure (AP) 6250 defines budget practices and processes, which must be followed, including appropriate codes and regulations. The Budget Review and Development Guidelines are developed and maintained by the Budget Committee as required in AP 6200 Budget Preparation. All constituent groups are represented in the Budget Committee.

Mt. SAC has demonstrated that it plans and manages its financial affairs with integrity. The College has complied with the Fiscal

Independence requirements since they became effective on July 1, 2012 (Fiscal Oversight 2012). The College was granted Fiscal Independence status upon the approval of the Board of Governors of the California Community Colleges Systems Office, which was based largely on recommendations from the Los Angeles County Superintendent of Schools, the Los Angeles County Auditor/Controller, and the result of an independent certified public accounting firm's survey of Mt. SAC's accounting controls. Since then, Mt. SAC has been better able to provide the campus community with accurate, timely, and dependable financial information. Currently, through the College system, SCE department managers and accounting staff can view financial information down to the detail level, in "real time," using the online Banner system. This information is accessed, reviewed, and used primarily by managers, who are responsible for their department or division's budget. This fiscal information may not necessarily be communicated directly to all faculty and staff.

The Mt. San Antonio College District's (Mt. SAC) internal controls, under which SCE operates, are evaluated and assessed by external auditors, the Los Angeles County Office of Education, and management. Internal controls are evaluated and reviewed annually during the financial audit. These audits demonstrate high integrity of financial management practices and internal controls. The College has continuously received unmodified (best opinion) audit opinions, which means that the financial statements are in accordance with generally accepted accounting principles and that there were no deficiencies in the internal controls, such as material weaknesses or

reportable conditions (Mt. SAC Audit 2015, pp. 5 & 115). The College's special funds are regularly audited or reviewed by funding agencies. Bond expenditures are consistent with regulatory and legal restrictions. The College's General Obligation Bonds 2001 Election, 2006 Series C was audited in 2014 by the Department of Treasury, Internal Revenue Service (General Obligation Bonds). The outcome was favorable to the College and the audit was closed. The College has continuously received clean or unmodified audit opinions for financial audits, performance audits, and on the bond performance and financial audits. In addition, the College's Measure R Series C was audited by the Internal Revenue Service in 2014, which resulted in no audit findings to the College (Proposition 39 Measure R Audit 2015).

The College uses independent auditors to perform an external audit of the College's finances on an annual basis. College audit reports for the three years ending June 30, 2014, 2015, and 2016, respectively have obtained unmodified audit opinions. Internal controls are evaluated and reviewed annually during the financial audit. The audits demonstrate high integrity of financial management practices and internal controls. The College has continuously received unmodified (best opinion) audit opinions, which means the financial statements present fairly, in all material respects, the College's financial position and there were no deficiencies in the internal controls such as material weaknesses or reportable conditions (Mt. SAC Audit 2015, pp. 104-108).

Mt. SAC's response to external audit findings is comprehensive, timely, and communicated appropriately. External audit

findings are reported to the Board of Trustees annually in December ([Board Briefs 12.13.17](#)). An example of the College's responsiveness in addressing audit findings is described in the 2017 Annual Financial Report ([Mt. SAC Audit 2015](#), pp. 110-111). In 2015-16, the College miscalculated FTES, including noncredit apportionment, due to a mistake in the formula. A team from the College that included the Associate Dean of Instruction, IT managers, a Fiscal Services manager, and the Dean and Coordinator from SCE worked to correct this formula. Corrections were made to the 2016-17 attendance. Moreover, because of this work and correction in the attendance formula future attendance calculations in both credit and noncredit will be accurate. SCE managers and relevant staff were notified on how to apply the corrected attendance formula ([Positive Attendance Communication](#)). Any audit finding or questioned costs are promptly corrected within the next audit cycle.

Fiscal Services regularly evaluates Mt. SAC's financial internal controls and management processes. The results of the evaluations are used to improve financial management systems. As an example, the College implemented the use of purchasing cards for small dollar supply purchases and travel expenses in 2015. This was an effort to improve efficiencies to trim the traditional paper and labor-intensive procurement process. The implementation began with a small pilot group of employees that included SCE staff. Their participation allowed Fiscal Services to assess and test internal controls ([Procurement Card Program BOT Approval](#)). Several SCE staff now utilize these purchasing cards, which has led to an efficient process for purchasing supplies and funding travel costs.

Suggestions for improvement in fiscal planning processes are solicited annually by the Division as part of the PIE and budget processes. These suggestions make their way through College review processes. Feedback is reviewed by various College shared governance committees, including the Institutional Effectiveness Committee, the Budget Committee, President's Advisory Committee, and the President's Cabinet. Results are discussed and recommendations are communicated as future planning and budget cycles are implemented. For example, the College PIE forms have become more streamlined and cohesive over the past several years as a result of feedback from programs, deans, and vice presidents, who submit their own reports. Since the review of these processes are manager-driven, there have not been consistent opportunities to discuss them with faculty and staff. Outcomes of these fiscal reviews may be briefly mentioned at department meetings, although they are available in public documents like audit reports.

Mt. SAC's Budget Committee develops and evaluates budget policies and processes and reports their recommendations to the President's Advisory Council (PAC). Membership for each of these committees allows opportunities for participation from all constituent groups on campus. The committee publishes various resources to explain the process such as A Guide to Mt. SAC's Budget Review and Development and the Budget Review and Development Guide ([Budget Review and Development Guide 2016](#)). Although there are no SCE staff serving as a member of PAC, minutes and agendas are published on the Mt. SAC website ([PAC](#)), and the Division is notified by

the Vice President of Instruction regarding any agenda items relating to SCE.

In order to ensure the College has the most up to date fiscal information, Administrative Services emails a quarterly informational newsletter as a campus announcement. This newsletter includes a section with updates on fiscal policies and procedures and other pertinent fiscal information (Administrative Services' Quarterly Informational Announcement Dec 2017). The College financial planning and budget are made public through agendas, minutes, and supporting documents of the Budget Committee and Board of Trustees. The budget is widely disseminated throughout the campus in print and electronically. Within SCE, budget information is distributed through the departments, whose leaders work with faculty, staff, and students as appropriate to the budget source and purpose (Status Quo Budgets - SCE Work). SCE can improve in the area of communicating budget information to SCE department employees. Of the 178 staff who responded to the SCE Employee Survey, 41% indicated they were satisfied with the amount of information received relating to budget decisions. There were 27% who were not satisfied with the level of fiscal information, and the remaining 32% had no opinion. The high numbers of staff who did not have an opinion may believe this information is not relevant to their work. However, it is evident that a follow-up survey question is needed to determine the desired level of interest in budget matters. Nevertheless, the SCE Leadership is currently planning an employee focus group in Spring 2018. The SCE Leadership will also explore ways to disseminate relevant information relating to the Division budget to interested staff.

One of the goals of the College Budget Committee, a governance committee composed of faculty, classified staff, confidential staff, managers, administrators, and student representatives, is to communicate more effectively with the campus community (Budget Committee). For example, Fiscal Services consistently sends out e-mail messages to the College employee listserv regarding information about year-end fiscal deadlines (Year End Purchasing Email 2016-17).

Mt. SAC's policies and procedures ensure sound financial practices and financial stability. Board Policy (BP) 6250 requires the College to maintain an unrestricted general fund balance of not less than 10%. This substantial unrestricted general fund balance during the past three years has ensured the College's fiscal stability, particularly during and after the recession. Mt. SAC has not laid off a single permanent district-funded employee for lack of funds in more than a decade, which is a strong indicator of financial stability. Following this policy, the College also generated unrestricted general fund balances of 23.03% in 2016-17 and 21.32%, 22.47%, 20.64%, and 19.94% during past four fiscal years respectively to meet emergencies and contingencies (Average Reserves 12-13 to 17-18).

Various categorical funds allocated to SCE have allowed extended spending periods of more than one year, which has ensured cash flow in subsequent years through carryover funds. Although the purpose of carryover funds is not to create a cash-flow, carryover funds can be very useful in the event of an unexpected cost and long-term plans. For example, carryover funds are currently being held and encumbered so that SCE can

purchase additional modular classrooms for a noncredit health careers lab and an additional computer lab. SCE currently has carryover funds for AEBG, Student Equity, Strong Workforce Program (SWP), and Noncredit Student Success and Support Program (NC SSSP).

Mt. SAC is more than adequately insured to guarantee financial stability and SCE is covered and protected. The College is required to purchase insurance in accordance with BP/AP 6540 to cover losses that occur to property, employees, and third-party liability (BP6540, AP6540). In such instances where the College carries deductibles for losses to property and liability, the College has a trust fund account to cover such losses. An annual analysis is performed by the College service provider and the Director of Safety and Risk Management to ensure that there is sufficient funding. An irrevocable trust fund has been established to pay for retiree health benefits. A biennial actuarial study is conducted by a third party vendor to ensure that funding is adequate and that the necessary reserves pay outstanding liabilities (Actuarial Study of Retiree Health Liabilities 2014). These policies and procedures and the Mt. SAC Board of Trustees' very conservative fiscal practices ensure compliance with laws and regulations. The inclusive and comprehensive PIE process at all levels of College operations are indicative of Mt. SAC's sound fiscal practices and stability.

Mt. SAC has several risk management strategies that are funded through immediate need or new resource allocation requests. Losses resulting from an "unforeseen" emergency or catastrophic event would result in an emergency

proclamation and may initially result in the use of general fund reserves. In a federal, state or locally declared emergency, the College would be eligible for disaster relief funding. Mt. SAC has sufficient cash and reserves to support risk management strategies and to implement appropriate contingency plans to meet financial emergencies or unforeseen occurrences.

SCE is actively engaged in the oversight of several state and federal categorical funds. Although the Grants Office is responsible for monitoring grant projects for the College, SCE closely monitors all funds and directly manages all categorical funds, except for SWP. Moreover, the College was the fiscal agent for the AB 86 Consortium funds and subsequently the 2015-16 year funds of the Mt. San Antonio Regional Consortium for Adult Education. Once the Consortium went to a direct-funded model in 2016-17, Mt. SAC was maintained as the fiscal certifier. In January 2018, Mt. SAC was voted in as the ongoing fiscal certifier. Thus, although each consortium member enters their own budgets and expenditures, Mt. SAC is responsible for ensuring fiscal integrity for the Consortium budget and for certifying the Consortium budget of $33,159,800 (AEBG Steering Committee Retreat Minutes 1.28.18).

An external firm audits Mt. SAC annually. This audit includes the assessment of the internal controls for governmental funds, Title IV financial aid funds, grants, and externally funded programs. The external auditors also audit the auxiliary services organization, which is an integral part of the College operations that oversee the bookstore and dining services. This includes Community and Contract Education budgets. These audits have resulted in no

findings, thereby attesting to the effective use of resources ([Mt. SAC Audit 2015](#)).

Although the College is also assessed by the Department of Education for financial aid processes, SCE students are not eligible for financial aid. Mt. SAC abides by Title 5 Regulations for categorical programs such as AEBG, SWP, Basic Skills, Student Equity, Noncredit SSSP, and WIOA, which have very specific guidelines as to how their respective funds may be spent. Additionally, at the beginning of every academic year, each categorical program must provide the Chancellor's Office with a detailed account of how allocated funds, such as noncredit SSSP, from the prior year were spent using the Student Services Automated Reporting for Community Colleges (SSARCC) system ([SSSP NC Year-End Expenditure Report 2014-15](#)). Reports are reviewed by Fiscal Services to ensure expenditures match the General Ledger and are in compliance with the California Community Colleges Budgeting and Accounting Manual and the categorical program's spending guidelines.

With these additional sources of funds some with carryover amounts *(mentioned previously)*, the unrestricted general fund balance, and conservative fiscal practices, Mt. SAC continues its long history of sufficient cash flow and reserves to maintain stability. On the rare occasion when cash flow is weak, Mt. SAC has an effective approach to dealing with this. The College first looks at the unrestricted general fund cash balance. Due to the Board Policy requiring a 10% ending balance, the assumption is that the cash balance could cover operating expenses and payroll for more than one month. This approach is usually a one-time event, such as when the State is late passing the budget and does not

disburse apportionment for one or more months. For more prolonged periods when cash flow is limited, the College's Fiscal Services Department will also monitor cash on a daily basis and prepare cash flow projections to determine the need for issuing Tax and Revenue Anticipation Notes (TRANs). Another strategy is to utilize inter-fund transfers as approved by the Board of Trustees ([TRAN Statement](#), pp. 84-85, [Temporary Interfund Transfer BOT](#), p. 5).

Since 2010, Mt. SAC has enjoyed a healthy unrestricted general fund balance well in excess of 10%, the minimum amount required by Board Policy (BP). This reserve has given Mt. SAC the ability to remain financially stable through years of budget reductions and reduced state funding. The 2017-18 adopted budget projected an unrestricted general fund balance of $21,640,461 which is 10.46%; the 2016-17 Fiscal Year (FY) ended with an actual unrestricted general fund balance of $43,857,311 million or 23.03%.

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

- o To what extent does the governing body and administration receive regular reports on the financial condition of the school?
- o How does the governing body and administration connect short-term and long-term financial planning with the schoolwide Action Plan's identified priorities?
- o To what extent are institutional funds currently being used judiciously so that

the facilities and support materials are sufficient for all the programs and courses offered?

o   To what extent does the school have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.?

Revenue estimates and ongoing budget information are distributed directly to the Budget Committee and to the College via the President's Cabinet Action Notes. The Vice President of Administrative Services provides periodic updates to the President's Advisory Council (PAC). Constituent group leaders are represented on the Budget Committee and PAC and provide information and analysis to their respective groups. The tentative budget is reviewed by the Budget Committee, by PAC, and is presented to and approved by the Board of Trustees annually in June (BOT Minutes 6.28.17, p. 7). The adopted budget is reviewed by the Budget Committee, is presented to PAC, and approved by the Board of Trustees annually in September (BOT Minutes 9.13.17, p. 11). Paper and electronic copies of the budget reports are made available to the entire campus. Once the Board of Trustees approves the budget, detailed information is available in the Banner System in real time 24/7 for individuals involved in institutional planning and operations.

SCE Division planning includes financial planning and resource requests and is done through the PIE process. The Action Plan is embedded in the Division and department PIE plans, which demonstrates the connection. The WASC self-study process clearly revealed the need for the

implementation of short-term and long-term objectives in the identified areas of growth. Three action item areas of growth are communication, technology, and use of data. For all three growth areas, resource requests will include staffing, equipment, professional development, marketing, equipment and supplies, and instructional support.

Mt. SAC is prudent in using funds as they are intended and to ensure that student and program needs are met. Materials and facilities requests are made through the PIE process, often as a result of SLOs and goal assessment. From this process, the need for instructional supplies and materials often emerges. During the prioritization process, deans are required to submit a justification of need and how funds will be utilized to promote student learning (SCE Resource Requests PIE 2017). For example, when requesting one-time Lottery funds, SCE and other divisions must follow the guidelines for spending related to instructional support.

Restricted and categorical funds are often the result of state and federal initiatives, so the objectives of the initiative vary as do the expenditure guidelines. For example, the Adult Education Block Grant (AEBG) funds are restricted for students age 18 or older and allow funding in specific program areas. Given the unmet regional need for special populations such as adults with disabilities and CTE, SCE has dedicated dollars to support instruction and program expansion in the area of STV and AWD. Further, to ensure that students in the AWD Program were receiving the best possible instructional experience, the program needed an infusion of technology. Therefore, funds were allocated to include

the purchase of iPads. Mt. SAC has also demonstrated a commitment to supporting SCE in resource allocation when categorical or one-time funds are open to the entire campus. For example, during the process for allocating the local share of Strong Workforce Program (SWP) funds, a significant amount was awarded to SCE for a modular classroom. This modular unit will be retrofitted and established as a noncredit health careers lab, which is critically needed to alleviate the facility shortage for classrooms and labs.

For some equipment, such as employee computers, there is a replacement cycle that is managed by the IT Department (Computer Replacements). SCE's instructional equipment is monitored for currency and, if there is a need for replacement or upgrading, funds are prioritized for this purpose (CFT Minutes 8.23.17).

Mt. SAC takes seriously its fiscal responsibilities and stays current with all obligations, including retirement, health benefits, insurance costs, and building maintenance. In May 27, 2015, the Board of Trustees approved the funding of $2.5 million towards the annual contribution to the Other Post-Employment Benefits (OPEB) trust on an ongoing basis. Furthermore, on June 22, 2016, the College established an irrevocable trust for future CalSTRS and CalPERS obligations increases, with an initial contribution of $4 million. The College carefully plans for payment of long- and short-term debt as well as for future liabilities. Long-range planning is based on the Education and Facilities Master Plan with goals that are established to meet plan objectives. Long-term liabilities and obligations, including health and welfare, retirement, and facilities, are included in this

planning and are reflected in the annual budget (BOT Agenda 6.22.16). The College assesses the repayment of locally incurred debt instruments at the Board of Trustees' Study Session on an annual basis. Mt. SAC currently has general obligation bond debt for Prop. 39 General Obligation Bonds, Measure R (Election 2001) and Measure RR (Election 2008). The repayment of these bonds is secured by the District's voter-approved unlimited property tax pledge (Proposition 39 Measure R Audit 2015, Proposition 39 Measure RR Audit 2015).

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

o   To what extent does the school annually review needs for improved or additional facilities with a focus on student learning?
o   How is the learning environment enhanced by the facilities or how are the facilities an impediment to the successful completion of SLOs and course objectives?
o   To what extent do the facilities provide a safe and nurturing learning environment for students that makes them feel welcomed?

Mt. SAC assures the feasibility and effectiveness of its physical resources according to College goals, strategic objectives, and the institutional planning process (Mt. SAC Strategic Plan, pp. 15-17). Major building projects are assessed for feasibility and effectiveness as part of the educational and facilities master planning process. A new comprehensive Educational and Facilities Master Plan (EFMP) effort

began in Summer 2016, with completion and Board of Trustees approval set for early 2018 (Educational Facilities Master Plan RFP, Mt. SAC Educational and Facilities Master Plan). All SCE departments and the Division were interviewed by the EFMP team to determine their growth and student learning needs for future SCE facilities (EFMP Interview Schedule 2016). The SCE Dean and an SCE Professor are members of the Facilities Master Plan Steering Committee (Mt. SAC EFMP Steering Committee). Both have been active in the planning, with the Dean gathering input from the team during the revisions of drafts. The Leadership Team input from SCE has been important and has paved the way for the Division's presence in the plan for new facilities that address student learning needs. According to the EFMP there are new future buildings being proposed for an Adult Basic Education Center and the SCE Division Office, as well as a new location for SCE (Mt. SAC Educational and Facilities Master Plan Presentation 9.2017, p. 19.

On an annual basis, SCE includes facilities requests in PIE. Some of the more pressing needs are in ABE, EOA and AWD, and STV departments (Facilities Needs PIE 2016-17), and these are reflected in unit PIE reports, which are then submitted to the Dean. They are reviewed and prioritized for submission to the Instruction Division. Although ABE faculty and staff provide quality educational programs to students, some of the facilities are in disrepair and the furniture is outdated. This may explain Employee Survey results, in which 31% of staff felt the buildings were in need of repair while only 54% deemed facilities clean and 43% described facilities as welcoming. It should be noted that a large portion of survey respondents were from the EOA and AWD

Department and off-campus programs; locations where it is more challenging to improve the condition of the facilities. However, it should be noted that the College has responded to ABE's facility needs by proposing its own new ABE facility in the EFMP. The Education for Older Adults and Adults with Disabilities Department also has a request in PIE for a larger campus location for students. Currently, the EOA and AWD Department has partial use of a modular building but share it with the ESL Department. Further, with the new, innovative programs evolving in STV, space continues to be a challenge. However, in 2016, the College allocated $296,574 in Strong Workforce Program funds to design a large modular unit that will serve as a noncredit health careers simulation lab. As SCE continues to adjust to its restructuring, seeking access to additional classrooms for expanded EOA and STV offerings will increase.

SCE was renamed and restructured in 2015 to provide increased services and access to instructional programs. To make this growth possible, the College committed significant resources to fund a remodel of Building 40, the on-campus building that houses the SCE Division offices and some classrooms. Phase I, which included one office suite and eight classrooms, was completed in March 2016. In October 2017, Phase II resulted in the construction of the SCE Division Office, the SCE Registration Suite, and the SCE fee-based Testing Center. Phase III is due to be complete in Spring 2018 and will include the Community and Contract Education classroom and training rooms, offices, student and staff restrooms, and a staff break area. The construction of these facilities created a professional, welcoming environment for students and

staff. The additional space has enabled staff to more effectively provide intake and information to students seeking to pursue SCE programs. Future phases include the noncredit health careers simulation lab and for late 2019, the SCE computer lab (Project Schedule SIM Lab).

Facilities Planning and Management and the Risk Management departments share administrative responsibility for hazardous materials management. A database has been developed to identify locations of asbestos containing building materials within campus facilities. Whenever asbestos, mold, or lead paint abatement is required, a third party consultant provides continuous monitoring to ensure compliance with relevant codes and best practices to protect the public from potentially hazardous activities.

SCE programs make every attempt to enhance existing educational facilities to ensure a successful learning environment. This includes providing current technology within the SCE facilities. Another example is the recently remodeled Language Learning Center (LLC) that has been relocated from the far west side of the campus to the newly built Business Computer Technology building complex, due to open in Spring 2018. The new facility is now located adjacent to the existing noncredit ESL and World Languages programs, thus providing greater access to students and faculty alike (LLC Building Floor Plans). Within this new facility, the LLC has added a second Smart Lab, allowing faculty to design interactive teaching and learning lessons using state-of-the-art equipment, web-based programs, and language acquisition software. The facility also includes an open lab for students to complete assignments and

enhance their classroom learning with self-directed learning activities designed by faculty. SCE is currently utilizing temporary space at the Rio Verde Academy in West Covina. ESL, EOA & AWD, and STV classes are offered at the site. A computer lab and physical therapist simulation lab are housed on site. Classrooms are fitted with the appropriate equipment by SCE Information Technology staff.

The fee-based Water Technology classes utilize the credit Technology Center buildings for hands-on coursework and training. In the SCE Testing Center, the sign-in area is separated from the main testing area which minimizes disruptive noise or distractions and maximizes the potential for students to be successful in their testing. The motorcycle range is marked and painted often to make sure all participants can clearly see the course and perform each required skill in order to pass the class and receive their DMV certification.

SCE program staff work to provide the students with the best possible learning environment in all facilities. For example, the majority of EOA classes are located off-campus at selected venues convenient for seniors. Sharing assets with community centers allows SCE to leverage and pool resources. Community Education takes the safety of students using our facilities very seriously including providing life guards for all fee-based swim classes. The SCE Testing Center offers ample space and comfort to candidates and provides an encouraging, private, and secure testing environment.

SCE departments consider ways to provide disabled students with a warm and welcoming learning environment to promote progress. For instance, ESL ensures

that projectors are set for closed caption when viewing videos, all labs have at least one station to accommodate wheelchairs, and classrooms contain extra seats to accommodate interpreters for deaf students. All ESL classrooms are accessible for students with disabilities. Although most ABE classrooms are not ADA compliant, ABE staff work closely with the Access and Wellness Center to provide support and accommodations for students with disabilities, including making adaptive technology available.

Mt. SAC assures safety as an element of quality for facilities design by employing an extensive team of professionals to oversee the planning, design, and construction of all facilities projects, including three, in-house licensed architects. Facilities planning and design work is reviewed monthly by a cross-functional and representative team, the Facilities Advisory Committee (FAC), to ensure that the safety and security of College physical resources is a priority for all new and modernized facilities (Facilities Advisory Team FMP). The facilities operations team works closely with the planning, design, and construction team to ensure that the ongoing maintenance of new and modernized facilities can be completed safely and efficiently.

Public Safety Officers and facilities managers and staff identify emerging security concerns such as security lighting outages and landscape materials that can obstruct view and threaten personal safety. Officers and facilities staff are empowered to initiate service requests through the School Dude computerized maintenance management system to minimize response time to emerging issues. An example of the College's commitment to safety was in 2015

when the Facilities Department installed special locks in SCE classrooms, department, and office doors that enabled staff to lock their doors from the inside (Health and Safety Committee Minutes 4.5.16 and 3.1.16).

The Public Safety Department is responsive and in close contact with SCE staff in the rare event of a student emergency or threat to staff or students. For students or staff medical issues, SCE staff can call upon the Health Services for direction or emergency service. The ABE Department serves a student population who may possess more intensive issues and challenges than the populations of other departments. To ensure the safety and due process of all students and staff, a specially trained staff member is assigned to monitor student activity and safety needs within the ABE department complex. When SCE staff were surveyed regarding safety, 95% felt they were safe while at work. This is much higher than 52% of students who reported feeling safe while on campus. Because of the manner in which the question was asked, SCE will pursue deeper input on student and campus safety issues in order to improve perceptions of campus safety.

The College has placed a high priority on the development of emergency response and communications infrastructure. In 2014, a new Emergency Operations Center (EOC) was opened, providing a secure location for emergency management and training activities. If there is a significant event, the EOC will be staffed by a trained internal team structured according to the State Emergency Management System (SEMS) (Emergency Operations Committee). The SCE Dean currently serves on the EOC Leadership Team (ICS Positions and

Functions). In addition, each building has a building emergency plan with staff assigned responsibilities in case of emergency.

Current efforts to expand the College's emergency communications infrastructure include the implementation of the Alertus emergency notification system. SCE students who log into the College student portal can enter their personal phone numbers and emails in order to receive all emergency notifications. Each department guides students on an ongoing basis to enter their personal contact information. However, of the students surveyed, only 32% use the portal. Therefore, SCE needs to help improve student awareness of the portal in part to increase the number of those who receive emergency notifications.

The maintenance of College physical resources is the primary responsibility of the facilities operations team. All facilities staff are authorized and encouraged to submit work requests through the School Dude computerized maintenance management system (School Dude Report). Requests with safety implications are given the highest priority. On the student survey, 66% of students described the buildings as clean, and 41% consider facilities to be welcoming. Many of these needs are being addressed with the upcoming Facilities Master Plan for Education. Furthermore, as previously mentioned, there is often little that can be done to modify the classrooms and facilities located off campus. SCE will continue to advocate for updated and clean facilities by the maintenance and custodial staff.

School's Strengths and Key Issues for Criterion 8

Strengths
- The College demonstrates financial integrity and provides SCE with solid financial mechanisms and support to sufficiently operate.
- SCE has a collaborative planning process in place where departments can request resources and financial support.

Key Issues
- Improvements are needed in communicating fiscal information to SCE faculty, staff, and other stakeholders.

Criterion 9
Community Connection

CRITERION NINE: COMMUNITY CONNECTION

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

Indicator 9.1

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

o   What connections with local businesses and organizations are currently in place?
o   To what extent do community leaders come on campus for events and activities?

The School of Continuing Education has developed strong partnerships within the community and region by forming a number of connections with local businesses, agencies, and other educational institutions. Much of SCE's work is possible due to highly valued partnership formed throughout the year. These connections enhance the learning opportunities for students.

A significant number of critical partnerships exist through the Community and Contract Education Department. These promote the College's mission, SCE's vision, and schoolwide learner outcomes. This is particularly true because of one of the Department's important functions, which is to provide workforce training within the region. The Workforce Training Center (WTC) is a program in SCE that provides customized contract education in the form of performance-based training, assessment, and consulting services designed to assist business, industry, and civic organizations to improve the quality of their products and services and to increase their competitiveness within domestic and international markets. For example,

Community and Contract Education supports the Metropolitan Water Company Apprenticeship program by providing a hands-on welding course using Mt. SAC welding facilities (BOT Agenda 2.8.17). Another contract with the Montclair Fire Department offers fitness evaluations for safety personnel. Staff from the Mt. SAC's Wellness Center conduct assessments (BOT Agenda 1.11.17).

During the 2016-17 academic year, the WTC was contracted by fourteen different business partners to train a total of 251 of their employees. In an effort to enhance services, Mt. SAC applied for and received a $205,800 Employment Training Panel (ETP) contract in 2016 to support the training needs of business partners who meet the panel's funding criteria. Eleven local companies collaborated with WTC through this contract to train 194 of their employees. Training areas included: leadership, business writing, Microsoft Excel, Six Sigma, presentation skills, team building, and lean management (Workforce Training Center). While the 2016 contract will expire in March 2018, a new ETP contract was approved in December 2017 for the amount of $274,939 and will extend until December 2019. This additional funding has enabled SCE to continue important work in serving workforce training needs of partner employers. Companies that have contracted with SCE for training through the ETP Contract are:

1. RGE Motor Direct Inc.
2. Med Legal Inc.
3. Autotelic Inc.

4. Hellwig Products
5. Import Direct Inc. (Furniture of America)
6. Able Industrial Products Inc.
7. K2 Motor Corp
8. Amtran Logistics Inc.
9. Sonic Lighting, Inc.
10. Pacific Coast Valuations
11. Philips Solid-State Lighting Solutions

The WTC also has a connection with six local chambers of commerce: La Verne Chamber, San Dimas Chamber, Irwindale Chamber, Covina Chamber, Regional Chamber, and Pomona Chamber. This collaboration provides valuable opportunities to better understand the needs of local businesses and to align WTC services accordingly. Another important partner who provides input on local manufacturing needs is the Industry Manufacturing Council in the City of Industry.

Mt. SAC's Community and Contract Education also partners with Ed2go to provide a conduit for online training in a variety of different areas. These include vocational training, test preparation, and other academic areas. SCE currently does not offer online educational programs. Thus, students within the community can be referred to and provided with this alternative educational opportunity that is flexible and convenient.

The College for Kids Program is a Community and Contract Education fee-based program serving school children from surrounding cities and offering them a variety of enrichment and academic courses (C4K Information 2017, C4K Course List 2017). Part of the success of this long-standing program is due to strong internal and external partnerships. Community and Contract Education contracts with local school districts to market to their elementary and middle-

school students. In addition, on-campus relationships with Public Safety and other divisions ensure that the children are safe on campus and have adequate facilities for classes.

SCE's commitment to serving older adults and adults with disability in the community is widely known and longstanding. Education for Older Adult & Adults with Disabilities (EOA/AWD) programs are primarily held off campus at community facilities. These venues are selected to best serve the populations and ensure that community members who cannot make it to the Walnut campus are served. Currently EOA has 34 off-site locations, which include community centers, city facilities, senior centers, parks, assisted living facilities, and swimming pools (EOA Program Locations). Vocational Re-Entry programs which are open to students of any age are also offered in these facilities. By establishing formal relationships and use of facility agreements with community agencies and facilities throughout the community, EOA/AWD has focused on building long-term partnerships that benefit and give back to the communities in which courses are located (EOA Samples of Use of Facility Agreement). These partnerships save the district money in overhead, staffing, and equipment. More importantly, however, they allow older adults, adults with disabilities, and those seeking to upskill to access courses in environments that are accessible and convenient, thus increasing retention and success.

All departments within SCE work closely with various educational and government institutions to provide instruction and services. The Off-Campus High School Program has MOUs with 13 local school districts, which include 35 high schools. Summer classes are offered at these locations

(OCHS Program Locations). In Fall 2017, OCHS began offering high school courses at six Pomona Unified School District high schools as an extension of the summer program. By providing these noncredit courses for students to stay current with high school credits, students will be more likely to enter high school better prepared. ESL is also partnering with the Pomona Unified School District and the City of Pomona to open new classes in community centers (Pomona USD & Mt. SAC ESL Partnership). ESL, EOA, AWD, and STV courses are also offered at the Rio Verde Academy in West Covina, which is a partnership with the West Covina Unified School District. This location, formerly an elementary school, allows SCE to serve students in the northern portion of the Mt. SAC district. The Community and Contract Education Department also has an agreement with the Los Angeles County Office of Education (LACOE) to provide computer office training and soft skills classes to GAIN/GROW students (BOT Agenda 11.8.17). In addition, SCE counselors hold counseling classes for the purpose of transitioning students from K-12 adult schools to college (SCE Mobile College). Finally, local military recruiters refer potential recruits to Mt. SAC to take ABE classes in preparation for the Armed Services Aptitude Battery exam.

Collaboration with regional partners is a critical means of ensuring that students are provided with learning opportunities both at Mt. SAC and throughout the region. SCE currently participates in two large-scale regional partnerships, the Mt. San Antonio Regional Consortium for Adult Education and the Los Angeles and Orange County Regional Consortium (LAOCRC). The Mt. San Antonio Regional Consortium for Adult Education is part of the statewide Adult Education Block Grant (AEBG), which is comprised of Mt. San

Antonio College, seven regional school districts that offer adult education, and one regional occupational program. The Dean of SCE is the Steering Committee co-chair, a role which is critical to guiding the direction of the Consortium. The Consortium manager, program assistant, and data coordinator are also housed in SCE. The SCE faculty and staff are strongly represented on the program team workgroups (AEBG Workgroup Members). Mt. SAC was initially selected as the fiscal agent of the Consortium and continues to serve as the fiscal certifier. Guided by the regional plan and narrative created by members under AB 86, Consortium faculty and staff routinely collaborate to align programs, reconcile data, and provide professional development throughout the region (AB 86 Narrative March 2015). Involvement with the Consortium has led to greater opportunities for students and community members through increased course offerings, program development, and pathways. Based on regional need identified in the Regional Plan, SCE developed the Adults with Disabilities Program and expanded CTE programs (AEBG Annual Plan 2017-18). In the LAOCRC, Mt. SAC is the lead for the Noncredit CTE Readiness Project, which is a Strong Workforce Program (SWP) Regional Project bringing together 19 community colleges in the LA region. Through regional collaboration this project seeks to develop contextualized noncredit courses and programs to prepare students to enter the workforce and/or be successful in credit or CTE coursework. These courses also have the potential to increase WIOA and AEBG outcomes by improving post-secondary transitions, employment, and certifications. Once the curriculum is written, the community college partners will implement these courses as a regional community (CTE Readiness Bootcamps Project Handout).

SCE management, faculty, and staff are highly involved with professional organizations and advisory groups in the community. ESL participates in and hosts regional professional conferences, including those for California Teachers of English to Speakers of Other Languages (CATESOL), and trainings for CASAS and TOEFL. ESL and ABE host career conferences that invite community leaders to provide information on their vocations. The EOA & AWD Director serves as the president of the California Community College Educators of Older Adults (CCCEOA). This organization shares best practices and expertise to foster partnerships, collaborations, and new ventures that best serve the educational needs and well-being of older adult students. Additionally, the EOA & AWD Director and the AWD Technical Expert serve on the City of La Verne's full inclusion advisory group.

SCE has also established official agreements with two workforce development boards (WDB) and one county workforce agency. Memorandums of Understanding (MOUs) exist with all three agencies (South Bay WIB MOU). SCE serves as the first point of entry for dislocated, unemployed, underemployed, and displaced individuals referred by these agencies under the Title I Workforce Investment and Opportunity Act (WIOA), Employment Development Department (EDD), and the Department of Public Social Services (DPSS) (California Training Benefit). Participant referrals receive case management, basic skills remediation, short-term contextualized basic skills, career development, and educational advising services that improve job readiness and support transition to credit programs. The agreement with the L.A. County WDB is part of the WIOA, Title I, requirement to develop a collaborative regional workforce plan. A new and promising partnership between Mt. SAC

and the Workforce Development, Aging, and Community Services (WDACS) will begin in Spring 2018. WDACS will co-locate to provide services that include job placement and resource referrals in SCE's Division Office (WDACS Co-location Agreement). The intent is to provide access to services for credit and noncredit students who are enrolled at Mt. SAC and/or prospective students who live within the community.

The STV Department's increased collaboration with workforce agencies has resulted in more community connections. For example, Mt. SAC, in collaboration with the LA Country WDACS, hosted a Career Options Summit on campus in February 2018 (Career Options Summit Flyer). The Summit included a job fair that allowed attendees to come into contact with over 40 businesses. Panel experts from advanced manufacturing, health services, construction, commercial and entertainment arts, and leisure and hospitality industries were present. Mt. SAC and other community partners also provided information on how to apply for college, prepare for interviews, manage money, apply for jobs and internships, and learn about minimum wage laws in LA County. It is hoped that this event will occur again in the future.

All departments and programs in SCE have continuous outreach and service to the community. ESL provides community access to the Language Learning Center (LLC) and offers field placement for graduate students from Azusa Pacific University (APU) and California State University, Fullerton (CSUF). ESL also reaches out to the community through libraries and local community centers (ESL Counseling Outreach). The In-Home Support Services (IHSS) program, which prepares students to become personal care attendants, has strong and diverse

partnerships in the community. Some of these important relationships include home care agencies, assisted living facilities, and state IHSS agencies (IHSS Assisted Living Facilities, IHSS Home Care Agencies). SCE has reached out to the LA County IHSS chapter, Personal Assistance Services Council of Los Angeles (PASCLA), which assisted in providing relevant materials that served as a resource to students. Health care agencies routinely recruit students who have completed the program (IHSS Job Opportunities). STV, ABE, and Off-Campus High School (OCHS) faculty and staff provide outreach directly to secondary schools in the region to inform counselors and students of available programs and resources (HSR Information 2017-18, ABE Writing Workshop, OCHS District Meeting Sample). Likewise, they participate in college and career fairs throughout the region to promote educational and employment pathways (Off-Campus Presentations and Tables).

Through the Community and Contract Education Department's efforts, Mt. SAC was selected as a statewide Technical Assistance Provider (TAP) grant recipient by the California Community College Chancellor's Office (Grants Office Annual Report 2014-15, TAP Application 2014). Through this grant, TAP forms relationships with community colleges throughout the State to provide guidance and technical assistance. This is done at the local, regional, and statewide levels in order to expand and improve contract education for employers and promote student success (Mt. SAC Contract Education). Important activities include: collaborating with ETP on critical proposals that address the ever-changing needs of the State; participating in industry and workforce councils and local and State workforce development boards meetings; establishing mentor/mentee relationships

between experienced practitioners and novices; developing guidance documents and toolkits for contract education programs; delivering professional development in a variety of formats; engaging employers; and promoting contract education among community colleges.

SCE has a number of partnerships on the Mt. SAC campus that provide critical services for students to help them achieve successful pathways. They include the Student Services Division, credit academic divisions, and the Mt. SAC Foundation. Partnerships with College departments and divisions allow for a seamless transition to credit programs and the workforce. Faculty have developed strong partnerships with the Math Department, English Department, Health Careers programs, and Biology Department to create noncredit bootcamps, co-requisites, and pre-requisites (Bootcamps and Transitional Math). The WIN Program is a noncredit learning center serving student-athletes (WIN). This program is a collaboration with three divisions, which include Counseling, Kinesiology, and SCE. These divisions work together and meet regularly to ensure that student athletes are provided with the services, guidance, and interventions needed to remain on track for transfer or graduation (WIN ATF Agenda 10.30.17). Further, a clinical psychologist from the campus Student Health Services provides on-site support for students suffering from math anxiety (WIN Flyer Overcoming Academic Blocks). ESL has a long-standing articulation agreement with the American Language Department (AMLA), the credit department serving students in higher level ESL classes (ESL AMLA Flowchart). The most recent partnership planned for 2018 will allow noncredit students into AMLA classes under the mirrored class structure. The Mt. SAC Bridge Program is a highly successful learning

community designed to increase student academic and personal success. This program traditionally serves recent high school graduates, but welcomes noncredit students who are transitioning into credit (Bridge Program Referral). The Mt. SAC Foundation has also been hugely supportive in establishing and maintaining scholarships aimed at noncredit students transitioning into credit courses (ABE Scholarships).

Community leaders and business connections are continually invited to campus for events and activities. As part of the commitment to business partners, the WTC organizes free quarterly workshops on high-interest training topics such as social media marketing, supervisory training, and human resource management (Workforce Training Center). These on-campus workshops have been successful; last year, 152 participants representing 82 local businesses took advantage of this service. In addition, industry partners, educational partners, and community members are invited to campus to participate in events such as:

- o ABE and ESL Career Days (ABE Career Symposium Flyer, ESL Career Conference Evening Program 2017)
- o AEBG workgroups and Mt. San Antonio Regional Adult Education Consortium Steering Committee monthly meetings and retreats
- o Book and software vendor meetings
- o CATESOL regional conferences (CATESOL Program 2017)
- o EOA Annual Day at the Ballpark, an event in which the Mt. SAC Women's Softball Team hosts a special game for EOA students (EOA Senior Mountie Spring 2017)

- o EOA Semiannual Advisory Group meeting consisting of student representatives from the five main service areas (City of La Verne, San Dimas, Walnut, Diamond Bar, and Covina) (EOA Advisory Group)
- o OTAN regional trainings

SCE has provided technical assistance and support to community colleges seeking to develop or expand their noncredit adult and community education programs. Notable events in 2017 have included the LAOCRC Regional Meeting for the Noncredit CTE Readiness Project and visits from a number of community colleges. Further, in May 2017, the College of the Canyons faculty, staff, and management visited SCE for a one-day technical assistance training session (COC Agenda 2017). During the training, various members of the SCE team presented on broad aspects of noncredit programming including State policies and procedures, curriculum development and sequencing, and best practices. This presentation built on previous visits from the Peralta Community College District (CCD), the Workforce Development, Aging, and Community Services administrators in November 2016, and Moorpark Community College in December 2016 (Moorpark Minutes). Peralta CCD returned to SCE in November 2017 with a larger contingency of faculty for more in-depth training (Peralta Agenda 2017). Long Beach Community College recently visited the campus for technical assistance in January 2018 (Long Beach Agenda 2018).

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

- What service or internship opportunities are currently in place for students?
- What evidence can be provided to indicate the reputation of the school in the community?
- What efforts have been made to connect the school with the community through service projects?

SCE has program-specific outlets for students in community service and/or internship opportunities that enhance their learning experiences and increase their ability to obtain gainful employment. These opportunities are also in line with the College's mission, particularly as related to "improving economic achievement" and "advancing civic engagement". SCE has relationships with local employers and agencies within the community, which in turn provide externships for students. Programs within SCE are also well-respected in the community, as evidenced by the high level of demand from industry leaders for programs designed to train workers in specific fields and from local school districts to provide secondary education courses to high school students.

Health career programs and the Water Technology Program promote internship and externship opportunities to their students (CCE Jobs and Apprenticeship Postings, CNA Training Program Application, CNA Policy & Procedures Manual Final). The health career programs in STV and Community and Contract Education, including Certified Nursing Assistant (CNA), Home Health Aide (HHA), Acute CNA, and Phlebotomy Technician I, arrange for externship and clinical opportunities (CCE Agreements & Externships). The CNA and HHA programs have contracts in place with agencies within the community, specifically Pilgrim Place

Health Services, Woods Health Services and Mt. San Antonio Gardens (Mt. San Antonio Gardens MOU, Pilgrim Place MOU, Woods MOU). The Acute CNA Program contracts with San Dimas Hospital for the student clinical component of the course. The Phlebotomy Program has contracts in place with Presbyterian Intercommunity Hospital, Queen of the Valley Hospital, and Inter-Community Hospital. These placements permit students to complete clinical hours as required for State licensure purposes and to gain work experience. The Water Technology Program collaborates with several water districts/agencies, including Golden Water Company, Metropolitan Water District, and Three Valleys Municipal Water District. These districts/agencies provide internships and information about job opportunities to students.

The ESL Department also offers field work experiences to students from regional universities. ESL utilizes counseling interns and has MOUs for students from Azusa Pacific University and California State University, Fullerton (CSUF) (ESL APU MOU). With regard to community service, the EOA Department has a Mountie Volunteer Program (MVP), which allows seniors to volunteer and provide classroom support and/or serve on the EOA advisory group (EOA Overview).

SCE's reputation is evidenced by the continual growth experienced throughout the Division even while other schools were experiencing declining enrollment. SCE's growth was affected by requests from community business leaders to offer training in industry-specific areas, the expansion of the Off-Campus High School Program into year-round offerings based on interest from local school districts, and by providing courses at a number of sites offered to SCE by regional

partners. In addition, SCE has taken on a leadership role in both the Mt. San Antonio Regional Consortium for Adult Education, the Los Angeles Orange County Regional Consortium (LAOCRC), as well as among community colleges at the State-level. Also, the Regional Consortium continues to support Mt. SAC being its fiscal certifier, as well as the provider of oversight for its consortium staff.

Even during times of declining enrollment for noncredit programs in other colleges, SCE was able to increase enrollment and student outcomes (SCE Annual Growth, CDCP Scorecard Chart). SCE departments including ESL, EOA/AWD, and STV have an active and growing social media presence, including on Facebook and Instagram. The ESL Facebook page, for example, has 1,400 followers and an average review rating of 4.8 out of 5.

SCE has also earned a strong reputation as a leader in the field of noncredit education within the community college system. After the culmination of technical assistance sessions for other colleges, the President of the College of the Canyons, the Vice-Chancellor of the Peralta Community College District, and the Executive Vice President of Moorpark College sent follow-up letters and emails describing the impact of these professional development visits on their respective colleges (COC Thank You Letter, Peralta Thank You Letter, Moorpark Thank You, Moorpark Reflection). SCE faculty and managers are also frequently included on State committees and advisory boards when matters of noncredit instruction, operations, and student services are being discussed (SCE State Committees and Advisory Boards).

SCE offers multiple options for service projects to connect the school with the community. The EOA & AWD Department collects food

and hygiene products for Inland Valley Hope Partners to assist the Beta Food Center in Pomona (EOA Senior Mountie Spring 2017, EOA Community Outreach Thank You). Students collect items throughout the year such as shampoo, conditioner, and other products that are packaged and sent to the Beta Program Center. ESL students are also encouraged to participate in service project, including donations to provide a meal for a family at Thanksgiving, a blood drive, and a trick-or-treating event for the campus childcare center (ESL Community Outreach and Development). These events also enhance students' learning of the English language through real-life applications. ABE and ESL counselors also attend and present at parent workshops and career days at local high schools when invited. Although the duration and types of programs do not lend themselves to service learning, expanding on service learning and contributions to the community is directly aligned with one of SCE's ILOs, which is to develop personal, social, and civic responsibility. Thus, these important events should continue and grow. There is a need for SCE to develop more opportunities for students and staff to engage in community service, civic engagement, and service learning. These activities will need to be customized to serve the transitory nature of the SCE student population.

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

o How does the school use its profile (Chapter 1 of the *Self-Study Report*) to understand and connect to the community?

o How have students been successful in the community after leaving the school?

o What programs or processes are in place to connect the school to its community?

The departments and programs within SCE make efforts to inform the community about the College mission and learning opportunities. This is accomplished through marketing, reputation or word-of-mouth, advocacy, and partnerships. At this time, department websites are key locations for students to access information regarding SCE programs and services. SCE is working to streamline the websites in a manner that will make it easier for students to locate information and explore all of the opportunities available within the Division. Likewise, SCE has contracted with a marketing agency, Interact Communications, to design a targeted and comprehensive marketing plan for SCE noncredit programs (SCE Marketing Plan Summary). This plan is being finalized and will be implemented in Spring 2018. SCE departments have historically managed marketing internally, but this new effort will offer customized, yet centralized, marketing services that include plans, timelines, templates, and web resources.

The School of Continuing Education uses its Profile to understand and connect to the community by using area demographics to target unreached populations, highlighting student achievement, modifying outreach to engage large populations of prospective students, and evaluating ways to increase persistence and student retention (SCE Profile 2016-17). It is also used to compare student and community demographics to identify and address gaps in enrollment. SCE Fast Facts is an excellent resource to share when interacting directly with the community (SCE Fast Facts 2015-16). For example, SCE shared

this document when making a presentation to the Mt. SAC Foundation Board, which consists of community and business leaders. Furthermore, SCE staff distributes the Fast Facts when attending community fairs (70th Anniversary Community Carnival and Open House). Labor market indicator data that will be added to future iterations of the SCE Profile are also currently utilized to engage industry leaders in discussions regarding the potential development of new CTE programs (SWP Plan 2017).

Once profile data and other sources are used identify gaps, departments then take various approaches to addressing these issues. The EOA & AWD Department, for example, will increase outreach and consider class offerings to areas that are underserved. This leads to partnering with local agencies to access off-campus locations and disseminate marketing materials to promote community engagement (EOA Aquatics Request, EOA Pomona Request, EOA Pomona Request 2, IMPACT Activities 2017). The ABE Department has designed courses that are targeted at specific populations and will market those appropriately. One example is the development of a writing workshop to assist students with college application essays, which resulted from expressed interest by community members in free preparation courses for college-bound high school seniors (ABE Writing Workshop). ESL uses internal and external data sources to shape community outreach efforts with specific language groups. SCE also collaborates with the Regional Consortium for Adult Education to target gaps throughout the area and offer District-wide solutions in conjunction with other adult schools (AEBG Annual Plan 2017-18).

As part of the new marketing efforts, SCE will have the opportunity to develop materials that reflect the achievements of students. There will also be program information that will benefit both the students and the community. This will be based on existing profile data, Division plans, regional labor market and demographic data, and student stories. These materials will be disseminated to the community, including prospective students, businesses, and civic and workforce agencies.

At this time the majority of information regarding post-program student success is based on counselor-led initiatives, mainly phone calls and email campaigns. However, the new AEBG data reporting system will utilize Social Security numbers to compare student information and EDD databases. In addition, WIOA II has reintroduced the Core Follow-up Survey, which requires testing agencies to contact students who have exited the program. AEBG has also moved forward with Launchboard, which is a statewide data system that will serve as an additional resource for regional consortia on progress, employment, and earnings outcomes for both CTE and non-CTE pathways. SCE is limited on the amount of post-program data on earnings and job attainment dating back 2 to 3 years, but it is still valuable when determining program improvements. These new metrics and resources are expected to yield additional information about student outcomes over the next few years as they are implemented.

The information that is available regarding student outcomes is aggregated and reported in the Profile each year and is shared with the College community in other ways. For example, ESL shares post-program student success through student testimonials, including videos and letters, ESL newsletter

stories, and VESL Open House success stories (ESL Good News). ABE monitors student success through follow-up meetings and phone calls with students once they have transitioned out of the program (ABE Faculty Meeting Minutes Winter 2018). Graduate data is reported in the Profile and most students report that they have transitioned to college, are working, or have joined the military. Many programs, such as the Bookkeeping Program through the Community and Contract Education Department and the In-Home Support Services Program through STV, also offer job placement services and email listservs that foster documentation of student outcomes (IHSS Job Opportunities). One of the barriers to tracking students after they leave is having a mechanism or data system to assist with this important effort. Overall, it is difficult to monitor students after they leave SCE programs, but communication would be made easier with improved data systems or mechanisms.

All departments within SCE strive to connect their curriculum and offerings directly to community needs. In order to accomplish this, the Division does outreach to the community and works with community members to obtain input that guides programmatic decision-making. Here are some examples of how SCE connects to the community:

○ Mt. SAC publishes an Annual Report to the Community, which provides information about the College's mission and academic programs, as well as student and faculty achievements.
○ EOA publishes a quarterly electronic newsletter to the community, which is available online.

- ESL networks with [AEBG partners](#) within the community and also advertises through various forms of [social media](#) and internal newsletters.
- Faculty from all programs attend and present at AEBG [conferences](#) and participate in [workgroups](#).
- Counselors from all programs engage in community outreach, establish and maintain positive relationships with the community, and provide referrals to other schools and/or services in the area ([Off-Campus Presentations and Tables](#)).
- EOA partners with the city of Walnut to present the annual Intergenerational Art Show, which is hosted with multiple community partners to provide a venue for students to learn how to display and exhibit their work ([EOA Art Show Flyer](#)). Student work is also exhibited in various SCE buildings on campus.
- The annual EOA Home Gardening Symposium is the result of a partnership with the city of Diamond Bar to provide the community with information regarding course offerings ([EOA Gardening Symposium](#)).
- EOA faculty also present at community events to increase awareness of program offerings.

SCE faculty, staff, and administrators are deeply committed to ensuring that the Division enhances its educational effectiveness through close relationships and partnerships with community members, industry leaders, and other educational agencies. These relationships, combined with the analysis of relevant data pertaining to community demographics and needs, foster connections that lead to expanded learning experiences and improved student transitions. These connections ensure that SCE is growing in a manner that solves community needs and addresses gaps with regard to education and training in the region.

SCE's Strengths and Key Issues for Criterion 9

Strengths
- Strong partnerships for workforce training and educational advancement
- Trusted by partners and a solid presence in the community
- Trusted for leadership on state, local, and regional efforts

Key Issues
- There are few SCE Division processes to promote student engagement in community service or student service learning.
- Better post-program follow-up is needed to ensure continued student success and may be possible with a more customized data system to help with this effort.

CRITERION TEN: ACTION PLAN FOR ONGOING IMPROVEMENT

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

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

o   To what extent does the Action Plan identify specific goals, timelines for completion, persons responsible, reporting instruments, and benchmarks to measure accomplishment?

o   How is the Action Plan reviewed annually and how are revisions made to respond to changing conditions and current student needs?

o   How does the Action Plan focus primarily on student learning needs?

The Action Plan developed by the School of Continuing Education clearly describes the three key issues that will be addressed in the continuous process of program improvement. Specifically, the Action Plan includes a statement and rationale for each key issue, the manner in which progress will be assessed, the specific steps that will address those key issues, the timeline for completion of each specific step, persons responsible for completing each step, the resources needed, and the tools for monitoring and reporting progress to stakeholders. The primary focus will be on assessing and completing the objectives for the purpose of improving student achievement. The depth of the Action Plan content is also embedded in Planning for Institutional Effectiveness (PIE), the College's

process for integrated planning and ongoing program improvement ([SCE Goals and Action Plan Alignment](#)). This natural integration into PIE ensures that the Action Plan is included in the institutionalized process for improving programs and student learning.

In order to ensure that the Action Plan remains a relevant and effective guiding tool, it is revised as necessary to respond to changing conditions, trends, and student needs. Since the Action Plan's key issues and objectives are embedded in SCE's PIE, they are continuously monitored, discussed, and updated throughout the academic year by all departments, including their respective advisory groups. Modifications or additions to key issues may be needed based on resulting assessment data, student surveys, department focus groups, and other forms of learning data. Stakeholder groups, including the SCE Advisory Group, also provide input on changing conditions and evolving student needs.

Revisions to the Action Plan are proposed and shared with the Leadership Team by way of the Advisory Group, stakeholder, and department input. Based on all of the feedback, the Leadership Team then makes appropriate changes needed to keep the Action Plan relevant and keep the focus on addressing the key issues affecting student learning. This generally occurs in late summer and prior to SCE setting and revising Division goals for the subsequent academic year

(Action Plan 2016). This process ensures that the Action Plan is reviewed thoroughly and updated on an annual basis. Once updated, the Action Plan is posted on the SCE website and made available to the general public.

The Action Plan is designed to focus primarily on student needs. During the self-study process, program team and criterion focus group members reviewed school processes and worked on identifying key issues affecting student learning. From the beginning of the process, team and group members were led by the two guiding questions from ACS WASC (ACS WASC Visiting Committee Chair Training 2017-18):

- o How are the students achieving?
- o Is the school doing everything possible to support the high achievement of all the students?

These two questions kept discussions centered on student learning and guided program teams and criterion focus groups to determine if SCE's programs and services were doing everything possible for students and to identify additional student needs. The resulting Action Plan items aim to address three main key issues that organically emerged from the discussions. Most important is that all three areas of growth focus on improving student learning. One key issue addresses the need to expand on the types and uses of relevant data departments need to assess their programs more effectively and to improve student access and success. Being able to obtain and analyze essential, current, and relevant data on a continual basis will enable departments to be informed of their most critical student learning needs. A second key issue focuses on student learning needs by enhancing instruction and student services through the

strengthening of internal and external communication structures. With SCE's restructure in the past two years and new leadership and faculty positions established, the time is right for the Division to establish and evaluate communication structures. This key issue will include students, staff, internal and external partners, and internal colleagues. The final key issue focuses on improving student learning by expanding the integration of technology within instruction and services. Assisting students to become technologically savvy has been identified as a necessary skill for students as they transition to college or employment.

Indicator 10.2

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

- o How did the self-study process identify the key issues for the school?
- o How have the key issues been prioritized by the school?
- o To what extent have all stakeholders met to discuss the Action Plan and give input to its implementation?

Through the self-study process, SCE identified key issues that affect student learning and achievement. These key issues were identified and prioritized through a collaborative and rigorous process that promoted extensive feedback from program teams, criterion focus groups, the Leadership Team, stakeholder groups, and the SCE Advisory Group. The process, strategically designed in advance, ensured that strengths and key issues would be identified during the discussion of the profile and the self-study criteria (Profile Review Form, Criteria 101).

The process for identifying key issues began with program teams, where members reflected on their respective data, school data, and identified strengths and key issues at the department level ([Program Teams Strengths and Key Issues](#)). Through a rigorous review of their respective data and candid conversations of the status of their programs, team members identified key issues that could be immediately addressed and others that needed longer-term planning.

The SCE Advisory Group and the Leadership Team led the effort to prioritize key issues for the school. These strengths and key issues identified by program teams were formally presented to, and discussed by, the SCE Advisory Group. The criterion focus groups also discussed strengths and key issues, but were responsible for creating a comprehensive list and organizing all the key issues into broad yet meaningful categories. This list circulated back to the program teams to ensure that their respective key issues were included. The final list of all key issues was presented to the Leadership Team for review ([WASC Action Plan Key Issues](#)).

In order to synthesize and prioritize key issues, SCE followed the process outlined by ACS WASC. First, all the identified strengths from the entire Self-Study Report were compiled into one list, organized by similarities, and collapsed into common strands or themes ([WASC Action Plan Strengths](#)). This produced SCE's overall strengths as identified through the self-study process. These strengths were shared when the Self-Study Report was distributed by managers to their departments' staff and faculty ([WASC Self-Study 2018 Draft Feedback Form](#), [SCE Newsletter 1.2018.2](#)). After synthesizing the strengths, all the key issues from the Self-Study Report were compiled into one list, organized by

similarities, and collapsed into common themes. Similarly, at the SCE Advisory Retreat, stakeholders discussed the key issues and clustered them under overarching themes ([Advisory Group Action Plan Poster Activity](#)). A follow-up discussion and prioritization by the SCE Leadership Team took place in Fall 2017, after which a focused list emerged of key issues that most greatly impact student learning ([WASC Action Plan Key Issues](#)). When the Leadership Team circulated a draft of the self-study report, stakeholders had a final opportunity to review and comment on the list of strengths and key issues.

Managers, faculty, staff, and students had the opportunity to contribute to the identification of key issues that led to the Action Plan. Contributions were made in program team meetings, criteria focus groups discussions, SCE Advisory Group meeting, and in Leadership Team meetings, and other stakeholder meetings ([Criteria 101](#), [Advisory Group Action Plan Poster Activity](#), [Program Teams Strengths and Key Issues](#), [Criterion Focus Groups Strengths and Key Issues](#)). College administrators, including the President/CEO and the Vice President of Instruction, along with the Board of Trustees, reviewed the Action Plan as part of the Self-Study Report and had the opportunity to provide input. The Action Plan and the Self-Study Report were also made available online for public review and comment.

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

o   For each Action Plan key issue, how has the school identified an individual or group responsible to implement the needed action steps to address the key issue?

- To what extent has the governing body and administration funded the activities or events needed to address key issues?
- What opportunities are provided for all stakeholders to have a voice in the regular review and revision of the Action Plan?

The Leadership Team, which is comprised of department managers, classified staff, and faculty is ultimately the responsible body for overseeing the Action Plan process. These department managers and their respective teams proposed, discussed, and identified specific action steps to take to address key issues. In identifying these action steps, department managers and their teams selected the most appropriate individual(s) or groups to be responsible for the implementation of those activities. These assignments were then discussed and affirmed by the Leadership Team. Department managers are held responsible for ensuring that individuals assigned to a specific action step follow through with required tasks. Managers also have the responsibility of submitting Action Plan updates on an annual basis to the Leadership Team as well as bringing updates forward on behalf of their departments to the SCE Advisory Group meeting.

The proposed Action Plan activities and events were designed with a realistic understanding of the financial and staff resources available for program improvement. The College's governing body and administration have demonstrated a commitment to SCE with regards to growth, facilities, and increased funding. Further, these College leaders expressed support for, and approved the Self-Study Report, including the Action Plan. Thus, the College will continue to support the Action Plan activities. Funding for activities and events outlined in the Action Plan comes from

a variety of sources, is included in PIE, and goes through the resource allocation process, as discussed in Criterion 8. Mt. SAC, along with SCE, has demonstrated that it is a fiscally sound institution with sufficient reserves. Moreover, SCE has been resourceful in seeking outside funding to ensure some of the activities contained in the Action Plan.

As previously noted, managers, faculty, staff, and students have had the opportunity to contribute to the regular review of the Action Plan. This is done by way of department teams, the SCE Advisory Group, the SCE Leadership Team, and student focus groups and surveys. Since the Action Plan is embedded in PIE, updates are ongoing within departments and the SCE Division. This allows for continuous feedback. The annual update to the Action Plan occurs in late summer. It is then subsequently posted on the SCE website for all internal and external stakeholders to review. The Action Plan was created organically and, thus, feedback at any time is considered important as many of the plan's objectives are continuous improvement activities.

Indicator 10.4

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

- How does the Action Plan specify how the improvement efforts will be monitored and who will oversee the process?
- How will progress be reported to all stakeholders?

The Action Plan specifies the areas that will be addressed, how improvement efforts will be monitored, and who will oversee the process. Specifically, the Action Plan includes a

statement and rationale for each key issue, the manner in which progress will be assessed, the specific steps that will address those key issues, the timeline for completion of each specific step, persons responsible for completing each step, the resources needed, and the means for monitoring and reporting progress to stakeholders. The Action Plan is discussed at the department level and by the Leadership Team. In an effort to ensure that the Action Plan progress is transparent and accessible, notes relating to discussions on the Action Plan are available in meeting minutes posted online. Outcomes from the Action Plan as noted in PIE are also made available to the public on the Mt. SAC website. The SCE Leadership Team oversees the Action Plan process, including updates with individual objectives being monitored by key faculty, managers, and staff. As mentioned previously, the natural integration of the Action Plan into PIE also ensures both the inclusion in the College's program review process and close monitoring of the Action Plan progress at the department, Division, and College levels. In addition, the updated Action Plan is posted online, and make accessible to stakeholders year-round.

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

o To what extent is the schoolwide Action Plan user-friendly and practical for all stakeholders' involvement?
o How does the governing body use the Action Plan in resource allocation discussions?
o To what extent does the school leadership use the Action Plan in its decision-making processes?

The Action Plan was designed to be user-friendly and practical for all stakeholders. As required by ACS WASC, the Action Plan includes all the necessary components as listed above. The format was designed to closely resemble the assessment language found in Mt. SAC's PIE process. Managers, faculty, and staff are familiar with this format, which allows for the Action Plan to be easily embedded in PIE. It was also created as a Microsoft Word document, which is an accessible software program for those responsible for updating the plan.

Since the Action Plan is embedded in the SCE Division and departments' PIE plans, it is part of the College's integrated planning process. Specifically, through the PIE process, SCE departments determine resources needed to accomplish planned actions and objectives found in the Action Plan. The SCE Leadership Team combines and prioritizes department resource requests, which are then pushed up to the Instruction Division and then the College's governing body. Both the SCE departments and Division leaders enter resource allocations into e-PIE. A detailed discussion of the resource allocation process is included in Criterion 8 of this report.

Given a shared purpose, the Leadership Team naturally integrates the Action Plan within PIE and addresses it as part of the institutionalized process for improving programs and student learning. The Leadership Team consistently uses the Action Plan and PIE as a tool in its decision-making processes. For example, decisions on topics such as growth, staffing, and resource allocation prioritization rely heavily on the Action Plan and PIE. The Leadership Team, SCE Advisory Group, the PIE process, and the Action Plan all serve to guide SCE in addressing key areas.

School's Strengths and Key Issues for Criterion 10

Strengths
- The Action Plan is embedded in Planning for Institutional Effectiveness (PIE), the College's process for integrated planning and ongoing program improvement.
- The Action Plan includes input program managers, faculty, staff, and students.
- The Action Plan is user-friendly and accessible on the SCE website.
- The Action Plan is updated annually and revised as necessary to reflect changing conditions and evolving student needs.

Key Issues
- Improve faculty and staff's engagement level with the Action Plan as a tool for institutional planning that is aligned with PIE.
- Expand awareness among students, staff, and faculty of updates and/or revisions to the Action Plan.

Criterion 10
Action Plan for
Ongoing Improvement

CHAPTER FOUR: ACTION PLAN

The SCE Advisory Group and Leadership Team summarized each focus group's identified strengths and key issues. A complete list of strengths and key issues are available.

Synthesized List of Prioritized Key Issues

Professional Development was indicated as a critical area based on Key Issues, but will be incorporated into the data integration and analysis, communication, and technology areas in the Action Plan.

Data Integration and Analysis

o   An inclusive division-wide process to evaluate Program Level Outcomes (PLOs) needs to be developed.

o   Current profile and outcomes data needs updating to include different metrics such as those relating to employment, retention, and post-program outcomes.

o   There is a need for increased diverse data collection related to student achievement and outcomes.

o   Community and Contract Education and Short-Term Vocational Departments can continue developing more systematic assessment processes for student learning and ILOs.

o   A single student data system that allows for tracking of SCE student progress, interventions, and student outcomes is needed.

o   Better post-program follow-up is needed and may be possible with more customized data systems to help with this effort.

Communication

o   Although students have input through various venues and activities, SCE can increase student involvement in Division planning processes.

o   SCE Division and departments can determine additional ways to solicit and include student voices in decision-making processes.

o   Community and Contract Education staff and faculty can increase participation in identifying and discussing student learning needs.

o   As the department expands, Short-Term Vocational can continue to grow in faculty collaboration and dialogue relating to innovations in curriculum.

o   There needs to be more support resources identified for and communicated to all students such as bus passes, childcare, and financial support in order to reduce barriers to success.

o   Improvements are needed in communicating fiscal information to SCE faculty, staff, and other stakeholders.

o   There are no refined processes to connect students to the community and to promote student engagement in community service or student learning.

- o Expand awareness among students, staff, and faculty of updates and/or revisions to the Action Plan.

Technology
- o There is a need for SCE programs to increase and embed the use of technology in curriculum and instruction.
- o A single student data system that allows for tracking of SCE student progress, interventions, and student outcomes is needed.

Professional Development
- o Tutors and support staff are critical to student process and can benefit from professional development activities and dialogue of student learning.
- o There is a need for professional development to communicate student achievement data and to assist faculty and staff in requesting and interpreting meaningful data.
- o Improve faculty and staff's engagement level with the Action Plan as a tool for institutional planning that is aligned with PIE.
- o The acquisition of technology has outpaced training and more professional development is needed so faculty can maximize technology in their classroom.

WASC Action Plan

Three broad Action Plan areas were identified during the Self-Study process. They are: Data Integration and Analysis, Communication, and Technology. Rationale and plans for each of these Action Plan areas follow.

School of Continuing Education Action Plan

(Updated January 2018)

Growth Area 1: Data Integration and Analysis Goal: Expand the types, collection, uses, and analysis of relevant data to improve student access and success.
Rationale: Data continues to be a critical resource for School of Continuing Education (SCE) faculty, staff, and managers to make the best possible decisions for positive student outcomes. The data needs of SCE departments are growing more diverse and regulatory with the onset of state and federal initiatives and performance-based funding, such as WIOA and Strong Workforce Program (SWP). There is also a significant emphasis on workforce and college pathways; therefore, new types of data are needed for SCE staff to guide students to their goals. Through this 18-month analysis of SCE, we have discovered that with our growth in programs and services, we also need to expand our processes for data collection, analysis, and decision-making. Programs such as AWD have unique student needs for which specialized data are needed to improve student access and outcomes. Overall, this Action Plan item is necessary to improve access and assist students in achieving goals that will promote self-sufficiency.

Goals Addressed:
    ILOs:
        o   Information and Technology Literacy
        o   Critical Thinking
 	
    Division Goal(s):
        o   Expand the use of data for tracking, assessment, planning and reporting to promote students' access to pathways.
        o   Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.
        o   Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
        o   Expand School of Continuing Education program offerings.
        o   Implement and promote professional development initiatives that support Continuing Education themes and priorities

College Goal(s):
- o The College will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.
- o The College will prepare students for success through the development and support of exemplary programs and services.
- o The College will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
- o Students entering credit programs of study will be ready for college level academic achievement.
- o The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- o The College will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and or decision-making at the department/unit and institutional level.
- o The College will encourage and support participation in professional development to strengthen programs and services.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
Integrate SCE departments' data systems for expansion of and improvement in student data	Dean, Associate Deans, department managers, department coordinators, SCE TI Coordinator	1. Evaluation of current shadow systems 2. Identification of integrated student data system for SCE 3. Integrated system created and reviewed by faculty and staff 4. Faculty and staff training on new system	Winter 2018 Winter 2019 Spring 2020 Spring 2021	IT staff, software, computers, hourly support, professional development funding	Meeting notes, agendas, emails, identified data system, implementation plan	January 2018 – Division shadow systems evaluated by IT. Reported to President's Cabinet on 1/19/18.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.2 Evaluate and refine current student profile and expand student data sources/elements	SCE Dean, Associate Deans, SCE coordinator, department managers and coordinators	1. Review existing data elements for relevance and currency 2. Identify and add new data elements 3. Share updates with faculty and staff 4. SCE Advisory Group input	Fall 2018 Winter 2019 Spring 2019 Fall 2019-ongoing	Professional development funds, computers, software	Meeting agendas and minutes, professional development events, sign in sheets, purchase requisitions	
1.3. Establish a Division structure for assessing Program Level Outcomes (PLOs/CDCP certificates) and increase certificate awards	Faculty PLC, Dean, Associate Deans, department managers, Assistant Curriculum Specialist	1. Faculty PLC evaluate current assessment progress 2. Create a Division PLO assessment cycle 3. Assessment of CDCP certificates and evaluation of data will be current 4. Establish process for generating and assigning certificates 5. Increase overall SCE student certificate awards by 20% over 3 years starting in June 2020	Spring 2018 Fall 2018 Summer 2019 Fall 2019 Summer 2020	Faculty non-teaching pay, professional development	Agendas, minutes, PLO assessment plan, sign in sheets	

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.3.1 Increase CDCP certificate completion of Vocational Re-Entry students	EOA/AWD Director, faculty, Assistant Curriculum specialist, counselors, AEBG technical experts	1. Identify barriers to course/certificate completion 2. Implement needed interventions 3. Increase Voc Re-Entry awards by 20% over 3 years starting in 2020	Fall 2018 Spring 2019-ongoing Fall 2020	Faculty non-teaching funds, hourly counselors, FT coordinator, classified staff hours, AEBG technical expert hours	Surveys, meeting minutes, Intervention plans, certificates issued	
1.3.2 Increase number of students completing STV mirrored courses and CDCP certificates	Associate Dean Career Education and Workforce Development, STV faculty, Administrative Specialist, Assistant Curriculum Specialist	1. Align and update noncredit mirrored courses and programs in WebCMS 2. Establish efficient process for collecting enrollment, drop out, and completion data for mirrored courses 3. Create new STV CDCP certificates 4. Increase STV CDCP certificates by 10% over 2 years starting in 2020	Fall 2018-ongoing Spring 2019-ongoing Spring 2019 Summer 2020	Staff, Faculty non-teaching hours, Data analysis training	Local curriculum approval, meeting minutes, agendas, schedule of classes, SCE profile	
1.3.3 Create process to track students	ESL Director, ESL Coordinator	1. Develop process to track certificate completion	Spring 2018 - Ongoing	Database, professional expert	Certificate spreadsheet / directory	Winter 2018 Certificate spreadsheet

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
completing CDCP ESL certificates		2. Increase CDCP certificate attainment by 20% over 3 years starting in 2020	Summer 2020			created with type of award earned.
1.3.4. ABE will create CDCP certificates that include STV and HS courses and prepare students for college and work	ABE Faculty, STV faculty, Director Adult Education, ABE Assistant Director	1. Evaluate what STV courses would fit in Adult HS Diploma Program pathways 2. Create certificates 3. Increase Adult HS Diploma certificates by 10% over 2 years starting in 2020	Fall 2018 Winter 2019 and ongoing Summer 2020	Faculty non-teaching pay	Meeting minutes, approved courses	
1.3.5 Create noncredit certificates for Off-Campus High School programs	Off-campus faculty, HS project manager	1. Identify disciplines for possible certificates 2. Create certificates 3. Establish baseline for certificate attainment	Fall 2018 Spring 2019 Summer 2020	Faculty non-teaching funds,	WebCMS submission, approved certificates, meeting minutes, agendas	
1.4. Review and revise the process to develop, track, assess, analyze, and report student learning outcomes (SLOs) for STV courses	Associate Dean Career Education and Workforce Development, STV faculty, Administrative Specialist, Assistant	1. Evaluate SLOs for accuracy and currency and review current processes for collecting SLO data 2. Develop new processes for reporting SLOs	Fall 2018 Spring 2019	Professional development, faculty non-teaching funds	Meeting minutes, agendas, course schedules, SLO assessment schedule, professional development	

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Curriculum Specialist	3. Implement SLO assessment process 4. STV faculty will discuss curriculum, SLO and ILO data, and data analysis at least twice per year	Fall 2019 Spring 2019 and ongoing		documents, TracDat reports	
1.5. Identify areas of interest and need for students with intellectual disabilities	EOA/AWD Director, faculty, AEBG technical experts, counselors	1. Establish advisory board for AWD program development, design, and quality 2. Survey AWD students and community members 3. Evaluate data and share with faculty and stakeholders 4. Determine changes and additions to program offerings	Summer 2018 Fall 2018 Winter 2019 Summer 2019	Staffing, faculty non-teaching pay, counselors, funds for refreshments, on campus classroom facility, meeting room, full time program coordinator	Meeting minutes, agenda, course schedules, surveys	Fall 2017 Began IMPACT meetings to start discussions on program expansion and design and developing additional partnerships and advisory board.
1.6 Expand faculty and staff use of data to evaluate and improve student learning and outcomes	Faculty PLC, Dean and Associate Deans, department managers and Assistant	1. Develop Division process to evaluate AEBG, enrollment data, Strong Workforce Data (SWP), and WIOA II	Fall 2018 – Winter 2019	Faculty non-teaching pay, professional development funds, hourly clerical	Meeting agendas and minutes, student data reports	

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Curriculum specialist	data at least twice annually 2. Provide data reports to departments 3. Department plans developed for evaluating and addressing student outcomes, including staff training 4. Increase WIOA II benchmarks, SWP outcomes, and AEBG outcomes each by 5% annually starting in 2020	 Spring 2019 Spring 2019 Summer 2020	support, data reports		
1.6.1 Increase Off-Campus HS faculty use of student success and SLO data from previous terms	OCHS Faculty and Project Manager, Mt. SAC HS Coordinator, Off Site HS Coordinators, Administrative Specialist	1. Identify student outcome data to be reviewed and evaluated 2. Create data reports for faculty and district partners 3. Discuss student learning data with faculty and district partners	Fall 2018 Winter 2019 Spring 2019	Clerical support, software programs, data reports, faculty non-teaching faculty pay, meeting agendas and notes	Data reports, Use of Results report	

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
		4. Create a Use of Results report	Fall 2019			
1.6.2 STV faculty will evaluate SWP and labor market data to improve student outcomes	Associate Dean Career Education and Workforce Development, STV Faculty, Administrative Specialist, Program Manager, STV Coordinator	1. Review Mt. SAC SWP outcomes 2. Conduct Gap analysis and develop plan to improve 3. Increase student program completion outcomes by 5% annually as reported in Launchboard 4. Create process for ongoing analysis of labor market data	Fall, 2018 Winter 2019 Spring, 2020 and ongoing Spring, 2019	SWP data, faculty non-teaching pay, PD on data analysis, clerical support	SCE profile, meeting agendas, meeting notes, gap analysis report, LaunchBoard reports	
1.6.3 Establish, collect, and evaluate student learning outcomes and program quality data for Community and Contract Education	Community Education Director, faculty, Administrative Specialist IV	1. Create student progress report 2. Communicate expectations 3. Implement progress report 4. Faculty meet to discuss student learning and evaluation data of program and make program changes if necessary	Winter 2018 Spring 2018 – ongoing Summer 2018 Summer 2018 - ongoing	Fee-based faculty, clerical support	Meeting agendas and minutes. College for Kids data, learning outcomes data	Winter 2018 Created progress report for CFKs program. It will be used in Summer 2018.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.7 Increase SCE student access to core support services through improvement in data collection and evaluation	Counseling faculty, SCE coordinator, Associate Deans, Dean, department managers	1. Review current SCE Division data collection processes 2. Identify sources of errors in reporting and provide SSSP data to departments 3. Department processes outlined for eliminating errors, identifying gaps in services, tracking services, and increasing student access and outcomes 4. Increase overall SSSP outcomes and student access by 5% per year starting in July 2019	Fall 2018 Fall 2018-ongoing Winter 2019 Summer 2019	Clerical assistance, faculty non-teaching funds,	SSSP data, corrected SSSP reports, Department SSSP plans	
1.8 Establish a process to collect Community and Contract Education post-program outcomes	Community Education Director, faculty, Administrative Specialist IV	1. Develop survey to identify reasons for enrollment in program and post-program plans 2. Administer survey during first week of	Fall 2018 Spring 2019	Research Department collaboration, surveys	Survey, survey results, post-program data, meeting agenda and minute	

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
		class with follow-up 6 months later 3. Establish process to review data each semester with staff and faculty to determine any program improvements	Spring 2019-ongoing			
1.8.1 Increase AWD/EOA post program outcomes	Director, EOA/AWD, counselors, AEBG technical experts, and faculty	1. Establish data collection, referral, and follow-up process for post-program outcomes 2. Create a plan to transition students into entrepreneur training	Fall 2018 Spring 2019	Data entry, clerical assistance, faculty non-teaching funding, counseling hours	Meeting agendas and minutes, referral data, post-program data report, meeting minutes	
1.8.2 Create OCHS process for tracking post-program student outcomes	Off-Campus HS Project Manager, Mt. SAC HS Coordinator, Administrative Specialist	1. Identify outside data sources for student post-program outcomes 2. Seek shared data with local high schools	Spring 2019 Spring 2019	National Student Clearinghouse access, Cal-Pass	Post-program outcome report, meeting minutes, agendas	
1.8.3 Streamline and increase data collection in order to improve follow up services to post-program students	Director, VESL Coordinator, SSSP Coordinator	1. Increase collected Social Security numbers by 10% 2. Establish process to follow up with students who have	Spring 2018 – ongoing Spring 2019	Email Software to send mass emails / track users	Post-program data, articulation agreement	

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
		completed the program and track their pathways				
		3. Develop articulation agreement with AMLA for mirrored courses	Fall 2018 – ongoing			
		4. Establish alumni contact through Mt. SAC Foundation	Spring 2020			
1.8.4 Increase ABE post-program outcomes	Director of Adult Education, ABE Assistant Director, ABE Faculty	1. Create system for tracking student post-program outcomes with an established baseline	Fall 2018	Non-teaching faculty pay	Articulation agreements, tracking spreadsheet/ systems	
		2. Identify interventions for increasing post-program outcomes	Fall 2018			
		3. Explore articulation agreements with credit departments	Fall 2018			
		4. Increase post-program outcomes by 5% annually starting in Summer 2020	Summer 2020			

Growth Area 2- Communication

Goal: Strengthen internal and external communication structures to foster community connections and enhance instruction and services.

Rationale:
The restructuring and growth that the School of Continuing Education (SCE) has experienced in the past few years have created the need to assess and strengthen communication structures to maximize learning outcomes for students. Faculty and staff will always need to maintain currency with and be trained on SCE programs and services and, in turn, help keep students, campus colleagues, and the campus community informed. To do this, SCE needs to develop communication structures to quickly and efficiently share information about current and emerging programs. SCE will go beyond informing students about student services and, instead, will develop ways to connect students directly to employment and post-program support. This self-study has reinforced the importance of student voices in SCE decision-making and planning, as well as how they are our most important partners in shaping their educational journey.

Goals Addressed:
    ILOs:
- o Communication
- o Personal, Social, Civic, and Environmental Responsibility

    Division Goal(s):
- o Increase effectiveness and consistency of communication among stakeholders.
- o Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.
- o Implement and promote professional development initiatives that support Continuing Education themes and priorities.
- o Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.
- o Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.
- o Engage with public and private entities to represent and improve support for noncredit student populations.

College Goal(s):
- o The College will prepare students for success through the development and support of exemplary programs and services.
- o The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- o The College will encourage and support participation in professional development to strengthen programs and services.
- o The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
- o The College will improve the effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Steps to Address Key Issue (objective)	Assessment			Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress	Timeline			
2.1 Increase student opportunities to provide input on Division and department planning and decision-making processes	Dean, SCE Coordinator	1. Ensure inclusion of students at Advisory Group meeting, faculty events, periodic Leadership meetings, and Division events	Fall 2018	Hourly faculty pay, event funds, research funds	Advisory Group minutes, sign in sheets, surveys and survey results,	
		2. Explore potential structures for forming an SCE student group	Winter 2019			
		3. Survey SCE students on programs and services every two	Fall 2019 - ongoing			

| Steps to Address Key Issue (objective) | Assessment | | | Resources Needed (including PD) | Reporting | Progress/Updates |
	Person Responsible	Methods to Assess Progress	Timeline			
		years beginning in Spring 2019 4. Evaluate data and make recommendations for SCE improvements	Spring 2020 - ongoing			
2.1.1 STV will increase student input on programs and services	STV Coordinators, Associate Dean, Career Education and Workforce Development, Administrative Specialist	1. Develop and institutionalize process for gathering student input 2. Hold focus groups twice a year 3. Gather and summarize data and findings 4. Share results with STV department	Spring 2019 Spring 2019 and ongoing Fall, 2019 and ongoing Winter, 2020 and ongoing	Clerical support	Report findings, meeting agendas, meeting notes, focus group questions and data, sign in sheets	
2.1.2 ABE will increase students input on program planning and services	Director of Adult Education, ABE Assistant Director, ABE Faculty	1. Create a schedule for student surveys and focus groups 2. Administer surveys and focus groups twice per year 3. Discuss results and use for program planning	Fall 2018 – ongoing Fall 2018 – ongoing Spring 2019- ongoing	Research Department collaboration, surveys	Meeting minutes, surveys, survey and focus group data, sign in sheets, agendas	

| Steps to Address Key Issue (objective) | Assessment | | | Resources Needed (including PD) | Reporting | Progress/Updates |
	Person Responsible	Methods to Assess Progress	Timeline			
2.1.3 Increase opportunities for ESL student input on programming	ESL Director, ESL Coordinators	1. Hold focus groups for VESL and ESL students during the fall and/or spring semesters 2. Conduct student surveys based on feedback from focus group during subsequent semesters 3. Increase Social media following by 10% 4. Participate in 3 Community outreach events per semester	Spring 2017 – ongoing Spring 2018-ongoing Spring 2018-ongoing Spring 2017-ongoing	Marketing materials, advertising funds, counseling staff for outreach, adjunct counselor funds	Focus group data, sign in sheets, Social Media, surveys, flyers	<u>Spring 2017</u> Focus group held. <u>Spring 2018</u> Facebook page active with number of "likes" being collected.
2.1.4 Improve and expand the process to collect student input on Community and Contract Education program design and planning	Community and Contract Education Director, faculty, registration staff	1. Evaluate and update current program surveys 2. Administer student survey once per semester 3. Discuss with staff the results of student surveys and gather suggestions for possible	Fall 2018 Spring 2019 Fall 2019	Hourly clerical staff funding	Updated survey, survey results, and recommendations.	

Steps to Address Key Issue (objective)	Assessment		Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress				
		program improvement				
2.2 Expand existing processes and create new Division-wide processes to disseminate the important SCE events, successes, policies, division processes, and campus safety to internal and external stakeholders	Dean, Associate Deans, SCE coordinator, SCE Administrative Specialist IV	1. Create online bi-monthly updates for Division staff 2. Dean semester letter 3. Create SCE Division updates for campus staff 4. Share student and program profiles and successes, program updates, and safety information with students, Division staff, campus community, and external community 5. Evaluate and increase access to Division website 6. Create annual report of Division accomplishments and electronic view book	Fall 2017 Spring 2018 Fall 2018 Spring 2019 Spring 2019 Fall 2018	Funding for marketing, software, marketing materials, web-designer software, event funds	Emails, Dean letters, SCE campus update, SCE bi-annual newsletter, SCE weekly online updates, marketing plan	<u>Fall 2017</u> Hired marketing firm. <u>Fall 2017</u> Created online division newsletter (SWAY)

231

Steps to Address Key Issue (objective)	Assessment			Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress	Timeline			
		7. Hold SCE PIE day and conduct evaluations of event	Fall 2019			
2.3 Improve engagement among Division and department staff with PIE and the Action Plan	Dean, Associate Deans	1. Compile and integrate department staff input on PIE and the Action Plan once per year	Fall 2018	Computers, professional development, hourly faculty pay, hourly clerical pay, event costs	Meeting minutes, surveys, survey results, PIE, Action Plan, sign-in sheets, agendas	
		2. Share final SCE PIE and Action Plan once per year at Advisory Group Meeting	Fall 2018 - ongoing			
		3. Survey staff on the use of PIE and Action Plan as tools for planning	Fall 2019			
		4. Evaluate survey results and determine improvements in level of engagement	Fall 2019- Winter 2020			
		5. Identify necessary follow-up to increase engagement	Spring 2020			

Steps to Address Key Issue (objective)	Assessment		Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress				
		6. Departments create individual processes and document them for engaging department staff with PIE and the Action Plan	Fall 2019			
2.3.1 Involve Off-Campus HS faculty and staff with program review process (PIE)	OCHS Project Manager, Mt. SAC Coordinator, OCHS faculty, Administrative Specialist	1. Survey OCHS faculty on program quality and development 2. Hold focus groups every two years with OCHS faculty and staff regarding program processes and procedures 3. Share results with OCHS faculty and staff	Fall 2018 Fall 2019 Spring 2020	Research support, surveys, clerical support, faculty non-teaching funding	Surveys, survey and focus group data, meeting minutes	
2.4 Enhance Community and Contract Education marketing efforts	Director, Community and Contract Education, Administrative specialists	1. Utilize Mt. SAC marquee 2. Modify and increase mailing list 3. Visit at least two new prospective businesses per month to market Contract Education programs	Spring 2018 Fall 2018 Fall 2018 – ongoing	Funding for purchasing the mailing list, production and delivery of class schedule, administrative staff	New mailing list, new prospect business contacts, Testing Center website, new testing vendors	

Steps to Address Key Issue (objective)	Assessment		Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress				
		4. Attend at least two chamber meetings per term	Spring 2019			
		5. Create a Testing Center website and develop a plan for dissemination of information	Fall 2018			
2.5 Bridge communication between workforce development agencies, students, community business and industry, educational institutions, and the campus community	Dean, Associate Dean, Workforce Development, STV Coordinator	1. Hold meetings with L.A. County Workforce Development, Aging and Community Services (WDACS) and campus entities to discuss co-location	Fall 2017	Event planning funds, food, printing funds, Public Safety support	Meeting agenda, co-location agreement, event flyer, referral forms	Fall 2017 Meeting held at Mt. SAC with WDACS re: co-locations February 2018 (#4)- Youth Career Expo held on February 2, 2018 in partnership with WDACS, Mt. SAC Career Services, and LA County Supervisor Hilda Solis's office. Over 400 students participated and
		2. Establish co-location agreement with WDACS	Spring 2018			
		3. Hold community events with WDACS, LA County Workforce Development Board, K12 partners, industry, and government	Winter 2018			

Steps to Address Key Issue (objective)	Assessment			Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress	Timeline			
		agencies to provide students with employment and training opportunities				over 50 businesses attended.
		4. Host an SCE open house for students and campus and local community members	Spring 2019			
2.6 Develop a division-wide professional development plan related to student learning that includes faculty, staff, and managers	Faculty PLC, Division and department managers, department coordinators, and support staff	1. Form SCE professional development workgroup	Fall 2018	POD support, event funding, faculty non-teaching, classified hourly funds	Meeting minutes, professional development data, professional development plan	
		2. Evaluate current PD of SCE staff and survey results on PD	Fall 2018			
		3. Work with Professional and Organizational Development Department to create PD plan for SCE staff	Spring 2019			
2.7 Improve in communicating fee-based offerings and	Director, Community Education,	1. Revise standard template for course offerings and descriptions	Fall 2018	Printing costs, faculty hourly non-teaching pay	Course offering template, syllabi, meeting notes	

Steps to Address Key Issue (objective)	Assessment		Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress				
expectations to Division staff, Community Education faculty, and students	Administrative Specialists	2. Updated template in fee-based registration system 3. Faculty communicate learning outcomes and progress to students on the template 4. Update website content	Spring 2019 Spring 2019 Spring 2019			
2.8 Improve communication of fiscal information to SCE faculty and staff	Dean, Director Human Resources, Account Clerk III	1. Conduct focus group with faculty and classified staff to determine what fiscal information is lacking 2. Evaluate results and share with SCE staff 3. Implement improvements for disseminating fiscal information to SCE staff 4. Survey staff again on level of satisfaction on fiscal matters	Spring 2018 Fall 2018 Winter 2019 Fall 2019	Printing costs, hourly staff funds, snacks for focus group attendees	Focus group report, plan, sign in sheets	

Steps to Address Key Issue (objective)	Assessment		Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress				
		5. There will be at least a 10% increase in staff satisfaction with information on fiscal matters	Fall 2019			
2.9 Communicate with STV students to identify strategies for improving retention	STV faculty, Coordinators, Counselors, Associate Dean Career Education and Workforce Development	1. Evaluate current communication with students regarding progress	Fall 2018	Non-teaching funds, surveys developed, PD for faculty, Data Analyst	Surveys, meeting agendas and notes, survey findings	
		2. Survey STV students after program completion	Spring 2019			
		3. Identify gaps and develop processes to better inform STV students of their progress	Spring 2019			
		4. Implement processes to keep students informed of their progress	Fall 2019 - ongoing			
		5. There will be a 5% increase in retention for STV students starting in Spring 2020	Spring 2020			

Growth Area 3 - Technology

Goal: Further integrate technology within instruction and services to improve student learning.

Rationale:
There are many instances of technology use by School of Continuing Education (SCE) students. To keep up with continuous technological advancements, SCE needs to explore how to maintain currency with technology in curriculum and instruction. Some SCE programs are in need of expanding the integration of technology in teaching and learning. This Growth Area is of critical importance because it is evident that for students to be competitive in the workplace, be successful in college, and have personal enrichment, they will need to gain technological literacy. Through survey data and faculty feedback, it was shown that many SCE students need to improve their technical skills. Clearly aligned with our school ILO, Information and Technological Literacy, these objectives will support students in developing the necessary technology skills.

Goals Addressed:
   ILO:
- Information and Technology Literacy

   Division Goal(s):
- Expand the integration of technology within instruction and services to improve student learning.
- Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.
- Secure staffing to assure high-quality instruction and student services and provide physical and technological infrastructure that will support student learning.
- Implement and promote professional development initiatives that support Continuing Education themes and priorities.

   College Goal(s):
- The College will prepare students for success through the development and support of exemplary programs and services.
- The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

- The College will utilize technology to improve operational efficiency and effectiveness and maintain state of the art technology in instructional and support programs.
- The College will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.
- The College will encourage and support participation in professional development to strengthen programs and services.

| Steps to Address Key Issue (objective) | Assessment | | | Resources Needed (including PD) | Reporting | Progress/Updates |
	Person Responsible	Methods to Assess Progress	Timeline			
3.1 Identify the technology skills students need for success in college and employment	Faculty PLC, Associate Dean, Continuing Education Programs and Services	1. Create a faculty workgroup to research technology skills needed by SCE students 2. Schedule regular workgroup meetings and conduct research 3. Create final report of findings 4. Share report of findings with faculty and staff and determine action items	Fall 2018 Fall 2018-Summer 2019 Fall 2019 Spring 2020	Non-teaching funds, sign in sheets, research report, professional development funds	Meeting schedule, research plan, sign in sheets, research report, meeting minutes	
3.2 Increase technology competence of EOA and AWD students using portable	SCE TI coordinator, EOA/AWD Director,	1. Survey students on technology usage 2. Evaluate and discuss survey results	Fall 2018 Spring 2019	Faculty non-teaching funding,	Survey, survey results, meeting minutes, sign in	

Steps to Address Key Issue (objective)	Assessment			Resources Needed (including PD)	Reporting	Progress/Updates
	Person Responsible	Methods to Assess Progress	Timeline			
devices and other equipment	EOA/AWD faculty	3. Develop and submit new curriculum if needed	Spring 2019	Fulltime faculty, classified hourly funding	sheet, course submission	
3.2.1 Evaluate how Off-Campus HS sites are incorporating technology into the classroom	Off-Campus HS Project Manager, Mt. SAC HS Coordinator, site coordinators, Administrative Specialist	1. Review course syllabi and survey faculty to determine the use of technology 2. Share evaluation data with school district partners and teachers 3. Gather input from faculty on addressing gaps in technology	Fall 2018 Winter – Spring 2019 Fall 2019	Clerical support, faculty nonteaching hours, surveys	Survey results, evaluation report of technology	
3.2.2 Improve currency in Water Technology curriculum with the use of equipment upgrades	Water Technology faculty, Director, Community and Contract Education	1. Research current industry standards for equipment 2. Identify and upgrade equipment as feasible 3. Enhance curriculum to embed new technology	Fall 2018 Spring 2019 – ongoing Spring 2019	Equipment, non-teaching faculty hours	Syllabi, research, brochures, and industry dialogue notes, faculty stipends	
3.2.3 ABE will increase and embed technology in curriculum and instruction	ABE Faculty, Director Adult Education, ABE Assistant Director	1. Evaluate existing uses of technology in ABE curriculum and instruction	Fall 2018	Funding for technology, Faculty non-teaching funding	Meeting minutes, agenda, syllabi, purchase requisitions	

| Steps to Address Key Issue (objective) | Person Responsible | Assessment | | Resources Needed (including PD) | Reporting | Progress/Updates |
		Methods to Assess Progress	Timeline			
		2. Identify additional ways to use existing and new technology	Winter 2019			
		3. Create new assignments and coursework using new and existing technology	Fall 2019-ongoing			

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