



MT. SAN ANTONIO COLLEGE CONTINUING EDUCATION

THREE-YEAR MID-CYCLE PROGRESS REPORT

**1100 North Grand Avenue
Walnut, CA 91789**

March 18, 2015

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Evidence for this Mid-Cycle Report can be found on the Web at:

http://www.mtsac.edu/instruction/continuinged/accreditation/2015/2015WASC_ACS_Evidence.html

I: Introduction and Basic Student/Community Profile Data

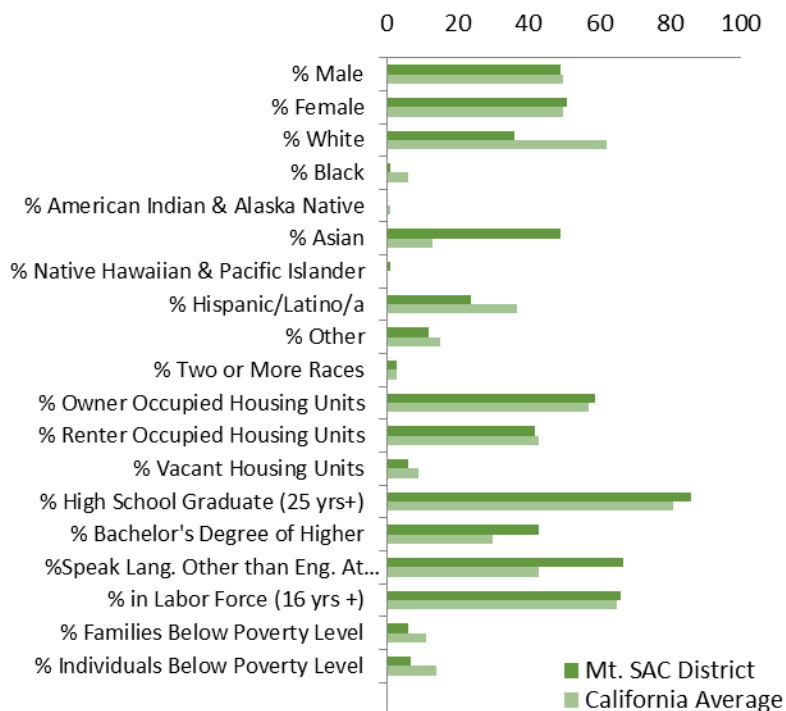
Include the following:

- A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics
- A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students

General Description

The College

The Mt. San Antonio College (Mt. SAC) District is the largest single-campus district among California's 112 community colleges. Located in the city of Walnut, Mt. SAC serves nearly 20 communities and a million residents in the bustling San Gabriel Valley. The 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. From its humble beginnings, the College now serves over 60,000 individuals from diverse backgrounds and generations. Mt. SAC has emerged as a leader in education not only in the San Gabriel Valley, but in the state.



Data from the U.S. Census Bureau for the Mt. SAC Area indicate the community is socioeconomically similar to the national average with only 6% of families below poverty level and an average household size of 3.0. However, it is more diverse. The number of households reporting a language other than English spoken in the home has increased 9% over the last three years to 67%.

History of Continuing Education

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 senior citizens 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 GED 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.

Mt. SAC Continuing Education is the 4th largest noncredit program in the state of California. The Division has experienced dramatic change and tremendous growth in its 40+ year history. There have been six name changes during this time and its most recent name change, Continuing Education, reflects the common terminology used by California community colleges for similar programs.

The main campus is now home to the Continuing Education Division office, the Language Learning Center, as well as Adult Basic Education, High School Equivalency Preparation, Adult High School Diploma, English as a Second Language, High School Referral, Noncredit Health Careers, Noncredit Short-Term Vocational programs, and the WIN Athletic Support Center. Community Education, Contract Education, and Education for Older Adults courses are offered in public and private facilities throughout the Mt. SAC community.

Schoolwide Student Goals

Student Learning Outcomes (SLOs) are a means to determine what students know, think, feel or do as a result of a given learning experience. SLOs are developed by faculty and implemented and assessed at a course level. Continuing Education also has defined Student Learning Goals (SLGs) which establish specific skills students need both within and beyond an educational setting. SLGs are Division-wide SLOs that include measurable statements of skills or applications that a student will learn. They provide the foundation for a comprehensive assessment of all programs across the Continuing Education Division. The SLGs are reviewed and revised annually to ensure they meet the needs of the student population served in Continuing Education.

We will prepare all students to be:

Effective Communicators who
<ul style="list-style-type: none"> • Acquire reading and listening skills • Speak and write to be understood • Work productively as part of a team • Use technology to express ideas
Critical Thinkers who
<ul style="list-style-type: none"> • Gather, organize, and analyze information from a variety of sources • Form and express a logical opinion or conclusion • Demonstrate problem-solving skills • Apply knowledge to personal, professional, or academic situations
Lifelong Learners who
<ul style="list-style-type: none"> • Take responsibility for setting and implementing educational and career plans • Participate productively in the community • Use technology and emerging resources • Develop capacity for resilience

Continuing Education 2014-15 Course Level SLOs Actively Being Assessed

	Effective Communicator	Critical Thinker	Lifelong Learner
	%	%	%
Adult Basic Education	34	59	7
ESL	50	50	-
Noncredit Health Careers	-	50	50
Noncredit Labs	-	100	-
Noncredit Vocational (Stand-alone)	-	67	33
Education for Older Adults	8	25	66
Total	18	36	46

Assessment of the SLGs at the course level helps instructors evaluate student learning. Courses in Continuing Education have a minimum of two SLOs. Each course level SLO is connected to the most relevant Student Learning Goal (SLG). Course level SLOs are assessed on a three-year cycle. Each year, the Division considers the relevance of the SLGs by analyzing the connection between active course level SLOs and SLGs. In Fall 2014, active SLOs indicate the SLG with the greatest Division-wide emphasis is Lifelong Learner (46%), followed by Critical Thinker (36%) and Effective Communicator (18%). Adult Basic Education, Noncredit Short-Term Vocational and Noncredit Lab programs have the highest percentage of active SLOs connected with the Critical Thinker SLG. In contrast, the Education for Older Adults Program focuses more on the Lifelong Learning goal with 66% of active SLOs connected to this SLG. The data support the focus of each program on meeting unique learning needs of students served by different SLGs.

Student Demographics

Due to the educational fiscal climate, over the last three years many adult education programs in California have experienced budget cuts resulting in declining enrollment. In contrast, Mt. SAC Continuing Education has been fortunate to maintain a stable budget and has grown to become the 4th largest noncredit program in the state of California, with 38,151 students served in 2013-14 (Fall, Winter, Spring and Summer semesters). This enrollment generated 5,556 Full-Time Equivalent Student (FTES) hours. Due to program decisions, enrollment for some programs have seen a decrease, such as Health Career Labs and High School Referral, while others such as GED/High School Equivalency and ESL have grown. This reflects the Division decisions to focus available noncredit learning resources strategically to meet community needs.

Continuing Education Three Year Unduplicated Enrollment Trend by Program

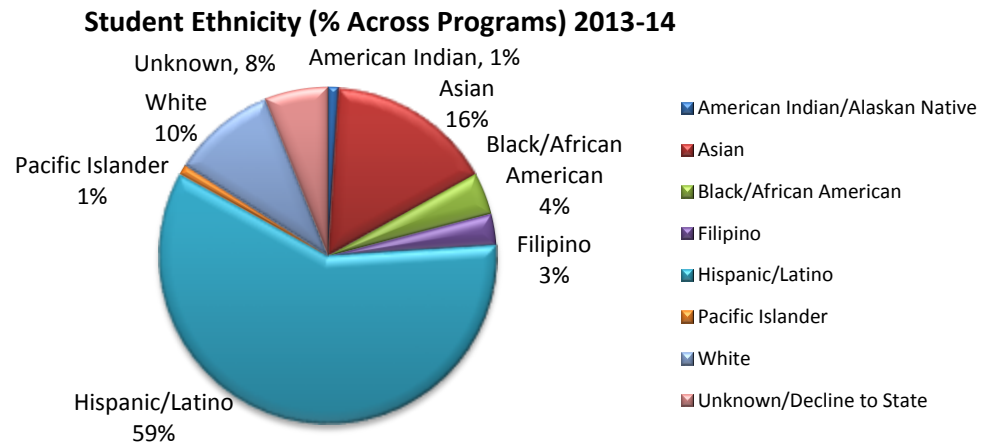
		2011-12	2012-13	2013-14	Summer & Fall 2014
Adult Basic Education	Adult Basic Education ¹	1610	1880	1726	1128
	Adult High School Diploma	543	556	580	353
	GED/ High School Equivalency	260	453	523	244
	High School Referral	1063	996	745	480
	Summer High School	7496	8230	8500	9981
ESL	ESL	2542	2807	3880	1884
	VESL Career Paths	146	144	190	120
Noncredit Labs	Language Learning Center	4545	4289	4344	2586
	WIN	905	897	880	674
	All Other Noncredit Labs ²	18395	17760	17129	12099
Noncredit Vocational	Health Careers Lab (Credit students)	436	315	292	209
	Health Careers Lab (Noncredit students)	16	43	46	80
	Health Lecture (Noncredit)	161	219	172	101
	Noncredit Vocational (Dual listed with credit)	286	256	252	213
	Noncredit Vocational (Stand-alone)	96	45	1444 ³	1289
Education for Older Adults	4872	4670	3546 ³	3210	
Unduplicated Total	37460	37846	38151	30884	

1-Typing test certification was discontinued in Spring 2011

2-All Other Noncredit Labs includes: ESL Lab, LAC, TERC, Math, Writing Assistance Center, T-MARC

3-Banner coding was changed. Older Adult students in Noncredit Vocational courses now appear in the Noncredit Vocational category

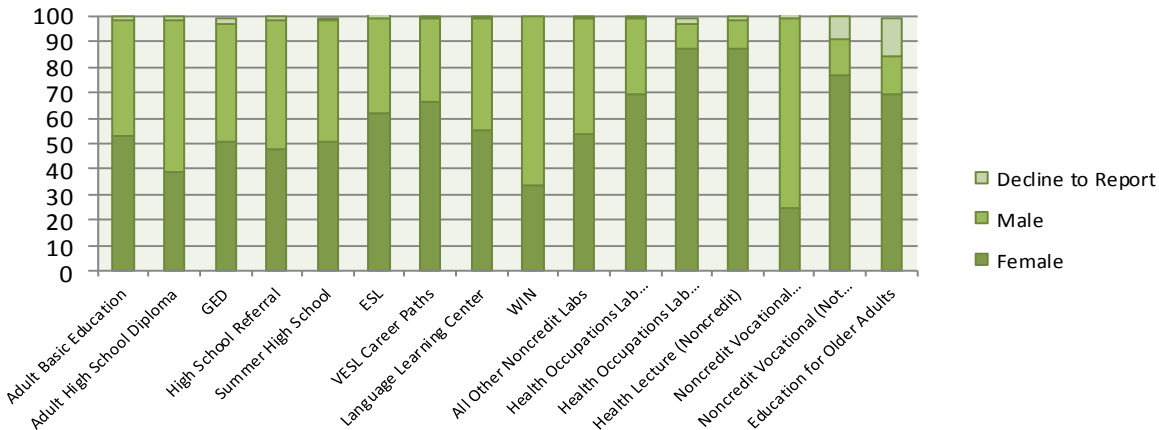
Of the Continuing Education students enrolled in VESL Career Paths, ABE, GED, and Adult High School Diploma in 2013-14, there is a significant percentage of students concurrently enrolled in credit courses at the College (19%, 16%, 13%, and 11%, respectively). These data have remained stable over the last three years and indicate that concurrent credit enrollment is being used as a bridge into higher education. ([See Institutional, Community and Student Profile 2013-14](#))



Continuing Education overall student demographics parallel the ethnicity of the communities served by Mt. SAC. Ethnic groups in the Continuing Education Division include: 1% American Indian or Alaskan Native; 16% Asian; 4% African American (not of Hispanic Origin); 3% Filipino; 59% Hispanic or Latino/a; 1% Pacific Islander; 10% White (not of Hispanic Origin). An additional 6% of students declined to state their ethnic affiliation or data were not available. The number of students declining to state their ethnicity has declined 4% over the last three years, as Continuing Education has made a concerted effort to collect these data. The increase of the Hispanic/Latino student population by 6% during this same time period may reflect this effort, but also aligns with the increase in community households where a language other than English is spoken in the home.

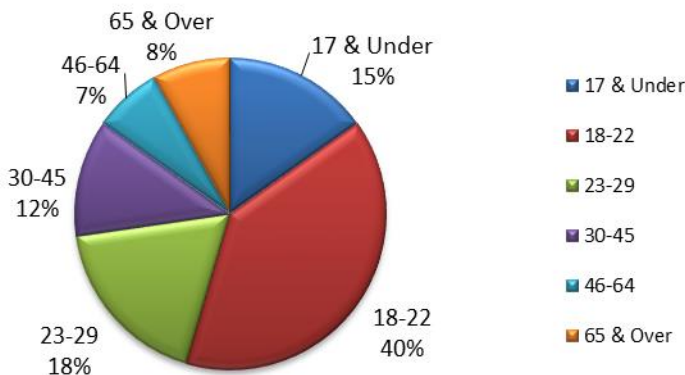
It is also notable that while the student populations of some student groups, such as Noncredit Short-term Vocational and Noncredit Labs, closely resemble the Continuing Education average, other programs' student populations differ greatly. The most dichotomous program is ESL with roughly 59% of the students identified as Asian and 35% identified as Hispanic/Latino. The Asian population in ESL has grown by seven percent over the last three years, while the Hispanic/Latino population has declined at a similar rate. All five Adult Basic Education programs (GED, Adult High School Diploma, Summer High School, Adult Basic Education, and High School Referral) have a high majority Hispanic/Latino population that has also grown 7% in the last three years. The changing ethnicity of ESL and ABE programs mirrors the increased diversity that is evident in the community. It is notable that 97% of respondents of the 2014 Student Survey affirmed that students and instructors in their program respect all people and cultures. ([See CED Student Survey Results 2014](#))

Student Gender by Program 2013-14 (by percentage)



Throughout the Continuing Education Division, 56% of students are female and 42% are male (with 3% not reporting). Female students dominate Health Careers (87%), Noncredit Short-term Vocational (77%), VESL Career Paths (66%), Adult Basic Education (53%), and ESL (62%). The majority of students in Adult Diploma (59%) are male, which reflects the drop-out population statistics in the community served. The gender for each program has remained consistent throughout the last three years, with the only evident change being an increase in female students to 51% of the GED student population. This increase may be attributed to the number of new students entering this program to complete their GED and become eligible for financial aid in credit classes.

Student Age (% Across Programs) 2013-14

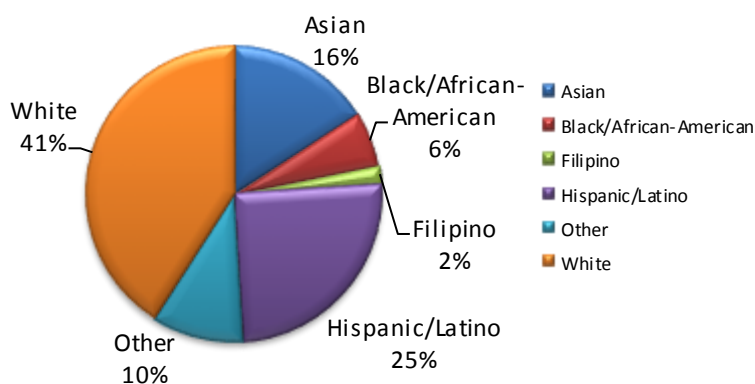


The overall Continuing Education Division student age data indicate 8% of students are age 65 and over; 7% age 46-64; 12% age 30-45; 18% age 23-29; 39% age 18-22; and 17% under 18. High School Referral program students are all of high school age and must be enrolled in a local high school to take courses. Adult Diploma has a high rate of students between the ages of 18-22 (66%), many of whom are non-graduates entering the program within six months of exiting from high school. On the other end of the age spectrum, 94% of Education for Older Adult students are over the age of 46 with the majority (74%) over 65. VESL Career Paths, ESL, and Health Careers have high rates of participants who range from 30-45 years of age (47, 45 and 38%, respectively). The student age data have not significantly changed in the last three years.

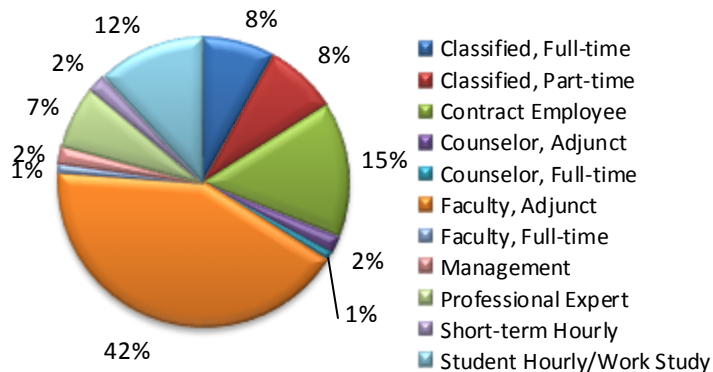
Employee Demographics

Continuing Education employees are predominately female (71%). Faculty comprise the greatest number of employees (44%). The ethnic diversity of Continuing Education administrators, teachers and support staff is less varied than the demographics exhibited in the student population, with White as the dominant employee ethnic group (41%). However, the other large employee ethnic groups, Hispanic/Latino (25%) and Asian (16%), represent the two largest student ethnic populations.

Ethnicity- Continuing Education Employees



Classification- Continuing Education Employees

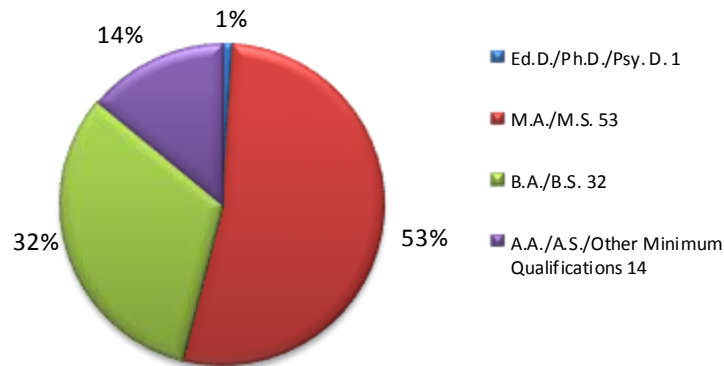


Longevity among Continuing Education Employees

	N	%
Over 10 years	118	41
6 to 10 years	62	21
1 to 5 years	84	29
Less than 1 year	24	8
Unknown	2	1
Total	290	-

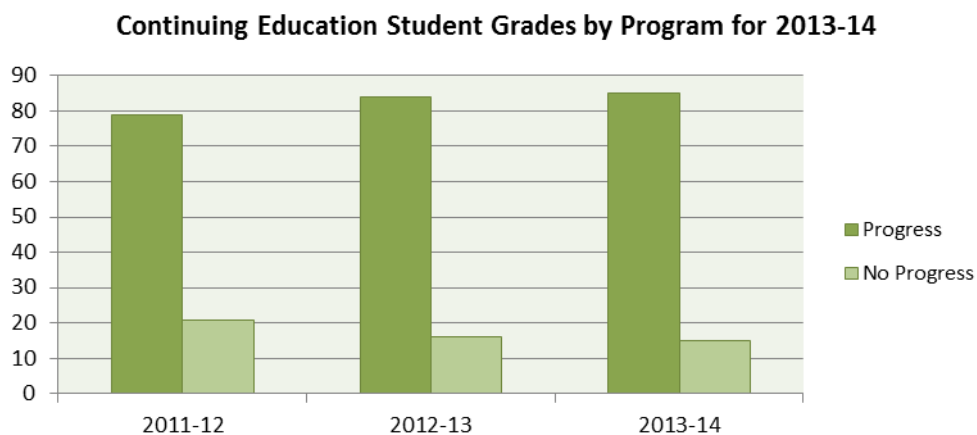
Longevity data indicate that Continuing Education employees have very little attrition, with 41% of administrators, faculty, and support staff having worked in the Division for more than ten years. Twenty-one percent have worked for six to ten years, 29% have worked in the Division for one to five years, and 8% of have worked in the Division for less than a year. Given that 12% of Continuing Education employees are student workers, and the part-time nature of faculty positions, the low attrition rates reflect a positive school culture. This is further supported by data from the 2014 Employee Survey in which 97% of respondents agreed that they enjoy working at Mt. SAC. ([See CED Employee Survey Results 2014](#))

Academic Qualifications - Faculty & Counselors

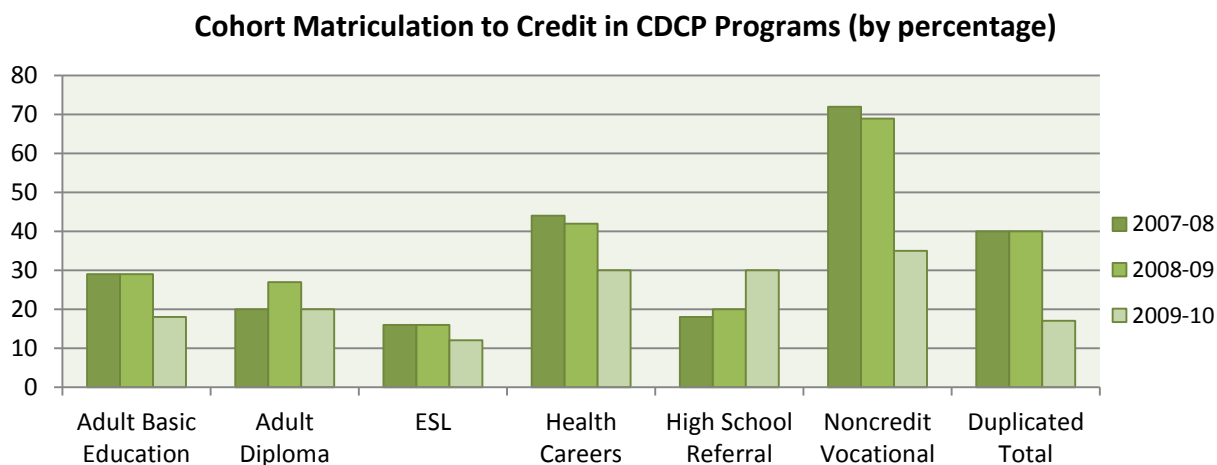


Data on highest educational attainment of Division faculty and counselors reflect that Continuing Education is committed to hiring highly qualified faculty who contribute to the Division Vision (1% doctorate, 53% master's, 32% bachelor's, and 14% with an associate's degree or other minimum qualification).

Student Achievement Data



Standardized grade entry into the Mt. SAC data system, Banner, officially began in Spring 2011. Data over the last three years indicate that students are achieving at the level of course expectations with grades of Pass or Satisfactory Progress. There has been a steady increase in student academic success during this time period. The Short-term Noncredit Vocational dual-listed courses have the highest percentage of No Pass (38%). This is attributed mainly to students who drop the course without informing the instructor. Some students need neither credit nor a passing grade to gain specific vocational skills, and others choose to switch to a credit section. Due to the ongoing self-paced nature of some programs such as Education for Older Adults, students in these programs predominately earn grades of Satisfactory Progress.



Career Development College Preparatory (CDCP) courses are designed to support students in earning a certificate and transitioning successfully into credit courses. As a measure of student success in meeting their higher education goals, the Division

examines the rate at which students who attended Continuing Education CDCP courses enter credit classes at Mt. SAC within three academic years. Cohort data sets indicate that approximately 40% of 2007-08 and 2008-09 Continuing Education students enrolled in a Career Development College Preparatory (CDCP) course matriculated to credit. The 2009-10 cohort of students showed a dramatic decrease in college enrollment to 17% at the completion of their CDCP course or certificate. This trend is particularly evident in the Noncredit Vocational, Health Careers, and Adult Basic Education programs and is consistent with student patterns of persistence during the Great Recession in which many students entered the workforce immediately upon improving their skills.

Cohort matriculation data is also measured at the program level. For example, in ESL 20-24% of advanced ESL students transition into credit programs after completing noncredit ESL. Data also indicate that daytime VESL Career Paths students have a much higher rate (45%) transitioning to credit.

CASAS Benchmark Summary-Adult Basic Education (ABE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		Completed NRS Educational Level		Advanced NRS Educational Level	
			N	%	N	%	N	%	N	%
			2011-12	388	522	339	87	180	46	-
2012-13	477	555	383	80	166	35	-	-	-	-
2013-14 ¹	571	610	-	-	-	-	336	59	274	48

1-In 2013-14, CASAS redefined metrics for gain and completion to better align with National Reporting System (NRS) criteria for ABE, ASE, and ESL

CASAS Benchmark Summary-Adult Secondary Education (ASE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		Completed NRS Educational Level		Advanced NRS Educational Level		High School Equivalency Certificate ¹		High School Diploma	
			N	%	N	%	N	%	N	%	N	%	N	%
			2011-12	324	520	331	89	167	45	-	-	-	-	48
2012-13	522	482	289	89	160	49	-	-	-	-	34	4	37	5
2013-14 ¹	524	451	-	-	-	-	267	51	167	32	5	1	12	2

1-Official GED testing is offsite and official GED records are unavailable

2-In 2013-14, CASAS redefined metrics for gain and completion to better align with National Reporting System (NRS) criteria for ABE, ASE, and ESL

CASAS Benchmark Summary-ESL

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		Completed NRS Educational Level		Advanced NRS Educational Level		High School Equivalency Certificate ¹		High School Diploma	
			N	%	N	%	N	%	N	%	N	%	N	%
2011-12	2086	1960	1520	73	396	19	-	-	-	-	8	<1	36	2
2012-13	2146	1984	1544	72	373	17	-	-	-	-	27	1	40	2
2013-14 ¹	2275	2568	-	-	-	-	1395	61	1172	52	1	<1	-	-

1-In 2013-14, CASAS redefined metrics for gain and completion to better align with National Reporting System (NRS) criteria for ABE, ASE, and ESL

EL Civics Additional Assessment Benchmark Data-ESL

	Number Enrollees (with and without 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	Student Outcomes Data Set (SODS 3) ³
2011-12	1614	1965	370	23	1526	439	-
2012-13	2519	2016	503	20	1615	399	2
2013-14	2648	2236	500	19	1802	434	-

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

3-SODS 3 indicates the third EL Civics assessment successfully completed for the year.

Overall, during the past three years Continuing Education has steadily increased the total number of CASAS payment points earned for all programs. Student achievement levels have also remained high as compared to the state average in benchmark gains. These results support Continuing Education progress indicator student achievement data.

Adult Basic Education

The Adult Basic Education (ABE) Lab provides a variety of programs and assessments. There are different student profiles based on the purpose for which students utilize the lab. For example, the average GED student is Hispanic/Latino, did not complete high school, and is interested in obtaining a GED to pursue an educational, vocational, or personal goal. Students who utilize assessment testing are likely to have completed high school and are generally between 18-23 years of age. Conversely, the typical computer literacy course student is a female who has at least a high school diploma

and is interested in improving skills to return to the workforce.

Over the past three years student completion of Basic Skills Certificates of Competency has fluctuated significantly from a high of 330 in 2011-12 to a low of 78 in 2012-13 and then back up to 128 in 2013-14. This same trend is evident in numbers of Computer Literacy Certificates of Proficiency earned, from a high of 104 total certificates in 2011-12 to a low of 47 certificates in 2013-14. These achievement patterns have been directly linked to student attendance hours. Students in ABE programs who attend fewer than eight hours per week, on average, do not demonstrate certificate and program completion. ABE is examining the impact that re-instatement of student services in the ABE lab will have on student achievement rates.

GED Graduate Information (by percentage)

%	2011-12	2012-13	2013-14
Graduates who have attended credit classes	39	28	50
Hispanic/Latino	56	65	81
Female	47	51	64
Age: Age 25 and over	66	55	60
Average age at graduation	29	33	32
Total Graduate Count	36	43	36

Adult Basic Education is not a GED testing site and therefore is not able to report the total number of all High School Equivalencies earned. Graduation numbers are gathered as students self-report their scores, which are then verified. Data over the past three years indicate a radical shift from predominately male to mostly female students, with the majority of these students Hispanic/Latino. Post-program outcomes for GED Certificate completers demonstrates a strong trend that the GED student population is shifting to include credit students who come to ABE to complete their GED in order to achieve eligibility for financial aid services. Currently 69% of GED certificate completers matriculate to Mt. SAC credit courses.

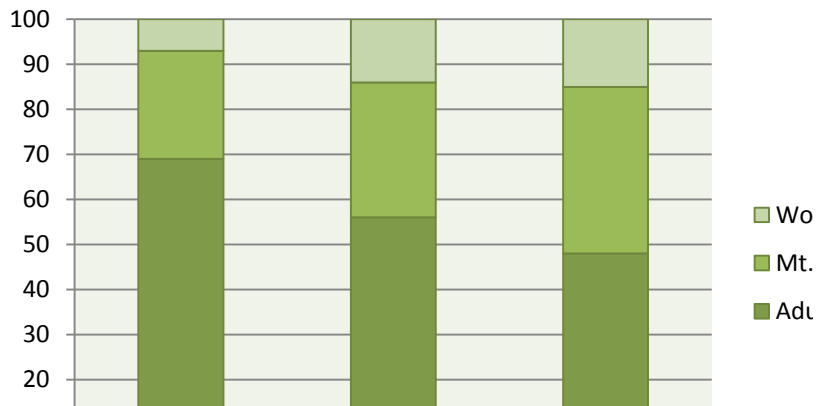
Adult High School Diploma

The range of student ages in the Adult High School Diploma Program is from 18-64, although the program is comprised primarily of 18-22 year olds (66%). The average student is Hispanic/Latino who left high school in junior or senior year. Although each student is enrolled both in morning and evening classes (a total of 36 possible hours per week), most attend one session or the other on a drop-in basis. Students generally take one class at a time and can complete a class in a minimum of 62.5 hours.

Adult High School Diploma Graduate Profile

	2011-12	2012-13	2013-14
Number of graduates	39	35	51
Average number of semesters to complete diploma	7.6	6.7	6.3
Average age at graduation	22.7	23.9	23.5
Concurrently attending credit classes (%)	49	60	47
Entered needing 20 credits or fewer (%)	48	43	47
TABE score of 7.0 or higher (%)	56	71	65
Passed English CAHSEE (%)	54	60	61
Passed Math CAHSEE (%)	51	66	59
English as a second language (%)	18	23	12

Percentage of Adult Diploma Credits Earned by Type



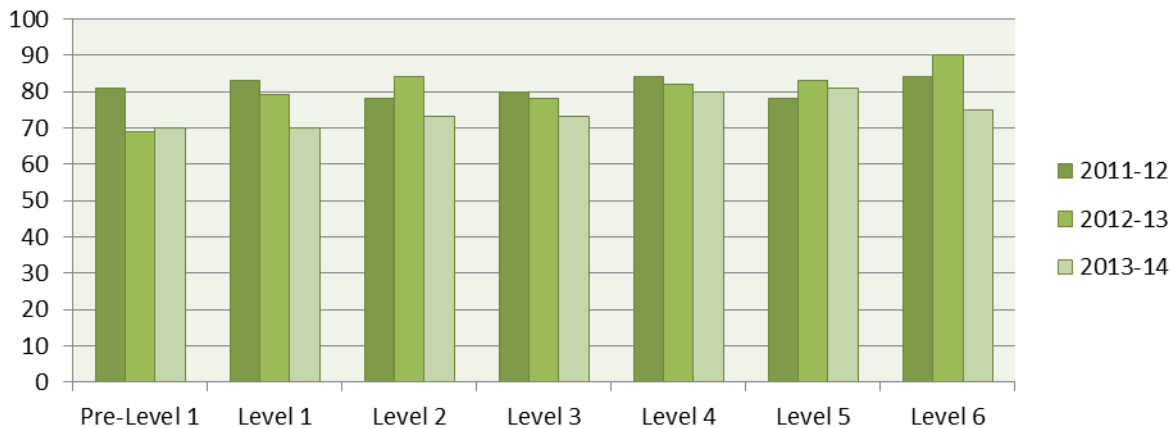
Over the past three years there has been a 31% increase in the number of diplomas earned and a decrease in the amount of time students are taking to complete their diploma. Although there is a large number of younger students entering the Adult High School Diploma program, graduate data reveal the average age of completers as 24 years old. These students have recognized the need for further training after difficulty in finding employment due to lack of credentials. Many have returned to school after experiencing multiple adult schools. Returning adult students tend to be focused, use available student support services, attend credit college classes, and persist over multiple semesters. Efforts to increase Adult Diploma persistence through student support services has resulted in a significant improvement of student achievement as indicated by a 38% increase in the number of diplomas earned and a 63% increase over the last three years in the number of credits earned in the Adult High School Diploma program. These significant academic gains have been made with a static

student population. Student support has also resulted in 34% more students successfully completing a Mt. SAC credit course while enrolled in the Adult Diploma program.

English as a Second Language

The English as a Second Language (ESL) program serves a large and diverse population of learners with a range of age, language, educational history, and socioeconomic backgrounds. Students who enroll in the ESL Program are focused on strengthening their English communication skills, and many self-identify their primary occupation as “student”. The majority of ESL learners are adults over the age of 24, with the largest segment (45%) between the ages of 30 and 45, and a majority is female (62%). The dominant ethnicities are Hispanic/Latino (35%) and Asian (59%) students. While Spanish and Chinese dominate, other languages can also be represented in any ESL classroom including Korean, Vietnamese, Arabic, Thai, Tagalog, Khmer, Armenian, and Burmese. Some of the learners have limited education (9% < 12 yrs.) but many have strong educational histories, with 31% having earned postsecondary degree in their native country. Some students wish to transfer their professional degree from their native country in order to obtain their license to practice their profession in the U.S, while others are seeking to pursue a postsecondary education or improve employability.

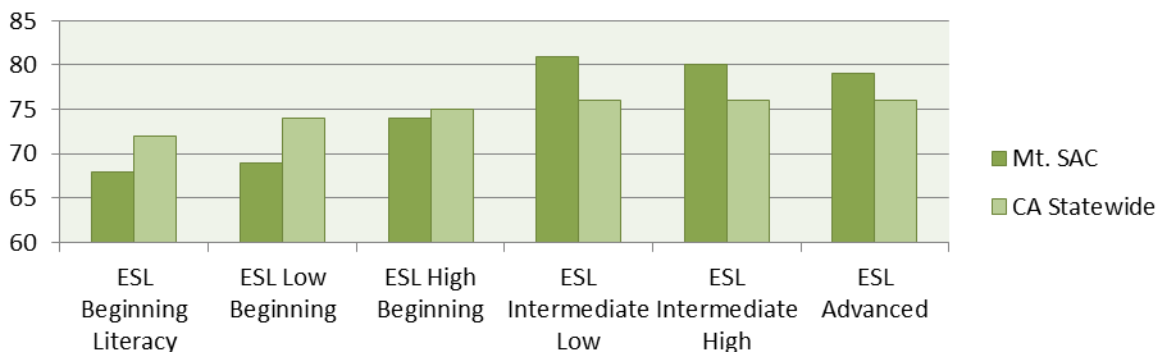
ESL Student Progress by Level (by percentage)



New ESL students take a placement test to identify their English proficiency from literacy (Pre-level 1) through advanced (Level 6). Each Level course has a robust set of outcomes including oral evaluations, written evaluations, class projects, midterms, and finals. A portfolio-based assessment helps to integrate the teaching and learning process in a consistent manner throughout the program. Criteria and measures of learning outcomes are tabulated in the portfolio which “travels” with the students as they progress from one level to the next. As a result, both students and faculty have a clear understanding of how course expectations and student performance lead to progress indicator determination. Level progress in all the levels has remained consistently

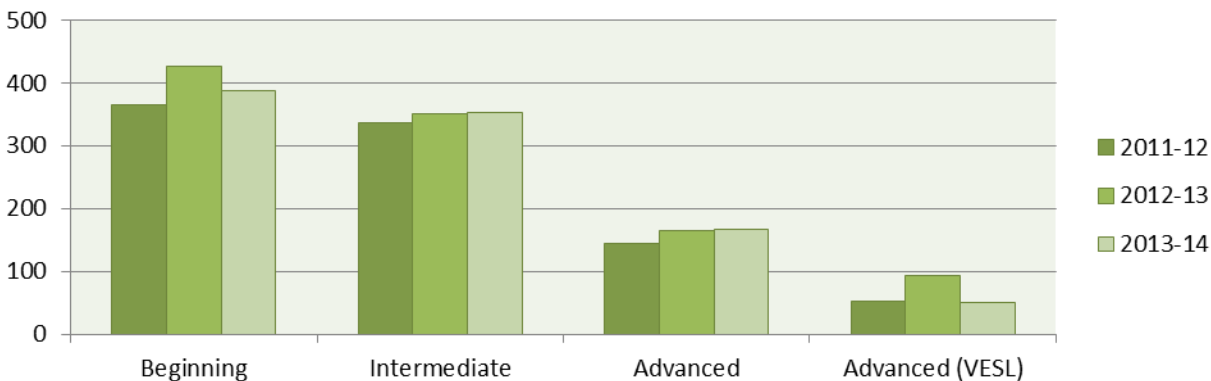
stable over the last three years with 70-80% of students advancing to the next level.

2012-13 ESL CASAS Persistence Comparison (in percentages)



In addition to institutional data, the ESL program monitors student persistence with other adult and noncredit programs throughout the state. Based on standardized measures such as CASAS pre-/post tests and EL Civics projects, evidence indicates that students remain in the system and persist at a higher rate at the intermediate and advanced levels. Such high persistence rates are important components of measuring progress of students from beginning through advanced levels.

ESL Certificates of Competency Earned



Career Development and College Preparation (CDCP) is a primary goal of the ESL program. Certificates of Competency earned by students who successfully complete a series of courses at beginning (Level 2), intermediate (Level 4), and advanced (Level 6, VESL). Vocational ESL Career Paths (VESL) is a two-term bridge program that helps advanced-level students who are topping out of ESL to better prepare for their next steps in the academic and employability arenas. Certificate completion data indicate student certificate completions at all levels remain consistently high. Numbers of certificates at each level mirror enrollment patterns, with a greater number of students in beginning and intermediate language levels. Overall, completion data show the effectiveness of the curriculum and learning outcomes in meeting the needs of the

diverse population of ESL learners.

High School Referral

The High School Referral Program continues to be offered as a means to support noncredit basic skills development for concurrently enrolled high school students in the community. The average student is 17 years old, Hispanic/Latino (65%), and is attending to improve an existing low grade (D or F). While 24 high school districts are serviced by the High School Referral Program, 68% of all students are from one of five districts: Chaffey, Hacienda La Puente, Pomona, Rowland, 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.

High School Referral- Fall and Spring Semester Enrollment & Course Completion

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total High School Enrollment	1001	831	738	714	601	332
Total Courses Attempted	1090	909	819	777	633	459
Total Courses Completed	551	525	533	444	314	275
% Course Completion	51	58	65	57	50	60

Over the last six years there has been a continued drop in High School Referral enrollment. In 2008-09 enrollment was at a high of 1001 students. Since that time enrollment has decreased by 67%. Many local high schools have instituted alternate means of credit recovery, including online options during the instructional day. Also, the increased rigor of the HSR courses to a-g college preparatory level has led some districts to refer fewer students. However, for students participating in the program, the percentage of successful courses completed continues to be consistently high. The use of resources for systematic intervention, including tutoring and counseling targeted at early intervention, has supported course completion rates.

Education for Older Adults Program

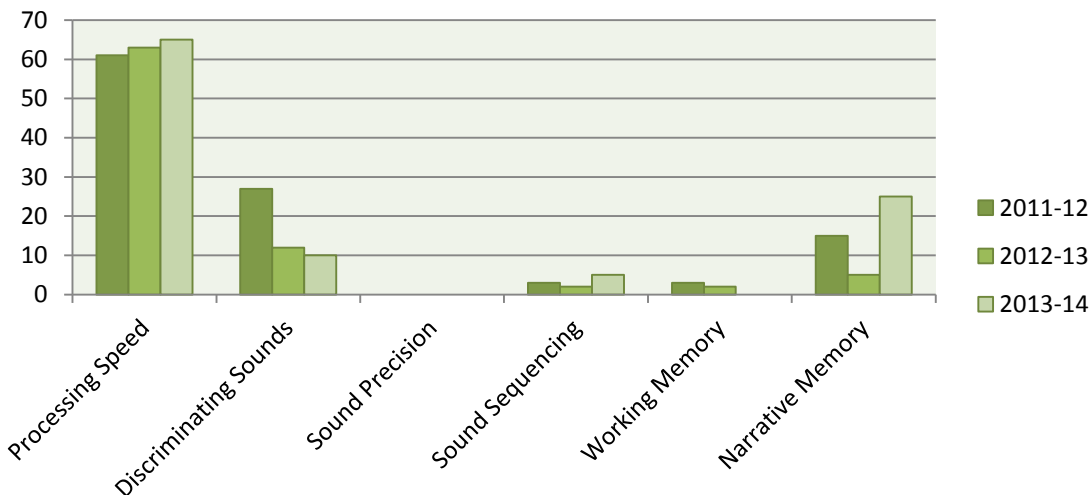
Education for Older Adults (EOA) students are primarily women (69%), retired, and over the age of 65 (74%). These students enter class with different levels of real world experience as well as a multitude of educational levels, age variances, and life skills. Some students focus on skill building leading to a means of supplemental income, while others focus on healthy aging goals. Since Older Adult students prefer to take classes in their home communities, most courses are offered off campus. A typical Older Adult student enrolls in multiple classes each term and continues to participate in the program throughout the academic year.

**Education for Older Adult Progress Indicators
(by percentage)**

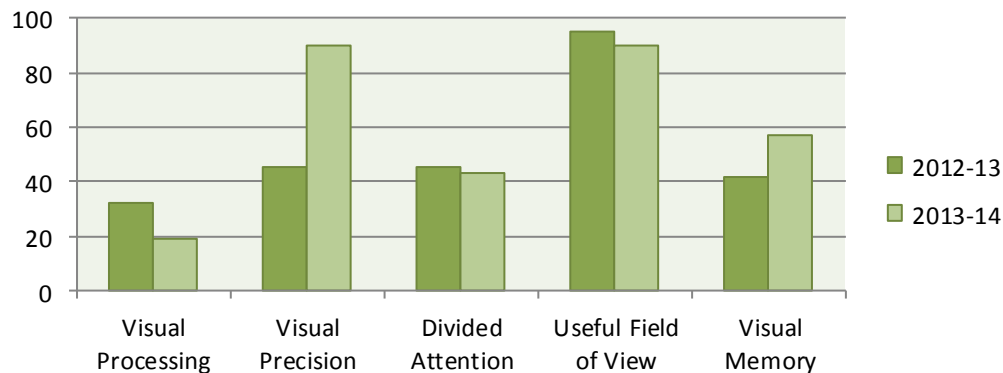


All EOA courses have SLOs that are assessed yearly, with data compiled and recorded. Additionally, all EOA classes are graded. EOA students enrolled in CDCP courses in which they are pursuing a certificate may earn a grade of Pass (P), Satisfactory Progress (SP), and No Pass (NP). Due to program design, students in noncredit programs predominately earn grades of Satisfactory Progress, indicating they are meeting the level of course expectations. Over the past three years students have consistently achieved at high levels, with approximately 90% of students demonstrating progress by earning a P or SP. During that same time period, numbers of students earning a CDCP certificate have increased from a low of one annually to a high of 8 in 2013-14. Based on this data, CDCP Vocational Certificates that primarily serve older adults have been created and are currently awaiting approval in the Chancellors Office.

**Brain Fitness Level 1 Impressive Test Results
(Improvement Percentages)**



Brain Fitness Level 2 Impressive Test Results (Improvement Percentages)



The Education for Older Adult Program was an active partner in piloting Brain Fitness software, in collaboration with Cal State San Diego, Posit Science, and CCCEOA. EOA now implements this software in Brain Health courses. The software uses a pre-test and post-test to measure improvement in cognitive processing. Data reveal that students who complete a Level 1 Brain Health class have impressive improvement (>40%) in processing speed, discriminating sounds, and narrative memory. Students in Brain Health Level 2 improve significantly in useful field of view, visual precision, and visual memory. Overall, data demonstrate the Brain Fitness software is effective in assisting older adult students in maintaining and improving cognitive skills.

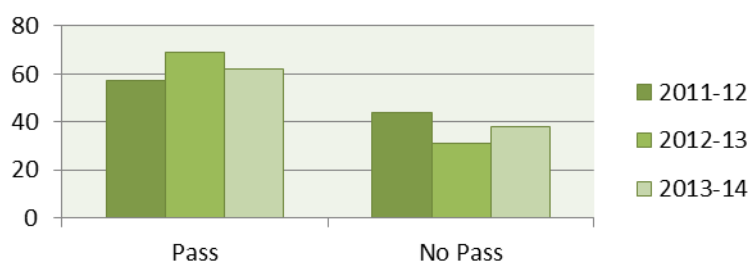
Noncredit Short-Term Vocational Program

Students participating in noncredit vocational programs are seeking to complete one or more courses leading to professional advancement or employment. The courses lead to certificates in an array of vocations such as business, agriculture, manufacturing, and graphics, to name a few. Many students take just one or two classes that will advance their work skills, and it is common for them to request evidence of completion of a single course to submit to their employer. The noncredit vocational program is largely represented by courses and certificates that may be completed through enrollment in dual-listed noncredit/credit courses. There are three main reasons that students may choose to enroll as a noncredit rather than a credit student. They may already have a college degree and simply need a specific skills upgrade. They may be uninterested in a degree or certificate, but they simply want specific skills. Or they may lack confidence to succeed as a credit student; often students who initially enroll on a noncredit basis convert to the credit classes once they experience success. The courses and certificates are created and offered through a collaborative process with the various credit departments of the College.

Total Noncredit Short-Term Vocational Certificates Issued

	2010-11	2012-13	2013-14
Administrative Assistant – Level 1	1	-	-
Bookkeeping	-	-	1
Certified Nursing Assistant (CNA)	37	33	21
Electronic Technology	-	1	-
Electronics Communications	-	1	-
Floral Design	6	17	7
Industrial Electronics	-	1	-
Office Computer Applications	-	4	-
Welding Technology	1	-	-
Total	45	57	29

**Noncredit Vocational Progress Indicators
Dual-listed courses (by percentage)**

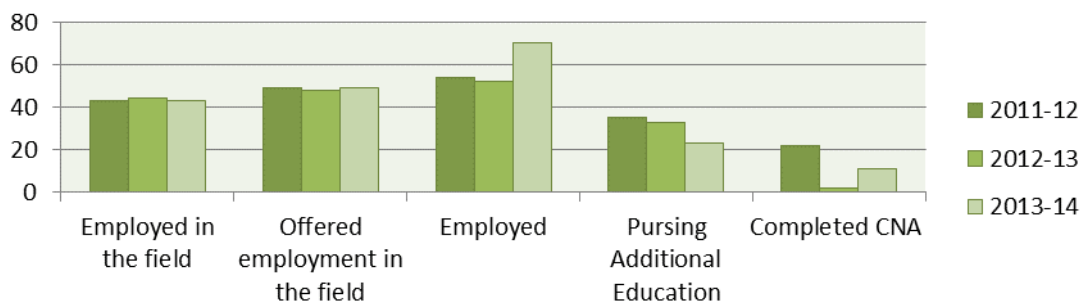


Program outcomes and improvements are driven by the faculty of those departments, and ongoing communication generally includes the deans of the divisions as well as the Dean of Continuing Education. Because of the diverse nature of the programs as well as the noncredit students who enroll in them, communication and cohesion require ongoing effort and energy. Over the last three years students completing noncredit dual-listed courses are earning progress indicators of Pass (P) at a consistently high level ranging between 57-69%. While student achievement has remained steady, certificate completions have declined over this same period. The awarding of certificates has been impacted by two issues: the change of College information systems, with a resulting temporary and ongoing loss of an automatic certificate audit/award function; and budget cuts, which reduced schedule offerings in the dual-listed vocational certificate programs. Certificate completion numbers are highest in the CNA and Floral Design programs because these courses are offered as stand-alone vocational programs within Continuing Education.

Noncredit Health Careers

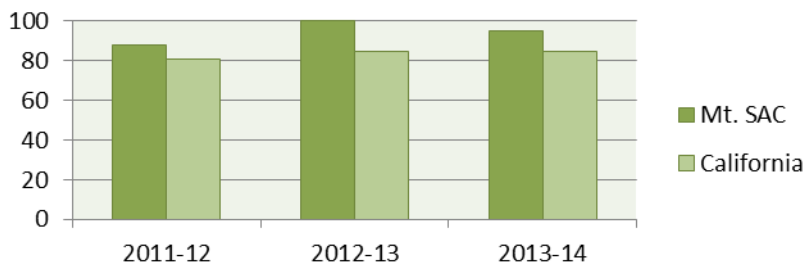
Although health could be considered another example of a vocational program, it is approached as a separate program from other vocational programs because of the entry requirements (e.g., physical examination, background check) as well as externships in clinical sites. Health Careers students seek opportunities for work or upward mobility in healthcare fields. Some are concurrently enrolled in credit, while others are healthcare workers or professionals seeking clinical skills upgrade. Many students participating in this program are preparing for health-related licensure or certification exams.

In-Home Support Services Survey Outcomes (by percentage)



Students in the In Home Support Services program are seeking short-term training leading to employment. The majority of these students are Hispanic/Latino women seeking an entry-level healthcare position. Student achievement in this program is measured through a follow-up survey of completers. Data indicate students are successfully prepared for employment, with the majority of completers offered jobs in the healthcare field. Additionally, many students pursue further educational opportunities.

CNA Examination Results (Mt. SAC and California Pass Rates)



The Certified Nursing Assistant program is licensed through the State of California, Health and Human Services, Department of Public Health, Licensing and Certification Section. Through theory and clinical segments, it prepares students to work as an entry level healthcare provider with patients in a long-term care facility, under the direction of a nurse. Upon completion, the student is prepared to take the California Long-term Care CNA exam. Over the last three years student success rates on the California

state CNA exam remain extremely high and are consistently above the California rates, indicating program effectiveness in preparing students for this field of work.

Community Education

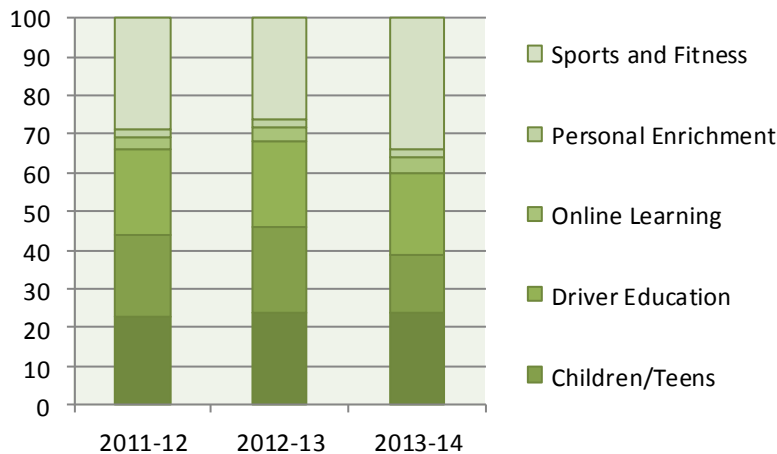
Community Education is a self-supporting entity of the College and is not funded by taxpayer dollars. Fees are based on the instructor’s salary, enrollment, duration of the class, and administrative and operating costs. Community Education strives to provide access to current, affordable and job appropriate training to the community through fee-based and contract education programs. Through close partnerships with contract partners, relevant and customized training is delivered when and where needs arise.

Contract Education Enrollment

	2011-12	2012-13	2013-14
All Americas, Inc.	419	860	605
Metropolitan Water District	28	22	18
Montclair Fire Department	26	18	18
Pomona Unified School District	40	-	-
State Board of Equalization	-	28	29
Total	513	928	670

Contract Training has been negatively affected by the California’s struggling economy. During the last three years the greatest majority of Contract Education enrollment has been generated in summer camps serving minors from abroad traveling to America. Significant energies and resources are being targeted to revitalize Contract Education so that Mt. SAC can meet the educational needs of the businesses in the district.

**Fee-Based Program Registration by Category
(percentage)**



Fee-Based programs are focused on delivering career development offerings to the community. Classes offered still include a mix of personal enrichment and other courses, but there is now expanded access to training that leads to incumbent advancement or new jobs in industries with growth potential. Serving children in the community is also an important component of Community Education, with a commitment to be responsive to identified needs. A variety of classes are offered throughout the year to meet requests from children as well as parents.

Efforts to expand offerings and to be responsive to community needs has resulted in an 11% increase in unduplicated student enrollment over the last three years. Sports and fitness classes have the greatest percentage of course enrollment (29%), followed by Career and Professional Development (24%) and Driver Education (22%).

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Fiscal Climate

The Great Recession created a climate of continual budget flux and demanded flexibility in the use of resources during the last three years. Continuing Education was fortunate to maintain a status quo budget. However, this affected program ability to meet the increased student demand that was generated by cuts to or elimination of adult education programs and services in many unified school districts in the Mt. SAC area. Continuing Education responded to student needs by making program adjustments to ensure provision of core courses and services. Decisions included elimination of ABE elective courses from the Summer High School program offering; only core basic skills courses are now available. ABE stopped administering the Mt. SAC placement test to student athletes in order to direct limited resources to tutoring and lab assistance. For the same reason, ABE also stopped providing typing skills assessments for the public. Other program adjustments included increased scrutiny and enforcement of repeatability limits for ESL students and restrictions on enrollment in multiple sections of Older Adult courses. Continuing Education program wait lists and student demand for courses, while always robust, grew even more during the recession due, in part, to the school district cuts in adult education mentioned earlier.

The budget crisis has begun to abate, and Continuing Education has benefitted. Funding for program growth returned in the 2013-14 academic year. The college requested that Continuing Education grow by 3.5% in 2014-15, and further growth is anticipated in the 2015-16 academic year. Some specific services, beyond core courses, have been restored; for example, the ABE-administered typing skills assessments have been resumed for the benefit of job seekers on campus and in the public. The College, using shared governance processes among stakeholders, gave high priority to the hiring of a full-time, noncredit ESL professor, and the position was filled in spring 2014. At the state level, the 2014-15 Budget Act provided for an equalization of the apportionment rate for noncredit Career Development and College Preparation (CDCP) attendance to that of credit. The increased funding for noncredit CDCP attendance will begin in the 2015-16 academic year. Additionally, restoration of funding for noncredit student services is in process under the new Student Success and Support Program through the California Community Colleges Chancellor's Office. Funding tied to Student Equity has also been established as a new resource. Assembly Bill 86 planning for adult education, discussed later under legislation, is underway with a stated intention of the legislature to provide new money for adult education starting July 2015. At the federal level, Congress has reauthorized the old Workforce Investment Act as the

Workforce Innovation and Opportunity Act, with continued investment in adult literacy through Title II.

Finally, the Community and Contract Education program of the Division has increased its growth in contract and community services revenue through a variety of strategies. Most recently it has re-launched, under the new name Workforce Training Center, specific outreach to business and industry in the Mt. SAC region to provide targeted training for their needs. Additionally, the program was awarded Employment Training Panel (ETP) funding to support employee training, with potential for funding growth in the future.

Legislation and Policy Implementation

Recent years have seen recurring bills proposing the narrowing of the California Community College (CCC) mission to exclude or limit noncredit programs. Fighting to amend or defeat legislation that has threatened noncredit programs and proposed negative policies has required significant energy. Additionally, changes in state legislation and regulations have resulted in Continuing Education management, faculty, and staff spending a significant amount of time developing new plans and assuring compliance. Examples include:

- Federal WIA Title I and II funding streams have mandated changes.
- NRS-CASAS student outcomes standards (tied to WIA II funding) affect ABE and ESL
- Student Success and Support Act (matriculation) data and reporting requirements are being finalized in early 2015 with implementation in 15-16.
- New ACCJC accreditation standards and the start of Self-Evaluation process for the College include Continuing Education as a division of the College.
- Basic Skills Initiative funding priorities & processes have a strong influence on ABE and ESL programs, which have many of the College's basic skills students and generate much of the funding.
- Increased focus on statewide student outcomes metrics, including but not limited to an evolving ARCC/Scorecard concept, required ongoing monitoring and troubleshooting of existing reporting to the state as well as development, still in process, of tools to facilitate reporting.
- Student Equity Plan development and reporting requirements have increased, and there is potential for fresh funding from this source.
- Implementation of Common Core and College and Career Readiness Standards for HS English, math, and ABE has engaged many faculty in the process of curriculum evaluation and updating.
- The new GED exam administration has resulted in changes to curriculum.
- The addition of two alternative approved high school equivalency examinations has broadened needed curriculum.
- ACS-WASC Action Plan implementation has been consistent and ongoing.

- SB 173 which, as originally written, would have significantly narrowed the community college noncredit mission and potential funding, was amended to align with Assembly Bill 86 of 2014 (AB86), and sections representing threats to the mission were eliminated. AB86 is described further following this list.
- Revalidation of existing placement tests (through the California Community Colleges Chancellor's Office) has continued while the CCCCCO is developing single placement instruments for ESL, English, and math through the Common Assessment Initiative (CAI).

During the past two academic years, the most intensive legislation implementation has been Assembly Bill 86 (AB86). This bill directed the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) to implement a joint planning process for the improvement of adult education statewide. The legislation appropriated \$25 million to distribute to regional consortia to develop plans with the shared goal of better serving the educational needs of California's adult learners. In AB86, a region is defined by community college district boundaries, includes all colleges and school districts as members, and requires that consortia also work with partners such as Workforce Investment Boards (WIBs) and community-based organizations. Continuing Education has been highly engaged in the Mt. San Antonio College Regional Consortium for Adult Education which includes the following member districts: Baldwin Park, Bassett, Hacienda La Puente, Mt. SAC, Pomona, Rowland, and Tri-Community. Mt. SAC is the acting fiscal agent for this initiative. ([See AB86 Executive Summary](#))

Five areas are addressed in the plan:

- Elementary and secondary basic skills, including classes required for a high school diploma;
- Classes and courses for immigrants in English as a second language, citizenship, and workforce preparations;
- Education programs for adults with disabilities;
- Short-term career technical education programs with high employment potential; and
- Programs for apprentices.

Faculty and staff have been actively meeting in consortium work groups representing each of the five areas addressed in the plan. Continuing Education managers are actively participating in leadership roles on the Regional Steering Committee which includes adult education administrators from the adult schools within the Mt. SAC district and meets monthly to guide AB86 planning and implementation. Additionally, the Dean of Continuing Education has been serving on the state AB86 Work Group as a California Community College Field Delegate.

New Continuing Education Courses and Certificates

Continuing Education is committed to currency and relevancy in all programs offered. Program review is ongoing. Program changes are based on student outcome data and needs identified in the community.

Several Chancellor-approved noncredit certificates have been revised or added to better support student language development, acquisition of basic skills, and workforce and college preparation. The new ABE certificates include Basic Computer Skills, In-Home Support Services, and GED Preparation. In addition, two basic skills certificates and the Adult High School Diploma certificate were updated. Among the new certificates, the Basic Computer Skills certificate provides students seeking computer skills with relevant training to prepare them for work or college. In-Home Support Services offers content and workplace skills training for those seeking employment as a personal care attendant or as a first step in training in the health career field. GED Prep certificates were also created for each of the four individual subject areas of the updated 2014 exam. Two certificates, Basic Career Readiness and Basic Skills, were revised to integrate workplace skills along with the basic skills required for college and work readiness. Lastly, the Adult High School Diploma certificate was streamlined to focus on the relevant skills needed by adult learners and to incorporate college and career readiness standards for timely transition to students' desired pathways.

Recognizing job readiness skills required for today's workforce, EOA designed and updated vocational certificates for the modern office. Certificates include; Office Computer Applications Level 1, Office Computer Applications Level 2, Computer Presentation and Publication Applications and Excel Applications. Moreover, a certificate in Micro Enterprise focusing on Home Based Business highlights supplemental income opportunities.

Noting an increase in ESL students with hearing impairment, the ESL Program has begun collaborating with the credit Disabled Students Preparation and Success Department (DSP&S) to offer noncredit courses accommodating the non-native Deaf students; these included two noncredit "mirrored" courses that can be co-listed with their credit counterpart courses as well as the development of two ESL-DEAF courses to be offered through ESL. Other new ESL courses were developed to better serve the literacy level students in the program, Speaking Pre-1 and Writing Pre-1. Additionally, the VESL Career Paths certificate was approved and will now provide a CDCP certificate for advanced-level students who are transitioning to college and career pathways. The ESL Program also re-validated and applied for renewed approval of the ESL Computer Adaptive Placement Test which received full Chancellor's Office approval through 2017-18.

ABE expanded English and math bootcamps at local high schools and on campus to provide basic skills remediation to students seeking post-secondary transition and

a more efficient pathway through the basic skills sequence. Additionally, in response to new College and Career readiness standards, ABE faculty created three new courses. Two writing courses and one math course integrate the new standards and include coursework relevant for adults entering college or gaining employment.

Through collaborative design ESL and EOA are sharing resources to provide vocational education opportunities. Utilizing ESL's computer facilities and support staff, EOA is providing instructional hours dedicated to vocational courses geared toward the modern office environment.

In addition to new vocational certificates listed earlier, the Division has added a Personal Care Assistant certificate for CNA completers who also pass Home Health Aide or Acute Care Nursing courses. A Physical Therapy Aide certificate has also been created and is awaiting Chancellor's Office approval. Enrollment in vocational programs offered in a dual-listed format with credit classes has increased with the improving economy and more class options for noncredit students.

Staffing

Historically, ninety-eight percent of faculty in Continuing Education have been employed as adjunct instructors, many of whom have re-hire rights as defined in the Faculty Agreement. While the numbers of adjunct faculty are sufficient to meet course demand and the needs of the programs, one great challenge is having the faculty resources to focus on curricular improvement and Student Learning Outcomes assessment, since these require time and effort outside of classroom assignments. Through the Planning for Institutional Effectiveness (PIE) process, Continuing Education has documented a critical long-term planning need for one full-time lead faculty member in each of the English as a Second Language (ESL), Adult Basic Education (ABE), and Education for Older Adults (EOA) programs to facilitate curricular issues and coordinate responsibilities under faculty purview. Through the support of College leadership and the College Academic Senate, a new full-time faculty member in ESL was approved for hire in the 2013-14 academic year. In 2014-15, a full-time noncredit ESL instructor was hired. Her role and responsibilities include curriculum development as well as classroom instruction; additionally, she will provide ESL faculty perspective and leadership in College, regional, and statewide discussions and initiatives. Continuing Education will continue to advocate for additional full-time faculty in the other two program areas as the budget moves into a growth environment and new faculty positions are added across the College. A Division request for a full-time faculty member for Adult Basic Education was recently ranked among the high priorities by the Instruction Team comprised of deans and other administrators from all divisions; however, the position was not ranked among the top ten by the end of the shared prioritization process with the Academic Senate.

Community Education/Workforce Development

In collaboration with local Chambers of Commerce and in an attempt to reconnect with local businesses, in July 2014 Continuing Education re-launched the Mt. SAC Workforce Training Center (formerly Training Source). This center provides customized performance-based training, assessment and consulting services designed to assist business, industry, and other organizations to improve the quality of their products and services and to increase their competitiveness within domestic and international markets.

Due to budgetary and enrollment challenges, the Health and Technology Division decided to stop providing Water Technology courses after the Spring 2011 term. Understanding that there was still a need to provide continuing education hours for industry re-certification and state certification training for water treatment and water distribution, the Water Technology program was moved to the fee-based model during the Fall 2011 term. Recently, the Water Technology Program was recognized by the South Bay Workforce Investment Board for Outstanding Performance by a training provider. In 2013-14, 100% of students in the program successfully completed training and obtained full-time employment. ([See Water Technology Award](#))

Also in 2011, the Community Education Department started offering “English and Culture Camps” on a contract basis to meet the growing demand from international markets. Participants come to experience the American education system, people and its culture. Enrollment for these summer camps has grown consistently every year.

III: Process for the Development of the Progress Report

- Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.
- Describe the process to present the progress report to the governing board.

Development of the Mid-Cycle Progress Report has been done over a three-year period, with annual progress check updates built into existing organizational planning structures. Although the Continuing Education Division Leadership Team led the process for creating the report, Program Leadership Teams provided the core evidence collection, analysis of data, and synthesis of progress for Chapters 1 & 4. In order to provide this information to the Division Leadership Team, the program teams implemented department goals, including those contained in the Action Plan, and regularly discussed and evaluated progress. Program teams collected evidence for the Progress Report from a variety of sources, including student and staff surveys, student round tables, student focus groups, advisory groups, faculty and staff meetings, and other College documents. ([See CED Advisory Group Minutes](#))

An important activity that contributed to the development of Mid-Cycle Report was the twice yearly Continuing Education Advisory Group retreats at which facilitated discussion topics include significant changes in the Division, external and internal factors impacting Division work, and review of Action Plan progress. In early Fall 2014 a Mid-Cycle Kick-off Meeting was held for with Advisory Group. Together they reviewed the Mid-Cycle Report timeline and completion progress, reviewed plans and tools to facilitate their participation in the writing process, and explored ways to encourage continual engagement of all constituencies in the Mid-Cycle Report development. This message of engagement was further supported by the annual fall welcome back letter from the Division Dean to all employees which included an overview of the Mid-Cycle Report process and plans for 2014-15. ([See Mid-Cycle Report Kick-off Meeting; Fall 2014 Division Letter](#))

The Leadership Team drafted Chapters 2, 3, & 5 using feedback from Advisory Group retreats and Division Planning for Institutional Effectiveness (PIE) annual summaries. Throughout the Mid-Cycle Report development the Leadership Team also validated data and evidence collected, revised narrative drafts, and communicated progress to Division employees.

In late Fall 2014, the Advisory Group, made up of faculty, classified program representatives, and management, participated in an all-day Mid-Cycle Report Retreat. In preparation for the meeting, the Advisory Group members reviewed their Program and Division Planning for Institutional Effectiveness (PIE) summaries for the past three

years and brought ideas to share at the meeting. There was meaningful discussion about the next steps for Action Plans and upcoming changes in legislation that will have an impact on the work done for students.

In January 2015, a full draft of the Mid-Cycle report was shared with all Division stakeholders with an invitation to validate their contributions and the content and to provide input. The Leadership Team used this feedback to finalized the Mid-Cycle Report and submit it to the Board of Trustees for review. Board approval of the final copy occurred at the January 2015 Board meeting. ([See Board of Trustees January 2015 Minutes](#))

IV: Critical Areas for Follow-up Progress

- List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.
 - ➔ **Note:** The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.
- Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

All Critical Areas for Follow-up recommended by the Visiting Team have been incorporated as Continuing Education's Action Plan sections.

Critical Area 1 (Action Plan Goal 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.

An important component of improving in the collection, integration, and reporting of data is use of technology and access to software tools which can facilitate data processes. Over the last three years Mt. SAC's College systems have improved, supporting Continuing Education's ability to move forward on this Action Plan Goal. Some improvements include completion of Argos data system reports which provide administration and support staff with access to relevant and timely data.

As of Fall 2014 all noncredit curriculum creation and review cycles are conducted using an online software system, College WebCMS. This system is accessed by the Educational Design Committee during course review and by the Outcomes Committee to assure that student learning outcomes assessment is current for each course that is completing a review cycle. Additionally, the functionality of the noncredit student portal and the college's shift to a Moodlerooms (distance learning platform) contract that includes noncredit students has given students and staff greater access to web-based orientation resources, college information, class materials, and student academic history. TracDat is a software used by all programs within the Division where results of SLOs, are recorded, tracked and evaluated. Each program has institutionalized the review cycle and it is ongoing. Faculty assess and discuss the results and then use the information to guide instructional changes. ([See WebCMS Screen Shot](#))

The collection and reporting of noncredit outcomes data have become increasingly critical in meeting legislative and regulatory mandates. These have emerged from

recommendations made by the state Student Success Task Force and approved by the California Community Colleges Board of Governors (BOG) in January 2011.

Implementation of these recommendations is ongoing, both through legislation and through BOG-approved regulations within the community college system.

Implementation thus far has significantly affected reporting of student success metrics (Scorecard) as well as the provision, tracking, and reporting of student support services (SSSP).

The CCCCCO established a BOG-approved performance measurement and reporting system called the Student Success Scorecard. Among several things, the Scorecard tracks, on a cohort basis, the success of noncredit students who have participated in Career Development and College Preparation courses (CDCP). For this initiative, success is defined as completion of a certificate, degree, or transfer-related outcomes. Over the last three years Continuing Education programs have institutionalized the input of noncredit student certificate history into the college data system for uploading into the CCC Management Information System (MIS), from which the Scorecard draws its data. ([See Mt. SAC Scorecard CDCP 2013-14 Certificates in CCCCCO Datamart](#))

As a result of the BOG-approved changes to the California Community Colleges Student Success and Support Program (SSSP), there is increased focus on the core services of assessment, orientation, education planning, and follow-up support for students. Categorical funding (formerly known as Matriculation) is provided specifically for credit and noncredit categories of students. Funding formulas have been changed to include a portion of funds based on actual performance of services; these are tracked and reported using MIS. The reporting data requirements and funding formula for noncredit programs are being finalized in early 2015.

Continuing Education has been a leader in statewide accountability efforts, with faculty and staff serving in positions on several task groups. These have included the Noncredit Accountability Task Force of the statewide Academic Senate, which developed metrics appropriate to noncredit students and provided recommendations that informed the CDCP Scorecard. These metrics included major outcomes described earlier as well as recommended noncredit grades to be collected statewide to show progress along a basic skills pathway. The Director of ESL provided statewide professional development as part of the Task Force work. Administrators and staff have also served on the statewide Basic Skills Initiative Advisory Committee, the Student Success and Support Program Noncredit Funding Formula Task Group, and the AB86 Work Group. Locally, Continuing Education has served on teams writing the College Student Equity Plan. ([See Basic Skills Advisory Committee 2013-14; Noncredit Accountability Initiative; Noncredit Accountability Training](#))

In the area of Adults with Disabilities, Assembly Bill 1041, Employment First Policy, states, “It is the policy of the state that opportunities for integrated competitive employment shall be given the highest priority for working age individuals with developmental disabilities regardless of the severity of their disability.” Program data is collected locally in peripheral data collection systems and data elements are incorporated into the college’s administrative system (Banner) to provide a single data retrieval point. Databases 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, and identify any trends in the program and specific student groups. Continuing Education PIE plans reflect a need for permanent Database Programmers who can maintain the web-based data collection process for Continuing Education programs and be responsible for the integration of data elements into Banner in order to meet accountability requirements. ([See Adult High School Diploma Progress Policy](#))

The ESL program improved WIA II accountability mandates for Core Performance Follow-up reports by implementing new strategies of data collection for exiting students. When students stop attending their classes, ESL faculty provide immediate input to the registration staff who log the reason into the ESL database. This systematic data collection provides information in alignment with the WIA II Core Performance Follow-up reporting mandate. Additionally, the ESL program is able to meet and exceed the mandated 70% response rate required by Federal NRS and CDE on a consistent basis. Lastly, the ESL program generated TOPS Enterprise (TE) reports to set benchmarks and improve level completion rates for the standardized CASAS test, thus leading to improved outcomes. ([See CASAS WIA Title II Promising Practices Award](#))

Transient attendance patterns are still present in some areas of Continuing Education, especially in ABE. Thus, processes to collect data from students who leave the program have been established by ABE staff. Students who do not complete the enrollment process or leave within the first month of enrollment are solicited for feedback. Through phone calls, students are asked to identify reasons for leaving and staff provide resource referrals and strategies for addressing obstacles so that students may return to school ([See SARS Counselor Notes](#)).

A number of state initiatives and legislative changes have provided Continuing Education programs with the framework to engage in improving student outcomes and for making data driven decisions. For the past eight years, ESL and ABE program faculty and staff have implemented projects as part of the state Basic Skills Initiative (BSI) aimed at strengthening the educational delivery and outcomes for noncredit basic

skills students. Each BSI project involves an assessment, evaluation, and discussion of the data, and ESL and ABE BSI projects have historically demonstrated positive student outcomes. Based on the results and findings for each project, decisions have been made that contribute to the ongoing improvement of instruction and student services. ESL has utilized BSI funds to insure that Division-wide Student Learning Goals (SLGs) are infused into the curriculum and are systematically assessed for positive impact in skill development for communication, critical thinking, and lifelong learning strategies. These Basic Skills - SLG outcomes are reported on an annual basis to the Basic Skills Campus Committee. ([See Mt. SAC Basic Skills Initiative Annual Report; Institutional, Community and Student Profiles 2011-12, 2012-13, 2013-14](#))

The Division has been actively involved with statewide planning of the Student Success and Support Plan (SSSP) specific to noncredit matriculation and core services. These areas include orientation, assessment, counseling/advising, at-risk student support, follow-up and other services. For instance, in order to ensure that students are receiving SSSP core services, ABE counseling and instructional faculty have conducted gap analyses in all program areas. The Division has also provided input on the campus Equity Plan specific to noncredit programs in such areas as access, course completion, and ESL/Basic Skills progress. Such plans insure that noncredit students have equitable opportunities to resources and staffing needs in order for them to achieve their short- and long-term goals of academic and vocational success. ([See ABE Core Services Gap Analysis](#)).

Both the Student Equity Plan and the noncredit Student Success and Support Plan (SSSP) have initiated data collection in focused areas that contributed to the state reporting and helped to make local planning decisions. For example, ESL collected student profile data broken down by community (districts served) regarding educational and career backgrounds as well as learning goals. Evidence suggested that Hispanic adult learners are disproportionately impacted when it comes to access to programs and services, and that ESL needs to develop focused strategies of outreach and educational planning support to help them progress and achieve learning outcomes. ([See Student Equity Fact Sheet](#)).

Critical Area 2 (Action Plan Goal 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.

Analysis and use of noncredit data in a collaborative setting is increasingly critical to student success and educational advocacy. Over the last three years there has been an increased Division-wide focus on use of data in collaborative arenas, including Advisory Group, program faculty and staff teams, and program SLOs. SLO Assessments are automatic, and analysis and use of results to make program and curricular improvement to support learning is a continuous improvement model. An all-inclusive faculty involvement approach has been institutionalized, supported with professional development, and is ongoing. The 3-year cycle SLO assessment process provides faculty with information to make improvements based on patterns and trends that are revealed. It is through this process that faculty design strategies for intervention or generate new course offerings. Through reflective activities, faculty have monitored the progress of students toward intended goals. ([See CED Fast Facts 2011-12, 2012-13, 2013-14](#))

SLO data in the Education for Older Adults (EOA) and Adults with Disabilities (AWD) programs is collected on an annual basis and stored in TracDat for each course. SLO data and curriculum review are conducted on a 3-year cycle. These steps are institutionalized and ongoing. Over the past two years EOA has received funding from the Outcomes Committee to provide 2 paid hours at non-teaching lab rate so adjunct faculty can participate in the analysis of SLO data. A common theme emerged during the Spring 2014 SLO data analysis and curriculum review meeting. EOA Faculty found that students are interested selling their products to supplement their income. As a result SLOs were designed to check the student's understanding of performing a cost analysis. Additionally, review of SLO data and curriculum has led to the creation of several new courses and certificates designed in EOA to meet the needs of students including Starting a Home-Based Business and Excel Computer Applications. ([See EOA Curriculum and SLO Cycle](#); [EOA Outcomes Assessment Letter](#); [EOA SLO Meeting Minutes](#))

The Education for Older Adults Advisory Group, comprised of community members throughout the district, provides additional insight to better serve EOA students and promote new learning opportunities. With biannual meetings, the EOA Advisory Group assists program supervisor and faculty in planning, organizing and evaluating services and programs. Through collaborative processes and teamwork, students have a role in forming decisions and providing direction and insight to community needs. This past year the EOA Advisory Group developed an outreach tool to increase older adult access to Mt. SAC classes and to enhance age diversity of the College. ([See EOA Advisory Group Minutes](#); [EOA Outreach Tool](#))

Beginning in 2012, an ABE faculty team was established to coordinate the department's SLO process for courses in the High School, ABE, and In Home Support Services programs. The faculty team created 3 year assessment cycle to ensure that all courses are assessed and data and outcomes are discussed. This was accomplished in the last three years due to the increased engagement by faculty who held regular meetings that included discussion of SLOs. It was determined after Year 2 of the assessment cycle that midterm reporting process needed to be included in the plan. Thus, data are collected and evaluated mid-cycle to identify any initial trends in student learning that may require faculty to provide early interventions. ([See ABE Faculty Flex Day Presentation](#)).

Establishment of a course assessment system that included all faculty has been an important accomplishment for ABE. More importantly, faculty have also engaged in rich dialogues based on student outcome data and have used this data to drive curricular changes and instructional improvements. For example, when data for some high school course exams reflected low passing scores, faculty prescribed mandatory tutoring intervention for students with test scores below 70%. This intervention proved successful and those who had tutoring, either mandated or self-initiated, earned at least 70% on course assessments. Other SLO outcome discussions have included updating textbooks or providing students with more in-class skills practice ([See ABE Unit PIE; ABE 2014 Spring Faculty Meeting Agenda](#)).

ABE faculty are confident and well-versed in the SLO process and have evolved to a stage of evaluating the quality of SLO data as well as the process for submitting data. In Summer 2014, ABE faculty held a meeting at which they identified best practices for reporting data and as a group they created a department template for reporting data. In addition, ABE faculty have begun regular and cyclical assessment of student learning goals (SLGs) across all ABE courses ([See Planning for Excellence Newsletter](#)).

Since 2010, the ESL program has hosted an annual ESL Retreat that gives faculty an opportunity to collaboratively develop student learning outcomes and rubrics for the Division SLGs. Lead faculty (The ESL Outcomes Team) utilize a data-driven process to design and analyze use of results for program improvement. Each year, faculty select one of the three SLGs (effective communication, critical thinking, and lifelong learning) to make sure they are integrated throughout the seven levels of the program. Faculty select one goal each year to measure and results are used to improve curriculum or make decisions regarding effective material and resources. In 2013-14, for example, students in ESL completed a 3-phase assessment to develop, review, and evaluate a study plan that promotes lifelong learning habits. Of the 918 Students who participated in Spring 2014, 77% made progress toward their individualized plans which were based on student and teacher identified criteria. By end of the semester, 82% of these students achieved their study goal. ([See Basic Skills Report Spring 2014](#))

Beginning in 2011-12, ESL faculty formed self-directed teams called Student-Teacher Action Research (STAR) that utilize evidence-based research and data collection to support teaching and learning practices. In the first year, nine faculty participated on

researching extensive reading benefits on standardized tests with positive results. Last year, 15 ESL faculty conducted research on various themes including learner motivation and use of iPad applications to enhance communicative skills. Core concept of STAR is that ESL faculty investigate an issue or area of interest using standard research strategies of qualitative and/or quantitative methodology (past research and literature review included) then design an assessment measure, collect data and the summarize results in the form of reports that are shared with colleagues both locally and at statewide conferences. STAR has become a sustainable process for ongoing curriculum improvement and professional development. ([See STAR Project Final Report](#))

Data-based evidence is also utilized in ESL for activities outside of the classroom. Two examples include the VESL Career Paths tutoring project that measures persistence and success. In 2012-13, VESL students were provided with tutoring on a drop-in basis. All VESL students were tracked on classroom success; data indicated an 88% persistence rate from term to term for students who took advantage of these sessions. Another project implemented by the ESL department is the Give Me 20 program in which evolved from a manager-lead to faculty-lead project. The goal of this program is to promote self-directed learning and the benefits of extensive reading to language development. ([See ESL Basic Skills Report 2013-14](#); [ESL Basic Skills Project Proposal 2014-15](#))

Critical Area 3 (Action Plan Goal 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.

Over the last three years, Continuing Education has demonstrated fiscal responsibility with limited resources and has made difficult budget decisions to ensure core programs, courses, and services continue to meet student needs. Continuing Education has successfully weathered the budget crisis caused by the Great Recession. Its success has been due largely to the positive integration of the Continuing Education Division with the College as a whole. During the years of deepest cuts College-wide, most Continuing Education program reductions remained in proportion to the cuts made in other College Divisions due to the strong value placed by the College on noncredit adult learners. While statewide cuts were targeted strongly at such noncredit programs as Education for Older Adults and Parenting Education, the EOA program in Mt. SAC Continuing Education remained vibrant through a combination of curriculum redesign, development of more vocational options, and creative engagement of the community-based EOA Advisory Group. Additionally, the Division continued to actively pursue opportunities for grant funding, contracts, and fee-based Community Education options.

Grant and categorical funding is improving. In Spring 2014 Continuing Education was awarded the WIOA II Competitive Grant; the 14-15 award tops \$1.2 million, the highest ever received for the Division. CCCCO dedicated funding formerly known as Matriculation, which had been cut by 60% during the recession, stabilized in recent years and will be increased once the new funding formula for noncredit is completed. The new funding is called Student Success and Support Program funding, and the funding and reporting specific to noncredit will be finalized in early 2015. ([See WIOA 2014 Grant Award Notification](#))

Through partnerships with community members the majority of EOA and AWD classes are located off-campus at selected venues to best serve seniors and adults with disabilities. These community partnerships provide numerous benefits. Sharing assets allows the parties to leverage and pool limited resources for greater output, increased public service and community recognition. Partners share ideas, offer services, support joint efforts, and provide access to facility resources and amenities at no costs to the districts with the exception of rental fees that are paid only to San Dimas Swim and Racquet for pool usage. Thus, utilities, building maintenance, janitorial services, building staff and other amenities are financially absorbed by the off-campus facilities. Additionally, community partners collaborate to identify and expand offerings and make classes more accessible. EOA/AWD partnerships also support and encourage other services such as transportation and/or meal and health programs.

Community Education continues to meet with departments on campus as needed to move state-supported courses into a fee-based model. Decisions are made collaboratively with relevant faculty and administrators with a goal of doing what is best for students while using a self-supporting fee model. For example, Technology and Health Division faculty decided that offering Water Technology courses in a credit model did not best meet students' needs, which were for short-term industry recertification and state certification training for water treatment and water distribution. Following appropriate campus policies and procedures, the Water Technology program was moved to a fee-based model. Enrollment has grown steadily since the transition and there are plans to add Waste Water Certification preparation in the future. The program was recently recognized by South Bay Workforce Investment Board for its effectiveness. ([See Water Technology Award](#))

During the last three years many new offerings have been added to the fee-based schedule. A few examples include Court Interpreting and other classes in the Career and Professional Development and Personal Enrichment areas. Summer programs have transformed and grown over the past few years as well, including College for Kids, which has grown about 30% in the last three years.

In January 2014, a new project manager was hired to help re-launch and develop the Mt. SAC Workforce Training Center (WTC) which provides customized performance-based training, assessment and consulting services to assist business, industry, and other organizations in the community. These services are self-supporting from contract

revenues and other fees. The new manager regularly attends the meetings of the seven chambers of commerce around the Mt. SAC district as well as the Pomona Employers Advisory Council in order to identify and develop self-supporting training relevant to their needs. Additionally, the Mt. SAC Workforce Training Center applied for and received Employment Training Panel (ETP) funds for training needs of businesses that meet the ETP qualification criteria. The ETP is a business and labor supported state agency that assists employers by providing funds to off-set the costs of job skills training necessary to maintain high-performance workplaces. ([See Workforce Training Center Offerings](#))

Contract revenues have also increased from agreements with our international partners, particularly through our "English and Culture Camps" whereby tourist groups experience the American education system, people and its culture. Enrollment for these Summer camps has grown consistently every year, and new topics are being planned. Other services to international clients include professional development workshops for visiting professionals in the areas of education, finance and process improvement.

Mt. SAC Continuing Education has remained as a state training provider for displaced, unemployed, low income individuals (WIA I) who are referred by Workforce Investment Boards (WIBs). The state Employer Training Provider List (ETPL) containing the College's offerings was updated and expanded in 2013 to include additional short-term programs, online training, and programs in high demand fields. Input from College Career and Technical managers was obtained for all programs added to the state training provider list. In order to continue providing students with options for workforce training and funding opportunities, Continuing Education Division programs will maintain long-standing partnerships with local workforce investment boards, Employment Development Department (EDD) and Worksource Centers. ([See I-Train List](#))

Now that the Great Recession is over and the budget crisis has abated, there has been an increased awareness at the state level of the importance of noncredit programs and their success in providing students with career preparation and basic skills attainment. The 2014-15 Budget Act provided reflects this shift and includes an apportionment rate increase for CDCP courses that are equal to credit (minus student fees), beginning July 1, 2015. Colleges are expected to invest the revenue increase in CDCP at the local level. This opens up great opportunities to improve and expand CDCP programs in Continuing Education. ([See Budget Act 2014-15](#); [CCLC Noncredit Policy Paper](#))

Continuing Education currently provides classes to 121 adults with intellectual disabilities out of the 4,255 clients in our district registered with San Gabriel / Pomona Regional Center. San Gabriel/Pomona Regional Center has identified a need for additional offerings for adults with intellectual disabilities which emphasize integrated and supported employment, micro enterprise and independent living skills. Continuing Education is in the planning stages of developing new Adults with Disabilities (AWD) courses to meet the needs identified by the San Gabriel/Pomona Regional Center and to align with AB86 regional consortium planning.

In June 2013, Assembly Bill 86 was passed to address the great need for adult education in California. The bill called for regional planning, with the intent of legislators to provide new funding starting in 2015-16. In response to AB86, the Mt. San Antonio Regional Consortium for Adult Education was formed in 2013-14 with the College and eight unified school districts within the College district boundaries. With the purpose to make plans to better serve the needs of adult learners in the region, the consortium is organized with a Steering Committee of adult school and Continuing Education administrators and program teams addressing the five program areas identified by AB86: ABE/ASE, ESL and programs for immigrants, Adults with Disabilities, Short Term Vocational programs, and Apprenticeship programs. Although new funding is contingent on the passage of a 2015 budget bill, the expectation is that this funding will be dedicated funding targeted to implement activities within the regional plan developed by the consortium and available to adult schools within the consortium as well as Continuing Education. ([See AB86 Mt. SAC Regional Consortium Plan, Adult Education Coalition Budget Position Letter](#))

V: Updated Schoolwide Action Plan

- **Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment on the integration of plans into one single schoolwide action plan.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Action Plan Implementation and Monitoring

Action Plan implementation has become a part of the culture of Continuing Education. The Continuing Education Division Leadership Team meets weekly and includes a representative from Community Education, English as a Second Language (ESL), Education for Older Adults (EOA)/Adults with Disabilities (AWD), Adult Basic Education (ABE), a project administrator, and the Division Dean. A wide of variety of topics are discussed including progress on projects and tasks directly supporting Action Plan goals. Weekly and monthly Program Team meetings carry this momentum through to ensure that progress does not become stagnant.

The program review process called Planning for Institutional Effectiveness (PIE) requires the use of data for decision-making and allows for an ongoing and systematic cycle of integrated planning, resource allocation, and evaluation driven by the Action Plan Goals with clear links between the Division and program levels. Programs create specific Strategic Actions (SAs) and Administrative Unit Objectives (AUOs) that are aligned with Division Action Plan items. At the end of the PIE evaluation cycle, quantitative and qualitative data are used to determine the effectiveness of Action Plan achievement. AUOs are tied to the Continuing Education goals to ensure that planning, implementation, and achievement of goals has some standardization across the Division. The summary of data indicates to what extent each individual goal has been met, and use of results are shared at the program and Division levels to determine overall progress made on Action Plan goals.

In Summer 2010 the Continuing Education Advisory Group was created to support the ongoing Division planning process. This group is comprised of faculty and staff from all Division programs. It reviews, evaluates, and advises the Division in the annual PIE process while providing input to long-term implementation of ACS-WASC accreditation. Twice-annual Continuing Education Advisory Group retreats focus on review of external and internal factors to assess Action Plan progress and inform discussions for Action Plan progress updates and suggested changes. Action Plan suggested revisions are

reviewed and finalized by the Leadership Team at the end of the spring term each year, and distributed to the Division through Program Team communications.

Action Plan Refinements

As a direct result of Advisory Group input, the Action Plan has undergone three major revisions since the Visiting Team Report in Spring 2012. Each year Evidence and progress is noted for each of the activities noted in the plan. Additionally, new activities are added to the Plan with timeline for completion, persons responsible, means of assessment, criteria for success, resources needed, and plan for reporting indicated. ([See Action Plan 2012-13](#), [2013-14](#), [2014-15](#))

No new Action Plan items have been added, but slight changes in the language of the Action Plan items reflect the ongoing work of Continuing Education. For example, the language in Growth Area 1 has been amended and expanded to provide a more nuanced explanation of data system needs.

The language in Growth Area 2 has shifted from “improve in the use of systematic processes in which data are analyzed and used for improvement of student learning” to “continue to use systematic processes to analyze data for improvement of student learning”. This slight change in wording indicates the progress Continuing Education has made from initial implementation of systematic data process to sustaining structures which support the analysis and use of data.

Growth Area 3 has also been updated. Now that the state budget crisis has abated, this Action Plan item includes a new statement which reflects the current budget situation, “As growth is restored, the Division will continue to explore funding resources, beyond state funding, as appropriate”.

Integration of plans into one schoolwide plan

Formal planning and evaluation processes have been well established at the College and are consistently reviewed and modified. Along with all areas of the College, the Division uses the PIE process for tracking progress toward goals in a continuous cycle of goal setting, implementation, measurement, and analysis. Through PIE the Division is able to create one unified document in which Action Plans are embedded along with Division goals aligned with College-level planning. Year-to-year progress made in achieving Action Plan steps and Division goals is done through an annual evaluation

cycle tied to resource allocation and with plans for the future.

PIE documents are reviewed and summarized at the program level. The Division Dean then works with these program summaries to create an overall Division summary of the year's planning efforts. In reviewing these summaries, trends that emerge may be translated into new or revised goals and strategies for the next cycle. The Division's summary is tied to the College's overarching planning structure as well. ([See PIE Summary CED 2011-12, 2012-13, 2013-14](#))