



**SCHOOL OF CONTINUING EDUCATION**  
**ACS WASC MID-CYCLE**  
**SCHOOL PROGRESS REPORT**

1100 N. Grand Avenue  
Walnut, CA 91789

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Accrediting Commission for Schools  
Western Association of Schools and Colleges

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## I: Student/Community Profile Data

Include the following:

- **Student/community profile that has been updated annually since the last full visit.**
  - **From the analysis of the updated student/community profile, include the following:**
    - **An updated summary with implications of the data and identified student learner needs.**
- **Note: See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.**

Mt. San Antonio College (Mt. SAC) is among the largest of California's community colleges, enrolling more than 67,000 students in 2019-20. The School of Continuing Education (SCE), a division within Mt. SAC, is now the largest noncredit program in the California Community College system. SCE served more than 43,000 students in 2019-20, with an additional 6,034 students served by the Community and Contract Education Department. SCE offers adult education, community services, and student services. General information about Mt. SAC and SCE is easily accessible online at [www.mtsac.edu](http://www.mtsac.edu).

As documented in the 2018 WASC Self-Study Report and the [2019-20 SCE Profile](#), SCE is comprised of the following departments:

- **Adult Basic Education (ABE).** ABE offers students of all ages programs to earn a high school diploma and/or high school credits, prepare for the high school equivalency exam (GED/HiSET/TASC) and the military entrance exam, gain computer skills, improve English and math skills, and access counseling and career development services. In partnership with the Kinesiology and Counseling Departments, ABE also oversees the [WIN Program](#), a tutorial program offering credit student-athletes a variety of academic support services.
- **Community and Contract Education.** This department offers a variety of classes and programs through a fee-based structure or contracted courses and services. Classes are of high interest to community members and are offered for a fee. Contract education provides instruction and services through agreements between SCE and businesses or organizations. The department also oversees the [SCE Testing Center](#), which offers secure, computer-based testing services to the community.
- **Education for Older Adults and Adults with Disabilities (EOA & AWD).** This department serves specific populations in two different disciplines. EOA offers courses to older adults to acquire new skills, stay mentally and physically fit, and share knowledge and experience with peers and other classmates. AWD serves primarily adults with intellectual disabilities who, because of age requirements, exit transition programs (secondary programs) at the age of 22. AWD offers courses on life skills such as communication, socialization, and civic engagement, and also prepare students for college and work. AWD offers life skills courses that focus on communication, socialization, and civic engagement, and also prepares students for college and work.

- **English as a Second Language (ESL).** The department oversees English as Second Language (ESL) and Vocational English as a Second Language ([VESL](#)). Both programs support English language learners to strengthen English communication skills, improve employability, transition into credit programs and certificate pathways, and become active participants in their new community.
- **Off-Campus High School (OCHS).** OCHS partners with local high school districts to offer courses that students must retake to graduate from high school, as well as courses that provide opportunity for academic enrichment. The program supports students in their college and career pathways. The program helps students complete a high school diploma and transition into college and career pathways.
- **Short-Term Vocational (STV).** STV offers programs leading to college, professional advancement, and employment in career fields that meet the needs of the local economy and are identified as high demand careers by labor market data. In addition to health-careers programs, STV courses provide a bridge to careers and college enrollment in areas that include, but are not limited to, agriculture, business, electronics, manufacturing, photography, and welding. In the Vocational Re-Entry program, students gain skills in digital technology and other workforce preparation to enter or re-enter college or the workforce.

SCE is also a member of the Mt. San Antonio Regional Consortium for Adult Education, along with seven K-12 adult schools. Information about the Mt. San Antonio Regional Consortium can be accessed online at [www.mtsac-rc.org](http://www.mtsac-rc.org).

SCE courses are offered on campus and at over 50 locations in the 17 surrounding communities served by the College. Access to these locations, however, has not been possible since the COVID-19 pandemic began in March 2020. Since then, SCE departments have offered courses and services virtually with a limited number of courses offered in person at Mt. SAC. These include essential worker training courses that require hands-on and face-to-face lab instruction. The majority of courses are offered through Canvas with opportunities for students to interact with faculty and peers through Zoom.

## **Community, Program, and Employee Characteristics**

### ***Community Characteristics***

Mt. SAC and SCE serve a diverse student population from the surrounding communities. In 2019, the U.S. Census Bureau American Community Survey data showed that the population residing within the Mt. SAC District boundaries has 18% more Hispanic/Latino and 7% more Asian representation than the respective averages in the State of California. In the last three years, the Hispanic/Latino population in the Mt. SAC District boundary grew by 5% and the Asian population decreased by 1%. Of those living in the Mt. SAC District, 61% speak a language other than English at home, which is 16% more than California's average and 39% more than the national average.

SCE is situated within Los Angeles County where employment has been significantly affected by the COVID-19 pandemic. The unemployment rate in the County has increased from 4.5% in 2019 to 19.6% in 2020, which is 7% higher than the State of California. There is a clear and urgent need to connect those who are unemployed with the training and educational opportunities available at SCE. Labor market data are strategically used to support the development of specialized training for students in high-growth and living-wage careers.

The [Mt. SAC 2018 Educational and Facilities Master Plan](#) projected that by the year 2035, the population within Mt. SAC's geographic boundaries is [expected to grow by approximately 12%](#), have higher numbers of older adults, and increase in Asian and Hispanic/Latino representation. Because of expected growth, by 2025 the College is slated to build the SCE Village, a structure of buildings dedicated specifically for SCE programs and students.

### ***Program Characteristics***

SCE's headcount in 2019-20 was 43,028. The student body is comprised of diverse groups with regards to race and ethnicity, gender, and age. This diversity cuts across the school, with specific characteristics that are unique to each program. While the student body grew slightly between 2017-18 and 2018-19, the 2019-20 headcount decreased by over 2,000 students due to the pandemic. Overall, noncredit enrollment was projected to increase by 2% to 3% in 2019-20 prior to the onset of the pandemic.

SCE has experienced overall steady growth in the past three years primarily due to the expansion of STV programs, VESL, and OCHS. The growth in these three areas led to an overall growth in headcount of 358 students, or 1%, from 2017-18 to 2018-19. However, there was a 4% decrease in headcount from 2017-18 to 2019-20, which is attributed to the COVID-19 pandemic. ABE and Noncredit Labs serving credit students have experienced a general decrease in the past three years. ABE's decrease in enrollment is attributed to the low pre-COVID unemployment rates, increases in high school graduation rates, and growth of local adult schools. The noncredit labs serving credit students had decreases in enrollment because of expansion of alternative academic support as well as changes in placement due to AB 705. The OCHS program had significant growth over the past years with an increased headcount of 1,834 in 2019-20 when compared to 2017-18.

STV's increase has been due to a number of factors. One reason is because the College invested in the STV program infrastructure with new faculty and staff. Support services and new programs were developed in career fields with high labor demand and college pathways, such as health careers training, which has experienced the largest growth in STV. Certified Nurse Assistant (CNA) is a high demand program with immediate job opportunities and SCE's program has had excellent success with pass rates of 96% to 100% each year on the state licensure exam. There is a potential for more students to complete CNA, but growth is limited by the ability to find enough clinical sites to accommodate all students in the program.

Enrollment in both VESL and AWD have grown in part due to an increase demand for course offerings. In VESL, the ESL faculty have developed more contextualized ESL courses in a variety of

career-related fields, including accounting, hospitality, health, and real estate. As a result, VESL enrollment grew to 694 in 2019-20, reflecting a 64% increase since 2017-18. Similarly, AWD faculty developed Social Skills for the Workforce and Communication Skills for the Workforce, in addition to seven other independent living skills courses. These courses have helped AWD enrollment grow to 612 in 2019-20, a 13% increase since 2017-18. Both VESL and AWD faculty and staff also engage with internal and external partners to raise awareness of their respective programs.

### *SCE Three Year Unduplicated Enrollment Trend by Program*

Department	Program	2017-18	2018-19	2019-20	% change 2017-18 to 2019-20
Adult Basic Education	Adult Basic Education	1996	1919	1599	-20
	Adult High School Diploma	370	333	341	-8
	AIME (Math & English Prep)	-	157	182	-
	High School Equivalency	248	217	206	-17
	High School Referral	578	448	316	-45
	Off-Campus High School	15766	16974	17600	12
Education for Older Adults & Adults with Disabilities	Adults with Disabilities <sup>1</sup>	543	633	612	13
	Education for Older Adults	4380	4249	4214	-4
ESL	ESL	4475	4410	4134	-8
	VESL Career Paths	423	762	694	64
Noncredit Labs	Language Learning Center	3897	4279	3218	-17
	WIN	724	699	642	-11
	All Other Noncredit Labs <sup>2</sup>	14428	13238	11340	-21
Short-Term Vocational	Health Careers (Credit)	625	679	627	0
	Health Careers (Noncredit)	399	414	658	65
	STV	419	726	662	58
	STV Mirrored	343	364	261	-24
	Vocational Re-Entry	1552	1543	1551	0
	Unduplicated Total	44725	45083	43028	-4

SCE's demographics represent a diverse population of students. Hispanic/Latino students represent the largest percentage (41%), while Asian students, including Filipino, are at 20%. Students identifying as White comprise 13% of the student body. The other racial or ethnic groups enrolled in SCE include Black/African American students at 3% and Pacific Islander and Native American each at 1%. All SCE racial and ethnic groups are similar to the population residing in the Mt. SAC District, with the exception of the Hispanic/Latino group. The Hispanic/Latino group is slightly underrepresented in SCE when compared to the Mt. SAC District, 41% to 57%, respectively. However, it is important to note that approximately 22% of the students decline to state their ethnicity and race. Mt. SAC's data reporting allows for students to choose multiple races or ethnicities, which could account for a lower than expected Latino population being reported.

At the program level, some demographics deviate from SCE's overall demographics. For example, in ESL, Asians represent 67% of the students, with Hispanic/Latino at 28%. This high Asian representation may be explained by the large number of Asian residents from Walnut, the city in which SCE is located. ABE programs have high percentages of Hispanic/Latino students including Adult HS diploma (67%) and HS Equivalency (52%).

As in previous years, the gender distribution at SCE remains 55% female and 42% male, with approximately 3% of students declining to state or report their gender. When disaggregating the data by program, it is evident that female students are the majority (60%+) in a few areas. In STV, approximately 63% of students in Health Careers are female. Similarly, female students comprise 65% of the ESL student headcount (up 5% in the past three years) and 71% of VESL. In EOA, 74% of students are women, while the Vocational Re-Entry Program has even slightly more (75%). Males comprise more than half of in STV's mirrored course enrollment (58%) as does the WIN Program (65%), which serves student athletes. Males of color also have a strong presence in ABE's Adult High School Diploma Program. This is not surprising given that males of color are more likely to drop out of high school, as noted by the National Center for Education Statistics (NCES), and then, need to return later to complete high school. SCE is also working to document non-binary students, although limitations within the collection of student data and the current impact of the pandemic are slowing that process.

While SCE serves students across a wide range of ages, close to one-third of the student body falls within the 18-22 age category. The population of students aged 65 years old and over has remained steady at 10% over the past three years. Other age groups represented are the 23-29 year olds at 12%, the 30-45 age group at 12%, and the 46-64 age category at 9%.

### ***Employee Characteristics***

The demographics of SCE employees have remained fairly consistent over the last decade. Employees continue to be predominantly female (73%). There is also ethnic diversity among SCE administrators, instructors, and support staff. White employees are at 32%, with the second and third largest employee ethnic groups, Hispanic/Latino (30%) and Asian (16%), being similar to the two largest SCE student ethnic populations. Mt. SAC is committed to increasing diversity among employees to better align with the students, and SCE strongly supports this commitment.

Faculty comprise the largest SCE employee group with 50% adjunct and 4% full-time professors. Management remains the lowest at 3%. SCE counselors represent 6% of SCE employees, although fortunately this number has increased to accommodate the growing student population. Approximately 40% of employees have worked in SCE for over 10 years and 11% have six to ten years of longevity.

### ***Student Support Services***

#### ***Noncredit Counseling Services***

Noncredit programs offering Career Development and College Preparation (CDCP) courses provide services to help narrow the achievement gap among underrepresented students. Counselors assist students with educational planning, course selection, certificate completion, and the matriculation process to credit courses. Career counseling services are offered and focus

on assisting students in defining career and academic goals and developing employment skills.

The number of students who accessed support services has increased steadily over the past four years, in part due to the hiring of additional counselors and development of more robust SCE student support services. SCE counselors and educational advisors, who offer on- and off-campus student services, held 9,855 individual student appointments in 2019-20 and provided 51,346 other support services to noncredit students (e.g., workshops, career conferences, campus tours). Specifically, in ABE, the expansion of student services has led to 100% of GED/HiSET completers having met with a counselor in 2019-20. ESL Counselors experienced an increase from 3,490 appointments in 2016-17 to over 9,000 appointments in 2018-19, with the majority addressing career and instructional support counseling. In 2019-20, ESL counseling appointments decreased to 5,931 due to the effects of the COVID-19 pandemic, including a loss in enrollment and challenges communicating with English Language Learners remotely. In 2019-20, STV counselors provided 737 orientations, completed 807 student educational plans, provided 1,922 counseling sessions. As a result of student support and other interventions, 24% of noncredit students transition annually to credit programs.

### **Mission, Vision, and Institutional Level Outcomes**

The mission, vision, and Institutional Level Outcomes (ILOs) support Mt. SAC's purpose and commitment to providing excellent educational experiences. The [Mt. SAC mission statement](#), last updated in July 2020, guides all divisions, including SCE. The vision statement is unique to SCE and aligns with the College's mission statement. SCE's vision is to:

*Empower all students to transform their lives through accessible and innovative educational opportunities. (Revised November 2020)*

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

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

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



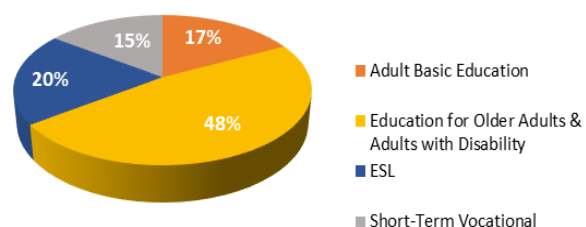
level SLOs to institution-level ILOs helps further evaluate student learning. SCE faculty have a structured [ILO assessment timeline](#) that designates which ILO will be assessed by all programs each year. When a four-year cycle is completed, the timeline and cycle repeat. In 2020-21 academic year, 208 SLOs are mapped to the four ILOs. Of those, 20% of SLOs are mapped to the Critical Thinking ILO and 37% to the Communication ILO. With the emphasis on improving technology literacy in the Action Plan, 22% SLOs are now mapped to the Information and Technology Literacy ILO. The Personal, Social, Civic, and Environmental Responsibility ILO is mapped with 21% of course SLOs.

In the case of OCHS, its course-level SLOs are reported as part of ABE as both departments share courses and faculty. The Community and Contract Education Department's offerings define learner outcomes based on different factors, including external agency guidance and requirements. For example, the California Highway Patrol (CHP), State Water Resources Control Board (SWRCB) and the American Heart Association establish the learning outcomes and expectations in the [California Motorcyclist Safety Program \(CMSP\)](#), [Water Technology Program](#), and the [CPR Program](#), respectively. In Contract Education programs, corporate clients request customized trainings with specific expected learner outcomes. The successful completion of courses and passage rates of certification exams have also been used as a way to measure the Community and Contract Education Department's learner outcomes.

### ***Personal, Social, Civic, and Environmental Responsibility***

In 2019-20, the Personal, Social, Civic, and Environmental Responsibility ILO was assessed through 40 SLOs. The Personal, Social, Civic, and Environmental Responsibility ILO states that students will demonstrate awareness and respect for personal, social, civic, and environmental responsibilities. Of the 40 SLOs selected to assess the Personal, Social, Civic, and Environmental Responsibility ILO, 37 met the criteria set forth to serve as a measurement of success at the course and institutional level.

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



Of the three SLOs that did not meet the criteria for success, two were from ABE and one from EOA. Of the two ABE SLOs, one partially met the criteria for success. Two thirds of the SLO was met but scheduling challenges prevented students from completing a required career assessment. To address this, a specific session for such assessments will be scheduled as part of the course in 2021-22. The other ABE SLO that did not meet the criterion for success pertained to the completion of a faculty-created study system. After reviewing the SLO results, faculty determined that more defined structure to help students complete the study session was needed. The faculty will work to improve materials, modify work timelines, and provide regular academic performance updates to students to help them complete their personal study system. While the EOA SLO was only within 1% point of meeting the criterion, faculty have nevertheless

committed to modifying auditory processing speed activities.

### **Student Achievement Data**

Student success is at the core of Mt. SAC's mission, vision, and SCE evaluates and demonstrates student achievement using a variety of methods and metrics. Student achievement is measured through noncredit progress indicators, which are the equivalent of grades. The three grading options are Pass (P), No Progress/Pass (NP), and Satisfactory Progress (SP). The "SP" grade enables noncredit students show progress in an open-entry/open-exit courses. It also allows for students to repeat courses at a future time.

In 2019-20, approximately 83% of SCE students have overall achieved a Pass or Satisfactory Progress. As noted on the table, student success is over 81% in most programs, with some as high as over 90%. The success rates in STV, ESL, and Vocational ESL (VESL) are between 60% - 75% of the students achieving a pass or satisfactory progress. A higher percentage of [VESL and STV students transition into credit courses](#) among noncredit programs. Unfortunately, the pandemic further affected success rates in ESL and STV, as the transition of programs to an online platform proved too challenging for many ESL students and prevented STV students from completing the hands-on portion of their programs.

At SCE, student mobility is measured using student persistence rates. The fall semester has been used as a starting point and the spring semester as the endpoint for the timeframe used to measure persistence in noncredit programs. The overall rate of persistence in 2018-19 was 47%, which is consistent with previous years. In 2019-20, the rate was lower (37%) due to a reduction in spring enrollment, which is attributed to the pandemic.

In ABE and STV, many students achieve their goals in one semester and, thus, do not re-enroll. In both programs, students attend for short-term goals such as improving academic skills and gaining work skills for immediate employment or college entrance. Therefore, an indicator of success for these students who complete courses in a short period of time is not to re-enroll. In some SCE programs, students may "stop out" and take breaks due to work and personal obligations, which affects the overall persistence rates.

Another success metric for SCE students is transition to college credit programs. SCE analyzes the rate at which students enter credit programs within three academic years of enrolling into an SCE Career Development College Preparatory (CDCP) program. Of the 2016-17 academic year cohort, 23% of students enrolled in an SCE program matriculated to credit courses. The High School Referral, VESL, STV, and ABE programs had the most students matriculating to credit. For example, STV mirrored noncredit/credit courses help noncredit students enroll in a credit class and complete the same course requirements as the enrolled credit students. Approximately 49% of students who initially enrolled in noncredit mirrored courses transition into credit. This is due mainly to articulation agreements and strong existing partnerships with credit faculty and division deans. Although it is an ongoing goal to increase SCE student transition rates to credit programs, many students have alternate goals such as immediate employment and personal enrichment to benefit their families.

In addition to progress indicators, persistence rates, and transition to credit programs, SCE uses the Comprehensive Adult Student Assessment System (CASAS) as another measure of student achievement. SCE has long utilized CASAS to assess basic reading and writing skills. Overall CASAS payment points earned have been steady, with the exception of 2019-20 as testing ceased in March due to the COVID-19 pandemic. Despite a decrease in the number of ASE and ESL students with paired scores, which is correlated with the decline in ASE and ESL enrollment, student achievement has remained consistent (with the exception of 2019-20). In addition, ABE, ASE, and ESL have continually outperformed CA State Goals at almost every level.

ESL students have also shown many successful gains measured through the CASAS English Literacy and Civics (EL Civics) program. The number of students taking EL Civics has increased steadily within the last five years (excluding 2019-20). The number of students completing the first EL Civics assessment grew by over 1,000 between 2016-17 and 2017-18 and payment points increased proportionally.

The Adult High School Diploma Program (AHSD) enrollment had experienced inconsistent enrollment trends in past years, but retention and other success metrics have increased. Persistence has been steady for the past three years, with the exception of 2019-20, which is attributable to COVID-19 and the switch to remote learning. Despite declining enrollment in the AHSD Program, the number of graduates has increased through time and remained steady for the past three years. The number of graduates decreased in 2019-20, although 61% of graduates enrolled in Mt. SAC credit classes. This reflects an increase of 16% from the previous year.

The move to remote learning has unexpectedly led to a significant increase in 2020-21 enrollment, course completion, and projected graduation rates in the AHSD Program. In the current year, there is an increase of 325 students over last year. Students with family responsibilities, transportation issues, and work obligations can now take advantage of completing a diploma online with increased flexibility and faculty support. At the mid-point of the 2020-21 academic year, the pace of diploma graduates is already ahead of last year by 30. Offering online high school courses that meet the situational needs of students demonstrates SCE's commitment to equity. The success of the AHSD Program and the expansion of distance education address the needs of the Mt. SAC community, where the percentage of those 25 years and older who lack a high school diploma is 7% higher than the national level.

Prior to the pandemic, enrollment in the High School Referral (HSR) Program was decreasing in part because high school districts have higher graduation rates as well as more opportunities to provide interventions such as online credit recovery. However, much like the ADHS program, HSR is currently experiencing a huge increase in enrollment and student achievement due to availability of online learning. In Summer 2020, students completed 249 more courses than in Summer 2019 with overall course completion at 80%. The 2020-21 academic year is expected to yield similar outcomes in student achievement and enrollment.

As EOA Brain Health classes have expanded over the years, so have the number of students completing a two-part Brain Fitness Test (a different assessment, the Brain HQ Test, was given in 2017-18). Of EOA students who took the Brain Fitness Test in 2019-20, 67% showed

improvement scores in memory and 58% demonstrated impressive processing speeds. In addition to the Brain Health project, EOA vocational students have begun the CASAS assessment process, including the entry and update forms.

ESL Program student learning outcomes are maintained in a portfolio that follows the student as they progress ESL levels. The average pass rate has been consistently at least 49% or more. Satisfactory progress has been steadily increasing over the last few years, and since 2016-17, enrollment has decreased. This is partially attributable to changes in federal immigration policies and the pandemic. The Personal Care Aide (PCA) program, previously In-Home Support Services (IHSS), has consistently shown [success in moving students quickly into employment or college](#). The majority of these students began as unemployed with high numbers of Hispanic/Latina women seeking an entry-level healthcare position. PCA enrollment has remained consistent with over 70 students each academic year, and a completion rate of 82% or higher.

Student completion, state certifications, and noncredit certificate attainment are important SCE student learner outcomes. In 2019-20, SCE students earned 1,867 Career Development and College Preparation (CDCP) certificates in 31 program areas including ABE, ESL, STV, and Voc Re-entry. Certificate achievement indicates that students completed a program of study to prepare for college or work. This is a decrease from 2018-19, but prior to the pandemic SCE was on target to exceed that number. The largest portion of SCE's CDCP certificates were earned by ESL and VESL students. STV is the department with the greatest increase in certificates, having issued 458 in 2019-20, up by 241 when compared to 2018-19. The number of certificates issued to those in programs of high demand and urgent need also increased. There were 89 CNA certificates earned in 2019-20, which is 24 more than in 2018-19. Personal Care Aide went from issuing 56 certificates in 2018-19 to 71 certificates in 2019-20.

SCE is focused on student success and empowering all students to transform their lives through accessible and innovative educational opportunities. While the COVID-19 pandemic has had an effect on SCE, the school has, nevertheless, experienced success and growth since the last self-study and WASC visit. Because of the resilience of SCE students, staff, faculty, and administrators, achievement and access will remain strong despite the unprecedented events of the past year, including the pandemic and racial and social injustices. Additional data pertaining to enrollment, student services, and achievement can be found in the [SCE Student Profile](#). The following chapters of this report will provide a deeper analysis of the data and its impact on student learning and program development.

## II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Since the 2018 full visit, the SCE has experienced significant changes and developments that have impacted the school, particularly the coronavirus (COVID-19) pandemic. Prior to the pandemic, SCE's most significant developments were staffing, program and enrollment growth, and expansion of student services. The pandemic has led to unprecedented and unforeseen effects on SCE with the most significant change being the transition to online learning and support. Further, because of fiscal constraints brought on by COVID-19, SCE staffing has been impacted. This chapter will discuss significant changes and impacts since the 2018 full visit and how SCE has navigated the impacts.

### Distance Education and Online Student Services

No developments have affected SCE to the same degree as COVID-19, which resulted in delivering virtually all SCE courses and services through distance education. SCE offered no distance education courses previous to the pandemic, so the shift to online learning and monumental efforts of SCE staff and faculty have ensured continuity of SCE programs. Within weeks of the state Stay-at-Home Order, SCE faculty and staff brought 913 courses online for students to continue their courses and access student services.

In order to successfully deliver online learning to existing programs, the faculty did extensive work in setting up Canvas, a course management system that supports online learning and teaching. Faculty post syllabi, assignments, and other course information on Canvas. They can also set up interactive virtual classrooms using Zoom, which are found in Canvas. Faculty determine which courses are taught synchronously, asynchronously, or through a hybrid model. They also created and submitted [Distance Learning Amendments](#) for all courses being offered online. Mt. SAC requires all noncredit college faculty to be trained and certified to teach online, and SCE faculty have met this requirement.

Some SCE courses required in-person, hands-on learning, so unfortunately those classes were suspended. Many community fee-based courses, including CPR Training, Motorcycle Training, and others could not be delivered virtually, so they have not been offered since emergency conditions were declared in March 2020. Perhaps the hardest hit were Short-term Vocational (STV) courses, particularly in the health careers classes for which clinicals, lab hours, and work experience are required for state certifications. Emergency Medical Technician (EMT) and Certified Nursing Assistant are two programs where the theory portion of the course could be provided virtually, but the practicums could not. Fortunately, as return-to-campus efforts progressed and state and county safety protocols were met, both of these courses were able to return to campus for the lab portion in Fall 2020 and Winter 2021. Motorcycle Training, Medical Assistant, Personal Care Aide, and CPR have recently met the safety protocols and were

approved to return in Spring 2021.

Counseling and support services, such as orientation and registration are also being offered online. Counselors have been trained to deliver support services in a virtual environment. Most counselors have utilized Zoom to provide counseling sessions. During the pandemic, counselors have maintained full levels of services with continued focus on credit programs, program completion, and enrollment support. Since the pandemic began, counselors have held 7,143 [advising sessions and appointments](#) with students even though it has been challenging to reach students. Orientations have continued as previously scheduled, but they have changed significantly in the online environment and emphasize assisting students with Canvas. SCE departments have always provided outreach to students with phone calls and emails. However, because so many students have been unable to easily connect to a virtual environment, this outreach practice has intensified.

### **Staffing**

The 2018 ACS WASC self-study confirmed the critical impact SCE has within the College, region, and the community. As a result of this recognition and growth, several critical staffing changes occurred over the past three years. In Summer 2018, the College determined that a change in SCE's organizational structure was warranted, so the President and the Board of Trustees reclassified the [SCE Dean to SCE Associate Vice President](#). This new position elevated SCE's organizational structure within Mt. SAC and made it comparable to other institutions. As part of the SCE restructure, the Associate Dean, Career Education and Workforce Development was also reclassified to Dean, Continuing Education and Workforce Development, which is better aligned to the level and scope of responsibility.

Over the past three years, other new staff were hired to address growing programs and the increased need for faculty. New faculty positions were hired in ABE, AWD, EOA, and STV, and ESL added a full-time counselor and a one-year full-time ESL professor to focus on retention interventions. To address the significant growth in the OCHS department, a permanent director was hired in 2018. STV hired a job developer to connect students with employers for programs such as construction, solar panel, care coordinator, and trades pre-apprenticeship. These staffing changes contributed to and supported SCE programs and overall student growth.

With the ongoing pandemic, the state fiscal conditions have shifted, which has directly impacted SCE staffing plans. There has been a "hiring frost" at Mt. SAC since the start of the pandemic, with only a very limited number of positions being filled while others have been put on hold. Four SCE positions were held and one was eliminated. Further, some staff previously employed on a part-time hourly basis have had reductions in their schedules due to lower availability of funding for hourly staff. Budget constraints have led to the 2020-21 academic year starting with fewer adjunct counselors than initially planned.

### **Program and Enrollment Growth**

Since the 2018 WASC visit, another significant change that has had a major impact on SCE and Mt. SAC is the extraordinary growth and development of new programs, fueled by community

demand, funding opportunities, and the addition of staff and faculty. While all departments have grown, the STV Department experienced the largest growth in program development. In 2018-19 and 2019-20, Accounting, Payroll & Tax Accounting, EMT, Medical Assistant, and Welding Basics were initiated while 23 new courses and 18 new programs were approved. One “new” notable program, EMT, had previously been offered as a credit program but moved to SCE following requests by credit Public Safety Programs faculty and approval of noncredit curriculum. In 2018-19, the development of these new programs resulted in a 30% growth in STV program offerings, a 42% growth in enrollment (over 1,100 students), and a 41% increase in the number of students taking Health Career courses.

The development of IMPACT (*Independent living skills, Mobility training, Physical health and well-being, Advocacy for self, College career and job readiness skills, and Technology training*), an AWD program, has been a great success. It serves adults with intellectual disabilities (ID) and other developmental disabilities (DD) to help prepare them for employment, living independently, participating in college life, and becoming more independent in the community. AWD faculty developed Social Skills for the Workforce and Communication Skills for the Workforce, in addition to seven other independent living skills courses. These courses have helped AWD enrollment grow by 473 in 2019-20, a 340% increase since 2015-16. There is a huge regional need within the Mt. SAC district to serve these students, and SCE has committed to serving this vulnerable population.

ESL and STV faculty and counselors worked to develop Integrated WIOA Title II Education and Training (IET) programs for ESL students transitioning into career paths. In summer of 2019 and 2020, STV scheduled a Personal Care Aide (PCA) course specifically targeted for advanced ESL learners. The ESL Department also provided college and career pathways for ESL/VESL students with faculty developing and offering contextualized ESL courses in a variety of career-related fields, including accounting, hospitality, health, and real estate. The increase in these course offerings has led to more students being served.

Vocational ESL (VESL) enrollment grew by 271 in 2019-20, reflecting a 64% increase since 2017-18. These contextualized ESL courses have the added benefit of increasing collaboration between SCE departments, which is becoming more common. ESL also teamed up with American Language Department (AMLA), the credit ESL program, to offer mirrored courses that lead to transfer-level English 1A. These efforts have facilitated ESL learners’ goals to transition to credit or employment opportunities and advancements.

ABE also expanded its course offerings to prepare students for credit courses. In 2018-19, ABE began offering SAT and ACT prep courses to currently enrolled high school students. Their success prompted ABE to also add other test preparation courses, including CBEST Prep, Multiple Subject CSET Prep, and AIME (Academic Intervention for Math & English) classes to support the Teacher Preparation Institute and for English/Math review. ABE teamed up with the English Department to offer English 1A/80 at an ABE location with 10 seats reserved for ABE students ready to transition to credit classes. To assist students interested in health careers, ABE also partnered with the Nursing and Psychiatric Technician programs to offer noncredit classes in

the areas of healthcare math and HESI preparation. Like ESL and STV, ABE has increased collaboration with credit departments to provide academic support to students.

To better serve community need, SCE faculty developed and are developing a number of programs and courses to meet the demand. For example, the Vocational Re-entry program had several new certificates approved in 2018-19, including Office Computer Applications – Level 1 and – Level 2, Sewing and Tailoring, Basic Excel, and Presentation, Microenterprise, and Publication. STV started a Contact Tracer program in Winter 2021, and faculty are currently developing a Pharmacy Technician Program.

The development of new programs has led to an increase in enrollment and student achievement. Noncredit students can earn state Chancellor's Office Career Development and College Preparation (CDCP) certificates that signify preparation for college and work. In 2019-20, SCE awarded 1,867 CDCP certificates in 31 program areas including ABE, ESL, STV, and Vocational Re-entry. Despite the challenges of the pandemic, in 2019-20 enrollment grew 3% to 8,098 FTES, making Mt. SAC SCE the largest noncredit program among community colleges in terms of noncredit and CDCP FTES.

Not unlike other educational institutions, SCE has suffered significant declines in noncredit and community fee-based enrollment due to the pandemic. Since transitioning to an online learning environment, enrollment and headcount have decreased in 2020-21 by 22% and 18%, respectively. However, some programs have shown an increase in student enrollment counts such as Adult High School Diploma (325), High School Referral (439), and High School Equivalency (298). These increases have occurred even through an online learning environment. As SCE transitions back to campus, it is likely that some DE courses will continue to be available to accommodate the needs of students who cannot make it to campus due to work or other constraints.

### **Expansion of Student Resources and Support**

The pandemic has increased the need for student support and engagement with students. Fortunately, over the last three years, SCE has significantly expanded and strengthened student support which has enabled staff to respond quickly to increased student needs. With student support funds and additional counseling faculty, SCE counselors increased outreach, access, and advising to noncredit students. In doing so, SCE is helping reduce barriers and increase persistence and progress toward meeting academic and personal goals. SCE counselors, faculty, and staff also conducted a variety of outreach activities on-site, off-site, and at community locations to recruit underserved adult and high school learners into programs. These expanded support and outreach activities contributed to an increased headcount of 45,083 students by 2018-19. SCE was on track to exceed this headcount prior to the pandemic and Stay-at-Home Order in March 2020.

Outreach strategies have extended beyond the traditional means of recruiting students. Prospective students and partners have visited Mt. SAC to experience the college campus and for partners to connect with eligible students and provide additional resources. In collaboration with Regional Consortium partners, for example, SCE counselors [invited K-12 adult school](#)



[students to campus](#) and provided information sessions on credit degrees and certificate programs. ESL also hosted an [Open House and Community Resources Fair](#) in Fall 2018, with seven community organizations and four Mt. SAC support programs presenting information and resources to more than 200 immigrant community members. IMPACT also hosted its [first open house](#) to provide information and community resources to prospective students and their parents/conservators.

SCE's workforce and community partnerships have also expanded in the last three years and have been essential in supporting underrepresented students with resources and employment opportunities. In the last two years, the AWD team of faculty and staff have participated in the [San Gabriel Valley Transition Fair](#), Parents Place Family Resource Fair, [Parents' Place Open House](#) & Center for Independent Living Stakeholders meeting, and made three presentations at the San Gabriel Pomona Regional Center and Down Syndrome Support Groups. STV established a co-location schedule with Pomona America's Job Center (AJCC) of California which included two AJCC staff members being onsite at Mt. SAC weekly for four hours and one STV staff member being onsite at the Pomona AJCC for four hours. ESL also partnered with the AJCC as a WIOA Title I partner to provide co-enrollment for vocational training programs for Spanish speakers. SCE continues to expand these types of partnerships with STV leading the efforts to include SCE departments in important regional events.

Prior to the pandemic, as noted in the Action Plan, there was a goal to increase student access to core services provided by SCE counselors and support staff including orientations, noncredit student educational plans (NSEP), counseling sessions, career skills inventories, resume writing, and more. Overall, a total of 25,383 students were provided counseling services in 2019-20. For example, the WIN Program noted that 95% of their students had education plans and 332 had sessions with counselors in Fall 2019. ABE adjunct counselors visited 36 high schools participating in the Off-Campus High School (OCHS) program with 83% of students completing a Student Education Plan in Summer 2019. Based on SARS data (counselor appointment system), 1,518 Vocational Re-Entry students had at least one point of contact with counselors in 2018-19 to gain college information and career opportunities. The WIN Program utilized Student Equity funds to embed a psychologist and a librarian to support student athletes. STV also integrated instructional support and classroom aides in Personal Care Aide (PCA), Physical Therapist Aide, Sports Medicine, Medical Assistant, Electronics Systems Technology (EST), and CNA classes using Rupe Grant, SWP and Student Equity funds. Interestingly, the online learning environment has made it easier for counselors to provide embedded services because they can visit classrooms and pull students individually into breakout rooms.

Expansion of SCE tutoring and academic support have been essential to student success. ESL students' participation in the SEAP funded Give Me 20 (GM20) Reading & Tutoring program, and ESL students participation in Peer-to-Peer Tutoring projects, proved to be successful and beneficial. Approximately 98% of students who participated in GM20 and Peer-to-Peer mentoring received Passing or Satisfactory Progress grades in their level courses. The popularity of GM20 resulted in expanding it from one location (the ESL Library) to three locations where classes are held. The Language Learning Center saw increases in uses of language programs

(98%) and the WIN Program provided robust tutoring services during fall (716 students) and spring (437).

SCE staff and faculty have also been active in securing basic need and ancillary resources for students. ABE acquired bus passes using California Adult Education Program (CAEP) funds and made them available on a monthly basis to students. Through partnerships with the campus Student Services Division, SCE students have received Cal Fresh food distributions. This was in place prior to the pandemic and continues to be a critical support for noncredit students.

SCE student services staff and faculty have quickly responded to opportunities supporting students during COVID. Student need is ever so present, particularly for students of color. The pandemic and discussions on social justice issues have led to deep reflections on the issue of racism and bias. Adult education students are among the most marginalized populations and the pandemic has exacerbated the disproportionate impact on these students. In late Fall 2021, to actively address racism and bias, the SCE Equity Leadership Workgroup was established to help identify areas where the Division can improve in eliminating systemic barriers and increasing access for students. At the classroom level, ESL faculty are actively reviewing curriculum in order to integrate Diversity, Equity, and Inclusion (DEI) content into their courses. While this has always been a commitment of SCE, efforts will start with student data and then action steps to address student barriers. This will include workgroups, targeted resources, advocacy, data analysis, student voices, and an action plan for ensuring social justice. Supporting students has always been a critical component of SCE and never has it been more important than during these unprecedented and challenging times.

Counseling and student services staff have also been proactive in helping students to access federal relief and fiscal support for noncredit students. The SCE staff advocated on behalf of noncredit students to ensure noncredit student access to emergency relief funding in the form of individual grants from the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Part of the CARES Act funds have also been used to purchase laptops, Chromebooks, and hotspots for students to borrow for online courses and services. In Summer 2020, SCE students were loaned 217 computers or devices for use in their classes.

COVID-19 has truly challenged and stretched SCE's infrastructure with regards to delivering instruction and student services. However, faculty, staff, and managers have been relentless in connecting students to their online courses and programs. One instance of support is the SCE [Student Online Support \(SOS\)](#) helpdesk which is an SCE resource for students who are struggling to logon to their coursework, navigate Canvas, and connect to a counseling session, orientation, and more. It also became evident that online learning was extremely difficult for noncredit students, causing many to disengage and stop attending. In ABE, ESL, and EOA, faculty were assigned to provide intervention to students who were struggling or had low attendance. In ABE and STV, tutors and counselors were embedded in classrooms. These are examples of how quickly SCE has responded to the impact on student learning and engagement, and efforts such as these will continue.

Significant developments such as the addition of distance education and online support,

staffing, program and enrollment growth, and student support have had an impact on the SCE and its students since the last WASC visit. SCE is committed to working through challenges to plan, serve, and support students as they work towards achieving their educational and career goals. Although this is particularly difficult during the COVID-19 crisis and soon, post-COVID, SCE is prepared for these challenges with the full support of the College.

### III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan and preparing the progress report.**
  - **How were stakeholders involved in developing the schoolwide action plan?**
  - **How were stakeholders involved in implementing and monitoring the schoolwide action plan?**
  - **How were stakeholders involved in the preparation of the progress report?**

#### Developing the Action Plan

The Action Plan was developed by SCE stakeholders through the self-study process that identified key issues impacting student learning and achievement. Program Teams, Criterion Focus Groups, and the Leadership Team provided extensive feedback through a collaborative process. The SCE Advisory Group, which consists of a cross-section of stakeholders (SCE managers, faculty, classified, students), and campus colleagues also identified strengths and growth areas while referencing the profile and self-study criteria. This strategic process led to the development of the Action Plan.

Specifically, the process to develop the Action included contributions made in Program Team meetings, where members reflected on their respective data and school data, and identified strengths and key issues at the department level. The same process occurred in Criteria Focus Group meetings, where department strengths and key issues were discussed and organized into broad categories. This input was reviewed by the Leadership Team and finalized by the SCE Advisory Group. Mt. SAC's Board of Trustees and the College Executive Leadership, including the President/CEO and the Vice President of Instruction, reviewed the Action Plan as part of the self-study report.

#### Implementation and Monitoring of the Action Plan

The Leadership Team is responsible for monitoring the Action Plan and overseeing its implementation. Department managers and their respective teams proposed, discussed, and identified the steps that would be taken to address key issues. Each department team has been responsible for ensuring that specific action steps and required tasks were completed. Department managers and faculty submit Action Plan updates throughout the year and then review and finalize updates at the annual [SCE Advisory Group meetings](#). The updated version of the Action Plan is posted on the SCE website for all internal and external stakeholders to review. The Mt. SAC Planning for Institutional Effectiveness (PIE) process facilitates the implementation of the SCE Action Plan. PIE is the process through which the College plans, assesses, evaluates, and coordinates activities that lead to program improvement and institutional effectiveness. The multi-unit process employs a mechanism through which goals, plans, activities, and resource requests are described at the beginning of the academic year and their outcomes reported on at the end. The Leadership Team [integrates the Action Plan within PIE](#) for improving programs and student learning. Important decisions on issues such as growth, staffing, and resource allocation prioritization rely heavily on the Action Plan and PIE. The Leadership Team, SCE Advisory Group, the PIE process, and the Action Plan all serve to guide SCE in addressing key areas.

There are various ways that SCE has promoted stakeholder involvement in monitoring and implementing the Action Plan. The Advisory Group has been key in providing input on the Action Plan progress. At the annual meeting, the group reviews department and Division Action Plan objectives and the progress made on each item. Input is collected and if there are any suggestions or additions for Action Plan, these are summarized and sent to the Leadership Team. For example, at this year's Advisory Group meeting, it was noted that the Action Plan needed additional objectives to address distance education and student equity.

Information about completed Action Plan tasks is disseminated primarily at the department level through emails, [newsletters](#), website updates, social media, and inter-departmental meetings. Departments inform students, partners, and other stakeholders of new course and program offerings stemming from the Action Plan, as well as other important developments. The Associate Vice President of SCE produces [periodic letters](#) that keep employees aware of both critical issues faced by the school, as well as all its successes, many of which are prompted by the Action Plan. The Board of Trustees and President's Cabinet is kept informed of SCE developments through [Cabinet](#) and [Board](#) reports. Furthermore, at the department level, teams engage stakeholders by consistently soliciting feedback on how to improve programs and services, with each department having their own communication structure in place.

### **Preparation of Mid-Cycle Progress**

The data required for the development of the Mid-Cycle Progress Report have been collected over a three-year period, with annual progress updates built into the existing organizational planning structures of the Action Plan and PIE. The SCE Leadership Team led the process for creating the report and department teams provided the core evidence collection, analysis of data, and synthesis of progress. Program Teams also collected evidence for the Progress Report from a variety of sources, including student and staff surveys, student focus groups, advisory groups, faculty and staff meetings, meetings with partners, and other College documents.

An important activity that contributed to the development of Mid-Cycle Report was the annual SCE Advisory Meeting, at which facilitated discussion topics focused on significant changes in the Division, external and internal factors impacting Division work, and review of Action Plan progress. Due to the pandemic, the annual Advisory meeting did not take place in Spring 2020. Instead, it was rescheduled and included as part of the 2-day mid-cycle kick-off event in Fall 2020. Managers, faculty, staff, students and partners reviewed the Mid-Cycle Report timeline and completion progress, reviewed and provided feedback on the drafts of chapters 1, 2, 3, and 4, and explored ways to encourage continual engagement of all constituencies in the Mid-Cycle Report development. Also, reviewed at the Advisory Group retreat were the mission and vision statements, institutional level outcomes data, PIE report, the SCE Profile, and relevant data.

In March 2021, 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 finalize the Mid-Cycle Report and submit it to the Board of Trustees for review. Board approval of the final copy occurred at the [May 2021 Board meeting](#).

## IV: Progress on the Implementation of the Schoolwide Action Plan

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan.
- Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.
- ➔ **Note: If any recommended growth areas were not included in the school's schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

Since the 2018 visit and despite the challenges stemming from the COVID-19 pandemic, SCE has made progress in improving school and student learner needs through the implementation of the [Action Plan](#). This was done by addressing the major key issues identified in the self-study and supported by the Visiting Team. Student learner and school needs have been the primary focus of the Action Plan which is organized into three growth areas: Data Integration and Analysis, Communication, and Technology. The following summarizes the significant progress and impact on student learning and school needs by growth area.

### Growth Area 1: Data Integration and Analysis

This growth area is meant to expand the types, collection, uses, and analysis of relevant data to improve student access and success. Key SCE stakeholders determined a need for enhancing current technology data systems by putting in place an integrated Division-wide data system that tracks student achievement, interventions, and school and post-program outcomes. The SCE Leadership team has also increased and diversified data collection related to student achievement and outcomes, as suggested by the Visiting Team. Student data systems have been streamlined to make the process of tracking SCE student progress more efficient. Efforts are being made to continue improving methods for tracking student post-program outcomes. This growth area also called for consistent methods to measure and report effectiveness of professional development activities.

SCE addressed this growth area by starting to expand and improve Division and department student data systems. Shadow systems were [evaluated](#) in January 2018 and a more efficient and effective student data system for SCE was conceived. In collaboration with the College Information Technology (IT) Department, a system has been partially developed with Banner add-on screens and implemented first with the ESL department. Currently, the ABE data system is in development, with others to follow.

Other data collection processes have also been evaluated and refined through discussions at the department level. Departments annually review the SCE Profile for relevance and concluded that

data needs vary by programs. A decision was made to develop alternative data resources tailored to each department rather than adding to the SCE Profile and risk making it cumbersome. This led to the development of the [SCE Research Plan](#), which focuses on enrollment and student success, includes annual data and complements the Action Plan. The SCE Profile, Research Plan, and data sources are shared at the Advisory Group retreat, where data is reviewed and feedback is requested. The Division and departments have made data more accessible to help inform decisions and guide interventions that can lead to learning improvements.

As systems and processes have been upgraded, tracking CDCP certificates has also become more efficient. A new process for tracking student certificate requests has resulted in SCE being better able to monitor CDCP certificate completion and establish a data baseline for certificates. Accurate certificate completion data will determine whether interventions are leading to higher CDCP certificate attainment, particularly among disproportionately impacted populations. STV also updated noncredit mirrored programs in WebCMS to ensure accurate certificate data is being generated. Staff is now able to access Argos reports that include certificate completion data for mirrored courses. This has facilitated collaboration across departments, as ABE is able to work more efficiently with STV staff on ways to jointly increase CDCP certificate completion. The ESL Department also improved the process for tracking certificate completion, which now includes a feature in the ESL database that automatically generates certificates for students who have completed their programs.

As new programs emerge and departments grow, the need to produce and collect data increases. In the EOA & AWD Department, survey data has proven essential to help the IMPACT program identify areas of interest and the needs of students with intellectual disabilities. [Survey findings](#) have led to curriculum development in the area of pre-vocational skills. The STV Department uses labor market data to help develop programs and increase enrollment. For example, a gap analysis led to offering more sections of Personal Care Aide to meet the high labor market demand. Medical Assistant, a new program, was approved in Fall 2019 and was first offered beginning in Spring 2020. The STV team meets monthly to [review labor market data](#) and discuss regional needs, which lead to program development and new course offerings. A different approach by the Community and Contract Education Department focused on expanding data collection to better inform the evaluation of student learning outcomes. A new student [progress report for the College for Kids](#) program was developed, approved by faculty, and implemented in Summer 2018. The report card generated student learning data, which is now regularly reviewed by the department.

SCE has made efforts to expand faculty and staff use of data to evaluate and improve student learning and outcomes. Processes to evaluate data pertaining to enrollment, CAEP, Strong Workforce (SWP), and WIOA II are in place. ESL and ABE faculty [review data regularly](#) as part of their leadership and faculty advisory groups. [Data review](#) is now integrated into the ESL leadership retreat. The ABE and ESL teams discuss ways to improve CASAS outcomes, including increasing testing. At the Division level, the [Research Plan is shared in President's Cabinet](#) on a quarterly basis and then disseminated to the Mt. SAC campus. The plan is discussed in



Leadership meetings regularly and enrollment management reports are discussed weekly. Managers take the data and share it within their respective departments. As noted in the Action Plan, each department has integrated data review in their department meetings, leadership team meetings, PIE Day, and advisories.

[Online registration](#) for noncredit labs and other SCE programs was gradually introduced in Fall 2019 and has been critical during the COVID-19 pandemic. It was initially piloted in the WIN Program, but by Spring 2020, it was implemented in ABE and all other college tutoring labs. Currently, SCE is in the process of giving noncredit students the ability to self-register online, which should be in place by Summer 2021.

The collection of post-program outcomes is currently a challenge due to the online learning and staff working environment. Despite the challenges, departments are exploring different ways to collect this data. Community and Contract Education has plans to administer a survey six months after course completion to students who took courses to gain employment. The OCHS Department regularly obtains [data](#) from the National Student Clearinghouse, which identifies students who have matriculated at Mt. SAC and/or other post-secondary institutions. The EOA & AWD Department is piloting a data collection process for post-program completions. The intent is to determine the need for follow-up and referrals for AWD students. The ABE Department has designated a counselor to track post-program outcomes by calling graduates directly. SCE also participates in the Career and Technical Education Employment Outcomes Survey ([CTEOS](#)) which collects employment outcomes of students having completed noncredit CTE coursework. VESL students who transitioned to credit or noncredit short-term vocational programs are tracked through student data records, while those who have not transitioned are contacted by phone or email. The ESL Department is even exploring the feasibility of establishing an alumni association to support current students and possibly raise scholarship funds.

## **Growth Area 2: Communication**

SCE has made significant progress in addressing Division communication as noted in the Action Plan. The work for this growth area has focused on strengthening internal and external communication structures to foster community connections and enhance instruction and services. Major key issues identified in the last self-study were student engagement and communication and collaboration among SCE stakeholders.

To increase student engagement, it was specifically recommended to expand opportunities for student involvement in Division planning, inform students about Action Plan updates, and create a formalized process to promote community service and student service learning. SCE was also encouraged to increase opportunities for part-time faculty and staff to collaborate on the use of the Action Plan for institutional planning. The Visiting Team agreed and recommended for SCE to find additional ways to inform students of the services available to them as well as promoting staff and faculty communication on planning. Given the variety of course offerings and schedules and the transiency of some SCE students, involving students in Division and department decision-making processes has not been simple. However, SCE has made opportunities available to increase [student input](#) and involvement including attendance at Division events, surveys,



focus groups, newsletters, social media, and counseling sessions.

One of the important activities at which student input is solicited has been the SCE Advisory meeting. The most recent one took place via Zoom in Fall 2020, and SCE students from all departments attended and provided input on Division planning, Vision Statement revision, and the Action Plan. Similar opportunities are made available to students at the department level. For instance, the EOA Program holds its own [semiannual advisory group meetings](#). The IMPACT Program in [AWD holds stakeholder meetings](#) where students and service provider representatives discuss emerging issues, student needs, policies, and courses. These opportunities have contributed to the growth and development of IMPACT, which has successfully helped seven students in 2018-19 and 14 students in 2019-20 transition to credit courses.

As noted in the Action Plan, every department developed and administered at least one student survey within two years of the Spring 2018 WASC visit. Survey findings have been helpful in identifying areas of need and areas of strength. In the case of the STV Department, for instance, a [survey found that about 25%](#) of the students had not met with a counselor. To address this counseling gap, counselors coordinated with faculty to "drop" into classes more often to meet with specific students. This became the standard way for counseling sessions to take place during the COVID-19 pandemic. Another example is the traditional [WASC Student Survey](#), which was modified in Spring 2020 to include survey items pertaining to the pandemic and the transition to distance education. Survey findings highlighted that students attending online classes were managing to stay in contact with counselors, but needed assistance with technology. This led to the decision to launch the SCE Student Online Support (SCE SOS) service in late Fall 2020. Student input from the 2019-20 EL Civics Student Needs Survey indicated that ESL learners wanted to be more familiar with local employment opportunities, training, and education. Thus, ABE and ESL [partnered with the U.S. Census Bureau](#) to offer workshops, distribute promotional information, and coordinate advertising for enumerator hiring for the 2020 Census.

In addition to in-person participation and surveys, departments conduct focus groups to gather student input about specific experiences. STV survey and focus group findings led to the hiring of a career services specialist to help incorporate more job search strategies, financial aid, and resume writing workshops. ABE student focus groups and survey findings led to a direct instruction computer class for Adult Diploma, an Accounting class for Adult Diploma, job application workshops, and G-Suite classes.

Providing in-person opportunities for students to share input is currently a challenge, especially during the COVID-19 pandemic. Plans to develop an SCE student group, as noted in the Action Plan, are on hold for the time being. Once the student population is allowed to return to campus, the new SCE Equity Leadership workgroup will take the lead in developing an SCE student group and provide opportunities for student voices to be consistently included.

SCE has also focused on expanding existing processes and creating new ones to disseminate information about important SCE events, successes, policies, division processes, and campus

safety to stakeholders, partners, and the community. Website improvements have made the SCE website more user-friendly, with continued updates and improvements still in progress. Furthermore, the College implemented the [Ask JOE](#) feature on the website, which allows stakeholders to easily search for topics and receive informative content. Flyers are posted in the hallways, in a high foot-traffic area, around the Division and department offices. Student and program profiles and successes are often shared by SCE's Associate Vice President in presentations at conferences or to elected representatives, including with U.S. Congressional staff in Summer 2019 and the Student Centered Funding Formula Assembly Oversight Workgroup in November 2020. While all departments use the College marquee to advertise programs, the Community and Contract Education Department does so consistently, rotating information about offerings every two weeks. Departments also disseminate information through their contacts, community partners, events, group meetings, newsletters, and social media.

Awareness about programs and services is raised through outreach and partnerships. SCE entered into formal agreements with the [Pomona AJCC to co-locate staff at Mt. SAC](#) and for STV staff to co-locate at the AJCC office. STV has held joint community events with WDACS, LA County Workforce Development Board, K12 partners, industry, and government agencies to provide students with employment and training opportunities. For example, a Youth Career Expo was held in February 2018 in partnership with WDACS, Mt. SAC Career Services, and L.A. County Supervisor Hilda Solis' office. Over 400 students participated and over 50 businesses attended.

SCE has also put mechanisms in place to expand its internal communication with faculty and staff. In Fall 2017, SCE published its division newsletter (SWAY), which has become one of the primary forms of sharing Division-wide news across programs and departments. Department staff write updates for SWAY, which is published six-to-eight times a year and emailed to all employees. In addition, the Associate Vice President of SCE periodically emails Division updates, particularly during the pandemic.

The College provides extensive and targeted professional development to all college employees including SCE staff and faculty. However, it was recognized during the self-study that SCE could also provide targeted professional development led by SCE staff and faculty as needed. For example, an SCE faculty workgroup gathers annually to [plan activities](#) on Flex Day, an annual event for faculty and staff. The SCE Coordinator frequently trains classified staff on scheduling, the SCE student application, and other technical matters.

A key issue identified in the self-study was to provide more targeted information about budget allocations to SCE staff and faculty. In Spring 2018, a focus group was conducted with departments' classified staff to determine what fiscal information is lacking. Results indicated that staff are interested in being aware of changes to resources that directly affect their work. Therefore, relevant fiscal matters are now discussed if they arise in department meetings and administrative assistant meetings to provide opportunities for questions and feedback. In Fall 2020, 95% of employees reported, through the [Temporary Remote Work Employee Survey](#), that they receive campus updates on the COVID-19 pandemic on a regular basis and 93% of

employees reported that they receive sufficient updates from their manager about what is going on across their respective departments to be kept informed.

### **Growth Area 3: Technology**

This growth area was established to further integrate technology within instruction and student services and improve student learning. An increase in the consistent use of technology in the classroom was recommended, along with targeted professional development to support faculty in maximizing the use of technology in the classroom. Further, more professional development opportunities for tutors and support staff was also suggested. Over the last three years, SCE has made great strides in addressing these two key issues as noted in the Action Plan. Only one task remains to be completed in Growth Area #3.

In Fall 2018, a faculty workgroup formed and was tasked with researching the technology skills needed by students to be successful in school and employment. Findings would help guide professional development for faculty and inform plans for additional use of technology in the classroom. To assess what core tech skills were being taught within SCE programs, the workgroup organized meetings with faculty to learn about their teaching experiences related to technology and what additional technology skills could be better integrated or adopted. The faculty workgroup's research recognized the need to teach more technology skills in their courses as those skills are imperative to their success in college and employment. It became apparent through the research that although technology requirements vary by industry, a set of core technology skills are salient across sectors and have been identified by several research findings as being critical for adult learners. These core technology skills align with the 4 C's of 21st Century Skills and the ISTE Standards.

The **faculty workgroup report** findings were shared in Fall 2019 at the [SCE Noncredit Faculty Professional Development Day](#), where they were discussed in detail. In groups by department, faculty proposed action items that ranged from the basic to the complex, and included suggestions such as providing instruction on creating passwords, online etiquette, email, digital safety, and Canvas use. Faculty also discussed needs beyond their scope, like student access to laptops and iPads. Faculty took proposed action items to their respective departments for further discussion and implementation with administrators and staff. Some findings from the workgroup's research and tasks proposed in the Action Plan were successfully implemented by departments. The EOA and AWD Department, for example, worked on improving the technology competence of students by using portable devices and other equipment. They made plans to develop basic introduction to technology courses to prepare students for the online and technology-based courses currently offered. ABE expanded the use of Plato in the classroom in a move to increase technology in curriculum and instruction. Adult Diploma direct instruction classes introduced Chromebooks for students to use for assignments and research projects.

As part of the WIOA audit in April 2019, a California Department of Education (CDE) administrator [commended SCE for having strong technology](#), and mentioned technology being visible everywhere, including computer labs, e-testing, and in classrooms. Another example of SCE's effective use of technology is a statement at the March 2021 WIOA Regional Network

monthly meeting from CASAS that SCE has remotely tested more students than any other agency during the COVID-19 pandemic. The 2019-20 ESL student' technology survey shows that 95% of ESL learners are using technology to improve their English and connect with family and friends.

The COVID-19 pandemic and the unexpected transition to online instruction expedited the need for increased technology usage. In Spring 2020 and Summer 2020, faculty and staff reached out to students to determine if they had access to computers, hot spots, Canvas, and any software required to participate in online instruction. As part of the College's equipment loan program, [students borrowed 138 laptops, 64 hotpots, and five iPads](#) to maintain access to instruction and student services. SCE administrators, faculty, and staff recognized the huge need for tech support and, as a result, launched the SCE Student Online Support (SOS) in Fall 2020. The SCE SOS Team is available via Zoom, Skype, and email to offer live, one-on-one assistance to noncredit students who have problems accessing and navigating the Mt. SAC Portal, Canvas, and Zoom. The hardware equipment loan program will continue past the pandemic to facilitate online instruction for those who enroll in distance education courses.

Due to the duration of emergency conditions brought on by COVID-19, professional development has been intensive in 2020-21. The focus has been on training all faculty on distance education instruction and the learning management system. In a very short time, faculty from all programs were required to complete specific trainings, such as Fully Online by Mutual Agreement Readiness (FOMAR), Skills and Pedagogy for Online Teaching (SPOT), and @ONE, which focus on how to use the learning management system (Canvas) and instructional tools and tips, while other trainings focus on teaching online strategies. Further, counselors received targeted training on delivering online counseling that included use of technology and methods for reaching students.

The COVID-19 pandemic and the unexpected transition to online instruction also brought to light areas where additional development in technology instruction and support is needed. To facilitate distance education, issues pertaining to the use of technology in class, student tech support, and professional development in the area of distance learning have been urgently addressed. A new objective under this growth area will be added to the Action Plan to continue to enhance distance education.

## V: Schoolwide Action Plan Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan as needed and include a link to the school's most recent schoolwide action plan.**

### Action Plan Modifications

As a result of [SCE stakeholder input](#) and recent developments over the last three years, two major areas were added to the [Action Plan](#) as well as minor refinements. The two areas added four new objectives resulting from the COVID-19 pandemic and recent national and state events. The minor changes were related to timelines, updates in classifications and names, and COVID-related impacts. Two of the new objectives are intended to specifically address increasing access, effectiveness, and communication relating to distance education (DE), which grew significantly since the start of the pandemic. The other two new objectives focus on proactively addressing equity, diversity, and inclusion among the large numbers of underrepresented students attending SCE programs. Several injustices and tragic events across the country brought an urgency for Mt. SAC to actively address racism and inequities and the impact on marginalized student groups.

#### *Growth Area #1: Data Integration & Analysis*

- *Objective 1.9 added:* After Identifying and evaluating disproportionately impacted (DI) student data for each SCE department, stakeholders will evaluate and determine interventions that decrease the achievement gap for underrepresented students.

This added objective is to provide SCE stakeholders with data that show noncredit student achievement across different metrics in each program. The achievement data include the SCE students who are disproportionately impacted and not accomplishing noncredit milestones. Department faculty and staff plan to analyze and determine potential interventions for DI populations that are likely to increase achievement. This analysis will also allow SCE stakeholders to identify additional data points to support noncredit student success.

#### *Growth Area #2: Communication*

- *Objective 2.10 added:* Expand communication among students and faculty regarding distance education and student support in order to increase access and achievement among students.

In March 2020, SCE faculty and staff responded quickly to ensure continuity of instruction and student support in a virtual learning environment. It quickly became evident that stakeholder communication structures and connections needed to be established and enhanced immediately. Faculty input was critical to understanding both faculty and student needs for instruction and student support in order to continue providing online learning and support services during the pandemic. The virtual learning environment has unexpectedly lasted longer than anticipated, so faculty formed a Community of Practice for noncredit faculty to share best practices and to support each other in delivering noncredit distance education and online student support.

- *Objective 2.11 added:* Collaborate among SCE Division staff, faculty, and managers as well as campus entities to address equity and anti-racism among students and staff.

This objective is one that is in the development stages, but as previously noted there is an urgency to *actively* address equity and inclusion. SCE students are among the most underrepresented students at Mt. SAC. The recently formed SCE Equity Leadership team will start by determining the priorities in addressing and decreasing bias and systemic barriers while embracing diversity, equity, and inclusion. There is a commitment for this group to include SCE stakeholders and engage them in this important work. It is anticipated that this effort will take time to develop and the work will be ongoing for SCE. An important activity will be to stay connected to campus efforts that align with the SCE Equity Leadership team's purpose.

### ***Growth Area #3: Technology***

- *Objective 3.3 added:* Enhance the effectiveness in the use of Mt. SAC's Learning Management Systems (LMS) to provide students with greater access to the online learning environment.

As courses quickly transitioned online due to the March 2020 Stay-at-Home Order, students had to quickly adjust and navigate through Canvas, which is Mt. SAC's Learning Management System (LMS). SCE had not previously offered distance education and many students were unfamiliar with the technology skills needed for Canvas. Without any prior training, students had to learn to access both the system and the instruction. Immediate support was offered to students by providing them with loaner laptops, hotspots, technology assistance (SOS), and online advising. Because some students have expressed interest in continuing distance education, it is essential that SCE faculty and staff provide an accessible online learning environment with enhanced design. Faculty intend to seek funding to develop these enhancements for current and future online courses.

The majority of faculty had no prior DE training when faced with transitioning instruction to a virtual learning environment. Faculty need access to training opportunities that explore different ways to enhance and increase student access to online learning. During the COVID-19 emergency, faculty could take FOMAR training as an approved option to be immediately eligible to teach online. Faculty who will continue to teach online are required take the College's designated online teaching certification through approved options, either SPOT or @ONE. Gaining these necessary skills will support the goal of providing an accessible, student-friendly environment that aligns with appropriate course standards and promotes student achievement.

### **Minor Refinements**

Other minor changes were made to all Growth Areas with the most common being the shift in timelines due to unforeseen circumstances including the pandemic. In Growth Area 1 in addition to timeline shifts, there was an addition of an adult education consortium objective pertaining to increasing the accuracy and availability of CAEP data, including analysis for performance. In Growth Area 2, timelines were most affected by the pandemic, which impacted the ability to reach out to students in surveys and focus groups. Another change made pertains to developing

a division-wide professional development plan. After determining that the campus-wide professional development plans, as well as the faculty and classified plans, already include SCE, this task was dropped. Instead, it was decided that it would be more productive for departments to determine their own professional development needs. Growth Area 3 is mostly unchanged and besides the new distance education objective, all but one objective has been completed.

Formal planning is well established at Mt. SAC, thus enabling a consistent process for updating the Action Plan. As new developments arise, updates and modifications to PIE and the Action Plan take place with input from stakeholders. Like PIE, the Action Plan is a living document that, while staying true to the original intent of addressing school-wide and student learner needs, is amended to remain relevant as internal and external developments emerge.

*(All evidence can be accessed from the [SCE WASC Mid-cycle Report Evidence Folder](#).)*