



MT. SAN ANTONIO COLLEGE SCHOOL OF CONTINUING EDUCATION MID-CYCLE REPORT

**1100 N. Grand Avenue
Walnut, CA 91789**

November 4, 2026

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

1. School Description

Introduction of Organization

1. Provide an overview of the organization, including a brief history and a concise description of the programs or educational services offered. Link when appropriate.

The [School of Continuing Education \(SCE\)](#), a division within Mt. San Antonio College (Mt. SAC), is the largest noncredit program in the California Community College system. In addition to being accredited by ACS WASC, SCE is also accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). SCE has provided educational opportunities since 1971 and, in 2025-26, more than 56,493 students took a noncredit course and/or received a service from SCE, with an additional 12,191 students served through Community and Contract Education. SCE offers noncredit education, community services, and student services, including support for transitioning to credit courses and work. Instruction and student services are provided through the following program areas: [Adult Basic Education \(ABE\)](#), [Community and Contract Education](#), [Education for Older Adults \(EOA\)](#), [Adults with Disabilities \(AWD\)](#), [English as a Second Language \(ESL\)](#), Off-Campus High School (OCHS), [Short-Term Vocational \(STV\)](#), and [Vocational Re-Entry \(VRE\)](#). Information about SCE is easily accessible online at www.mtsac.edu/sce. SCE is also a member of the [Mt. San Antonio Regional Consortium](#) for Adult Education, along with seven K-12 adult schools.

Mission and Vision

2. State the school's Mission and/or Vision Statement and/or Graduate Profile.

[Mission](#): The mission of Mt. San Antonio College is to support and empower all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society. The College pledges to serve students so they may achieve their full educational potential for lifelong learning, for attaining certificates and associate and bachelor's degrees, for employment, and for the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement; advancing civic engagement and environmental responsibility; enhancing personal and social well-being; developing information and technological literacy, communication, and critical thinking; and enriching aesthetic and cultural experiences.

[Vision](#): The School of Continuing Education will support students in enhancing and advancing their lives through accessible, equitable, and innovative educational opportunities.

[Our Promise \(Equity Statement\)](#): At SCE, we envision an inclusive and equitable community where everyone is holistically supported, valued, and empowered to transform their lives and communities through education. Together, we co-create learning environments that honor diverse life experiences, challenge systemic barriers, and foster connection, confidence, and continuous growth as students build a better life.

[Institutional Level Outcomes](#):

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.

Student Demographics

3. Provide enrollment information by grade level or course.

A total of [56,493](#) students registered for a class and/or attended a noncredit lab in the 2025-26 academic year, approximately 5,300 more than in 2024-25. Of those students, 47% reported being Hispanic/Latinx, 22% Asian, 18% White, 5% African American, 2% American Indian or Alaskan Native, and <1% Pacific Islander. About 2% chose not to report a racial/ethnic background. The following table reflects unduplicated enrollment by program area for the 2025-26 academic year.

Adult Basic Education (ABE)	Adult Basic Education	1,089
	Adult High School Diploma	771
	AIME (Math & English Prep)	350
	High School Equivalency	459
	High School Referral	12,421
Education for Older Adults (EOA) & Adults with Disabilities (AWD)	Adults with Disabilities	768
	Education for Older Adults	5,034
English as a Second Language (ESL)	English as a Second Language	4,276
	Vocational ESL Career Paths	1,068
Noncredit Labs	Language Learning Center	1,902
	WIN	789
	All Other Noncredit Labs	9,351
Off-Campus High School (OCHS)	Off-Campus High School (OCHS)	14,489
Short-Term Vocational (STV)	Health Careers (Credit)	785
	Health Careers (Noncredit)	1,042
	Short-Term Vocational	1,233
	STV Mirrored	200
	Vocational Re-Entry	1,834

Achievement Information

4. From the analysis of updated relevant student achievement data, include an updated summary of student academic progress and social-emotional well-being with implications of the data and identified student needs.

Program completion data (the number of certificates earned) is a measure of student achievement, and a positive trend has developed since the last WASC visit. In 2023-24, the year of the last WASC visit, SCE students earned 2,662 certificates. By 2025-26, the number jumped to 4,082, which is an increase of 1,420 certificates or 53% in just two years. This growth reflects both new certificates, such as Vocational Nursing, and increased completions in existing programs. For example, Ownership Clerk certificates increased from 57 in 2024-25 to 110 in 2025-26. High school diploma and equivalency completions also increased from 125 in 2023-24 to 138 in 2025-26. The Schoolwide Action Plan has helped drive this success with increased focus on enhancing student support both within and outside the classroom. As part of Growth Area #2, Data Analysis and Use for Strategic Planning, SCE formed the

Data Inquiry Group (DIG) to strengthen data review, analysis, and use. Stronger policies and procedures for data entry, collection, and timely completion of reporting have been implemented to ensure data validity and reliability. Having timely, reliable data helps program teams discuss strategies and develop activities to best support students.

SCE has successfully expanded support for students transitioning to college credit courses. With the hiring of a full-time transitions counselor in Fall 2023, the number of noncredit course articulations to credit increased from 10 to 96 by the end of the academic year and to 111 the following year. A part-time transitions counselor was hired in February 2026 to expand support for eligible students, helping increase noncredit-to-credit course articulations to 133 that year. To strengthen this work, SCE developed a comprehensive, research- and data-informed [*Mt. SAC Noncredit to Credit Transitions Plan*](#) that integrates programs and services across the College to support student transitions and is now being implemented. SCE has remained committed to increasing the number of noncredit students transitioning to college credit courses, as demonstrated by over a 7% increase since 2021-22.

SCE has also expanded its focus on a culture of care through Healing-Centered Engagement professional development for managers, faculty, and classified staff. To foster this culture of care and as suggested by the WASC Visiting Committee, SCE began offering mental health services dedicated to noncredit students for the first time in March 2026. Services have been heavily utilized, demonstrating a clear need for continued mental health support. External factors have further highlighted student needs, particularly in ESL, where retention and immigration-related concerns have affected attendance for some students. These issues have emphasized the need for accessible mental health services for SCE students, safe campus environments, and flexible options such as online instruction and virtual student services.

2: Significant Changes and Developments

Significant Changes

1. Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit. (For example, we have a new classroom building for science that just opened, or we have a new district leadership with different district goals).

Since the last ACS WASC self-study visit, one of the most significant institutional developments has been the creation and implementation of [*Mt. SAC 2035*](#), the College's 10-year comprehensive plan for student success and institutional improvement. While *Mt. SAC 2035* aligns well with SCE's Schoolwide Action Plan, there has still been a need to combine similar activities, expand on others, and modify the timelines of some. The *Mt. SAC 2035* priorities have strengthened SCE's work in creating a culture of care, expanding student support, and increasing transitions from noncredit to credit. SCE has aligned related Schoolwide Action Plan activities with these College-wide priorities, including Healing-Centered Engagement professional development and the development of a comprehensive, data-informed *Noncredit to Credit Transitions Plan* that integrates programs and services across the College. A major programmatic change was the approval by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to offer SCE's new tuition-free noncredit Vocational Nursing Program, a milestone marking the first time the program would be offered in noncredit in California. The first cohort began in January 2025 and completed the program in February 2026. The second cohort started in May 2026.

SCE has also experienced changes in leadership and staffing. The Vice President of the School of Continuing Education is retiring in Fall 2026 after 31 years of service, with the Associate Vice President providing division leadership until a formal search is conducted. The ESL Director position was filled after a two-year vacancy during which the Manager for Instructional Support served concurrently as acting director. These staffing changes have coincided with external factors affecting ESL enrollment and attendance, potentially affected by immigration policies. SCE has also expanded student support by hiring a part-time mental health clinician and an additional part-time transitions counselor. Mental health services have been heavily utilized, increasing the scope and depth of support available to students, while the additional transitions counselor has expanded support for students moving from noncredit to credit.

Impact of Changes

2. Describe the impact these changes and/or developments have had on the students, school, and/or staff.

The implementation of *Mt. SAC 2035* has increased resources and support available to SCE students and employees. New resources include a part-time mental health clinician, whose appointments were quickly filled, and an additional transitions counselor, who helped increase noncredit-to-credit articulations from [111 in 2024-25](#) to [133 in 2025-26](#). College-wide Healing-Centered Engagement training has also provided faculty, managers, and classified staff with strategies to better understand and support students and colleagues. This has reinforced SCE's Schoolwide Action Plan goal of fostering a culture of care. The recently added tuition-free Vocational Nursing Program has expanded access to vocational nursing education for students who may otherwise face financial barriers, while preparing completers to help meet the high demand for regional healthcare workforce and labor needs. Leadership and staffing changes have required SCE to redistribute responsibilities and maintain continuity during periods of transition. The Associate Vice President, who possesses significant noncredit expertise, has assumed increased leadership responsibilities until a permanent Vice President is selected. The two-year ESL Director vacancy required the Manager for Instructional Support to serve concurrently as acting director. Filling the ESL Director position provides dedicated leadership at a time when the program is addressing enrollment and attendance challenges. Overall, these changes have increased student access to mental health, transition, and career education services while SCE faculty, staff, and managers have adapted to changes in leadership and program needs.

3: Progress on the Implementation of the Schoolwide Action Plan

The purpose of this section is to analyze progress on how the school has improved student success and well-being through the implementation of the schoolwide action plan since the last visit and to determine how those actions impact student learning and initiatives for continuous school improvement.

1. Provide a summary of progress on school goals, which include embedded growth areas identified by the previous Visiting Committee.
2. Link and cite relevant supporting evidence and data and explain impact on student learning.

Note: If any recommended growth areas identified by the previous Visiting Committee were not included in the school's schoolwide action plan, indicate why.

The implementation of SCE's Schoolwide Action Plan is already benefiting students and strengthening instruction and support services. SCE has addressed all 28 objectives in the Schoolwide Action Plan to some degree and is on track to implement all tasks by 2030. The following is an update on the progress SCE's Schoolwide Action Plan by growth area.

Growth Area #1: Online Instruction and Online Student Support Services Goal: Improve online instruction and online student support services to optimize student achievement.

SCE strengthened online instruction for noncredit students through faculty professional development, data-informed practices, and expanded support for online teaching. Training focused on AI, inclusive learning, course review, online teaching regulations including regular and substantive interaction (RSI) requirements, and emerging instructional practices, with experienced online faculty mentoring new adjuncts. Online course data were incorporated into the SCE Profile, and student feedback was collected through the SCE Instruction Student Survey. Of 1,339 students who took the survey, 569 reported having taken online classes, with 90% of them indicating that they were in favor of this instructional modality. For Adult Secondary Programs, online student support was improved through updated orientations, “Get Started” websites, parent resources, application guides, transition-to-credit materials, instructional videos, and increased staff support during online orientations. Faculty in several programs also embedded orientation, technology practice, Canvas activities, and live support directly into courses. The Adult High School Diploma curriculum was redesigned for greater consistency, incorporating AI, DEISA, and career-relevant “Real Life” contexts, with additional redesigned courses scheduled for Fall 2026. These efforts have strengthened students’ preparation for online learning and increased access to consistent instructional resources and support.

Online student and career support also expanded. Students are introduced to SCE Student Online Support (SOS) during orientation and referred for assistance as needed. STV increased synchronous online program information sessions, providing prospective students with live access to program guidance and enrollment assistance. Career services offered virtual résumé and interview assistance, job-search support, workshops, employer sessions, Handshake, and individual appointments, with targeted services for VESL, AWD, and STV students. During 2025-26, the career services specialist provided 10 classroom presentations, 4 information sessions, 21 workshops, and 57 individual appointments. These virtual services provide students with greater access to academic, enrollment, and career support to encourage retention and achieve their educational and employment goals.

Significant progress was also made with online infrastructure and resources for CCE and ESL students. After evaluating multiple learning management systems, Google Classroom was selected for CCE certificate programs, with staff and faculty developing training and implementation guides. The Medical Insurance Billing program successfully piloted the platform, achieving a 100% pass rate in MB1 and an 87% pass rate in MB2. The entire program was subsequently moved online, including the previously in-person Medical Billing Software Applications course. By May 2026, 100% of survey respondents reported that the Google Classroom shell was easy to navigate and helped them access materials and assignments, while 88% were satisfied with the LMS overall. The ESL program received a GPS grant to develop digital literacy and study-skills assessments and interventions. ESL faculty also reviewed textbooks and digital resources, replacing outdated Level 3-6 materials with new and updated ones. The new textbooks were fully implemented in Fall 2024, with 70% of surveyed faculty expressing satisfaction. A new policy now requires instructional materials to be less than 10 years old. The strong Medical Insurance Billing outcomes and positive student feedback provide evidence that improved quality of online courses and access to current instructional resources support student learning and success.

Growth Area #2: Data Analysis and Use for Strategic Planning Goal: Expand program assessment and data use to continually improve instruction and services for student success.

Since the last WASC visit, SCE has strengthened the use of data by moving beyond data collection to using data more consistently to identify needs, evaluate strategies, implement solutions, and measure results. The implementation of EAB Navigate required collaboration to standardize coding and reporting, while survey and program data informed targeted strategies, such as career development and

digital literacy workshops, orientation resources, faculty referrals, and expanded counselor outreach. At least 75% of applicable students reported satisfaction with support services. SCE also strengthened data integrity through a new certificate-completion database, standardized certificate procedures, data inventories, and improved internal processes and training. WIOA data identified needs related to digital literacy, online orientation, and hybrid instruction, leading to interventions that increased online student participation by 75% among participating faculty.

Data analysis also played a central role in strengthening transitions from noncredit to credit. In partnership with WestEd, SCE used quantitative data, focus groups, and campus planning sessions to identify barriers and establish the Transitions Advisory Group (TAG). This work resulted in a comprehensive, research- and data-informed *Noncredit to Credit Transitions Plan* that integrates programs and services across the College and is now being implemented as part of *Mt. SAC 2035*. SCE exceeded its goal of increasing transitions by 3%, with transitions increasing from 7,021 for the 2021-22 cohort to [7,530 for the 2022-23](#) cohort. This reflects more than a 7% increase in transitions. Programs also continued using assessment and outcome data to guide improvement, including CASAS data in ESL, CAEP outcomes in VRE and AWD, and completion data in ABE, ASE, and High School Referral programs.

Targeted use of data has also produced measurable gains in student achievement. Analysis of math credit-recovery outcomes led to tutors being placed in all 47 summer 2025 high school math classes. This contributed to a substantial overall increase of 18.8% in math course success compared with Summer 2022. The EMT program began systematically tracking National Registry of Emergency Medical Technicians (NREMT) outcomes and expanded test preparation; first-attempt pass rates increased from 62% in 2023-24 to 83% in 2025-26, while the number of first-time test takers increased by 43%. CNA students continue to demonstrate high pass rates (100% in 2024-25) on state licensing exams. STV also strengthened post-program tracking and connections with career services and employers, AJCC partners, apprenticeships, externships, and Handshake to better measure and improve employment outcomes after program completion. The Testing Center survey participation increased from 11% in Spring 2025 to 16% in Spring 2026. Together, these efforts demonstrate SCE's increased capacity to use data not just for reporting, but to identify student needs, guide program improvements, and assess their impact.

Growth Area #3: DEISA+ in Instruction and Student Support Services Goal: Build capacity and apply DEISA+ best practices to instruction and student services that expand educational opportunities for marginalized students.

SCE has moved from building awareness and increasing capacity around DEISA+ to equity-focused practices across the division. SCE established a DEISA+ workgroup, developed a terminology glossary and Canvas resource repository, and aligned its work with *Mt. SAC 2035* and the [Student Equity Plan](#). A division-wide retreat helped establish SCE's equity vision, while Healing-Centered Engagement (HCE) became a primary professional development initiative for managers, faculty, and classified staff. Most recently, SCE assigned dedicated leadership to ensure continued alignment and implementation of its DEISA+ vision, Schoolwide Action Plan, and *Mt. SAC 2035* priorities. This is intended to support the continuation and accountability for this important work. These efforts are building SCE's capacity to create more inclusive and supportive learning environments for students.

Equity-focused student support also expanded across several programs. Collaboration with Rising Scholars resulted in computer literacy courses, with another computer literacy course scheduled for Fall 2026. SCE also continued efforts to improve access for off-campus AWD and VRE students, with virtual orientations planned for Fall 2026 after staffing and resource limitations delayed earlier implementation. Support for STV students was substantially expanded through an update to the website and program materials, which now include financial support information. Referral processes, a monthly

basic-needs task group, and two GPS grants have also been helpful. The first GPS grant provided nearly \$10,000 to support 41 students, while the second provided more than \$48,000 to support 70 students with costs such as uniforms, textbooks, and clinical supplies. This support helps remove financial and other barriers so students can stay engaged and be successful in their programs. Targeted efforts for Spanish-speaking ESL students demonstrate measurable gains in applying DEISA+ practices to student achievement. This was possible through targeted staffing, Spanish-language orientations and communications, tutoring, reading programs, outreach events, and additional instructional support. The percentage of Spanish-speaking ESL students receiving passing final grades increased from 56% (283 of 503 students) in Spring 2025 to 60% (293 of 491 students) in Spring 2026. Outreach also expanded through community events, Spanish-speaking parent events, and targeted campaigns. SCE OCHS program staff continued developing processes to ensure students benefit from existing Mt. SAC CTE articulation agreements. There are a total of 13 active agreements in place with school districts. Although it remains a commitment to expand articulation agreements, this continues to be challenging because it requires coordination and support from both faculty and partner schools. Despite the challenges, OCHS efforts contributed to an increase in articulations, from [10 in 2022-23 to 133 in 2025-26](#). The improved ESL success rates and increase in articulation opportunities show that more students are getting the support they need to succeed and earn college credit.

4: Revised Schoolwide Action Plan

Link to Action Plan

1. Based on the findings of the current mid-cycle report, further revise the schoolwide action plan, as needed.

[Schoolwide Action Plan – Updated July 2026](#)

Explanation of Changes

2. Include a brief paragraph of why changes were made.

Changes made to the Schoolwide Action Plan have been minor and primarily related to timelines affecting implementation. With the implementation of *Mt. SAC 2035*, some activities were delayed one or two terms. Overlapping DEISA+ professional development activities were integrated with College-wide efforts. While the approach and timelines may have changed, the intent remains the same: to provide training for faculty, managers, and staff that highlights equity and diversity issues and fosters a better understanding of students, community members, and colleagues. The only Schoolwide Action Plan objective that could not be implemented was offering noncredit courses in languages other than English. While a faculty and manager workgroup researched and recommended courses and implementation, an agreement with the Faculty Association could not be reached. As a result, there are no plans to offer noncredit courses in languages other than English. Overall, these changes are keeping SCE's work aligned with College priorities while staying committed to the goals of the original Schoolwide Action Plan.

All rights reserved. The Accrediting Commission for Schools, Western Association of Schools and Colleges, retains full copyright ownership, rights, and protection of all material contained in this document. This document is to be used by members and candidate members for accreditation purposes only. No part of this document may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval systems, for any other purposes without the written permission.