

**SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

for

Mt. San Antonio College Continuing Education

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This report represents the findings of the evaluation team that visited
Mt. San Antonio College Continuing Education

on

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Introduction

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

The College boundaries encompass an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. The 421-acre campus, located about thirty miles east of Los Angeles, is situated in Walnut, the geographic center of ten school districts and seventeen communities. The data from the U.S. Census Bureau for the Mt. SAC Area indicates the community is socioeconomically similar to the national average with 8% of families below poverty level and an average household size of 3.6. However, it is more diverse, with 58% of homes speaking a language other than English.

The Community Services department was established in 1971 to provide cultural, educational and recreational programs. In 1978 the 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.

In 1993 the Community Education Center (CEC) was established on the main campus and over the next few years grew to include programs such as GED preparation, Adult Basic Education, Adult High School Diploma, and High School Referral. Then in 2002 all noncredit programs were placed under what is presently called Continuing Education. Mt. SAC Continuing Education is the 5th largest noncredit program in the state of California. The Division has experienced dramatic change and tremendous growth in its 41 year history. There have been six name changes during this time and its most recent name change, Continuing Education, reflects the common terminology used by California community colleges for similar programs. The main campus is now home to the Continuing Education Division office, the Language Learning Center, as well as Adult Basic Education, Adult High School Diploma, English as a Second Language, High School Referral, Noncredit Health Careers, Noncredit Short-Term Vocational programs, and the WIN Athletic Support Center. Community Education, Contract Education, and Older Adult Program courses are offered on campus and in public and private facilities throughout the Mt. SAC community. In 2010 changes in regulations and funding led to the elimination of Noncredit Fitness and Parent Education programs as well as the Developmentally Disabled Program, with the exception of a few classes maintained within the Older Adult Program.

Mt. SAC Continuing Education receives funding from several sources. The most significant source is an annual apportionment from the California Community Colleges Chancellor's Office based on Mt. SAC student attendance. The annual apportionment forms the basis of the College general fund. The College allocates an annual portion of the district budget to Continuing Education. In 2010-11 the

Continuing Education district budget was slightly over \$7.5 million. Additionally, Continuing Education receives one-time and ongoing funding from State of California categorical allocations and from several grants. A categorically funded State allocation for noncredit matriculation services sustained a significant and ongoing cut beginning in 2009-10. Noncredit matriculation funding is expected to remain stable at its reduced rate for the foreseeable future. The next most significant funding source is WIA Title II (231), a Federal grant that has been renewed annually since the late 1990s. Other smaller sources of funds include WIA Title I, Health Resources and Services Administration (HRSA), and short-term project grants. All together, categorical and grant funding provided more than \$2.3 million to Continuing Education in 2010-11. Fiscal performance is monitored by Continuing Education, Mt. San Antonio College, and the various categorical and grants sources. District budget adjustments are tied to annual planning and outcomes. Several grant funds are tied specifically to student learning outcomes and other measures of student progress. Budget legislation of recent years has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education scheduling has reflected this and has resulted in elimination of some programs as well as a reduction in course schedules across all programs.

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

Assessment of the SLGs at the course level helps instructors evaluate student learning. Courses in Continuing Education have a minimum of two SLOs. Each course level SLO is connected to the most relevant Student Learning Goal (SLG). Division-wide, the SLG with the greatest emphasis is Critical Thinker (53%), followed by Lifelong Learner (30%) and Effective Communicator (17%). Noncredit Short-Term Vocational and Health Careers programs have the highest percentage of SLOs connected with the Critical Thinker SLG (86%). In contrast, the Older Adult Program focuses more on the Lifelong Learning goal with 77% of SLOs connected to this SLG. The data support the focus of each program on meeting unique learning needs of students served by different SLGs.

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

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

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

- Continuing Education programs serve very diverse and different student groups.
- Budget legislation has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education scheduling has reflected this with the elimination of some programs as well as a reduction in course schedules across all programs. As a result, enrollment for most programs has decreased slightly over the past three years.
- Continuing Education students across all programs are achieving at high levels with 89% of students earning grades of Pass or Satisfactory Progress, and a higher than statewide average in CASAS benchmark gains.
- Student demand for support and learning services has increased, as demonstrated by a greater percentage of advising appointments held (ABE 33%, ESL 5%) and a jump in enrollment for noncredit labs (LLC 10%, WIN 7%, other noncredit labs 19%).
- A significant percentage of Continuing Education students in ABE, Adult Diploma, and VESL Career Paths are using concurrent enrollment as a bridge into higher education. Cohort matriculation data supports this pattern with a documented 40% matriculation rate to credit of students enrolled in career development and college preparation (CDCP) classes.

Responses to Critical Areas for Follow-up of the Previous Evaluation Team

Critical Area 1: Implement a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes.

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

In the summer of 2009 the College implemented Banner, an administrative suite of student, financial aid, finance, and human resources. Banner fuses administrative and academic functions that make it possible to manage data while giving students, staff and faculty 24x7, online access to the information they need. Prospective credit students can apply for admission. Ongoing students can search and register for classes by term or date. The Information Technology (IT) Department is currently programming a similar system of functions for noncredit students and is tentatively scheduled to go live with the noncredit student access in spring 2012. As the Banner system is customized for the future, noncredit student transcripts will also be available. In the meantime, Continuing Education has improved its process for electronic tracking of noncredit certificates. Noncredit student progress

indicators of pass/no pass/satisfactory progress are used to document student advancement through a sequence of courses leading to certificates of completion or competency. It is anticipated that future upgrades to the Banner system will enable the Division to evaluate, award, and track certificates automatically.

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

Critical Area 2: Infuse Student Learning Goals (SLGs) into all Continuing Education curricula and assess the effectiveness of SLGs through student learning outcome data.

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

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

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

Critical Area 3: Increase effectiveness and consistency of communication among stakeholders.

Continuing Education's focus on communication has been broad. Division program improvement has included an increased consistency in the practice of involving all levels of faculty, staff, and students in program assessment and planning. Management now begins the PIE process earlier and solicits

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

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

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

Critical Area 4: Increase measurable post-program outcomes for college and career.

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

Unfortunately, the transient nature of the students makes it difficult to collect large student samples sizes, resulting in the inability to draw broad conclusions from data analysis. The most accurate indicator of Continuing Education's progress with measurement of post-program outcomes has been gathering data about the success of noncredit student matriculation into credit at Mt. SAC within a three year period. Data indicate that 40% of noncredit students who were enrolled in Career Development College Preparation (CDCP) classes in the 2007-08 academic year matriculated to credit at Mt. SAC by the Spring of 2011.

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

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

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

Part A: Quality of the Institution's Program

Standard I: Institutional Mission, Purpose, and Objectives

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

"The mission of Mt. SAC is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence." The mission clearly defines the institutional commitment to assist students in attaining their learning goals, while providing a supportive learning environment. The Continuing Education Vision further defines the mission statement.

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

The diversity of students served in Continuing Education is a reflection of the Mt. SAC 189 square mile district. Continuing Education programs are designed to serve this community's most educationally and financially disadvantaged students. Because student educational needs are so diverse, Continuing Education's Vision statement focuses on providing quality programs that will help students achieve their goals according to their personal objectives.

Continuing Education has further defined its commitment to student learning through the creation of global Student Learning Goals (SLGs), which move beyond a vision to establish specific skills critical for student success both within and beyond an educational setting. SLGs are Division-wide student learning outcomes that define what students should know, understand and be able to do as they pursue their individual educational goals.

Continuing Education employees understand that a commitment to student learning must be part of the culture of the institution and there is evidence that illustrates this is a shared responsibility by all faculty and staff. Beginning in the spring of 2008, teams of faculty, staff, students, and managers from all Division programs collaborated to create statements of purpose. The Mt. SAC Academic Senate affirmed the Continuing Education Vision and Student Learning Goals in October 2008; this was followed by Board of Trustee approval in November 2008.

Using ideas generated by staff, the Leadership Team developed and put into action a Student Learning Goal Implementation plan. Initial critical strategies were identified including collaboration with the Marketing Department to publish the Continuing Education Vision and SLGs in many public places. Vision and SLG signs are posted in meeting rooms and classrooms. The school purpose is included in all student orientation sessions and is embedded into instructor syllabi with alignment to course outcomes. The Employee Handbook also includes the Mission, Vision, and SLGs.

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

The College mission statement drives institutional planning through the Planning for Institutional Effectiveness (PIE) process. PIE guidelines emphasize that the mission statement drives all planning and moves on to reinforce its connection to College goals. Continuing Education Goals are linked to both Mt. SAC goals and Instruction Team goals, creating an alignment in all. The Continuing Education Vision is also tied to resource allocation through the PIE process, which uses Vision-driven Continuing Education goals to guide program goal setting, planning, and resource requests. Division and program goals provide a framework for the creation and assessment of student learning outcomes (SLOs) and Strategic Actions. It is through the Vision-driven process that Continuing Education demonstrates its commitment to student learning. At the program level, faculty and staff meetings revolve around discussions of student success.

AREAS OF STRENGTH

- *Continuing Education employees understand that a commitment to student learning must be part of the culture of the institution and there is evidence that illustrates this is a shared responsibility by all faculty and staff.*
- *Continuing Education has defined its commitment to student learning through the creation of global Student Learning Goals (SLGs), which move beyond a vision to establish specific skills critical for student success both within and beyond an educational setting. SLGs are Division-wide student learning outcomes that define what students should know, understand and be able to do as they pursue their individual educational goals.*

KEY ISSUES

- *None*

Standard II: Organizational Structure

As part of Mt. SAC, Continuing Education adheres to Mt. SAC's Board Policy 3255, which clearly defines the roles, mechanisms, and organizations within the institutional governance process. Mt. SAC and the Continuing Education Division operate under a system of shared governance through the collaboration of administration, faculty, staff, and students on councils and committees.

The clearly defined roles, mechanisms, and organizations within the institutional governance process ensure that stakeholders have the opportunity to participate in policy making, planning, and budget decisions that relate to their areas of responsibility and expertise.

Continuing Education faculty, classified and management staff participate in the decision making process and hold leadership positions in various College councils, committees, and task force teams. Also, they are members of the Faculty Association, Classified Senate and the California School Employees Association (CSEA). In budget development and decision-making, faculty and staff have a limited role. Some input regarding budget development occurs through program-level meetings and focuses on professional development, technology needs, and instructional supplies to support student learning.

Noncredit students do not have an exclusive formal governance structure. Division programs seek student feedback through focus groups and surveys. During the spring 2011 focus group, students voiced a desire for an ongoing formal feedback mechanism beyond classroom evaluations. The OAP has responded to this need by creating an OAP student Advisory Group.

In accordance with Board Policy 4020, all academic and professional matters flow through Academic Senate, the President, and the Board of Trustees. Continuing Education follows College policies which rely on faculty structures and academic administrators for recommendations about student learning programs and services. The course, program, and annual review processes are used to identify emerging fields, respond to shifts and changes in well-established fields, address student and community needs, and modify or create courses and certificate programs.

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

At the College-level, the Board of Trustees, President, and Cabinet have collectively worked to enhance communication and transparency. The Board Policies and Administrative Procedures are posted on the College web site. The College President sends out a weekly email with details on Cabinet meeting discussion items. Also, he holds the President's Open Office Hours twice a month and invites all employees to connect with him on matters of concern.

At the Continuing Education, the Dean is the chief administrative and communications officer. She holds regular meetings with various staff groups, communications through various medium to disseminate policy, program and other important information. The Division Handbook and student guides and handbooks were created to increase the effectiveness and consistency of communication among all stakeholders. Systematic distribution of program newsletters in ABE, ESL and OAP also has had a positive impact.

The leadership encourages its faculty and staff to share strategies for program improvement in collaborative settings. Open door policies maintained to encourage informal conversations and sharing of ideas. Per 2011 Employee Survey, a majority of the respondents were satisfied with the amount of communication on issues related to College, program policies and procedures, and Continuing Education issues.

To improve communication, the Division has redesigned all its program information on the Mt. SAC

website. Upgrading to Banner 8 and to Moodlerooms will provide additional tools for Continuing Education instructors to establish a medium for communication with students and other stakeholders.

Although program faculty and staff meetings promote discussion of ideas, many of the Division's formal communication structures lend themselves more to dissemination of information, rather than to dialogue. Overall, the Division should continue to maintain its current communication structures while exploring additional ways to engage employees and students in sharing ideas for program improvement.

To provide opportunities for students, Continuing Education partners with and nurtures long-standing relationships with many external agencies. Due to the Division's reputation of excellence and its ability to meet stringent reporting requirements, it was awarded grant funds from various agencies, including the Federal Workforce Investment Act Title II grant, and the Health Resources and Services Administration (HRSA) grant through the U.S. Department of Health and Human Services.

The Division has embraced the ACS WASC standards, and for the past four years has worked diligently on aligning its programs to the WASC accreditation standards and conducting a rigorous Self-Study.

AREAS OF STRENGTH

- *Continuing Education faculty and staff have an active voice in Mt. SAC organizations and committees, which supports the Division integration into the larger campus community. Several faculty and staff hold key leadership positions in the committees mentioned.*
- *The Division promotes participatory management style and nurtures collaborative atmosphere and teamwork. Open door policy is maintained to encourage informal conversations and sharing of ideas.*

KEY ISSUES

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

Standard III: Evaluation and Planning

The Continuing Education Division recognizes the importance of self-reflective dialogue, evaluation and planning to ensure that resources, policies and procedures support student learning. Evaluation and planning occurs at regularly scheduled meetings and events such as program supervisor meetings (weekly), informational and in-service meetings for faculty (each term), and Division-wide strategic planning retreats (biannually). Effective fiscal planning is in place to allocate resources in a systematic method tied to data through the PIE process.

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

During the initial application process, CED determined that a major growth area for the Division was to collect and use data more systematically. A goal was established to, "improve in the use of data to track, assess, and report student access and outcomes." Administrators, faculty, registration staff,

counselors, and instructional support teams all work to understand and utilize student learning data and testing information. Student assessment data is used to assist with creation of new SLO's, discuss the promotion of students, and to compile reports for program improvement.

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

The Division sets its priorities based on several criteria. Most compelling are the general priorities established by the State of California in budget bills of recent years; these include 1) community college programs leading to transfer (credit) as well as those 2) providing basic skills education and 3) career preparation. In addition to the three criteria established by the State of California and the California Community College Chancellor's Office, the Division sets its priorities based on current student needs as well as the needs of areas businesses, industries, and the community at large. These are generally identified through efforts of the programs, including SLO assessments, Advisory Group input, program assessments, and surveys. Priorities emerging from the programs and Division-wide data are discussed at the Division level. On an annual basis, Division-wide dialogue results in consensus on the goal themes that should be given priority for the coming year. The process and its outcomes are documented through the annual PIE process, linking the Division goals to the Instruction Team and College goals. The planning process for the Division and programs is broadly inclusive, with the active participation of administrators, faculty, and classified staff; this is fundamental to fostering widespread understanding throughout the Division.

Once the goals are finalized, they are entered into TracDat ePIE program where they can be tracked, measured, and internal stakeholders can review outcomes. The goals are tied to the mission statement and SLOs and success is tracked through communication at meetings and through ePIE. Through TracDat ePIE software, the Division, program, certificate, and course-level goals are all articulated so that the institution can review and evaluate them, as needed. TracDat also provides a forum for CED goals to be shared with the College. Management, faculty, and staff ensure that proper data are being collected that will allow results to be accurately evaluated. Quantitative and qualitative data are used to determine the effectiveness of goal achievement. The summary of data indicates to what extent each individual goal has been met. Each program manager presents a report summarizing the programs achievements, areas of need and plans for the following year. After each program manager has presented their findings, the Division Dean compiles an annual summary, which details the specific achievements each program has made and the Division's plans for the following year.

The Division practices ongoing planning that encourages and supports appropriate input from all College constituencies, with participation that is most relevant and useful at the program level. Moreover, conversations take place regarding evaluation and planning with both internal and external stakeholders. The Division has a variety of internal and external stakeholders and partners who provide cyclical input into the planning process. All program meetings gain input from faculty and the community through advisory groups. In addition to employees, students in all programs provide input through focus groups, class and faculty evaluations, and informal communication with management and staff. Community and government agencies have the opportunity to provide input through off-

campus advisory groups, professional organization affiliations, and professional development for Division instructors.

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

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

Overall, the availability of data to track program efficiency has resulted in increased program viability across the Division. All of the data collected serves to prepare, review, and assess Division operations. CED uses numerous communication methods such as the Division website, program websites, advisory committees, faculty meetings, faculty in-services, and program newsletters to disseminate data internally.

The College and the Division use the PIE process as its central method for its cycle of planning, implementation, evaluation, resource allocation, and re-evaluation to effectively support student learning. Due to the cyclical nature of the PIE planning process, each program in the Division assesses their unit goals annually. Accomplishments are summarized and improvement gaps are analyzed and incorporated into revised goals for the following year. The effectiveness is specifically exhibited in the collection of data, analysis, and reporting portions of the cycle. This planning process has resulted in many positive changes to the Division's program. The effectiveness of these program improvements is noted in the annual PIE report.

AREAS OF STRENGTH

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

KEY ISSUES

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

Standard IV: Educational Programs

Continuing Education serves a diverse community, and to address the needs of its students, the college has implemented an extensive developmental program including ESL, ABE and VESL. More than 385 noncredit courses are offered which also include Older Adult Education, Immigrant Education, and Short-Term Vocational classes. More than 60 certificates are offered that prepare students for entry into credit programs of the College, or for occupations that have high employment potential.

The College's master planning process determines the fields of study in which it offers programs. In this process, the College aligns district population characteristics and trends with current and potential future educational needs. The College also relies on input from Industry advisory groups and regional economic research (environmental scans) as well as labor market data for all new vocational courses. Scheduling priority is given to classes aligning with transfer to 4-year College or university (which applies to credit classes), and to basic skills education and career preparation (applying to both credit and noncredit classes).

The Division annually reviews its Student Learning Outcomes alignment with Student Learning Goals. Every instructional program annually document its SLOs in a web-based data tracking system called ePIE. Programs in the Short-term Vocational courses are assessed annually through meetings with advisory committee members as well as faculty review of Student Learning Outcomes and their alignment with Student Learning Goals to insure student learning.

Student achievement outcomes are assessed in a variety of ways including each student receiving a grade or a progress indicator at the end of each semester. Student persistence is tracked as the student progresses through a program and also as he or she transitions into a credit program. ESL and ABE student progress is tracked through CASAS scores and is compared with state and national norms.

In order to assure quality throughout its programs, CED has aligned its ABE courses with the Content Standards of the California State Board of Education; core courses from the High School Referral Program have been granted "a-g" status from the University of California Regents. The ESL programs are aligned with California's ESL Model Standards, Older Adult courses follow Model Program Standards for Older Adults, and all CED Course outlines of Record are reviewed on a four-year cycle.

Data collected from surveys, orientations, counselor appointments, faculty meetings, Mt. SAC demographic reports, and annual program review reports are among the various tools used to identify

student learning needs. A Division-wide student survey is distributed every three years, and individual programs schedule departmental surveys more frequently. The ESL Program in particular uses a direct student data entry and conducts an annual English Literacy and Civics (E.L. Civics) survey. The ABE program conducts yearly research projects to determine student learning needs.

A number of tools are used to assess students' needs and abilities before being placed into various programs in order to insure that the program will meet their needs. Upon entry into The ESL and ABE programs, students are administered placement tests to insure enrollment into the proper level. ESL students are given a departmentally developed computer-adaptive placement test and ABE students are given the Test of Adult Basic Education (TABE) as a diagnostic. In addition, GED students are given the Official GED practice tests and TABE tests to maximize the possibility of success upon taking the full battery. Armed Services Vocational Aptitude Battery (ASVAB) students take both the TABE and the CASAS tests, and In Home Support Services (IHSS) students take the CASAS.

Older Adult Program students are not required to take tests before entering their programs of choice, nor are the Health Careers students. Health Careers students are advised that students with criminal records would be barred from licensure due to State Law, and would not benefit from these programs. Noncredit students in dual-listed Vocational classes are not required to be assessed for English or math skills.

CED uses multiple methods of evaluation to determine levels of achievement in all of its educational programs. Division-wide assessment takes place through the Student Learning Outcome assessment process, which includes course-level student learning outcomes, program-level (certificate) student learning outcomes, and Division-wide student learning goals. Each CE Course Outline of Record includes the measurable objectives and methods of evaluation for the course. Grades are collected for all courses other than study labs and input into the College computer system by faculty.

Student progress through programs is tracked in various ways. The GED program measures progress through pre and post testing as do the ESL and ABE programs. Older Adult Programs measure of achievement of stated learning outcomes depends on the course. ESL programs also provide student pre and post surveys to students regarding goals intended at the beginning of the course and which of those goals were achieved by the end of the course. A follow up survey collects information about students who have left the program. Progress of High School Referral (HSR) students is documented through tracking of grades, hours and levels of productivity, and the ESL program uses a portfolio-based assessment of progress through proficiency levels pre-1 through 6.

Adult Diploma (AD) students must show progress toward completion by earning a minimum of five credits for every 100 hours of attendance. Counseling intervention and probation is initiated if a student reaches 60 hours without earning credits.

The Division offers a wide range of delivery systems and modes of instruction to its students. The college maintains separate data on student achievement for the different delivery modes, collecting and analyzing this data separately.

The Division evaluates the effectiveness of course delivery in several ways, including pass rates, progress through proficiency levels, course SLOs assessments, pass rates on standardized or licensure examinations and CASAS benchmarks. Dialogue regarding instructional effectiveness takes place

among faculty, program coordinators, administrators, and advisory representatives both informally and formally. Informal dialogue takes place throughout the year, and formal dialogue among faculty within programs occurs each semester at a minimum.

The efficacy of delivery systems and modes of instruction is reflected in the number of students who achieve their goals. Indicators include a 94% CNA pass rate on California certification exam, 90% of ABE students and 72% of ESL students have made significant gains in CASAS.

Each course has at least two SLOs that are connected to the three CED institutional SLGs: Effective Communicator, Critical Thinker, and Lifelong Learner, and strategies for attaining them are created by faculty and are determined by the requirements of each individual course.

Faculty members, working collaboratively within programs and disciplines, schedule course SLO assessments on a three-year cycle as a minimum, and more frequently as faculty members choose. Strategies for improvement emerge as a result of dialogue concerning the outcome data and are recorded as “use of results.”

The College uses a number of criteria and processes to decide course offerings. Criteria include unemployment rates for the area, ability of students to attend on-campus classes, and demographics of non-English speakers within the College district. Health Careers Programs course offerings are based on available budget, advisory feedback from clinical sites, grant funding opportunities, and student demand. Contract Education classes are developed in response to needs identified by business and industry within the College district; other fee-based program offerings are developed according to community needs and interests.

Consistency in the quality of instructional courses and programs is facilitated by the Educational Design Committee (EDC), which serves as a standing committee of the Mt. SAC Curriculum and Instruction Council. They ensure that all courses meet the intent of Title 5 regulations. The EDC assures that Course Outlines of Record contain all of the required elements and that the descriptive narratives, content outlines, and measurable objectives are topically integrated. Based on the content related elements, the EDC verifies that the methods of evaluation are appropriately selected for the stated measurable objectives and are supported by sample assignments. CED faculty uses assessment of course SLOs to effectively evaluate and improve courses.

Areas of Strength:

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

Key Issues:

- *Although there are many instances where faculty are able to assemble and analyze sufficient student achievement data to conduct and make recommendations for program improvements, there are several data collections systems which are not integrated into a single system where data could be retrieved more effectively.*

Standard V: Program, Student, and Institutional Outcomes

The Continuing Education Division adheres to the College's formalized and systematic processes in place for both new and established outcomes using inclusive means and practices. The Division has defined outcomes at multiple levels of the institution from the more computable, course-specific learning objectives to the more globally defined, cross-program goals.

Some examples of processes and outcomes used by noncredit programs on an ongoing basis are (1) course-level measurable objectives (MOs); (2) course-/program-level student learning outcomes (SLOs); (3) unit-level SLOs and strategic actions (SLOs/SAs); (4) division-level Student Learning Goals (SLGs); and, (4) Planning for Institutional Effectiveness (PIE).

Continuing Education established noncredit course and certificate SLOs for 100% of the active courses. Each noncredit course has two or more SLOs identified as an assessment measure, established criteria such as rubrics, and is scheduled on a 3-year cycle of evaluation in the PIE plan. At the unit level, the PIE process allows departments to establish support-service, operational, as well as instructional outcomes on an annual basis. PIE reports includes annual program reviews of internal and external conditions, area-specific goals, course- and unit-level SLOs, and identified resources to help achieve the established outcomes. The result is a program review plan that aligns with the efforts of CED and College goals.

Primary responsibility for identifying appropriate outcomes involves faculty, managers, and staff according to the outcomes category mentioned at the beginning of this Standard. Faculty has a primary role in the development and evaluation of curriculum-related outcomes. Course Outlines of Record are formally reviewed on a four-year cycle for all courses, with ongoing review of certificates through yearly advisory committees and Academic Senate processes.

In addition to formal (Title 5) mandates for course and program/certificate review, the College has established a local means of evaluating and improving SLOs that is faculty-driven. All programs within Continuing Education use this model of assessment and data analysis to determine the alignment of competency levels with the effectiveness of teaching and learning.

Because the tracking and analysis is institutionalized through ePIE (electronic PIE/TracDat), it is accessible year-round and reports are completed on an annual basis and thus serve as a repository of active as well as historical data.

All programs have ongoing discussions that take place and include in-services/workshops for instructors, counselors, administrators, and support staff. The ESL department holds regular faculty meetings each semester for discussion between colleagues, encouraging dialogue and consensus regarding teaching strategies and evaluating students' Level progress. Occasionally, faculty have out-of-class assignments to analyze and redesign curriculum.

At unit-level SLOs, Adult Basic Education (ABE) provides a prime example of thoughtful faculty inquiry and analysis that leads to program improvement. Based on collection of evidence such as student hours of completion, student grades, and student feedback via focus groups regarding their assignments, ABE updated the curriculum.

Continuing Education accommodates the academic, vocational, and skills/enrichment needs of a diverse population. The Division has established a system of identifying competency levels and outcomes assessments that are founded on state model standards or industry standards for their corresponding areas.

Faculty expertise plays a critical role in determining appropriate competencies and learning outcomes in the Division's various courses, programs, and certificates through their work on curriculum development and collaboration and coordination with colleagues.

Occupational advisory committees have been established advise faculty on the competencies and outcomes which are needed to prepare students for academic and career success.

Learning outcomes are presented through progressive benchmarks and competency gains within courses, from one course level to the next, and through clearly outlined pathways toward program/certificate completion.

New students begin their course of study in programs with placement and orientation sessions. Once enrolled, they are provided with workshops, career conference, and one-on-one office meetings. Tools such as Student Portfolios and Progress Checks are used to outline progress toward outcomes for noncredit learners. Additionally, credit and noncredit educational advisors are available to assist noncredit students in planning their educational path.

Instructors use a variety of means to establish and gauge the alignment of measurable assessments, including rubrics and SLOs to measure proficiency gains and level progress.

The ePIE documents and reports allow faculty and advisory groups to track improvements and consider revisions to the existing courses, programs, and certificates. The ePIE process also insures that the student learning outcomes are in direct alignment with competency levels. Course-level SLOs are linked with the Division's more holistic and global Student Learning Goals (SLGs).

The Division reviews and compares program- and certificate-level outcomes via benchmarks the efficiency of various noncredit programs. Examples of such data and reports include noncredit-to-credit transition reports submitted through MIS, percentages of "pass/satisfactory progress/no pass" grades, and term-to-term persistence reports accessible through the CASAS Data Portal and the Chancellor's Office websites.

The Division's Lead instructors share data and facilitate dialogues in faculty meetings. Professional development workshops and various in-services routinely provide the opportunity for teachers to review the prior term's midterm and final item analysis results as well as student pass rates in order to modify test items for the current term. This process allows for improvement in student achievement.

Continuing Education instructors are qualified for their assigned responsibilities. All hired faculty meet the minimum qualifications or the equivalencies that have been approved by the local Academic Senate. A formal evaluation process for instructors is in place and reinforced on a regular basis to maintain a consistency in the quality of instruction. Through its various programs, CED programs incorporate appropriate level of breadth, depth and rigor of curriculum and instruction as essential. Students have opportunities to enroll in program areas that have been designed to meet the University of California a-g criteria to those complying with the regulations of the State of California.

Sequencing and time to completion are reflected in many ways throughout the Division's programs. Certificates for the various programs further reflect achievement of competency in a sequence of courses. Within each course, scaffolding of content, review of lessons, and progress reports provide evidence of student persistence as well as level progress at the end of the term.

Synthesis of learning is evident in the comprehensive resources, assessment rubrics, and implementation of student learning outcomes such as EL Civics projects, VESL team presentations, and Listening Comprehension final scores. In recognition of excellence, WIN Student Athlete Tutorial Lab (WIN) program was awarded Honorable Mention by the California Community Colleges Board of Governors as an Exemplary Program, and the ESL program's student portfolio of assessment was recognized as a Promising Practice by CASAS at the 2011 National Summer Institute.

Continuing Education employs a range of delivery modes and teaching methodologies. Delivery modes include traditional classroom instruction as well as independent study labs and hybrid online courses.

Faculty respond to students' individual learning styles (visual, auditory, kinesthetic, etc.) and promote lifelong learning and critical thinking skills in the courses they teach. Additionally, noncredit instructors are highly active in professional development as a whole, and several of the Division's faculty and staff have taken on local and statewide leadership roles as well. Latest methodologies and teaching techniques are often discovered, shared and used to benefit students.

Professional development and program workshops are two primary ways through which faculty dialogue regarding strengthening this connection of teaching and learning. Through annual department retreat/flex day activities, instructors routinely exchange lesson plans and teaching strategies. Popular themes often revolve around the use of multi-media as a pedagogical means. In focus-group discussions, student comments relayed that the use of technology and multimedia in everyday teaching and learning was more than adequate for their college and career needs.

Continuing Education uses a range of sources to facilitate program review, analysis of data, and strategic planning in order to maximize efforts and assure student success. The Division makes use of the College's management information system, existing databases, and the research office to generate reports and to facilitate their evidence-based planning processes.

Information such as noncredit student profiles, enrollment trends, and course/program outcomes are available. Additionally, the Division has established ongoing and systematic review processes such as the annual employee and student surveys, the annual program and division PIE plan, and noncredit-to-credit transition rates. Programs such as ABE and ESL have developed and use area-specific databases that help to track as well as to maximize efforts toward student access and success.

Lastly, externally managed database systems are valuable sources of benchmarking student achievement with statewide averages or with similar institutions; examples include the CNA state examination results and the CASAS Data Portal for persistence and level gain data.

Dependent upon the focus and impact upon the stakeholders, program data and research reports are disseminated at multiple levels of the institution. Each program within the Division stays current with external research, policy, and practice as well as with internal trends and data to determine program relevancy and need for continuous improvement.

Area managers synthesize program-relevant data and outcomes in the annual PIE plan. The information is considered in tandem with other internal and external conditions that may impact student achievement within programs. The Continuing Education Advisory Team further reflects upon this information at their semi-annual planning day.

Evidence clearly indicates that the Division has practices in place that promote continuous improvement and meet the needs of their learners. With the exception of the management staff, survey responses indicate that the Division needs to improve the ways by which data and information is shared with all the constituents.

The College's PIE process drives all related activities of planning and evaluation, providing broad-based involvement by all College constituents. The ePIE system is accessible online for ongoing input and assessment by program leaders and faculty as they develop and assess course/program SLOs, review and modify goals based on relevancy and changing needs of the students, use the database as a repository for outcomes-related history and documentation, and print reports according to course, program/certificate, or unit SLOs and shared.

A complete cycle of review for program planning takes place on an annual basis. The Dean Continuing Education collates and reviews area PIE plans and develops an agenda for review and planning by the Continuing Education Advisory Group. This Advisory Group meets twice annually for an all-day planning retreat. At this retreat, area leaders gain a broader perspective by looking at other Division-area PIE plans and other data such as the annual student survey results, the annual employee survey results, and the community profile data. Continuing Education Advisory meeting participants include faculty, counselors, support staff, and area managers.

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

Additionally, ABE and ESL benefit from categorical funding from a Chancellor's Office Basic Skills Initiative. Projects funded by this initiative must correlate with measurable outcomes; often, these

projects support human resources (ABE educational advisors) as well as professional development (ESL annual faculty retreat) and instructional materials and resources (Language Learning Center's Voice Threads pronunciation software). Each project is entered into ePIE and tracked by the College's research department to assure that measurable outcomes are evident and use of resources are optimized by the programs.

AREAS OF STRENGTH

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

KEY ISSUES

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

Standard VI: Student Support Services

Continuing Education Division of Mt. San Antonio College conducts ongoing reviews of student support services to assess quality and student needs through a variety of means including planning for institutional effectiveness (PIE), student learning outcomes (SLOs), administrative unit outcomes (AUOs), counseling appointments, program meetings, staff and student surveys, and focus groups. Information gathered from these sources is used to identify areas of strength and improvement needed in student support services.

Additionally, the Division is committed to providing outstanding educational opportunities to a diverse population of students. Therefore, the assessment of student outcomes and performance forms the foundation for demonstrating program quality, including student support services. An annual collection and maintenance of persistence and achievement data for all programs is reported in the annual profile.

As students' perspective of support services is critical in gauging the quality of these services, the Division solicits feedback through surveys and focus groups. Reporting the benefits from counseling and advising services, as well as program and faculty meetings provide relevant data. Promoting student learning is critical in all areas.

Many forms of student support services are provided at Mt. SAC, including:

ABE Career Days

Workshops on various career avenues including job applications, and resumes

ESL Career Conference

College Days conducted by counselors and advisors

Catalog provides precise, accurate, current information about requirements for admission, student fees, other obligations, degree, certificate, graduation and transfer. Relevant information, though brief, is provided for noncredit students, as well.

CED programs both defer to and work closely with the Student Life Office in the case of a formal student complaint/grievance. Any of these grievances are handled within the policies and regulations

set forth by the College, complying with state Title 5 regulations, the Chancellor's Office, and state Education Code.

Opportunities for discussion and feedback of students' needs are provided in faculty, staff, and leadership periodic meetings. The orientation process for the ESL students in particular is extremely helpful in satisfying their immediate needs regarding obtaining a student ID, parking permits and library use.

Student needs for off site programs (OAP primarily) are assessed through teacher meetings, surveys, phone calls and focus groups. Some students' needs are met by informal and one-on-one discussions.

Student services at the LA Works basic skills lab are evaluated during the annual planning meeting between the instructor and ABE administration. A student questionnaire regarding all program issues is being created.

Student feedback is a major source of evaluating student support services at Mt. SAC CED Division. Feedback is collected through surveys, questionnaires, feedback forms, focus groups; ESL uses post-counseling session feedback forms with aggregate data calculated on a semester-by-semester basis.

Continuing Education Division supports professional development for counselors and advisors through meetings, campus professional development, conferences, and peer collaboration. Continuing Education Division advisors also participate in monthly meetings with the College's educational advisors and the high school outreach department, which includes topics on graduation and transfer requirements, high school articulation and recruitment information, as well as differentiating between advising and counseling and when and how to transition students to counseling.

The Banner software system is helpful for maintaining records of current and past registration history. Some programs have internal database systems. All of these records are maintained and secured electronically through encrypted sites. Most of the CED records are retained in filing cabinets for the active students. Inactive records are eventually transferred to long-term storage, or scanned, stored in the Hershey data system and shredded.

Areas of Strength:

- *Robust student support services are provided for programs focused on career and college preparation (ABE, AD, HSR, ESL, VESL, Health Careers)*
- *Continuing Education programs engage in ongoing, systematic evaluation of student support services, leading to improvement in services, student learning, and increased use of services.*
- *Collaborating with campus and community partners on a regular basis by faculty and staff enhances career and higher educational opportunities for noncredit students.*

Key Issues:

- *More consistent assistance for noncredit students to increase their awareness and knowledge of noncredit registration, orientation, counseling and advising.*
- *Improve timelines and accuracy of information provided by staff to the Short-term Vocational programmatic offerings.*

Standard VII: Human Resources

Through interviews, observations, and review of supporting documentation, the team found that CED meets the standard. There are personnel policies and procedures in place, they are available to the school stakeholders, and they are consistently administered. The Division employs faculty and staff who are highly qualified to support learning programs and student services offered by the institution.

The employees are hired through a structured process and are evaluated on a regular basis.

Faculty and administrators meet or exceed minimum qualifications established by the school in accordance with Education Code, Title 5, as well as requirements of applicable outside agencies. 2% of faculty and counselors possess a doctorate degree, 55% masters, 31% bachelors, and 12% have an associate degree or other minimum qualifications.

Selection and hiring process at the CED is interdependent with the overall Mt. SAC hiring. The Division adheres to the personnel policies and procedures that are developed by the College. All final policies are communicated to the campus through electronic communications from the President's Office. Board Policies and Administrative Procedures are also available to the public on the Mt. SAC website. The College is an equal opportunity employer and has procedures in place to conform to these requirements.

Personnel employed by CED are selected using an established and well-defined recruitment and selection process. Administrative Procedures, Board Policies, and Human Resources procedures ensure a hiring process that is structured, fair, and yields qualified employees. Office of Human Resources, the Division and the College management collaborate to oversee and plan the hiring proceeds. Continuing Education Division managers in collaboration with the Office of Human Resources develop hiring criteria and job announcements. Recruitment is conducted actively within and outside the College work force. Open recruitment is mandated for all new full-time and part-time positions.

Applications are initially reviewed by the HR Department to ensure that the candidates meet minimum qualifications. Hiring committee, program managers, Dean Continuing Education, the College Vice President of Instruction and President, as appropriate, then conduct interviews. Full-time positions are hired through hiring committees. Hiring committees include representatives of faculty, classified employees, HR department, and administrators, as appropriate. Structure of each hiring committee depends on the position being filled. These committees assure that the hiring procedures are consistently applied. Part-time faculty, which constitute the majority at the Division, are hired by the department managers and the Dean and have to be approved by the Vice President of Instruction. When selecting and hiring new faculty members, the school assures that they have knowledge of the subject matter and teaching methodology. Interviews for full-time faculty positions include a teaching demonstration, which is rated on a rubric. The interview questions and writing assignments are designed to solicit job-related information relative to the skills, the attitudes, and the knowledge of the applicants. Interview questions for potential adjunct faculty focus on the candidate's philosophy of education, classroom management skills, subject matter knowledge and pedagogy.

Needs for new CED staff are identified through the ePIE process. Program managers, with the input from the current faculty, identify the need for new faculty members. These requests have to be approved by the Dean Continuing Education. Support staffing is determined by each program manager based on program demand and is aligned with the Vision of the Division as well as the focus of each program. Currently, the school employs only three full-time faculty members: two counselors and one non-credit vocational instructor. Ninety-eight percent of the faculty is employed as adjunct instructors, many of whom have rehire rights as defined in the Faculty Contract. The school site's budget and staffing reductions are the main challenges in maintaining full-time faculty and staff. This resulted in increased workload, fewer staff and resources for students, longer student wait lists, and increased

reliance on hourly staff.

However, there is very low attrition rate. Thirty-three percent of administrators, faculty, and support staff have worked in the division for more than 10 years, with the greatest longevity being 33 years. Twenty percent have worked for 6-10 years. Thirty-nine percent have worked for 1-5 years. Only four percent have worked in the Division for less than a year. This statistics is even more impressive given the fact that 12% of the employees are student workers. This is contributed to positive work environment and collaborative management style that makes all staff, regardless of their full-time or adjunct status; feel as a valuable part of the team.

Mt. SAC has established evaluation policies and procedures for all personnel that assures that all employees are evaluated on a regular basis in an equitable manner. Continuing Education Division managers are evaluated after the first year of employment and every two years thereafter. The evaluation includes review of professional goals and objectives as well as manager's performance for the evaluation period through utilization of evaluation instrument; discussion of employee's performance with the employee; and developing goals and objectives for the next review period.

The evaluation procedures for faculty are defined in the faculty agreement. The evaluation process for probationary faculty is a four-year process that consists of classroom visitations, student evaluations, development of a portfolio, and an administrative evaluation. The evaluation process for full-time tenured faculty is a three-year process. The process consists of student evaluations (first year), classroom visitations (second year), and a summary of the evaluation activities (third year). The administrative evaluation occurs during the spring semester of the third year. The documents are combined and include the administrative evaluation report.

The adjunct faculty have a formal evaluation conducted every three years. This evaluation includes a classroom observation, student evaluations, a summary evaluation, and a meeting between the administrator and the faculty member. During the second and third years they are evaluated through the use of student surveys.

Faculty members are evaluated based on effective classroom. These include factors related to classroom dynamics, such as encouragement of student participation, cultural awareness, and effective communication, as well as teaching strategies and techniques, class preparation, and subject matter expertise.

Classified staff are evaluated twice before their probation period ends and annually thereafter. Evaluation criteria include quality of work, quantity of work, work habits, personal relations, initiative, and supervisory skills (if applicable).

As part of Mt. SAC, Continuing Education employees adhere to the professional ethical standards established by the College in the Institutional Code of Ethics. Ethical behavior is reinforced through policies and practices written in the Employee Handbook. Examples of such policies include Commitment to Diversity, Nondiscrimination, Prohibition of Harassment, and Confidentiality of student information and records,

Personnel files are private and permanent records. Employees have the right to inspect his/her

personnel records as outlined in Education Code and Labor Code. The Office of Human Resources retains all required and necessary employment-related documents in personnel files.

The school offers a variety of training, workshops, and staff development activities through the Office of Professional and Organizational Development (POD). Offerings include conferences, workshops, retreats, classroom applications, computer applications, general classes, and personal development classes. Professional development is also done through program meetings, workshops, peer observations, and in-services. Employees are also encouraged to participate in professional development opportunities such as locally held regional and state conferences. When available, their attendance is paid by grant and district resources, such as Basic Skills Initiative funding and the WIA II/231 grant.

POD professional development activities are evaluated through a follow-up survey. The results are evaluated by the College Professional and Organization Council, of which CED is a member. Employees attending professional development paid for with grant funding are asked to complete a survey and detail the impact the professional development activity had on their work. The school recognizes the need for a more systematic approach to professional development evaluation at the program-level.

Human Resources planning is integrated with institutional planning. The school utilizes the PIE model for planning and program review. The process is conducted annually. The Division identifies any new resources needed to carry out their goals and SLOs, including staffing. All new or unmet human resource needs are included in the PIE plan. Throughout the year, requests for human resources, particularly for replacement of departing employees, are submitted through the Dean and Vice President of Instruction to the President's Cabinet of the College. Human resources planning is also integrated with institutional planning in the master plans.

AREAS OF STRENGTH

- *Highly Qualified faculty who are committed to serving the needs of students.*
- *Robust processes for hiring and evaluation that are used equitably and consistently across the Division.*
- *Positive school culture and participatory decision-making that resulted in very low attrition rate.*

KEY ISSUES

- *Continuing Education will need to establish more full-time faculty positions in each of the ABE, ESL, and OA programs to facilitate curricular issues and coordinate responsibilities under faculty purview.*
- *Continuing Education must continue to adjust to budget and staffing reductions in all areas while maintaining strong programs and student services.*

Standard VIII: Learning Resources

Learning Resources are an integral part of the support services provided by Continuing Education. To determine student learning needs, information is gathered through focus groups, student surveys, faculty surveys, faculty and staff dialogue as well as during program meetings. The ABE program in particular has relied on these methods to inform planning of learning resources such as additional

software, updated web links, establishment of a student resource shared file, and selection of classroom materials.

Technology needs are identified in a number of ways, some being driven by the curriculum itself. Students have an opportunity to identify technological interests through Focus Groups.

Maintenance of computer labs and upgrades for hardware and software is often reactive to immediate needs that arise.

The Division systematically assesses its learning resources through learning outcomes, faculty input and other appropriate measures. The ESL Library evaluates its effectiveness by tracking the number of students who use the library on a daily basis.

The evaluation of the effectiveness of technology in meeting student learning needs is generally done informally through communication with faculty, staff, program leaders, and the Dean on an ongoing basis. The ABE Program relies on faculty survey and student focus groups to evaluate the effectiveness of technology for their students. However, a Division-wide technology needs and use assessment could provide more uniform feedback for evaluation of the learning resources and planning for long-term technology needs.

The measurement of the effectiveness of all learning resources is measured through yearly goals, SLOs, Administrative Unit Objectives, and Strategic Actions. The PIE model is used to systematically set the goals and outcomes, determine the means of assessment, collect the evidence, and analyze the results annually. Program changes are made based on the results from assessing goals annually.

The Division teaches students various information competencies. These include computer literacy, multi-media, and health occupations simulations. Many of the competencies are imbedded into class SLOs and projects. Competencies embedded in courses are evaluated through level completion, certificates issued, HSR and AD projects grades, and SLO assessments.

CED has a number of resource centers that are made available to all students. These include the ABE and LLC computer labs, the EOPS Center, ESL Library, Health Careers Resource Center, Learning Assistance Center, Math Activities Resource Center, Technology Ed Resource Center, Transfer-MARC, WIN, and the Writing Center. The Mt. SAC general library is also open to all students on campus. The Older Adult Program also has computer labs available and is open to anyone enrolled in the program. The College and the Division provide full and equal access to any facility, class, program, service or activity on campus.

Support for each lab is dependent on lab use, specific needs of the courses served, and budgetary constraints. Hours vary by center and are posted on the College's website.

There is currently no systematic way of assessing the use, access, and relationship of technology to student learning resources across all programs. However, CED does evaluate learning resources through the ongoing PIE process.

In addition to evaluation through the PIE process, the recognition of Continuing Education's exemplary

staff and programs by external sources is a strong indicator of the high quality of learning resources provided throughout the Division. The California Community College's Board of Governors awarded Honorable Mention the WIN Program for Program of Excellence. The OAP is one of only five community colleges selected nationally to participate in a brain fitness testing project. An LLC permanent part-time employee received Mt. SAC's 2011 Classified Excellence Award in Commitment to Student Service, and two ESL instructors have been selected as Technology Integration Mentoring Academy trainers through Outreach and Technical Assistance Network's (OTAN) competitive process.

Areas of Strength:

- *Continuing Education has a large breadth of high quality learning resources to meet the diverse student population served.*
- *Program use of data supports improvements in learning resource development and accessibility.*
- *The College has supported CED through the purchase of Banner and Moodlerooms which will provide students with access to more robust electronic learning resources.*

Key Issues:

- *The state fiscal climate has made it difficult for Continuing Education to meet the student demand for increased learning resources.*
- *There is currently no comprehensive and systematic Division-wide assessment of technology needs across all programs. Technology needs are addressed as issues arise within each program.*

Standard IX: Financial Resources

Continuing Education, as a division of Mt. SAC, operates under the authority of the College and follows its fiscal policies and procedures.

The total budget for the Continuing Education Division is \$10,222,910. The majority of Mt. SAC's and Continuing Education's financial resources come from State apportionment based on attendance and calculated as Full-Time Equivalent (FTE) units. Other budget sources include grants, fee-based programs, and contract training.

The College maintains a Balanced Budget Policy and has been able to supplement funding for certain core functions of Continuing Education student services for which State categorical funding has been reduced in recent years. Interviews with the Division and College management confirmed that Mt. SAC is committed to keep operating its Continuing Education, even though, due to the state budget crisis, some programs were reduced and some classes were eliminated.

The mission statement is an integral part of the institutional financial planning processes. Financial planning is a collaborative effort which involves various stakeholders, including Dean of Continuing Education, division leaders, Advisory Group, program leaders, Vice President of Instruction, etc. The Division decides on the priorities based on its program's PIE planning and in collaboration with its leadership, staff, and faculty. The annual final budget must be approved by the Board of Trustees.

Continuing Education planning reflects an assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Communication, discussion, and

prioritization takes place at program, division, team, and College leadership levels. Interviews with the faculty and staff confirmed that financial planning stems out of program needs and the allocation considerations could be triggered both from the staff/faculty level and management level. Items that are focused on student learning are given priority.

Mt. SAC has established plans for payment of long- and short-term debt as well as for future liabilities. Long-range planning is based on the Education and Facilities Master Plans. Long-term liabilities and obligations are included in this planning and are reflected in the annual budget. Long-term budget planning has been impacted by the current state budget crisis. However, Mt. SAC has developed budget projections to account for the anticipated cuts and is committed to continue its program offerings at the Division.

The College financial planning and budget are made public through Agenda, Minutes, and Supporting Documents of the Budget Committee and Board of Trustees. Final budgets are available for general public. The College budget is disseminated throughout the campus community in print and electronic format. Within Continuing Education, budget information is distributed through the programs, whose leaders work with faculty, staff, and students as appropriate to the budget source and purpose.

Continuing Education has control mechanisms in place to ensure responsible use of financial resources. The Division uses the financial management system of Mt. SAC. The budget managers and accounting staff can view financial information down to the detail level, in “real time,” using the online Banner system. Funds are allocated according to decisions reached in the school budgeting process. Because the College systems provide timely information, such as actual expenditures vs. budget, adjustments can be made quickly in response to changing needs.

An annual audit is performed by an independent Certified Public Accountants firm on all financial records of the College. Last audit report has received unqualified opinion, which means there were no material weaknesses or reportable conditions identified during the audit.

The College systematically assesses the effective use of financial resources and utilizes the results of the evaluation as the basis for improvement. The Budget Committee evaluates the effectiveness of budget and the budget development process annually.

The College community is encouraged to give feedback through electronic means as well as in person. Interviews with individuals and focus groups indicated that staff and faculty feel welcome to provide such feedback when they feel necessary.

AREAS OF STRENGTH

- ***CED, as a division of Mt. San Antonio College, has the financial oversight and support of one of the most fiscally stable community colleges in California. The College believes in the importance of the services offered by the Division and is committed to continue offering the program.***
- ***CED planning reflects a realistic assessment of financial resources and obligations.***
- ***CED is able to access detailed financial information in “real time,” allowing for sound, timely budget and expenditure decisions in response to changing needs.***
- ***Open line of communication between employees, program managers, and Division managers allow for effective financial planning that is focused on program needs.***

KEY ISSUES

- *The current state budget crisis has significantly impacted CED's ability to meet student demand for classes and support services. The Division will need to continue to explore additional funding sources to support current program offerings.*

Standard X: Physical Resources

Mt. San Antonio Community College is located on a 421 acre campus in Walnut, California; the physical plant consisting of 85 structures. Of this Continuing Education maintains 12 of these structures; 7 of which are academic and 5 administrative buildings. 37 classrooms and 10 labs are designated solely for noncredit programs. A library, career center, and administrative offices are also part of the Continuing Education Division.

Some programs are operated primarily off campus (OAP – older adult) with 25 locations in 9 different area cities. 24 high schools provide space for summer school high school programs within the community.

Safety and accessibility of facilities is a consistent theme across campus, and they comply with California building, fire, electrical, and other applicable required codes. An interested and responsive team evaluates the safety of the grounds, parking lots, roads, buildings, fields, and equipment making up the physical resources of the College.

New construction and modernization projects are reviewed and evaluated by an interdisciplinary team of architects, engineers, construction managers, facilities personnel, and DSA (Division of the State Architect) plan early in the design process to consider and agree upon site, seismic, structural, and fundamental electrical, mechanical, and accessibility elements of the project. Representatives from academic, administration, staff, information and learning techs, public safety, energy management, maintenance and operations, distribution, grounds, and construction are included at some point in the process. Efforts are made to ensure complete, accurate, and accessible safety information throughout the project, monitored by certified inspectors for compliance; as well as evacuation routes if necessary.

Off campus facilities are maintained by others with regular monitoring for adherence to building code requirements.

The personal safety of all concerned is monitored by professional Public Safety personnel:

- Multiple patrol cars
- Student escort services
- Community volunteer program
- Public emergency alert system
- Campus proctors to monitor ABE buildings in particular
- Radios for emergency use
- Dispatchers when needed

A healthful learning and working environment is a high priority of the College, therefore any sign of mold or other health hazards are addressed immediately. By implementing the LEED (Leadership in Energy and Environmental Design) new construction and existing building rating system, the interior environment is made better in areas of lighting, thermal comfort, controllability, fresh air, elimination of volatile organic compounds, odorous adhesives, and other harmful and undesirable conditions.

Facility planning is an ongoing process as a five-year construction plan is evaluated and updated annually. The CED has an opportunity to request additional space or alterations and improvements to existing space. Prioritized requests for equipment are based on need. Continuing Education facilities have been considered in the planning for improving and building new facilities, some during 2011.

The College's physical resource planning is integrated with its other institutional planning efforts. Title 5 space standards are identified and considered when planning new structures. Equipment purchases are based on program and service needs.

Areas of Strength

- *Continuing Education shares many state of the art facilities on a large beautiful campus with the College.*
- *Immediate needs and plans for long-term needs are met through established institutional processes and campus resources.*
- *Staff and student safety is a priority at Mt. SAC*

Key Issues

- *Some physical facilities used by ABE and OAP are inadequate and at times unsafe; resulting in cancelled or moved classes.*

Part B: Major Strengths and Critical Areas for Follow-up

Major Strengths

- *Participatory management style that resulting in a collaborative decision-making processes.*
- *A positive school culture that is demonstrated by a collaborative relationship and cooperative partnership between CED and the College.*
- *Rigor and relevance of CED course offerings.*
- *Decision-making based on collection and analysis of student achievement and data that drives decision-making and the allocation of resources.*

Key Areas for Growth

- *The Division, in collaboration with College systems personnel, will improve the collection, integration, and reporting of data in order to meet accountability standards, enhance planning & decision making, and improve student learning.*
- *Faculty, with support from the Division and programs, will improve in the use of systematic processes in which data are analyzed and used for improvement of student learning.*
- *The current state budget crisis has significantly impacted Continuing Education's ability to meet student demand for classes and support services. The Division will need to continue to explore funding resources beyond the usual state funding sources.*

Ongoing Institutional Improvement

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

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

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

Based on the self study and the key areas for growth identified in this report, the committee recommends the action plan be revised to also address the following:

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