

VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

**MT. SAN ANTONIO COLLEGE
SCHOOL OF CONTINUING EDUCATION**

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

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ACS WASC Postsecondary Manual, 2013 Edition (Updated)

This report represents the findings of the evaluation team that visited name of the institution on dates of visit.

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Chapter 1 — Introduction

This chapter is a brief statement of the nature of the school and its accreditation history. General observations about the school and about the visit are stated in the introduction. Briefly summarize the most critical information from the student/community profile that impacts the school, including the following:

- **Brief description of the students and community served by the school**
- **School analysis of student achievement data**
- **Other pertinent data**

SCHOOL PROFILE

Mt. San Antonio College School of Continuing Education (SCE) is a division within Mt. San Antonio College (Mt. SAC), in Eastern Los Angeles County. SCE, at 42,000 annual enrollments, is the third largest noncredit program in the California Community College system, providing a range of educational programs, both on campus and at 50 off campus locations, in the following departments:

- **Adult Basic Education (ABE):** serves high school minors and adults, 18 and above, and includes basic literacy and mathematics, high school diploma and equivalency exam preparation (GED/HiSET/TASC), military exam preparation, and foundational computer skills;
- **English as a Second Language (ESL) programs** includes sequential ESL classes to strengthen English language skills and Vocational ESL (VESL) for advanced level students to prepare for transition into college credit courses or employment;
- **Education for Older Adults (EOA) and Adults with Disabilities (AWD):** EOA offers courses designed to support continued physical and mental fitness and engagement for persons aged 55 or older as well as re-entry vocational courses in technology and the fine and decorative arts leading to employment, business ownership, or supplemental income. AWD courses are designed to build skills in communication, socialization, and civic engagement for persons aged 22 or above with documented disabilities;
- **Short-Term Vocational (STV) programs** offer training for job skills needed in the local economy.
- **Community and Contract Education:** Community Education programs are fee-based and of high interest to the community; Contract Education programs are funded by businesses to build skills in their incumbent workers;

SCE was established in 1971, as the Community Services Department of Mt. SAC, overseeing noncredit programs described as cultural, educational, and recreational. In 1978 it became a Division and expanded to offer a wide range of adult education programs. From that time on SCE has experienced continuing growth, greater emphasis on workforce development, and several name changes, ultimately becoming the current School of Continuing Education in 2015.

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In order to continue serving an increasing number of students, SCE has been included in the college's upcoming Master Plan.

The school has a service area of 189 square miles that encompasses 10 schools districts, seven of which are partners in the Mt. San Antonio Regional Consortium for Adult Education. The Dean of SCE serves as co-chairperson, and Mt. SAC as fiscal agent, for this Adult Education Block Grant (AEBG) collaboration. The Consortium's primary goal is the alignment of services, leveraging resources, and accelerating student progress in its region. The addition of SCE's AWD and Vocational Re-entry programs two years ago was made possible with AEBG funds. A current AEBG initiative is improving data and accountability, the metrics for which are now beginning to emerge. Another Consortium goal is to strengthen capacity of instructors' use of technology, which aligns with SCE's Action Plan for Technology.

SCE completed its first full accreditation visit six years ago and hosted a mid-term visit. This is its second full-term accreditation as the School of Continuing Education, although it participates in WASC ASCJC accreditations as a division of the college.

COMMUNITY AND STUDENT POPULATIONS

In this broad service area resides a diverse population: over 50% Latino and about 20% Asia, with 51% of residences speaking a language other than English at home. It is also an aging population with over 45% being 55 or older. Like the rest of California, the region has seen unemployment rates drop markedly in the past six years, from 12.2 to 4.5%. Despite this drop, the poverty level in the area increased by 2%, and 23% of adults in the region lack a high school diploma. Yearly, SCE develops an Educational and Facilities Master Plan. The 2018 Mt SAC Master Plan projects a continued population growth of 12% by 2035 and continued aging of the population. Along the same lines, in the next five years the Latino population is expected to grow by 1.6% and the Asian population by 7%.

The student population demographic at SCE mostly resembles that of the region: 57% are Latino and 17% are Asian, along with some representation of other ethnicities. The exception is the 11% of students identifying as white non-Hispanic compared to white non-Hispanic persons comprising about 19% of the region's population. The one exception is in the EOA program where white female students are nearly half of the enrollees. Asian students make up 66% of the students in ESL classes and 29% are Latinos. However, in VESL Latinos comprise half the students and Asians 39%. Both male and female students are well represented in all programs, although preference by gender occurs program to program. In vocational courses, for instance, student gender follows traditional job profiles. Overall, females make up 55% of SCE's students, males 42%, with 3% declining to identify.

Likewise, age differences classes occur, where program is designed for targeted groups: minor students in high school recovery programs at off campus sites, the WIN program for college-age student athletes, and adults 65 and older in the EOA classes. All other courses in the school's programs have students of all ages represented. The largest student presence at SCE is 22 and younger at 55% and overwhelmingly in the ABE program, 23 – 29 years olds at 15%, 30-45 year olds at 12%, and 46-64 year olds at 8%. The population 65 and older is 10% and growing overwhelmingly in the EOA program.

GOVERNANCE

Mt. SAC has a clear governance structure headed by the policy-making Board of Trustees, comprised of seven elected members representing the community, and one non-voting student trustee, elected by the student body. The chief executive officer is the President/CEO, assisted by four Vice Presidents: of Instruction, Student Services, Fiscal Services, and Human Resources; they are the President's Cabinet. The Vice President of Instruction is responsible for implementation of instructional policies and administration of instructional divisions. The Dean of SCE is under the Vice President of Instruction and has similar responsibilities over SCE. In addition, the President's Advisory Council members provide input on administrative, fiscal and strategic matters.

Mt. SAC also has a participatory governance structure supporting councils and committees made up of a collaboration of administrators, faculty, staff, and students, to make recommendations for policies, regulations, and planning. SCE participates in participatory governance groups, and was recognized by the Accrediting Commission for Community and Junior Colleges for its integration into these governance structures.

MISSION AND ILOs/SLOs

The vision of SCE grows from the mission statement of Mt. SAC, which springs from California Education Code that "the mission of the California Community Colleges is to offer academic and vocational instruction at the lower division level through supporting learning environments."

SCE's vision is that

"The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher education and employment pathways and strengthen self-sufficiency. From this vision come the Institutional Level Outcomes, which briefly stated are:

- **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.

These ILO's inform the Student Learning Outcomes (SLOs). The faculty develops, implement, and assess SLOs for each course. SCE faculty maps the SLOs for their courses to the ILOs, each course having a minimum of two SLOs. SCE has recently completed a transition from the former Student Learning Goals to ILOs and, in the 2017-18 school year, had over 224 SLOs from 142

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courses mapped to ILOs. Statistically they break down as: 46% of SLOs mapped to Critical Thinking, 26% mapped to Communication, 13% mapped to Information and Technology Literacy, and 12% to Personal, Social, Civic, and Environmental Responsibility. The department of Community and Contract Education has traditionally not developed SLO's, given that courses are in response to popular demand or funded for proprietary learner groups. However, as part of the Action Plan, the department is taking steps to make connection between Community and Contract Education courses and the ILOs and to establish a structured and uniform process for assessing learner outcomes.

Starting this school year, SCE has begun an in-depth assessment across courses in all programs of each ILO, completing the assessment of one ILO per year. The four-year cycle is: 2017-18 assessment of Communication; the following year of Information and Technology Literacy; Personal, Social, Civic, and Environmental Responsibility in 2019-20; and Critical Thinking in 2020-21. The goal is to establish a process to yield rich data on student learning across all courses. Further, ongoing professional development will aim for more instances of mapping SLOs to Information and Technology Literacy and Personal, Social, Civic, and Environmental Responsibility ILOs, which are less frequently identified than Communication and Critical Thinking by instructors.

ENROLLMENT AND PERSISTENCE

Unduplicated Enrollment at SCE continues to grow during the past three years. Two exceptions are ABE and Noncredit Labs. The decrease in ABE occurs within the adult high school program (with the exception of off-campus high school course recovery classes that serves minors). SCE attributes this decrease to an increase in high school completion opportunities available to students in the community and to more interventions at the home high schools. The reductions in the noncredit labs, specifically the WIN program student athletes aged 18 – 20, has resulted in its being housed in a smaller facility. Although there appears to have been a drop in STV enrollment, it resulted from re-categorizing some of the courses to Vocational Re-entry in the EOA program. Overall, the growth in all other programs resulted in a seven percent increase over the past three years.

Student Mobility at SCE is charted by comparing the number of students enrolled in fall semester who continue to the spring semester. Using this persistence rate to measure mobility has limits due mostly to the short-term nature of most of SCE programs; many students may not persist because they have achieved their learning goal in a semester or less. Nonetheless, there are marked differences program to program. ABE has the lowest rate of persistence, and the EOA and AWD the highest, mirroring enrollment trends. Along the same lines, the noncredit labs have lower persistence rates. The overall average persistence for all programs combined is above 50%: 56% in 2014-15, 51% in 2015-16, and 52% in 2016-17. SCE has identified in its Action Plan the need to find a metric to use for persistence that yields more insightful data about students retention rate and post-program outcomes.

FACULTY AND STAFF

The profile of faculty and staff at SCE has remained constant for a number of years, predominantly: Female 75%, White 35%, Hispanic 33%, and Asian 17%. Instructors make up 50% of employees; however, only 2% are full time. Counselors are 4% of employees, and

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management employees are 3%. Among employees, a third have worked at SCE for over ten years, and another 11% for 6 – 10 years. Because of program growth and restructuring, 28% of employees have worked for just one year. Nearly two-thirds of faculty and counselors have earned a master's degree or higher. All employees have professional development opportunities: those participating comprise 36% faculty, 26% classified staff, and management 22%. Nearly half of the professional development activities center on program improvement.

STUDENT ACHIEVEMENT

SCE gathers data on student learning from a wide range of measures including, wherever possible, three years of data. These data include student progress indicators, transition to the college credit program, CASAS benchmarks, course completions and/or promotions for all programs, attainment of high school diplomas and/or equivalency certificates, attainment of vocational certificates and/or licenses, and use of learning support labs. The analysis of these data is discussed in narrative, graphs and charts and contributes significant findings to inform the Action Plan.

Student Progress Indicators: SCE uses Pass (P), No Progress/Pass (NP), and Satisfactory Progress (SP) as its noncredit progress indicators. The latest year for complete data on student progress indicators, 2016-17, 85% of students over all programs achieved a P or SP. Within programs for that year the data are: ABE at 94%, STV at 89%, Vocational Re-entry at 80%. Progress indicators were lower for AWD, ESL, VESL, and STV mirrored courses: averaging between 60 – 75%. The lower rates here are attributed to transient population of ESL and, in some instances of VESL and STV Mirrored, an early transfer to the college credit program or acquiring a job before finishing a course.

Student Transition to College Credit Programs: SCE measures students three years from the time of program entry to transitioning to college credit programs. Of the 2013-14 cohort, 15% of students matriculated to credit. High School and Health Careers Programs has the most students matriculating. Over one third of students completing at least one course in the High School Referral Program or students starting a noncredit vocational program transitioned to credit courses within three years. These students entering into SCE programs with a foundation of basic skills contributed to their likelihood of transitioning. However, the data on SCE's students show that a majority of students have goals other than entering college: including family obligations and the need to be employed.

CASAS Benchmarks: ABE, ASE and ESL students have shown ongoing gains over a three-year period of 2013-14 to 2015-16 in achieving CASAS Benchmarks, scoring well above the California statewide averages, with the sole exception of ABE Beginning Literacy. Additionally, CASAS payment points grew for ASE students earning high school equivalency certificates and diplomas year after year. The EL Civics students earn substantial benchmarks, as well: the latest year of testing data showing a growth of 183 payment points. Consistently, year-to-year, SCE ABE/ASE students have gained in earning CASAS benchmarks, this despite a decrease in ABE enrollment. ESL students have remained about the same year to year, although this is offset by gains in EL Civics.

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Course and Certificate Completions by Program – ABE: Measurement of student achievement in the ABE program varies according to the population: basic skills, adult high school high school equivalency, or high school course recovery. The ABE Learning Center students study to improve skills levels in reading, basic language and math skills. They complete TABE pre-assessments and are assigned course work tailored to their level. They are tested again after completion of 40 hours of instruction, until achieving skills levels to enter their next course of study. These students also often elect to complete course work to improve computer literacy skills, for which they can earn certification. For the past three years, there has been growth year over year in attainment of Computer Literacy Certificates of Proficiency in Access, Excel, Outlook, PowerPoint, Publisher, QuickBooks, and Word.

Student self-reporting has traditionally been necessary for SCE to know the number of students successfully passing a high school equivalency exam. This data is gathered from High School Equivalency students using ABE advisement services, which grew to 84% last year. Student reports show that seven more students successfully completed the GED in the past year. An increase in data will be boosted by SCE becoming an official testing site for GED and HiSET In November 2017. Adult High School diploma recipients grew by more than ten percent to a total of 71 graduates, despite the decrease in enrollees to the program. Also, students entering the program have stronger TABE scores and are reporting that 83% plan to enroll in college as a post-program goal.

The largest group of ABE students is those in the Off-Campus High School Program, minor students who are referred for course recovery after school from 24 high school districts, but predominantly from Hacienda La Puente, Pomona, or Walnut. Achievement is measured by course completion, the rate being between 90% and 92% in the past four years. Enrollment during that period grew by about 50%. SCE also offers a Summer High School Recovery program. It has shown fairly steady growth in enrollees and in the percentage rate of course completions over the past four years. In 2017, 360 enrolled in 550 courses, of which 509 courses were completed at a rate of 93%. More importantly in 2017, 70% of students completed their coursework, which was an increase of 13%.

Course and Certificate Completions by Program – ESL/VESL Career Path: Over a three year period the number of enrollees in ESL has modestly increased year to year and for 2014-15 and 2015-16, pass rates have stayed fairly steady with minor changes from one level to another. (SCE offers seven levels from Pre-Level to Level 6.) In those two years overall, the pass rate was 68% and 66%. The pass rate dropped significantly in 2016-17, due to a change that led to fewer students being dropped from classes. The overall pass rate dropped to 60%. For this school year, students were granted the Satisfactory Progress indicator with the expectation that dropped students will return to and enroll in their course.

The VESL Career Paths program students are majority female and Hispanic, who participate in further training in career and life skills to promote transition to credit courses and/or to employment. Although the number of enrollees has remained constant, the number of completers has dropped due to more students enrolling into credit programs. The Language Learning Center (LLC) is available both to credit and noncredit students, the majority of who are English Language learners. The LLC tracks the hours students spend practicing using the language

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programs. Although the year-to-year data shows a decrease in usage for more languages, the usage of the English language program shows a slight increase.

Course and Certificate Completions by Program – EOA/AWD: The EOA program is comprised of two categories: one focusing on healthy aging to counteract mental and physical challenges and experiences that support the aging student; the other in Vocational Re-entry on building skills in order to supplement students' income. The AWD program began after completion of the WASC Mid-Term Report. Currently scant data has been collected for the first category except in the Brain Fitness course. On two cohorts of students, the results test improvement in completing various mental challenges. The results in both cases show a majority testing at a substantial to impressive level of improved function, findings mostly useful to the individual student. Vocational Re-entry students have begun to participate in CASAS and the program will have data for the 2017-18 school year. Achievement data for AWD students is provided in the chart of Progress Indicators by Program, showing those receiving a performance indicator of Pass or Satisfactory Progress at 75% and those receiving a No Pass at 25%. This two-year old program is currently developing three certificates for this population: Independent Living Skills, Micro-Enterprise, and Employability Skills.

Course and Certificate Completions by Program – STV: The number of certificates earned over a three-year period has increased, primarily because the number of programs has increased. Of the eleven STV programs listed, seven were new to the 2016-17 school year. Of those seven, only four courses issued only one (three courses) or four (one course) certificates of completion in the initial year. These new courses have been created in partnership with community businesses and organizations. The well-established programs of Certified Nursing Assistant (CNA) and Home Health Aide (HHA) issued 18 and 37 certificates. Another established program, Electronic Systems Technology issued 22 certificates. The CNA program also has a high percentage of students passing state licensure exam: 96%. The In-Home Support Services (IHSS) has grown over three years, both in enrollment and the number of students gaining employment in the field, from 38% to 64%. Due to gaining employment, some students do not finish the course; so completers have dropped from 93% to 85%. Overall, the STV program issued 115 certificates in 2016-17, a substantial increase over the previous two years.

Course and Certificate Completions by Program – Community and Contract Education: The fee-based programs in Community Education attract almost 5,000 enrollments in 2016-17. The courses range from fitness to career. One the issues a certificate is Phlebotomy Technician I, where students had a 100% pass rate. Most courses do not lead to certification and SCE does not collect course completion data. The Contract Education program offers courses through partnerships with 13 agencies and had 585 enrollments in 2016-17. This program experienced a decrease of 522 students served through a partnership with All Americas, Inc., which provided summer and winter camp experiences to international students, including language and cultural components provided by SCE. Changes in immigration policy have negatively impacted this program.

STUDENT SUPPORT

Student achievement at SCE is bolstered by Student Support Services, which include noncredit counseling services and noncredit support labs. Last school year, the Student Success and

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Support Program (SSSP) required noncredit programs for Career Development and College Preparation to provide orientation, assessment, education planning, and counseling services. SCE offers these services within the instructional programs of ABE, ESL, STV, and, this year, Vocational Re-entry. These services include academic advisement, career pathways and counseling, educational planning, embedded counseling, and matriculation, but may be tailored to the instructional program. In extending the SSSP to Vocational Re-entry students, two counselors will travel to meet students at their off-campus sites. The total number of advisement appointments in 2016-2017 was 4099 for ABE, 3490 for ESL, and over 500 for STV.

In addition to counseling sessions, students have access to Learning Support Labs for noncredit students through the ABE Learning Center, Language Learning Center, Learning Assistance Center, the Writing Center, Math Activities Resource Center, and the WIN Lab. Credit students mostly use the last four but their resources are available and used by some noncredit students. Most frequently used by noncredit students is the Language Learning Center (LLC), as students on ESL waiting lists, can use the lab programs to improve English language skills. Also, faculty at the lab assigns self-directed learning activities for the students.

Institutional, Community, and Student Characteristics

Briefly summarize the most critical information from the institutional, community, and student characteristics that impacts the institution. Include the following:

- **Brief description of data (include pertinent data about student achievement)**
- **Comment on significant findings**

FUNDING AND SUPPORT FROM AEBG AND MT. SAC

- Strong participation in and funding from AEBG has secured funding for SCE existing adult education programs of ABE (including HS diploma and HSE), ESL, and STV. A much-needed AWD program was established with AEBG funds and is serving the community in off-campus sites.
- Mt. SAC is in its third (and final) phase of construction to expand the SCE facilities on campus, allowing for much needed classrooms, labs, and testing rooms. In addition, Mt. SAC has also given access to SCE noncredit students to online resources and various skills labs to support SCE students' learning. SCE is an active member of the participatory governance structure of Mt. SAC and was recognized by the Accrediting Commission of Junior and Community Colleges for its integration into the governance structure.

GROWTH IN PROGRAMS, SERVICES, AND ENROLLMENT

- SCE has experienced a 7% growth in enrollment over the past three years. To meet the needs of the student population, SCE has added new management and classified staff, some brand new and others returning from being closed during the recession, to create a reorganized and stronger support structure for the instructional program. New instructors and in-classroom assistants have been added to provide more class sections in existing

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programs and to offer new courses in VESL, STV, EOA, Vocational Re-entry, and AWD.

- SCE has increased its academic advisement services, in part to comply with Student Success and Support Program (SSSP) requirements for noncredit programs for Career Development and College Preparation. to provide orientation, assessment, education planning, and counseling services. These services include academic advisement, career pathways and counseling, educational planning, embedded counseling, and matriculation to credit. To serve Vocational Re-entry students, two counselors travel to meet students.

STUDENT ACHIEVEMENT

- SLO mapping to the four ILOs is the fundamental way that instructors ensure that students attain these outcome. SCE has begun this year a four-year cycle (one ILO per year) where instructors assess students on the ILOs. SCE is working now to begin the process of evaluating Program Learning Outcomes (PLOs).
- CASAS benchmarks show steady growth in payment points for the programs of ABE, ASE, and ESL over the past three-year period. SCE students outperform state averages by a good margin in all programs except in the ESL Beginning Literacy. The EL Civics students gained 183 payment points in the latest year of reporting. Vocational Re-entry students will participate in CASAS testing this year.
- The number of adult high school diplomas awarded has continued to grow during the past three years, despite a drop overall in ABE students. Matriculation to Mt. SAC also increased to 51%. Adult Basic Education students completed a range of computer basic skills courses with completions of those certificates increasing.
- Student progress indicators (grades) are one measure of student achievement across all programs. The rate of students achieving a Pass or Satisfactory Progress is 85%, with the highest in ABE (94%) and lowest in STV Mirrored (60%). In the Off-Campus High School program, the rate of students completing the course was 93% in the latest reporting year. Among AWD students, 75% earned Pass or Satisfactory Progress. In ESL, the pass rate of courses remained fairly steady at about 68%.
- The number STV certificates awarded increased along with the number of courses offered. The CNA program has a 96% rate of passing state licensure. The In-Home Support Services program has a rate of 64% (up from 38%) in gaining employment. Over the whole STV program there were 115 certificates awarded, up substantially (as was the number of offerings) from previous years.

TECHNOLOGY FOR DATA COLLECTIONS

- SCE uses technology to report data on student achievement in all programs, and this data is analyzed throughout departments to evaluate student achievement.

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- Because of initiatives and grants that requirement specific programs to be used for reporting, SCE has used software to pull data from one program to another in order to facilitate analysis. However, SCE needs more integrated data systems for them to track student outcomes and, especially, track data on post-program outcomes.

Briefly summarize all types of online instruction and specialized programs offered and the impact on student learning, if applicable:

SCE does not offer online instruction.

Chapter II: Progress Report

Progress based on the key issues of the previous ACS WASC Visiting Committee: This chapter of the report validates efforts by the school to address key issues from previous Visiting Committees. Thoughtful responses to the key issues are expected from a school.

- **Comment on the school's major changes and follow-up process in addressing key issues since the last self-study.**
- **Discuss the progress on the schoolwide Action Plan, noting the integrated key issues from the prior self study/visit.**
- **Describe specific responses to each of the major key issues identified by the previous ACS WASC Visiting Committee.**

SIGNIFICANT DEVELOPMENTS SINCE 2012

SCE has experienced a number of significant developments since the last full visit: Improved fiscal climate; division restructuring; expansion of programs, services and staffing; facility expansion; new revised legislation and policies; and expansion of Career and Technical Education programs.

- Several state of California initiatives brought new or revised resources to SCE: equalized apportionment for Career Development and College Preparation (CDCP) that allow the school to restructure, expand facilities, and grow staffing levels.; Student Success and Support Program (SSSP) that enabled provision of support services to noncredit students; Basic Skills Initiative (BSI) grew as ABE and ESL enrollment grew; and some Student Equity funds for noncredit students. Significantly, the Adult Education Block Grant (AEBG), of which the school receives a portion for the AWD program; WIOA I and II; and regional Strong Workforce Program (SWP) funds to train noncredit students for health careers. Additionally, Community and Contract Education has added and lost programs over the period, but remains strong.
- Given growth since the last WASC visit and rapid growth since the Mid-Cycle visit, SCE needed to add management, faculty, and support staff. They added two Associate Deans (one for adult education and one for career education), three Director positions (for Adult Education, for ESL and for AWD and EOA), a Temporary Special Project Manager for Off Campus High School, and a Director of Human Resources for the Division. The outcome that resulted from the new management positions was increased enrollment and hiring of two new full-time faculty members (most faculty members are adjunct). Finally, four new Administrative Specialist positions were added.
- The need for facilities and additional space was identified in SCE Planning for Institutional Effectiveness. In 2015-16, the College directing funding to a three-phase construction plan. The first two phases are completed and the third underway at this point, to be completed in Spring 2018 and add classrooms. Labs, and testing rooms. An ABE Center has been included as a priority in the Facilities Master Plan. Additionally, there has been a great increase in off campus sites, utilizing, for the classrooms in neighboring districts and community spaces.

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- Legislative changes have both threatened and supported noncredit education—management and staff spend considerable time on compliance with, revisions to, and implementation of mandates of legislative initiatives. The most significant of these is the AEBG, some of the best impacts of this grant is increased professional development, strengthened partnerships, and increased access to education and service in the region. SCE added a full-time manager position for the Consortium. Other SCE managers have leadership role in the Consortium. Through the Consortium, the AWD program was able to expand its offerings. A data and accountability group has created processes to ensure integration of regional data with the state’s system.
- Other policy changes include: FTE funding equalization is driving creation of new curricula: WIOA is requiring new metrics; SSSP is requiring a new accountability system; Basic Skills Initiative (BSI) will no longer include noncredit students in its funding metrics—impact unsure; federal and state level initiatives are advancing performance-based funding which will require post-program outcomes be collected from students (this is part of the Action Plan); Common Core, College and Career Readiness Standards (CCRS), and Alternative HSE exams are requiring revision to ABE instruction; and LCAP is causing an ongoing reduction to SCE High School Referral program.
- Expansion of Chancellor-approved noncredit Certificates of Competency and Certificates of Completion has supported students’ goals of English language development, workforce and college preparation, and vocational skills building. These include certificates for ABE/ASE students: Armed Services Vocational Aptitude, Financial and Database Management; High School Equivalency (HSE) Math, HAS Social Studies, HAS Science, and HSSE Reading and Language Arts. EOA vocational certificates include Office Computer Applications Level 1 and 2 (revised), and the new Sewing and Tailoring, Basic Excel Applications, and Basic Computer Presentation and Publication. STV Certificates include two new programs: Electronics Service Technician and Physical Therapy Aide, and four in the approval process: Medical Secretary Skills, Essential Office Skills, Trades Pre-Apprenticeship, and Manufacturing.

IMPLEMENTING/MONITORING ACTION PLAN

SCE has a dynamic ongoing process for monitoring and implementing the Action Plan. As part of the School-wide and College Planning process, each department and the Advisory Group review completed activities and evaluate the progress on key issues. This review is documented in meeting minutes and in the annual College outcomes review plan. The reporting is annual but the activities are ongoing and continually assessed. The SCE Leadership Team is responsible reviewing input and completing the annual appraisal of the Action Plan. Progress on the Action Plan was ratified in August, 2016. In the 2015 Mid-Cycle Report, the Visiting Team wrote: “The school was diligent in addressing each of the three critical areas identified by the previous self-review and the 2012 Visiting Committee. Consequently, the school should be commended for its progress in each of the three critical areas identified by the previous VC.”

PROGRESS ON ACTION PLAN

Critical Area 1: The Division, in collaboration with College systems personnel, will improve the collection, integration, and reporting of data in order to meet accountability standards, enhance planning and decision making and improve student learning.

- Mt. SAC established noncredit student access to the College Portal in 2012: for records, administrative services, and among features. Further, student use of the Portal promotes Technology Literacy ILO for students to locate and evaluate resources.
- The use of Argos Enterprise Reporting Solution, which integrates with Banner (administrative software) to allow managers and staff to query and retrieve student data.
- WebCMS streamlines curriculum proposal/approval.
- TracDat is used by all instructional program to record SLO data, department planning, and program review. Educational Design Committee and Outcomes Committee compare TracDat and WebCMS data annually.
- Student Success Scorecard tracks noncredit students' successes in CDCP Courses by cohort groups.
- CCCCO Management Information System (MIS) collects data and has been used to retrieve data from Banner to pull it to a new location, such as the Scorecard, Launchboard, SSSP and AEGB.
- SARS system tracks counseling and advising appointment and is in use by ABE, ESL, STV and EOA program.
- ABE and ESL program data is collected in departmental data collection systems so that faculty and staff may assist students with interventions or in creating educational plans. However, SCE recognizes the limitations of departmental data collection and has identified the need for more sophisticated integrated systems in it current Action Plan.

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

The following are examples of increased use of data to improve student learning:

- Evaluation of SLOs at both the program and course level: Program SLOs are analyzed annually through program and Division Planning for Instructional Effectiveness (PIE) reports. Faculty evaluates course SLOs on a four-year cycle addressing one of the four ILOs per year. The process is supported with professional development. Outcomes include faculty-designed intervention strategies, modification to curriculum to support students learning, and generating new courses.

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- In addition, each program area develops additional processes from analyzing SLO data to meet program needs. In ABE this resulted in creating a mid-term data collection and evaluation in order to identify need for early interventions.
- ESL faculty has implemented the Student Teacher Action Research (STAR) project in addition to SLOs. Through the STAR project faculty utilize research methods, data and results analysis to improve teaching and learning.
- ABE, ESL, STV and EOA examine each ILO in relation to SLOs in their program as part of mapping. Certain ILOs are more prevalent in a program's courses SLOs; however, each program has developed SLOs that to all other ILOs. Faculty work to ensure that all of the ILOs are represented in the curriculum.

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

- SCE weathered the budget crisis during the Great Recession (the time of its last full accreditation visit) by reducing offerings and services but without eliminating EOA program. The curriculum redesign and development of Vocational Re-entry program allowed the continuation of EOA classes.
- SCE pursued opportunities for funding, such as WIOA, AEBG, and Employment Training Panel (ETP). Additionally, the school sought to increase fee-based offerings, which resulted in College for Kids enrichment programs, and contract education, adding Court Interpreting. Mt. SAC support construction of a fee-based testing center that opened in 2017.
- The Mid-Cycle Report gave Mt. SAC SCE special commendation, stating that the school, with full support of its board, has judiciously continued to develop and uncover new funding streams to facilitate its ability to meet its adult noncredit student education and support needs."

Chapter III: Evaluation of the School's Response to the ACS WASC Postsecondary Criteria

This chapter provides most of the substance of the Visiting Committee Report and is the chapter to which each team member makes a contribution. The team report notes whether evidence has been offered to demonstrate that the institution is accomplishing its published objectives and that these objectives are appropriate to postsecondary education and consistent with the ACS WASC Postsecondary Criteria.

ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Mt. San Antonio College mission statement reads as follows:

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

The mission was adopted on April 23, 2008. President's Advisory Council (PAC) annually reviews the mission statement, which is applicable to all divisions of the College including the School of Continuing Education (SCE). The Board of Trustees considers and approves any revisions that are made to the mission. The most recent change was made in response to a recommendation from the Accreditation Steering Committee.

In addition to the institution's mission, the SCE's vision reads as follows:

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

The vision was developed in 2008 as part of the initial application for WASC accreditation. The institution updates the school's mission through input from many areas, but the Board of

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Trustees finalizes any and all changes to both the mission and vision. The mission align with the SLOs, the school calls them Institutional Level Outcomes (ILO.) The College mission, SCE vision, and ILOs provide the foundation for institutional planning and decision-making activities, which is accomplished through the annual Planning for Institutional Effectiveness (PIE) process. The PIE process emphasizes that the mission statement drives all planning and resource allocation and reinforces its connection to the College goals, ILOs, SLOs, and PLOs. The SCE Advisory Group is comprised of students, classified staff, faculty, counselors, and program managers.

The school has a diverse populated student body to include: local residents, international students, local high school students from 13 different school districts, basic skills students, displaced workers, workers seeking to upgrade skills, students with disabilities, students who intend to pursue higher education, students gaining skills for the workforce, student athletes, veterans, lifelong learners, community members seeking certification, and those seeking personal enrichment. Constant census reports are used yearly to establish programs. For example, within the Mt. SAC District, 22% of the population over the age of 25 does not have a high school diploma compared to the national average of 13%.

The school has renamed the SLGs (Student Learning Goals) to ILOs (Institutional Level Outcomes.) The ILOs represent the ongoing evolution of continuous improvement of the institutions vision statement. Any changes to the ILOs are communicated to the students through newsletters and the website, and are provided the opportunity to give input through surveys and focus groups. The PIE process emphasizes that the mission statement drives all planning and resource allocation and reinforces its connection to the College goals, ILOs, SLOs, and PLOs. SCE Departmental PIE goals are linked to Mt. SAC, the Instruction Team, and SCE goals creating a cohesive alignment that is reflective of the mission and vision.

Through the annual PIE process, SCE analyzes data to report on progress in meeting these ILOs along with SLOs and PLOs. Faculty determines the process by which ILOs are measured based on student population or student learning needs. After that, faculty can then post the results into the TracDat system at the end of each term of year and use the results for curriculum development and program improvement. Along with yearly monitoring of the ILOs, the institution provides constant professional development opportunities in order to help enhance faculty and staff's knowledge and skills related to ILOs.

To make sure that programs remain relevant, stakeholder collaboration in the ILOs takes place through Industry Councils, put together by the institution. The Workforce Recommendations Committee guides programs. This allows the institution to be current on regional need for training.

Student needs are addressed through differentiated methods to include faculty/leadership meetings. For example, retention was an area of need as many Adult Learners were dropping out of the school due to transportation issues. Many students within the Adult Basic Education (ABE) department lacked transportation. Because of this identified need, bus passes were distributed to Adult Learners so that they could continue to attend school. Student retention is a main focus for Adult Basic Education (ABE), each class consisting of an instructor, tutors, and an involved counselor, who follows up on retention efforts, as one of the main priorities for

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students is to complete a program and move onto credit courses. A shift in curriculum was the cause for the implementation of Contextualized Learning (CTL) or better known as Common Core Standards.

SCE staff meets regularly to provide opportunities to share profile data, PIE data, SLO assessment data and Action Plan data to ensure that existing programs and courses are meeting student needs. Labor Market Indicators are the final call when proposals for new courses or programs are out. Student input is critical when there is open dialogue of future program offerings being proposed. Focus groups are a method that the Advisory Group takes into consideration.

Strengths:

- Strong collaborative and planning work when critiquing program rigor.
- Planning inclusive of all stakeholders and programs, and student needs taken into consideration.

Key Issues:

- SCE needs to continue to find additional avenues for student involvement in division planning

ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The Board of Trustees has direct oversight of the entire operation. It is comprised of a panel of seven members who are elected by the community. The board then in part selects a President and Chief Executive Officer (currently: Dr. William Scroggins) to oversee everyday school operations. Organizational chart breaks down as follows four Vice-Presidents who directly report to the President. The Vice-President of Instruction has oversight over different educational departments.

The school operates off of a shared governance role. SCE shared governance committees include the SCE Leadership Team and the SCE Advisory Group that include: faculty, staff, and managers from each department who make decisions regarding the implementation of the mission, vision, ILOs, accreditation, and institutional planning for the Division.

The Human Resources Department has large departmental oversight throughout the school. Mt. SAC governing body complies with Human Resources policies and procedures as established for the District in the Board Policies & Administrative Procedures. Staff is trained in EEO to assure that the hiring process is as ethical as possible.

SCE empowers workers to propose changes to policy, address issues, and guide long-term planning. For example, ESL, Off-Campus High School, and some STV programs it is feasible and effective to provide incoming students with a group orientation. On the other hand, for Vocational Re-Entry, these students primarily have a one-on-one orientation with a counselor. These are a few examples of departments modifying operations for student services.

At the operational level, the governing body at Mt. SAC follows a process of providing SCE Leadership with guidelines, information, and tasks while allowing them flexibility with regard to implementation and scope. The school Deans report and are provided information through the Vice President of Instruction through President's Cabinet Reports and Instruction Team Meetings. From there, relevant information is shared out at SCE Leadership and Advisory Group meetings. Directors then guide their staff through continuous quality improvement through innovation, implementation, assessment, and data analysis that informs and results in further improvement of operations and services.

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SCE has also implemented accountability measures for administrative policies. SCE must produce benchmark data separate from the credit division in order to maximize performance data. SCE must report SLO, PLO, and ILO assessment data to the College Outcomes website.

Mt. SAC operates through the following Core Values:

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

The Board of Trustees is guided by BP2715, which is the Board's Code of Ethics/Standards of Practice. The Board's first value is that "in all decisions, hold the educational welfare of the students of the College as his/her primary concern." The Board establishes integrity with campus relationships by giving everyone a voice, from the administration staff to all students.

As mentioned previously, the Board of Trustees selects an ethical person that demonstrates transparency when dealing with stakeholder relationships. The President's line of communication includes, Cabinet Action Notes. These notes are delivered via email and provide updates on about the college and anything mentioned in the President's Cabinet Meeting. Town hall meetings are constantly held in order to go over any concerns or address any relevant current events. In the Fall of 2016, the President addressed those students protected under the Deferred Action for Childhood Arrivals (DACA) Act in order to ease any tensions. The School is supportive of DACA recipients and provides a "safe" place for everyone.

The SCE Dean must ensure that any and all programs are relevant in the school. For this to happen, the Dean must ensure that the SCE Leadership Team and stakeholders are aware of the emerging trends, challenges, and opportunities that exist on campus, within the region, and statewide. The institution develops partnerships, collaborations, and interactions with on-campus and off-campus associates to ensure student success.

Outside partnerships are very important to the school. This assures that the school broadens its resources and is up to date with statewide and local initiatives impacting students. The school is partially funded by the Workforce Innovation and Opportunity Act (WIOA) so part of the new upcoming metrics will be to offer job placement services.

The SCE Leadership Team promotes collaboration with faculty, staff, students and other stakeholders. The school has an open door policy to encourage informal talks and share ideas for school improvement. SCE faculty and managers engage in state and local leadership and advocacy groups.

Other venues of continuous school improvement include:

- SCE Advisory Group: Facilitated by SCE leadership and meets twice a year to review topics related to noncredit initiatives, institutional planning, accreditation, and to review the mission, vision, and ILOs. Students are encouraged to attend these meetings.

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- Faculty Professional Learning Community (PLC): provides SCE noncredit faculty with information about curriculum updates and current faculty news and also organizes professional development for their colleagues on and off campus.
- Department meetings: Each department has at least one standing meeting per week with stakeholders to facilitate communication and institutional planning.
- Targeted school improvement workshops and Division dialogues: SCE leadership organizes workshops that focus on noncredit SSSP, PIE, and enrollment management.
- Regional and statewide partnership outreach and advocacy: SCE leadership encourages faculty and staff to participate in the AEBG Regional Consortium and conferences and to present at and attend conferences offered by the Chancellor's Office and various professional organizations.

There are two Academic Senate committees used to recommend curriculum: Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). Faculty makes up both committees. Sub-committees were created to make sure that quality is taking place. The first is the Professional Learning Communities (PLC), goals are address noncredit student learning needs, increase communication between all programs across the Division, and develop opportunities for professional development training within noncredit. The second structure is the Division administrative support workgroup. This group provides input on SCE administrative and human resources processes.

The Division Handbook (Employee Handbook) was created through Administrative Procedures and Board Policies. The Division Handbook is reviewed regularly. The student handbook is revised on an annual basis. Division updates are usually a result of changes in state or local initiatives.

Strengths:

- Organized structure and effective plan and procedure
- Support when planning curriculum based on community needs

Key Issues:

- SCE needs to continue to find additional avenues for student involvement in division planning

ACS WASC Postsecondary Criterion 3: Faculty and Staff

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

SCE employs personnel who are qualified and trained for their responsibilities. The personnel meet minimum qualifications for faculty and management positions. Open employment positions are posted in accordance with California Community College Chancellors Office (CCCCO) Minimum Qualifications for Faculty and Administrators.

Adjustments to these minimum qualifications or “equivalencies” are approved by departments and by the Academic Senate in accordance with Administrative Procedure (AP) 7211, Minimum Qualifications and Equivalencies. Minimum qualifications and equivalencies for Mt. SAC SCE faculty are posted on the Academic Senate website.

The school also meets criterion by reviewing job descriptions and updating as needed via Human Resources in conjunction with department personnel to ensure they accurately reflect position duties, responsibilities and to support the mission and goals of the college and needs of its students. The school complies with College policies and procedures that assure the hiring and retention of highly qualified faculty, administrators, and classified staff, who are committed to the college mission and SCE vision.

Staff and faculty are selected using a transparent recruitment and selection processes (BP 7120). Once a hiring need has been identified and approved, the position is posted online and advertised by Human Resources. Applicants and the public have access to extensive employment information on the Human Resources website including applicant FAQs, how to apply for positions, qualifications, and other related resources. Applicants are moved forward in the hiring process if it is determined that they have met the minimum qualifications for the position.

Personnel policies and procedures are developed by Mt. SAC. These policies are reviewed regularly, and when changes are made, the changes are communicated to the campus through electronic communications.

SCE follows the College process when evaluating all employees. Established procedures and guidelines include frequency of evaluation and the collective-bargaining agreement documents performance evaluation practices. Seventy-six percent of faculty indicated they participate regularly in professional development.

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Strengths:

- Employs qualified personnel to support student learning program and services following district protocols and policies
- Administration supports and encourages professional development for all staff
- Recognizes the important role of support staff in meeting the needs of the students.

Key Issues:

- More evidence on the impact of professional development on teaching and learning
- Need for integrated data system to measure student transitions to post program opportunities

ACS WASC Postsecondary Criterion 4: Curriculum

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The Mt. SAC's School of Continuing Education (SCE) clearly demonstrates Criterion 4 and might possibly exceed it in some ways. Their self-study describes an institution making a conscious effort to support student learning by ensuring that the content taught in the class is accurate, rigorous, and relevant. The study describes the processes that demonstrate their commitment to the development of high quality curriculum. The development of new curriculum is done with a focus on the school's mission statement and SLOs by having systems in place that insure that all instructional materials align with these foundational statements. Through skillful organization, they appear to have created a collaborative culture that invites all stakeholders to play a meaningful role in developing and implementing high quality instructional resources that maximize student learning and equips the adult learners for future success through higher learning or employment that requires technical knowledge and skills, but also provides a living wage.

One of the clear strengths that comes out of the self-study is the effort that is made by SCE to be inclusive of all student groups. Their study provides strong evidence regarding the accessibility of course information, technology, textbooks, and instructional intervention. A student survey found that 73% of students agreed that they know where to find a list of courses offered at SCE. In addition, each department has its own website where students are able to obtain information about specific course offerings and communicate with faculty as well.

The SCE Self Study provides compelling examples of their commitment to making education accessible to all members of their community. To remove a possible economic obstacle, the ABE students are provided with a class set of textbooks. This eliminates a need for a textbook purchase by students, who in some cases might be unable to do so. In addition, students are provided with supplemental resources including assignments, tools, and websites that they can access for free to help reinforce the curriculum. To make technology more accessible to their ESL students, the study mentions five computer labs designated for ESL students whose teachers can reserve them, so the students can engage in a variety of online activities to increase their knowledge of English at the same time that they are developing their digital literacy.

Of great note in the study is the attention given to describing Curriculum Review Process. This process, which begins with a faculty member recommending a new course based on data analysis and student needs and ending only after it has been reviewed and receives final approval from the Chancellor's Office. The system described to carry out this process is collaborative and invites all stakeholders to participate in the process. All curriculum is reviewed each year at the

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department level and must be re-evaluated through the Curriculum Review Process every four years.

The use of data analysis to determine the adoption and or continuation of curriculum is another practice that stands out. While there are so many examples that can be cited, the SCE Resource Request, included as evidence on page in the SCE Self Study, shows a clear example of the reliance of student performance data on retention and completion rates to justify the continued funding of a specific tutoring program.

A key issue, which SCE has recognized and begun to address, is the use of technology in the classrooms. The study makes mention of five computer labs, and iPad lab, and a portable cart full of laptops. Within the same short paragraph, there is a brief summary highlighting the kinds of student work produced using these technology resources.

A second key issue addressed by SCE is the continued need to increase the level of collaboration among part-time faculty members. While the school seems to have provided ample opportunities for all stakeholders to participate in the process, a predominately part time faculty makes attendance to such events a challenge for faculty who are faced with having to work for multiple districts. It is noted in the study that 98% of noncredit faculty are part-time with varied schedules and availability.

The final key issue mentioned in the study is the need for more professional development for tutors and support staff. SCE appears to be doing a great job of offering opportunities for students to receive academic reinforcement and intervention, and they have collected data that shows that it is making a difference. Nevertheless, they seem to have recognized the need to enhance this program by providing more and better training opportunities for the individuals who perform these duties.

Strengths:

- Instructional tools and materials are available to all faculty and students
- Robust curriculum development, adoption, and review processes are institutionalized.
- The use of data as a tool to develop, adopt, and update curriculum.

Key Issues:

- The need for greater use of technology in the classroom.
- Increase the level of collaboration among part-time faculty members.
- More professional development for tutors and support staff.

ACS WASC Postsecondary Criterion 5: Instructional Program

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Mt. SAC School of Continuing Education (SCE) offers noncredit, community, fee-based courses and programs that possess a high level of instruction. Mechanisms utilized to ensure that instruction is of high quality with the appropriate breadth, depth, rigor, and sequencing include: sequencing of courses, curriculum and certificate development, and institutional review of courses and programs. Once a class is approved, faculty can take the additional step of establishing sequencing or co-requisites. This is accomplished through the creation of a career development and college preparation (CDCP) Certificate of Completion or a Certificate of Competency, which provide students with paths to demonstrate goal attainment. The Adult Basic Education High School Program demonstrates a commitment to maintaining high standards for curriculum and instruction by holding UC/CSU a-g and NCAA designation for all high school core subjects.

Curriculum review for noncredit courses is an ongoing rigorous evaluative process that is done on a four-year review cycle. The Academic Senate, who has the primary responsibility for curriculum and instruction, oversees the review process. All noncredit courses are part of the College's institutionalized Student Learning Outcome (SLO) evaluation process, which is one way to maintain the integrity and quality of instruction.

The SLO review process allows faculty to evaluate whether or not specific assignments, tasks, or activities are allowing students to progress. The commitment to the development and assessment of learning outcomes is clearly communicated to the campus community and the public through several webpages accessible from the College's main outcomes webpage. Mt. SAC's Planning for Institutional Effectiveness (PIE) process serves as its program review. Each SCE department engages in a comprehensive annual planning process that includes analysis of how instructional programs can be improved in order to ensure student success. SCE has both department and division goals that are meant to improve instruction. In addition to cyclical reviews at the COR, curriculum, certificate, SLO, and ILO levels; in-class instructional approaches are also reviewed on an annual basis. Managers routinely evaluate the quality of faculty instruction via annual evaluations, per the faculty contract. The faculty contract includes in its teaching performance expectations a requirement "to develop and utilize effective pedagogical techniques in order to enhance the communication of ideas and promote optimal student learning, critical thinking, and performance skills". According to the faculty contract, students also have the opportunity to evaluate faculty annually through student surveys. All instructional programs at SCE, regardless of location or means of delivery, are offered in areas of study consistent with the College's mission, are appropriate to noncredit education, and culminate in student attainment of identified learning outcomes and the achievement of certificates, employment, or transfer to higher

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education programs.

Faculty members keep current in instructional strategies and methodologies through internal and external professional development: such as, Division-wide Noncredit Faculty Professional Development (NFPD) Day, campus-wide FLEX Days, and other department-level in-service trainings as well as formal and informal communication, including faculty meetings and newsletters. Throughout SCE, the emphasis is placed on ensuring that faculty is up-to-date and comfortable implementing new strategies and methodologies, as well as current standards and other topics that impact instructional practices. Faculty attend internal and external professional development activities such as Association of Community and Continuing Education (ACCE) trainings, conferences, and workshops, AEBG meetings and workshops, Mt. SAC's Professional and Organizational Development (POD) workshops, and other discipline specific conferences.

Mt. SAC uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Different delivery modes that are utilized in SCE include traditional direct instruction, open entry/exit lab classes with flexible hours, hand-on instruction, computer-aided instruction, and contextualized learning (ABE Learning Center Schedule). Noncredit and community and fee-based courses are also provided during evening and weekend hours, throughout the community, and in a compressed schedule to meet the needs of students, many of whom have complex barriers to entry and retention.

The PLC mission statement is: "By fostering a collaborative culture across the Division, SCE's Professional Learning Community Steering Committee addresses noncredit student learning needs, promotes supportive relationships for noncredit faculty and staff, increases communication between all programs across the Division, and develops opportunities for professional development trainings within noncredit."

Strengths:

- Faculty-led inquiry and collaboration, particularly as related to certificate and course development of SLO/ILO mapping
- Faculty use of a wide range of methodology and differentiated instruction
- Curriculum well developed and following a standardized process for evaluating SLOs
- Students provided with different learning structures such as short-term, open- entry, open-exit, and direct instruction approach and flexibility in class offerings to include evenings and weekends
- Faculty given opportunities for professional development, including POD, conferences, workshops, retreats, and Noncredit Professional Development Day

Key Issues:

- Need for increased and diverse data collection related to student achievement and outcomes
- More professional development to ensure faculty can maximize technology in their classrooms

ACS WASC Postsecondary Criterion 6: Use of Assessment

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The School of Continuing Education (SCE) participates in the institutionally established procedures for the development and implementation of a variety of assessment instruments and practices. SCE faculty have established course measurable objectives (CMOs), student learning outcomes (SLOs), and program level outcomes (PLOs) as metrics for determining the efficacy of all courses and programs at the school. Faculty members in SCE are responsible for the development, assessment, and modification of these metrics with an eye toward student success in all instructional areas.

SCE uses the College's regular program review process, which includes evaluation of the effectiveness of courses in supporting the PLOs. SCE faculty also use the College's cyclical curriculum review process to ensure individual courses are relevant, rigorous, are sequenced in furtherance of PLOs, and are tied to strategies supporting student transitions to further education or employment.

SCE has demonstrated a concerted, and successful, effort to engage faculty in data-driven decision making. Programs within SCE regularly meet and include a discussion of the outcome assessments. The institutional process is well defined with an effective feedback loop. All programs are effectively examining student level assessment results at regularly held meetings.

Faculty members meet as often as weekly in each department with some departments meeting on a semester basis. Minutes of these meetings are maintained and demonstrate that the meetings include discussion of student success measures. There is little evidence of administration participation in those meetings but the inclusion of counselors and other student support staff is commendable.

All instructional programs are effectively use formative and summative assessments to ensure student progress through the programs. These assessments are also looped back into the faculty discussions of pedagogical and curricular adjustments. The use of nationally standardized learning objectives and assessments within the ESL program supports a structure that allows faculty to quickly adapt to the changing needs of the students.

Faculty and administrators have ready access to an electronic tool, TracDat, to examine assessment results. Weekly Division Leadership Team meetings allow for the discussion of student data amongst a broader group reflecting all programs in SCE. Members of the leadership team then share those discussions with faculty at the department meetings. The

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institutionalized annual Planning for Institutional Effectiveness (PIE) process ensures that colleagues, administrators, and governing board members have access to the data, analysis, and plans for each department. The PIE reports are also posted on the College's website for public access.

Strengths:

- Strong participation and engagement in data analysis of student achievement
- Public access to the PIE reports on the College's website
-

Key Issues:

ACS WASC Postsecondary Criterion 7: Student Support Services

The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Mt. SAC's Student Success and Support Program (SSSP) was recently established in the noncredit program as a result of strategic planning and new funding allocations. The stated purpose of the SSSP is to help students be successful during their time in the noncredit program. The goal of funding and offering the SSSP model in the noncredit program is to help students accomplish a smooth transition from the noncredit to credit programs. A majority of the new funding was to hire six new full-time counselors to fully implement the extensive requirements of the SSSP program. With the addition of the six new full-time counselors, the noncredit program now has a total of eight full-time counselors, five adjunct counselors and 12 summer-only counselors.

The counselors provide a variety of services to students including, but not limited to one-on-one counseling, group counseling, classroom presentations, career fairs and classes for career and life counseling. Students at Mt SAC reported that their counselors are very accessible and are constantly following up on their progress. The counseling team and their desire to help students are a very real strength in the Mt SAC SCE program. Mt SAC should be commended for putting such a strong emphasis on student support services as evidenced by their large counseling team.

A majority of the time student's first introduction to the counseling and support services team is through the various program-by-program registration and orientation processes that all new students participate in. An example of topics covered at the orientation for ABE and ESL include program mission, student learning goals, program overview and guidelines, attendance and progress policies, academic and career counseling services, parking and ID card procedures, important dates, records and privacy information, student complaint and grievance policies, standards of conduct and next steps to enroll in classes. Vocational Re-entry counselors handle the off-campus orientations and students can schedule follow-up appointments with them as needed. For the IHSS program students must complete a reading assessment during the registration process. Students also must complete an "educational plan" before the register. Counselors will monitor student's progress on their education plan to ensure success in the program.

The ABE program also has a career center where students can receive help in job placement skills like resume writing and job application completion. ABE counselors are also available to help struggling students and plan interventions that can be used in the classroom. IHSS also has a Career Development Course that helps in the areas of developing skills for job acquisition.

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Although those services are helpful they are not widely used. Only 16% of the students reported having used them. One goal for the SCE program would be to try to increase awareness of the program so more students can utilize them.

Educational plans are used in all the programs. The content of the plans and delivery of them differ from program to program. For example the HSD program completes the plan's in a one-on-one meeting between the student and counselor where-as the off-campus high school program completes the plans with the students during a scheduled class session as a group.

Vocational assessments are also offered to students through the use of conferences and workshops hosted by the counselors. Vocational assessment instruments are also offered on an ongoing basis in the career center. The ESL program has been hosting an annual conference for the last 15 years. The counselors organize the conference and provide information and workshops outlining educational opportunities, employment skills training, student services and personal development. The ABE program offers an annual career symposium as well where students can come here from professionals in the field about various careers.

Counselors in ABE, ESL and STV programs also provide workshops to help students transition to the credit side of the college. These workshops include claiming their Mt. SAC Portal accounts, applying and registering into the college program, successfully completing the college placement exams and financial aid application process, which includes the FAFSA and BOG waivers.

Counselors in the SCE program also make referrals to services offered to students to help them overcome barriers to success. These referrals can include services that are offered such as childcare assistance, transportation assistance, the Dreamers Center, Financial Aid, Student Life, EOPS, the college library, Wellness center. Counselors also make referrals to community services as well. Counselors in the SCE program also work with their consortium member sites to work with students on the transition to Mt. SAC.

The services that are delivered to students are evaluated in their effectiveness on an on-going basis through the use of workshop evaluations, orientation surveys, and student evaluations of counseling services, student focus groups and on-going feedback from students on an informal basis. Evaluation of services is also done through the use of data analysis of course completions, certificates earned and graduation completion rates. Counselor effectiveness was proven when 81% of students (2266) responded to a survey saying that they benefitted from their meeting with the counselor. The SCE also compiles a document annually that gives a snapshot of data that can be used in the planning process at the administrative level. The Institutional, Community and Student Profile includes a snapshot and three year trend data for student demographics, enrollment, persistence rates, student learning outcomes, achievement, matriculation into credit and student supportive services. An example of data proving success of a program or referral is from the ABE program. ABE counselors record in the SARS system when they issue a bus pass to a student. A look at the data shows that students who receive a bus pass have better attendance and rates of success.

Services offered to the community are disseminated to the community through a variety of published means. Published information regarding the SCE program and it's offered resources are made available through the course catalogue, schedule of classes, program websites, student handbooks, bulletin boards, brochure stands and program newsletters.

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Events are held for students to socialize and interact causally with their classmates and counselors. An example is the “Friday Events” that include English Lounge, movie nights and other opportunities for ESL students to socialize. This social web allows for more word-of-mouth dissemination of information to occur organically.

Even though Mt. SAC makes an extensive effort to communicate information regarding its support services to students the feedback it is getting from student surveys indicates that not enough students are utilizing services. Mt. SAC would like to increase planned usage of these services by its current students. Only 21-26% of students indicated on a survey that they are planning on utilizing any of Mt. SAC’s supportive services.

Counselors ensure that they are attending events in the community, at local libraries and events hosted by surrounding school districts. Notes are also made in the SARS system regarding meetings with students. Student feedback indicates that efforts to support students academically are successful. A recent survey indicated that 93% of students said that they “usually or always get help with their educational needs.” Students can also be referred to Mountie Career Services for more help in career services. IHSS provides the opportunity for students to be a part of a listserv that disseminates relevant job announcements.

In spring of 2018 the Workforce Development, Aging and Community Services (WDACS) is planning to co-locate at Mt. SAC within the SCE. This co-location of services will provide on-site employment services for noncredit and community education students.

The SCE program supports professional development for its student services team through meetings, campus professional development, conferences and collaboration among peers. For example the colleges counseling department organizes and hold regular meetings for all counselors. Additionally, within the SCE, counselors have a monthly meeting to share information about programs, give relevant updates as well as discussion of best practices to improve services. Counselors and educational advisors have opportunities to also attend a variety of on-campus professional development workshops and earn relevant certificates. Some examples of on-campus trainings include Suicide Awareness Gatekeeper Training, Ask an ACCESS Professional Q&A, Deaf Student Success in your classroom and California Dream Act Training for the Cash for College Event.

Marketing is done mainly through the school’s website, the college’s electronic marquee social media, school catalogues, and brochures that are sent out to the community. SCE staff also engage in non-traditional methods of recruitment including leaving flyers and program brochures at libraries, supermarkets, check cashing stores and laundromats. The SCE recently contracted with a marketing company to conduct recruitment for noncredit programs. This plan will be implemented in Spring of 2018.

The student handbook is also used to disseminate information regarding the programs that are offered. Information about requirements for admission, fees, registration, certificates, graduation and transfer is available through handbooks, schedules, websites, information/orientation sessions and brochures. In addition the SCE offers information on school policies and procedures through orientations, handbooks, syllabi, counseling appointments flyers and the school website. The ESL handbook provides this information in both English and in translated versions to ensure equitable

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access to all students. Mt. SAC self-reports that even though it offers a variety of methods to communicate information to students it can do a better job in this area.

Strengths:

- SCEs variety of services through the students services department that enhance students' experience on campus and improve their chances for success (i.e. orientations, one-on-one counseling, educational plans)
- Strong systems of formalized communications set up between all employees in the division
- Well-staffed counseling department made available to the students
- Counseling team focus on helping students transition to credit and noncredit programs
- There Strong focus on “next steps” from the beginning of a student’s time in program
- Student access to a multitude of resources to help them achieve academically and successfully transition to their next program
- Effective and comprehensive counseling and advising services
- A clear and concise process of registration, assessment and orientation that is easily understandable to the lowest level of English speaker

Key Issues:

- Continuing to find more ways to communicate to students about the services available to them
- An integrated student data system to make the process of tracking SCE student progress more efficient

ACS WASC Postsecondary Criterion 8: Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Functioning under the umbrella of Mt. SAC, the School of Continuing Education (SCE) has stayed within its budget while also being able to rely on Mt. SAC's reserve funds in case of emergencies or unexpected growth demands. SCE follows the College's policies and procedures for fiscal management all of which are aligned with Title 5 and Ed Code requirements.

The College maintains reserves that exceed the state 10% requirement. The apportionment funding received by SCE from the state is leveraged with state (AEBG, SWP, NCSSSP, BSI, & Basic Skills) and federal (WIOA Title II AEFLA) grant awards. SCE follows the College's annual Planning for Institutional Effectiveness (PIE) process that ensures that all programmatic and fiscal planning is directly aligned with the mission and goals of the institution. Mt. SAC has clear Board Policies (BPs) and Administrative Procedures (APs) in place that guide the financial operations of both the College and SCE. These BPs and APs are reflective of Title 5 regulations and in compliance with the California Community Colleges Budget and Accounting Manual (BAM).

In addition to audits of categorical funds by the funding agencies, the College uses an independent auditing service to perform annual audits. In each of these instances the College has continuously received unmodified audit opinions reflecting the integrity of the fiscal management procedures at the College. The Fiscal Services department of the College regularly evaluates its operating procedures. Furthermore, the Mt. SAC Budget Committee, part of the participatory governance structure at the institution, regularly evaluates the policies and procedures.

The College's quarterly newsletter includes information on fiscal matters but the example included in the self-study demonstrates that this information is more procedural than budgetary in content. SCE survey data demonstrates a need for better communication channels about financial decisions made at the administrative level.

The College is fully insured and maintains a trust fund account for any deductible amounts on the insurance policies. The College's Grants Office is responsible for monitoring grant programs but SCE directly manages the AEBG, NCSSSP, BSI, Student Equity, and WIOA Title II activities and budgets.

The College's Vice President of Administrative Services keeps the President's Advisory Council (PAC) informed of budget matters. The Board of Trustees (BOT) approves the tentative and adopted budgets annually in June and September respectively.

The aforementioned PIE process includes financial planning that is tied to short- and long-term

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goals of SCE and the College. The institution is committed to fiscal responsibility and stays current with all obligations.

Long-term facilities' planning is managed through the institutional Educational and Facilities Master Plan. The PIE process allows for annual review of needs, which may be met immediately or serve as information for the long-term process when appropriate.

In 2015 SCE was restructured resulting in a deeper commitment from the College for facilities and resources for adult education programs. A building was remodeled to house the SCE offices and additional classrooms. Subsequent years saw the completion of additional facilities for SCE including a testing center and registration suite for Continuing Education along with training rooms, offices, and shared spaces for Community and Contract Education.

Facilities at SCE are well maintained. However, classes that are taught at off-site locations are subject to the facilities maintenance protocol of the hosting agency often with less than optimal conditions. SCE works diligently with all partners to ensure safe and effective learning environments as much as possible.

- **Identify the strengths and key issues for this criterion.**

Strengths:

- Sound policies and procedures are in place and are made known to stakeholders
- Mt. SAC reserves well in excess of the state required 10%
- Strong institutional commitment to integrity

Key Issues:

- More targeted information about budget allocations requested by SCE staff and faculty

ACS WASC Postsecondary Criterion 9: Community Connection

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Mt. SAC SCE program has developed many critical community partnerships that they feel promote the college's mission, SCE's vision, and School-Wide Learner Outcomes. Many of these partnerships have been developed through the Contract Education Department. The Workforce Training Center (WTC) is a program within SCE that provides customized contract education in the form of performance-based training, assessment and consulting services designed to assist business, industry and civic organizations to improve the quality of their products and services and to increase their competitiveness within domestic and international markets. As an example Community and Contract Education supports the Metropolitan Water Company Apprenticeship program by providing a hands-on welding course using Mt. SAC welding facilities. During the 2016-17 academic year, the WTC was contracted by fourteen different business partners to train 251 of their employees.

The WTC also has a connection with six local chambers of commerce. This collaboration provides insight into local workforce needs and helps in the development of strategic planning and aligning WTC services accordingly.

Mt. SAC's SCE also boasts a robust Education for Older Adults & Adults with Disabilities (EOA/AWD) program that are primarily held at 34 off-site locations strategically located throughout the community.

SCE currently participates in two large-scale regional partnerships, the Mt. SAC Regional Consortium for Adult Education and the Los Angeles and Orange County Regional Consortium. Mt. SAC, as part of the AEBG Regional consortium with seven other K-12 adult schools and one regional occupational program, helps to guide the consortium through its state mandated duties. This includes serving as the consortium's fiscal certifier. The dean of Mt. SAC SCE also serves as co-chair of the steering committee for curriculum. The involvement in the consortium has led to more course offerings, program development, and pathways.

In the LAOCRC Mt. SAC serves as the lead of the non-credit CTE readiness initiative that is a Strong Workforce Program (SWP) Regional Project bringing together 19 community colleges in the LA region. Through regional collaboration this project seeks to develop contextualized noncredit courses and programs to prepare students to enter the workforce and/or be successful in credit or CTE coursework. Once the curriculum is written, the community college partners will implement these courses as a regional community.

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A new and promising partnership between Mt. SAC and the Workforce Development, Aging, and Community Services (WDACS) will begin in Spring 2018. WDACS will co-locate to provide services that include job placement and resource referrals in SCE's Division Office.

Mt SAC SCE is also a leader in the noncredit space statewide as evidenced by the multiple PD's they have conducted for other community colleges regarding noncredit programs. In May 2017, College of the Canyons faculty, staff and management visited SCE for a one-day technical assistance training session. During the training, various members of the SCE team presented on broad aspects of noncredit programming including state policies and procedures, curriculum development and sequencing, and best practices.

SCE has relationships with local employers and agencies within the community, which in turn provide externships for students. As an example, the health career programs and the water technology program promote internship and externship opportunities to their students. The health career programs in STV and Community and Contract Education, including CNA, HHA, Acute CNA, and Phlebotomy Technician 1, arrange for externship and clinical opportunities. These placements permit students to complete clinical hours as required for state licensure purposes and to gain work experience. The Water Technology program collaborates with several water districts/agencies, including Golden Water Company, Metropolitan Water District, and Three Values Municipal Water District. These districts/agencies provide internships and information about job opportunities to students.

Strengths:

- Established formalized relationships with local businesses to offer contracted training opportunities for their employees.
- High regard for Mt. SAC SCE both the community and statewide.
- Serves in leadership statewide in the area of noncredit, providing PD to other noncredit entities
- Leadership in their AEBG regional consortium that goes beyond what is mandated by the state.
- Commits valuable time and resources to working with their consortium partners to make transitions into their credit and noncredit programs smooth.

Key Issues:

- Continue to increase formalized processes to promote student engagement in community service or student service learning
- Continue to improve methods for following up on student outcomes, to include post-program outcomes

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

The school uses the self-study process to identify key issues that are inserted into a school-wide Action Plan that governs school improvement activities and events. The school-wide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

SCE meets this criterion based on the evidence presented in the self study. They have identified key issues and objectives as a result of the self study process and were able to identify these through a variety of data sources and feedback from all stakeholders. The Action Plan is designed to be embedded into existing protocols. SCE is ensuring that the key issues of the Action Plan are being used with the PIE process as a combined process for decision making and program improvement. Because the Action Plan is embedded in the PIE, it is being used regularly and monitored on a consistent basis.

- **Identify the strengths and key issues for this criterion.**

The SCE Self Study provides examples of direct links between the study and the effect that it will have on their future development. As a result of the self-study process, SCE identified three key issues that have been inserted into their action plan: Data Integration and Analysis, Communication, and Technology. Their study provides a logical rationale for each criterion of the action plan that clearly reflects the key issues mentioned throughout self study.

The Action Plan informs decisions made by SCE. The study provides strong evidence that their Action Plan has been embedded into their decision-making process because it is designed to be used with the Planning for Institutional Effectiveness (PIE) as a tool for decision making by the Leadership Team and Advisory Group. To ensure they are used together, the key issues and objectives of the Action Plan have been embedded in the PIE. Through this strategic plan, the study shows that the key issues of the Action Plan will be used regularly and monitored consistently.

The responsibility for overseeing the Action Plan process rests on the Leadership Team. Included in this portion of the study is a narrative that briefly describes the creation of the Action Plan and how the Leadership Team formulated the three components of the Action Plan based on feedback from all stakeholders. This narrative effectively lays out how the key issues and objectives of the Action Plan were identified and developed. It shows a clear attempt to engage all stakeholders in giving input and feedback.

The Action Plan is reviewed annually, and updates are posted on the SCE website for all internal and external stakeholders to review. One of the components of the Action Plan in Chapter Four is Communication. The self-study process assisted the Leadership Team in identifying the challenge that exists in ensuring that all stakeholders are made aware of any and all changes made to the

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Action Plan. Their ability to communicate this effectively has been identified as an opportunity for growth.

A key issue mentioned in the self-study is their need to improve faculty and staff's engagement level with the Action Plan as a tool for institutional planning that is aligned with PIE.

The second key issue mentioned in the self-study is to expand awareness among students, staff, and faculty of updates and/or revisions to the Action Plan. This issue is also reflected in their Action Plan component, Communication. SCE has recognized that it needs to improve how they are able to effectively communicate updates of the Action Plan to all stakeholders.

Strengths:

- The Action Plan provides examples of direct links between the study and the effect that it will have on their future development
- The Action Plan informs the decisions made by SCE
- The Action Plan is based on feedback from all stakeholders

Key Issues:

- Improve the level of staff engagement with the Action Plan on a consistent basis
- Improve communication to all stakeholders about the updates and/or revisions to the Action Plan

Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and its major key issues that will be embedded into the schoolwide Action Plan.

- **Describe how well the school used the ACS WASC accreditation process to identify its major key issues.**

Mt. SAC SCE's accreditation process was thorough and inclusive of all stakeholders. They used focus groups, surveys, achievement data, among other resources to identify the school's strengths and key issues in each of the ten criteria. Their profile was current, exhaustive in scope, and used by all focus groups in their work. Further, they were able to align their PIE and the WASC processes to insure that the Action Plan initiatives will be accomplished and reported.

- **Identify the Visiting Committee's major key issues.**

Data and Technology: Enhance current technology data systems by: putting in place an integrated Division-wide data system to track student achievement, interventions, and school and post-program outcomes. Adopt consistent methods to measure and report effectiveness of professional development activities. Increase the consistent use of technology in the classroom.

Student Engagement: Create additional avenues for student involvement in Division planning and formalized processes to promote community service and student service learning.

Communication and Collaboration: Increase opportunities for part-time faculty to collaborate and promote a higher level that all faculty and staff use the Action Plan for institutional planning. Find additional ways of informing students about services available to them and consistent means of communicating revisions and updates to the Action Plan.

Provide targeted Professional Development to support faculty in maximizing the use of technology in the classroom and increase professional development opportunities for tutors and support staff.

- **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**

There was robust dialogue between the VC team and SCE leadership team. The leadership team made the connections linking the VC Key Issues to the Action Plan. All VC key issues aligned to SCE findings, some amplifying what the school had identified.

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

Mt. SAC SCE has the capacity and structures in place to implement and monitor the Action Plan and address key issues. They will institutionalize the Action Plan into the PIE process, along with revisions they make in the coming years. They received commendation in the Mid-Cycle VC Report in the accomplishment of the previous Critical Issues, and the current Visiting Committee has confidence of SCE's commitment to achievement of the Action Plan and ongoing school improvement.