MT. SAC
Mt. San Antonio College

CONTINUING EDUCATION

2012

Self-Study Report

Mt. San Antonio College

Continuing Education
2012 Self-Study Report

Submitted by:

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Submitted to:

Western Association of Schools and Colleges

Accrediting Commission for Schools

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> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Mt. San Antonio College

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Preface

The Mt. San Antonio College Continuing Education Self-Study is the result of more than 18 months of data collection, analysis, discussion, and planning. The Self-Study report reflects the honest efforts of Division stakeholders to continuously work towards implementation of the Vision through improvement of programs and services for students.

Planning for the Self-Study included thoughtful consideration of existing organizational structures in place to support dialogue, and new structures needed to fully meet the expectations of the Self-Study. The Continuing Education Leadership Team has led the Self-Study process. A Continuing Education Advisory Group, made up of faculty and classified program representatives, management, and College/community partners who are focused on Planning for Institutional Effectiveness (PIE), will help ensure long-term implementation of WASC ACS accreditation processes. The Profile Team is an ongoing group that facilitates collection and compilation of data throughout the Division. Program Teams provided the core evidence collection and evaluation work of the Self-Study. Finally, Standards Teams played the role of synthesizing the findings gathered through all resources and writing the Self-Study narrative. Participants on each team were chosen to represent the broad array of programs and services across the Division.

Effective communication played a critical role in the Self-Study process. Each Program Team and Standard Team had designated chairs that coordinated meetings, discussions, evidence collection and analysis, and acted as the primary liaisons with the Self-Study Coordinator. Electronic communication tools such as MyPortal Groups, Dropbox, Google Docs, and email were used by teams as needed. Letters from the Dean, program newsletters, and team meetings were used to let the Division know about accreditation progress.

The Self-Study provided many benefits. It created an opportunity for faculty and staff to affirm the many strengths of Continuing Education. Intense program review provided a confirmation of the successful work done with students and an opportunity to share accomplishments, as well as best practices, within the Division and across the College. As a result of the process there has also been greater shared responsibility for communication and planning throughout Continuing Education. Participants noted that the process fostered collaboration, teamwork, an improvement in working relationships, and a feeling of inclusion among Division employees. The Self-Study process led participants to have greater understanding of other programs in the Division and a deeper insight into their own areas. There has been a widely-felt appreciation for the increased communication across the Division and the opportunity to participate in goal setting. The collection of evidence, increased availability of data, and rigorous focus on data driven discussions has helped Continuing Education to better understand students' needs and establish growth areas for continuing program improvement.

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Timeline

Time Period	Task
SPRING 2010	
April–May	• Establish a general timeline and calendar for the Self-Study • Create a Self-Study participation structure that builds on existing organizational structures and allows for maximum participation of stakeholders • Dean of Continuing Education and Self-Study Coordinator participate as WASC visiting team members
June	• Determine Self-Study group structures • Determine Program and Standard Team leaders • Gather names for Program and Standard team representatives • Collaborate with Research & Institutional Effectiveness (RIE) and Information Technology (IT) departments to create Continuing Education data reports • Create Continuing Education accreditation website
SUMMER 2010	
July	• Invite and finalize Program and Standard team committees • Write initial draft of Progress Report • Prepare Self-Study training materials • Update Student Profile with 2009–10 data
August	• Hold Advisory Group training and retreat • Get input from Advisory Group for revision of Progress Report • Advisory Group reviews and suggests changes to Continuing Education Vision and Student Learning Goals (SLGs) • Adopt the revised Continuing Education Vision and SLGs • Announce start of accreditation Self-Study and changes made to the Vision and SLGs • Train Standard and Program Teams

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Time Period	Task
FALL 2010	
September	• Include accreditation process agenda items in Fall faculty and staff meetings • Begin Program and Standard Team meetings
October	• Begin analysis of Student Profile in relationship to Standards Criteria Teams • Review Criteria and determine what data and evidence is needed for analysis
November–December	• Standards Team leaders attend WASC Training Part 1 • Standards Teams submit evidence collection and analysis to Program Teams
WINTER 2011	
January–February	• Hold Advisory Group Retreat • Program Teams begin data collection requests submitted by Standards Teams
SPRING 2011	
March	• Standards Team leaders attend WASC Training Part 2 • Program and Standard Teams continue evidence collection and analysis
April	• Program Teams complete data collection requests and submit findings to Standard Teams • Profile Team works with RIE to develop employee and student surveys
May	• Conduct Student Focus Groups • Conduct Student and Employee Surveys
June	• Faculty conduct classroom observations • Standard Teams review and discuss findings • Standard Teams analyze survey data, focus group responses, and classroom observation data with respect to the Criteria • Standard Teams begin to draft outlines
SUMMER 2011	
July–August	• Standards Teams submit initial drafts to Self-Study Coordinator • Leadership Team reviews Standard Team drafts and provides suggestions • Leadership Team drafts Standards 1, 2, 7, 9, 10 • Update Student Profile with 2010–11 data • Hold Advisory Group Retreat • Leadership Team revises Progress Report with Advisory Group input

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Time Period	Task
FALL 2011	
September	• Standards Teams review updated Student Profile data with respect to Criteria • Standards Teams draft Areas of Strength and Key Issues • Standards Teams complete second draft
October	• Standard Teams submit second draft with Areas of Strength and Key Issues to Self-Study Coordinator • Determine focus data to be included in Student Profile • Discuss major benefits of conducting Self-Study • Leadership Team reviews Strengths and Key Issues
November	• Complete Institutional, Community, and Student Profile • Leadership Team drafts Action Plan • Send draft of Self-Study sent to Division employees, Vice President Instruction, and College President for review and feedback • Hold initial one-day visit by Visiting Committee Chairperson
December	• Post evidence on Continuing Education accreditation website • Leadership team completes revisions • Send Self-Study to Marketing
WINTER 2012	
January	• Dean submits final draft to College President • College President submits final Self-Study to Board of Trustees • Print and prepare Self-Study for mailing
February	• Mail Self-Study to visiting team and WASC ACS • Release Self-Study to Mt. SAC community • Hold Advisory Group Retreat • Prepare for visit
SPRING 2012	
March	• Site Visit (March 25–28, 2012)
April	• Hold completion Celebration

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Self-Study Committees

Constituent Group Reference:
C–Classified • F–Faculty • M–Manager

Leadership Team

Member	CGR	Title	Program
Madelyn Arballo	M	Director	Adult Basic Education
Liza Becker	M	Director	English as a Second Language
Donna Burns	M	Dean	Continuing Education
Lianne Greenlee	C	Self-Study Coordinator	Continuing Education
Mary Lange	C/F	Supervisor	Older Adult Program
Paulo Madrigal	M	Director	Community & Career Education

Continuing Education Advisory Group

Member	CGR	Title	Program
Madelyn Arballo	M	Director	Adult Basic Education
Liza Becker	M	Director	English as a Second Language
Donna Burns	M	Dean	Continuing Education
Kathi Coleman	C	Administrative Curriculum Specialist	Continuing Education
Sharon DeLaby	C	Budget Technician	Continuing Ed/Community Ed
Lourdes Granda	C	ESL Coordinator	English as a Second Language
Lianne Greenlee	C	Self-Study Coordinator	Continuing Education
Kathy Killiany	C	HCRC Coordinator	Noncredit Health Careers
Mary Lange	C/F	OAP Supervisor	Older Adult Program
Erica Ledezma	F/C	Project Program Specialist	WIN/Oder Adult Program
Paulo Madrigal	M	Director	Community & Career Education

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Continuing Education Advisory Group *(continued)*

Member	CGR	Title	Program
Peggy Marcy	C/F	LLC Coordinator	Language Learning Center
Richard McGowan	F	Faculty	Noncredit Vocational
Dana Miho	F	Faculty/SLO Project Coordinator	Vocational ESL Career Paths
Angelena Moore	C/F	Outreach Specialist	Adult Basic Education
John Pellitteri	F	Counselor	English as a Second Language
Omideh Sloan	M	Assistant Director	Adult Basic Education
Shelby White	F	Faculty/SLO Coordinator	Older Adult Program
Zee Wolters	F	Faculty/Curriculum Development	Adult Diploma/High School Referral
Susan Wright	F	Counselor	Adult Basic Education

Profile Team

Member	CGR	Title	Program
Lianne Greenlee	C	Chair	Continuing Education
Omideh Sloan	M	Assistant Director	Adult Basic Education
Liz Hernandez	C	ESL Research Aide	English as a Second Language
Deejay Santiago	C	Matriculation Coordinator	English as a Second Language
Anne Vu	C	Project Program Manager	Adult Basic Education

Standard Teams

STANDARD 3 TEAM—EVALUATION AND PLANNING

Member	CGR	Title	Program
Mary Lange	C/F	Co-Chair	Older Adult Program
Angelena Moore	C/F	Co-Chair	Adult Basic Education
Lianne Greenlee	C	Self-Study Coordinator	Continuing Education
Donna Hutter	F	Faculty	Adult Basic Education
Margaret Teske	M	ESL Instructional Support Manager	English as a Second Language

STANDARD 4 TEAM—EDUCATIONAL PROGRAMS

Member	CGR	Title	Program
Paulo Madrigal	M	Co-Chair	Community & Career Education
Dana Miho	F	Co-Chair	Vocational ESL Career Paths
Donna Burns	M	Dean	Continuing Education
John Capraro	F	Faculty	High School Referral
Surekha Chaplot	F/C	Faculty/Supervisor	Adult Basic Education
Diana Dzib	C	Supervisor	High School Programs

STANDARD 5 TEAM—PROGRAM, STUDENT & INSTITUTIONAL OUTCOMES

Member	CGR	Title	Program
Liza Becker	M	Co-Chair	English as a Second Language
Zee Wolters	F	Co-Chair	Adult Diploma/High School Referral
Elizabeth Casian	F	Faculty	English as a Second Language
Judy DeVries	F	Faculty	Adult Basic Education
Shelby White	F	Faculty & SLO Coordinator	Older Adult Program

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STANDARD 6 TEAM—STUDENT SUPPORT SERVICES

Member	CGR	Title	Program
Madelyn Arballo	M	Co-Chair	Adult Basic Education
John Pellitteri	F	Co-Chair	English as a Second Language
Heidi Alcala	C	Student Outreach Specialist	Vocational ESL Career Paths
Dyrell Foster	M	Associate Dean Counseling	Mt. SAC College
Renu Katoch	C	Educational Advisor	Adult Basic Education, Noncredit Vocational
Deejay Santiago	C	ESL Matriculation Coordinator	English as a Second Language
Yvette Santillan	F	Counselor	Adult High School Diploma
Susan Wright	F	Faculty/Counselor	Adult Basic Education

STANDARD 8 TEAM—LEARNING RESOURCES

Member	CGR	Title	Program
Erica Ledezma	F/C	Co-Chair	WIN/Older Adult Program
Peggy Marcy	C/F	Co-Chair	Language Learning Center
Raquel Campos	F/C	Faculty/A & R Clerk	Adult Basic Education
Tony Gallardo	C	Computer Facilities Supervisor	Information Technology/ESL/OAP
Susie Hecox	C	Project Expert/Specialist	English as a Second Language
Raymond Luu	C	Computer Facilities Assistant	Information Technology/ABE
Caridad Oppenstein	F/C	Faculty/LLC Lab Technician	Language Learning Center

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Program Teams

ADULT BASIC EDUCATION			
Member	**CGR**	**Title**	**Program**
Deanna Bowman	F	Co-Chair	High School Referral
Angelena Moore	C/F	Co-Chair	Adult Basic Education
Madelyn Arballo	M	Director	Adult Basic Education
Maria Cardenas	C	Secretary	Adult Basic Education
Surekha Chaplot	F/C	Faculty/Supervisor	Adult Basic Education Lab
Sue Daugherty	F	Faculty	Adult High School Diploma
Mala Dave	C	Faculty	Adult High School Diploma
Diana Dzib	C	Supervisor	High School Programs
Ray Luu	C	Computer Facilities Assistant	Information Technology/ABE
LaNelle Maurer	C	Educational Advisor	Adult Basic Education
Marilyn McNall	C	Project Coordinator	In Home Support Services
Lisa Nguyen	F	Faculty	Adult High School Diploma
Jennifer Peiten	F	Counselor	Adult Basic Education
Lorena Peralta	C	Student Specialist	Adult Basic Education
Yvette Santillan	F	Counselor	Adult Basic Education
Omideh Sloan	M	Assistant Director	Adult Basic Education

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ENGLISH AS A SECOND LANGUAGE

Member	CGR	Title
Deejay Santiago	C	Co-Chair
John Pellitteri	F	Co-Chair
Heidi Alcala	C	Student Outreach Specialist
Liza Becker	M	Director
Elizabeth Casian	F	Faculty
Tony Gallardo	C	Computer Facilities Coordinator
Susie Hecox	C	Project Expert/Specialist
Liz Hernandez	C	ESL Research Aide
Dana Miho	F	Faculty/SLO Project Coordinator
Margaret Teske	M	ESL Instructional Support Manager

LANGUAGE LEARNING CENTER

Member	CGR	Title
Peggy Marcy	C/F	Chair
Evelyn Hill-Enriquez	F	American Language Faculty *(credit)*
Donna Melone	F	Faculty
Michael Melone	S	Student Assistant
Caridad Oppenstein	F/C	Faculty/LLC Lab Technician

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Program Teams *(continued)*

NONCREDIT HEALTH CAREERS		
Member	**CGR**	**Title**
Kathy Killiany	C	Chair
Jemma Blake-Judd	M	Associate Dean, Technology/Health
Donna Burns	M	Dean, Continuing Education
Jana McClelland	F	Faculty
Nancy Meggelin	F	Faculty *(credit)*, HCRC Director

OLDER ADULT PROGRAM		
Member	**CGR**	**Title**
Erica Ledezma	F/C	Co-Chair
Shelby White	F	Co-Chair
Lee Coleman	S	Student
Mary Lange	C/F	OAP Supervisor
Angela Matte	F	Faculty
Rebecca Ryan	F	Faculty
Heather Smith	F	Faculty
June Wentworth	S	Student

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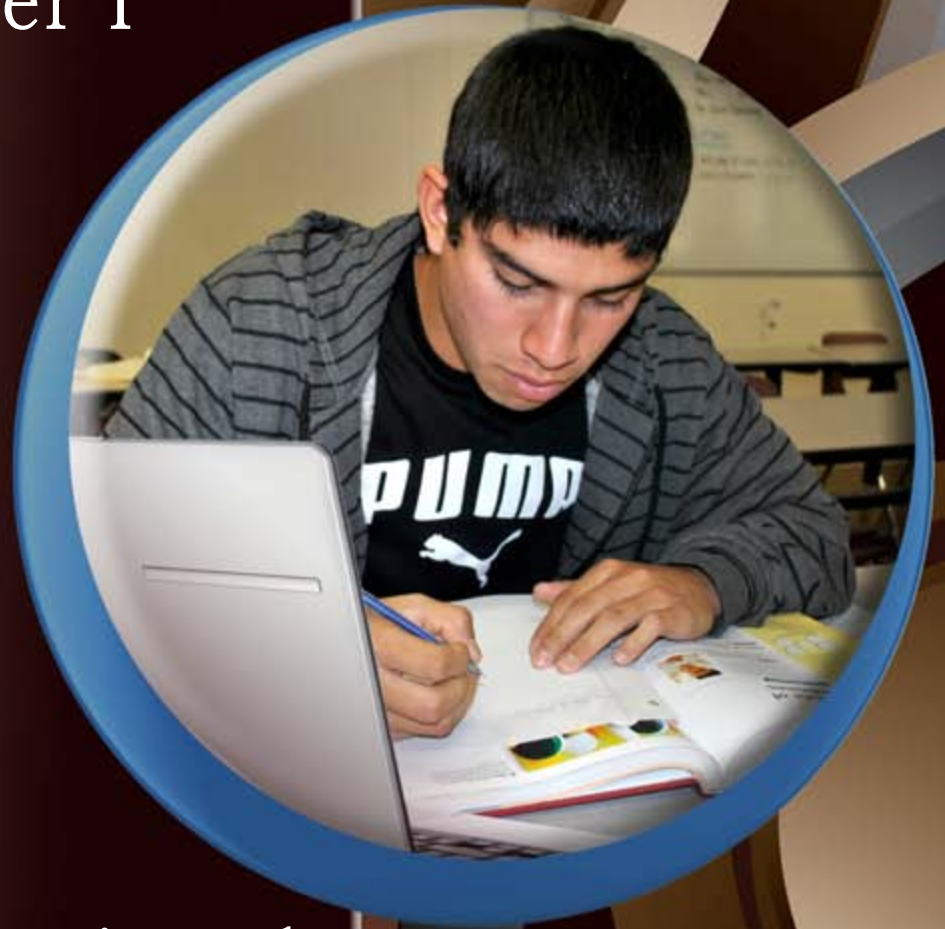
Chapter I

Institutional, Community & Student Profile

Chapter I: Institutional, Community & Student Profile

History

The College

The Mt. San Antonio College (Mt. SAC) campus was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an Army hospital and later a Navy hospital. The Mt. San Antonio Community College (Mt. SAC) District was created in December, 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance north of the campus. Mt. SAC opened in the fall of 1946 with 635 students. From its humble beginnings, the College now serves over 70,000 men and women from a wide array of backgrounds and generations.

The College boundaries encompass an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. The 421 acre campus, located about thirty miles east of Los Angeles, is situated in Walnut, the geographic center of ten school districts and seventeen communities including Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Quite naturally, the growth of Mt. SAC has mirrored that of the local area. The data from the U.S. Census Bureau for the Mt. SAC Area indicates the community is socioeconomically similar to the national average with 8% of families below poverty level and an average household size of 3.6. However, it is more diverse, with 58% of homes speaking a language other than English.
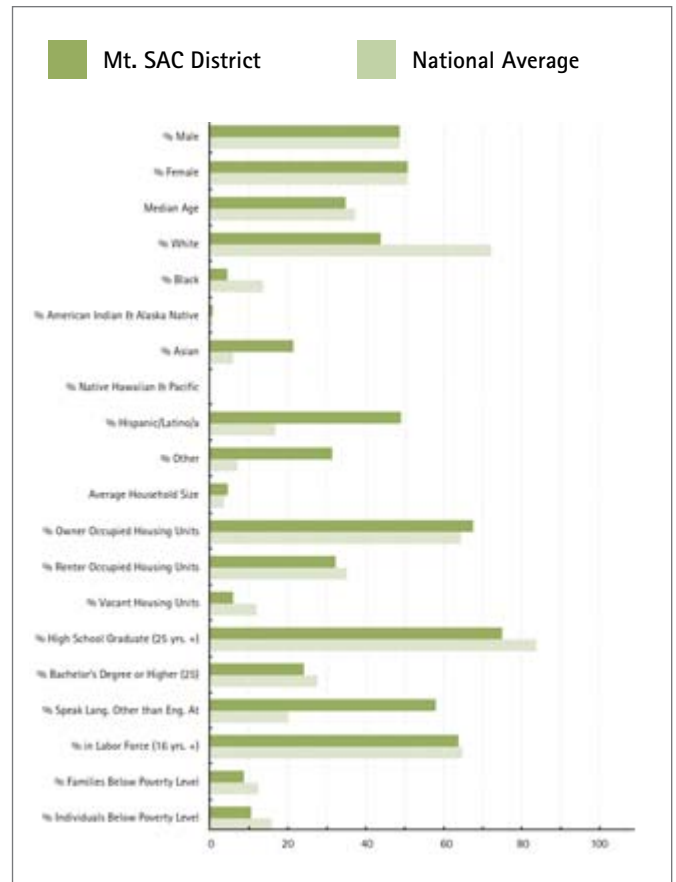
Continuing Education Division

The Community Services department was established in 1971 to provide cultural, educational and recreational programs. Some of these community programs included the support of the planetarium, wildlife sanctuary, and art gallery as well as classes for senior citizens and gifted children. The Department was also responsible for Mt. SAC's public information and a speaker's bureau.

In 1978 Community Services was reclassified from a department to a division and the Division's first dean was appointed. The newly re-titled Community Education Division expanded to incorporate community

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enrichment, fee-based classes and new areas of adult education including Basic Skills, English as a Second Language, Older Adult, Parent Education, Disabled Education, and Health and Fitness.

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

Mt. SAC Continuing Education is the 5th largest noncredit program in the state of California. The Division has experienced dramatic change and tremendous growth in its 41 year history. There have been six name changes during this time and its most recent name change, Continuing Education, reflects the common terminology used by California community colleges for similar programs.

The main campus is now home to the Continuing Education Division office, the Language Learning Center, as well as Adult Basic Education, Adult High School Diploma, English as a Second Language, High School Referral, Noncredit Health Careers, Noncredit Short-Term Vocational programs, and the WIN Athletic Support Center. Community Education, Contract Education, and Older Adult Program courses are offered on campus and in public and private facilities throughout the Mt. SAC community. In 2010 changes in regulations and funding led to the elimination of Noncredit Fitness and Parent Education programs as well as the Developmentally Disabled Program, with the exception of a few classes maintained within the Older Adult Program.

Major Funding Sources
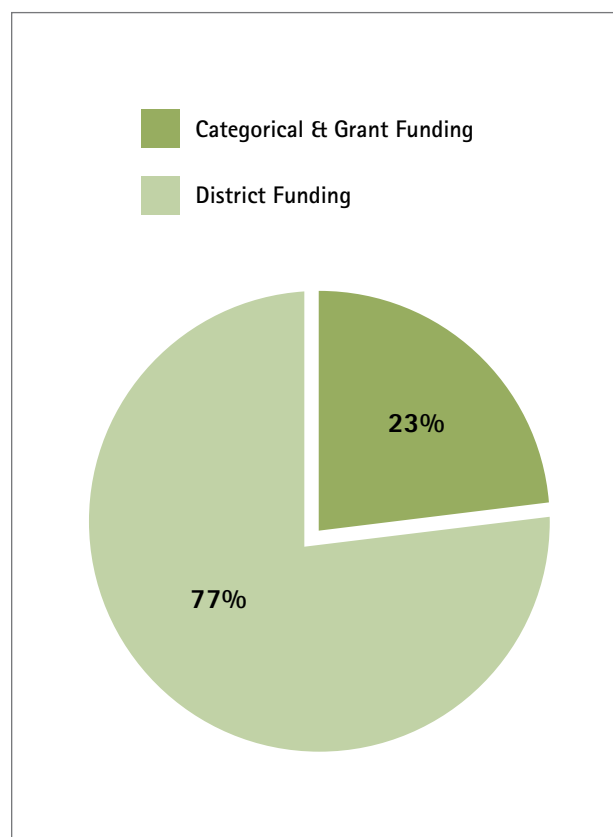
Average Annual Budget

Mt. San Antonio College Continuing Education receives funding from several sources. The most significant source is an annual apportionment from the California Community Colleges Chancellor's Office based on Mt. SAC student attendance (FTES, or "full-time equivalent students"). The annual apportionment forms the basis of the College general fund. The College (a single-campus district) allocates an annual portion of the district budget to Continuing Education. In 2010-11 the Continuing Education district budget was slightly over $7.5 million.

Additionally, Continuing Education receives one-time and ongoing funding from State of California categorical allocations and from several grants. A categorically-funded State allocation for noncredit matriculation services sustained a significant and ongoing cut beginning in 2009-10; the reduced award was partially backfilled for one year by ARRA (American Relief and Recovery Act) funds. Noncredit matriculation funding is expected to remain stable at its reduced rate for the foreseeable future. The next most significant funding source is WIA Title II (231), a Federal grant that has been renewed annually since the late 1990s. Other smaller sources of funds include WIA Title I, Health Resources and Services Administration (HRSA), and short-term project grants. All together, categorical and grant funding provided more than $2.3 million to Continuing Education in 2010-11. Fiscal performance is monitored by Continuing Education, Mt. San Antonio College, and the various categorical and grant sources. District budget adjustments are tied to annual planning and outcomes. Several grant funds are tied specifically to student learning outcomes and other measures of student progress.

Budget legislation of recent years has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education

scheduling has reflected this and has resulted in elimination of some programs as well as a reduction in course schedules across all programs. However, in spite of fiscal pressure and limitations, the College has been steadfast in valuing Continuing Education programs and students.

Continuing Education Budget Sources

Legend:
- Categorical & Grant Funding
- District Funding

23%

77%

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Program Characteristics

Continuing Education Three Year Enrollment Trend by Program

		2008–2009	2009–2010	2010–2011	Summer & Fall 2011
Adult Basic Education	Adult Basic Education[1]	3297	3162	2571	823
	Adult High School Diploma	704	753	637	365
	GED	–	–	313	146
	High School Referral	–	1213	1124	625
	Summer High School	–	9390	10596	7511
	High School (Referral & Summer)[2]	14657	–	–	–
ESL	ESL	–	3628	3822	1824
	VESL Career Paths	–	151	156	103
	ESL & VESL Career Paths[2]	3239	–	–	–
Noncredit Labs	Language Learning Center	664	4507	4946	2476
	WIN	–	933	991	791
	All Other Noncredit Labs[3]	–	15462	18419	12312
Noncredit Vocational	Health Careers Lab (Credit Students)	–	670	569	280
	Health Careers Lab (Noncredit Students)	–	229	161	5
	Health Lecture (Noncredit)	–	188	165	105
	Noncredit Vocational (Dual Listed with Credit)	–	578	396	141
	Noncredit Vocational (Stand Alone)	–	676	85	42
	All Noncredit Vocational (Duplicate)[2]	6733	2341	1376	573
Older Adult		5520	5650	4899	3911

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		2008–2009	2009–2010	2010–2011	Summer & Fall 2011
Discontinued Programs	Developmentally Disabled	151	204	n/a	–
	Noncredit Fitness	2156	n/a	n/a	–
	Parent Education	304	231	n/a	–
Unduplicated Total		–	42111	43599	28759

[1] Enrollment count for Adult Basic Education included GED until 2010-11

[2] With change to Banner data system (beginning in 2009-10), student groups can be disaggregated into more defined program categories; 2009-10 and 2010-11 data are totals

[3] All Other Noncredit Labs includes: ESL Lab, LLC, Math, Speech & Sign Success Center, Writing Assistance Center, T-MARC &MCS Lab, EOPS

• The notation "–" indicates that enrollment was grouped in a different category in that respective year

Today, Mt. SAC Continuing Education is the 5th largest noncredit program in the state of California, with 43,599 students served in 2010-11 (Fall, Winter, Spring and Summer semesters). This enrollment generated 6, 055 Full-Time Equivalent Student (FTES) hours. Due to the challenging fiscal climate, enrollment for most programs, with the notable exception of Noncredit Labs, has decreased slightly over the past three years. The increase in the Division Unduplicated Total from 2008-2011 can be attributed to the jump in enrollment for Noncredit Labs. This reflects the student use of available noncredit learning resources as other student support resources across the College have been reduced.

Of the Continuing Education students enrolled in VESL Career Paths, ABE, and Adult High School Diploma in 2010-11, there is a significant percentage of students concurrently enrolled in Credit courses at the College (28%, 17%, and 14%, respectively). These data indicate that concurrent credit enrollment is being used as a bridge into higher education.

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Continuing Education Student Mobility (Persistence Rate) by Program

		2010–11		
		Fall Cohort Count	**Fall to Spring Persistence Count**	**Fall to Spring Persistence Rate (%)**
Adult Basic Education	Adult Basic Education	1142	59	5
	Adult High School Diploma	356	157	44
	GED	162	29	18
	High School Referral	332	151	46
	High School (Referral & Summer)	–	–	–
ESL	ESL	2217	842	38
	VESL Career Paths	87	35	40
	ESL & VESL Career Paths	–	–	–
Noncredit Labs	Language Learning Center	2483	644	26
	WIN	832	492	59
	All Other Noncredit Labs	12058	6028	50
Noncredit Vocational	Health Careers Lab (Credit Students)	354	189	53
	Health Careers Lab (Noncredit Students)	64	0	0[1]
	Health Lecture (Noncredit)	51	0	0[1]
	Noncredit Vocational (Dual Listed with Credit)	242	51	21
	Noncredit Vocational (Stand Alone)	38	20	53
	All Noncredit Vocational (Duplicate)	–	–	–
Older Adult		3443	2516	73
Unduplicated Total		**21411**	**10713**	**50**

[1] Short-term certificate is designed for completion within one term

Continuing Education measures student mobility using students' persistence rates. Because of the nature of the programs offered, persistence is measured from fall to spring semester. The overall rate of persistence for 2010-11 was 50%, consistent with persistence rates over the past three years. Notably low is Adult Basic Education's persistence rate of 5%, which may be tied to California's economic crisis. With 12% of the population unemployed, students are more likely to focus on obtaining basic skills and then quickly moving on once employability or college readiness is achieved. The Adult Diploma program has shown an 8% increase in persistence over the past two years to 44% overall. A Student progress policy and a shift to focused interventions and early alerts have contributed to increased persistence among this high need student population.

Continuing Education Student Ethnicity Across Programs 2010–11

Continuing Education overall student demographics parallel the ethnicity of the communities served by Mt. SAC. Ethnic groups in the overall Continuing Education Division include: 1% American Indian or Alaskan Native; 17% Asian; 4% African American (not of Hispanic Origin); 2% Filipino; 53% Hispanic or Latino/a; 1% Pacific Islander; 12% White (not of Hispanic Origin). An additional 10% of students declined to state their ethnic affiliation or data were not available. While the student populations of some student groups, such as Noncredit Short-term Vocational and Noncredit Labs, closely resemble the Continuing Education average, other programs have notably different student populations. The most dichotomous program is ESL with roughly half of the students identified as Asian and half identified as Hispanic or Latino/a (50 and 42%, respectively). Three programs, GED, Adult High School Diploma, and Summer High School, have a high majority Hispanic/Latino population (66, 65, and 65%, respectively). Two additional programs, High School Referral and Adult Basic Education, also have high Hispanic or Latino/a populations (60 and 54%, respectively). The largest student ethnic group in the Older Adult Program is White (25%).
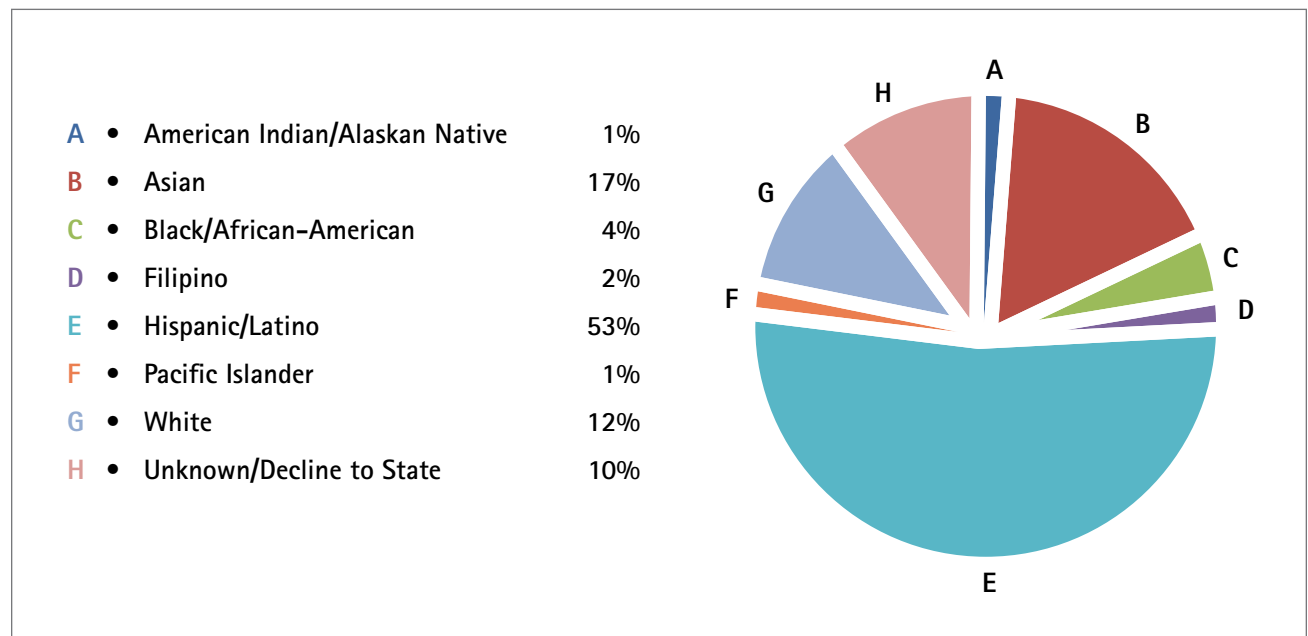
A • American Indian/Alaskan Native		1%
B • Asian		17%
C • Black/African–American		4%
D • Filipino		2%
E • Hispanic/Latino		53%
F • Pacific Islander		1%
G • White		12%
H • Unknown/Decline to State		10%

Student Gender by Program 2010–11 (by Percentage)

Legend: Female | Male | Decline to Report
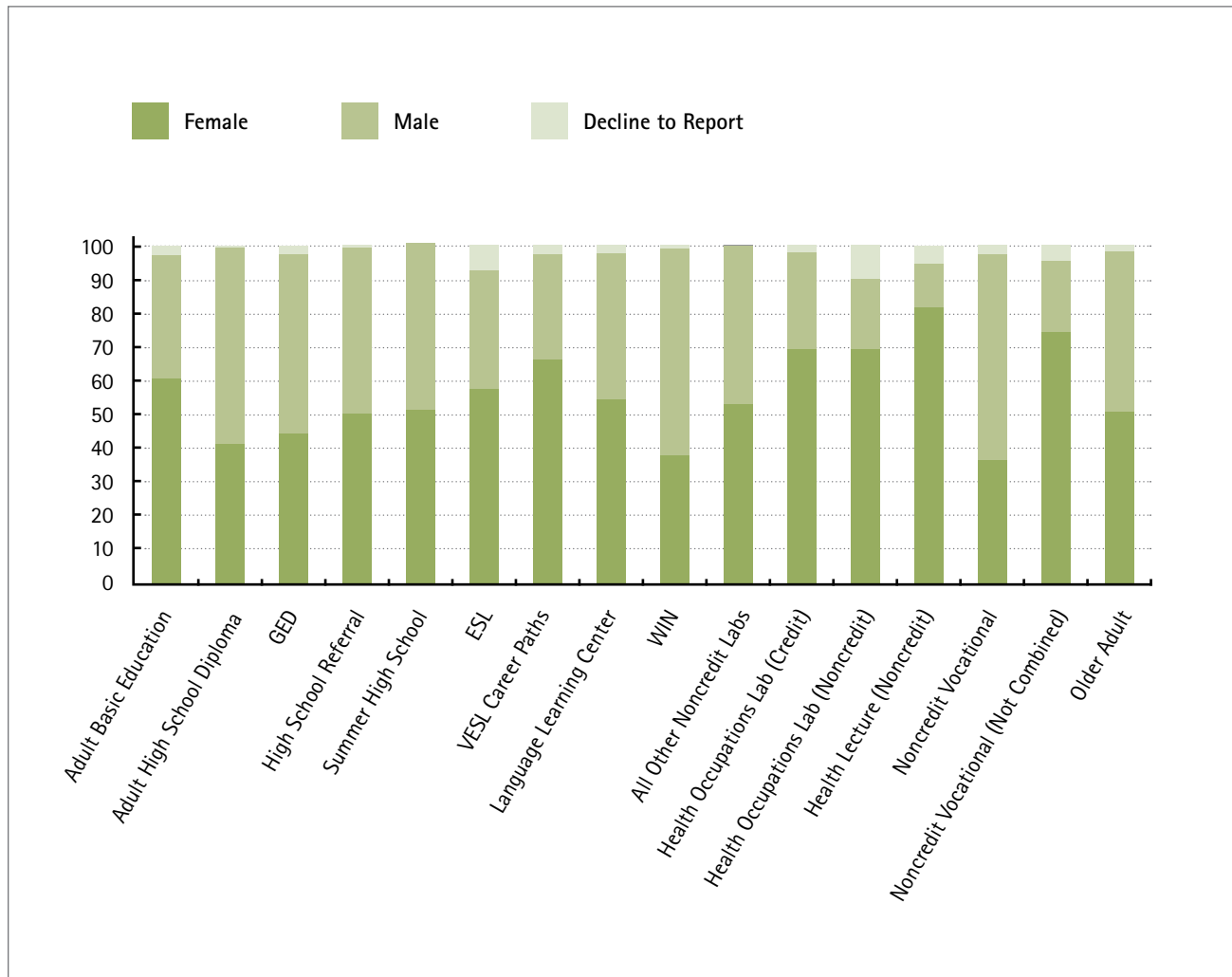
Throughout the Continuing Education Division, 56% of students are female and 42% are male (with 2% not reporting). Female students dominate Health Careers (82%), Noncredit Short-term Vocational (75%), VESL Career Paths (66%), Adult Basic Education (60%), and ESL (58%). The majority of students in Adult Diploma (58%) and GED (53%) are male, which reflects the drop-out population statistics in the community served. Additionally, classroom observations have noted that in the ESL and Adult Basic Education programs, daytime classes are predominantly female while evening classes are majority male.

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Continuing Education Student Age by Program 2010–11

		17 and Under		18–22		23–29		30–45		46–64		65 & Over	
		N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	55	2	847	33	567	22	606	24	466	18	29	1
	Adult High School Diploma	–	–	485	76	102	16	38	6	12	2	–	–
	GED	1	<1	118	38	70	22	1479	39	805	21	45	1
	High School Referral	708	61	448	38	–	–	–	–	–	–	–	–
	Summer High School	8403	79	2167	20	–	–	–	–	–	–	–	–
ESL	ESL	25	1	524	14	849	22	1479	39	805	21	45	1
	VESL Career Paths	–	–	6	4	45	29	64	41	39	25	2	1
Noncredit Labs	Language Learning Center	17	<1	2973	60	1024	21	603	12	303	6	25	1
	WIN	–	–	934	94	51	5	–	–	–	–	–	–
	All Other Noncredit Labs	42	<1	10639	60	4502	25	1955	11	634	4	33	<1
Noncredit Vocational	Health Careers Lab (Credit Students)	–	–	65	11	263	46	199	35	42	7	–	–
	Health Careers Lab (Noncredit Students)	1	1	32	20	44	27	48	30	35	22	1	1
	Health Lecture (Noncredit)	1	1	38	23	45	27	45	27	36	22	–	–
	Noncredit Vocational (Dual Listed w/ Credit)	–	–	46	12	19	23	131	33	110	28	18	5
	Noncredit Vocational (Stand Alone)	–	–	4	5	17	20	26	31	35	41	3	4
Older Adult		4	<1	51	1	94	2	201	4	1326	27	3205	65
Unduplicated Total		19%		39%		16%		11%		8%		7%	

The overall Continuing Education Division student age data indicate 7% of students are age 65 and over; 8% age 46-64; 11% age 30-45; 16% age 23-29; 39% age 18-22; and 19% under 18. High School Referral program students are all of high school age and must be enrolled in a local high school to take courses. Adult Diploma has a high rate of students between the ages of 18 and 22 (76%), many who are non-grads entering the program within six months of exiting from high school. On the other end of the age spectrum, 92% of Older Adult students report being over the age of 46 with the majority (65%) over the age of 65. VESL Career Paths, ESL, and GED have high rates of participants who range from 30 to 45 years of age (41, 39 and 39%, respectively). Finally, Health Careers and Noncredit Labs serve students who are mostly 29 or younger.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student age data confirms that Continuing Education students are adult learners. Adult learning theory research by Brookfield has broadly described adult students as active participants in the learning process, likely to draw from personal experiences, and self-directed. Adult learners also have complex and multifaceted identities that may involve family, school, and work considerations. Continuing Education programs are designed to meet the multiple demands of the adult learner with consideration for relevant curriculum, flexible scheduling, and support services integrated with instruction.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student Learning Outcomes

Continuing Education Course Level SLOs Connection to SLGs

	Effective Communicator		Critical Thinker		Lifelong Learner		Total
	N	%	N	%	N	%	N
Adult Basic Education	20	15	92	69	21	16	133
ESL	11	25	25	58	7	16	43
Noncredit Health Careers	2	14	12	86	0	0	14
Noncredit Labs	1	20	1	20	3	40	5
Noncredit Vocational (Stand Alone)	0	0	6	86	1	14	7
Older Adult Program	10	16	4	7	47	77	61
Total	**44**	**17**	**140**	**53**	**79**	**30**	**263**

Student Learning Outcomes (SLOs) are a means to determine what students know, think, feel or do as a result of a given learning experience. SLOs are developed by faculty and implemented and assessed at a course level. Continuing Education has defined Student Learning Goals (SLGs) which establish specific skills students need both within and beyond an educational setting. SLGs are Division-wide SLOs that include measurable statements of skills or applications that a student will learn.

Assessment of the SLGs at the course level helps instructors evaluate student learning. Courses in Continuing Education have a minimum of two SLOs. Each course level SLO is connected to the most relevant Student Learning Goal (SLG). Division-wide, the SLG with the greatest emphasis is Critical Thinker (53%), followed by Lifelong Learner (30%) and Effective Communicator (17%). Noncredit Short-Term Vocational and Health Careers programs have the highest

percentage of SLOs connected with the Critical Thinker SLG (86%). In contrast, the Older Adult Program focuses more on the Lifelong Learning goal with 77% of SLOs connected to this SLG. The data support the focus of each program on meeting unique learning needs of students served by different SLGs.

Assessment of Course Level Student Learning Outcomes

	Courses with Assessment Data					Active SLOs with Assessment Data in 2010–11	
	Courses in Program	N	%	Course SLOs	Course SLOs Actively Assessing in 2010–11	N	%
Adult Basic Education	46	31	67	230	150	106	71
ESL	17	13	76	42	9	9	100
Noncredit Health Careers	3	1	33	7	3	1	33
Noncredit Labs	2	1	50	5	1	1	100
Noncredit Vocational (Stand Alone)	3	0	0	7	3	0	0
Older Adult Program	30	28	93	60	54	30	56
Total	**101**	**74**	**73**	**351**	**220**	**147**	**67**

Beginning in 2010-11 the College established a process in which SLOs are assessed on a three-year cycle. The Division assessed 67% of active SLOs, exceeding the expectation of the College. Additionally, the high percentage of courses with Assessment Data (76%) indicates that programs are diligent in measuring, analyzing and evaluating SLO results.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student Achievement

Continuing Education Student Grades by Program for Spring 2011
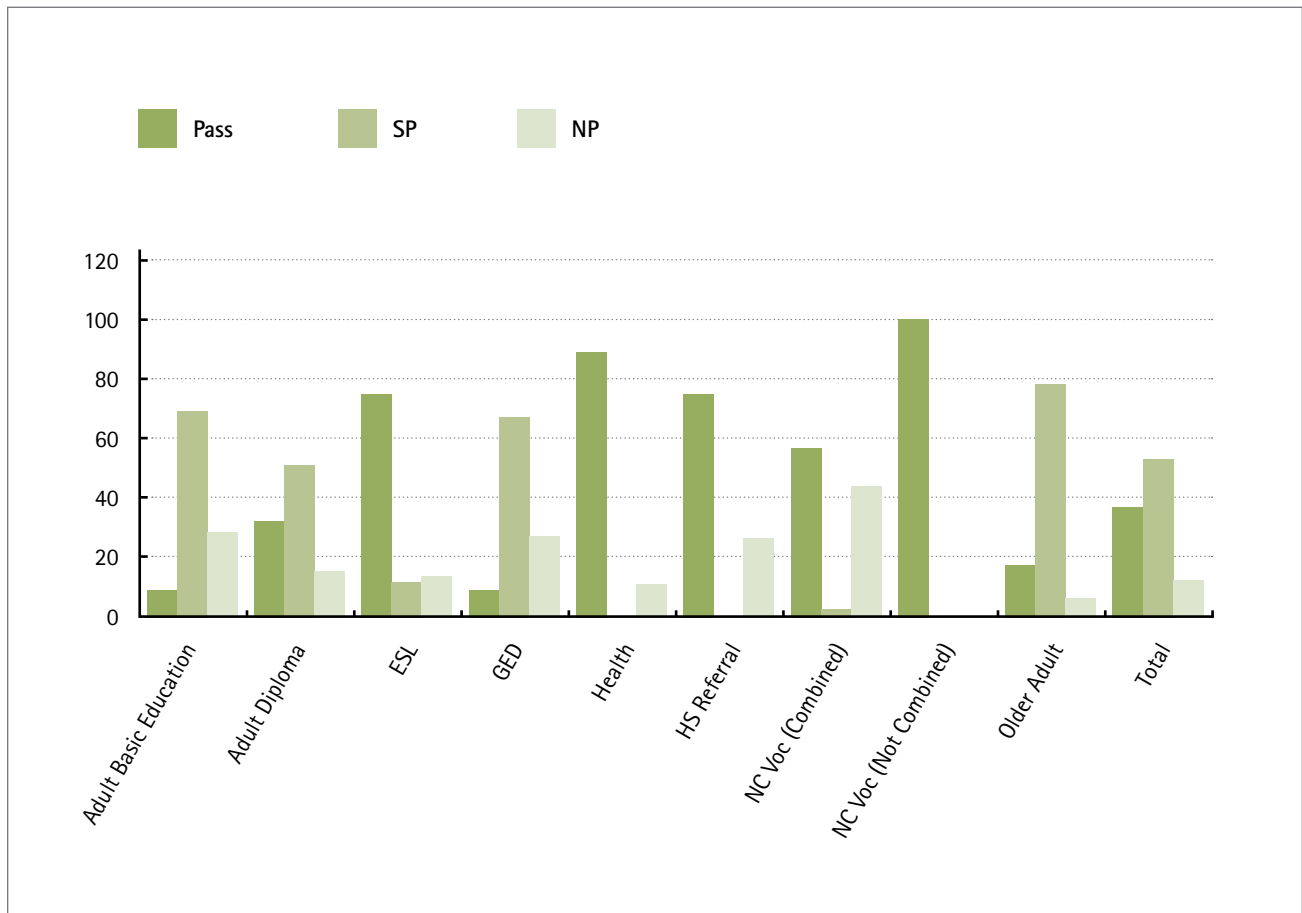
Standardized grade entry into Banner officially began in Spring 2011. Initial data from this term indicate that overall 89% of students are achieving at the level of course expectations with grades of Pass or Satisfactory Progress in programs such as ESL, Health Careers, & High School Referral. The Short-term Noncredit Vocational dual-listed courses had the highest percentage of No Pass (43%). This can be attributed mainly to students who dropped the course without informing the instructor. Some students need neither credit nor a passing grade to gain specific vocational skills, and others choose to switch to a credit section. Strategies are underway to increase students' awareness of procedures and deadlines for communicating to their instructors and the Division office. Due to the ongoing self-paced nature of some programs such as Older Adult, GED, and Adult Basic Education, students in these programs predominately earn grades of Satisfactory Progress.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Cohort Matriculation to Credit in CDCP Programs 2006–07 & 2007–08 (by Percentage)
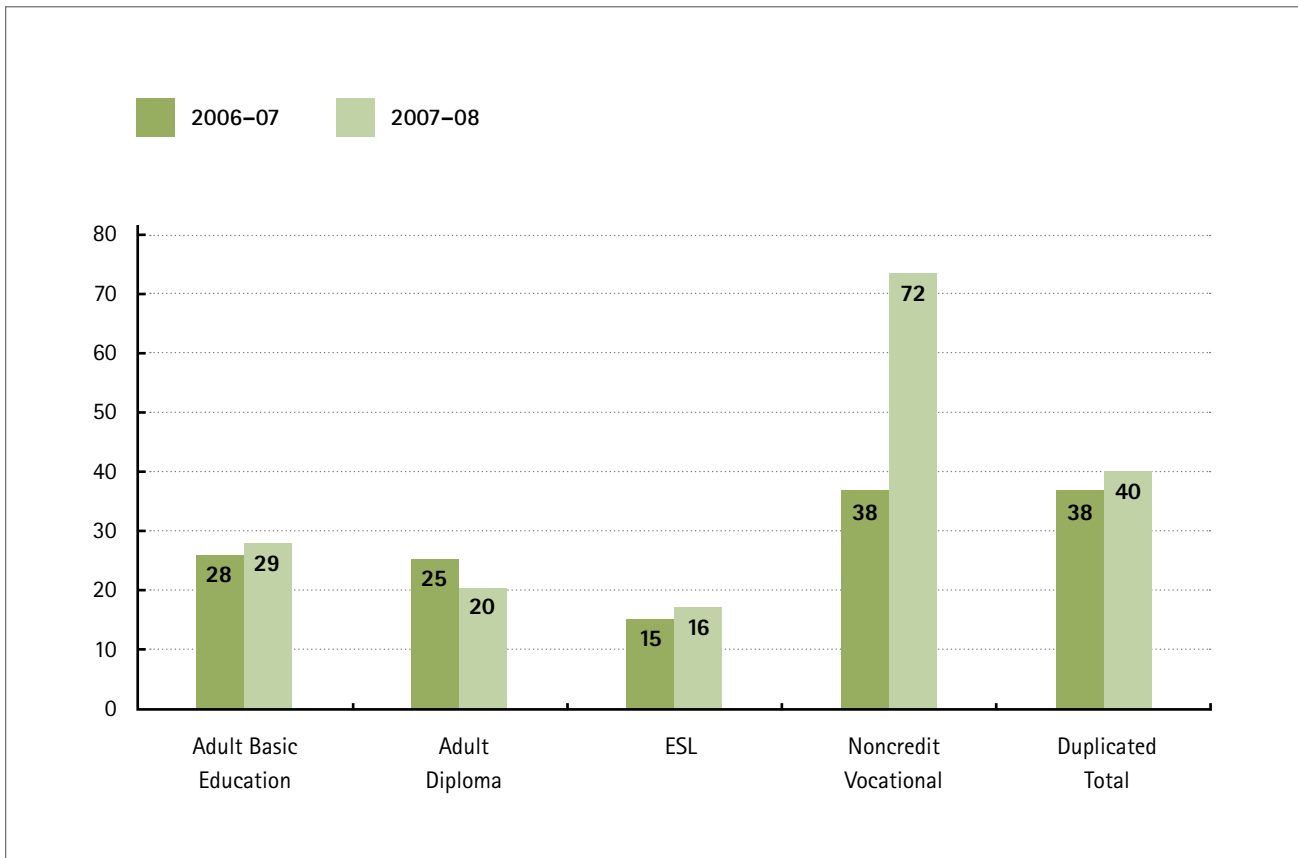
As a measure of student success in meeting their higher education goals, the Division examines the rate at which students who attended Continuing Education in the 2006-07 and 2007-08 academic years entered the credit division within three academic years. This data set indicates that 38% of 2006-07 and 40% of 2007-08 Continuing Education students enrolled in a Career Development College Preparatory (CDCP) course matriculated to credit. The highest rates of credit matriculation are in Short-term Vocational, a program which is run cooperatively with the credit division of the College.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

CASAS Benchmark Summary—Adult Basic Education (ABE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels	
			N	%	N	%
2008–09	442	537	362	82	175	40
2009–10	383	474	328	86	145	38
2010–11	419	588	372	89	214	51

CASAS Benchmark Summary—Adult Secondary Education (ASE)

	Number Students with Paired	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2008–09	497	713	383	77	215	43	61	8	54	7
2009–10	576	651	363	63	191	33	59	5	38	3
2010–11	371	593	331	89	167	45	48	5	47	5

CASAS Benchmark Summary—ESL

	Number Students with Paired	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2008–09	2073	2264	1596	77	617	30	17	1	34	1
2009–10	1944	1826	1422	73	376	19	11	1	17	1
2010–11	2019	1879	1450	72	395	20	16	1	18	1

Over the past three years Continuing Education has remained consistent in the total number of CASAS payment points earned for all programs. There has been an increase in ABE student achievement with 7% more students making a significant gain and 9% more completing two levels. ASE has also seen modest increases in student achievement, while ESL has experienced a slight decrease. However, the program still maintains a higher than statewide average in benchmark gains.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

EL Civics Additional Assessment Benchmark Data—ESL

	Number Enrollees (with and without Paired Scores)	Total Payment Points	% of Enrollees	Incomplete Data Sets	% of Enrollees with Incomplete Data Sets	SOD 1[1]	SOD 2[2]
				N	%	N	%
2008–09	1780	1504	84	484	27	1237	267
2009–10	1864	1583	85	435	23	1323	260
2010–11	1557	1857	87	559	28	1492	365

[1] SOD 1 indicates the first level EL Civics assessment for the year
[2] SOD 2 indicates the second level EL Civics assessment for the year

Comparison of Mt. SAC and CA Statewide CASAS Data for 2009–10 (in Percentages)
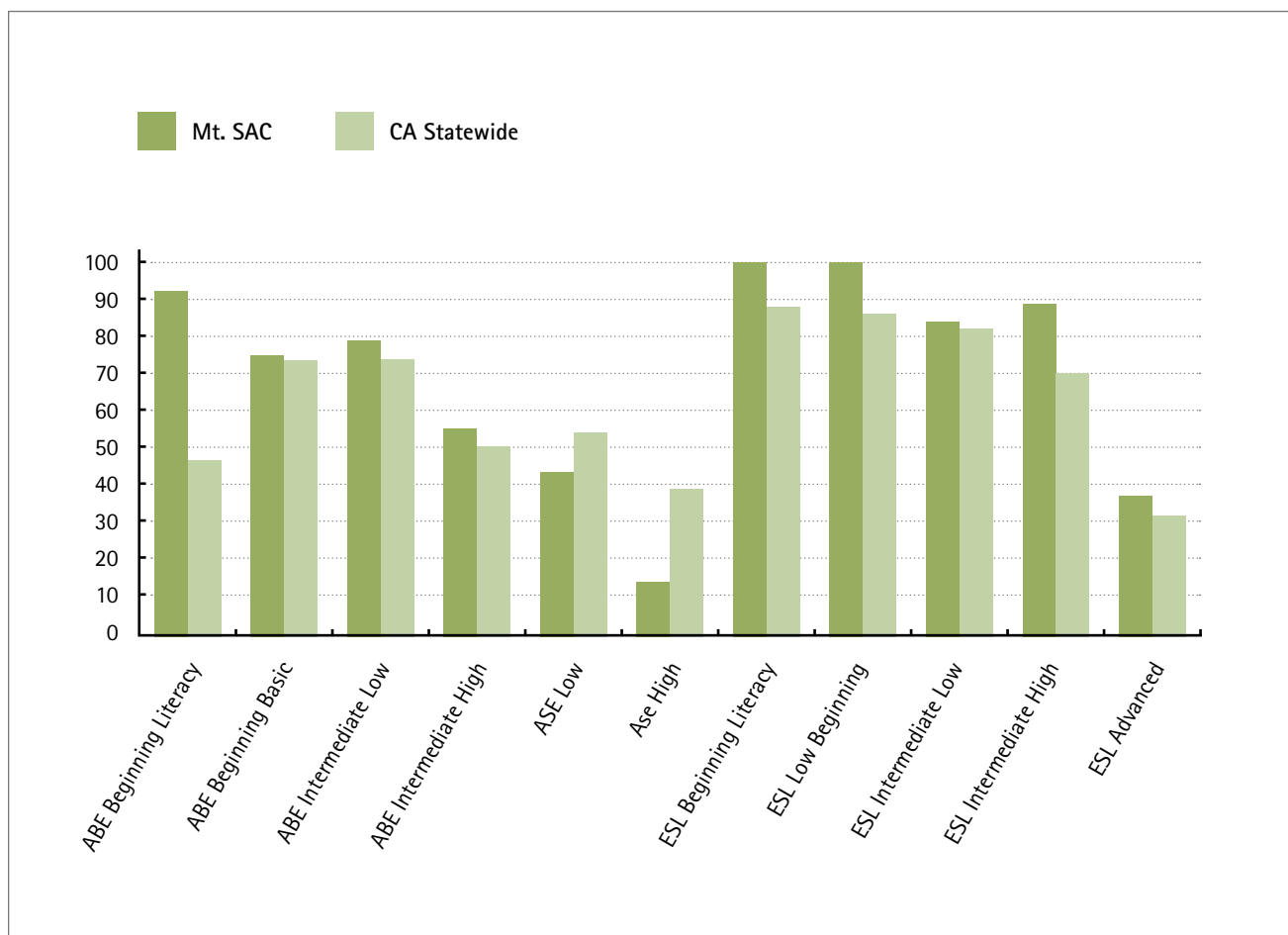
The functional level completion rates represent the number of students with complete data sets (pre-test, post-test and 30 hours of instructional time) who made one learning gain. As previously mentioned, Continuing Education programs consistently place above the statewide average with the exception of ASE, a population characterized by a highly transient nature.

Adult Basic Education

The Adult Basic Education (ABE) Lab provides a variety of programs and assessments There are different student profiles based on the purpose for which students utilize the lab. For example, the average GED student is a 20 year old Hispanic who did not complete high school and is interested in obtaining a GED to pursue an educational, vocational, or personal goal. Students who utilize assessment testing are likely to have completed high school and are generally between 18-23 years of age. Conversely, the typical computer literacy course student is a female who has at least a high school diploma and is interested in improving skills to return to the workforce.

ABE Lab Computer Literacy Certificates of Proficiency

Total Certificates	39	86	122

Over the past three years there has been a 300% increase in the percentage of proficiency certificated earned by students. This supports the drop in persistence rage experienced during this same time period, as students focus on developing skills and moving into the workforce.

GED Graduate Information (by Percentage)

%	2008–2009	2009–2010	2010–2011
Graduates who have attended credit classes	28	30	62
Hispanic	58	61	65
Male	55	57	62
Age 25 and over	66	55	60
Average age at graduation	31	29	30
Total Graduate Count	**89**	**44**	**63**

Adult Basic Education is not a GED testing site and therefore is not able to report the total number of all graduates. Graduation numbers are gathered as students self-report their scores, which are then verified. Data over the past three years indicate that the GED student population is shifting to include credit students who come to ABE to complete their GED.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Adult Diploma and GED Graduates Attending or Planning to Attend College (by Percentage)

Legend: 2010 (dark green), 2011 (light green)

Category	2010	2011
Adult High School Diploma (AD)	87	73
GED	49	71
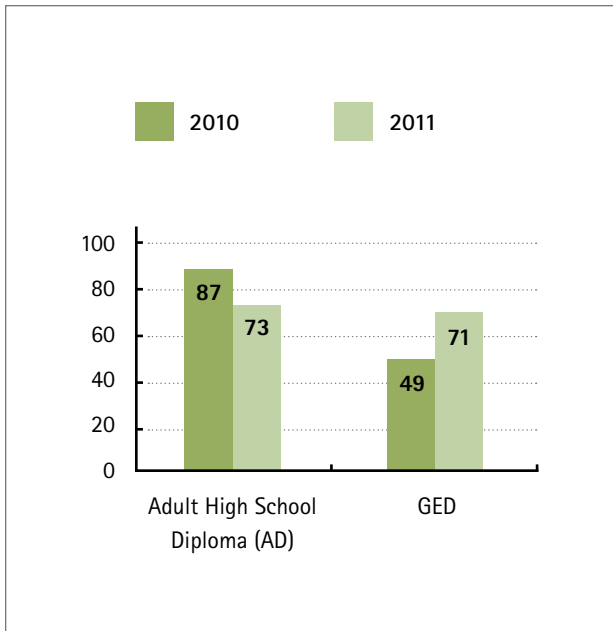
Adult High School Diploma

It is notable that the highest level of education for individuals over the age of 25 is lower in the Mt. San Antonio College district area than throughout the nation, with the high school diploma rate at 76 compared to 85% nationally. The range of student ages in the Adult High School Diploma Program is from 18-64, although the program is comprised primarily of 18-22 year olds (76%). The average student is a Hispanic male who left high school in his junior or senior year. Although each student is enrolled both in morning and evening classes (a total of 36 possible hours per week), most attend one session or the other on a drop-in basis. Students generally take one class at a time and can complete a class in a minimum of 62.5 hours.

Adult High School Diploma Graduate Profile

%	2008–2009	2009–2010	2010–2011
Number of graduates	52	47	40
Average number of semesters to complete diploma	4.4	5.4	6.7
Average age at graduation	20.3	21.2	22
Currently attending credit classes (%)	33	47	63
Entered needing 20 credits or fewer (%)	73	59	50
TABE score of 7.0 or higher (%)	79	52	70
Passed English CAHSEE (%)	71	57	55
Passed Math CAHSEE (%)	69	65	58
English as a Second Language (%)	17	26	23

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Over the past three years there has been a decrease in the number of diplomas earned and an increase in the amount of time students are taking to complete their diploma. This is primarily due to the 2009-10 changes in Title 5 regulations for Community College Adult High school Diploma Programs requiring students to complete a higher number of residency credits prior to graduation. Although the there is a large number of younger students entering the Adult High School Diploma program, graduate data reveal older students are the ones completing. These students have recognized the need for further training after difficulty in finding employment due to lack of credentials. Many have returned to school after experiencing multiple adult schools. Returning adult students tend to be focused, use available student support services, attend credit College classes, and persist over multiple semesters. The demographics of Adult High School graduates match the overall student population for the program.

Adult High School Credits Earned by Type
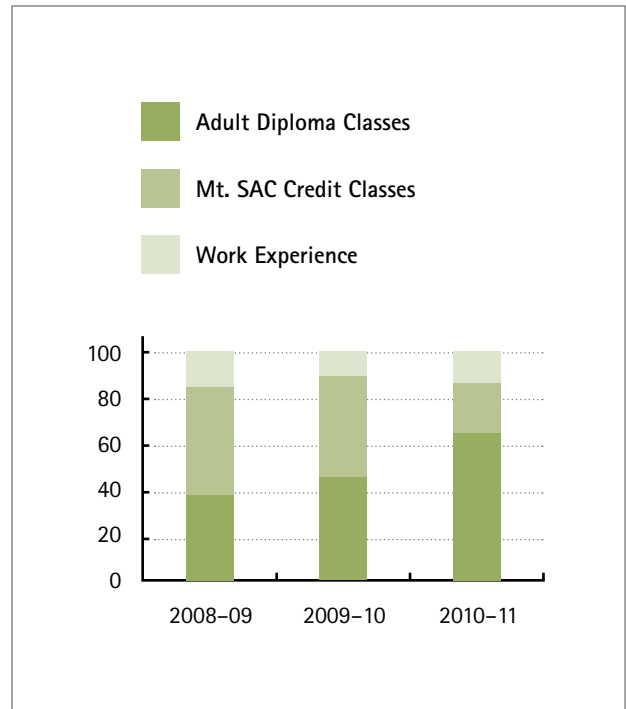
Adult High School Diploma Graduate Demographics (by Percentage)

	2008–2009	2009–2010	2010–2011
Hispanic	56	43	47
Male	65	60	53

Efforts to more systematically and accurately report credits earned has impacted Adult High School credit data collected over the past few years. Overall with a static student population, there have been more credits earned in Adult Diploma classes over the past three years. Data show students are persisting and achieving at higher rates.
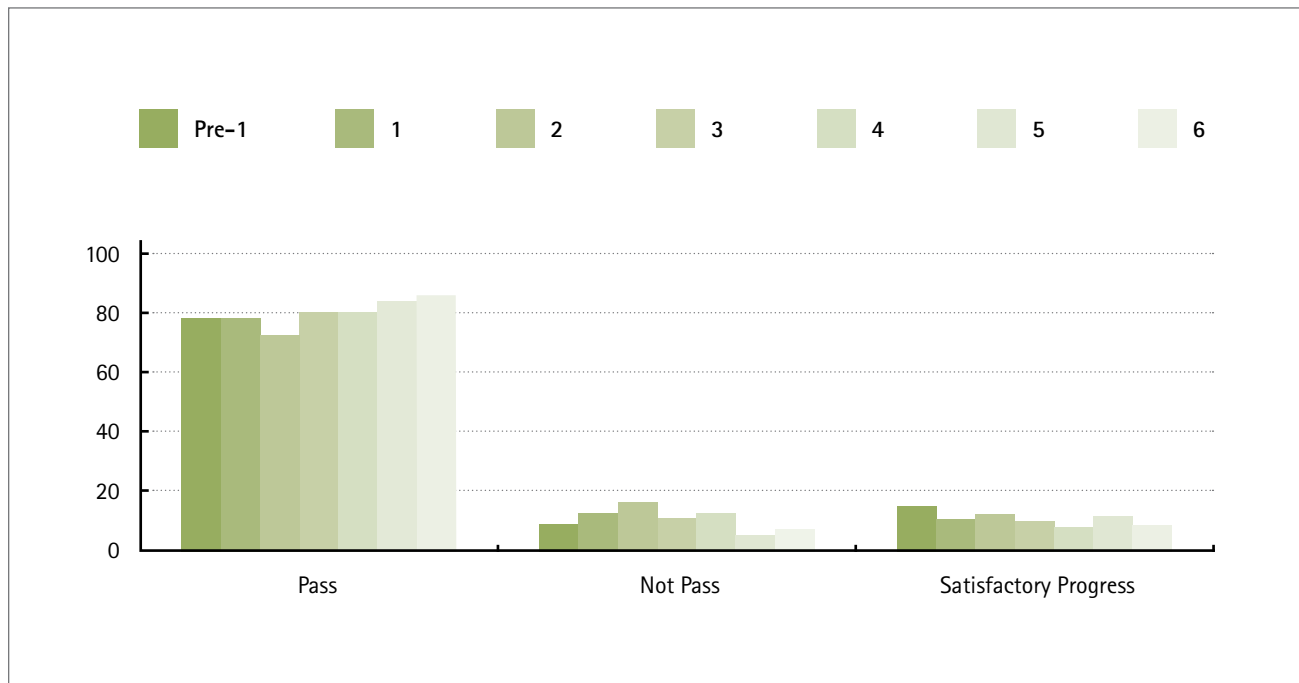
English as a Second Language (ESL)

The English as a Second Language (ESL) program serves a large and diverse population of learners with a range of age, language, educational history, and socioeconomic backgrounds. The majority of ESL learners are adults over the age of 24, with the largest segment (39%) between the ages of 30 and 45. While Spanish (41%) and Chinese (37%) dominate, other languages can also be represented in any ESL classroom including Arabic, Farsi, Korean, Thai, and Vietnamese. Many of the learners have limited education (27% < 12 yrs.) and just as many have relatively strong educational histories (29% having earned postsecondary degree in their native country). Some students wish to transfer their professional degree from their native country in order to obtain their license to practice their profession in the U.S while others are seeking to pursue a postsecondary education or improve employability. According to the students, the biggest challenges they face in terms of educational progress are work schedule, family responsibilities, and childcare. Despite such challenges of diversity and school/home demands, the ESL program has data reflecting the high achievement of students in meeting their academic and career goals.

When new students come to the ESL program, they take a placement test that identifies their English proficiency level in one of the seven levels of the program from literacy (Pre-level 1) through advanced (Level 6). Each Level course has a robust set of outcomes including oral evaluations, written evaluations, class projects, midterms, and finals. A portfolio-based assessment with department rubrics helps to integrate the teaching and learning process in a consistent manner throughout the program. Criteria and measures of learning outcomes are tabulated in the portfolio which "travels" with the students as they progress from one level to the next. As a result, both students and faculty have a clear understanding of course expectations and passing rates. Level progress in all the levels has remained consistently stable at approximately 80%, with 10% of the students receiving a satisfactory progress mark that indicates they are doing well but need to repeat the course.

ESL Student Progress by Level 2010–11 (by Percentage)

ESL CASAS Persistence Comparison (in Percentages)

Legend: Mt. SAC, CA Statewide

Categories (x-axis): ESL Beginning Literacy, ESL Low Beginning, ESL High Beginning, ESL Intermediate Low, ESL Intermediate High, ESL Advanced
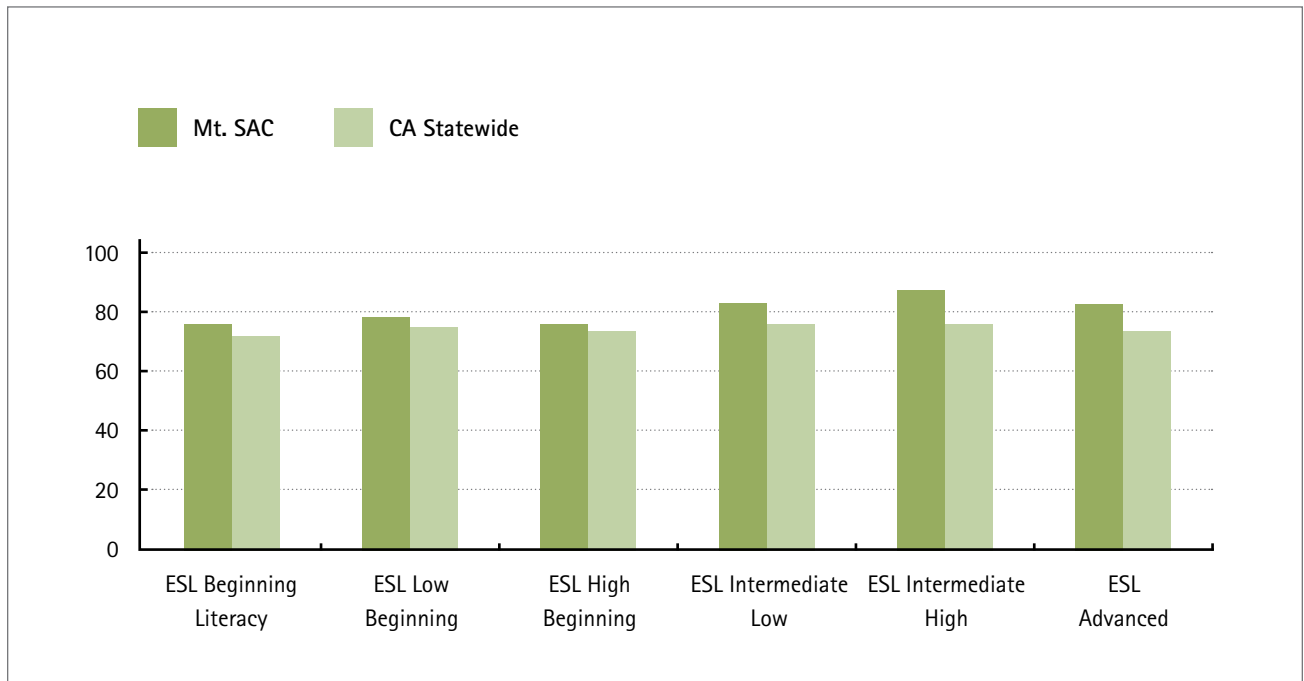
In addition to institutional data, the ESL program monitors student persistence with other adult and noncredit programs throughout the state. Based on standardized measures such as CASAS pre-/post tests and EL Civics projects, evidence indicates that students remain in the ESL program and move up the proficiency levels at a higher rate, across the board. Such high persistence rates are important components of measuring progress of students from beginning through advanced levels.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL Level Completer Demographic Data by Level 2010–11 (by Percentage)

	Level 2	Level 4	Level 6	VESL
Hispanic	43	37	37	52
American Indian or Alaska Native	–	–	–	–
Asian or Pacific Islander	43	31	34	21
Black, Non-Hispanic	1	<1	–	52
White, Non-Hispanic	1	<1	2	–
Two or More Races	–	–	–	–
Non-Resident Aliens	–	–	–	–
Race Unknown	13	31	27	2
Male	34	35	33	38
Female	66	65	67	48
Age: Younger than 25	22	46	22	14
Age: 25 and Over	78	54	78	71
Total Student Count	**376**	**337**	**125**	**42**

Certificates of competency at beginning (Level 2), intermediate (Level 4), and advanced (Level 6, VESL) show the effectiveness of the curriculum and learning outcomes in meeting the needs of the diverse population of ESL learners. Vocational ESL Career Paths (VESL) is a two-term bridge program that helps advanced-level students who are topping out of ESL to better prepare for their next steps in the academic and employability arenas.

Vocational English as a Second Language Career Paths Student Profile Data (by Percentage)

%	2009–2010	2010–2011
Completed current term & enrolled for next term	76	78
Certificates granted	42	37
Male	33	43
Female	67	57
Asian	50	45
Hispanic	46	50
Middle Eastern	4	5
Employment: Working	54	51
Employment: Not Working	46	49
Reasons for Attrition: Work	22	17
Reasons for Attrition: Personal	47	46
Reasons for Attrition: Enrollment for credit	14	18
Reasons for Attrition: No reason provided	17	19
Total Enrolled	**127**	**121**

Career Development and College Preparation (CDCP) is a primary goal of the ESL program. ESL offers several important services to students to assist them in overcoming obstacles in their matriculation efforts. The VESL Career Paths program facilitates the transition to credit and postsecondary degree attainment by offering a connected package of courses necessary for developing the skills that college students need, such as typing/keyboarding, career and life planning, and advanced writing and speaking. The VESL program includes surveying obstacles to success, and offers remediation strategies to overcome these barriers. The VESL program also includes components of monitoring student progress after ESL, which includes regular counselor meetings to build strategies for success.

Information taken from surveys informs the process, and lead to adjustment and flexibility in developing appropriate interventions both within and between semesters. Due to these efforts, the VESL program has shown a high persistence rate, 78% in 2010-2011.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

High School Referral

The High School Referral Program continues to be offered as a means to support noncredit basic skills development for concurrently enrolled high school students in the community. The average student is 17 years old, Hispanic (60%), and is attending to improve an existing low grade (D or F). While 21 high school districts are serviced by the High School Referral Program, 68% of all students are from one of five districts: Chaffey, Pomona, Rowland, Walnut, or West Covina Unified. The average student is in class for eight hours per week, attending either for two hours each evening (Monday-Thursday) or two times a week for four hours. Students must have approval from their high school counselor and a parent to begin a course and can only take one course at a time.

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

|	2008– 2009	2009– 2010	2010– 2011
Total High School Enrollment	1001	831	738
Total Courses Attempted	1090	909	819
Total Courses Completed	551	525	533
% Course Completion	51	58	65

Over the last three years there has been a drop in High School Referral enrollment. Many local high schools have instituted alternate means of credit recovery. Also, the increased rigor of the HSR courses to a-g college preparatory level has led some districts to refer fewer students. However, during this same time period the percentage of student course

completions has increased. The implementation of systematic intervention, including tutoring and counseling targeted at early intervention, has made a positive impact on student course completion rates.

Older Adult Program

Older Adult Program students are primarily retired and over the age of 65 (65%). These students enter class with different levels of real world experience as well as a multitude of educational levels, age variances, and life skills. Some students focus on skill building leading to a means of supplemental income, while others focus on healthy aging goals. Since Older Adult students prefer to take classes in their home communities, 98% of courses are offered off campus. A typical Older Adult student enrolls in multiple classes each term and continues to participate in the program throughout the academic year. In the 2010-11 school year 73% of older adult students enrolled in fall persisted into the spring term.

Older Adult Program Student Grades for Spring 2011
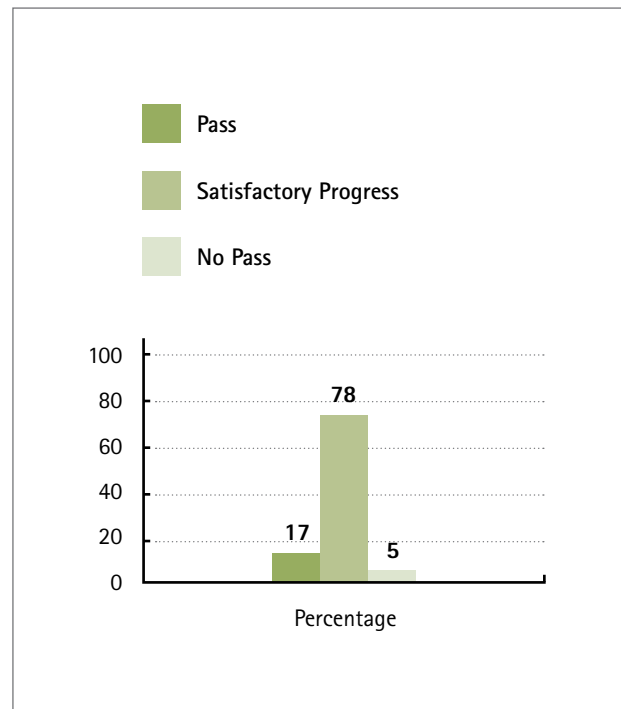
All OAP courses have SLOs that are assessed yearly, with data compiled and recorded. Beginning in Spring 2011, all OAP classes are graded. Due to program design, students predominately earn grades of Satisfactory Progress (78%), indicating they are meeting the level of course expectations. Older Adult students enrolled in CDCP courses in which they are pursuing a certificate may earn a grade of Pass or No Pass.

The OAP is one of only five community colleges selected nationally to participate in a Brain Fitness testing project in collaboration with Cal State San Diego, Posit Science, and CCCEOA. The study uses a pre-test and post-test to measure improvement in cognitive processing. Though still in the initial phases of this project, preliminary data reveal that students who take this class have substantial or impressive improvement in processing speed (86%) and narrative memory (86%). Overall, the Brain Fitness software holds promise in assisting older adults in maintaining and improving cognitive skills.

Older Adult Program Brain Fitness Improvement

| | Fall 2010 | | | | | | Spring 2011 | | | | | |
| | Minor (0–10%) | | Substantial (11–40%) | | Impressive (>40%) | | Minor (0–10%) | | Substantial (11–40%) | | Impressive (>40%) | |
Improvement	N	%	N	%	N	%	N	%	N	%	N	%
Processing Speed	2	20	3	30	5	50	1	9	2	18	8	73
Discriminating Sounds	4	40	6	60	–	–	4	36	4	36	3	27
Sound Precision	5	50	5	50	–	–	6	55	5	45	–	–
Sound Sequencing	7	70	3	30	–	–	8	73	3	27	–	–
Working Memory	9	90	1	10	–	–	10	91	1	9	–	–
Narrative Memory	3	30	6	60	1	10	–	–	10	91	1	9

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Noncredit Short-Term Vocational Program

Students participating in noncredit vocational programs are seeking to complete one or more courses leading to professional advancement or employment. The courses lead to certificates in an array of vocations such as business, agriculture, manufacturing, and graphics, to name a few. Many students take just one or two classes that will advance their work skills, and it is common for them to request evidence of completion of a single course to submit to their employer.

Total Noncredit Short-Term Vocational Certificates Issues

	2008–2009	2009–2010	2010–2011
Administrative Assistant—Level 1	1	2	1
Bookkeeping	–	3	–
Business Management—Level 1	-	–	–
Business Management—Level 2	–	–	–
Certified Nursing Assistant (CNA)	–	101[1]	37
Computer Graphics Design/Photography	–	–	–
Data Entry	–	1	–
Electronic Assembly and Fabrication	1	–	–
Electronic Systems Technology—Level 1	–	–	–
Electronic Systems Technology—Level 2	–	–	–
Electronic Technology	1	–	–
Electronics and Computer-Engineering Technology	1	–	–
Electronics Communications	1	–	–
Floral Design	4	4	6
Health Care Interpreting[2]	25	37	–
Human Resource Management	4	1	–
International Business—Level 1	–	–	–
Payroll	–	3	–
Phlebotomy	–	–	30
Small Business Management—Level 1	–	1	–
Small Business Management—Level 2	–	–	–
Welding Technology	–	–	1
Total	**37**	**151**	**73**

[1] CNA cohorts were added in 2009–10 due to available grant funding

[2] Health Care Interpreting has been discontinued

The noncredit vocational program is largely represented by courses and certificates that may be completed through enrollment in dual-listed noncredit/credit courses. There are three main reasons that students may choose to enroll as a noncredit rather than a credit student. They may already have a college degree and simply need a specific skills upgrade. They may be uninterested in a degree or certificate, but they simply want specific skills. Or they may lack confidence to succeed as a credit student; often students who initially enroll on a noncredit basis convert to the credit classes once they experience success. The courses and certificates are created and offered through a collaborative process with the various credit departments of the college. Program outcomes and improvements are driven by the faculty of those departments, and ongoing communication generally includes the deans of the divisions as well as the Dean of Continuing Education. Because of the diverse nature of the programs as well as the noncredit students who enroll in them, communication and cohesion require ongoing effort and energy. Finally, the awarding of certificates has been impacted by two issues: the change of College information systems, with a resulting temporary and ongoing loss of an automatic certificate audit/award function; and the deep budget cuts, which reduced schedule offerings in the dual-listed vocational certificate programs. Consideration was given to possible improvements that could be made within existing new realities.

Noncredit Health Careers

Although health could be considered another example of a vocational program, it is approached as a separate program from other vocational programs because of the entry requirements (e.g., physical examination, background check) as well as externships in clinical sites. Health Careers students seek opportunities for work or upward mobility in healthcare fields. Some are concurrently enrolled in credit, while others are healthcare workers or professionals seeking clinical skills upgrade. Many students participating in this program are preparing for health-related licensure or certification exams. Students in the In Home Support
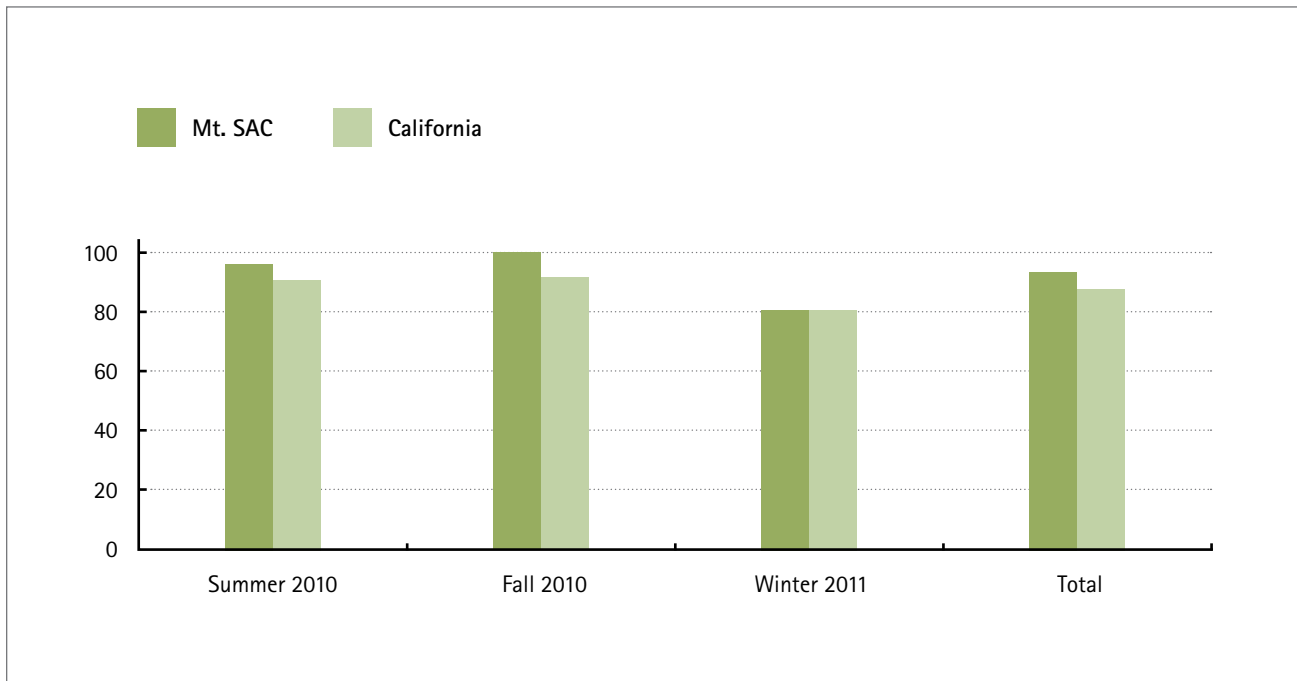
Services are seeking short-term training leading to employment; the majority of these students are unemployed (80%), Hispanic (80%) women (90%) seeking an entry level healthcare position.

Certified Nurse Assistant Certificates of Completion
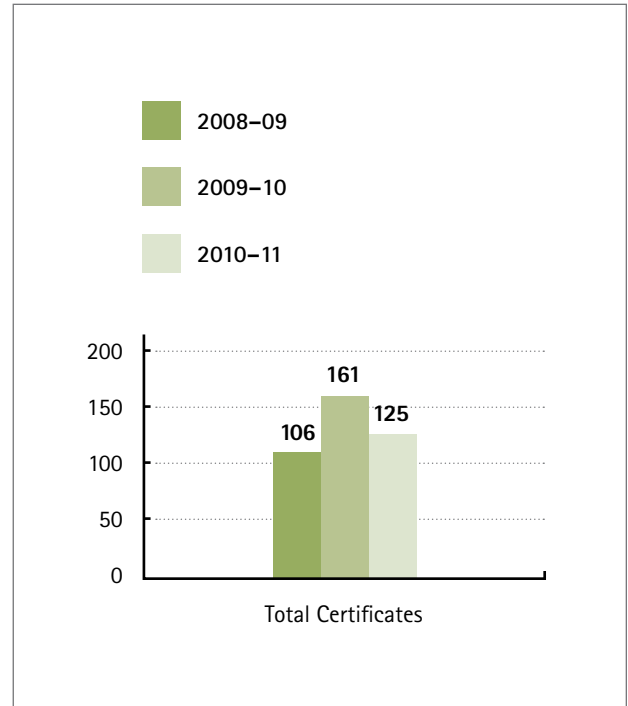
Certified Nurse Assistant Examination Results (Mt. SAC and California Pass Rates)

As part of the self-study, the Health Careers team considered enrollment, certificate completion, passage of certification examinations, and matriculation to credit. Although the program team also noted term-to-term persistence, this was less important due to the very short-term nature of the CNA and Phlebotomy program sequences, which can be completed within weeks rather than multiple terms. Additionally, the only noncredit health program that extended through an entire academic year, Health Care Interpreting, had been put on hiatus in 2010-11 and is unlikely to be revived in its state-supported form. It may be considerably shortened and offered through contract training to healthcare organizations wishing to offer it as a skills upgrade to their employees. Finally, the team considered fluctuations in annual health-related certificates awarded and determined that these were largely influenced by the availability of grant funding, which temporarily expanded some programs.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Community Education

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

Contract Training, has been negatively affected by the California's struggling economy. Mt. SAC is similar to other contract education providers, with a sharp decline in the number of contracts managed.

Contract Training Programs Enrollment Count 2010–11

	2009–2010	2010–2011
Metropolitan Water District	45	24
Montclair Fire Department	26	26
Compton Fire Department	30	–
Pomona Unified School District	50	87
Bassett Unified School District	20	–

Contract Training Programs Enrollment Count 2010–11
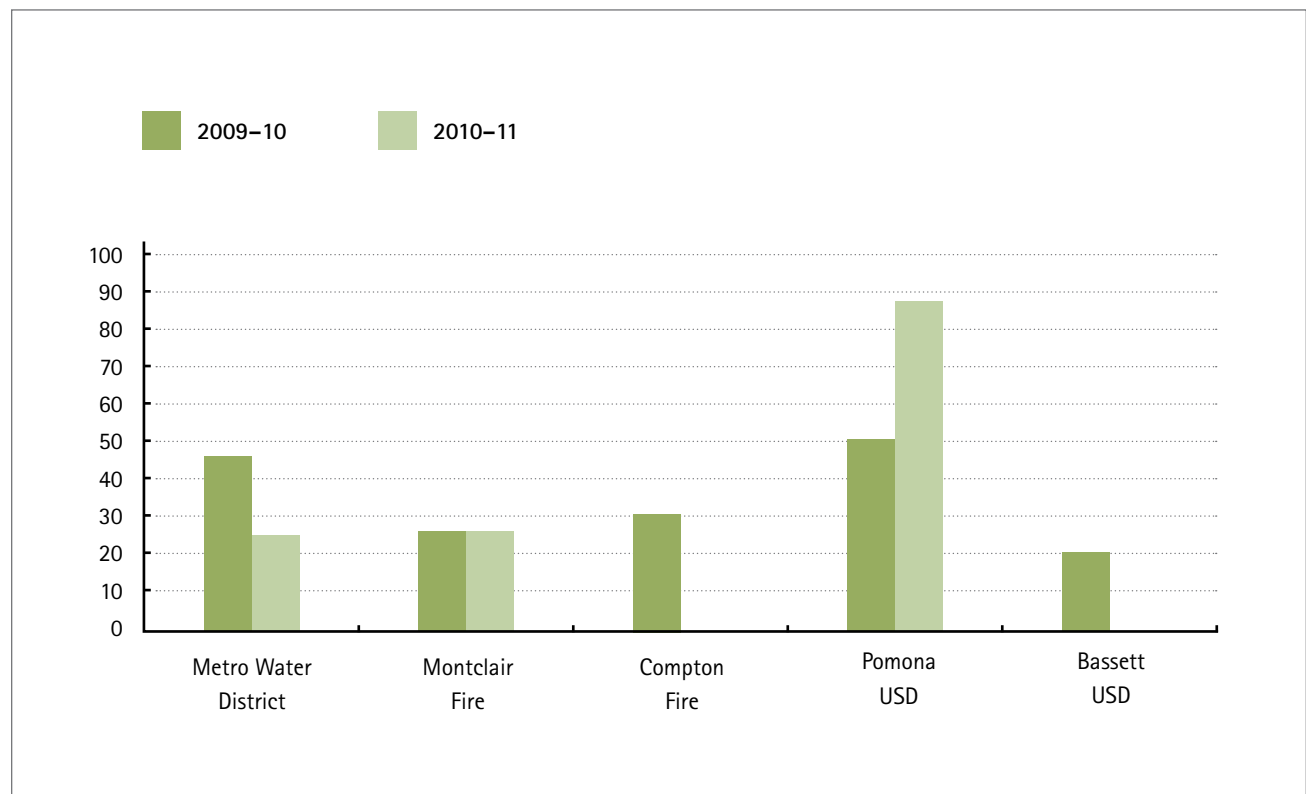
Community Education (fee-based) has begun to focus on delivering more career development offerings to the community. Classes offered still include a mix of personal enrichment and other courses, but there is now expanded access to training that leads to incumbent advancement or new jobs in industries with growth potential. The adoption of the Water Technology Program, originally managed by the Mt. SAC credit division, and expansion of the welding certification preparation are two examples of growth in this area.

Serving children in the community is an important component of Community Education, with a commitment to be responsive to identified needs. A variety of classes are offered throughout the year to meet requests from children as well as parents. During the summer months Community Education enrolls hundreds of children in Swim and College for Kids programs held on the Mt. SAC campus. In Summer of 2011, the College for Kids program was extended from a two-week to a three-week format. The main force behind this change came from student and parent evaluations. Parents wanted more time for their children to learn and be productive while they are busy at work, and children wanted more time to learn and participate in fun activities during the summer.

Fee-Based Programs Registration Count 2010–11

	Registration Count
Business and Professional Development	1606
Children and Teens	1875
Driver Education	1913
Online Learning	200
Personal Enrichment	210
Sports and Fitness	2266
Total[1]	**8070**

[1] Indicates the number of registration transactions in the Lumens registration system.

Fee-Based Programs Registration Count 2010–11

Student Services

Noncredit Support Labs

Continuing Education has a variety of resource centers that are available to students. Open hours depend upon specific needs, courses offered and budget available.

An increasing number of resources are being made available online for easier access. Some programs such as the LLC make learning materials available for homework and self-study.

Learning Support Labs for Noncredit Student Enrollment 2010–11

	2009–2010	2010–2011	% Change
ESL (VESL Students)	115	77	–33
Language Learning Center	633	3136	395
Noncredit Health Careers	229	161	–30
WIN	98	121	23

Noncredit Labs Serving Credit Students Enrollment 2010–11

	2009–2010	2010–2011	% Change
EOPS	141	153	9
Health Careers Lab Serving Credit	670	569	–15
Learning Assistance Center	10322	12474	21
Language Learning Center	3906	4221	8
Math	2876	3500	22
T-MARC and MCS Lab	2809	4963	77
Writing Assistance Center	7502	7329	–2
WIN	911	976	7

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

WIN Program

The WIN Program is a noncredit support lab designed to serve student athletes who are enrolled in credit courses. The average student is between the ages of 18-20, and 21 sports are represented with the largest being football and track. All participating students must take a minimum of 12 credit units in order to be eligible to participate in a sport, and most will take between 12 and 15 credit units per semester. Over the past year WIN has been relocated to a smaller facility, yet despite the more limited space, a 7% increase in the number of students using lab services was experienced. This increase indicates the lab is serving student needs.

Language Learning Center

Users of the LLC include both credit and noncredit students. Credit students are typically enrolled in language courses requiring completion of lab hours as assigned by their instructor. The vast majority of noncredit students attending the LLC are enrolled in the ESL Program or are on a waiting list to take ESL classes. These students are self-motivated individuals dedicated to practicing their English skills. Other noncredit students include community members who are looking to gain language skills for various purposes.

Student Usage Data

	2009–10		2010–11	
	Students	Hours	Students	Hours
AMLA (Credit ESL)	329	4030	263	3015
Arabic	28	283	45	557
American Sign Language	114	933	118	861
Chinese	556	8609	604	6397
ESL (Noncredit)	633	11253	676	14530
French	607	10803	610	10368
German	96	1496	111	1875
Italian	497	5465	608	7061
Japanese	1007	16167	1042	18910
Spanish	1235	14027	1102	11424
VESL Career Paths	72	1158	50	1164
Total	**4819**	**74224**	**4919**	**79163**

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Frequency of Use per Student by Semester and Language
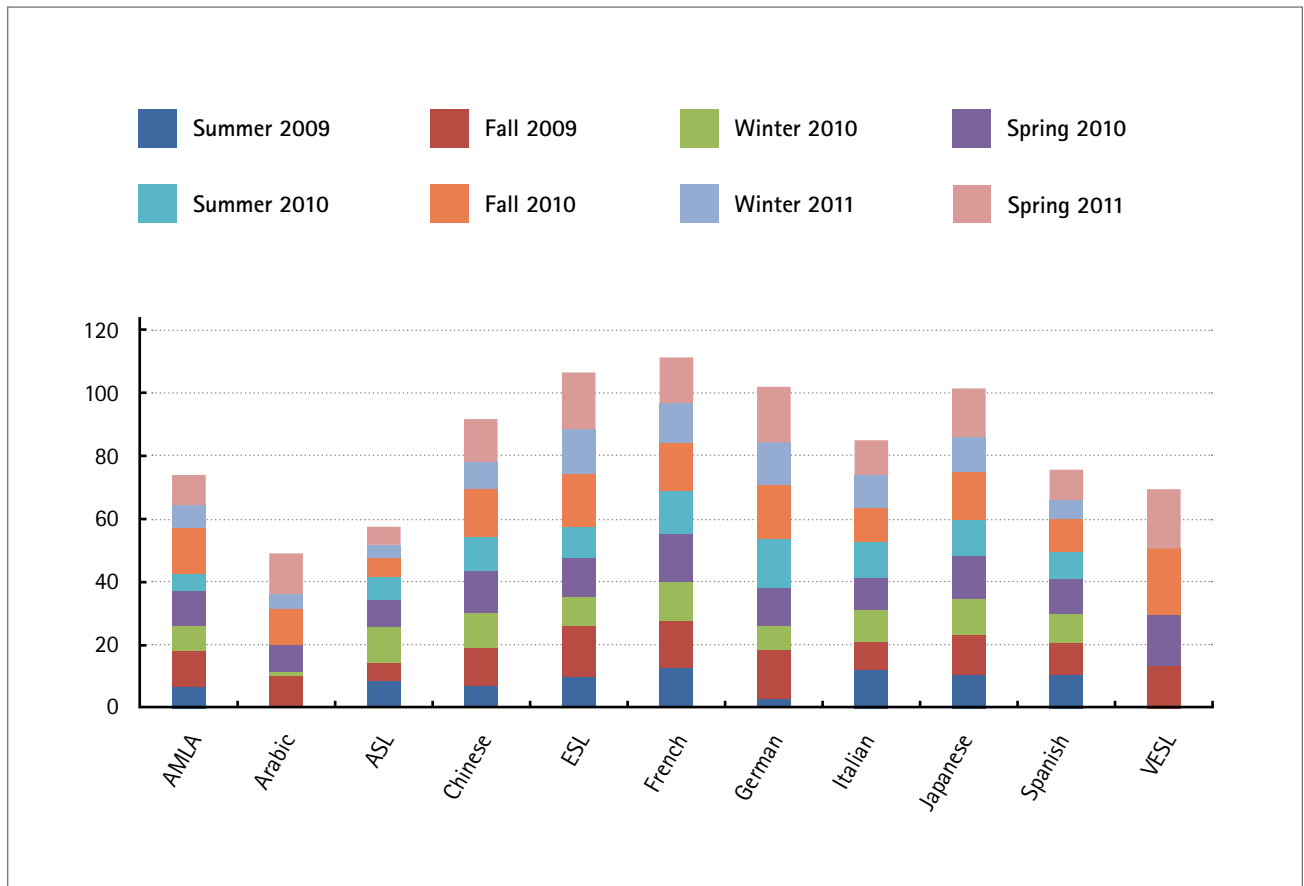
Over the past two years the number of students using the LLC grew only 2%, however, the overall attendance hours increased 6%. The data set indicates the LLC is meeting the student needs through beneficial educational materials, software training, and student support. Students enrolled in Spanish language classes form the largest group of users (22%), but VESL and ESL students average the most hours spent in the lab per student (23 & 21 hours respectively).

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Adult Basic Education Advising Appointments (by Category)

	2009–10		2010–11	
	N	%	N	%
Academic Advising	937	42	1230	42
Building Automation	–	–	39	1
Career Counseling	187	8	87	3
In Home Support Services	90	4	174	6
General Counseling	–	–	201	7
Instructional Support	49	2	90	3
Matriculation to Credit	145	7	69	2
Matriculation into Adult Diploma	507	23	512	17
Matriculation into ABE/GED	45	2	276	9
Special Programs (e.g., CalWORKs, WIA, EDD)	260	12	267	9
Total	**2220**	**–**	**2945**	**–**

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL Advising Appointments (by Category)

	2009–10		2010–11	
	N	**%**	**N**	**%**
Academic Advising	406	48	422	47
Career Counseling	31	4	14	2
Instructional Support	141	17	134	15
Matriculation	64	8	119	13
Other	183	22	49	6
VESL Career Paths	26	3	158	18
Total	**851**	**–**	**894**	**–**

Comprehensive student support services are available to ABE and ESL program students. Over the past two years the demand for advising appointments has increased 33% in ABE and 5% in ESL. In both programs the greatest majority of students using advising services are seeking academic advising (42% ABE, 47% ESL).

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Employee Profile

Data from the Continuing Education Employee List

Continuing Education employees are predominately female (75%). Faculty comprise the greatest number of employees (47%). Overall the ethnic diversity of Continuing Education administrators, teachers and support staff is less varied than the demographics exhibited in the student population, with white as the dominant employee ethnic group (44%). However, the other large employee ethnic groups, Hispanic/Latino (24%) and Asian (17%), represent the two largest Continuing Education student ethnic populations.

Continuing Education Employees by Classification
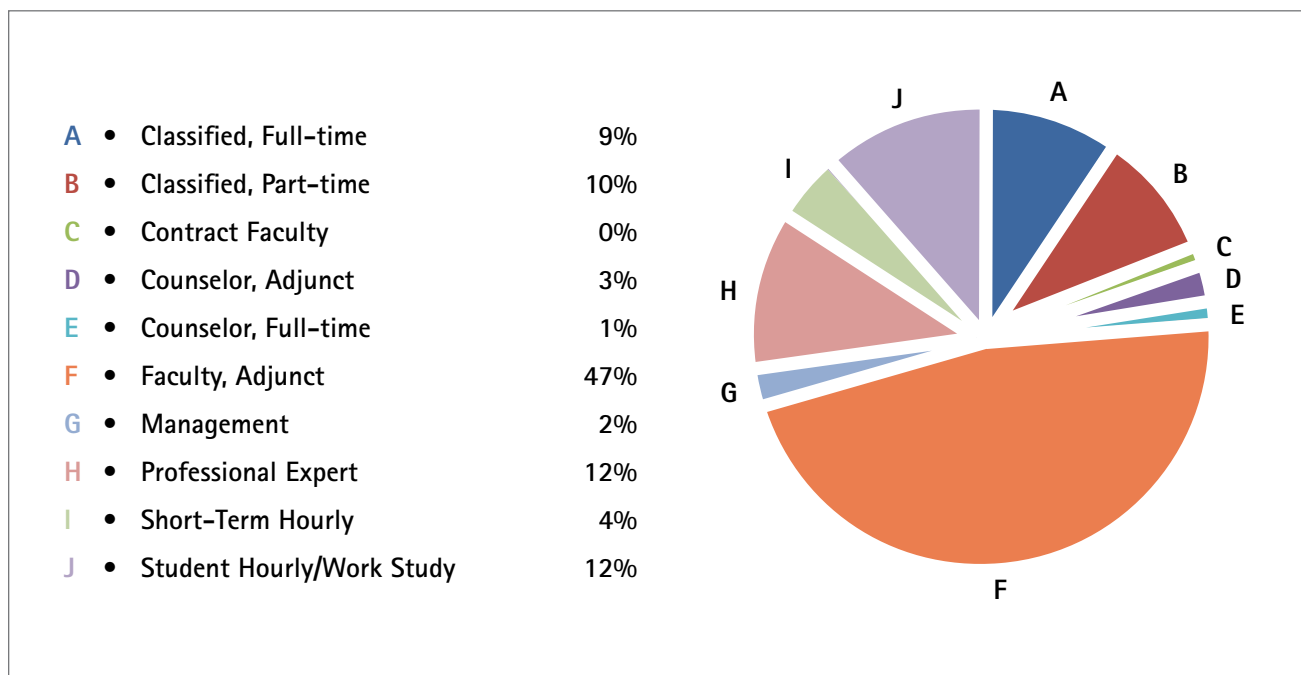
A	•	Classified, Full-time	9%
B	•	Classified, Part-time	10%
C	•	Contract Faculty	0%
D	•	Counselor, Adjunct	3%
E	•	Counselor, Full-time	1%
F	•	Faculty, Adjunct	47%
G	•	Management	2%
H	•	Professional Expert	12%
I	•	Short-Term Hourly	4%
J	•	Student Hourly/Work Study	12%

Ethnicity among All Continuing Education Employees

A •	Asian	17%
B •	Black/African-American	5%
C •	Filipino	1%
D •	Hispanic/Latino	24%
E •	Other	7%
F •	White	44%
G •	Not Indicated	2%
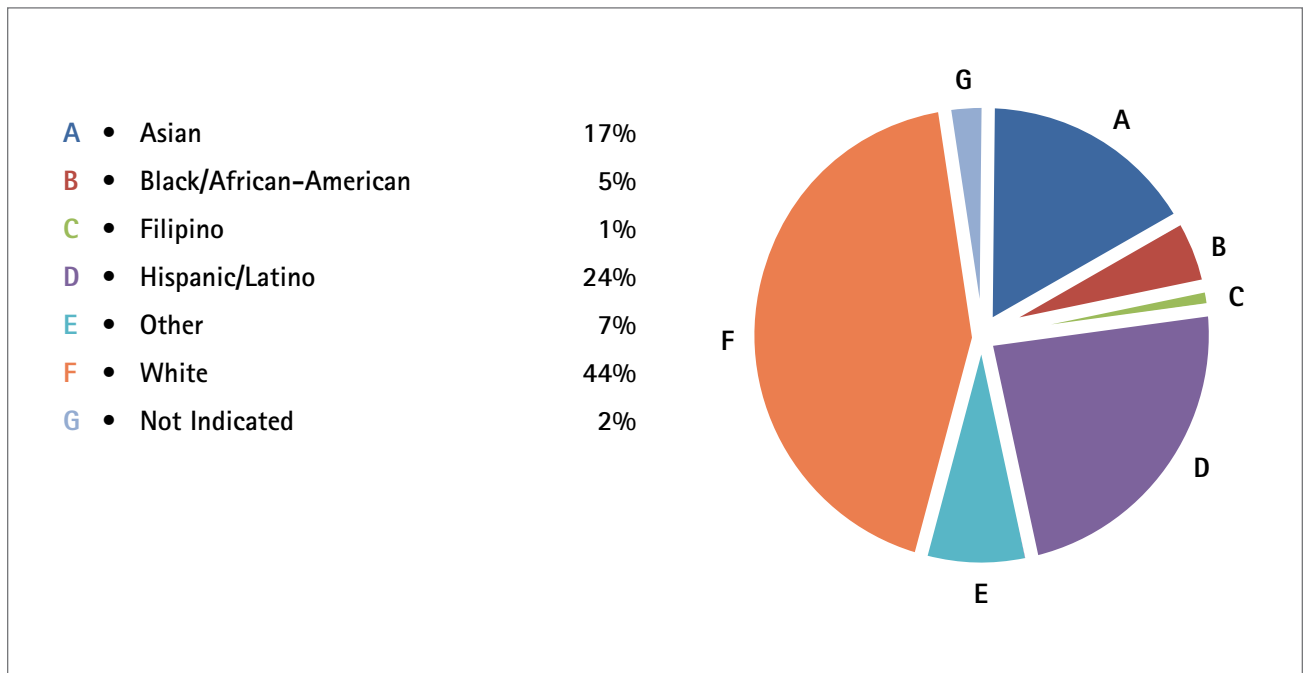
Longevity among Continuing Education Employees

	N	%
Over 10 years	82	33
6 to 10 years	49	20
1 to 5 years	98	39
Less than 1 year	11	4
Unknown	9	4
Total	**249**	–

Attrition rates for staff have been measured using longevity data. Thirty-three percent of administrators, faculty, and support staff have worked in the Division for more than ten years, with the greatest longevity being 33 years. Twenty percent have worked for six to ten years, 39% have worked in the Division for one to five years, and 4% of have worked in the Division for less than a year. Given that 12% of Continuing Education employees are student workers, and the part-time nature of faculty positions, the low attrition rates reflect a positive school culture.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Academic Qualifications among Continuing Education Faculty and Counselors

A	Ed.D./Ph.D./Psy.D	2%
B	M.A./M.S.	55%
C	B.A./B.S.	31%
D	A.A./A.S./Other Minimum Qualifications	12%
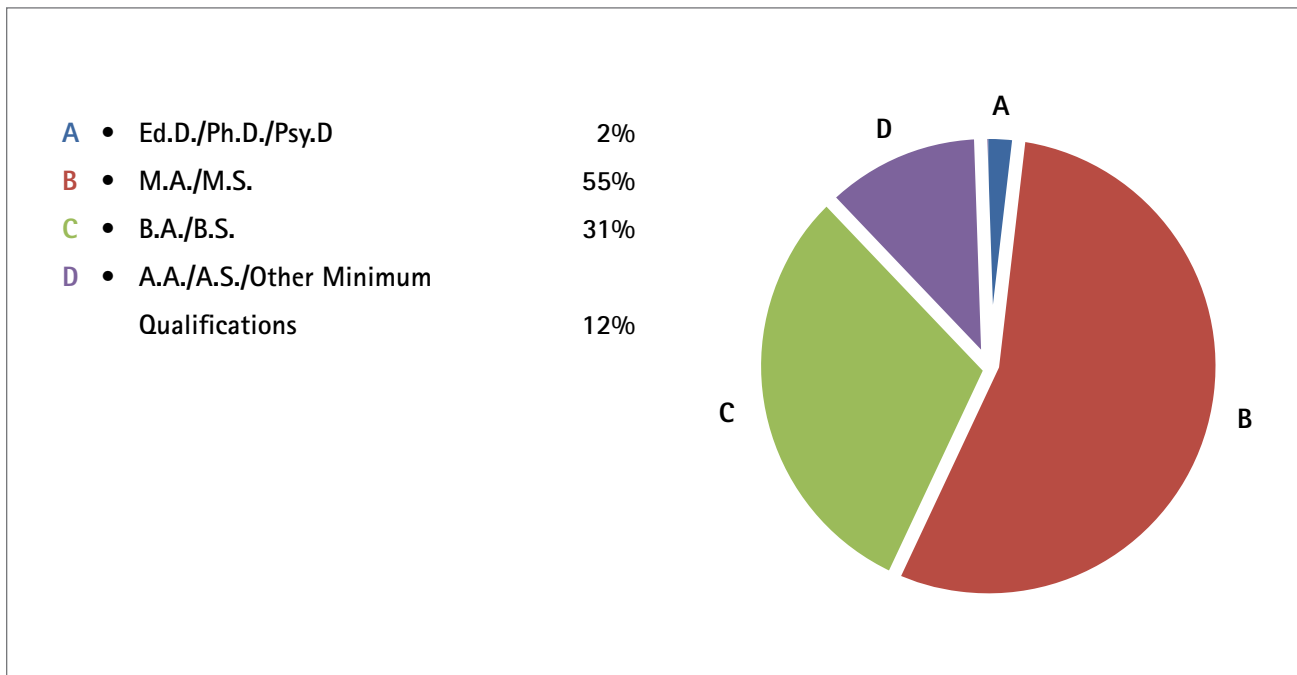
Data on highest educational attainment of Division faculty and counselors reflects that Continuing Education is committed to hiring highly qualified faculty who contribute to the Division vision (2% doctorate, 55% masters, 31% bachelors, and 12% with an associate degree or other minimum qualification).

Employee Professional Development

Professional Development for 2010–11 by Program and Type

Professional Development by Classification
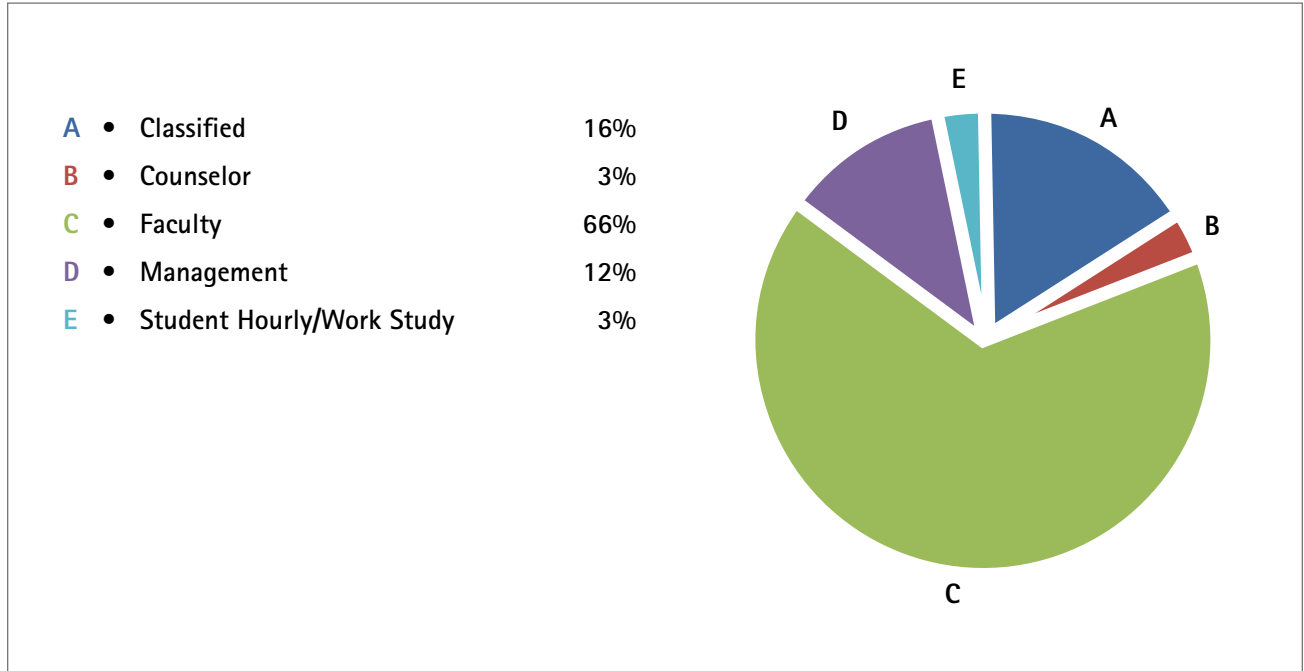
A • Classified	16%	
B • Counselor	3%	
C • Faculty	66%	
D • Management	12%	
E • Student Hourly/Work Study	3%	

Professional Development by Type of Activity

A • Pedagogy		45%
B • Program Improvement		23%
C • SLG/SLO		9%
D • Tools/Skills		22%
E • Other		1%
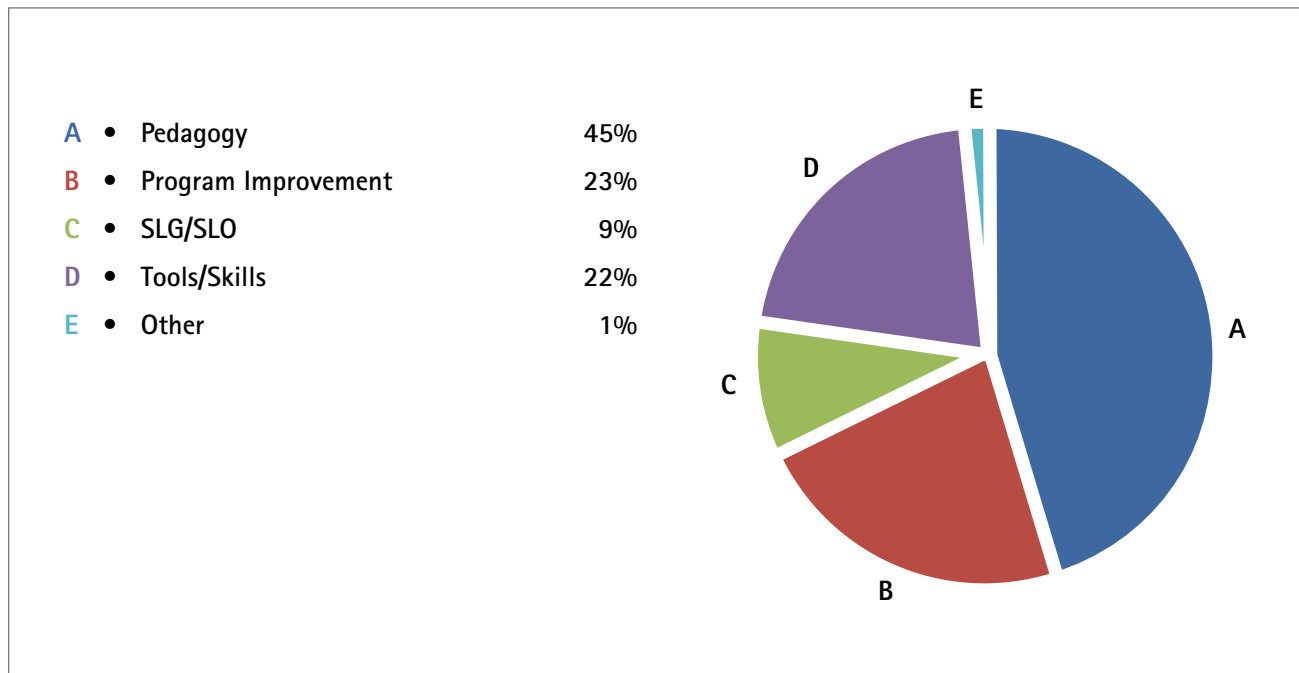
Despite ongoing funding challenges, data reveals that Continuing Education leadership continues to encourage employee participation in conferences, workshops, and training (64% participation in 2010-11). Professional development is readily available for faculty and management, with more limited opportunities for classified and hourly employees. There is a Division-wide focus on training related to pedagogy (45%), program improvement (23%) and implementation of SLOs/SLGs (9%).

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Surveys

Student Survey Results at a Glance

Note: For more detailed information, see the Student Survey in Appendix.

	% Agree	% Disagree	% Uncertain	% No Response
I like taking classes through Mt. SAC Continuing Education	93	3	5	0
Overall I am satisfied with my experience in Continuing Education	94	2	4	0
I would recommend Mt. SAC Continuing Education to others	95	2	3	0
I am satisfied with the topics and material covered in the courses I am taking	92	3	4	0
I know that noncredit Continuing Education has Student Learning Goals	82	5	12	0
I like the teaching and learning activities we do in my classes	90	4	5	0
I am comfortable in the physical classroom environment	92	4	4	0
There are opportunities for me to give input about my classes and program	87	4	9	1
Students and instructors in my program are respectful of diversity	96	2	3	1
I feel safe while attending classes	96	2	2	0
My instructors are available, helpful, and supportive	97	1	2	1
Administrative and office staff are professional, helpful, and considerate	83	5	13	1
I am aware of Continuing Education counseling and advising services	77	6	17	1
I am aware of how to access career counseling services	66	10	24	2
Counseling and advising services have helped me achieve my learning goals	63	7	29	2

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

	% Agree	% Disagree	% Uncertain	% No Response
Counselors and academic advisors are available, helpful, and supportive	71	3	26	2
I am satisfied with the types of counseling and advising services available	68	4	28	2
If I need extra help I know where in noncredit I can go to get it	66	11	23	2
I use Mt. SAC tutoring services	38	28	34	2
Mt. SAC tutors are friendly, supportive, and accessible	55	4	42	2
I use the Mt. SAC Schedule of Classes to help me plan my classes	64	12	24	2
I have read the Mt. SAC Catalog	62	17	21	2
The Mt. SAC Catalog is useful, clear, and easy to read	63	7	30	2
I have looked at the noncredit student information on the Mt. SAC website	43	27	30	3
I use the Mt. SAC website to access learning tools and materials	49	25	27	3
I receive information about the success of students enrolled in Continuing Education	50	23	27	3
I borrow books in my program	47	24	29	3
I have used the Mt. SAC Library (Bldg. 6) during this school year	43	30	27	3
Computers are available to me in the classroom or at a nearby lab when I need them	73	7	20	3
I use noncredit computer labs as part of my class or on my own	57	17	27	1
I am satisfied with the amount of technology I am learning in my program	75	6	20	3
I attended an orientation for my program	64	13	22	3
After attending an orientation I felt informed about my program	63	8	30	4
I am informed about noncredit registration policies and procedures	67	12	21	3
I am informed about how to file a complaint/grievance	48	23	28	4

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

	% Agree	% Disagree	% Uncertain	% No Response
I am informed about how to gain access to my student records	53	20	27	4
I am aware of how my records are stored, kept confidential, and released	53	19	29	4
I am informed about how to register for Mt. SAC credit courses	70	12	18	3
I am aware that there is financial aid available for Mt. SAC Credit classes	63	12	25	5

Employee Survey Results at a Glance *(194 of 249 employees responded)*

	% Agree	% Disagree	% Uncertain	% No Response
Over the last two years communication has been improved	76	6	17	2
Over the past two years I was satisfied with the amount of communication about . . .				
• Major College issues	80	3	17	3
• Major Continuing Education issues	75	9	16	3
• Department/program policies and procedures	78	6	15	3
• Budget decisions affecting my work area	67	12	21	3
I have the opportunity to give input about issues affecting my work	76	10	14	3
I clearly understand the mission and values embraced by Mt. SAC/Continuing Education	94	2	5	3
Mt. SAC's/Continuing Education's mission is central to all planning activities	85	3	13	3
Over the past year, I was comfortable with my level of involvement in decisions that impacted . . .				
• My work area	75	9	16	4
• Continuing Education	60	10	30	4
During the 2010–11 I have participated in on-campus or off-campus PD activities	64	36	–	4

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

	% Agree	% Disagree	% Uncertain	% No Response
At the PD activities I participated in, I was a(n) . . .				
• Attendee	96	–	–	40
• Presenter	22	–	–	86
• Volunteer	15	–	–	91
I have applied the skills I have learned through PD to improve my work activities or my work with students	95	3	3	39
I am aware of where to refer students for counseling or advising services	92	1	7	5
I can describe how my work contributes to student success at Mt. SAC	98	0	2	5
I receive enough information about the success of students in my program	71	12	17	5
I receive enough information about the success of students across the Division	42	24	34	5

	Very Involved	Somewhat Involved	Not Involved At All	No Response
How involved are you in . . .				
• Planning in your work area	52	34	14	4
• Evaluation in your work area	46	37	17	4

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Summary

Mt. SAC Continuing Education serves students in a large geographic area located in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. With a rich 41 year tradition, Continuing Education has grown into the 5th largest noncredit program in the state of California, serving 43,599 students in 2010-11. The Mt. SAC community is extremely diverse, with 58% of homes speaking a language other than English. Programs in the Division serve students across the lifespan including adult learners, minors, and senior citizens.

In assessing the community and student demographics, several themes emerged:

- Continuing Education programs serve very diverse and different student groups:
  - > ESL's largest segment of students (39%) is between the ages of 30 and 45 with roughly half of the students identified as Asian (50%) or Hispanic/Latino (42%)
  - > The average GED student is a 20 year old Hispanic/Latino (66%) who did not complete high school.
  - > Adult Diploma students are primarily 18-22 year old (76%), Hispanic/Latino (65%), males (58%).
  - > The average Adult Basic Education student is a female (60%),Hispanic/Latina (54%) seeking employment skills.
  - > The greatest majority of Older Adult students are over the age of 65 (65%) and reflect all major ethnic groups in the community.

- Budget legislation has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education scheduling has reflected this with the elimination of some programs as well as a reduction in course schedules across all programs. As a result, enrollment for most programs has decreased slightly over the past three years.

- Continuing Education students across all programs are achieving at high levels with 89% of students earning grades of Pass or Satisfactory Progress, and a higher than statewide average in CASAS benchmark gains.

- Student demand for support and learning services has increased, as demonstrated by a greater percentage of advising appointments held (ABE 33%, ESL 5%) and a jump in enrollment for noncredit labs (LLC 10%, WIN 7%, other noncredit labs 19%).

- A significant percentage of Continuing Education students in ABE, Adult Diploma, and VESL Career Paths are using concurrent enrollment as a bridge into higher education. Cohort matriculation data supports this pattern with a documented 40% matriculation rate to credit of students enrolled in career development and college preparation (CDCP) classes.

The data and information presented in this chapter represents only a portion of data collection that occurs annually as part of the planning process. In addition to using the College's data system (Banner), several Continuing Education programs use peripheral data collection systems. Information used in this chapter highlights data used frequently for decision-making. A comprehensive data set can be found in the Appendix.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Chapter II

Progress Report

Chapter II: Progress Report

Significant Developments

Over the last two years Continuing Education has become more fully integrated into the College community through committee representation and collaborative projects. This visibility has notably increased the positive perception of Division instructional programs. Greater statewide emphasis on basic skills students by legislation, the community college system, and Mt. SAC has also contributed to this change. The ongoing development of certificates and sequential basic skills courses has strengthened Continuing Education programs. In Winter 2010 Continuing Education completed an extensive review and revision of basic skills course sequencing in order to comply with the Chancellors Office CB 21 Project. As a result of this project the State of California is now able to use course sequences to improve reporting for the legislated accountability reports [ARCC Assembly Bill (AB) 1417 and the ARCC supplemental Senate Bill (SB) 361] as well as to provide useful data regarding student placement, progress and success in basic skills. Additionally, state-level reinterpretation of Title 5 has led to the elimination of noncredit PE, a redesign of the Adult High School Diploma (AD) requirements, and rewriting of Older Adult Program (OAP) curriculum. The Adult Basic Education (ABE) program submitted and was recently granted a-g status for high school courses by the UC/CSU Regents Office of Articulation. This designation indicates that courses satisfy the level of rigor and relevance required to prepare students for college-level coursework.

The national and global recession has created a climate of continual budget flux and demanded flexibility in the use of resources. A 63% cut in the Noncredit Matriculation budget had a significant impact on student support service availability. General Fund budget reductions led to the termination of the Parent Education program and the stand-alone Developmentally Disabled program, a suspension of the Health Care Interpreting program, the elimination of frozen positions, and a reduction of hourly workers. Additionally, budget cuts resulted in a significant reduction in course offerings across the College and an accumulated noncredit reduction of 27% from 2007-08 to 2010-11. These cuts directly contrast with a rise in demand for academic services due to increased unemployment in the community. On a positive budget note, the decrease of claims by other adult education programs has caused Continuing Education to receive an increase of funding from the Federal Workforce Investment Act (WIA) Title II Grant. These funds have been used to support instructional quality and improvement per grant parameters.

Procedures for Action Plan Implementation and Monitoring

Action Plan implementation has become a part of the culture of Continuing Education. The Leadership Team meets weekly to monitor progress on projects and tasks directly supporting Action Plan goals. Weekly and monthly department/program meetings carry this momentum through to ensure that progress is not stagnant. The program review process called Planning for Institutional Effectiveness (PIE) requires the use of data for decision-making and allows for an ongoing and systematic cycle of integrated planning, resource allocation, and evaluation driven by the Action Plan Goals with clear links between the Division and program levels. Programs create specific Strategic Actions (SAs), Administrative Unit Objectives (AUOs), and Student Learning Objectives (SLOs) aligned with Division Action Plan items. At the end of the PIE evaluation cycle, use of results are shared at the program and Division levels to determine overall progress made on Action Plan

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

goals. An annual Continuing Education Leadership Retreat focuses on review of results along with consideration of external and internal factors to assess Action Plan progress and revise the plan as needed.

In Summer 2010 the Continuing Education Advisory Group was created to support the ongoing Division planning process. This group is comprised of faculty and staff from all Division programs. It reviews, evaluates, and advises the Division in the annual PIE process while providing input to long-term implementation of WASC-ACS accreditation.

Progress on Action Plan Sections

The Critical Areas for Follow-up recommended by the Initial Visit Team came directly from each of Continuing Education's Action Plan sections.

Critical Area 1 (Action Plan Goal 1)

"Implement a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes."

Shortly after initial implementation of action items within this Goal, the Continuing Education Leadership Team determined that this critical area was too broad and needed to be divided into two separate goals: Data and Student Services. By focusing on each area separately the Division has been able to utilize resources more effectively.

In the Summer of 2009 the College implemented Banner, an administrative suite of student, financial aid, finance, and human resources. It works seamlessly with portal, content management, performance reporting, and other solutions. Banner fuses administrative and academic functions that make it possible to manage data while giving students, staff and faculty 24x7, online access to the information they need. Prospective credit students can apply for admission. Ongoing students can search and register for classes by term or date. The Information Technology (IT) Department is currently programming a similar system of functions for noncredit students and is

tentatively scheduled to go live with the noncredit student access in spring 2012. Faculty can manage course information, rosters, and grading. This access has made it possible for faculty to transition to an online attendance and grading system for all noncredit classes. An online reporting system, Argos, creates an access point for management to review Division trends with registration, attendance and student progress. In the 2010-11 school year the Division worked closely with IT to create multiple specialized noncredit reports in Argos which have provided timely data access. As the Banner system is customized for the future, noncredit student transcripts will also be available. In the meantime, Continuing Education has improved its process for electronic tracking of noncredit certificates. Noncredit student progress indicators of pass/no pass/satisfactory progress are used to document student advancement through a sequence of courses leading to certificates of completion or competency. It is anticipated that future upgrades to the Banner system will enable the Division to evaluate, award, and track certificates automatically.

At the department level, programs have become more sophisticated in the use of data to access student learning and outcomes. ABE has developed and implemented a new user-friendly database to more effectively monitor student progress toward completion of high school credits, high school diplomas, ABE certificates, and use of student services. Through use of database information, ABE now has a systematic way to track and support low-performing AD and High School Referral (HSR) students, students who are placed on the Academic Progress Policy, and then provide timely interventions. English as a Second Language (ESL) and Language Learning Center (LLC) Registration Satisfaction Surveys are other ways in which data has been used to improve student processes. Collaboration on Basic Skills Initiative projects between the College Research and Institutional Effectiveness (RIE) department and various Continuing Education programs has also strengthened data collection and use of results for program improvement. Overall, the availability of data to track program efficiency has resulted in increased program viability across the Division.

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Student success in achievement of learning outcomes is a focal point of Continuing Education data collection. Using the College electronic Planning for Institutional Effectiveness (ePIE) tool, TracDat, Continuing Education teams track course level SLOs (i.e., what students will be able to think, know, do, or feel because of a given educational experience), AUOs (i.e., what students experience, receive or understand as a result of a given service), and SAs (i.e., the steps that an Academic Program or Administrative Unit may take in order to achieve their goals.). This framework requires program level teams to evaluate the internal and external conditions impacting their area, to gather and evaluate all pertinent data, and to use this information to create program level goals. SLOs, AUOs, and SAs have defined criteria for success and a means of assessment which is evaluated by a team to determine next steps. Use of results are analyzed for continued quality improvement. Connections in TracDat between course level SLOs and Student Learning Goals (SLGs) have added an additional dimension of program and Division level analysis.

Tracking and assessment of student support services has also been made more accessible through the implementation of the Scheduling and Reporting System (SARS) in ABE and the use of a counseling database in ESL. On a term-by-term basis, data is now collected to determine the student service support topics most important to Continuing Education students. ESL has revised its Student Data Entry process to include questions related to student history, needs, and goals in order to collect more meaningful information regarding the changing student population it serves. The ESL Leadership Team reviews data tabulated on a weekly basis for new students in terms of gender, language, and level placement in order to plan the appropriate schedule for subsequent terms. Additionally, the ESL team has begun to analyze the passing rates of students by level at the end of each term to discern any longitudinal patterns of enrollment, persistence, and success within the sequence of courses. Lastly, the ESL Outcomes Team has taken an active role in sharing data and allowing ESL faculty the venue to dialog and improve the use of progress indicators (P/NP/SP) in order to enhance inter-rater reliability of oral and

written assessments based on department rubrics. ABE counselors and leadership team continually tracks time to completion and completion rates and trends for specific courses or programs so that adjustments may be made on a semester or yearly basis. In ABE, counselors and educational advisors are able to track a student's orientation, matriculation, and appointment history through SARS, thus providing a comprehensive view of the student's enrollment/assessment/course status. This has improved communication amongst faculty and staff while assisting students by ensuring they have had contact with all relevant parties needed to meet their educational needs.

Although cuts to Noncredit Matriculation funding have been severe and resources have been diminished, a focus on student services has continued across the Division. ABE has improved their Intervention Strategy Team (IST) Meetings by focusing not only on identifying and intervening in new student cases, but also by improving tracking and reporting on students who have a history of academic difficulties. These meetings consist of counselors, AD instructors, an ABE Lab instructor, a Supervisor, and the Assistant Director. Instructors create a list of students in need of short term intervention to make progress. As a group the student "case" is presented. Short term improvement strategies are identified for each student to give students a momentum to move forward. The team considers student support options (tutoring, counseling, career services, goal setting). A student improvement goal is set and 2 team members are assigned to work with the student on plan implementation. Two weeks later, team members present on student progress and determined if the intervention goals have met or if there is a need for ongoing monitoring. Additionally, the Adult Diploma Academic Progress Policy has been approved by College governing and is designed to improve completion outcomes by providing immediate intervention and increased structure to at-risk students.

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Action Plan Goal 2 (Critical Area 2)

"Infuse Student Learning Goals into all Continuing Education curricula and assess the effectiveness of SLGs through student learning outcome data."

Implementation of SLGs into the Continuing Education curricula began immediately upon completion of the WASC Initial application. Faculty has established at least two SLOs for all Division courses; through TracDat, each of these SLOs has been tied to a focus SLG. As each SLO goes through its three-year assessment cycle, data on SLG attainment is collected, analyzed, and used for decision making.

Certificate and course SLO data collected in noncredit vocational programs are evaluated semi-annually during program meetings that include faculty, managers, and staff. Results are included in the "Use of Data" section of the SLOs in ePIE and may result in the creation of new or amended SLOs. In noncredit vocational programs that are dually-scheduled with credit program courses, the Dean of Continuing Education serves as a liaison to credit review processes, which are carried out by faculty in monthly department meetings. Use of results is recorded in the appropriate section of ePIE as described earlier.

The SLG connections have been strengthened though professional development SLO training and SLG retreats in which faculty have been provided examples of lesson plans which incorporate SLGs. In these retreats faculty are asked to examine not only the curriculum, but also their instructional practice to ascertain the degree to which each SLG is present in their classroom. For example, during the initial creation of SLOs for Adult Basic Education, faculty referenced SLGs and aligned them with SLOs. In April 2010, faculty participated in an SLG workshop that included peer-led presentations of each SLG and roundtable discussions on how SLGs are represented in their classrooms, curricula, and assessments. Based on this, instructors were able to identify connections between their practice and the SLGs, refine their instruction to better support both the SLGs and existing SLOs, and determine how future SLOs can better measure and integrate SLGs.

The ESL program has actively integrated SLGs through multiple levels including faculty training, classroom portfolios, and student newsletters. In terms of faculty training, the ESL Department held an all-day SLG Retreat in August, 2010, to promote the integration of the SLGs throughout the curriculum and instruction. Faculty presenters developed a slide presentation and follow-up activities for each of the goals: effective communicators, critical thinkers, lifelong learners, and self-directed individuals. Participants brought lesson plans and syllabi to use as a basis for collaborative development of innovative activities and long-term strategies for understanding and infusing the SLGs into their daily teaching and learning activities. Feedback indicated that faculty valued the opportunity to work with colleagues and requested the day-long SLG retreat become an annual event. In February, 2011, a follow-up Flex Day event focused on the theme of "Lifelong Learning for Academic and Career Progress." The ESL instructors developed a measurable SLO for Spring term in which new students to the program were assessed as to the degree to which they applied lifelong learning habits in their daily life. Of the 238 pre-/post writing samples evaluated, outcomes indicated a 19% increase the "where and when" criteria that measured students' use of English and application of learning strategies within the real-world settings.

The second level of SLG integration involved the development of student portfolios for the Vocational ESL (VESL) Career Paths program. VESL is designed to bridge noncredit ESL students to credit programs and postsecondary degree pathways, implemented a portfolio system of assessment that reflected the SLGs in the end-of-term assessment outcomes of the VESL learners. The portfolios allow students to take an active and reflective role in their course progress as they review with their instructors their personal strengths and areas for improvement relative to their assignments, projects, presentations, and other learning outcomes. A VESL student focus group held at the end of the pilot year highlighted the value of these portfolios for the learners; participants stated they would use them for vocational and academic advancement as well as for personal growth.

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The third level of SLG integration has occurred through the topical themes of the ESL student newsletter, *Good News.* Published quarterly, the ESL newsletter includes articles from the ESL director, counseling team, faculty, and students. Beginning in spring 2009, each publication of Good News has infused SLG themes into one or more of the sections of newsletter as an active commitment toward imbedding SLGs into the culture of the ESL community.

As progress was made in identifying, assessing, and using assessment results for SLOs, the Division recognized that Action Plan Critical Area 2 was too narrowly defined to represent a broad focus on instructional improvement. As a result, the Division modified this Action Plan Goal to be: "Improve student learning through continual improvement of curriculum and delivery, and through development and assessment of Student Learning Goals and Student Learning Outcomes."

One element of this goal is the cyclical review of Division course outlines of record, a process culminating in the submission of major modifications for approval through the College and the Chancellor's Office. In 2009-10 the Division completed an audit of the review status of all its courses; courses and certificates needing modification were submitted for approval. For example, Older Adult healthy aging classes were modified to incorporate curriculum content on nutrition and disease prevention. Also in response to the Division course audit and assessment of program needs, 13 new courses and 7 new certificates were created and submitted for approval by the Chancellors Office. These include certificates related to GED test preparation, ESL, Basic Career Readiness Skills, and Interior Design.

Critical Area 3 (Action Plan Goal 3)

"Increase effectiveness and consistency of communication among stakeholders."

Continuing Education's focus on communication has been broad. Division program improvement has included an increased consistency in the practice of involving all levels of faculty, staff, and students in program

assessment and planning. Management now begins the PIE process earlier and solicits ongoing feedback from faculty and staff regarding the development and implementation of program level goals. Additionally, student focus groups have provided valuable program assessment input which has been included in the development of program goals. The Division has also made a concerted effort to communicate the connection between PIE goals and financial resources so that fiscal operations are transparent.

The use of communication tools such as the online My.MtSAC.edu Portal has created a new access point for communication with noncredit faculty and most staff. Additionally, faculty use of email has increased over the past year, with 95% of faculty who completed the employee survey indicating that they use email as a communication tool to receive or share information. The use of email has resulted in more consistent communication with adjunct faculty. The systematic distribution of program newsletters in ABE, ESL and OAP has also had a positive impact on effective communication with faculty and staff. As part of a College initiative to focus on improving effective communication and dialogue with classified employees, Continuing Education has included classified staff in monthly Program Team meetings and on the Division Advisory Group. Overall, 83% of Classified Staff and 78% of faculty who completed the 2011 Employee Survey affirmed that over the last two years communication in Continuing Education has been improved.

To ensure more systematic implementation of Continuing Education policies and procedures, Division and program staff handbooks have been reviewed and are now revised and distributed on an annual basis. Additionally, new and updated student guides and handbooks (ABE, ESL, HSR) include accurate College and Division policies. ESL has increased student access to information through the translation of program policies, the student discipline policy, and student rights into key languages used by department students.

Across the Division, communication to students and the community through the Mt. SAC website has been

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enhanced. All program information on the website has been carefully reviewed and redesigned, and is now updated on an ongoing basis, with direct access by staff members to ensure accuracy. Community Education (fee-based) course outreach has been successfully achieved through changes to the online venue as well as through direct mailers. The implementation of Banner 8 in the 2010-11 academic year has allowed for the creation of a noncredit student portal which when fully implemented in spring 2012 will allow students to complete online registration, receive important program announcements electronically, and provide student feedback in electronic discussions and surveys. A pilot project is currently underway.

There has been an increased focus on collaboration within noncredit health programs, such as the In-Home Support Services training, with the noncredit Certified Nursing Assistant (CNA) program. Through on campus student workshops and class visitations, this partnership has resulted in increased transition of students into more advanced health occupations programs.

As the Leadership Team created a plan for increasing the effectiveness of communication, it realized that further development of its community partnerships was a key to continued program improvement. This decision resulted in the creation of an additional Action Plan area specifically focused on the development of partnerships both within the College and with outside institutions.

Continuing Education representatives have participated on the LA Works Advisory Committee and the Pomona Unified School District Tech Ed Advisory Board. Additionally, the Division continues to partner with other school districts within the Mt. SAC area to provide options for high school referral students. Increased contact between ABE and local high school counselors has resulted in resulted in a higher High School Referral credit completion due to the improved communication amongst the students' support system. Furthermore, increased communication with Summer High School faculty has led to 100% participation in the assessment

of course SLOs and a more focused effort in improving the quality of the final exams.

In 2009, the OAP became a participating partner in grant-funded beta-testing of brain fitness software developed by PositScience. Collaborators included a statewide older adult advocacy group, Community College of San Diego, UC San Diego, and PositScience. Mt. SAC older adult students participated in the beta-testing by using the software during class and by providing formal pre and post test feedback. Students in the Mt. SAC OAP also participated in a national study on Prediction of Falls and Instability in Vulnerable Community-Dwelling Elderly Individuals, again as learners and as providers of feedback.

Adult Basic Education has re-established partnerships with the Los Angeles Urban League, Pomona Center (LAUL), in order to determine employment training opportunities for dislocated and unemployed students. Furthermore, contact with both the LAUL and LA Works WorkSource Center, Irwindale has increased for the purposes of providing a point of entry, case management, basic skills remediation, and support services for dislocated workers referred to Mt. SAC via the federal American Recovery and Reconstruction Act (ARRA) and the Employment Development Department (EDD).

Contract Education also serves as an important resource to the Mt. SAC community. For example, Pomona Unified school district offers some of their employees' educational and professional advancement opportunities. They contract with Mt. SAC to provide specialized faculty and curriculum in the area of child development, at a time and place convenient to the client. In many instances, these classes are requirements for employees to maintain jobs within their district. Other contracts, such as one with the Metropolitan Water District, allow local companies access to Mt. SAC facilities for training of apprentices and journeymen. A facilitator is always on hand to coordinate the use of the facility and equipment. In summer 2011, Division staff renewed a long-standing relationship with the San Gabriel Economic Development Council, with particular focus on water-related initiatives throughout

the inland valley. Multiple representatives from education and industry have joined this effort, which is still in beginning stages.

On the state level Continuing Education has worked with the Association of Community and Continuing Education (ACCE) in a lead role on noncredit responses to policy issues including the Student Success Task Force (SB1143), Adult Education state planning (AB1315), and Title 5 changes regarding the noncredit curriculum approval process. The Dean of Continuing Education and the ESL Director both served on the Noncredit Accountability Task Force during the 2010-11 academic year to develop recommendation to the California Community College system for appropriate reporting on noncredit student success as reported officially to the California legislature via the Accountability Reporting for the Community Colleges (ARCC). Additionally, Continuing Education leaders have served in key leadership roles in statewide educational associations. The Older Adult Program Supervisor is the current president of the California Community Colleges Educators of Older Adults (CCCEOA). The Dean of Continuing Education serves as the Vice President of Membership for ACCE and is also the ACCE liaison to the California Community Colleges Chief Instructional Officer (CIO) Executive Board.

Critical Area 4 (Action Plan Goal 4)

"Increase measurable post-program outcomes for college and career."

State funding cuts to Noncredit Matriculation funding has limited the resources available for matriculation services in Continuing Education. In response, Division faculty and managers sought support from Basic Skills Initiative (BSI) funds provided to the College. Because of the College's positive response, BSI funding allowed matriculation services to remain for two years and provided critical tutorial support for noncredit students. Unfortunately, beginning in the 2011-12 academic year, BSI funding was reduced by 30-50% , resulting in some cuts to student support services such as the reduction of counseling and tutoring in ABE and ESL.

In ABE the SARS system has been implemented to streamline the matriculation process. When a student calls for college or career information a student account is created (or accessed) in SARS. SARS maintains schedules for all Counselors and Educational Advisors and is able to check availability of personnel. Once the needs of the student are determined, an appointment with the appropriate support staff is scheduled. In preparation for the appointment a counselor or educational advisor is able to check the topic intended for discussion, the student appointment history, and orientation history if available. SARS makes reminder calls for orientations and appointments to assist with student follow-through. Notes Pad in system allows the counselor to keep electronic notes available on student. All counselors in department have access to Notes Pad to ensure continuity of services. Finally, statistical reports by counselor, and reason for for appointment are available for analysis each month. Student accounts in SARS are utilized by counselors and advisors across the College, so historical student services data provides important information that can assist in the matriculation of students into credit.

Database tracking in ABE and ESL has confirmed that over 3800 advising appointments were held in the 2010-11 school year, with the majority of these appointments focused on academic advising needs (42% in ABE, 47% in ESL). In ABE data collected from the Class of 2011 post-program interviews have indicated that 74% of Adult Diploma Graduates and 71% of students who have earned a GED are attending or plan to attend college. CASAS Follow-up Core Performance Surveys (tied to WIA Title II grant funds) also provide ABE and ESL with some feedback regarding the students' rationale for exiting the programs and include reasons such as job attainment, job advancement, or transitioning into an academic or a vocational training program. Unfortunately, the transient nature of the students makes it difficult to collect large student samples sizes, resulting in the inability to draw broad conclusions from data analysis. The most accurate indicator of Continuing Education's progress with measurement of post-program outcomes has been gathering data about

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the success of noncredit student matriculation into credit at Mt. SAC within a three year period. Data indicate that 40% of noncredit students who were enrolled in Career Development College Preparation (CDCP) classes in the 2007-08 academic year matriculated to credit at Mt. SAC by the Spring of 2011.

With the implementation of Banner in July 2009, the Division began tracking noncredit student success in courses through the collection of progress indicators (Pass, No Pass) into the College system. The Division Dean and ESL Director serve on a statewide noncredit task force to integrate noncredit student progress measures (courses and certificates) into the California Community College Chancellor's Office MIS data system. In Fall 2010, in cooperation with this statewide initiative, the Division added a new grade of "Satisfactory Progress" to reflect appropriate improvement among students enrolled in courses. A Division-wide re-emphasis on collecting student Social Security Numbers as an MIS element will help the Chancellor's Office in the ongoing tracking of student matriculation to four-year colleges as well as student increase in income as a result of their education.

Noncredit student access to the College portal, anticipated in spring 2012, will enable students to track their noncredit unofficial transcripts, including course progress toward completion of certificates. It will also facilitate student use of other College online resources and increase their access to important college announcements that will assist transition to credit programs. During the fall 2010 term, the College built access and piloted the account claim process to the school portal for noncredit students. All the students who participated in the noncredit account claim pilot can now track their noncredit unofficial transcripts, including course progress toward completion of certificates. This access facilitates student use of other College online resources and increases their access to important College announcements that will assist transition to credit programs. Continuing noncredit students who didn't participate on the pilot phase will be given directions

to claim their accounts in spring 2012. At that time the system will be open for new noncredit students to fill out their application on-line and claim their portal account at the same time.

Ongoing implementation of measures and tools to support post-program outcomes continues to be a focus in Continuing Education in spite of severe cuts in course offerings. Although raw student numbers have declined over the past several years, the Division continues to use data sources to monitor student outcome progress.

Chapter III

Findings Based on the Ten Standards

Chapter III: Findings Based on the Ten Standards

Standard I: Institutional Mission, Purpose, and Objectives

The institution is designed for adult students, to demonstrate strong commitment to a mission that emphasizes achievement of student learning in vocational and avocational endeavors, and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Criterion 1
The institution has a statement of mission that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning.

- In what ways does the mission statement reflect the institution's commitment to achieving student learning?

Continuing Education's educational purpose, intended student population, and commitment to student learning are outlined in the Mt. SAC Mission, Continuing Education Vision, and Student Learning Goals. The Mt. SAC mission statement was revised in April 2008.

> "The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence."

The mission clearly defines the institutional commitment to assist students in attaining their learning goals, while providing a supportive learning environment. This mission statement is further defined by the Continuing Education Vision.

> "Continuing Education will provide outstanding educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased literacy skills and access to higher education and employment."

The diversity of students served in Continuing Education is a reflection of the Mt. SAC 189 square mile district. Continuing Education programs are designed to serve this community's most educationally and financially disadvantaged students. Because student educational needs are so diverse, Continuing Education's Vision statement focuses on providing quality programs that will help students achieve their goals according to their personal objectives. Programs include Adult Basic Education (ABE), Adult High School Diploma (AD), High School Referral (HSR), English as a Second Language (ESL), Vocational English as a Second Language (VESL), Noncredit Labs such as the Language Learning Center (LLC) and WIN, Noncredit Short-term Vocational (STV) programs such as Health Careers, and an Older Adult Program (OAP). These programs are frequently offered with flexible scheduling, morning, evening, and weekend courses to accommodate working adults and adults whose opportunities for educational participation are transient due to economic realities. In keeping with its Vision, Continuing Education is able to quickly respond to changes in the economy, and provides open access to all adults who can benefit from enrollment in noncredit programs.

Continuing Education has further defined its commitment to student learning through the creation of global Student Learning Goals (SLGs) which move beyond a vision to establish specific skills critical for student success both within and beyond an educational setting.

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We will prepare students to be:

Effective Communicators who:
- Acquire reading and listening skills
- Speak and write to be understood
- Work productively as part of a team
- Use technology to express ideas

Critical Thinkers who:
- Gather, organize, and analyze information from a variety of sources
- Form and express a logical opinion or conclusion
- Demonstrate problem-solving skills
- Apply knowledge to personal, professional, or academic situations

Lifelong Learners who:
- Take responsibility for setting and implementing educational plans
- Recognize and apply learning strengths
- Participate productively in the community

SLGs are Division-wide student learning outcomes that define what students should know, understand and be able to do as they pursue their individual educational goals. Assessment of the SLGs at the course level helps instructors evaluate student learning. Faculty use of assessment results stimulates discussion and directs activities that can improve instructional delivery and support systems.

Continuing Education employees understand that a commitment to student learning must be part of the culture of the institution. It is a responsibility shared by all faculty and staff. In the recent Continuing Education 2011 Employee survey, 98% of those surveyed agreed that with the statement: "I can describe how my work contributes to student success at Mt. SAC." This commitment to student achievement is what has made Continuing Education one of the strongest noncredit programs in the state of California. (See *Continuing Education 2011 Employee Survey Results by Job Classification*).

Criterion 2
The institution establishes student learning programs and services aligned with its purposes, its mission, and its student population.

- What discussions are held among key stakeholders regarding the relevance of the mission statement to student learning?
- What statements about student learning are included in the mission statement?
- How do these statements make explicit the purposes of the institution?

Noncredit education is a major mission and responsibility of the California Community Colleges (CCC). It represents two of the State's priority focuses for community colleges: career development and basic skills improvement. Continuing Education is a gateway that provides open access programs for students from diverse backgrounds. The Division is often the first point of entry into Mt. SAC for first-generation, economically disadvantaged, and low-skilled adult learners. Each year the Continuing Education Profile Team, in collaboration with the Research and Institutional Effectiveness (RIE) and Information Technology (IT) Departments, compiles comprehensive Division-wide data. The data include student demographics as well as enrollment, program persistence, course completion, certificate completion, assessment results, post-program plans, and Student Learning Outcome (SLO) results. Data are used for self-reflective, collegial dialogue to analyze programs and services in relation to the student population served. Over the forty-year history of Continuing Education, programs and services have shifted in response to student educational needs. Continuing Education currently offers noncredit courses tuition free in seven of the ten noncredit areas defined under Title 5 regulations: Basic Skills, ESL, Immigrant Education, Vocational Programs, Older Adults, Health Education, and Developmentally Disabled. Additionally, Community Education fee-based courses, specifically designed to meet community needs, are available for students seeking health and fitness, personal

enrichment, or career development opportunities. (See *Title 5 Regulations*).

Over the last few years California has encountered its greatest fiscal crisis in decades. Following the stated guidelines of the CCC Chancellor's Office and Mt. San Antonio College leadership, Continuing Education responded to the difficult budgetary situation by establishing priorities for use of funding to best serve student learning needs. Using the mission, vision, and community reports as a guide, discussions among key stakeholders confirmed the rising need for focus on programs for adults who lack basic skills, English proficiency, job readiness skills, or a high school diploma. The reduction and elimination of Adult Education programs in our neighboring K-12 districts increased the demand for these services through Continuing Education. In order to maintain a level of excellence in the highest priority programs, budget cut-backs resulted in the elimination of noncredit Fitness and Parent Education programs in the 2010-11 school year. The Developmentally Disabled program has been significantly reduced and is offered only within the Older Adult program. Additionally, the Health Care Interpreting program was suspended and alternate means of program delivery are in consideration for the future. (See *Continuing Education Talking Points*).

The relevance of the Continuing Education Vision to the learning needs of students in the Mt. SAC district is evident. "Continuing Education will provide outstanding educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased literacy skills and access to higher education and employment." Students seeking increased literacy skills can enroll in ESL, LLC, or ABE courses. These classes offer self-improvement opportunities while also increasing student earning power. Students who complete certain sequences of courses in ESL or ABE may earn Chancellor-approved certificates of completion. Continuing Education also offers vocational certificates of completion in a variety of career, technical, and health occupational fields with high employment potential. Many of these certificates mirror those offered through Mt. SAC credit programs.

Based on feedback from advisory groups, certificates are favorably recognized by business and industry, and are used as a tool for professional advancement.

The difficult economy has made access to employment a driving focus for many students. This is especially the case with regards to displaced workers and unemployed students. The ABE program and Contract Training work with partners such as WorkSource Centers, the Department of Public Social Service, and the California Employment Development Department (EDD) to assist students pursuing education as a retraining opportunity. Career Counseling services and workshops further support students as they seek employment. The recent economic challenges have impacted older adult students and retirees as well. Continuing Education offers specific vocational programs for older adults that focus on computer skills and production of goods for retail sale in addition to vocational training in office computer applications. Other OAP courses provide students the opportunity to pursue long-standing educational goals, or improve and maintain health while aging. (See *Continuing Education Curriculum Outlines, LA Works meeting minutes*).

Student support services offered through Continuing Education play a critical role in facilitating student learning and academic progress. Student assessment results and orientations ensure that students are able to benefit from the programs offered and provide insight to understanding the incoming students. Counselors and advisors provide educational and academic guidance to help students achieve success in the classroom. The primary goal of counseling services is to provide information and support in areas of matriculation into credit, career advisement, and access to campus or community resources.

The Division's efforts to build and sustain a supportive culture of matriculation from noncredit to credit/postsecondary degree pathways are evident at Mt. SAC. Both English as a Second Language (ESL) and Adult Basic Education (ABE) programs offer matriculation support through career conferences, transition workshops, and counseling. ESL high-intermediate

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through advanced-level courses are articulated with American Language courses (the credit ESL courses offered through the Humanities Division) thus providing a direct route for students in Levels 4 through 6 to enroll in credit courses. Additionally, the ESL Department offers a special program, Vocational ESL (VESL) Career Paths, a two-term bridge program to facilitate transition of pre-collegiate ESL cohorts from noncredit to credit as well as for career advancement. As part of a transition effort, the Adult High School Diploma Program encourages students to concurrently enroll in noncredit high school courses and credit college courses. Reports created by the Research and Institutional Effectiveness (RIE) Department indicate that 40% of students enrolled in Continuing Education Career Development and College Preparation (CDCP) courses in 2007-08 matriculated to Mt. SAC credit courses by the Spring of 2011. (See *Continuing Education Profile 2010-11*).

One further example of Continuing Education providing programs and services aligned with its student population can be found in the results from the 2011 Student Survey, which indicate that 94% of responding students are satisfied with their experience in Continuing Education. (See *Continuing Education Student Survey Results 2011*).

Criterion 3
The mission statement is approved by the governing board and published.

• Who was involved in the development of the mission statement? How is the mission statement communicated to the institution's constituents?

The development of the current Continuing Education Vision and Student Learning Goals occurred as part of the Initial Application for WASC affiliation. Beginning in the Spring of 2008, teams of faculty, staff, students, and managers from all Division programs at that time collaborated to create these statements of purpose. The Mt. SAC Academic Senate affirmed the Continuing Education Vision and Student Learning Goals in October,

2008; this was followed by Board of Trustee approval in November 2008.

Using ideas generated by staff, the Leadership Team developed and put into action a Student Learning Goal Implementation plan. Initial critical strategies were identified including collaboration with the Marketing department to publish the Continuing Education Vision and SLGs in many public places. Vision and SLG signs are posted in meeting rooms and classrooms. The school purpose is included in all student orientation sessions and is embedded into instructor syllabi with alignment to course outcomes. The Employee Handbook also includes the Mission, Vision, and SLGs. In the public domain, the Vision and SLGs are visible on the Continuing Education website and on printed materials such as Student Handbooks and promotional materials. Continuing Education employees are invested in supporting students to achieve the school Vision. Ninety-four percent of Employees who completed the 2011 Employee survey affirmed that they clearly understand the mission and values embraced by the institution. (See *Board Action on Vision & SLGs; Academic Senate Action on SLGs; SLG Implementation Plan 2010; LLC Vision Displays; ESL New Student Orientation Handbook; Employee Handbook 2011-12; CNA Orientation Information; Continuing Education website; Continuing Education 2011 Employee Survey Results by Job Classification*).

Overall, 83% of students know that Continuing Education has Student Learning Goals. In programs which use direct instruction as a primary pedagogical method, students are more aware of SLGs (ABE-94%, ESL-85%, STV-95%, OAP- 94%). Teachers in these programs develop curricula that integrate SLGs into daily instruction and assessment. These strategies assist students in making connections between coursework and SLGs. Students enrolled in programs that use independent study as a primary instructional strategy are less familiar with SLGs (High School Referral-48%, LLC-68%, Adult Diploma-73%). (See *Continuing Education Student Survey Results 2011*).

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Criterion 4

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

- What circumstances prompt changes to the statement?
- What quantitative and qualitative data are used and analyzed in an ongoing and systematic cycle of evaluation of the institution's mission?

The strong tradition of academic excellence and planning for institutional effectiveness provides a supportive culture to maintain the relevance of the Continuing Education Vision and Student Learning Goals. Circumstances that have prompted revisions to the Continuing Education Vision statement in the past include changes in student demographics, leadership, the economic environment, and articulation regulations. The Continuing Education Advisory Group was created as a forum for formal communication among key Division constituents about issues such as these that impact the Division. The Advisory Group is composed of twenty-one representatives including faculty, classified staff, and managers from all Continuing Education programs. One of its functions is to periodically guide the review and revision of the Vision and SLGs. Continuing Education Advisory Group retreats provide an opportunity for evaluation and modification of the school purpose as needed. Each winter and summer the Advisory Group participates in a reflective discussion to determine if the mission, purpose and objectives truly reflect the institutional focus.

Quantitative SLG data is gathered through the annual PIE cycle. As part of the SLG implementation plan, all programs infused SLGs into the curriculum. Each course in the Division has established two SLOs as a means to determine what students know, think, feel or do as a result of a given learning experience in class. All course SLOs are on a 3-year cycle of assessment, with scheduled SLOs assessed each semester. In a few vocational programs, course SLOs are assessed and results logged for each cohort of students. SLO assessment results are reported in Tracdat software,

discussed, and used to guide instructional changes. Each course level SLO is tied to a focus SLG, providing insight into SLG attainment. The SLO-SLG data is quantified, disaggregated by program, and analyzed to inform program decisions. (See *Continuing Education Profile 2010-11*).

Continuing Education SLO-SLG connection data was available for the first time in the 2009-10 school year. At the summer 2010 retreat, Advisory Group members were asked to use this data to inform discussion about the relevancy of the school purpose. Specifically, Advisory members were asked if the College Mission, Continuing Education Vision, and Student Learning Goals focused on meeting the needs of the students served, reflected the beliefs and philosophy of the school, and communicated these in a clear and concise manner. The Advisory Group determined that the Vision statement could be strengthened by adding the descriptive word, "outstanding" to more fully define the high level of excellence sought by the Division. Additional discussion led to agreement that, while SLG statements reflected the Continuing Education programs and current trends in adult education, the Self-directed Individual SLG was not a focus of instruction. In fact, only two of the programs at that time, Noncredit Fitness and Developmentally Disabled, were actively teaching this SLG. With the elimination of these programs pending, relevant components of the Self-directed Individual SLG were incorporated into the Lifelong Learner SLG. This revision made the SLGs more concise. No changes have been made since that time. (See *Continuing Education Advisory Group Focus & List Continuing Education Advisory Summer Retreat 2010 Notes, Continuing Education Profile 2009-10*).

Criterion 5

The institution's mission is central to institutional planning and decision making.

- How effectively does the mission statement prompt planning and decision making?
- To what extent is the mission statement central to the choices the institution makes?

The College mission statement drives institutional planning through the Planning for Institutional Effectiveness (PIE) process. PIE guidelines emphasize that the mission statement drives all planning and moves on to reinforce its connection to College goals. Continuing Education Goals are linked to both Mt. SAC goals and Instruction Team goals, creating an alignment in all. To assist employees in understanding the planning connections, a visual schematic of PIE is included in the Faculty and Staff Handbook. (See *Employee Handbook 2011-12*).

The Continuing Education Vision is also tied to resource allocation through the PIE process, which uses Vision-driven Continuing Education goals to guide program goal setting, planning, and resource requests. Division and program goals provide a framework for the creation and assessment of student learning outcomes (SLOs) and Strategic Actions. PIE reports help the College and the Division assure alignment of all planning elements, from mission and goals to measurable outcomes and resource requests. The Budget Process connection to the mission statement is formalized through Board Policy 6200: "The General Fund Budget shall support the college's mission, Educational Master Plan, goals, and priorities." (See *Board Policies—BP 6200*).

It is through the Vision-driven process that Continuing Education demonstrates its commitment to student learning. At the program level, faculty and staff meetings revolve around discussions of student success. The Adult Basic Education Program Team noted that the Vision statement so clearly defines the culture of the program and is continually present in ongoing planning and decisions. In ESL, the Vision and SLGs guide professional development activities as well as course syllabi and classroom instruction. It also ties to allocation of resources such as the purchase of new equipment for classrooms. Other programs such as the LLC, make changes to orientation content in response to material changes in classrooms, based upon learning goals. The LLC annually gathers student survey data in order to self-evaluate and actively make improvement to materials and services. Overall, Continuing Education adapts to student needs that

are defined by the Vision and SLGs, and articulated in actions documented in ePIE. (See *ABE Leadership Team Agendas; ESL PIE documents*).

The 2011 Employee Survey revealed that nearly 85% of respondents believed the Mt. SAC's Mission /Continuing Education Vision is central to all planning activities. The results indicate a positive trend toward employees' understanding of this relationship and may be the result of the tremendous efforts to publicize and engage employees in the planning process. Continuing Education will continue to communicate the message that its work is driven by its Vision statement by using campus communications, planning documents, and dialogue on the subject at program meetings. (See *Continuing Education 2011 Employee Survey Results by Job Classification*).

Areas of Strength

- The PIE process is inclusive and facilitates collegial dialogue and self-reflection about the effectiveness by which the Division is striving toward reaching its Vision and facilitating student achievement of the Student Learning Goals.
- The Mt. SAC Mission, Continuing Education Vision, and Student Learning Goals are visible in classrooms, work areas, and student areas.
- Continuing Education faculty take a primary role in an ongoing, cyclical process of Student Learning Outcome assessment and use of results for course and program improvement.
- The PIE process is a rigorous, integrated approach to planning, assessment, and resource allocation that facilitates alignment of mission, vision, goals, outcomes, and resources at all levels of the College, including Continuing Education.

Key Issues

- Consider ways to more fully connect students with SLGs in programs that use independent study as the primary instructional mode.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

The institution recognizes and utilizes the contributions of leadership (managers, supervisors, faculty and staff leaders, student leaders etc.) throughout the organization for continuous improvement of the institution. The organizational structure and roles of governance are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Criterion 1

The institution recognizes that ethical and effective leadership throughout the organization enables it to identify institutional values, set and achieve goals, learn, and improve.

- What do the statements about institutional goals tell you about the institution's commitment to excellence?
- Are the institution's goals and values clearly articulated and understood by all?
- Can the institution's staff identify what those goals and values are?
- Can staff describe their own roles in helping the institution achieve its goals?
- What information about institutional performance is circulated and available to staff and students? Is the information kept current? Is it easily accessed; is it understandable? Is it regularly used in institutional discussions and decision-making sessions?
- Do the institution's processes for institutional evaluation and review and planning for improvements provide venues where the evaluations of the institution's performance are made available to all staff?

- Do institutional planning efforts provide opportunity for appropriate staff participation?
- How does the institution articulate the responsibilities of individuals to develop ideas for improvements in their areas of responsibility?
- How do individuals and groups at the institution use the governance process to enhance student learning?

Continuing Education recognizes that ethical and effective leadership is a critical element to foster continual improvement and, ultimately, to enhance student learning outcomes. Within the framework of the College's mission, the Division's vision, and Student Learning Goals (SLGs) Continuing Education promotes academic excellence, responsibility, collaboration, community participation, and diversity. The Division's Leadership recognizes that communication is essential to achieve its stated purposes, and has specifically identified a goal to "increase the effectiveness and consistency of communication among stakeholders"; thus, effective communication is an important vehicle by which Continuing Education is able to learn, to grow, and to improve. Along with the other eight Division goals, Continuing Education creates clear expectations for setting and achieving goals across the programs. (See *Continuing Education Goals 2011-12*).

The Division mission and goals are communicated internally and externally through visual media, classroom syllabi, the employee handbook, and printed materials. Goals are used as a guide for program planning throughout the year and are referred to in program leadership meetings, faculty meeting discussions, and in letters from the Dean. While staff may not be able to recite the Division vision and goals verbatim, the 2011 Employee Survey revealed that 94% of employees who responded, "clearly

understand the mission and values embraced by Mt. SAC/Continuing Education." Additionally, nearly 85% of respondents believed the Mt. SAC's Mission / Continuing Education Vision is central to all planning activities. Finally, 98% of those who completed the survey can describe how their daily activities contribute to student success. Clearly, a focus on institutional goals and values is part of the culture in Continuing Education. (See *Continuing Education 2011 Employee Survey Results*).

All Continuing Education goals are clear, well defined, and measurable. Goal related data are collected through a variety of sources including program databases in English as a Second Language (ESL) and Adult Basic Education (ABE), the schoolwide database system Banner, and TracDat outcomes software. Although these data structures are not available to all staff, Division performance data is collected annually and published to the community through the Continuing Education Division Institutional, Community, and Student Profile. The Profile includes tables and charts which provide a picture of student success on a Division level and through disaggregation by program. Highlights from the Profile are included in a one page document titled Continuing Education Fast Facts. Both the Profile and Fast Facts are available to the public on the Division website. Additionally, information about institutional performance is available to staff and students via e-newsletters, MyPortal, and classroom postings. Profile data are used internally at meetings to facilitate discussion on program strengths and areas for growth. For example, in ABE faculty and staff participate in program meetings where data from the Profile are examined and discussed to prompt ideas for improvement in classroom activities and program services. (See *Continuing Education Profile 2010-11; ABE Faculty minutes*).

Evaluation, review, and planning for program improvement are all part of the robust Planning for Institutional Effectiveness (PIE) process described in detail in Standard 3. Since all the programs are comprised of mostly adjunct faculty, the Division provides some funding for faculty inclusion in the

PIE process, either as incentives such as stipends or hourly pay. Some programs are able to make use of grant funding to encourage faculty participation in the curriculum revision process leading to program improvement. Even with a high proportion of part-time staff, 76.2% of the Division employees (faculty, staff, management) responding to the Mt. SAC Continuing Education Employee Survey agree that they "were comfortable with the involvement in decisions that impacted their work area". This positive response from employees reflects that there is room for continued growth in assisting staff in understanding more clearly how they fit into the institutional planning process.

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

Criterion 2
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in the decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

- What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?

As part of Mt. SAC, Continuing Education adheres to the written College policy which defines the roles of faculty, staff, administrator, and student participation in decision-making processes. Mt. SAC's Board Policy 3255 states, "appropriate constituencies of the college shall participate in planning for the future and in developing policies, regulations, and recommendations under which the college is governed and administered". Governance at Mt. SAC is a joint responsibility through the collaboration of administration, faculty, staff, and students on councils and committees. The clearly defined roles, mechanisms, and organizations within the institutional governance process ensures that all members of the College community, including representatives from Continuing Education, have the opportunity to participate in policy making, in planning, and in budget decisions that relate to their areas of responsibility and expertise. The Mt. SAC website provides information to the community regarding the various governance, academic, operational, and task force committees. This information includes membership, goals of each working team, and reporting structures. (See *Board Policies—BP 3255; Board of Trustees website; President's Advisory Council website; Academic Senate website; Faculty Association website*).

Assigned by the Dean of Continuing Education, noncredit representatives serve on various College councils, committees, and task force teams. Representatives include faculty as well as classified and management staff. Noncredit members of these councils, committees and teams share and discuss relevant issues and items during program meetings and, in turn, relay information back to the governing groups. Currently, active Division membership includes:

Academic Senate Committees & Councils:
- Academic Senate Executive Board
- Basic Skills Coordinating Committee

- Curriculum and Instruction Council
  - > Educational Design Committee
  - > Student Learning Outcomes Committee
- Student Preparation and Success Council
  - > Assessment and Matriculation Committee

Operational Committees & Councils:
- Catastrophic Leave Committee
- Budget Committee
- Administrative Systems Advisory Group
- Informational Technology Advisory Committee
- Professional Development Council
- Scholarship Committee

The faculty's voice is heard through the Academic Senate and the Faculty Association, each of which has representatives from the Division. Additionally, there are two representatives on the Academic Senate Executive Board, one of whom is Vice President. The Division also has Faculty Association representatives to voice concerns and bring forward issues regarding salary, benefits, and working conditions that impact noncredit instructors. All matters that are academic and professional are under the purview of Academic Senate.

Classified employees at Mt. SAC participate in decision-making through Classified Senate and the California School Employees Association (CSEA). The Classified Senate provides classified employees with an official participatory governance voice in determining institutional policies, procedures, and regulations. Currently two noncredit representatives serve on the Classified Senate Executive Board in the roles of President and President-Elect. The California School Employees Association (CSEA) is a member-run organization and has exclusive bargaining rights with the College regarding salary, benefits, and working conditions.

Faculty and staff have a limited role in budget development and decision-making. Some input regarding budget development occurs through program-level meetings and focuses on professional development, technology needs, and instructional supplies to support student learning.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Noncredit students do not have an exclusive formal governance structure. They are welcome to participate in Associated Students (A.S.), the representative body of students at Mt. SAC; however the majority of Continuing Education students do not choose to join this organization. In order to solicit a student voice, Division programs seek student feedback through focus groups and surveys. Focus groups held in the spring of 2011 indicate that students desire an ongoing formal feedback mechanism beyond classroom evaluations. The Older Adult Program (OAP) has responded to this need by creating an OAP student Advisory Group. Other programs may want to consider ways in which they too can solicit student voices in an ongoing, systematic format.

Criterion 3
The institution relies on faculty, a curriculum committee, and administrators for recommendations about student learning programs and services.

- What documents describe the official responsibilities and authority of the faculty and administrators in curricular and other educational matters?

Continuing Education follows clearly defined College policies which rely on faculty structures and academic administrators for recommendations about student learning programs and services. Board Policy 4020 states, "the College President/CEO in consultation with the Chief Instructional Officer and the Academic Senate shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance." In accordance with this policy, all matters that are academic and professional must flow through Academic Senate, the President, and the Board of Trustees. (See *Board Policies—BP 4020*).

The process for review of curriculum reveals the reliance on the faculty and the Academic Senate for recommendations related to student learning programs. The Educational Design Committee is charged with curriculum review and presents recommendations for approval to the Academic Senate. This Committee is headed by two co-chairs, one of whom is the Curriculum Liaison, a faculty position, appointed by the Academic Senate, and the other is an administrator appointed by the Vice President of Instruction. A faculty member from each of the instructional divisions is included in the membership of the committee; therefore, faculty constitute the majority on the committee. The faculty co-chair has the dominant responsibility for setting the agenda, for facilitating discussion regarding proposed courses, and for initiating discussion of needed changes in the review process. The Curriculum Liaison communicates directly with faculty members who have submitted a course, a course amendment, or a new/amended certificate or major for review. Articulation officers are also included on the committee, as is a representative from Student Services, to ensure that course review contains multiple perspectives to lend integrity to the process. (See *Organization and Governance Committees Website; Academic Mutual Agreement Council; Educational Design Committee*).

Educational design and delivery policies and procedures are the domain of the Curriculum and Instruction Council, which reports to Academic Senate. There are currently three noncredit representatives, two faculty and one administrator, serving on the Curriculum and Instruction Council. Policies and procedures developed here are forwarded to the Academic Senate for approval and then proceed to the Academic Mutual Agreement Council (AMAC). This Council consists of faculty and administrators including the Vice President of Instruction, the Vice President of Student Services, and the President and Vice President of the Academic Senate. Once approved in AMAC, a proposal is then reviewed by the President and brought to the Board of Trustees for final approval.

Criterion 4
Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

- Do the written policies on governance procedures specify appropriate roles for all staff and students?
- Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?
- Are staff and students well informed of their respective roles?
- Does staff participate as encouraged by these policies?
- Do the various groups work in a collaborative effort on behalf of institutional improvement?
- Is the result of this effort actual institutional improvement?
- Is there effective communication at the institution that is clear, understood, widely available, and current?
- Does staff at the institution know essential information about institutional efforts to achieve goals and improve learning?

The Mt. SAC Board of Trustees, Continuing Education managers, faculty, staff, and students work together for the good of the Division. A clear governance structure and a positive atmosphere throughout the Division help to facilitate discussion of ideas and effective communication among the various groups. The Dean of Continuing Education is the chief administrative officer. Part of her role is to communicate changes, updates, or issues concerning Board Policies to Division managers, staff, and faculty as the need arises. Board Policies and Administrative Procedures are established and updated by the Board of Trustees, distributed to administrators by the President, and posted on the College web site. Regular Continuing Education meetings with the various staffing groups provide venues for clarification and discussion of standard operational practices as well as decision-making roles in areas of student programs and services. Additionally, clarification and reinforcement of standard operational practices occurs on an as-needed basis through printed, verbal and electronic communication. These policies, along with organizational charts, guidelines, sample forms, and staff directories for assistance,
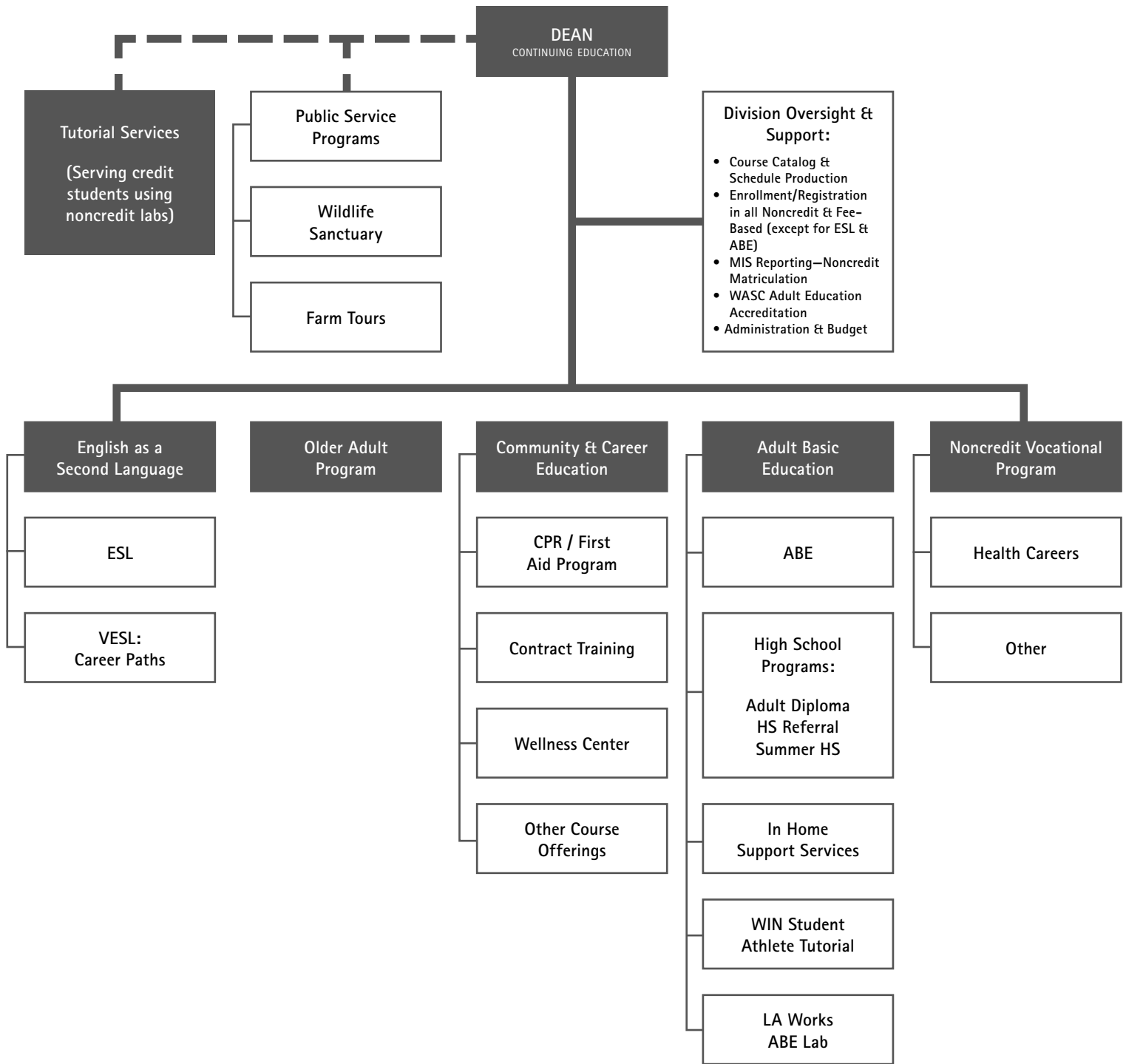
are disseminated to faculty and staff through the Division Handbook.

The Division Handbook was created as a result of a Division-wide goal to increase the effectiveness and consistency of communication among stakeholders. The Division Handbook serves as one tool to facilitate systematic implementation of Continuing Education policies and procedures for employees. Additionally, student guides and handbooks in ABE, ESL and High School Referral (HSR) are updated annually to include accurate College and Division policies. (See *Employee Handbook 2011-12*).

The lack of full-time faculty in Continuing Education has created a unique challenge for effective communication among Division employees. However, as one means to address this issue, faculty and staff have begun to rely upon the use of email as a primary communication tool because it can be easily accessed from any device with Internet capability. Use of email has resulted in more consistent communication with adjunct faculty. In fact, 95% of faculty who completed the 2011 Employee Survey indicated that they use email as a communication tool to receive or share information. The systematic distribution of program newsletters in ABE, ESL and OAP has also had a positive impact on effective communication with faculty and staff. Additionally, as part of a College initiative to focus on improving effective communication and dialogue with classified employees, the Division Office has included classified staff in monthly program meetings and on the Division Advisory Group. Overall, 83% of Classified Staff and 78% of faculty who completed the 2011 Employee Survey affirmed that over the last two years communication in Continuing Education has been improved. (See *Continuing Education 2011 Employee Survey Results*).

Across the Division, communication to students and the community through the Mt. SAC website has been enhanced. All program information on the website has been carefully reviewed and redesigned, and is now updated on an ongoing basis, with direct access by staff members to ensure accuracy. Community

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DEAN
CONTINUING EDUCATION

Tutorial Services

(Serving credit students using noncredit labs)

Public Service Programs

Wildlife Sanctuary

Farm Tours

Division Oversight & Support:

- Course Catalog & Schedule Production
- Enrollment/Registration in all Noncredit & Fee-Based (except for ESL & ABE)
- MIS Reporting—Noncredit Matriculation
- WASC Adult Education Accreditation
- Administration & Budget

English as a Second Language

ESL

VESL: Career Paths

Older Adult Program

Community & Career Education

CPR / First Aid Program

Contract Training

Wellness Center

Other Course Offerings

Adult Basic Education

ABE

High School Programs:

Adult Diploma
HS Referral
Summer HS

In Home Support Services

WIN Student Athlete Tutorial

LA Works ABE Lab

Noncredit Vocational Program

Health Careers

Other

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Education (fee-based) course outreach has been successfully achieved through changes to the online venue as well as through direct mailers. The upgrade to Banner 8, the College administrative management system, in the 2010-11 academic year has allowed for the creation of a noncredit student portal which when fully implemented in spring 2012 will allow all students to apply online and have access to receive important program announcements electronically. Additionally, students from targeted Division programs will be able to complete online registration. The recent College decision to purchase the learning management software, Moodlerooms, will provide a tool for Continuing Education instructors to establish online learning for students as well as a forum for communication.

At the College-level the President, Board of Trustees, and Cabinet have collectively worked to enhance effective communication and to be transparent regarding major issues impacting Mt. SAC, including the budget. To help foster this communication, the College President sends out a weekly email with detailed notes on discussion items from Cabinet meetings. He also sends out a monthly invitation to all employees to attend his President's Open Office Hours. These are scheduled at least twice a month for an hour each and are designed to allow all employees an opportunity to approach the President with concerns in a casual atmosphere. (See *President's Open Office Hours*).

While communication in Continuing Education has increased, there is still room for improvement. The 2011 Employee Survey results showed 80% of respondents were satisfied with the amount of communication about major College issues, 78% were satisfied with the information received about program policies and procedures, and 75% were satisfied about communication regarding major Continuing Education issues. Although program faculty and staff meetings promote discussion of ideas, many of the Division's formal communication structures lend themselves more to dissemination of information, rather than to dialogue. Overall, the Division should continue to maintain its current communication structures while also exploring additional ways to engage employees

and students in collaborative efforts to share ideas for program improvement.

Criterion 5
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with ACS WASC standards, policies and guidelines, and Commission requirements for public disclosure, self-study, as well as other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

- What does documentation of the institution's past accreditation show about integrity in its relationship with the Commission; has it responded expeditiously and honestly to recommendations?
- Are the institution's communications of institutional qualities or effectiveness to the public accurate?

As part of the Vision to provide outstanding educational opportunities for students, Continuing Education is affiliated with many external agencies. For example, during the summer term the Division partners with ten school districts within the Mt. SAC area to provide a Summer High School Referral program which gives high school students the opportunity to remediate or advance in coursework. Similarly, the OAP collaborates with public and private agencies to offer classes at 23 facilities within the local community. These long-standing relationships attest to the trusting relationships the Division has built over the years. Community Education also has important relationships with agencies in the Mt. SAC area to offer contract training to employees; for example, the Pomona Unified school district and the Metropolitan Water District offer employees training for professional advancement opportunities through Continuing Education contracts. These partnerships result from the honesty and integrity that Continuing Education maintains in its relationships as well as the standard of educational excellence for which the Division has a reputation.

ABE has established partnerships with the Los Angeles Urban League, Pomona Center (LAUL), and LA Works WorkSource Center in order to determine employment

training opportunities for dislocated and unemployed students. Furthermore, contact with both the LAUL and LA Works WorkSource Center has increased for the purposes of providing a point of entry, case management, basic skills remediation, and support services for dislocated workers referred to Mt. SAC via the Title I Workforce Investment Act (WIA) and the Employment Development Department (EDD).

The Division's ability to obtain funds from various granting agencies further exemplifies Continuing Education's honesty and integrity. Many of the grants such as the Federal Workforce Investment Act Title II grant, and the Health Resources and Services Administration (HRSA) grant obtained through the U.S. Department of Health and Human Services have stringent reporting requirements that the Division diligently works to meet. (See *HRSA Grant Report*).

Continuing Education has embraced the ACS accreditation process as an opportunity for ongoing program improvement. For the past four years, from preparation of the Initial ACS accreditation application and visit, to implementation of Visiting Committee Recommendations, and through the current Self-Study, Division employees have engaged in an honest effort to analyze and evaluate Continuing Education programs with relationship to ACS accreditation standards. The inclusion of constituent groups in Self-Study teams, as well as soliciting feedback from Continuing Education employees and members of the College on the fall 2011 draft of the Self-Study, demonstrates the Division's transparency, and commitment to public disclosure.

Criterion 6
The role of leadership and the institution's governance and decision-making organization, structures, and processes are regularly evaluated to ensure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

- What process does the institution use to evaluate its organization, governance, and decision-making structures?

- Are the results communicated within the campus community?
- How does the institution use identified weaknesses to make needed improvements?

As part of the College, Continuing Education adheres to the processes used by Mt. SAC to systematically evaluate governance and decision-making structures. The Mt. SAC Board of Trustees are committed to promoting ethical leadership and institutional integrity through self-evaluation and Board training. On a yearly basis, the Board completes a self-evaluation of its role and achievements at Mt. SAC. The evaluation includes self-reflection on areas such as the Board's organization and the Board's role in policy discussion and community relations. These sessions are part of the process used to evaluate the impact of the Board on the College and to provide direction for policy changes. The Board's self-evaluation process has prompted a number of important changes to Board Policies and as such will continue to be a valuable tool to assess the Board's impact on the College. Ultimately, the College community evaluates Trustees on an individual basis through the election process. (See *Board Evaluation Form; Board Evaluation 2009, 2010*).

Mt. SAC continually evaluates and revises its governance structure, with each participatory governance committee being asked to answer questions on the purpose and function of the committee and the relevance of committee membership. These evaluations are conducted annually, at the end of each academic year. Committee members determine appropriate responses to the survey questions, and responses are submitted to the President's Advisory Council (PAC) for recommendations regarding necessary changes of membership and/ or processes. Each committee also submits annual goals and objectives and evaluates its successes in reaching these goals in an annual evaluative summary to PAC. PAC reviews the accomplishments and progress of campus committees each fall and uses the results as a basis for improvement and to make changes that allow committees to function more effectively and efficiently. The results of annual evaluations are posted on the

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College-wide committee websites. (See *Organization and Governance Committees*).

Areas of Strength

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

Key Issues

- Explore additional ways to solicit and include the student voices within organizational processes.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Standard III: Evaluation and Planning

The Standard: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, evaluates how well learning is occurring, and plans for changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Criterion 1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

- How has the institution established a means by which self-reflective dialogue, evaluation, and planning sessions can take place?
- When, how, and about what subjects has the institution engaged in dialogue, evaluation, and planning?
- What impact has this process had on student learning?
- Does this process lead to a collective understanding of the meaning of data and research used in evaluation of student learning?

The Continuing Education Division recognizes the importance of self-reflective dialogue, evaluation and planning to ensure that resources, policies and procedures support student learning. Evaluation and planning occurs at regularly scheduled meetings and events such as program supervisor meetings

(weekly), informational and in-service meetings for faculty (each term), and Division-wide strategic planning retreats (biannually). Effective fiscal planning is in place to allocate resources in a systematic method tied to data through the Planning of Institutional Effectiveness (PIE) process.

The Continuing Education Division Leadership Team meets weekly and includes a representative from Community Education, English as a Second Language (ESL), Older Adult Program (OAP), Adult Basic Education (ABE), a project administrator, and the Division Dean. A wide of variety of topics are discussed including statewide and College issues, communication strategies, budgeting, program improvement, employee relations, Information Technology (IT) needs and updates, equipment and supplies. The discussion topics are then shared with each respective program.

The Division and its programs have identified goals, linked with the College goals and mission. Managers attend weekly Instructional Team meetings with the Vice President of Instruction and discuss planning, College schedules, and Division issues. Counselor and advisors attend weekly Student Support Services meetings. At all levels goals are identified through dialogue and planning sessions. Each program reports on the progress of these goals annually to the Division, which in turn reports to the Vice President of Instruction.

The Division Dean and program leaders ensure that all programs hold faculty and staff meetings during major terms. Program leaders also host external advisory group meetings as needed. Topics may include student learning outcomes, curriculum revisions, student orientation, student handbook revisions, registration policies, waiting lists, response to student comments, staffing, facilities, lab equipment, software, budgets,

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> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

assessments, student progress reports, portfolios, and safety procedures.

Since all the programs are comprised of mostly adjunct faculty, the Division provides some funding for faculty inclusion, either as incentives such as stipends or hourly pay. Some programs are able to make use of grant funding to encourage faculty participation. There are 121 part-time faculty members teaching day and evening classes at both on and off campus sites. Even with a high proportion of part-time staff, 76.2% of the Division employees (faculty, staff, management) responding to the Mt. SAC Continuing Education Employee Survey agree that they "were comfortable with the involvement in decisions that impacted their work area."

Continuing Education makes an effort to engage students in reflective dialogue about program improvement through formal student focus groups and faculty evaluations. Students anonymously evaluate faculty each semester using forms that are multiple choice and short answer. Results are shared by faculty with their respective managers. Due to the widespread class times and facilities, the Division programs also utilize formal and informal surveys to assess a student-identified need or area of improvement. An example of the an informal survey is the Vocational ESL Career Paths (VESL) survey to identify the number of students transferring to credit and postsecondary educational pathways as well as to understand the challenges/barriers faced by ESL learners upon program completions regarding academic progress. In the Language Learning Center (LLC) surveys are administered to students to evaluate student satisfaction. These surveys also provide important feedback for process improvement and resource development. (See *VESL survey re: transfer; LLC Student Survey*).

Collegial dialogue centered on evaluation and planning drives changes to program policies and course curriculum. This process impacts student learning throughout the Division. Conclusions and decisions made by faculty and other planning groups are implemented through policies, practices,

and program or course Student Learning Outcomes (SLOs), all of which affect students' learning.

For example, OAP has modified instruction and services as a result of planning and evaluating processes. In Healthy Aging classes more lecture modules have been added to include strategic information on how to live a healthier life. Faculty also educate students on identity theft, senior scams, and predatory marketing. Services have been expanded to include MyPortal availability. MyPortal is an on-line information website created by Mt. SAC. Students log onto their MyPortal account and have access to campus information, email account, class information, and more. This service is in the pilot phase and provides students with more information about the College. MyPortal also allows for instructors to communicate with students. (See *Spring 2011 Healthy Aging Modules*).

In addition, the ABE program has seen improvements in student success with a higher number of Adult High School Diploma (AD) credits completed, an increased completion rate for the High School Referral (HSR) Program, and more GEDs earned due to consistent program evaluation, and tracking. The AD faculty and staff recently authored and adopted a formal Progress Policy which has resulted in a more systematic, timely intervention. Initial steps allow faculty to assist students in overcoming barriers and identify an action plan for completing credits. The ABE Databases have been updated to assist in implementing the Progress Policy and thus, improve educational strategies. HSR referral students can take core academic courses to satisfy the UC/CSU a-g admissions requirements. Programs have been added including hybrid GED distance learning when it was identified that students had transportation, job, and child care issues and could not attend on-campus classes consistently. (See *AD Progress Policy Report*).

During the Initial Application process, Continuing Education determined that a major growth area for the Division was to collect and use data more systematically. A goal was established to, "improve in the use of data to track, assess, and report student access and outcomes." While working towards this

goal, programs have become more sophisticated in the use of data to track and assess student success and use of student support services. Administrators, faculty, registration staff, counselors, and instructional support teams all work to understand and utilize student learning data and testing information. Student assessment data is used to assist with creation of new student learning outcomes, discuss the promotion of students, and to compile reports for program improvement.

The Research and Institutional Effectiveness (RIE) department is a resource utilized by Continuing Education programs to assist faculty, staff, and management in the use of data to improve student learning. Various programs have sought out the RIE department's assistance in conducting research and in the evaluation and the assessment of their programs. Examples of this collaboration include when the OAP solicited RIE assistance in modifying a student evaluation survey on their satisfaction with their class and instructor. In addition to enlarging the print for those with sight impairments, the structure of the survey was changed so answers were written on the survey itself without the need of a separate Scantron. The RIE department also provided the ESL Program assistance in developing a pre and post survey to report an SLO for a Basic Skills Initiative grant.

Student Learning Outcome results have provided all the Division's programs with increased longitudinal data. Faculty in each program have developed and implemented two SLOs in each course. Assessment cycles have been created and are being followed in order to gather data on student learning in each active course. With repetitive positive results, new SLOs are created to replace those that have become obsolete; on the other hand, poorer than expected results on SLOs have caused curriculum adjustments.

For example, the Health Careers program uses data from SLOs and program evaluation processes. During the years 2008 –2010, Career Advancement Academy grant was used so that ABE faculty could create noncredit courses for In Home Support Services (IHSS) and HHA (Home Health Aid). These courses were added

to the Certified Nurses Assistant (CNA) sequence; thus, creating a Health Careers ladder. Also, SLO data showed a 94% pass rate on the California state exam for students completing the CNA program. With such a high pass rate, the CNA program has shifted its focus to examining why some students are not completing the program and possible ways to improve student support. This SLO is scheduled for assessment in 2012. (See *ABE Leadership Team Agendas*).

Overall, the availability of data to track program efficiency has resulted in increased program viability across the Division. Division-wide efforts to centralize data collection and disseminate data have resulted in a deeper understanding of the student population served, the student success in programs, and the use of student services. With the data, faculty members have had meaningful conversations about the use of results and in some cases have determined that the initial SLOs written were not useful for improving student learning. This has led to a need for additional discussion about how to create SLOs that truly measure student learning and will lead to program improvement. Also, in some cases, a disconnect exists in relation to the use of results from the creation of an SLO and how it relates to the bigger picture of PIE for the Division. Faculty members need more information to better understand how what they are doing ties in to the Division. Creating reports based on Division Advisory Group meetings may help communicate discussions and decisions.

Criteria 2
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms to the degree that they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

- What criteria does the institution use to determine its priorities (set goals)?
- Is there broad-based understanding of the goals and the processes to implement them?

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

- Is there institutional commitment to achieve identified goals?
- How well does the institution implement its goals?
- Are the goals articulated so that the institution can later evaluate them and determine the degree to which they have been met?
- To what extent does the institution achieve its goals?

Continuing Education utilizes a variety of methods in the setting and prioritizing of Division and program goals. The understanding that the effectiveness of educational programs improves when appropriate goals are set in place motivates faculty and staff to ensure the process is as inclusive and seamless as possible.

As a whole, the Continuing Education Division sets its priorities based on several criteria. Most compelling are the general priorities established by the State of California in budget bills of recent years; these include 1) community college programs leading to transfer (credit) as well as those 2) providing basic skills education and 3) career preparation. These priorities have been endorsed by the CCC Chancellor's Office and the College. In addition to the three criteria established by the State of California and the California

Continuing Education Division Goals	Instruction Team Goals	College Goals
1. Data Collection & Reporting	I–1. Enhance Communication	C–1. Secure Funding & External Support
2. Curriculum Instruction & Outcomes Improvement	I–2. Tech & Infrastructure	C–2. Exemplary Programs
3. Communication among Stakeholders	I–3. Staffing & Instructional Support	C–3. Career & Vocational Education
4. Quality Student Services	I–4. Professional Development	C–4. External Partnerships
5. Physical/Technological Infrastructure	I–5. Curriculum & Delivery Modes	C–5. Technical Support
6. Professional Development	I–6. Academic Enrichment	C–6. Diversity & Equity
7. Community Enrichment	I–7. Secure Funding	C–7. Student Access
8. Internal/External Partnerships	I–8. Program Planning & Evaluation	C–8. Professional Development
9. Advocacy via State/National Organizations	I–9. Grants & Partnerships	C–9. Facilities & Infrastructure
	I–10. Basic Skills	C–10. Basic Skills
	I–11. Student Success & Achievement	C–11. Effective Dialog among Constituents

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Community College Chancellor's Office, the Division sets its priorities based on current student needs as well as the needs of area businesses, industries, and the community at large. These are generally identified through efforts of the programs, including SLO assessments, Advisory Group input, program assessments, and surveys. Priorities emerging from the programs and Division-wide data are discussed at the Division level. On an annual basis, Division-wide dialogue results in consensus on the goal themes that should be given priority for the coming year. The process and its outcomes are documented through the annual PIE process, linking the Division Goals to the Instruction Team and College Goals. (See *Continuing Education Manager's Summary 2011*).

Noncredit Short-Term Vocational (STV) programs (other than health) use a variety of criteria to set their goals, including industry and employment trends, changes to industry knowledge and practices, and student enrollment patterns. They receive input on an annual basis from their Advisory Groups, which are comprised of faculty and industry representatives. Most of the Continuing Education STV programs are dual-listed with the credit programs, which coordinate the Advisory Groups. Continuing Education maintains consistent dialogue with the credit vocational programs throughout the academic year to assure alignment of curriculum and priorities.

The ABE program sets goals that are specific and measurable. Faculty, staff and administrators work collaboratively to create course and program SLOs based on learning and program needs. ABE faculty determine the cycle of assessment for course SLOs and based on the data and faculty input, they make revisions when necessary. (See *ABE Leadership Team agendas*).

The English as a Second Language (ESL) program develops its goals based upon information from student surveys and collaborative dialogue from area experts on the ESL Leadership Team. Faculty members participate in the goal setting process by discussing and creating SLOs during in-service meetings. Course

level SLOs are reviewed by the faculty ESL Outcomes team at the end of each semester and results are reported out to all faculty and managers. (See *ESL In-service agenda August 2010*).

The OAP goals are based on the educational needs of the population they serve. The mission of the College and faculty and student input provide guidance for the goal objectives. Goals are impacted throughout the school year as the needs of the students and budget restrictions dictate. An OAP advisory group was formed comprised of students representing the five main service areas: The City of La Verne, San Dimas, Walnut, Diamond Bar, and Covina. This group discusses course needs for each community. (See *OAP Advisory Group minutes*).

It is only through a broad based understanding of goals, and the processes to implement them, that academic excellence and student achievement can be fostered. The planning process for the Division and programs is broadly inclusive, with the active participation of administrators, faculty, and classified staff; this is fundamental to fostering widespread understanding throughout the Division. A recent Continuing Education Employee Survey indicates that 82.1% of classified employees, 79% of faculty, and 70.5% of hourly workers are satisfied with how information is communicated in their programs. (See *Continuing Education Employee Survey Results 2010-11*).

Students are made aware of the Student Learning Goals (SLGs) during orientations, on Division and program websites, during registration, in newsletters, and on marketing materials. All Continuing Education programs post SLGs in classrooms and offices, this allows students and staff, as well as visitors, to stay focused on the goals at all times. Students are also informed of goals on each course syllabus they receive. In addition goals are conveyed to students via informal conversations or during meetings with educational advisors and counselors. Faculty and staff review goals at the start of each term, at a minimum. Goals are reviewed by faculty and staff during meetings, PIE planning sessions, formal discussions and surveys. This systematic review

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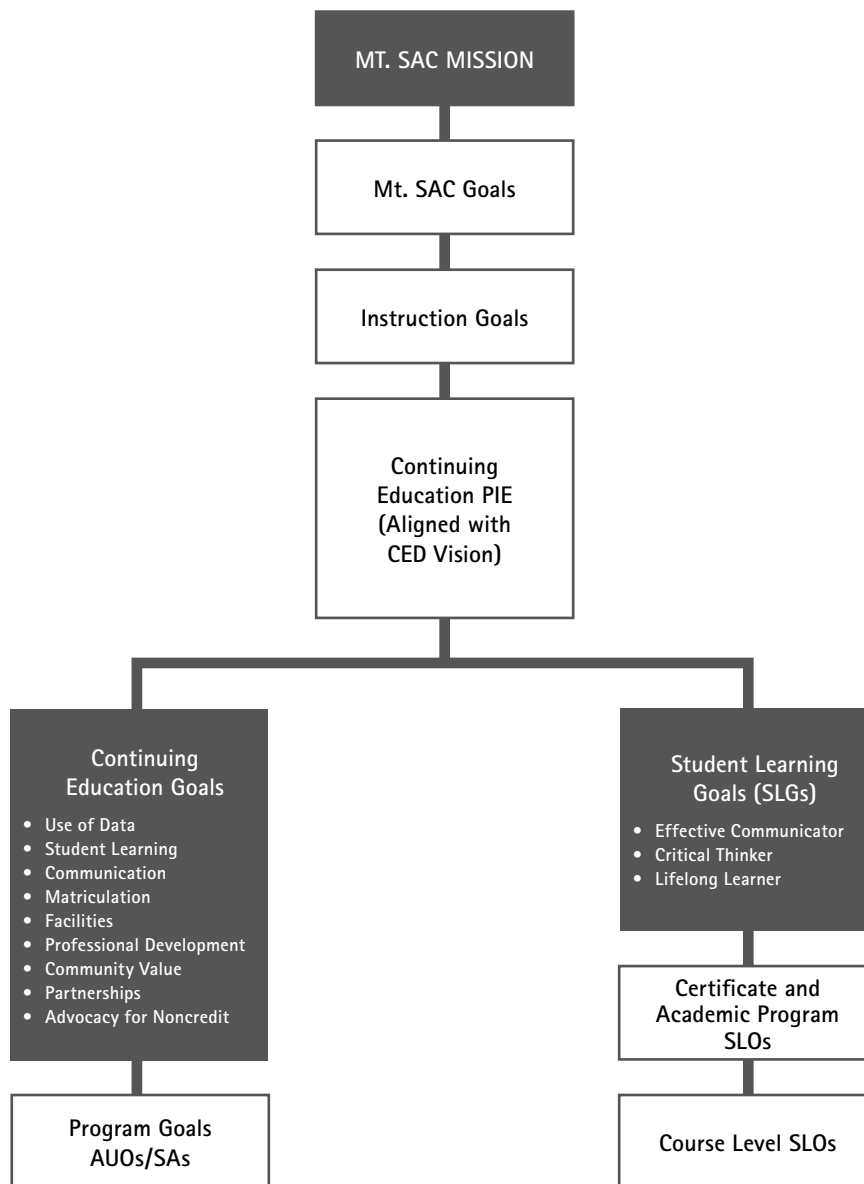
of the Continuing Education goals keeps the Division focus fresh and makes achievement of goals a priority. (See *Sample syllabi for ABE, ESL, and HSR*).

At the course level Student Learning Outcomes are used to communicate and measure goals. Each course has a minimum of two SLOs that are focused on benchmarks that a student should meet. The SLOs are written by faculty members, giving them direct input into the process. The SLOs are designed to easily be measured.

Faculty members develop rubrics for consistent assessment in all class sections for each course. Once the SLOs have been assessed, results are submitted to the faculty coordinators who then aggregate the results across all course sections. Results are tabulated at the mid-point and/or end of each term and are used to make course changes as needed.

Each program in Continuing Education is dedicated to achieving, if not exceeding, identified program goals.

Planning for Institutional Effectiveness (PIE)

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                    │   MT. SAC MISSION   │
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                    │    Mt. SAC Goals    │
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                    │  Instruction Goals  │
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                    ┌─────────────────────┐
                    │     Continuing      │
                    │   Education PIE     │
                    │   (Aligned with     │
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        ┌─────────────────────┐   ┌─────────────────────┐
        │     Continuing      │   │  Student Learning   │
        │   Education Goals   │   │    Goals (SLGs)     │
        │                     │   │                     │
        │  • Use of Data      │   │ • Effective         │
        │  • Student Learning  │   │   Communicator      │
        │  • Communication    │   │ • Critical Thinker  │
        │  • Matriculation    │   │ • Lifelong Learner  │
        │  • Facilities       │   └─────────────────────┘
        │  • Professional     │             │
        │    Development      │   ┌─────────────────────┐
        │  • Community Value  │   │   Certificate and   │
        │  • Partnerships     │   │  Academic Program   │
        │  • Advocacy for     │   │        SLOs         │
        │    Noncredit        │   └─────────────────────┘
        └─────────────────────┘             │
                  │             ┌─────────────────────┐
        ┌─────────────────────┐ │  Course Level SLOs  │
        │   Program Goals     │ └─────────────────────┘
        │     AUOs/SAs        │
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Faculty, staff and students strive for excellence and are committed to successful achievement of goals. Once the goals are finalized they are entered into TracDat ePIE software where they can be tracked, measured, and outcomes can be reviewed by internal stakeholders. The goals are tied to the mission statement and SLOs and success is tracked through communication at meetings and through ePIE.

All Continuing Education goals are clear, well defined, and measurable whether at the course-level or program-level. Through TracDat ePIE software, the Division, program, certificate, and course-level goals are all articulated so that the institution can review and evaluate them as needed. TracDat also provides a forum for Continuing Education goals to be shared with the College as a whole. Management, faculty, and staff ensure that proper data are being collected that will allow results to be accurately evaluated.

As mentioned earlier, all Continuing Education courses have two or more SLOs. Student learning outcome assessment is completed on a rotational basis for all classes. Each SLO must be assessed at least once every three years, however, the rate of assessment for SLOs is often more frequent. Although most assessment is quantitative, some SLOs are assessed through qualitative means such as students sharing of personal successes and accomplishments. Once the SLOs are assessed the results are tabulated and published in ePIE. The published evaluation includes information regarding the SLO objective/outcome, the method of assessment, the time-line, the person(s) responsible, the resources used, the assessment results, and finally the use of results. Results are reported back to the faculty and to the campus management. Faculty and staff review the results of the SLOs and Administrative Unit Outcomes (AUOs) to determine successes and failures and may make program changes as indicated by the outcome. Although the Division SLGs are not measurable as stated, they are integrated into course-level SLOs and measurable through the SLO assessment process described above.

Quantitative and qualitative data are used to determine the effectiveness of goal achievement. AUOs are tied to

the Continuing Education goals to ensure that planning, implementation and achievement of goals has some standardization across the Division. TracDat and ePIE are used by all programs within the Division and results of SLOs, AUOs and Strategic Actions (SAs) are recorded, tracked and evaluated on an annual basis. The summary of data indicates to what extent each individual goal has been met. On a more global level, the connection of each SLO, AOU, or SA to a Division goal provides an opportunity to determine which Continuing Education goals are receiving the greatest emphasis and are meeting with the most success. Each year the Division Dean compiles an annual summary which details the specific achievements each program has made. Twice annual Continuing Education Advisory Group retreats provide a forum for discussing these achievements as well as an opportunity to analyze progress towards meeting the nine division goals: 1. Data, 2. Student Learning, 3. Communication, 4. Student Services, 5. Facilities, 6. Professional Development, 7. Community Value, 8. Partnerships, and 9. Advocacy for Noncredit. The Division leadership is working to increase widespread knowledge of Division goals so that all staff and faculty can work toward their achievement. (See *Unit Goals and Accomplishments PIE Report 2010-2011*).

Goals 1–4:
The Continuing Education Progress Report (Chapter 2) highlights the work that has been done in the use of data, improvement of student learning, increase in the effectiveness of communication, and access to student services.

Goal 5:
The Division works hard to effectively maintain facilities to provide a safe and positive learning environment. Technology is kept updated, classrooms are clean and well lit, and desk/tables are arranged to create an environment that is conducive to the needs of the adult learner. However, space is a challenge faced by all programs. With the OAP being 98% off campus and no faculty resource rooms designated, communication is challenging and for the most part is conveyed electronically and through U.S. postal service. There

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is a need to establish a permanent Older Adult Program Center on the College campus that is easily accessible to the older adult student. In addition, the ABE program utilizes several portable classrooms of which some do not provide adequate space for learning, are in poor condition, and become hot during the summer months.

Goal 6:

Professional development opportunities are offered for employees both on campus and off. Though budget restraints have prevented faculty and staff from participating in some conferences and workshops, there are still plenty of opportunities that are available on campus. A recent employee survey showed that 46.2% of classified staff, 79.6% of faculty, 39.5% of hourly workers, and 100% of management have participated in on or off-campus professional development activities during the 2010-2011 school year. Of those that participated in professional development activities 95.5% were attendees, 22.1% were presenters and 14.8% were volunteers. These results are significant because all faculty members are adjunct and most are employed by other organizations.

Goal 7:

Continuing Education is committed to meeting the educational and enrichment needs of the community. The Division involvement in the community helps students become lifelong learners and self-directed individuals. The OAP program offers over 98% of its courses at off-site facilities, rent-free, within the community. The ABE program offers a basic skills lab at one of the WorkSource Center locations. This lab provides GED, adult diploma and basic skills programs to individuals who are participants of job programs at the WorkSource Center and might not otherwise have the opportunity to take these courses due to lack of transportation and other barriers. Additionally, Community Education offers a wide array of programs for community members who desire classes that are not supported by state funding, including: Business and Professional Development, Children & Teens, Driver Education, Online Learning, Personal Enrichment, Sports and Fitness classes. Some of these courses are offered through contracts and some are fee-based.

All provide a valuable service to the students and the College community.

Goal 8:

Partnerships are a big part of the Continuing Education's goals and include local feeder school districts, WorkSource Centers, city and government offices, local businesses, as well as internal partnerships within the College. For example, ABE offers summer high school courses at ten school districts (24 high schools) every summer. These courses are taken on the high school campuses for traditional high school credit. The OAP offers a variety of courses for seniors at various assisted living facilities and community centers throughout the year. Continuing Education partners with local employers to provide a variety of training programs to enhance the skills of their workforce. (See *LA Works meeting minutes*).

Goal 9:

Advocacy in the non-credit arena has gained momentum over the past decade and the Continuing Education Division is doing its part to stay active and involved in these efforts. The noncredit accountability group is actively trying to establish uniform measurable outcomes for community college and noncredit program. This is a state-level group in which the Continuing Education Division Dean and ESL Director are members. By working together to try and establish uniform measurable outcomes the colleges are increasing their credibility that noncredit programs are leading to careers, as evidenced through proven outcomes. Division managers are also members of the Association of Community and Continuing Education (ACCE). ACCE is a state-wide organization for noncredit, community education and fee-based programs that advocates on behalf of all of the community colleges. The supervisor of OAP is president of California Community College Educators of Older Adults (CCCEOA). All of the advocacy efforts are helping to improve how noncredit programs are viewed at the state level.

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Criterion 3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

- To what extent does the institution understand and embrace the notion of ongoing planning?
- Does the institution have a planning process in place?
- Is the planning process cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How is planning integrated?
- To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the institution's stakeholders?

At the College, planning is broadly inclusive with many individuals participating to provide written, current institutional plans that describe ways in which the institution will achieve its goals. The Division practices ongoing planning that encourages and supports appropriate input from all College constituencies, with participation that is most relevant and useful at the program level. Moreover conversations take place regarding evaluation and planning with both internal and external stakeholders.

The Division embraces the culture of a systematic cycle of planning and evaluation with an all-inclusive model involving students, staff, faculty and management. The 2011 College Continuing Education Employee Survey documents that employees agree they are comfortable with their level of involvement in the decisions that impact their work areas: 79.5% of classified staff, 77.6% of faculty, 63.6% of hourly, and 100% of management. Students also agree that they have input about their classes and programs according to the 2011 Continuing Education Student Survey in which 87% of students surveyed agreed, 4% disagreed and 9% were uncertain. These results are impressive given the nature

of the programs with open/entry, open/exit enrollment and all adjunct faculty members. (See *Continuing Education 2011 Employee Survey Results by Job Classification*).

Formal planning and evaluation process have been well established at the College and are consistently reviewed and modified. Along with all areas of the College, the Division uses TracDat software (ePIE) for tracking progress toward goals in a continuous cycle of goal setting, implementation, measurement, and analysis. The Division is able to document year-to-year progress made in achieving goals and uses an evaluation cycle tied to resource allocation to plan for the future.

The PIE process is an ongoing, integrated planning tool with two primary functions:
1. To document the accomplishments and progress of the programs, and the Division toward achieving their stated goals, and
2. To coordinate and align program planning with College-level planning. This is accomplished by the designation of College goals.

TracDat is a software the Division uses to manage strategic planning and assessment processes and to archive goals, data and results. TracDat provides a systematic approach for individual programs and Division-wide documentation and viewing of assessment plans and uniform reporting. Each program is responsible for entering and maintaining their PIE plans and assessment results in TracDat. TracDat is used to manage and document the following institutional effectiveness activities at the College:
- Record Student Learning Outcomes (SLOs) and results
- Document Administrative Unit Objectives (AUOs) and results
- Manage Strategic Actions (SAs)
- Complete the PIE process electronically
- Link program goals and SLO/AUO activities to the Division goals and SLGs
- Access to PIE-related reports (ePIE)
- Post Program Review and plan for improvement

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Within the PIE process are Administrative Unit Outcomes (AUOs), Student Learning Outcomes (SLOs), and Strategic Actions (SAs). These are defined collaboratively by faculty and staff under administrative leadership. An SLO is defined as anything that a student knows, does, thinks or feels as a result of an educational experience. SLOs address what the student population leaves the course with and are a concrete way to measure the effectiveness of programs. Decisions are made based on results of these evaluations, and revised or new AUOs, SLOs, and SAs are formed for the coming year.

The PIE process is a comprehensive planning cycle: documenting progress on SLOs, AUOs, and SAs, which cover all nine Division goals, program-specific goals, and student learning goals. As access to archived results has grown, more of the budget and strategic planning is relying on data in the PIE review process. Use of data is reinforced College- and Division-wide through the budget process. Thus requests for resources must be tied to goals documented in ePIE and, whenever possible, supported by data analysis. Types of resources may include funding, research support, training, staffing, and instructional equipment.

Data can be found throughout the PIE document such as in the internal and external conditions, College generated data reports, from other data sources (e.g., certificates earned, number of diplomas) and within the evaluation section based on the research and assessment done by the program. The information collected through these multiple means provide insight to drive the decision-making process in all Continuing Education programs.

Although Continuing Education programs have compiled and used data for many years, the first Division-wide School Profile was created in 2008. Since that time, the Division has worked with Information Technology (IT) to institutionalize data reports that draw information from the College data system (Banner). These reports are used for multiple purposes in planning, evaluation, and administration throughout the year. The Division profile as a whole is compiled yearly and disseminated

from the Dean to the Program Leaders. It is used for a variety of purposes including the program review process (PIE) and in setting priorities. Program leaders also communicate this information to their constituents through planning and advisory group meetings. The information is quite useful for documentation for funding proposals, grant applications, and College data requests throughout the year. (See *Continuing Education Profile 2010-11*).

The PIE process itself is also re-examined each year, using an ongoing and systematic evaluation and planning methodology with survey input received from employees campus-wide. The data is used to evaluate and recommend changes for the following planning cycle. Results of the review are available on the web, and suggestions for revisions to the process are proposed to the College President's Advisory Council and other committees as needed to improve student learning. Additionally the Institutional Effectiveness Committee (IEC) requests and receives feedback via the manager's summaries on process clarity, utility, ease of use, effectiveness of documents and training, etc. This feedback is included in adjustments for the following year's PIE process.

All Continuing Education Programs have now completed multiple assessment cycles documented in ePIE, including 'use of results' from prior assessments. The "Use of Results" field in the ePIE document houses the decisions resulting from faculty dialogue about the assessment data. (See *TracDat Use of Results Report*).

As programs and their faculty enter their information into TracDat, documentation builds on the goals, established outcomes, and assessment data collected over the past years, and demonstrates assessment efforts as ongoing and cyclical. Moreover, the aim is that outcome-based assessment of courses allows programs to examine effectiveness and make important changes that substantially affect student learning in each classroom. There is a need to continually close the formal cycle between assessment and use of results.

	Total Courses N	Courses with Use of Results N	Courses with Use of Results %
ABE	47	27	57
ESL	17	11	65
OAP	44	32	73
Continuing Education	247	54	22

Assessments are fairly automatic, but analysis of the results and using the results to make program and curricular improvements needs to be the focus.

PIE documents are reviewed and summarized at the program level. The Division Dean then works with these program summaries to create an overall Division summary of the year's planning efforts. In reviewing these summaries, trends that emerge may be translated into new or revised goals and strategies for the next cycle. The Division's summary is tied to the College's overarching planning structure as well. (See *Continuing Education Manager's Summary 2011; Program PIE summaries*).

The Division's PIE processes are evidence of its strong commitment to a procedure that is evaluative and where the use of results is both at the course and program level. The ePIE provides an avenue for program leaders as well as the Division Dean to review their progress. A compilation of the status of SLO assessment is available for all employees and students to see via the College website, thus allowing for transparency of the process. (See *Student Learning Outcomes Website*).

The data available for stakeholders are distributed in many different manners including Board and management meetings, advisory groups, faculty teams, and College committees. The PIE summary reports by team are posted on the College website. The College publishes an annual report of accomplishments drawing from PIE reports, and other data. Additionally, most programs share highlights and data with students via newsletters. (See *Institutional Effectiveness Committee PIE Documents Archive*).

Criterion 4
The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate stakeholders, allocates necessary resources, and leads to improvement of institutional effectiveness.

- What mechanisms exist for participation by stakeholders in institutional planning?
- How is broad involvement by stakeholders guaranteed?
- To what extent does the institution allocate resources to fulfill its plans?
- When adequate resources to fulfill plans are not available, does the institution identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?

The Continuing Education Division has a variety of internal and external stakeholders and partners who provide cyclical input into the planning process. All programs structure meetings throughout the year to gain input from faculty, the community (through Advisory Groups), and students (through formal and informal focus groups and surveys).

Within the College, the Continuing Education Division participates on many governance committees and councils including Academic Senate, Classified Senate, and operational committees. The campus Academic Senate oversees several committees in which the Division has representation: Assessment and Matriculation Committee (ABE Faculty and ESL Matriculation Coordinator), Basic Skills Coordinating Committee (ESL and ABE Faculty members and ABE Director), Curriculum and Instruction Council (Dean of Continuing Education, Short-term Vocational faculty and ESL counselor), Educational Design Committee (Dean of Continuing Education), Information Technology Advisory Committee (ESL Faculty member and Director of Community and Career Education), Outcomes Committee (ESL Faculty), Administrative Systems

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Advisory Group (Director of Community Education), Student Preparation and Success Council (ABE Counselor), Academic Senate Executive Board (ESL and ABE Faculty). A short-term vocational faculty member currently serves as the Executive Vice President of the Academic Senate, in line to the presidency. These committees and councils deal with resources and planning for improvement of course delivery and student success across the campus. It is our privilege to be part of the smooth transition for students from noncredit to credit. (See *Organization and Governance Committees Website*).

Less formal partnerships also exist between programs and groups of the College. Through the Older Adult Program's intergenerational project the student athletes provide volunteer services. The ESL program provides computer lab space for credit classes and meeting space for adjacent programs. The LLC hosts an advisory group for discussion of resource allocation, faculty trainings, and lab facilities usage including input from the LLC supervisor, LLC shift supervisor, representatives from the foreign language faculty, a representative from ESL, and a representative from AMLA (credit ESL). The WIN Program is a product of collaboration between the ABE, Kinesiology, and Counseling. (See *LLC Advisory agenda/notes*).

In addition to employees, students in all programs provide input through focus groups, class and faculty evaluations, and informal communication with management and staff. Students at off-site facilities and city coordinators informally communicate with the OAP supervisor and faculty members. According to the OAP students, their instructors provide an important point of contact for program updates. These students appreciate the instructors' approachability and feel they are able to give suggestions about the OAP program and class needs. (See *OAP Focus Group Summary 2011*).

Community and government agencies have the opportunity to provide input through off-campus advisory groups, professional organization affiliations, and professional development for Division instructors.

There is a Health Advisory Group which meets annually to provide input into the Health Careers program and courses. Health Careers leaders meet annually with Directors of Staff Development (DSDs) of their externship facilities. The Dean of Continuing Education and the leaders of ESL, ABE, OAP, and Community Education regularly attend Association of Community and Continuing Education (ACCE) conferences. The Dean currently serves as the Continuing Education Council Leader for the organization. In the ESL program, four faculty members have recently presented at the annual CATESOL conference and the ESL Instructional Support Manager is the current president of this two-state ESL teacher's organization. The ESL and ABE programs have also connected with OTAN (Outreach and Technical Assistance Network) to provide free training for improving instructor knowledge of Internet resources and their use. LLC staff members stay current with language lab environments and learning techniques being on various outside support organizations. (See *Continuing Education 2011 Employee Survey- Faculty Instructional Responses*).

The College and the Continuing Education Division use the PIE process as its central method for identification of and allocation of resources. This information is pulled from planning meetings by program leaders and staff and input into the electronic Planning and Institutional Effectiveness (ePIE) annually. Programs describe the resources needed and link requests to unit or team goals.

To assist in determining the allocation of resources, faculty and classified staff regularly provide requests and respond to surveys. For instance, the ESL faculty members respond to an annual survey regarding what textbooks and media resources they would like to add to the program class sets housed in the ESL library and to the video and audio resources housed in the Instructional Support office. (See *ESL Resource Request email 2011*).

As a result of ongoing resources planning, the effectiveness of each program improves. For example, in the ESL Program, up-to-date computer and data projector equipment as well as funding for TA training

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for structured student performance appraisals has been provided giving students better scores on EL Civics grant assessments requiring Power Point presentations. Students in the Health Career classes provided feedback regarding their computer usage and need for technology. One result was the transition to more web-based study resources that could be accessed from home. In general, 48% of the Continuing Education students access learning tools through the College website. (See *Continuing Education Student Survey Results 2011*).

The Continuing Education Division receives funding from several sources. The most significant source is an annual apportionment from the California Community College Chancellor's Office based on student attendance (FTES, or full-time equivalent students). Additionally, the Division receives one-time and ongoing funding from State of California categorical allocations and from several grants.

Recently California state budget cuts have led to a reduction in College courses and course sections. Each program within the Division was consulted about strategic class and schedule reduction while maintaining core course offerings, thereby allowing decentralized decision-making. Faculty, staff, and managers were all put to the task of making recommendations for handling the cuts. The Division adhered to legislation that colleges will prioritize transfer, career technical education, and basic skills courses when budget reductions were addressed.

Strategies are in place within the Division to adjust to changing situations. Over the last year the fee-based Community Education program has grown by 9.6% due to an increase in offerings to offset course reductions in credit and noncredit. For example, woodworking and physical education courses have been converted to fee-based from tuition-free.

The ABE and ESL programs both take part in a federally-funded grant (WIA II 231). The grant utilizes CASAS tests authorized by the California Program of Education to collect data on student entry skills and progress noted on a yearly basis. The success rates of Continuing Education students provides additional funds via payment points for the purchase of computers, software, textbooks for student use, technical support in the classrooms, instructional support staff and teaching assistants, professional development for instructors, and instructional classroom supplies. Additionally, these two programs also benefit from the Basic Skills Initiative funding. The Basic Skills Initiative (BSI) is a grant funded initiative, which began in 2006, and is administered by the California Community Colleges Chancellor's Office (CCCCO). The goal of the BSI is to improve student access and success. The project addresses credit and noncredit basic skills programs designed to help underprepared students. (See *Basic Skills Coordinating Committee Website*).

Along with ongoing yearly grants, from 2008-2011 the Division received a three-year grant for vocational training leading to employment. The Career Advancement Academy grant and the Personal Care Attendant Grant Programs provided short-term vocational training to young adults 18-30 who were not in school, without a job, and lacking basic skills necessary for gainful employment. The program prepared students with skills specifically targeted for an entry level position in a high demand industry relevant to the local community and by promoting a career ladder and potential for purposeful, productive employment that would allow them to become self-reliant. In addition to the vocational content, classes included contextualized math and reading, resume and workplace readiness skills, and job placement assistance. Logistics/Warehouse Management, In Home Support Services/Healthcare, and Home Health Aide courses were the employment training courses offered by the grant over the three-year period. Many of the students attending these classes were able to get into the workforce or enter additional health-related classes or credit classes at the College. At the conclusion of the grant in 2011, Continuing Education successfully sought new funding to continue offering the In Home Support Services training. The Division is now a partner in the Affordable Care Act Personal and Home Care Aide State Training Program (PCHAST/HRSA).

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Criterion 5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate stakeholders.

- What assessment data does the institution collect?
- By what means does the institution make public its data and analyses internally and externally?
- How does the institution assess whether it is effectively communicating information about institutional quality to the public?

Continuing Education uses a multitude of documented and accessible assessment results to communicate matters of quality assurance to appropriate constituencies. As part of the Initial Application for WASC affiliation, Continuing Education established a goal to implement a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes. Integrated efforts have been devoted to implementation of this goal. The first step in realizing this goal began in the summer of 2009 when the College implemented Banner, an online software system which fuses administrative and academic functions to manage data. Another online reporting system, ARGOS, creates an access point for Division data aggregation. For example, ARGOS reports inform an annual Continuing Education enrollment trend analysis which includes student demographics, educational level, persistence rate, and concurrent enrollment with credit. A designated Continuing Education manager leads the Division in the ongoing implementation of Banner.

All Continuing Education programs have become more sophisticated in the use of data to track and support student learning. At the program level, comprehensive data about students is gathered from the very beginning and throughout each student's program of study. Through program databases, counselors, educational advisors, and administrators are able to have a comprehensive view of each student's entire enrollment/assessment/course transcript. Key components of individual student progress include:

- Placement test scores (ESL-CAP) for ESL students entering the program
- Test of Adult Basic Education (TABE) measuring reading competency for ABE students
- Assignment grades recorded in Grade Machine by instructors in the High School Referral and Adult Diploma programs (accessible to students, parents, teachers, and counselors)
- Individual student portfolios for ESL students including progress reports with midterm and final test scores, writing and oral evaluations, and course project results
- GED and ASVAB student practice test results kept on file in the ABE lab to assist with monitoring progress in each of the five GED test subjects
- Course credits earned toward completion of a high school diploma in the Adult High School Diploma program

With the implementation of Banner in July 2009, the Division began tracking noncredit student success in courses through the collection of grades (Pass, No Pass) into the College system. The Division Dean serves on a statewide noncredit task force to integrate noncredit student progress measures (courses and certificates) into the California Community College Chancellor's Office MIS data system. In fall 2010, in cooperation with this statewide initiative, the Division added a new grade of "Satisfactory Progress" to reflect appropriate improvement among students enrolled in courses. The High School Referral and Adult Diploma programs measure student progress with letter grades. Students who earn a "C" or better and complete course assignments and hours receive credits toward their high school diploma. Course completion rates in these two programs are monitored and analyzed for trends. All students' grades are collected in Banner via faculty input through the Portal. Data are used at the program and Division levels to note trends and issues.

Noncredit students in ESL, Adult Diploma, OAP, or noncredit vocational programs may earn a certificate of completion by finishing a sequence of courses with passing grades. Students in the Adult Basic

Education lab may earn computer literacy certificates of proficiency in typing or in computer production software such as Microsoft Office. Data on certificate rates are collected and reviewed annually.

In the Noncredit Health Certified Nursing Assistant program curriculum is focused on student preparation for the California Long-term Care CNA exam. CNA Exam pass rates are monitored as a measurement of program quality. Similarly, many students enrolled in Adult Basic Education courses are preparing for the General Education Development (GED) test. Official GED test results are monitored as a measurement of student and program success.

Continuing Education assessment often continues after the student completes their planned course of study.

For example, students who enroll in Continuing Education Career Development and College Preparation (CDCP) courses are tracked for the three subsequent years to determine noncredit matriculation rates. The success of In-Home Support Services classes is determined by the job placement rate tracked for each cohort of students. Finally, graduate profiles in Adult Diploma, GED, and VESL are developed to provide information about the demographics of student completers.

In addition to the internal qualitative assessments conducted in Continuing Education, the Division also collects data through the mandated WIA II grant assessment, CASAS. CASAS testing and surveys are submitted quarterly to the State of California. Testing

Data on Student Characteristics	Data on Student Progress	Data on Student Outcomes	Other Data
Enrollment trend analysis (student demographics, educational level, persistence rate, concurrent enrollment with credit)	AD and HSR "Grade Machine" grade reports	Coursel level SLO Results reported TracDat	Tracking of the development and implementation of course/program SLOs, AUOs, and SLGs
ESL placement scores	HSR attendance	Grades (Pass, Satisfactory Progress, No Pass) recorded for all noncredit students in the Banner system	Continuing Education Student Focus Group Responses
ESL student database tracks students academic and vocational goals	GED and ASVAB Practice Test results	CASAS assessment scores (ABE, ESL)	Continuing Education Student Survey 2008 and 2011
ABE TABE test	ESL midterm scores, final test scores, progress reports in portfolios, writing samples, oral evaluations	HSR/AD—course completion rates	Continuing Education Employee Survey 2008 and 2011
ABE database tracks AD student progress and need for interventions	ABE database	ABE Lab—production certificate completions, typing certificate scores	Student use of noncredit tutoring labs

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Data on Student Characteristics	Data on Student Progress	Data on Student Outcomes	Other Data
AD/GED/VESL Graduate profiles		Official GED results	Student data on counselor use (ESL, ABE, Adult Diploma, and High School Referral)
LLC usage by language		ESL Level progress	Student orientation participation (ESL, High School Referral, and Adult Diploma)
		NCV certificates	Registration Services Survey (ESL and LLC)
		CNA state testing pass rate	In Home Support Services Student evaluation of class
		Matriculation to credit	ESL Transfer Request Log
		IHSS Completers Follow up Survey	ESL Class waitlists are used to assess community access and demand for courses
			GED DL Hybrid class survey

results helps provide a wider lens of evaluation as the Adult Basic Education and ESL programs compare their outcomes with other colleges and adult schools throughout the state.

Overall, the availability of data to track program efficiency has resulted in increased program viability across the Division. All of the data collected serves the purpose of preparing, reviewing, and assessing Division operations. Continuing Education uses numerous communication methods such as the Division website, program websites, advisory committees, faculty meetings, faculty in-services, and program newsletters to disseminate data internally. (See *Continuing Education website; Continuing Education Profile 2010-11; Continuing Education Fast Facts*).

The procedures used to report Continuing Education pupil progress vary by program. All programs in Continuing Education report students' hours attended. Aggregated program level data of student progress is also shared. When appropriate, productivity reports and the results of surveys are given to instructors and

counselors. For example ABE, ESL, HSR, OAP, Health Careers, and vocational programs hold semi-annual and annual faculty meetings with student outcomes given to all stakeholders. The information is then used to project future enrollment, the effectiveness of the curriculum, the strengths and weaknesses of instructional methodologies, and in some cases, the need for implementing individual success plans for students. Program in-service meetings focus on strategies and

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techniques to improve teaching and learning and provide an arena for the all-adjunct faculty to analyze outcomes data, practice techniques of inter-rater reliability exercises for rubrics, and develop new rubrics to enhance student learning. Weekly leadership meetings in ABE, ESL, and at the Division level provide additional support for internal discussions and analysis of data.

However, having only adjunct faculty in the OAP, ESL and ABE makes it hard to schedule meetings and develop a cohesive group of individuals to work on projects such as SLOs. Several OAP adjunct faculty members miss out on program meetings because they can't take time away from their other jobs to attend. It also impacts the commitment that the faculty members may have to the programs, since they typically work for more than one organization.

A wealth of Continuing Education data is shared in standardized ARGOS reports utilized by program and Division and College leadership for making decisions. As an internal College partner, the Research and Institutional Effectiveness (RIE) department plays a key role in supporting institutional assessment, planning, decision-making, and quality improvement. RIE coordinates the College data collection efforts, by generating reports, and presenting findings to the College and Chancellor's Office.

The data available for College constituencies are distributed in many different manners. Board and management meetings provide an opportunity for data to be distributed to stakeholders. Student attendance data is reported to state agencies. The Division-wide PIE report is made public through the College website. College-wide results and outcomes, including Continuing Education, are reported to the local press on an annual basis. Internal CASAS results are reported quarterly to the California Department of Education. The written procedures in place to regularly communicate to the Board of Trustees and members of the school community concerning student progress include agenda reports for Board meetings, counselor letters, articles regarding graduation sent to local newspapers, as well as the results of surveys sent

to College committees annually. In addition SLO outcomes are reported to the College community through publications of the College SLO Committee and Academic Senate. (See *Mt. SAC Board of Trustees Minutes June 2011—Item 18; Student Learning Outcomes Website*).

The positive reputation of Continuing Education in the community and the ongoing enrollment of students in Division programs indicate a high public opinion of the value of programs offered. Division focus groups participants shared that public opinion influenced them in choosing to enroll in Continuing Education. For example, most ESL students initially discovered Mt. SAC through a network of family and friends in the community. Additionally, the ESL program typically carries 800 to 1,000 students on the wait lists for their courses at the beginning of each semester. Health Careers students noted that community perception of the CNA program is excellent. The Older Adult Student Focus Group participants emphasized that OAP courses are critical educational resources in the community. These focus group responses are confirmed by requests to visit from colleagues at other programs. For example the LLC program was contacted in fall of 2010 by staff members at UCR and IVC who were seeking information about the LLC program structure and facilities. (See *Continuing Education 2011 Student Focus Group Summary*).

In addition to qualitative feedback, Continuing Education solicited feedback through the 2011 student and employee surveys on the effectiveness of the Division in sharing positive student outcomes. Seventy-one percent (71%) of employees surveyed agreed with the statement: "I receive enough information about the success of students in my program" (62 % Classified, 74% faculty, 70% hourly). When asked about the success of students on a Division-wide basis, only 42% of employees agreed they receive enough information (26% Classified, 46% Faculty, 42% hourly, 83% managers). When students were asked to respond to the same prompt, only 50% of respondents agree that, "I receive enough information about the success of students enrolled in Continuing Education" (65%-ABE,

61%-AD, 32%-HSR, 53%-ESL, 59%-VESL, 54%-LLC, 88%-WIN, 55%-Health, 49%-NCV, 32%-OAP). (See *Continuing Education Student Survey Results 2011; Continuing Education 2011 Employee Survey Results by Job Classification*).

Overall, the reputation of Continuing Education and the communication of institutional quality to the external community is extremely strong. More formal communication about student success within programs and across the Division is needed. The Division and program websites, as well as newsletters, are apparently not adequate to highlight student success.

Criterion 6
The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

- What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation?
- How effective is the institution's planning process for fostering improvement?

The College and the Continuing Education Division use the PIE process as its central method for its cycle of planning, implementation, evaluation, resource allocation, and re-evaluation to effectively support student learning.

Although planning and evaluation take place throughout the year, the progress is reported annually in a series of PIE summaries. During July, the Division compiles accomplishments, unit SLOs and other goals, lists of resources needed, and observations about the internal and external environments in which the programs operate. The process fosters integrated planning and enhances the cycle of evaluation to allow for input from various stakeholders. To prepare for the PIE process, discussions are held at weekly planning meetings for managers, weekly discussions with program leaders, and a larger cross-program advisory group. This Division-wide advisory group gathers semi-annually at an all-day retreat to engage in thoughtful discussions and suggest the areas of emphasis in PIE reporting. The Division Dean submits a Manager's Summary for the Division to the College, which makes the PIE summaries public through the Mt. SAC website. (See *Continuing Education Manager's Summary 2011*).

As seen in the PIE Cycle diagram, due to the cyclical nature of the PIE planning process, each program in the Division assesses their unit goals annually. Accomplishments are summarized and improvement gaps are analyzed and incorporated into revised goals for the following year. The effectiveness is particularly seen in the data collection, analysis, and reporting portions of the cycle.

Planning for Institutional Effectiveness (PIE) Cycle
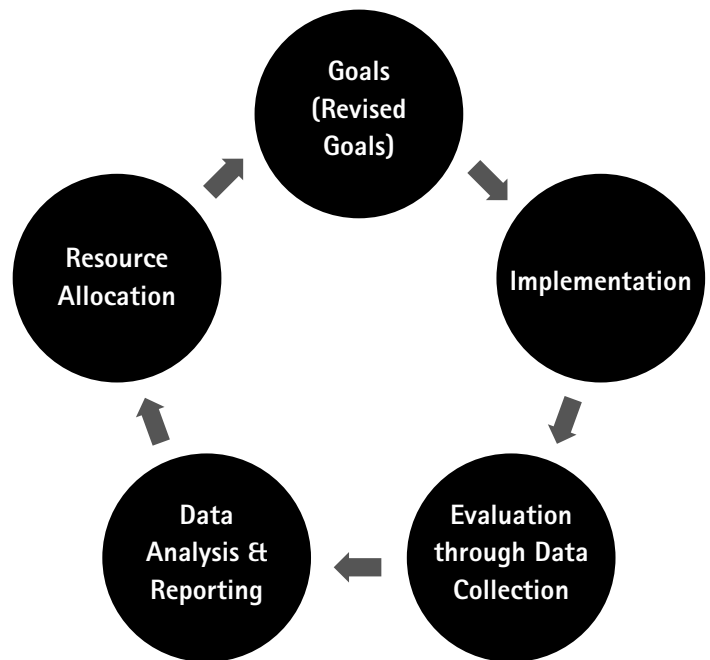
One example of this process can be seen in the Summer High School program; a faculty committee developed a rubric to improve the quality of final exams to ensure appropriate rigor and compliance with California State Content Standards. Although the results initially showed

that most exams did not meet expectations (68%), an examination of the process revealed that most faculty did not receive their rubrics prior to creating their exams; thus, the expectations were not disseminated. Additionally, some teachers had input on the scope and sequence of the content standards as well as the appropriate pacing for courses offered during the summer. Once faculty had the rubrics and had given input on the content, all exams were revised easily. Therefore, due to this assessment of curriculum, the students were able to benefit from the improved final exams. (See *Basic Skills Initiative Summer HS Report 2010*).

Although an effort has been made to increase communication across all levels of the Division, there is still a gap in reporting back to stakeholders about budget decisions. 69% of instructors felt they had adequate communication about budget decisions whereas only 56% of the classified staff felt the same. There is a need to report back on which resources in PIE were able to be fulfilled. This topic has been discussed in Division Leadership Team meetings and efforts are being made to continue to improve in this area. (See *Continuing Education 2011 Employee Survey Results*).

The Continuing Education Division's planning process through PIE has resulted in many positive changes. The effectiveness of these program improvements is noted in the PIE report. The following examples indicate the strength and breadth of these improvements by highlighting some of the many accomplishments from the 2010-2011 fiscal year.

Assessment

Key examples of assessments which produced measurable improvements in 2010-2011 include:
- ABE completed assessment of an SLO related to the content rigor of subject-specific final examinations in the high school program. As a result, several interventions were implemented, particularly in the summer program at off-site locations. New SLO assessment data from this summer are currently being analyzed.

- ESL completed assessment of an SLO related to extra-curricular reading at all levels of the program. Students demonstrated significant improvement in pre- vs. post-testing. Based on results, the program will be continued, and a new SLO will be developed having to do with the transition of advanced readers from ESL material to that targeted for native English speakers. The program hopes to collaborate with the College library.
- OAP students in the Brain Fitness classes showed significant gains in cognitive functioning in pre- vs. post- testing.
- Of the 127 students who completed the CNA program in 10-11 and took the State certification examination, 94% passed. The overall California pass rate is 88%. The program is considering a new SLO focusing on students who don't complete the program.

Recent Program Improvements

ABE and ESL implemented and assessed several program improvements related to basic skills students. Most notable were:
- ABE focus groups on WIN students' participation in tutorial and counseling services and their impact on the students' study skills
- ESL structured, multi-faceted dialogue on improvement of VESL Career Paths Program to increase noncredit-to-credit transition rates
- ABE & ESL database improvements to assist counselors in identification and intervention strategies for struggling students

Criterion 7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and other learning support services.

- What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

- How effectively do evaluation processes and results contribute to improvement in programs and services?
- How does it impact classroom instruction?

All programs within the Continuing Education Division participate in student and staff surveys, formal faculty evaluations, and formal and informal communication with stakeholders and focus/advisory groups and SLOs. Additionally staff and faculty meetings provide a forum to gather information regarding effectiveness of services. The College Banner database system is used to register students into classes and maintain information on each student's educational history while in noncredit and credit classes at the College.

Program effectiveness information is gathered in various formats depending on the participants. Information from students regarding classes is gathered through formal faculty evaluations by students (generally distributed and tallied by the instructors themselves according to the faculty contract). In addition students provide occasional input through focus groups, wherein the comments are recorded and disseminated for the purpose of program improvement. (See *Continuing Education 2011 Student Focus Group Summary*).

Within a course, student academic performance is recorded through a collection of performance indicators including homework, rubric scoring, portfolio assessment, regular in-class quizzes and unit tests, midterm and final exams. Scores are recorded and kept by individual instructors on Microsoft Excel spreadsheets or on Grade Machine software and used to assign final passing marks. Progress indicators for each course (Pass, No Pass, and Satisfactory Progress) are entered into the Banner system online by each instructor at the end of each term. Banner aggregates the passing rates and can provide the programs with term-to-term, or year-to-year data for comparison. (See *Grade Machine Sample Report; ESL Portfolio Sample*).

At the end of courses and programs, certificates are issued to CDCP students upon completion of a series of related classes and for competencies. Statistics on

certificate issuance are gathered through the Banner system and reported to the College annually. Additional federal or state assessments, for example CASAS or CNA, provide benchmarks which mark student progress in the ABE, ASE, ESL and Health Careers. Year-to-year comparisons assist each program in identifying inconsistent results or areas for investigation and improvement. (See *Continuing Education Profile 2010-11*).

Student support services and instructional support areas have gained information from the Banner software system in use across the College to track student progress. The Division has made notable strides in improvement in structuring and promoting dialogue based on student data. These included:
- Creation of several new noncredit Banner reports accessible through ARGOS.
- Use of data by numerous formal and informal groups within programs to discuss and implement process improvement in instruction and support services. Data sources included Banner reports, student focus groups, and student surveys.
- Establishment of an internal Advisory Group to enhance Division-wide communication and planning. Comprised of faculty, staff, and managers from each program, the group holds twice-yearly, on-campus retreat days to review comprehensive data and PIE reports and to provide input for planning.
- Update of the Student Profile Data document for 2010-11 based on Banner data, results

Using data from Banner, several student success benchmarks have been noted in the WIN program, a tutorial center and study hall where student-athletes have the opportunity to complete homework assignments:
- Student athletes attending the WIN program average 2-3 hours a week in study hall
- Student athletes attending the WIN have continued to maintain a GPA over 2.0
- 38% of WIN students have transferred to higher educational institutions
(See *WIN Website*)

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The Division collects information on the impact of services through Banner database and surveys. One example of a formal survey is the ESL Registration Services Survey conducted. In this example a formal SLO was developed to measure the effectiveness of the services provided by the front line registration staff to new and continuing students during peak registration times. Previous research, a 2008 internal College student survey, suggested the ESL department could improve overall student satisfaction by increasing the level of helpfulness and with information needs. To address the level of helpfulness, the ESL department channeled appropriated funds from the Basic Skills Initiative which allowed for the employment of two Registration Clerks to help students enroll in noncredit ESL courses. Students that received services during the open registration period—February 8th to February 17th, 2010—were asked to fill out a survey immediately following the assistance by the staff. The program was exceptionally successful boasting an 87.5% aggregated satisfaction rate among respondents. (See *ESL Registration Student Survey Results; Continuing Education 2011 Student Focus Group Summary*).

Banner reports of the matriculation rates into credit classes and the number of course completions also provide insight into how the Division's programs lead to student success. Counselors provide matriculation workshops and individual appointments for students seeking admission to colleges or universities. Both of these assist many students in furthering their educational goals. Overall the Division's CDCP program matriculation to credit rate was 40% in 2010-2011. Term-to-term persistence rates measured through Banner, and through internal program database systems provide an indication of program strength as shown in year-to-year comparisons. (See *Continuing Education Profile 2010-11*).

Curriculum and classroom methodology have been realigned to assure progression of skills towards Student Learning Outcomes (SLOs). All the course programs within the Continuing Education Division have developed SLOs and regular assessment schedules for data collection and review of the outcomes. This continuous cycle provides long-term trends and data regarding which outcomes are relatively easy for students and which require curriculum adjustments. One of the most difficult challenges in noting program improvement, especially through SLOs, is that programs consist of many instructors and staff who work a variety of shifts. Getting everyone on board sometimes is difficult. It took several successive semesters after beginning the implementation of Student Learning Outcomes to get all the instructors in sync with regard to what SLOs would be measured during which semesters. While discussed during in-service meetings or through email communications, the actual implementation on class syllabi and collection of the data was not 100% at the beginning. For instance, on a recent survey of Division faculty members, only 54.5% felt that they had attended professional development on the topic of Student Learning Outcomes. (See *ESL 3 year SLO Plan*).

Several Division instructors noted positive impacts on classroom instruction from the implementation of SLOs. Here are some of the comments from related surveys:

- My teaching techniques are directly affected by the Student Learning Outcomes (SLOs). If I find that the lectures are not working for my students and I see blank stares at a subject question, or the handouts not easy to follow, etc., I will restructure the process to fine tune the results.
- SLOs help me ascertain how my students are doing in each area tested and whether I need to make changes to my classes.
- I use the results of assessments to adjust my instructional decisions. For example, when test scores on a particular conceptual area are low, I will review that content in more detail. Assessment reveals where additional projects, testing, lecture, and discussion needs to be improved.
- If assessment doesn't yield desired outcome, I change my delivery/examples.

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- The ESL Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).
- The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL open house and VESL certificate ceremony.

(See *Continuing Education Employee Survey 2011– Faculty Instructional Responses; SLO Outcomes Team Report–March 2011*).

Areas of Strength

- Continuing Education uses an effective, cyclical planning process (PIE) which engages all stakeholders in the improvement of student learning.
- The Division collects a wide range of assessment data and uses them to track student learning and improve programs.
- Planning and budgeting of resources is collaborative with lateral and vertical dialogue which has helped make critical decisions during this difficult economic climate.
- Faculty members and staff throughout the Division are invested in improving student learning and student services.

Key Issues

- The majority of Continuing Education staff and faculty consist of part-time employees which makes evaluating and planning a unique challenge.
- The focus on the initial SLO process was compliance with the adopted Mt. SAC model of accountability and SLO tracking. Although meaningful data was collected, the results were not used systematically within the model. There is a need for the Division faculty to shift to consistent application of the use of results from SLO assessments to inform improvement of student learning in a cyclical model.
- The Division needs to continue efforts to increase communication of student success with both internal and external stakeholders.

Standard IV: Educational Programs

The institution offers high-quality educational programs in recognized and emerging fields of study that culminated in identified student outcomes leading to certificates, licensure, or other indicators of program completion. Educational programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered by the institution.

Criterion 1

The institution demonstrates that all educational programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

- How does the institution ensure that all institutional offerings fit the stated mission of the institution?
- How does the institution choose the fields of study in which it offers programs?
- How does the institution ensure that its programs and services are high quality and appropriate to an institution of its type?
- By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?
- What are the student achievement outcomes of the institution's programs; i.e., to what extent do students progress through to program completion?

The mission of Mt. San Antonio College Continuing Education Division is that of the College itself: "Mt. San Antonio College welcomes all students and supports them in achieving their personal, educational, and career goals in an environment of academic excellence. " Additionally, Continuing Education's vision statement is to provide outstanding educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased literacy skills and access to higher education and employment.

Mt. SAC Continuing Education programs include more than 385 noncredit courses to meet the personal, educational, and career goals of its diverse student population. Continuing Education programs align with definitions provided by California Education Code and Title 5 for community College noncredit education; they include Adult Basic Education (ABE), English as a Second Language (ESL), Immigrant Education, Older Adult Education, and Short-Term Vocational (STV) Education. The Division offers more than 60 certificates that prepare students for entry into credit programs of the College or occupations that have high employment potential. (See *Mt. SAC Catalog; Continuing Education Student Handbook; Schedule of Classes*).

Programs and courses of study are developed and revised through a rigorous process that begins with the identification of a community need or high employment potential. The identification of community needs has been carried out by the College throughout its history through two primary processes: master planning, and industry needs analysis. In its master planning process, the College examines district population characteristics and trends, then aligns them with current and potential future educational needs. Industry needs are identified through such processes as regional economic research (environmental scans) and input from industry advisory groups. Additionally, labor market data must be provided for all new vocational courses and certificates prior to their approval by the College or the California Community College Chancellor's Office (CCCCO). (See *Educational Master*

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Plan 2009; Curriculum Approval Cover Sheet; Advisory Committee Handbook; EDD Labor Market Website).

Several examples illustrate this. A review of 2010 U.S. Census data for the Mt. SAC districts confirmed a continuing need for ESL courses, with the majority of Mt. SAC district residents speaking a language other than English at home. According to the 2008 U.S. Census, 25% of adult residents in the Mt. SAC district are lacking a high school diploma. Thus, the Adult High School Diploma (AD) program offers area adults the opportunity to lessen this gap by completing a diploma. In the Career Technical Education area, in response to recent review processes, the College developed and approved noncredit Interior Design courses and a certificate that aligned with the credit program; the new certificate was approved by the CCCCO in Summer 2011. Additionally, ABE and Health Careers collaborated, using grant funding, to review and develop two additions to the Certified Nurse Assistant (CNA) program. One, the In-Home Support Services course, focuses on the most basic entry-level skills of care and helps prepare students for entry into the CNA core theory and clinical classes. The other, Home Health Aide, provides additional state certification to the CNA, which can enhance employment.

Occasionally, Continuing Education has an opportunity to collaborate on specific research to assess its alignment with community needs. In 2008, the Older Adult Program (OAP) cooperated with a Claremont Graduate University researcher in a study titled Community College Offerings to Seniors: A GIS Examination of the Extent a Community College Offers Classes to its Senior Community. The study not only examined the extent and impact of Mt. SAC's courses for older adults but also made recommendations for the future. (See *"Community College Offerings to Seniors: A GIS Examination of the Extent a Community College Offers Classes to its Senior Community"*).

In the current California budget environment, the legislature and the CCCCO have affirmed that scheduling priority should be given to classes aligning with transfer to 4-year College or university (which applies to credit classes) and to basic skills education and career preparation (which apply to both credit and noncredit College programs). Mt. SAC has followed these guidelines while continuing to offer more limited class schedules addressing community needs outside of the three priority areas.

Continuing Education uses the course, program, and annual review processes of the College to identify emerging fields, respond to shifts and changes in well-established fields, address student and community needs, and modify or create courses and certificates.

Faculty members within disciplines collaborate to develop courses in alignment with external standards as applicable. Both new and reviewed courses undergo an approval sequence that flows from the faculty, through Division administration (Dean), the College's Educational Design Committee, Curriculum Council, Academic Senate and Board of Trustees, and the Chancellor's Office of the California Community Colleges. (See *Course Outline of Record Guide; Mt. SAC Curriculum & Instruction Council; Mt. SAC Educational Design Committee*).

Continuing Education has aligned its ABE courses with the Content Standards of the California State Board of Education. The courses are sequenced to provide a pathway into credit courses of the College. The GED and Armed Services Vocational Aptitude Battery Exam (ASVAB) preparation programs are designed based on content of the Official California State GED Exam and the ASVAB, respectively. Additionally, the Adult High School Diploma Program and its courses have been approved through the California Community College Chancellor's Office. Core courses from the High School Referral Program have been granted a-g status from the University of California Regents. (See *CDE Content Standards; ESL Model Standards; University of California Doorways*).

The ESL program courses are aligned with California's ESL Model Standards. Additionally, ESL has aligned its sequence of courses with entry into credit courses of the College. For example, students completing Level 4 (High Intermediate) of ESL may matriculate into credit ESL (called American Language, or AMLA)

at Mt. SAC without having to take the College English placement test. Articulation also exists from advanced levels of ESL. (See *Mt. SAC English Placement chart; Schedule of Classes*).

Continuing Education Older Adult courses are developed and reviewed by faculty members. Courses follow Model Program Standards for Older Adults and are reviewed and revised in alignment with current College procedures.

All Continuing Education Course Outlines of Record are reviewed on a four-year cycle. The review is conducted by faculty within programs, followed by the College and CCCCO approval process as described earlier. The review carefully considers evidence that teaching and learning strategies are consistent with stated curriculum topics and that courses meet the requirements for articulation into the College, UC a-g approval, external certificating bodies, or California Model Standards as appropriate to the course.

Student Learning Outcomes assessment is required for every academic program, instructional program, and student services and support program. Assessment of student outcomes and performance forms the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources including instructional space, technology, and support staff are adequate (See *SLO website*).

The program review model used by Continuing Education and the College requires that every instructional program annually document its student learning outcomes in a web-based data tracking system called ePIE. Working within programs, faculty members record each outcome as well as the assessment conducted and the planning resulting from that assessment. Continuing Education has a minimum of two SLOs identified for all of its courses; these SLOs are on a 3-year cycle of assessment. Additionally, The Division annually reviews its SLOs and their alignment with its Student Learning Goals (SLGs), sometimes called "schoolwide learning goals" within WASC-ACS. In 2010, as a result of this review,

the Continuing Education Advisory Group recommended that the SLGs be reduced from four to three in order to more accurately reflect actual assessment of student learning outcomes.

Many Noncredit Short-term Vocational (STV) courses and certificates are identical to those offered in credit programs of the College and are dual-listed in the College schedule. These programs and courses are regularly and collaboratively reviewed with the credit departments of the College to ensure that they meet the needs of students preparing for careers as well as the needs of business and industry partners in the area. The STV disciplines meet annually with advisory committee members in their industries to obtain feedback on the currency and relevancy of courses and programs that prepare students for careers. High quality programs in STV disciplines are defined by regular review of student retention and success in the programs and in external testing that certifies competence, as well as ongoing accreditation of programs as required by external bodies. Faculty in the STV programs annually assess data on student success in achievement of learning outcomes to determine appropriate strategies to improve their programs. (See *STV advisory minutes: STV website*).

The current process for developing Continuing Education courses and programs assures their quality and alignment with model standards, industry standards, community College articulated pathways, and UC a-g requirements. The annual review of SLOs and their alignment with SLGs provides the structure for comprehensive evaluation of student learning. These review and evaluation processes are central to Continuing Education and are used to achieve programs that support students' attainment of their personal, educational, and career goals in an environment of educational excellence.

Although student outcomes are assessed in varied ways, depending on the educational program, student achievement is tracked throughout the Division. All Continuing Education students receive a "grade," or student progress indicator, at the end of each term. In most cases, the student progress indicator is a P

(Pass), SP (Satisfactory Progress or NP (No Pass); however, students in the AD or High School Referral (HSR) programs receive standard letter grades. Using the College student database, the Division can access a report on course completion rate by program; the report is available in real time through web-based software. Additionally, Continuing Education tracks student persistence through its programs as well as student transition into credit. ABE and ESL student progress is also tracked through their CASAS scores, which are compared to state and national scores.

Numerous charts showing Continuing Education student achievement data can be found in the Student Profile and in the Appendix. Highlights include:

- A 78% retention rate among VESL students
- An increase of course completion rate by High School Referral ("concurrent") students, from 41% in 2006-07 to 65% in 2010-11.
- An increase in vocational certificates requested and awarded, from 37 in 2008-09 to 73 in 2010-11. (This number should increase when the Mt. SAC computer system fully implements "Degree Works," a transcript evaluation tool that will automatically issue certificates and degrees to students who have completed the coursework).
- An increase in Adult Diploma students granted credits, from 143 in 2008-09 to 200 in 2010-11, and in credits granted through Adult Diploma classes, from 997 in 2008-09 to 1,639 in 2010-11.
- 63 GED graduates in 2011.
- An overall Continuing Education rate of 89% Pass/Satisfactory Progress; 11% No Pass
- In all ESL levels and most ABE levels, Continuing Education students outperformed the California Statewide Performance Average in CASAS Functional Level Completion Rates.
- Transition to credit, Career Development/College Preparation (CDCP) programs, of 40% (see next paragraph).

Continuing Education worked with the Research and Institutional Effectiveness Department to undertake a cohort study of students matriculating to credit programs of the College, disaggregated by educational program. As expected, percentages of students varied greatly depending on the student population and their goals as well as the nature of the educational program. The program with the highest rate of matriculation to credit was Short-Term Vocational (STV), at 72%, followed by Health Careers (44%), ABE (29%), HS Referral (18%), Adult Diploma (20%), and ESL (16%). The three programs with the lowest transition rate were Developmentally Disabled (1%), Older Adults (2.5%), and Parent Education (program terminated in 2010, 7%); all of these are programs in which students' goals do not focus on transition to credit. Overall, Continuing Education students matriculated into credit at a rate of 28%; however, when raw data were adjusted to include only the programs defined in Title 5 as Career Development/College Preparation (CDCP), the rate rose to 40%. (See *Continuing Education Profile 2010-11*).

Criterion 2

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

- What research is conducted to identify student learning needs?
- What means does the institution use to assess students' educational preparation and their ability to benefit from what the institution offers?
- How is it determined if students are achieving stated learning outcomes?

Continuing Education uses multiple methods of research to identify students' learning needs. Data collection occurs from surveys, counselor appointments, orientations, faculty meetings, Mt. SAC demographic reports, annual program review reports, and various other tools used by programs to identify areas of excellence or in need of improvement. A Division-wide student survey is distributed every three years, and individual programs schedule a departmental survey

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more frequently. Student surveys ask for data related to student satisfaction with methods of instruction, use of technology, available student services, classrooms, facilities and student safety.

Another method of data collection aimed at identifying students' learning needs is direct student data entry done in the ESL Program. Each semester, ESL students are brought into computer labs, where they access their own educational plans, update them, and answer questions related to past education and employment as well as some of their educational goals. These data are collected, analyzed and used by the ESL counseling team and administrative personnel to help the decision making process as it relates to student goal attainment and overall program needs. Also, the counseling team collects and aggregates student data from every student that uses counseling and career/educational guidance services to assist students reach their goals and improve the type and quality of services available to them (See *ESL Database*).

The ESL program conducts an annual English Literacy and Civics (E.L. Civics) survey to gain a better understanding of the immigrant learners' pressing life-skill needs. Students are asked to prioritize themes that are most relevant to their cultural adjustment needs (e.g., health and welfare, driving and the DMV, the U.S. system of job search and attainment). Results of the surveys are integrated into the following term's curriculum as a component of the ESL course objectives and are evaluated as a project or competency-based assessment. At the end of each term, students are asked to provide feedback on what they gained from these projects and on how the ESL program can better meet their needs. Vocational ESL Career Paths (VESL) & Life Planning course objectives integrate this aspect into the curriculum and target specific projects and assignments. Additionally, there is an education plan that is drafted during the VESL 1 term and followed up with counselors during VESL 2 regarding meeting benchmarks. (See *EL Civics Needs Survey; ESL-CASAS Benchmarks Data; ESL Student Educational Plans*).

The use of periodic progress reports in the AD and High School Referral (HSR) Programs provides faculty with the valuable information on student progress and learning needs. Instructors and counselors can monitor student trends and identify where students need learning intervention. Furthermore, faculty can help students not only maintain progress but also prevent them from being placed on a Progress Probation contract.

ABE has conducted yearly research projects to determine student learning needs. For example, the WIN Program has assessed tutoring services in order to determine their effect on students' study skills. In focus groups, WIN students described that tutors had a positive effect on their overall study skills and academic progress. Their perceptions have been validated over the years, as WIN student athletes' GPAs have remained above 2.0 since 2007 and their term-to-term persistence also increased. The AD program also examined how students were engaged in the classroom environment, learning, and peer and staff relationships. It was found that those who had stronger peer relationships in the classroom were more likely to persist and complete coursework. Thus, more instructional activities focused around peer and staff interactions are planned for the 2011-12 academic year.

The ESL and ABE (GED, ASVAB, IHSS, and AD) programs have structured assessment processes to measure skill levels at the entry point for each student. These processes include an orientation session, collection of biographical and educational history, and the student's selection of an initial ("uninformed") goal for their learning. This "uninformed" goal can later be amended or updated as a result of meeting with a counselor or educational advisor. The ABE program gives students diagnostic tests to help determine students' needs and appropriate enrollment level. In Adult Diploma, incoming students take the reading portion of the Test of Adult Basic Education (TABE); this is followed by a counseling appointment, and an individual review of students' academic histories (transcripts). In GED they use the Official GED practice

tests and the TABE to ascertain how students will perform on the full tests. ASVAB students take the TABE and CASAS tests to first determine their levels of reading prior to assigning study modules. IHSS students also take the CASAS to determine if their reading level is appropriate for the coursework or if further remediation is needed prior to entering the class. Students likely to benefit most from ESL classes and support are referred to the ESL Program until they are ready to return to the Adult Diploma Program. The ESL Program developed their own Computer Adaptive Placement Test, validated through the CCCCO, to better align students' proficiency with the appropriate course. ESL students are able to update their personal educational goals each semester through the web-based ESL student database; additionally, students provide feedback through the EL Civics needs survey, in which they choose the project topic for the class to learn. (See *CAP Test; Continuing Education Registration Form*).

Health Careers provides extensive, mandatory orientation sessions to all potential students. Although students are not required to take placement tests, they do undergo background checks and are informed of the specific crimes that will prevent them from licensure per State of California Department of Public Health. Students with criminal records inconsistent with licensure are not enrolled since they cannot benefit from our classes.

Given the varied nature of the courses, the OAP and STV programs do not assess for specific proficiencies prior to enrolling students into their programs. Older Adult students are assessed for skills upon entry to their classes; in rare cases in which a faculty member believes a class is not appropriate for a student, the faculty member will work with the OAP supervisor, Division Dean, and in rare cases, the Student Life Office of the College, to guide the student. Noncredit students in dual-listed Vocational classes are not required to be assessed for English or math skills; however, faculty members may intervene if limited English skills threaten the safety of students or safe operation of equipment, and appropriate program administrators from both

noncredit and credit will assist with intervention and redirection of the student to appropriate resources or classes.

Continuing Education uses multiple methods of evaluation to determine levels of achievement in all of its educational programs. Comprehensive, Division-wide assessment takes place through the Student Learning Outcome assessment process, which includes course-level student learning outcomes, program-level (certificate) student learning outcomes, and Division-wide student learning goals. Student Learning Outcomes assessment is a faculty-driven process; although classified professionals and administrators also participate actively. All course-level SLOs are assessed on a three-year cycle; however, some programs, such as Health Careers, assess course SLOs on an annual or even a cohort basis. Additionally, each year, Continuing Education evaluates that year's alignment of course SLOs with the Division's SLGs. Results are shared and implications discussed with the Division Advisory Group.

Each Continuing Education Course Outline of Record includes the measurable objectives and methods of evaluation for the course. Although faculty members use a variety of approaches when they teach, all are subject to the course measurable objectives and evaluation methods. Student progress indicators ("grades") are collected for all courses other than study labs; grades are input to the College computer system by faculty using the web-based portal. In most cases, the student progress indicator is a P (pass), NP (no pass) or SP (satisfactory progress). Standard letter grades (A, B, C, No Pass) are awarded to AD, HSR, and Summer High School students. Reports on student grades are available through the College system and can be manipulated to show detail by program, course, class, time of day, and other descriptors. For example, during the 2011 Spring term, 75% of ESL students received a progress indicator of P, while 13% received NP and 12% received an SP. The Spring 2011 table at the end of Criterion 3 illustrates the distribution of progress indicators for Continuing Education during the 2011 Spring term.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student progress through programs is tracked in various ways. For example, AD students must show progress toward completion of their diploma by earning a minimum of five credits for every 100 hours of attendance. Counseling Intervention and Probation is initiated if a student reaches 60 hours without earning credits. The GED program measures progress through pre- and post-testing, skills improvement as documented on the student's individual education plan, and, ultimately, passage of the GED. Progress of HSR students is documented through tracking of grades, hours and levels of productivity; students must earn a grade of C or better to pass the course and earn credit. The ESL Program uses a portfolio-based assessment of progress through proficiency levels (Pre-1 through 6) and awards certificates for completion of beginning (Pre-1 through Level 2), intermediate (Levels 3 and 4) and advanced (Levels 5 and 6) achievement. ESL monitors data on certificates earned as well as data from the College information system regarding the number of students who transition from noncredit to credit. In the OAP, achievement of stated learning outcomes depends on the course. For example, the student may participate in a pre and post test, complete a project, or demonstrate a specific technique related to the course.

Additionally, the ESL and ABE programs implement CASAS pre and post testing to measure the skill level gains within a prescribed number of instruction hours. CASAS intake forms provide additional information regarding learning goals and objectives. Continuing Education Division also looks at the WIA II Core Performance Survey report to assess the level of success associated to work related goals expressed by students as a result of using our services. The WIA Title II (225, 231 and EL Civics Sections) Core Performance Follow-up Survey collects information about students who have left an adult education program but had previously expressed the goal of getting a job, keeping a job, or entering postsecondary education. This survey provides valuable information about the goal attainment of students after they leave adult education programs. (See *Continuing Education Profile 2010-11, Core Performance Survey*).

Technology helps the Division and its programs assess how students are benefitting. Every program on campus has the ability to collect and retrieve data from the College student data system (Banner) related to student assessment and educational progress. Other peripheral databases provide additional information that supplements what is collected in Banner. The ABE and ESL Programs use their own databases to collect and maintain students' educational records, which include interventions needed, previous education and degrees earned in their home countries. These databases are able to generate a variety of reports on every piece of data collected; additionally, data elements required by the CCCCO are uploaded into the College system prior to reporting by the College. Finally, Continuing Education uses the College data system ePIE to record progress on course SLOs, certificate SLOs, program goals, and Division Student Learning Goals.

Criterion 3
The institution utilizes delivery systems and mode of instruction compatible with objective of the curriculum and appropriate to the current and future needs of its students.

- How does the institution determine that delivery of instruction fits the objectives and content of its courses?
- How are delivery methods evaluated for their effectiveness in meeting student needs?
- What dialogue takes place about delivery systems and modes of instruction?
- How effectively are delivery systems and modes of instruction facilitating student learning?

Consistent with the Community College Reform Act of 1988 (AB 1725), Mt. SAC Continuing Education faculty have the primary responsibility for determining instructional delivery according to the objectives and content of courses. Creation or modification of courses includes consideration of the appropriate delivery mode. At the most basic level, courses are defined as lecture, lab, or a combination. Courses to be offered as distance education, defined as containing some portion delivered in an online mode, must be approved by the Distance

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Learning Committee prior to submittal to the normal College curriculum approval processes; additionally, the distance learning proposal must demonstrate full alignment of objectives and content with the traditionally-delivered Course Outline of Record.

Currently, most Continuing Education courses are delivered by direct instruction. In 2010-11 the Division offered 2,776 different class sections (91%) through traditional direct instruction, while 286 (9%) class sections were offered in a lab setting for individually-paced learning. Of the individually-paced, lab classes, 20% were Adult Basic Education, and 80% were Adult Diploma and HS Referral.

Overall, Continuing Education instructors employ a variety of approaches in the classroom. In a survey taken in spring 2011, which was supported by evidence from classroom peer observations, a majority of instructors throughout the Division noted that they used the following techniques "always" or "most of the time": discussion, group activities, lecture, multimedia/technology, and teacher demonstration/modeling. Rarely used techniques included guest speakers, service learning, and field trips. (See *Continuing Education 2011 Employee Survey Results*).

Because the AD, HSR, and most ABE classes are offered in an individually-paced, lab setting, faculty tend to employ different approaches from those used in direct instruction classes. According to the Spring 2011 survey, techniques used "always" or "most of the time" include individual projects, multimedia or technology, and website resources or online documents. Teacher demonstration or modeling is used "most of the time" or "sometimes." Even though the AD and ABE programs are individually paced and lab-based, 75% of the teachers indicated they use class discussion and group activities at least some of the time.

The Division systematically evaluates the effectiveness of course delivery in several ways, including student pass rates, progress through proficiency levels, course SLOs assessments, pass rates on standardized or licensure examinations, and CASAS benchmarks. These data are compiled throughout the year and many are accessible in real time through reports from the College's Banner system and the ePIE system for SLOs assessment and planning. Reports on CASAS benchmarks are compiled and reported quarterly. Results from standardized or licensure examinations are compiled throughout the year and stored at the program level; additionally, these results may be reported as part of cyclical SLO assessment processes and stored in ePIE.

Faculty members are the primary evaluators of the effectiveness of delivery methods. In addition to the data listed earlier, they rely on classroom data throughout the term to assess student learning in progress, determine areas requiring more attention, and align teaching techniques to students' learning needs. Instructional support offices or work spaces are available for adjunct faculty members; these include computers. In programs that use Scantron forms for some testing, such as ABE and ESL, machines and instructions are provided for faculty who wish to conduct item analyses on their tests to see where their students need more help.

Dialogue among faculty, program coordinators, administrators, and advisory representatives concerning instructional effectiveness takes place informally throughout the year in all programs. Formal dialogue among faculty within programs occurs each semester at a minimum. Meetings and in-services provide venues for faculty members to discuss such topics as SLO outcomes, shared midterm and final examinations, skills rubrics normed for specific competencies, and effective classroom methodologies. Faculty SLO coordinators within ABE, ESL, and OAP also meet with subgroups of faculty depending on which SLOs are being addressed within a term. Faculty members in credit vocational departments, including those with noncredit, dual-listed courses, meet monthly during each semester and annually with their program advisory committees. (See *ESL, ABE, OAP, Health, STV faculty and advisory committee meetings*).

Program and Division-level dialogue also occurs informally and formally throughout the year. Within programs, faculty, classified, and administrative

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leaders meet regularly to review program-level indicators of effectiveness. Some examples of these include enrollment and attendance, CASAS data, and program-level SLOs. Division leaders representing all instructional programs meet weekly with the dean; although topics vary, program effectiveness is infused into discussions.

All Course Outlines of Record at Mt. SAC are reviewed on a four-year cycle. Reviews and modifications are conducted by faculty members who collaborate according to discipline and typical course assignments. Changes to Course Outlines of Record, including any impacting delivery methods, are proposed by faculty, who forward the reviewed course to the Division dean for approval. Following Division approval, the course goes through the Mt. SAC approval sequence including Educational Design Committee, Curriculum and Instruction Council, Board of Trustees, and California Community College Chancellor's Office.

The delivery systems and modes of instruction used in Continuing Education are very effectively facilitating student learning. Numerous charts showing Continuing Education student achievement data can be found on in the Profile chapter and in the Appendix.

Spring 2011 student pass rates indicate that overall, 82% of Continuing Education students passed their course or made satisfactory progress. The three programs in which most students were graded SP-Satisfactory Progress (rather than passing) were those that are either self-paced lab modes of instruction or provide a high proportion of classes in which students benefit from repetition, such as the Older Adult Healthy Aging courses.

The program showing the highest NP-No Pass rate was Noncredit Short-Term Vocational which consists of dual-listed classes with credit. In this program instructors did not use the SP-Satisfactory Progress indicator, and students who dropped after a certain point in the term were given a NP-No Pass.

SPRING 2011								
	Sections N	Students N	NP N	SP N	P N	NP %	SP %	P %
ABE—General	3	125	33	84	8	26	67	6
ABE—HS Referral	22	552	144	–	408	26	–	74
ABE—Adult Diploma	40	426	64	232	130	15	54	31
ABE—GED	2	124	33	83	8	27	67	6
ESL	108	2,458	327	296	1,835	13	12	75
ESL—Vocational	13	240	32	1	207	13	–	86
Older Adults	165	5,625	303	4,338	984	5	77	17
S–T Vocational	95	296	111	3	182	38	1	61
S–T Voc. Health Occs.	3	57	6	–	51	11	–	89
Total		9,903	1,053	5,037	3,813	11	51	39

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Other indicators of successful instructional delivery include:

- CNA pass rate on California certification exam   94%
- High School Referral course completion rate   65%
- Matriculation to Mt. SAC credit— CDCP Programs (ABE, ESL, STV, Health Careers)   40%
- ABE students making a significant gain in CASAS testing   90%
- ESL students making a significant gain in CASAS testing   72%

Criterion 4

The institution identifies student learning outcomes for courses, programs, certificates, licensure exams, and other completion indicators; assesses student achievement of those outcomes; and uses assessment results to make improvements.

- What student learning outcomes has the institution identified for its courses, its programs, its certificates, its licensure courses, and other completion indicators?
- How and by whom are student learning outcomes and strategies for attaining them created?
- How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement?
- What dialogues have occurred about using assessment results to guide improvements to courses, programs, etc.? What improvements have resulted?

Continuing Education has identified three institutional Student Learning Goals (SLGs) that represent its focus on student learning, and help define the skills and abilities of those completing Continuing Education Programs. The Division institutional Student Learning Goals fall into the following categories: Effective Communicator, Critical Thinker, and Lifelong Learner.

Connected to these institutional SLGs are at least two Student Learning Outcomes for each course. These are assessed on a three-year cycle, with results influencing instructional strategies and informing the formal review of course and program content and objectives. Given the high number of courses, technology has proven to be vital in documenting this process. Alignment of course SLOs to Continuing Education SLGs is tracked through ePIE, which provides various reports that are used in dialogue and evaluation.

Faculty teaching vocational courses, in particular, develop and assess program SLOs tied to pass rates on licensure and other external examinations. This includes dual-listed, credit/noncredit vocational programs that have related licensure examinations as well as Health Careers. For example, CNA tracks its students' pass rates on the California CNA certification examination. (See *Continuing Education Profile 2010-11*).

Student Learning Outcomes (SLOs) and strategies for attaining them are created by faculty. The SLO model adopted by Mt. SAC faculty, including Continuing Education, uses a five-column framework that first identifies what a student should be able to know, think, feel or do as a result of the course. Aligned with this is the method of assessment, criteria for success, summary of results, and use of data (i.e., resulting decisions, including creation of a new or modified SLO). SLOs differ from the measurable objectives defined in the Course Outline of Record in that SLOs are intended to be global; however, faculty may identify a course measurable objective as an SLO if it represents a global course outcome.

Faculty members, working collaboratively within programs and disciplines, schedule course SLO assessments on a three-year cycle as a minimum; however, SLOs may be assessed more often if faculty members choose to do so. Strategies for improvement emerge as a result of dialogue concerning the outcome data and are recorded as "Use of Results." Meetings occur in various forms, including semester faculty meetings, smaller sub-committees, and informal meetings between faculty SLO coordinators and faculty members teaching specific courses. (See *ESL 3 Year SLO Plan*).

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This process of SLO identification, assessment, and use of results occurs throughout the academic year in all programs, often resulting in improvements. ABE, for example, conducted program SLOs in the High School Summer School Program in order to establish standards throughout its off-site locations and to improve the overall quality of the final exams and in turn, student learning. A faculty committee developed an exam rubric to ensure appropriate rigor and compliance with California State Content Standards. Although the results initially showed that most exams did not meet expectations (68%), an examination of the process revealed that most faculty did not receive their rubrics prior to creating their exams; thus, the expectations were not disseminated. Additionally, some teachers had input on the scope and sequence of the content standards as well as the appropriate pacing for courses offered during the summer. Once faculty had the rubrics and had given input on the content, all exams were revised easily to reflect the expected rigor and content. Therefore, due to this assessment of curriculum, the students were able to benefit from the improved final exams.

In the ESL Program, a committee of instructors representing all ESL levels (beginning, intermediate, and advanced) develops SLOs with input and support from administrators as needed. Additionally, the program has formed an outcomes team composed of faculty, the instructional support manager, and the director. This team monitors the results of SLOs every semester. The Older Adult program also involves their faculty in writing SLOs. Faculty members collect data based on rubrics for each SLO. This data is returned to the onsite location and entered into ePIE by an OAP faculty SLO coordinator. Faculty members in Health Careers and other Short-Term Vocational programs, including credit faculty of dual-listed credit/noncredit programs, meet regularly during the term to discuss SLOs currently being assessed, review results, and determine appropriate next steps.

Criterion 5
The institution assures the quality and improvement of all instructional courses and programs offered including continuing and community education, short-term training courses and programs, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

- By what criteria and processes does the institution decide to offer courses such as ESL, continuing and community education, or contract education programs?
- By what means does the institution ensure that all of its instructional courses and programs are of high quality?
- What is the process for establishing and evaluating each type of course and program?
- How does the institution determine the appropriate credit type, delivery mode, and location of its courses and programs?
- Does the institution use evaluation of courses and programs effectively for improvement?

Continuing Education course offerings are provided according to Board Policy and Education Code. Proposed offerings are evaluated for their potential contribution to the "physical, mental, moral, economic or civic development of the individuals or groups enrolled in it." Division courses and programs are further defined under the California Education Code, whereby state funding is authorized for specific categories as follows: Parenting, Basic Skills (including tutoring), English as a Second Language, Citizenship for Immigrants, Programs for the Handicapped, Short-Term Vocational Courses, Programs for the Older Adult, Home Economics, Health and Safety, and Workforce Preparation. (See *Board Policy—BP 4400*).

The ABE Program works with local K-12 districts, county, and state agencies to provide instructional programs and support services to assist noncredit students with their educational needs. Additionally, high area unemployment rates have hit particularly hard those individuals who possess low literacy skills and are lacking in a high school diploma. Thus, these

factors demonstrate the need to provide basic skills, ASVAB prep, high school diploma, and employment skills and to prepare students to matriculate to credit programs. The GED hybrid distance learning program was established due to the trend, observed by faculty several years ago, of higher numbers of students who were unable to attend on-campus classes. ABE courses are offered based on existing approved course outlines, student needs, and available resources such as staff and facilities. (See *ABE website; ABE Course Outlines; Mt. SAC Catalog; Schedule of Classes*).

The ESL program offers courses based on the demographics of non-English speakers within the College district. The ESL program offers classes that are designed to help improve students' language, study skills, job skills, and general English communication skills. Classes are available in ESL, Vocational ESL Career Paths (VESL), TOEFL Preparation, and Citizenship Preparation. Because there is a high demand for ESL courses and not enough space to accommodate all students, the ESL program has a waitlist for every course offered. When the demand is high enough, and as budget allows, the ESL program offers more courses. (See *ESL website; ESL Waitlist*).

The Older Adult Program course offerings represent the full continuum of education, from vocational classes to the pursuit of long-standing educational goals. Courses are specifically designed and developed to meet the needs of older adults. The program provides opportunities for students to develop and share a new vision of life's second half, to challenge the mind, to acquire new skills, to promote healthy aging, and to share knowledge and experiences with peers and younger people. For OAP, student enrollment, participation, and facility availability at community senior centers mainly dictate whether courses should be offered. (See *OAP website; OAP Enrollment & Facility Availability*).

Vocational education classes are offered through state-supported noncredit programs, grant funding, fee-based Community Education, and contract training. Continuing Education Health Careers programs provide

courses based on available budget, advisory feedback from clinical sites, grant funding opportunities, and student demand. There are usually waiting lists for the CNA (state-funded) & Phlebotomy (fee-based) programs. Contract Education classes are developed in response to needs identified by business and industry within the College district, working with faculty and industry experts as appropriate. Examples of program partners include LA Works, Metropolitan Water District, Montclair Fire Department, and Pomona Unified School District. Other state-funded vocational classes are scheduled according to a matrix of factors, including available budget, student demand as evidenced by wait lists, feedback from industry advisory groups, and class sequence toward a certificate. Since many noncredit vocational classes are dual-listed with credit classes, the Division office maintains close communication with credit vocational programs. Additionally, the Division regularly assists noncredit students by arranging with credit to open more noncredit seats in classes that are specifically needed for certificate progress. (See *HRSA Grant*).

Other fee-based program offerings are developed according to community needs and interests; these are identified through student inquiries, community interest groups, and labor market information, depending on the focus of the class. Occasionally, potential teachers will propose a fee-based offering and present evidence of community interest, such as enrollment in a similar class in a neighboring community. Because fee-based programs are required by Title 5 to be self-supporting rather than district-funded, Continuing Education is able to offer most fee-based courses and programs on a shared-income basis with the instructor, which minimizes risk. Community members "vote with their enrollment," and low-enrolled fee-based classes are generally cancelled or not renewed. Popular classes and programs, such as Motorcycle Safety, Makeup Artistry, Medical Billing, College for Kids, and Summer Swim, have consistently healthy enrollment and positive feedback. Additionally, a confidential student satisfaction survey is collected at the end of each fee-based course series.

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Recently and due to the state's fiscal challenges, the Water Technology program was moved from credit to fee-based. This is important because there are very few Water Technology programs offered within the District's region, and many Colleges are either eliminating these programs or scaling back drastically. This program adds to a growing number of fee-based offerings in the skill trade and industrial fields preparing participants for entry level jobs as well as promotional opportunities within their fields.

Continuing Education courses and programs are reviewed by the Mt. SAC Educational Design Committee (EDC), which serves as a standing committee of the Mt. SAC Curriculum and Instruction Council (C&I). The EDC is composed of faculty from every instructional division of the College, an Academic Senate appointed Curriculum Liaison and Assistant Curriculum Liaison, the Deans of Instructional Services and Continuing Education, and Student Services representatives.

The EDC facilitates consistency in the quality of curriculum management and ensures that all courses meet the intent of Title 5 regulations. The EDC assures that Course Outlines of Record contain all of the required elements and that the descriptive narratives, content outlines, and measurable objectives are topically integrated. Based on the content related elements, the EDC verifies that the methods of evaluation, which are categorized under substantial writing, non-computational problem solving, computation, or skills demonstrations, are appropriately selected for the stated measurable objectives and are supported by sample assignments.

Following approval by EDC, courses follow a sequence of approval through C&I, the Academic Senate, the Board of Trustees, and the California Community College Chancellor's Office. Additionally, the C&I makes recommendations about educational design and delivery policies and procedures to the Academic Senate. (See *Course Outline of Record Guide; Mt. SAC Curriculum & Instruction Council; Mt. SAC Educational Design Committee*).

State-supported Continuing Education courses are all noncredit courses. These noncredit courses are designed to meet the special needs and capabilities of students who do not desire or need to obtain College unit credits or who are not yet able to succeed in credit courses. Continuing Education courses provide remedial, developmental, occupational and other general education opportunities. AD courses are assigned high school credits in order to fulfill the credit requirements for a high school diploma set by Title 5 of the State of California Education Code. Furthermore, all HSR courses have received a-g status from University of California Regents.

Most Continuing Education courses are offered on the Mt. SAC campus. For students with nontraditional schedules, courses are also offered during afternoon, evening, and weekend hours. Most of the Older Adult Program courses are offered at over 25 off-campus senior centers and residential facilities throughout the College district in order to provide convenience to students who are 55+ years old. Most Division classes employ a traditional delivery method of direct instruction. Continuing Education has also developed other delivery modes of instruction and instructional support to meet the objectives of the curriculum and to meet the learning needs of students. (See *Continuing Education website*).

All Continuing Education courses have at least 2 student learning outcomes (SLOs) which have been established by faculty. Each course SLO is assessed on its three-year assessment cycle developed by the faculty in each program. After the assessment is administered, the results are included in the "Summary of Data" section of the SLOs in the College electronic Planning for Institutional Effectiveness (ePIE) tool, Tracdat. The faculty members discuss the results and make recommendations concerning the courses. Faculty working in conjunction with administrators use the information obtained from the assessment of the SLOs to change curriculum if needed, review method of delivery, request more resources, etc. These recommendations are then included in the "Use of Results" section of the SLOs in ePIE. Programs include

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SLO discussions at their meetings, in-services, and retreats for feedback from faculty and staff for continued quality improvement. (See *SLO website; PIE documents*).

The ABE program makes changes to their GED Prep program offerings when official GED exams are updated making previous exam material obsolete. The IHSS Program has revised its curriculum to add more skills lab time and recently integrated a career development component. The HSR and AD programs have added student progress checks to assist students in understanding their progress and to provide intervention to complete their credits. The AD program has also changed protocols for tutoring based on student feedback and PIE results.

The ESL program created a new project topic based on student feedback on the EL Civics needs survey. The Give Me 20 program, a new reading program, was put into place to improve student reading comprehension, vocabulary, and reading speed, initially subsidized by the Basic Skills Initiative funding. Also, both ESL and ABE programs have aligned their ESL, reading, writing, and math courses with CB21 (courses at levels that are below but lead to transfer level courses to CSU/UC systems) coding to better provide statistical information to the California Community College Chancellor's Office. (See *EL Civics Needs Survey; Give Me 20; CB 21*).

The OAP continually evaluates and modifies their course offerings. The program creates weekly healthy aging modules and has provided new course offerings at different locations. Also, the program has improved communications through their newsletters and student advisory group. Furthermore, the OAP is currently active in state wide associations.

Health Careers has made schedule changes to help meet student needs and make faculty more available. Moreover, the program has updated program rules for earlier intervention with students who need help.

The LLC assesses and purchases new software and materials in areas in which students are deficient as well as investigates web resources available to improve student learning. For faculty, LLC distributes welcome packages (for new faculty) and emails information regarding the services LLC provides at the beginning of the semester. Furthermore, LLC facilitates an annual open house and Tech Week for faculty in order to increase their understanding and usage of LLC.

Areas of Strength

- Continuing Education curriculum development is achieved using an institutional review process to align courses with model standards, industry standards, community College articulated pathways, UC a–g requirements, and credit courses of the College.
- Instructors use a variety of instructional methods appropriate to the objectives of the curriculum and the learning needs of the students.
- Continuing Education identifies its students' learning needs using multiple processes to ensure the needs of the students are addressed.
- All Course Outlines of Record undergo a comprehensive course review regularly on a four-year cycle. The review evaluates curriculum rigor and relevance in order to support student learning and success.

Key Issues

- There are several peripheral data collection systems throughout the Division. Ideally these systems would have a dynamic interface with, or be incorporated into, the College's administrative system (Banner) to provide a single data collection and retrieval point.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Standard V: Program, Student, and Institutional Outcomes

The institution uses established procedures to design, identify student learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving courses, programs, and student learning outcomes.

Criterion 1

The institution has established policies and institutional processes to guide the development and evaluation of courses and programs. These procedures lead to the assessment of quality and improvement.

- What processes exist to approve and administer courses and programs? Are the processes effective?
- Are student learning outcomes established for each course and program?
- Who is responsible for identifying appropriate student learning outcomes?
- How are courses and programs evaluated? How often? What are the results of the evaluation?
- What improvements to courses and programs have occurred as a result of evaluation?

The Continuing Education Division adheres to the College's formalized and systematic processes in place for both new and established outcomes using inclusive means and practices. The Division has defined outcomes at multiple levels of the institution from the more computable, course-specific learning objectives to the more globally defined, cross-program goals. Below are some examples of processes and outcomes used by noncredit programs on an ongoing basis:

- **Course-Level Measurable Objectives (MOs):** Criteria that link the competencies defined in the Course Outline of Record (and are taught by faculty) to observable student actions that validate their learning; MOs are applied to each course

that is taught and are the most direct means of assessing the learning gains of enrolled students

- **Course-/Program-Level Student Learning Outcomes (SLOs):** Assessable statements of action that are linked either to course-specific or program-completion measures of continuous improvement and student success; in essence, they measure how well the course or program is meeting the needs of students
- **Unit-Level SLOs and Strategic Actions (SLOs/SAs):** Planned program/department activities for inquiry or improvement, similar to course-level SLOs with the exception that SAs may not necessarily be tied to pre-defined rubrics, data elements, or units of measure; these types of outcomes often arise from a perceived trend or need
- **Division-Level Student Learning Goals (SLGs):** Globally defined Division goals of what noncredit students should know, understand, and be able to do upon program completion in order to enhance continued success
- **Planning for Institutional Effectiveness (PIE):** A program review and planning process that integrates goals, outcomes, and resources at the course, program, and institutional levels

Before continuing with this section, it is important to better define the term program because it seems to apply in this Standard to both certificate completion outcomes as well as unit or department outcomes. To avoid confusion, the term *program/certificate* is narrowly used to refer to outcomes dealing with certificates such as CNA, Advanced ESL, or High School Diploma; these certificates refer to a set of courses that students must complete in order to receive a certificate. In all other cases, the term *department* or *unit* will be used to describe outcomes such as those described above for SLOs/SAs and used in the PIE plan.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Following the guiding principle of the College, Continuing Education has worked diligently to support the establishment of noncredit course and certificate SLOs for 100% of the active courses that are offered in every program. Each noncredit course has two or more SLOs identified as an assessment measure, established criteria such as rubrics, and is scheduled on a 3-year cycle of evaluation in the PIE plan. These formal SLOs work in tandem with the MOs that have been identified in each Course Outline of Record and must be addressed each time the course is offered. At the unit level, the PIE process allows departments to establish support-service, operational, as well as instructional outcomes on an annual basis. PIE reports includes annual program reviews of internal and external conditions, area-specific goals, course- and unit-level SLOs, and identified resources to help achieve the established outcomes. The result is a program review plan that aligns with the efforts of the Division and College goals. (See *PIE documents*).

Primary responsibility for identifying appropriate outcomes involves faculty, managers, and staff according to the outcomes category mentioned at the beginning of this Standard. Faculty have a primary role in the development and evaluation of curriculum-related outcomes such as those in the Course Outline of Record. The same holds true with regards to course-level SLOs that are reviewed on a cyclical basis. Within Continuing Education, lead instructors in each area facilitate the process of developing, assessing, and modifying outcomes in order to best meet the diverse learning needs of noncredit students within the Division. At the Division level, SLGs were established in a group process that included representatives including students, faculty, management, and staff. Unit-level SLOs/SAs involve a range of participants according to the area of focus. For example, an SA that deals with English as a Second Language (ESL) Library use will be spearheaded by the ESL manager whereas one that involves matriculation issues will more likely be spearheaded by the counseling team.

How and when student learning outcomes are evaluated in Continuing Education depends on the category of the outcome—i.e., whether they are course and program/certificate outcomes or unit/department outcomes. In course-level MOs and SLOs, the schedule is pre-determined to provide a regular and continuous means of evaluating effectiveness. Where unit-level outcomes are concerned, on the other hand, the timelines of SLO or SA evaluations depend upon the area of focus and urgency of the inquiry. Below are the major processes with which outcomes evaluations are conducted in the Division for courses and programs. The ultimate goal, in all cases, is to gather meaningful evidence and to apply such evidence toward continuous improvement in order to enhance student learning.

Title 5 guidelines and district policies direct the approval and administration of all courses and programs/certificates of the College, including those for Continuing Education. They are cyclically evaluated for their currency and relevance to student learning needs and, when necessary, result in curriculum improvement. Course Outlines of Record are formally reviewed on a four-year cycle for all courses, with ongoing review of certificates through yearly advisory committees and Academic Senate processes. The Educational Design Committee (EDC) serves as the standing committee of the Curriculum and Instruction Council (C & I), set up to facilitate consistency and quality of curriculum management. In order to approve new courses, EDC verifies that proposed Course Outlines of Record meet the required elements including descriptive narratives, content outlines, topically integrated measurable objectives, and appropriate methods of assessing student performance. Once all criteria are met, EDC submits their recommendations to C & I for approval and onward submission to the Academic Senate. Noncredit faculty, counselors, and the Dean of Continuing Education serve as members of these teams, thus providing the noncredit perspective for courses. Continuing Education has established easy access for faculty and staff to review Course Outlines of Record via Word documents or hard copies located in teacher work areas or in the Division's central office. (See *Mt. SAC Educational Design Committee website; Mt. SAC Curriculum and Instruction Council*).

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In addition to formal (Title 5) mandates for course and program/certificate review, the College has established a local means of evaluating and improving SLOs that is robust, supportive, and faculty-driven. All programs within Continuing Education use this model of assessment and data analysis to determine the alignment of competency levels with the effectiveness of teaching and learning. This course—as well as unit-level SLO process is based on the Nichols' 5-column model which tracks outcomes from assessment through the use of results and next steps in order to build into the system a continuous improvement cycle. Because the tracking and analysis is institutionalized through ePIE (electronic PIE/TracDat), it is accessible year-round and reports are completed on an annual basis and thus serves as a repository of active as well as historical data. Dialogs take place in forums that include faculty expertise as well as the assistance of advisory committees, where and when appropriate. A summary report distributed to the College in September, 2011, indicated that 71% of the noncredit courses had gathered data and used the results for improvement and, in essence, had completed a full cycle of inquiry.

Noncredit programs within the Division have developed various approaches to the SLO review process involving active participation of faculty. All programs have ongoing discussions that take place and include in-services/workshops for instructors, counselors, administrators, and support staff. The ESL department holds regular faculty meetings each semester for discussion between colleagues (faculty meetings and midterm workshops). These allow for dialogue and consensus regarding teaching strategies and evaluating students' Level progress. Occasionally, faculty have out-of-class assignments to analyze and redesign curriculum—e.g., Level 3 curriculum review, Give Me 20 Library Reading Program. In 2010-11, the lead ESL faculty working on a listening comprehension SLO saw a marked improvement (from 84% to 95%) in the students' scores on their finals from 2008-09, the year in which that particular SLO was implemented. ESL faculty have decided to continue to monitor the listening results (now in the 90 – 98% range) and to pilot a new course-level SLO utilizing a student portfolios. (See *ESL "Closing Loop" presentation*).

At unit-level SLOs, Adult Basic Education (ABE) provides a prime example of thoughtful faculty inquiry and analysis that leads to program improvement. Based on collection of evidence such as student hours of completion, student grades, and student feedback via focus groups regarding their assignments, ABE updated the curriculum and changed some of the textbooks assigned to their courses. To assist students in completing credits, the Adult Diploma (AD) program recently implemented a Progress Policy that has led to the addition of progress checks in the AD syllabi for more timely intervention as well as small group instructional opportunities. Lastly, AD faculty determined in 2009-10 that a higher level English course would better meet the needs of their adult learners; consequently, faculty developed an Expository Writing course that was aligned more closely with English skills needed for credit English courses and was equivalent to the AD's existing higher level English course. (See *ABE Expository Writing syllabus; Adult Diploma Progress Policy*).

Criterion 2
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, programs, and certificates. The institution regularly assesses student progress toward achieving those outcomes.

- How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?
- Do students have a clear path to achieving the student learning outcomes required of a course, program, and certificate?
- How has the institution structured the relationship between student learning outcomes and competency levels for certificates, programs, and courses?

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- How well does the institution achieve and evaluate the effectiveness of learning at each level?

Continuing Education accommodates the academic, vocational, and skills/enrichment needs of a diverse population. Consequently, the Division has established a robust system of identifying competency levels and outcomes assessments (in the forms of MOs as well as course/certificate SLOs) to continue meeting the needs of the noncredit learners. These outcomes are founded on state model standards or industry standards for their corresponding areas. The Older Adults Program (OAP) and ABE have based their curriculum on the California Model Program Standards. In ABE, the GED program uses the official GED Outcomes Objectives to support the determination of general education competencies; additionally, the High School Referral (HSR) and Adult Diploma (AD) programs curriculum aligns with California State Content Standards, with HSR core courses also meeting the University of California a-g criteria. Along with the Model Standards, ESL also references a Chancellor's Office document entitled California Pathways, thus addressing the needs of adult learners as well as the academically bound students who comprise the population of the program. The vocational certificate programs offered in Continuing Education provide industry certificates that mirror the standards established in the College's credit programs; in addition, Health Careers determines its competencies on Department of Health Standards. Having been established, lead instructors from each program facilitate the process of identifying area-specific courses, programs, and certificates for competencies and measurable SLOs.

Faculty expertise plays a critical role in determining appropriate competencies and learning outcomes in the Division's various courses, programs, and certificates. Although the Division relies predominantly on adjunct faculty expertise, lead instructors nonetheless work on curriculum development alongside program managers and the Division Dean, who provide the necessary resources and support for outcomes implementation. Some departments such as ESL, ABE, and OAP have a cohort of instructors who spearhead the process and

coordinate the dialog with the remaining colleagues on an on-going basis. For example, the ESL program has identified a team of instructor-facilitators, the ESL Outcomes Team, who design course SLOs, develop rubrics, recommend appropriate resources, and train other ESL instructors during workshops and flex-day events (See *ESL Flex Agenda/Minutes*).

Continuing Education also uses occupational advisory committees to assure the alignment of competencies and outcomes are adequately preparing students for academic and vocational success. Such committees have been established for the Certified Nursing Assistant (CNA) program as well as the dual-listed credit/noncredit programs. Along with faculty in-services that focus on curriculum improvement, the Health Careers program holds annual meetings with the Health Advisory Committee and with the Directors of Staff Development (DSDs) of their externship facilities in order to get input from the field and to reinforce their partnerships. Additionally, the Health Careers program formed two ad-hoc task forces in 2010-11 to address necessary changes to program rules and to design intervention for CNA students with English language limitations. The Health Advisory Committee and DSD team regularly advise the Health Careers program staff of updates and changes to Title 22 and other regulations that impact training and documentation. (See *Advisory Committee Handbook; DSD Workshop agenda; CNA Faculty Meeting Agenda*).

The Division puts forth a conscious effort in providing students with opportunities for academic success. Learning outcomes are presented through progressive benchmarks and competency gains within courses, from one course level to the next, and through clearly outlined pathways toward program/certificate completion. Prospective students have access to College catalogs and class schedules, both electronically and in hard copy, that provides information about level progress, certificate options, and career ladders. (See *Mt. SAC Catalog; Schedule of Classes*).

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ESL to Credit Courses Flow Chart

ESL PLACEMENT

Pre-Level

Level 1

Level 2

Level 3

Level 4

Level 5

Level 6

VESL

Noncredit Courses

Students are encouraged to take the Assessment of Written English (AWE) before entering into Credit. Other placements such as Reading and math are available. Please consult with an ESL Counselor/Advisor.

AWE

For Non-Native Speakers

For Native Speakers

AMLA 41W — LERN 81

AMLA 42W — ENGL 67

AMLA 43W — ENGL 68

There are other AMLA courses available

*ENGL 1A

Credit Courses

To make an appointment for the AWE, call the Assessment Center at 909.594.5611, ext. 4265 or visit the Student Services Center, Building 9B.

COMPASS/ESL READING

AMLA 31R

AMLA 32R

*AMLA 33R

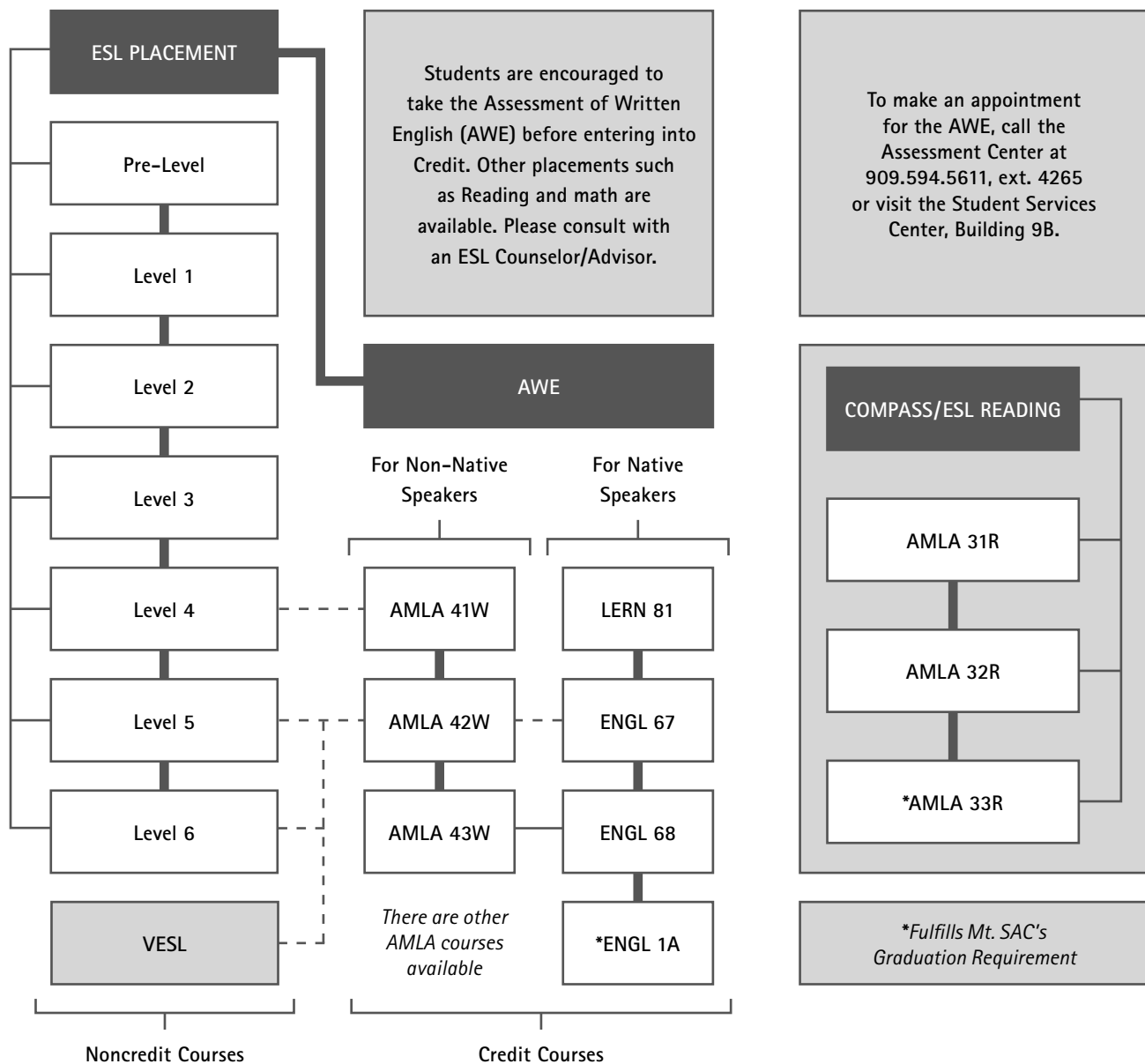*Fulfills Mt. SAC's Graduation Requirement*

Figure 1: Noncredit (ESL) to credit (AMLA) pathway

REVISED: 07/2010 MN

New students begin their course of study in programs such as ABE and ESL with placement and orientation sessions at which time they are introduced to course options and the variety of support services that will assist them along the way. Once enrolled, students are also exposed to material and resources including counselors and educational advisors who facilitate the academic progress of noncredit students through more personalized means such as credit transitioning workshops, career conference, and one-on-one office meetings. Enrolled students also receive syllabi and rubrics that outline their learning and performance

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expectations, based on course SLOs and measureable objectives. ESL Student Portfolios and ABE Progress Checks are two prime examples of tools used to outline progress toward outcomes for noncredit learners. These practices are used to help students identify areas of strength and improvement in order to gain proficiency in a particular outcome or course. At advanced levels of ESL, students have the opportunity to enroll in a two-term program called Vocational ESL Career Paths (VESL). VESL is designed to facilitate noncredit transition to credit or to give adult ESL learners the skills to make them competitive in the workplace. Lastly, a direct articulation agreement between noncredit ESL and the American Language Program (aka, AMLA; the credit ESL program housed in the Humanities Division) allows advanced-level students to enroll in the intermediate level of AMLA, which defined as two levels below transfer-level English in terms of academic pathways toward higher education. (See *ESL Progress Report; Adult Diploma Preliminary Credit Check; VESL Flyer; VESL Open House slides*).

In the Division's vocational arenas, pathways to earning various vocational certificates are described in the Schedule of Classes and the student handbook. Health Careers students receive packets of information during orientation that illustrate career path choices, some that are separate licenses such as the In Home Support Services (IHSS) to Certified Nursing Assistant (CNA) to Home Health Aide (HHA) and others that require an upgrade to enhance an already-earned certificate as in the case of CNA to Acute CNA (ACNA). Additionally, credit and noncredit educational advisors are available to assist noncredit students in planning their educational path. However, the budget cutbacks in recent years have reduced the available classes that are dual-listed for noncredit students. If a student wishes to enroll in a noncredit vocational class that is only listed for credit in the schedule, Division office staff members try to work with credit departments to make a noncredit space available. The credit departments have been especially accommodating of noncredit students who are near completion of a certificate. But if a credit class is full, noncredit

students currently need to wait until a new term, when noncredit seats may be scheduled again. This increased difficulty in having enough scheduled noncredit spaces in dual-listed classes has lowered the overall rate of certificate completion. (See *CNA Orientation Information; CNA PowerPoint Presentation*).

Continuing Education instructors use a variety of means to establish and gauge the alignment of measurable assessments, in accordance to the Course Outline of Record, with those of the course SLOs. ESL rubrics, for example, are used in the development of SLOs to measure proficiency gains and level progress. The portfolio system of assessment in ESL and Level Progress Report provide further evidence of benchmark gains for students as they move up the levels of the program. ESL rubrics that serve as tools to measure outcomes highlight the consistency and inter-rater reliability are adopted and applied by the ESL faculty throughout the program. When developing such assessment tools as rubrics and progress report criteria, the ESL faculty use the Course Outline of Record and its MOs as a blueprint for SLO development. Similarly, ABE and OAP lead instructors in each of the subject areas coordinate the process of developing and evaluating the effectiveness of the SLOs with general oversight by faculty with curriculum coordination responsibilities. (See *ESL Flex Agenda/Minutes, Feb. 2011*).

Similar processes have been developed to form clear relationships between student learning outcomes and competencies at the program/certificate level. In ABE, students earn Computer Literacy Certificates of Proficiency when they complete prescribed coursework and pass required production tests. AD and GED students are provided with a plan of study that will lead to the completion of coursework needed for attainment of a diploma or equivalency. High School Referral (HSR) students take one course at a time and the requirements to complete their credits are clearly communicated by the instructors through the course syllabi. ESL students in the VESL program complete a capstone SLO project that integrate skill competencies gained in their ESL, academic/career planning, and

computer classes. (See *VESL SLO; ABE IEP Form; Adult Diploma Grad Check; HSR Syllabi*).

The College has structured the processes of documenting and systematically reviewing the connections between outcomes and competency levels for all programs, including these within Continuing Education, by means of a formalized SLO process that is tightly linked with the web-based PIE (ePIE). As such, ePIE documents and reports allow faculty and advisory groups to track improvements and consider revisions to the existing courses, programs, and certificates. The ePIE process also insures that the student learning outcomes are in direct alignment with competency levels of each selected course. The Division has taken this one step further by linking course-level SLOs with the more holistic and global Student Learning Goals (SLGs) of effective communication, critical thinking, and lifelong learning skills that are necessary for academic and vocational success.

Evaluating the achievement and effectiveness of student learning is infused throughout the institution, from formal processes to day-to-day teaching and learning practices. The College views the process of student learning outcomes as "the foundation for demonstrating the integrity of programs and services, guides curriculum development, and ensures that all resources . . . are adequate". At the College and Division levels, the primary means of assessing outcomes occurs through the PIE process. Although a Division summary is submitted annually, ePIE is an ongoing, web-based tool that can provide valuable program and course-level snapshots of outcomes implementation and use of results toward continuous improvement. Additionally, the Division takes every opportunity to review and compare program- and certificate-level outcomes via benchmarks the efficiency of various noncredit programs. Examples of such data and reports include noncredit-to-credit transition reports submitted through MIS, percentages of "pass/satisfactory progress/no pass" grades, and term-to-term persistence reports accessible through the CASAS Data Portal and the Chancellor's Office websites.

Noncredit programs have established a standard set of practices that allow faculty to assess their effectiveness in teaching course objectives and SLOs as cumulative steps leading to certificates and program completion. These events involve faculty meetings and professional development workshops where lead instructors share data and facilitate the dialog among colleagues. In the CNA program, for example, the pass rate of each cohort on the state CNA certification exam is used as an SLO assessment for that particular cohort. Each term, Health Careers program instructors review this data at their department meetings and at advisory meetings with the DSDs from clinical sites. In ESL, midterm workshops and various in-services routinely provide the opportunity for teachers to review the prior term's midterm and final item analysis results as well as student pass rates in order to modify test items for the current term. In 2010-11, ESL faculty decided to develop and assess a formal SLO measuring the long-term impact of their daily instruction on development of strategies for English improvement outside of the classroom environment; the impetus for this was one of the Division's SLGs: Lifelong learning. Utilizing pre-/post writing samples and rubrics for designed for each level of the program; the lead faculty compiled data and collaborated with Research office on a report. Results stated that ESL learners new to the program showed a marked improvement in their use of English strategies at work, at home, and in their communities—e.g., church, child's school, local library. (See *Basic Skills Initiative ESL Report*).

Adult High School Diploma (AD) faculty discuss teaching and learning twice monthly in order to change or update curriculum. ABE and AD instructors can also assess their teaching based on the discussion during Intervention Strategy Team (IST) meetings where staff discuss individual student performance and best strategies for helping students learn. HSR has semester faculty meetings where student outcomes and issues relating to curriculum and instruction are included. An example of this was when the HSR summer program instructional format was shifted from an independent study to direct instruction. In addition, all ABE faculty conducted an SLG workshop where faculty assessed the

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> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

use of SLGs in the existing curriculum. Further discussion is needed on possible gaps where the SLGs may not have been present. In Home Support Services (IHSS) instructors have recently conducted a revision of curriculum and instruction based on the fact that the course is part of a grant project aimed at establishing Personal Care Attendant state certification. ABE faculty have indicated that a need to increase the use of results to improve curriculum and instructional delivery is needed, especially in the HSR and ABE Lab. (See *Adult Diploma faculty meeting agenda; High School Referral faculty agenda, IST discussion; IHSS Curriculum*).

Criterion 3

High-level instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterizes all programs.

- How does the institution demonstrate the quality of its instruction?
- What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?
- What criteria does the institution use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers?

Continuing Education instructors are highly qualified and entrusted to provide exemplary teaching and learning opportunities for noncredit students. All hired faculty meet the minimum qualifications or the equivalencies that have been approved by the local Academic Senate (see Figure 2). A formal evaluation process is conducted during the first term of hire that includes classroom visitation by the area manager, anonymous student evaluations for each course, and a manager's summary regarding administrative responsibilities (e.g., accurate and timely attendance, syllabus, absence notification). Faculty continue on a 5-year evaluation plan that requires them to meet or exceed expectations of the department; after which, they gain rehire rights (priority over newly hired, if vying for the same course and time) and they move to a 3-year evaluation cycle. This

thorough evaluation practice allows the area managers to maintain a consistency of high quality of instruction.

Faculty Academic Qualifications 2010–11

Ed.D./Ph.D./Psy. D	2%
M.A./M.S.	55%
B.A./B.S.	31%
A.A./A.S./or Other Minimum Qualification	12%

Figure 2: Fast Facts Academic Qualifications % chart

Excellence in teaching and learning is evident throughout the Division as faculty ensure that their efforts provide the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning on an ongoing basis. Division wide, 93% of the students surveyed in Spring 2011 indicated that they liked taking noncredit classes. Vocational, Older Adult, and ESL programs ranked the highest with 100%, 99%, and 97% respectively. High quality of instruction is also evident in the breadth of activity that ABE, ESL, and OAP faculty engage in, on a continuous basis. Such activities including the submission of lesson plans and syllabi , actively participating in faculty meetings, attending and presenting at internal as well as external professional conferences, designing and implementing course SLOs, and mentoring new faculty. ESL's weekly Calendar of Events demonstrates of the robust and cohesive activity that supports high quality instruction. (See *Continuing Education Professional Development Log; ABE & ESL Faculty Meeting Agendas; ESL Retreat Agendas*).

Depth and rigor of curriculum and instruction is also pervasive throughout the Division. Two program areas further highlight these two characteristics of high-level instruction: the High School Referral and the Health Careers programs. Because High School Referral (HSR) courses have been designed to meet the University of California a-g criteria, students enrolled in the HSR

MT. SAN ANTONIO COLLEGE • CONTINUING EDUCATION DIVISION

ESL Department
Fall 2011 Calendar of Events

WEEK 2: September 5–10	
September 5 (M)	**HOLIDAY (Labor Day)**
September 6 (T)	**Skills classes begin**
September 7 (W)	**CASAS** Entry Records & Test #1; make-ups continue through Sept.15 *(all Level and Speaking Classes)*
September 7 (W)	**Syllabus** & Cover Sheets due
September 8 (Th)	**New student testing** on Thursdays (8:30 a.m., 11:00 a.m., 4:30 p.m., 7:00 p.m.)

Student Learning Outcomes—Notes SLO on the class syllabus in the following classes:
- Level 2—El Civics Project
- Speaking C (Session 2)—Comparison Speech
- Writing C (Session 2)—Outline for Compare/Contrast
- Citizenship (Session 2)—Listening & Writing Content

(All other classes use appropriate measurable assessments).

LLC Orientations Begin—Remember to post your door when you go! You may check out Orientation CDs in the ISO.

Oral Evaluations Begin—Intermediate levels scheduled fist

WEEK 3: September 12–17	
Data Entry Begins—Intermediate level classes scheduled first	
September 15–16 (Th/F)	Faculty In-service (Teaching Writing in Level Classes) Thursday 8:30 a.m.–10:00 p.m., Friday 10:00 a.m.–11:30 a.m. / ESL Library

Figure 3: ESL Calendar of Events sample of organized activities

science courses must conduct a specific number of biology and chemistry wet lab assignments. The Division uses state-of-the-art labs located in the College's Natural Sciences Division, providing Mt. SAC's HSR students with a rich and unique learning experience. A second example of thorough learning experience can be seen in the Health Careers programs such as CNA and Phlebotomy. These programs are required to align their curricula with the health regulations of the State of California. Courses in the CNA certificate program comply with Title 22 of the California Code of Regulations, which pertains to community care facilities regulated by the Community Care Licensing Division. Both CNA and Phlebotomy programs must also comply with California Department of Public Health, which licenses the training. Quality is assured through renewal of licensure, scheduled review of curriculum, and assessment of SLOs. Additionally, pass rates on

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California certification examinations are tracked, thus providing further evidence of student success. (See *CA Dept of Health Phlebotomy Agreement; HSR Science syllabi and lab agreement; CNA Health Regulations; CNA SLO Certificate*).

Sequencing and time to completion are reflected in many ways throughout the Division's programs. Course Outlines of Record go through a rigorous review process, as described in Criterion 1. Certificates for the various programs further reflect achievement of competency in a sequence of courses—e.g., ESL's certificates in Beginning, Intermediate, and Advanced. Additionally, courses in ESL and ABE have been aligned with the CB21 coding for level below transfer. Within each course, scaffolding of content, review and recycling of lessons as needed, and progress reports provide evidence of student persistence as well as level progress at the end of the term. If students require additional time and support to complete a competency, instructional support services such as labs and tutoring centers allow for additional support. Some students may require additional time due to limitations in communication, educational background, or personal hardships and external challenges; for them, options such as repeatability of a course may be necessary (See *P/SP/NP Rates in Continuing Education Profile 2010-11; LLC ESL materials; ESL Database Question re: challenge*).

Synthesis of previously gained knowledge and application of this knowledge toward an objective is considered one of the highest levels of learning. Course SLOs and program/certificate SLOs provide the best examples of such synthesis. In ESL, such synthesis of learning is seen in the comprehensive resources, assessment rubrics, and implementation of student learning outcomes such as EL Civics projects, VESL team presentations, and Listening Comprehension final scores – all of which have been documented and tracked via ePIE. At least two external recognitions in 2010-11 support this point further. WIN Student Athlete Tutorial Lab (WIN) program was awarded Honorable Mention by the California Community Colleges Board of Governors as an Exemplary Program, and the ESL program's

student portfolio of assessment was acknowledged as a Promising Practice by CASAS at the 2011 National Summer Institute. Such comprehensive and coordinated efforts require intensive institutional dialogue and agreement for implementation. (See *Bloom's Taxonomy from 2010 ESL Retreat; WIN Board of Governor's award; ESL Promising Practice/CASAS; ESL ePIE for course SLOs*).

Criteria used to develop and maintain a high level of instruction takes place through in a variety of forums. Department dialogues occur as faculty meetings, workshops/in-services, advisory group discussions and ad hoc groups of faculty with a specific goal in mind; these dialogues review content and field-specific criteria to maintain currency in the field and to continue to meet the needs of the students. Campus dialogues also take place at the College, mainly connected with SLO planning and improvement strategies and to review systematic procedures and guidelines for the 5-column model. Funding support from departments as well as through the College's centralized staff development office allow faculty and staff to attend state-wide and national conferences; through such venues, they share and bring back ideas for best practices in teaching and learning as well as news regarding changing standards and mandates of accountability that impact curriculum and learning outcomes. When Division faculty were asked about their participation in decisions that impacted their work areas, 87.8% stated they were involved/somewhat involved in the process and 77.6% were comfortable with this level of involvement. Despite the inherent challenges of an all-adjunct constituency, the Division will need to diversify the channels of communication in order to provide more of its instructional staff with a sense of inclusion. (See *ESL Retreat; OAP Advisory Minutes; CNA Faculty Meeting Agenda; ESL "closing the loop" Presentation; Noncredit Taskforce minutes; ESL Agenda re: progress indicators & CDCP efforts; OAP Brain Fitness data; Continuing Education 2011 Employee Survey Results*).

Criterion 4

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

- How does the institution demonstrate that it is meeting the needs and learning styles of its students?
- What do faculty and staff know about learning needs and pedagogical approaches?
- Do courses include multiple ways of assessing student learning? What teaching methodologies are commonly used? How are methodologies selected?
- Has the faculty discussed the relationship between methodologies and student performance?

Continuing Education employs a range of delivery modes and teaching methodologies that enhance student learning for the diverse population that it serves. Delivery modes include traditional classroom instruction as well as independent study labs and hybrid online courses. A plethora of strategies and techniques are used within the courses; they are tailored to the specific needs of the learners enrolled in the various programs within the Division. Effectiveness of the array of teaching and learning approaches is evident in the 2011 Continuing Education Profile document in such data as student achievements while in noncredit programs, student learning outcomes, and post-program achievements Highlights include:

- 33% of ABE – GED students took advantage of hybrid distance learning mode of course offerings in 2010-11 academic year, allowing them to balance home-school-work
- In 2010-11, ESL program evaluated 9 of its 17 courses with measurable assessments, including one program-wide SLO that was directly linked to the overarching SLG of lifelong learning; project was entitled "Lifelong Learning for Academic and Vocational Success" which yielded positive results
- As of Spring 2011, 40% of the 2007-08 cohort of students from CDCP-type programs (ABE, ESL, Vocational) progressed and successfully onto credit courses at the College

Students further validate the evidence that the Division is meeting their learning needs through survey responses and focus group feedback. According to the 2011 Continuing Education student survey, 91% of the Division's students (n =1623) agreed with the statement: I like the teaching and learning activities we do in my classes. The ratings were much higher in the STV (100%, n=93), OAP (99%, n=457), and ESL (97%, n=459) programs as well as in the WIN Support Lab (96%, n=150). In focus-group discussions, student comments relayed that the use of technology and multimedia in everyday teaching and learning was more than adequate for their college and career needs References included:

- Ability to synthesize learning through class projects (ABE, AD, ESL/VESL, Health Careers, HSR)
- Gain in confidence to advance in college or career due to use of comprehensive assessment portfolios (ESL/VESL), use of medical equipment for role play (Health Careers), and access to online resources for information and independent study (ESL/VESL, Health Careers, HSR)
- Skill improvement and supplemental learning support through use of software and web links—e.g., audio recordings for accent reduction, video streams used to improve listening, and vocabulary development for medical terminology (ABE, ESL/VESL, Health Careers). (See *2011 Continuing Education Focus Group*).

Continuing Education faculty and staff understand distinct learning needs of the diverse population they serve and make a conscious effort to provide effective pedagogical approaches to enhance their learning and academic progress. Many of the faculty not only meet but exceed the minimum qualifications for hire having earned graduate degrees in their field of expertise. They respond to students individual learning styles (visual, auditory, kinesthetic, etc.) and promote lifelong learning and critical thinking skills in the courses they teach. Additionally, noncredit instructors are highly active in professional development, as a whole, and several of the Division's faculty and staff have taken on local and statewide leadership roles as well. (See *Continuing Education Fast Facts 2010-11;*

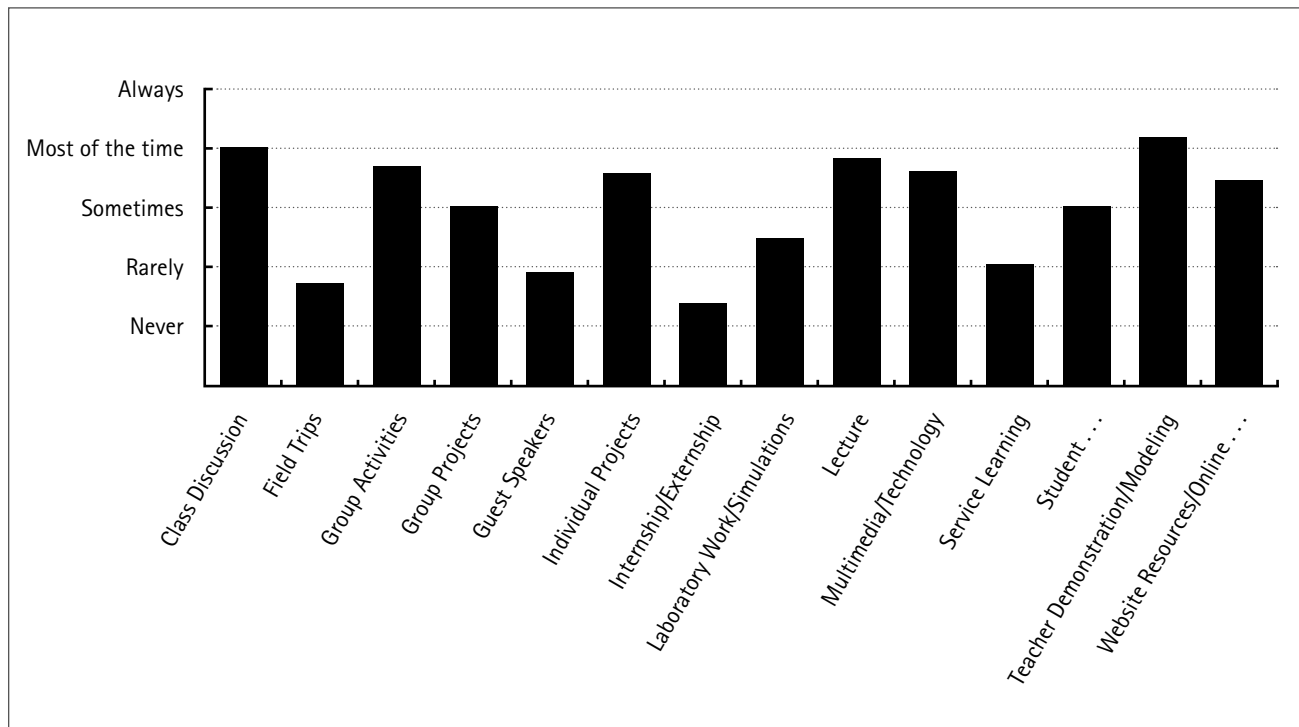# How often do you use the following instructional techniques?

Figure 4: 2011 Continuing Education Employee Survey

Continuing Education Employee Master List, Classroom Observations Spring 2011, CATESOL Newsletter, Fall 2011 MLT President; TIMAC-OTAN Trainer; Continuing Education Professional Development Log).

Noncredit faculty use a wide variety of teaching methods and multiple measures to evaluate their students' mastery of course objectives. With careful consideration for the students' learning styles and educational needs, instructors design lesson plans that optimize their classroom experiences. In May, 2011, noncredit faculty conducted classroom visits (n=19) during a one-week period to survey and summarize the teaching and learning activities that took place during a one-week period.

In ABE students in GED, AD, ASVAB, and HSR programs learn in primarily independent study environments with faculty and tutorial support. In the HSR science classes, in order to satisfy the wet-lab requirement, students are also able to conduct full-scale labs using

an on-campus science lab. Progress is continuously monitored in all ABE programs by faculty and counselors. The ESL program, on the other hand, relies more heavily on whole-class lecture and activities. ESL students sit in table-groups as opposed to individual desks in order to enhance the communicative aspect of language acquisition. To measure student learning, the ESL and VESL programs use a student portfolio system that includes oral evaluations, writing samples, projects and classroom presentations, and class participation. The portfolios "follow" the students from term to term as they advance through the program. In 2011, the ESL student portfolio form of assessment was acknowledged with a Promising Practice award at the National Summer Institute. Within the Older Adult program, the range of course offerings require a range of teaching strategies based on the subject being taught. For example, group activities are used for healthy aging courses, lectures for computer classes, and demonstrations for art classes. Application of

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	ESL (8 classes) %	OAP (7 classes) %	ABE (2 classes) %	AD & HSR (3 classes) %
Observable Student Behaviors				
Practicing Skills	70	91	100	**66**
Note Taking	60	27	100	100
Student-Led Discussion	90	64	100	66
Individual Work	60	45	100	100
Multimedia & Supplemental Materials	80	27	–	100
Instructional Techniques				
Lecture	70	64	100	–
Demonstrations	70	82	66	33
Q & A	100	73	100	100
Teacher-Led Discussion	60	82	100	100
Multimedia/Technology	60	45	66	–
Activity Format				
Formal Groups	20	18	–	–
Informal Groups	70	27	66	100
In Pairs	–	–	–	33
With Tutors	–	–	–	100

learning is the primary means of assessment in OAP; students achieve this by completing class projects and by verifying their skill attainment through in-class practice and demonstrations. (See *Class Observations Spring 2011; ESL Progress Report; CASAS Promising Practices, 2011*).

Continuing Education supports instructors in their endeavors to critically reflect upon the association between classroom delivery methods and student learning outcomes. Professional development and program workshops are two primary ways through which faculty dialogue regarding strengthening this connection of teaching and learning. Dialogue

regarding this relationship takes place in a variety of venues from organized conferences, to campus-wide trainings and department-specific workshops. Based on a 2011 employee survey, 79.6% of the Division's faculty participated in some form of professional development activity that focused on one or more of the following topics:

- Pedagogical themes regarding teaching and learning (62.3%)
- Policy and practice including accountability and progress indicators (26.0%)
- Program improvement and use of data (32.5%)
- Student learning goals and outcomes (64.7%)

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- Tools and skills in the form of technology and software (49.4%)

Through ESL annual department retreat/flex day activities, for example, instructors routinely exchange lesson plans and teaching strategies that are particularly useful for college readiness or for job advancement. The ESL faculty regularly review the Division's SLGs and often make one of the goals a focus of the retreat. In order to truly assess the benefits of the workshop, a pre- and post-test questionnaire is given to the participants as well as open-ended feedback regarding the usefulness of the day's activities and future topics. Popular themes often revolve around the use of multi-media as a pedagogical means of making English learning experience practical and current in terms of emerging modes of cyber communication. Older Adult Program also conducts reflective conversations among faculty which are founded on geragogy, the theoretical and instructional methods best suited for the older adult learner. In Health Careers the CNA faculty participate in a series of workshops that focus on curriculum improvement leading to a DSD Certificate, which is required for CNA faculty. Further, certification requirements through continuing education provides the Health Careers faculty with opportunity to consider their teaching methodology and how this impact student learning outcomes. Last but not least, ABE's Adult Diploma

team of participants (faculty, counselors, supervisors and support staff) meet jointly to discuss individual student performance for those who have been "flagged" as underperforming and plan out best strategies for optimizing the student's academic progress. (See *ESL Retreat; 2011 ESL Flex Day Agenda/Minutes & Feedback*).

Classroom observations by faculty peers suggests that such professional development support makes a noticeable difference in day-to-day instructional delivery, as is evident below with one of the Division's SLGs.

In summary, the Division meets the needs of the diverse population of students in its various programs by allowing each department to plan, review, and support faculty and staff with continuous learning and professional development.

Criterion 5
The Institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

- To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the institution's constituents?

Critical Thinking (SLG)	ESL (8 classes) %	OAP (7 classes) %	ABE (2 classes) %	AD & HSR (3 classes) %
Gathering Information	70	45	100	100
Organizing Information	70	45	33	100
Analyzing Information	100	45	66	100
Expressing Logical Opinions	70	55	66	100
Drawing Conclusions	60	36	66	100
Solving Problems	60	45	66	33
Applying Knowledge	80	91	33	33

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

- How is the relevancy of a program determined?
- How are results of program evaluations used in institutional planning? What changes or improvements in programs have occurred as a result of the consideration of program evaluations?
- How are results of program evaluations used in institutional planning? What changes or improvements in programs have occurred as a result of the consideration of program evaluations?

Continuing Education uses a range of sources to facilitate program review, analysis of data, and strategic planning in order to maximize efforts and assure student success. The Division makes use of the College's management information system, existing databases, and the research office to generate reports and to facilitate their evidence-based planning processes. Information such as noncredit student profiles, enrollment trends, and course/program outcomes are available in formats that are clearly and concisely presented in tables, spreadsheets, or brief narratives. Additionally, the Division has established ongoing and systematic review processes such as the annual employee and student surveys, the annual program and division PIE plan, and noncredit-to-credit transition rates. Programs such as ABE and ESL have developed and use area-specific databases that help to track as well as to maximize efforts toward student access and success. Lastly, externally managed database systems are valuable sources of benchmarking student achievement with statewide averages or with similar institutions; examples include the CNA state examination results and the CASAS Data Portal for persistence and level gain data. (See *Argos Reports; 320 Report; ESL Waitlist; ABE SARS reports*).

Dependent upon the focus and impact upon the stakeholders, program data and research reports are disseminated at multiple levels of the institution—at the Division's weekly Leadership Team meeting, during faculty or advisory team meetings, or with students via newsletters or focus groups. The means through which the information shared with the various constituents include email, campus mail, the Portal, student newsletters, slide presentations, and handouts. For Division employees across the board, email seems to be the most effective way to receive information (95.8%, n=183). Faculty also used the portal (74.0%) and meetings/workshops (69.0%) as convenient modes of communication. In addition to email, classified staff remarked that face-to-face meetings were effective means for participation and planning. The sense of inclusion in planning and evaluation, however, seems to be skewed toward the management staff rather than the faculty and support staff. For example, only 52.1% of the instructors marked that they were very involved with planning in their own work area and 34.7% indicated they were somewhat involved in such processes. Similarly, only 50% of the students surveyed in 2011 agreed with the statement: I receive information about the success of students enrolled in Continuing Education. Nevertheless, the same students stated they liked taking noncredit classes in Continuing Education (93%), were satisfied with their educational experience (94%), and would recommend Continuing Education courses/programs to others (95%). Whether taking courses for academic advancement, career enhancement, or other personal needs the relevance of the program to their needs is clearly evident. (See *Continuing Education Leadership Agenda; Continuing Education Advisory Notes; ESL Newsletter; Continuing Education 2011 Employee Survey Results*).

Each program within the Division stays current with external research, policy, and practice as well as with internal trends and data to determine program relevancy and need for continuous improvement. Below are some of the ways with which program assure that courses and services are targeting the needs of the populations they serve:
- **ABE:** High dropout rates and high unemployment persist for the population they serve; thus, adults without high school diploma or those with low academic and employment skills are in need of educational services. The ABE program offerings meet the needs of adults who are experiencing these situations in order to assist them in

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advancing to college and career. For example, the ABE Lab designs computer classes based on the needs of existing students who may be seeking to upgrade skills for future employment.

- **ESL:** Southern California continues to be one of the most impacted areas in the nation for immigrants who seek socio-economic mobility and, according to the 2010 Census, 58% of the households in the College district speak a language other English in their home. Additionally, ESL Database indicates that college or career advancement is the primary goals of the students upon entry. With this and other pertinent data in mind, the ESL program provides a comprehensive 7-level program that includes a VESL Career Paths program to facilitate the process of transitioning to credit program toward postsecondary degree attainment as well as to help students get a job or a promotion.

- **Health Careers:** According to the Center for Disease Control, the rapidly increasing number of older Americans will place unprecedented demand on the provision of health care, so there is a need for noncredit Health Careers training for low entry-level and high-employment jobs. The Health Careers program was designed to provide such training.

- **Older Adult Program:** Americans are living longer and the older adult population is becoming the largest and fastest growing segment of society. OAP offers classes to educate its target population with health-based courses for older adults to remain healthy, live independently, and incur fewer health-related costs. An estimated 80% of baby boomers over age 50 will continue working during their retirement years, and demand will increase for classes specifically designed for seniors that help sharpen or acquire new marketable job skills (American Association of Community Colleges, Plus 50 initiative, 2010). OAP's vocational classes are specially designed for older adults whose learning needs are different from the traditional student. Older learners sometimes fear technology, current trends in business and younger competition.

OAP faculty are trained to understand, address and quell these fears while teaching the skills necessary to pursue new careers. OAP's faculty highlight the strengths that come from past experience, and the patience and wisdom that comes with age.

Such program-relevant data and outcomes are synthesized by area managers in the annual PIE plan. The information is considered in tandem with other internal and external conditions that may impact student achievement within programs. The Continuing Education Advisory Team further reflects upon this information at their semi-annual planning day, using the data to thoughtfully determine short-term SLOs and long-term goals for their units as well as reviewing Division-wide trends. These types of planning and evaluation activities result in improvements on an ongoing basis.

Due to the diligent efforts by the Division, programs use a systematic means of evaluation and planning that is based on evidence and measurable outcomes resulting in a continuous cycle of improvement. Often these changes take place with the involvement of all the stakeholders in a process that identifies a specific need, implements a new practice, and gauges the impact through the collection and analysis of data. Several prime examples come from the ABE, ESL, and Health Careers programs.

A 2010 survey done by ABE, found that peer interaction affected student persistence. As a result, ABE concluded that the program would need to increase peer interaction with the learning environment, emphasize future goals, discuss potential barriers at orientations, and address the issue of boredom among male students. In another instance, ABE found that a large percentage of the final exams created by high school faculty did not meet California State Content standards and expected rigor; therefore, the program has resolved to be more diligent in communicating final exam expectations and disseminating rubrics to faculty prior to creating exams, to examine the content of specific rubrics to ensure that faculty raters are more fully aware of key concepts needing to be

covered in exams, and to include more faculty input in the process. As a result, an online survey will be sent to faculty, giving them a chance to offer feedback on the final exam process. (See *Basic Skills Initiative ABE Curriculum Report*).

Based on the usage data for the ESL Library, faculty and staff determined that the resource was underused by students. An action research plan was developed and was titled: Give Me 20. The goal of the program was to encourage students to read for a minimum of 20 minutes per day in order to improve their reading skills and to develop independent study skills for academic success. The program gathered data from students both in terms of skill development (fluency, reading speed, vocabulary development) and conducted a pre-/post survey regarding benefits of the program. The success of this action research was highly successful and has evolved to an established support service for students. Some of the successful outcomes include a greater number of participants from the lowest levels of the program (23% more beginning-level readers within 6 months of pilot) and a developing partnership with the College's main library to encourage advanced-level students to shift from abridged or ESL material toward mainstream and authentic readings.

A final example of change as a result of program evaluation comes from the Health Careers program. As a result of formal and informal meetings among faculty and program staff, two ad-hoc task forces were formed in 2010-11 for specific program improvements. In the first case, the sequence of intake activities for new students was amended in order to provide students faster feedback as to their eligibility for the program. In the second case, interventions to assist limited English students were established in collaboration with ESL. (See *CNA faculty meeting minutes, Fall 2010*).

Evidence clearly indicates that the Division has practices in place that promote continuous improvement and meet the needs of their learners. The practices use robust means of planning and evaluation and involve all the constituents. The data is disseminated to all the members of the community; however, not all faculty or staff are aware of this process. With the exception of the management staff, survey responses indicate that the Division needs to improve the ways by which data and information is shared with all the constituents.

Criterion 6
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measured achievement of its stated student learning outcomes for courses, certificates, and programs. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

- To what extent does the institution understand and embrace the notion of ongoing planning?
- Does the institution have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation?
- Does the institution's budgeting of resources align with planning?

The College has developed thorough and cyclical evaluation methods that considers operational, instructional, and support service needs in tandem with institutional as well as program-level goals and outcomes. The PIE process drives all related activities of planning and evaluation, providing broad-based involvement by all College constituents. Continuing Education follows the procedures and guidelines of the College in this planning process. The ePIE system is accessible online for ongoing input and assessment by program leaders and faculty as they develop and assess course/program SLOs, review and modify goals based on relevancy and changing needs of the students, use the database as a repository for outcomes-related history and documentation, and print reports according to course, program/certificate, or unit SLOs. Information is shared at faculty and advisory meetings, reviewed at department leadership meetings, and shared with students and the community through simplified quantitative and qualitative data.

A complete cycle of review for program planning takes place on an annual basis. At the beginning of each academic year, Division leaders within each program collaborate with instructional, administrative, and support staff to review area goals, internal/external conditions, develop new outcomes, decide to continue actively assessing preexisting ones, and determine resource needs that may be required to fulfill these outcomes for the year. The Dean of Continuing Education collates and reviews area PIE plans and develops an agenda for review and planning by the Continuing Education Advisory Group. This Advisory Group meets twice annually for an all-day planning retreat. At this retreat, area leaders gain a broader perspective by looking at other Division-area PIE plans and other data such as the annual student survey results, the annual employee survey results, and the community profile data. Participants at these Continuing Education Advisory meetings include faculty, counselors, support staff, and area managers. The information gathered at these meetings is beneficial for this broad-based community of participants as each constituency member is able to relay the information to other colleagues with whom they work and interact. (See *Continuing Education Advisory Group notes*).

Faculty and advisory meetings are also scheduled on a cyclical basis throughout the academic year. A leadership team of managers, faculty, and staff within the various areas of the Division develop the agendas and make sure that it includes discussion items regarding the PIE plan and student achievement data. Noncredit instructors have an opportunity to dialogue not only about course-/program-level outcomes but also to gain insight into their role within the larger Division and College goals. Institutional alignment of goals, student achievement data and planning, and resource needs and allocation are reviewed as a cohesive planning process at these meetings. Faculty are also presented with the previous year's accomplishments from their areas as well as other Continuing Education programs; thus providing them a sense of community with colleagues they may not come across on a daily basis.

Throughout the year, each area practices a systematic and integrated way of reviewing student achievement that is tailored to their program in order to optimize effectiveness. The ESL department holds its annual retreat just prior to the spring term and recruits members of the ESL Outcomes Team to develop and present on a range of topics relevant to pedagogy, SLOs, and SLGs. At such retreats, discussions take place on how to maximize student learning outcomes in alignment with the department's goals, course outlines, and course-specific SLOs on a 3-year cycle. Additionally, ESL faculty use data from course SLOs to determine if re-evaluate the effectiveness of the inquiry and decide whether to continue assessing or switch to a new measureable SLO. (See *ESL Retreat*).

The College's budgeting and resource allocation process is integrated with the program review process at all levels. Resource requests must be linked to specific SLOs and goals within the reporting units (or programs) in ePIE. Division requests to the College for additional staffing, budget, facilities, or other support must include confirmation that these are tied to goals and outcomes of the division and tracked in ePIE. Additionally, decisions about instructional budgets are strongly linked to data. Factors such as student enrollment, persistence, wait lists, and other data indicators showing student needs all influence budgetary allocations for classes. Continuing Education student persistence is evaluated and discussed in formal meetings of the College three times during the year, and instructional resources may be adjusted as a result.

Additionally, ABE and ESL benefit from categorical funding from a Chancellor's Office Basic Skills Initiative. Projects funded by this initiative must correlate with measurable outcomes; often, these projects support human resources (ABE educational advisors) as well as professional development (ESL annual faculty retreat) and instructional materials and resources (Language Learning Center's VoiceThreads pronunciation software). Each project is entered into ePIE and tracked by the College's research department to assure that measurable outcomes are evident and use of resources are optimized by the programs.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Areas of Strength

- Continuing Education has a robust, cyclical, and inclusive means of planning and evaluating of courses, programs, and institutional outcomes. Good systems and processes are in place at all levels of the Division.
- Student achievement is assessed in a variety of ways. Use of data is an integral part of the systematic planning processes that assure currency and relevancy of programs.

Key Issues

- Some programs have not developed systematic means of analyzing student learning outcomes. There is a need to develop better modes of information sharing and of assuring follow up of the use of results for course/certificate SLOs.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Standard VI: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance 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 institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Criterion 1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

- How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures?
- By what means does the institution assure the quality of its student support services?
- How does the institution demonstrate that these services support student learning?

Students' ability to benefit is determined by the purpose and intent of individual Continuing Education programs. Furthermore, a program's purpose also determines how students are served. Thus, different methods of determination are used. In some programs, such as Older Adult, Health Careers, Language Learning Lab (LLC), Fee-Based, and Noncredit Short-term Vocational (STV), students do not require comprehensive student support services or they can more readily access

counseling and advising from student services offices at Mt. San Antonio College. These programs offer thorough registration support and some provide orientations and assessment, but students may not require intensive, ongoing counseling and advising services. English as a Second Language (ESL) and Adult Basic Education (ABE) have as a primary purpose to advance students in college and careers. As a result, both programs evaluate their students for programs through a comprehensive noncredit matriculation process that includes registration, assessment, orientation, counseling and advising.

The Older Adult Program (OAP) course offerings represent the full continuum of education, from vocational classes to the pursuit of long-standing educational goals. OAP staff and faculty provide program and course information to new students during the registration process to determine whether students will benefit from the program based on their academic goals. Formal and informal ongoing observations and assessments by classroom faculty determine if students progress through course offerings during the course of the semester. OAP classes are designed to meet the educational needs of older adults; however, all adult students 18 years or older are welcome to participate. All information regarding admission and program offerings is available on the OAP website and in the schedules and catalog. (See *OAP website*).

The Health Careers Program identifies potential students through the required paperwork and health clearances that students provide at mandatory orientations. For example, those being accepted into the Certified Nursing Assistant (CNA) or Phlebotomy programs must be 18 years old, possess a high school diploma or equivalency, provide necessary health documentation, and be able to pass a Livescan examination. These

requirements and program policies are thoroughly described in orientation materials provided to prospective Health Careers students. The information is reinforced by the faculty members and support staff through the duration of the program because of the mandated paperwork and clearances involved in placing the students in externships at health facilities. In addition, prospective students may view general information about these programs on the College website. (See *CNA website; Phlebotomy Technician website; Phlebotomy orientation materials*).

The English as a Second Language (ESL) Program uses a comprehensive matriculation process to determine students' ability to benefit from the program. This includes orientation, assessment, registration, and counseling. Prospective ESL students attend an orientation conducted by the counseling team and take a placement test to ensure they are placed appropriately in one of seven Levels of the program. The ESL assessment tool that identifies students' appropriate level placement is the ESL Computer Adapted Placement Test (ESL CAP test), which was locally developed, validated, and approved by the California Community College Chancellor's Office. Students are then enrolled in the appropriate classes or placed on the waiting list for future openings. The ESL Program strives to serve all students, and works closely with Disabled Students Programs and Services to accommodate any disability. This includes assistance and accommodations with the registration, assessment, and orientation processes. Students enrolling in ESL must be 17 years or older. ESL's assessment, orientation, and registration process is outlined in the ESL New Student Orientation Handbook, on the ESL website, and in the published schedule. (See *ESL New Student Orientation Handbook; ESL website*).

The Adult Basic Education (ABE) Program also conducts a thorough process for determining appropriate placement for GED and Adult High School Diploma (AD) students through orientation, assessment, evaluation of previous educational records, and counseling appointments. The multiple methods of assessment

used to identify whether students are appropriately placed in the GED or AD program rely heavily on counseling appointments, instructor interaction, the Student Intake Information form, and individual counselor/student interviews. Furthermore, in the event that a prospective AD or GED student's reading level is at a remedial or elementary level and the student expresses that coursework in English may not be possible, then counselors will refer these students to the ESL program so that they may first acquire the necessary English skills needed to succeed in the AD or GED program. Students with disabilities that would prevent them from completing coursework in either program are provided with referrals to appropriate agencies where their educational needs may be better accommodated. However, for enrolled students with disabilities, appropriate accommodations are made that follow Mt. SAC's Board Policy 5140 governing classroom accommodations for individuals with disabilities. Counseling notes are confidentially maintained in SARS, a multi-user scheduling software program, among counselors and advisors that document students' English readiness and/or disability. Prospective students must be 18 years old or 60 days from their 18th birthday in order to enroll in either program. Seventeen year-old students must have parental permission to enroll. The process for completing the AD and GED enrollment process is outlined in program student guides and the programs' websites, which also provide relevant information to assist students in determining whether the GED or AD is more appropriate. (See *Board Policies—BP 5140; Adult Diploma Student Guide; GED Student Guide; ABE website*).

High School Referral (HSR) students are determined as appropriate for the program if they are concurrently enrolled in high school, are referred by their high school counselors to take a specific course, and have the permission of a parent to attend. In order to attend the HSR Program, students must attend a mandatory orientation with a parent or guardian. Prospective HSR students are those who need to re-take a high school courses in which they had previously earned a failing or substandard grade. The HSR Student Guide and the HSR website provide parents and students with

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

all policies relating to placement in HSR. (See *HSR Student Guide; HSR website*).

The registration process for the Adult Basic Education (ABE) Lab students is outlined in the ABE Lab Student Guide, which students receive upon enrolling. ABE students include individuals enrolling in the ASVAB, computer applications, or basic skills remediation. In order to assess their ability to benefit, students may be asked to take a diagnostic test, Tests of Adult Basic Education (TABE) which measure basic reading, writing and math skills. Those wishing to update their computer skills can gauge from the student guide whether they can benefit from the ABE Lab's computer literacy courses. Students 15 years and older may attend the lab for computer applications and basic skills remediation. Minor students may not attend until after the end of their high school day and must have written permission from their parents to attend the ABE Lab. Prospective students may also access the program's website or the College Schedule of Classes for registration information. (See *ABE Student guide; ABE website*).

Admissions, registration, and course expectation policies for STV students are outlined in the Mt. SAC class schedule, the Noncredit Student Handbook, and on the Continuing Education website. Most of the noncredit certificate programs mirror those offered through the credit programs of the College. Any student, 18 years of age and above, may pre-register into a STV course during each semester's registration period, if space permits. All preregistered students must attend the first class meeting and if not, may lose their place in the class. Students may also register at the first class meeting for some courses unless otherwise indicated in the class schedule. Registration can be done in person at the Division Office, by fax, or mail. Although the above outlines the official process for registering STV courses, current economic conditions have resulted in fewer credit course offerings, thus reducing noncredit access to dual-listed courses. Therefore, there has been a decrease in enrollment in STV courses. (See *Noncredit Student handbook; Continuing Education website; Schedule of Classes— Fall 2011*).

Each of the Continuing Education programs make strong efforts to provide students with ample information on their admissions policies and procedures through orientation presentations, materials, Schedule of Classes, and websites. Students in the AD, ABE, VESL, WIN, Health Careers, and STV (72-89%) reported on the Division survey that they were well-informed about registration policies and procedures. However, 57-66% of students in HSR, ESL, OAP, and LLC indicated that they were informed about these policies, which indicates that stronger efforts are needed to help students retain the information they received upon entering these programs. In the HSR program, parents generally take more responsibility for obtaining the information because the students are minors. Thus, in fall 2011, the HSR program created a short feedback form for parents and students to complete immediately after each orientation so that the program staff may more fully assess the student and parents' level of information on program services. Furthermore, due to the design of the LLC and OAP, there are limited student support services so the survey responses are expected. It is speculated that the reason for ESL students' lower response level to being informed about program information is due their limited English proficiency or unfamiliarity with the availability of support services. Therefore, ESL strives to communicate ongoing information regarding admissions policies and procedures through translated materials that are available in peak-demand languages at the registration area and in the student handbook, which is also accessible online. (See *Continuing Education Student Survey Results 2011; HSR parent/student orientation feedback form*).

Another avenue for Continuing Education students to access admissions and registration information is through the Division and programs' websites. Short Term Vocational (79%) and WIN Program (83%) students clearly indicated on the Division survey that they accessed their program's website. Students attending other Continuing Education programs, though reported less strongly that they had looked at noncredit student information on program websites, which includes registration information (21%-52%).

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Additionally, OAP students noted in focus groups that the greatest challenge to registration in future semesters was the communication of registration dates. Newer OAP students felt they were at a disadvantage in gaining accurate information about the "registration windows." It is suggested that the OAP program disseminate more written information to students regarding registration prior to the start of each semester. (See *Continuing Education Student Survey Results 2011, OAP Focus Group Summary*).

The Continuing Education Vision statement asserts that the Division is committed to providing outstanding educational opportunities for a diverse population of students. Thus, assessment of student outcomes and performance forms the foundation for demonstrating the quality of programs, including student support services. One method of assessing student outcomes is through the establishment and assessment of administrative unit outcomes (AUOs) and student learning outcomes (SLOs). Planning for Institutional Effectiveness (PIE) process enables each program to develop planning guidelines, especially regarding means of improvement in service delivery and increasing student success. In addition to the PIE process, the Continuing Education annually collects and maintains persistence and achievement data for all programs, which is reported in the annual profile. One such example of outcome data tracked in the profile is matriculation to courses and programs focused on career and college. (See *Continuing Education Profile 2010-11*).

Students' perspective of support services is also critical in gauging the quality of these services. Therefore, the Division has solicited feedback from Continuing Education students through a survey and focus groups. All Division students who participated in the latest focus groups reported that they benefit from counseling and advising services. This input provided program staff and faculty with relevant data regarding the quality of support services. In addition, the Continuing Education student survey results showed that 68% of students who participated in the survey were satisfied with the types of counseling and advising

services and 63% felt informed about their programs after attending an orientation. Furthermore, 71% found counselors and advisors available, helpful, and supportive. These results indicate the majority of students surveyed had positive perceptions of Continuing Education support services, with the percentages of those disagreeing being small. A higher level of uncertainty for these two items was indicated for those attending STV (38% and 51%) and OAP (54% and 63%), although based on their program design, there are limited formal student support services established. (See *Continuing Education Student Survey Results 2011; Continuing Education 2011 Student Focus Group Summary*).

The ESL Program and the LLC have collected student feedback on student services. ESL conducted a student survey in 2010 that assessed students' experience and satisfaction with the registration process, especially during peak times. It was found that 88% of students had a high level of satisfaction with the services provided by the ESL frontline staff. The ESL registration team hoped for 90% or higher rating in the area of student satisfaction; consequently, they developed processes to improve student satisfaction including the translation of registration policy and other pertinent information into the high-volume language—Chinese, Spanish, and Vietnamese. The LLC administers a survey requesting feedback from students on a semester basis and annually from faculty on the services and resources provided at the Center and uses results to inform their SLOs and AUOs. (See *ESL Registration Student Survey Results; LLC annual survey*).

Other means of assuring the quality of support services are program and faculty meetings. All programs conduct recurring meetings where program quality is an important topic. In addition, several Division staff attend other Division and program meetings to gain relevant student support information. This relationship with other divisions and departments of the College provides an opportunity for Division support staff to enhance support services for Continuing Education students. Additionally, this interaction is a reciprocal relationship and offers

other campus departments with needed information to noncredit students of the College. Continuing Education advisors and counselors attend a monthly meeting with Mt. SAC's Counseling and High School Outreach departments. At those meetings, credit counselors are provided with pertinent information relating to Continuing Education students since they do serve Short Term Vocational students. The ABE Director attends the Student Services Division team meeting as a representative of Continuing Education, and the ABE counselor is a member of the Student Preparation and Success Council. Advising meetings generally do not have a formal agenda, but the advisors from both credit and noncredit exchange relevant student services information. (See *HSO meeting notes; Counseling meeting agendas; Student Preparation and Success Council agendas; ESL Leadership Team Agenda; ABE Counseling Meeting Agenda*).

In addition to ensuring quality support services, Continuing Education Programs are committed to providing student services that promote student learning. For example, one of HSR's and AD's program goals was to assist students in increasing the number and rate of high school credits earned. Counseling faculty, advisors, and program staff have made it a priority to ensure close monitoring and tracking of student completion rates. Established in 2009-10 as a program goal to improve outcomes for low-performing students, counselors conducted a program SLO in which they created action plans for students in danger of failing to ensure they completed their courses. Results showed that students who followed through with all steps in their action plan were more likely to complete their courses. HSR students' completion rate improved from 58% to 65% from the previous academic year, and AD students' completion of in-class credits has increased steadily over the past three academic years. These outcome improvements may be attributed in part by the counselors' intervention of low-performing students. (See *Basic Skills Initiative Adult Diploma Report 2010; Continuing Education Profile 2010-11*).

A goal of the ESL Program was to improve rates of noncredit-to-credit transition for advanced ESL

students. As a means of assessment, the Vocational ESL Career Paths (VESL) program stakeholders (students, instructional and counseling faculty, credit program liaison, staff, and administrators) participated in a retreat to identify potential barriers VESL students face when matriculating to credit programs. Retreat participants all reported that as a result of this collaboration, they could better identify VESL students' aspirations, needs, and potential barriers. In addition, as reported in the Continuing Education Division Profile, VESL Program students showed a slight increase in completion rates over the last two academic years. More importantly, those gaining employment is still above the 50% rate, even in the presence of a sluggish labor market. This program is heavily supported by counseling and advising, and the program's goals clearly reflect one of the state community college's mission for college and career preparation. (See *ESL Retreat; Continuing Education Profile 2010-11*).

Along with student outcome data and SLOs, programs have provided many different forms of student services that support student learning. ESL and ABE conduct annual Career Conferences and Career Days which provide students with workshops on various career avenues. Students attending the ESL Career Conference can also attend workshops in which they learn to fill out job applications and create resumes. ABE counselors and educational advisors conduct College Days twice per year to so that ABE students matriculating to credit can get assistance on the application, assessment, financial aid, and registration process. Students who have attended WIN counselor workshops have learned about general and major requirements, which will aid them in completing their course requirements and transferring in a timely manner. (See *ESL Career Conference Program; ABE Career Week Flyer; ABE College Days; WIN 2009-10 BSI Report*).

Criterion 2
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Mt. SAC provides a catalog for its constituencies, including Continuing Education, with precise, accurate, and current information concerning the requirements for admission, student fees and other obligations, and degree, certificate, graduation and transfer requirements. The catalog is organized into the following main sections:

- Section 1—The College
- Section 2—Matriculation
- Section 3—Academic Policies and Requirements
- Section 4—Student Services and Student Life
- Section 5—Instruction and Learning Resources
- Section 6—Campus Facilities
- Section 7—Programs of Study Leading to a Certificate
- Section 8—Programs of Study Leading to an Associate Degree
- Section 9—Transferring to California Colleges and Universities
- Section 10—Course Descriptions
- Section 11—Continuing Education
- Section 12—College Policies and Notices
- Section 13—The Faculty

The College is confident in its current efforts and directions in providing accurate information to credit and noncredit students about its admissions policies, student fees and degree, certificate and transfer requirements. The College Catalog has a vast amount of information concerning degrees and certificates as well as graduation and transfer. (See *Mt. SAC Catalog 2011-12*).

As shown above, Section 11 of the catalog is dedicated to curriculum, instruction, and student services information from the Continuing Education Division. This section is organized in the following manner:

- Continuing Education (Adult Education) Courses
- Student Services – Admissions, registration, assessment, orientation, counseling, advisement, fees and expenses
- Credit/Noncredit Combined Courses – Noncredit courses in which noncredit students experience the identical class as their dual-listed credit course students.

- Adult Basic Education—Basic skills remediation, high school programs, athlete tutorial and student support center, Armed Services Vocational Aptitude Battery preparation, GED preparation, career counseling, advising, computer literacy, and WIN Program
- English as a Second Language—English language classes (Pre-level—Level 6), core and skills classes, Vocational ESL, specialized courses, counseling, and advising
- Language Learning Center (LLC)—Support for ESL and credit language students
- Community Health Programs and CPR—First aid, Heartsaver, AED
- Health Careers Resource Center (HCRC)—Skills lab for noncredit and credit health Careers students
- Older Adult Program—Healthy aging and vocational courses designed for adults 55 and older
- Other Continuing Education Services and Programs
- Noncredit Certificates—listing of Division's noncredit certificates
- Noncredit Courses and Descriptions—Listing and description of noncredit courses
- Exercise Science and Wellness Center—exercise facility for community, students, and employees

The information regarding Continuing Education programs and services is current and presented succinctly. Each subsection listed above contains a general description of each program as well as Division or program contact information for students to gain more detail on course and program offerings. The section also provides an extensive listing and descriptions of noncredit certificates and courses. The catalog provides relevant information for noncredit students, although the program information is somewhat brief. Thus, Continuing Education programs have various other sources and publications available to students that provide more comprehensive program information. These publications include program brochures, websites, and program flyers.

One area in the catalog that will need updating in the next academic year is the process for enrolling in dual-listed STV courses. Currently, noncredit certificates

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are published in the catalog as available for noncredit students. Unfortunately, due to reductions in course offerings across the institution, availability for noncredit students to enroll in credit courses has also decreased. Many dual-listed noncredit courses in the catalog have not been listed in the Schedule of Classes over the past several semesters. However, students may complete a noncredit certificate by attending classes as credit or noncredit. Additionally, students who do not see their noncredit class in the Schedule may request a noncredit seat in a credit listed class, which Continuing Education staff can facilitate for them. Although this arrangement is not ideal, it is available upon request.

Criterion 3
The institution provides information on the locations or publications where other policies may be found.

- Is the institution's catalog current, complete, clear, easy to understand, easy to use, well-structured?
- How is the catalog reviewed for accuracy and currency?
- What process does the institution use to ensure that the information in its publications is easily accessible to students, prospective students, and the public?
- When policies are not included in the catalog, are the publications in which they are found easily accessible?
- Does the institution maintain records of student complaints/grievances and make them available to the visiting team?

All relevant sections of the College catalog are available for those wishing to enter credit programs, and counselors and educational advisors widely use the catalog across campus. Although the College catalog is predominately designed for credit divisions, certain information is useful for the noncredit students matriculating to credit. ABE, ESL, OAP, Health Careers, and STV staff have found information and College services useful to students, and a reliable referral source. Counselors and educational advisors frequently use the catalog both on-line and in hard copy to

inform students of the following: College policies; required courses for the completion of credit certificates and degrees, academic calendar, and contact information and locations for various campus departments and services.

Although the catalog is useful as a reference tool for Continuing Education staff and students, there are aspects that may prevent noncredit students from using it more frequently. This is because the catalog does not have enough relevant noncredit course and program information, and the reading level may be beyond the scope of many noncredit students. In addition, there is currently only one page for each noncredit program, and individual programs are not labeled or tabbed for noncredit as they are for credit programs. However, updating the institution's catalog and setting the language level are part of a larger campus process that is not centered on any individual department or division. Even though these are limitations of the catalog for noncredit programs, a large number of noncredit students have found the College catalog to be beneficial, particularly when used in tandem with the Schedule of Classes. Student surveys were administered to Continuing Education students and within this survey, 63% of students agreed that the College catalog is useful, clear and easy to read; 30% of respondents were uncertain and 7% of respondents did not agree with this statement. Those who were uncertain, however, may have found information they needed from other sources such as program websites or publications. (See *Mt. SAC Catalog 2011-12; Noncredit Student Handbook; ABE Student Guide; ESL New Student Orientation Handbook; CNA Orientation Information Health Careers; Continuing Education Student Survey Results 2011; Schedule of Classes—Fall 2011*).

The College catalog is reviewed annually for accuracy and currency. The college has a system in place whereby the manager in-charge of the catalog, the Dean of Instruction, works with the Marketing and Public Affairs Office to ensure accurate information is received and updated regularly. Notices are sent to each department on campus requesting updated information and to

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request changes to language for their particular areas; each area has the opportunity to review multiple drafts prior to the printing of the final version of the catalog. The College uses a purposeful, detailed process to develop and review courses, curriculum, and College policies affecting all students, including those participating in Continuing Education.

The catalog is reviewed for accuracy and content through a formal process, and Continuing Education is part of this process. In some academic years, however, there may be outdated information in the Continuing Education section of the catalog. This is because credit programs often make updates for the catalog at different times within a year. Thus, due to approval systems and timing, there is often a lag in updating Continuing Education information within the catalog.

The College website provides the most comprehensive access to Mt. SAC academic and Board policies and procedures as well as the College Catalog. Additionally, Continuing Education offerings and services are also contained in the Schedule of Classes which is also available via hard copy and online on College website. (See *Mt. SAC Catalog 2011-12; Schedule of Classes— Fall 2011*).

The Instruction Division, which includes Continuing Education, works closely with the Marketing and Public Affairs Office and the various division offices to coordinate the accuracy of information, the content, layout, and the publication aspects of the Schedule of Classes. Certain aspects of the catalog are published in the College Schedule of Classes and student handbooks. In addition, the College is required to ensure that academic requirements and practices, facilities, electronic information technology, printed materials, and College services and activities are reasonably accessible to individuals with disabilities. The College's Webmaster ensures that the College's Home Web Pages and related links are accessible to individuals with disabilities as defined by World Wide Web Consortium (W3C). The College makes modifications as necessary in order to provide equal access. (See *Administrative Procedures—AP 5140 Individuals with Disabilities*).

In addition to the information contained in the College Catalog and Schedule of Classes, Continuing Education programs ensure that students have access to program-specific information. Thus, each Continuing Education program publishes relevant program documents that are easily accessible to students during orientation and/or registration. ABE, ESL, and STV programs provide student handbooks containing comprehensive program offerings, student services, program policies, and procedures. ESL Registration policies are translated in various languages and made available for student distribution via handbook, flyers, and posted on the web. Also, in an effort to ensure that prospective ESL with disabilities are provided with complete program information, the ESL program provides assistance and accommodations with the registration, assessment, and orientation processes. An example of this is a lowered registration desk to assist wheelchair-bound students and a large-screen station the computer lab. Health Careers and OAP provide program information at time of enrollment and/or orientation. These materials are easily accessible in program offices or by attending an orientation. Additionally, all programs have websites accessible through the Mt. SAC and Continuing Education sites that contain relevant support information and links. Continuing Education updates their publications, websites, and advertisements for programs and courses regularly with consideration to readability and relevance to students and their interests. (See *Continuing Education Handbook; ABE Student Guide; ESL New Student Orientation Handbook; OAP registration information; Health Careers Orientation packet; Continuing Education Division website*).

Continuing Education complies with Mt. SAC policies and regulations related to student grievances. The College maintains Administrative (regulatory) and Board Polices affecting students that comply with state Title 5 regulations, the Chancellor's Office, and with state Education Code. Academic regulations and College policies are readily found in the College Catalog and the College Schedule of Classes—both of which are also available on the College's website. Policies are also included in the Student Handbook, including students' rights and responsibilities and the

student complaint and grievance process. (See *Mt. SAC Student Handbook*).

Grievance and Complaint Procedures are detailed in Administrative Procedure 5530 "Students' Rights and Grievances." The procedure identifies students' rights related to academic and non-academic grievances and discrimination complaints and processes, including steps to follow. This information is also published in the College Catalog and the student handbook. Student complaints/grievances are initiated and filed with the Office of Student Life. These records are maintained in a secure manner in locked filing cabinets in the Student Life Office. A formal process is in place and is regularly used by students to initiate complaints and to file grievances if the concerns cannot be resolved. The process also involves hearing panels that make recommendations about the complaints and grievances, a decision-making process, and an appeals process. A summary report, aggregating the types of cases and resolutions (without names), is developed annually. (See *Board Policies—BP 5530*).

Continuing Education programs both defer to and work closely with the Student Life Office in the case of a formal student complaint/grievance. Programs have copies of the grievance form available upon student request. ABE Staff provides students with information on how to file complaints/grievances in the student program packets/student guides that they receive at orientation. Another formal process for filing a complaint pertaining to faculty is through use of a student complaint form contained in the Faculty contract. This complaint is then followed up by the program administrator. (See *Faculty Bargaining Agreement Appendix J*).

Division programs also have internal and less formal processes for responding to student complaints. For example, Continuing Education students may request to speak to a program administrator or a program supervisor if they have issues or concerns. Additionally, ESL students who are not satisfied with their class placement may fill out a transfer request on which they indicate a reason for the request. In the recent

Continuing Education survey, students' responses regarding the process for filing a complaint/grievance indicated that 48% of overall respondents agreed that they had been informed about the filing process, 29% of respondents were uncertain, and 23% of respondents disagreed that they had been informed about how to file a complaint or grievance. [See *Mt. SAC Catalog 2011-12 (pg. 250); ESL Transfer Request Log; Continuing Education Student Survey Results 2011*].

Criterion 4
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

- By what means does the institution determine the support needs of its students? How well does it address these needs?
- How well does it address these needs?
- What evidence is provided that the institution assesses student needs for services regardless of location and provides for them?
- How are on-line services and services at off-site locations evaluated? How well are these services meeting the needs of students?

All programs within the Continuing Education determine the necessary support needs of their students and accomplish this through various means. For the programs that have more structured counseling and advising processes in place, such as ESL and ABE, support needs are determined through counseling and advising appointments, assessment of program SLOs, and orientations. ABE also uses student self-identification, orientations, tracking by counselors, and staff and faculty referrals to determine the needs of students. As part of a program SLO, ABE counselors found that many current students had not completed a Graduation Contract. Only forty-three percent of Adult Diploma students and 39% of GED students completed an educational plan. Although students in these programs are a highly transient population, these results clearly indicated that a new SLO focused on

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improving these results needs to be established and should include support services that begin immediately after orientation.

Faculty and staff meetings also provide opportunities to discuss and determine students' needs. For example, the Health Careers, ABE, ESL, and OAP faculty hold periodic meetings which include discussion of student needs. Additionally, an interdisciplinary team of ABE staff holds bi-weekly Intervention Strategy Team (IST) meetings to determine individual needs of struggling students. Continuing Education Division, ESL, and ABE Leadership teams meet on a weekly basis to discuss a variety of program and Division topics that include student service issues. These issues range from waiting lists and placement test results to counseling and registration services. ESL and ABE also monitor students for intervention when they are in need of counseling or referrals to Student Life. ESL accomplished this by an enhancement in the Database Counseling Notes section that provides an automatic prompt to registration staff. The ABE database also provides discipline and Student Life updates for faculty, administrators, and staff.

Student feedback is another method by which to determine the support needs and how well the institution is providing services. During 2011 spring semester, Continuing Education students took a survey which encouraged them to report their perceptions of their overall educational experience. Furthermore, focus groups are held periodically in the ABE program, and most other Continuing Education programs held focus groups in spring 2011 that included questions regarding students' perceptions on programs' student support services. ABE students reported in focus groups that they would like more program information provided to them in the form of flyers and current bulletin boards. As a result, ABE staff updated the bulletin boards and examined the currency of program flyers. Fee-based programs such as College for Kids and the Motorcycle Training program both administer to parents and students short questionnaires that evaluate aspects of the program, including student need. Furthermore, in all fee classes, student evaluations are collected at the end of the series. (See *Continuing*

Education Student Survey Results 2011; Continuing Education 2011 Student Focus Group Summary; Motorcycle survey; College for Kids survey).

The Continuing Education student survey results showed that the majority of students believe their needs are being addressed. Overall, 94% of students are satisfied with their experiences in the Division and 95% would recommend Continuing Education to other students. Questions specifically related to student satisfaction of support services showed that Division-wide, between 68%-71% of students are satisfied with services and believe that counselors and advisors are helpful and supportive. Furthermore, the feedback from the focus groups and online surveys showed that students ABE, Health Careers, and ESL felt that their student support needs were sufficiently addressed. Adult Diploma students responded that orientations assisted in providing them program expectations, graduation requirements and assistance with credit matriculation. Health Careers, OAP, and LLC students indicated that instructors and coordinators have provided valuable resources and information needed to determine which courses they should take, career options, and networking responsibilities. Although some ESL students participating in the focus groups indicated that scheduling an appointment with a counselor is not always a clearly understood process, those who had met with a counselor found their appointments to be highly beneficial with regards to matriculation to credit courses. This is evidenced by results from a feedback form completed by ESL students who meet with a counselor where 96% of students rated the counselor as "better than most" and 88% of students felt the counselor provided them with useful information. Additionally, ESL students who participated in the focus groups reported the orientation process to be extremely helpful in satisfying their immediate needs regarding obtaining a student ID, parking permits and library use. The Health Occupation Program and ABE programs not only determine the needs of students retained in their programs, but through phone outreach, also attempt to determine the needs of students who did not persist in the programs or follow through with the enrollment process.

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The Continuing Education Office conducted a program AUO that sought to strengthen support services for STV and Health Careers students. In order to assess this goal, students were administered an online survey to gauge how well support services are meeting their needs. Results showed that 90% of Health Careers and 77% of STV students were aware of counseling and advising services. In addition, 90% of Health Careers students and 59% of STV students were satisfied with counseling and advising services. Fee-Based programs do not conduct formal surveys; however students complete a class evaluation at the end of each semester to determine whether the class material and information provided met their needs. For Contract students there is not an evaluation/survey because employers will call with the specific needs of the students and Mt. SAC will provide that service. Continuing Education programs also examine and monitor common trends and student success/retention data as a means for measuring whether student needs are being sufficiently addressed. Specifically, OAP, ESL, STV, Health Careers, and ABE collect retention, completion and matriculation rates of their students. ABE programs that include AD, GED, and IHSS also monitor and support post-program students. One example of a positive post-program outcome that reflects that students' needs are well-met is reflected by Continuing Education students who took Career Development and College Prep courses over a 3-year period. As of 2011, 40% of this cohort has matriculated to credit courses. (See *Continuing Education 2011 Student Focus Group Summary; Continuing Education Profile 2010-11; ABE advisor phone logs; College for Kids survey; Motorcycle Survey; Fee-Based Student Class Evaluations; Continuing Education Fast Facts 2010-11*).

Continuing Education program offerings and services are delivered both on and off-campus. STV, ABE, Fee-based, ESL, and Health Careers courses and support services are held on campus. OAP holds nearly all classes off-campus throughout the community, and staff members travel to those sites to promote services. Focus group responses showed that OAP students felt more comfortable taking classes at community locations near their homes. Fee-based, Contract

Education programs, and ABE all offer some of their courses and programs off-campus. ABE's Summer HS Program is offered at local high schools and the LA Works basic skills lab is located on the premises of a local WorkSource Center.

Focused on student success, Continuing Education regularly assesses student needs for offsite programs. Older Adult courses are primarily held off-campus and as previously mentioned, student need is assessed through teacher meetings, surveys, phone calls and focus groups. All students at the LA Works Basic Skills lab are enrolled as a noncredit Mt. SAC student and provided with a one-on-one orientation by the instructor. It is within informal discussion during this individual orientation that the instructor determines student need. Student records are evaluated by an on-campus transcript evaluator and forwarded to the instructor who reviews them with the student during a brief one-on-one orientation to the basic skills lab, GED, and adult diploma program. All records are kept on-site with the instructor. At the orientation, students are provided with a handbook that includes services offered. Educational advisors and counselors are available if the instructor identifies a need. In addition to the support provided by Mt. SAC counselors and instructor, staff associated with LA Works provide them with job training, employment benefits and community referrals. The off-site High School Summer Program (HSSS) has a coordinator, proctor, and office clerks at each site who provide student support in the form of registration, course selection, school safety, and general student support needs. Student services needs are assessed by their faculty and the Mt. SAC school-site coordinator. In the event that a need exists for student support that cannot be met by the coordinator, the ABE manager or Outreach Coordinator are contacted. Evaluation of the off-campus HS Summer School program, including student services occurs each January-February, when Mt. SAC staff meets with district and high school site to assess the previous summer's outcomes, student and staff needs, program changes, and future goals. (See *Coordinator responsibilities HSSS; LA Works student handbook*).

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Continuing Education programs conduct periodic evaluations for programs which offer off-site services. The GED Distance Learning (GED DL) hybrid program is evaluated in meetings with administrators and faculty. All aspects of student services and instruction are discussed so that students are provided with adequate assistance to complete their GED in a timely manner. GED DL-hybrid students who participated in an online survey indicated a strong satisfaction (100%) with all aspects of the program. With regards to student services, 90% of students are aware of and know how to access counseling and advising services, although only 54% have used these services. Those who have accessed services, however, reported that counseling services assisted them in achieving their learning goals. Thus a need exists to provide more encouragement to GED DL hybrid students so that they will increase their use of available counseling and advising services. This is important due to the fact that the majority of students indicated in the comment section that they have a goal of attending a higher educational institution.

Older Adult students indicated in focus groups that they are mostly aware of what support services are available on the Mt. SAC campus. Students do not feel the need for counselors because instructors are well-versed in providing needed support information. They did indicate a need for program staff to create flyers that inform them of campus services such as getting student IDs, discounts, and other available campus services.

Student services at the LA Works basic skills lab are evaluated during an annual planning meeting between the instructor and ABE administration. Student input has not yet been gathered. However, in Spring 2011, the instructor and Mt. SAC staff will create a student questionnaire regarding all aspects of the program. Evaluation of the off-campus HSSS Program, including student services, occurs each January and February when ABE staff meets with district and high school sites to assess the previous summer's outcomes, student and staff needs, program changes, and future goals. (See *Continuing Education Student Survey Results 2011; HSSS District and HS site agendas*).

Criterion 5
The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

- Does the institution develop, implement, and evaluate counseling and/or academic advising?
- Does the evaluation of counseling and/or academic advising include how it enhances student development and success?
- Are those responsible for counseling/advising trained? How does the training take place?

Counseling is provided by faculty counselors while advising functions are provided by paraprofessional educational advisors (classified employees). Counselors provide individual counseling related to academic, career planning, and personal needs of students. The purpose of educational advisors is to provide direct access for students to gain information to specific programs, courses, certificates, and degree requirements needed for particular areas of study.

ESL and ABE have more formal counseling and advising services than other Continuing Education programs. In 2010-11, ABE and ESL counselors and advisors had individual appointments with 2,945 and 894 students, respectively. Although not all Division programs offer comprehensive structured counseling and advising, less formal structures are in place if student need exists. For example, students in the LLC, Health Careers, and STV programs have access to counselors and advisors from different programs as well as College counselors, including ESL and ABE. OAP instructional faculty and the program's supervisor are the main providers of support services when the need exists. In addition, the Division employee survey indicated that 97% of staff are aware of where to refer students for counseling and advising services. (See *Continuing Education Student Survey Results 2011*).

Continuing Education programs individually evaluate counseling and academic advising procedures and services on an ongoing basis, utilizing various means

of evaluation. For example, as part of the Planning for Institutional Effectiveness (PIE), ABE has conducted SLOs and AUOs related to the assessment of counseling and advising services. For example, GED and AD students offer feedback on how aware they are of the noncredit matriculation process, which indicates the effectiveness of the orientation. ABE also tracks the frequency of uses for counseling and advising services. Based on these reports, services may be prioritized or modified to meet student need. Results from these methods of evaluation inform and adjust current services and indicate new directions in counseling and advising services.

Student feedback is a major source of evaluation of student support services. Thus, the Division collects student input through surveys, questionnaires, feedback forms, and focus groups. In an effort to gain immediate student input, ESL uses post-counseling session feedback forms with aggregate data calculated on a semester-by-semester basis. Feedback from the annual ESL Career Conference informs new choices for speakers and topics, based on student interest and need. ABE administers In Home Support Services (IHSS) program evaluations which include in part student feedback relating to quality of educational advising services. Health Careers, STV, ESL, LLC, and ABE students reported in focus groups that they benefit from counseling and advising services and this input provided counselors with relevant information regarding the effectiveness of counseling services. Furthermore, the Division student survey results showed that 77% of students are aware of Continuing Education counseling and advising services. Although 66% of students are aware of how to access career counseling services, 24% of students responded that they are uncertain of their response. Finally, all Continuing Education counselors receive annual evaluations, which contain feedback from counseled students. (See *IHSS student evaluation results; counselor evaluation forms; Career Conference feedback results; WIN Student Focus Group Results; ESL Student Focus Group Results; ABE Student Focus Group Results*).

Continuing Education evaluation of counseling and advising services enhance and support student learning and development. For example, student feedback from the ESL Career Conference provides relevant information on students' career interests and goals. This information has been valuable for counselors in assisting students to determine an educational plan that leads directly to a chosen career path. Furthermore, VESL staff and faculty participate in an annual retreat that evaluates how to best assist students in managing barriers to program completion. The group process has resulted in relevant support methods to assist students with these program barriers, as well as increasing access to counselors. Student input from WIN focus groups specified that they wanted more information from counselors on educational paths other than kinesiology. This feedback was a valuable resource to the WIN counselor who will, in turn, provide more comprehensive transfer and credit information. ABE program SLO outcome data clearly showed that GED advisors and staff need to examine orientation materials and/or presentation strategies and make revisions that improve students' knowledge of the steps for enrolling to complete their high school equivalency. Although the IHSS program survey requests feedback from students regarding advising services, the items did not provide students with the opportunity to explain how these services enhance student development and academic success. Thus, in summer 2011, the IHSS student survey was revised so that input on advising services and student development and success could be gained. (See *ABE counselor meetings; ESL database; IHSS student support survey*).

Counselors in the ABE and ESL Programs meet minimum qualifications set forth by the California Community College Chancellor's Office. Currently, all community college counselors must possess a Masters in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work or career development. The qualifications for educational advisors include a degree in education, knowledge of Title 5 regulations, and strong knowledge of community college academic requirements, degrees,

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certificates, and transfer requirements. (See *Minimum Qualifications for Counseling faculty; Educational advisor job description*).

Continuing Education supports professional development for counselors and advisors and it takes place through meetings, campus professional development, conferences, and collaboration among peers. For example, the College's Counseling Department organizes and holds regular meetings for all counselors. Counselors assigned to Continuing Education programs attend these meetings in order review student concerns, practices, policies, and procedures. Sharing of critical curricular information, transfer requirements, articulation, and support services updates is part of the agenda. Educational advisors also participate in monthly meetings with the College's educational advisors and the High School Outreach Department. Meetings include graduation and transfer requirements, high school articulation and recruitment information, as well as differentiating between advising and counseling and when and how to transition students to counseling.

Counselors and educational advisors have opportunities to attend a variety of on-campus professional development workshops and earn relevant certificates. Per the faculty contract, the two counselors are allocated an annual budget for professional development and participate in the campuses faculty Flex Days. Additionally, training relating to teaching and learning is available through the College's Professional and Organizational Development (POD) Office. Workshops include technical training on administrative systems such as Banner, Luminis, and Argos. In addition, workshops that enhance counselors' and advisors' skills are provided by POD and include SLO training, student equity, stress management, developmental education, and student success. The WIN Program counselor attends annual conferences that provide training on compliance issues relating to student athletes. The ESL counselor, a licensed psychologist and California Community Colleges certified Learning Disability Specialist, is also a source of training for advisors, other counselors, faculty,

and student support staff and has provided to different programs within the Division workshops on Adults with Attention Deficit Disorder and support for student athletes. The Continuing Education counselors participate in College-wide governance committees such as Curriculum and Instruction and Student Preparation and Success Council. (See *Developmental Ed Conference advertisement; ADHD presentation notice*).

Criterion 6
The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files, regardless of the for in which those files are maintained. The institution publishes and follows established policies for release of student records.

- What institutional policies govern the maintenance of student records? Are records secure?
- Does the institution have a policy for release of student records?

Mt. SAC adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA). The College collects and uses information necessary to administer business and to meet federal and state reporting requirements. Academic records are stored on the Banner system, which is the College's school administration system. Types of personal information collected include but are not limited to: name, address, email address, telephone number, Social Security Number, and biographical and educational background.

For Continuing Education students, the Banner system is helpful for maintaining records relating to current and past registration history. Although Banner is primarily designed for college credit programs, the College's Information Technology Department has worked continuously with the Division to make enhancements to Banner to meet the needs of noncredit students. In the meantime, some Continuing Education programs have had to maintain parallel database systems to Banner. ABE and ESL have internal databases as the primary means of maintaining student progress, achievement, and outcome data. All records in Banner, Hershey, and program databases are maintained and

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secured electronically through encrypted sites. Only authorized College personnel are allowed access to these records, but they are available to the student upon request by the student in writing.

For some Continuing Education programs, physical records are retained in filing cabinets for active students. ABE uses both forms of record keeping to have a backup system in place regarding access to and maintenance of student records. Inactive records are eventually transferred to long-term storage, located in Building 47, or shredded after they have been scanned and stored in the Hershey data system. Inactive records are typically retained for approximately 5-7 years in long-term storage. (See *Adult Diploma Transcript Request Form*).

In accordance with FERPA, any release of a student's educational records must be with the student's written consent or judicial warrant. The College may release copies of or otherwise divulge materials in the student's educational records only to official agencies, groups, or officials. Student records may also be released in case of emergencies if the knowledge of that information is necessary to protect the health and welfare of students, or other persons or property. This may occur through court subpoenas; however, the student is notified that such a request has been made by the courts unless it presents a risk to others or the student. (See *Information Security Standard Practice, Information Disclosure*).

ESL notifies students of their educational privacy rights through various program documents such as student handbooks and registration policies. ABE staff informs students of their educational privacy rights during orientation and in student handbooks. The Mt. San Antonio College Catalog contains the most recent information regarding student rights and privacy.

The High School and AD programs produce official transcripts containing letter grades. Therefore, an internal system is in place specific to these programs that adhere to college policy on releasing student

records. Former AD and HSR students who request their transcripts must submit a Transcript Request Form that contains their signature, which is verified prior to releasing the information. Transcripts may be sent to individual students or other educational institutions. Counselors who refer high school students to the HSR program do so with permission of parents. Thus, part of this permission includes access to educational records that includes transcripts and progress reports. At orientation, the HSR staff informs students and parents that their transcripts are automatically sent to their home high school upon completion of their courses. All former and present students have the right to review and inspect their educational records. ESL, ABE, OAP, and STV, and Health Careers comply with FERPA policies regarding disclosing and securing student records. (See *ABE Student Guide, LA Works student handbook, Adult Diploma Transcript request form*).

Criterion 7
The institution evaluates support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

- How does the Division provide for systematic and regular review of its students support services? How are these result used?
- Does the evaluation assess how student support services contribute to the achievement of student learning outcomes?
- How are evaluation results used to improve services?

Continuing Education conducts ongoing reviews of student support services to assess quality and student need through a variety of means including planning for institutional effectiveness (PIE), student learning outcomes (SLOs), administrative unit outcomes (AUOs), counseling appointments, program meetings, staff and student surveys, and focus groups. The information gathered from these sources is used to identify areas

of strength and improvement needed in student support services.

Mt. SAC's ongoing PIE process provides a means for Continuing Education programs to review student support services. For example, the Continuing Education Division office had a goal to improve student services for STV students. Of the STV students who took the Continuing Education survey, 77% were aware of Division counseling and advising services and 49% were satisfied with these services. However, 38% of STV students were uncertain of their response. ABE conducted an SLO to identify the effectiveness of orientations in providing students with the information necessary for them to complete the noncredit matriculation process. Results showed that 79% of students attending orientations could identify the steps to matriculation. However, upon disaggregating the data, it was found that 49% of GED students were unable to identify the steps needed to complete the noncredit matriculation process. This program SLO allowed for a review of ABE's orientation and the outcomes were able to drive efforts for improvements in future GED orientations. These efforts will be assessed in 2011–12 SLO process.

Student appointments also provide counselors and advisors the opportunity to gain information about the effectiveness of some programs' student support services. ABE and ESL counselors have access to reviewing counseling notes from their respective databases so that they can continually gauge quality of services. Furthermore, ESL counselors ask all students to complete an evaluation of individual counseling appointment by answering a short questionnaire. Counselors can then use these results to improve or maintain their services.

As part of the Self-Study, Continuing Education conducted a student survey and gathered information from focus groups in order to review student support services in all Division programs. The majority of Continuing Education students participating in the focus groups reported that they were satisfied with the counseling and advising services received. The survey data showed that 68% of students felt satisfied with counseling and advising services. Although most students indicated satisfaction with the quality of support services provided, there is room for improvement of access to Continuing Education services. (See *Continuing Education Student Survey Results 2011*).

Program and staff meetings also provide opportunity for programs to review student support services. For example, ESL, ABE, Continuing Education Division, and Health Careers conduct regular program meetings where managers, counselors, instructional faculty, and coordinators review and evaluate the programs, including student support services. As a result of these meetings, program staff from ESL, Health Careers, OAP, and the LLC have determined that frequent, targeted surveys are needed to more fully evaluate services. For example, ESL Registration Survey results reflected that at least 90% of students were satisfied with the services provided by the ESL staff. (See *Continuing Education 2011 Student Focus group Summary; ESL Leadership Team agenda; ABE Counselor meeting agenda; CNA Faculty Meeting Agenda; ESL Registration Report Services; Health Careers Survey; LA Works meeting minutes; GED DL meeting agenda; GED DL student survey*).

Continuing Education student support services are evaluated regularly to promote and improve learning outcomes. For example, both the ABE and ESL programs give Student Progress Reports and progress checks which help students identify potential obstacles that may affect their progress. ABE counseling meetings take place monthly and a primary agenda topic is student progress and support for students to complete coursework. Through a survey, the LLC has determined which technologies potentially improve student learning and which may be obsolete. Thus, due to this review, they have an ongoing plan for updating software and materials in order to provide students with the necessary tools to enhance their learning experience. In order to support student effort in level advancement, ESL registration staff reviews student enrollment to identify students with excessive repeats of individual courses. Registration staff provides this information

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to counselors who in turn can provide the appropriate interventions and assist students in successfully advancing to higher level courses. (See *LLC Student and Faculty survey*).

Student feedback from survey results contribute to the evaluation of student services in relation to student learning. Division-wide, 63% of Continuing Education students believe that student support services helped them achieve their learning goals, and 29% of students were uncertain of their response to this item. This indicates that staff in Continuing Education Programs could examine more closely how student support services affect learning.

Evaluation results, including survey and focus group feedback, are used to improve quality of Continuing Education support services. For example, based on LLC student survey results, the LLC has purchased new software and materials in areas students are dissatisfied. Furthermore, due to the responses from faculty who completed an LLC faculty survey, staff concluded that increased faculty information and involvement with LLC services would benefit student learning. Thus, the LLC staff provides more information such as orientation packages, letters and encourages more faculty involvement during LLC Open house, and LLC Tech Week. For an another example of evaluation results being used for improvement of services, the ESL program staff determined that many students did not understand the program's student policies due to limited English. Therefore, the program translated program policies into various languages spoken by their student population, including Spanish, Chinese and Korean. ABE Program's SLO that examined the thoroughness of information provided at GED and AD orientations offered valuable feedback in order for counselors and advisors to revise the content and delivery of the orientation GED students. (See *ESL Registration Policy Translations*).

Areas of Strength

- Continuing Education has robust student support services provided for programs focused on career and college preparation (ABE, AD, HSR, ESL, VESL, Health Careers).
- Continuing Education programs engage in ongoing, systematic evaluation of student support services. This continuous assessment leads to improvement in services, student learning, and increased use of services.
- Student services faculty and staff collaborate with campus and community partners on a regular basis. These partnerships enhance the career and higher educational opportunities for noncredit students.

Key Issues

- Increase student awareness and knowledge about noncredit registration, orientation, counseling and advising services more consistently across the Division.
- Review and evaluate internal and external communication about Short-Term Vocational programmatic offerings to improve the timeliness and accuracy of information provided by advising staff.

Standard VII: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, so ensure institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Criterion 1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

- What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?
- Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?

Continuing Education employs qualified personnel that fully support student learning programs and services. Mt. San Antonio College has policies and procedures that ensure the recruitment and hiring processes result in the employment of individuals who have the appropriate education, training, and experience to meet job performance expectations and standards. Human Resources manages, monitors, and evaluates

a highly structured set of policies and procedures for recruiting and hiring personnel. The policies and procedures are based on the mission of Mt. SAC, on institutional effectiveness, and on in-depth job descriptions and announcements for positions. Job descriptions are comprehensive and describe in detail the roles, responsibilities, and requirements for all positions. Job announcements are reviewed by the Continuing Education managers to ensure that the required qualifications, education, and training are consistent with the position. The Office of Human Resources reviews all job announcements for accuracy before public distribution. (See *Administrative Procedures—AP 7120 and AP 7232*).

All faculty and administrators are hired according to minimum qualifications established in Education Code, Title 5, and by other outside agencies in programs where such mandates are appropriate. For example, the California Department of Health specifies minimum qualifications for instructors and directors of Certified Nursing Assistant (CNA) and phlebotomy programs. Selection procedures are strictly adhered to and are periodically reviewed and revised to ensure that the process results in the selection of qualified personnel. Screening committees review applications, using a standardized procedure, to identify those applicants qualified for the position. Further review of qualified applicants results in the selection of individuals to be interviewed for the position. Second interviews are conducted, as necessary, with the program manager, Dean of Continuing Education and/or the College Vice President of Instruction and President. (See *Continuing Education 2010-11 Profile; California Community College Minimum Qualifications Handbook*).

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Criterion 2

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

- How does the institution decide on hiring criteria?
- How is faculty involved in the selection of new faculty?
- How does the institution decide if an applicant is well qualified?
- How does the institution know that the faculty selected has knowledge of the subject matter?
- By what methods does the institution define and evaluate "effective teaching" in its hiring processes? How is that effectiveness judged?
- How are jobs advertised?
- By what means does the institution verify the qualifications of applicants and newly hired personnel?
- What safeguards are in place to assure that hiring procedures are consistently applied?

Personnel employed by Continuing Education are selected using a rigorous recruitment and selection process. Potential employees apply for open positions, submit a job application packet, and, if selected for further consideration, attend the job interview(s). The selection procedures reflect California Labor Law, Title 5, and the Education Code to ensure compliance. Continuing Education managers collaborate with the Office of Human Resources to develop hiring criteria. The Vice President of Human Resources ensures that proper job analyses are performed for every job filled by the College to determine and to validate the knowledge, skills, abilities, and characteristics an employee must possess to perform the job satisfactorily. Job announcements for all positions include an overview of the position, examples of key duties and responsibilities, employment standards, qualifications, application procedure, selection

procedure, and information on salary and benefits. Recruitment is conducted actively within and outside the College work force. Open recruitment is mandated for all new full-time and part-time positions, except under limited circumstances. Recruitment efforts utilize outreach strategies designed to ensure that all qualified individuals, from all monitored groups, are provided the opportunity to seek employment with the College. Job announcements are circulated widely, both in electronic and printed formats, through newspaper ads, Human Resource mailings, Mt. SAC website, and the 24-hour Mt. SAC Job Line.

Candidates applying for faculty and administrative positions must hold a degree from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established by the National Association of Credential Evaluation Services (NACES), which is a credential evaluation service founded in 1987. It is the candidate's responsibility to use this service for equivalence, and it is posted on the Mt. SAC website. The College has also adopted a procedure for establishing equivalencies to minimum qualifications. The Academic Senate closely monitors and reviews all applications for equivalencies through the Equivalency Committee. Recommendations from the Equivalency Committee are forwarded to the Academic Senate for final approval. In addition to showing a need for meeting minimum qualifications, faculty job announcements clearly indicate a requirement of discipline expertise and effective teaching abilities. (See *NACES website; Equivalency Committee*).

The use of hiring committees helps to assure that hiring procedures are consistently applied. The composition of hiring committees for full-time management and faculty, and for full-time or part-time, regular classified positions is clearly defined in Administrative Procedure 7120—Recruitment and Hiring. Management screening committees consist of managers, faculty, a minimum of one classified employee, a Human Resource Representative, and an Equal Employment Opportunity (EEO) Representative. Screening committees for full-time faculty and counselors consist of one area

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administrator, the department chair, and three faculty persons selected by the program manager. In addition, an EEO Representative is a non-voting member of the committee. For each classified position, the screening committee consists of a manager of the open position, one classified staff within the Continuing Education program, one classified staff selected by the appropriate CSEA unit, and one optional member recommended by the Office of Human Resources. The committee may include an EEO Representative as a non-voting member. Part-time salaried staff are hired in a similar process.

All applications for permanent positions are initially reviewed by Human Resources to ensure documentation is complete and minimum qualifications are met. After the initial paper screening, candidate materials are sent to screening committee members for review of applicants' materials. Applicants are rated based on pre-determined, committee-validated criteria related to the job notice criteria. Committees use these ratings to identify the most qualified applicants to be interviewed. Screening committees develop interview questions, written assignments, and in some cases oral presentations, as warranted. Interviews for full-time faculty positions include a teaching demonstration, which is rated on a rubric. The interview questions and writing assignments are designed to solicit job-related information relative to the skills, the attitudes, and the knowledge of the applicants. Interview questions for potential adjunct faculty include a focus on the candidate's philosophy of education, classroom management skills, subject matter knowledge and pedagogy. Interview questions and writing assignments must be approved by the Vice President of Human Resources.

Screening committees are expected to recommend two or more applicants (faculty or management) for interview by the College President/CEO and his/her designee(s); however, there have been times when there is only one candidate recommended. A recommendation of one candidate must be accompanied by a written explanation from the screening committee. The College President/CEO will make the final recommendation to the Board of Trustees. Most classified employees are not interviewed by the College President/CEO; program managers generally recommend finalists for Board approval. Not all positions warrant the need for a final (i.e., second) interview. In those instances, the recommendation is made by the screening committee and the decision is made by the hiring manager following reference checks conducted on the final candidate(s). Reference checks are generally conducted by telephone and use a form that must be completed and submitted to Human Resources. Recommendations on these hires are finalized by the Vice President of Instruction before submission to the Board of Trustees for approval.

The hiring process for hourly faculty and staff begins at the program-level. The initial point of document review is done by the Continuing Education hiring manager, followed by a formal interview. Managers then recommend one candidate to the Dean of Continuing Education. The Dean interviews the candidate and determines whether or not to submit the candidate to the Board of Trustees for approval.

In cooperation with the total College effort, Continuing Education is working hard to increase the diversity of faculty and staff to reflect the diversity in the community. One of the current Mt. SAC initiatives is to increase the training of faculty and staff on EEO processes and policies. The College also plans to increase targeted recruitment and review of employment pools following EEO protocols. (See *President's Board Report, August 25, 2011*).

Continuing Education is committed to hiring highly qualified employees who contribute to the Division vision. Administrative Procedures, Board Policies, and Human Resources procedures ensure a hiring process that yields highly qualified employees. Information on highest educational attainment of Division faculty and counselors reflects this (2% doctorate, 55% masters, 31% bachelors, and 12% with an associate degree or other minimum qualification). Overall, employees are dedicated to serving the needs of Continuing Education students. The 2010-11 Employee Survey results indicate that 94% of respondents understand the mission and values embraced by

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Mt. SAC/Continuing Education and 98% can describe how their work contributes to student success at Mt. SAC. (See *President's Board Report, August 25, 2011*).

Criterion 3

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

- Do evaluation criteria measure the effectiveness of personnel in performing assigned duties?
- What process is in place to assure that evaluations lead to improvement of job performance?
- What is the connection between personnel evaluations and institutional effectiveness and improvement?

Mt. SAC has clearly established evaluation procedures for all personnel, including the Board of Trustees, the College President/CEO, managers, faculty, and classified staff. These procedures include the frequency of the evaluation processes as well as clearly defined written criteria.

The evaluations of the Board of Trustees and the College President/CEO are clearly defined in the College's Administrative Procedures. The Board of Trustees conducts a self-assessment process every year. The self-assessment process includes the completion of a self-assessment instrument by each member of the Board, a discussion and compilation of the results to the Board of Trustees, and the development of a set of objectives for the next year (or next two years). (See *Administrative Procedures— AP 2745; Board Evaluation Form; Board Evaluation 2005, 2006, 2008, 2009, 2010*).

The evaluation of the College President/CEO is based on the job description, the goals of the past year, characteristics of performance, and other elements previously agreed upon. As part of the evaluation process, the College President/CEO and the Board of Trustees mutually agree upon the goals to be considered for the following year. The annual evaluation is scheduled to coincide with the conclusion of the College President /CEO's contract year. (See *Administrative Procedures—AP 2435*).

Administrative Employees Evaluation Procedures are used to evaluate Continuing Education managers. The evaluation period for administrators (managers) is defined as the first year of employment and every two years thereafter. The evaluation procedure is divided into four components. The first component is a review of professional goals and objectives for the evaluation period. The goals are established by the program manager and the Dean of Continuing Education. The second component of the procedure is performance. The Dean completes the twelve performance elements of the evaluation instrument, marking the box that most accurately describes the manager's performance for that particular area. The third component is the review process. The Dean meets with the manager being evaluated to review the evaluation and the goals for the next evaluation period. In the final component, goals and objectives are developed for the next review period. (See *Management Evaluation Process*).

Continuing Education has one full-time faculty member and two full-time counseling faculty. The evaluation procedures for faculty are clearly defined in the faculty agreement. The evaluation process for probationary faculty is a four-year program. Evaluation is continual throughout the probationary period. The process consists of classroom visitations, student evaluations, development of a portfolio, and an administrative evaluation. At the satisfactory conclusion of the four-year process, the faculty member is granted tenure. The evaluation process for full-time tenured faculty is a three-year process and is the responsibility of the individual faculty member. The process consists

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of student evaluations (first year), classroom visitations (second year), and a summary of the evaluation activities (third year). The administrative evaluation occurs during the spring semester of the third year. The documents are combined and include the administrative evaluation report.

Ninety-eight percent of faculty in Continuing Education are adjunct. The evaluation of adjunct faculty is clearly defined in the faculty agreement and is conducted on a three-year cycle. This process is facilitated by the program manager and consists of a formal evaluation in year one of the three year cycle, which consists of a classroom visitations, student evaluations, a summary evaluation, and a meeting between the administrator and faculty member. In years two and three of the cycle, only the student survey and annual summary are used. Adjunct faculty who have earned rehire rights are responsible for conducting their own student evaluations. (See *Faculty Bargaining Agreement— Article 18*).

The evaluation process for classified staff is outlined on the evaluation form found in the appendices of the classified collective bargaining agreements. During the first year of employment with the College, classified staff are evaluated twice before their probation period ends (unless it is extended to one year, but this happens rarely). Subsequent to the probationary period, classified staff are evaluated annually. Evaluation criteria include quality of work, quantity of work, work habits, personal relations, initiative, and supervisory skills (if applicable). The Office of Human Resources provides the managers with a reminder regarding the annual review. (See *CSEA 262 Bargaining Agreement—Article 14; CSEA 651 Bargaining Agreement —Article XII*).

The College has established clear procedures, forms, training, and oversight to assure that all evaluation process lead to improvement in job performance and institutional effectiveness. All contracts and related forms specify that ratings of "needs improvement" must be accompanied by clear prescriptives and a plan for improvement. Classified employees must receive their completed evaluation forms from their managers

at least two days prior to the evaluation meeting so that the employee has time to prepare questions or concerns, thus making the meeting more productive for improvement. Adjunct faculty members with rehire rights who receive a classroom visitation, student evaluation, or summary evaluation of "does not meet the standard" have their rehire rights suspended. In these cases, affected faculty members must successfully "meet the standard" in classroom visitations, student evaluations, and summary evaluations conducted over the subsequent two terms in order to have their rehire rights restored. Adjunct faculty members without rehire rights are not assured of any assignment from one term to the next. The College provides professional development to all employee groups through Human Resources using such venues as seminars, department meetings, and management meetings. (See E*ffective evaluations PowerPoint presentation*).

Criterion 4
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes maintain as a component of their evaluation, effectiveness in producing those learning outcomes.

- What are the roles of teachers and other staff in producing student learning outcomes?
- What discussions have faculty engaged in about how well students are learning in their courses and programs? What measures have they created or selected to measure that learning?
- What discussions have faculty had about how to improve learning? What plans have been made?
- What changes have faculty made in teaching methodologies to improve learning?
- What changes in course content or sequencing have resulted from analyses of how well students are mastering course content?
- What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Are these methods yielding meaningful and useful results?
- How does the institution use analysis of assessment results to improve student learning outcomes?

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- How has staff development supported faculty performance in satisfactory development and assessment of student learning outcomes?

Continuing Education faculty are dedicated to supporting student achievement through development, implementation, and assessment of Student Learning Goals (SLGs) and course-level Student Learning Outcomes (SLOs). SLGs are Division-wide student learning outcomes which establish specific skills critical for student success both within and beyond an educational setting. These were developed collaboratively by faculty, staff, managers, and students. At the course-level, SLOs describe what students will know, think, feel, or do as a result of their experience in the course. SLOs assessments assist faculty in determining how effectively the course is achieving its SLOs. SLOs are written by faculty and tied to a focus SLG, providing insight into SLG attainment. Full-time faculty and counselors must, as part of their annual report, describe how they have contributed to SLO processes to benefit students.

All courses in the Division have a minimum of two SLOs. Each SLO measures learning through explicit methods of assessment which are documented in the TracDat online planning tool. Course SLOs are on a 3-year cycle of assessment, with scheduled SLOs assessed each semester. Once an SLO has been assessed, designated non-teaching faculty aggregate the results across all course sections. Results are discussed and used to make curricular changes as needed. Over the past two years Continuing Education faculty have completed SLO assessment cycles in 73% of Continuing Education courses including 'use of results' to improve teaching methodologies, course content, and course sequencing.

If the results of an SLO assessment indicate needed changes in the course outline, modifications are proposed by faculty and undergo approval through the curriculum approval process of the College. SLO assessment outcome data may be used, along with other indicators, to justify the curriculum changes. For instance in the Older Adult Program (OAP), SLO results suggested a need for the instructor to develop techniques to improve the students' ability

to use graphic art. ESL's SLO assessment data for the Vocational ESL Career Paths (VESL) writing course indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing grade. In the Adult Diploma (AD) Program, analysis of English SLO data led to identify the need for the development of an Expository Writing course.

As programs enter their assessment information into TracDat, they are provided an opportunity to examine the effectiveness of the SLO. Since SLOs reflect the essential skills of the course, they remain fairly constant. However, in some cases, faculty have determined that an SLO is complete or ineffective in measuring student learning. In these cases the SLO will be inactivated in TracDat and a new SLO will be written. Faculty effectiveness in producing course SLOs has been enhanced through professional development opportunities. Employee records indicate that in 2009-10 and 2010-11, 23% and 12% of professional development for faculty focused on SLO development and assessment. (See *Continuing Education Profile 2010-11*).

Continuing Education faculty members actively engage in SLO assessment and dialogue concerning improvement of results. This is encouraged, in part, by the knowledge that faculty members are evaluated based on effective classroom practices that can be observed, rather than on outcome scores tied to a particular faculty member. By contract, the Classroom Visitation Evaluation form defines the effective classroom practices to be observed. These include factors related to classroom dynamics, such as encouragement of student participation, cultural awareness, and effective communication, as well as teaching strategies and techniques, class preparation, and subject matter expertise. (See *Classroom Visitation Evaluation*).

Significant efforts have been made for many years to provide staff development in the effective use of SLOs for improvement. Continuing Education has participated fully in College-wide initiatives, including retreats, program mentoring, numerous resources on the College

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website, support from Research and Institutional Effectiveness, and in-service workshops. Ongoing efforts of the College are coordinated by the College Outcomes Committee, which has a noncredit representative. Continuing Education also has some district and grant resources to provide hourly pay to adjunct faculty for their participation in workshops. (See *ABE, ESL, HSR faculty meetings; ADHD presentation, ESL Retreat; DSD Workshop agenda; College SLO retreats Spring & Fall 2011; Student Learning Outcomes Website*).

Criteria 5
The institution upholds a written code of professional ethics for all of its personnel.

- How does the institution foster ethical behavior in its employees
- Does the institution have a written code of professional ethics for all its personnel?

As part of Mt. SAC, Continuing Education employees adhere to the professional ethical standards established by the College in the Institutional Code of Ethics. This board policy links the importance of ethics to the credibility of Mt. San Antonio College employees and whether they are perceived as honest men and women. The Code of Ethics states,

> "Employees of Mt. San Antonio College shall be committed to the principles of honesty and equity. They shall not seek to abridge for any purpose the freedoms of other employees or students. At the same time, they shall not willingly permit the right and privileges of any members of the College community to override the best interests of the public served by the College. Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior." (See *Board Policies—BP 3050*).

Ethical behavior is reinforced in Continuing Education through policies and practices written in the Employee Handbook. Important Board Policies and Administrative Procedures that relate to ethical behavior, including Commitment to Diversity (AP 7100), Nondiscrimination (AP 3410), and Prohibition of Harassment (AP 3430), are highlighted in the Handbook. Additionally, one section of the handbook establishes expectations for faculty and staff regarding the confidentiality of student information and records, as outlined in the Family Educational Rights and Privacy Act (FERPA). Employees who access Banner student records must also sign an agreement stating their responsibility to maintain the student rights to confidentiality of records. (See *Employee Handbook 2011-12; Banner Student and Financial Aid Account Request Form*).

Criteria 6
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

- By what means does the institution determine appropriate staffing levels for each program and service?
- How does the institution decide on the organization of administrative and support staffing?
- How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness?

Continuing Education is committed to maintaining a sufficient number of qualified faculty, staff, and managers to support student learning and services. Over the past three years budget and staffing reductions have challenged the Division, but College support remains steady. As with the rest of the College, impacts are felt in such areas as increased

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workload, fewer staff and resources for students, longer student wait lists, and increased reliance on hourly staff. Support staffing is determined by each program manager based on program demand and is aligned with the Vision of the Division as well as the focus of each program.

Continuing Education currently employs three full-time faculty members: two counselors and one noncredit vocational instructor who is currently spending 80% of his time on reassignment to the College Academic Senate. In his role as the Vice President of the AS, he is uniquely positioned to represent noncredit students' concerns and advocate for the needs of the Division. The remainder of the faculty (98%) are employed as adjunct instructors, many of whom have re-hire rights as defined in the Faculty Contract. The numbers of adjunct faculty are sufficient to meet course demand and the needs of the programs. The greatest challenge to employing part-time instructors is having the faculty resources to focus on curricular improvement, and SLO assessment.

Needs for new Continuing Education staff are identified through the Planning for Institutional Effectiveness (ePIE) process. The Division and programs provide documentation to the College connecting staffing requests to goals. For instance, in the 2011 Continuing Education Manager's Summary a critical long-term planning need identified for the Division was one full-time lead faculty member in each of the Adult Basic Education (ABE), English as a Second Language (ESL), and OAP programs to facilitate curricular issues and coordinate responsibilities under faculty purview. Identification of other staffing needs, including classified, administrative, and budget for hourly staff, is also included in the PIE process. (See *Continuing Education Manager's Summary 2011*).

Long-term planning for full-time Continuing Education faculty positions is strongly impacted by Title 5, which mandates a minimum full-time faculty ratio for credit faculty but not for noncredit faculty. Since full-time noncredit faculty positions do not count toward fulfilling the College's full-time obligation number (FON), new positions are not considered for

inclusion on a priority list unless the College is financially in a growth environment. However, College leadership acknowledges the need for more full-time noncredit faculty; this has also been endorsed through a resolution of the College Academic Senate. (See *AS Resolution Noncredit Faculty*).

The organization of administrative and support staffing within Continuing Education aligns with instructional disciplines. The Community College Reform Act of 1988 (AB 1725) established faculty primacy in academic and professional matters of the college. At the most basic level of organization, faculty members work collaboratively within disciplines to improve and enhance student learning. Since 98% of Continuing Education faculty members are adjunct, and since the Division has responsibility for noncredit student services as well as instruction, the Division's organizational structure has developed differently from the full-time faculty department chair structure that exists in the credit divisions of the College. Instead, administrative and supervisory staff members of the Division provide leadership and coordination of programs. ABE, ESL, OAP, Health Careers, and Noncredit Short-Term Vocational (STV) programs are coordinated by administrators or supervisory staff members who meet the minimum qualifications for faculty in their disciplines. The program leaders work closely with adjunct faculty who are provided hourly pay to coordinate projects under faculty purview, such as SLO assessment and curriculum review.

Evaluation of organizational effectiveness is integrated with the PIE planning process. Similar to course and certificate program SLOs, the organizational units engage in an ongoing process of setting goals, unit SLOs, and Strategic Actions, assessing their success in reaching them, and using assessment results to establish new goals for improvement. (See *PIE*).

Criteria 7
The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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- What processes does the institution use to develop and publicize its personnel policies?
- How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?
- What re the institution's provisions for keeping personnel records secure and confidential?
- How does the institution provide employees access to their records?

Continuing Education strictly adheres to the personnel policies and procedures that are developed by Mt. SAC. Both Board Policy and Administrative Procedures include chapters on Human Resources. These policies are reviewed regularly, and when changes are made to Board Policy, the changes are approved by the Board of Trustees. When changes are made to Administrative Procedures, the changes are presented to the President's Advisory Council. All final policy changes are communicated to the campus through electronic communications from the President's Office. Board Policies and Administrative Procedures are also available to the public on the Mt. SAC website and have a convenient link to the portal.

Human Resources is always available to discuss any personnel issues with employees and their union representatives. The College's contracts with the unions provide a demonstration of its equitable treatment of its employees. The College is an equal opportunity employer (EOE). The policy of the College is to encourage applications from ethnic and racial minorities, women, persons with disabilities, and Vietnam-era veterans. No person shall be denied employment because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex (gender), age, sexual orientation, or the perception that a person has one or more of these characteristics. The application for employment affords each applicant an opportunity to identify himself or herself voluntarily as to gender, ethnicity and, if applicable, his or her disability. This information is maintained in confidence and shall be used only for research, for validation, for

monitoring, for evaluation of the effectiveness of the Plan, or as authorized by law. Screening, selecting, and interviewing candidates for all positions includes thorough and fair procedures that are sensitive to issues of diversity and fair employment laws. The procedures must address the establishment of a diverse and representative screening committee and training of committee members to monitor conformance with EEO requirements. (See *Management Evaluation Process; CSEA 262 Bargaining Agreement; Faculty Bargaining Agreement; CSEA 651 Bargaining Agreement*).

As required by Education Code, personnel files are private and permanent records. Employees are informed of their rights through their union contracts. Every employee has the right to inspect his/her personnel records as outlined in Education Code and Labor Code. Derogatory materials are not entered into an employee's personnel record unless and until the employee is given notice and is given an opportunity to review and comment on that information. Employees have the right to have their own comments attached to any derogatory statements. Employees also have a right to inspect their own personnel file. The review of personnel files takes place during normal business hours, and the employee is freely released from duty for this purpose. The Office of Human Resources retains all required and necessary employment-related documents in personnel files (See *Administrative Procedures—AP 7145; CSEA 262 Bargaining Agreement—Article 14.01; Faculty Bargaining Agreement—Article 18; CSEA 651 Bargaining Agreement —Article XII*).

Criteria 8
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

- What professional development programs does the institution support?
- How does the institution identify teaching and learning needs of its faculty and other personnel?

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- What processes ensure that professional development opportunities address those needs?
- How does the institution ensure meaningful evaluation of professional development activities?
- What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?

Continuing Education is committed to implementing and promoting professional development initiatives that support Division themes and priorities. All employees are encouraged to participate in professional development. Mt. SAC offers a variety of training, workshops, and staff development activities through the Office of Professional and Organizational Development (POD). These support services are designed to enhance the employee's hand and work environments. Offerings include conferences, workshops, retreats, classroom applications, computer applications, general classes, and personal development classes. The Professional Development Council (PDC) provides direction to POD for facilitating activities and events that ensure classified staff, faculty, and managers expand their knowledge and skills they need to improve student success and to enhance their professional development.

Continuing Education Employees are also encouraged to participate in professional development opportunities such as locally held regional and state conferences. Grant and district resources, such as Basic Skills Initiative funding, and the WIA II/231 grant, are sometimes available to support employee attendance. ABE, ESL, and OAP programs ask employees to participate in program meetings, workshops and inservices that are relevant and specifically targeted to program needs. ESL and ABE programs periodically administer a survey of professional development needs to determine topics of focus for staff and faculty. Additionally, new and continuing instructors are provided the opportunity to do peer-observation when assigned to a new course or are interested in developing a specific area of teaching.

Employee data from 2010-11 indicate that across the Division all classifications of employees chose to participate in professional development. During this time professional development activities focused on Pedagogy (45%), Program improvement (23%), Tools and Skills (22%) and SLGs/SLOs (9%). The majority of professional development was completed through Continuing Education program level workshops (55%). Other professional development formats included external conferences (27%), POD (14%) and employee enrollment in college or university courses (4%). (See *Continuing Education Profile 2010-11*).

Professional development offered through POD are evaluated, through a survey following each POD activity. These assist the College Professional and Organization Council in one of its primary responsibilities of evaluating the effectiveness of professional and organizational development. Continuing Education is represented on this council, which reports to the Academic Senate. Per AB 1725, community college faculty have primary responsibility for their professional development. Employees attending professional development paid for with grant funding such as BSI are also asked to complete a survey detailing the impact that the professional development activity has had on their work in a professional capacity. Although some activities offered at the program-level are assessed, a more systematic approach to professional development evaluation at the program-level is needed.

Criteria 9
Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

- By what process does the institution assess the use of its human resources?
- How does the institution ensure that human resource decisions emanate from institutional needs and plans for improvement? What evidence is there that the institution bases its human resource decisions on the results of evaluation of program and service needs?

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- How does the institution determine that human resource needs in program and service areas are met effectively?

Human Resources planning is integrated with institutional planning in many areas. Planning for Institutional Effectiveness (PIE) is the model used at the College to capture and document the planning and program review done in Continuing Education. The process is conducted annually and is documented in Mt. SAC's electronic program review system (ePIE). In its annual PIE report to the College, the Division notes external and internal conditions affecting its programs and reports on accomplishments toward established goals. Further, the PIE report includes Division and program goals, progress in SLO assessment, and other trends and data as they impact Division planning. In the context of all these information elements, the Division also identifies any new resources needed to carry out their goals and SLOs. Organized according to short-term, maintenance, and long-term needs, these resources include such categories as budget, facilities, staffing, research support, and marketing. All new or unmet human resource needs, including budget for short-term, hourly hiring as well as permanent positions, must be included in the PIE plan.

Throughout the year, requests for human resources, particularly for replacement of departing employees, are submitted through the Dean and Vice President of Instruction to the President's Cabinet of the College. Due to the current budget climate, some of these replacement positions are denied; in those cases, the need for replacement of the position is also added to the PIE plan.

The PIE process provides a basis for dialogue among several College constituencies concerning priorities. For example, on an annual basis the College considers requests for full-time faculty, including replacements as well as growth positions. Continuing Education faculty needs are included in this process. Each Division submits a prioritized list of needs, which is aligned with its PIE plan and supported by documentation of program need. The Instruction Team, comprised of division deans, associate deans, and program directors,

determines a priority list of faculty positions based on extensive discussion leading to consensus. Simultaneously, the Academic Senate establishes its own priority list for the same requested faculty positions. Finally, the two lists are considered by the Academic Mutual Agreement Council (AMAC), which is charged with discussing and coming to mutual agreement on decisions related to academic and professional matters for the College. Comprised of two College Vice Presidents and the President and Vice President of the Academic Senate, AMAC develops a shared list that can be supported by all. Currently, the Vice President of the Academic Senate is a Continuing Education faculty member and serves on AMAC.

Long-term planning for full-time Continuing Education faculty positions is strongly impacted by Title 5, which mandates a minimum full-time faculty ratio for credit faculty but not for noncredit faculty. Since full-time noncredit faculty positions do not count toward fulfilling the College's full-time obligation (FTO), new positions are not considered for inclusion on a priority list unless the College is financially in a growth environment. However, College leadership acknowledges the need for more full-time noncredit faculty; this has also been endorsed through a resolution of the College Academic Senate. (See *AS Resolution Noncredit Faculty*).

Dialogue concerning long-term needs for administrative and classified positions is also based on PIE planning. Discussions and decisions occur at the Instruction Team level among the deans and Vice President of Instruction, as well as at the President's Cabinet level among the vice presidents and President.

Another area in which human resources planning is integrated with institutional planning is in the master plans. The Educational Master Plan (EMP) contains the major areas' current and anticipated future planning needs, including human resources. While the plan was created based on a growth scenario, the planning tools are used to review the current and anticipated future directions of Mt. SAC. Dialogue concerning the EMP occurs each semester through day-long retreats that

include faculty as well as administrators from Instruction, Student Services, and Administration. (See *Educational Master Plan*).

Areas of Strength

- Continuing Education faculty are highly qualified and committed to serving the needs of students.
- Robust processes for hiring and evaluation are used equitably and consistently across the Division.

Key Issues

- Continue to work toward hiring of one full-time lead faculty member position in each of the ABE, ESL, and OA programs to facilitate curricular issues and coordinate responsibilities under faculty purview.
- Continuing Education must continue to adjust to budget and staffing reductions in all areas while maintaining strong programs and student services.

Standard VIII: Learning Resources

Learning resources for students are sufficient to support the Continuing Education Division's educational programs and other activities in whatever format and wherever they are offered. Such services include library services and collections appropriate to the size and scope of the Division, its courses and programs. There are tutoring programs, learning centers, computer laboratories, and learning technology development and training. The Division provides access and training to students so that learning resources may be used effectively and efficiently. The Division systematically assesses these resources using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the resources.

Criterion 1

The institution supports the quality of its instructional programs by providing library, technology, and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings.

- What information about student learning needs is provided by instructional faculty, librarians, and other staff to inform selection of library, technology, and other learning resources?
- How does the Division assess the effectiveness of its own library collection in terms of quantity, quality, depth, and variety?
- How does the Division make sure that its various types of technology needs are identified?
- How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?

Learning resources are an integral part of the support services provided by Continuing Education. There is a wide range of resources available that reflects the Division's commitment to the diverse backgrounds and needs of students. These learning resources consist of tutoring programs, libraries and book reserves, computer and classroom labs, and classrooms equipped with technology. The Division provides access and training for students, faculty and staff allowing them to use the learning resources effectively and efficiently. Systematic assessment for these resources include learning outcomes, faculty input, and other appropriate measures in order to improve their effectiveness.

Continuing Education classrooms are equipped with learning tools which include whiteboards, data projectors, document cameras (aka ELMOs), and an instructor computer station. Programs throughout Division are currently in the process of replacing old data projectors to new models that will accommodate universal design and closed captioning. Data projectors that have this capability are set up for closed captioning to automatically accommodate hearing-impaired students. Document cameras make text enlargement easily manageable for sight-impaired students and for students in the back of the room. Technical support is available for all Continuing Education instructors. Training in the use of the standard equipment for each classroom is available through supervisors, peer mentors, or through technical support presentations.

There are several tutoring and academic support centers on campus that are funded, either in whole or in part, through the Continuing Education budget for use by both noncredit and credit students. These centers include the Health Careers Resource Center (HCRC), the Language Learning Center (LLC), and the Student Athlete Tutorial Program (WIN). Additionally, because Title 5 requires that learning support structured as open lab classes must be noncredit, the following College support centers schedule noncredit lab study support courses but serve credit students: the Learning

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Assistance Center (LAC), Extended Opportunity Programs and Services (EOPS), Math Activities Resource Center (MARC), the Tech Ed Resource Center (TERC), the Transfer-Math Activities Resource Center (T-MARC), and the Writing Center. Labs serving only credit students were not examined in the Continuing Education Self-Study.

The Adult Basic Education (ABE) programs for High School Referral (HSR), Adult Diploma (AD), and ABE Lab provide basic skills students with tutoring and lab support staff. Tutoring support in HSR and AD is available during classroom instruction. Given the independent study format of AD and HSR in addition to multiple levels of student ability, in-class tutors fill a critical need in enhancing student success and retention. The ABE Lab is supported by lab assistants that perform a variety of services, such as general lab assistance and computer and basic skills tutoring support. HSR students noted in a focus group that there is adequate access to tutors and instructors. (See *Continuing Education 2011 Student Focus Group Summary, pg. 4*).

The Health Careers Resource Center (HCRC) provides media, computer resources, and simulation equipment and software for Health Careers students. Human patient simulators as well as various types of hospital equipment are used for training and hands-on learning. Many medical and nursing resource books and journals are available as well as practice tests for certification. An in-class tutor is also provided for the In Home Support Services class.

The WIN program is an academic support program for student athletes taking credit courses. WIN supports student athletes by providing a lab equipped with student computers, subject-specific tutors, (3 part-time tutors), and a large book reserve used during study sessions. Additionally, noncredit students transitioning into credit classes and aspiring to participate in athletics also attend the WIN Program for basic skills remediation. The dedication of staff in meeting student needs has been evident over the past two years as WIN has experienced a 7% increase in student attendance despite a reduction in physical space.

I have used the Mt. SAC Library (Bldg. 6) during this school year
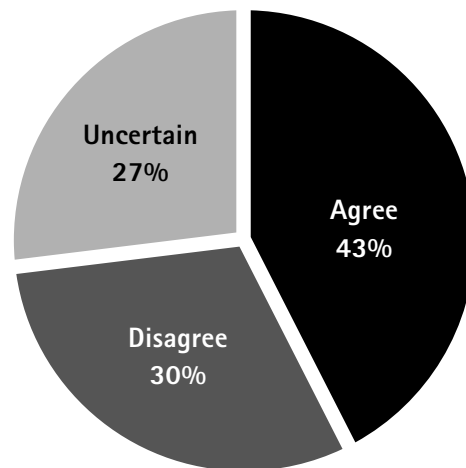
The main College library is available to all Division students. A recent student survey indicated that 43% of all Continuing Education students have used the College library this year. This is quite large considering that it is situated at a distance from most Division class buildings, especially for the Older Adults program in which nearly all courses are held off-site. The College library evaluates itself through surveys, pre- and post-quizzes given in workshops, and SLOs related to information literacy. In response to the growing need for access, the College library makes many eBooks, databases and other searches available online to students through MyPortal and the library website. The College library is committed to maintaining their instructional equipment and to adding additional wireless access points so students may more easily use their personal laptops. (See *Continuing Education Student Survey Results 2011, Item 28*).

English as a Second Language (ESL) students benefit from an ESL program library. This specialized library has been in use for the last 8 years and provides over 3,000 supplemental ESL reading and listening titles for two-week checkout. It is separate from the College library and is open twice a day, four days each week for students. In a recent student survey, 50% of the ESL students responding noted that they borrow books

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from the ESL Library. Its effectiveness is assessed by tracking the number of students who use the library on a daily basis. Another example of the effectiveness of the ESL library is the "Give Me Twenty" reading program. This program began as an SLO to promote reading, and through its success has become a regular offering during the winter and summer intersessions. The students check-out and read a book each week, then discuss the book with an instructor. Close to 200 students participate in the reading program each 6-week session. The ESL program is considering purchasing new library software to collect additional information on frequency of individual materials checkout to inform future purchases and to provide online information about what books are available in this library.

Additionally, as seen in a 2011 student survey, books are borrowed heavily in the LLC, AD, HSR, ABE and WIN programs. Students can check out course textbooks and reference books daily by giving staff their ID; books must remain in the facility. The books are available during operating hours for the LLC, ABE and WIN and during class time for AD and HSR.

The majority of Division students use computers to complete course projects. This requires software training in class and through the use of tutors in open labs. Division students enrolled in Noncredit Short-Term Vocational (STV) programs and computer classes use technology as part of their daily course of study. On a recent survey of Division students, a majority (73%) agreed that computers are available to them in class or at a nearby lab when they need them.

Student Survey Item 27: I borrow books in my program

		Agree		Disagree		Uncertain	
		N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	41	49%	26	31%	16	19%
	Adult Diploma	111	71%	41	26%	5	3%
	High School Referral	125	72%	33	19%	15	9%
English as a Second Language	ESL	235	50%	125	27%	108	23%
	VESL	31	45%	29	42%	9	13%
Noncredit Labs	Language Learning Center	46	42%	44	40%	20	18%
	WIN	145	93%	7	4%	4	3%
Noncredit Vocational	Health	7	35%	8	40%	5	25%
	Other Noncredit Vocational	11	16%	35	50%	24	34%
Older Adult		66	15%	73	17%	297	68%
Division Total		**818**	**47%**	**421**	**24%**	**503**	**29%**

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

The Older Adult Program (OAP) has one on-campus computer lab and five off-site classroom labs where students learn with technology and participate in the computer-based brain fitness study. Four of the off-campus computer lab sites are maintained by Continuing Education. However, there is no staffing available to offer open lab hours for off-site classroom labs.

The ABE program offers a variety of learning resources that include computers, ELMO projectors, and relevant educational software. The ABE Center has a computer lab that supports several different noncredit instructional programs, including GED Prep, preparation for the military exam (ASVAB), computer literacy, In Home Support Services, Adult High School Diploma (AD), and High School Referral (HSR). The ABE Lab is a convenient resource for concurrently enrolled credit and noncredit students, who can use computers, printers, and available adaptive software programs. In addition to the ABE Lab, most of the HSR and AD classrooms provide computers for students to work on assignments and lessons during class time. These students have full access to PLATO Learning System, which is a basic skills software program. (See *Continuing Education Student Survey Results 2011, Item 27*).

ESL provides four classroom labs that instructors reserve for their classes as needed throughout the school year in order to fulfill various SLOs that may benefit from use of technology. One of the computer labs is dedicated to Vocational ESL Career Paths (VESL) students who learn business skills such as keyboarding and Microsoft Office Suite while improving their English. VESL students use the lab for language practice or to fulfill class assignments and projects. This lab is also available for students to do additional computer practice on their own time.

The LLC maintains a classroom (Smart Lab) and an independent study lab (Open Lab) specializing in learning software promoting language proficiency, which is open 6 days each week. The majority of students (69%) using the LLC have attended an orientation which provided instruction in the use of LLC computers and software. This orientation was extremely beneficial to students and contributed to student success in developing language skills. Many students (62%) shared that beyond orientation they have attended the LLC with their class. Lab assistants are available to assist students in the LLC as needed. (See *Continuing Education 2011 Student Focus Group Summary, pg. 4*).

The learning support labs available to noncredit students and those noncredit labs serving credit students serve a large number of students each year. These resources support the College mission and Division goals to promote self-sufficient, independent lifelong learners while providing adequate support services for outside class instruction to coincide with optimum student success at all levels.

Students in Continuing Education are introduced to the various learning resources within their program. Student handbooks and flyers provide printed information. The College and Division website provide basic information about learning labs including hours of operation and location. In addition, the ABE program provides a student guide online as well as frequently asked questions. Also, students in ESL classes watch a DVD of the services provided in the LLC as well as physically visit the open lab class by class to go through a demonstration of the software and resources available on site and online through the LLC website. (See *ABE Student Guide; LLC ESL materials*).

Internal and external professional development provides faculty training in such areas as: Banner online attendance and communication, classroom technology, computer software, and the applications of these to class assignments and projects. In a 2011 Division instructor survey, 61% of the Division instructors use multimedia and technology "most of the time" in their classes along with 44% of them utilizing web resources or online documents for teaching "most of the time". The ESL and ABE programs have connected with OTAN (Outreach and Technical Assistance Network) to provide free training for improving instructor knowledge of Internet resources and their

Student Lab Usage

Learning Support Labs for Noncredit Student Enrollment 2010–11			
	2009–10	**2010–11**	**% Change**
ESL (VESL Students)	115	77	−33
Language Learning Center	633	3136	395
Noncredit Health Careers	229	161	−30
WIN	98	121	23

Noncredit Labs Serving Credit Students Enrollment 2010–11			
	2009–10	**2010–11**	**% Change**
EOPS	141	153	9
Health Careers Lab Serving Credit	670	569	−15
Learning Assistance Center	10322	12474	21
Language Learning Center	3906	4221	8
Math	2876	3500	22
T-MARC and MCS Lab	2809	4963	77
Writing Assistance Center	7502	7329	−2
WIN	911	976	7

use. CUE (Computer Using Educators) annual conferences allow instructors to network with and learn from other noncredit and credit faculty from around the state. Additional external conferences and organizations provide new information and techniques for using multimedia and technology. (See *Continuing Education 2011 Employee Survey Results & Faculty Instructional Responses*).

Students are trained to use technology and software as part of their daily course of study. Many of the Division courses incorporate projects involving Microsoft Office

software such as Word and PowerPoint. Instructors sometimes model the use of the software during class and ask students to work independently or in small groups to complete their assignments. In general, Division students find the technology available is more than adequate for their learning needs. (See *Continuing Education 2011 Student Focus Group Summary, pg. 4*).

To determine student learning needs, information is gathered through focus groups, student surveys, faculty surveys, and faculty and staff dialogue. The ABE Programs (WIN, ABE Lab, HSR, and AD) have also

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relied on such feedback to inform planning of learning resources such as additional software, updated web links, establishment of a student resource shared file, modified classroom projects, and selection of classroom materials. Additionally, faculty, staff, and managers identify student learning needs during program meetings. The ESL program has used the feedback and data on student use to adjust library hours, design a new orientation guide, and provide training for faculty and students in PowerPoint through the LLC.

Technology needs are identified in a variety of methods. Some technology needs are driven by the curriculum. ESL offers credit by exam options in Keyboarding and Microsoft Applications courses in the VESL program, therefore, the same technology standards as the credit business program are maintained. Since some hardware or older software is not always compatible, other upgrades are often required. Maintenance of computer labs and upgrades for hardware and software is often reactive to immediate needs which arise and is an ongoing challenge for all Division programs. Previously, the College had a scheduled replacement plan for district supported computer technology administered by the Information Technology (IT) Department. Due to fiscal limitations, this process was suspended in 2011; however, IT continues to replace staff and full-time faculty computers that can no longer perform as needed. For computer lab instructional equipment the Dean of Continuing Education may bring needs forward to the Vice President of Instruction for consideration of upgrade or replacement. This has been the process for replacement of instructional labs at the College. Unfortunately, the state fiscal crisis over the last three years has impacted the ability of these needs to be fully addressed. The Division is fortunate to have 231 grant funding to supplement the purchase and upgrade of learning resources such as technology software and hardware. Evaluation of the effectiveness of technology in meeting student learning needs is done informally through communication with faculty, staff, program leaders, and the Dean on an ongoing basis. A Division-wide technology needs and use assessment could provide more uniform feedback for evaluation of

learning resources and planning for long-term technology needs.

Through focus groups, students in Continuing Education programs showed a growing interest in greater online access to orientation materials, current grades, and learning materials. Focus group results support data from the annual LLC survey which reveals that two thirds of LLC students also access the LLC website from home. The College is already in the process of responding to the need for online learning for noncredit students by converting their learning management system from Blackboard to Moodlerooms by Fall 2012. Moodlerooms will allow noncredit classes and resources to be made available more easily online. Additionally, online access will be supported through the College administrative management system, Banner, which has allowed for the creation of a noncredit student portal. When fully implemented in spring 2012 the portal will allow all students to apply online and have access to receive important program and class announcements electronically. This new forum for communication has the potential to provide students with more robust electronic learning resources in the future such as virtual labs. (See *Continuing Education 2011 Student Focus Group Summary; LLC annual survey*).

The effectiveness of learning resources is measured through yearly goals, SLOs, AUOs, and Strategic Actions. The PIE model is used to systematically set the goals and outcomes, determine the means of assessment, collect the evidence, and analyze the results annually. Program changes are made based on the results from assessing goals annually. Health Careers has added more hands-on activities to instruction and Mosby's Nursing Assistant Skills software was purchased and added to the HCRC lab as a result of evaluation processes.

The ABE Lab relies on faculty survey and student focus groups to evaluate the effectiveness of technology for their diverse learners. For instance, survey results showed that 86% of ABE students are very satisfied with their learning technology needs with WIN students being at the 97% satisfaction. HSR students were

Student Survey Item 31:
I am satisfied with the amount of technology I am learning in my program

		Agree	Disagree	Uncertain
		%	%	%
Adult Basic Education	Adult Basic Education	86%	6%	8%
	Adult Diploma	76%	11%	13%
	High School Referral	66%	16%	18%
English as a Second Language	ESL	82%	6%	12%
	VESL	90%	3%	7%
Noncredit Labs	Language Learning Center	88%	5%	7%
	WIN	97%	1%	3%
Noncredit Vocational	Health	80%	0%	20%
	Other Noncredit Vocational	79%	3%	19%
Older Adult		53%	4%	44%
Division Total		**75%**	**6%**	**20%**

generally satisfied (66%), although the HSR program relies less on computer usage for completion of courses. Throughout all Division programs, student surveys (75% agree) and focus group results indicate that the technology available to students is adequate or more than adequate to meet their needs. (See *Continuing Education Student Survey Results 2011, Item 31*).

Criterion 2
The institution provides ongoing instruction for users of library, technology, and other learning resources so that students are able to develop skills in information competency.

- What are the information competencies that the Division purports to teach all students?

- How does the Division assess the competencies in information retrieval and use that it teaches students?
- What are the hours of operation of the library, technology laboratories, and other resource centers?
- Are all campus locations, all types of students, and all instructional programs equally supported by the Division's learning resources and accessible to students?
- What methods does the institution use to evaluate its library, technology, and other learning resources? Does the evaluation assess the use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff, and students?

There is a wide range of information competencies taught across all Division programs. They are derived from course curriculum outlines and emphasized through Student Learning Goals (SLGs). Many information competencies are embedded into class SLOs and projects. For example, ESL Level 6 students are required to give a PowerPoint presentation about a career path they have researched through multiple sources. VESL Career Paths students learn typing and Microsoft Office. Adult Diploma (AD) students in computer technology classes learn how to research using the Internet and how to type their essays in Microsoft Word.

The ABE lab offers computer literacy classes in multiple software programs, such as Quickbooks, MS Office. ABE students can earn computer literacy certificates of proficiency in the MS Office software programs. AD and HSR curriculum infuses several multi-media projects using Publisher, Word, PowerPoint and the Internet that enhance students' computer skills. The LLC holds a yearly Tech Week where workshops on new learning technology are shared with faculty. And, many student workshops are given to classes regarding PowerPoint skills, Voicethread, and Flip video recorders.

Competencies embedded in courses are evaluated through level completion, certificates of competencies issued, HSR and AD project grades, and SLO assessments, which are all recorded in TracDat ePIE software. Competencies offered through learning centers are also assessed via goals, AUOs, SLOs and Strategic Actions in the ePIE process. Also, many labs and libraries evaluate workshops and training offered to students and faculty. For instance, the LLC gives post-surveys to students participating in training and ESL conducts technology needs surveys at each faculty Flex Day. (See *LLC annual survey; ESL technology needs surveys*).

The HCRC works with faculty to provide medical basic skills training to meet class and certification requirements. For example, Certified Nurses Aid (CNA) and In Home Support Services (IHSS) students and other health occupations students use a lot of media, realia, and simulation in the HCRC; therefore,

they receive one-on-one demonstrations by either the lab assistants/student assistants (for using media) or by the teacher of record for skills simulations with realia (for example, the teacher, an RN, provides one-on-one demonstration and supervision of a health care procedure on a manikin). HCRC, CNA, IHSS and other Health Careers students receive basic handouts on how to access Internet sites to help them in their studies.

Continuing Education has a variety of resource centers that are available to students. Open hours depend upon specific needs, courses offered and budget available. An increasing number of resources are being made available online for easier access. Some programs such as the LLC and the main College library make learning materials available for homework and self-study. Other programs provide details of services available, learning handouts, and hours of operation on the College website. During the Fall and Spring semesters, labs are open for longer periods, but during the Summer and Winter sessions, the open hours are shorter. The enclosed learning Resources List for fall 2011 represent typical hours of Division supported labs and learning centers. (See *Continuing Education Learning Resources List fall 2011*).

LEARNING RESOURCES
FALL 2011

Computer Laboratories (Open Lab)

ABE (Adult Basic Education)	Bldg. 30 • Ext. 4935
Contact: abeinfo@mtsac.edu *URL:* http://www.mtsac.edu/instruction/continuinged/ noncredit/abe/abe_lab.html	*Hours:* *Monday–Thursday* > 8:00 a.m.–8:00 p.m. *Friday* > 8:00 a.m. – 4:00 p.m.

What is it for?
Basic skills support in reading, writing, math, and language through small group classes, individual study, and computer aided instruction.

LLC (Language Learning Center)	Bldg. 6–264 • Ext. 4580

Contact:
 Peggy Marcy
 	
 URL:
 http://llc.mtsac.edu
	Hours:
	 Fall & Spring
	    Monday–Thursday > 8:00 a.m.–9:00 p.m.
	    Friday > 8:00 a.m. – 2:00 p.m.
	    Saturday > 9:00 a.m. – 2:00 p.m.
	 Winter & Summer
	    Monday–Thursday > 11:00 a.m.–7:00 p.m.

What is it for?
Offers computer, web, and other media resources for students learning ESL as well as those studying AMLA, sign language, and foreign languages.

Learning Centers • Libraries • Tutoring

EOPS (Extended Opportunity Programs and Services)	Bldg. 9B–First floor • Ext. 4500
Contact: Irene Herrera *URL:* http://www.mtsac.edu/students/eops/	*Hours:* *Monday–Thursday* > 8:00 a.m.–5:00 p.m. *Friday* > 8:00 a.m. – 4:30 p.m.

What is it for?
Provides counseling, educational planning, peer advising, tutoring, and textbook service for students with academic and financial disadvantages.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Learning Centers • Libraries • Tutoring (continued)

ESL Library (Noncredit ESL)	Bldg. 66–130 • Ext. 5243

Contact:
Margaret Teske
 	
URL:
http://www.mtsac.edu/instruction/continuinged/
noncredit/esl/learning_resources/esl_library.html
	Hours:
	Fall & Spring
	  Monday–Thursday > 11:00 a.m.–12:00 a.m.
	                       6:00 pm–6:30 p.m.
	Winter & Summer
	  Monday–Thursday > 11:00 a.m.–12:00 a.m.
	                       6:00 p.m.–7:00 p.m.

What is it for?
Provides a lending library and study hall for ESL students to improve reading comprehension, vocabulary, and work on English grammar and writing.

HCRC (Health Careers Resource Center)	Bldg. 67B–250 • Ext. 4788
Contact: Kathy Killany *URL:* http://www.mtsac.edu/instruction/continuinged/ noncredit/health/resource_center.html	*Hours:* Call for current open hours

What is it for?
Provides media, computer resources, and simulation opportunities for health career students.

LAC (Learning Assistance Center)	Bldg. 6–101 • Ext. 4300

Contact:
Bailey Smith
 	
URL:
http://www.mtsac.edu/instruction/learning/lac/
	Hours:
	Fall & Spring
	  Monday–Thursday > 7:30 a.m.–10:00 p.m.
	  Friday > 7:30 a.m.–4:00 p.m.
	  Saturday > 8:00 a.m.–6:00 p.m.
	Winter & Summer
	  Monday–Thursday > 8:00 a.m.–8:00 p.m.

What is it for?
Provides one-on-one tutoring in multiple subjects, including math, writing, languages, science, and business.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Learning Centers • Libraries • Tutoring *(continued)*

MARC (Math Activities Resource Center)	Bldg. 61–1318 • Ext. 5014

URL:
http://marc.mtsac.edu
	Hours:
	Fall 2011
	    Monday–Thursday > 9:00 a.m.–7:00 p.m.
	    Friday > 9:00 a.m.–2:00 p.m.

What is it for?
Offers free math tutoring for students enrolled in Math 50 through Math 71.

TERC (Technology Ed Resource Center)	Bldg. 28–106 • Ext. 4597

Contact:
Dora Edney
URL:
http://www.mtsac.edu/instruction/tech-health/terc
	Hours:
	Fall & Spring
	    Monday & Wednesday > 9:00 a.m.–9:00 p.m.
	    Tuesday > 10:00 a.m.–8:00 p.m.
	    Thursday > 10:00 a.m.–9:00 p.m.

What is it for?
Offers basic math, reading, and writing assistance to all students enrolled in any technology or health course along with those enrolled in Career Technical Education courses.

T–MARC (Transfer–Math Activities Resource Center)	Bldg. 61–1314 • Ext. 5389

URL:
http://marc.mtsac.edu
	Hours:
	Fall 2011
	    Monday–Thursday > 9:00 a.m.–7:00 p.m.
	    Friday > 9:00 a.m.–2:00 p.m.

What is it for?
Offers free math tutoring for students currently enrolled in Math 100 through Math 285.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Learning Centers • Libraries • Tutoring *(continued)*

WIN (Student Athlete Tutorial Program)	Bldg. 45–1430 • Ext. 4239

Contact:
 Erica Ledezma
 	
 URL:
 http://www.mtsac.edu/instruction/continuinged/noncredit/abe/win.html
	Hours:
	 Fall, Winter & Spring
	    Monday–Thursday > 9:00 a.m.–5:00 p.m.
	 Summer
	    Monday–Thursday > 10:00 a.m.–4:00 p.m.

What is it for?
Provides a study hall and tutorial center for student athletes.

The Writing Center	Bldg. 26B–1561A • Ext. 5325
Contact: David Charbonneau *URL:* http://writingcenter.mtsac.edu	*Hours:* *Monday –Thursday* > 9:00 a.m.–9:00 p.m. *Friday & Sunday* > 9:00 a.m.–3:00 p.m.

What is it for?
Offers writing workshops and computer lab access and tutorial help for students writing essays.

Career and Technical Education (CTE) lab resources are provided by the College for both credit and noncredit students in classes according to training needs of the business and industry. Evaluations are tied to SLOs, advisory group input, and in some cases, program accreditation by an external agency. For example, students taking computer-related courses may use open lab computers in several locations throughout the campus. Additionally, both credit and noncredit CTE students needing extra support with basic skills may use the Tech Ed Resource Center (TERC), which is operated by the credit Technology and Health Division. The TERC is one example of the mutually supportive relationship between Continuing Education and the credit programs of Mt. SAC. (See *TERC website*).

The College and the Division provide full and equal access to any facility, class, program, service or activity on campus. Enrolled students with documented special needs can seek assistance through the Disabled Student Programs & Services (DSP&S) office. All classrooms and laboratories at the College are physically accessible with proper code requirements for doorways and ramps. DSP&S provides services such as adapted furniture, digital talking books (DAISY), MP3 audio, Kurzweil, Jaws, large print, Braille, tactile graphics, captioning, signing, and e-text. The LLC and the DSP&S High Tech Center (HTC) lab offer Zoomtext and Jaws software for seeing-impaired students and captioning and transcripts for hearing- impaired learners. The ABE lab also offers Jaws and Kurzweil software. The College is currently in the process of drafting an Administrative Procedure regarding the schoolwide availability of all Audiovisual Media through closed captioning. Funding has been set aside and a process is being developed to ensure that all materials purchased with College funds are captioned or subtitled for the deaf or hard-of-hearing before they are shown.

ESL Technology Plan Goals & Objectives			
Area 1		Professional Development	
Goal 1		Increase faculty knowledge, interest, and use of class web pages to enhance traditional mode of teaching and learning.	Revised
Objective 1	3.1	By the end of June 2011, 3 faculty who have used Google Docs will demonstrate how they use this type of resource to enhance student learning.	
	3.2	During the Spring 2011 term, the ESL department will host two OTAN workshops on the following themes: 1) Teaching Critical Thinking for Internet, and 2) Online Documents and Tools.	
	3.3	By September 2011, two experienced instructors will mentor two or more ESL colleagues in the development and routine use of Wiki Pages.	
	3.4	For Fall 2011 workshop, train ESL faculty in the use of Flip Video cameras.	
Area 2		Hardware/Connectivity	
Goal 2		Maintain instructional currency by replacing hardware in order to support new Windows operating system.	Revised
Objective 2	2.1	In February, identify dated equipment in current use by the department.	
	2.2	By June 30, 2011, we will have purchased and installed computers to furnish one new computer lab or upgrade existing one.	
Area 3		Technical Support	
Goal 3		Provide timely support for students and faculty, both in class and in the computer labs.	Revised
Objective 3		By September 30, 2011, hire and train one part-time permanent Technical Support employee (vs. hourly student workers) to provide reliable support for students and teachers.	

Continuing Education evaluates learning resources through the ongoing Planning for Institutional Effectiveness (PIE) process. As part of this cycle of program improvement, the ABE program supervisors and managers periodically discuss input from students, faculty, and staff regarding learning technology needs. Additionally, all the Division programs work with Information Technology staff to maintain an inventory of computer equipment and log of computer software. Further, some programs create more detailed plans

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such as ESL's yearly Technology Plan to identify major goals and needs within their program. The ESL Tech Plan is created through a group of faculty, staff, and managers with annual input from all faculty and a large representative sample of students.

Continuing Education has established a goal to provide students with physical and technological infrastructure that will support student learning. Although individual program technology plans and discussions mentioned above contribute to this larger goal, the Division does not currently have a systematic way of assessing the use, access, and relationship of technology to student learning resources across all programs. Implementing a cyclical evaluation process across all programs would provide guidance for the incorporation of information literacy skills related to SLGs, direction for professional development related to information competencies, establish ongoing software and hardware maintenance needs, and offer information on technical support needed for the entire technology infrastructure.

The ABE department has evaluated tutoring in its various programs, including WIN, AD, and HSR. Tutoring frequency data have indicated that WIN students who used tutoring had better overall GPAs and retention than those who did not access tutoring. Furthermore, data showing frequency of tutoring were collected for the HSR and AD programs, and it was evident that students frequently access in-class tutoring. It was also discovered that when HSR and AD students who followed tutors' suggestions to use certain types of study skills had a greater chance of earning credits. (See *WIN 2009-10 BSI Report; Basic Skills Initiative Summer HS Report 2010*).

In addition to Division-wide evaluations, many learning resource programs are recognized by external sources. The WIN program was awarded Honorable Mention for Program of Excellence by the California Community College's Board of Governors. The OAP is one of only five community colleges selected nationally to participate in a brain fitness testing project. An LLC permanent part-time employee received Mt. SAC's 2011 Classified Excellence Award in Commitment to Student Service. Two ESL instructors have been selected as

Technology Integration Mentoring Academy (TIMAC) trainers through Outreach and Technical Assistance Network's (OTAN) competitive process. The recognition of Continuing Education exemplary staff and programs is a strong indicator of the high quality of learning resources provided throughout the Division.

Areas of Strength

- Continuing Education has a large breadth of high quality learning resources to meet the diverse student population served.
- Program use of data supports improvements in learning resource development and accessibility.
- The College has supported Continuing Education through the purchase of Banner and Moodlerooms which will provide students with access to more robust electronic learning resources.

Key Issues

- The state fiscal climate has made it difficult for Continuing Education to meet the student demand for increased learning resources.
- There is currently no comprehensive and systematic Division-wide assessment of technology needs across all programs. Technology needs are addressed as issues arise within each program.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Standard IX: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution 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. Financial resources planning is integrated with institutional planning.

Criterion 1

The institution relies upon its mission and goals as the foundation for financial planning. Financial planning is integrated with and supports all institutional planning.

- What is the institution's overall budget?
- Does it have sufficient revenues to support educational improvements?
- Does the resource allocation process provide a means for setting priorities for funding institutional improvements?
- Does the institution review its mission and goals as part of the annual fiscal planning process?
- Does the institution identify goals for achievement in any given budget cycle?
- Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short-term and long-term?
- Does the financial planning process rely primarily on institutional plans for content and timelines?
- Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans?

- Do the board and other institutional leadership receive information about fiscal planning that demonstrates links to institutional planning?

Continuing Education, as a division of Mt. San Antonio College, operates under the authority of the College and follows its fiscal policies and procedures. Mt. SAC is one of the most fiscally healthy districts in the state because of its long history of sound fiscal management and stable enrollment growth. The College maintains a Balanced Budget Policy and a 10% Unrestricted General Fund Reserve Policy, which has resulted in an average year-end reserve balance of approximately 18.47% from 2003-04 through 2008-09. During the current fiscal crisis in the state, the district has maintained its fiscal stability and has been able to backfill funding for certain core functions of Continuing Education student services for which State categorical funding has been reduced. (See *Board Policies—BP 6200; History of Year-End Reserve Balances; 2011-12 Five Year Budget Comparison*).

The Mt. SAC mission statement, shared by Continuing Education, is an integral part of College and Division

Continuing Education Budget Sources

District	6,818,156
District Converts from Categorical	243,080
Categorical & Grant	1,855,494
Fee Programs	1,241,541
Contract Training	64,639
Total	**10,222,910**

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Budget Allocations

District, Categorical, and Grant Funds		
1000	Certificated	5,250,547
2000	Classified	2,862,951
3000	Benefits	301,258
4000	Supplies	134,618
5000	Services	222,738
6000	Equipment	131,636
7000	Student Aid	12,982
Total		8,916,730

Fee and Contract Programs		
2000	Classified	510,854
3000	Benefits	81,948
4000	Supplies	46,500
5000	Services	657,878
6000	Equipment	9,000
Total		1,306,180

planning processes including financial planning. The Planning for Institutional Effectiveness (PIE) process allows all academic and service units to connect their current and future endeavors with the College's mission and goals. The PIE process also enables each division to prioritize goals, program SLOs, and resource requests within the context of their overall plan for the year. All new requests from District resources must be formally connected with annual planning through the PIE process, including documentation in the College ePIE database. In addition to short-term resource needs, the PIE reporting process also includes identification

of maintenance (ongoing) needs and long-term needs, all of which are connected to plans. (See *Continuing Education Manager's Summary 2011*).

Continuing Education formally begins work on its annual PIE review and reporting in January of each year. Division leaders ensure that program progress to date has been documented in ePIE so that accurate and relevant reports can be produced to inform thinking and dialogue. The Continuing Education Advisory Group holds a day-long retreat shortly thereafter, during which time midyear progress is discussed, PIE planning is adjusted as needed, and unanticipated new goals or resources needs may be discussed, along with implications for future plans and priorities. Throughout the spring semester, programs continue input of data into ePIE. For example, such data as course SLO assessment results, program SLO assessment results, and achievement of strategic actions are entered for the current academic year, and development of new goals, SLOs, and so forth, are entered for the coming one.

As this PIE work progresses through spring, fiscal processes are occurring simultaneously. Final expenditure requisitions are completed for the current fiscal year, and preliminary "status quo" budgets are distributed to the divisions. The status quo budgets are those that are supported by the District general fund or other continuing funds. Continuing Education program leaders may propose adjustments to their status quo budgets within their given allocations. The Dean then assesses all Division budgets based on current year actual expenditures, PIE plans and priorities, and newly identified needs that may not have been anticipated in the PIE plan. For example, in 2011-12, the categorical Basic Skills Initiative allocation from the state was reduced, resulting in a loss of support for a site license used by ABE. Budget adjustments were made based on under-expenditures in services to the Summer High School Program so that the site license could be covered within the status quo budget. Budget adjustments may also be made between major programs.

The Dean submits the Continuing Education status quo budgets for all programs to the Vice President of Instruction for approval. Should reductions be needed to the College budget, the Vice Presidents work with their respective teams, in this case Instruction, to propose cuts. If the College directs that the schedule must be cut based on workload reductions from the state, as has happened for the past three academic years, then the Vice President of Instruction asks her deans to propose schedule cuts based on collaborative processes within their divisions. The Dean of Continuing Education works with her program leaders to develop schedule cuts based the reduced attendance targets. Cuts to areas of the budget other than schedules are made using a highly interactive process among the Vice Presidents, Deans, and programs, based on PIE plans and priorities. (See *Class Reductions 2011-12*).

The resources requested through the PIE planning process are used as the basis for new resource allocation requests. For example, if the state has provided an augmentation for instructional equipment to the College, relevant teams use a collaborative approach to prioritizing its allocation. Each Division decides on the priorities based on its program's PIE planning and in collaboration with its leadership and faculty. The Continuing Education Dean, along with the Deans of the other instructional divisions, brings those prioritized lists to the Instruction Team meeting that includes all Deans. The Deans present and discuss their lists with the goal of consensus on an integrated priority list. Final decisions are made by the Vice President of Instruction. (See *Instructional Equipment Requests*).

An example of how the College uses its fiscal expenditures to support achievement of institutional plans can be found in the Basic Skills Coordinating Committee minutes and the yearly Basic Skills Project Report. Continuing Education has several projects for ABE and ESL that have been funded through this Basic Skills Project. The College Research and Institutional Effectiveness Department works closely with projects that are funded over $20,000 to help focus their assessment, their research, and their evaluation efforts

at a high level to be able to evaluate the effectiveness of their program. (See *Basic Skills Initiative Reports*).

By the end of June, the various College planning tools come together. Status quo budgets and resource requests are approved through the Vice Presidents and submitted to Fiscal Services as the basis of the College tentative budget for the new fiscal year, which begins each July 1. Annual program-level PIE reports linking resource requests to plans are turned in to the divisions, including Continuing Education. The division deans compile the program PIE plans into a Manager's Summary Report for each division; these, in turn, for the basis of Vice Presidents' summary reports to the President. The College annual PIE report is submitted to the Board of Trustees as a review item. The annual final budget must be approved by the Board of Trustees by September 15 of each year. (See *Board of Trustees Meeting—PIE Review*).

Criterion 2
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

- Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments?
- Does the institution establish funding priorities in some manner that helps the institution achieve its goals in reasonable fashion? Are the items focused on student learning given appropriate priority? What other documents describing funding priorities are used by institutional planners?
- What evidence of long-term fiscal planning priorities exists?
- Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc? Is this information used in short-term or annual budget and other fiscal planning?
- Where or how are the processes for financial planning and budgeting recorded and made known to the institution's constituents?

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. This is supported by outstanding College processes, personnel, and planning resources.

Fiscal planning recurs annually, beginning with the Planning for Institutional Effectiveness (PIE) process and status-quo budget information as described in the prior criterion. The status-quo budgets, in particular, provide a solid foundation of information on Continuing Education's budget and anticipated commitments. Additional fiscal resources are anticipated through categorical and grant award notifications; nearly all of these awards are based on performance points or other formulas that enable planning.

The majority of Mt. SAC's and Continuing Education's financial resources come from State apportionment based on attendance and calculated as FTES units. Continuing Education FTESs are calculated and reported separately from credit FTESs and are funded at different rates. Continuing Education programs that are approved as "Career Development or College Preparation" (CDCP) are funded at a higher rate than regular noncredit courses such as those in the Older Adult Program and in support labs serving credit students. The College is notified of current and anticipated funding bases for each of the FTES categories (credit, CDCP, and regular noncredit) throughout the year as the State budget is modified. Throughout the year, review and planning for FTESs is carried out in a series of "320" meetings (named for the state report). These are led by the College President and include the Vice Presidents of Student Services and Instruction, Associate Vice President of Fiscal Services, Deans of Enrollment Management and Continuing Education, and Information Technology staff.

Budget legislation of recent years has placed priority on classes leading to transfer, career preparation, or completion of basic skills. College and Continuing Education scheduling has reflected this; however, limited scheduling has continued for classes meeting special needs or having a high impact in the community,

such as DSP & S and Older Adult classes demonstrating significant results in Student Learning Outcomes assessments. In spite of fiscal pressure and limitations, the College has been steadfast in valuing Continuing Education programs and students.

Planning for growth or for reduction occurs throughout the College in similar ways. Communication, discussion, and prioritization takes place at program, division, team, and College leadership levels, and requests must be reflected in PIE plans. Additionally, College shared governance committees make recommendations as to priorities and processes for specific situations. For example, requests for new faculty positions are prioritized through collaborative processes involving the Instruction Team (deans), Academic Senate, and the Academic Mutual Agreement Council. Requests for permanent classified positions are prioritized within teams (such as Instruction) before consideration by President's Cabinet. Additionally, during 2010-11, guidelines for budget reductions were gathered and developed by an ad hoc President's Advisory Task Force, which solicited input from the entire campus community before making recommendations for consideration by the College Budget Committee and the President's Cabinet. Ultimate decisions on College fiscal priorities are made by the President's Cabinet. (See *Faculty Requests—Fall 2010; AMAC Faculty Ranking; Instruction Team Staff Requests; Instruction Team Staff Needs Ranking; President's Cabinet Notes —July 2011*).

Mt. SAC carefully plans for payment of long- and short-term debt as well as for future liabilities. Long-range planning is based on the Education and Facilities Master Plans with goals that are established to meet plan objectives. Long-term liabilities and obligations, including health and welfare, retirement, and facilities, are included in this planning and are reflected in the annual budget. Although long-term budget planning has been made more difficult by the current state budget crisis, Mt. SAC continues to be a fiscally-sound institution. The College has developed a three-year budget projection to account for the 2009 and beyond anticipated fiscal crisis.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Board Policy requires that the College maintain a 10% reserve in order to maintain fiscal health and stability. (See *Budget Projection; Board Policies— BP 6200*).

Mt. SAC's 2020 Vision Strategic Plan, which offers projected conditions and enrollment growth over 20 years, provided the basis for Bond Measure R, which passed in 2001 and, among other buildings, provided for the Language Center Building (66) which houses the ESL program. The College passed a follow-up bond, titled Bond Measure RR, in 2008 which will allow for further development of structures that will meet the needs of projected enrollment growth. (See *Vision 2020: Strategic Plan Goals and Initiatives*).

The College financial planning and budget are made public through Agenda, Minutes, and Supporting Documents of the Budget Committee and Board of Trustees. The College budget is widely disseminated throughout the campus community in print and electronically. Within Continuing Education, budget information is distributed through the programs, whose leaders work with faculty, staff, and students as appropriate to the budget source and purpose. For example, grant budgets for additional supplies and professional development are generally developed with input from faculty and staff to help establish priorities. (See *Mt. SAC Adopted Budget 2011-12; President's Board Reports*).

Criterion 3
To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

- Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?
- What do the audit statements reveal about financial management?
- Does the institution provide timely corrections to audit exceptions and management advice?

- What is the ending balance of unrestricted funds for the institution's immediate past three years? Is this amount sufficient to maintain a reserve needed for emergencies?
- How does the institution receive its revenues? Does this receipt pose cash flow difficulties for the institution? If so, how does the institution address this issue?
- Has the institution sufficient insurance to cover its needs? Is the institution self-funded in any insurance categories? If so, does it have sufficient reserves to handle financial emergencies?

Continuing Education uses the financial management system of Mt. San Antonio College, which has had Fiscal Accountability Status with the Los Angeles County Superintendent of Schools since 2009. As such, the College has assumed the majority of the responsibilities previously performed by the Los Angeles County Superintendent of Schools for fiscal, budget, and financial management systems. In addition, Mt. SAC has oversight for the internal audit function and for the issuance of payroll and commercial warrants. To achieve Fiscal Accountability Status, the College demonstrated that it had a financial management system in place, as it would no longer be using the County's Finance and Payroll Systems. The integrity and security of the College's Banner Finance and Human Resources/Payroll systems had to be validated by a team of external auditors prior to obtaining Fiscal Accountability Status. College Fiscal Independence was granted in November 2011 following successful demonstration of meeting four standards: adequate fund balances, statutory compliance, adequate internal controls, and independent judgment of the legality and propriety of transactions. (See *President's Board Reports—November 17, 2011*).

Since then, Mt. SAC has been better able to provide the campus community with accurate, timely, and dependable financial information. Currently, through the College system, Continuing Education budget managers and accounting staff can view financial information down to the detail level, in "real time," using the online Banner system. Funds are allocated

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> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

according to decisions reached in the budget process described in earlier Criteria sections of this Standard. Because the College systems provide timely information, such as actual expenditures vs. budget, adjustments can be made quickly in response to changing needs. (See *Banner Sample Budget Query*).

As required by the California Code of Regulation, Title 5, an annual audit is performed by an independent Certified Public Accountants firm on all financial records of the College. The audit is conducted in accordance with generally accepted standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor(s) obtain reasonable assurance that the financial statements are free of material misstatement. The audit includes examining, on a test basis, evidence supporting the accuracy of the College's financial statements and accounting practices. Effective with the 2001 to 2002 fiscal year, the College's audit was presented according to the standards of Governmental Accounting Standards Board Statements No. 34 and 35 using the Business Type Activity (BTA) model. The California Community College Chancellor's Office, through its Fiscal and Accountability Standards Committee, recommended that all community college districts use the reporting standards under the BTA model. The College has a history of receiving an unqualified audit report, which means there were no material weaknesses or reportable conditions identified during the audit. The audit report may include findings, which are supported by external auditor recommendations. These findings require a response by management, which includes an action plan for improvement. The goal of the action plan is to rectify the finding within the subsequent fiscal year, although some findings may require longer periods of time to fully implement. The annual audit report is presented to the Board of Trustees by the independent auditor and is available on the web. (See *Financial Audits*).

The Budget Committee and President's Advisory Council (PAC) receive periodic updates on the status of the College budget, which includes revenue and expenditure assumptions that are used in developing the budget. The budget updates also include a historical view of previous years showing actual revenues, expenditures, and reserves for comparative purposes. The CCFS-311Q, which is a Quarterly Financial Report, is submitted to the Board of Trustees and the State Chancellor's Office. This report reflects the unrestricted and restricted General Fund Budget totals and cumulative to-date expenditures. The Annual Financial Report, CCFS-311, is completed at the end of the fiscal year and distributed to all constituent groups. The Annual Audit Report is distributed upon request. (See *Budget Annual Financial and Budget Report CCFS-311; Financial Audits*).

Although long-term budget planning has been made more difficult by the current state budget crisis, Mt. SAC continues to be a fiscally-sound institution. The College has had a strong ending balance for the past three years. Board Policy requires that the College maintain a 10% reserve in order to maintain fiscal health and stability; in most years the reserve has exceeded this level. (See *Revenue Expenditure Reserve History; Budget Projection; Board Policy 6200*).

Revenues are received throughout the year through scheduled allocations from the state as well as grants. College practice requires that any additional state funds anticipated due to growth or other changes to formulas cannot be spent during the fiscal year in which they are scheduled to be earned; rather, they can only been spent after they are received. This, in addition to the College's strong reserve, has contributed to stable cash flow. Continuing Education is able to carry out expenditures from district and grant budgets, including reimbursable grants, based on student learning needs of its programs because of the fiscal stability fostered by the College's sound policies, practices, and systems.

The College budget includes allocations for health and welfare, property, and liability insurance, none of which is self-funded. The College Safety and Risk Management Department oversees the process of assuring that College employees and students have appropriate protection. The Director of Risk Management heads the College Insurance Committee, which investigates

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

and makes recommendations to the Vice President, Administrative Services regarding comprehensive, cost-effective medical, dental, vision, life and related fringe benefit programs for the employees and retirees of the College. (See *Insurance Committee website*).

Criterion 4

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

- What are the institution's procedures for reviewing fiscal management? Are those regularly implemented?
- What evidence about fiscal management is provided by external audits and financial program reviews?
- Has the institution received any audit finds or negative reviews during the last six years?

Fiscal Services records and manages the funds of the College while ensuring proper internal controls and separation of duties. As part of the annual audit, the independent external auditors examine the College's processes and procedures to validate effective internal controls. Each community college district is required to follow the California Community College Budget and Accounting Manual in accordance with Education Code Section 84030. The objective of the manual is to provide a uniform fund-structure, revenue and expenditure classifications, and other accounting procedures for consistent and comparable reporting of financial data. Mt. San Antonio College is required to present its financial statements in accordance with generally accepted accounting principles (GAAP) and the California Community College Budget and Accounting Manual. Financial aid, grants, and externally-funded programs are accounted for in separate funds of the College's financial statements. These funds are accounted for as prescribed by the funding agency and are subject to an individual audit, if required. Auxiliary Services was incorporated as a not-for-profit corporation on October 6, 1982. The

Corporation formally began operations on July 1, 1983. The Auxiliary Services Corporation includes the operation of dining services, of satellite operations, and of the bookstore, and provides full accounting and banking services for campus services and related club activities.

The Mt. San Antonio College Foundation, established in 1967, is an independent registered tax-exempt corporation created for the benefit of Mt. San Antonio College and its students. The primary activity of the Foundation is to raise funds for scholarships for students and for unfunded needs of the College. Through the Foundation, ABE and ESL faculty, staff, and students raise funds to provide scholarships to Continuing Education students who transition to College credit programs.

As stated earlier, the College has a history of receiving an unqualified audit report, which means there were no material weaknesses or reportable conditions identified during the audit. The audit report may include findings, which are supported by external auditor recommendations. These findings require a response by management, which includes an action plan for improvement. The goal of the action plan is to rectify the finding within the subsequent fiscal year, although some findings may require longer periods of time to fully implement. The annual audit report is presented to the Board of Trustees by the independent auditor and is available on the web (See *Financial Audits*).

Criterion 5

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

- Does the institution have an annual external audit to provide feedback on its processes?
- Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs?

Fiscal Services regularly evaluates the College's financial management processes, and the results of the evaluation are used to improve financial

management systems. Prior to the approval of the College's Fiscal Accountability Status (See Fiscal Accountability), a stringent audit was performed on the Banner Finance and Human Resources/Payroll modules by an external audit firm. As part of this audit process, the following were reviewed and validated:

- Adequacy of the systems
- Adequacy of internal controls
- Security set-up and controls
- Accuracy of data

Suggestions for improvement in fiscal planning processes are solicited annually by the Division as part of PIE and budget processes; these suggestions are forwarded through College review processes. Feedback is reviewed by various College shared governance committees, including the Institutional Effectiveness Committee, the Budget Committee, President's Advisory Committee, and the President's Cabinet. Resulting improvements are communicated as future planning and budget cycles are implemented. For example, the College PIE forms have become more streamlined and cohesive over the past several years as a result of feedback from programs, deans, and vice presidents submitted on their own reports. Additionally, based on College-wide input as well as internal quality improvement processes, Mt. SAC Fiscal Services was able to implement electronic dissemination of status quo budgets and approvals in 2011, and improvements in web-based functionality continue to be made.

Criterion 6
The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

- What processes does the institution use to assess its use of financial resources?
- How does the institution ensure that it assesses its use of financial resources systematically and effectively?
- How does the institution use results of the evaluations as the basis for improvement?

The College systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. The Budget Committee, as part of the "New Resources Allocation Process," evaluates the effective use of one-time budget allocations before recommending funding as ongoing. The Budget Committee and President's Cabinet also evaluate the budget development process annually. (See *Budget Committee & Information website*).

The Dean evaluates expenditures vs. budget as an ongoing responsibility throughout the year, as does the Vice President of Instruction and President's Cabinet. As part of the annual process of establishing its ongoing District (status quo) budget, which was described in Criteria 1, the Dean and Vice President of Instruction evaluate and discuss expenditures vs. budget on a line-item basis to determine whether financial resources have been used effectively and as planned. Significant deviations from budget are analyzed to determine whether changes should be made in the upcoming budget. Additionally, the President's Cabinet examines each division's proposed budget vs. prior year's expenses, by line item, and requests explanations for significant variations. The budget for 2011-12 included numerous adjustments as a result of this review process.

Although the approved College budget includes updated, actual information for 2010-11 plus revised revenue and expenditure projections for 2011-12, it is considered a dynamic planning document flexible enough to be responsive to the College's needs, yet very dependent upon uncertain, variable revenue. For example, the College has plans ready to implement should January 2012 "Trigger Cuts" be implemented by the state.

The College is committed to ongoing transparency, assessment, and feedback in its fiscal processes. All constituencies, including faculty, classified staff, students, and administrators, receive regular reports from the President which include fiscal information.

The College community is encouraged to give feedback through electronic means as well as in person through monthly open office hours with the President. (See *President's Board Reports*).

Areas of Strength

- Continuing Education, as a division of Mt. San Antonio College, has the financial oversight and support of one of the most fiscally stable community colleges in California.
- Continuing Education planning reflects a realistic assessment of financial resources and obligations. This is supported by outstanding College processes, personnel, and planning resources.
- Mt. San Antonio College's Fiscal Accountability Status with Los Angeles County and its robust data systems enable Continuing Education to access detailed financial information in "real time," thus supporting sound, timely budget and expenditure decisions in response to changing needs.

Key Issues

- The current state budget crisis has significantly impacted Continuing Education's ability to meet student demand for classes and support services.
- Budget planning has been made more difficult by the state budget crisis.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Standard X: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Criterion 1
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

- Against what criteria and by what processes does the institution evaluate the safety of its facilities?
- Upon what data has the institution determined the sufficiency of its classrooms, laboratories, and other facilities. What mechanisms does the institution employ to evaluate how effectively facilities meet the needs of programs and services? How well does the institution meet its facilities needs?
- Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient?

Mt. San Antonio Community College is located on a 421 acre campus in Walnut, California. The campus physical plant consists of 85 structures on campus, with 57 designated as academic buildings and 27 used for administration, operations, and farm use. Continuing Education maintains 12 of these structures, with 7 academic buildings and 5 administrative buildings. There are 37 classrooms and 10 labs on campus designated solely for noncredit programs. English as a Second Language (ESL) and Adult Basic Education's (ABE) also have a library and a career guidance center. All Continuing Education programs have administrative offices located on campus, and the Health Careers, ABE, Fee-based, and Noncredit Short-Term Vocational (STV) Programs use and share classrooms, labs, and athletic and wellness facilities with credit programs at no cost to the Division.

Some Continuing Education programs are operated primarily at off-campus locations. Nearly all of the Older Adult Program (OAP) classes are offered at 25 community locations in 9 different cities. ABE's High School Summer School courses are held at 24 high schools within the community. ABE also operates a basic skills lab at a local WorkSource Center in the community. The matrix below describes Continuing Education facilities:

Continuing Education Division	
Administrative Offices	*Administrative Office: (1)* • Includes Registration
Instructional Facilities & Resources	*Classrooms:* • Bldg. 40 is expected to become a permanent building primarily for Continuing Education and its programs, including several classrooms.

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Adult Basic Education (ABE)

Administrative Offices	*Administrative Office: (1)* • Office with staff workspace
Instructional Facilities & Resources	*Classrooms: (10)* • Portables (9) & Permanent (1)
	Labs: (2) • 1 on-campus & 1 off-campus & use Physical Science Lab in Bldg. 11
	Resource Room: (1) • Shared with ESL, Bldg. 32
	Off-Site High School Locations: (24)
	Tutoring/Study Hall Lab: (1) • WIN Center
Student Support Service Areas	*Career Center: (1)*
	Counseling/Advisor Offices: (5)

Community & Contract Education (Fee–Based)

Administrative Offices	*Administrative Office: (1)* • Shared with Division office
Instructional Facilities & Resources	*Classrooms:* • Multiple classrooms used across campus
	Aquatic Center: • Used for Open Fitness, Master Swimming & Summer Swim Lessons
	Ceramic Studio • Used by College for Kids Program
	Mat Room: • Used by Martial Arts fee classes
	Wellness Center: (1)

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

English as a Second Language (ESL)

Administrative Offices	*Administrative Office: (1)* • Includes faculty lounge & mail room
Instructional Facilities & Resources	*Classrooms: (27)* • 19 in Language Center (Bldg. 66) • 8 classrooms located in two portables
	Computer Labs: (4) • "1" located in portable dedicated to Pre-1/Level 1, Bldg. 36 • "3" in Language Center, Bldg. 66
	Instructional Support Office: (1) • Includes teacher's workroom with computer stations and resource/media materials
	Library: (1) • Bldg. 66
Registration & Student Support Service Areas	*Registration Area: (1)* • Includes adjacent placement & orientation lab
	Counseling/Advisor Offices: (2)

Older Adult Program

Administrative Offices	*Administrative Office: (1)* • Adjacent to computer lab
Instructional Facilities & Resources	*Classrooms:* • Multiple classrooms in 25 off-site community facilities
	Labs (6): • "1" on-campus & "5" at off-campus community facilities

Short-Term Vocational Program

Administrative Offices	*Health Careers Administrative Office: (1)* • Shared with Tech/Health, 67B
Instructional Facilities & Resources	*Classrooms:* • Multiple classrooms used across campus; scheduled with credit divisions.
	Health Careers Simulation Lab: (1) • Facility under Tech/Health
	Health Careers Labs: (4) • Shared with Tech/Health, 67B

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Safety and accessibility of facilities is a consistent theme across campus. As part of Mt. SAC, Continuing Education facilities are evaluated by a number of processes to assure compliance with the California Building Code, Uniform Electric Code, International Fire Code, and other applicable codes. A cross-functional committee made up of representation from the various bargaining units and leadership from the Public Safety, Risk Management, and Facilities Management Departments, along with Student Health Center leadership, ensures that the campus community has an interested and responsive team to evaluate the safety of the grounds, parking lots, roads, buildings, fields, and equipment that make up the physical resources of the College. Meeting monthly, the Health and Safety Committee regularly and systematically reviews reported safety concerns and recommends short- and long-term solutions. (See *Health and Safety Committee minutes*).

Safety concerns can be addressed through the online Mt. SAC EIWOS work order system which attempts to resolve repair items within 24 hours. Safety requests that require special funding are prioritized and incorporated into scheduled maintenance plans, major or minor capital projects, or are addressed with special funding requests. For example, because of water damage and deterioration, in Summer 2011, the College's Facilities Management Department arranged to replace ramps leading into modular classrooms for OAP and ABE. All suggestions to improve the safety of campus facilities and grounds are evaluated and receive the highest priority for resources and staff time once funds are identified. (See *EIOWS Service Request System*).

New and modernized facilities are submitted to the Division of the State Architect (DSA) for plan review as per Education Code, Sections 81130 et. seq. Mt. San Antonio College has been a proponent of the recently implemented "DSA Collaborative Process" whereby new construction and modernization projects are reviewed and evaluated by an interdisciplinary team of architects, engineers, construction managers, facilities personnel, and DSA plan reviewers very early in the design process

to consider and to agree upon site, seismic, structural, and fundamental mechanical, electrical, and accessibility elements of the project. This process was followed closely in spring 2011 when modular classrooms for the Adult Basic Education Center were remodeled. Extensive effort is made to ensure that complete, accurate, and accessible safety inspection information is maintained throughout the construction process, and that work on all facilities, even when not required by field act standards, is monitored by certified inspectors to ensure safety, code compliance, and quality construction. (See *DSA compliance files*).

In addition to building codes and College facility standards, Continuing Education programs ensure that all employees are aware of evacuation routes in the event that a building is deemed unsafe. Each program holds periodic evacuation drills and has detailed evacuation plans for their facilities. Older Adult and ABE Programs that are held off-campus rely on other agencies to maintain the safety of the building. However, all off-campus facilities have emergency procedures in place if there are issues with the buildings. (See *Evacuation Plans*).

As enrollment demand at Mt. SAC, including Continuing Education, continues to grow at higher than forecasted rates, an ongoing collaborative effort has been in place to ensure the sufficiency of the campus facilities. The current Five-Year Construction Plan, Long Range Construction Plan, and Facilities Master Plan are rooted in planning efforts that began in 2000 with the 2020 Vision Strategic Plan and the Facilities Planning Manual. With the help of planning consultants, the College revisited the 2001 planning work and developed a 2005 and 2010 Facilities Master Plan Update. The update added additional planning elements, including pedestrian and vehicle access plans, a campus lighting plan, and landscaping criteria, revised the site plan to reduce costs, and removed two building projects from the long-range plan. Projects were also reprioritized to minimize the impacts of relocation and reduce temporary space costs. During this time of rapid change and unpredictable costs, the College

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upheld its commitment to build quality facilities. (See *Five-Year Construction Plan; Facilities Master Plan; Facilities Planning Manual; Vision 2020 Strategic Plan Goals and Initiatives; Measure RR Projects; Board of Trustee Minutes 9-14-11*).

Continuing Education participates in ongoing campus dialogue about facilities planning as it relates to meeting program needs and services. The Division provided input to the Facilities Master Plan 2001-2020, which is shown by the Continuing Education program enrollment trends listed in the plan. Continuing Education offered both short-term and long-term Division and program needs and goals for facilities and resources. Although Division facility needs have not been formally addressed in the Facilities Master Plan, the Campus Master Plan Coordinating Team (CMPCT) has considered Continuing Education's facilities needs with discussion on including them in updated versions of the Facilities Master Plan. Continuing Education facility needs and plans are also included in the annual Instruction Division PIE. In the 2011 Instruction PIE report, the Division listed long-term, short-term, and maintenance needs for facilities and resources as well as trends relating to facilities for the Division and programs. For example, for the OAP and ABE it was indicated that updated, larger facilities were needed long-term to address enrollment demands and services to students. (See *Educational Master Plan Summit; CMPCT meeting minutes 08.23.11*).

In areas where off-campus facilities are maintained by others, the quality of facilities is monitored regularly and adheres to mandated building code requirements. The High School Summer School Program (HSSS) takes place solely off-campus at 24 high school locations. Each high school district must adhere to Title 5 of the California Code for school facilities. Thus, all classrooms and facilities in the HSSS program are designed to meet federal, state, and local statutory requirements for access, structure, fire, and public safety. The LA Works WorkSource Center and OAP Program facilities must adhere to all mandated building and safety codes. All off-campus agency partners who are responsible for

the safety of the facilities conduct periodic inspections of the facilities to ensure that any maintenance or safety issues are addressed in a timely manner. Specifically, the LA Works safety coordinator conducts a quarterly inspection of the entire facility, including the Mt. SAC Basic Skills Lab. Additionally, community centers and senior centers where OAP classes are held meet specific safety codes for residential facilities. These living facilities are required to adhere to certain laws and housing regulatory codes as set forth by the Department of Social Services Community Licensing Division. (See *Codes and Regulations; California Department of Social Services; Physical and Program Accessibility Checklist—LA Works*).

The personal safety of students, staff, and the community is an ongoing priority of Mt. SAC. The College has a professional Public Safety Department with two administrative facilities, multiple patrol cars on campus, 24-7 access, student escort services, and a community volunteer program. Additionally, the College has instituted a public emergency alert system in which students and staff, by providing their cell and home phone numbers, receive instant text messages and/or phone calls in the event of a campus emergency. (See *Campus Emergency Response and Evacuation Plan*).

There is a strong collaboration with the Public Safety Office and Continuing Education Programs. The ABE Department Director, with the assistance of the Public Safety Office administration, has hired campus proctors to monitor the ABE buildings and ensure a safe environment for students and staff. The ABE proctors are closely connected with Public Safety Officers and carry radios that have been programmed to directly and quickly connect with College dispatchers when more official assistance is needed. One of the public safety offices is located adjacent to the Continuing Education Division office.

The College adheres to the Federal Cleary Disclosure Act by annually informing students, staff, and the public about crime on and around the campus. The report provides crime statistics as well as information on reporting crimes, and it is available on the Mt. SAC website. Continuing Education students have reported

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positively with regards to their classroom environment and campus safety. For example, in the spring 2011 student survey, it was reported that 92% of Continuing Education students felt comfortable in their classroom environments. Furthermore, 92% of students taking the survey answered that they felt safe at Mt. SAC. (See *Public Safety & Parking; Cleary Act Disclosures—2011 Annual Report; Continuing Education Student Survey Results 2011*).

Criterion 2

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

- How does the institution consider the needs of programs and services when planning its facilities?
- What processes ensure that program and service needs determine equipment replacement and maintenance?
- How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?
- How effectively does the institution use its physical resources?

Mt. San Antonio College effectively uses the planning tools and guidelines established in the Chancellor's Office Facilities Planning Manual to ensure that facilities are designed, are modernized, and are constructed in a manner that maximizes space available. At the same time, facilities are planned and are designed to allow for flexibility of use, for ease of future alteration and upgrade, for the ability to maintain with minimum impact on class time. An example of this planning process is shown in the Planning and Design meeting minutes for the renovation of Building 45, which includes discussion for the redesign of the new WIN Program space. The intent of the College's building program efforts is to ensure a service life of 75 years for new facilities and 40 additional years for modernized buildings. It is the responsibility of the maintenance and operations unit within the Facilities Management Department

to maximize the service life of individual building systems by emphasizing predictive and preventative maintenance and good stewardship of the community's investment. (See *Facilities Planning Manual; Planning and Design meeting minutes*).

All project planning efforts begin with the development of a multi-disciplinary team. Representatives from each academic or administrative discipline that will occupy the facility meet together with in-house experts in information technology, learning technology, sustainability and energy management, public safety, maintenance and operations, grounds, distribution, and construction. Architects, construction management consultants, and facilities planning specialists lead the meetings to ensure focused effort and outcomes that meet required space utilization standards and building codes and that comply with campus standards. The initial work product of these teams is a project plan that is both suitable for submission to the State Chancellor's Office and also is in alignment with Division and College goals. Whether the documents are actually submitted as a Final Project Proposal (FPP) for consideration for State funding, or used as the basis of design for a locally funded project, the stated purpose is clearly to identify all spaces within the building in terms of use, size, and adjacency and to ensure that the needs of all applicable programs and services are addressed. In addition, adequate support spaces, technology and systems requirements, site orientation, and equipment needs are identified. This crucial step also serves to develop the preliminary project cost estimate and to determine if sufficient funds were budgeted for the project. This preliminary plan is presented in detail to the Campus Master Plan Coordinating Team (CMPCT), consisting of the College President, Vice Presidents of Administrative Services, Instruction, and Student Services, and the Director of Facilities Management Department. The CMPCT group evaluates project plans to ensure alignment with unit and College goals, makes changes or additions to the scope of individual projects, and ultimately recommends project plans for approval by the Board of Trustees. Throughout design, the team defines the needs of each stakeholder and guides the architects and engineers

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through the various decisions necessary to ensure a quality facility. The CMPCT group serves as the final authority on all decisions of form and function. (See *Campus Master Plan Coordinating Team*).

Finally, upon recommendation of the design team, the project is presented to the CMPCT group for approval to proceed to the next phase. Regular progress reports are made to the Board of Trustees to ensure that resource allocation is in line with College goals. For all work funded by local bonds, a Citizens Oversight Committee is in place in compliance with Proposition 39. The committee receives annual financial and performance audits, quarterly financial reports, planning, design and construction progress information, and periodic visits to project sites to monitor construction activity. (See *Citizens Oversight*).

The College regularly evaluates the effectiveness of facilities and equipment in order to meet the needs of programs and services. Continuing Education indicates its equipment and facilities needs within the annual PIE report. Previously, the College had a scheduled replacement plan for computer technology administered by the Information Technology (IT) Department. Due to fiscal limitations, this process was suspended in 2011. Currently, if any Mt. SAC staff member has a system that is not functioning properly then priority is placed on repairing the existing system. If it cannot be repaired, the system is then replaced. (See *Computer Replacement Program Announcement*).

Mt. SAC has developed the necessary policies, process, and safeguards to ensure and evaluate that new, upgraded, and existing campus facilities are effectively used and provide quality learning environments for many years to come. The maintenance and operations unit within the Facilities Management Department has a stated goal to protect the community's investment in facilities and continues to improve its effectiveness as a steward of the physical resources of the College. Continuing Education facilities demonstrate the College's commitment of providing safe, secure learning environments, although some program buildings are in need of upgrading. This includes the Adult Basic Education Center and Older Adult modular buildings,

where facilities are dated, with some in poor condition. Additionally these buildings do not provide adequate space for student learning and are at times deemed unsafe to the point where classes must be canceled or moved to an alternate location. This often occurs when the outside temperature reaches 90 degrees or more and air conditioning units are incapable of providing adequate cooling to the classrooms. Some of these buildings have also developed holes that are both unsightly and may be a sign of more serious damage to the unit. In order to keep these buildings safe for students, managers and staff must constantly monitor the status and condition of each classroom.

In keeping with the College's effective use of facilities, Continuing Education makes good use of buildings in order to offer the best possible learning environments. For example, ESL maximizes the capacity of its facilities through careful monitoring of weekly class counts and quick notification to students on the wait lists. ESL also provides faculty with a web-based system for reserving the library and library spaces. They share this service with the LLC and Health Careers staff and faculty. ABE, ESL, and Health Careers programs share classrooms when needed. Furthermore, ABE has modified the High School Office, creating a bookroom separate from office and registration space; thus improving service to students. In the same renovation project, counseling offices were constructed in an underused classroom in order to provide the students with privacy during meetings with counselors. Finally, OAP, LA Works basic skills lab, and the HSSS Program also use community facilities at no cost to the College.

Criterion 3
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

- How does the institution assure access to its facilities?
- How does the institution ensure that it has sufficient control over off-site facilities to maintain their quality?

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The location of the Mt. San Antonio College campus provides unique challenges to accessibility and to the safety and the security of the campus community. Prior to the start of the Bond Measures R and RR building programs, the majority of the campus buildings were built prior to the passage of the Americans with Disabilities Act (ADA). Narrow corridors with doors swinging into the circulation space, steep walkways, inappropriately sized fixtures, restroom stalls, drinking fountains, and door levers were just some of the barriers to accessibility. With the passage of Measure R in 2001, new construction projects, building modernization projects, and infrastructure improvement projects began to move the campus toward compliance. In 2007, in preparation for the Measure RR building program, consultants were retained to conduct a comprehensive transition plan. All aspects of the campus physical environment were addressed. The report identified more than 6,000 barriers to access and catalogued them in database format. Many of these barriers have been or will be addressed by major construction activities by 2020, others will be targeted for correction by maintenance and operations staff, and, finally, those that remain will be prioritized and addressed as funds become available. Off-campus locations for Continuing Education programs also have policies in place that follow current ADA requirements for access. For example, as part of the LA Works facility's quarterly safety check, access for people with disabilities is also monitored. (See *ADA Transitional Plan; Physical and Program Accessibility Checklist—LA Works*).

Public safety and security on campus is addressed in all campus construction activities. Many updates to campus building standards have been made based on a physical site security assessment by CTPED Safe Schools. Isolated areas such as stairwells, tunnels, fenced enclosures, and doorways obscured by shrubs will be eliminated or minimized. The College's commitment to addressing safety and accessibility for students was demonstrated in summer 2011. The shrubs surrounding the south side of the Adult Basic Education Center were taken down as they were completely obscuring the Center and its

surrounding buildings and preventing students from walking on sidewalks. In addition to access control, the network of emergency telephones continues to be expanded, and telephones exist in all on-campus classrooms. Currently, emergency telephones are located in front of the Continuing Education Division offices and near modular classrooms used by ESL, ABE, OAP, and Health Careers classrooms and offices. Maintenance responsibilities for the emergency telephone systems are shared by the Public Safety staff that provides periodic system checks, the Information Technology staff that ensures that each phone remain connected to the grid, and the Facilities Management staff that maintains the electrical connections and lighting. Repair service on the emergency phone system is treated as a top priority. (See *CTPED Safe Schools Physical Site Assessment; Mt. SAC Campus Map*).

The College places a high priority on ensuring a healthful learning and working environment. In all cases, when work is done on or around hazardous materials, such as lead paint or asbestos, the appropriate precautions are taken. Third party monitoring is used as a matter of policy in abatement or removal situations, and qualified contractors are always used. The Facilities Planning and Management Department, as well as the Risk Management Director, maintains extensive records of the location of asbestos on campus. Proper procedures are used to dispose of any materials requiring special handling, and all required permits and clearances are acquired before work begins and occupancy is allowed. Any sign of mold is treated immediately by trained professionals, and removing mold is the only response rather than a last resort. Ensuring a healthful and comfortable learning and working environment, even beyond required compliance levels, is achieved as part of the campus sustainability and custodial services practices. By implementing the Leadership in Energy and Environmental Design (LEED) New Construction and Existing Building rating system the interior environment is made better in areas of lighting, thermal comfort, controllability, fresh air, elimination of volatile organic compounds, odorous adhesives, and other harmful and undesirable

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conditions. The College Director of Facilities Management and several key consultants are LEED accredited professionals. With the implementation of the "green cleaning" OS1 system, the cleanliness of building interiors has markedly improved. The program emphasizes the minimal use of harmful cleaning chemicals, maintains a beyond compliance approach to safety, provides continual training for custodial staff, and improves the health and safety of the cleaning staff and campus community. (See *OS1 Handbook; LEED Handbook*).

For Continuing Education programs located off-campus, the College is confident that the quality of facilities and maintained through mandated building code and safety requirement. In addition, the College assures that facilities are maintained through Memorandum of Understandings (MOU) with the owners or operators of off-campus classroom locations. The MOU's, which are Board approved, speak to safety and liability of users. (See *Facilities Agreements—HSSS*).

Criterion 4
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

- By what process does the institution assess the use of its facilities? How often does the evaluation occur?
- How does the institution use the results of the evaluation to improve facilities or equipment?
- What process does the institution follow to make capital plans? How are long-range capital projects linked to institutional planning?
- How do planning processes ensure that capital projects support institutional goals?

At the College campus level, facility planning is an ongoing process as the Five-Year Construction Plan is evaluated and updated annually, and the Space Inventory is evaluated annually to determine what changes have taken place in terms of facilities utilization Modifications to the Five-Year Construction

Plan may take place in response to a formal facility planning process, or in response to the work of individual project planning teams, with the approval of the Campus Master Plan Coordinating Team and the Board of Trustees. (See *Five-Year Construction Plan; Space Inventory*).

Individual facilities are evaluated annually by Continuing Education management as part of the Planning for Institutional Effectiveness (PIE) process. The Division has an opportunity to request additional space, to request alterations and improvements to existing space, and to request equipment based on needs. For example, in the Instruction Division's 2011 PIE report, both OAP and ABE are noted as two programs for which buildings are not in adequate condition or do not possess sufficient space to meet the needs of the program. Requests are then prioritized through a campus-wide process, and resources are allocated accordingly. Instructional and operational equipment needs are also reported annually. The prioritization and resource allocation process matches the process for facilities needs.

With the implementation of the Banner enterprise application system, the College has revised the asset management process. The process includes a two-year review of equipment purchased by way of federal grants funding and a five-year review for equipment purchased from state funding. These inventories are used to evaluate equipment needs by tracking the life expectancy of individual equipment versus the actual life of that equipment. Equipment that has exceeded its expected life will then be identified and evaluated to determine if it needs to be replaced or upgraded.

PIE Division reports serve as one source of data for the Campus Master Plan Coordinating Team (CMPCT) to make long-range plans for upgrading and planning new facilities. Continuing Education program facilities have been considered in the planning for improving and building new facilities. For example, in a summer 2011 CMPCT meeting, plans for upgrading Division Administration offices to ensure that it meets the Field Act were noted. Furthermore, relocating ESL

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from modular classrooms, relocating WIN, and establishing new classrooms in the future for the High School Referral (HSR) and Adult High School Diploma (AD) programs were discussed at CMPTC. (See *Space Matrix—CMPCT 07.11*).

Criterion 5
Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

- How does the institution ensure that facilities decisions emanate from institutional needs and plans for improvement?
- What evidence is there that the institution bases its physical resource decisions on the results of evaluation of program and service needs? How does the institution prioritize needs when making decisions about equipment purchases?
- How does the institution determine that physical resource needs in program and service areas are met effectively? How effectively are those needs met?

The College's physical resource planning is integrated with its other institutional planning efforts. The College has ongoing efforts to evaluating the Facilities Master Plan in light of the new Educational Master Plan and new Information Technology Master Plan to align the various plans across the board. The Facilities Master Plan will then correctly identify the scope and schedule of new construction and modernization projects. As new facilities are planned and designed, a collaborative process is used to identify, to collect, and to prioritize various needs. For example, the type and quantity of space needed for various teaching activities is identified and considered in light of Title 5 space standards. The process includes dialogue related to adjacency issues (i.e., which spaces need to be next to each other) as well as equipment needs and other specific requirements on a room-by-room basis. The stakeholders have a voice in how that is defined. The planning process culminates in a Final Project Proposal (FPP), or architectural

program, which eventually guides the specific design of a building project. The information from the stakeholders regarding the building needs and uses are derived from PIE, the Educational Master Plan, and other planning documents. It is through this collegial, collaborative process that the College brings integrity to the process of allocating facilities to programs and services. The College assesses space utilization annually in reviewing the Five-Year Construction Plan. Space utilization is expressed in terms of "Capacity-Load Ratios" for various space types including lecture, laboratory, office, library, and others. A ratio is calculated by comparing the quantity of each space type the College has in place to the amount of space allowed by state standards as a function of enrollment. A low ratio for a specific space type indicates that capital plans should focus on that space type. Efforts are also made to reduce ratios in excess of state standards. This capacity-load analysis process is reflected in both the Five-Year Construction Plan and the Ten-Year Construction Plan and ultimately informs the Facilities Master Plan and aids in the evaluation of the Educational Master Plan. By working to align these capacity-load ratios with state standards, the College can see improvement in the utilization of space across campus. Again, Continuing Education is part of this campus-wide process. (See *Facilities Master Plan; Educational Master Plan; Information Technology Master Plan; Five- Year Construction Plan; Continuing Education Division capacity load matrix worksheet*).

The College bases its priority for purchasing equipment on program and service need. Division and program managers note in the PIE process their programs' needs for equipment and physical resources. In the past, instructional equipment needs were prioritized through collaboration among the deans and the Vice President Instruction, though, more recently there have only been funds for emergency replacement or repair. Under this process, requests are logged on an emergency request form to be considered by President's Cabinet. Information Technology also closely monitors maintenance and replacement of computer and data technology for the College. Within the Division, program managers have small district budgets that

can be used at their discretion. Additionally, depending on student and program need, ABE and ESL may use grant funds for equipment at their discretion, up to $5000. (See *Immediate Needs Request Form*).

The Division relies on feedback and judgment of program leaders. This is done both formally through PIE, and informally through ongoing communication regarding repair requests (EIWOS), and occasional requests for the Dean's intervention in communicating immediate needs. In cases where a persistent need is not being met, the program manager and Dean will initiate an intervention through the Vice President of Instruction. Working with the Facilities Management Department, the need will be more fully investigated and a plan will be agreed upon. This was evidenced when in 2008, due to an earthquake, one of ABE's modular buildings was heavily damaged. Although the modular building was repaired, the damage was still apparent and the classroom was compromised. Therefore, the Dean of Continuing Education initiated a request to the Vice President of Instruction and the Facilities Management Director to address this issue. As a result, a newer modular building was upgraded and replaced the inadequate modular, thus providing students with an adequate learning environment.

Areas of Strength

- As a Division of Mt. San Antonio College, Continuing Education shares a large beautiful campus with many state of the art facilities that are used by various Continuing Education programs.
- Immediate needs and plans for long-term needs are met through established institutional processes and campus resources.
- Mt. San Antonio College places a priority on staff and student safety. As a result, students and staff feel safe in Continuing Education facilities.

Key Issues

- Some of the physical facilities used by ABE and OAP are inadequate and at times are unsafe to the point where classes must be cancelled or moved to an alternate location.

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Chapter IV

Action Plan

Chapter IV: Action Plan

Planning for Institutional Effectiveness (PIE) is an ongoing process at Mt. SAC which serves to coordinate planning across the Division and to document the progress of Continuing Education in achieving defined goals. The Schoolwide Action Plan was developed within the framework of PIE to ensure a single, unified plan for student achievement.

Development of the Action Plan began in January 2011 at the Advisory Group Retreat. Advisory Group members reviewed, discussed, and reaffirmed the Continuing Education Goals as part of the annual PIE planning process. There was strong consensus that Continuing Education should continue to focus on effective Division communication at all levels and on using data to support student learning. Additionally, three themes emerged for consideration as PIE planning continued through the year: thriving in an environment of accountability, strategically responding to the impact of fewer resources, and using the PIE process more effectively to focus on use of results. These themes represented a combination of external and internal environmental factors as well as issues within the power of the Division to address. At the August 2011 retreat, the Advisory Group once again affirmed the existing nine Continuing Education Goals and agreed that key areas of emphasis included use of data, continued improvement of student learning, and continued improvement of Division-wide communication.

During spring and summer of 2011 Standards Teams and the Leadership Team focused efforts on analysis of findings related to the ten WASC accreditation standards. By the Fall of 2011, teams synthesized findings and determined Key Issues for further consideration. These Key Issues were compiled across all Standards for review and discussion by the Leadership Team in November of 2011. Through these discussions, four themes were identified for consideration:

- Collection, integration, and reporting of data
- Maintaining strong programs and facilities in a challenging fiscal climate
- Meeting the needs of students and programs with an all adjunct faculty
- Faculty systematic use of data for improvement of student learning

Two of these themes are in a context beyond the complete control of Continuing Education. Ongoing human resource needs and the constantly changing California fiscal climate are driven by external conditions and are dependent upon College decisions. While the Division acknowledges these themes as areas for continued focus and advocacy, they are not included as growth areas in the Action Plan. However, all Key Issues emerging from the Self-Study will be incorporated into Division PIE planning as Administrative Unit Objectives or Strategic Actions.

Each Continuing Education Growth Area includes a defined rationale and connects with Division and College Goals. The Multi-year plan defines the Administrative Unit Objectives (AUOs) or Strategic Actions (SAs) necessary to address the growth area. In alignment with PIE planning, each AUO or SA has a specific timeline, person(s) responsible, assessment method, growth target, resources needed, and reporting mechanism defined. Continuing Education is confident that the Action Plan, in conjunction with the larger PIE process, will serve to continue the ongoing improvement of programs and services for students.

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

Rationale:

There are several peripheral data collection systems throughout the Division. Ideally these systems would have a dynamic interface with, or be incorporated into, the College's administrative system (Banner) to provide a single data collection and retrieval point. Additionally, the state of California is moving increasingly toward outcome based funding models for Community Colleges.

Goals Addressed:

Division Goal(s):
- Goal 1.
  Data—Improve in the use of data to track, assess, and report student access and outcomes

College Goal(s):
- Goal 5.
  The College will utilize and support appropriate technology to enhance educational programs and services
- Goal 13.
  The college will improve integration of campus wide planning activities

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Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (Including PD)	Reporting
	Timeline for Completion	Responsible Person(s)	Means of Assessment			
Noncredit student access to the Mt. SAC portal will be fully functional.	Fall 2012	Dir. Career & Community Ed. OAP Supervisor, ABE Director, ESL Director	Full implement-ation and feedback from all student services staff within the Division.	All noncredit students will have access to the portal. NC student functions within the portal will be defined according to programs.	I.T. Staff (Chuong Tran, Rick Nguyen) PD for faculty, staff and students	Faculty/Staff: Memos, portal, PD workshops Students: in-class training via labs, flyers, staff assistance during open labs
Noncredit curriculum processes will be conducted using College WebCMS.	Fall 2012	Dean Admin. NC Curriculum Specialist	Full implement-ation and feedback from noncredit faculty, leaders, dean, curriculum specialist, and College curriculum committee.	WebCMS will be fully functional and used for the complete cycle of curriculum creation, review, and approval.	Instruction Office Staff I.T. and Vendor PD: Curr. Specialist, faculty, program managers	Faculty/Staff: PD workshops, memos, portal instructions
Needs assessment will be conducted on needs for linking of Division peripheral systems to Banner.	Fall 2012	Dir. Career & Community Ed. OAP Supervisor, ABE Director, ESL Director	Review of resulting plan, including history & inventory of projects considered and/or completed.	Concensus on plan by Division leadership & College tech committee.	I.T. staff for consulting	Faculty/Staff: Memos, portal, meetings

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Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (Including PD)	Reporting
	Timeline for Completion	Responsible Person(s)	Means of Assessment			
Identify and update noncredit priorities for Banner enhancement to the College I.T. priority list.	Annually with next update Fall 2012	Dir. Career & Community Ed. OAP Supervisor, ABE Director, ESL Director, Director Career & Community Ed.	Completion of updated priority list.	Consensus from Division leaders on updated list.	I.T. staff time Instruction Office staff time	Faculty/Staff: Memos, portal, meetings
DegreeWorks interface to Banner will be implemented to record noncredit students' certificate completion.	Fall 2013	Dean Admin. NC Curriculum Specialist	Implement-ation and feedback from all student groups, student services staff, and program leaders within the Division.	DegreeWorks will be fully functional for noncredit students.	I.T. staff time College Student Services Staff PD: DegreeWorks & Banner coding	Faculty/Staff: Memos, portal, in-service PD Students: Portal, in-class demonstra-tions
Noncredit student certificate history will be entered into Banner.	Fall 2014	Admin. NC Curriculum Specialist Dir. Career & Community Ed. OAP Supervisor, ABE Director, ESL Director	Inventory & assessment of status of all student certificate data on peripheral systems.	All history will be transferred from all systems into Banner.	I.T. staff time (developing upload protocols) PD: Banner coding	Faculty/Staff: Memos, portal.

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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.

Rationale:

The focus on the initial SLO process was compliance with the adopted Mt. SAC model of accountability and SLO tracking. Although meaningful data was collected, the results were not used systematically within the model. There is a need for the Division faculty to shift to consistent application of the use of results from SLO assessments to inform improvement of student learning in a cyclical model. Additionally, not all programs have developed systematic means of analyzing student learning outcomes. At the program level there is a need to develop better modes of information sharing, assure follow up of the use of results for course/certificate SLOs, and more fully connect students with SLGs in programs that use independent study as the primary instructional mode.

Goals Addressed:

Division Goal(s):
- Goal 2.
  Student Learning—Improve student learning through continual development, implementation, and assessment of Student Learning Goals and Student Learning Outcomes.

College Goal(s):
- Goal 2.
  The College will prepare students for success through the development and support of exemplary programs and services.
- Goal 13.
  The college will improve integration of campus wide planning activities

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (Including PD)	Reporting
	Timeline for Completion	Responsible Person(s)	Means of Assessment			
Faculty teaching dual listed credit/noncredit vocational courses will engage in meaningful dialogue with Continuing Education concerning SLO assessments and use of results.	Annually beginning Fall 2012	Dean Department Chairs of vocational disciplines offering dual-listed credit/noncredit courses.	Feedback via department meetings and surveys.	All faculty participants will recall dialogue and report on use of results.	PD: ongoing on Tracdat for faculty & staff	Faculty/Staff: Memos, portal, meetings
Health Careers will hold at least 1 faculty meeting per term in which student outcome results are discussed, including next steps as needed.	Semi-annually beginning Fall 2012	Dean Director, HCRC	Feedback via meeting notes and surveys.	Faculty participants will recall dialogue and report on use of results	PD: ongoing on Tracdat for faculty & staff	Faculty/Staff: Memos, portal, meetings Students: Portal
Older Adult Program will host at least 1 faculty meeting annually, including adjunct pay, in which student outcome results are discussed, including next steps as needed.	Annually beginning Fall 2012	Older Adult Program Supervisor	Feedback via meeting notes and surveys.	Faculty participants will recall dialogue and report on use of results	Funding for adjunct faculty meeting pay.	Faculty/Staff: Memos, portal, meetings Students: Advisory Group meeting; OAP newsletter

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (Including PD)	Reporting
	Timeline for Completion	Responsible Person(s)	Means of Assessment			
ESL faculty will engage in action research projects that include data analysis and use of results applied toward teaching and learning improvement.	Fall 2012— Pilot with 3-5 faculty. Fall 2013— Double the number of participants from previous year (6-10 faculty). Fall 2014— Double the number of participants from previous year (12-20 faculty).	ESL Outcomes Team (Director, 2 Lead Faculty & Instructional Support Manager)	Action Research year-end reports by participants.	Up to one-third of the ESL faculty will incorporate action research strategies into their daily teaching practice.	WIA 231 funding support for PD and non-teaching faculty assignment.	Faculty meetings, year-end reports, conference presentations
Establish a faculty team to drive ABE's SLO process for Adult Diploma, HSR, ABE, and IHSS.	Begin establishing SLO team in Winter 2012, fully assemble team by Fall 2012.	ABE Director, Assistant Director	Input from faculty and supervisory staff	SLO team is assembled.	Nonteaching faculty hours; PD for SLO team	Supervisor, faculty meeting minutes

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Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (Including PD)	Reporting
	Timeline for Completion	Responsible Person(s)	Means of Assessment			
The ABE SLO faculty team will establish an ongoing structure for the SLO cycle to ensure that courses are assessed, outcomes are discussed and results are used to drive improvement in student learning.	Begin Fall 2012 and completed by Winter 2013	ABE SLO Faculty Team, ABE Director, Assistant ABE Director	The SLO process and timeline contain the necessary components to ensure a successful implement-ation as determined by faculty and staff.	The SLO Team will create a process and timeline for a full SLO cycle including assessment, data, and use of results with follow up plan.	Non-teaching faculty hours	SLO Team meeting minutes, document of SLO plan.
The ABE SLO team will implement the SLO process with department faculty in each of the programs.	Ongoing starting Fall 2011 with 100% of courses completed by Spring 2013	SLO Faculty Team, ABE Director, Assistant ABE Director	The full cycle of ABE course SLOs will be documented	Each academic year, 30% of ABE SLOs will be completed with follow up.	Nonteaching faculty hours; designated time within each faculty meeting	SLO Team meeting minutes, e-Pie

Appendix

Appendix

Glossary of Acronym and Terms

Acronym / Term	Definition
231 Grant	See WIA Title II
ABE	Adult Basic Education
ACCE	Association of Community and Continuing Education. It plays a lead role on noncredit policy issues in the state of CA.
ACCJC	Accrediting Commission for Community and Junior Colleges
ACS	Accrediting Commission for Schools
AD	Adult Diploma
ADA	Americans with Disabilities Act
a-g	A series of Subject Requirements that students entering the University of CA and Cal State University must complete prior to application.
AMAC	Academic Mutual Agreement Council
AMLA	American Language. Credit ESL.
AP	Administrative Procedure
ARCC	Accountability Reporting for the Community Colleges. An annual evaluation report providing an overview of CA Community College student performance, college demographics, and college performance.
ARGOS	An online reporting system providing access to Banner data through reports.
ARRA	American Relief and Recovery Act
AS	Academic Senate or Associated Students (depending upon the context)
ASVAB	Armed Services Vocational Aptitude Battery Exam
AUO	Administrative Unit Objective. A measurable goal for a program or department.
Banner	Mt. SAC's administrative data system
BP	Board Policy
BSI	Basic Skills Initiative. A grant funded through the CA Chancellor's Office with a focus to improve student access and success in basic skills.
C & I	Curriculum and Instruction Council
CASAS	Comprehensive Adult Students Assessment System. Test used to document student basic skills progress.
CATESOL	California Teachers of English to Speakers of Other Languages

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Acronym / Term	Definition
CB21	A data element reported to the Chancellor's Office. It indicates course levels in a sequence below the transferable course in English, mathematics, and reading. These sequences are used to report student progress through sequential basic skills courses statewide.
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CCCEOA	CA Community Colleges Educators of Older Adults
CDCP	Career Development and College Preparation. Program courses organized into a sequence that when completed lead to a noncredit certificate.
CEO	Chief Executive Officer. The Mt. SAC President.
CIO	Chief Instructional Officer
CMPCT	Campus Master Plan Coordinating Team
CNA	Certified Nursing Assistant
CSEA	California School Employees Association. Classified bargaining unit.
CTE	Career and Technical Education
DSA	Division of the State Architect
DSD	Director of Staff Development. Leaders at Health facilities in the community.
DSP & S	Disabled Student Programs & Services
EDC	Educational Design Committee. Assures compliance of curriculum with Title 5.
EDD	The California Employment Development Department
EEO	Equal Employment Opportunity
EIWOS	The Mt. SAC online work order system.
EL Civics	English Literacy and Civics
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
ePIE	Electronic PIE. TracDat software is used to archive online PIE data.
ESL	English as a Second Language
ESL-CAP	ESL Computer Adapted Placement Test
FERPA	Family Educational Rights and Privacy Act of 1974
FPP	Final Project Proposal. Applicable to College facilities planning.
FTES	Full-Time Equivalent Student Hours. A calculation of student attendance which is used to determine the annual state apportionment for the General Fund.
FON	Full-Time Obligation Number. The number of faculty a college must employ based on instructional volume. Noncredit faculty do not count towards the obligation.
GED	General Education Development test
GED-DL	GED Distance Learning
HCRC	Health Careers Resource Center

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Acronym / Term	Definition
HHA	Home Health Aide
HRSA	Health Resources and Services Administration
HSO	High School Outreach department within the Student Services Division.
HSR	High School Referral. Concurrently enrolled high school students credit recovery program.
HSSS	High School Summer School
IEP	Individual Education Plan
IHSS	In Home Support Services
IST	Intervention Strategy Team. An Adult Basic Education intervention team that focuses on individual students experiencing academic difficulty.
IT	Informational Technology Department
LAC	Learning Assistance Center
LAUL	Los Angeles Urban League
LEED	Leadership in Energy and Environmental Design
LLC	Language Learning Center
MARC	Math Activities Resource Center
Measure R & Measure RR	State bonds approved by Mt. SAC District voters for new and upgraded instructional facilities.
MO	Measurable Objectives. Course level criteria that link the competencies from the Course Outline of Record to observable student actions.
MOU	Memorandum of Understanding
Mt. SAC	Mt. San Antonio College
OAP	Older Adult Program
OTAN	Outreach and Technical Assistance Network. Provides free training for improving instructor knowledge of Internet resources and their use.
PAC	President's Advisory Council
PDC	Professional Development Council
PIE	Planning for Institutional Effectiveness. A program review and planning process that integrates goals, outcomes, and resources at the course, program and institutional levels.
POD	Office of Professional and Organizational Development at Mt. SAC.
RIE	Research and Institutional Effectiveness Department. Supports assessment, planning, and quality improvement at Mt. SAC.
SA	Strategic Action. Part of PIE. Planned program or department activities for inquiry or improvement.
SARS	Scheduling and Reporting System. A multi-user scheduling software used by counselors and advisors.
SLG	Student Learning Goal. Globally defined Division goals of what noncredit student should know, understand, and be able to do upon program completion.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Acronym / Term	Definition
SLO	Student Learning Outcome. A means to determine what a student will know, be able to do, or demonstrate as a result of a given learning experience.
STV	Noncredit Short-Term Vocational programs
TABE	Tests of Adult Basic Education
TERC	Tech Ed Resource Center
Title 5	The California Code of Regulation for Community Colleges.
T-MARC	Transfer-Math Activities Resource Center
TOEFL	Tests of English as a Foreign Language
VESL Career Paths	Vocational English as a Second Language Career Paths
WIA Title II	Federal Workforce Investment Act. Title II provides funding for adult literacy.
WIN	Student athlete tutorial center

Evidence List

Evidence Title	Reference	Standard
320 Report		5: Outcomes
ABE advisor phone logs		6: Support
ABE Career Week Flyer		6: Support
ABE College Days		6: Support
ABE Counseling Meeting Agenda		6: Support
ABE Course Outlines		4: Educ Prg
ABE Expository Writing syllabus		5: Outcomes
ABE Faculty minutes		2: Organization
ABE IEP Form		5: Outcomes
ABE Leadership Team Agendas		3: Eval & Plan
ABE SARS Reports		5: Outcomes
ABE Student Focus Group Results		6: Support
ABE Student Guide		6: Support
ABE Student Guide		8: Learn Res
ABE Website	http://www.mtsac.edu/instruction/continuinged/noncredit/abe/	4: Educ Prg
ABE website		6: Support
Academic Mutual Agreement Council	http://inside.mtsac.edu/organization/committees/amac/	2: Organization
Academic Senate Action on SLGs		1: Mission
Academic Senate website		2: Organization
AD Progress Policy Report		3: Eval & Plan
ADA Transitional Plan		10: Physical
ADHD presentation notice		6: Support
Administrative Procedures- AP 5140 Individuals with Disabilities	http://www.mtsac.edu/administration/trustees/procedures.html	6: Support
Administrative Procedures—AP 2435		7: Human Res
Administrative Procedures—AP 2745		7: Human Res
Administrative Procedures—AP 7120 and AP 7232		7: Human Res
Administrative Procedures—AP 7145		7: Human Res
Adult Diploma Grad Check		5: Outcomes
Adult Diploma faculty meeting agendas		5: Outcomes
Adult Diploma Preliminary Credit Check		5: Outcomes
Adult Diploma Progress Policy		5: Outcomes
Adult Diploma Student Guide		6: Support
Adult Diploma Transcript Request Form		6: Support

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Evidence Title	Reference	Standard
Advisory Committee Handbook	http://www.mtsac.edu/administration/accreditation/Documents%20for%20Web%20ONLY/advisoryhandbook.pdf	4: Educ Prg
Advisory Committee Handbook		5: Outcomes
AMAC Faculty Ranking		
Argos Reports		5: Outcomes
AS Resolution Noncredit Faculty		7: Human Res
Banner Sample Budget Query		9: Financial
Banner Student and Financial Aid Account Request Form		7: Human Res
Basic Skills Coordinating Committee Website	http://www.inside.mtsac.edu/organization/committees/bscc/	3: Eval & Plan
Basic Skills Initiative ABE Curriculum Report		5: Outcomes
Basic Skills Initiative Adult Diploma Report 2010		6: Support
Basic Skills Initiative ESL Report		9: Financial
Basic Skills Initiative Summer HS Report 2010		3: Eval & Plan
Bloom's Taxonomy from 2010 ESL Retreat		5: Outcomes
Board action on Vision & SLGs		1: Mission
Board Evaluation 2005, 2006, 2008, 2009, 2010		7: Human Res
Board Evaluation Form		7: Human Res
Board of Trustee Minutes 9-14-11)		10: Physical
Board of Trustees Meeting - PIE Review	http://www.mtsac.edu/administration/trustees/meetings/2011/2011-09_agenda.pdf	9: Financial
Board of Trustees website	http://www.mtsac.edu/administration/trustees/index.html	2: Organization
Board Policies - BP 5140	http://www.mtsac.edu/administration/trustees/policies/	6: Support
Board Policies- BP 4020		2: Organization
Board Policies- BP 5530		6: Support
Board Policies—BP 3050		7: Human Res
Board Policies—BP 3255		2: Organization
Board Policies—BP 6200		1: Mission
Board Policies—BP 6200		9: Financial
Budget Annual Financial and Budget Report CCFS-311		9: Financial
Budget Committee & Information website	http://www.inside.mtsac.edu/organization/committees/budget/index.html	9: Financial
Budget Memo	http://plrs02.mtsac.edu/fiscalservices/2011-12%20Adopted%20Budget%20Memo.doc	9: Financial
Budget Projection		9: Financial
Budget Projection		9: Financial

Evidence Title	Reference	Standard
CA Dept of Health Phlebotomy Agreement		5: Outcomes
California Department of Social Services	http://www.dss.cahwnet.gov/%20getinfo/pdf/rcfe1.pdf	
California Minimum Qualifications Handbook		7: Human Res
Campus Emergency Response and Evacuation Plan		10: Physical
Campus Master Plan Coordinating Team	http://www.mtsac.edu/about/construction/staff.html	10: Physical
Career Conference feedback results		6: Support
CATESOL Newsletter, Fall 2011 MLT President		5: Outcomes
CB 21	http://www.ccccio.edu/ChancellorsOffice/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguageESL/ReferenceMaterials/CB21RecodingProject/tabid/1686/Default.aspx	4: Educ Prg
CDE Content Standards	http://www.cde.ca.gov/be/st/ss/	4: Educ Prg
Citizens Oversight	http://www.mtsac.edu/about/construction/members.html	10: Physical
Class Reductions 2011-12		9: Financial
Classroom Observations Spring 2011		5: Outcomes
Classroom Visitation Evaluation		7: Human Res
Cleary Act Disclosures- 2011 Annual Report	http://www.mtsac.edu/safety/disclosures/	10: Physical
CMPCT meeting minutes 08.23.11		10: Physical
CNA SLO Certificate		5: Outcomes
CNA Faculty Meeting Agenda		5: Outcomes
CNA Faculty Meeting Agenda		6: Support
CNA Health Regulations		5: Outcomes
CNA Orientation Information		5: Outcomes
CNA Orientation Information		1: Mission
CNA Orientation Information		6: Support
CNA PowerPoint Presentation		5: Outcomes
CNA website		6: Support
Codes and Regulations	http://www.cde.ca.gov/ls/fa/sf/codes.asp	10: Physical
College SLO retreats: Spring 2011 & Fall 2011		7: Human Res
Community College Offerings to Seniors: A GIS Examination of the Extent a Community College Offers Classes to its Senior Community."		4: Educ Prg
Computer Adapted Placement Test		4: Educ Prg
Computer Replacement Program Announcement		10: Physical
Continuing Education 2011 Employee Survey Results		2: Organization

Evidence Title	Reference	Standard
Continuing Education 2011 Employee Survey Results		5: Outcomes
Continuing Education 2011 Employee Survey Results & Faculty Instructional Responses		3: Eval & Plan
Continuing Education 2011 Employee Survey Results & Faculty Instructional Responses		8: Learn Res
Continuing Education 2011 Employee Survey Results by Job Classification		1: Mission
Continuing Education 2011 Employee Survey Results by Job Classification		3: Eval & Plan
Continuing Education 2011 Student Focus Group Summary		3: Eval & Plan
Continuing Education 2011 Student Focus Group Summary		6: Support
Continuing Education 2011 Student Focus Group Summary, pg. 4		8: Learn Res
Continuing Education Advisory Group Focus & List		1: Mission
Continuing Education Advisory Notes		5: Outcomes
Continuing Education Advisory Summer Retreat 2010 Notes		1: Mission
Continuing Education Curriculum Outlines		1: Mission
Continuing Education Division capacity load matrix worksheet		10: Physical
Continuing Education Division Website		6: Support
Continuing Education Employee Master List		5: Outcomes
Continuing Education Fast Facts 2010-11		3: Eval & Plan
Continuing Education Fast Facts 2010-11		5: Outcomes
Continuing Education Fast Facts 2010-11		6: Support
Continuing Education Goals 2011-12		2: Organization
Continuing Education Leadership Agenda		5: Outcomes
Continuing Education Learning Resources List fall 2011		8: Learn Res
Continuing Education Manager's Summary 2011		3: Eval & Plan
Continuing Education Manager's Summary 2011		7: Human Res
Continuing Education Manager's Summary 2011		9: Financial
Continuing Education Professional Development Log		5: Outcomes
Continuing Education Profile 2010-11		2: Organization
Continuing Education Profile 2010-11		3: Eval & Plan
Continuing Education Profile 2010-11		4: Educ Prg

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Evidence Title	Reference	Standard
Continuing Education Profile 2010-11		6: Support
Continuing Education Profile 2010-11		7: Human Res
Continuing Education Registration Form		4: Educ Prg
Continuing Education Student Handbook		4: Educ Prg
Continuing Education Student Profile 2009-10		1: Mission
Continuing Education Student Profile 2010-11		1: Mission
Continuing Education Student Survey Results 2011		10: Physical
Continuing Education Student Survey Results 2011		3: Eval & Plan
Continuing Education Student Survey Results 2011		6: Support
Continuing Education Student Survey Results 2011		1: Mission
Continuing Education Survey 2011 – Faculty Instructional Responses		3: Eval & Plan
Continuing Education Talking Points		1: Mission
Continuing Education website		4: Educ Prg
Continuing Education website		1: Mission
Continuing Education website		3: Eval & Plan
Continuing Education website		6: Support
Coordinator responsibilities HSSS		6: Support
Core Performance Survey		4: Educ Prg
Counseling meeting agendas		6: Support
counselor evaluation forms		6: Support
Course Outline of Record Guide		4: Educ Prg
Course SLOs Actively Assessing		4: Educ Prg
CSEA 262 Bargaining Agreement	http://inside.mtsac.edu/departments/admin/personnel/	7: Human Res
CSEA 651 Bargaining Agreement		7: Human Res
CTPED Safe Schools Physical Site Assessment	Note: Full report is confidential and may compromise safety if posted as an open source document. It is available in hard copy upon request.	10: Physical
Curriculum Approval Cover Sheet		4: Educ Prg
Developmental Ed Conference advertisement		6: Support
DSA compliance files		10: Physical
DSD Workshop Agenda		5: Outcomes
EDD Labor Market Website	http://www.labormarketinfo.edd.ca.gov/	4: Educ Prg
Educational advisor job description		6: Support

Evidence Title	Reference	Standard
Educational Design Committee	http://inside.mtsac.edu/organization/committees/eddesign/	2: Organization
Educational Master Plan		10: Physical
Educational Master Plan		7: Human Res
Educational Master Plan 2009		4: Educ Prg
Educational Master Plan Summit		10: Physical
Effective Evaluations PowerPoint presentation (given by Terri Hampton)		7: Human Res
EIOWS Service Request System	http://eiwos.mtsac.edu/	10: Physical
EL Civics Needs Survey		4: Educ Prg
Employee Handbook 2011-12		1: Mission
Employee Handbook 2011-12		2: Organization
Employee Handbook 2011-12		7: Human Res
Equivalency Committee	http://inside.mtsac.edu/organization/committees/equivalency/	7: Human Res
ESL "Closing Loop" presentation		5: Outcomes
ESL 3 year SLO Plan		3: Eval & Plan
ESL Agenda re: progress indicators & CDCP efforts		5: Outcomes
ESL Basic Skills SLO report		5: Outcomes
ESL Career Conference Program		6: Support
ESL Database		4: Educ Prg
ESL database		6: Support
ESL Database Question re: challenge		5: Outcomes
ESL ePIE for course SLOs		5: Outcomes
ESL Faculty Meeting agendas		2: Organization
ESL In-service agenda August 2010		3: Eval & Plan
ESL Leadership Team Agenda		6: Support
ESL Model Standards		4: Educ Prg
ESL New Student Orientation Handbook		1: Mission
ESL New Student Orientation Handbook		6: Support
ESL Newsletter, June 2011		5: Outcomes
ESL PIE documents		1: Mission
ESL Portfolio Sample		3: Eval & Plan
ESL Progress Report		5: Outcomes
ESL Progress Report		5: Outcomes
ESL Promising Practice/CASAS		5: Outcomes
ESL Registration Policy Translations		6: Support
ESL Registration Report		6: Support
ESL Registration Student Survey Results		3: Eval & Plan

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Evidence Title	Reference	Standard
ESL Registration Student Survey Results		6: Support
ESL Resource Request email 2011		3: Eval & Plan
ESL Retreat		5: Outcomes
ESL Retreat		5: Outcomes
ESL Retreat		6: Support
ESL SLO Outcomes Team Report - March 2011		3: Eval & Plan
ESL Student Educational Plans		4: Educ Prg
ESL Student Focus Group Results		6: Support
ESL technology needs surveys		8: Learn Res
ESL Transfer Request Form		6: Support
ESL Waitlist		4: Educ Prg
ESL website		4: Educ Prg
ESL website		6: Support
ESL-CASAS Benchmarks Data		4: Educ Prg
Evacuation Plan Sample		10: Physical
Facilities Agreements – HSSS		10: Physical
Facilities Master Plan		10: Physical
Facilities Planning Manual		10: Physical
Faculty Association website	http://fa.mtsac.edu/	2: Organization
Faculty Bargaining Agreement		7: Human Res
Faculty Bargaining Agreement	http://inside.mtsac.edu/departments/admin/personnel/	6: Support
Faculty Requests		9: Financial
Fee-Based Student Class Evaluations		6: Support
Financial Audits	http://www.mtsac.edu/about/facts/audit_report.html	9: Financial
Five-Year Construction Plan		10: Physical
GED DL meeting agenda		6: Support
GED DL student survey results		6: Support
GED Student Guides		6: Support
Give Me 20		4: Educ Prg
Grade Machine Sample Report		3: Eval & Plan
Health and Safety Committee minutes	http://inside.mtsac.edu/organization/committees/safety/memory.html	10: Physical
Health Careers Survey		6: Support
High School Referral Faculty Meeting Agenda		5: Outcomes
High School Referral Student Progress Report Sample		3: Eval & Plan
HRSA Grant Report		2: Organization
HRSA Grant Report		4: Educ Prg
HSO meeting notes		6: Support

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Evidence Title	Reference	Standard
HSR parent/student orientation feedback form		6: Support
HSR Science syllabi and lab agreement		5: Outcomes
HSR Student guide		6: Support
HSR Syllabi		5: Outcomes
HSR website	http://www.mtsac.edu/instruction/continuinged/noncredit/highschool/hs_referral.html	6: Support
HSSS District and HS site agendas		6: Support
IHSS Curriculum		5: Outcomes
IHSS revised student support survey		6: Support
IHSS student evaluation results		6: Support
Immediate Needs Request Form		10: Physical
Information Security Standard Practice, Information Disclosure	http://www.mtsac.edu/administration/infosecurity/privacy.html	6: Support
Information Technology Master Plan		10: Physical
Institutional Effectiveness Committee PIE documents archive	http://inside.mtsac.edu/organization/committees/iec/docs/index.html	3: Eval & Plan
Instruction Team Staff Needs Ranking		9: Financial
Instruction Team Staff Requests		9: Financial
Instructional Equipment Rank Sheet		9: Financial
Instructional Equipment Rank Sheet		
Instructional Equipment Requests		9: Financial
Instructional Equipment Requests		9: Financial
Insurance Committee website	http://inside.mtsac.edu/organization/committees/insurance	9: Financial
IST discussion		5: Outcomes
Kids for College survey		6: Support
LA Works Meeting Minutes		6: Support
LA Works Meeting Minutes		1: Mission
LA Works Meeting Minutes		3: Eval & Plan
LA WORKS Student Handbook		6: Support
LEED Handbook		10: Physical
LLC Advisory Agenda/notes		3: Eval & Plan
LLC annual survey		8: Learn Res
LLC annual survey		6: Support
LLC annual survey		8: Learn Res
LLC ESL materials		5: Outcomes
LLC ESL materials		8: Learn Res
LLC Vision Displays		1: Mission
Management Evaluation Process		7: Human Res
Measure RR Projects		10: Physical

Evidence Title	Reference	Standard
Minimum Qualifications for Counseling faculty		6: Support
Minutes of ESL, ABE, OAP, Health, Interior Design faculty and advisory committee meetings		4: Educ Prg
Motorcycle survey		6: Support
Mt. SAC Adopted Budget 2011-12	http://plrs02.mtsac.edu/fiscalservices/2011-12%20Adopted%20Budget%20-%20View%20Mode%20Version.pdf	9: Financial
Mt. SAC Board of Trustees Minutes June 2011-Item 18		3: Eval & Plan
Mt. SAC Campus Map	http://www.mtsac.edu/maps/	10: Physical
Mt. SAC Catalog		4: Educ Prg
Mt. SAC Catalog 2011-12	http://www.mtsac.edu/catalog/	6: Support
Mt. SAC Curriculum & Instruction Council	http://inside.mtsac.edu/organization/committees/curriculum/	4: Educ Prg
Mt. SAC Curriculum & Instruction Council		5: Outcomes
Mt. SAC Educational Design Committee	http://inside.mtsac.edu/organization/committees/eddesign/	4: Educ Prg
Mt. SAC Educational Design Committee		5: Outcomes
Mt. SAC English Placement chart		4: Educ Prg
Mt. SAC Student Handbook	http://globaldatebooksonline.com/flipbooks/san2011/#/l/	6: Support
NACES website	http://naces.org/members.htm	7: Human Res
Noncredit Student handbook		6: Support
Noncredit Student Handbook		6: Support
Noncredit Taskforce Minutes		5: Outcomes
OAP Advisory Group Minutes		3: Eval & Plan
OAP Advisory Group Minutes		2: Organization
OAP Advisory Group Minutes		5: Outcomes
OAP Brain Fitness data		5: Outcomes
OAP Enrollment & Facility Availability		4: Educ Prg
OAP Focus Group Summary		3: Eval & Plan
OAP Focus Group Summary		6: Support
OAP Healthy Aging Modules		3: Eval & Plan
OAP registration/orientation materials	http://www.mtsac.edu/instruction/continuinged/noncredit/oap/registration.html	6: Support
OAP website	http://www.mtsac.edu/instruction/continuinged/noncredit/oap/index.html	4: Educ Prg
Organization and Governance Committees Website		3: Eval & Plan
Organization and Governance Committees Website	http://inside.mtsac.edu/organization/committees/	2: Organization
OS1 Handbook		10: Physical

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Evidence Title	Reference	Standard
P/SP/NP Rates in Continuing Education Profile 2010-11		5: Outcomes
Phlebotomy orientation materials		6: Support
Phlebotomy Technician website		6: Support
Physical and Program Accessibility Checklist – LA Works		10: Physical
PIE documents		5: Outcomes
PIE documents		4: Educ Prg
Planning and Design meeting minutes		10: Physical
President's Advisory Council website	http://inside.mtsac.edu/organization/committees/pac/	2: Organization
President's Board report, August 25, 2011		7: Human Res
President's Board Reports	www.mtsac.edu/presidentsboardreport	9: Financial
President's Cabinet Notes - July 2011		9: Financial
Presidents Open Office Hours		2: Organization
Public Safety & Parking	http://www.mtsac.edu/safety/	10: Physical
Revenue Expenditure Reserve History		9: Financial
Sample syllabi ABE, ESL, and HSR		3: Eval & Plan
Schedule of Classes	http://www.mtsac.edu/schedule	4: Educ Prg
Schedule of Classes		6: Support
Schedule of Classes		6: Support
See ABE Leadership Team Agendas		1: Mission
Self-Study feedback email		2: Organization
SLG Implementation Plan 2010		1: Mission
Space Inventory		10: Physical
Space Matrix – CMPCT 07.11		10: Physical
Student Learning Outcomes Website	http://www.mtsac.edu/instruction/outcomes/	7: Human Res
Student Learning Outcomes Website	http://www.mtsac.edu/instruction/outcomes/	3: Eval & Plan
Student Preparation and Success Council agendas	http://inside.mtsac.edu/organization/committees/spas/	6: Support
STV advisory minutes		4: Educ Prg
STV webpage	http://www.mtsac.edu/instruction/continuinged/noncredit/vocational/index.html	
TERC website	http://www.mtsac.edu/instruction/tech-health/terc/	8: Learn Res
TIMAC-OTAN Trainer	http://test.otan.us/TIMAC/	5: Outcomes

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Evidence Title	Reference	Standard
Title 5 Regulations	http://weblinks.westlaw.com/toc/default.aspx?Abbr=ca-adc&Action=CollapseTree&AP=IA71B9D70D48411DEBC02831C6D6C108E&ItemKey=IA71B9D70D48411DEBC02831C6D6C108E&RP=%2Ftoc%2Fdefault%2Ewl&Service=TOC&RS=WEBL11.10&VR=2.0&SPa=CCR-1000&pbc=DA010192&fragment#IA71B9D70D48411DEBC02831C6D6C108E	1: Mission
TracDat Use of Results Report		3: Eval & Plan
Unit Goals and Accomplishments PIE Report 2010-2011		3: Eval & Plan
University of California Doorways	http://www.ucop.edu/doorways/	4: Educ Prg
VESL Flyer		5: Outcomes
VESL Open House slides		5: Outcomes
VESL SLOs		5: Outcomes
VESL survey re: transfer		3: Eval & Plan
Vision 2020 Strategic Plan Goals & Initiatives		
WIN 2009-10 BSI Report		6: Support
WIN 2009-10 BSI Report		8: Learn Res
WIN Board of Governor's award		5: Outcomes
WIN Student Focus Group		6: Support
WIN website	http://www.mtsac.edu/instruction/continuinged/noncredit/abe/win.html	3: Eval & Plan

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Institutional, Community, and Student Profile 2010–11

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> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

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The College

The Mt. San Antonio College (Mt. SAC) campus was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an Army hospital and later a Navy hospital. The Mt. San Antonio Community College (Mt. SAC) District was created in December, 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance north of the campus. Mt. SAC opened in the fall of 1946 with 635 students. From its humble beginnings, the College now serves over 70,000 men and women from a wide array of backgrounds and generations.

The College boundaries encompass an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. The 421 acre campus, located about thirty miles east of Los Angeles, is situated in Walnut, the geographic center of ten school districts and seventeen communities including Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Quite naturally, the growth of Mt. SAC has mirrored that of the local area.

Continuing Education Division

The Community Services department was established in 1971 to provide cultural, educational and recreational programs. Some of these community programs included the support of the planetarium, wildlife sanctuary, and art gallery as well as classes for senior citizens and gifted children. The Department was also responsible for Mt. SAC's public information and a speaker's bureau.

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

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

Mt. SAC Continuing Education is the 5th largest noncredit program in the state of California. The Division has experienced dramatic change and tremendous growth in its 41 year history. There have been six name changes during this time and its most recent name change, Continuing Education, reflects the common terminology used by California community colleges for similar programs.

The main campus is now home to the Continuing Education Division office, the Language Learning Center, as well as Adult Basic Education, Adult High School Diploma, English as a Second Language, High School Referral,

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Noncredit Health Careers, Noncredit Short-Term Vocational programs, and the WIN Athletic Support Center. Community Education, Contract Education, and Older Adult Program courses are offered on campus and in public and private facilities throughout the Mt. SAC community. In 2010 changes in regulations and funding led to the elimination of Noncredit Fitness and Parent Education programs as well as the Developmentally Disabled Program, with the exception of a few classes maintained within the Older Adult Program.

Governance

Continuing Education has a clearly defined governance structure which originates from the Board of Trustees, the ultimate policy-making body of the College. The Board of Trustees is empowered by California law to be the policy-making body of Mt. San Antonio College (Mt. SAC). The Board consists of five community members and one Student Trustee. Members of the Board are elected by the qualified voters of the District to serve a four-year term. The Student Trustee is a non-voting member elected annually during a regular election of the student body.

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

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

Student Profiles

Adult Basic Education

The Adult Basic Education (ABE) Lab provides a variety of programs and assessments There are different student profiles based on the purpose for which students utilize the lab. For example, the average GED student is a 20 year old Hispanic who did not complete high school and is interested in obtaining a GED to pursue an educational, vocational, or personal goal. Students who utilize assessment testing are likely to have completed high school and are generally between 18-23 years of age. Conversely, the typical computer literacy course student is a female who has at least a high school diploma and is interested in improving skills to return to the workforce.

Adult High School Diploma

The range of student ages in the Adult High School Diploma Program is from 18-64, although the program is comprised primarily of 18-22 year olds (76%). The average student is Hispanic male who left high school in his junior or senior year. Although each student is enrolled both in morning and evening classes (a total of 36 possible hours per week), most attend one session or the other on a drop-in basis. Students generally take one class at a time and can complete a class in a minimum of 62.5 hours.

ESL

Students that enroll in the ESL Program are focused on strengthening their English communication skills and many self-identify their primary occupation as "student". Nearly 75% of students are between the ages of 18–45, and a majority is female (58%). The dominant ethnicities are Hispanic and Asian students. Some students wish to transfer their professional degree from their native country in order to obtain their license to practice their profession in the U.S while others are seeking to pursue a postsecondary education or improve their employability.

High School Referral

The High School Referral Program continues to be offered as a means to support noncredit basic skills development for concurrently enrolled high school students in the community. The average student is 17 years old, Hispanic (60%), and is attending to improve an existing low grade (D or F). While 21 high school districts are serviced by the High School Referral Program, 68% of all students are from one of five districts: Chaffey, Pomona, Rowland, Walnut, or West Covina Unified. The average student is in class for eight hours per week, attending either for two hours each evening (Monday-Thursday) or two times a week for four hours. Students must have approval from their high school counselor and a parent to begin a course and can only take one course at a time.

Language Learning Center

Users of the LLC include both credit and noncredit students. Credit students are typically enrolled in language courses requiring completion of lab hours as assigned by their instructor. The vast majority of noncredit students attending the LLC are enrolled in the ESL Program or are on a waiting list to take ESL classes. These students are self-motivated individuals dedicated to practicing their English skills. Other noncredit students include community members who are looking to gain language skills for various purposes.

Older Adult Program

Older Adult Program students are primarily retired and over the age of 65 (65%). These students enter class with different levels of real world experience as well as a multitude of educational levels, age variances, and life skills. Some students focus on skill building leading to a means of supplemental income, while others focus on healthy aging goals. Since Older Adult students prefer to take classes in their home communities, 98% of courses are offered off campus. A typical Older Adult student enrolls in multiple classes each term and continues to participate in the program throughout the academic year. In the 2010-11 school year 73% of older adult students enrolled in fall persisted into the spring term.

Noncredit Short-Term Vocational Program

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

Noncredit Health Careers

Although health could be considered another example of a vocational program, it is approached as a separate program from other vocational programs because of the entry requirements (e.g., physical examination, background check) as well as externships in clinical sites. Health Careers students seek opportunities for work or upward mobility in healthcare fields. Some are concurrently enrolled in credit, while others are healthcare workers or professionals seeking clinical skills upgrade. Many students participating in this program are preparing for health-related licensure or certification exams. Students in the In Home Support Services are seeking short-term training leading to employment; the majority of these students are unemployed (80%), Hispanic (80%) women (90%) seeking an entry level healthcare position.

WIN Program

The WIN Program is comprised of student athletes who are enrolled in credit courses. The average student is between the ages of 18-20 and 21 sports are represented with the largest being football and track. All participating students must take a minimum of 12 credit units in order to be eligible to participate in a sport and most will take between 12 and 15 credit units per semester.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Major Funding Sources

Average Annual Budget

Mt. San Antonio College Continuing Education receives funding from several sources. The most significant source is an annual apportionment from the California Community Colleges Chancellor's Office based on Mt. SAC student attendance (FTES, or "full-time equivalent students"). The annual apportionment forms the basis of the College general fund. The College (a single-campus district) allocates an annual portion of the district budget to Continuing Education. In 2010-11 the Continuing Education district budget was slightly over $7.5 million.

Continuing Education Budget Sources

- Categorical and Grant Funding (23%)
- District Funding (77%)

Additionally, Continuing Education receives one-time and ongoing funding from State of California categorical allocations and from several grants. A categorically-funded State allocation for noncredit matriculation services sustained a significant and ongoing cut beginning in 2009-10; the reduced award was partially backfilled for one year by ARRA (American Relief and Recovery Act) funds. Noncredit matriculation funding is expected to remain stable at its reduced rate for the foreseeable future. The next most significant funding source is WIA Title II (231), a Federal grant that has been renewed annually since the late 1990s. Other smaller sources of funds include WIA Title I, Health Resources and Services Administration (HRSA), and short-term project grants. All together, categorical and grant funding provided more than $2.3 million to Continuing Education in 2010-11. Fiscal performance is monitored by Continuing Education, Mt. San Antonio College, and the various categorical and grant sources. District budget adjustments are tied to annual planning and outcomes. Several grant funds are tied specifically to student learning outcomes and other measures of student progress.

Budget legislation of recent years has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education scheduling has reflected this and has resulted in elimination of some programs as well as a reduction in course schedules across all programs. However, in spite of fiscal pressure and limitations, the College has been steadfast in valuing Continuing Education programs and students.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Educational Programs

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	**Adult Basic Education**		
	Adult Basic Education (ASVAB, ABE, Computer Literacy)	Direct Instruction or Self Directed	Mt. SAC Campus
	Adult High School Diploma	Direct Instruction or Self Directed	Mt. SAC Campus
	GED	Direct Instruction, Self Directed, or Distance Learning	Mt. SAC Campus Hybrid Distance Learning Option
	High School Referral	Direct Instruction, Self Directed	Mt. SAC Campus
	Summer High School	Direct Instruction	Mt. SAC Campus
			Alhambra USD
			Baldwin Park USD
			Bassett USD
			Bonita USD
			Covina USD
			Hacienda La Puente USD
			Pomona USD
			Rowland USD
			Walnut USD
			West Covina USD
	WIN	Individualized	Mt. SAC Campus
	English as a Second Language (ESL)		
	ESL	Direct Instruction	Mt. SAC Campus
	Language Learning Center	Self Directed, Individualized	Mt. SAC Campus
	VESL Career Paths	Direct Instruction, Self Directed	Mt. SAC Campus
	Immigrant Education		
	Citizenship Preparation	Direct Instruction	Mt. SAC Campus
	Noncredit Short-Term Vocational		
	Health Careers Resource Center (HCRC)	Individualized	Mt. SAC Campus
	Certified Nurse Assistant (CNA)	Direct Instruction & Clinical	Clara Baldwin Stocker
	Acute Care Nurse Assistant	Direct Instruction & Clinical	Casa Bonita
	Certified Home Health Aide	Direct Instruction & Clinical	West Haven Healthcare Center
			Mt. San Antonio Gardens
			Pilgrim Place
	In Home Support Services	Direct Instruction & Clinical	Mt. SAC Campus

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	**Older Adult Program**	Direct Instruction or Self Directed	Mt. SAC Campus Atria-Covina & Rancho Park Bridgecreek Retirement Center Brighton Gardens Country View Retirement Home Covina Gardens Diamond Bar Center Easter Seals Southern California Heritage Park Community Center Hillcrest Homes Irwindale Recreation Center Irwindale Senior Citizens' Center Joslyn Senior Citizens' Center La Verne Community Center The Masonic Home Mt. San Antonio Gardens Pathfinder Park Community Center Regent Senior Living San Dimas Retirement Center San Dimas Senior/Community Center San Dimas Swim & Racquet Club Villa Colima Walnut Senior Center West Covina Senior Citizens' Center
	Labs Serving Credit Students Labs serving Credit Students (DSPS, EOPS, Learning Assistance Center, Writing Assistance Center, Math Activities Resource Center)	Individualized	Mt. SAC Campus
Community Education	Business and Professional Development Children & Teens Driver Education Online Learning Personal Enrichment Sports and Fitness	Direct Instruction, Computer Based Instruction (synchronous & asynchronous), Self Directed, Individualized	Mt. SAC Campus El Monte Community Hospital Foothill Presbyterian - Glendora Inter-Community Medical Ctr - Covina Queen of the Valley Hospital Suburban Medical Center - Paramount West Covina High School Zydeco Casting Studio - Burbank
Contract Education	LA Works Metropolitan Water District Montclair Fire Department Pomona Unified School District	Self Directed, Individualized, Direct Instruction	LA Works Resource Center – Irwindale Mt. SAC Campus Pomona USD – Indian Hill Village

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Community Information

Los Angeles Metropolitan Area

Los Angeles County and California Unemployment Rate

	April 2010	April 2011	Change
Los Angeles-Long Beach-Santa Ana	11.4	11.0	-0.4
Riverside-San Bernardino-Ontario, CA	14.0	13.4	-0.6
California	12.4	11.9	-0.5

Source: US Bureau of Labor Statistics

U.S. Census Bureau: American Community Survey for Los Angeles County

	2005-2009
Total Population	9,785,295
Average Household Size	3.02
% Same Residence as 1 Year Ago	87
% High School Graduate or Higher (25+ years)	76
% Bachelor's Degree or Higher (25+ years)	28
% Enrolled in College or Graduate School	8
% Native to U.S.	64
% Foreign Born	36
% Speak Language other than English at Home (5 yrs +)	56

Source: U.S. Census Bureau: 2005-2009 American Community Survey 5-Year Estimates; http://www.factfinder.census.gov; Retrieved 6/6/11

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Census Data for Mt. San Antonio College District Area

	Mt. SAC District[1,2]	California Average	National Average
% Male	49	50	49
% Female	51	50	51
Median Age	35.0	35.2	37.2
% White	44	58	72
% Black	4	6	13
% American Indian & Alaska Native	<1	1	<1
% Asian	21	13	5
% Native Hawaiian & Pacific Islander	<1	<1	<1
% Hispanic/Latino/a	49	38	16
% Other	31	17	6
Average Household Size	3.6	2.9	2.6
% Owner Occupied Housing Units	68	56	65
% Renter Occupied Housing Units	32	44	35
% Vacant Housing Units	5	8	11
% High School Graduate (25 years +)	76	80	85
% Bachelor's Degree or Higher (25 years +)	24	29	27
% Speak Language Other Than English At Home	58	42	20
% In Labor Force (16 years +)	65	65	65
% Families Below Poverty Level	8	10	12
% Individuals Below Poverty Level	10	16	15

1- Data relate to the Mt. SAC Area population *not* the Mt. SAC Student Enrollment population
2- Cities included in the Mt. SAC District include: Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, Glendora, Hacienda Heights, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Cities excluded due to lack of Census Data are City of Industry and Irwindale.
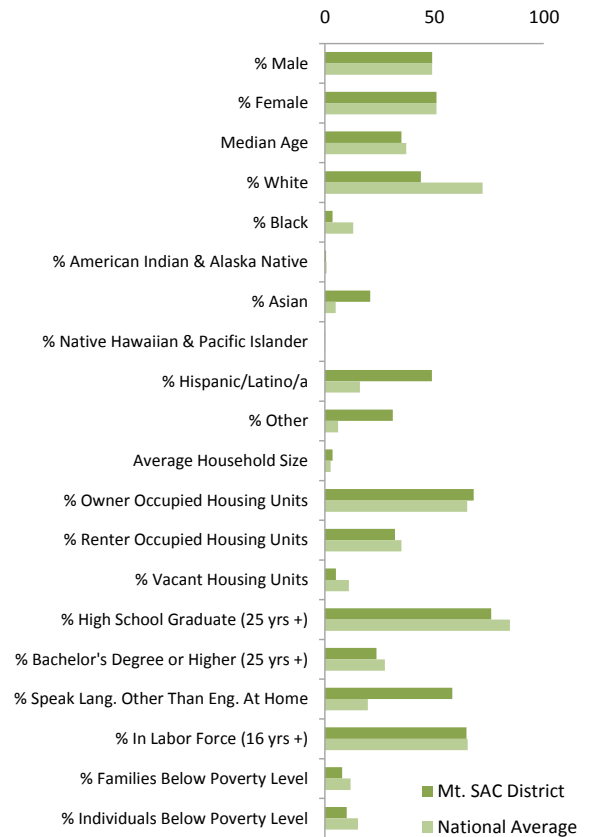
Source: U.S. Census Bureau: 2010 Census; 2005-2008 American Community Survey 5-Year Estimates; http://www.factfinder.census.gov; Retrieved 6/10

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Program Characteristics

Continuing Education Three Year Enrollment Trend by Program

		2008-09	2009-10	2010-11	% change from 2009-10 to 2010-11
Adult Basic Education	Adult Basic Education[1]	3297	3162	2571	-19
	Adult High School Diploma	704	753	637	-15
	GED	-	-	313	-
	High School Referral	-	1213	1124	-7
	Summer High School	-	9390	10596	13
	High School (Referral & Summer)[2]	14657	-	-	-
ESL	ESL	-	3628	3822	5
	VESL Career Paths	-	151	156	3
	ESL & VESL Career Paths[2]	3239	-	-	-
Noncredit Labs	Language Learning Center[3]	664	4507	4946	10
	WIN	-	933	991	6
	All Other Noncredit Labs[4]	-	15462	18419	19
Noncredit Vocational	Health Careers Lab (Credit students)	-	670	569	-15
	Health Careers Lab (Noncredit students)	-	229	161	-30
	Health Lecture (Noncredit)	-	188	165	-12
	Noncredit Vocational (Dual listed with credit)	-	578	396	-31
	Noncredit Vocational (Stand alone)	-	676	85	-87
	All Noncredit Vocational (Duplicate)[2]	6733	2341	1376	-41
Older Adult		5520	5650	4899	-13
Discontinued Programs	Developmentally Disabled	151	204	n/a	-
	Noncredit Fitness	2156	n/a	n/a	-
	Parent Education	304	231	n/a	-
Unduplicated Total		-	42111	43599	3

1- Enrollment count for Adult Basic Education included GED until 2010-11
2- With change to Banner data system (beginning in 2009-10), student groups can be disaggregated into more defined program categories; 2009-10 and 2010-11 data are totals
3- With change to the Banner data system (beginning in 2990-10), the LLC student enrollment counts were expanded to include service to credit students
4- All Other Noncredit Labs includes: ESL Lab, LAC, TERC, Math, Writing Assistance Center, T-MARC, & EOPS
The notation "-" indicates that enrollment was grouped in a different category in that respective year

Source: Argos Report SFR0081 "ACS WASC: Continuing Education Enrollment by Program"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Concurrent Enrollment within Noncredit Programs

		2008-09			2009-10			2010-11		
		Enrollment	Concurrent	%	Enrollment	Concurrent	%	Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	3297	732	22	3162	918	29	2571	1008	39
	Adult High School Diploma	704	415	59	753	556	74	637	436	68
	GED	-	-	-	-	-	-	313	259	83
	High School Referral	-	-	-	1213	238	20	1124	186	17
	Summer High School	-	-	-	9390	298	3	10596	197	2
	High School (Referral & Summer)	14657	175	1	-	-	-	-	-	-
ESL	ESL	-	-	-	3628	921	25	3822	964	25
	VESL Career Paths	-	-	-	151	151	100	156	155	99
	ESL & VESL Career Paths	3239	1499	44	-	-	-	-	-	-
Noncredit Labs	Language Learning Center[1]	664	575	86	-	-	-	4946	3512	71
	WIN[2]	-	-	-	911	684	75	991	654	66
	All Other Noncredit Labs	-	-	-	17316	2420	14	18419	4176	23
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	670	174	26	569	175	31
	Health Careers Lab (Noncredit students)	-	-	-	229	161	70	161	97	60
	Health Lecture (Noncredit)	-	-	-	188	157	84	165	116	70
	Noncredit Vocational (Dual listed with credit)	-	-	-	578	175	30	396	160	40
	Noncredit Vocational (Stand alone)	-	-	-	676	390	58	85	14	16
	All Noncredit Vocational (Duplicate)	4258	363	9	-	-	-	-	-	-
Older Adult		5520	92	2	5650	125	2	4899	173	4
Unduplicated Total		32915	1558	5	42111	3780	9	43599	5920	14

1- Language Learning Center data included in "All Other Noncredit Labs" for 2009-10
2- WIN data for 2009-10 include only students enrolled in the Fall, Winter, and Spring sessions

Continuing Education Concurrent Enrollment Within Noncredit Program
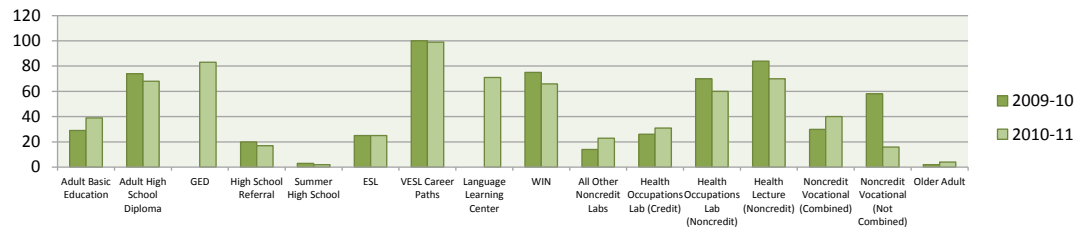
Source: Argos Report SFR0098 "ACS WASC: Continuing Education Concurrent Enrollment by Program"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Credit Concurrent Enrollment by Program

		2008-09			2009-10			2010-11		
		Enrollment	Concurrent	%	Enrollment	Concurrent	%	Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	3297	701	21	3162	459	15	2571	436	17
	Adult High School Diploma	704	108	15	753	97	13	637	91	14
	GED	-	-	-	-	-	-	313	46	15
	High School Referral	-	-	-	1213	21	2	1124	6	1
	Summer High School	-	-	-	9390	77	1	10596	19	<1
	High School (Referral & Summer)	14657	251	2	-	-	-	-	-	-
ESL	ESL	-	-	-	3628	216	6	3822	205	5
	VESL Career Paths	-	-	-	151	42	28	156	44	28
	ESL & VESL Career Paths	3239	237	7	-	-	-	-	-	-
Noncredit Labs	Language Learning Center	664	95	14	-	-	-	4946	4204	85
	WIN	-	-	-	911	910	100	991	986	99
	All Other Noncredit Labs	-	-	-	17316	16460	95	18419	17366	94
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	670	648	97	569	541	95
	Health Careers Lab (Noncredit students)	-	-	-	229	67	29	161	57	35
	Health Lecture (Noncredit)	-	-	-	188	64	34	165	40	24
	Noncredit Vocational (Dual listed with credit)	-	-	-	578	174	30	396	125	32
	Noncredit Vocational (Stand alone)	-	-	-	676	280	41	85	34	40
	All Noncredit Vocational (Duplicate)	4258	3296	77	-	-	-	-	-	-
Older Adult		5520	73	1	5650	85	2	4899	73	1
Unduplicated Total		32915	5275	16	42111	18100	43	43599	19936	46

Continuing Education Credit Concurrent Enrollment by Program
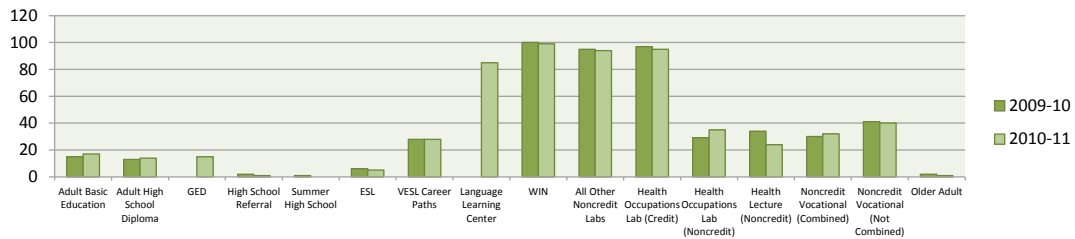
Source: Argos Report SFR0100 "ACS WASC: Continuing Ed Credit Concurrent Enrollment by Program"
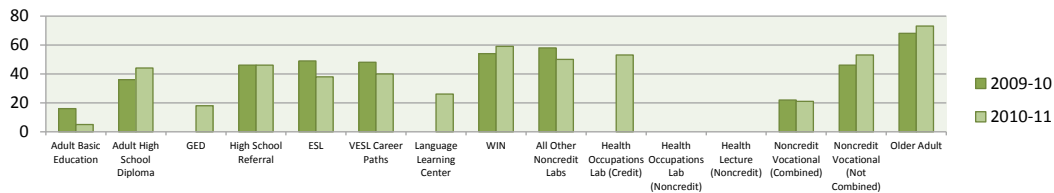
> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Student Mobility (Persistence Rate) by Program

		2008-09			2009-10			2010-11		
		Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate
Adult Basic Education	Adult Basic Education	1409	205	15	1326	211	16	1142	59	5
	Adult High School Diploma	377	135	36	377	135	36	356	157	44
	GED	-	-	-	-	-	-	162	29	18
	High School Referral	-	-	-	377	175	46	332	151	46
	High School (Referral & Summer)				-	-	-	-	-	-
ESL	ESL	-	-	-	1696	832	49	2217	842	38
	VESL Career Paths	-	-	-	82	39	48	87	35	40
	ESL & VESL Career Paths				-	-	-	-	-	-
Noncredit Labs	Language Learning Center	346	76	22	-	-	-	2483	644	26
	WIN	-	-	-	742	402	54	832	492	59
	All Other Noncredit Labs	-	-	-	11239	6479	58	12058	6028	50
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	-	-	-	354	189	53
	Health Careers Lab (Noncredit students)	-	-	-	-	-	-	64	0	0[1]
	Health Lecture (Noncredit)	-	-	-	538	2	<1	51	0	0[1]
	Noncredit Vocational (Dual listed with credit)	-	-	-	334	73	22	242	51	21
	Noncredit Vocational (Stand alone)	-	-	-	187	85	46	38	20	53
	All Noncredit Vocational (Duplicate)				-	-	-	-	-	-
Older Adult		3854	2890	75	3932	2683	68	3443	2516	73
Unduplicated Total		11363	5948	52	20362	11052	54	21411	10713	50

1- Short-term certificate is designed for completion within one term

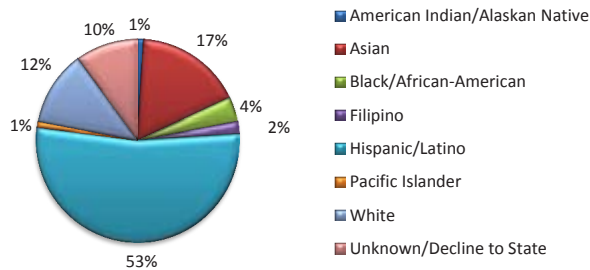### Student Mobility (Persistence Rate) by Program

Source: Research and Institutional Effectiveness Department ARGOS Reports Analyzed by Maria Tsai

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Student Ethnicity by Program 2010-11

		Filipino		Hispanic/Latino		Asian		Black/African-American		American Indian/Alaskan Native		Pacific Islander		White		Decline/Not Reported	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	109	4	1663	54	330	11	189	6	42	1	23	1	360	12	359	12
	Adult High School Diploma	24	3	529	65	69	8	51	6	15	2	8	1	56	7	64	8
	GED	6	2	260	66	44	11	18	5	8	2	3	1	22	6	33	8
	High School Referral	47	3	880	61	191	13	90	6	8	1	7	1	114	8	106	7
	Summer High School	354	3	7910	65	1656	14	306	3	42	0	46	0	712	6	1127	9
ESL	ESL	17	0	1678	42	1987	50	16	0	3	0	0	0	86	2	213	5
	VESL Career Paths	3	2	90	49	74	41	1	1	0	0	0	0	11	6	3	2
Noncredit Labs	Language Learning Center	222	3	3285	51	1758	27	183	3	69	1	31	0	671	10	246	4
	WIN	30	2	769	52	62	4	238	16	29	2	47	3	261	18	29	2
	All Other Noncredit Labs	924	4	13927	57	3670	15	1314	5	305	1	186	1	3116	13	938	4
Noncredit Vocational	Health Careers Lab (Credit students)	78	12	222	34	87	13	106	16	9	1	5	1	106	16	38	6
	Health Careers Lab (Noncredit students)	13	7	80	42	20	11	17	9	1	1	0	0	22	12	36	19
	Health Lecture (Noncredit)	12	6	94	48	16	8	20	10	1	1	0	0	18	9	33	17
	Noncredit Vocational (Dual listed with credit)	6	1	179	40	110	24	14	3	4	1	0	0	84	19	55	12
	Noncredit Vocational (Stand alone)	3	3	31	34	14	16	2	2	1	1	1	1	22	24	16	18
Older Adult		135	3	527	11	679	14	107	2	27	1	5	0	1215	25	2249	45
Unduplicated Total		2%		53%		17%		4%		1%		1%		12%		10%	

Student Ethnicity (% Across Programs) 2010-11

Legend:
- American Indian/Alaskan Native
- Asian
- Black/African-American
- Filipino
- Hispanic/Latino
- Pacific Islander
- White
- Unknown/Decline to State

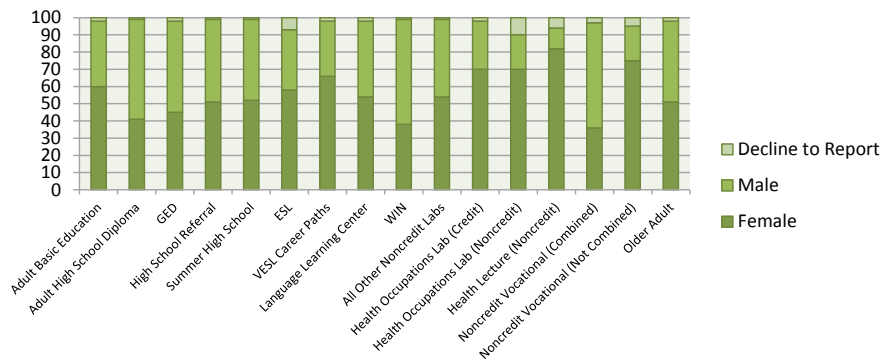Pie chart values: 1%, 17%, 4%, 2%, 53%, 1%, 12%, 10%

Source: ARGOS Report SFR0088 "ACS WASC: Continuing Ed by Ethnicity within Program"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Student Gender by Program 2010-11

		% Female	% Male	% Decline/Unreported
Adult Basic Education	Adult Basic Education	60	38	2
	Adult High School Diploma	41	58	1
	GED	45	53	2
	High School Referral	51	48	1
	Summer High School	52	47	1
ESL	ESL	58	35	7
	VESL Career Paths	66	32	2
Noncredit Labs	Language Learning Center	54	44	2
	WIN	38	61	1
	All Other Noncredit Labs	54	45	1
Noncredit Vocational	Health Careers Lab (Credit students)	70	28	2
	Health Careers Lab (Noncredit students)	70	20	10
	Health Lecture (Noncredit)	82	12	6
	Noncredit Vocational (Dual listed with credit)	36	61	3
	Noncredit Vocational (Stand alone)	75	20	5
Older Adult		51	47	2
Duplicated Total		56	42	2

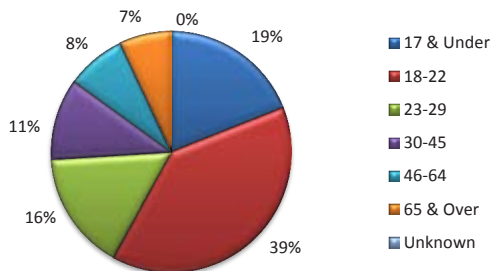**Student Gender by Program 2010-11 (by percentage)**

Source: ARGOS Report SFR0086 "ACS WASC: Continuing Ed by Gender within Program"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education Student Age by Program 2010-11

		17 and under		18-22		23-29		30-45		46-64		65 & Over		Decline to State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	55	2	847	33	567	22	606	24	466	18	29	1	1	<1
	Adult High School Diploma	-	-	485	76	102	16	38	6	12	2	-	-	-	-
	GED	1	<1	118	38	70	22	1479	39	805	21	45	1	87	2
	High School Referral	708	61	448	38	-	-	-	-	-	-	-	-	14	<1
	Summer High School	8403	79	2167	20	-	-	-	-	-	-	-	-	26	<1
ESL	ESL	25	1	524	14	849	22	1479	39	805	21	45	1	87	2
	VESL Career Paths	-	-	6	4	45	29	64	41	39	25	2	1	-	-
Noncredit Labs	Language Learning Center	17	<1	2973	60	1024	21	603	12	303	6	25	1	1	<1
	WIN	-	-	934	94	51	5	-	-	-	-	-	-	6	1
	All Other Noncredit Labs	42	<1	10639	60	4502	25	1955	11	634	4	33	<1	-	-
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	65	11	263	46	199	35	42	7	-	-	-	-
	Health Careers Lab (Noncredit students)	1	1	32	20	44	27	48	30	35	22	1	1	-	-
	Health Lecture (Noncredit)	1	1	38	23	45	27	45	27	36	22	-	-	-	-
	Noncredit Vocational (Dual listed with credit)	-	-	46	12	91	23	131	33	110	28	18	5	-	-
	Noncredit Vocational (Stand alone)	-	-	4	5	17	20	26	31	35	41	3	4	-	-
Older Adult		4	<1	51	1	94	2	201	4	1326	27	3205	65	15	<1
Unduplicated Total		19%		39%		16%		11%		8%		7%		0%	

Student Age (% Across Programs) 2010-11

- 17 & Under — 19%
- 18-22 — 39%
- 23-29 — 16%
- 30-45 — 11%
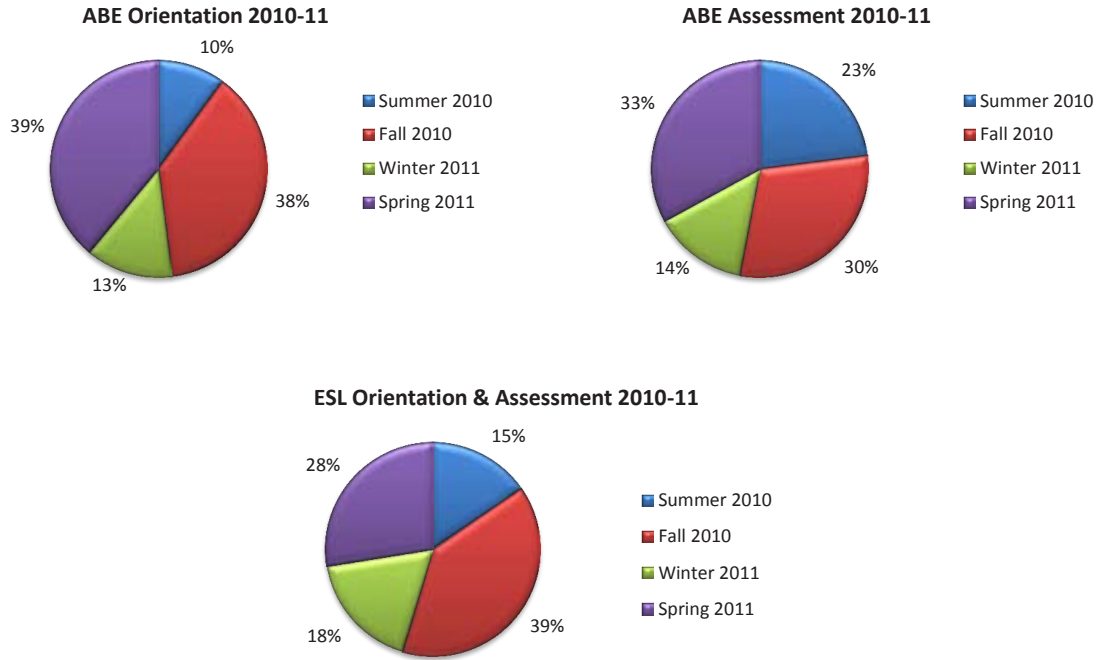- 46-64 — 8%
- 65 & Over — 7%
- Unknown — 0%

Source: ARGOS Report SFR0087 "ACS WASC: Continuing Ed by Age Range within Program"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Orientation and Assessment by Program 2010-11

		Summer 2010	Fall 2010	Winter 2011	Spring 2011	Total
Adult Basic Education	Orientation	268	1039	351	1088	2746
	Assessment	560	735	339	826	2460
ESL	Orientation & Assessment	403	1030	467	723	2623

ABE Orientation 2010-11

10%

39%

38%

13%

- Summer 2010
- Fall 2010
- Winter 2011
- Spring 2011

ABE Assessment 2010-11

23%

33%

14%

30%

- Summer 2010
- Fall 2010
- Winter 2011
- Spring 2011

ESL Orientation & Assessment 2010-11

15%

28%

18%

39%

- Summer 2010
- Fall 2010
- Winter 2011
- Spring 2011

Source: ARGOS Report SFR0092 "ACS WASC: Assessment by Program" and ARGOS Report SFR0093 "ACS WASC: Orientation Participation by Program"

Standard Achievement Data

Continuing Education Student Grades by Program for Spring 2011

	Pass		Satisfactory Progress		No Pass	
	N	%	N	%	N	%
Adult Basic Education	8	6	84	67	33	26
Adult High School Diploma	130	31	232	54	64	15
ESL	1835	75	296	12	327	13
GED	8[1]	6	83	67	33	27
Health Careers	51	89	-	-	6	11
High School Referral	408	74	-	-	144	26
Noncredit Vocational (Dual listed with credit)	145	56	3	1	111	43
Noncredit Vocational (Stand alone)	37	100	-	-	-	-
Older Adult Program	948	17	4338	78	303	5
Total	3570	37	5036	52	1021	11

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

Continuing Education Student Grades by Program for Spring 2011
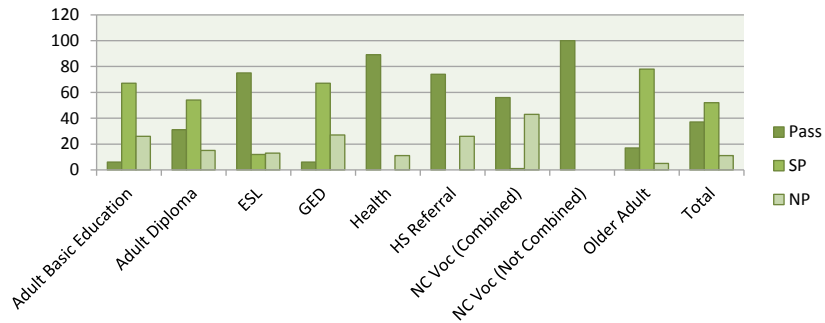
Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"
Note: Standardized grade entry into Banner officially began in Spring 2011. Grades from previous semesters cannot be used as comparisons.

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Adult Basic Education Certificates of Proficiency

ABE Lab Computer Literacy Certificates of Proficiency

	2008-09	2009-10	2010-11
Access	1	9	9
Excel	8	20	31
Outlook	7	11	11
PowerPoint	8	19	19
Publisher	4	4	4
QuickBooks	3	4	4
Word	8	19	19
Total Certificates	39	86	122

ABE Lab Computer Literacy Certificates of Proficiency
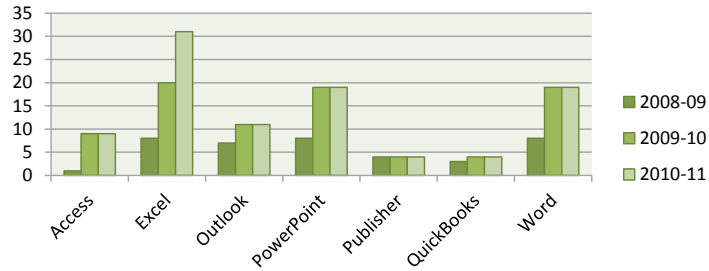
Source: ABE Database Query "Production Certificate"

Typing Certificates for ABE Lab

	2008-09	2009-10	2010-11
Total Certificates	1223	975	778[1]

1- Typing certificates were discontinued in Winter 2011

Typing Certificates for ABE Lab
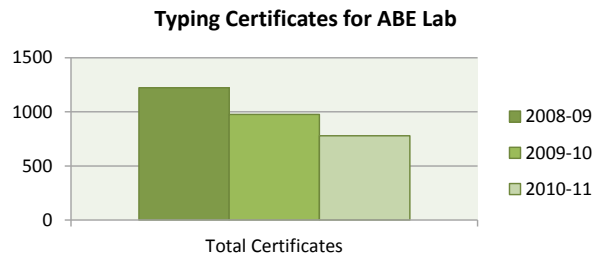
Source: ABE Database Query "Typing Certificates"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Adult High School Diploma

Adult High School Diploma Graduate Profile

	2008-09	2009-10	2010-11
Number of graduates	52	47	40
Average number of semesters to complete diploma	4.4	5.4	6.7
Average age at graduation	20.3	21.2	22
Concurrently attending credit classes (%)	33	47	63
Entered needing 20 credits or fewer (%)	73	59	50
TABE score of 7.0 or higher (%)	79	52	70
Passed English CAHSEE (%)	71	57	55
Passed Math CAHSEE (%)	69	65	58
English as a second language (%)	17	26	23

Adult High School Diploma Student Demographics (by percentage)

	2008-09	2009-10	2010-11
Hispanic	56	43	47
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	8	26	22
Black, non-Hispanic	-	6	14
White, non-Hispanic	4	4	17
Two or more races	-	-	-
Non-Resident Aliens	-	-	-
Race Unknown	33	21	-
Male	65	60	53
Female	35	40	47
Age: Younger than 25	90	96	86
Age: Age 25 and over	10	4	14

Source: ABE data compiled by Yvette Santillan; Demographic Information from Banner- Compiled by Omideh Sloan
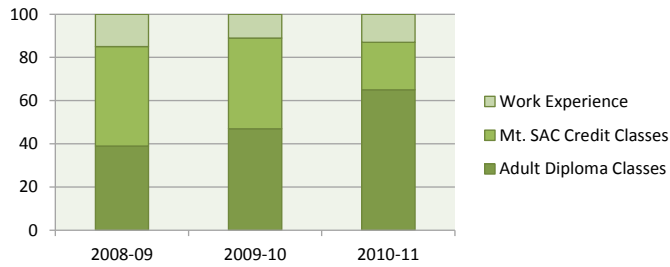
> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Adult High School Credits Earned

Credit Source	2008-2009			2009-2010			2010-11		
	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted
Adult Diploma Classes	143	997	39	194	1554	47	200	1639	65
Mt. SAC Credit Classes[1,2]	56	1187.5	46	63	1360	42	43	550.5	22
Work Experience	39	392.5	15	29	366	11	27	334.5	13
Total Credit Earned	207	2577	-	251	3279	-	240	2524	-

1- *Weighted 1:3.3*
2- *Beginning in 2010-11 students' earned college credits are only counted in the semesters they were earned. Previously, students' college credits were recorded in the semester evaluated. As a result, there is an apparent drop in the total number of Mt. SAC credit classes completed; however, this is due in large part to the data recording change.*

**Adult Diploma Credits Earned by Type**

Source: 2008-2009 & 2009-2010 ABE Data compiled by Yvette Santillan; 2010-2011 ABE Database Queries "AD Total Credits" and "College Credits"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

CASAS

CASAS Benchmark Summary-Adult Basic Education (ABE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels	
			N	%	N	%
2008-09	442	537	362	82	175	40
2009-10	383	474	328	86	145	38
2010-11	419	588	372	89	214	51

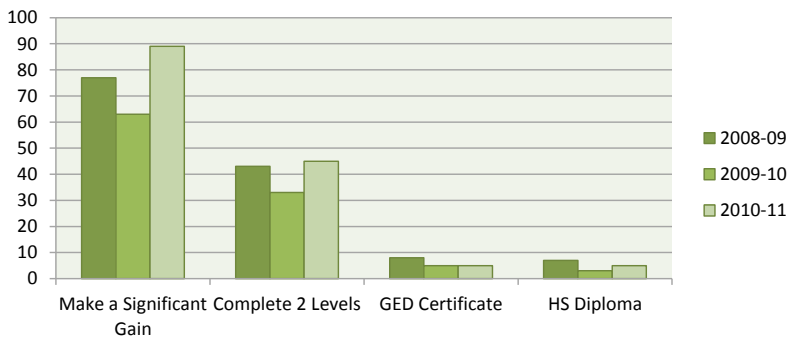### CASAS Benchmarks-ABE (by percentage)
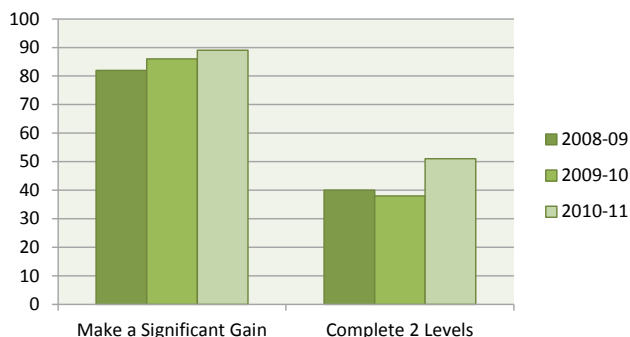
Source: CASAS Website- Compiled by Elizabeth Hernandez (all CASAS data)

CASAS Benchmark Summary-Adult Secondary Education

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2008-09	497	713	383	77	215	43	61	8	54	7
2009-10	576	651	363	63	191	33	59	5	38	3
2010-11	371	593	331	89	167	45	48	5	47	5

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


CASAS Benchmarks-ASE (by percentage)

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

CASAS Benchmark Summary-ESL

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2008-09	2073	2264	1596	77	617	30	17	1	34	1
2009-10	1944	1826	1422	73	376	19	11	1	17	1
2010-11	2019	1879	1450	72	395	20	16	1	18	1

CASAS Benchmarks-ESL (by percentage)
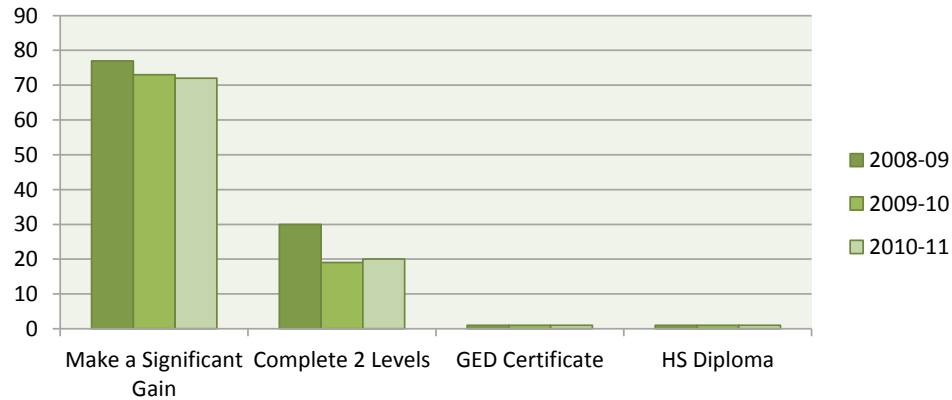
EL Civics Additional Assessment Benchmark Data-ESL

|	Number Enrollees (with and without paired scores)	Total Payment Points	% of Enrollees	Incomplete Data Sets	% of Enrollees with incomplete data sets	SOD 1[1]	SOD 2[2]
2008-09	1780	1504	84	484	27	1237	267
2009-10	1864	1583	85	435	23	1323	260
2010-11	1557	1857	87	559	28	1492	365

1- SOD 1 indicates the first EL Civics assessment for the year
2- SOD 2 indicates the second EL Civics assessment for the year

EL Civics Additional Assessment-ESL
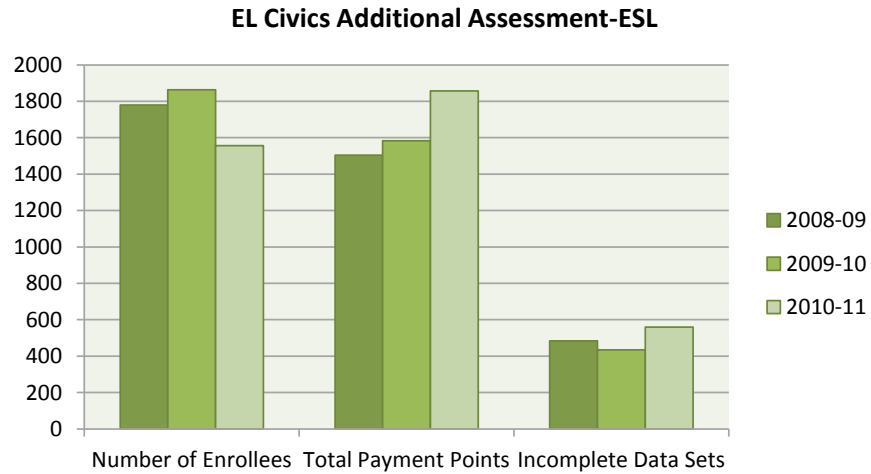
Comparison of Mt. SAC and CA Statewide CASAS Data for 2009-10

		Mt. San Antonio College	CA Statewide Performance Average
ABE and ASE Educational Functional Level Completion Rates (%)	ABE Beginning Literacy	92	46
	ABE Beginning Basic	75	74
	ABE Intermediate Low	79	74
	ABE Intermediate High	55	50
	ASE Low	43	54
	ASE High	13	39
ESL Educational Functional Level Completion Rates (%)	ESL Beginning Literacy	100	88
	ESL Low Beginning	100	87
	ESL High Beginning	83	81
	ESL Intermediate Low	89	70
	ESL Intermediate High	81	64
	ESL Advanced	36	31

Mt. SAC and CA Statewide CASAS Comparison (in percentages)
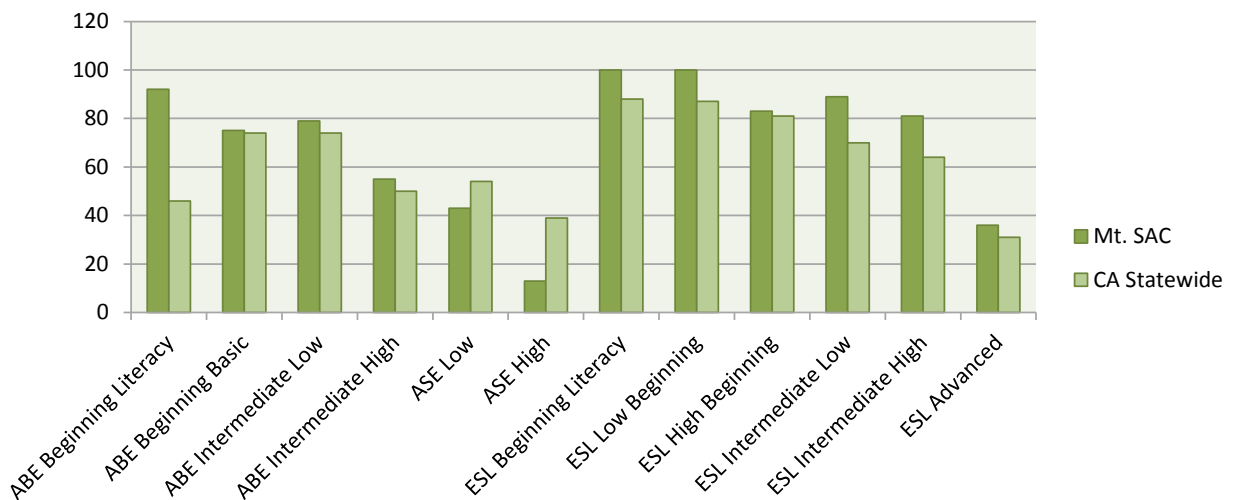
Community Education

Fee-Based Programs Registration Count 2010-11

	Registration Count
Business and Professional Development	1606
Children and Teens	1875
Driver Education	1913
Online Learning	200
Personal Enrichment	210
Sports and Fitness	2266
Total[1]	8070

1- *Indicates the number of registration transactions in the Lumens registration system.*

Fee-Based Programs Registration 2010-11

Source: Lumens Registration system, Paulo Madrigal

Contract Training Programs Enrollment Count 2010-11

	2009-10	2010-11
Metropolitan Water District	45	24
Montclair Fire Department	26	26
Compton Fire Department	30	-
Pomona Unified School District	50	87
Bassett Unified School District	20	-

Contract Education Enrollment
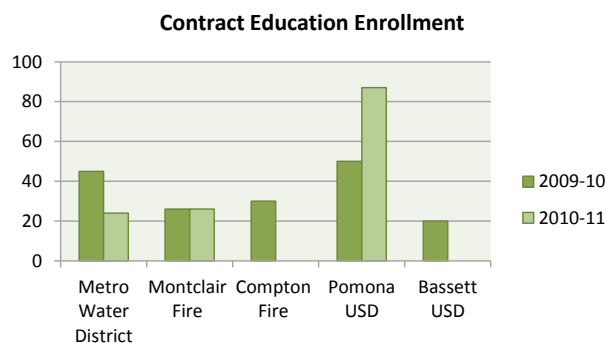
Source: Paulo Madrigal

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL Student Progress by Semester Grade

|	Total	Pass		Not Pass		Satisfactory Progress		Unknown
	N	N	%	N	%	N	%	N
2009-10	2706	1764	65	536	20	N/A	N/A	406
2010-11	2512	1975	79	273	11	239	10	25

ESL Student Progress 2009-10 & 2010-11 (by percentage)
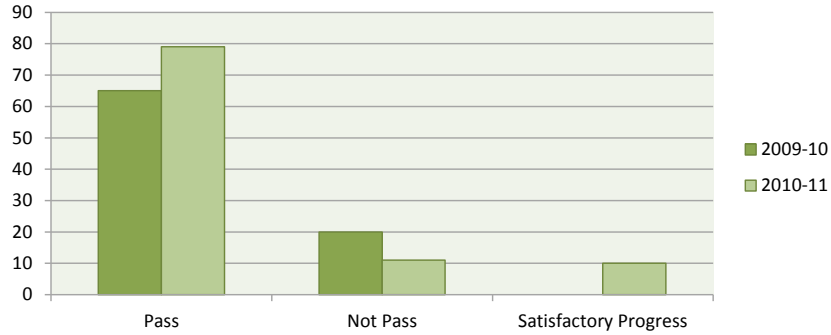
Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"

ESL Student Progress by Semester Grade by Level 2010-11

	Total	Pass		Not Pass		Satisfactory Progress	
	N	N	%	N	%	N	%
Pre- Level 1	285	225	79	23	8	37	13
Level 1	374	295	79	44	12	35	9
Level 2	487	358	74	80	16	49	10
Level 3	490	394	80	52	11	44	9
Level 4	415	333	80	49	12	33	8
Level 5	291	245	84	16	5	30	10
Level 6	145	125	86	9	6	11	8
Totals	2487	1975	79	273	11	238	10

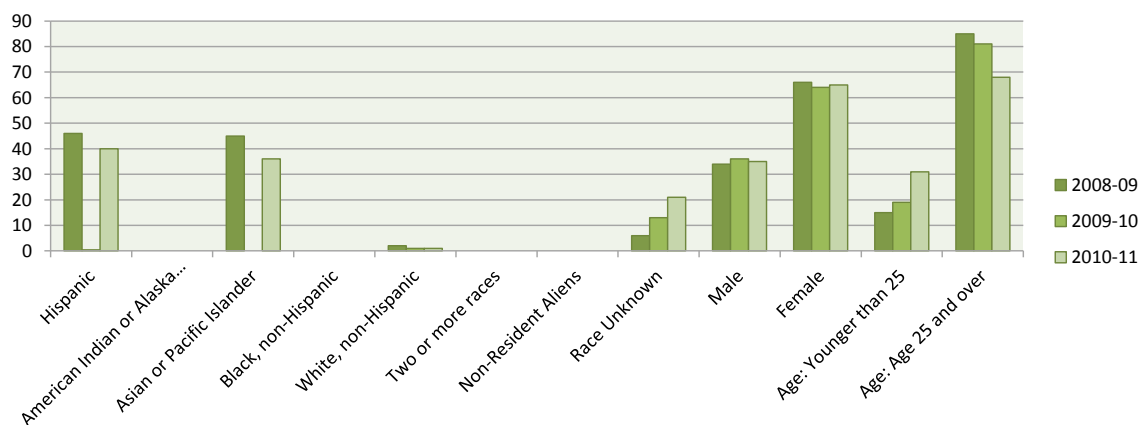**ESL Student Progress by Level 2010-11 (by percentage)**
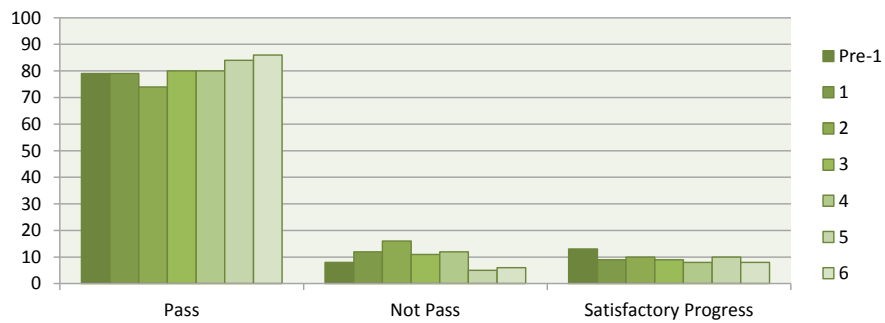
Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL Level Completer Demographic Data (by percentage)

	2008-09	2009-10	2010-11
Hispanic	46	43	40
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	45	-	36
Black, non-Hispanic	<1	-	<1
White, non-Hispanic	2	1	1
Two or more races	-	-	-
Non-Resident Aliens	-	-	-
Race Unknown	6	13	21
Male	34	36	35
Female	66	64	65
Age: Younger than 25	15	19	31
Age: Age 25 and over	85	81	68
Total Student Count	977	985	880

ESL Level Completer Demographic Data (by percentage)

Source: Banner Data, June 2011- Compiled by Deejay Santiago

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL Level Completer Demographic Data by Level 2010-11 (by percentage)

	Level 2	Level 4	Level 6	VESL
Hispanic	43	37	37	52
American Indian or Alaska Native	-	-	-	-
Asian or Pacific Islander	43	31	34	21
Black, non-Hispanic	1	<1	-	-
White, non-Hispanic	1	<1	2	-
Two or more races	-	-	-	-
Non-Resident Aliens	-	-	-	-
Race Unknown	13	31	27	2
Male	34	35	33	38
Female	66	65	67	48
Age: Younger than 25	22	46	22	14
Age: Age 25 and over	78	54	78	71
Total Student Count	376	337	125	42

ESL Level Completer Demographic Data 2010-11 by Level (by percentage)
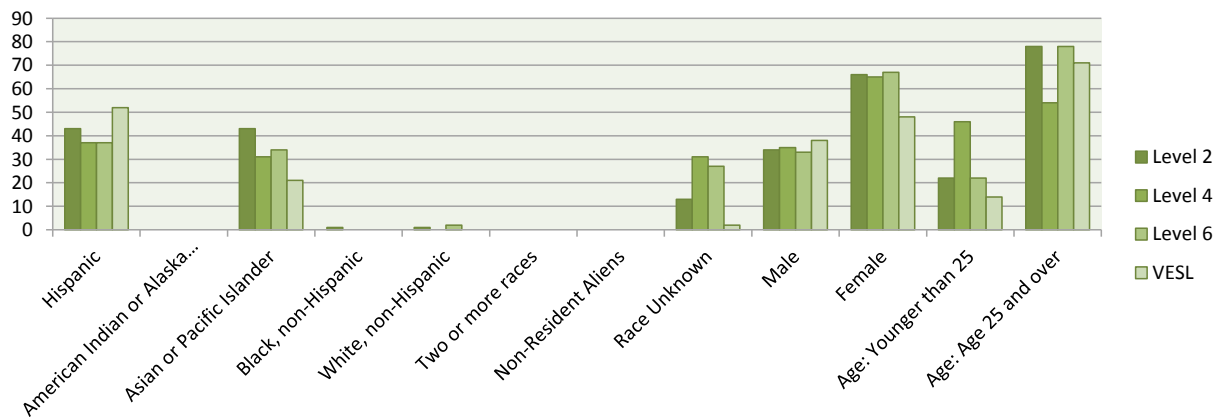
*Source: Banner Data, June 2011- Compiled by Deejay Santiago*

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL CASAS Persistence Data for 2009-10

		Mt. San Antonio College	CA Statewide Performance Average
ESL Educational Functional Level Persistence Rates (%)	ESL Beginning Literacy	75	70
	ESL Low Beginning	77	72
	ESL High Beginning	74	72
	ESL Intermediate Low	83	74
	ESL Intermediate High	87	74
	ESL Advanced	83	72

ESL CASAS Persistence Comparison (in percentages)
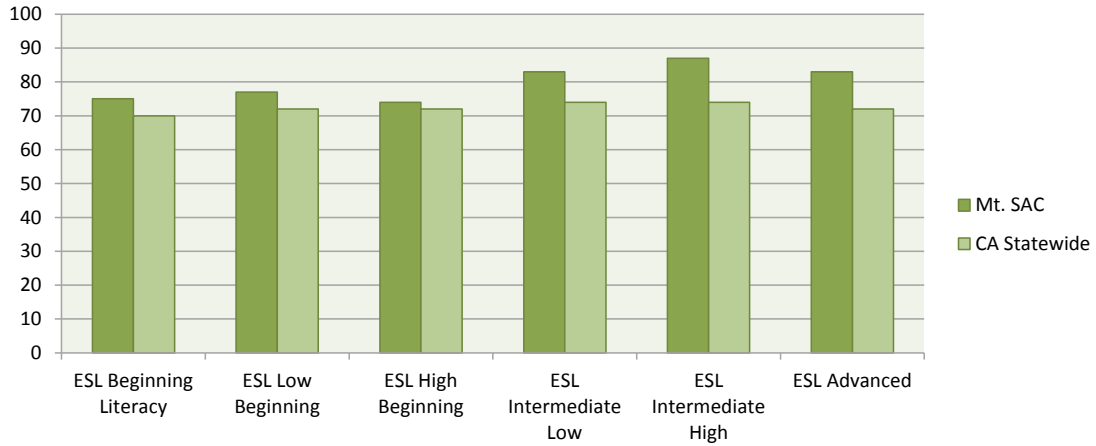
Vocational English as a Second Language Career Paths Student Profile Data (by percentage)

%	2009-10	2010-11
Completed current term & enrolled for next term	76	78
Certificates Granted	42	37
Male	33	43
Female	67	57
Asian	50	45
Hispanic	46	50
Middle Eastern	4	5
Employment: Working	54	51
Employment: Not Working	46	49
Reasons for Attrition: Work	22	17
Reasons for Attrition: Personal	47	46
Reasons for Attrition: Enrollment into credit	14	18
Reasons for Attrition: No reason provided	17	19
Total Enrolled	127	121

**VESL Career Paths Completer Profile Data 2010-11 (by percentage)**
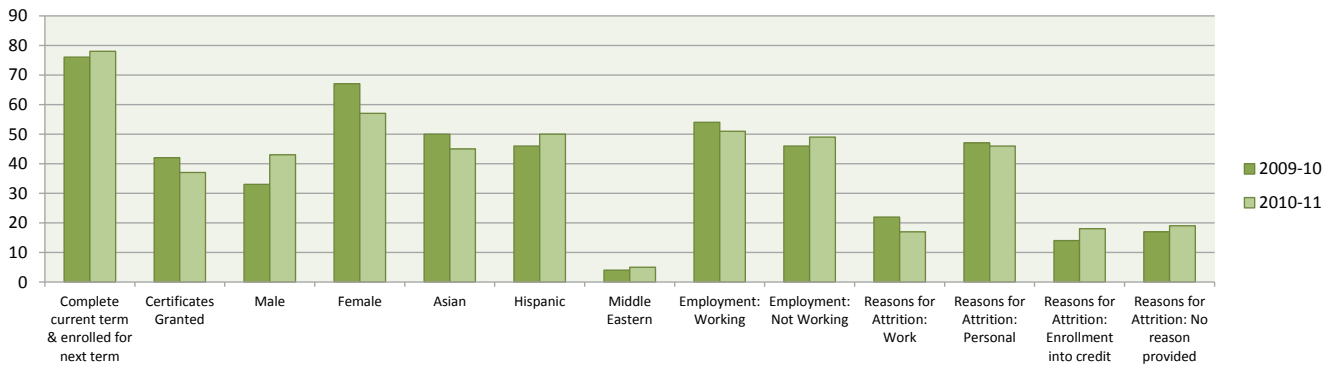
Source: Compiled by Elizabeth Hernandez

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

General Educational Development (GED) Test Preparation

GED Graduate Information (by percentage)

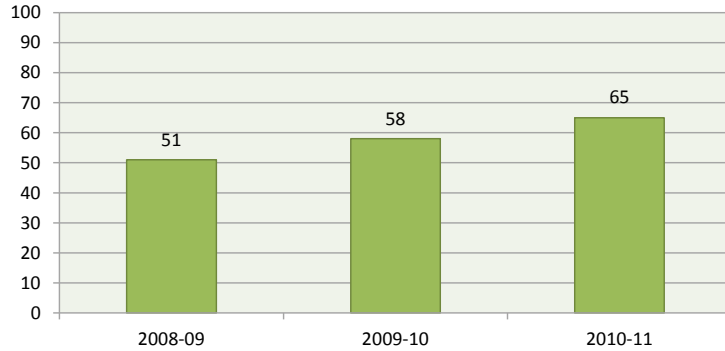| %	2008-09	2009-10	2010-11
Graduates who have attended credit classes	28	30	62
Graduates who used ABE advising services	56	67	49
Attending ABE Lab Only	unknown	62	67
In GED Hybrid Program	unknown	38	33
Hispanic	58	61	65
American Indian or Alaska Native	0	0	0
Asian or Pacific Islander	12	9	14
Black, non-Hispanic	4	7	5
White, non-Hispanic	13	23	13
Two or more races	0	0	0
Non-Resident Aliens	0	0	0
Race Unknown	11	0	3
Male	55	57	62
Female	45	43	38
Age: Younger than 25	34	45	40
Age: Age 25 and over	66	55	60
Average age at graduation	31	29	30
Total Graduate Count	89	44	63
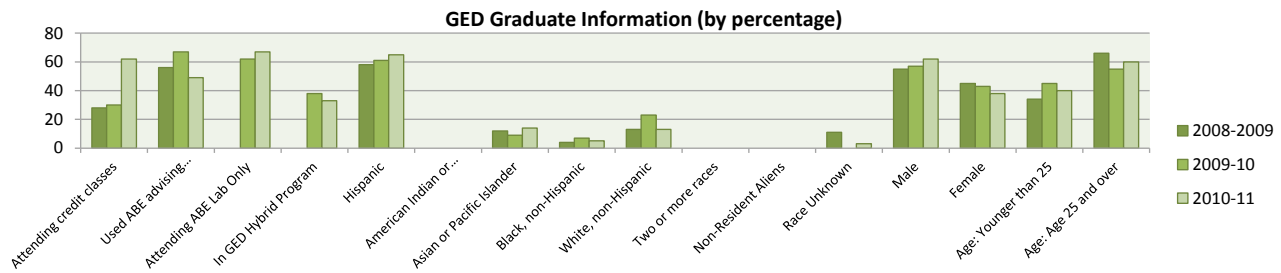
Source: ABE data compiled by LaNelle Maurer and Surekha Chaplot; Demographic Information Banner, June 2011- Compiled by Omideh Sloan

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

High School Referral

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

	2008-09	2009-10	2010-11
Total High School Enrollment	1001	831	738
Total Courses Attempted	1090	909	819
Total Courses Completed	551	525	533
% Course Completion	51	58	65

High School Referral Completion Rate 2008-09 to 2010-11

Source: ABE Database Query "HSR All Courses"

High School Referral- Fall and Spring Semester Total Enrollment by District (Enrollment of >35 in 2010-11)

|	2008-09	2009-10	2010-11
Chaffey	115	112	84
Chino Valley	39	43	59
Hacienda-La Puente	142	131	59
Pomona	260	173	171
Rowland	114	86	78
Walnut	99	84	86
West Covina	-	45	91

High School Referral- Fall and Spring Semester Total Completion by District (Enrollment of >35 in 2010-11)

	2008-09	2009-10	2010-11
Chaffey	61	74	69
Chino Valley	53	53	62
Hacienda-La Puente	43	45	50
Pomona	46	57	66
Rowland	45	70	82
Walnut	66	59	70
West Covina	-	51	51

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

High School Referral- Summer Semester Enrollment & Course Completion

	2009	2010	2011
Total High School Enrollment	365	423	355
Total Courses Attempted	489	593	476
Total Courses Completed	417	545	433
% Course Completion	85	92	91

**Summer High School Referral Completion Rate 2009-2011**
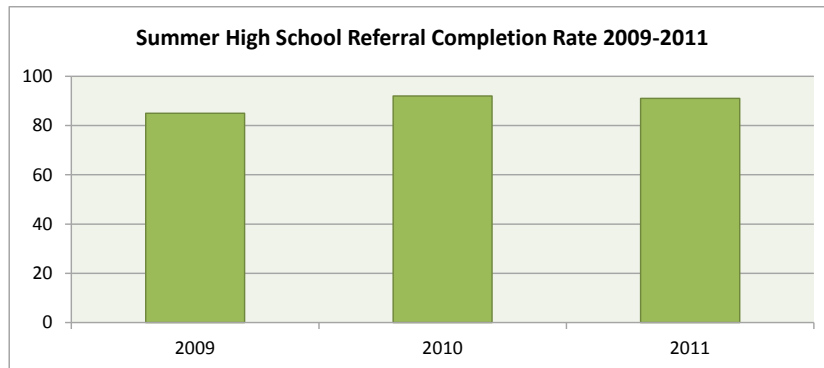
Source: 2009 Prior ABE Database, 2010 & 2011 ARGOS Report "SHR0014 Noncredit Student Hours/Grades by Term & Attribute"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

In-Home Support Services

	2009-2010		2010-2011	
	N	%	N	%
Student Enrollment	77	-	78	-
Students who completed Program	66	86	66	85

In-Home Support Services Completion (by percentage)
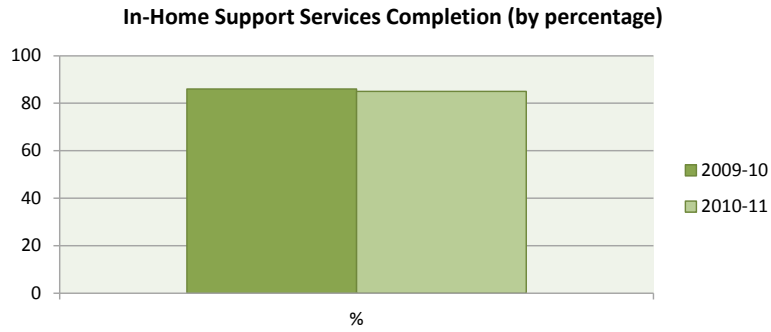
Source: Data Compiled by Marilyn McNall

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Language Learning Center

Student Usage Data

	2009-10		2010-11	
	Students	Hours	Students	Hours
AMLA	329	4030	263	3015
Arabic	28	283	45	557
ASL	114	933	118	861
Chinese	556	8609	604	6397
ESL	633	11253	676	14530
French	607	10803	610	10368
German	96	1496	111	1875
Italian	497	5465	608	7061
Japanese	1007	16167	1042	18910
Spanish	1235	14027	1102	11424
VESL	72	1158	50	1164
Total	4819	74224	4919	79163

Frequency of Use per Student by Semester and Language

Legend: Summer 2009, Fall 2009, Winter 2010, Spring 2010, Summer 2010, Fall 2010, Winter 2011, Spring 2011
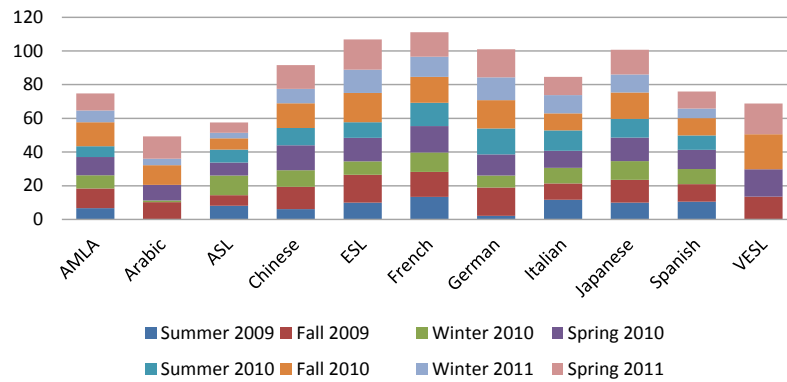
Source: ARGOS Report SFR0015 "Lab Positive Attendance by CRN"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Noncredit Short-Term Vocational

Total Noncredit Short-Term Vocational Certificates Issued

	2008-09	2009-10	2010-11
Administrative Assistant – Level 1	1	2	1
Bookkeeping	-	3	
Business Management – Level 1	-	-	-
Business Management – Level 2	-	-	-
Certified Nursing Assistant (CNA)		101[1]	37
Computer Graphics Design / Photography	-	-	-
Data Entry	-	1	-
Electronic Assembly and Fabrication	1	-	-
Electronic Systems Technology – Level 1	-	-	-
Electronic Systems Technology – Level 2	-	-	-
Electronic Technology	1	-	-
Electronics and Computer-Engineering Technology	1	-	-
Electronics Communications	1	-	-
Floral Design	4	4	6
Health Care Interpreting[2]	25	37	-
Human Resource Management	4	1	-
International Business – Level 1	-	-	-
Payroll	-	3	-
Phlebotomy	-	-	30
Small Business Management – Level 1	-	1	-
Small Business Management – Level 2	-	-	-
Welding Technology	-	-	1
Total	37	151	73

1- CNA cohorts were added in 2009-10 due to available grant funding
2- Health Care Interpreting has been discontinued

Source: CNA Data from ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute";
*Phlebotomy Data Compiled by Paulo Madrigal; All Other Data Compiled by Kathi Coleman*

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Noncredit Health Careers

Certified Nurse Assistant Certificates of Completion

	2008-09	2009-10	2010-11
Total Certificates	106	161	125

1- CNA not offered in Spring 2011; only offered in Winter and Summer sessions after 2010-11

CNA Certificates of Completion

Legend: 2008-09, 2009-10, 2010-11
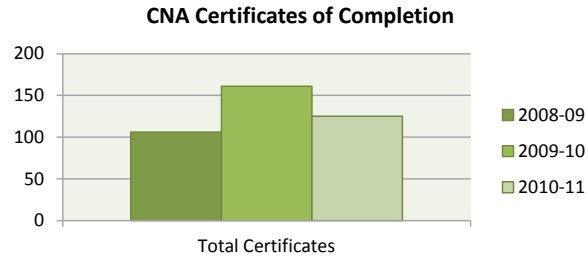
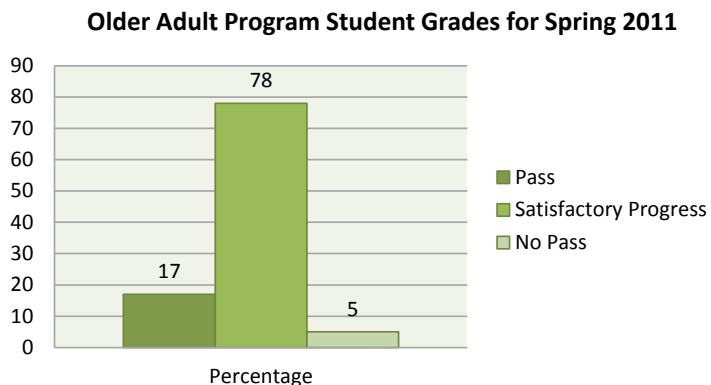*Source: Kathy Killiany, Health Careers Resource Center*

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Older Adult Program

OAP Student Grades

Older Adult Program Student Grades for Spring 2011

Legend:
- Pass
- Satisfactory Progress
- No Pass

(Bar chart: Pass = 17, Satisfactory Progress = 78, No Pass = 5; x-axis labeled "Percentage")

OAP Brain Fitness Test Results

| | Fall 2010 | | | | | | Spring 2011 | | | | | |
| | Minor (0–10 %) | | Substantial (11–40 %) | | Impressive (> 40 %) | | Minor (0–10 %) | | Substantial (11–40 %) | | Impressive (> 40 %) | |
Improvement	N	%	N	%	N	%	N	%	N	%	N	%
Processing Speed	2	20	3	30	5	50	1	9	2	18	8	73
Discriminating Sounds	4	40	6	60	-	-	4	36	4	36	3	27
Sound Precision	5	50	5	50	-	-	6	55	5	45	-	-
Sound Sequencing	7	70	3	30	-	-	8	73	3	27	-	-
Working Memory	9	90	1	10	-	-	10	91	1	9	-	-
Narrative Memory	3	30	6	60	1	10	-	-	10	91	1	9

Student Post-Program Achievement Data

Continuing Education 2007-08 Cohort Matriculation to Credit Enrollment by Program (as of Spring 2011)

	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	6038	1762	29
Adult High School Diploma	1669	341	20
Developmentally Disabled	216	0	0
ESL	3414	558	16
Health Careers	2093	918	44
High School Referral	14987	2761	18
Language Learning Center	590	169	29
Noncredit Vocational	5273	3818	72
Older Adult Program	5353	125	2
Parent Education	294	21	7
Unduplicated Total	36036	9176	26

**Cohort Matriculation to Credit 2006-07 & 2007-08 (by percentage)**
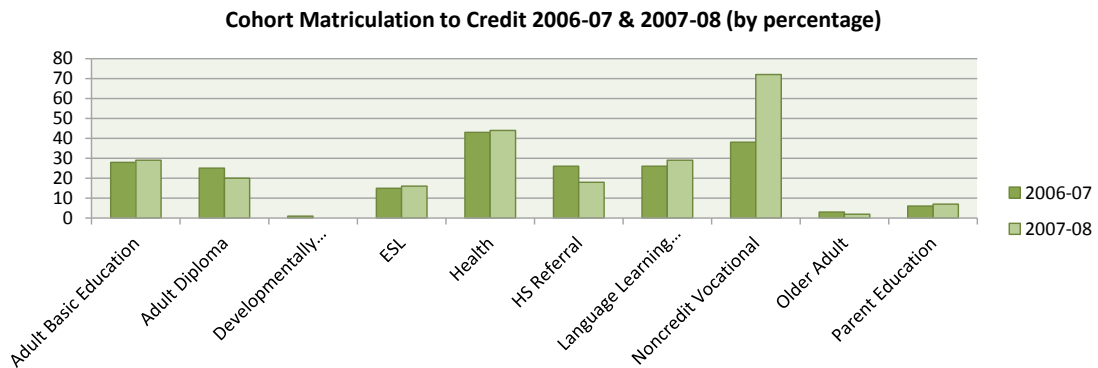
Source: Research and Institutional Effectiveness Department ARGOS and ICCIS Reports Analyzed by Maria Tsai

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Continuing Education 2007-08 Cohort Matriculation to Credit Enrollment by CDCP Program (as of Spring 2011)

	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	6038	1762	29
Adult High School Diploma	1669	341	20
ESL	3414	558	16
Noncredit Vocational	5273	3818	72
Duplicated Total	16394	6479	40

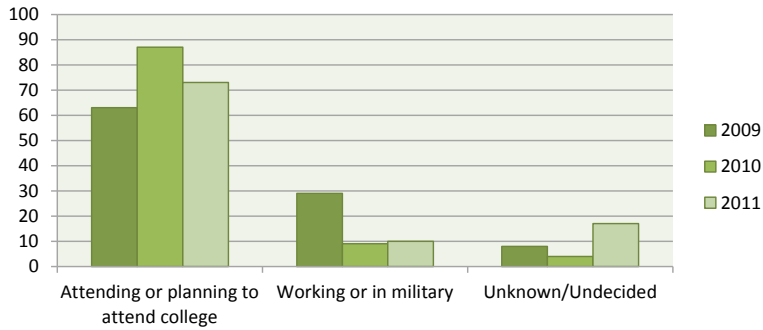**Cohort Matriculation to Credit in CDCP Programs 2006-07 & 2007-08 (by percentage)**
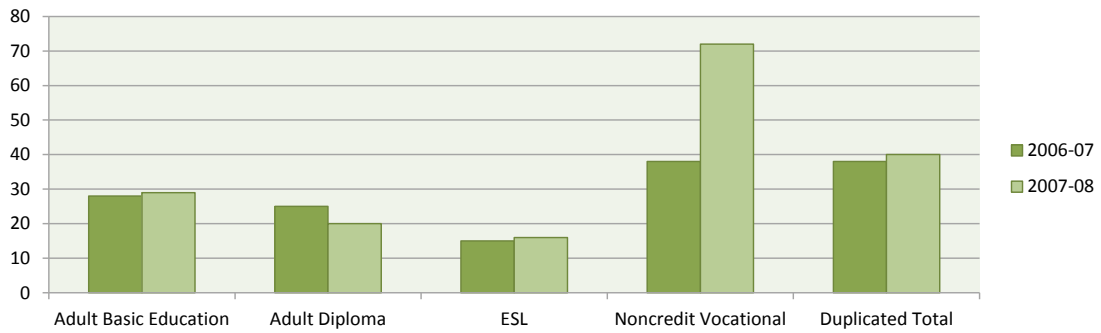
Adult High School Diploma (AD) Graduate Post-Program Plans/Outcomes

	2009		2010		2011	
	N	%	N	%	N	%
Attending or planning to attend college	33	63	40	87	29	73
Working or in military	15	29	4	9	4	10
Unknown/Undecided	4	8	2	4	6	17

Adult Diploma Graduate Post-Program Plans (by percentage)

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

ESL Student CASAS Goal Data on the WIA II Core Performance Follow-Up Survey

|	2008-09 N=435 Not Reachable=264		2009-10 N=240 Not Reachable=83		2010-11 N= 333 Not Reachable=132	
	Surveyed	% Achieved Goal	Surveyed	% Achieved Goal	Surveyed	% Achieved Goal
Enter College or Training	131	39	98	60	107	31
Get a Job	27	26	33	42	68	46
Get a Job & Enter College or Training	2	50	7	71	4	50
Retain a Job	11	91	17	88	18	100
Retain a Job & Enter College or Training	0	0	2	100	4	75
Total	171	40	157	60	201	43

ESL Student CASAS Goals (by percentage)
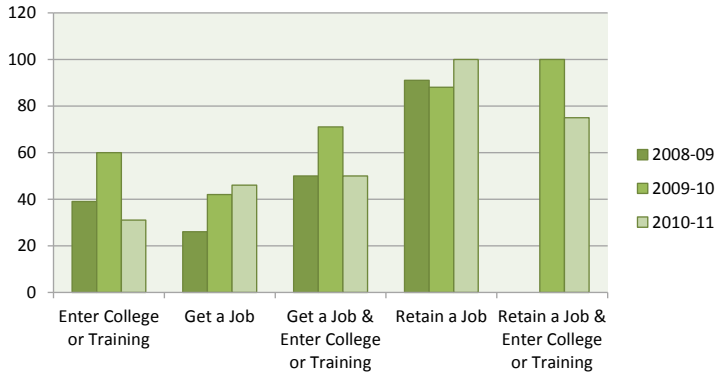
Source: ESL/ TOPSpro Database-Elizabeth Hernandez

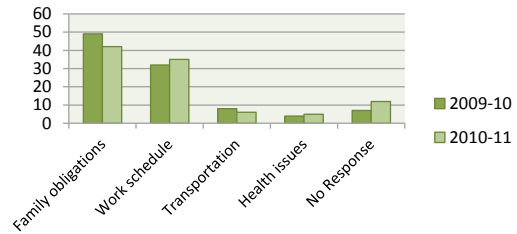> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

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

|	2009-10	2010-11
Survey Participants	123	117
% Know what major to declare		
Yes	51	38
No	44	62
No Response	1	-
% Problems transferring to credit		
Family obligations	49	42
Work schedule	32	35
Transportation issues	8	6
Health issues	4	5
No Response	7	12
% Educational goal		
HS Diploma/GED	4	7
Certificate	11	13
Vocational	10	10
AA/AS	10	5
BA/BS	16	16
Graduate Degree	24	18
Personal	20	21
Undecided	3	10
No Response	2	-

VESL Student Exit Survey -Majors (by percentage)
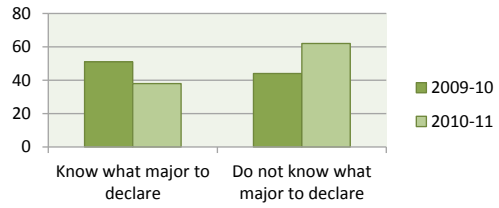
VESL Student Exit Survey-Problems Transferring to Credit (by percentage)

**VESL Student Exit Survey-Educational Goal (by percentage)**
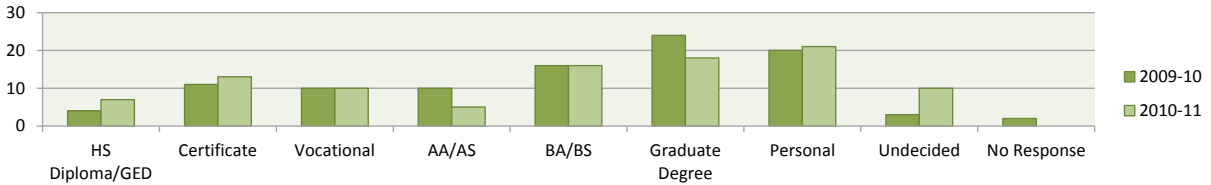
Source: ESL Database-Deejay Santiago

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

GED Certificate Completer Post-Program Plans/Outcomes

	2010		2011	
	N	%	N	%
Employment	5	11	3	5
Matriculate to Credit Courses	22	49	45	71
Vocational Training	4	9	5	8
Undecided	3	7	2	3
Unknown	11	25	8	13
Total Completers	45	-	63	-

GED Completer Post-Program Plans (by percentage)
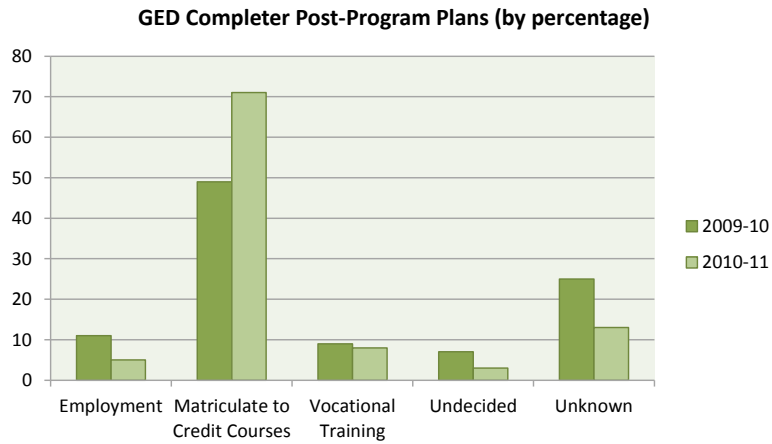
Source: 2009 & 2010 Data Compiled by LaNelle Maurer; 2011 Data from ABE Database Report "GED 2010-11 Completers"

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

IHSS Completers Follow-Up Survey

		2009-10 N=28 Not Reachable=38[1]		2010-2011 N=50 Not Reachable=16	
		N	%	N	%
Employment Path	Employed in the field	12	43	20	40
	Offered employment in the field	19	68	33	66
	Employed	15	54	26	52
Educational Path	Pursing Additional Education	13	46	10	20
	Completed CNA Program[2]	11	39	8	16
	Completed Home Health Aide Program[3]	5	18	-	-
	Completed Acute CNA Program	2	7	-	-
No current employment or educational Plans		1	4	11	22

1- No staffing or funds were available for follow-up
2- Spring 2011 CNA not offered due to funding cuts. Scheduled for summer and winter intersessions beginning 2011-12.
3- Due to funding cuts, the Home Health Aide Program has not been offered since March 2011

**In-Home Support Services Survey Outcomes (by percentage)**
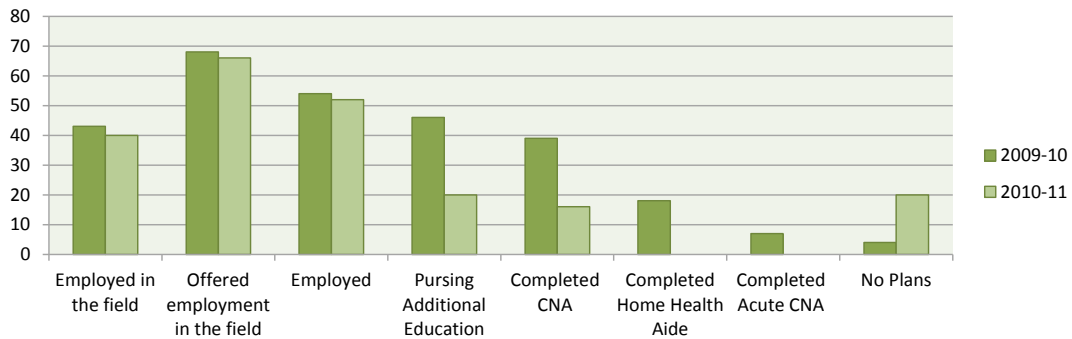
Source: Phone survey and Banner records compiled by Marilyn McNall and Renu Katoch

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Noncredit Short-Term Vocational

Certified Nurse Assistant Examination Results (Mt. San Antonio College and California)

	Summer 2010	Fall 2010	Winter 2011	Total
# Students Tested	48	42	37	127
# Students Passed	47	42	30	119
Mt. SAC Pass Rate %	97	100	81	94
California Pass Rate %	91	91	81	88

CNA Examination Results (Mt. SAC and California Pass Rates)
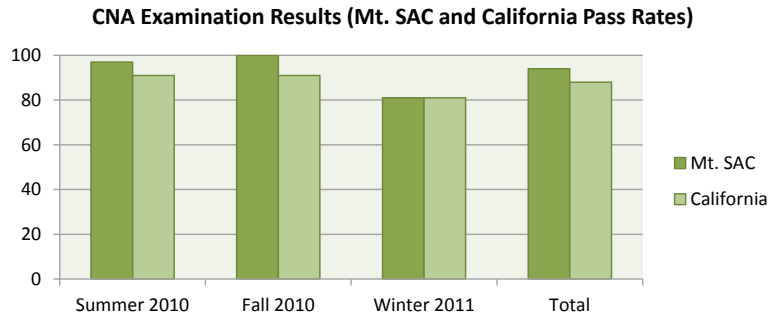
Source: National Nurse Aide Assessment Program Reporting

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student Learning Outcomes Data

Continuing Education Course Level SLOs Connection to SLGs

	Effective Communicator		Critical Thinker		Lifelong Learner		Total
	N	%	N	%	N	%	N
Adult Basic Education	20	45	92	66	21	27	133
ESL	11	25	25	18	7	9	43
Noncredit Health Careers	2	5	12	9	0	0	14
Noncredit Labs	1	2	1	<1	3	4	5
Noncredit Vocational (Stand alone)	0	0	6	4	1	1	7
Older Adult Program	10	23	4	3	47	59	61
Total	44	17	140	53	79	30	263

Course Level SLOs Connection to SLGs

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Assessment of Course Level Student Learning Outcomes

	Courses in Program	Courses with Assessment Data		Course SLOs	Course SLOs Actively Assessing in 2010-11	Active SLOs with Assessment Data in 2010-11	
		N	%			N	%
Adult Basic Education	46	31	67	230	150	106	71
ESL	17	13	76	42	9	9	100
Noncredit Health Careers	3	1	33	7	3	1	33
Noncredit Labs	2	1	50	5	1	1	100
Noncredit Vocational (Stand alone)	3	0	0	7	3	0	0
Older Adult Program	30	28	93	60	54	30	56
Total	101	74	73	351	220	147	67

Active Course SLOs with Assessment Data in 2010-11 (by percentage)

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*
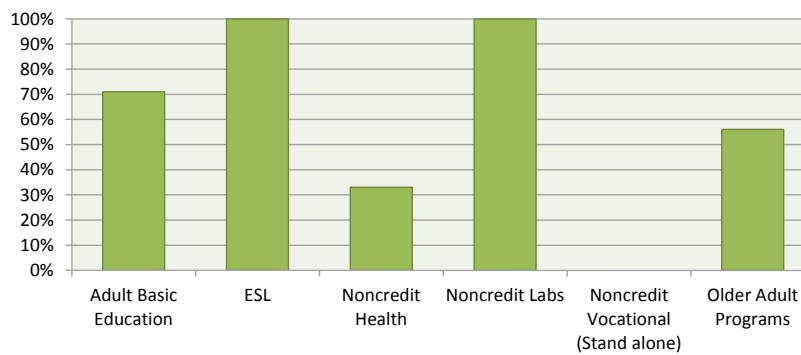
Student Services Data

Student Lab Usage

Learning Support Labs for Noncredit Student Enrollment 2010-11

	2009-10	2010-11	% Change
ESL (VESL Students)	115	77	-33
Language Learning Center	633	3136	395
Noncredit Health Careers	229	161	-30
WIN	98	121	23

Noncredit Labs Serving Credit Students Enrollment 2010-11

	2009-10	2010-11	% Change
EOPS	141	153	9
Health Careers Lab Serving Credit	670	569	-15
Learning Assistance Center	10322	12474	21
Language Learning Center	3906	4221	8
Math	2876	3500	22
T-MARC and MCS Lab	2809	4963	77
Writing Assistance Center	7502	7329	-2
WIN	911	976	7

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student Advising Appointments

Adult Basic Education Advising Appointments (by category)

	2009-10		2010-11		
	N	%	N	%	% Change
Academic Advising	937	42	1230	42	31
Building Automation	-	-	39	1	-
Career Counseling	187	8	87	3	-53
Career Academies	90	4	174	6	93
General Counseling	-	-	201	7	-
Instructional Support	49	2	90	3	84
Matriculation to Credit	145	7	69	2	-52
Matriculation into Adult Diploma	507	23	512	17	1
Matriculation into ABE/GED	45	2	276	9	513
Special Programs (e.g., CalWORKs, WIA, EDD)	260	12	267	9	3
Total	2220	-	2945	-	33

ABE Advising Appointments (by category)
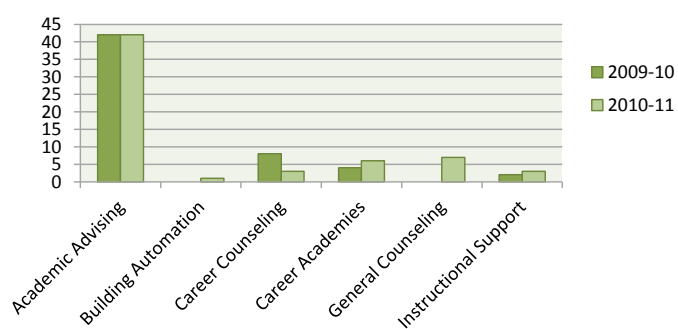
Source: SARS- Compiled by Omideh Sloan

ESL Advising Appointments (by category)

	2009-10		2010-11		
	N	%	N	%	% Change
Academic Advising	406	48	422	47	4
Career Counseling	31	4	14	2	-55
Instructional Support	141	17	134	15	-5
Matriculation	64	8	119	13	86
Other	183	22	49	6	-73
VESL Career Paths	26	3	158	18	508
Total	851	-	894	-	5

ESL Advising Appointments (by category)
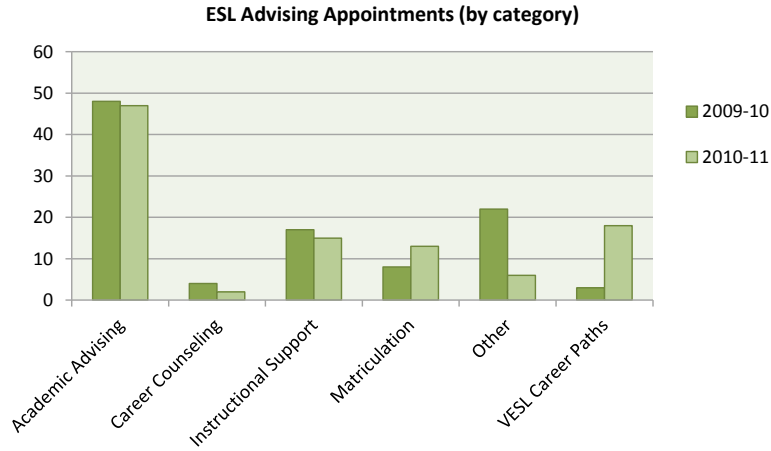
Source: ESL Database- Compiled by Deejay Santiago

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Employee Profile Data

Data from the Continuing Education Employee List (Administrators, Faculty, and Classified) 2010-11

Continuing Education Employees by Classification

	N	%
Classified, Full-time	23	9
Classified, Part-time	25	10
Contract faculty	1	<1
Counselor, Adjunct	7	3
Counselor, Full-time	2	1
Faculty, Adjunct	120	47
Management	6	2
Professional Expert	31	12
Short-term Hourly	9	4
Student Hourly/Work Study	31	12
Total	255	-

Classification- Continuing Education Employees
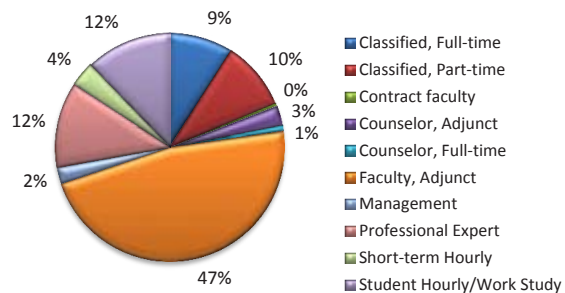
Ethnicity among all Continuing Education Employees

	N	%
Asian	42	17
Black/African-American	12	5
Filipino	2	1
Hispanic/Latino	60	24
Other	18	7
White	110	44
Not Indicated	5	2
Total	249	-

Ethnicity- Continuing Education Employees
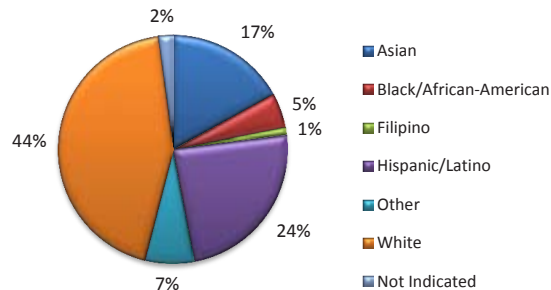
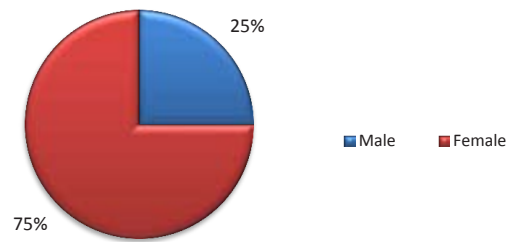*Source for entire section: All Employee Data Compiled by Lianne Greenlee*

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Gender among Continuing Education Employees

	N	%
Male	63	25
Female	186	75
Total	249	-

Gender- Continuing Education Employees

Educational Attainment among Continuing Education Employees

	N	%
Ed.D./Ph.D./Psy. D.	7	3
M.A./M.S.	86	35
B.A./B.S.	57	23
A.A./A.S.	26	10
HS Diploma	63	25
GED	2	1
Unknown	8	3
Total	249	-

Educational Attainment- All Employees
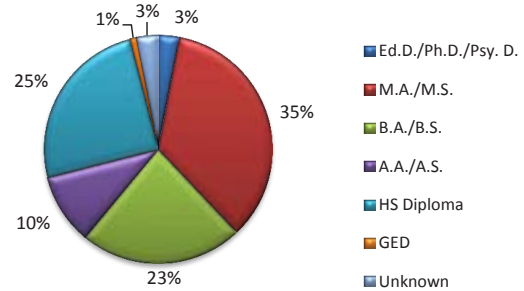
Attrition among Continuing Education Employees

	N	%
Over 10 years	82	33
6 to 10 years	49	20
1 to 5 years	98	39
Less than 1 year	11	4
Unknown	9	4
Total	249	-

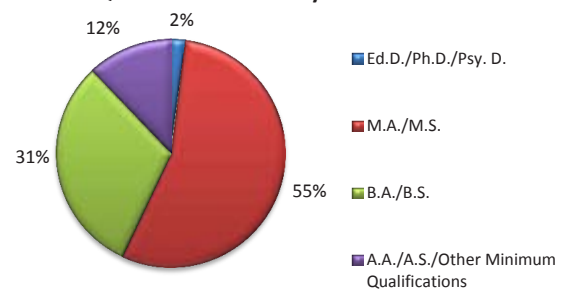**Attrition- Continuing Education Employees**
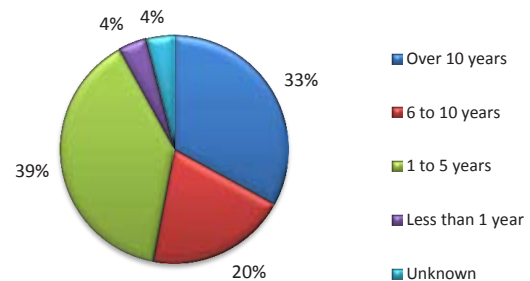
Data from the Continuing Education Employee List (Faculty) 2010-11

Academic Qualifications among Continuing Education Adjunct Faculty, Full-time Faculty, and Counselors

	N	%
Ed.D./Ph.D./Psy. D.	3	2
M.A./M.S.	71	55
B.A./B.S.	40	31
A.A./A.S./Other Minimum Qualifications	16	12
Total	130	-

Academic Qualifications - Faculty & Counselors

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*
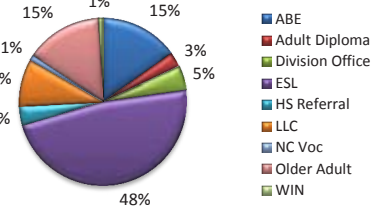
Employee Professional Development Data

Professional Development for 2010-11 by Program and Type

	Enrichment	Pedagogy	Personal Enrichment	Policy/ Practice	Program Improve- ment	Quals	SLG/SLO	Tools/Skills	Total	% of Total
ABE	1	12			25	1	2	29	70	15
Adult HS Diploma		7			1			5	13	3
Division Office		1		3	8			10	22	5
ESL	1	158			15		36	10	220	48
HS Referral		13					1	3	17	3
LLC	4	2						36	42	9
NC Health Careers		4							4	1
NC Voc Other								1	1	<1
Older Adult		9	1		58				68	15
WIN								4	4	1
Total	6	206	1	3	107	1	39	98	461	-
% of Total	1	45	<1	1	23	<1	9	22	-	-

Professional Development by Type of Activity

- Pedagogy — 45%
- Program Improvement — 23%
- SLG/SLO — 9%
- Tools/Skills — 22%
- Other — 1%
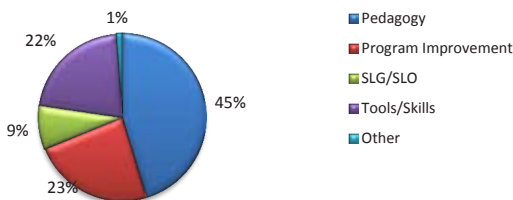
Professional Development by Program

- ABE — 15%
- Adult Diploma — 3%
- Division Office — 5%
- ESL — 48%
- HS Referral — 3%
- LLC — 9%
- NC Voc — 1%
- Older Adult — 15%
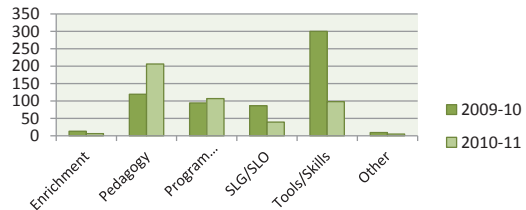- WIN — 1%

Professional Development Comparison 2009-10 and 2010-11

PD Comparision by Program
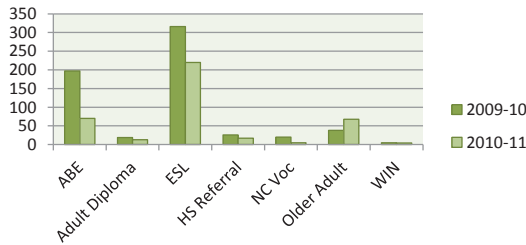
PD Comparision by Type

Professional Development by Location/Format

	N	%
College/University Course	20	4
District PD	64	14
External PD	123	27
Program PD	254	55
Total	461	-

Professional Development by Format/Location
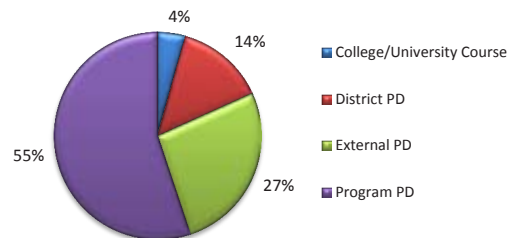
- College/University Course — 4%
- District PD — 14%
- External PD — 27%
- Program PD — 55%

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Professional Development by Classification

	Enrichment	Pedagogy	Personal Enrichment	Policy/ Practice	Program Improve- ment	Quals	SLG/SLO	Tools/Skills	Total	% of Total
Classified	2	14		1	28		1	27	73	16
Counselor		4					1	8	13	3
Faculty		177	1		62	1	35	27	303	66
Management	4	11		2	17		2	20	56	12
Student Hourly/ Work Study								16	16	3
Total	6	206	1	3	107	1	39	98	461	-

Professional Development by Classification

- Classified
- Counselor
- Faculty
- Management
- Student Hourly/Work Study

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*
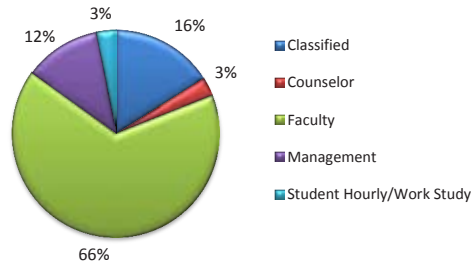
Employee Survey Data

Division Totals (194 of 249 employees responded)

	% Agree	% Disagree	% Uncertain	% No Response
Over the last two years communication has been improved	76	6	17	2
Over the past two years I was satisfied with the amount of communication about…				
Major College issues	80	3	17	3
Major Continuing Education issues	75	9	16	3
Department/program policies and procedures	78	6	15	3
Budget decisions affecting my work area	67	12	21	3
I have the opportunity to give input about issues affecting my work	76	10	14	3
I clearly understand the mission and values embraced by Mt. SAC/CED	94	2	5	3
Mt. SAC's/Continuing Education's mission is central to all planning activities	85	3	13	3
Over the past year, I was comfortable with my level of involvement in decisions that impacted…				
My work area	75	9	16	4
Continuing Education	60	10	30	4
During the 2010-11 I have participated in on-campus or off-campus PD activities	64	36	-	4
At the PD activities I participated in, I was a(n)…				
Attendee	96	-	-	40
Presenter	22	-	-	86
Volunteer	15	-	-	91
I have applied the skills I have learned through PD to improve my work activities or my work with students	95	3	3	39
I am aware of where to refer students for counseling or advising services	92	1	7	5
I can describe how my work contributes to student success at Mt. SAC	98	0	2	5
I receive enough information about the success of students in my program	71	12	17	5
I receive enough information about the success of students across the Division	42	24	34	5

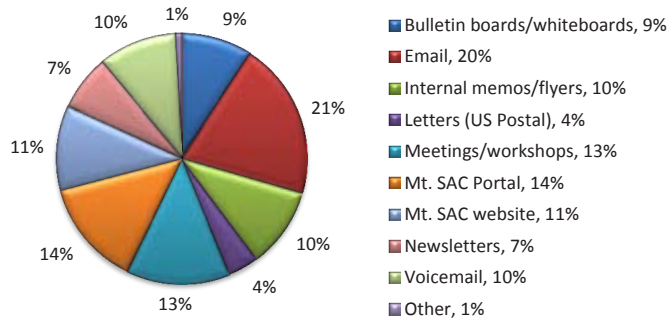| How involved are you in…	Very involved	Somewhat involved	Not involved at all	No response
Planning in your work area	52	34	14	4
Evaluation in your work area	46	37	17	4

Source for entire section: Mt. SAC Continuing Education Employee Survey 2011

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Languages Used in the Workplace (n>5)

Language	Percentage
English	99%
Mandarin	3%
Spanish	20%
Other	8%
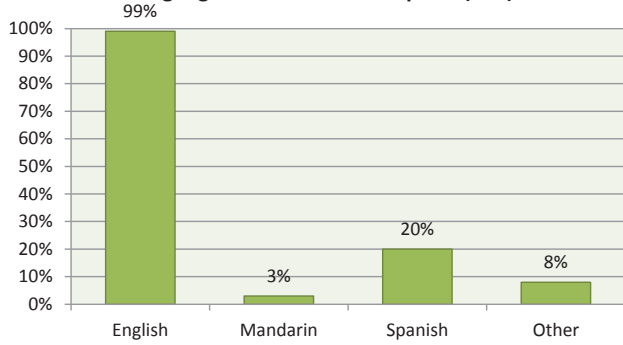
Which communication tool do you use to recieve or use information? Select all that apply.

- Bulletin boards/whiteboards, 9%
- Email, 20%
- Internal memos/flyers, 10%
- Letters (US Postal), 4%
- Meetings/workshops, 13%
- Mt. SAC Portal, 14%
- Mt. SAC website, 11%
- Newsletters, 7%
- Voicemail, 10%
- Other, 1%

> Note: Documents referenced in this report can be found online at *http://www.mtsac.edu/instruction/continuinged/accreditation/2012/evidence.html*

Student Survey Data

Division Totals

Note: For more detailed information, see the Student Survey in Appendix >>>

	% Agree	% Disagree	% Uncertain	% No Response
I like taking classes through Mt. SAC Continuing Education	93	3	5	0
Overall I am satisfied with my experience in Continuing Education	94	2	4	0
I would recommend Mt. SAC Continuing Education to others	95	2	3	0
I am satisfied with the topics and material covered in the courses I am taking	92	3	4	0
I know that noncredit Continuing Education has Student Learning Goals	82	5	12	0
I like the teaching and learning activities we do in my classes	90	4	5	0
I am comfortable in the physical classroom environment	92	4	4	0
There are opportunities for me to give input about my classes and program	87	4	9	1
Students and instructors in my program are respectful of diversity	96	2	3	1
I feel safe while attending classes	96	2	2	0
My instructors are available, helpful, and supportive	97	1	2	1
Administrative and office staff are professional, helpful, and considerate	83	5	13	1
I am aware of Continuing Education counseling and advising services	77	6	17	1
I am aware of how to access career counseling services	66	10	24	2
Counseling and advising services have helped me achieve my learning goals	63	7	29	2
Counselors and academic advisors are available, helpful, and supportive	71	3	26	2
I am satisfied with the types of counseling and advising services available	68	4	28	2
If I need extra help I know where in noncredit I can go to get it	66	11	23	2
I use Mt. SAC tutoring services	38	28	34	2
Mt. SAC tutors are friendly, supportive, and accessible	55	4	42	2
I use the Mt. SAC Schedule of Classes to help me plan my classes	64	12	24	2
I have read the Mt. SAC Catalog	62	17	21	2
The Mt. SAC Catalog is useful, clear, and easy to read	63	7	30	2
I have looked at the noncredit student information on the Mt. SAC website	43	27	30	3
I use the Mt. SAC website to access learning tools and materials	49	25	27	3
I receive information about the success of students enrolled in Continuing Education	50	23	27	3
I borrow books in my program	47	24	29	3
I have used the Mt. SAC Library (Bldg 6) during this school year	43	30	27	3
Computers are available to me in the classroom or at a nearby lab when I need them	73	7	20	3
I use noncredit computer labs as part of my class or on my own	57	17	27	1
I am satisfied with the amount of technology I am learning in my program	75	6	20	3
I attended an orientation for my program	64	13	22	3
After attending an orientation I felt informed about my program	63	8	30	4
I am informed about noncredit registration policies and procedures	67	12	21	3
I am informed about how to file a complaint/grievance	48	23	28	4
I am informed about how to gain access to my student records	53	20	27	4
I am aware of how my records are stored, kept confidential, and released	53	19	29	4
I am informed about how to register for Mt. SAC credit courses	70	12	18	3
I am aware that there is financial aid available for Mt. SAC credit classes	63	12	25	5

Source: Mt. SAC Continuing Education Student Survey 2011

MT. SAC
Mt. San Antonio College

CONTINUING EDUCATION

VISION STATEMENT

"Continuing Education will provide outstanding educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased literacy skills and access to higher education and employment."