SELF-STUDY REPORT

MT. SAN ANTONIO COLLEGE
SCHOOL OF CONTINUING EDUCATION

1100 N. GRAND AVENUE
WALNUT, CA 91789

April 22, 2024 – April 24, 2024

ACS WASC Adult School/ROCP Focus on Learning
Continuous Improvement Guide
2022 Edition

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Introduction

The Mt. San Antonio College (Mt. SAC) School of Continuing Education (SCE), located in Walnut, California, offers the community quality programs and services with opportunities to increase literacy skills, access higher education and employment, and strengthen self-sufficiency. SCE generally serves a diverse student population of more than 40,000. In 2022-23, SCE reported to the California Community Colleges Chancellor's Office, via the Management Information Systems (MIS), an enrollment of 48,194. SCE oversees the following program areas:

- **Adult Basic Education** (ABE) offers options that include the opportunity to earn high school credits through the High School Referral (HSR) program and/or a high school diploma, prepare for the high school equivalency exam (GED/HiSET/TASC) and/or the military entrance exam, gain computer skills, improve English and math skills, and access counseling and career development services.

- **Community and Contract Education** offers a variety of classes and programs through a fee-based structure or contracted courses and services. Classes of high interest are provided to community members for a fee and include career and professional development classes, such as makeup artistry, medical insurance billing, notary public, and water technology. Also offered are computer literacy, CPR and First Aid, driver (motorcycle) education, sports and fitness, special programs for kids and youth, and workforce preparation. The SCE Testing Center offers secure, computer-based testing services. Contract education provides instruction and services through agreements between SCE and employers or organizations. No public funds are used to support classes offered through Community and Contract Education as programs are self-financed.

- **Education for Older Adults** and **Adults with Disabilities** (EOA & AWD) serves specific populations in two different disciplines. Older adult can take classes to acquire new skills and stay mentally and physically fit. While classes are specially designed for older adults (age 55+), EOA courses are open to 18+ adults. AWD primarily serves adults with intellectual disabilities who exit transition programs (secondary) at the age of 22 due to age requirements. AWD students take life skills courses such as communication, socialization, and civic engagement, and preparation for college and work.

- **English as a Second Language** (ESL) oversees the English as Second Language and Vocational English as a Second Language (VESL) programs. ESL students can acquire English, strengthen communication skills, improve employability, transition to credit programs and certificate pathways, and becoming active members in their communities. VESL is designed to help advanced ESL students prepare for the transition to credit courses and/or assist them with their employment pursuits.

- **Off-Campus High School** (OCHS) partners with local high school districts to provide courses for credit recovery, career education, and advancement credit to use for high school graduation. The program also promotes transition into college and career pathways.

- **Short-Term Vocational** (STV) offers career education, vocational education, and workforce development. STV's programs, informed by labor market data, lead to careers in high demand fields and meet the needs of local employers. STV programs with external approval include Certified Nurse Assistant (CNA) and Certified Home Health Aide, which are approved by the State of California, Health & Human Services, Department of Public Health, Licensing and Certification. The Emergency Medical Technician (EMT) program is accredited by the Los Angeles County Emergency Medical Services Agency. In addition to health careers programs, STV courses provide a bridge to careers and college enrollment in areas that include, but are not limited to, agriculture, business, electronics, manufacturing, photography, and welding.

- **Vocational Re-Entry** (VRE) offers adults of any age vocational courses in digital technology and the fine and decorative arts so students can develop skills that can lead to a means of supplemental income. Students gain skills to enter or re-enter college or the workforce.

SCE is also a member of the Mt. San Antonio Regional Consortium for Adult Education, along with seven K-12 adult schools. Information about the Mt. San Antonio Regional Consortium can be accessed online.

SCE is committed to diversity, equity, and inclusion and the College mission, vision, institutional core values, and goals. Since Spring 2022, every SCE department has been required to report on plans and achievements related to equity and inclusion as part of the annual Planning for Institutional Effectiveness (PIE) process. While SCE has always addressed equity, formalizing the process has encouraged improved strategic planning, deeper reflection, and greater success in actively addressing these issues. The Campus Equity and Diversity Committee, which includes an SCE representative, is tasked with fostering a climate of equal opportunity and success for all students, and strengthening the capacity of employees to demonstrate sensitivity to, and understanding of, the diversity of students we serve. To address equity issues specific to the noncredit student population, SCE launched the SCE Equity Leadership Group, comprised of managers, faculty, and classified staff. This group meets regularly and selects specific issues to address annually, the most recent being conducting department equity walks to identify ways to make students feel more welcome. Equity issues are now regular agenda items at SCE Leadership meetings, where managers discuss department-wide strategies and share successes.

SCE has a process in place to adjust to the diverse, unique, and evolving needs of the individuals and communities we serve. SCE relies heavily on quantitative and qualitative data to inform instruction, student support services, student recruitment and engagement, and program development. Students provide input through surveys, focus groups, and department websites to inform SCE of their needs, provide constructive and positive feedback, and ask for assistance. Data on enrollment, program completion, and schoolwide learner outcomes identify areas of need, which are subsequently addressed by SCE leaders, faculty, and staff. Labor market data also guide decisions on when and which new programs to introduce. For example, SCE quickly developed a contact tracer program at the beginning of the pandemic to serve the urgent and critical need faced by the surrounding communities. SCE is focused on addressing the unique and evolving needs of individuals and communities so that programs are relevant and beneficial to help students become productive citizens, workers, and family members.

This self-study is based on 24 months of reviewing and analyzing data, engaging in robust dialogue, and planning for schoolwide improvement. Students, staff, faculty, and managers actively participated in evaluating programs and processes that impact student learning and achievement. Data collection, compilation, and dialogue occurred with Program Teams and Criterion Focus Groups. Program Teams provided core evidence and evaluation while the Criterion Focus Groups synthesized findings. Each group included a diverse representation of SCE staff, programs, and services. An accreditation leadership team, aptly named "CRAFT" (Coordination, Resource, Accreditation, and Facilitation Team), was developed to create structures and activities that supported the groups, and to keep SCE constituents informed throughout the self-study process. The SCE Advisory Group, consisting of a cross-section of stakeholders and campus partners, also provided feedback that helped guide the review and development of the Action Plan. SCE Leadership received weekly updates, made recommendations, and oversaw the whole process. The self-study reflects the outcomes of this rigorous self-review process, guided by the Mt. SAC mission, SCE vision, Institutional Level Outcomes, and two questions: "How are students achieving? Is the school doing everything possible to support the high achievement of all students?" Student learning was a focus throughout the self-study and Action Plan processes.

Chapter 1: Progress Report

Since the 2018 SCE WASC full visit, the School of Continuing Education (SCE) has experienced significant changes and developments that have impacted the school. Prior to the COVID-19 pandemic, SCE's most significant developments were growth in staffing, program and enrollment, and student services. The pandemic led to unprecedented and unforeseen effects on SCE with the most significant change being the introduction of online learning and support. SCE staffing was also impacted. The following is a summary of significant developments impacting SCE since 2018:

- Distance Education and Online Student Services: Online courses and services have become a permanent modality at SCE. Students have the flexibility to take courses, meet with counselors, attend orientations, participate in workshops, and receive tech support all in a virtual environment. Having online access has provided a flexibility to students that benefits their work and life schedules and lessens financial and transportation barriers. The ABE department has benefitted the most from this flexibility, as evident by enrollment growth and an increase in diploma completion.

- Staffing: A number of factors elevated SCE's organizational structure, including the 2018 reaffirmation of SCE's accreditation, enrollment growth, expansion of programs, and the need for high level SCE input resulting in part from the pandemic. The College President and the Board of Trustees reclassified SCE's top leadership and added faculty and managers to elevate SCE's organizational structure within Mt. SAC and make it comparable to other institutions. The reclassification and restructure have given SCE the status and inclusion needed to advocate successfully for noncredit students.

- Program and Enrollment Growth: Following the 2018 WASC visit, SCE served 46,177 students, the most ever, and became the largest enrolled noncredit program among the California Community Colleges. In 2019-20, SCE was projected to surpass that number but, unfortunately, the arrival of the pandemic disrupted the Spring 2020 term and enrollment dipped slightly to 43,560 and remained low for two academic years. Finally in 2022-23, enrollment grew to 48,194 and surpassed pre-pandemic levels.

- Expansion of Student Resources and Support: The pandemic caused significant hardships and personal challenges to SCE students, their families, and communities, as was the case everywhere. SCE recognized that these challenges have disproportionately impacted student success and, therefore, prioritized the need to provide additional student support. SCE advocated and ensured that noncredit students experiencing food insecurities and/or homelessness could apply for and receive Higher Education Emergency Relief Fund (HEERF) funds. A Basic Needs Assistance program was established, and a project coordinator was hired to help students navigate through available resources within and outside the College. SCE students have continued to receive free parking since returning from the Stay-at-Home order. SCE loans laptops and has provided hotspots to students so they can access courses and services remotely, and even provides tech support when needed via the SCE Student Online Support (SCE SOS) service. Post-pandemic, students continue to benefit from these resources and services because SCE recognizes that for students to be successful, their basic needs must be addressed.

- Curricular programs: SCE now offers 103 programs, more than double the number of what was available at the time of the last WASC visit. Students now have more educational and career options. The Contact Tracer Program was proposed, developed, and implemented at the height of the pandemic, which helped address an employment need and an urgent public health concern. New health career programs, including the Pharmacy Technician Program that started in Fall 2022

term, have been in high demand. ABE also introduced Academic Instruction for Math and English (AIME) courses to support students in succeeding in college-level math and English.

The process for implementing and monitoring the schoolwide Action Plan continues as described in the 2018 WASC Self-Study and Midcycle Reports. The Action Plan content has been embedded in Planning for Institutional Effectiveness (PIE), the College's process for integrated planning and ongoing program improvement. To ensure the Action Plan continues to guide SCE's planning and improvement, it has been consistently revised as necessary, with significant changes stemming from the effects of the COVID-19 pandemic. Updates to the Action Plan are discussed and shared during SCE Advisory Group retreats, whether in-person or via Zoom during the height of the pandemic. The Action Plan continues to be revised annually and is posted on the SCE website, where it is available and accessible to all stakeholders.

Growth Area 1 (Data Integration & Analysis): The pandemic limited the progress of this particular growth area more than the others. While progress with data integration and analysis has taken place, it has not been to the degree originally planned, although making data more readily available and accessible was accomplished. Input from department teams has helped shape data systems to fit their specific and unique needs. However, as structures improved and data became more accessible, the pandemic then disrupted the course of action. Data that had been collected were no longer applicable to the new realities and could not be relied upon to inform change to programs and services. Instead, efforts were made to collect more relevant data that could provide insight into the challenges students faced during the public health crisis. Also, an energized and sincere interest was placed in collecting and using data that identified disproportionately impacted student populations. This focus on equity and diversity helped expedite the development of the SCE data dashboard, which will give faculty the tool to easily access disaggregated student course data. Overall, SCE continues to work to develop a culture in which managers, faculty, and staff value and use data to make informed decisions and monitor its effects.

Growth Area 2 (Communication): Communication structures within SCE have been expanded as a result of the objectives in the Action Plan. Focus groups and student surveys at the department and division level have generated more consistent student feedback, which has led to changes to programs and services. The development of the SCE SOS, for example, was prompted by student and faculty input on surveys. There are now more structures in place to disseminate division-wide information to employees, students, and the public. These include SWAY, Vice President's Division meetings, improved SCE website, SCE Research Plan, targeted marketing, social media, texting software). The pandemic added urgency to the need to expand communication structures, as the College and SCE sought to ensure students and the community were properly informed about basic needs services, mental health support, public health protocols, information about continuing courses online or in-person, and general announcements. Follow-up phone calls in ABE, EOA, ESL, and STV are now a common practice in efforts to ensure students know about courses, services, and programs. Employee and student surveys provide evidence that students and employees feel informed about what is taking place at SCE. Information about SCE programs and services is also reaching the at-large community, as noted by recognition of the AWD Program within Mt. SAC and the California Community Colleges' Board of Governors.

Growth Area 3 (Technology): Significant progress in this growth area resulted from the Action Plan and, unexpectedly, the effects of the pandemic. The Action Plan prompted a faculty-led research study and needs assessment on the state of student technological skills. The findings, summarized in a report, were shared with each department and led to the development of action items with some meant to be

implemented in the Spring 2020 term. However, the pandemic arrived and shifted the focus and priorities of the findings, with greater emphasis placed on addressing the technological needs required to transition students to online learning. SCE focused on three main priorities that supported our commitment to equity and access: ensuring students had access to technology, supporting students in navigating Canvas, and helping students use Zoom. Since Spring 2020, SCE has loaned students 1,717 laptops and 1,027 hotspots, offered 6,564 course sections online, launched the SCE SOS tech service, and supported faculty with equipment and professional development opportunities for their transition to teaching online. While all Action Plan tasks for this growth area have been addressed, this is nevertheless an area that remains a priority for SCE given that online education is evolving, and students continue to get comfortable with the new modality.

Student learner needs, school needs, and areas for growth have been successfully addressed to various degrees since the last self-study. Growth areas, including school needs, were addressed earlier in this chapter. The critical learner needs identified six years ago became even more urgent during the pandemic. Achieving success in technological literacy for personal, academic, and career goals, as well as developing soft skills and employability skills, were essential whether continuing in an educational/career pathway, remaining employed, or pursuing employment. The last self-study led SCE to research and develop a Tech Research Plan with input from stakeholders across departments. Also, ABE and ESL adhere to the Workforce Innovation and Opportunity Act II (WIOA II) requirement of assessing the technological skills of students and instructors of as part of the Continuous Improvement Plan (CIP). Important findings that have been, and continue to be, addressed include computer access and navigating Canvas. Students now have access to laptops through the College's laptop loaner program and support with Canvas, as well as other tech issues, through the SCE SOS. In addition to this support, students now have more opportunities to develop or enhance their technological skills as the number of computer course offerings has increased. Given that online courses have become a permanent instruction modality, this critical learner need will continue as a priority.

SCE has also increased opportunities and support to students to help them enhance their soft skills and employability skills. In addition to the services offered by counselors, students now have access to the SCE career services specialist, a position created upon the completion of the last self-study. The specialist meets one-on-one with students to discuss their specific employability needs and generates a monthly report. Also, the Pomona Valley America's Job Center of California (AJCC) is now located within the SCE administrative building, making it easily accessible to students. Lastly, SCE launched a pre-apprenticeship and apprenticeship program to provide students with skills in math and English, foundational theory, and hands-on clinical experience to prepare them for immediate employment. While the number of services to support students in enhancing their employability skills has increased, there is nevertheless a continued need to provide academic and basic needs support to assist students in finding employment. The pandemic has amplified the need to serve the whole student. Knowing the various needs of students and providing wrap-around services is likely to be more effective in helping them achieve their goals than simply focusing on one specific need at a time.

Accreditation findings, the SCE Profile, Mt. San Antonio Consortium and WIOA data, and PIE are driving changes and improvements to SCE programs to better serve students. The Action Plan includes findings from the previous accreditation, which are incorporated into the PIE process. In PIE, resources are requested to provide the funding to achieve plans and/or expand on plans proposed in the Action Plan. Of the original 39 steps identified to address key issues in the Action Plan, all have been implemented. The Action Plan growth areas align with the College's institutional goals.

Two growth areas for continuous improvement emerged during the pandemic and are not in the current schoolwide action plan. One growth area pertains to the integration of basic needs support and the other to addressing issues of equity and inclusion more proactively and intentionally. The pandemic brought these issues to the forefront and, while they are currently being addressed, they are not explicitly identified as growth areas in the Action Plan. It was anticipated that going through the upcoming self-study process would provide the time and structure to discuss and evaluate the issues in-depth and identify specific areas of growth. This report will shed light on how these issues were addressed in through self-study process.

Chapter 2: School Profile and Supporting Data and Findings

The School of Continuing Education (SCE) offers quality educational programs and services with opportunities for community members to increase literacy skills, access higher education and employment, and strengthen self-sufficiency and economic mobility. Located on the Mt. SAC campus at 1100 N. Grand Avenue, Walnut, California 91789, SCE has the distinction of holding a dual accreditation from the Western Association of Schools and Colleges (WASC), with one from the Accrediting Commission for Community and Junior Colleges (ACCJC) and the other from the Accrediting Commission for Schools (ACS). SCE, a large school, served 48,194 students in the 2022-23 academic year. SCE's learner population is diverse and from a lifespan that ranges from minors to older adults. The 103 programs offered at SCE are housed within the following seven main program areas mentioned in the introduction:

- Adult Basic Education (ABE)
- Community & Contract Education
- Education for Older Adults & Adults with Disabilities (EOA & AWD)
- English as a Second Language (ESL)
- Off-Campus High School (OCHS)
- Short-Term Vocational (STV)
- Vocational Re-Entry (VRE)

The Mt. SAC catalog provides information about all programs, courses, and services and is easily accessible online. Noncredit courses are offered primarily on the Mt. SAC campus and are accessible four terms per year (winter, spring, summer, and fall), with weekend and evening options available.

SCE also houses the Mt. San Antonio Regional Consortium for Adult Education. Initially selected as the Consortium's fiscal agent in 2014, SCE now serves as the fiscal certifier. In addition to SCE, the Consortium membership includes Baldwin Park Unified School District, Bassett Unified School District, Charter Oak Unified School District, Covina-Valley Unified School District, Hacienda La Puente Unified School District, Pomona Unified School District, and Rowland Unified School District. The SCE Vice President and the Baldwin Park Adult and Community Education Director serve as co-chairs of the Consortium.

SCE students have access to academic, career, and support resources to help them complete courses and programs. These resources are discussed in detail in the Criterion 7 section. Learning support resources include the Language Learning Center (LLC), WIN Athletic Support Center, ABE Learning Center, the ESL Library, and the STV health career simulation labs. There is a laptop loaner program and the SCE Student Online Services (SOS), which provides technology support to those needing help with the SCE application, Mt. SAC portal, Canvas, email, laptop, and course-related software. SCE counseling services address issues pertaining to academic goals, basic needs, and career explorations and are available one-on-one, in a group setting, on-campus, or online. In 2022-23, counselors held 16,159 individual student appointments and provided 45,715 services.

In addition to offering courses on campus, SCE also offers courses online and at over 50 locations in cities served by the College. Mt. SAC does not have satellite campuses or branches. Work experience opportunities, primarily for health career students, are offered in facilities within the surrounding communities. A list of off-campus facilities that offer SCE courses can be found in the SCE Profile. Online courses are taught synchronously, asynchronously, and, sometimes, partially in-person and partially online. SCE introduced online courses in Spring 2020 to support students in completing their courses and programs during the COVID-19 pandemic. Due to continued demand and interest in online courses post-pandemic, SCE opted to continue offering them each term. To provide equitable access, SCE lends equipment to students who want to take an online course but not have the resources to do so.

History

The 421-acre Mt. SAC campus was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an Army hospital and later a Navy hospital. The Mt. SAC District was created in December 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing 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 and a staff of 32. The College now serves over 62,000 students from a wide array of backgrounds and generations.

SCE had its beginnings when the Community Services Department was established in 1971 to provide cultural, educational, and recreational programs. These community programs included the support of the planetarium, wildlife sanctuary, and art gallery as well as classes for older adults and gifted children. The Department managed 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 Community Education Division began expanding its focus to include entrepreneurship and economic development.

In 1993, the College established the Community Education Center (CEC), which expanded to include High School Equivalency 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. A renewed emphasis on career education and workforce development in early 2010 prompted a name change to Continuing Education to reflect the breadth of programs offered as well as common terminology used by the California Community College system. In 2015, the restructuring of the Division to better align with its growing scope and state requirements prompted the adoption of the seventh and current name: School of Continuing Education (SCE). In 2021, SCE marked its 50th anniversary with another restructure that resulted in the establishment of an SCE Cabinet-level executive leadership position.

Community Information

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 campus is located about thirty miles east of Los Angeles and is situated in Walnut, the geographic center of 10 school districts and 17 communities. These 17 surrounding communities include 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.

SCE serves a diverse student population, reflective of the population of the surrounding communities. In 2021, the U.S. Census Bureau American Community Survey data showed that the demographics for the population residing within the Mt. SAC District boundaries differed just slightly than that of the State. The population living within the Mt. SAC District has an approximately even gender distribution, with 51% female and 49% male. A notable difference is that the Mt. SAC District area has approximately 13% more Hispanic/Latino/a and 9% more Asian representation than the respective averages in California. Approximately 59% of those living in the Mt. SAC District area speak a language other than English at

home, which reflects a growth of 8% when compared to last year and is 15% more than California's current average and 37% more than the national average. More than one-third of the Mt. SAC District population is foreign-born, a population that can benefit from SCE's ESL courses and services.

SCE is nestled within Los Angeles County, a region that has experienced employment instability over the last five years due to the COVID-19 pandemic. The unemployment rate in the County fluctuated between 4.8% in 2018 to 17.9% in 2020 and is now at 5.3% as of June 2023, which is just 0.4% higher than the State of California.

Mission, Vision, and Institutional Level Outcomes

The mission, vision, and Institutional Level Outcomes (ILOs) communicate the educational purpose and commitment to quality education. As a division within a community college, SCE's history has been influenced by policies stipulated by the California Legislature and the California Community College system. The California Education Code states that the mission of the California Community Colleges is to offer academic and vocational instruction at the lower division level to younger and older students with support services to facilitate academic success and achievement. This sentiment is reflected in the Mt. SAC mission statement, which guides SCE and all divisions. Mt. SAC's mission statement reads:

> *The mission of Mt. San Antonio College is to support and empower all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society. The College pledges to serve students so they may achieve their full educational potential for lifelong learning, for attaining certificates and associate and bachelor's degrees, for employment, and for the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement; advancing civic engagement and environmental responsibility; enhancing personal and social well-being; developing information and technological literacy, communication, and critical thinking; and enriching aesthetic and cultural experiences. (Revised September 2022)*

SCE's vision, developed to align with the Mt. SAC's mission statement, is reviewed annually to ensure it remains relevant. SCE's vision states that:

> *The School of Continuing Education will support students in enhancing and advancing their lives through accessible, equitable, and innovative educational opportunities. (Revised January 2023)*

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

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

The ILOs and the vision were developed to align with the College's mission statement. Along with the mission and vision, the ILOs communicate the educational purpose and commitment to quality education for our students. This is supported by staff survey responses indicating a high level of connection between their work and the mission (91%), vision (85%), and ILOs (84%). The ILOs and SCE vision are reviewed annually by the SCE Advisory Group and revised when necessary in order to maintain relevancy. The ILOs were last revised in November 2016, the mission in September 2022, and the vision in January 2023.

Each of the four ILOs is mapped to course Student Learning Outcomes (SLOs). SLOs are the expectations of what students should know, think, feel or do as a result of an educational experience. Faculty develop SLOs, which are implemented and assessed at the course level. Mapping course-level SLOs to institution-level ILOs helps further evaluate student learning. In the 2022-23 academic year, 180 SLOs were mapped to the four ILOs. The mapping of SLOs is fairly evenly distributed across ILOs, with approximately 28% of SLOs mapped to the Communication ILO, 23% to Critical Thinking, 27% to Information and Technology Literacy, and 22% to the Personal, Social, Civic, and Environmental Responsibility ILO. ILOs are assessed on a four-year cycle so that one ILO is assessed each year by all departments.

External agencies generally guide the learning outcomes of courses offered by the Community and Contract Education Department and, therefore, those do not have defined SLOs like other noncredit courses. For example, the California Highway Patrol (CHP), State Water Resources Control Board (SWRCB), and the American Heart Association establish the learning outcomes and expectations of courses for the California Motorcyclist Safety Program (CMSP), Water Technology Program, and the CPR Program, respectively. This is also true for other contract education programs, where corporate clients request customized trainings with specific expected outcomes. Because this structure assures that ILOs are naturally embedded in programs, there has not been a need to directly map course SLOs to the ILOs. Instead, the Department identifies which ILO is best aligned with each course, and the successful completion of such courses and passage rates of certification exams are used as a way to measure the Department's ILO success.

The most recent assessment results for each ILO highlighted that students learning is taking place across programs and departments. The Personal, Social, Civic, and Environmental ILO was assessed in 2019-20 and the results showed that 93% of the criteria used to measure success were met. For the Critical Thinking ILO, assessed in 2020-21, 97% of the SLO criteria were met and 94% were met for the Communication ILO in 2021-22. Not as successful were the assessment results for the Information and Technology Literacy ILO in 2022-23, which had 72% of its criteria for success met. The lower than usual percentage was heavily swayed by the ESL Department, which used SLOs based on the EL Civics Objective 48.4, which focused on the effective use of online tools. A combination of external issues affected the assessment results, including questions about outdated technology (such as Skype) and students' inability to use Google forms correctly to answer questions. These challenges, along with the reality that the ESL student population tends to struggle the most with technology when compared to other departments, led to a lower than usual ILO assessment result. However, removing ESL, the assessment result for the Information and Technology Literacy ILO for SCE changes to a 96% from a 72% of criteria met.

The ESL Department is already working on addressing the information and technology literacy needs of its student population. The ILO results confirmed what the ESL Department already knew. There is a need to support students in developing their technological skills, especially those who may have had little-to-no exposure to technology in their birth countries. Given the demographics of the ESL student

population, one that is immigrant and older, it is likely that a high percentage of students have had limited exposure to technology. As the number of technology-related classes increases, the ESL Department continues to encourage students to reach out to the SCE SOS, the LLC, and the in-person support for completing applications and assistance with online classes. While the need to strengthen the technology skills of students was identified by the ILO assessment for ESL, it is, nevertheless, a need that cuts across all departments. Students need strong information and technology literacy skills to maximize access to education and employment opportunities, to benefit from the flexibility of taking online classes, and to survive in a technologically-driven society.

The most recent cycle of ILO assessments and this self-study highlighted the limitations of using SLO assessments as the only means for measuring schoolwide learning. SLOs are course-specific but learning at SCE expands beyond the confinement of the classroom. Learning also takes place in tutoring sessions, labs, workshops, SCE SOS, in-person tech support, and SCE-driven campaigns. Currently, SCE is working with faculty to identify ways to enhance how ILOs are measured.

SCE Profile Analysis
The SCE Profile presents a comprehensive collection of data gathered from sources that include the U.S. Census, the College's internal record keeping enterprise (Ellucian Banner), CASAS TOPSpro, and external licensure agencies. Data queries in the form of Argos reports allow for student information, demographics, and achievement data to be extracted from Banner. Data can be aggregated or disaggregated by course, program, department, academic term, or any demographic. The SCE Profile is reviewed and discussed annually by department teams in the SCE Advisory Group meeting and extensively during the self-study process.

SCE Three Year Unduplicated Enrollment Trend by Program

Department	Program	2020-21	2021-22	2022-23	% change 2020-21 to 2022-23
Adult Basic Education	Adult Basic Education	576	652	809	40
	Adult High School Diploma	501	454	516	3
	AIME (Math & English Prep)	154	174	433	181
	High School Equivalency	340	279	316	-7
	High School Referral	756	991	1859	146
Education for Older Adults & Adults with Disabilities	Adults with Disabilities	176	373	609	246
	Education for Older Adults	1790	3286	3609	102
ESL	ESL	1851	3256	4304	133
	VESL Career Paths	413	455	632	53
Noncredit Labs	Language Learning Center	1364	956	1953	43
	WIN	405	590	683	69
	All Other Noncredit Labs[1]	5007	6839	9093	82
Off-Campus High School		12625	15972	15116	20
Short-Term Vocational	Health Careers (Credit)	-	416	613	-
	Health Careers (Noncredit)	320	320	496	55
	STV	315	430	415	32
	STV Mirrored	94	126	163	73
	Voc Adults with Disabilities	56	99	63	13
	Vocational Re-Entry	1023	1644	1709	67
Unduplicated Total		25001	33835	38123	52

1- All Other Noncredit Labs includes: LAC, TERC, Math, Writing Assistance Center, T-MARC
Source: Argos Report SFR0081 "ACS WASC: School of Continuing Education Enrollment by Program"

The SCE Profile continue to reflect the effects of the pandemic so discussions by department teams have inevitably focused on a comparison to pre-pandemic enrollment. The enrollment numbers in the SCE Profile are an undercount as they only include students with four or more hours of attendance. SCE was the largest noncredit program in California in 2018-19 but it experienced a decrease in enrollment during the pandemic just like other educational institutions. From 2019-20 to 2020-21, SCE's enrollment went from 43,028 to 25,001, reflecting a 42% drop. Since 2020-21, every program except for High School Equivalency has experienced steady growth. Some programs have more than doubled their enrollment in two years, including AWD which has grown by 246%, Academic Instruction for Math and English (AIME) by 181%, HSR by 146%, ESL by 133%, and EOA by 102%. SCE's dramatic enrollment increase is attributed to the pandemic ending and to some internal factors. One being the expansion of student engagement efforts– outreaching to prospective students, focusing on providing extra support to current ones, and attempting to re-engage those who left during the pandemic and have yet to return. Expanding the types of modalities have also provided flexibility and access to a student population that might not otherwise be able to drive to campus to attend classes.

The pandemic and the economy also affected enrollment trends. While student demographics have remained similar when compared to previous years, enrollment trends have changed partly due to the introduction of online courses. EOA students are now enrolling in multiple courses each term, something that was uncommon before the pandemic. The Adult High School Diploma program has surged from 341 students in 2019-20 to 516 in 2022-23 now that online courses provide access to a population that might otherwise not be able to enroll at all. Online courses have also led to an increase for AWD, a program that has experienced significant growth in two years. Online courses provide flexibility, especially for students who struggle with transportation issues, childcare challenges, and work responsibilities. Given that the economy forced many students back into the workforce, online courses have allowed them to stay on their educational trajectory.

A new addition to the SCE Profile is the SCE Duplicated Enrollment by Modality by Program table. This table serves as evidence of where and how online courses are impacting SCE programs. Online courses have continued to be available post-pandemic, but there has been a gradual shift to more in-person classes overall as a Division. In 2021-22, 56% of classes were in-person and 44% online but in 2022-23, in-person grew to 61% and 39% was online. The trend to shift to more in-person and less online does not apply to three programs, as Adult High School Diploma and High School Referral both remained 100% online and Off-Campus High School remained 100% in-person. High School Referral is designed to be an online program while Off-Campus High School is structured as an in-person program. The Adult High School Diploma is a program available in-person and online, but students seem to prefer online.

Another new addition to the SCE Profile is the SCE Technology Loans by Program table, which documents the number of laptops and hotspots that have been lent out to students since the beginning of the pandemic. As expected, 2020-21 was the year when the most laptops were borrowed by SCE students – a total of 500. While the number decreased in 2021-22, it increased again in 2022-23. Interestingly, as the number of online courses has decreased, the number of laptops borrowed has remained consistently high the last three years, between 440 and 500. ESL is by far the program that has the most students borrowing laptops. Close to half of the laptops on loan by the Division are borrowed by ESL students. This is the population that as a program struggled to meet the criteria for success of the Information and Technology Literacy ILO. The fact that the population least literate on technology borrows laptops to take online classes highlights the need to strengthen the technology skills of such learners.

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It has been difficult to collect reliable achievement data for online courses given the external factors from the pandemic that affected students' success during the pandemic. It has been challenging to disaggregate course data by modality, although that may be less challenging once the SCE data dashboards become available in Spring 2024. Having two full academic years of post-pandemic data for online courses has made it more feasible to collect and compare in-person to online course data. Data samples are now larger and more reliable. Certain programs have the structure to do a clean comparison, such as ESL, which offers both in-person and online sections of the same courses. In 2022-23, ESL's ILO assessment included a comparison of in-person to online course SLOs. The results seem to suggest that ESL students do slightly better in the in-person courses than online. As part of the ILO assessment process, ESL is exploring options for how to improve the performance of students enrolled in online courses. In general, online courses are assessed consistently and in the same manner as in-person courses.

Student achievement at SCE remains high across programs. Approximately 98% of SCE students pass their courses or receive a satisfactory progress grade but, when disaggregating the data by program, ESL and VESL report a low passage or satisfactory rate. Many times, this low rate is based on attendance, as students stop attending class due to personal issues such as transportation challenges, a childcare, or work. Students are passing classes, gaining credentials and diplomas. ABE graduated its largest class in Spring 2023, evidence that the flexibility of online classes is an ideal option for ABE students. Licensure passage rates are also high, with the CNA passage rate at 99% and at 80% for EMT. In 2022-23, a total of 536 certificates were awarded, the most ever. This is partly affected by the fact that the number of certificates available at SCE has increased dramatically in the last six years. During the time of the last self-study, SCE offered 47 certificates, but it now offers 103, reflecting an increase of 119%.

Review and analysis of the SCE Profile led to the identification of two learner needs. One is that students need to develop their technology skills to achieve personal, academic, and professional goals. This is evident from the assessment results of the Information and Technology Literacy ILO. Discussions by WASC criteria focus groups and programs teams consistently mentioned that SCE students need to become literate in technology to take and succeed in online classes. A second learner need is that students do need and benefit from wrap-around support services to achieve course/program completion. Enrollment growth and high completion rates would not be possible without the expansion and strategic coordination of student support services. More students need access to those wrap-around services, especially to transition to the credit side or employment.

The following is the question to consider throughout the self-study process, especially as criteria four through seven are discussed: Is SCE doing everything possible to support high achievement of all students? This is a question often used when reviewing SCE data. It is generally followed up by another question: If not, what should SCE be doing?

CHAPTER 3: SELF STUDY FINDINGS
Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1*: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.*

The School of Continuing Education (SCE) outlines its purpose, intended student population, and commitment to high levels of student learning in the Mt. SAC mission, SCE vision, and the schoolwide learner outcomes referred to as Institutional Level Outcomes (ILOs).

Mission:

The mission of Mt. San Antonio College is to support and empower all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society. The College pledges to serve students so they may achieve their full educational potential for lifelong learning, for attaining certificates and associate and bachelor's degrees, for employment, and for the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement; advancing civic engagement and environmental responsibility; enhancing personal and social well-being; developing information and technological literacy, communication, and critical thinking; and enriching aesthetic and cultural experiences. (Updated: September 2022)

Vision:

The School of Continuing Education will support students in enhancing and advancing their lives through accessible, equitable, and innovative educational opportunities. (Updated: March 2023)

Institutional Level Outcomes (ILOs):

ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspects of the college, including courses, programs, departments, and services. ILOs focus on:

1) Communication
2) Critical Thinking
3) Personal, Social, Civic, and Environmental Responsibility, and
4) Information Technology

The College mission, which is inclusive of SCE students, clearly details the institutional commitment to assist students in achieving their learning goals in a supportive learning environment. As **reported** to the Accrediting Commission for Community and Junior Colleges (ACCJC), the mission is inclusive and recognizes Mt. SAC's role in providing support services to help students achieve their fullest potential. The SCE vision statement emphasizes the mission, including equity and accessibility. The ILOs demonstrate a commitment to ensuring that students obtain key skills and abilities from SCE courses,

programs, and services. These ILOs are also used in course assessments as courses are **linked** to at least one ILO for evaluation purposes.

Both the mission and vision statements are published on the Mt. SAC website, in the annual student handbook, printed materials, and in the public domain. Approximately 72% of students who took the SCE Student Survey agreed that they know where to find Mt. SAC's mission statement. The vision and ILOs are posted in classrooms, meeting rooms, and other public locations where programs are housed. The SCE Employee Handbook includes the mission, vision, and ILOs, and student handbooks within each program area also include the SCE vision and ILOs.

Indicator 1.2: *The school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.*
The College mission, SCE vision, and ILOs provide the foundation for institutional planning and decision-making activities, which is accomplished through the annual Planning for Institutional Effectiveness (PIE) process. The **PIE process** emphasizes that the mission drives planning and resource allocation and reinforces its connection to the College's strategic priorities, goals, ILOs, Student Learning Outcomes (SLOs), and Program Level Outcomes (PLOs). To create a cohesive alignment, programs, departments, and divisions map their goals to the College goals and priorities. The publicly accessible 2022-25 Strategic Plan explains in detail the cyclical and systematic process used for assessing the accomplishment of the College mission with the use of PIE. The process begins with program review at the unit/department level and moves to the manager level, followed by the vice presidents and president reviews, and, eventually, to the Institutional Effectiveness Committee. The connection of the mission to the PIE process is well understood, as reflected in the 2023 SCE Employee Survey results, where 91% of those surveyed agreed with the statement "I understand how my work relates to the Mt. SAC Mission Statement."

SCE's vision recognizes the diversity of its students and commits to providing them with support and access to educational opportunities. This vision is central to the actions taken by the SCE Leadership Team. For example, the SCE program teams strategically plan for flexible scheduling to maximize student access. SCE offers in-person and online courses at on-campus or off-site locations. Courses are scheduled in the morning, afternoon, evening, and on weekends and at times in a compressed schedule to accommodate working adults and adult learners. In keeping with the SCE vision, programs respond quickly to changes in the community and the economy to support students and keep courses accessible to all. SCE swiftly launched online courses and online student services in reaction to the COVID-19 pandemic, and even developed a short-term Contact Tracer program to add workers needed for immediate employment. Post-pandemic, SCE has maintained online courses offerings to accommodate students who are unable to come in person or lack the finances to attend on campus courses or services. The benefits of online courses are most evident within ABE, which graduated in June 2023 the largest class in its history. The vision guides SCE in providing students with accessible, equitable, and innovative educational opportunities, and supporting them through successful course and program completion. SCE faculty, staff, and managers understand the vision and its commitment to student learning, which is ingrained in the culture of the institution. This is reflected by the 2023 SCE Employee Survey results, where 87% of those surveyed agreed with the statement "I know how my work contributes to student success at Mt. SAC." This commitment to student access and achievement is inherent to SCE's culture.

The mission statement is reviewed annually by the President's Advisory Council ([PAC](#)) using a participatory governance process that includes representation of all campus constituencies, which include faculty, managers, staff, and two student. All PAC members solicit feedback on the mission from their respective base. The mission was revised in [PAC in July 2022](#), and approved in **September 2022** by the Board of Trustees. The SCE Leadership Team, SCE Advisory Group, program teams, and criteria focus groups most recently reviewed the Mt. SAC mission and vision in December 2022. The SCE Advisory Group, a group comprised of staff, faculty, managers, and students that meets twice annually to discuss planning and institutional effectiveness recommended minor changes to the vision to reflect a stronger commitment to diversity. In March 2023, the SCE Leadership Team took those recommendations and officially revised the vision statement. The SCE Advisory Group reviews the mission, vision, and ILOs annually.

Indicator 1.3*: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.*
Educational plans are critical for linking courses and activities to program goals through a clearly delineated path for students in CDCP program areas (Student Educational Plans). These plans help to outline career and educational goals, certificate requirements, and milestone tracking for progress and success. The SCE Leadership Team and staff have established a collaborative school culture that emphasizes personalized learning plans for students. SCE directors and program counselors are responsible for ensuring that students develop personalized learning plans. Department directors, their faculty, and staff design SCE counseling and advising services so that students meet with a counselor at or immediately following enrollment, to discuss personalized learning plans. Either online or in person, counselors help students develop **student educational plans**, monitor their progress, evaluate basic needs services, and provide follow-up services.

Educational Plans are created with students on an individual basis or in small group settings that include short-term educational goals, barriers to success, basic needs resources to address these barriers, and information on campus services and resources. Programs conduct educational planning using various delivery methods. For example, the Adult High School Diploma program counselors complete educational plans during a one-on-one appointment as students enroll with different number of credits. The High School Referral program has a designated counselor who completes educational plans with every student through one-on-one embedded counseling. The Off-Campus High School Program conducts educational planning during a class session for all in attendance. ESL counselors complete educational plans with new students upon completion of their ESL diagnostic assessment. Vocational Re-Entry students do their educational plans in the classroom with the help of counselors. STV counselors work with students to develop educational plans after they complete an orientation and prior to starting a course. In the SCE Student Survey, 338 students reported having received information from counselors in an orientation, 351 in in-class presentations, 307 in a counseling appointment, and 73 in a workshop.

Indicator 1.4*: The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.*
Mt. SAC's schoolwide learning outcomes, referred to as Institutional Level Outcomes (ILOs), apply to all divisions, including SCE. The ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall learning experience. They address competencies in the areas of communication, critical thinking, ethical reasoning, and information technology. The ILOs are communicated to all SCE managers, faculty, staff and students, and they are posted on the SCE website, in every classroom, and in public locations where programs are housed. The

Outcomes Committee, comprised of faculty, managers, and staff, developed the ILOs and is responsible for reviewing them regularly, for relevancy and connection to the College mission, and revising them as needed. The last substantive change was made in 2015, when the College transitioned from general education to institutional level outcomes. When needed, recommendations for changes are suggested. At the Division level, the SCE Advisory Group also reviews the ILOs for relevancy, along with the mission and vision, at annual summits. Most recently, the pandemic and the social activism that resulted from George Floyd's death reinforced the importance and relevance of the ILOs in helping students develop strong communication, critical thinking, ethical reasoning, and technology skills.

At SCE, ILO achievement is identified and measured through course-level Student Learning Outcomes (SLOs). Course SLOs are mapped to ILOs in the Nuventive Solutions software system, where PIE and outcomes are stored, aligned with the mission, and assessed. Faculty include course SLOs on their syllabi and incorporate them into their lessons. Faculty have the flexibility to decide which SLOs to use to measure ILOs based on student population or student learning needs. Some programs have few courses and SLOs but multiple sections per course and others have many courses and SLOs but few sections per course. In either case, the aggregated data used to assess ILOs balances out across departments so students across different disciplines can be assessed for one outcome. Regardless of the method, faculty post the ILO assessment results in Nuventive at the end of each academic year, discuss the results with department colleagues, and use the results for curriculum development and program improvement. Approximately 65% of faculty reported in the SCE Employee Survey that course SLO assessment data are discussed at department or SLO-focused meetings. To provide depth to the process and to encourage use of ILO assessment results, only one ILO mapped to multiple SLOs is assessed per year. Currently, 57 SLOs are mapped to communication, 39 to critical thinking, 48 to ethical reasoning, and 37 to information technology. In the SCE Employee Survey, 94% of faculty reported listing course SLOs on all their syllabi and 96% indicated that they inform their students about course SLOs.

ILOs, and the mission and vision, connect directly to the WASC Action Plan. The Action Plan developed from this cycle's self-study is reflective of both ILO accomplishments, mission, vision, and student learning needs. The three themes that emerged from program team, criterion focus group, and SCE Advisory Group discussions regarding the Action Plan pertain to data/outcomes analysis and use in instruction and student support, professional development opportunities, and technology literacy, with a DEISAA filter for all. The latter one is an ILO and reflects SCE's commitment to ensuring that students attain the technology skills necessary to succeed in SCE and society. In addition, PIE goals and their outcomes are tied to the mission, vision, and the promotion of ILOs. PIE goals seek to improve student learning through resolving funding and instructional issues related to these ILOs. For example, SCE identified in the 2021-22 PIE the need to fund SCE Student Online Support (SCE SOS) staff to provide online assistance and support to students facing technological challenges that prevented them from applying for courses or from successfully taking online classes. This resource request was made specifically to address the technology skills needs of students and relates to the Information and Technology Literacy ILO.

While SCE is effective in collecting, analyzing, and using ILO and SLO assessment data, there is a need to continue providing professional development in this area. To help enhance faculty and staff's knowledge and skills, research-based professional development opportunities on SLOs are made available. About 15% of SCE faculty reported attending such activities in 2022-23. ILO assessment is consistent but confined only to SLO assessment, which excludes the learning that takes place outside the classroom. Since the last self-study cycle, the College has invested resources to enhance outcomes assessment by: *i*ncreasing the number of faculty outcomes coordinators; training data coaches to help faculty interpret

data and plan for meaningful use; utilizing Program Level Outcome (PLO) liaisons to assist faculty with SLO, PLO, and ILO mapping; and, ensuring outcomes experts serve on the PIE Committee. However, the pandemic shifted focus to more urgent matters, which affected the efforts and energy spent on outcomes assessment. The ACCJC self-evaluation identified this area of need and produced a plan to strengthen outcomes assessment. In addition to that plan, SCE identified the need to expand how ILOs are measured to include the whole school.

School's Areas of Strengths and Growth for Criterion 1

Areas of Strength
- SCE has a history of data collection and analysis of schoolwide learner outcomes (ILOs) and student learning outcomes (SLOs).
- SCE's mission and vision guide the planning and decision-making processes and focuses on all learners, particularly underrepresented students.
- SCE is committed to ongoing analysis and evaluation of classes, programs, and services that support the success of students.

Areas of Growth
- SCE can expand the assessing of ILOs to include the whole school experience (instruction, administrative, and student services).

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policies and lead the school effectively.

Indicator 2.1*: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in continuous improvement of the school.*

Mt. SAC adheres to the notion that ethical and effective leadership is a critical element to foster continual improvement and enhance student learning outcomes. Clearly defined roles of governance are outlined by the College's organizational structure, Board Policies (BPs), and Administrative Procedures (APs). District labor agreements support the College leadership structure. The President/CEO oversees all five divisions and reports to the Board of Trustees. The Vice President of the School of Continuing Education (SCE) leads the division and reports directly to the President/CEO.

SCE's structure and clearly defined roles are made publicly available through an organizational chart. The SCE vice president oversees an associate vice president, two deans, managers, department directors, faculty, and staff. Within each SCE department, faculty, program managers, coordinators, and classified staff report to the director. Day-to-day operations are delegated to department staff, as evident by department meetings. SCE's organizational structure emphasizes division efficiency, commitment to department goals and student need, and aligns with Planning for Institutional Effectiveness (PIE), the College's annual review process, which includes SCE's WASC Action Plan and results in continuous improvement. The SCE Advisory Group meetings serve as an example of this effective governance structure where continuous improvement at the division and department levels is discussed.

Indicator 2.2*: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.*

Mt. SAC embraces participatory governance, giving a voice in the decision-making process to the administration, faculty, classified staff, and students. SCE's governance, decision-making structure, and organizational processes are regularly evaluated through formal processes to ensure integrity and effectiveness. BPs and APs, which dictate governance, decision-making structures, and organizational processes, are reviewed annually and revised as needed. At the College-level, most changes stem from input from governance, operational, and Academic Senate committees, as well as PIE and strategic planning. For example, in the last six years, SCE has gone through two restructurings that led to its development from a reporting area under the Instruction Division to its own division. The role of the lead administrator evolved from a dean to an associate vice president with one of the associate deans subsequently promoted to dean. The associate vice president was then elevated to the Cabinet-level position of provost but recently renamed to the lateral position of vice president. The new title is better aligned with campus structures and as a division led by a vice president. Being at the Cabinet level has provided more opportunities to advocate for SCE students and access to the same resources available to other divisions. SCE department directors and their staff produce their unit PIE, the annual review of their respective programs and services. The SCE Advisory Group, comprised of managers, faculty, classified staff, and students representing each department, also contributes to the annual review and evaluation of SCE and programs.

The ACS WASC self-study process enables stakeholders to participate in the evaluation of SCE, with ongoing opportunities to provide feedback throughout the implementation of the Action Plan. The self-study process provides space for department teams to engage in discussions of organization, governance structures, and decision-making procedures that relate to student learning. As a division within the College, SCE also participates in the Accrediting Commission for Community and Junior Colleges (ACCJC) self-evaluation process. Through two formal accreditation processes, bi-annual Advisory Group meetings, weekly SCE Leadership Team meetings, and committee meetings, SCE reviews and analyzes policies and procedures, and amends them as needed.

Indicator 2.3*: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.*
The College has an established set of policies and procedures, Administrative Procedures (APs) and Board Policies (BPs), that guide programs, activities, and events, and provide stability and consistency. Policies and procedures are posted on the College website. Awareness of standard operational practices, as well as changes to policies and procedures or introduction of new ones, occurs through printed, verbal, and electronic communication. At the Division-level, College and SCE policies, which include organizational charts, guidelines, sample forms, and staff directories for assistance, are disseminated to faculty and staff at meetings and through email, **SCE Canvas**, and the **Division Employee Handbook**. New SCE employees receive information at the department level, but this is not consistent across the division. The school Leadership recognizes this as SCE has expanded and reorganized multiple times. To address this issue, the SCE VP requested the formation of a workgroup to establish a new employee onboarding process that ensures all new employees are properly equipped with necessary information to begin their assigned duties. Student guidelines and handbooks in ABE, EOA & AWD, ESL, and STV are updated annually to include accurate College and Division policies and procedures.

Policies and procedures are revised as needed, often due to new laws and/or stakeholder input. **Advisory groups**, whether the Division's or those from departments, meet regularly and offer input on procedures, program development, and support services. This has been an effective way to gather feedback. A few changes that have stemmed from advisory group input include new course suggestions, switching from phone calls to a registration link to expedite the enrollment process, and implementing ageism and ableism awareness campaigns (EOA Advisory, AWD Advisory). Traditional data collection methods, such as surveys and student focus groups, also provide opportunities for stakeholders to share their experiences and suggest changes to policies and procedures. The new SCE website has a more visible feedback and suggestions tab to solicit input from stakeholders. At the SCE Leadership Team meetings, managers share feedback from department teams that, at times, can lead to development of workgroups to discuss and troubleshoot issues more closely and propose solutions. An example is the challenges that some students experienced with the online SCE application. A workgroup comprised of representatives from a variety of departments was formed to discuss the challenges, communicate them to the Information Technology (IT) department, and suggest improvements. Most of the changes have been implemented, allowing for the process to run more smoothly. The division leadership will continue to work on any additional improvements.

Indicator 2.4*: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.*
The SCE Vice President and the Leadership Team guide the school toward improvement through ongoing collaboration with faculty, staff, students, and other stakeholders. Shared governance is

paramount to the development of plans for school improvements and SCE leaders work to create a collegial and collaborative atmosphere that involves as many stakeholders as possible. Only 11% of employees disagreed that they are comfortable with the level of involvement in decisions that impact their work area. Also, 78% of employees who took the SCE Employee Survey agreed that they are comfortable going to their supervisor with workplace concerns. There is consensus at SCE that providing relevant instruction, high-impact student services, and guidance to students seeking employment, skill-building, and increased self-sufficiency is a priority. The Vice President and SCE managers provide leadership and support to ensure that stakeholders are aware of emerging trends, challenges, and opportunities that exist on campus, within the region, and statewide. Continuous emphasis on partnerships, collaborations, and interactions with on-campus and off-campus colleagues is imperative to ensuring student success. Evolving from a department to a division, becoming the largest noncredit program in the California Community College system, providing access to laptops for students to take online courses, offering an online learning environment, increasing the number of courses and programs available to stakeholders, making parking available for free to noncredit students, and providing access to basic needs services are just a few examples demonstrating effective leadership at SCE.

School's Areas of Strengths and Growth for Criterion 2

Areas of Strength
- SCE's leadership fosters a positive environment for staff and students and a supportive learning environment that promotes high student achievement.
- Mt. SAC operates within a stable, collaborative culture and evaluates organizational structure for improvements to support student learning.

Areas of Growth
- SCE leadership can provide support to establish a consistent division onboarding process that supports and equips new employees with the necessary tools and information to begin their duties with confidence.

Criterion 3: Faculty & Staff

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

Indicator 3.2*: The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.*

The School of Continuing Education (SCE) adheres to Mt. SAC's personnel policies and procedures, which are administered consistently and equitably through a formal and transparent structure dictated by Board Policies (BP) and Administrative Procedures (AP). Mt. SAC, an Equal Opportunity Employer (EEO), makes its BP and AP chapters on Human Resources (HR) publicly available on its **website** (BPs, APs 7100-7700). BPs and APs are reviewed periodically and discussed in the institutional self-evaluation report required by the Accrediting Commission for Community and Junior Colleges (ACCJC) (ISER, Standard IIIA). When BPs and APs are updated, the changes are communicated electronically to the campus community (Cabinet Notes, Vice President emails). Program managers also share relevant policies and updates at faculty and staff meetings (ESL Hub, ABE agenda, SCE Counseling agenda, SCE faculty meeting). The HR website makes information easily accessible to all personnel and lists who to contact for assistance. The Summer 2023 Employee Survey results confirm that employees agreed that they are satisfied with the amount of information they receive pertaining to the College (76%) and SCE (71%).

Indicator 3.1*: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.*

Mt. SAC's policies and procedures ensure that employee qualifications closely match specific programmatic needs and align to the school's vision. HR policies and procedures lead to the hiring of individuals with appropriate education, training, and experience to meet job performance expectations and standards (BP7120). Hiring policies and procedures are transparent and based on strategic planning, in-depth job descriptions, job announcements, and the mission and goals of Mt. SAC. For example, the job description for the Associate Vice President, School of Continuing Education, states that the incumbent "provides leadership in department-wide planning and program development in accordance with missions, goals, and objectives of the College and School of Continuing Education" (AVP Job Description). To ensure qualifications are met, HR reviews applications for permanent classified positions and full-time faculty positions. Hiring committees interview applicants to identify qualified candidates who most closely align with programmatic needs, the College's mission, and schoolwide learning needs. Employees hired in academic and classified positions requiring secondary or post-secondary credentials must provide verification of minimum qualifications and/or official, sealed college transcripts to HR.

Indicator 3.3*: The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.*

SCE follows the College's clearly established evaluation procedures and guidelines for all personnel, including the Board of Trustees, the College President/CEO, managers, faculty, and classified staff (BP/AP 2435, BP/AP 2745). Evaluation guidelines assist in the review of performance of assigned duties and participation in organizational responsibility. Employee evaluation procedures, instructions, and **forms** are available online on the HR website. Mt. SAC utilizes HR's electronic system to inform managers and staff when evaluations are due. Performance evaluation practices and cycles for faculty

and classified staff are also documented in collective bargaining agreements. Performance evaluation forms for all permanent employees provide areas for addressing effectiveness and encouraging improvement.

Support staff are included in meetings and processes, as appropriate, to engage them as important stakeholders in SCE's student learning and student support. In addition to their participating on HR screening committees, staff are also included in department leadership team meetings. They contribute to the agenda and participate in processes and procedures that benefit student access, retention, and academic success. They are part of the SCE Advisory Group, the Leadership team, participate in the WASC self-study process, and are critical participants in meetings that relate directly to their work. At SCE, support staff are valued and recognized for their contributions to student achievement and success. Mt. SAC has a written code for professional ethics for all personnel, and communicates expectations to them. BP 3050, the Institutional Code of Ethics, applies to all College personnel and holds them accountable to a high standard. It defines professional ethics "in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, and unprejudiced". In addition to BP 3050, Board policies and collective bargaining agreements contain language addressing professional ethics (BP2715). Policies are available on the College's website, as well as on documents given to personnel. Ethical behavior pertaining to treatment of employees and use of technology is communicated to personnel through the hiring process and required training (Hiring forms, IT forms, Sexual Harassment training). The College has clear written policies regarding high standards for professional ethical conduct and communicates them in multiple ways to personnel.

Indicator 3.4: *The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.*
SCE plans and encourages professional development (PD) activities connected to student learning needs. All SCE employees are encouraged to participate in PD and, according to the staff survey, approximately 80% do. PD trainings are research-based and focus on contemporary issues and practices, and are made available to managers, faculty, and classified staff through the California Community Colleges system and external agencies and professional organizations, as well as through Mt. SAC's Professional and Organizational Development (POD) office and within departments. Mt. SAC's strategically planned and organized PD opportunities are administered by POD and guided by a comprehensive PD plan. The Professional Development Council (PDC) provides direction to the College community to ensure classified staff, faculty, and managers expand their knowledge and skills to increase student success and enhance their own PD. PDC is comprised of classified, faculty, and management representatives and has three committees reporting to it. These three are the Classified Professional Development Committee (CPDC), Faculty Professional Development Committee (FPDC), and the Management Professional Development Committee (MPDC). SCE has a representative in each committee to ensure that staff and faculty can provide input on PD that considers noncredit student learner needs.

PD at SCE is planned, organized, practical and designed to have an impact on improving teaching and learning to support student success. Faculty wishing to teach online courses must go through a Skills and Pedagogy for Online Teaching (SPOT) certification process. Recertification is required as knowledge of online teaching and learning is evolving with time. The schoolwide PD plan allows for flexibility to meet the unique needs of each department. For example, the SCE noncredit distance learning (DL) community of practice surveyed faculty to identify areas of need to inform future professional development (Noncredit DL survey, Spring 2021). Survey results led to PD on improving accessibility on Canvas and making content more relevant and engaging. Departments designated a professor as a Canvas

professional expert and assigned the tasks of leading their DL PD and developing Canvas resources for their team (Action Plan task 3.3). This DL PD was highly successful and led to making content on Canvas more accessible. An outcome for ESL was the development of a Canvas PLC shell for instructors to post and access resources on retention and instructional strategies. AWD created a studio for lesson review videos and adjusted teaching strategies to include more group-based learning, peer instruction, and experiential learning activities. Faculty took the knowledge they gained and applied it to improve teaching, student learning, programs, and services. In VRE, an instructor completed the Equity Minded Curriculum Convening (EMCC), which met twice a month throughout Fall 2022, to learn strategies to infuse DEISAA elements into course outlines. The instructor shared what he had learned with colleagues at the Reflect, Review, and Revise (RRR) curriculum retreat conference. He infused concepts discussed during EMCC into three courses that were submitted for approval in Spring 2023: Regenerative Home Gardening, Fundamentals of Sustainability, and Local Food Communities. Such improvements are evaluated, and results reported, as part of the regular program review process.

PD activities available to SCE employees are generally free, but, at times when there is a fee, SCE makes every effort to pay for the trainings. Funding is generally coordinated by POD and made available through a variety of sources including the College, SCE division, and specific program areas. Through bargaining agreements, all full-time faculty and managers receive annual funding for conferences and professional development.

School's Areas of Strengths and Growth for Criterion 3

Areas of Strength
- Mt. SAC employs highly qualified staff with expertise in addressing the diversity of student learning needs and delivering comprehensive support.

Areas of Growth
- SCE can continue professional development for online teaching and virtual student support to improve student learning outcomes.

Criterion 4: Curriculum

> *The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.*

The School of Continuing Education (SCE), led by faculty, follows the highly structured curriculum development and review process of Mt. San Antonio College (Mt. SAC) and the California Community Colleges Chancellor's Office (Chancellor's Office). This process ensures that the content taught in the classroom is rigorous and relevant, and in alignment with the Mt. SAC mission, SCE vision, Institutional Level Outcomes (ILOs), and required external standards. The College's Educational Design Committee (EDC) and the Curriculum and Instruction (C&I) Council assess and recommend courses and seek to make new and amended curricula "be of high quality, relevant to community and student needs," as stipulated by Board Policy (BP) and Administrative Procedure (AP) 4020.

Indicator 4.1*: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.*
SCE courses are combined and at times sequenced into programs of study approved through the college's curriculum process and the Chancellor's Office and then listed in the Mt. SAC Catalog of Classes. Students and interested stakeholders can find plans that outline course of studies on department websites and in the College catalog, where programs are listed by department along with a program description, learning outcomes, list of required courses, and, if applicable, a list of recommended electives. The catalog, which meets the curriculum disclosure requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC), is available online and serves as Mt. SAC's official course and program listing.

Most of SCE's programs and respective curricula are planned and designed so that students can earn Career Development and College Preparation (CDCP) certificates. The 2023-24 Mt. SAC Catalog of Classes lists SCE's 25 certificates of competency and 79 CDCP certificates, which are approved by both the College and the Chancellor's Office and offered in ABE, ESL, STV, and VRE. In addition to certificates, the Certified Nurse Assistant (CNA), Emergency Medical Technician (EMT), Pharmacy Technician, and Welding Programs offered through STV also prepare students to meet state licensure requirements. Certifications in fields such as medical billing, notary public, and water technology can be earned through fee-based programs offered by the Community and Contract Education Department.

SCE courses must include clearly defined learner outcomes in the form of Course Measurable Objectives (CMOs) that are listed on all course syllabi per the Mt. SAC Academic Senate. The CMOs are a comprehensive list of the skills a student will master upon completion of the course. The Student Learning Outcomes (SLOs) are often, but not exclusively, based on the CMOs and are focused on one or two key curriculum standards for the course. Course syllabi must include either a list of SLOs or a link to the SLO website, which 94% of 112 SCE faculty members confirmed doing. Approximately 87% of 1,717 students reported on the SCE Student Survey that they knew the course syllabus provides information about learning expectations. About 96% of faculty indicated that they inform students about SLOs and 95% of 1,669 students reported that instructors tell them on the first day of class what they will learn. Prior to the start of each term, SCE faculty submit their syllabi to their managers or a faculty designee, who review them for campus standards and keep copies in department offices. SLOs are mapped to the College's Institutional Level Outcomes (ILOs), the core competencies that students are expected to

master as a result of taking a class or completing a certificate, or from any other experience at the College. Departments assess one ILO annually, with all assessed in a four-year cycle, to collect critical data on learner outcomes that might lead to changes to both curriculum and instruction. SCE's current process for evaluating ILOs has only included course data but there is consideration being given to expanding it to include the students' whole experience.

Current and prospective students have access to course and program pathway information that highlights curricular maps, expected learning outcomes, and certificate expectations. Course and program listings can be found in the Mt. SAC Catalog, Schedule of Classes, WebCMS, Guided Pathways website, and department websites. The Schedule of Classes, published each academic term, lists all courses offered during that semester and includes course and program descriptions. Course and program outlines are also available through the online Curriculum Management System (WebCMS), the repository for all course outlines and certificates that have been approved locally and by the Chancellor's Office. The public access version of WebCMS displays each course's description, lecture/lab topical outline, measurable objectives, methods of evaluation, and sample assignments. SCE department websites display curricular maps that outline required courses for vocational programs. Curricular maps for ABE, Community Education, STV, and VRE programs are also accessible through the College's Guided Pathways for Vocational Studies website. Lastly, program information and curricular maps are also publicly available via department websites. These resources are generally updated by term or annually so curricular maps are up-to-date and helpful to students as they develop their educational plans.

Departments have practices that reinforce the curricular and program mapping information that students receive. Comprehensive information about course options and certificate sequences is shared through orientations, handbooks, counseling appointments, and instructor interactions. Orientations and program- and department-specific student handbooks provide clear information regarding courses, certificate expectations, and licensure requirements (if applicable) so students know how to achieve their goals. Counselors from programs that are primarily off-campus, such as EOA, Vocational Re-Entry, and OCHS, visit classrooms to provide program and course information and, when possible, work with students to develop educational plans. Educational plans are done when counselors meet with students one-on-one. The Community and Contract Education department lists its courses on its website, maintains a handbook for instructors, and provides students with guides on course and licensure requirements. In all departments, students have a variety of ways to learn about SCE's documented curricular plans that outline courses of study.

Institutional resource allocation is integral to the curriculum development process. Without the ability to fund instructors, materials, and professional development, it would be impossible to develop or review courses and certificates. SCE departments prioritize resource requests, including those for curriculum development, based on the assessment of program SLOs and ILOs and other data sources, such as CASAS and CAEP. Departments then ensure that resource requests are reflected in their Planning for Institutional Effectiveness (PIE) requests. All requests for funding are compiled and prioritized at the SCE Leadership Team meetings and in the SCE Division PIE. The prioritized SCE resource request list is then discussed at Cabinet along with the lists from other College divisions. Additionally, departments seek grant funds for resource needs identified in PIE, which are often granted through WIOA II, CAEP, SEAP, SWP, or other categorical funding sources.

Indicator 4.2*: The school has developed and implemented a regular curricular review cycle in order to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.*

The College has a comprehensive and effective curriculum review cycle that includes active engagement from SCE department faculty, division managers, the Academic Senate, the College administration, the Board of Trustees (BOT), and the Chancellor's Office. Curriculum is reviewed by EDC and C&I, where discussions include an assessment of whether a new or existing course or program continues to meet standards and needs as established by local and state curriculum and program guidelines. There is a clear institutional commitment to academic standards, currency, and systematic review and improvement of instructional courses and programs. The approved Course Outline of Record (COR) serves as the source of information for full-time and adjunct faculty on required curricular content. Of the 114 faculty who took the SCE Employee Survey, 93% agreed that they were familiar with the course outline of the classes they teach. The Chancellor's Office Program and Course Approval Handbook (PCAH) provides curricular guidance while AP 4020 defines the College's procedures for program and curriculum development. The Academic Senate, Mt. SAC President, and the BOT approve all noncredit curriculum and programs at the local level, except for vocational programs that also require state approval. The Chancellor's Office then reaffirms local approval of courses and programs and approves vocational programs to be eligible for state apportionment.

In order to be considered CDCP, a course must be part of a series of two or more classes that fit into a new or existing Certificate of Competency or Completion, in accordance with Title 5, Section 55151. The process for the initial approval of a course is as follows:

o   Faculty recommend a new course that must meet local standards and five criteria at the Chancellor's Office level – appropriateness to mission, need, curriculum standards, adequate resources, and compliance. In addition, STV classes must provide evidence of high employment potential and local market demand.
o   After SCE Division approval, courses are then forwarded to the Educational Design Committee for review. EDC is comprised primarily of credit and noncredit faculty appointed by the Academic Senate. EDC reviews and approves curriculum and then presents recommendations to the C&I Council, which then sends it to the BOT for approval. C&I also includes SCE faculty, an SCE administrator, and SCE's curriculum specialist.
o   Once C&I recommendations are approved by the BOT, courses and programs are submitted to the Chancellor's Office for course and program control numbers and approval for vocational programs.
o   After BOT and Chancellor's Office approval, all new courses and programs or changes to existing courses and programs are then published in the College catalog.

At Mt. SAC, curriculum is formally reviewed at least once in a five-year cycle. Each SCE course must go through the local review process as either as a normal cycle of local five-year review or as a modification and review.

Curriculum is based on, and reviewed for, relevant standards and initiatives. Within all high school programs, courses integrate Common Core and/or College and Career Readiness Standards (CCRS) (CCRS for Adult Education, ABE CCR Criteria). STV courses are developed in accordance with CTE Standards, external standards, and input from industry. External standards are generally required by regulatory agencies as is the case with the California Department of Public Health, which sets the curriculum framework for the Certified Nurse Assistant (CNA) program. ESL courses are aligned with the California ESL Model Standards (ESL Oral and Writing Descriptors). The Off-Campus High School and High School Referral programs have enhanced their standards by attaining UC/CSU A-G status and NCAA designation for high school core subjects. Courses submitted by SCE for A-G status went through a rigorous review process by discipline faculty at the University of California. All courses are approved and listed on the UC

articulation website. In addition, ABE has followed a similar process with the **NCAA** to ensure that high school courses contain rigor and standards to prepare students for college-level coursework. STV programs seek feedback from industry experts and workforce partners to ensure that STV programs contain the standards needed to succeed in the workplace. STV faculty teaching in health career programs must keep active licenses in their fields in order to meet teaching requirements. Keeping an active license granted by an external public agency ensures faculty keep updated on changes within their industry. Curriculum for Community Education (fee-based) offerings is generally guided by outside agencies that assure accuracy and relevancy. For example, courses for the Water Technology Program use the suggested textbook listed on the American Water Works Association website and meet the expectations of the State Water Resources Control Board (SWRCB). These external agencies follow their own curriculum review and update processes as required by either their state or federal/national guidelines. EOA & AWD utilize feedback from the EOA Advisory Group to inform the curriculum process. During advisory meetings, group members are provided with the opportunity to share curriculum ideas for courses and program improvement. For AWD, the IMPACT curriculum was developed with input from regional centers, local school districts, and the Autism Society.

Departments have also become more proactive about developing and reviewing curriculum through a DEISAA lens. For example, the ESL department conducted a Student Teacher Action Research (STAR) project in 2020-21 for implementing DEI curriculum in ESL classes. Eight professors wrote curriculum for beginning, intermediate, and advanced levels of ESL. During the ESL Summer Institute, English for Special Uses: Introduction to Technology and Canvas courses are offered to learners at beginning, intermediate, and advanced levels in the morning and evening. These courses support and prepare ESL learners from diverse backgrounds to gain access to innovative learning tools. They enhance language learning, empower learners to navigate digital platforms independently, and ensure equitable access to educational resources. Movies in the Afternoon, an ESL activity promoting culture with language acquisition, also led to a new course, American Culture through Media, that uses equity-focused films to teach students DEISAA values and facilitate authentic English language interactions.

Professional development training on curriculum and instruction focused on DEISAA is having an impact within SCE. In VRE, an instructor completed the Equity Minded Curriculum Convening (EMCC), which met twice a month throughout Fall 2022, to collaborate and explore how to best infuse DEISAA elements into course outlines. The instructor shared what he had learned with credit and noncredit colleagues at the Reflect, Review, and Revise (RRR) curriculum retreat conference. He infused concepts discussed during EMCC into three courses that were submitted for approval in Spring 2023: Regenerative Home Gardening, Fundamentals of Sustainability, and Local Food Communities. DEISAA activities are taking place in the classroom. In the AWD self-determination class, students reviewed the history of disability and different hashtags, including, for example, #disabilitysowhite. This hashtag was an example of how people of color were erased from the disability rights movement and only white activist were highlighted and elevated as its founders. Other hashtags in the disability justice movements were created to recognize founding activists of color who were denied credit. The new high school Ethnic Studies course will address similar issues. The course has been approved and will be available to students in SCE high school programs in Spring 2024. There is a need to use SLO data to assess new and revised curriculum to identify DEISAA-related progress, which will require professional development. The ACCJC self-evaluation supports this and found that there is a college-wide need to enhance use of outcomes, specifically SLOs, and it recommends further professional development in that area.

Indicator 4.3*: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.*

SCE programs are committed to providing students with access to accurate and up-to-date learning materials and resources that allow them to meet course objectives. This includes, but is not limited to, syllabi, textbooks, computer labs and resources, simulation labs, specialized equipment, and supplemental resources including lab manuals and exam study guides. Approximately 80% of 112 instructors who took the SCE Employee Survey reported that they inform students where to get books and learning materials for their courses, which was confirmed by 90% of 1,667 students who took the SCE Student Survey. Students have access to specialized medical equipment in simulation labs, work experience placements, and class. Physical Therapy Aide students, for example, are often seen walking down the halls as they role play with the different types of equipment they will be using with clients once employed in the field. Similarly, EMT students visit the Interacting with Emergency Personnel and Authorities class, which prepares students with disabilities to interact with emergency personnel. Faculty also often refer students to SCE labs for additional support. ESL faculty work very closely with the Language Learning Center (LLC), where there is access to computers, software, and technology support for English language learners. About 71% of 92 instructors reported that they refer students to the LLC. Students enrolled in online classes can borrow laptops through Mt. SAC's Laptop Loaner Program and get support from the SCE Student Online Support (SCE SOS) group who provides technology assistance. About 78% of 98 instructors reported having referred students to SCE SOS for assistance. When the need arises, SCE administrators will request funding to access much needed resources, as was done recently with the purchase of one-year licenses for the QuickBooks software.

While course materials are assessed for relevancy during formal processes, faculty also re-evaluate learning materials on an informal basis when need arises. Examples include needing to update textbooks due to new standards, new practices within the field, and changes in the official exams for which a course does test preparation. For level classes, ESL goes through textbook review every five years to determine whether there is a need to upgrade to a new edition or a need for a new book. When reviewing textbooks, faculty use the checklist in the Textbook Evaluation Form to consider DEISAA content and access to digital resources, which are helpful for online courses. The material for ESL skills classes is reviewed annually. Edmentum, the software provider for ABE's Adult Diploma and High School Referral programs, is up to date to meet state high school standards. Whenever updates take place, Edmentum informs clients. Similarly, EOA purchases software licenses for the Brain Health classes and any new material is integrated as part of the license. In addition, student use of materials and academic performance help faculty identify when learning materials are not meeting curricular expectations. In the Pharmacy Technician Program, the instructor recommended a change in software materials to adjust curriculum to meet industry standards and better prepare students. Through these processes, which allow for continual and in-depth examination of SCE learning materials, faculty and staff ensure that students receive access to the most up-to-date materials needed to meet the course objectives and their educational and vocational goals.

Indicator 4.1a*: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/ programs offered.*

Distance education has significantly enhanced SCE's instruction and support services by providing access to adult learners experiencing barriers to enrollment including childcare, transportation, financial issues, and physical and mental health challenges. SCE offers these students and the community a rigorous, relevant, coherent and articulated online curriculum through noncredit courses and programs. AP 4105 (Distance Learning) clearly stipulates that the same standards of course quality are applied to distance education as with in-person classes. The review and approval of new and existing online courses follow

the same Mt. SAC curriculum approval processes for in-person courses, with one exception, which is the completion and approval of an addendum to the COR in the form of a Distance Learning Course Amendment Form, which aligns with Title 5 regulations. Prior to going to EDC and C&I for review, the Distance Learning Committee (DLC) must first review the Distant Learning Course Amendment Form and recommend approval. DLC reviews the form for Regular and Substantive Instruction (RSI), lecture and/or lab topical outlines, and hours. To ensure that the teaching and learning of the curriculum are as effective online as in-person, all SCE faculty who teach online courses must have completed the Skills and Pedagogy for Online Teaching (SPOT) or equivalent training/certification. SPOT certification allows faculty members to develop the skills and pedagogy needed for effective online teaching. Faculty demonstrate their knowledge of best practices in teaching distance education courses by going through the SPOT certification process. All online courses must also demonstrate RSI, which is documented instructor-initiated individualized interaction between professor and students at regular weekly intervals. Examples of RSI include providing personalized comments on an assignment or exam, actively facilitating an online discussion, supplemental seminars, or field trips.

SCE's online courses are available and accessible to interested students in the different SCE instructional areas. SCE faculty received a Student Equity and Achievement Program (SEAP) grant in 2021-22 to help narrow the achievement gap for disproportionately-impacted students. The grant funded the Noncredit Distance Learning Professional Experts project to help ensure that noncredit students were provided with an equitable and accessible online learning experience, as online course offerings remove barriers for many students. The project made online learning more equitable and accessible by making Canvas course shells useful and marketable to people of diverse abilities, as well as more student-centered and relevant to the noncredit student population. Course shells were redesigned to be structured similarly or have uniform interfaces so that the organization of content would be easy for students to find. This would avoid inconsistencies or differences in course layout that could be frustrating for students, especially those taking multiple courses.

SCE online courses have made curriculum accessible to student populations that might otherwise not enroll in or complete programs. Findings from ESL focus groups highlighted that Latinas prefer online classes due to lack of childcare and transportation challenges. Online classes have led to significant growth in the ABE department, which graduated its largest High School Diploma and Equivalency class ever in June 2023. Of the 1,587 students who took the SCE Student Survey, 34% reported taking in-person classes, 41% did so online, and 25% did both in-person and online. Students who took online classes or in both modalities agreed that they liked taking online classes (91%), liked the convenience (95%), and learned a lot (92%). Not owning a laptop or computer is not a deterrent preventing students from enrolling in online classes. As previously mentioned, students enrolled in online classes can borrow laptops through Mt. SAC's Laptop Loaner Program and can get support from the SCE SOS. Of the 1,681 students who were asked if they agreed that they knew how to borrow a Mt. SAC laptop, 48% agreed and only 18% disagreed, and 32% reported that the question did not apply to them, presumably because they have access to a computer at home. It is possible that not having strong technology skills may discourage some students from taking online classes. Of the 533 students who reported taking only in-person classes, 37% were not open to taking an online class in the future and 25% reported that that they did not have the technology skills necessary to take online classes. Data suggest that while hardware and support are accessible to students, SCE can continue to request resources that expands access to equipment.

Indicator 4.1b*: The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completion, credits, grading policies, homework, and use of technology.*

All SCE curriculum, whether in-person or online, is evaluated for relevancy every five years during the curriculum review process. Online curriculum and instruction have evolved since their unexpected implementation in the Spring 2020 term. External factors associated with the COVID-19 pandemic and its aftermath influenced the data collected to measure online learning between Spring 2020 and Spring 2022. Data collected post-pandemic is more reliable and can be used to assess online curriculum, as part of the required curriculum review process. For example, in 2022-23, the ESL department had, for the first time, a good data sample that could be used to compare ILO assessment results of online sections of courses to their in-person counterparts. Having such data facilitates discussions not only about curriculum, but also instruction and student support. In other departments, such as ABE, the class structure allows for access to data that assesses online instruction. Edmentum curriculum is used for the Adult Diploma and High School Referral programs. Edmentum's Core Courses cover all core subjects required for a high school diploma and are both A-G and NCAA approved. Reports can be generated by instructors to analyze student progress in the class. All departments have access to course and program completion data to monitor student success in courses, whether in-person or online.

SCE has processes for evaluating the quality of online courses. This process includes a review of course syllabi and other course materials; monitoring student performance, through course completion, post test scores, and/or other assessments; reviewing the appropriateness of the assignments and activities designed for learning-level achievement; assessing the use of technology; and monitoring the instructor assessment policies. Additionally, faculty observation is conducted to assess instructor facilitation techniques, course design, and the utilization of technology. SCE has consistently monitored and reported on online courses through the SCE Research Plan. More recently, demographic and course completion data for online courses were integrated into the SCE Profile. SCE uses data, feedback from learners, and guidance from instructors to continue growing and developing distance learning and ensuring that the online curriculum is relevant to today's learners and meets their needs.

School's Areas of Strengths and Growth for Criterion 4

Areas of Strength
- SCE faculty and staff ensure current and documented curriculum plans for each area that maps the courses students need to achieve completion, certificate attainment, licensure requirements, and skill attainment.
- SCE faculty deliver rigorous curriculum and a diversity of instructional modalities that meet academic, industry, and certification requirements.
- Mt. SAC has a robust and collaborative curriculum review and evaluation process.

Areas of Growth
- Although much improved, progress is still needed for consistent data that evaluate the effectiveness of online SCE instruction and services.
- Faculty and staff would benefit from professional development that helps them infuse DEISAA into curriculum.

Criterion 5: Teaching and Learning

The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, and course objectives.

The School of Continuing Education (SCE) provides quality high-level instruction that is guided by the College mission and SCE vision and is delivered with the appropriate breadth, depth, and rigor to support student learning and success. Whether instruction takes place in person or online, faculty employ a variety of research-based instructional strategies and methodologies to teach courses in a manner that leads students to achieve expected learning outcomes. A rigorous curriculum complemented by high-quality instruction and academic support promotes student learning that is contextualized, personalized, self-directed, active, experiential, and collaborative.

Indicator 5.1: *The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.*

High-level instruction at SCE is highly contextualized, personalized, and linked to lived experiences and content to ensure student success. Instruction across departments may differ, but each shares high-level instruction of rigorous and properly sequenced curricula, as described under Criterion 4, that links to lived experiences. For example, in Community and Contract Education, students tend to already have initial exposure to the content of their classes, whether in CPR/First Aid or Water Technology, and are then asked to share their experiences through hands-on demonstrations. In STV, the Physical Therapy Aide (PTA) program curriculum includes instruction on performing patient transfers safely and techniques on improving caregiver and patient confidence in completing the transfer. This is relevant and practical for students who are currently caring for people, including family members, who, due to age, disability, or functional limitations, need assistance. The PTA program is highly contextualized, personalized, and linked to lived experiences, whether the student is pursuing the training for employment reasons or to care for a loved one. In the Brain Health class, EOA students answer weekly memory recall questions that include writing about past life experiences. This has led to engaging discussions, such as when a student shared expert knowledge as a retired psychologist and helped facilitate the discussion on the lecture on Cognitive Behavioral Therapy. These are examples of instructional strategies that faculty use to incorporate prior knowledge and experience.

Instruction at SCE is relevant to students' current living experiences, which personalizes learning and makes it active and experiential. In ABE, for example, students have High School Health course assignments that require writing about their weekly meal plans and mental health goals. EOA class activities promote independence in activities of daily living (ADL) that include sit/stand exercises to maintain and increase strength and balance that will allow students to get up from a chair or get out of bed independently. In the AWD Self Determination class, students do an assignment on distinguishing between their needs and wants and then prioritize their needs and look for resources to address them. In the VESL Career Paths Program, students compile a comprehensive portfolio containing multiple measures and evidence of their attainment of needed skills in English language proficiency, computer literacy, educational planning, and employability. The portfolio demonstrates VESL students' college and career readiness, which is critical for their successful transition into college credit courses and the workforce. VESL activities have proven to be highly effective as about 30% of students tend to transition to credit courses each year. These instructional strategies are practical, personal, and engage adult students at high levels of learning that allow them to achieve personal goals and course objectives.

Mechanisms are in place to ensure that high-quality instruction is taking place in the classrooms. Faculty review the impact of instructional strategies by assessing student performance. To evaluate student progress, SCE utilizes Progress Indicators, or noncredit grades, in all noncredit programs with faculty determining how these grades will be assigned. Faculty and managers review students' outcomes at course completion and/or on a cyclical basis to measure student engagement and review course rigor. These data are used to examine student progress, the level of success of instructional programs, and where to find opportunities for improvement. For example, data informed the STV team that Latina students were disproportionately not completing the newly offered Pharmacy Technician Program. STV incorporated into the program an online companion course, the Aztec Pharmacy Technician Interactive Training, to provide flexible and self-paced instructional support to struggling students. The intervention yielded a 100% passage rate for Latinas who supplemented their learning with Aztec interactive training compared to a 66% passage rate for Latinas who did not use Aztec. While this type of equity data is available to managers and faculty, there is a need to make it more easily accessible and provide training on data analysis and use. The anticipated SCE data dashboards will be available in January 2024 but will require training for proper use. In WASC focus group meetings, faculty have vocalized interest in receiving training on the data dashboards to access data, particularly equity-related data, to analyze and enhance the teaching and also learning by SCE students.

Another mechanism in place to ensure that high-quality instruction is taking place is the assessment of Student Learning Outcomes (SLOs), the general skills, knowledge, or applications that students are expected to demonstrate after completing a course or program of study. All Course Outlines of Record (CORs) have SLOs that faculty review on a five-year cycle, as required by Mt. SAC's institutional review process. SLOs are mapped to Institutional Level Outcomes (ILOs), which are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the College. Faculty from each program review SLO and ILO assessment data annually to ensure the integrity and quality of instruction and to examine student outcome trends. This review process allows faculty to evaluate if students are progressing. SLOs are logged into the College's Nuventive software system, where faculty record the SLO, assessment method and criteria for success, summary of data, and the use of results. Once outcomes are collected and reported, SCE faculty review the student outcomes and strategize how to improve teaching and student learning. Although ILOs are evaluated annually, there is a need to expand the analysis to the students' overall SCE experience.

Faculty measure the quality of instruction on a regular basis by monitoring how students are performing academically throughout the course and upon its conclusion. For example, ABE faculty do progress checks with students and Community and Contract Education does so via student assignments. ESL provides students with midterm and final progress reports to measure their progress. In STV, class quizzes and hands-on assessments are critical to student progress, especially for programs that require certification. To ensure student understanding and achievement of program standards, programs conduct student surveys, meet with focus groups, and highlight success stories that demonstrate how students have learned and achieved their goals.

To positively impact student success, faculty diligently track student attendance and performance (progress indicators and assessment results), and, where applicable, review licensure exam passage rates. In the EOA program, results from Healthy Aging modules and exams are reviewed to measure student learning gains; in ESL, CASAS testing and EL Civics assessments are used regularly for the same purpose. STV tracks program completion and licensure passage rates, which are well-above the state's passage rate. In 2021-22, the licensure exam passage rate was 100% for CNA and 97% for EMT. All programs monitor student transition to credit programs.

Attendance tracking in noncredit open-entry, open-exit courses is critical and can be challenging given the transient nature of noncredit students. Faculty and staff implement a variety of strategies to keep students engaged and attending. ESL student attendance and course performance requirements are noted on the syllabi and are measured via student progress reports during midterm and finals weeks. On a weekly basis, bilingual intervention specialists contact students who have low attendance or who have dropped to help them strategize on ways to return to class. Adult High School Diploma students are held to the departmental Progress Policy which outlines the expectations for finishing a course within 100 hours of attendance, but students are contacted well before the 100-hour mark. Counselors and support staff call students who have not attended class in a week to ensure that barriers to attendance are addressed. In the Water Technology Program, some students take the course to meet a recertification requirement of attending at least 36 hours of continuing education. As a result, students are only allowed one absence per class session to ensure that they meet the state requirement. Throughout SCE, enrollment and attendance trends, such as class size, sections offered, retention rates, and waiting lists (in ESL) demonstrate the commitment to high-level quality instruction and student completion.

The quality of instruction is also evaluated at the faculty level. Per contractual guidelines, each instructor is evaluated on a three-year cycle. These evaluations cover classroom visitations that address quality of teaching strategies, techniques, and subject matter expertise. Evaluations by students allow them to give feedback on the instructional quality of each class. The Mt. SAC evaluation process also includes specific guidelines and forms for distance learning (DL) that faculty must adhere to for the purpose of ensuring high-quality online instruction. Programs also request student feedback via surveys and focus groups to identify the instructional strategies that are helpful and the ones that should change.

Indicator 5.2: *School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.*

As mentioned in the Criterion 3 (Faculty and Staff) section, the College is committed to implementing and promoting professional development (PD) opportunities that are research-based, focused on contemporary issues, and for the purpose of improving teaching and learning to support student success. When funding is available, the school leadership and faculty have attended a variety of PD activities that include those sponsored by the California Community Colleges system, Mt. SAC, external agencies, and professional organizations. Employee Survey findings show that out of 106 professors, 61% reported having attended PD activities related to pedagogy (teaching and learning), and 72 out of 103 (or 70%) reported wishing to continue to participate in such activities in the future. Approximately 85% of 107 instructors agreed that they have applied skills and knowledge learned through professional development activities, with only 1% disagreeing.

The Mt. SAC Professional and Organizational Development (POD) unit ensures that PD at the College, including SCE, is planned, organized, and practical. The Academic Senate and POD coordinate a mandatory Fall Flex Day for full-time faculty and non-mandatory Spring Flex Day, both of which include a keynote address and workshops specifically designed for faculty. Both FLEX days encourage the inclusion of adjunct faculty and classified staff who have roles related to instruction. The College FLEX Plan, California Community Colleges Chancellor's Office guidelines, and feedback from prior FLEX days inform the workshop themes for these biannual events, which are led primarily by faculty. In addition to Flex Day, POD maintains a calendar full of activities, including training on accommodating students with disabilities, audio/visual classroom basics, teaching online, and reporting learning outcomes in the Nuventive data system. POD also coordinates the Skills and Pedagogy for Online Teaching (SPOT) certification training, which fulfills the PD requirement for all faculty teaching online.

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The Mt. San Antonio Regional Consortium for Adult Education, housed at SCE, offers professional development activities to Consortium members. Many activities focus on teaching and learning, such as the I-BEST workshop, CASAS workshops, working with adults with autism and learning disabilities, a two-day New World of Work training, and a three-part Articulation Workshop series. The Consortium's program area workgroups meet regularly and allow staff and faculty to share best practices. A popular professional development activity is the Consortium conference, where Consortium faculty and staff from member institutions design and present sessions to share best practices. Each conference has a different theme, such as data and accountability, supporting students through technology and collaborative activities, and best practices and shared resources. Mt. SAC staff and faculty are active in the Consortium workgroups and conferences.

Internal PD opportunities are designed to be relevant to the specific needs of faculty within and across programs in the Division. Monthly SCE faculty meetings take place during the fall and spring semesters and provide space to discuss critical issues affecting instruction and to share successful practices. The SCE Distance Learning (DL) community of practice surveyed faculty to identify areas of need to inform future professional development, which led to successful PD on improving accessibility on Canvas and making content more relevant and engaging. SCE sponsors targeted trainings that provide opportunities for professional growth, such as the week-long Mounties Against Ableism Campaign organized by the Adults with Disability (AWD) program, which included a highly successful workshop on Disability, Communication, and Language. The campaign also included a Universal Design Strategies workshop for credit and noncredit faculty to encourage instruction that is inclusive and respectful of students' needs. ESL hosts an annual retreat for faculty to focus on specific themes such as goal setting, syllabi, and rubrics. The monthly ESL faculty professional learning community pairs new teachers with experienced mentors to learn best practices in supporting adult students, and develops lessons, in-class activities, and DEI curriculum. The EOA and AWD Department also holds communities of practice to facilitate training for adjunct instructors. GED instructors in ABE attend Tuesdays with Teachers to learn classroom strategies and techniques for the GED test.

The Vision Resource Center (VRC), the professional development hub for the California Community Colleges (CCC), offers free systemwide professional development opportunities to community college employees. An example of a VRC training is *CCC Anti-Racist Curriculum: Implicit Bias and Cultural Competency*, a set of learning modules focused on cultural competency and implicit bias designed to educate employees on taking responsibility for helping students succeed. Mt. SAC and the VRC combine their **calendars** of events into one comprehensive calendar of PD activities that makes it easy for SCE leadership and faculty to search for trainings tailored to their needs. In addition to these opportunities, SCE faculty participate in Association of Community and Continuing Education (ACCE) trainings, Outreach and Technical Assistance Network (OTAN) events, California Adult Education Program events, and other external opportunities.

Indicator 5.3*: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.*
SCE faculty use a variety of instructional strategies in on-campus and online classrooms that allow them to be flexible and effectively meet adult learners' needs. SCE instruction is often contextualized and differentiated so students can experience similar lived-experiences and course content relating to their lives. To engage students, many instructors create a welcoming classroom environment through welcome letters, first-day presentations, and well-designed Canvas shells. Findings from the SCE Student Survey confirm that students feel welcome in their class (95% of 1,447) and that there is respect for all people and cultures (96% of 1,505). Faculty also assist students to ensure that they have the proper

technology and support to engage in the class and partake in all learning opportunities. Offering online instruction requires an infrastructure that supports students and their software and hardware needs. As a result, the SCE Student Online Support (SCE SOS) was established in 2020 and has been providing technical support in person and online to students needing help with the Mt. SAC portal, Zoom, Canvas, Mt. SAC email, SCE application, and other educational software. Of the 98 faculty who took the SCE Employee Survey, 78% reported having referred students to SCE SOS for assistance. Ninety-five percent of faculty also reported that they make themselves available via email and message/calls outside class hours to help students, which was confirmed by 93% of students through the SCE Student Survey. Faculty, along with counselors and department staff, work to provide a nurturing environment that promotes inclusivity and encourages learning. Ninety-four percent of students who took the SCE Student Survey reported feeling supported in their classes.

SCE faculty use differentiated learning opportunities to teach and assess student learning, including formative and summative assessments, grading rubrics, differentiated instructional modalities, project-based learning, technology, games, and peer teaching. Faculty determination of grading rubrics vary by course and discipline based on instructional and enrollment structure. For example, a high school course with an open entry/exit enrollment structure offers options of A, B, C, Satisfactory Progress (SP), or No Pass (NP). The STV health careers programs enroll students only at the beginning of the class, do not repeat the course content, and offer only Pass or No Pass grades. ESL records grades as a Pass for students who receive the equivalent of a C or better, an SP for students who performed satisfactorily yet would benefit from repeating the course, and NP for all others. Different types of instructional methods were observed during classroom visits by the Criterion 5 focus group and faculty reported on the SCE Employee Survey using different teaching methodologies that included discussions (95%), lectures (90%), teacher demonstration (96%), group activities (80%), and multimedia/ technology (89%). Students agree (87%) that their instructors teach in many ways (for example, group work, lectures, presentations, etc), and 84% reported that their instructors use technology in class when teaching.

SCE courses are taught in multiple modalities that include synchronous, asynchronous, and in-person to accommodate and provide flexibility to a diverse student population. When courses are offered in all three modalities, students can select what works best for them. For example, the GED program is offered in person, online synchronously, and online asynchronously, and ESL offers at least one section of all courses online (synchronous/asynchronous combination) and on campus. Some instructors of online courses, asynchronous in particular, record their class sessions and make them available for student to watch when possible during the course session. ESL faculty use Canvas recordings, along with VoiceThread and GoReact to give immediate audio feedback on oral assignments. Students do re-watch their recorded class sessions, as noted by 72% of the 998 students who reported taking online classes. This type of teaching support is convenient and beneficial for students who have family, work, health, and other personal issues that may prevent them from attending their online synchronous class consistently. In the EMT program, students complete online assignments that address specific scenarios in which they must analyze details and conduct research to respond effectively. ABE, EOA, and AWD offer course sections both in person and synchronously. ABE faculty conduct progress checks and provide interventions (if needed) before students proceed to the next assignments.

All departments offer access to online instruction to accommodate students of diverse backgrounds. Online instruction has made it easier for students to take multiple classes per week, as has been done by many EOA students. While headcount has slowly reverted to pre-pandemic levels in EOA, course enrollments have increased significantly, evidence that students are taking multiple classes per term. For some AWD students, having access to online instruction is critical to being included in educational

programs offered to the community as they cannot make it to campus consistently given that they rely on others for transportation. While STV programs are primarily taught in-person due to specialized equipment and mandated learning environments that are only accessible on campus, there are still some opportunities to take online classes.

To make online instruction equitable and accessible to all, help and support is available to all students through SCE SOS, faculty, and departments. For example, ESL offers the English for Special Uses: Introduction to Technology and Canvas courses to learners at beginning, intermediate, and advanced levels to support and prepare ESL learners from diverse backgrounds to gain access to innovative learning tools. These courses enhance language learning, empower learners to navigate digital platforms independently, and ensure equitable access to educational resources. Because online course offerings remove barriers for many students, SCE faculty collaborated to make online learning more equitable, accessible, and relevant to the noncredit student population by making Canvas shells more student-centered. Course shells were standardized to organize the content in a way that that makes it easy for students to navigate, especially for those taking multiple courses.

Many programs offer differentiated learning opportunities to integrate knowledge in real life ways. For example, EOA sponsors an Ageism Awareness Week that includes many activities pertaining to ageism. Faculty take students to the activities, encourage them to participate, and support them in showcasing their work. Similarly, the AWD program holds student-led events, such as a **Coffee with the Community**. The last Coffee with the Community featured a guest speaker, the executive director of the San Gabriel Valley/Pomona Regional Center. There was an exchange of information, as the director shared what services are currently available at the Center while AWD students presented their needs and how the Center could help address them. ESL hosts a Career Conference and Resource fair every spring to help students envision options and set goals for themselves after completing the ESL program. ESL faculty encourage students to attend and engage in conversations about their experiences.

SCE instructors analyze data and are actively involved in using instructional approaches that promote inclusivity in student engagement and learning. To assess student progress, programs review many factors, including course pass rates, certificate completions, and student feedback. In the case of ESL, EL Civics assessments, progress reports at midterm, and CASAS reports are reviewed to inform instruction. Every department received disproportionately impacted data to identify the student groups that need enhanced support to achieve equity with other groups. EOA and AWD have advisory groups where discussions take place regarding students' instructional needs. In the Planning for Institutional Effectiveness (PIE), which is the College's annual program assessment process, all departments report on student and program success. Departments also report on their program planning for equity and retention and success. SCE, as a division, reports annually on progress accomplished about the College goals, which include an emphasis on equity and inclusion. In addition to ESL's work with syllabi, ABE has partnered with Rising Scholars, a program that serves students impacted by the criminal justice system. ABE will be offering Rising Scholars students a section of a Personal Computer Applications course that teaches essential computer skills for academic and career success. The class will be taught in the same building as the Rising Scholars office to make students more comfortable and confident about attending. Although SCE faculty and staff have committed to equity, access, and inclusion for our diverse population, there is still more that can be done to put DEISAA into practice for student learning.

Indicator 5.4: *The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.*

Technology is a critical and valued resource that is integrated into instruction across all programs. SCE monitors the use and effectiveness of technology as a part of student success. The pandemic led all into using technology for online classes and services. This includes the establishment of a laptop loan program so all students in credit or noncredit could have access to distance learning instruction. From Spring 2020 through Fall 2023, SCE students have borrowed a total of 1,717 laptops and 1,027 hotspots. SCE SOS has addressed 4,798 student requests for help since it first launched in November 2020, with the numbers steadily increasing each term as more faculty and students become aware of the service. In the 2022-23 Employee Survey, ninety-eight professors reported having referred students to SCE SOS for technology support. The SCE Academic Technology Team was also formed to manage and oversee the Division's growing technology needs.

All classrooms are equipped with technology, such as computers, document cameras, projectors, and screens, or modern water technology equipment for the Water Tech Program and state-of-the-art medical equipment to serve the Health Careers Programs. There are also four roving laptop carts for the flexibility to use computers in classrooms when needed. While the Vocational Re-Entry program uses 11 off-site computer labs in partnership with cities to offer computer skills courses to adult learners locally in their communities, the demand exceeds the availability. About 83% of 107 faculty surveyed agreed that they have access to the necessary technology to do their job and 80% of 115 indicated that they frequently and usually include multimedia/technology as part of their teaching methodology. The Division provides software subscriptions for Padlet to programs, which facilitates student participation in class discussions. The ABE Department uses Edmentum for the Adult Diploma classroom and Aztec software to help students develop skills to pass the High School Equivalency tests asynchronously.

In addition to the availability of laptops and technology within the classroom, SCE ensures that students have access to resources outside the classroom to supplement teaching and learning. Across the Division, there are seven computer labs, which were used by 9,093 students in 2022-23. The Language Learning Center (LLC) provides access to premium language technology such as Rosetta Stone, GoReact, and Mango Languages. ESL recently acquired EnGen, a language upskilling platform that helps English learners training in specific fields for the workforce. It will be piloted it in Winter 2024 with the ESL for Health Professionals course. All ESL classes attend orientations in the LLC to learn about resources, and many classes utilize the lab on a regular basis to enhance student learning throughout the semester. Faculty also regularly refer students to the LLC, as reported in the Employee Survey by 92 professors.

Since the pandemic, Mt. SAC has increased its support of training and online instructional tools to integrate technology effectively in the classroom. The Faculty Center for Learning Technology (FCLT) offers trainings for all Mt. SAC faculty that includes one-on-one training and Canvas support. The FCLT also assists faculty in ensuring their courses meet accessibility requirements. SCE has 129 employees, mostly faculty, who have completed the Skills and Pedagogy for Online Teaching (SPOT) training and are online certified to cover diverse teaching modalities. ESL frequently features best practices for online teaching in professional development training. According to the SCE Employee Survey, 54 SCE professors reported having participated in professional development activities related to technology use in 2022-23 and 74 reported wanting to participate in such trainings in the future. Approximately 82% of 108 instructors agreed they have the support needed to properly use technology to do their job. The annual WIOA Continuous Improvement Technology faculty survey had similar findings. Approximately 64 out of 69 professors of ABE and ESL reported receiving technology training at SCE and 61 out of 69 reported receiving support from administration to keep computers and applications running.

SCE is continuously monitoring the effects of technology and related policies and procedures on instruction, especially on distance learning as online instruction is relatively new. Faculty recognize and appreciate the benefits of technology, which is confirmed by course and certificate completion numbers and licensure passage rates. According to the technology faculty survey for the WIOA Continuous Improvement Plan, 74% of 69 report that using the Internet creates more learner collaboration and 79% of the 110 instructors who took the SCE Employee Survey agreed that students are comfortable using the Internet. However, there are also some concerns with the limited technology literacy of some of SCE's students. Approximately 56% of the 110 instructors who took the SCE Employee Survey reported that they teach online. However, only 52% feel that students are comfortable using Canvas and only 69% felt confident that their students know how to use technology responsibly and safely. Furthermore, only 56% of faculty reported that students are comfortable using online educational programs, and even fewer (48%) feel students are comfortable with Microsoft programs. Based on these faculty and student survey results, as well as Criterion 5 focus group discussions, there is a need to help more students develop strong technology literacy skills so they can experience higher success in their programs.

Indicator 5.5: *Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.*

All SCE departments offer a high-touch, personalized approach to learning and provide supplemental instructional opportunities that make the curriculum accessible and lead to student success. This starts with comprehensive orientations to support successful student entry into programs. In these orientations, students map their course of study and learn about resources available to support them through their educational journey. In ABE, incoming students meet with a counselor to do basic intake and orientation to assess which courses students have completed elsewhere and in which courses they will have to enroll. If needed, staff will follow up with students to remind them of any missing paperwork and will check with them to make sure they settled well into class. ESL counselors also support the orientation and assessment process by following up with all incoming students to schedule educational plans. STV programs such as EMT, CNA, Pharmacy Tech, and Medical Assistant hold group orientations in which they review program requirements and necessary documentation. This targeted process helps students better prepare for the course and submit completed and required paperwork.

As discussed earlier in this section, SCE programs incorporate a variety of alternative instructional options to personalize instruction and help lead students to course and program completion. ABE programs utilize timelines and pacing guides for asynchronous and synchronous instruction, which give students the flexibility to work at their own pace as they are guided through completion. Adult Diploma students use guided instruction but can switch to self-paced if they have trouble keeping up with the coursework. As previously mentioned, some programs give students the option to select either an in-person or online section of a course, or a combination of both. While both modalities offer the same highly interactive and rigorous curriculum, students can decide which modality works best for their personal and educational needs. Having access to online recorded class sessions to re-watch, which nearly three-quarters of students who took the SCE Student Survey reported doing, gives students the opportunity to reinforce what they have learned if, when, and where they choose.

Faculty are committed to the success of their students and often personalize instruction to better serve them. For example, CNA faculty decided to incorporate a weekly make-up day for the theory portion of the program to accommodate students who may have missed due to personal reasons. The make-up day helps prevent students from falling behind in their work. Up until the last week of the course, students can make up missed work, get additional resources to complete, or meet in study groups and

clarify questions with the instructor. The CNA instructor also offers simulation scenarios and mock exams to help CNA students prepare for the state licensure exam. In student focus groups, students expressed appreciation for even the smallest gestures, such as when instructors allow students into the classroom early to begin taking a test or when snacks are provided, which to a hungry student, allows them to focus and be productive in class. In the Pharmacy Technician program, the instructor noticed that students needed additional support with math to successfully complete the course and program. While initially referring students to the academic labs for support, the need was such that the instructor decided to collaborate with ABE to develop a course to address the academic needs of Pharmacy Technician students. As a result, the Transitional Math for Health Careers course was developed. It contextualizes basic math to prepare students for successful transition to health career programs and includes numeracy, fractions, decimals, unit conversion, ratios, and proportions to apply to dimensional analysis. Faculty hold office hours and give progress reports to offer students individualized feedback on their progress. Overall, faculty offer instructional support within and outside of class because they truly want their students to succeed.

Faculty encourage individualized support and often refer students to tutoring and a variety of learning labs. Individual tutoring is available for WIN Program and Language Learning Center (LLC) students. The LLC offers self-directed learning activities where students can complete activities at their own pace and then meet with an instructor to review their work. Premium software subscriptions such as Padlet, Kahoot, Focus on Grammar, Newsela, Rosetta Stone, and Edmentum also provide additional individualized learning opportunities. ESL classrooms also have embedded tutors and instructional assistants available to provide one-on-one bilingual support and individualized instruction for low-level students. Specialized resources available for those taking online courses include instructional videos on the Mt. SAC portal and Canvas. As previously noted, SCE established SCE SOS to provide personalized technical support to students needing assistance with instructional software, portal access, Canvas, educational applications, and other course-related challenges. AWD faculty plan on-campus excursions to raise awareness of Mt. SAC student resources and to provide students with opportunities to apply the skills they are learning in "real-world" settings. AWD faculty use assigned tutors to help support students during on-campus excursions and in the classroom. STV students also participate in work experience activities to put into practice knowledge learned in class. Health programs students are assigned to clinicals, internships, and, in the future, will access to apprenticeships in medical facilities.

School's Areas of Strengths and Growth for Criterion 5

Areas of Strength
- SCE delivers comprehensive and rigorous instruction across all programs and courses, prioritizing learning that connects real-life experiences and solid academic content.
- SCE students are provided with technology, software, and digital support.
- SCE students have access to a diversity of course modalities, including online and in-person, self-paced, direct instruction and guided instruction.
- SCE offers student robust academic supports such as tutoring labs, dedicated counselors, computer aided-instruction, individual tutoring, basic needs support, and equity-related events, which benefit underrepresented students.

Areas of Growth
- SCE should continue to develop opportunities and seek funding for faculty and staff professional development focused on DEISAA.

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Criterion 6: Assessment and Accountability

> *The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.*

The School of Continuing Education (SCE) follows established assessment procedures utilized by the College, as well as those unique to each program. These procedures guide the evaluation of SCE courses, programs, and student learning through course measurable objectives (CMOs), student learning outcomes (SLOs), program level outcomes (PLOs), and other assessments. Institutional planning is documented through the Mt. SAC Planning for Institutional Effectiveness (PIE) process. The Mt. SAC mission, SCE vision, and College Institutional Level Outcomes (ILOs) guide all of these processes.

Indicator 6.1*: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.*
SCE gathers diverse learning data from multiple sources and for various Division stakeholders and the community. Data are collected at the student, course, program, and division levels. Learning data are stored within SCE department centralized locations and in Nuventive, the college-wide software system that documents planning and assessment efforts. Staff review and access data whenever it is needed. SCE has four data dashboards, each designed for specific stakeholders, that are currently in the testing stage but will officially launch in spring 2024. The general SCE dashboard will be available college-wide and will include data on student demographics, success, and certificates. The other three will be internal data dashboards that are specifically designed for: 1) authorized division personnel to filter data by Course Reference Number (CRN), 2) authorized staff of the academic support centers to monitor lab attendance, and 3) SCE Leadership to monitor enrollment, completion, and attendance. In addition, Argos reports, which pull data directly from Banner, are available to SCE administrators, faculty, and authorized staff. The SCE Systems and Operations Director and the Workforce Manager are also available to assist or offer guidance with data inquiries.

Within each department, faculty meet to analyze student work and learning data and use the results to improve SCE programs and request resources. In 2022-23, the ESL department selected seven instructors as Professional Learning Community (PLC) leaders to facilitate meetings to ensure that teams reviewed data, effectively communicated instructional strategies, and worked toward shared goals on instruction, equity, and results, all with the purpose of improving student retention and success. Similarly, EOA, AWD, and VRE established their respective Communities of Practice (CoP) to review data and allow for greater adjunct faculty input on curriculum, outcomes assessment, and DEISAA-related work. The CoPs for EOA developed end-of-course surveys, AWD developed standardized pre- and post-tests for all courses, and VRE focused on discussing assessment and revisions to program-level outcomes. An Off-Campus High School (OCHS) faculty team reviews and norms assessments each summer to ensure their relevancy and rigor. OCHS and Adult Diploma faculty also review, summarize, and discuss SLO assessments at the conclusion of their summer programs to consider any instructional changes for the following year. Student work includes exams (including pre-tests and post-tests), skills-based assessments, essays, class projects, portfolios, and capstone activities and grade checks. Faculty and staff then analyze the data to inform follow-up activities that address individual student needs. With the exception of the Adult Diploma, High School Referral (HSR), and OCHS programs, noncredit programs utilize progress indicators (Pass, No Pass, and Satisfactory Progress) for course grades. The

Adult Diploma, HSR, and OCHS programs use standard letter grades, with a grade of A, B, or C considered a pass. The standard letter grades and progress indicators remain on their Mt. SAC noncredit transcript in Banner. Aggregated passing rate data provides programs with term-to-term or year-to-year data for comparison.

For all SCE noncredit programs, the mapping of SLOs to ILOs provides a path for ensuring that SCE has quality programs that align with College goals and the mission. A deep examination of SLO data drives change for curriculum and resource requests with the desire that these analyses lead to improved program outcomes. ABE has been a past recipient of the President's Award for Excellence and Innovation in Teaching and Learning for the improvement of teaching, learning, and service delivery through the systematic assessment and discussion of SLOs. Approximately 77% of faculty who took the Employee Survey reported that they review their course SLO data and use the results to inform their instruction. Furthermore, 65% report discussing this data at department or SLO-focused meetings. To encourage and support faculty use of SLOs, professional development activities are made available to faculty, as confirmed by 15% of faculty who reported having attended such sessions and the 11% who plan to do so in the future. While faculty use SLO data, these survey results suggest a need for continued professional development in the area of SLO data use.

Feedback from students, community members, and stakeholders also enables faculty and staff to develop strategies for addressing gaps. Some examples of community member participation include the EOA Advisory Committee, AWD/IMPACT Stakeholder Group, and the AWD/IMPACT Partner Agency Group. The AWD/IMPACT Stakeholder group includes students, families, community partners, faculty and staff and the AWD/IMPACT Partner Agency Group includes leaders of agencies who serve as vendors for Regional Centers and have clients that take SCE classes. STV personnel regularly attend and represent SCE in meetings with local municipalities and workforce development groups to raise awareness of SCE programs and to seek feedback on the needs and interests of the community. The feedback offers valuable insight on the effectiveness of our SCE programs and processes and helps identify areas for potential improvements. Quarterly newsletters also inform students, faculty, staff, and community members about program offerings and outcomes.

The schoolwide Action Plan is a product of SCE's institutional planning, or PIE process. The PIE process relies on program evaluation and learning data using SLOs to make recommendations for the Action Plan. The 2018 Action Plan focused on the need for improved data, increased communication for stakeholders, and expanded technology use. Each of these areas of growth was centered around student learning. SCE has met all Action Plan goals, including accomplishing even greater advancements in relation to technology use than was previously projected. These overarching themes (data, communication, and technology) continue as priorities in the 2024 Action Plan, building on previous success from the 2018 Action Plan to improve and refine goals related to student outcomes, expansion of communicating student learning expectations and achievement, and a continued infusion of technology into the curriculum.

Access to data at SCE has grown since the last WASC self-study and has led to an ongoing and expanded need for professional development on data use. Departments receive data, but busy schedules and inexperience in using data often limits in-depth analysis from taking place. Deep analyses of data seem to be the most successful in group settings, such as the SCE Advisory Group meetings. It may be beneficial to establish an SCE data workgroup comprised of representatives from each department to meet regularly and discuss data needs and use. This is especially critical now that SCE is more intentionally using equity data and assessing outcomes through a DEISAA lens. These representatives

could support each other, become data experts within their respective departments, and help establish a stronger data-driven culture. With the expected launch of the SCE data dashboards, having a data workgroup could help support training for effective use of the software and data.

Indicator 6.2: *Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.*
Assessment results are reported to students, faculty, managers, classified staff, and the community using a variety of means, including Nuventive reports. Through Nuventive, SCE offers a consistent, standardized structure for maintaining and reporting planning and assessment efforts. Another way is through the SCE Research Plan, a quarterly report that focuses on enrollment, student support, and student success, which has been presented at President's Cabinet. Links to the report are publicly shared via Cabinet Notes for the whole college community and are posted on the SCE website. Some assessment results, such as the licensure passage rates for the Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT) programs, are reported annually to the Accrediting Commission for Community and Junior Colleges (ACCJC) and posted on the Mt. SAC website as required, in addition to being reviewed internally by the STV Department.

SCE reports assessment results at program, department-level, and Division-wide meetings. Topics at program meetings include the SLO process, instructor observation, and student focus groups. Annually, faculty also review ILO assessment results, which are based on the SLOs mapped to the ILO being assessed that particular year. These collaborative meetings provide faculty with the opportunity to look at data in key places to ensure that programs are meeting student needs. Faculty then create strategies to address any gaps identified. At the program level, teams meet weekly or monthly and also hold annual large-group meetings to share outcomes and student learning data. Some examples of the annual meetings include the ESL Retreat where faculty examine data, share best practices and recommendations, and develop a department-wide SLO focusing on the selected ILO for the year. The results of the SLOs are reported to faculty at their Welcome Back In-Service during the beginning of fall semester. Similarly, the ABE PIE Day is an opportunity to reflect on the prior year's PIE outcomes (which encompass student learning and program-level outcomes). The 2022 PIE Day focused on equity data and led to the implementation of strategies to address equity gaps in both instruction and student services.

At the division level, SCE conducts weekly Division Leadership Team meetings attended by all division managers and an IT representative. As a group, the SCE Leadership Team discusses a wide variety of topics such as state-wide and College issues, communication strategies, enrollment, outcomes, budgeting, program improvement, relevant research, employee relations, IT needs and updates, and equipment and supplies. Data from the enrollment and retention report, which is shared with Leadership prior to the weekly meetings, are discussed as needed to monitor fluctuations in attendance and determine reasons for any unexpected trends. While data are discussed by Leadership, there is, nevertheless, a need for a protocol to monitor and report progress based on the use of such data. Having a Director of Systems and Operations, a new position, oversee data issues has helped guide the Leadership Team in that direction. Data and data-related issues are becoming standard agenda items on the Leadership Team agenda and the effects of data use discussed and monitored. Such practice is being encouraged to continue at the department-levels.

SCE faculty, managers, and staff strongly focus on academic quality and continually strive to improve quality based on the unique needs of the students. Biannually, the SCE Advisory Group addresses student needs by reviewing the Division's program review data, student profile data, and accreditation Action Plan. For example, at the December 2022 Advisory Group gathering, department teams compiled

a data inventory and discussed the data sources, findings, uses, and impact on student equity and achievement. Faculty and staff from each department identify student successes, areas of need, and areas of improvement.

Student stakeholders receive summative and formative assessments from their professors throughout the semester. Students are also informed of their assessment results through progress reports, Canvas grade reports, and score reports from CASAS, GED.com, and the Mt. SAC Assessment Questionnaire. Using data as a means to identify students needing interventions maintains the focus on student learning as a central theme. Faculty are steadfast in monitoring student progress in the event students are in need of support.

Finally, stakeholders are informed of assessment results through the Planning for Institutional Effectiveness (PIE) process. PIE is updated annually by all programs/departments and includes a component on outcomes assessment as well as student achievement and the WASC Action Plan. Annual PIE reports require all programs and departments to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about student learning outcomes assessment and its impact on student learning. These reports also allow programs the ability to plan how they are going to improve student learning and all support services. PIE is reported to the stakeholders in different ways depending on the program/department. The PIE report is also posted online through the College's website for public access so that all stakeholders can view it.

Indicator 6.3*: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.*
The development of course learning goals is systematic and embedded in all areas of the SCE that deal directly with student learning and assessment. Faculty are responsible for the development and evaluation of curriculum-related outcomes such as CMOs and SLOs. In many cases, SLOs are created from CMOs that are listed on the Course Outline of Record (COR), but faculty can develop new SLOs to fit assessment needs. These SLOs inform instruction, and along with other classwork and assessments, help identify students who are in need of learning support. Once faculty identify a struggling student, additional support is provided both inside and outside the class. ABE students are provided with extra tutoring options, referred to a student support center (Learning Center), encouraged to come in person to the Adult Diploma classroom, and High School Referral (HSR) students are provided open Zoom hours for support. STV students are referred to the simulation lab for additional hands-on skill building. In the CNA program, the professor regularly uses assessment results to identify course and state exam content that students did not master and then adjusts her instruction to focus and review it multiple times. Struggling ESL students are encouraged to attend the Language Learning Center (LLC) for tutoring and access to software to practice their language skills. Once struggling students are identified, a variety of academic support is offered to students, which will be further described in the Criterion 7 section.

SCE faculty members also develop course competencies using relevant and required standards that support student learning. These competencies and outcomes are founded on state model standards or industry standards for their corresponding areas. The English as a Second Language (ESL) program bases its curriculum on the English Language Proficiency (ELP) Standards and the College and Career Readiness (CCR) Standards. Adult Basic Education (ABE) programs also use the CCR Standards to support the determination of general education competencies and High School Referral (HSR) and Adult Diploma curriculum align with Common Core State Standards. HSR and OCHS core courses also fulfill the **UC/CSU A-G** and NCAA criteria. Along with the ELP and CCR Standards, ESL also references a Chancellor's Office

document entitled California Guided Pathways, thus addressing the needs of adult learners as well as the ESL students who are academically-bound. AWD courses are informed by the AWD National Longitudinal Study, NLTS2, which provides a national picture of the experiences and achievements of students in special education during high school and as they transition from high school. The highly successful AWD IMPACT Program is one of two programs selected statewide for the California Community Colleges Board of Governors' Exemplary Program Award in 2022. Short-Term Vocational programs, core competencies, and learning outcomes are driven by private industry requirements and standards, with the exception of Certified Nursing Assistant (CNA), Home Health Aide (HHA), Licensed Vocational Nurse (LVN), and Phlebotomy, whose standards are set by the California Department of Public Health. The Emergency Medical Services (EMS) Agency of Los Angeles County sets the standards for the Emergency Medical Technician (EMT) program.

When evaluating courses for depth, breadth, and rigor, SCE faculty utilize the curriculum review process of the College. Faculty within disciplines review courses in alignment with the College mission, ILOs, and previously described external standards. The reviewed courses undergo a sequence that flows from the faculty, through administration (department managers, Dean or Associate Vice President, and the Vice President of SCE), the College's Educational Design Committee (EDC), Curriculum and Instruction Council (C&I), Board of Trustees, and the Chancellor's Office of the California Community Colleges. The approved **Course Outlines of Record (COR)**, including course measurable objectives/ learning outcomes, serve as the source documents informing faculty of required content and are viewable in the public access window of **WebCMS**.

All SCE Course Outlines of Record (COR) are approved and rigorously reviewed on a five-year cycle as part of the previously described College curriculum review process. The noncredit curriculum liaison is involved and supports faculty throughout the process. The review begins with department faculty who carefully ensure that teaching and learning strategies are consistent with stated curriculum topics and that courses meet the requirements for College articulation, Common Core State Standards, UC/CSU a-g approval, external certificating bodies, College and Career Readiness Standards, or other standards as appropriate to the course. The rigorous and inclusive course review process allows faculty the opportunity for input and dialogue and ensures academic excellence. Although this review is required every five years, faculty can submit revisions to any Course Outline of Record at any time, which is helpful for STV as industry standards can and do change. ESL faculty meet annually to conduct curriculum review and make updates as needed.

Noncredit programs in SCE employ various approaches to analyzing the learning data, which involves active faculty leadership. Faculty members in each program report the results of the SLO assessments to the College on a four-year cycle. Data pertaining to student achievement of SLOs are stored in the College's Nuventive system where each program records their SLOs, criteria for success, means of assessment, and use of results. Each department has a designated faculty member, often a full-time faculty member, who has access to Nuventive and is responsible for entering and extracting data. The assessment results are discussed at faculty department meetings. The use of results frequently leads to a reassessment of the current SLOs after a determined pedagogical or curricular change or it might lead to choosing a different SLO to assess in the next cycle. All SCE programs have ongoing discussions regarding student learning that take place during department meetings, in-services, and workshops for faculty, counselors, administrators, and support staff.

Indicator 6.4*: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.*

SCE actively uses student learning data to make changes that enable students to reach their educational goals. This begins with meetings to discuss student learning levels and progress as well as assessment and survey results. In most programs, faculty are in informal communication on a daily basis, but they also meet weekly or monthly as a team. Programs such as EOA and AWD post data on a shared faculty Canvas shell for easy access and send faculty a monthly bulletin featuring data highlights. Data are also analyzed to support the student beyond the classroom and such analyses have led to organizational changes that include creating a fulltime transitions counselor position to help more students transfer to credit programs or employment.

The faculty use formative and summative assessments to discover student learning gaps and needs. All programs use summative assessments such as final exams, midterms, quizzes, essays, presentations, and individual and group projects to help identify student learning gaps. Faculty use student assessments to target immediate strategies for improving curriculum through tools such as Kahoot, Edpuzzle, Padlet, Canvas assignment grades, skills data assessments, discussion boards, and exit tickets. These data sources help identify student gaps and enable instructors to determine which concepts to reteach and/or develop better teaching strategies. Identifying these gaps also lead to organizational changes, such as hiring tutors or developing support classes and hiring faculty to teach them. This was the case for the Pharmacy Technician Program when data analysis helped identify a need to provide supplemental math support to students. This led to the development of the Transitional Math for Health Careers 1 course and the recruitment of faculty to teach it.

SCE faculty also use SLO assessment data to analyze and report on ILOs and to identify changes that can better support students. SLOs are mapped to ILOs to facilitate assessment of schoolwide learner outcomes, with each ILO assessed in a four-year cycle. Each spring, SCE departments produce a faculty report that includes all courses and respective SLOs mapped to the ILO being assessed that cycle, along with a description of the assessment methods used to measure the criteria for success. The report also includes a summary and analysis of the findings, which help identify curricular and student support changes that may help enhance student learning.

In SCE, the effectiveness of the programs and courses it offers are evaluated through various means including student surveys, which initiate changes within programs and departments. For example, Community Education faculty give students an evaluation form at the end of each course to solicit information regarding curriculum relevancy, goal achievement, and appropriateness of facilities. Dialogue about continuous improvement of student learning and achievement is also precipitated by analysis of student success on examination and licensure exams.

SCE faculty and administrators analyze and make decisions about student classwork assessments and institutional data, such as CASAS. Faculty will implement immediate changes based on formative and summative assessments (as well as formal and informal data gathering) with strategies including reviewing a lesson, substituting assignments, changing assessment formats, changing the pacing of the course, providing additional context on subsequent lessons, and/or discussing a specific issue directly with the student. They also use the data to implement longer-term changes such as changing the course delivery method (particularly in Canvas), and/or revising curriculum to address learning gaps. Faculty have also used formative and summative assessment results to address students' understanding of technology tools and online course expectations. The ESL Professional Learning Community (PLC), for

example, designed common formative assessments for faculty teaching the same course and then would analyze the outcomes data and adjust how they would teach those topics in future courses. CASAS Competency Category and Tasks Summaries are also distributed to ESL professors to allow them to focus their instruction on competencies and tasks most needed by the entire class.

Likewise, equity data is used to identify specific areas for improvement. For example, the Adult Basic Education PIE Day data revealed that Latino students were disproportionately not completing the Adult High School Biology course. Faculty modified the course material through an equity lens and significantly reduced the equity gap for that course in the subsequent semester. STV also reviewed program completion data and learned that Latina students were disproportionately not completing the Pharmacy Technician Program. Faculty incorporated the Aztec Pharmacy Technician Interactive training, a self-paced online companion course for students needing additional support. This led to an increase in the number of Latina students completing the program. Data in the SCE Profile highlighted that males were underrepresented in EOA classes. To determine the reason, the EOA project specialist conducted focus groups, and based on the findings, faculty developed curriculum for new classes that would be more relevant to male students. The focus group findings also led to organizational changes as it informed the development of a new VRE program, the Digital Media Specialist Program for which new faculty had to be hired. Analysis of equity data also influenced the decision to hire a noncredit engagement manager to oversee outreach, engagement, and marketing campaigns.

Indicator 6.5*: The school relies on assessment results for organizational planning, Action Plan revision, and resource allocation.*

Formal institutional planning and evaluation processes are well established in SCE and are consistently reviewed and modified for efficiency. SCE relies on the assessment of learning and program data for institutional planning, also known as Planning for Institutional Effectiveness (PIE), Action Plan revision, and resource allocations. The Mt. SAC annual program review process, or PIE, directly assesses and reports institutional effectiveness, outcomes, and student achievement. Through the PIE process, all units and departments evaluate their accomplishments, examine the impact of internal and external impacts on their programs and students, evaluate program effectiveness using data, document equity-related interventions and outcomes, think critically about outcomes assessment and the impact on student learning, consider and request resources, and plan improvement strategies for student learning and support services. PIE is an established process recognized by administrators, faculty, and staff and those involved can access resources on the PIE website or attend workshops offered by the Professional & Organizational Development (POD) department.

SCE has a variety of internal and external stakeholders and partners who provide input into the planning process as PIE planning is designed to be an ongoing and inclusive process. All programs structure meetings throughout the year to gain input from faculty, the community via advisory groups, and students. Student feedback is obtained through formal and informal focus groups, participation in meetings, and surveys. Achievement data are also gathered via Argos reports, which pull data directly from Banner. Once launched college-wide, the new SCE data dashboards will provide an additional method for accessing program and course data. The SCE Advisory Group guides the PIE process for the Division and ensures that departmental goals are reflective of the Mission, Vision, ILOs, and Division goals. This team meets twice a year to formulate goals, create structures for soliciting input from other members of their department, share out achievements, and discuss how to improve processes at the department and Division levels.

Division faculty and staff are involved in PIE in one aspect or another and work to create goals, measure outcomes, and address how to "close the loop" through meaningful changes to either curriculum or programs. Each department creates PIE goals that reflect their mission, goals, and needs. There also must be a clear alignment between what programs plan to do and the resources requested to meet their goals. PIE must show the progress, impact, or result of teams' work through qualitative and/or quantitative data. PIE reports contain analysis of equity-related interventions, student retention and success data, including course/program completion, transfer, and licensure passage rates, as applicable.

Data can be found throughout the PIE report and sources of data are vast and are selected to address specific PIE goals or needs. For example, demographic and regional data are compiled to verify claims in the internal and external conditions section. Specific PIE goals are measured based on departmental and College data that has been analyzed by faculty and staff, who compile and disseminate Division-wide data. This includes data obtained from Banner, departmental databases, statewide databanks, Nuventive, focus groups, surveys, and other sources of qualitative data. The information is analyzed, and the findings provide insight that drives the decision-making processes in all SCE programs. Resource allocation is directly tied to the PIE process. When making financial allocation decisions, the administration will first ensure that the resources requested have been documented in PIE. It is also essential that requests be tied to a specific assessed PIE goal to establish that they are verifiable needs. Types of resources may include funding, research support, faculty, training, staffing, student services, learning support, and instructional equipment.

The PIE process itself is also re-examined each year by the College's PIE Committee using an ongoing evaluation that includes a review of forms, tools, and reporting format. The findings are used to evaluate and recommend changes, in collaboration with the Research and Institutional Effectiveness (RIE) unit, for the following year's planning cycle. Results of the review are available in committee minutes on the web, and suggestions for revisions to the college-wide PIE process are proposed to, and discussed in, the Institutional Effectiveness Committee (IEC), which reports to the College President's Advisory Council (PAC). Recommended changes are implemented in the following year's planning cycle.

A purpose of PIE is to plan improvement strategies for student learning and support services. This has led to the creation of various PIE goals throughout the Division that address gaps related to student learning outcomes, instructional needs, and/or student services. Each SCE PIE goal allows departments to create activities related to gaps in student learning and then analyze data to ensure that those gaps are resolved, and student outcomes are improved.

The annual SCE Profile is another key source of data for the Division. The Profile was first created in 2008 and is updated annually. The Division has worked with the Information Technology (IT) Department to institutionalize data reports that draw information from Banner. These reports are used for multiple purposes in planning, evaluation, and administration throughout the year. The Division Profile is used for a variety of purposes, including the PIE process and in setting priorities. Program leaders also communicate this information to their constituents through planning and advisory group meetings. Profile data is useful for documentation for funding proposals, grant applications, and College data requests throughout the year.

Because data needs vary by programs, a decision was made to develop alternative data resources tailored to each department rather than adding to the SCE Profile and risk making it cumbersome. This led to the development of the SCE Research Plan in 2018. The SCE Research Plan focuses on enrollment and student success, includes annual data and complements the Action Plan. It documents SCE data as it

relates to overall College goals, including the Student Centered Funding Formula metrics, Guided Pathways, and Vision 2030. The Research Plan is also shared in President's Cabinet on a quarterly basis and then disseminated to the Mt. SAC campus. The SCE Profile and Research Plan are discussed by the Leadership Team and shared at the Advisory Group retreat, where data are reviewed and feedback is requested. The Division and departments have made data more accessible to help inform decisions and guide interventions that can lead to learning improvements.

The Action Plan, which is incorporated into PIE, is yet another avenue for addressing gaps in student learning and identifying and implementing solutions. In the two previous Action Plans, items were comprehensively addressed and have resulted in a continuous practice of faculty self-reflection and outcomes through the examination of student work. It has also facilitated decision-making through the breadth and depth of available student learning data that inform program, department, and Division-wide policies, procedures, and decisions. The 2024 Action Plan is an advancement of the 2018 plan as it provides the next steps with pragmatic, action-based solutions to complex student needs.

SCE is improving in the areas of data collection, analysis, and use but, as programs expand and headcount increases, there is a need for more proactive planning and sophisticated structures of assessment. To address this need, SCE was granted an ongoing institutional planning manager position through the 2023-24 new resource allocation process. This demonstrates that the College recognizes the need and is supportive of hiring a dedicated staff to organize and lead the Division's planning and assessment. This is in addition to the recent approval and hiring of a director of systems and operations to oversee data-related matters and establish a data-driven culture. Establishing a supportive division-wide data workgroup is likely to help nurture a data-driven culture at SCE.

School's Areas of Strengths and Growth for Criterion 6

Areas of Strength
- SCE faculty have developed clear and measurable learning goals in courses and programs that ensure students encountering difficulties have adequate support.
- SCE faculty use a variety of formative and summative assessments to continually review and refine curriculum.
- Assessment is focused on student needs and goals, and primarily to improve student outcomes.
- Mt. SAC has consistent cycles of assessment for CORs, SLOs, and ILOs.

Areas of Growth
- While SCE effectively evaluates data, there is a need to expand division-wide analysis and dialogue of achievement data to promote DEISAA and positive student outcomes and success.

Criterion 7: Student Support Services

Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.

Indicator 7.1*: The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.*
The School of Continuing Education (SCE) has a comprehensive and effective system of support that offers a nurturing learning environment to help students achieve their academic, career, and personal goals. To best serve students' needs, SCE follows a holistic approach focused on three broad areas: 1) personal support, 2) academic counseling, and 3) career advisement. These student services are guided by the school's vision to support students as they achieve social and economic mobility.

SCE managers, faculty, and staff recognize that basic needs must be met for students to stay enrolled, gain skills, complete programs, and transition into credit programs or employment. The College expanded support for basic needs during the COVID-19 pandemic and has maintained robust basic need support levels. This support includes offering vulnerable students in dire situations with emergency vouchers to gas stations, grocery stores, restaurants, and access to showers in facilities at the Mt. SAC gym. SCE also connects students facing food insecurity with the Cal Fresh/food pantry services, which 28% of students reported seeking and finding helpful. Snacks are also provided to students at various locations on campus to alleviate hunger and increase their ability to focus during class time. SCE has also lent laptops and hotspots to students interested in taking online classes who do not own the required technology to do so. To further support students taking classes online, the SCE Student Online Services (SOS) was established to offer live, one-on-one assistance to those needing help with the online application, Mt. SAC portal, Canvas, email, Office 365, downloading files for coursework, Zoom, and any other technical issues affecting course participation. Approximately 78% of faculty who took the SCE Employee Survey reported having referred students to the SCE SOS while 35% of students who took the WASC Student Survey reported using SCE SOS services. For students who prefer in-person classes, SCE successfully negotiated free parking for them through the Spring 2024 term.

SCE students have full access to basic needs counseling and support. Through SCE's liaison, SCE students can seek services from the Mt. SAC Basic Needs Resources program, a comprehensive campus-wide effort that serves students facing housing instability, food insecurity, and other emergency/crisis situations. Students learn about these services through SCE program orientations, flyers, emails, and directly from SCE counselors and instructors. When needed, faculty and counselors refer students to services and/or to the SCE Basic Needs coordinator, who focuses solely on addressing SCE students' basic needs and has extensive knowledge of on-campus and off-campus resources for students. During the pandemic, Mt. SAC also allocated funds for SCE students from the College's share of Higher Education Emergency Relief Fund (HEERF) funds. SCE developed an application process for students to request these funds if they were in need of financial support. While HEERF funds are no longer available, support continues in the form of access to equipment, emergency vouchers, snacks, bus passes, and referrals. Showing compassion and support to students at a time when they are the most vulnerable is a priority at SCE. Given the indicators with the state budget, there is always a concern that funds for basic needs and other forms of support will decrease.

SCE's academic counseling and support services help guide students through their academic or career journey. These services include advising, counseling services, orientations, career counseling and career services, transition to credit support, access to computer labs, and tutoring. SCE promotes these services, as evidenced by the 31% of students who took the WASC Student Survey reporting that they used the Mt. SAC website to gather counseling/advising information and the 18% who reported coming to SCE to gain access to counseling services. SCE students have access to comprehensive support services through allocated funding from the Student Equity and Achievement Program (SEAP), which focuses on equity and access for underrepresented students and significantly enables continuation of these services. SCE staff, faculty, and administrators know where to refer students for counseling or advising services, as reported by approximately 90% of those who took the SCE Employee Survey.

Students have access to orientations, along with assessment/placement processes in ABE, ESL, STV, AWD, and VRE programs. The orientations are interactive, whether in-person or online, and provide students with opportunities to ask questions and get answers. In some programs, students who cannot attend the scheduled orientations can instead choose to view the pre-recorded SCE online orientation, which is available in English, Spanish, and Mandarin. Certain programs require students to attend both in-person and online orientations. Data show that orientations are informative, as evidenced by the 690 student survey participants who agreed. However, 97 students indicated that orientations need to be better. The Division is committed to improving in this area and will include in the Action Plan to identify ways to enhance services to improve the student experience.

Counseling and advising services assist noncredit students in making career and educational decisions and for completing the noncredit registration and enrollment process. SCE currently has 21 counselors, nine of whom are full-time and the remaining are adjunct. Counselors meet with students to help them develop educational plans, monitor their progress, and provide follow-up services as needed. The pandemic introduced virtual counseling, a modality that has remained at SCE along with in-person support. Virtual counseling has provided access to students who have a harder time getting to campus to meet with a counselor in person. In addition to in-person and online counseling, other types of interactions include small group and classroom presentations, conferences, career fairs, and career and life planning classes. To accommodate the busy lives of students, counselors also meet with students outside normal business hours, including evenings and on Saturdays. Offering different modalities and flexible times gives students the opportunity to meet with counselors and receive much-needed information, guidance, and support.

Department counselors also assist with the credit application and enrollment process, which can be challenging for potential transitioning students. The credit matriculation process can be complex and difficult for students to navigate and requires significant time from counselors. As a result, a transitions plan/strategy was needed. Although thousands of SCE students transition to Mt. SAC credit courses each year, the need to streamline and expand transition services was identified through this self-study process. In April 2023, SCE contracted with WestEd for assistance in developing a plan to increase noncredit transitions to college and careers. This includes identifying high impact practices that promote student transitions as well as those presenting barriers to success. In summer 2023, SCE hired a counselor to focus solely on assisting students in transitioning to credit programs. In September 2023, SCE sponsored the Mt. SAC Noncredit to Credit/Career Transitions for Adult Learners summit, which was facilitated by WestEd and included campus-wide partners from Student Services and credit Instruction Divisions. Discussions on transition procedures led to the identification of four major priorities and a proposed plan on their implementation. This project is currently in the early stages of implementation. SCE transitions counselor will work with other SCE division counselors, managers, and staff to coordinate

transition-to-credit opportunities, as well as assist and support noncredit students navigating the credit application and enrollment process. The SCE Leadership, with the help of the transitions counselor, will evaluate processes and services, and explore new ones, to ensure that noncredit students experience a smooth transition to credit enrollment.

In addition to tutors and instructional aides available in some STV, AWD, ABE, and ESL courses, SCE also provides a variety of academic support services outside the classroom. Depending on their courses or programs, students have access to campus-wide academic support centers that include the Accessibility Resource Centers for Students (ACCESS), Academic Support and Achievement Center (ASAC), Language Learning Center (LLC), Writing Center, ABE Learning Center, Health Careers Resource Center (HCRC), Mt. SAC Library, Learning Technology Center, Tech Ed Resource Center (TERC), and WIN. Most of these centers have computers and tutors so students can get help and practice what they are learning in the classroom. Students learn of these services directly from faculty and counselors, which 36% of surveyed students reported as helpful. For example, all ESL instructors who took the SCE Employee survey reported referring students to the LLC, where staff provide tutoring and tech support to help students successfully use language software. These services are available to students in person and online. About half the students who took the WASC Student Survey reported having successfully used the LLC and 87% were planning to use it in the future. Lab equipment and software are kept updated; for instance, the LLC replaced computers in Spring 2023 as it became evident through the WASC self-study process that they were outdated.

Simulation labs are also made available to health career students. Emergency Medical Technician (EMT), Certified Nursing Assistant (CNA), Personal Care Aide (PCA), and Medical Assistant (MA) students have access the HCRC to participate in simulated clinical activities, practice skills, and develop new health-related skills and knowledge. EMT students also have their own simulation lab to practice EMT-specific skills, and CNA, Personal Care Aide, and Medical Assistant students share a simulation lab. Physical Therapy Aide students have access to a variety of equipment to practice hands-on and role-play what they are learning. Students have opportunities to learn and practice skills directly in the field through internships and externships. These clinicals provide students with experience that prepares them for immediate employment.

SCE also provides academic support through courses and programs. The ABE department coordinates Academic Intervention for Math and English (AIME), a program offering math and English preparation courses designed to support students to succeed in college-level math and English. ABE also offers the Transitional Math for Health Careers course, which focuses on numeracy, fractions, decimals, unit conversion, ratios, and proportions to apply to dimensional analysis. This is a contextualized course that provides the necessary math skills to support students enrolled in or preparing for a credit or noncredit health career programs. STV students enrolled in the Pharmacy Technician program can access the Aztec Pharmacy Technician Interactive training, an online course that supplements in-person instruction on pharmacy technician content. SCE faculty have collaborated to create contextualized courses that support students in a particular subject, such as the English for Special Uses (ESU) classes taught in ESL in the fields of health careers and accounting. There is also a noncredit support course to help EMT students develop research and writing skills. In collaboration with credit faculty, SCE faculty also created noncredit support classes in the Anatomy, Biology, Engineering, Manufacturing, and Welding disciplines to improve students' likelihood of course success.

In addition to providing basic needs help, counseling, and academic resources, SCE students can also access career exploration and advising. In some departments, students receive career and employment

advice directly from instructors. For example, ESL embeds career awareness and research as part of class projects that students must complete and present in class. For 23 years, ESL has also coordinated the annual ESL Career Conference, which includes a student survey on career interests and needs. Counselors use the survey results to inform future workshops. In the Contract and Community Education department, the practitioners who teach the Water Technology courses are experts in the field and often include career advice and information as part of their teaching. ABE has several courses that focus on career planning, including a High School Planning and Guidance course specifically designed to guide students through career self-assessment, college and career exploration, online resources, and career development. ABE also offers Career Development, a required course for SCE students in specific programs that focuses on career preparation, assessment, and interest inventory and covers resume writing, cover letters, interview skills, employment portfolio, and Internet use in career exploration. Similarly, STV offers Health Careers Employability Skills, a course that provides training in communication competency and workplace professionalism.

The STV Career Services Specialist (CSS) is available outside the classroom to noncredit students interested in resume development, job search techniques, completing employment applications, and career exploration. The CSS maintains the career services and jobs bulletin board, meets one-on-one with students either in person or online, and conducts workshops virtually or in person. Students also have access to Handshake, the software platform recently acquired by Mt. SAC to help students find and apply for jobs, search for internships, and connect with employers. The SCE calendar includes dates of career services activities for students, outreach events, and workshops so department staff can help raise awareness and invite students to participate. On a weekly basis, the STV Career Services Specialist co-locates at the America's Job Center of California (AJCC) Pomona Valley location, and then staff from that agency are present at SCE twice a week. The goal of this partnership and co-location agreement is to share information with students and prospective students about SCE programs, employment opportunities, and resources within Mt. SAC and in the community, as well as to provide career services and support. The East San Gabriel Valley AJCC also co-locates at SCE once a week. The Career Services Specialist produces a monthly report to document the activities that took place, the number of students served, and all outcomes.

Indicator 7.2: *The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.*

SCE's comprehensive support services, as described in the previous section, support students from the enrollment phase through the successful completion of their selected programs and through transitions to post-secondary or employment. Prospective students are supported starting with enrollment and when completing an SCE application, either on paper or online. Staff at the SCE registration office and department offices are available to assist prospective students who need help in completing the application. Computers are available onsite in different areas for students to complete the online application. For courses offered off-campus, the EOA program staff schedule application support days at community centers and assisted living facilities to help students complete the application.

Prospective students can call, visit, or connect via Zoom with the SCE Student Online Services (SOS), which offers live, one-on-one assistance to those needing assistance in accessing and completing the online SCE application. The online SCE application launched at the beginning of the pandemic and has evolved over time as input from students, staff, faculty, and administrators has helped simplify its format and enhanced instructions. Some of this critical input resulted from SCE's work with ideas42, an organization that uses behavioral science to build better systems and policies to drive social change and

improve lives. The Prioritizing Adult Community College Enrollment (PACCE) award from the Lumina Foundation and Achieving the Dream funded SCE's work with ideas42, which helped identify barriers within the SCE enrollment and registration process. SCE's work the ideas42 inspired the ESL team to send personalized texts and email reminders ahead of a student's first day of class with date, time, location, and instructions on how to access online classes. The EOA team simplified its registration process by asking students to indicate on a Smartsheet their intent to register in a class. This allows EOA staff to then complete the enrollment process for each student and send them confirmation of their registration. STV developed an email template so language is consistent across programs and staff can clearly communicate, and students can understand, requirements and deadlines. The PACCE grant provided a start in addressing some of the challenges with the onboarding process, in particular with the application component of the onboarding process. The work will continue so SCE can establish a consistent division-wide assessment of the onboarding process and keep identifying ways to streamline the experience to make it easier for students.

Once students have completed the application process, counselors and registration staff work closely to embed orientations within the enrollment process so students can develop noncredit educational plans and set goals for completion. This can be done online, in person, or in a meeting with a counselor and can be either a one-on-one session or a group meeting. As part of ESL's registration process, students receive a printout of the progression of ESL courses based on their diagnostic results. Counselors follow up with appointments to develop education plans with specific goals for completion. For STV health career programs, students attend a program-specific informational session, where program deadlines and requirements, including vaccinations, drug tests, and background checks, are discussed. The STV counselors and staff assist students in completing their enrollment, referring them to on- and off-campus resources, and calling to remind them to submit the required documents on time. Based on student feedback from focus groups and surveys, STV will be streamlining the enrollment process and examining deadlines to allow more time to complete required enrollment packets. Upon completing the packet, STV counselors provide individual orientations and help the students complete an education plan. The process is slightly different in ABE, where counselors ensure that students go through program informational sessions or orientations, whether in person or online, prior to registration.

As mentioned under Indicator 7.1, academic support, counseling, and career services assist students in completing courses and programs. From orientations, counselors, and instructors, students know when and where to access tutoring, computer labs, simulation labs, and other academic support. They can schedule appointments with counselors to discuss courses and career options. The Career Services Specialist and the Transitions Counselor are available to meet with students and support them as they plan for their future upon completing courses and programs. In the AWD program, the counselor collaborates with ACCESS to help make appointments for students to assist in their transition to credit. The Regional Consortium sponsors Adult Education Day, which focuses on transitions. Also, the Regional Consortium counselors assist students with their transition to Mt. SAC. Students share their opinions and feedback on their experiences via surveys and focus groups, which help guide SCE in developing and enhancing support services. SCE Student Survey findings indicate that students feel supported in their class (94%), are treated fairly and equitably at SCE (92%), can talk to someone in their program when they have a problem or question (85%), and get help with their educational needs (83%).

In post-pandemic times, it became evident that, in addition to the available support services, students would also benefit from spaces to socialize before and/or after class and show support for each other. Each department has designated spaces for these gatherings and breaks with microwaves available. SCE staff have observed that despite the spaces being small in some areas, students are building community

and congregate frequently. Even though it is not in the control of SCE, the school will continue to advocate for more student-friendly spaces.

Indicator 7.3*: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.* Faculty, staff, and managers work together to address the needs of SCE's diverse student populations. Students are made aware of the services available at Mt. SAC and within SCE and, generally, it is faculty who consistently promote and connect them to support services. Referrals are based on the analysis of student needs by faculty who interact directly with students on a regular basis. In the case of ABE and ESL, faculty use a student progress report to identify learning challenges to then refer students to tutoring and other academic support services. ESL faculty refer students to the LLC throughout the term, especially when students are not meeting expected learning outcomes. On the Employee Survey, 92% of ESL faculty reported having referred students to ESL-specific support, which includes Canvas, tutoring, the LLC, and the Reading Program. To help raise awareness of services, SCE faculty list available support services on course syllabi and Canvas pages. Survey results confirm that faculty are the primary source of referrals to support services. When asked how they learned about support services, the most common survey response by students was instructor/staff, followed by a course syllabus. About 89% of SCE faculty reported in the SCE Employee Survey that they have referred students to counseling and advising, and 64% specifically to tutoring.

The analysis of student needs also informs faculty decisions for in-class support, as well as decisions made at the program, department, and division levels. In the CNA program, quizzes and exam results identify concepts that students struggle to master. Along with the instructional aide, the professor provides customized, supplemental support focused on those specific areas. The professor also administers mock CNA licensure tests and holds test preparation sessions based on the analysis of student learning needs. At the program level, faculty and managers analyze student achievement data to inform whether support courses, such as the Transitional Math for Health Careers course, should be developed to provide supplemental support to students. The primary agenda topics at ABE weekly counseling meetings include student progress and student support for course completion. At the division level, decisions regarding in-class support, such as instructional aides or tutor experts, are based on the analysis of student achievement data and funding opportunities.

The COVID-19 pandemic had a disproportionate impact on adult learners in noncredit programs, exacerbating mental and physical health challenges and employment and financial issues leading to homelessness, food insecurity, and other barriers that continue today. With state and federal dollars and support, the college-wide Basic Needs Resources unit was created and has developed a formal program for ongoing basic needs support. SCE hired a Basic Needs coordinator to identify and analyze student needs, communicate with faculty and staff, oversee an application process, coordinate services, build an inventory of resources, and collaborate with the College's Basic Needs Resources director and team.

Basic Needs services include access to the Mountie Fresh Food Pantry, assistance with the CalFresh application process, hygiene kits, before/after class snacks, emergency vouchers (gas, grocery store, restaurant), housing referrals, showers in facilities at the gym, parking permits, bus passes, potential funding for exams such as the GED or state licenses, and class equipment. To receive services, students complete the Basic Needs application and go through an assessment via phone, in person, or Zoom with the Basic Needs counselor. Follow-ups are done on a case-by-case basis. As more students become aware of these new services, referrals from faculty and staff grow and the number of students served

continues to increase. SCE established a process and began accepting applications and referrals in Spring 2022 with 28 students. After one year, this number has reached a total of 287 applications, completed 226 assessments, and followed up with 194 students. The services most often requested were assistance with food and housing, as well as physical health and hygiene. In focus groups, students have conveyed appreciation for all these services. An STV student expressed her gratitude for the snacks as work and family obligations made it impossible for proper meals before the start of class. These snacks allowed her to focus on classroom learning.

Faculty, managers, and staff are sensitive to student needs and quickly address any concerns that may need referrals to professionals. If faculty identify a need, they refer students to specific services and, if necessary, seek assistance from department managers. For example, AWD faculty work closely with counselors to assist AWD students in applying for Accessibility Resources Centers for Students (ACCESS) services. Once approved, AWD students gain access to special accommodations, including approval to ride the College trams, which is critical for on-campus trips. The AWD team has been meeting with ACCESS staff to advocate for on-campus and referral services that noncredit students can access. Similarly, if counselors, instructors, or staff in any department observe concerning or unsafe behavior they refer students to the Behavior and Wellness unit. The unit is available to support and advise individuals who experience concerning or potentially threatening behavior. Depending on the severity and urgency of the situation, 911 or campus Public Safety can also be immediately contacted. In most cases, a Behavior and Wellness referral form is completed and a case coordinator promptly investigates and addresses the student's condition. Two SCE managers serve on the Behavior and Wellness Committee and act as liaisons to keep the SCE Leadership informed of mental health services available to noncredit students. The Health Center on campus is also available to noncredit students, but only for emergency situations. If a situation is deemed as disciplinary, then the student is referred to the Student Life Department through a formal process.

The SCE Leadership Team has been working on raising awareness of the career services that are available through counselors and the Career Services Specialist (CSS). When faculty learn that a student is searching for employment or is applying for a position, the student is generally referred to the CSS for assistance and support. SCE staff also work closely with AJCC partners and the Employment Development Department (EDD) agencies that refer students to SCE based on the need for skills improvement and career services. These partnerships provide students with additional support for job skills development, career development, and financial resources. While these services have been available to students at SCE, there is nevertheless a need to expand awareness and encourage greater participation so more students are served, as evidenced by the Career Services Specialist's monthly report. Current reports could be expanded to include more information about follow-up with students who were provided referrals. There is also a need to assess these services consistently to find ways to enhance them.

SCE conducts ongoing evaluation of student support services to ensure they remain relevant and are accessible, helpful, and supportive of students. Evaluation of these services, as part of the Planning for Institutional Effectiveness (PIE) process, provides evidence that they contribute to the achievement of student learning. Evidence of the success of these services is also reflected in the WASC Action Plan and in the results of Student Learning Outcomes (SLO) assessments, anonymous surveys, and focus groups. Participants and stakeholders review and analyze these results at program and division meetings to identify areas of growth and ensure continuous improvement. While these evaluations are helpful, this self-study revealed that there is a need for a formal process outlining the comprehensive assessment of student support services. Currently, the evaluations that take place are generally limited to activities

rather than processes. Establishing a division-wide cycle of assessment for student support services similar to that of curriculum and instruction will help enhance services and, ultimately, benefit students.

Indicator 7.4: *School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.*
The SCE team engages in an educational approach that customizes learning to students' strengths, needs, skills, and interests. This effective approach is made possible through rigorous curriculum, innovative instruction, and supportive services that are based on the analysis of student needs and are available from initial program inquiry through completion.

While course curricula are set per the course approval process, learning is customized through instruction and support services. As noted earlier, faculty customize learning by identifying students who are struggling and providing them with in-class support, such as instructional aides and embedded tutors, computer-aided support, or referring them to the academic support centers best tailored to their skills and needs. If need be, supplemental courses and course materials are developed to customize learning for students who need additional support to successfully complete programs.

Learning is also customized to align with students' strengths and interests. When students become proficient in their coursework, counselors and faculty encourage students to transition within SCE, to credit courses or employment. When they feel prepared, ESL students can enroll in the Vocational ESL (VESL) program's English for Special Uses (ESU) courses even if they are not in the program. Similarly, faculty and counselors encourage advanced ESL and VESL students to enroll in credit coursework or American Language mirrored courses, which are articulated credit ESL courses. Upon successful completion, students may earn college credit for those courses. Like ESL, STV also offers **204** mirrored courses to provide students with opportunities to take career education classes and pursue college credit through articulation agreements. Counselors work with students to ensure that they receive college credit for mirrored courses, should students choose to do so. Mirrored courses provide a natural transition to credit courses and programs. Of the students who took a mirrored course in the 2019-20 academic year, 45% transitioned to credit by Spring 2023.

SCE also structures opportunities for experiential learning to enhance the skills and knowledge in their courses. AWD faculty and counselors plan on-campus excursions to give students in the Lifelong Learning for the Special Needs Population course the opportunity to practice skills they are learning. EOA and AWD have held student-led ageism and ableism awareness campaigns to educate peers and the college community. In STV, clinical skills courses and externships at medical facilities are required for most health career programs, but not for the Medical Assistant (MA) program students. STV, however, secured spots at a local hospital for MA students, which has provided opportunities for students to put into practice what they are learning in the classroom. MA is a fairly new SCE program, so the school is still developing and adding new sites and facilities for students to gain work experience. Clinicals and work experience are fully in place for EMT and CNA students and are a requirement of their licensure program. Apprenticeships for the health careers programs are also currently being developed to provide students with additional opportunities.

SCE has focused on addressing equity issues and, therefore, has placed greater emphasis on customizing learning to ensure the completion of courses and programs by all students. For example, the High School Equivalency program now offers preparation for the GED in Spanish through Aztec for students who are not yet fluent in English, but have the knowledge to pass the exam in their native language. For convenience, the exam is offered on campus through the SCE Testing Center, a licensed facility that

provides secure, computer-based testing for those who need to take paid certification exams. SCE makes every effort to seek funding for students who cannot afford the costs of the GED exam. To provide access to working students, SCE has also provided flexibility so students can take courses online or in person, in the daytime or nighttime, and even on Saturdays. Online courses have led to an increase in the number of students served by the ABE Department, including in the High School Diploma, High School Equivalency, and High School Referral programs. After learning from student focus groups about the barriers limiting male student participation, the EOA program developed three new courses aimed at increasing enrollment off male students. Knowing and understanding the community allows for the customization of learning and allows SCE to serve more students.

The SCE team is deeply committed to student learning through a rigorous curriculum, innovative instruction, and supportive services that are based on the analysis of student needs and are available from enrollment through completion. SCE ensures that current and prospective students aware of these programs and services from faculty, counselors, program staff, department websites, and media campaigns. The marketing company SCE hired for its most recent media campaign, Build a Better Life, used an analysis of demographic and psychographic research to identify key market segments for proactive outreach focused on equity and diversity. The campaign has generated over 2,000 leads, with ads viewed almost one million times. Information regarding policies for the release of student records is disseminated by departments, usually through their websites and student guides. Given the open-entry and open-exit structure of noncredit, SCE is always exploring ways to deliver critical information about student services in an increasingly cohesive and seamless approach.

School's Areas of Strengths and Growth for Criterion 7

Areas of Strength
- SCE provides robust, holistic student support services to enrich the learning environment and increase student success and overall school-wide learning outcomes.
- Labs and other academic interventions are accessible in SCE programs and provide critical learning support to SCE students.
- SCE support services are accessible online and in person, during evenings and weekends, and meet the diverse needs of SCE students.

Areas of Growth
- There is a need to establish an ongoing cycle for assessment of student services, including orientations and follow-up.
- SCE can continue the work of increasing transitions to college and work.

Criterion 8: Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.

Indicator 8.1*: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.*
Transparent strategic planning, policies, and procedures help ensure that Mt. San Antonio College (Mt. SAC) and the School of Continuing Education (SCE) have sufficient revenue to support educational programs and improvements. Mt. SAC has a history of conservative financial policies, integration of institutional planning with strategic goals and fiscal management, and in-depth analysis and review of outcomes through the program review process, Planning for Institutional Effectiveness (PIE). Board Policy (BP) 6250 requires the College to maintain an unrestricted general fund balance of no less than 10%. This has ensured the College's fiscal stability, particularly during and following past recessions and the recent COVID-19 pandemic. In accordance with this policy, the College generated unrestricted general fund balances of 23.84% in 2017-18 and 26.76%, 28.17%, 28.93%, and 24.15% during past four fiscal years respectively to meet emergencies and contingencies (Average Reserves 2017-18 to 2021-22). Ultimately, the Vice President of Administrative Services, the Mt. SAC President, and the Board of Trustees ensure that the College's revenues are sufficient to maintain and grow educational programs. They both regularly and publicly presents to the Board of Trustees on fiscal matters and budget trends, which include both actual expenses and revenue as well as a three-year revenue and expenses projection (Budget Trends, Spring 2023). As required by the Accrediting Commission for Community and Junior Colleges (ACCJC), the College justifies and provides evidence for having sufficient resources to support and sustain student learning programs and services and improve institutional effectiveness.

The College's mission and goals, shared by SCE, are reviewed annually as they serve as the foundation for the fiscal planning process embedded in PIE. This review is to confirm currency, relevancy, and continued foundation of PIE. (BOT approval of mission and goals, ePIE screenshot) The SCE Advisory meets each fall to review the previous year's department and Division PIEs along with the mission, College/SCE goals, vision, and the Action Plan. The PIE process includes Unit, Manager, and President/Vice President PIE reports that must follow the Budget Review and Development Guide for Resource Allocation and include both short-term and long-range plans. The PIE process, guided by the mission and College goals, is aligned to match the budget development process. The planning process is clearly documented in the Strategic Plan.

Mt. SAC financial policies and practices are effective and, when necessary, adjusted to changing needs to ensure sound fiscal stability. Budget reserves and annual audit results serve as evidence of financial stability. The annual external audits demonstrate high integrity of financial management practices and internal controls. The College receives annual unmodified audit opinions, which indicate that financial statements are in accordance with generally accepted accounting principles, with no deficiencies in internal controls (III.D.5.5 2021-22 Audit p108). In addition, Fiscal Services regularly evaluates Mt. SAC's financial internal controls and management processes and uses the results to improve financial management systems. For example, the COVID-19 pandemic led to Payroll developing and implementing an electronic procedure to process timesheets via spreadsheet/upload to the Banner system. This resulted in fewer data entry errors, fewer late timesheets, and less overall processing time (III.D.8.3 Mass Hourly Time Entry). Suggestions for improvement in fiscal planning processes are also

solicited annually by the Division as part of the PIE and budget processes. Feedback is reviewed by various College shared governance committees, including the Institutional Effectiveness Committee, the Budget Committee, and the President's Cabinet. Results from these committees are discussed and recommendations implemented in future planning and budget cycles.

Mt. SAC has effective processes with an internal structure with appropriate control mechanisms to ensure the dissemination of information to SCE stakeholders and the community at-large. The College ensures oversight of revenue and expenditures through a process that includes faculty, staff, managers, and the executive team (III.D.1.9 BP 6300 Fiscal Management). Financial information is disseminated across the campus in a timely manner. A goal of the Budget Committee, a governance committee composed of faculty, classified staff, confidential staff, managers, administrators, and student representatives, is to communicate effectively with the campus community (III.D.2.11 Budget Meeting 6-1-22; III.D.2.12 Budget Committee Members). Budget presentations are provided regularly to the Budget Committee, President's Cabinet, and the Board of Trustees regarding the tentative and adopted budgets (III.D.2.6 2022-23 Adopted Budget Presentation). This public information is then disseminated to all budget managers and other appropriate staff (III.D.2.13 Email to Dean 2022-23 Adopted Budget), and then summarized and disseminated through the President's weekly Cabinet Action Notes. Information regarding budget transfer and reallocation is presented for public review and comment in Board of Trustees agendas. Fiscal Services consistently sends out e-mail messages to the College employee Listserv regarding information about year-end deadlines (III.D.2.14 2021-22 Fiscal Services Year-end Deadlines). The Fiscal Services website is a resource where information of updated forms and reference documents can be accessed. To ensure the College is updated on fiscal matters, Administrative Services emails a quarterly informational newsletter as a campus announcement. This newsletter includes a section with updates on fiscal policies and procedures and other pertinent fiscal information. Within SCE, budget information is distributed to department leaders, who share with faculty, staff, and students as appropriate to the budget source and purpose. Also, SCE leadership provides a fiscal update at division-wide meetings (SCE Classified mtg, Spring 2023).

Mt. SAC has effective processes to oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and organizational investments and assets. SCE is actively engaged in the oversight of several state and federal categorical funds. Although the Grants Office is responsible for monitoring grant projects for the College, SCE closely monitors all funds and directly manages all categorical funds. Although each Regional Adult Education consortium member enters their own budgets and expenditures into NOVA, Mt. SAC is responsible for ensuring fiscal integrity for the Consortium budget and certifying its budget. Mt. SAC's annual external audit includes the assessment of the internal controls for state and federal funds, Title IV financial aid funds, grants, and externally funded programs. The external auditors also audit the auxiliary services organization, which is an integral part of the College operations that oversee the bookstore and dining services. This also includes Community and Contract Education budgets. Audits have resulted in no findings, thereby attesting to the effective use of resources (Mt. SAC Audit 2022).

Although the College is assessed by the Department of Education and the Accrediting Commission for Community and Junior Colleges (ACCJC) for financial aid processes, SCE students are not eligible for state or federal financial aid. Mt. SAC abides by title 5 Regulations for categorical programs such as CAEP, SWP, Student Equity and Achievement (SEAP), SWP, and WIOA, which have very specific guidelines for the use of funds. Additionally, at the beginning of every academic year, each categorical program must provide the Chancellor's Office with a detailed account of how allocated funds, such as noncredit SEAP, from the prior year were spent using the Student Services Automated Reporting for Community Colleges

(SSARCC) system (SSSP NC Year-End Expenditure Report 2021-22?). Reports are reviewed by Fiscal Services to ensure expenditures match the General Ledger and comply with the California Community Colleges Budgeting and Accounting Manual and categorical program's spending guidelines.

Indicator 8.2*: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.*
SCE connects short-term and long-term financial planning with the schoolwide Action Plan primarily in the institutional planning required in PIE. Financial planning and resource requests are done in Nuventive Solutions, the electronic software that houses PIE, which includes program review, institutional planning and assessment, and evaluation and coordination of activities for SCE departments. The Action Plan is embedded in the Division and department PIE plans, which require annual updates and reporting. From this process, the need for personnel, instructional supplies, and materials often emerges. During the President's Cabinet prioritization process, the SCE Vice President submits a justification of need as part of the College New Resource Allocation (NRA) process, along with a description of how funds will be used to promote student learning. The status of current and future projects, which are the result of the College's integrated planning processes, are analyzed to determine the need for funds and the repayment of current and future obligations.

SCE uses organizational funds judiciously so that the facilities and support materials are sufficient for all the programs and courses offered. As previously mentioned, requests for facilities and support materials are made through the PIE process and the prioritization process. Managers request the facilities and support materials that will be needed to properly support programs and courses offered in the upcoming academic year. At year end, managers report on the outcomes of those requests and have the opportunity to extend the request into the following academic year. Restricted and categorical funds are often the result of state and federal initiatives, so the objectives of the initiative vary as do the expenditure guidelines. For example, when requesting one-time Lottery funds, SCE and other campus divisions must follow the guidelines for spending related to instructional support. Both restricted and unrestricted funds are used to acquire and support the required facilities needed to meet programmatic requirements, such as labs for the Pharmacy Technician, Certified Nurse Assistant (CNA), and Emergency Medical Technician (EMT) programs. SCE is prudent in using funds as they are intended and to ensure that student and program needs are met.

Indicator 8.3*: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.*
SCE annually reviews needs and develops/implements plans for improved or additional facilities with a focus on student learning through the annual PIE process. Classrooms and/or labs are requested as needed. Urgent requests may appear as part of the President's Cabinet NRA prioritization process as needed. As a member of the President's Advisory Council, the SCE Vice President helps assess and address facility needs on a regular basis. Long-term planning is guided by the Educational and Facilities Master Plan (EFMP), which serves as the foundation of the integrated planning process (III.B.2.1 EFMP Introduction). Through this process, Mt. SAC plans, builds, maintains, and upgrades or replaces physical resources in a manner that assures effective utilization and continuing quality to support programs and services. The EFMP is revised every five years through an analysis of extensive internal and external data to identify challenges and needs of educational programs and services (III.B.2.2 EFMP Chapter 2). Project information and updates are posted on the Mt. SAC Construction website, along with relevant documents. Unfortunately, because credit programs take priority over noncredit and bond funding has been exhausted, the planned SCE Village is on hold indefinitely. This project was for multiple buildings

that would have accommodate enrollment growth and administration. As a result, SCE is without a division home base and facilities continue to be primarily temporary or semi-permanent modulars.

School's Areas of Strengths and Growth for Criterion 8

Areas of Strength
- The College handles financial matters with honesty and openness and has processes in place to ensure fiscal integrity.
- As part of the college planning process, the school continually assesses its financial status for long-range planning.

Areas of Growth
- SCE will continue to request facilities and upgrades to existing structures until the SCE Village becomes a reality.

Criterion 9: Community/Educational Partnerships

The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners.

Indicator 9.1*: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.*

The School of Continuing Education (SCE) has strong long-lasting partnerships in the community and region that developed from collaboration and interactions with local businesses, agencies, and other educational institutions. Since the last accreditation cycle, the breadth and depth of internal and external partnerships have grown due to the COVID-19 pandemic and SCE's efforts to address urgent local needs. In Summer 2023, SCE developed a partnership database to keep track of partners, share contacts across departments, and easily access partnership information. Faculty, staff, and administrators are deeply committed to increasing educational effectiveness through partnerships with community members, industry leaders, and other educational agencies. These important partnerships, combined with the analysis of relevant data pertaining to community demographics and needs, foster connections leading to expanded learning experiences, and increased student transitions and job training.

SCE's partnerships have developed through effective and consistent communication and collaboration. Information about programs is shared with partners and potential partners in a variety of ways, such as through an Annual Report to the Community, SCE website, Mt. San Antonio Regional Consortium group meetings, newsletters, marketing campaigns, and presentations. SCE departments maintain a social media presence that maintains presence among partners. Awareness campaigns focused on ageism, ableism, and adult literacy have also helped strengthen internal campus partnerships. These campaigns have helped empower SCE students, raised awareness about SCE programs, increased collaboration, especially in the areas of student support, basic needs, and college credit transitions to the credit side.

The pandemic highlighted the need for maintaining and increasing partnerships. Two new positions, a manager of apprenticeships and a manager of noncredit engagement, were created in late 2022 to increase enrollment and awareness in the community of SCE programs and seek work experience opportunities through employer partnerships. In 2022, the noncredit workforce manager was hired to ensure SCE's presence in the Los Angeles Regional Consortium and to continue collaborating with community college statewide and regional partners in pathways projects, such as the one with Futuro. Department directors, faculty, and staff also regularly attend community and industry meetings, where partners discuss and update on issues of mutual interest. For example, the STV Career Services Specialist attends quarterly Los Angeles County Service Planning Area 3 (SPA 3) Employment Service Providers meetings to network and share employment and educational opportunities, resources, and events. Through these efforts, opportunities for collaboration arise and have led to hosting employers on campus, as was the case with Team Select Home Care, an employer interested in hiring Certified Nurse Assistants (CNAs). The event was hosted in partnership with the Department of Economic Opportunity, Goodwill Southern California, Los Angeles County AJCC, and the Los Angeles County Workforce Development Board. AWD hosts Coffee with the Community, which are events that bring community partners, such as the Executive Director of the San Gabriel Valley/Pomona Regional Center, onto campus so students and community members can ask questions and learn about available services. Being on campus also allows partners to learn more about programs directly from staff and students and helps them explore ways to expand existing collaborations.

Indicator 9.2*: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.*

SCE leadership has developed strong partnerships within Mt. SAC and with local employers and regional workforce development organizations. Because SCE is integrated into the Mt. SAC campus, there is access to credit courses, programs, and services. SCE students can enroll in a variety of mirrored courses, which are credit courses that allot spaces for noncredit students. These courses are a pathway to credit enrollment and allow SCE students to take a credit course for free and gain confidence in their ability to succeed in credit programs. In 2022-23, a total of 163 students enrolled in a mirrored course. More consistent collaboration with student services programs on the credit side has also led to the inclusion of noncredit students in special events, such as the Nuestra Celebración graduation for Latinx student hosted by El Centro. This opportunity connected students with El Centro staff and allowed them to experience the type of support available to students across the campus. To increase these opportunities for noncredit students and to demystify the transfer to credit programs, SCE hired a counselor starting in fall 2023 to focus solely on increasing noncredit to credit transitions.

SCE currently participates in two large-scale regional partnerships, the Mt. San Antonio Regional Consortium for Adult Education (The Consortium) and the Los Angeles Regional Consortium (LARC), which have helped with curricular efforts and student support in the region. The Consortium, part of the California Adult Education Program (CAEP), is housed within SCE and comprised of Mt. SAC and seven local school districts that offer adult education. The SCE Vice President, a Steering Committee co-chair, and the Consortium administrative team, along with SCE administrators, faculty, and staff collaborate with partner school districts to align programs, reconcile data, and provide professional development throughout the region. Involvement with the Consortium has led to greater opportunities for students and community members through increased course offerings, program development, and pathways. Similarly, SCE has led the Noncredit Career Pathways, a LARC project and the only fully noncredit Strong Workforce Program (SWP) Regional Project. SCE has led the development of noncredit contextualized courses and collaborated with 18 community colleges to develop nearly 395 noncredit CTE and workforce preparation certificates. LARC named the Noncredit Career Pathways project as one of just three regional cornerstone projects because peers consistently ranked it high due to its success in achieving outcomes, which ensures funding for LARC.

SCE continues to expand partnerships with local employers. The Community and Contract Education (CCE) Department houses the Workforce Training Center (WTC), which provides customized contract education in the form of performance-based training, assessment, and consulting services. The WTC assists business, industry, and civic organizations in improving the quality of their products and services to increase their competitiveness within domestic and international markets. The Center collaborates with six local chambers of commerce: La Verne Chamber, San Dimas Chamber, Irwindale Chamber, Covina Chamber, Regional Chamber, and Pomona Chamber. These collaborations offer valuable opportunities to better understand the needs of local businesses. The Industry Manufacturing Council in the City of Industry also contributes input on local manufacturing needs. In the 2022-23 academic year, the WTC served 13 business partners and provided 14,017 hours of training to 671 employees. SCE has consistently had an Employment Training Panel (ETP) contract since 2014 to support the training needs of business partners who meet the panel's funding criteria. The newest ETP contract of $583,950 was approved in December 2021 and extended through March 2024. Through this contract, WTC has served eight local companies by training 468 of their employees. ETP funds have enabled SCE to continue addressing the workforce training needs of employers.

SCE collaborates with workforce development organizations in the region both formally and informally. SCE has established Memorandum of Understandings (MOUs) and partnerships with two Workforce Development Boards (WDBs): the Department of Economic Opportunity (DEO), (previously known as the Workforce Development Aging and Community Services or WDACS), and the South Bay Workforce Investment Board (South Bay WIB). The DEO partnership is part of the Workforce Innovation and Opportunity Act (WIOA), Title I, which requires a collaborative regional workforce plan. SCE serves as the first point of entry at Mt. SAC for unemployed, underemployed, youth 18-24, displaced, homeless, and others seeking to improve their soft and vocational skills. SCE also has MOUs and partnerships with two America's Job Centers of California (AJCCs): the Pomona Valley AJCC and the East San Gabriel Valley AJCC. A Pomona Valley AJCC's youth and adult case manager co-locates at Mt. SAC twice a week in a designated office in the SCE administrative building. To reciprocate services, the STV Career Services Specialist co-locates at the Pomona Valley AJCC once a week to meet individually with students and run workshops. Referred students receive educational advising, career development, short-term contextualized skills training, basic skills remediation, job readiness, placement opportunities, and support with the enrollment into credit programs. The STV Career Services Specialist maintains a bulletin board with information about workforce development organizations and their events and promotes resources such as Handshake, an online recruiting platform for job seekers and employers. Mt. SAC recently contracted with Handshake to make it available to all credit and noncredit students.

Indicator 9.3: *School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experiences.*
The SCE Leadership Team periodically invites partners to campus to engage with adult learners who are seeking job skills. Students interact directly with potential employers in a familiar environment. These opportunities are generally documented by SCE's Career Services Specialist in a monthly Career Services Activities Report. On a larger scale, in collaboration with the Los Angeles County DEO, Mt. SAC has hosted a Career Resource Fair so students can interact with over 40 businesses and listen to panel experts from health services, advanced manufacturing, and many other industries. Mt. SAC and other community partners also provide information about minimum wage laws in LA County, how to prepare for interviews, how to apply for jobs and internships, and how to manage money. With equity in mind, SCE has sought partnerships with organizations that cater to a Spanish-speaking population. For example, El Clasificado, a free classified ads publication aimed at the Latinx community, collaborated with SCE to offer the Empleos Latinos Job Fair, which brought 21 employers to the Mt. SAC campus. Despite the rain, 120 attendees connected with Spanish-speaking employers and SCE programs. Students also have the consistent presence of the Pomona Valley AJCC at SCE. In addition to being available on campus twice a week to meet with students, the Pomona Valley AJCC case manager sets tables in high-foot-traffic areas outside the ESL and ABE buildings to promote services and reach more students.

Some of the school's health career programs require work experience and, in recent years, SCE has increased partnerships and expanded work-based learning opportunities. A long-standing requirement of the Certified Nurse Assistant (CNA) program is that students complete 108 clinical hours in a medical facility to meet their skills requirement. The program holds MOUs with four facilities where students are placed to complete their clinical hours. Similarly, the Pharmacy Technician program offers an externship course that places students with CVS or a community pharmacy so students can gain practical experience. Ride-along opportunities with ambulance companies and placement options with two regional employers are offered to students in the Emergency Medical Technician (EMT) program. To expand work-based, pre-apprenticeship, and apprenticeship opportunities, SCE hired a Special Project Manager, Apprenticeships, after having been awarded a California Apprenticeship Initiative Planning

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grant for Licensed Vocational Nurse (LVS) for $120,000 and a California Apprenticeship Initiative Implementation Grant for Medical Assistant and Pharmacy Technician for $1.2 million. The Medical Assistant and Pharmacy Technician programs recently received approval from the Division of Apprenticeship Standards (DAS) and the Department of Labor (DOL), while CNA, EMT, Personal Care Aide, and Physical Therapy Aide were approved by DOL. Apprenticeship agreements have been made with Pomona Valley Hospital for Medical Assistant, Premier Ambulance for EMT, and five local pharmacies for Pharmacy Technician students. Students have begun their apprenticeships in each of these programs. CCE already supports the Metropolitan Water District of Southern California Apprenticeship program by providing hands-on welding and machining courses using Mt. SAC facilities. A further opportunity to expand work-based learning opportunities will be available with the recent title 5 change that now includes noncredit work experience courses.

Every department within SCE reports annually on its partnerships as part of the Planning for Institutional Effectiveness (PIE) process. Because SCE has a goal focused on advocacy and partnerships in PIE, SCE has had to report annually on partnership successes and needs. Partnerships are critical and valued resources that help contribute to SCE's vision of supporting students in enhancing and advancing their lives through accessible, equitable, and innovative educational opportunities.

School's Areas of Strengths and Growth for Criterion 9

Areas of Strength
- The school builds solid connections with state and regional educational institutions, workforce development agencies, and employers.
- The school actively ensures that students are exposed to career field speakers, employers, and experts and are also provided internships, apprenticeships, and work experience.

Areas of Growth
- SCE will continue to expand work-based learning sites and opportunities that provide students, including underrepresented groups, with critical work experience and increased employment opportunities.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Major student learner needs were identified in Chapter 2 and used to guide discussions throughout the self-study process. One of the student learner needs is that students need to develop their technology skills to achieve personal, academic, and professional goals. This is evident from the assessment results of the Information and Technology Literacy ILO, the number students seeking technology support from the SCE SOS, and by comments made by faculty in criteria focus groups. These discussions consistently mentioned that SCE students need to become literate in technology to succeed in courses, especially online classes, and programs. A second learner need is that students need and benefit from wrap-around support services to achieve course/program completion. Discussions in teams and focus groups highlighted the importance of these services. Student participation also serve as evidence that those support services are helpful. Focus groups found that there is a need to coordinate and consistently assess those student support services to be the most effective. More students need access to those wrap-around services, especially to transition to college or employment. Themes that emerged from the growth areas pertain to professional development, DEISAA, data use and analysis, and assessment (ILOs and student support services).

	Theme(s):
Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile	Outcomes assessment (ILO)
• SCE has a history of data collection and analysis of schoolwide learner outcomes (ILOs) and student learning outcomes (SLOs).	
• SCE's mission and vision guide the planning and decision-making processes and focuses on all learners, particularly underrepresented students.	
• SCE is committed to ongoing analysis and evaluation of classes, programs, and services that support the success of students.	
• SCE can expand the assessing of ILOs to include the whole school experience (instruction, administrative, and student services).	
Criterion 2: Governance, Organizational Infrastructure, and School Leadership	Theme(s): Onboarding process
• SCE's leadership fosters a positive environment for staff and students and a supportive learning environment that promotes high student achievement.	
• Mt. SAC operates within a stable, collaborative culture and evaluates organizational structure for improvements to support student learning.	
• SCE leadership can provide support to establish a consistent division onboarding process that supports and equips new employees with the necessary tools and information to begin their duties with confidence.	
Criterion 3: Faculty and Staff	Theme(s): PD – Online instruction PD – Virtual support
• Mt. SAC employs highly qualified staff with expertise in addressing the diversity of student learning needs and delivering comprehensive support.	
• SCE can continue professional development for online teaching and virtual student support to improve student learning outcomes.	
Criterion 4: Curriculum	Theme(s): Data – instruction Data – Student support services PD – DEISAA DEISAA
• SCE faculty and staff ensure current and documented curriculum plans for each area that maps the courses students need to achieve completion, certificate attainment, licensure requirements, and skill attainment.	

	Theme(s):
• SCE faculty deliver rigorous curriculum and a diversity of instructional modalities that meet academic, industry, and certification requirements. • Mt. SAC has a robust and collaborative curriculum review and evaluation process. • Although much improved, progress is still needed for consistent data that evaluate the effectiveness of online SCE instruction and services. • Faculty and staff would benefit from professional development that helps them infuse DEISAA into curriculum.	
Criterion 5: Teaching and Learning • SCE delivers comprehensive and rigorous instruction across all programs and courses, prioritizing learning that connects real-life experiences and solid academic content. • SCE students are provided with technology, software, and digital support. • SCE students have access to a diversity of course modalities, including online and in-person, self-paced, direct instruction and guided instruction. • SCE offers student robust academic supports such as tutoring labs, dedicated counselors, computer aided-instruction, individual tutoring, basic needs support, and equity-related events, which benefit underrepresented students. • SCE should continue to develop opportunities and seek funding for faculty and staff professional development focused on DEISAA.	**Theme(s):** PD – DEISAA
Criterion 6: Assessment and Accountability • SCE faculty have developed clear and measurable learning goals in courses and programs that ensure students encountering difficulties have adequate support. • SCE faculty use a variety of formative and summative assessments to continually review and refine curriculum. • Assessment is focused on student needs and goals, and primarily to improve student outcomes. • Mt. SAC has consistent cycles of assessment for CORs, SLOs, and ILOs. • While SCE effectively evaluates data, there is a need to expand division-wide analysis and dialogue of achievement data to promote DEISAA and positive student outcomes and success.	**Theme(s):** Data – analysis Data – coordination Data - DEISAA
Criterion 7: Student Support Services • SCE provides robust, holistic student support services to enrich the learning environment and increase student success and overall school-wide learning outcomes. • Labs and other academic interventions are accessible in SCE programs and provide critical learning support to SCE students. • SCE support services are accessible online and in person, during evenings and weekends, and meet the diverse needs of SCE students. • There is a need to establish an ongoing cycle for assessment of student services, including orientations and follow-up. • SCE can continue the work of increasing transitions to college and work.	**Theme(s):** Assessment – student support services Transitions
Criterion 8: Resource Management • The College handles financial matters with honesty and openness and has processes in place to ensure fiscal integrity. • As part of the college planning process, the school continually assesses its financial status for long-range planning.	**Theme(s):** Facilities

• SCE will continue to request facilities and upgrades to existing structures until the SCE Village becomes a reality.	
Criterion 9: Community/ Educational Partnerships • The school builds solid connections with state and regional educational institutions, workforce development agencies, and employers. • The school actively ensures that students are exposed to career field speakers, employers, and experts and are also provided internships, apprenticeships, and work experience. • SCE will continue to expand work-based learning sites and opportunities that provide students, including underrepresented groups, with critical work experience and increased employment opportunities.	**Theme(s):** Expand work-based opportunities

Schoolwide Areas of Strength

1. SCE delivers comprehensive and rigorous instruction across all programs and courses, prioritizing learning that connects real-life experiences and solid academic content.
2. SCE faculty deliver rigorous curriculum and a diversity of instructional modalities that meet academic, industry, and certification requirements.
3. SCE provides robust, holistic student support services to enrich the learning environment and increase student success and overall school-wide learning outcomes.
4. Mt. SAC employs highly qualified staff with expertise in addressing the diversity of student learning needs and delivering comprehensive support.
5. SCE faculty use a variety of formative and summative assessments to continually review and refine curriculum.

Schoolwide Areas of Growth

1. SCE should continue to develop opportunities and seek funding for faculty and staff professional development focused on DEISAA.
2. There is a need to establish an ongoing cycle for assessment of student services, including orientations and follow-up.
3. SCE can continue the work of increasing transitions to college and work.
4. While SCE effectively evaluates data, there is a need to expand division-wide analysis and dialogue of achievement data to promote DEISAA and positive student outcomes and success.
5. SCE can expand the assessing of ILOs to include the whole school experience (instruction, administrative, and student services).