



# Accrediting Commission for Schools

533 Airport Boulevard, Suite 200  
Burlingame, California 94010  
(650) 696-1060 • Fax (650) 696-1867

E-mail: frivette@acsasc.org • Website: www.acsasc.org

DAVID E. BROWN, PH.D.  
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.  
ASSOCIATE EXECUTIVE DIRECTOR

GEORGE BRONSON, ED.D.  
ASSOCIATE EXECUTIVE DIRECTOR  
OPERATIONS

## INITIAL VISIT APPLICATION/SCHOOL DESCRIPTION — WASC FOCUS ON LEARNING

### Part I: Identifying Data

Today's Date: December 15, 2008

School:	<u>Mt. San Antonio College Continuing Education</u>		
Address:	<u>1100 N. Grand Ave</u>	<u>Walnut</u>	<u>91789</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	_____		
	Number and Street	City and State	Zip Code
Telephone #:	<u>909-594-5611 x4220</u>	Fax #:	<u>909-468-3937</u>
E-mail Address:	<u>dburns@mtsac.edu</u>		
Chief Administrator:	<u>Mrs. Donna Burns, Dean of Continuing Education</u>		
Enrollment:	<u>39,927 (annual)</u>	Current Grade Span to be Reviewed:	<u>Adult</u>
	_____		
County:	<u>Los Angeles County</u>		

Check any of the following that apply to your school:

- Boys Only   
 Girls Only   
 Coeducational  
 Comprehensive   
 Independent Study   
 Home Study   
 Online Distance Learning  
Joint Affiliation:  ACSI   
 AWSNA   
 CAIS   
 EARCOS   
 HAIS   
 NLSA   
 SDA   
 WCEA  
 Church-related   
If Church-related, name denomination  
Is the school incorporated:   
 Yes   
 No  
If so, is it incorporated as a   
 profit-making institution or   
 nonprofit-making institution?

**Note: If there is not enough space available on the following pages, please append additional sheets.**

## Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the “description” below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Continuing Education is a Division of Mt. San Antonio College (Mt. SAC), one of 72 publicly supported community college districts in California. The College district is situated in the center of 10 school districts and 17 communities, encompassing 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 College campus is nestled on 421-acres in a largely suburban setting with nearby agriculture and industrial areas. The community in which Mt. SAC is located is socioeconomically similar to the national average with 10% of families below poverty level and an average household size of 3.56.

The Mt. SAC Continuing Education Division has a 38 year history and is one of the strongest noncredit programs in the state of California, with 39,927 students served in 2007-08. These students are enrolled in one or more of ten Continuing Education adult programs which include Adult Basic Education, Adult Diploma, Developmentally Disabled, ESL, Health, High School Referral, Language Learning Center, Older Adult, Parent Education, and Short-term Vocational. Continuing Education maintains an open entry, open exit enrollment policy which provides students the opportunity to begin at virtually any time during a term. Continuing Education features a greater rate of linguistically diverse individuals than the United States average, 30% compared to 17.90%. Not surprisingly, the Division also enjoys greater ethnic diversity than the national average with 19.5% White, 27.9% Hispanic/Latino/a, 25.5% Asian, 3.3% African-American, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian/Pacific Islander, and 7.3% Other. An additional 12.7% of students declined to state their ethnic affiliation or data was not available. The breadth of programs in Continuing Education are reflected in the age data which indicates 32% of students are age 63 and over; 22.4% age 44-62; 17.8% age 29-43; 11.7% age 23-28; 13.7% age 18-22; and 2.2% under 18. Due to the diverse needs of the students served in Continuing Education, each program has developed a unique instructional focus with challenging relevant curriculum which supports students in achieving their personal, educational and career goals.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was founded and by whom
- Initial location of the school and any location changes
- Enrollment by grade level

Continuing Education is a Division of Mt. San Antonio College (Mt. SAC), one of 72 publicly supported community college districts in California. The College district is situated in the center of 10 school districts and 17 communities, encompassing 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. Communities within the College district include Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, West Covina, and the southern portion of Glendora. The College campus is nestled on 421-acres in a largely suburban setting with nearby agriculture and industrial areas.

The community in which Mt. SAC is located is socioeconomically similar to the national average. According to the 2000 Census, 10% of families are below poverty level with an average household size of 3.56. There is a high rate of owner occupied housing (67.83%) with renter occupied housing at 31.17%. The rate of vacant housing units, an indicator of the socioeconomic level of a region, is three times lower than the national average.

The median age in the Mt. San Antonio College community is 33 years. It is notable that the highest level of education for individuals over the age of 25 is lower in the Mt. San Antonio College region than throughout the nation, with the high school diploma rate at 71.62 compared to 80.40% nationally and bachelor's degree or higher at 22.11 compared to 24.40% nationally. In addition, the community features a greater rate of linguistically diverse individuals than the United States average, 57.26 compared to 17.90%. Not surprisingly, the Mt. SAC district enjoys greater ethnic diversity than the national average with 46% White, 37% Hispanic/Latino/a, 21% Asian, 5% African-American, 1% American Indian/Alaskan Native, and less than 1% Native Hawaiian/Pacific Islander. (See Student Profile Supplemental Data- Community Information)

### History of Continuing Education

The Mt. San Antonio College 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 before becoming a community college in the fall of 1946. Continuing Education can trace its beginnings to the early 1970s under the direction of Marie Mills, 3rd President of Mt. SAC. President Mills established the Community Services department in 1971 to include cultural, educational and recreational programs. Some of these community programs included the support of the planetarium, wildlife sanctuary, and art gallery as well as classes for senior citizens and gifted children. The department was also responsible for Mt. SAC's public information and a speaker's bureau, and even held discussions on classical films.

Reacting to the passage of Proposition 13, Dr. Jack Randall, 5th president of Mt. SAC, reclassified the department as a division and re-titled it the Community Education Division. He also appointed the division's first dean, Dr. Ed Hernandez. Instructional programs that generated state apportionment were added to include the nine areas of adult education, including basic skills, English as a Second Language (ESL), older adult, parent education, disabled education, and health and fitness. Community enrichment and fee-based classes were part of the division's expansion. Two adult learning centers were established in the communities of Walnut (CALL Center) and San Dimas (CACE Center). The CALL Center was a combination of a lab environment and classroom setting and offered noncredit instruction in ESL, basic skills, and office occupations. The CACE center offered an adult high school diploma and high school credit remediation (High School Referral).

In 1989 the division experienced another name change, Continuing Education and Community Services Division, with Karen Meyers appointed as the new dean. Rapid expansion of the basic skills department included the GAIN (Greater Avenues for Independence) and JTPA (Job Training Partnership Act) programs. Categorical funding for ESL, basic skills and literacy continued to expand over the next five years, reaching almost a million dollars. In 1992 ESL expanded to include a Vocational ESL (VESL) program which combined English language learning with technical vocabulary and content targeting the fields of business and health. The division was increasing its focus on entrepreneurship and economic development and in 1993 became a separate unit of the College titled Community Education and Economic Development with Karen Meyers as Vice President.

In 1993, the California Educational and Facilities Master Plan for 1992-2007 was updated and provided capital outlay funds for facility development at Mt. SAC. The establishment of the Community Education Center (CEC) was one of the first projects completed and it replaced the CALL Center. The CEC offered support to the GAIN and JTPA programs and also established GED preparation and a computer literacy lab. In 1996, the CACE Center was closed and the Adult Diploma and High School Referral programs were permanently established at the CEC complex. ESL was now located primarily on the Mt. SAC campus and was continuing its tremendous growth, holding classes throughout the campus.

In 2002, Dr. Christopher O'Hearn, 7th Mt. SAC president, placed all noncredit programs under the larger umbrella of the Instruction Team. ESL, Basic Skills, Older Adult, Parent Education, Short-term Vocational, Health and safety, Disabled Programs, and Community Fee-based Programs formed a new division with a new name, Community and Noncredit Education. As a result, noncredit programs began to see a major shift in such areas as resource allocation, representation in participatory governance, and other subsystems of the College. When the facilities bond, Measure R, was approved by the voters of the community, one of the first projects to be launched was that of a state-of-the-art Language Center, which when completed in 2004 became the new home of ESL.

The noncredit division has experienced dramatic change and tremendous growth in its 38 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. In the same spirit of alignment the Basic Skills Department has been renamed to Adult Basic Education. The main campus is now home to the Continuing Education Division office, Adult Basic Education, Adult Diploma, ESL, Health, High School Referral, Language Learning Center, Older Adult Program offices, and Short-term Vocational programs. Developmentally Disabled, Parent Education and Older Adult Program courses are located in public and private facilities throughout the Mt. SAC community.

Today, the Mt. SAC Continuing Education Division is one of the strongest noncredit programs in the state of California with 39,927 students served in 2007-08 (Fall, Winter, Spring and Summer semesters). Enrollment for most programs, with the notable exception of High School Referral, has remained stable from 2005-2008. The significant increase in enrollment of students in High School Referral reflects the expanded outreach of the summer high school program to include students from ten surrounding school districts.

Continuing Education 3 Year Enrollment Trend by Program

	2005-06	2006-07	2007-08	Total Count
Adult Basic Education	6517	6435	6038	18990
Adult Diploma	1057	1378	1669	4104
Developmentally Dis	299	300	216	815
ESL	3430	3711	3414	10555
Health	1545	1980	2093	5618
HS Referral	7034	8978	14987	30999
Language Learning Ctr	777	707	590	2074
Older Adult	5529	5981	5353	16863
Parent Education	362	323	294	979
Short-term Vocational	6733	5924	5273	17930
Total	33283	35717	39927	108927

Of the Continuing Education students enrolled in 2007-08, 3,891 were enrolled in at least one additional Continuing Education program. The overall rate of concurrent enrollment in at least one other program has decreased over the past three years. This is partially explained by the increase in number of High School Referral students in the 2007-08 academic year since High School Referral students are the least likely of any group to be concurrently enrolled in another Continuing Education program (0.9%). The highest rate of concurrent enrollment is in the Language Learning Center (90%) with many ESL students taking advantage of the supplemental language support services offered by this program (44% of ESL students were concurrently enrolled). (See Student Profile Supplemental Data- 3 Year within Concurrent Enrollment by Program)

Continuing Education maintains an open entry, open exit enrollment policy which provides students the opportunity to begin at virtually any time during a term. Data for Fall 2008 show that 9,278 students were enrolled in a Continuing Education program on September 12, 2008, approximately three weeks into the Fall 2008 semester. Older Adult Program students represented 40.1% (n = 3,717), with ESL as the next largest program, representing 18.2% of students (n= 1,691). The High School Referral program only comprised 1.4% of students at that time, with surrounding high schools having just begun their school year and not having yet referred students to the program for remediation or advancement of credits.

Continuing Education Enrollment for Fall 2008 as of September 12, 2008

	Count	%
Adult Basic Education	949	10.2%
Adult Diploma	254	2.7%
Developmentally Dis	220	2.4%
ESL	1691	18.2%
Health	458	4.9%
High School Referral	133	1.4%
Language Learning Ctr	439	4.7%
Older Adult	3717	40.1%
Parent Education	78	0.8%
Short-term Vocational	1339	14.4%

Give demographic information regarding the students, including the following:

- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.
- Student follow-up data

Due to the formatting restrictions of this application, a Student Profile Supplemental Data section has been appended to provide additional resources for understanding the demographic information of Continuing Education students. This section includes tables and charts and corresponding text from below.

#### Ethnic Demographic Information

Continuing Education overall student demographics parallel the ethnicity of the communities served by Mt. SAC. Ethnic groups in the overall Continuing Education Division include: 0.04% American Indian or Alaskan Native; 25.5% Asian; 3.3% African American (not of Hispanic Origin); 3.1% Filipino; 27.9% Hispanic or Latino/a; 0.3% Pacific Islander; 19.5% White (not of Hispanic Origin); 7.3% Other. An additional 2.1% of students declined to state their ethnic affiliation, and data were not available for 10.6% of students. While the student populations of some programs, such as Health and Short-term Vocational, closely resemble the Continuing Education average, other programs have notably different student populations. The most dichotomous program is ESL with roughly half of the students identified as Asian and half identified as Hispanic or Latino/a. Two programs, the Language Learning Center and Parent Education, have a majority Asian population (57.4 and 60.3%, respectively). In the Adult High School program, 65.4% of the students are Hispanic or Latino/a. Two additional programs, Adult Basic Education and High School Referral, also have comparatively high Hispanic or Latino/a populations (52.2 and 44.4%, respectively). (See Student Profile Supplemental Data- Student Ethnicity by Program)

#### English Proficiency Information

As noted in the Mt. SAC community narrative, the area serviced by Mt. San Antonio College has a significantly higher percentage of linguistically diverse individuals than the national average (57% compared to 18%). For the Continuing Education programs the overall rate of linguistic diversity is 30% according to student enrollment data. Fall 2008 student enrollment data show that 64.6% of program participants use English as the primary home language. This is the most notable in the Older Adult and Developmentally Disabled programs with 93.4 and 91.8% of participants reporting English dominance in the household. On the other hand, both ESL and the Language Learning Center have higher percentages of students who do not use English as their primary home language (91.4 and 90%, respectively). (See Student Profile Supplemental Data- Primary Home Language)

In the self-reported student survey students were asked which language they use in the home. Half of students reported using English predominantly, followed by Spanish (20%) and Mandarin (13%). The ESL program demographics include 45% of students who report their primary language as Spanish and 26.3% as Mandarin. Analysis of Continuing Education linguistic diversity has prompted the use of translated communication materials in ESL. There is a need to consider communication and instructional support for second language learners in Adult Basic Education, Adult Diploma, and High School Referral. (See Student Profile Supplemental Data - Primary Home Language by Program - Student Survey Fall 2008)

#### Gender Demographic Information

Throughout the Continuing Education Division, 67% of students are female and 32% are male (with 1% not reporting). Parent Education (96.2%), Older Adult (80.2%), Language Learning Center (70.8%), Short-term Vocational (62.7%) and ESL (62.6%), are dominated by female students. The majority of students in Health (72.4%), High School Referral (67.7%) and Adult Diploma (60.2%) are male. Additionally, classroom observations have noted that in the ESL and Adult Basic Education programs, daytime classes are predominantly female while evening classes are majority male. (See Student Profile Supplemental Data- Gender and Age)

#### Age Demographic Information

Due to the diverse nature and breadth of programs in Continuing Education, student age data was organized using generational cohorts to assist in better understanding the learning needs, cultural norms and values associated with different generational groups. Research by Schumann and Scott has broadly defined the generational cohorts and their characteristics:

1. Veteran's Generation or Silent Generation: Over age 63. Characteristics can include hard work and thrift, respect for authority, delayed gratification, duty and honor, patriotism, conformity.
2. Baby Boomers: Age 44-62. Characteristics can include drive to succeed, will go "the extra mile", team players, problem solvers, process oriented, focus on future, focus on challenges.
3. Generation X: Age 29-43. Characteristics can include media-savvy, individualistic and self-reliant, quest for emotional security, informality, entrepreneurial.
4. Generation Y: Age 7-28. Characteristics can include being motivated by causes, prepared to change jobs, anxious for feedback, technologically savvy, high performance and high maintenance, acceptance of change, heightened fears.

The overall Continuing Education Division student age data indicate 32% of students are age 63 and over; 22.4% age 44-62; 17.8% age 29-43; 11.7% age 23-28; 13.7% age 18-22; and 2.2% under 18. High School Referral program students are all of high school age and must be enrolled in a local high school to take courses. Adult Diploma and GED/Adult Basic Education have high rates of Generation Y students between the ages of 18 and 28 (90% and 58% respectively). On the other end of the age spectrum, 95% of Older Adult students report being over the age of 44 with the majority (66.2%) over the age of 62. ESL and the Language learning Center have high rates of Generation X participants who range from 29 to 43 years of age (38.6 and 34.6%, respectively), although Parent Education has the highest rate at 67.9%. (See Student Profile Supplemental Data- Student Enrollment by Age Fall 2008)

#### Highest Academic Level Demographic Information:

The rate of at least high school completion in the Continuing Education Division (89.1%) is higher than the regional average of 72% and the national average of 80%. The programs with the highest levels of high school non-completers are understandably Adult Diploma and High School Referral. The rate of students with at least a bachelor's degree is approximately 33%, which is also higher than the regional and national average of 22 and 24%. The programs with the greatest populations of students with at least a bachelor's degree include Parent Education (57.6%), Short-term Vocational (53.2%), and the Language Learning Center (40%). (See Student Profile Supplemental Data- Highest Academic Level by Program)

#### Special Populations

Continuing Education programs are designed to serve the needs of special populations within the Mt. SAC community. A deeper understanding of needs within these student programs was investigated through the Fall 2008 student survey in which participants were asked to list their primary challenges to attending school. Overall, the highest frequency challenge reported was with the "Language Barrier and/or Competency in Basic Skills" category (25.12%), followed by "Financial Burden" (12.7%), "Work Schedule" (12.3%), and "Personal/Family Responsibilities" (11.2%). (See Student Profile Supplemental Data- Special Populations)

### Student Mobility Demographic Information

Student mobility was measured by utilizing a data set showing students' persistence rates in Continuing Education programs over a three-year period. Because of the nature of the programs offered, persistence was measured from fall to spring semester. The overall rate of persistence for 2005-06 was 49.4%, for 2006-07 was 43.7%, and for 2007-08 was 42.1%. The programs with the highest and most stable persistence rates include Developmentally Disabled and Older Adult. The Adult Diploma program showed a steady increase, while the Language Learning Center and Short-term Vocational programs have declining persistence rates. The most notable decline in persistence is seen in the High School Referral program from 42% in 2005 to 30.8 % in 2007, a trend that reflects the program intent and design. In other words, a decline in persistence for HSR students may indicate that students are completing credits in a timelier manner, and therefore are leaving the program once adequate progress has been achieved. (See Student Profile Supplemental Data- Mobility of Students)

### Student Achievement Information

#### Adult Basic Education

The Adult Basic Education program offers multiple services to Continuing Education students including basic skills improvement, GED preparation, computer certificates, and typing certificates. Over the past three years the Adult Basic Education program has assisted a total of 272 students in passing the battery of tests comprising the GED examination. The average age for GED completers is 28, compared to Adult Diploma program graduates who average 20 years of age.

The Adult Basic Education program experienced a marked increase in the number of computer production certificates from 2006-07 (n=40) to 2007-08 (n=107). The maintenance of records for production tests began in Spring 2007 so only half of the data for 2006-07 was recorded, resulting in a low number of reported students earning computer certificates.

In addition to an increase in computer production certificates, the Adult Basic Education program has also encountered an increase in the number of students completing Typing Certificates. While data are unavailable prior to the 2007-08 academic year, the increase is evident when comparing the number of students who completed Typing Certificates in the 2007-08 academic year (n=208) and those who completed certificates in only the first two months of the Fall 2008 semester (n=190). This increase is due in part to the fact that the Continuing Education Adult Basic Education program is now the only location on campus to offer the typing test. In prior years the service was also offered through the credit Business Division. (See Student Profile Supplemental Data- Student Achievement Information: Adult Basic Education)

## Adult Diploma

The number of graduates in the Adult Diploma program has increased dramatically over the past three years (2006=24 students, 2007=44 students, 2008=45 students). This trend is most likely due to increased direct services to students, including counseling and tutoring. Data also indicate that the students who are graduating have good basic skills and a significant number of high school credits when they enter the program.

Student enrollment in Adult Diploma increased 50% (from 982 to 1493) from 2006-07 to 2007-08. Although the student population grew, staffing did not increase until Spring 2008. Given the growing student-teacher ratio, there were fewer opportunities for staff to offer adequate attention to each student. This may have contributed to the reduction in credit completion over the two years (from 2034 credits in 2006-07 to 1700 credits in 2007-08). Another reason for the decrease in credits earned could be the lower number of hours each student attended (33.5 in 2006-07 to 27.9 in 2007-08), thus affecting students' productivity. A continued effort to offer more staffing and additional teaching methodologies is needed, especially with an increased enrollment of at-risk students. (See Student Profile Supplemental Data- Student Achievement Information: Adult Diploma)

## CASAS Benchmark Summary: Adult Basic Education (ABE), Adult Secondary Education (ASE), ESL, and EL Civics Benchmark Data

As recipients of WIA Title II funding, the ABE and ESL programs measure learning gains (benchmarks) using Comprehensive Adult Student Assessment Systems (CASAS). In general, payment points went down for the 2006-07 academic year. The benchmark production then stabilized and recovered for the 2007-08 year. ABE and ASE seemed to have switched roles in terms of benchmark productions. In the three year data sample, ABE went down from 692 to 420 and ASE conversely improved from 218 to 651 benchmarks. ESL had a considerable decline during the 2006-07 academic year, but the level of benchmarks generated improved significantly in the 2007-08 year.

EL Civics shows a consistent benchmark production. When compared to other areas, EL Civics experienced a less significant decline during the 2006-07 year. The Student Outcome Datasets (SOD) show that production recovered and total production exceeded the previous years.

When compared to California data on CASAS educational functional level completion, Mt. SAC outperforms the statewide data in almost every CASAS category. The only level in which the state average exceeds Mt. SAC students' level completion rate is in the Adult Secondary Education "High" category. (See Student Profile Supplemental Data- Student Achievement Information: CASAS)

## ESL

The primary goal of the ESL Department is to serve the language, career and academic goals of the immigrant adult learner who ranges from pre-literate to high-advanced levels of English proficiency. Their ethnic, educational, and socioeconomic status is also diverse. While 48% of the population is Asian and 47.7% is Hispanic/Latino/a, there are often several language groups represented in the ESL classroom including Vietnamese, Korean, Farsi, and Arabic. This makes the classroom conducive to intercultural discussions and comparisons that go beyond discrete grammar lessons and contribute toward global citizenship. Educational levels also vary, with 35.4% of the learners indicating high school as their highest level of education, contrasting with 25.5% who have a Bachelor's degree or higher. Additionally, surveys indicate that financial burden and work schedule concerns are on the minds of 31.6% of our students. By insuring flexibility in scheduling and no-fee ESL classes, students are supported in balancing learning needs with personal responsibilities.

As an open-entry program, ESL welcomes new students who arrive throughout the year and request to take ESL classes. To place new students, the ESL Program administers a computer-adaptive test to determine the recommended language level placement from Pre-level 1 to Level 6. In terms of progress, ESL tracks the number of students who are recommended to advance to the next instructional level at the end of each semester. Data collected from Fall 2005 through Spring 2008 show that, on average, 80% of ESL students are recommended to progress to the next level while only 20% are retained. Level progress is based on a portfolio of multiple measures and is reviewed by each student and instructor twice each term, regarding student strengths and areas for improvement. Students have the opportunity to transition into credit programs or take the 2-term Vocational ESL (VESL) program as a bridge to credit or career advancement. In spring 2008, approximately 400 intermediate and advanced level students attended the 8th Annual ESL Career Conference. In fall 2008, approximately 200 advanced ESL students participated in Matriculation presentations that provide information and guidance with credit application and transfer. Data indicate that within the last three years, 317 ESL students enrolled in at least one credit course at Mt. SAC. (See Student Profile Supplemental Data- Student Achievement Information: ESL)

## High School Referral Program

The High School Referral program serves credit-deficient students who are currently enrolled in local high schools. Students are required to have approval from their high school counselor to enroll in courses and upon course completion transfer those credits to their high school to fulfill graduation requirements. Given the program model, the primary means of measuring student achievement for High School Referral is through the percentage of courses completed, rather than graduation rates.

The number of students enrolled in the fall and spring semesters of the High School Referral program has increased each academic year (from 921 in 2005-06 to 1175 in 2006-07 to 1308 in 2007-08). The percentage of courses completed has averaged around 47% with the percentage fluctuating between 2005-06 (54%), 2006-07 (41%), and 2007-08 (47%).

The summer semester of the on-campus High School Referral program averages 460 students each year. This summer option operates similarly to a traditional high school summer school and has a higher average course completion rate than the fall and spring program at close to 77%. As with the fall and spring High School Referral program, the summer program experienced a slight drop in the average completion rate in 2007 (78% down from 80% in 2006) and 2008 (71%).

In 2006-07 the program began a complete revision of all high school referral and adult diploma curricula to increase the rigor and align with K-12 California state content standards. This change in curricula resulted in a short-term decrease in course completion rates as the students were adjusting to the rigor of the courses. The addition of counselors in 2007-08 to provide intervention to students struggling academically has positively affected the completion rates in High School Referral. Overall and by district, it is evident that most students are responding to intervention as completion rates increased in most districts, with one exception. Intensified counseling and intervention efforts would benefit students in districts with continued low completion rates. (See Student Profile Supplemental Data- Student Achievement Information: High School Referral)

#### Short-term Vocational

The Short-term Vocational program offers 59 certificates in the categories of Accounting, Agricultural Sciences, Business Management, Electronics, Health Careers, Office Technology, Photographics, Special Needs Population, and Welding Technologies. During the 2005-06 academic year, 16 certificates were issued, primarily in Business Management. In 2006-07, five certificates were issued primarily in Electronics. In 2007-08, two certificates were issued (one in Business Management and the other in Agricultural Sciences). During the Fall 2008 semester, five certificates have been issued primarily in Electronics. Outcome data for this program reflect the passive nature of certificate award processes and the current absence of an electronic tracking system for identifying certificate completion. Greater focus on and support for student outcomes in this program are needed. (See Student Profile Supplemental Data- Student Achievement Information: Short-term Vocational)

#### Older Adult

The Older Adult Program enrollment trend has maintained an average of 5,621 students over the past three years. There was a minor decline in enrollment between the 2006-07 and 2007-08 academic years due in part to reducing services to skilled nursing facilities which were unable to maintain enrollment of 20 actively participating students. There is a strong correlation between the student learning outcome (SLO) data for Older Adult fitness classes and retention. Currently, SLO data and retention data are in the 70th percentile or higher. Data for the Summer 2008 semester show that 17% of students increased their individual level of endurance, 75% of students maintained their individual level of endurance and only 8% decreased their individual level of endurance. In addition, 70% of students increased their upper body strength during the same period. (See Student Profile Supplemental Data- Student Achievement Information: Older Adult)

#### Student Follow-up Data

Student Follow-up Data utilizes two data sets. The first examines the rate at which students who attended Continuing Education in the 2005-06 academic year entered the credit division in either the 2006-07, 2007-08, or 2008-09 (Fall) academic years. This data set indicates that 29.4% of 2005-06 Continuing Education students enrolled in a credit course over the following three years. The highest rate of credit matriculation is in Short-term Vocational (59.4 %), a program which is run cooperatively with the credit division of the College. The Health program matriculated 43.2% of students and the Adult Basic Education, Adult Diploma, High School Referral and Language Learning Center each matriculated 20-30% of their students. (See Student Profile Supplemental Data- Student Follow-up Data: Continuing Education 2005/2006 Cohort Matriculation to Credit Enrollment (as of Fall 2008) by Program)

The second data set comes from self-reported information gathered during interviews with students who earned a GED Certificate or Adult Diploma in 2007-08. Data was collected to determine whether graduates planned to 1) enter college or 2) join the workforce/military. Results indicated 29% of GED completers and 69% of Adult Diploma graduates intended to enroll or were currently enrolled in advanced academic programs. An additional 25% of both GED completers and Adult Diploma graduates indicated that they were planning to work and/or enter the military. Interview data were not available for 46% of GED completers and 6% of Adult Diploma graduates. GED students tend to be a highly transient population, so it is difficult to ascertain their post-program plans. Also, many stop attending class but still take the initiative to test officially. Often these students do not communicate with the staff regarding their post-program plans prior to withdrawing from GED preparation courses. (See Student Profile Supplemental Data- Student Follow-up Data: GED and Adult Diploma (AD) Post-Program Plans/Outcomes)

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

No

## Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions with one to two paragraphs. Please refer to the rubrics in the *WASC Initial Visit Procedures Manual* ([http://www.acswasc.org/pdf\\_fol/FOL\\_initial\\_visit\\_procedures.pdf](http://www.acswasc.org/pdf_fol/FOL_initial_visit_procedures.pdf)) for areas to review prior to responding to the questions below.

## **Category A Organization for Student Learning**

**A1. School Purpose Criterion:** The school has established a clear statement of purpose that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student.

State the school's statement of purpose, which may include the vision, mission, beliefs, philosophy, and school goals.

### MT. SAN ANTONIO COLLEGE MISSION STATEMENT

Mt. San Antonio College welcomes all students and supports them in achieving their personal, educational, and career goals in an environment of academic excellence.

### MT. SAN ANTONIO COLLEGE CORE VALUES

- Integrity – We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- Diversity – We respect and welcome all differences, and we foster equal participation throughout the campus community.
- Community Building – We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- Student Focus – We address the needs of students and the community in our planning and actions.
- Life-Long Learning – We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.
- Positive Spirit – We work harmoniously, show compassion, and take pride in our work.

### CONTINUING EDUCATION VISION STATEMENT

Continuing Education commits to providing 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.

State the school's expected schoolwide learning results or schoolwide student goals, if they have been developed.

#### CONTINUING EDUCATION STUDENT LEARNING GOALS

We will prepare all students to be:

Effective Communicators who

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

Critical Thinkers who

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

Lifelong Learners who

- Apply strengths and improve weaknesses
- Learn and apply new information or skills
- Participate productively in the community

Self-Directed Individuals who

- Set goals, establish, and implement a plan of action
- Work independently
- Seek appropriate information and help

Summarize the process used (or to be used) to develop the expected schoolwide learning results or schoolwide student goals.

The development of relevant and meaningful Student Learning Goals was one of the first tasks that Continuing Education embraced in preparation for affiliation with WASC. The strong tradition of academic excellence and institutional effectiveness planning provided a supportive culture in the revision of the Continuing Education vision and in the development of Student Learning Goals.

In March 2008, the Continuing Education Leadership Team met to review the original Mission, Vision and Value statements which were developed during a leadership retreat in February 2003. The language of the statements reflected the institutional focus of that time but was no longer completely relevant to the programs currently offered for students. The Leadership Team determined that a major overhaul was necessary for the school purpose to be conveyed effectively to the community.

During the first step of the revision process, the Leadership Team reviewed the current Mt. San Antonio College Mission, Vision, and Core Values, as well as the document, "Noncredit At a Glance", published by the California Community College Chancellor's Office. These informed the Leadership Team as they determined that the College Mission and Core Values were effectively aligned and implemented within the Division, but that the historical "Community Education" vision did not reflect our programs, or the current trends in adult education. Additionally, it was decided that the Continuing Education Value statements were unnecessary, as the College Core Values were already being implemented throughout the school.

Drafting a new Continuing Education Vision became the focus of Program Team meetings during the month of April. Through reflective discussion of the student profile, team members were asked to determine if the College Mission and Continuing Education Vision focused on meeting the needs of the students we serve, reflected the beliefs and philosophy of the school and communicated these in a clear and concise manner. Staff affirmed the use of the College Mission and made recommendations for changes in the Continuing Education Vision. These were compiled from each team and a new draft was written by the Criteria Task Force. In May 2008 this draft of the Mission and Vision was given back to the Program Teams for review and additional suggestions for change. Simultaneously, the groups used the new statements to brainstorm goals articulating skills students must possess in preparation for further education, training and work opportunities. These suggested goals were further defined with measurable indicators to assess student attainment of the goals.

The Criteria Task Force worked collaboratively to synthesize learning goal suggestions into four areas: Effective Communicators, Critical Thinkers, Lifelong Learners and Self-Directed Individuals. Staff believes these skills are conceptually connected to every program and course, regardless of the content area. Great care was taken to simplify the language of all statements to make them accessible to the diverse student population served. At this point several instructors from each Continuing Education Program presented the proposed learning goals in class and asked for students to review the statements and provide input regarding their relevancy to coursework and personal skill development. Student suggestions became the critical voice which guided final revisions made by the Criteria Task Force. A finalized version of the

statements was shared with Program Teams in June 2008 and the groups were invited to brainstorm ideas for how to communicate and institutionalize the Continuing Education Student Learning Goals.

While pending the approval of all stakeholders, including the constituents involved in participatory governance, a draft version of the school Vision and Student Learning Goals was shared with program faculty and staff through multiple venues such as faculty meetings and new staff orientations. Using ideas generated by staff, the Leadership Team developed a plan and began implementation of the Student Learning Goals in Fall of the 2008-09 school year. Initial critical strategies were identified including collaboration with the Marketing department to create visually appealing media, inclusion of the school purpose in all student orientation sessions, embedding of the goals into instructor syllabi with alignment to course outcomes, and insertion of the statements into documents in the public domain such as the Staff Handbook and school website. (See ESL General Meeting Agenda; ESL Handbook 2008, ABE Supervisors' Minutes, Parent Education Meeting Minutes, ABE Faculty Handbook, ABE area minutes, ABE listserv)

Official recognition and support of the Continuing Education Vision and Student Learning Goals by the Mt. San Antonio College Academic Senate was granted on October 16, 2008. The Mt. San Antonio College Board of Trustees officially approved the Student Learning Goals on November 19, 2008. (See [http://www.mtsac.edu/administration/trustees/meetings/2008/2008-11\\_agenda.pdf](http://www.mtsac.edu/administration/trustees/meetings/2008/2008-11_agenda.pdf), <http://www.mtsac.edu/administration/senates/academic/uploads/FullSenateMinutes101608approved.pdf>)

To ensure alignment of the Student Learning Goals, school program, and ongoing improvement process, they have been embedded in the division Plan for Institutional Effectiveness (PIE) and the TracDat software program. By June 2009, each course throughout the division will have established a minimum of one Student Learning Outcome (SLOs) that uses assessment measures to examine the degree to which Student Learning Goals are being achieved. This data will be reported through the PIE process to program and district leadership and will guide future decision making for Continuing Education.

**A2. Governance Criterion:** The governing authority adopts policies which are consistent with the school purpose and supports the achievement of the expected schoolwide learning results for the school; it delegates implementation of these policies to the professional staff, and monitors results.

Describe the operational procedures of the governing authority (or board), including such areas as:

- Procedures for selecting the governing authority (or board) members
- A list of current members and their occupations
- Responsibilities of the governing authority (or board)
- Processes for regular monitoring, communication, and oversight of the school

Continuing Education has a clearly defined governance structure which originates from the Board of Trustees, the ultimate policy-making body of the College. The Board of Trustees is empowered by California law to be the policy-making body of Mt. San Antonio College (Mt. SAC). The Board consists of five community members and one Student Trustee. Members of the Board are elected by the qualified voters of the District to serve a four-year term. The Student Trustee is a non-voting member elected annually during a regular election of the student body. (See Board Policy Chapter 2: Board of Trustees [BP 2015, 2100 and 2105])

#### Board of Trustees

##### Dr. Manuel Baca, President

Dr. Manuel Baca was elected to the Mt. SAC Board of Trustees in November 1999 and reelected in 2003 and 2007. Trustee Baca is a career educator with more than 30 years of experience within the state university and community college systems. He currently teaches government and business law/management at Rio Hondo College.

##### Rosanne Bader, Member

Rosanne Bader joined the Mt. SAC Board of Trustees in 2003 and was re-elected in 2007. She is also a member of the California Community College Trustee Board, which is composed of community college trustees throughout the state who make recommendations about education policy issues pending before the state Board of Governors and the California Legislature. Trustee Bader spent 32 years in public education, both as a teacher and administrator before retiring from the Pomona Unified School District in 2001.

##### Judy Chen-Haggerty, Esq., Member

Judy Chen-Haggerty was elected to the Mt. SAC Board of Trustees in 2001 and was re-elected in 2005. Trustee Chen-Haggerty is a practicing attorney and law professor at Rio Hondo College and the University of Phoenix. During the past 16 years of her law practice, she has advised many domestic and international companies and has focused on educational consulting for the past six years.

##### Fred Chyr, Vice President

Fred Chyr was elected to the Mt. SAC Board of Trustees in November 1995 and was re-elected in 1999, 2003, and 2007. Trustee Chyr has nearly 30 years of experience in business and education and currently serves as Chief Marketing Officer at the University of La Verne.

##### Dr. David K. Hall, Clerk

Dr. David K. Hall was appointed to the Mt. SAC Board of Trustees in 1995, and then elected to full terms in 1997, 2001, and most recently in 2005. Dr. Hall is a Governor's appointee to the Board of Directors of California's Schools' Agriculture and Nutrition Program and Chairman of the Human Resources Council for the City of Industry Chamber of Commerce. Trustee Hall is Senior Vice President for Hitchcock Automotive Resources.

Ms. Cheryl Jamison, Student Trustee 08-09

Ms. Cheryl Jamison is a Mt. SAC re-entry student who served as a retired licensed court reporter in California for twenty-five years. In 2008 she earned an Associate in Arts in Social & Behavioral Sciences and an Associate in Arts in Language Arts & Communication. Ms. Jamison will begin her upper-division studies at the University of California-Berkeley in 2009.

The Board of Trustees governs on behalf of the citizens of the Mt. San Antonio Community College District in accordance with the authority granted and duties defined in the California Education Code (Section 70902). The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the College President/CEO
- Delegate power and authority to the College President/CEO to effectively lead the College
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate for and protect the College.

(See Board Policy Chapter 2: Board Duties and Responsibilities [BP 2200])

The President/CEO oversees implementation of Board policies and Administrative Procedures and is responsible for the overall administrative governance of the College. He seeks counsel from the President's Cabinet, which is the highest-level administrative decision-making body at Mt. SAC. The Cabinet meets with the President/CEO weekly and is charged with ensuring the long-term stability and success of the institution, consistent with Mt. SAC's mission, vision, and core values. The Cabinet develops policy-level agenda items and issues that require approval by the Board of Trustees. The Cabinet is composed of the College's senior staff administrators, including the Vice Presidents for Instruction, Student Services, Administrative Services, and Human Resources. These senior managers represent the voice of Continuing Education. (See <http://www.mtsac.edu/administration/president/cabinet.html>)

At a broader level the President's Advisory Council (PAC) provides input to the President/CEO on administrative, fiscal, and strategic issues. The group is composed of a diverse cross-section of faculty, management, and classified staff members who have expressed interest in guiding the strategic direction of the College. The PAC meets with the President monthly. Meetings are open to any interested campus employee. Additionally, all campus employees are formally invited to meet with the President during his monthly open office hours which are publicized to the campus community.

Under the authority of the Board of Trustees, Mt. San Antonio College has a participatory governance structure which facilitates joint responsibility, authority, and decision making through the collaboration of administrators, faculty, staff, and students. Participatory governance councils and committees plan for the future, develop policies, establish regulations, and make recommendations which guide the College, including Continuing Education. (See Classified Senate page <<http://www.mtsac.edu/administration/senates/classified/index.htm>>)

The Academic Senate and the College President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature stipulated in Title 5 Subchapter 2, Academic Senates, Sections 53200-53204. The Academic Senate is responsible for making recommendations to the administration and for communicating with the Board of Trustees on policy development and implementation with respect to academic and professional issues. The Board of Trustees primarily relies on the Academic Senate for curriculum, including establishing prerequisites and placing courses within disciplines, degree requirements, grading policies, educational program development, standards and polices for student preparation and success, and policies for faculty professional development. (See Academic Senate <http://www.mtsac.edu/administration/senates/academic/>)

Assigned by the Dean of Continuing Education, noncredit representatives serve on Academic Senate as well as various College councils, committees, and task force teams. Representatives include faculty as well as classified and management staff. Noncredit members of these councils, committees and teams share and discuss relevant issues and items during program meetings and, in turn, relay information back to the governing groups. For example, the ESL Program holds general meetings at the beginning of each term in order to exchange information and update faculty on any new policies and procedures; a portion of this meeting is devoted to noncredit faculty representatives on the Academic Senate who exchange ideas and discuss information with colleagues. Currently, active division membership includes:

#### Academic Senate Committees & Councils:

- Curriculum and Instruction Council
  - o Educational Design Committee
  - o Student Learning Outcomes Committee
- Student Preparation and Success Council
  - o Student Equity Committee
  - o Assessment and Matriculation Committee
- Basic Skills Coordinating Committee

Operational Committees & Councils:

- Professional Development Council
- Health and Safety Committee
- Scholarship Committee
- Catastrophic Leave Committee

The Mt. SAC website provides information to the community regarding the various governance, academic, operational, and task force committees. This information includes membership, goals of each working team, and reporting structures. Other modes of communication include general meetings held at the beginning of each term, and memo communication of relevant and timely information from Continuing Education Academic Senate representatives and Faculty Association members. (See Mt. SAC website: Board of Trustees, President's Advisory Council, Academic Senate, Faculty Association)

The Board of Trustees adopts new policies as they are authorized by law or determined by the Board to be necessary for the efficient operation of the College. Board policies are statements of intent on specific issues within the jurisdiction of the Board. Notification of updates is communicated to administrators by the President/CEO and are posted on the College web site. Enforcement of these policies is delegated by the Board of Trustees to the President/CEO, who in turn delegates to vice-presidents and administrative managers. The Dean, Directors and Assistant Directors of Continuing Education are ultimately responsible for timely and thorough implementation of Board policies.

Each month the highlights of Board decisions and meetings are emailed to the College community. Board minutes reflect how the College's Mission Statement is the reference point and standard for all institutional planning and decision making. The Continuing Education Vision and Student Goals align with the College's Mission Statement and are focused on student achievement. Board policy states, "The programs and curricula of Mt. San Antonio College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency." (See Board Policy Chapter 4, BP 4020 and [http://www.mtsac.edu/administration/trustees/policies/bp\\_complete.pdf#bp](http://www.mtsac.edu/administration/trustees/policies/bp_complete.pdf#bp))

Through the Planning for Institutional Effectiveness (PIE) process, Continuing Education informs the Vice President of Instruction and the President's Cabinet on its progress towards meeting its goals. The Institutional Effectiveness Committee receives and analyzes the manager and vice-president summaries, then distributes its yearly evaluation of the College's progress toward its goals. This evaluation of institutional goals is reviewed by the Board of Trustees.

The Board members are kept well-informed on College operations, which enables them to evaluate the progress made on identified goals. The Dean of Continuing Education provides the Vice President of Instruction with regular updates on progress made toward achieving PIE goals. The President/CEO meets weekly and monthly with the Board President and Trustees. Additionally, the President's office sends weekly email updates to Board members detailing progress the College and the President/CEO have made toward specific goals.

The Board of Trustees has shown openness for evaluation and input by the College community. Trustees are committed to promoting ethical leadership and institutional integrity through self-evaluation and Board training. On a yearly basis, the Board completes a self-evaluation of its role and achievements at Mt. SAC. These evaluations were conducted from 2005-2007 at Board retreats. The evaluation includes self-reflection on areas such as the Board's organization and the Board's role in policy discussion and community relations. These sessions are part of the process used to evaluate the impact of the Board on the College and to provide direction for policy changes. The Board's self-evaluation process has prompted a number of important changes to Board Policies and as such will continue to be a valuable tool to assess the Board's impact on the College. Ultimately, the College community evaluates Trustees on an individual basis through the election process. (See Board Self Evaluation Form)

**A3. School Leadership Criterion:** The school leadership makes decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results; it empowers the staff and encourages commitment, participation, and shared accountability for student learning.

Give the qualifications (including degrees, credentials, experience) of the principal (head of school), and any other administrative personnel, for the position(s) they hold.

- Provide the school's administrative organizational chart, job descriptions, and other pertinent materials.
- Give examples of how the leadership encourages commitment, participation, and shared accountability for student learning.

#### Leadership Qualifications

##### Donna Burns – Dean of Continuing Education

Donna Burns, M.A. TESOL, joined Mt. San Antonio College as an ESL instructor in 1997, also supervising the Vocational ESL program from 1999 to 2002. She became the ESL department director in 2002 and served in that capacity for six years. In that role, she provided oversight to ESL, Older Adult, and Language Learning Center operations including staffing, budgetary control, and implementation of state and College policies and procedures. Past and present committee service at Mt. San Antonio College includes: Budget, ACCJC Accreditation Team (Standard 2), Developmental Education Study Team, Management Steering (including Chair), Educational Design, Curriculum and Instruction, Assessment/Matriculation, and Basic Skills Coordinating Committee. Now as the Dean, Donna oversees all programs Continuing Education programs.

##### Madelyn Arballo - Director, Adult Basic Education

Madelyn Arballo, M. Ed., has worked for 25 years in various educational settings serving high-risk, special population adults and high school students. She has held her current position as Director of Adult Basic Education since November 2005. She oversees a noncredit program that provides basic skills instruction and support services to special population adult and high school students. She also manages the Parent Education Program and the noncredit Disabled Program. Her experience includes teaching at high school, adult education and a correctional facility. Her community college career began as a noncredit basic skills instructor, followed by a supervisory position and assistant manager position. She has served on the Assessment and Matriculation Committee, Basic Skills Coordinating Committee, and Equity Committee. She has knowledge of legislative and college policies as they apply to the adult education and high school programs.

#### Omideh Sloan – Assistant Director, Adult Basic Education

Omideh Sloan, Ph. D. Education, joined Mt. San Antonio College in fall of 2008. Her responsibilities include ensuring the integrity of curriculum and instruction in the Adult Basic Education Department and assisting the Director in assigned department management duties. Prior to moving into administration, Omideh was a Graduate Program Advisor at Fielding Graduate University, an Admissions Counselor, a Front Desk Coordinator at Antioch University, and coordinator and instructor in the Adult Basic Education Program at Santa Barbara City College Division of Continuing Education. She recently earned a Doctorate in Education at UC Santa Barbara. Omideh's dissertation topic was The Role of Social Motivation on High School Dropouts' Decisions to Return to School As Adults.

#### Liza Becker - Director, ESL Programs

Liza Becker, M.S. Education with TESOL emphasis, has more than 20 years of experience in education, specifically in the field of second language acquisition. As Director of the noncredit ESL department, she manages ESL instruction, ESL student services, and Language Learning Center operations including staffing, budgetary control, and implementation of state and college policies and procedures. Prior to moving into administration, Liza was a program coordinator, resource specialist, and an instructor; her range of experiences includes the high school, adult school, and community college settings. As a bilingual coordinator and high school instructor, she was assigned to a post that included English Language Development appraisals and teaching at a charter school whose population included visually-impaired LEP (Limited English Proficiency) learners.

#### Mary Lange, Supervisor, Older Adult Program

Mary Lange, M.S. Gerontology, has provided leadership for the Older Adult Program since 1996. Her responsibilities include scheduling and coordinating instruction and older adult curriculum, working with faculty to develop and measure student learning outcomes, coordinating special events for the Older Adult Program, and serving as a liaison between community instructional sites and the division. She has taught and developed curriculum for older adults for Mt. SAC since 1985. She has also taught for numerous other colleges, adult schools, and municipal programs.

#### Paulo Madrigal, Supervisor, ESL

Paulo Madrigal, M.S. Leadership and Management, joined the ESL program in 1986 and brings a breadth of education and experience to his role. Paulo is leading the division in implementation of the College's Enterprise Application System, Banner, which will provide integrated data systems in the areas of student data (such as MIS elements, assessment, enrollment, outcomes, and other student services), budget/finance, human resources, communication, and other administrative functions. Once implementation is complete, Paulo will continue to assure accurate and appropriate reporting of student data to meet state, local, and students' needs. Paulo has extensive experience with mainframes, servers, networks, PC systems, and peripherals. In addition to his M.S. degree, he has associate degrees in Communication Electronics and Industrial Electronics, a Bachelor of Arts degree in Spanish Literature, and a Bachelor of Science degree in Management and Human Resources.

The Continuing Education Organizational Chart and management job descriptions are appended for further clarification of defined responsibilities and relationships of administrators, faculty and staff.

The Dean of Continuing Education leads the staff in a planning and evaluation process, adopted by Mt. San Antonio College, called Planning for Institutional Effectiveness (PIE). This is an ongoing process, reported annually, that incorporates global planning, Student Learning Outcomes, Administrative Unit Outcomes, Strategic Actions, resource planning and Student Learning Goals. Student Learning Goals allow Continuing Education to focus on critical issues while they guide institutional planning and assessment processes. The PIE process simultaneously delineates and reinforces planning cycles and their connection to planning on the College campus at large. An online ePIE tool, TracDat, provides a unified culture of assessment within Continuing Education that is aligned with the institutional effectiveness process of Mt. San Antonio College. It is structured so that faculty, staff and administration will be conscious of how each part of the plan fits into the global planning scheme for Continuing Education and the College. (See samples of Tracdat reports)

The PIE process begins at the program level as leadership teams review their focus for the coming year, plan strategies for achieving greater student success and align all components with Continuing Education Student Learning Goals. Within the PIE process are defined Student Learning Outcomes (SLOs), Administrative Unit Outcomes (AUOs) and Strategic Actions (SAs). These are defined collaboratively by faculty and staff, under administrative leadership, and include a process identifying alignment with the Mt. SAC goals as well as the, intended outcome, means of assessment, summary of data, and use of results. An SLO is defined as anything that a student knows, does, thinks or feels as a result of an educational experience. SLOs address what students leave the courses and programs with and are a systematic way to measure the College's effectiveness. Through use of the SLO process Continuing Education programs are able to generate, collect and access appropriate data and focus analysis on relevant facts at the program and course levels. This, in turn, provides the Dean and Leadership Team of Continuing Education with the opportunity to make decisions that focus on the school purpose.

Through collaboration with the College, the Student Learning Goals will be added to the TracDat ePIE tool for the next planning cycle which culminates in Spring 2008. In the meantime, all Continuing Education division goals and student outcomes have been aligned in the hard copy of the school plan. In the 2007-08 PIE Plan, for example, the ESL program identified several objectives in the areas of student access to instruction and student services, including test item development for the Mt. SAC ESL Computer Adaptive Placement Test (Mt. SAC ESL-CAP Test). ESL instructors were recruited to develop questions and prompts at their level of teaching, and these items were subsequently tested for validity and reliability and against disproportionate impact. At the end of the term each outcome was measured and reported. The program is continuing with the cyclical process, this year, to further develop the matriculation process by adding three languages to the PowerPoint-based orientation presentation conducted by the ESL counseling team. Through improvement of formal communication with students, support staff is facilitating student participation in developing a long-term educational plan, which supports the Student Learning Goal of Self-Directed Learners.

In addition to leading Continuing Education in the PIE process, the Dean of Continuing Education is an administrative manager of the College and chief administrative officer of the school. Part of her role is to communicate Board of Trustee policies and practices to school administrators, staff, and faculty. Board policies are established by the Board of Trustees of Mt. San Antonio College, distributed to administrators by the President, and posted on the College web site. Administrative procedures are reviewed through collective processes, approved by the College President, and posted online. Regular Continuing Education meetings with the various staffing groups provide for clarification and discussion of standard operational practices as well as decision-making. Additionally, clarification and reinforcement of standard operational practices occurs on an as-needed basis through printed, verbal and electronic communication. These policies, along with charts, guidelines, sample forms, and staff directories for assistance, are disseminated to faculty and staff through program specific handbooks in ABE, ESL and the Older Adult Programs. Templates of standard operational forms are posted on the website and, in some programs, are on the computer desktops of faculty workroom computers. Results from the Continuing Education staff survey conducted in Fall of 2008 indicated that approximately ninety (89.9%) percent of the staff surveyed were satisfied with timeliness and clarity of program communication. Further data from this survey note that while the satisfaction level is high, there is a large degree of variability in the main source from which staff receives information. This report was consistent with Program Team criteria discussions which reflected a need for increased communication among staff regarding changes in policies and procedures. (See Continuing Education Staff Survey Results)

In response to Program Team discussions and staff survey results, the Leadership Team identified a need for a universal staff handbook to communicate standard operational policies and practices of the division. Development of the Continuing Education Staff Handbook began in Summer 2008, with plans for full implementation in January 2009. It is intended to serve as a functional communication resource that is supplemental to other documents, such as the College Catalog, Schedule of Classes and Programs, Administrative Procedures, Board Policies and the Agreements between the Mt. San Antonio College District and both CSEA 262 and the Faculty Association. The Handbook is designed to provide a current resource to procedures routinely practiced throughout Continuing Education. In addition to this handbook, each program has created individual documents and bulletins further defining specialized registration procedures and schedules. (See Continuing Education Program Handbooks)

In addition to written communication of policies and procedures, verbal communication also occurs through weekly meetings held by the Dean of Continuing Education with school administrators and coordinators, who in turn meet with lead staff within their respective programs. Within programs, faculty and student services teams meet regularly to identify and discuss concerns, carry out ongoing planning and assessment, and assure appropriate accomplishment of the teams' purposes. Faculty meetings, which occur regularly throughout the semester, focus on Student Learning Goals and outcomes and effective practices for student learning. For example, in addition to the ESL general meeting that occurs at the beginning of each term, ESL faculty participate in workshops and services to improve instructional delivery, with a particular focus on technology and software; in turn, students at all levels of the program are introduced to the use of multimedia as a tool for learning that can facilitate the process of language acquisition. These professional development events are listed along with other important events on the ESL Calendar of Events which is distributed to all faculty and staff before the commencement of each term; this provides all instructors, staff, and students with a weekly calendar that facilitates coordination of a robust array of programs and services. Adult HS Diploma instructional faculty and support staff also participate in semester general meetings, but also hold monthly meetings to focus on improving instructional delivery, student learning and support services to students. Various topics are addressed such as safety, assessment, and diversity. A master calendar is available to department staff which lists pertinent events. Throughout Continuing Education, new operational practices and other items of interest to staff are communicated as needed. Venues include bulletin board postings, email, and memorandums in mail folders. Finally, the Mt. San Antonio College web page provides an employee site specifically designed for faculty access and information to College policies and practices. (See <http://inside.mtsac.edu/>)

A Continuing Education organizational chart assists in clarifying roles, responsibilities, and accountability for ongoing operations. Information necessary for managers, faculty and staff to carry out their roles is provided through a combination of division office staff and College computer resources. Fall 2008 Staff Survey results report that 92.88% of staff surveyed are satisfied or very satisfied by the helpfulness of administrators in Continuing Education. This positive rating indicates that the protocols established by managers throughout the division for internal communication of operational practices and conflict resolution are effective in meeting the needs of staff. The Dean of Continuing Education assures that appropriate clearances for information access and budgetary control are established to enable staff to carry out their assigned responsibilities. Additionally, the regular meetings described earlier, along with numerous meetings and electronic communications on an as-needed basis, provide a communication-rich environment in which all staff participate and to which they all contribute. (See Continuing Education Organizational Chart)

Specific procedures for faculty and classified staff conflict resolution are found in agreements negotiated in formal bargaining processes every three years, with reopeners annually. Agreements are published on the College web site and distributed in print. Perceived failure in implementing these agreements is addressed through defined grievance processes. (See <http://www.mtsac.edu/administration/trustees/policies/index.html>, <http://www.mtsac.edu/administration/trustees/procedures.html>, [http://www.mtsac.edu/administration/hr/docs/faculty\\_contract.pdf](http://www.mtsac.edu/administration/hr/docs/faculty_contract.pdf), [http://www.mtsac.edu/administration/hr/docs/csea262\\_2003.pdf](http://www.mtsac.edu/administration/hr/docs/csea262_2003.pdf))

**A4. Staff Criterion:** The school leadership and staff are qualified for their assigned responsibilities and are committed to the school’s purpose. School leadership and staff engage in ongoing professional development that promotes student learning.

List the number of teaching personnel in full-time equivalents.

ASSIGNMENT	MEN	WOMEN	TOTAL
Administration	0	4	4
Regular Instruction	0	0	0
Other	1	2	3
<b>TOTALS</b>	<b>1</b>	<b>6</b>	<b>7</b>

List staff (including administrators, teachers, and support staff) by name, giving such information as:

- Highest degree held
- Type of teaching credential held by each (in case no teaching credential is held, so indicate)
- Ethnicity
- Attrition rates

The Continuing Education Division at Mt. San Antonio College does not employ any full-time instructors. The number of part-time teaching personnel is listed below.

ASSIGNMENT	MEN	WOMEN	TOTAL
Part-time Faculty	54	115	169

Please see the appended file titled Continuing Education Staff List for the complete list of all administrators, teachers, and support staff with requested information.

Continuing Education employs qualified personnel to support student learning and services. Criteria, qualifications, and procedures for selection of all personnel are clearly and publicly stated. California community colleges do not require faculty to hold teaching credentials. Instead, faculty, academic administrators, and classified positions must meet minimum qualifications established by Title 5 of the California Education Code and the College Academic Senate. The Human Resources Department at Mt. San Antonio College facilitates the hiring and retaining of qualified faculty and staff. Minimum qualifications for all positions are clearly outlined and strictly adhered to.

Human Resources ensures compliance with employment policies and practices for all employees. Coordinators, supervisors, and hiring managers within Continuing Education follow procedures established by the College to ensure compliance with minimum qualifications established by Title 5. All prospective employees complete a packet of hire documents appropriate to their category, including documentation of qualifications. Full-time faculty, classified staff, and managers are hired using a committee process that includes evaluation of documents and interviews. Part-time salaried staff are hired in a similar process. Hourly faculty and staff undergo document review and interviews by hiring managers. In all cases, at the conclusion of the committee process the final hiring decision is made by the senior administrator responsible for that position.

In the Continuing Education Division, each staff member has either met or exceeded the minimum qualifications or equivalencies. Additional certifications and credentials (i.e. TESOL certification, community college credentials, K-12 credentials) for individual staff are noted in the appended Continuing Education Staff List. Additionally, all Continuing Education managers and over half of Continuing Education support staff has earned a master's degree or higher (51%). (See Faculty Minimum qualifications: <http://elearn.mtsac.edu/senate/equiv/> and job listings: <http://www.mtsac.edu/administration/jobs/>)

Overall the ethnic diversity of Continuing Education administrators, teachers and support staff is less varied than the demographics exhibited in the student population. Ethnic groups of the support staff include: 0.6% American Indian, 16% Asian, 4.5% African-American (not of Hispanic origin), 0.6% Filipino, 12% Hispanic/Latino, 2% Native Hawaiian/Pacific Islander, 53% White (not of Hispanic origin), and 10% Other. Data was not available for 2% of staff. (See Continuing Education Staff Profile and Continuing Education Staff List)

Attrition rates for staff have been measured using longevity data collected through calculation of the number of years an employee has spent working in the Continuing Education Division. Thirty-five percent of administrators, faculty, and support staff have worked in the Division for more than ten years, with the greatest longevity being 32 years. Twenty-three percent have worked for six to ten years, 28.5% have worked in the Division for one to five years and 11% of have worked in the Division for less than a year. Given the part-time nature of Continuing Education faculty positions the low attrition rates reflect the positive school culture. (See Continuing Education Staff Profile and Continuing Education Staff List)

List by courses those instances where teachers are not teaching in their areas of major or minor preparation and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

The Continuing Education Division complies with procedures established by Mt. San Antonio College to ensure that hiring processes yield positions that match personnel needs and hiring priorities and that personnel are qualified for the positions held. The Mt. SAC Academic Senate collects and organizes the criteria that determine Equivalencies to Minimum Qualifications for all faculty in all disciplines, consistent with requirements and guidelines established by the Board of Governors and the Statewide Academic Senate, and develops a process by which existing criteria may be amended. The most recent amendments to noncredit equivalency requirements occurred in 2007. At that time two ESL faculty who had previously been hired under past criteria for equivalency were grandfathered in. Sandra Silva has over 20 years of experience teaching ESL and attends department workshops for continuous skill improvement in TESOL teaching strategies. Instructor Yvonne Allen has more than 17 years of experience teaching ESL, attends CATESOL conferences regularly and has taken several courses at California State University, Fullerton, in the Education-TESOL program. (See Administrative Regulations and Procedures).

Append or include in separate form the school's master schedule indicating staff assignment and length of period or module.

Append or include in separate form a copy of the salary schedule for teaching personnel.

Describe any use made of regularly employed instructional assistants.

Instructional assistants are increasingly being utilized in tutoring and grading capacities in the classrooms. Several of these assistants have previously been students in the courses they now assist and bring first-hand knowledge of the course from the students' perspective. Students are extremely receptive to obtaining guidance from instructional assistants and view them in a positive manner. Many instructional assistants are currently pursuing a career in education and benefit from the classroom experience.

Describe any regular use made of community volunteers.

Volunteers in the classroom are not a common practice for the majority of programs in Continuing Education. However, the College is recognized as a primary community service center for senior volunteers through the Retired Senior Volunteer Program (RSVP) of Pomona Valley. Through this affiliation RSVP will solicit, screen and place volunteers at the College as volunteer opportunity descriptions are submitted. The Older Adult program utilizes its students as volunteers in conjunction with credit and athletic programs through intergenerational activities. It has been noted that the Older Adult program students possess a wealth of experience, energy and enthusiasm that they are eager to share with others.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel = 34:1.

Summarize the current process to determine the measurable effect of professional development on student achievement or those planned for future use.

Continuing Education is proactive in seeking professional development opportunities, which are funded by district and categorical resources. In addition, the College provides opportunities addressing a variety of classroom and learning applications; these are offered at no cost to school faculty and staff and at the encouragement of managers and supervisors. Through the Professional & Organizational Development (POD) Department all Mt. SAC employees are offered a variety of activities focusing on professional enrichment and development.

On an ongoing basis Continuing Education leadership encourages faculty and staff to take advantage of College and grant resources to participate in conferences, workshops, and training tied to improving student learning. Conference requests are evaluated and funded based on various resource streams available at the time (for example, Noncredit Matriculation, Basic Skills Initiative, 231 Grant, or District). When requesting College resources, staff members state how the professional development opportunity will affect student learning or improve effectiveness. Managers approve the requests based on their assessment of the potential effectiveness of impact. Depending on the funding source, staff members may be asked to complete post-educational evaluation processes that have been designed specifically to measure the impact of the professional development on student learning. These evaluations are carried out with the assistance of the College Institutional Research Office.

Comment on the impact to date of any staff development, e.g., sessions related to improved instructional approaches.

Programs within Continuing Education establish professional development schedules at the beginning of each fiscal year, including in-service training, flex-day conferences, and supplementary/voluntary training opportunities for both faculty and classified staff. The schedule of topics is generally based on results of surveys of instructors regarding their own perceived growth areas and those of their classroom aides. Surveys of participants are conducted at the end of each training session. In some cases, impact on students can be reasonably inferred; for example, an improvement in instructors' understanding of PowerPoint, as a result of an in-service training, may reasonably be expected to improve instructors' ability to assist their student teams in using PowerPoint for their project presentations. Overall, there is a need for Continuing Education to establish a formal process for measuring the impact of staff development on student learning.

Describe the staff evaluation process.

Evaluation processes for faculty are explained in detail in the Faculty Agreement, Article 18. The evaluation cycle of adjunct and partial contract professors is conducted on a three-year cycle. The Dean of Continuing Education, with the assistance of department directors, establishes a three-year rotational list for all faculty. The process consists of student evaluations, classroom visitations, and an administrative summary. All new (first time) adjunct faculty begin the process during the first semester of employment. A meeting is held in a timely manner with the faculty member to review the classroom evaluation and student survey results and to give feedback regarding teaching performance. Classroom visitation evaluations may occur more frequently in specific circumstances as defined by the faculty contract. During years two and

three of the evaluation cycle, a student survey and administrative summary evaluation are conducted and shared with faculty through appropriate forms defined in the contract. (See Faculty Contract [http://www.mtsac.edu/administration/hr/docs/faculty\\_contract.pdf](http://www.mtsac.edu/administration/hr/docs/faculty_contract.pdf))

Evaluation processes for classified employees are detailed in the CSEA 262 and CSEA 651 Bargaining Agreements, Article XII. Classified Employees are evaluated on factors based on the job descriptions with comments to describe employee's strength, weaknesses, and accomplishments. Evaluation factors included quality of work, quantity of work, work habits, personal relations, initiative and, if applicable, supervisory skills. The evaluator's additional comments are also encouraged. Classified employees are evaluated at 2 months, 5 months and 1 year. Once classified employees are permanent they are evaluated annually. The classified employee then has a follow-up meeting with the evaluating administrator. Results are shared, along with the classified employee evaluation form. In addition to discussion, classified employees have an opportunity to write a response to the evaluation (this is optional). (See [http://www.mtsac.edu/administration/hr/docs/csea262\\_2003.pdf](http://www.mtsac.edu/administration/hr/docs/csea262_2003.pdf), [http://www.mtsac.edu/administration/hr/docs/csea651\\_2003.pdf](http://www.mtsac.edu/administration/hr/docs/csea651_2003.pdf))

Maintenance of the official personnel file of all employees is maintained by the District's Office of Human Resources.

Managers are evaluated on a cyclical basis by their superior administrator using forms and meeting processes facilitated by Human Resources.

Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. As part of the formal evaluation process, faculty is encouraged to complete a self-assessment, which includes a self-reporting of professional improvement items within each academic year.

For classified employees, performance objectives and recommendations for professional development through POD are provided by their manager when needed to ensure quality service to students.

List the classified staff (secretaries, custodians, etc.) together with the normal number of hours worked per week and the rate of pay.

Please see the appended file titled Continuing Education Staff for the complete list of all classified staff and requested information. Please note that the classified staff list includes positions that would generally be considered clerical (such as secretaries and account clerks) as well as positions that work primarily in support of students in some way (for example, educational advisors and classroom aides). Most of the student assistants in ESL and some in ABE are classroom aides working under the oversight of instructors.

With 147 classified employees, the Continuing Education Division has a wide diversity of classified positions ranging from supervisors to student workers. Data on each of these positions are provided in the classified staff list. In addition, given the proximity of the Mt. San Antonio College credit division, 41% of classified staff are student workers. Attrition data for classified staff reflect a high level of temporary student workers, as 21% of classified employees have worked for the Division for less than one year (71% of whom are student workers). Thirty two

percent of classified employees have worked for the Division for one to five years, 16% for six to ten years, and 13% for over ten years with the greatest longevity being 24 years. At this time attrition data are unavailable for 18% of classified employees. (See Continuing Education Staff List: Classified)

**A5. School Environment Criterion:** The school has a safe, healthy, nurturing environment that reflects the school's purpose; it is characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Indicate the modes available for general communication among staff, between staff and students, between staff and parents, etc.

Respect for differences, trust, caring, professionalism, support, and high expectations for each student are important parts of the Continuing Education environment. Staff is the most critical component of creating the culture that supports a positive learning environment for students. The Fall 2008 student survey indicated that 96% of students who responded were very satisfied or satisfied with teacher concern for students.

Adult Diploma offers accessible staff and private office space for students to meet with their counselors. In ESL, the leadership team ensures a professional environment, and counseling and student outreach services are provided to support student personal needs. The facilities of the ESL department lend themselves to promoting a positive environment by offering tables for easy communication and group work, signs and information in a variety of languages at the ESL reception area, and multicultural displays throughout building 66. Professionalism is also evident in the "above and beyond" commitment the Adult Basic Education staff has to students and their responsibilities. Instructors encourage open communication with students in Older Adult program, and are consistent in caring and approach to create trust. Classes in all programs are created and continued based on the needs of students and are flexible to accommodate individual student needs. (See Fall 2008 Student Survey Results)

The "culture" of the wrestling room and pool utilized by the Health program is welcoming. New students are provided individual support, and the positive environment is demonstrated through repeat students and regular attendance. The weight room has a culture of "low maintenance," with a need for improved customer service and professionalism to students from instructors. The Health program is committed to examining and improving this culture and is planning to provide direct student feedback to faculty.

Caring, concern, and high expectations for students are demonstrated on a daily basis in a variety of ways. In all programs there is an expectation of friendliness, mutual respect, and open communication with students through greetings, offers of assistance, and getting to know students beyond just a name on a roster. Counselors for the Adult Diploma program utilize a case management approach to counseling sessions in addition to academic counseling while students in the ESL program are referred for counseling as needed.

Some programs utilize recognition of student success to create a positive learning environment. For the Developmentally Disabled program, there are rewards, raffles, and spirit and theme days for the students to enjoy. Instructors also recognize students through Trainees of the Month Awards. Celebrations of holidays and cultural days are an important component in Adult Basic Education/GED/AD Programs where students bring food to share with their classmates. Other programs use verbal encouragement and praise in the classroom.

For communication with students, in addition to the items mentioned above there is direct contact in the classrooms, mailings, scheduled office hours, new student orientations, calls home, flyers and handouts, the college catalog, and bulletin board postings. Since 2000, ESL has published Good News, a newsletter featuring student writing as well as program news. Also, the LLC uses a suggestion box and annual surveys to encourage student feedback. Parents and guardians attend new student HSR orientations and can also get information via mailed progress reports and calls to staff and instructors as long as the student is under 18 or has given written permission for the release of information to designated persons. In the Fall 2008 Student Survey, 50.2% of students indicated they do not use the school website to access information. Based upon this feedback the Continuing Education Leadership has identified a need to work with the College Information Technology department to update the school website and make it a more vibrant communication portal for students.

Through partnerships between our Older Adult program and the community, the positive culture of Continuing Education extends beyond the walls of our campus. Community partners collaborate with us to identify and expand classes for civic engagement of older adults, change public perceptions of older adults by recognizing the value their experience and perspectives can bring to communities, identify the barriers seniors encounter, and make classes more accessible. Partnerships also support and encourage other services (such as transportation, and/or meal and health programs) to join forces in an effort to enhance the quality of life and general experiences of seniors and to encourage and develop leaders and advocates in the field. These collaborations are key to keeping seniors active, engaged and healthy as well as providing seniors with choices to improve their overall quality of life.

All programs in Continuing Education view the expectations and policies that relate back to the mission and vision of the school as critical factors in creating an accepting environment. For ESL, diversity and respect for others are included in classroom discussions. Working within a very diverse student population, students are encouraged to assist one another and differences are celebrated in Adult Basic Education. A collegial atmosphere based on professionalism is realized in High School Referral while part of the Language Learning Center hiring process is to recruit staff and faculty who honor and respect every culture, language and student. Support for students, a positive atmosphere, and respect for disabilities are important components of Short-Term Vocational.

Activities that celebrate the many cultures represented or recognize student success are another important component of the Continuing Education environment. ESL promotes intercultural exchanges through discussions and events while classroom activities such as “Friendship Day” in Parent Education provide a forum for students to share their cultures and customs in an environment that reflects respect for differences. Traditions are shared by students as cultural holidays are celebrated. Student success is celebrated through certificates, public recognition, encouragement, social celebrations, and Adult Basic Education graduation.

Continuing Education is consistently working to increase communication among staff. There seems to be consensus among staff on the modes available for general communication between staff and other entities, including open door policies, email, phone calls, and meetings. The Fall 2008 Staff Survey indicated that 41.2% of staff who responded utilized email as their main source of correspondence, with 71% of staff accessing email daily or weekly. However an additional 14.8% of staff indicated they do not have Mt. SAC email. This data have helped Continuing Education Leadership to define a need for all staff to use Mt. SAC email as a communication tool. Additional staff-to-staff communication modes include shared files, memos and flyers, in-service trainings, and both group and individual meetings. The LLC program staff uses a spiral notebook to share messages, and the Short-Term Vocational program also has a departmental list serve. A PA system and walkie-talkies are used by the Developmentally Disabled program. Overall, 88.9% of staff report satisfaction with clarity of pertinent program information, and 89.9% report satisfaction with timeliness in communication of program information. However, only 84.5% of staff believes there is adequate opportunity to give input regarding the needs of the programs they serve.

In response to the defined need for refined communication structures, the Adult Basic Education Center created an Administrative Unit Objective (AUO) in its 2008-09 Plan for Institutional Effectiveness (PIE) to improve department communication among employees. A Communication Team was formed and representatives interviewed colleagues to determine perceptions and needs for increased communication. Based on the responses gathered, a quarterly employee newsletter, The Adult Basic Education BUZZ, was created to fill the gaps for information and communication. The BUZZ is employee-driven and written, with its inaugural publication distributed on September 29, 2008. Future projects of the Communication Committee include updating an employee handbook and creating a new staff orientation.

After careful review of the modes available from general communication among all stakeholders, Continuing Education leadership has established that this as an area of need in all programs. Statistics from student and staff surveys as well as discussions within program teams have led to the establishment of a 2008-09 Continuing Education PIE goal to increase effectiveness and consistency of communication among stakeholders.

Describe the school’s facilities and their overall condition (buildings, labs, technology, library, athletic facilities, playground, etc.).

The overall condition of the facilities used by the various Continuing Education programs varies widely. Some are in near-new condition. ESL and the Humanities Division share a new two-story facility built in 2004 which houses 19 dedicated ESL classrooms, three computer labs, an ESL Library/Career Guidance Center and the ESL Administrative offices. Additionally, in a separate location on campus ESL has two new portables, with eight classrooms and appropriate classroom furniture. In a nearby refurbished portable ESL also has a dedicated computer lab for student use. Overall, the conditions of the facilities for Developmentally Disabled are also considered good. The pool used by the Health program, which uses heated water generated during the day to help warm the pool in the evenings, is also in good condition, having been recently renovated as part of the College bond measure. Classrooms used in Building 30 by the High School Referral program are in good condition, and many of the facilities used by Short-Term Vocational have been recently remodeled.

Conversely, other Continuing Education facilities are in need of repair or replacement. The Adult Diploma program is housed in one portable building with two classrooms. The portables are old and cramped, with some ramps that are in disrepair and carpet that is torn. Classroom space and workspace is limited for the Adult Basic Education/GED program, with one computer lab and one classroom to serve all students. ABE also utilizes one assessment room for ongoing testing needs. Finally, both Adult Diploma and ABE students utilize guidance and career counseling services located in a nearby aging portable building. For both programs there is a need for greater custodial support, as much of this work is now done by the staff.

Some of the facilities utilized by the Health program are in older buildings with ongoing maintenance, ventilation, and cleanliness issues. The concrete floor in the wrestling room has at times been a safety issue, with occasional injuries reported, while the weight room is in a renovated agriculture facility with resident rodents. Both facilities struggle to meet student demand during peak hours.

The majority of the High School Referral program is located in two portable buildings housing eight classrooms, with one additional classroom located in a nearby permanent building. Some of the portables are older with air conditioning that is not always operational. During the recent July 2008 earthquake both portables experienced structural damage and subsequent repair before students could once again safely enter the buildings. During peak program months classroom space is crowded and the access to bathrooms is insufficient for the number of students utilizing them. Finally, there are no science labs available in the current portable classrooms. However the High School Referral students will begin to use one of the College Natural Sciences Division's science labs on a weekly basis for both Biology and Chemistry beginning in 2009, upon completion of the new facility. The new building is suited for high school lab science experiments.

Some of the Continuing Education programs are housed in off-campus locations. For Parent Education, the facility at Shadow Oak Park in West Covina has two classrooms that are in fair condition, with locked cabinets provided and an outside playground available. The facility at Veterans Hall in La Verne is in good condition, with one classroom with locked cabinets and an outside grass area for recreation, but no permanent play area available.

For the Older Adult Program only two rooms on the Mt. SAC campus are used for student classes. Ninety-six percent (96%) of Older Adult classes are located in 29 off-campus venues in ten cities throughout the Mt. SAC district to best serve seniors. All venues meet ADA requirements, and facilities that are found to be inadequate are not used for future classes. These community partnerships provide numerous benefits and access to amenities at little or no cost to Continuing Education or our partners. Sharing assets allows the parties to leverage and pool limited resources for greater output, increased public service and community recognition.

Overall, the technology utilized by Continuing Education is “state of the art” or moving that direction. For Adult Diploma and HSR, technology has been upgraded with the installation of ELMO’s, additional computers, and wireless routers for student laptop usage. Staff in ESL describe the technology as excellent, with four computer labs overall and a variety of resources in each classroom, including LCD projectors, ELMO, TV, computer, VCR, DVD, and speakers with surround sound. Older Adult Program’s off campus computer labs are equipped with used computers supplied from ESL. In addition, ESL and Older Adult program instructors are provided with laptop loaners as requested.

The Language Learning Center building was reengineered and retrofitted for new technology in 1999, and software and hardware are upgraded on a regular basis. Many Short-Term Vocational facilities feature upgraded “smart” classrooms with wireless Internet. By Fall of 2008, the technology resources for each High School Referral classroom included an LCD, computer and ELMO. High School Referral students have limited access to computers which is not adequate for the number of students enrolled. In an attempt to begin to address this need, a mobile computer lab with 20 laptops was purchased for student use beginning in Fall 2008.

Overall, Continuing Education instructional facilities are safe and meet the needs of students. However, several areas of need include better outside lighting to promote safety for Adult Diploma students and staff; greater classroom space and larger bathroom facilities to accommodate the number of students in the High school Referral program; ongoing improvement of technology access for High School Referral students, and more consistent custodial support in the High School Referral portables.

Append the written safety and emergency policies and procedures that are in place.

**A6. Reporting Student Progress Criterion:** The school leadership and staff regularly assess student progress toward accomplishing the school's expected schoolwide learning results, and student progress is reported to the school community.

List the types of statistical information accumulated by the school to monitor student progress. Indicate what the school's plans are to analyze and use this data.

Continuing Education accumulates statistical information in many diverse ways due to the wide variety of programs and students served. One of the main avenues in which this is done is through formal assessment results such as: placement tests (CASAS, TABE & ESL-CAP), career assessments, portfolios, projects, Student Learning Outcomes, EL Civics outcome data, midterm and final exams, GED testing, and oral assessment. Each of these sources provides instructors as well as administration with the data needed to monitor student progress. Along with this data, accumulated statistics from students' attendance hours, strike sheets, and remaining hours to class completion is analyzed. In addition, logistic reports, counselor tracking, open communication between instructor and student, and individual student progress reports provide each program with the statistical information needed to monitor student success and make program modifications accordingly. (See School Profile Student Achievement Data).

The data collected are analyzed and used by each program to determine if students are achieving and the route that is needed to ensure they do. When appropriate, productivity reports and the results of surveys are given to instructors and counselors. There are semi-annual and annual meetings with the outcomes given to all stakeholders. The information is then used to project future enrollment, the effectiveness of the curriculum, the strengths and weaknesses of instructional methodologies, and in some cases, the need for implementing individual success plans for students.

With the development of Continuing Education Student Learning Goals (SLGs), the Leadership Team has created a division PIE focus to infuse SLGs into all Continuing Education curricula and assess the effectiveness of SLGs through student learning outcome data. By the end of the 2008-09 school year each course throughout the division will have established 1-2 Student Learning Outcomes (SLOs) that use specific assessment measures to examine the degree to which SLGs are being achieved. This data will be reported through Tracdat and will be analyzed globally as well as disaggregated by program for making program decisions and to determine SLG focus as yearly learning outcomes are written and assessed. (See Continuing Education PIE Plan 2008-09).

The actions of Leadership are directly linked to student achievement through the distribution of funding which allows the Continuing Education division to maintain and upgrade technology, remain effectively staffed, and support development and implementation of goals. The leadership monitors attendance data and hires support staff to assist with needs such as communication between home, schools, parents, and students, keeping at-risk students focused through academic contracts, tutoring, proctoring, and curriculum development in accordance to the state standards. Leadership also acts as the liaison to the Chancellors Office.

Indicate the data that is available to the school's stakeholders regarding student progress, and the frequency of reporting this information.

The data available for stakeholders are distributed in many different manners. Board and management meetings provide an opportunity for data to be distributed to stakeholders. Management reports, which include students' progress and attendance, are done annually, along with the PIE (Process of Institutional Effectiveness) report. College-wide results and outcomes are reported to the local press on an annual basis. CASAS reports are received twice a semester with a midterm analysis done each semester. In the High School Referral program, faculty receive weekly updates on student progress, progress reports are given six times a year, and there is immediate access to students' data through ICCIS and shared Grade Machine files. The ABE director is provided with weekly hourly attendance data for each course so that course efficiency can be monitored. ESL student progress is tracked through a department database and through individual student portfolios that are transferred from class to class as students progress through levels.

Many examples of a result driven continuous process where assessment is used to affect change in the Continuing Education Department are available. The PIE process is College-wide and has assessments embedded in the process. In the Short-term Vocational program, funds from VTEA (Vocational and Technical Education Act) are used each year to improve instruction and equipment. These funds require reporting of results. Continuing Education continuously administers TABE and Student Learning Outcomes testing, gives orientations and has regular Instructional Support Team meetings.

Student outcome results are used to facilitate policy and curriculum changes for student progress. For example, in the Adult Diploma and High School Referral programs data on attendance hours, Grade Machine, progress reports, student completion rates, and credits earned are used to plan future student enrollment and to assess the effectiveness (strengths and weaknesses) of the syllabus. Currently both the English and social studies curricula have been changed based on student completion rates and level of rigor. Much of this change was initiated after the English writing Student Learning Objective did not yield the high results expected. Using the rubric data along with low completion rate levels, it was determined that the curriculum was not accessible to students and changes could be made that would provide greater access to the material while not compromising the focus on student achievement of content standards and goals. Currently all Adult Basic Education courses have SLOs based on the student goals critical thinking for social sciences and math, and writing for English. Curriculum, strength in language areas, and class schedules are closely monitored to fit students' needs.

Describe the procedures used to report pupil progress to parents.

The procedures used to report Continuing Education pupil progress vary by program with some information available to all stakeholders through the College database system, ICCIS. All programs in Continuing Education report students' hours attended. In ESL progress reports are provided to students at midterm and at the end of the semester with CASAS testing results uploaded to a server. In Developmentally Disabled programs productivity ratings based on evaluations are used to determine student progress. Adult Basic Education uses individual strike sheets, certificates earned, and Individual Education Plans to monitor students. In Adult Diploma Instructional Support Team meetings and counselor tracking assist students in assessing progress toward graduation. In the High School Referral program, students receive informal grade updates on an ongoing basis and formal progress reports six times a year. For students under the age of 18, parents and school officials may request progress reports at any time. There is immediate access to students' data through ICCIS and shared Grade Machine files.

The written procedures in place to regularly communicate to the Board of Trustees and members of the school community concerning student progress include agenda reports for Board meetings, counselor letters, articles regarding graduation sent to local newspapers, as well as the results of surveys sent to College committees annually. In addition SLO outcomes are reported to the College community through publications of the College SLO Committee and Academic Senate.

Continuing Education recognizes that the current College data system, ICCIS, is not able to meet all the needs of the division. Through the Planning for Institutional Effectiveness process, the Leadership Team has established a division goal to implement a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes. A designated supervisor is leading the division in implementation of the College's Enterprise Application System, Banner, which will provide integrated data systems in the areas of student data (such as MIS elements, assessment, enrollment, outcomes, and other student services), budget/finance, human resources, communication, and other administrative functions. Once implementation is complete, designated staff will continue to assure accurate and appropriate reporting of student data to meet state, local, and students' needs.

**A7. School Improvement Process Criterion:** The school leadership facilitates school improvement which is driven by plans of action that enhance quality learning for all students; has school community support and involvement; effectively guides the work of the school; and provides for accountability through monitoring of the schoolwide action plan.

Describe stakeholder involvement in the development and implementation of the school's action plans for improvement.

The Dean and managers of Continuing Education lead the staff in a planning and evaluation process, adopted by Mt. San Antonio College, called Planning for Institutional Effectiveness (PIE). This is an ongoing process, reported annually, that incorporates global College planning, resource planning and Student Learning Goals. Student Learning Goals allow Continuing Education to focus on critical issues while they guide institutional planning and assessment processes. An online ePIE tool, TracDat, provides a unified culture of assessment within Continuing Education that is aligned with the institutional effectiveness process of Mt. San Antonio College. It is structured so that faculty, staff and administration will be conscious of how each part of the plan fits into the global planning scheme for Continuing Education and the College. (See samples of Tracdat reports)

The Continuing Education planning process is initiated at the program level and involves all managers as well as a variety of faculty and classified staff. It begins as program-level leadership teams review their PIE assessment results from the previous academic year, determine a focus for the coming year, plan strategies for achieving greater student success and align all components with Continuing Education Student Learning Goals as well as College goals. Within the PIE process are Administrative Unit Outcomes (AUOs), Student Learning Outcomes (SLOs), and Strategic Actions. These are defined collaboratively by faculty and staff, under administrative leadership, and include a process identifying alignment with the Mt. SAC goals as well as the intended outcome, means of assessment, summary of data, and use of results. An SLO is defined as anything that a student knows, does, thinks or feels as a result of an educational experience. SLOs address what the student population leaves the course with and are a concrete way to measure the effectiveness of programs. Through use of the SLO process, Continuing Education programs are able to generate, collect and access appropriate data and focus analysis on relevant facts at the program and course levels. Decisions are made based on results of these evaluations, and revised or new AUOs, SLOs, and SAs are formed for the coming year.

In October 2008 the Leadership Team conducted a one day retreat in which the 2007-08 division Plan for Institutional Effectiveness (PIE) was thoroughly reviewed and a new plan was developed in response to needs identified through the initial application WASC process. The new plan focuses on major goals that impact instruction as well as student services.

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

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

Goal 3: Increase effectiveness and consistence of communication among stakeholders.

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

Embedded within each of the above goals is a professional development component to support staff in effective implementation of the division vision.

Over a period of two months, the Leadership Team worked to further define a rationale, supporting data, and growth targets for each Continuing Education Goal. During this time each program identified specific tasks, student learning outcomes, administrative unit outcomes, and other strategic actions to further define each goal in the action plan. Finally, each goal was specifically linked to the appropriate Continuing Education goals as well as the College goals. The resulting action plan document includes dates of task completion, assigned units, assessment measures, and use of assessment results. (See Continuing Education Goals)

Indicate how action plans are monitored to determine if satisfactory progress is being made in meeting the plan's goals.

Progress on existing Continuing Education goals is monitored through the web-based Tracdat software to enable faculty, staff, and managers to conveniently update the defined SLOs, AUOs, and SAs as progress is made. This enables the division to access an up-to-date progress report throughout the year. Through collaboration with the College, the Continuing Education Student Learning Goals will be added to the TracDat ePIE tool for the next cycle of planning which begins in Spring 2009. In the meantime, all Continuing Education division goals and student outcomes have been aligned in the hard copy of the school plan. (See Continuing Education Goals)

As part of the ongoing PIE process, Continuing Education division leadership schedules focused discussions twice a year, in early Fall and Spring. Fall discussions follow the collection of student profile data including demographics and program outcomes gathered with the help of the College's Institutional Research department. Collected data drive planning for the instructional year with consideration given to need for change in the long-term plan. Spring discussions focus on finalizing the annual PIE, which documents the year's progress and outlines division focus for the following instructional year. This is submitted in late Spring to the Vice President of Instruction for inclusion in the Instruction Team submittal to the College President.

## Category B Curriculum and Instruction

**B1. What Students Learn Criterion:** The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

List the graduation requirements of the school.

Due to the diverse needs of the students served in Continuing Education, course completion, credits, diplomas, certificates and grades for each program are unique. Requirements regarding course completion, credits, grades, diplomas and certificates are explained to students using a variety of methods, including program orientation.

Noncredit Certificates of Competency represent sequences of courses in Adult Basic Education, Career Development, English Language or Secondary Education, which allow students to develop individual competencies based on their personal educational goals and objectives. Each certificate is unique, but all provide the student an opportunity to gain skills necessary to advance in their careers, transition into a new career or prepare for future advanced academic studies and training. In addition, certificates in a variety of vocational programs are available through Continuing Education. Many of these certificate programs mirror those offered through the credit programs of the College, are favorably recognized by business and industry, and are frequently used as a requirement for professional advancement. (See Community Education Noncredit Student Handbook, Noncredit Certificates of Competency, Noncredit Certificates in Occupational Training)

The Adult Basic Education lab provides numerous basic computer certificates of completion. In order for ABE Lab students to earn a certificate they must prepare, study, and successfully pass production tests given for that particular computer skills course. Students are given three (3) opportunities to pass each test. Basic computer skill certificates offered at the ABE lab include: Word 2003, Word 2007, Excel 2003, Excel 2007, Publisher 2003, Advance Excel 2003, PowerPoint 2003, Outlook 2003, Quickbooks 2007, and Access 2003.

The ABE lab also offers courses so that students can learn, practice, and improve their typing skills. Students have the opportunity to take typing tests, and then receive a letter verifying their typing ability measured in words per minute. To complete the course and earn a certified letter of typing verification, students must meet a minimum typing speed of twenty-five words per minute. This letter of certification is signed by a supervisor of the ABE, and students have three (3) attempts daily to meet the minimum score. Typing certificates are valid for one (1) year. (See Typing Test Policies, ABE Lab Student Information Guide, Letter of Certification for Typing Test measured in words per minute)

In addition to providing basic skills courses to adult learners, the ABE lab is also a site for the computer and typing classes for high school students enrolled in the ABE department's High School Referral and Adult Diploma programs. The student learning goal for the typing course is to show improvement in typing skills before the completion of the course.(See Computer class syllabus for HS Referral and Ad. Diploma)

Students enrolled in the General Education Development (GED) or GED Distance Learning program are seeking to pass the GED test and earn their California High School Equivalency Certificate. The California GED has five sections: Language Arts, Writing; Social Studies; Science; Language Arts, Reading; and Mathematics. To pass the GED Test in California, students must receive a standard score of at least 410 on each of the five GED subtests, and earn an average standard score of 450 or higher. If a student does not meet both these criteria for passing, the test is failed. The student may retake all or part of the test to attain passing scores. One of the strategies that the GED and GED Distance Learning faculty use to attain student learning goals is to work with students so that they consistently receive an average standard score of over 500. Students who enter a testing environment often experience test anxiety. Therefore, if students do not score as high as on their practice GED tests of over 500, there is still a "buffer zone" to keep them above the required 450 score. Frequent contact with students and utilizing a case-management approach is the method of assisting students in achieving a passing score on the official test. Individual Education Plans document the initial course of study with modifications to help students earn a higher score on subtests and the overall official test. (See GED Orientation Materials)

Students seeking to earn a high school diploma at Mt. SAC must complete 180 units in the following areas: English (40), Science (20), Mathematics (20, including Algebra 1), Social Science (30), Health (5), Arts or Foreign Language (10), Electives (45), and Vocational Education (10). These credits may be completed through Mt. SAC Adult Diploma courses, Community College Credit courses, previous high school courses from an accredited institution, training programs at an accredited institution, or work experience. However, an Adult Diploma residency requirement mandates that each student complete a minimum of 20 credits in AD or through Mt. SAC credit classes. Additionally, students must demonstrate proficiency in reading comprehension, writing, and math computational skills. Competencies may be met in a variety of ways including course completion or passing scores on standardized tests such as the California High School Exit Exam, GED, TABE or Mt. SAC Placement Tests. These requirements meet or exceed the Title 5, section of California Code for California Community College's Adult HS Diploma programs. (See Mt. SAC High School Diploma Requirements, Mt. SAC High School Diploma Competency Options, Adult Basic Education Center Adult High School Diploma Guidelines, Adult Basic Education Center High School Referral Program General Information, Title 5, Section, California Code)

In High School Referral and Adult Diploma, the mandates for course and program completion are clearly outlined during student orientation. In HSR in order for students to receive a grade and earn course credit students must attend class for a minimum of 75 hours, which is equivalent to 62.5 instructional hours (50 minute hour), earn an overall grade of 70% or higher and complete all course assignments. Midterm progress reports and final grades are sent home and Grade Machine files are available as a reference for students who do not complete a course. Adult Diploma students currently do not have an hours requirement for courses, but in June 2009, due to Title 5 changes for community college adult diploma programs, students will have a 72-hour requirement for each 5 credit course or 144 hours for each 10 credit course. This is equivalent to 60 hours for 5 credits and 120 for 10 credits, based on a 50 minute instructional hour.

Courses in the Older Adult program do not generate credit or grades. The Older Adult program offers one certificate in Office Computer Applications which is customized to meet the needs of the entry level adult student and professional who is seeking to acquire an array of office computer application skills required in any modern, computerized office. Commencing with an introduction to personal computers, word processing, spread sheets and data bases, these courses offer an extensive foundation of computer skills necessary for today's job market. Students must complete class assignments and have taken tests, mid-terms and the course final with the equivalent of a "C" grade in each of five courses to earn the Certificate of Office Computer Applications.

Some Short-Term Vocational classes are offered in the Older Adult program; these focus on such occupational areas as consumer sciences and computer technology that promote employment/entrepreneurial opportunities. These provide students with certificates of competency, contingent upon their meeting course outcomes and attendance requirements. (See Older Adult Computer Class Certificate Requirements)

As with all Continuing Education courses, except HSR, ESL classes are offered as strictly noncredit. (Should this say not for credit? Because HSR is noncredit) During orientation all incoming students receive an orientation handbook which outlines program advancement opportunities. ESL instructors supplement this information by providing each student with a copy of the course syllabus. Standardized guidelines for student advancement through language proficiency levels have been established in ESL. Advancement criteria include students passing the ESL end of course exam with a minimum of 70% accuracy. However, students who do not meet this criterion may use multiple measures to seek advancement to the next level. If, for example, a Level 3 student scores at 65% on the Level 3 Final Test but has performed well, as indicated on the ESL Student Progress Report, or as evident in their student portfolio, the instructor may recommend student advancement to Level 4. The use of assessment measures is to ensure that students have the skills needed for success as they advance through language proficiency levels. (See ESL Student Progress Report, ESL End of Course Tests)

The ESL program has established a direct articulation path for noncredit students transitioning into credit. ESL students who have successfully completed Levels 4 (High Intermediate), 5 (Low Advanced), 6 (High Advanced), or VESL (High Advanced) courses can register for credit American Language (AmLa, the credit ESL) without the need to retest for placement. In addition, students are recognized for completion of levels, courses in the VESL Program, and lower levels of ESL, by receiving a participation or accomplishment certificate as a benchmark of their success. (See ESL Final Passing Score & Certificate Guideline)

Briefly describe the post-graduation plans of the school's graduating class.

The Adult Basic Education and ESL programs provide counselors and educational advisors to serve their students' needs. Advisement incorporates a focus on post-program preparation which includes the development of educational and career plans, identification of personal, academic and career goals, career skills practice and resources, and transitioning to credit programs. Because the Adult Basic Education Department takes a great interest in their students' post-program plans, the ABE staff and faculty offer students a variety of resources to assist them. For ABE students, the following resources are available: career planning sessions, both pre- and post-counseling, meetings with educational advisors to create an educational plan or graduation contract, and special events such as College Days and Career Days.

Students utilizing the ABE lab have a variety of post-program plans. For example, after course completion, the immediate goal of the GED and ASVAB students is to pass their respective tests. ASVAB students have as their post-program goal entrance into the military. GED students are asked to identify their future educational and career goals. Staff tracks graduates each year to identify who is matriculating to college or a training program and who is looking for or has obtained employment. Self-reported information was gathered during interviews with students who earned a GED or Adult Diploma in 2007-08. Data was collected to determine whether graduates planned to enter college or join the workforce/military. Results indicated 29 % of GED and 69% of Adult Diploma graduates intended to enroll or were currently enrolled in advanced academic programs. An additional 25% of both GED and Adult Diploma graduates indicated that they were planning to work and/or enter the military. Interview data was not available for 46 % of GED completers and 6 % of Adult Diploma graduates.(See Student Profile Achievement data)

Students in the ABE lab who are taking computer skills or typing classes want to find employment. Unemployed students may be referred by the California Employment Development Department (EDD) to fit into a specific program offered at the ABE Lab designed to help them in improving marketable employment skills. An educational advisor assists them in adhering to EDD requirements, while ensuring that they are engaged in a job search. Those students who are unsure of their educational goals can meet with a career counselor who will guide them through a career field exploration. Career Days are designed with the feedback of the students' job interests. To connect with students' plans post-program or post-graduation, ABE has a full-time counselor who holds classes and workshops aimed at developing skills to find a job, including classes on how to dress and speak during an interview, how to answer interview questions, and how to write a persuasive cover letter and resume.

The ABE also serves as a bridge to learning opportunities offered on the main campus after the students acquire fundamental basic skills, whether for educational, career-motivated, or personal goals. For example, within the ABE lab, students are constantly reminded of ongoing career planning and job fair information on the Mt. SAC campus as the staff regularly post and update various informational flyers to reach the different needs of their students. Students are also taken on tours of College student services departments and instructional departments where interest is high.

Continuing Education student follow-up data have examined the rate at which students who attended Continuing Education in the 2005/2006 academic year enter the credit division in either the 2006-07, 2007-08, or 2008-09 (Fall) academic years. Overall patterns indicate that 29.4 % of 2005-06 Continuing Education students enrolled in a credit course over the next three years. The highest rate of credit matriculation is in Short-term Vocational (59.4), a program which is run cooperatively with the credit divisions of the College. The Health program matriculated 43.2 % of students and the Adult Basic Education, Adult Diploma, High School Referral and Language Learning Center each matriculated 20-30 % of their students.

With respect to the High School Referral program, students who complete credit return to their home school. Other areas such as the Language Learning Center provide opportunities for many adult learners to proactively improve their language abilities (English, Foreign Language, or Sign Language) in order to gain competence necessary for their work, school, or personal needs. Career and Life Planning, a course within the VESL program, provides support for ESL students who are preparing to transition into credit programs or job advancement. Within this course, students and instructor (counselor) develop an informal career and education plan that lists short and long-term goals.

Students participating in the Disabled Programs are supported in transitioning into the workforce when ready. Students at Lanterman Developmental Center are assessed for improvements in their ability to perform life skills, such as counting money, and identifying important signs. Students from San Gabriel Valley Training Center who meet course objectives are deemed job-ready and referred by a counselor to the Supported Employment Program where they receive services to help search for a job in the workforce. The Supported Employment Program places them in an appropriate job setting with job coaching. All of these services are coordinated to provide students with the greatest opportunity for continued success beyond their program participation.

While some specific post-program data are currently available, the Leadership Team recognizes the need for a more systematic process for collecting this information for all programs. Consequently, Continuing Education has established a division PIE goal to implement a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes.

List the courses for which there is a written curriculum that include such areas as content standards, performance indicators, suggested learning activities, etc.

All courses taught in the Continuing Education Division have corresponding course outlines that have been approved by the Mt. SAC district and the California Community Colleges Chancellor's Office. They are available through the College information system, ICCIS, and will be accessible through WebCMS in the near future. Courses are reviewed on a 4-year cycle and include a teacher-driven syllabus that outlines the course description, topical outline, course learning objectives, and means of assessment. Although the area of suggested learning activities is not mandatory for noncredit programs, many of the programs include these as part of the core curriculum structure. For example, each ESL level course utilizes a core textbook, a department final and a syllabus which identifies critical areas for student learning.

The comprehensively written curriculum used in Adult Diploma and High School Referral programs includes state content standards, state adopted textbooks, performance indicators, examples of ways to assess learning, suggested learning activities, instructional materials used, references, and other relevant information. (See Master list of courses, sample course outlines from all programs)

Comment on the status of a well-developed written curriculum and the degree to which this is reflected in the taught curriculum.

The foundation of Continuing Education curriculum and course outlines is based on state model standards, theoretical foundations of adult learning (andragogy), older adult learning (geragogy), adult language acquisition, and current research and practice in the field of adult, older adult and continuing education. ESL, for example, has structured its seven Levels in alignment with the California Model Standards for English as a Second Language; similarly, Older Adults follows the Draft State Model and Content Program Standards for Older Adults. If California Content Standards are available for the High School Referral courses, the outlines are matched with the state's goals and outcomes; otherwise, the program refers to the national standards. Students who completed the Fall 2008 Student Survey indicated an overall 93.6% satisfaction with the quality of curriculum in Continuing Education courses. (See Fall 2008 Student Survey Results).

As described earlier, all course outlines include clear course goals, measurable objectives, means of assessment and learning outcomes. Hard copies are made available for easy access and referral in area offices and teacher workrooms. Each course expands on learning outcomes by taking into account the students' goals and needs. Though long-term goals may vary, all students strive to achieve the course objectives. To promote success, students are given a course syllabus at the beginning of each term and as they add through the open-entry system. Rubrics are made public, either as handouts or are integrated in the course syllabi. Students are given frequent performance assessments and feedback on their progress throughout each course. For instance, ESL students each have a portfolio of sample work and semester progress reports which are reviewed at the midterm point and during the final week of each Level class.

In the High School Referral and Adult Diploma programs California content standards (K-12) are aligned with units, chapters, and assignments. Each textbook provides a chart showing the alignment, and assignments are picked so that each standard is covered at least once. Most standards are used multiple times throughout the syllabus so that students have a firm grasp on what needs to be learned. Content standards are listed at the top of each unit in the syllabus and a copy of the standards in student friendly language is being developed by faculty for all subjects to be included at the beginning of the syllabus. All standards are used in the syllabus and course objectives.

At the start of each semester, Parent Education students are given a written course overview of activities, expectations, course objectives and Student Learning Goals. In addition, students are provided with a summary of their children's expected developmental milestones. Parent discussion topics and child classroom activities align with these milestones. Parents are also asked to recommend topics of discussion based on their own interests and perceived parenting needs. A monthly outline of the classroom activities that are connected to the course objectives and Student Learning Goals provides ongoing reinforcement of course outcomes and progress.

To ensure consistency in the classroom, ESL uses a list of core and supplemental textbooks assigned to each level, thus minimizing any overlap in material. Older Adult program instructors teaching in scaffolded, multilevel classes communicate regarding course outcomes and expectations to ensure students transition successfully from one level to the next.

Open-labs, such as that in the Language Learning Center, promote independent study by ensuring that each student can access a list of material with annotated descriptors of level-appropriateness. Lab assistants provide guidance in software use. Instructors provide lab assignment sheets to the students and lab assistants when course homework is done in the lab setting. In the Health program, individual skill development is the focus of aquatics, weight training, and wrestling courses.

The faculty in the Disabled Student program assumes the responsibility for current knowledge of course outlines and expected student learning goals. Students in this program are developmentally disabled students taking courses in assembly repair, life skills and computer skills. Courses are aligned with state adult education model standards that address learners with special needs. In addition, partnering agencies, Lanterman Developmental Center and San Gabriel Valley Training Center, have State and County learning objectives standards that must be met in these courses. Students at Lanterman Developmental Center are measured on objectives prescribed by the CASAS tests for developmentally disabled students.

Continuing Education is committed to maintaining academic excellence in all programs through integration of current educational research into its curriculum and classrooms. In the Adult Diploma and High School Referral programs the faculty curriculum coordinator utilizes online resources to integrate current research. Parent Education curriculum follows the objectives stated in the course outline and also considers principles from the National Association for the Education of Young Children (NAEYC). Current research on issues, development and instruction for preschool age children is easily accessible from the NAEYC via their comprehensive website and newsletters. (See <http://www.naeyc.org/>.) ESL instructors attend local California Teachers of English to Speakers of Other Languages (CATESOL) conferences each fall and spring to enhance their instructional repertoires.

The teaching theories of children (pedagogy) and adults (andragogy) are different from the teaching theories of older persons (geragogy). For the Older Adult instructional program to be effective, current research in geragogy is used to accommodate the normal physical, cognitive, and psychosocial changes that occur at this growth and developmental stage of life. The Older Adult Program (OAP) offers the aging population comprehensive academic classes in the fine arts, decorative arts, personal growth and development, physical and mental fitness, and vocational education within an interactive, participatory learning environment. Classes build on the students' lifetime experiences and wisdom, tap into the "multigenerational phenomena" of 50 plus, and encourage students to mentor and assist peers. Students learn from each other in a unique synergistic way about the subject at hand and about each new developmental stage of aging. Unlike traditional students, senior students enter classes with different levels of real world experience, a multitude of educational levels, age variances, and life skills. Courses are designed to address multiplicity within the same class setting. Senior students learn best when motivated by factors that result from positive relationships with peers, instructors, subject matter and venue. OAP curriculum is designed to change and adapt in content as the needs of students change in various life stages. The classes, by design, are continuously teaching new skills needed to help students remain engaged and productive citizens. Additional research recommends that older adults should choose to participate in multiple educational activities daily and regularly for the duration of their lives. With this in mind, older adults have access to multiple sections of classes in order to maximize the benefits provided by OAP classes.

Software and technology is updated in all programs as it becomes available. In the ESL, Language Learning Center, and Adult Basic Education/GED programs, instructors and staff stay abreast of new developments through communication with publishers, conferences, and participation in professional membership organization such as COABE and TESOL. ESL publisher book fairs are offered each fall and spring on site to encourage a broad level of instructor participation.

As mandated by the California Community College Chancellor's Office, Continuing Education has established a four year cycle of curriculum review to ensure a challenging and relevant curriculum. The purpose of the curriculum review process is to assess each curricular program's strengths, to identify its weaknesses, to investigate opportunities for program improvement and to ensure that each course meets academic standards set fourth by the Chancellors' and College requirements. Courses are reviewed by faculty and administrators for continued relevance, compliance to its current standards, and/or to update to industry standards. Each course is reviewed by the Dean of Continuing Education and forwarded to the Education Design Committee. After that committee has reviewed it for compliance to Title 5 it is then forwarded to the Curriculum Instruction Council, then to the Academic Senate. Once the Academic Senate has reviewed it, it is forwarded to the Board of Trustees and then on to the Chancellors Office. All courses are on file at the College and the Chancellors' Office and must be approved in this way.

In the Adult Diploma and High School Referral programs, the curriculum coordinator has designed a system of course review with clearly defined development and assessment phases to guide the 4 year review process. Over the past two years, all AD and HSR courses in each subject have undergone an initial revision to increase rigor, which has included aligning the courses to the California state content standards (K-12). This alignment has included adding a variety of instructional assignments and projects that not only meet the standards but also support achievement of the Student Learning Goals. Specifically, Student Learning Outcomes (SLOs) in written communication and critical thinking have been developed to test how accurately the course assignments are facilitating student success in these areas. Faculty reviews of the SLO data, composite class grades, and observation of student success and challenges inform how well the curriculum supports students in meeting the standards based objectives.

When writing and reviewing curriculum for older adult learners it is important to recognize age related barriers while incorporating the latest teaching methodologies and technologies. Revisions are based on an informal preliminary assessment of courses' perceived strengths, weaknesses, enrollment trends, costs and other relevant factors. The ever changing demographics of the older adult population, Baby Boomer Generation and continuous evolution of technology play major roles in curriculum design, development and review. Furthermore, curriculum change is influenced by staff member participation in the California Community College Educators of Older Adults (CCCEOA) professional organization. This forum provides staff with opportunities to develop creative solutions to programming issues, share best practices and discuss curriculum needs.

Additional professional development for instructors has been identified as a need throughout the division and would assist instructors in remaining current with research. The Continuing Education revised 2008-09 PIE plan specifies professional development within each of its long-range division goals. (See Continuing Education 2008-09 PIE Plan).

Comment on the degree to which the written and taught curriculum results in student achievement of the school's purpose and the expected schoolwide learning results (if developed).

The evaluation of each student's academic performance is based on defined performance indicators for the course outcomes, content standards, and student goals in each course. In many programs this evaluation is based on a variety of standardized tests (TABE, CASAS, GED pre-and post-tests). Further assessment is done through teacher observation, project completion, portfolio development and student self-assessment. Where applicable, rubrics are aligned to course outcomes and model standards.

ESL course outlines contain measurable objectives, based on the ESL Model Standards, which are woven into the curriculum and activities of the classes. Each semester ESL teachers and trained teacher aides give two oral evaluations to each student; students are scored according to standardized performance rubrics and receive results within one week of assessment. Additionally, ESL teachers collect and score three in-class writing samples per semester. Students also conduct research, synthesize information, and give oral presentations in class, which are scored by instructors according to department rubrics. All of these strategies provide a framework for evaluation of student academic progress towards meeting ESL Model Standards. (See ESL Oral Descriptors, ESL Oral Evaluation Rubrics, ESL SLO rubrics, ESL Writing Descriptors, ESL Writing Sample Form)

Students in Parent Education and their preschool age children are assessed on a monthly basis for progress in meeting course objectives. Parents complete a short self-assessment which addresses the objectives and Student Learning Goals for the previous month. This allows parents to gauge their own learning and provide input on future classroom activities. Instructors use this information for developing future lesson plans.

In the Adult Diploma and High School Referral Programs course assignments, projects, and assessments are chosen based on the content standards they meet, the student interest they will generate, the real-world application level, and whether an opportunity for students to use critical thinking skills is provided. Performance indicator decisions are made collaboratively by the faculty curriculum coordinator and instructors teaching the course. These are then built into a comprehensive syllabus. There is currently no formal system to evaluate aggregated student progress towards meeting the content standards. However, Student Learning Outcomes are being developed as tools to begin this evaluation process. At this time content standard attainment is based on student assignment scores as noted in Grade Machine along with observational input from teachers, administrators, and students. The creation of Continuing Education Student Learning Goals has provided an additional tool for alignment of multiple assignments as a means to evaluate student attainment of content standards.

**B2. How Students Learn Criterion:** The professional staff uses research-based knowledge about teaching and learning, and designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results.

Indicate the types of instructional strategies that are used by teachers to effectively engage students in learning.

Due to the diversity of students in Continuing Education, there is a wide range of strategies employed by instructors to engage students in learning. The use of one-on-one and small group instruction is visible across programs as is short lecture. In the ESL classes regularly consist of 30 or more students; therefore instructors often work with the entire group in a lecture environment. Other common strategies include project-based curriculum, hands on activities, and real life applications such as role playing, career days and guest speakers. Technology is also utilized as a key instructional tool with many instructors incorporating the use of Smart labs, LCD projectors, and student use of computer software and Internet applications for research and presentations.

Instruction in the Parent Education program reflects a variety of teaching methodologies. These include parent discussions, parent/child activities, role-playing, singing, and dancing. Instructional activities address different learning styles such as verbal, visual, and kinesthetic. Parents and children participate in these activities together to build communication, critical thinking and problem solving skills consistent with the Continuing Education Student Learning Goals. For example, parents are asked to evaluate aspects of their children's developmental progress on a monthly basis while children are encouraged to express themselves in daily activities.

Curricular assignments provide the primary way for instructors to evaluate student learning. While each assignment is chosen with critical thinking in mind, project assignments in the Adult Diploma and High School Referral are specifically created to reflect one or more of the student goals. SLOs on writing and critical thinking have helped to test the success of these assignments. Instructors examine students' written work, projects, and portfolios. Success on tests and quizzes is also a tool used by instructors to measure student learning. Many of the programs incorporate technology both for the students to demonstrate their skills and for teachers to provide feedback. Adult Diploma and High School Referral make use of technology in their project assignments which usually require a PowerPoint presentation, written report, or journal article using Publisher. Adult Diploma and High School Referral teachers use standardized rubrics to ensure that the assignments provide opportunities for students to demonstrate their critical thinking, problem solving, knowledge and application skills.

The ESL program aims to facilitate communicative and authentic language teaching and learning; therefore, each classroom is comprised of tables rather than desks in order to promote interaction and to foster peer collaboration. Lessons typically begin with a warm up activity that introduces students to the English grammar or skills in context. Utilizing the “bottom up” approach, learners are guided toward discovering the rules for grammar structure of the English language. Next, instructors will provide students with multiple modes of presentation and practice that include audio-visuals, slides, and realia. Practice occurs in a variety of forms that range from pair-work to table-team activities that students share or present to their classmates. Evaluating student learning is often done through of end-of-unit tests; however, team presentations and student-developed slides are also common ways of engaging students in application of their learning to the real world. During all lesson topics ESL instructors work diligently to engage students in problem solving, project work, research and production using newly acquired English language to solidify their learning.

Research has shown that there are different types of adult learners: goal-oriented, activity-oriented, and learner-oriented adult learners. Students in the GED/GED-Distance Learning, ASVAB, CBEST, and test preparation programs generally are goal-oriented. To adapt to these various needs, the ABE lab provides different instructional resources beyond basic texts, including the use of technology as a part of the learning process. Focus on practical, hands-on and participatory activities, such as field trips, campus tours, and presentations on historical events are designed for the goal-oriented learner. Instructors also use alternative instructional strategies to teach basic skill applications which may include computing distance, learning about public transportation, and observing different species of trees. Teaching methodology varies from hour to hour, based on the students who are currently attending class. ABE faculty adopt different teaching strategies in this fast-changing student environment, moving from small group work, to direct instruction, to one-on-one sessions with students who need additional attention. ABE faculty focus on dialogue among their students during in-class discussions. It is important for adults to participate in small-group activities during their learning experience so that they move beyond basic understanding. It allows them an opportunity to share and reflect their learning experiences so that they can apply what they have learned to their student learning goals.

Technology plays a large role in how students in Continuing Education courses connect to the real world. Curricula in many classes emphasize computer assignments such as web activities, Internet research, and the use of programs such as Microsoft Word and PowerPoint. In addition, instructors make use of VHS and DVD resources. Depending on availability of classroom labs, ESL students occasionally work on supplemental instructional software with their classes and instructors to solidify their acquisition of new language structures and vocabulary as well as to conduct Internet research and prepare PowerPoint presentations. Open computer lab time is available to all ESL and VESL students throughout each semester. In the open lab, students are able to access computer software to review their class content, enrich their class content, and to research project information. Teacher aides (tutors) are available to assist students with navigation of any software program. The Language Learning Center provides specialized equipment for disabled students, such as large text monitor, specialized keyboards, and noise-reduction headphones. GED Distance Learning students are able to take home individual lessons on DVD's assigned by their instructors. While students do have access to a computer lab along with classroom computers, Adult Diploma and High School Referral instructors still feel that greater computer access is necessary.

In addition to technology, some programs, such as Adult Basic Education, ESL and Older Adult, provide field trips and events that allow the students contact with local museums, businesses, and campus resources. Students benefit from career days, college days, cultural events, and mentoring programs to help them learn skills and information for their short and long term goals. For example, guest speakers visit the Parent Education program each semester, and they have included firefighters, police officers, dentists, nurses, and veterinarians. These professionals have provided relevant safety and medical information, and community resources for parents. In addition, field trips to museums, libraries, aquariums, zoos, and local parks have exposed parents and their children to the real world through valuable educational and community activities. The Parent Education program is firmly rooted with community and city agencies.

Within the College campus community, Continuing Education is working to establish partnerships that can extend student learning beyond the classroom and utilize existing College resources and facilities. One example of work in this area is a plan for High School Referral instructors and students to utilize College science laboratory classrooms beginning in 2009. The use of these facilities will provide essential learning experiences for HSR students to extend their learning beyond the textbook. Additionally, it will address the concern noted by High School Referral faculty that wet labs and classroom simulations are needed for the HSR curriculum to meet the California K-12 Science Framework guidelines for laboratory experiences.

During review of the WASC Criteria, Continuing Education staff suggested that an evaluation tool be used to provide student opportunity to give formal feedback on curriculum, class format, and knowledge gained through their learning experiences. In an effort to meet this need Continuing Education conducted a schoolwide Student Survey during two weeks in September 2008. Results from this survey indicate 95.8% of students are satisfied or very satisfied with the quality of instruction and 93.3% are satisfied or very satisfied with the classroom activities in which they engage. (See Fall 2008 Student Survey Results).

Beyond the survey data, formal student perception input has been solicited through collaboration with Research to determine the impact of the use of Basic Skills Initiative funding. Using funds from this initiative a total of eight (8) new tutors for Adult Diploma and High School Referral were hired. To assess the impact of this additional student support, a Continuing Education Division tutoring survey was conducted for a period of one week. Tutoring effectiveness was measured using survey questions which assessed the students' views about strategies that they learned during tutoring sessions, whether the students had regretted not using the tutors earlier, their views about the expertise of these tutors, as well as their beliefs about the interpersonal style of the tutors. Overall, more than 60% of surveyed students agreed that tutoring helped them with coursework comprehension, study skills, and the development of new learning strategies. The majority of surveyed students also felt the tutors were friendly and respectful. Seventy percent of students reported wishing they had done tutoring sooner. Students' regrets for not tutoring were significantly correlated with their beliefs about the utility of tutoring as well as their beliefs about the positive and personally-related characteristics of their tutors such as their expertise and friendliness. Through analysis of this data Continuing Education concluded that students participating in tutoring are satisfied with services obtained. The results of this study may provide an impetus for program-level changes such as using early alert methods which can emphasize the positive impact on student success of students' timeliness in using tutoring services.

From anecdotal comments shared with staff during Adult Diploma orientation session, some students indicate they are initially apprehensive about attending classes due to past negative educational experiences in K-12 schools. However, data collected from instructor evaluations indicate that the welcoming culture of the program changes student outlook so that within a semester of participating in classes, they have a positive perception of education. Anecdotal feedback collected by counselors during graduation exit interviews and comments made by students to staff tell of an increase in confidence and positive self-concept of Adult Diploma students.

ESL students are always interested in finding out their progress through test scores and performance feedback from their instructors, which is done on a regular basis through midterm and final progress reports in the ESL program. Students enjoy graduation and classroom recognition ceremonies, often giving short speeches and thank you notes to their instructors as well as documenting the events with photos. Student persistence records show 48.3% of students from Fall classes return in the Spring semester and indicate that despite educational obstacles, students' positive experiences in the classroom contribute to learning. (See Student Profile Data: Student Mobility).

Being an effective communicator is an important Student Learning Goal. Students in Parent Education classes are encouraged to offer input and suggestions to classroom activities. This allows them to be part of the planning process for the course, which encourages positive perceptions about their learning experiences. Students are pleased with their learning experiences as reflected in student retention rate and continuous enrollment across semesters (50.6% persistence). In addition, Parent Education courses address community interests very well, as there is multi-generational participation with students referring extended family regularly. (See Student Profile Data: Student Mobility).

Describe and evaluate the types of staff development plans that are in place that help to enhance the instructional repertoires of teachers.

Mt. SAC has established minimum qualifications for each instructional position in Continuing Education. These requirements ensure that as a new faculty member joins the Mt. SAC staff, he or she has the appropriate educational background in content taught and research based methodology. Opportunities to refresh this knowledge are offered through on-site in-services, professional development classes on campus, and local and state conferences offered by professional organizations within their fields. Forty-six percent of instructional staff have self-reported participation in Professional Development within the last three years. An additional 10% are currently enrolled in higher education programs. (See Staff Profile Data).

A core tenet of adult learning theory is that prior life experiences impact adult learning focus and progress. In response to this research, students in the GED/ GED Distance Learning and the basic computer skills classes are treated on an individual basis, using a "case management" model, which addresses each student's personal history and defines the relevant instructional strategies and materials to meet that student's unique learning needs. To keep current with adult learning research-based instructional methodology, ABE lab faculty have participated in past Multiple Intelligence Theory workshops and bring those theories to the classrooms as they take into account the students' needs. The theory of multiple intelligences has strong implications for adult learning and development. It suggests that instructors present their lessons in a wide variety of ways using learning strategies beyond the traditional lecture style, such as using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. When the ABE instructors incorporate learning techniques developed from the Multiple Intelligence Theory, adult learners retain and incorporate their knowledge into their life experience.

Continuing Education funding provides ABE lab faculty with laptops to maintain updated versions of computer programs taught in the ABE lab. This is an extremely important resource in keeping the ABE lab faculty current in the instructional content taught because many do not have immediate access to the latest software versions. The laptops allow faculty to review, research, and analyze new features prior to teaching the software in class. Currently, faculty in the ABE Lab are provided with software for Word 2007, Excel 2007, QuickBooks 2007, and Access 2003, programs that are relatively new and have not yet become a standard in all of Continuing Education.

In other program areas ABE faculty providing ASVAB instruction have collaborated with military recruiters to determine whether the ASVAB test or program has changed, and if so, revise their instruction to reflect the changes. Additionally, ASVAB faculty regularly use the Internet for websites such as “marchtosuccess.com” to be current with the ASVAB test content scoring updates.

The Language Learning Center offers training in new software for language teachers as well as staff on campus. Recent workshops have included hands-on training for PowerPoint 2007 and wiki pages. Further they offer an annual Open House of their facilities and an annual TechWeek where instructors introduce language software and give hands-on practice.

Professional development for faculty is embedded in the instructional year through the Mt. SAC Faculty Association Agreement which specifies, “Two (2) of the required work days of each academic year shall be designated as flex (flexible) days for the purpose of staff development activities.” These flex days are officially scheduled the Friday before the fall and spring terms of the instructional year, but faculty may choose to complete them during their contract year, outside of regular assignment hours. Each flex day requires at least six (6) hours of staff development activities. Some programs, such as ESL, choose to utilize these flex days to focus on specific instructional techniques pertinent to the students they serve. (See Faculty Association Agreement [fa.mtsac.edu/site\\_Docs/site\\_ContractDocs/currentContract/faculty\\_contract.pdf](http://fa.mtsac.edu/site_Docs/site_ContractDocs/currentContract/faculty_contract.pdf))

In many cases, Continuing Education staff development participation is self-initiated by instructors and staff. Instructors collaborate with their supervisors and managers to discuss funding opportunities for attendance at Mt. SAC Professional and Organizational Development (POD) workshops and off-campus workshops. One example of ongoing staff development program support is the attendance of a Parent Education instructor at the annual National Association for the Education of Young Children (NAEYC) conference, where innovative programs serving parents and young children are showcased. Additionally, ESL instructors are funded to attend local California Teachers of English to Speakers of Other Languages (CATESOL), TechEd, and TESOL International conferences when they occur in Southern California. Supplemental funding to attend these conferences can be requested through the campus Professional Organizational Development office. Approved funding has provided Adult Diploma program tutors and faculty training on grading rubrics and maintaining consistency in grading student work.

Organized program level professional development has been done in ESL as part of the ESL technology plan implementation which began in 2001. This plan includes components focused on the use of technology and creating a successful technological learning environment. Each year the plan is updated and professional development is adjusted according to evaluation feedback from technology workshops, new infrastructure and resources acquired, and input gathered through surveys of faculty and staff.

Overall, additional structured professional development opportunities for Continuing Education instructors and classroom tutors are needed to assist all programs in continuing to expand staff knowledge of research-based instructional methodology to support student learning. To meet this identified need, the Continuing Education revised 2008-09 PIE plan specifies professional development within each of its long-range division goals. (See Continuing Education 2008-09 PIE Plan).

Describe the remedial, special education, enrichment, and gifted programs that are available to students.

Specialized programs in Continuing Education are available to meet the needs of a diverse population. These include language learning, remedial test preparation, job re-training, and distance learning. Faculty in the ABE lab work closely with students who require flexibility in methods used to teach the instructional content. Because of the unique needs of this student population, a specialized GED Distance Learning Program was developed. Through analysis of program data, ABE Lab staff and faculty determined that transportation issues, employment schedules and family barriers (such as the inability to find affordable childcare) prevented many students from coming to class on a daily basis. Therefore, the ABE lab faculty developed a program that uses instructional technology to serve these students. This program is a hybrid between a true distance learning program and an independent program that requires face-to-face meetings with instructors. It gives students the opportunity to complete GED preparation courses and take the GED test without the strict requirement of coming to class everyday. Furthermore, students are given the opportunity to meet face-to-face with faculty when needed to discuss courses, career plans and post-program goals.

The ABE Lab uses a variety of specialized programs to meet the needs of their students. Research-aligned and adaptive technology, such as the Kurzweil Educational System, is used to provide complete reading, writing, and study solutions to help all students overcome learning challenges and succeed academically. Kurzweil is especially useful for language learners who receive differentiated instruction while meeting standardized curriculum guidelines. Additionally, phonics tools for low literacy, as well as remediation in reading, writing and math are available to assist struggling students. The ABE lab provides larger monitors as well as programs that magnify the font size on documents for students with visual barriers. GED practice exams have been enlarged to accommodate these needs as well. To assist students who have no or little background with working on computers or disabled students with vision impairments, the ABE lab utilizes JAWS, which is a program that reads out loud every item that the mouse touches on the computer screen. Students are then able to use their sense of vision, hearing, and touch to become familiar with basic computer components.

Due to the unique characteristics of the Disabled Students program population, instructors teach in an interactive manner and utilize a variety of teaching methodologies that meet the needs of the students. Instruction incorporates demonstrations, hands-on activities, videos, and one-on-one and small group activities. Through these teaching methods, students are guided and encouraged to achieve the learning goals of working independently and seeking help if needed. Since instruction consists primarily of demonstrations and hands-on activities, there is a heavy emphasis on the use of computers, adaptive technology, and props. Some of these props include currency, signage, and assembly equipment.

While the curriculum for Adult Basic Education and HS Referral programs is designed for independent learners, instructors are able to provide one-on-one modifications that address the various learning styles and needs of the students. IEP's or 504 are followed by HSR teachers for identifying special education students, although some students go unidentified as they choose not to disclose the information. In addition, Adult Diploma offers courses in remedial math, writing, and reading. For students seeking enrichment opportunities the High School Referral program offers accelerated summer courses. The curriculum and instruction in all classes reflect an awareness of multiple intelligences. Instructors and tutors work with students individually on assignments using a variety of strategies, allowing students to complete assignments at their own pace. Instructors do their best to meet the needs of all students including those with learning and physical disabilities; however not all have training in serving the needs of special needs students. Continuing Education is exploring further how to provide all instructors access to training and information on special needs students.

One of the more innovative programs planned to better serve the needs of special students is a partnership between Parent Education and Casa Colina Rehabilitation Center in Pomona, California. Beginning in spring of 2009, six high functioning developmentally disabled children will attend the class with their instructors in order to offer these children a more inclusive educational environment as well as interaction with other children. Parents and children already attending the Parent Education program will also have the opportunity to learn a great deal from these special children. Staff is qualified to adapt to and welcome these unique situations.

**B3. How Assessment is Used Criterion:** Teacher and student use of assessment is frequent and integrated into the teaching/learning process. Assessment results are the basis for measurement of each student's progress toward the expected schoolwide learning results; are the basis for regular evaluation and improvement of curriculum and instruction; and are the basis for the allocation of resources.

List the various means by which student learning is assessed, based on content standards and the expected schoolwide learning results (if developed at this time).

Continuing Education use of assessment is broad based and designed to provide relevant measurements of student progress towards course outcomes and Student Learning Goals. Accordingly, each instructional program uses distinct assessment tools which align with the curriculum offered. General tools include tests, quizzes, essays, presentations, interviews, individual projects, group projects, oral exams, Internet assignments, instructor observation, individual progress plans, standardized testing, attendance reports, portfolios, strike sheets, and software statistics.

In Continuing Education multiple measures are used to determine a student's growth. Assessments may include test scores, oral exams, or other measures listed above. The use of assessments is critical for both teachers and students. For teachers, assessments and placement tests ensure appropriate student enrollment and help teachers understand individual student instructional needs. Teachers then use this information to shape lessons by stressing and spending more time on areas where students did not meet performance expectations. Assessments also give instructors and coordinators a basis for refining course performance goals, student Individual Education Plans and for assigning grades. For students, placement assessments provide a deeper understanding of personal areas of strength or weaknesses towards meeting learning outcomes in a specific course. Students use this information to determine focus of and to allocate use of study time. Assessments also provide students with positive reinforcement for work well done. This reinforcement enhances students' self confidence and motivation.

While the majority of Continuing Education classes are noncredit, students enrolled in Adult Diploma and High School Referral classes earn grades and high school credits upon successful performance and completion of course outcomes. Both Adult Diploma and High School Referral programs use essays, tests, quizzes, projects, and presentations as multiple measures of assessment toward course outcomes and K-12 content standards. Displays of student work showcase individual student progress on basic skills and critical thinking. Additionally, Adult diploma uses written and oral presentations in direct instruction settings.

Upon entrance into a new course, High School Referral and Adult Diploma students receive a syllabus that communicates grading policies and calculations. Instructors and curriculum coordinators collaborate to determine assessment measures and weights which correspond to curriculum emphasis and standards. Furthermore, individual projects and essays always contain a rubric that defines performance expectations. When assessment occurs students are graded based on the correctness and complexity of their answers. Instructors also take into account learning ability, level of classroom participation, and monthly data on vocational and behavioral parameters when assigning grades or assessing growth. Future performance goals for each of these parameters are set by a team for each individual student. Students must earn an overall grade of 70%, complete all assignments, and have attended a minimum of 62.5 hours to receive credits. In the High School Referral and Adult HS Diploma program instructors provide students with frequent Grade Machine progress reports in class to encourage student success. During these conversations, teachers and students strategize next steps for improvement. In Adult diploma, tutoring is available to support student achievement of content standards.

In the Parent Education program students participate in gauging their children's developmental progress as it relates to classroom instruction. They also set their own personal learning goals on the course topics at the beginning of each semester. Parents also complete monthly self-assessments to gauge how well they incorporated class content and parent discussions into their own parenting skills. At the end of each semester, they self-assess their learning by summarizing how well they achieved their learning goals. Their children also complete a monthly project that parents can assess for developmental growth. Parents are encouraged to communicate feelings about their own progress during group discussions and offer suggestions on parent/child activities. This input is considered by faculty for future lesson planning.

The students who attend Disabled Education programs are referred by County and State agencies. Annual assessments of the students' progress on expected objectives are done at both Lanterman State Hospital and San Gabriel Valley Training Center (SGVTC). Counselors and faculty participate in an Individual Habilitation Student Plan (IHSP) by providing input on the students' annual progress. Within one of the classroom facilities, a simulated warehouse, instructors report how many pieces of material each student produces. This assists the faculty in ensuring appropriate expectations of the students' productivity, and to assess students' readiness for the workforce. Once faculty and counselors determine that a student's progress has met learning objectives, they work collaboratively with a student and a job coach to help create a successful transition into the workforce. Instructors at Lanterman provide formal input on student's progress and make vocational and educational recommendations. For example, an instructor may recommend more activities specifically designed to improve a student's ability to focus or accurately complete a task. In addition to annual evaluations, faculty at Lanterman administer the CASAS test three times per year to gauge students' progress on life skills. Faculty and agency staff communicate progress with students, and although this is challenging, it is done informally on a daily basis through positive reinforcement and intervention. Faculty at SGVTC attend monthly trainings (six per year), offered by the agency, that assist them in working effectively with their student population. These trainings are broad based and include cultural diversity, dealing with difficult families, and behavior intervention.

Continuing Education uses a variety of means to inform a student about academic progress. Among these are quarterly progress reports, confidential phone calls, certificate completion, computer based progress reports, and test score results. An ongoing dialogue between students and teachers facilitates processes for students to request individual progress reports and to access support services as needed.

High School Referral instructors provide students and parents of minors with Grade Machine reports and attendance records which itemize student performance by assignment. These reports are mailed home, utilized by counselors to track at-risk students, provide intervention guidance, and individualize success plans for students. In addition, daily verbal communication with students about their grades and progress is used to support student achievement. Evening site administrators support the HSR faculty in assessing every student's progress. Every two weeks the faculty provide them with a list of low performing students and they proceed to evaluate the possible issues driving the lack of progress. Evening site administrators either speak to the student, parent or both while maintaining close communication with the faculty. All records of calls and documentation of progress are saved in an electronic file and stored in a shared file. The Adult Diploma office officially mails home progress reports to students every six (6) weeks.

Indicate how assessment results are used to modify curriculum and instruction and for the allocation of resources.

Assessment data are collected throughout Continuing Education through Student Learning Outcomes (SLO's) rubric scoring, item analysis of midterms/finals (ESL and Adult Diploma), student attendance patterns, compilation of student grades, course completion rates, and CASAS/GED/TABE performance data. Data are distributed to students and analyzed by classroom instructors and program managers/supervisors. Through program meetings and collegial collaboration, decisions are made to update curriculum and teaching methodologies. Although Continuing Education has just started its journey in the use of systematic assessment of student outcomes, progress has been made over the past few years.

Older Adult attendance data from computer and photography classes has led to changes in curriculum from a single level class to multiple levels (beginning, intermediate, and advanced) which culminate in a short term vocational certificate. Additionally, new courses such as Yogalates are in the design process as a result of instructor feedback from analysis of student performance.

In both High School Referral and Adult Diploma, data are collected using Grade Machine and the passing rate is analyzed to determine accessibility of course content to students and the strengths and weakness of the curriculum in meeting student needs. Syllabi and rubrics are altered to reflect the analysis and provide greater opportunities for students to succeed. Past changes have included synthesis of curriculum topics, addition of study guides, institutionalization of direct instruction classes and purchase of new instructional materials.

ESL instructors utilize frequent in-class test results to assist them in determining instructional areas of focus. Student passing rates and end of course data are analyzed at the conclusion of each term to determine curriculum and program changes as needed.

Parent Education classes are offered in response to the needs and interests of the community. Instructors continually assess parents' participation in an informal manner through observation and parent discussion groups. This year, faculty and support staff have established student learning outcomes (SLO's) in order to measure specific areas of learning within the Parent Education program. Results of SLO's will be used to plan for changes in curriculum, lesson planning, teaching methodologies, and resource allocation.

Data regarding class size, student positive attendance, and student performance outcomes are a few of the common measures used to determine the allocation of resources. Course offerings for future semesters are increased or decreased based upon this information. For example low attendance/low apportionment results in removing class offerings (e.g. Literacy in ESL). Conversely, the Distance Learning GED "General Education" was developed as a result of attendance trends and the need indicated for a change in the program format.

A yearly survey is conducted with ESL faculty to collect ideas for additional class textbook sets and media materials. The survey results are used when ordering materials aligned with the annual budget. In the High School Referral and Adult Diploma programs, data on course completion led to greater allocation of resources for student support services and the hiring of a non-teaching faculty member to develop and revise curriculum. Low credit completion rate data also prompted hiring of additional instructional tutors, new night site administrators and academic advisors which has led to of greater student support and higher credit attainment.

Professional conferences, seminars and workshops that target specific areas of interests in all programs are available and evaluated on a request basis per program. As stated earlier, PIE has the ability to collect data annually in regard to professional development needs with specific focus on Student Learning Goals. ESL and Adult Diploma faculty have release time during the semester for professional development activities. A semi-annual survey of faculty in ESL helps to determine needs and subsequent planning of in-service training. Outside professional conferences such as CATESOL and COABE provide faculty and administrators with new ideas to bring to in-service training and target special areas of improvement. ESL teachers are given the opportunity to present classroom ideas to other faculty at in-service and pre-semester flex day meetings. Overall, additional structured professional development opportunities for Continuing Education instructors and classroom tutors are needed to assist all programs in utilizing assessment results to modify curriculum and instruction. (See Continuing Education 2008-09 PIE Plan).

Additionally, Continuing Education recognizes a need to continue development and improvement of its assessment system for a deeper understanding of student progress and a more clear connection of assessment to changes in curriculum and instruction. Through the Planning for Institutional Effectiveness process, the Leadership Team has established a division goal to implement a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes. (See Continuing Education 2008-09 PIE Plan).

## Category C

### Support for Student Personal and Academic Growth

**C1. Student Connectedness Criterion:** Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results.

Comment on the school's academic and personal counseling and guidance services that are available to students, including referral services.

Continuing Education recognizes the importance of providing students with a comprehensive system of support services to ensure student success. The services provided in each program are uniquely adapted to meet the needs of the students served. Counselors and educational advisors within Continuing Education primarily focus on academic advisement. Personal guidance and referrals are also available as needed. Counselors and advisors have access to community based referrals as well as Mt. SAC based services that they can provide to the student. Internal referrals within Continuing Education programs and intercampus referrals to Mt. San Antonio College credit program services are utilized. Such campus services include Disabled Student Programs and Services (DSPS), Career Placement, and Financial Aid. Students are also assisted within Continuing Education through career workshops, personalized educational plans, career testing and assessments, introduction to credit classes and assistance with college application and registration. There is also a community resource list available as a handout for students. Additionally, counselors have access to a comprehensive referral resource, the Rainbow Resource Directory, "a comprehensive resource and referral guide to 'People Who Can Help' in every community in Los Angeles County."

For the Adult Diploma program, there are four counselors (3 Part-time, 1 Full-time) available to offer academic, career and personal guidance for students. Outreach services to local schools are used to introduce students to the High School Referral program. Information on educational advisor support is provided at new student orientation, and students may make appointments with evening HSR counselors to discuss academic and career goals. Health and/or personal counseling needs are referred to home school counselors or parents/guardians.

The Adult Diploma and High School Referral staff recognize the need for updated community resource information regarding health and personal services. This is being revised for inclusion into the Spring Continuing Education Staff Handbook. Adult Diploma staff also found that improvements in tracking student referrals to community and/or main campus resources will help the program make informed decisions regarding student service needs.

Staff are dedicated to develop students' self-confidence using formal and informal strategies. A sense of community is promoted within all division programs through orientations, counseling appointments, cultural sharing days, and graduation ceremonies. The Older Adult Program displays student work in class and through community events such as art shows, fairs and symposiums. The Adult HS Diploma Program presents student-of-the-month awards and monthly student incentives, and ESL and Adult HS Diploma award annual student scholarships.

Faculty and staff regularly provide safe, student centered learning environments where students are given positive reinforcement and encouragement. Daily classroom interactions and class events foster student connectedness to the learning environment. The Adult Basic Education (ABE) lab provides regular public recognition of student success, ESL's use of portfolios develops student confidence, the Language Learning Lab, ABE Lab, and Adult HS Diploma all offer campus tours to their students. The Parent Education Program has weekly group discussions and an organized playgroup list. Short-term Vocational students are provided instructor email and phone information in their course syllabi in the event that a student needs instructor feedback. Overall, students in Continuing Education rated teacher concern for students very high with 60.1% of Fall 2008 Student Survey respondents very satisfied with teacher concern for students and an additional 35.9% responding they were satisfied, for a total positive rating of 96%. (See Student Survey Results)

For both High School Referral and Adult Diploma staff, offering positive reinforcement and promoting personalized approaches to learning are important components of developing students' self-confidence and connections to the learning environment. Staff are welcoming, friendly, and willing to work with students one-to-one. New student orientation for both programs is designed to not only disseminate information but also to help students - and parents for High School Referral - build a connection to the school on a personal basis. A "student goals" sheet has very recently come into use by the counselors in AD to track students' educational, vocational, and personal goals throughout their time in the program.

Students' self-confidence is developed by encouraging them to pursue personal, academic and career interests. ESL and Adult HS Diploma Programs offer annual career fairs and the Adult HS Diploma Program and ABE Lab provide career development workshops each semester. These career development workshops include mock interviews and simulations, self-esteem building, and individual and career planning.

Case management and counseling tracking systems exist to monitor student support services in Adult High School Diploma, ESL, Adult Basic Education, Developmentally Disabled, and High School Referral programs. Support services tracked include counseling appointments and interventions, attendance at workshops, educational advising, and career planning. The Language Learning Lab and High School Referral Program monitor students for the appropriate use of facilities. The Parent Education Program surveys students at the beginning of each semester for input on discussion topics.

While the tracking systems in place can provide some measure of student use, students' view of support services comes primarily from informal feedback. Much of the program data on the use of support services are gathered through a counselors' log of student appointments, but the data has not been disaggregated. The Fall 2008 Student Survey results indicate that overall 51.3% of students do not use or are not aware of the breadth of student support services used. Among those who do use the services, there was a high degree of satisfaction. This data indicate that the Continuing Education PIE plan must include strategies for increased communication with students regarding student services and support. Additionally it has been recognized that there is a need for a formal process to evaluate overall student use and satisfaction with the available support services.

Continuing Education allocates resources for student services based upon student goals and academic standards. Although the Student Learning Goals are newly articulated, they have been evident in programs for many years. For example, English as a Second Language (ESL) saw a need for an ESL Library with computer access available for students to extend their learning. Creation of this support feature not only contributes to students meeting California Model Standards but also integrates with the Continuing Education Student Learning Goals of preparing effective communicators, lifelong learners, and self-directed individuals. More extensive technological resources for ESL students are available in the Language Learning Center (LLC) where allocated funds have contributed to software expansion from single-user items, such as audio cassette tapes and CD-based software, to multi-user items such as digital audio delivered from the server and software site licenses.

Support of academic standards led the High School Referral program to change resource allocation to provide additional administrative staff and counselors during the evening hours. Similarly, Adult Diploma provides counselors, instructors, and tutors in direct support of the Student Learning Goals. Both programs also obtained new textbooks and reading novels to provide alignment of assignments to the content standards and to provide additional resources focused on Student Learning Goals such as critical thinking.

As the plan for complete integration and articulation of the Student Learning Goals using the PIE process unfolds throughout the 2008-09 instructional year, Continuing Education will be able to cite specific financial decisions that have been based upon these goals and the relevant academic standards for each program.

Describe co-curricular activities that are available to students, and the overall level of student participation.

Continuing Education students have the opportunity to be a part of the Mt. San Antonio College Associated Students. To participate as a voting member of the student government, students must pay an activities fee and carry a valid A.S. activities sticker. Very few Continuing Education students choose to participate in this way. To support students on a more local level, Adult Diploma and Adult Basic Education have formally invited students to share their voice through a representative process. Beginning in Fall 2008 four (4) students are requested bimonthly by their classmates to volunteer as Student Representatives. The role of the Student Representative is to speak to fellow classmates regarding specific concerns and to communicate responses to the ABE supervisors and managers at the ABE Leadership Team meetings held twice a month. To be inclusive of a greater number of student voices, Representatives change for each meeting. Topics of discussion have included program improvement needs and sharing of personal educational experiences. Students who choose to serve as a Student Representative will be recognized at graduation for their participation.

Programs in Continuing Education develop activities that correlate with student learning outcomes and help students to build and maintain a strong community in and among their peers and the College community at large. In order to achieve this goal, several programs offer student activities which coincide with classroom curriculum. Other programs in the school have developed co-curricular activities designed to be more specific to the needs of that particular program.

The Adult Diploma, Parent Ed, ABE Lab, Older Adults, and ESL programs, for example, all offer field trips to various locations as part of the college learning experience. For example students may participate in computer fairs, art shows, craft shows or field trips that are tied closely to classroom learning outcomes. Students in the Parent Education program and their children go to the local library, farms, fairs, the aquarium and areas of interest in the community. All of these excursions offer the student continuing education outside the classroom while they are also linked closely to classroom curriculum and school wide student goals for becoming more effective communicators, lifelong learners and self-directed individuals.

Co-curricular student activities that are similar include fundraisers, blood drives, scholarships drives, food drives (ESL/GED/AD/ABE), Adopt a Mountie (OAP) and class projects which donate to hospitals. Students volunteer their time and energy for these philanthropic endeavors and as a result their pooled efforts give back to the College and neighborhood community. At the same time they grow as individuals and become better informed critical thinkers.

The Adult Diploma program gears activities towards helping students earn their high school diploma or GED certificate. One of the activities offered to students is the Continuing Education Food for Mankind Project. This program gives students the opportunity to plan, organize and implement a strategy for success and to do so while completing community service work. The full-time ABE counselor leads the mentor program which seeks to connect AD/GED students with high achieving Mt. SAC students from the main campus. Additionally, there is progress being made on the development of a student leadership organization for AD/GED students.

Parent Education students have a strong sense of connectedness to their class. They are provided with thorough course information, a Mt. SAC schedule of classes, and a listing of activities that will occur each semester. Parent Education classes are held off-campus in various city and community locations so students are also informed of activities offered by these organizations through catalogs and brochures. Activities are student-centered and parent discussions promote self-confidence in parenting skills. Discussion topics include positive discipline, nutrition, safety, and dealing with stress. Students also find a high level of support and inclusion from their classmates by arranging out-of class play dates. Activities such as cultural celebrations, personal events, community events and field trips encourage a strong bonding among students.

Students participating in Developmentally Disabled courses are closely monitored for progress and connectedness. Agencies and faculty sponsor special celebration and theme days so that students may feel a part of the learning community. These include Cultural Days, Sports Day, Disney Day, and Red-White-and-Blue Day. In addition, students may dress in school t-shirts and hats for Spirit Day. SGVTC students are periodically invited by the agency's director to provide input on how these activities contribute to their self-confidence and connection with their school.

High School Referral does not offer student activities because students enrolled are encouraged to participate in activities at their home high school.

Student participation in Adult Diploma activities is tracked through the use of attendance sheets, informal feedback, and event-specific surveys. While anecdotal records are also created, there is a need for Continuing Education to create formal procedures for collecting, compiling and evaluating student participation in activities.

Service learning and volunteerism is valued in the ESL program as a way of connecting students to the campus and local community. Some of the events that are student-driven include the ESL Blood Drives, the ESL Thanksgiving Food Drives, and the ESL Scholarship Snack/Drink Sales that are held on a regular basis. These events allow students to practice their language skills while serving their community and their peers in meaningful ways.

**C2. Parent/Community Involvement Criterion:** The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

The Continuing Education Division is committed to serving the communities in which it is located. Involvement with community-based groups that connect the school with the larger community is one of the strengths of the programs. For example each spring the Learning Language Center (LLC) hosts Covina Valley's Spanish Advance Placement testing. The LLC is also the Computer-Assisted Testing Station (CATS) Site which hosts tests for the Federal Aviation Administration, Chiropractic State Boards, and National Exercise Training Association State Boards. Anyone can learn about the LLC from the CATS website. LLC is often a beta test site for new software so that publishers can make changes based upon communication from the LLC to ensure that students receive cutting edge technology.

The Parent Education program maintains frequent contact with city and community agencies and has established agreements with organizations regarding facility usage. In addition, through field trips and guest speakers, staff and students keep involved in the community. Similar to Parent Education, 96% of Older Adult program (OAP) classes are held off campus at community facilities. The OAP supervisor has facilitated formal relationships and facility agreements with community agencies throughout the districts.

Collaboration with local districts is evident in many Adult Basic Education outreach activities. High School Referral information is disseminated to local school districts at an annual High School Counselor luncheon and at the High School Outreach annual Principal's Breakfast. In addition to disseminating information during the various outreach events mentioned above, the High School Referral staff also use the opportunity to get feedback from local school districts on trends and plans for the future that will enhance the program offered. This is supplemented each fall by a HSR program overview letter sent to the leadership at individual public schools to foster communication and knowledge about how Mt. SAC Continuing Education programs can provide essential support services for high school students.

All Short-term Vocational programs work with industry-specific Advisory Committees from the community. These Advisory Committees meet regularly and provide information on industry trends and changing curricular needs. Major changes to STV courses must be accompanied by Advisory Committee minutes in order to be approved by the College and the Community Colleges of California Chancellor's Office.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

Continuing Education uses career days and professional speakers to connect students with local community resources and to introduce them to occupations with a focus on education and skills needed for success in the workforce. ESL sponsors a Career Conference and Adult Diploma sponsors Career Days during the spring semester, where speakers from local businesses or organizations as well as guests from credit programs come to classrooms and visit with groups of students to educate them about future career opportunities. Specifically, Industry Manufacturers Council is used as a resource for speakers and business partnerships along with other community connections made by staff members. Other speakers are welcomed throughout the year as available or requested. Professional speakers in the past three years have included firefighters, police officers, dental hygienists, nurses, instructors, community activists, and other community professionals.

Job fairs offer an opportunity for students to inquire about job opportunities within the community. Community businesses make themselves available for students to submit resumes, apply for jobs and acquire information about specific positions. These are held by the College throughout the year, making it convenient for students to get updated information and establish contacts within the community. Continuing Education students are encouraged to attend.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the expected schoolwide learning results (if developed), and content standards.

A number of strategies are employed to educate and involve the community in understanding the Continuing Education Vision, Student Learning Goals, and course outcomes. Communication occurs through community mailings, links on the Mt. SAC website, program websites, press releases, advisory boards, participation with shared government groups on campus, outreach to area high schools, Mt. SAC newsletters, and program newsletters.

Each program uses a combination of methods to connect with the community. For example, the Health program sends monthly newsletters to community high schools, emails high school coaches regarding course offerings, and uses Mt. SAC's marquee on the corner of Grand and Temple to advertise noncredit health courses. ESL reaches out to the community by posting information on their website in various languages, presenting their services to other departments at Mt. SAC, and participating on graduate program advisory boards for local Teachers of English to Speakers of Other Languages (TESOL) training universities, Azusa Pacific University and California State University, Fullerton.

Adult Diploma, ESL, GED and High School Referral programs communicate the connection between the school purpose, Student Learning Goals and course outcomes through orientations for new and prospective students and their families. New student orientation is perhaps more important to High School Referral than any other program due to the need to inform and educate sometimes skeptical parents as well as prospective students while building a strong personal relationship from the start. Adult Diploma and High School Referral staff do outreach to local schools and other agencies to build rapport. Counselors from AD have visited local school districts, detention camps, and other facilities to introduce students and staff to the benefits of both Adult Diploma and the GED programs while HSR staff share course outlines with partner districts and counselors to establish the quality of the program offered.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

In Continuing Education, students are the “community,” with the majority of students registering as adults, at the age of 18 or older. There are many ways in which Continuing Education students are involved with the learning process. Often this happens through requests for specific classes to meet their needs. Similarly, the Older Adults Program responds to requests from the Directors of off-site facilities, such as retirement centers, in determining which classes to offer there.

Sometimes the involvement with the community is initiated by Continuing Education. For instance, ESL has worked with community senior facilities in service-learning projects. Other times, the interaction is sought by a national community. One example is that publishers occasionally ask to work with the LLC as a beta test site for new software so that they can make changes based upon feedback from students, faculty and staff.

At times, parents are asked to participate in the learning process. For example, the High School Referral program includes parents and guardians in the orientation so that there is a relationship from the beginning. Then, as needed, parents are contacted by school personnel and instructors to support student learning. They are encouraged to be actively involved in their child’s education and are provided with school contact names, phone numbers, and email addresses in order to do so. Although the vast majority of Adult Diploma students are already over the age of 18, some are still wards of the state or are involved in the legal system. In such cases, information may be provided to case workers or law enforcement officials in order to involve such persons in monitoring and implementing the student’s academic plans.

Comment on how parents have access to school personnel regarding all concerns.

The culture of Continuing Education is built on a foundation of service to community members and students. There is an open door policy for interactions by staff, instructors, counselors, managers, directors and administrators to support community members and parents when problems or issues arise. Great care is taken to provide confidentiality when addressing concerns that are brought forward. For Adult Diploma and High School Referral, community members are free to contact any staff member with their general questions or concerns, however any information regarding specific students is limited unless the student in question is under the age of 18 (as is typically the case in High School Referral, for parents or legal guardians) or has a waiver of confidentiality on file.

Face-to-face contact between the student and staff is encouraged when problems or conflicts arise. If not possible, staff members can be contacted by students and parents via Mt. SAC email or on-campus telephone extensions. All email and on-campus extensions are available to the public through access to the Mt. SAC website. Instructors are also available after class. If a student needs more assistance they are referred to the instructor's immediate supervisor. Those issues not resolved are referred to the Director of the program or the Dean of Continuing Education. The formal chain of command extends to the Mt. SAC President's Office where comment cards are maintained and inquiries receive a prompt response.

In small, student-centered programs such as Parent Education, systems of communication are more informal. Staff is readily available for any student issues, concerns, program input, and College offerings. This is made evident by input gathered from parents at the beginning and end of each semester. Students desiring to address issues in a more formalized way may begin by contacting the faculty's voicemail box or by calling the program office to request individual attention.

The community surrounding Continuing Education at Mt. San Antonio College has several options for submitting formal input regarding the school's planning and further development. Not all of the programs have established formal methods for this type of communication but every program certainly welcomes input. The Board of Trustees for Mt. SAC also plays a role in collecting such input by welcoming the public to express their thoughts and opinions at public meetings held once a month. Comments are taken into consideration and if warranted the information is passed along to the appropriate programs or the Dean of Continuing Education.

The ESL Program communicates information regarding its program through an ESL website, local newspapers, press releases, general ESL meetings, the ESL monthly newsletter and calendar, a VESL Open House, and classes such as Citizenship Preparation. ESL also utilizes the electronic marquee located at Grand and Temple at the southwest corner of the College for communication with the community.

The San Gabriel Valley Training Center, a partner in the Developmentally Disabled program, distributes surveys to parents, referring agencies and employers. All returned surveys are evaluated for their information. Additionally, it has established an advisory group which includes partners, regional centers, and students' parents. Advisory meetings are a forum to discuss the program's purpose, objectives and overall progress. A grievance process is in place for students or parents who have concerns with the program.

The Short-term Vocational program makes use of the Advisory Committees, elected officials, the Board of Trustees, and environmental scans to gather input from the community. Of course the local bond issues are probably the means by which the community has the most power to help Continuing Education plan for the future. This includes expanding and developing programs and building facilities which are welcoming and can accommodate an ever growing student population.

In an effort to continue developing formal communication structures with the community, GED/Adult Diploma program plans to convene an advisory board beginning in winter 2009. Community representatives including private business, law enforcement, Mt. SAC staff, and government agencies will be invited to participate as members of this advisory group.

Describe how the school regularly communicates to parents and other stakeholders.

The school regularly communicates with stakeholders through PIE, AUOs, SLOs, and outcome managements reports. Mt. SAC formally distributes information to the community through annual reports and the schedule of classes which is delivered to residents of the district. This information can also be accessed through the Mt. SAC website. Also made available to stakeholders are the course catalogues, various mailings and newsletters that outline specific programs, resources and offerings. Liaison lists are also updated annually to facilitate communication throughout the year.

Situated at the corner of Temple and Grand Ave. is the Mt. SAC marquee. The marquee runs 24 hours a day and communicates pertinent information from recognition of new employees to important dates and deadlines. City brochures are posted throughout Continuing Education. Additionally Continuing Education brochures and catalogues are available at community locations within the district boundaries.

## Category D Resource Management and Development

**D1. Resources Criterion:** The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results.

Attach a copy of the school's annual budget.

Does the school have sources of income other than tuition?

Yes. Explain: Sources of income include state apportionment based on student full-time equivalent attendance, and categorical funding obtained through state, federal and private grants.

Are scholarships available?

Yes. If so, describe. Scholarships are available to ESL and Adult Basic Education students matriculating to credit.

What percent of the school's operating cost comes from student tuition?

As specified in California Education Code for noncredit adult programs, Continuing Education does not collect tuition. Materials fees are collected for a minority of courses in which students receive specific items to take home, such as workbooks, ceramics, and food.

Describe the school's policy on tuition refunds. How is this information communicated to students and the school community?

Not Applicable

What percent of the school's yearly budget is spent on salaries and benefits?

Approximately 97% of the Continuing Education budget (district, categorical funding, and grants) is spent on salaries and benefits.

What dollar amount is budgeted (current year) for textbooks and instructional materials per student?

Textbooks and other instructional materials account for about 1.4%. The issue of expenditures per student on textbooks and other instructional materials is not applicable to a community college continuing education program since the great majority of students are adults who purchase their own textbooks, as do college students in credit programs. In the high school programs, textbooks are provided on a loan basis. Enrollment in all programs is on an open-entry, open-exit basis, enabling flexibility in serving adults according to their need and allowing for greater enrollment numbers than in a closed system. However, these factors further complicate any attempt to calculate instructional material expenses per student.

Written procedures for acquiring and maintaining supplemental instructional materials exist at various levels within the school organization. Part-time faculty receive an orientation within the program that hires them; the orientation includes procedures for acquiring classroom sets of textbooks, instructional supplies, audio-visual resources, technology, and other classroom aids. In most programs, instructors may submit simple forms requesting materials. A checklist of stock materials from the college warehouse is available at multiple locations in the programs and on the campus at large; these forms can go directly to the warehouse without managers' approval. The program managers oversee an electronic preparation and approval of requisitions for purchase of books and other supplies that are not available through the warehouse. These requisitions go through the Continuing Education Dean for final approval. The College has established a formal process for annual review and scheduled replacement of instructional and non-instructional technology equipment. Eighty-five percent (85.03%) of staff surveyed in Fall 2008 were satisfied or very satisfied with the current instructional resources, and less than six percent (6%) indicated dissatisfaction. While there is some need for improvement in the communication of policies and procedures for acquiring instructional materials, the survey does indicate that despite the challenges, students and staff are accessing the resources they need for learning.

What percent of the annual school budget is required to be placed in reserves?

Mt. SAC has a long history of sound fiscal management. The College has a Balanced Budget Policy and a 10% Unrestricted General Fund Reserve Policy, which have resulted in a current year-end reserve balance of at least 10%. The College's budget planning process follows Board Policy 6200, Budget Preparation. This policy includes two major requirements: a balanced budget, which means total income is equal to or greater than total expenditures, and a General Fund reserve balance of at least 10% of expenditures. The purpose of the Board policy is to assure the ongoing fiscal health and stability of the College (See Board Policies, Chapter 6, Section 6200 and [http://www.mtsac.edu/administration/trustees/policies/bp\\_complete.pdf#bp6](http://www.mtsac.edu/administration/trustees/policies/bp_complete.pdf#bp6))

State the school's policy on financial audits and indicate how frequently audits occur?

The College is required to contract with an independent Certified Public Auditor by April 1st of each year. The audit is conducted in accordance with generally accepted standards applicable to financial audits contained in Government Auditing Standards. These standards require that the independent auditor(s) obtain reasonable assurance that the financial statements are free of material misstatement. The audit includes examining, on a test basis, evidence supporting the accuracy of the College's financial statements and accounting practices. In addition, separate audits of categorical funds are conducted as specified by grant requirements.

The Fiscal Services office of Mt. SAC records and manages the funds of the College while ensuring proper internal controls and separation of duties. As part of the annual audit, the independent external auditors examine the College's processes and procedures to validate effective internal controls. As stated in California Education Code Section 84030, Mt. SAC is required to present its financial statements in accordance with generally accepted accounting principles (GAAP) and the California Community Colleges Budget and Accounting Manual. The objective of the manual is to provide a uniform fund-structure, revenue and expenditure classifications, and other accounting procedures for consistent and comparable reporting of financial data. (See California Community Colleges Budget and Accounting Manual).

**D2. Resource Planning Criterion:** The governing authority and the school execute responsible resource planning for the future.

Describe the long-range plans that are in place for the future development of the school, such as financial development, new or remodeled buildings, additional curricular and co-curricular offerings, etc.

Continuing Education, as a division of Mt. San Antonio College, participates in a cyclical update of the college Educational Master Plan as described in Criteria D1. The most recent revision of the Educational Master Plan began during Fall 2008 with scheduled completion in Winter 2009 following approval by Mt. SAC shared governance committees and the Mt. SAC Board of Trustees. Based on College data, College leadership and input from Continuing Education leadership, it is anticipated that the plan will include the following components:

- Relocation of Continuing Education Division administrative offices to a new permanent building
- Relocation of 8 remaining ESL classrooms, 1 computer lab, and the Older Adult Program from modular trailers into the Continuing Education permanent building
- Relocation of Adult Basic Education classrooms from old modular trailers into the 8 classrooms vacated by ESL; these modular units were new in 2006 and remain in good condition.
- Relocation of the Language Learning Center into a new college Learning Technology Center (included in Bond Measure RR, passed in the November 2008).

In addition to the College Educational Master Plan, the Continuing Education Division revises its long-term three year plan on an annual basis through the College Plan for Institutional Effectiveness (PIE). The current plan was developed in response to needs identified through the initial application WASC process and focuses on major goals that impact instruction as well as student services.

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

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

Goal 3: Increase effectiveness and consistence of communication among stakeholders.

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

Embedded within each of the above goals is a professional development component to support staff in effective implementation of the division vision. Specific tasks, Student Learning Outcomes, Administrative Unit Outcomes, and other Strategic Actions further define the action plan and are specifically linked to the appropriate Continuing Education goals as well as the College goals. All plans are documented through the College Plan for Institutional Effectiveness (PIE) process and include dates of task completion, assigned units, assessment measures, and use of assessment results.

The resources of the Continuing Education Division are provided under the authority of Mt. San Antonio College, which receives most of its financial support from state apportionment. As a result of California Senate Bill 361, instructional programs that qualify as “Career Development or College Preparation” became eligible for an enhanced apportionment rate upon completion of a rigorous approval process through the California Community College System Office. Continuing Education programs that have achieved CDCP status include Adult Basic Education, ESL, and Short-Term Vocational Programs. The intent of SB 361 is that the enhanced apportionment funding will be used by the College to increase district support for sequences of courses serving adult and secondary students in these programs. Continuing Education anticipates that its district budget for instruction and student services will be given some priority in College increases when the state budget allows. Decisions will be guided by the Educational Master Plan discussed earlier.

How are stakeholders informed of the present and future resource needs of the school?

The Continuing Education planning process is ongoing throughout each school year and involves all managers as well as a variety of faculty and classified staff. It begins with Continuing Education program evaluation of progress toward existing student learning goals as measured by Administrative Unit Outcomes (AUOs), Student Learning Outcomes (SLOs), and Strategic Actions. Decisions are made based on results of these evaluations, and revised or new AUOs, SLOs, and SAs are formed. Progress on existing goals is monitored through the web-based TracDat software to enable faculty, staff, and managers to conveniently update the defined SLOs, AUOs, and SAs as progress is made. This enables the division to access an up-to-date progress report throughout the year. In addition to this ongoing process, Continuing Education division leadership schedules focused discussions twice a year, in early fall and spring. Fall discussions follow the collection of student profile data including demographics and program outcomes gathered with the help of the College’s Institutional Research department. Collected data drive planning for the instructional year with consideration given to need for change in the long-term plan. Spring discussions focus on finalizing the annual PIE, which documents the year’s progress and outlines division focus for the following instructional year. This is submitted in late spring to the Vice President of Instruction for inclusion in the Instruction Team submittal to the College President. As goals are established through this PIE process, adequacy of resources is evaluated and the need for resource augmentation is identified. As resources become available, the VP presents funding opportunities within the Instruction Team, allowing for the prioritization of programmatic needs to be discussed and determined by the VP with Division Deans’ input. Once the resource allocation is finalized, directors and department heads can begin to utilize the monies to the betterment of the department or program.

The College’s budget planning process follows Board Policy 6200, Budget Preparation. This policy includes two major requirements: a balanced budget, with total income is equal to or greater than total expenditures and a General Fund reserve balance of at least 10% of expenditures. Mt. SAC fiscal policy assures the ongoing fiscal health and stability of the College. Through an internal process of communication a Budget Committee makes budget recommendations to the President’s Advisory Council (PAC), who represent the campus at large. PAC then makes recommendations to the President of the College, who in turn provides this internal information to the Board of Trustees.

External information and research that assist in the determining the College's resource plan are provided by the Mt. San Antonio College Foundation. The Foundation is an independent, nonprofit corporation created exclusively for the benefit of the College and its students. Created in 1967, the Foundation supports the College by raising funds for student scholarships and other unfunded needs as identified by the College. Through the leadership of its Board of Directors, alumni, and friends, the Foundation has long taken an active role in helping to support Mt. SAC in its mission to provide quality and affordable education for its students.

The Board of Trustees understands the value of community support and input in the College's long term planning process. Budget decisions are guided by the institutional mission and the priorities that result from College planning. The Board's legal responsibilities include considering annual budget recommendations prepared by the President and consequently adopting the annual budget for the district; advising management of matters of capital outlay with special reference to buildings, major improvements, and equipment; and establishing the necessary policies to assure proper accounting of receipts, disbursements, and balances. Budget and expenditures are carefully monitored and Quarterly Financial Reports are submitted to the Board of Trustees. Budget development worksheets are completed by managers twice during the fiscal year. The adopted Budget is widely distributed on the campus and is available to the public upon request. (See Board Policies, Chapter 6, Section 6200)

Throughout the fiscal year Continuing Education leadership accesses Banner Software reports which reflect current expense activity compared to budget, with account balances. This information can be searched according to a variety of parameters. Continuing Education managers and supervisors may also request specific support from the College's Fiscal Services staff, which can provide detailed reports or allow access to existing printed detail reports, such as payroll, when appropriate and necessary. There are both formal and informal communication processes occurring on campus and each has an important role to play in institutional planning. Faculty meetings, staff meetings, Board meetings, committee meetings, Academic Senate meetings and the President's open office hours are all arenas where open dialogue regarding use of resources occurs.

The College seeks to minimize the negative effects of state funding fluctuations by utilizing internal and external information sources to identify additional resources. Categorical funding is used in all programs to provide supplemental student services. Additionally with support of the College Grants office, Continuing Education actively seeks grant opportunities to initiate new services as well as bring innovation to the current programs. Grants received in the past three years include WIA Title II, Career Advancement Academies and California High School Exit Exam Preparation. These grants have enabled the school to expand in a variety of areas including additional vocational training in high demand fields and new equipment and technology infrastructure in all programs. In addition, to significantly improve aged facilities, a major effort was expended to get a \$221 million general obligation bond (Measure R) approved by District residents in November 2001. The passage of Measure R originally provided the College with funding for the complete build out of the Facilities Master Plan, which included a new ESL building; however, spiraling building costs since then caused the postponement of a permanent structure for Adult Basic Education and the cancellation of several projects on the original list. In Fall 2008 the College went back to the public requesting an extension of Measure R for three additional years, which would provide funding for remaining projects as well as newly identified needs. This new bond passed by nearly 70% of the District voters. It is anticipated that Continuing Education needs will be considered as the plans move forward. The College works with a Citizen's Oversight Committee to manage the funds aggressively and to foster healthy public communication. (See Citizen's Oversight Committee and Facilities Planning 2001-2020, Section IIIB)

With the current significant State funding deficit, the President has initiated a dialog with Continuing Education and throughout the College regarding current expenditures and future fiscal stability. The school maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional planning.

## Part IV: Admission Procedures and Records

What are the entrance requirements to the school?

Continuing Education noncredit classes are open to all California residents, eighteen years and older. Additionally, the Mt. SAC Board Policy permits Continuing Education to enroll, “secondary school students and other under age special admit students who are able to demonstrate their ability to benefit from a community college education and who meet specified admissions and enrollment criteria.” Students under 18 can be enrolled on an individual basis, must be of high school age, and have written guardian and high school approval to enroll. (See Mt. SAC Board Policy 5010).

Parent Education students are community members who are seeking to acquire additional parenting skills in a parent-child participation preschool. Any parent with a pre-school aged child, 5 years or under may attend the class. They may attend with one or more children.

Individuals in the Developmentally Disabled education program are referred to classes by state and community agencies. These students do not apply for entrance on their own but receive assistance from the referring agencies.

Describe the admissions procedures used by the school.

Continuing Education maintains an open admission policy which provides opportunity for students to begin classes at any time throughout each term. Initially all students complete a short registration form which provides the school with student personal contact information. This documentation serves as the admissions requirement for the Developmentally Disabled, Health, Language Learning Center, Older Adult, and Short-Term Vocational programs. Students seeking entrance into these programs can register and attend open classes immediately upon completion of the Registration Form. Parent Education students who wish to enroll in open classes must be the parent or legal guardian of a child under the age of five. After completing the Continuing Education Registration Form and prior to beginning classes, Parent Education students are required to pay a materials fee.

Students planning to enroll in Adult Basic Education or ESL must meet additional requirements which include assessment and orientation processes. Registration, assessment, and orientation services take place at the program locations, enabling students to have an easy transition into classes. Additionally the high visibility and introduction of student services at the initiation of the learning experience encourages student access as they work toward meeting personal educational goals.

To be eligible for enrollment in the Adult Diploma program, students must be eighteen years old, within sixty days of their eighteenth birthday, passed their expected graduation year, or be a teen parent. There are five key steps in the Adult Diploma Program admission and enrollment process: 1) Orientation 2) Assessment 3) Purchase Mt. SAC Identification Card 4) Counseling appointment and 5) Begin class. Orientation for students entering the Adult Diploma program is offered twice weekly in the Adult Basic Education Center, by appointment. In order to accommodate as many students as possible two orientation sessions per week have been set, one in the evening and one in the morning. Prospective students under the age of 18 are required to do a one-on-one orientation with a parent. Appointments can be made by phone or in person in the high school office. When the appointment is scheduled, it is requested that students bring their most recent high school transcript. These transcripts are turned in at the time of the orientation and forwarded to a specialist who evaluates all transcripts. Only courses earned at an accredited high school or adult school, college or training program are accepted. The transcript is then translated to a Preliminary Credit Check (PCC) that indicates the requirements necessary for a student to earn a Mt. SAC high school diploma. The PCC will become a Graduation Contract, once all official transcripts have been received. The Graduation Contract is signed by the student and counselor as verification of remaining requirements. Once completed, the PCC and Graduation Contract are stored in the student's file, along with the student's enrollment forms that have been completed during the orientation. Immediately following orientation, AD students are encouraged to take the reading component of the Test of Adult Basic Education (TABE) and the CASAS exam. However, they may opt to "walk-in" at a later date to test at time of their choice. Appointments are not required to take either test, though students may not begin classes until the TABE Reading test has been completed. Results are available within one day. Following the TABE assessment, students are directed to the High School office to schedule an appointment with a counselor. At this appointment, the counselor and student complete several tasks: review of the student's PCC & TABE scores, development of an educational plan, discussion of career and educational goals, discussion of challenges that pose an obstacle to the student's success, decision on a class to begin, completion of a registration card for the class in which they will enroll, and introduction of the student to the Adult Diploma classroom. Prior to beginning coursework, AD students must obtain a Mt. SAC Student Identification Card to be used for daily access to textbooks and other instructional materials.

The Adult Diploma program also does outreach to high school seniors who are at-risk for not earning credits at their home high school. With parent approval high school seniors may be concurrently enrolled in high school and the Adult Diploma Program. These students must attend an individual one-on-one orientation with an AD counselor and a parent or legal guardian. Following this orientation, the same admission and enrollment procedures apply with the exception that the student attends their comprehensive high school during regular school hours and attends the Adult Diploma Program only in the evenings.

Students enrolled in the General Education Development (GED) Preparation or GED Distance Learning program are seeking to earn their California High School Equivalency Certificate. In order to prepare students to successfully pass the GED test and earn this certificate, the GED/GED Distance Learning Program, the Adult Basic Education's policies involve not only class attendance, but interaction with faculty in order to properly assess an individual student's skills and needs. For this reason the GED/GED Distance Learning Programs offer orientation sessions twice a week, once in the morning and once in the evening to accommodate different students' schedules. Individual orientation is held for GED Distance Learning students which aligns with the program's case management approach. Students sign documents to establish they understand the program's policies and requirements. These include: registration card(s), policy and procedure guidelines, GED brochure, class hours, attendance policy, Mt. SAC standards of conduct, career counseling information, procedures for obtaining a Mt. SAC ID card, campus map, parking information, testing information, assessment referral, assessment record, case note tracking sheet, student profile, and high school transcript request. Following the orientation students' basic skills are assessed on the GED Reading Pre-test and CASAS testing. Based on their GED reading pre-test scores students do one of two things. If their score is above 450, they continue on to complete science, social science, math and writing pre-tests. If the student score is low the student will begin working on those content areas in which they are struggling. The lab staff and instructors are able to identify these gaps by using a strike sheet based on their pre-test. Students may then begin reviewing for the GED using computerized GED Preparation software, classroom instruction, or GED preparation textbooks. Results are available immediately so that a program of study can be tailored to students' assessed needs. After testing, students meet with faculty to create an individual learning plan in order to set student learning goals as well as any post-program plans. Students unable to attend classes at the ABE Basic Lab are provided the opportunity to complete a GED Distance Learning Program. These procedures are designed to help students reach their program goal, which is to ultimately pass the GED test.

The Adult Basic Education Center also provides training to community members receiving unemployment insurance (UI) through Employment Development Department (EDD). This includes California Training Benefits Program (CTB), Workforce Investment Act (WIA), and Trade Adjustment Act (TAA) recipients. The EDD claimant interested in training at Mt. San Antonio College must meet with the Adult Basic Education (ABE) educational advisor prior to commencing training. During the educational advising session, the prospective student is provided the EDD California Training Benefits Fact sheet, which is reviewed while in session with student, and the procedures and requirements pertaining to the training program of choice. Program information includes attendance requirements, registration process, description of instruction, and tour of training area if applicable.

Students who seek to earn credits through the High School Referral (HSR) program in the Adult Basic Education Center are required to be concurrently enrolled in a high school and provide a signed referral from a counselor or school official and a parent. These students are minors and must be accompanied by a parent or legal guardian to an orientation which is available four times per week, by appointment only. During orientation the student and parent or legal guardian are provided with program requirements, complete a registration form, fill out an emergency contact card, and sign a statement regarding program guidelines. Prior to beginning coursework, HSR students must obtain a Mt. SAC Student Identification Card which is used for daily access to textbooks and other instructional materials.

ESL utilizes a managed enrollment system in which new ESL students are welcomed in the Language Center where they receive assessment, program requirement review, and registration in a “one-stop” 2-3 hour enrollment session; these are scheduled on the same day each week and are available several times throughout the day and evening. Students do not need an appointment and are served on a first-come basis. Orientation information is available in multiple languages in print, on the web, and in person. Using assessment data immediately available from the ESL Computer Adaptive Placement (ESL-CAP) Test, the students’ ESL level placement is determined and the student is either registered into an open class or is placed on a first-come, first-served waiting list. Students on the waiting list are immediately referred to the Language Learning Center where they can enroll in a computer based English language development program until room in an ESL class becomes available.

The ESL-CAP test, which is used to place new ESL students into appropriate level classes, went through a very rigorous validation process through the California Community Colleges Chancellor’s Office. As part of that process, instructors as well as students provided analysis and feedback on specific test items. Drawing from their native cultures, students were particularly helpful in evaluating items (questions and scenarios) for cultural bias or disproportionate impact. Additionally, consequential validity of the ESL-CAP test was determined in part through surveys of instructors and recently-placed students. These two processes (assessing consequential validity and evaluation of new test items) are ongoing, with input from instructors and students, as new items are added to the test.

The College is organized for the purpose of creating and maintaining a positive “environment for learning”. Student conduct is governed by a code reflecting this purpose. The policy is based upon standards of personal honor, integrity, fairness, and respect for civil and moral law. Copies of the Student Discipline Policy are available at the Student Life Office and at <http://inside.mtsac.edu/forms>.

How are permanent records/transcripts secured against fire, theft, etc.?

Permanent records for Mt. San Antonio College have been maintained in a mainframe database, ICCIS, which is backed up three times a day to ensure security against fire and theft. Noncredit student information in this database includes records of student enrollment, assessment scores, enrollment history, and positive attendance in Continuing Education courses. Additionally, personal student information is recorded and can be aggregated by program and Division through the use of the College Data Warehouse. Noncredit data reporting has been very limited until the last year. The ICCIS system does not currently include a noncredit transcript feature, which has made it difficult to track student outcomes. ABE and ESL program directors, in particular, along with coordinators of the other noncredit programs, have worked with the Continuing Education Division office to assess student outcomes in their particular programs. In addition to basic data on class success and certificate completions, all programs have developed, tracked, and reported student learning outcomes using the college's electronic resource, ePIE. Additionally, Adult Basic Education and ESL programs have developed a combination of manual and computer database systems to keep track of this student outcome data.

The ESL database has evolved over a period of six years and is sophisticated with secure service providing limited access within campus and no access outside of the campus firewall. Old and inactive records in this system continue to be maintained electronically and all essential data is duplicated into the ICCIS system. The ESL database is backed up daily. Some paper records are also used in the ESL program. Once students have exited the program, these paper records are transferred to the Mt. SAC warehouse where they are kept for five years and then shredded. Great care is taken to ensure the security of all personal student information.

ESL also has portfolio assessment. A portfolio folder for each Level class student is created upon entry into the program. Each folder contains only the name of the student and his/her birth date in order to identify students, e.g. occasionally father and son with the same name are in the same class. No student ID numbers are recorded in the portfolios. Portfolio folders are kept in closed file cabinet drawers in the classrooms, under faculty surveillance, and used throughout the semester. At the end of each semester, portfolios are returned for cabinet storage in the ESL Instructional Support Office. In the highest program level, Level 6, students are given their folders as they exit the ESL program. For continuing students, portfolios are re-distributed to their new instructors for in-class use, thus providing a history of academic progress. Portfolios that are dormant for two semesters are shredded in order to maintain security and manage the volume of folders.

Student records, including student grades, assessments, transcripts and certificates, in Adult Basic Education/GED, Adult Diploma, and High School Referral programs are maintained both electronically and through paper files housed locally within each program. Local electronic databases are housed on a shared file, with limited staff access through password protection. These databases are backed up at two a.m. daily onto the College server which is housed in a separate building to ensure security against fire or theft. Additionally, important documents such as records of student high school transcripts are housed in locked cabinets. Documents contain Mt. Sac ID numbers, not Social Security numbers. One year after a student exits from an ABE Center program, important documents from the paper files are scanned into online software, Hershey, for permanent security. Hershey access is limited to approved staff members and is password protected. Should a student return to the program after his or her paper files have been destroyed, pertinent information may be printed from Hershey and placed in the returning student's folder. Once paper files are scanned, they are shredded.

Case notes for EDD students participating in training at Mt. SAC are made by the educational advisor regarding the prospective student's work history, EDD unemployment insurance status, and program of choice. The case notes are placed in a student file and kept secured in the ABE office. The educational advisor also records each student appointment on a hard copy spreadsheet for student tracking. The spreadsheets are submitted monthly to ABE staff for data entry into the ABE database.

Short-term Vocational course completion and certificates are maintained in paper files and secured in the Continuing Education Dean's Office. Until recently there was no security against fire, nor a system for these records to be kept electronically. Beginning in the 2008-09 school year, changes in the paper system are being implemented to address these needs and completion records are being recorded onto electronic spreadsheets which are backed up on a Mt. SAC server.

There is an ongoing effort within Continuing Education to update methods for recording and accessing current student records in a consistent manner across all programs. Last year, Mt. SAC I.T. worked with noncredit to develop uploads of critical student data from the noncredit systems into ICCIS to include these data in the MIS upload. These uploads will continue until the anticipated noncredit student transcript is implemented in Mt. SAC's new Enterprise Application Software system, Banner. The target implementation date for the noncredit transcript to be live in Banner is July 2009.

The only permanent records for Parent Education students are attendance records, which are stored in the College's mainframe ICCIS. Semester assessments of progress are returned to the parents at semester's end.

Developmentally Disabled student attendance records are also recorded in the ICCIS system. CASAS records are stored in a locked cabinet and shredded annually. Electronic records are reported annually and stored in an electronic file with only designated staff access. Assessment and progress records are maintained and owned by State and County agencies.

Student discipline records for all Continuing Education programs are kept in the Student Life Office. Copies of these records are locked and secured in the main office. In order to view these files, staff must request and permission must be granted from program directors.

Through analysis of Continuing Education record systems it has become clear that paper files need to be secured in a fire proof cabinet. Additionally, leadership has revised the Plan for Institutional Effectiveness to include a goal focusing on the development of a comprehensive student data system with structures in place to track, assess, and report student access to services and learning outcomes.

If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

If at any time in the future the Continuing Education Division at Mt. San Antonio College is discontinued, permanent student records and transcripts as well as digital records in the Hershey system will be transferred first to the College Admissions and Records Office and then to another community college institution to manage. Any student records which were not considered essential would be destroyed so as not to be stolen or accessed. At this time students are not routinely informed of this plan, but future communications are being developed to address this need.

## Part V: Major Achievements/Accomplishments

Develop a list of major achievements/accomplishments (within the past three years) of students.

Over the past three years Continuing Education students throughout the division have shared their achievements with staff. These accomplishments have come in many forms which mirror the breadth of courses that are offered to students. Student success stories are outlined below by program to highlight the positive impact that education through Continuing Education has provided to students individually and to the community as a whole.

### Adult Diploma

- The number of average annual graduates has increased from 24 to 44 over the past three years.
- The Adult Diploma program seeks to support and recognize its graduates each year at a ceremony in which diplomas are conferred and achievements of students are highlighted. Each year graduates who have overcome personal obstacles and are achieving academically are presented a Student of Achievement Award. The recipient for the Adult Diploma Class of 2008 was Arik Vasquez.
- As students transition from the Adult Diploma program to higher education, the Building on Excellence Scholarship has provided three college-bound students per year with a financial scholarship towards beginning their next phase of education and training. Each student who applies and wins is given a \$500.00 scholarship to use towards their college education only. The Building on Excellence Scholarship is connected to the Mt. SAC's scholarship program so that all students who apply to the Building on Excellence Scholarship will have their names included automatically to ALL scholarships that Mt. SAC offers. The Adult Diploma student scholarship winner for the Class of 2008 was Joseph Russo.
- During each fall and spring terms Student of the Month awards are given to outstanding students who are progressing through the Adult Diploma program. These recipients have demonstrated regular attendance, excellent grades and are completing coursework at a competent pace.

### Adult Basic Education / GED Program

- Over the past three years 272 students have successfully passed the GED test and have earned a California High School Equivalency Certificate.
- As part of the services offered in the GED lab, students interested in applying for the military complete ASVAB test preparation. In most cases, Continuing Education does not receive records of ASVAB scores because students take the exam off-site. One example of an ASVAB

success story was Fernando Rodriguez who obtained a score of 49 on the ASVAB and proudly shared this information with his teachers.

- Many of the Adult Basic Education students have successfully transitioned from training and coursework in the lab to job placement success. A few examples include: Kathleen Montfort is employed at CSU Pomona, Daria Nunez was recently accepted into Pitzer College, one of the prestigious Claremont Colleges; Dorene; Holm became an interpreter for the deaf; Rosita Castellar, Abbey Howell, Becky Aguila, and Rebecca Rios are now employed at Mt SAC; Joel Beers has had his art exhibited at several galleries; Osayuwa Edigin is employed as a CNA; and Jose Castro is employed in the air conditioning industry. These students specifically returned to ABE to share their achievements and thank their teachers.

## ESL

- The ESL student services team ensures that students whose goal is to transfer into credit programs have adequate information and resources to facilitate the process. From 2005 to 2008, a total of 532 ESL students transferred into credit and registered in at least one credit course

- The ESL Scholarship is a collaborative effort between students, faculty, and staff. The goal of the scholarship is to award three ESL students who have transferred and three ESL students with clear goals to transfer into credit with a \$500 award for textbooks and other school-related expenses. ESL Scholarship recipients for 2007-08 academic year are the following students:

- o Adrian Santos, who arrived in the U.S. four years ago “seeking financial opportunities,” is graduating in 2009 with an A.S. in Electronics and Computer Technology.

- o Several recipients have declared educational plans in nursing. Feng Ying Lin, from Taiwan, is studying Medical Assisting with educational plans to enter the Registered Nursing program. Grace Kim is currently in a certified nursing assistant who is wants to “become a registered nurse and help others in need.” Haoning Son, from China, is entering her second semester as a nursing students with a goal of becoming a nurse practitioner.

- o Jing Lin and Lanting Wei are pursuing a career path in business. Jing Lin expressed a “lifelong passion for the field of business” and plans to earn a Bachelor’s degree in Business Economics and a Masters degree in Business Administration.

- Many Vocational ESL Graduates have gone on to establish successful careers in the community. Several of them have contributed their biographical information in order to inspire and motivate new students in the program:

- o Beatriz Cruz: Being in VESL helped me find an excellent job as a sales person at

CitiFinancial. I was able to apply the knowledge I acquired in the program... These skills helped me become a top ranking sales representative in a region of a 108 employees. Two years after I started working at CitiFinancial, I became an assistant manager.

o Elvia Valente: VESL helped me in many ways. First, the classes taught me how to prepare for a job and become comfortable with my own abilities. Second, thanks to that excellent VESL program I became a front desk supervisor and trainer at a Best Western Hotel. And last, I learned so much about the business industry that later on, I decided to open my own tailoring business in San Diego.

o Antonio Gallardo: After attending the VESL program for two semesters, I was able to take credit classes at Mt. SAC. Once I completed my education, I received a full time position as a Computer Facilities Supervisor for the ESL Department. The one thing I will always remember about the program is, that whatever you learn in VESL, you will use in the future, regardless of what profession you decide to pursue.

- Many of the successes reported by ESL students occur while they are still learning English. In a 2007 survey, 524 ESL students indicated that their lessons gave them practical and necessary English to connect with their communities. Fifty-one students got driver's licenses in our low beginning level after learning about road signs and the DMV. Our beginning level students learned how to call 911 in an emergency situation; as a result several students reported feeling confident about calling 911 for car accidents, a heart attack at their worksite, and a neighbor's house fire. Students in the intermediate level prepared resumes and practiced job interviews after which a few students reported getting promoted and others were more confident in talking with their bosses about their skills and abilities.

## Health

- Students utilizing the wrestling room have earned wrestling awards including: State and national wrestling champions at both HS and college levels; the Women's Pan American Games champion; and the Masters age national Judo champion

- Aquatics lap-swimming class students have included World masters champions and internationally ranked tri-athletes

- In partnership with Brea Aquatics students participating in weight training classes included two 2008 Olympic athletes (2 from USA, 1 from Hong Kong) & several that are nationally ranked.

### High School Referral

- The goal of the High School Referral program is to support students in remediating or advancing in high school course credit so that they can successfully earn a high school diploma at their home high school and continue to pursue their personal goals. An example of two students who have returned to Mt. SAC to share their accomplishments as a result of the HSR program include: Michael S. who completed 20 credits of makeup classes during the 2006 spring semester and Ronnie B. who completed 10 credits in spring 2005, graduated from his high school, and enlisted in the military.
- Over the past three years high school students have completed a total of 1835 courses.

### Language Learning Center

- Rebecca Tejada, an LLC student and tutor, was awarded a French Scholarship, Student of Distinction and a Philanthropic Educational Organization Scholarship (PEO)
- Danny Garcia has completed over 300 hours each semester in 2 languages of study
- A missionary, through self-study in the LLC, became fluent enough to successfully fulfill her mission
- An eye doctor came for self-study so that she could communicate more effectively with her patients

### Older Adult Program

- During the 07-08 school year student outcome data was monitored in several Older Adult program Mobility Through Exercise classes. Student achievement in these classes include: 72% of student in the Mobility Through Exercise – Water Exercise classes were able to increase their endurance level and 8% were able to maintain their level of endurance. An additional 70% were able to increase their core body strength with 9% maintaining their core body strength.
- During the 07-08 school year 70% of students in the Mobility Through Exercise Physical Conditioning classes increased their level of upper body strength and 7% maintained their level of upper body strength. Additionally, 24% of students increased their level of endurance and 55% maintained their level of endurance.

- Over the past three years Older Adult Program students have proudly entered their Mt. SAC class artifacts into multiple fairs and shows in the community and in 2005 held their own art show at Mt. SAC.
- The Home Gardening class won first place in the landscape display at L.A. County Fair (2005, 2006, 2007)
- Eighteen students from the China Painting classes entered the L.A. County Fair and won multiple awards from 1st place to honorable mention (2007)
- Students in the Oil Painting, Jewelry Production & Design and Decorative Art Production for Retail Sales exhibited their work in the City Of Walnut's Art Show (2006, 2007, 2008)
- Watercolor student paintings were accepted into Watercolors West 2007
- Michikao Ikeda won F & W Publishing Water Magic Award (F&W Publishing , Inc is the owner of the top of the line art magazines and books in the United States).

#### Parent Education

- Michael D. Nguyen and Jamie L. Alviar were preschoolers who attended the Parent Education program with their parents and then returned with their own children.

#### Short-Term Vocational

- Over the past three years, 23 students have completed certificates in Accounting, Agricultural Sciences, Business Management, Electronics, and Photographics.
- During the 07-08 school year, new noncredit certificate programs were created in Floral Design (Agricultural Sciences) and Electronic Systems Technology (two levels).

## Part VI: Major School Needs

Develop a list of major school needs, focusing on student achievement.

In October 2008 the Continuing Education Leadership Team conducted a one day retreat in which the 2007-08 division Plan for Institutional Effectiveness (PIE) was thoroughly reviewed and a new plan was developed in response to major school needs identified through the initial application WASC process. The new plan focuses on major goals that impact instruction as well as student services.

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

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

Goal 3: Increase effectiveness and consistence of communication among stakeholders.

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

Each Continuing Education goal includes a defined rationale, supporting data, and growth targets. Also embedded within each of the goals is a professional development component to support staff in effective implementation of the Division vision. Finally, each goal is specifically linked to the appropriate Continuing Education Student Learning Goals as well as the College goals. The appended action plan document includes dates of task completion, assigned units, assessment measures, and use of assessment results. (See Continuing Education Goals).

*Signed:* \_\_\_\_\_ *Position:* \_\_\_\_\_

Please return your responses to:

David E. Brown, Ph.D., Executive Director  
Accrediting Commission for Schools  
533 Airport Boulevard, Suite 200  
Burlingame, CA 94010-2009