

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

MT. SAN ANTONIO COLLEGE
CONTINUING EDUCATION

1100 N. Grand Avenue
Walnut, CA 91789

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WASC Adult School/ROCP Manual, 2022 Edition

Visiting Committee Members

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[NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.]

Chapter I: Introduction and Nature of the Adult School/ROCP-

- **Brief description of the students and community served by the school.**
- **Comment on how the school program addresses the unique and evolving needs of older students and adults.**
- **Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.**

School of Continuing Education, located in Walnut, CA, has a diverse student population of approximately 48,000. This school offers the community opportunities to increase literacy, access higher education and employment and increase self-sufficiency through the following programs:

Adult Basic Education (ABE)

Community and Contract Education (CCE)

Education for Older Adults and Adults With Disabilities (EOA, AWD)

English as a Second Language (ESL)

Off-Campus High School (OCHS)

Short-Term Vocational (STV)

Vocational Re-entry (VRE)

SCE, along with seven other K-12 adult schools, are part of the Mt. San Antonio Regional Consortium for Adult Education.

Diversity, equity, and inclusion are a priority at SCE. Plans to further emphasize these values began in 2022 as part of the Planning for Institutional Effectiveness (PIE) process. The Campus Equity and Diversity Committee promotes an academic environment of equal opportunity and success for all by encouraging the student body to increase their awareness of and value for their diverse student population. Improved equity is an on-going discussion at leadership and faculty meetings.

Qualitative and quantitative data are collected and analyzed in order to inform instruction, student support services, student recruitment and engagement and program development. Input is gathered from all stakeholders through surveys, focus groups, etc. SCE is responsive to the labor market, using it as a guide for the development and implementation of new programs.

This self-study was conducted through a 24-month review of data, active discussion, and school wide planning. Stakeholders were involved in the SCE Advisory Group, Program Teams, Criterion Focus Groups and a Coordination, Resource, Accreditation and Facilitation Team, in order to evaluate programs and processes that impact student achievement for the development of a school wide action plan.

Involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Over the course of 24 months data was reviewed and discussed to inform school-wide planning. Stakeholders were involved in the SCE Advisory Group, Program Teams, Criterion Focus Groups and a Coordination, Resource, Accreditation and Facilitation Team, in order to evaluate programs and processes that impact student achievement, to develop the school-wide action plan.

Chapter II: Progress based on the Growth Areas of the Previous WASC Visiting Committee-

- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.**
- **Address growth areas from previous visits.**
- **Evaluate the degree to which major student learner needs, school needs and key issues (growth areas for continuous improvement) have been addressed since the last visit through the schoolwide action plan.**

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

Distance Education and Online Student Services: Online courses and services are now a permanent modality at SCE. Students can take courses, meet with counselors, attend orientations, participate in workshops, and receive technical support all in-person or a virtual environment.

Program and Enrollment Growth: The academic year following the 2018 WASC visit, SCE served 46,177 students and became the largest noncredit program among California community colleges. In 2019-20, SCE was projected to surpass that number, but the pandemic disrupted the Spring 2020 term and the official enrollment dipped slightly to 43,560 and remained there for two academic years. In 2022-23, enrollment grew to 48,194 and surpassed pre-pandemic levels.

Expansion of Student Resources and Support: The pandemic caused significant hardships and personal challenges to SCE students, their families, and communities. Because COVID disproportionately impacted noncredit and community education student success, SCE prioritized the need to provide additional student support. The visiting committee confirmed that student resources were plentiful and communicated to all students through various methods.

Curricular programs: SCE Students currently have more educational and career options with 111 available programs. This is more than double the number of active programs at the time of the last WASC visit.

The visiting committee witnessed the presence of these programs, as well as the plan for additional programs to meet the needs of the students they serve.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Mt. SAC SCE uses the action plan for continuous school improvement. It is evident that the plan is updated on a regular basis, and it has a definite impact on student learning and learner outcomes.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The SCE ensures that students are prepared with critical thinking skills, communication skills, and other 21st century competencies. Multiple measures demonstrate acceptable progress for all students based on learner needs.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- **For each criterion, summarize the findings about the school's effectiveness in addressing the *critierion and all the indicators*; include supporting evidence as appropriate.**
- **Rate the effectiveness of each criterion and complete the narrative rationale for the rating**
 - **Highlight the areas of strength (if any)**
 - **Highlight the key issues (if any)**
 - **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

Note: When writing the summary, use the indicators as a guide to ensure that all important aspects are addressed (see the *ACS WASC Adult School/ROCP Accreditation Status Determination Worksheet*).

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Indicator 1.4: The school establishes schoolwide learner outcomes/completion profile that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

Visiting Committee Comments

The visiting team commends SCE for its robust commitment to its mission, which clearly supports student through well-defined educational pathways and comprehensive student support services. The school's mission is effectively integrated into its planning and decision-making processes, ensuring that activities across both their ACCJC planning and WASC Action plan are aligned with the ultimate goal of enhancing students' learning and success. Across documents and the visit, it was evident that the SCE staff, leadership, faculty, and students all centralize the needs of the students as they approach their educational journeys.

Throughout the report and the visit, the visiting team noticed that students were at front and center in determining how and what is implemented to best serve the SCE students. Their mission statement at an institutional level is concisely articulated, addressing the diverse student populations it serves. SCE hones in on its clearly student-centered identity through its vision statement that includes words like accessible, equitable, and opportunity. They presented quantitative evidence in their report as to how students are aware of it, with 72% taking an SCE survey agreeing that they know where to find the statement. Additionally, they shared how 91% of SCE staff agreed they understood how my work relates to the Mt. SAC mission.

Clear examples were presented in the visit as to how SCE uses their student-centered vision and mission in the planning process. It was evident that qualitative and quantitative data was utilized for planning purposes with their ability to pivot quickly to serve the student needs through flexible course schedules and by being out in the community to "meet the students where they are." The mission is regularly reviewed by their shared governance body PAC (President's Advisory Council) and revised, as needed, which demonstrates the school's adaptability to evolving student needs and its dedication to continuous improvement. In both the visit and the evidence provided, it was clear that SCE is utilizing feedback to improve student services, courses offered, and pathways provided.

The school's leadership and staff have successfully fostered a collaborative culture that is focused on personalized learning plans, particularly for adult learners. This high-touch approach that encompasses wrap-around services for students, aligns with the school's mission and SCE's vision to facilitate personal and academic success. Overall, SCE's clear and actionable mission statement coupled with its strategic integration into institution-wide planning processes exemplifies a strong commitment to student success and institutional effectiveness at SCE.

School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Mt. SAC SCE's leadership and staff create a collaborative school culture with an emphasis on personal learning plans for all students. There is evidence of schoolwide learner outcomes that are based on future student needs.

WASC Criterion 1. School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SCE has a history of data collection and analysis of Institutional Level Outcomes (ILOs) and Student Learning Outcomes (SLOs).
2. SCE's mission and vision guide the planning and decision-making processes and focuses on all learners, particularly underrepresented students.
3. SCE is committed to ongoing analysis and evaluation of classes, programs, and services that support the success of students.
4. SCE cultivates and exemplifies a school culture where students come first.

Areas of Growth

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

Criterion 2. Governance, Organizational Infrastructure, and School Leadership

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.

Visiting Committee Comments

SCE has clearly defined roles of governance that provide for ethical and effective leadership. SCE believes that effective leadership is a critical element in fostering school improvements across all programs. SCE's structure is clearly defined: The leadership team consists of the SCE vice president, associate vice president, two deans, managers, department directors, faculty, and staff. There are meetings to discuss day to day operations, policies, procedures, and how they can be improved. There is evidence that the school is committed to ensuring that programs are running effectively. This can be seen by the department goals, assessment of student needs, and collaboration meeting between all stakeholders. The leadership team works to improve this through ongoing collaboration of faculty, staff, students, and other stakeholders. In the last six years governance decision making structure and organization processes are regularly evaluated to ensure integrity and effectiveness.

SCE has clearly defined roles that are shown in governance and outlined by the college's organizational structure, board policies, and administrative procedures. The school embraces participatory governance and gives a voice to all stakeholders in the decision-making process. The board policies and administrative procedures ensure uniformity across all programs. Board policies and administrative procedures are disseminated through printed, verbal, and electronic communication. SCE also uses canvas and division employee handbooks so that new employees receive information at the department level.

The visiting committee met with the leadership team and commended them for the hard work they do to make SCE a better place for their students. The visiting team spoke with the leadership team, visited classrooms, met with teachers and students. These conversations provided evidence that the school is doing exactly what they stated in their WASC report. For example, the visiting committee met with several focus groups during the visit. These focus groups answered many of the questions the visiting team had about the processes they take to make the school a better place. When the visiting team met with students, it was evident that SCE is doing everything to ensure that the goals they established are working. Students spoke about their experiences with the school and they all seemed very pleased with the commitment from the school.

Governance, Organization Infrastructure, and School Leadership that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

SCE works hard to provide a comprehensive program for all students. With support from the vice president, SCE collaborates across departments to improve student learning outcomes for all students. The school's decision-making structure and organizational processes are regularly evaluated.

WASC Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs. Areas of Strength

1. SCE's leadership fosters a positive environment for staff and students and a supportive learning environment that promotes high student achievement.
2. Mt. SAC operates within a stable, collaborative culture and evaluates organizational structure for improvements to support student learning.
3. SCE is an integral part of the Mt. SAC organization, with the utmost support from both the college President and Board.

Areas of Growth

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

Criterion 3. Faculty and Staff

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Visiting Committee Comments

As verified by the visiting committee SCE ensures that Mt. SAC's hiring policies guarantee that each employees' qualifications align with the institution's programmatic needs and overall vision. Through HR, the college recruits individuals whose education, training, and experience match job expectations and standards. The job descriptions and announcements, reflect the college's mission and priorities, and align with the college's goals. Candidates for academic and classified roles must verify their qualifications with HR, providing proof of the necessary credentials or official transcripts.

The WASC visiting team acknowledges that the School of Continuing Education (SCE) at Mt. SAC follows the college's personnel policies and procedures and applies them fairly and transparently as outlined by Board Policies (BP) and Administrative Procedures (AP). Mt. SAC is an Equal Opportunity Employer, and they publicly share its HR policies and procedures online, regularly reviewing and discussing them in line with ACCJC accreditation requirements.

The visiting team found that SCE adheres to well-defined evaluation procedures for all personnel, including trustees, the president/CEO, managers, faculty, and staff, aligning with college guidelines. Mt. SAC upholds a code of professional ethics, outlined in Board Policies, emphasizing fairness, honesty, and integrity across all personnel. These ethical standards, covering employee treatment and technology use, are communicated through hiring and training processes.

As evidenced by the visiting team SCE prioritizes professional development (PD) to both full time and part time teaching staff, aligning the PD to student learning needs and encouraging all employees to engage in PD activities. SCE uses research-based PD that addresses current educational challenges, and are accessible through various platforms, including the California Community Colleges system, external organizations, and Mt. SAC's own Professional and Organizational Development (POD) office.

Additionally, the faculty that teach online are required to complete a certification program with recertification necessary to keep up with evolving online education methodologies. SCE's PD strategies are adaptable, meeting the distinct needs of different departments. The initiatives at SCE such as the noncredit distance learning community's faculty were instrumental for the PD sessions focusing on Canvas accessibility and engagement.

As verified by the visiting committee the outcomes from these PD activities include enhanced teaching strategies, the incorporation of diversity, equity, inclusion, and social justice principles into curriculums and the development of collaborative platforms for resource sharing among instructors. SCE supports these PD efforts financially, covering costs directly or through funding coordinated by POD.

Faculty and Staff that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The self-study and visit findings strongly indicate SCE's commitment to hiring and training capable staff. Ongoing communication ensures that opportunities reach employees consistently. Continuous efforts are made to expand professional development offerings, aiming to benefit a wider range of staff. SCE maintains a regular evaluation process for all staff, incorporating self-reflection as a key component.

WASC Criterion 3. Faculty and Staff Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Mt. SAC employs highly qualified faculty and staff with expertise in addressing the diversity of student learning needs and delivering comprehensive support.
2. Mt. SAC has a comprehensive professional development plan that focuses on student success.
3. SCE offers a robust compensated professional development for adjunct and full-time teaching staff, supported by Mt.SAC administration.

Areas of Growth

1. SCE can continue professional development for online teaching and virtual student support to improve student learning outcomes.

Criterion 4. Curriculum

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.

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

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

Additional indicators for online programs/courses, if applicable:

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

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

Indicator 4.1c: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

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

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

Visiting Committee Comments

SCE uses a catalog of classes, ensuring alignment with stated outcomes, licensure requirements, and/or certificate expectations. The programs are organized and sequenced into approved pathways listed in the Mt. SAC Catalog which is reviewed annually. These pathways outline course sequences, program descriptions, learning outcomes, and required courses, facilitating student navigation through academic offerings. SCE offers Career Development and College Preparation certificates, aligned with institutional

and state standards, along with licensure programs such as Certified Nurse Assistant, Emergency Medical Technician, Pharmacy Technician and Welding programs offered through short-term vocational.

Additionally, SCE courses adhere to clear learner outcomes, detailed in Course Measurable Objectives and Student Learning Outcomes listed on the syllabi. These outcomes are mapped to the College's Institutional Level Outcomes to measure schoolwide learning across programs. Faculty inform students about SLOs, with syllabi submitted and reviewed for compliance with campus standards.

The curriculum review process ensures ongoing relevance and adherence to academic standards. The visiting committee confirmed that SCE engages faculty, administrators, and stakeholders in evaluating new courses and programs, prioritizing resource allocation based on assessment data. In all departments, students have a variety of ways to learn about SCEs documented curricular plans that outline courses of study.

Indicator 4.2 highlights the school's regular curriculum review cycle to ensure accuracy, relevance, and integrity. SCE employs a comprehensive review process involving faculty, administrators, and governing bodies, aligning with local and state curriculum guidelines. Courses and programs undergo critical review standards and community needs, with an emphasis on adherence to industry standards and regulatory requirements.

Moreover, SCE's curriculum aligns with relevant standards and initiatives, integrating Common Core, College and Career Readiness Standards, CTE standards, ESL Model standards, and industry-specific standards. Departments actively seek input from industry experts to ensure program relevance and effectiveness. The school also embraces diversity, equity, inclusion, social justice, and antiracism (DEISA+) principles in curriculum development, fostering culturally responsive learning environments.

Indicator 4.3 focuses on students' access to current texts, learning materials, resources, and technology. SCE prioritizes access to learning materials and resources necessary for meeting course objectives. Faculty refer students to support services, ensuring accessibility for diverse learner needs. The school continually evaluates learning materials for relevance and updates them as needed, leveraging student feedback and industry input to enhance curriculum effectiveness.

Furthermore, SCE's commitment to online education ensures accessibility and flexibility for students. Online courses undergo the same rigorous review process as in-person classes, ensuring quality and adherence to standards. The school provides support services such as the Laptop Loaner Program and SCE Student Online Support to facilitate online learning.

SCE demonstrated that online learning has significantly broadened the scope of instructional offerings at SCE, particularly benefiting adult learners who face various barriers to traditional enrollment. Through noncredit courses and programs, SCE delivers a rigorous, relevant, coherent, and well-articulated online curriculum. The review and approval process for online courses is the same as the established curriculum approval procedures, ensuring consistency and alignment with educational standards. To enhance the effectiveness of online teaching and learning, SCE faculty teaching online courses undergo specialized training, such as the Skills and Pedagogy for Online Teaching certification, which equips them with the necessary skills and pedagogical strategies for effective online instruction. Additionally, online courses are required to demonstrate regular and substantive interaction between instructors and students to foster engagement and facilitate learning. The classroom visits confirmed that online learning is interactive and relevant.

SCE's commitment to equity and accessibility is evident through initiatives like the Noncredit Distance Learning Professional Experts project, which aims to bridge the achievement gap for disproportionately impacted students by enhancing the online learning experience. Through strategic redesign of Canvas course shells and interfaces, SCE ensures that online courses are accessible and user-friendly for students with

diverse abilities, promoting a student-centered and equitable learning environment. Online courses have facilitated access to education for student populations facing barriers to traditional enrollment, leading to significant growth in enrollment and positive student perceptions of online learning. While efforts to provide access to technology and support services have been successful, ongoing initiatives to expand access to equipment and improve technology skills are essential to SCE to ensure equitable access to online education for all students.

Lastly, the visiting committee confirmed that SCE continuously evaluates the effectiveness and relevancy of its online curriculum through robust assessment practices. This evaluation encompasses various metrics, including course completion rates, high school credit attainment for adult high school diploma and High School Referral, grading policies, homework assignments, and the integration of technology. By collecting and analyzing data on student performance and engagement, SCE has gained insights into the efficacy of its online offerings and identified areas for improvement. The institution's commitment to data-driven decision-making extends to faculty observation and feedback mechanisms, ensuring that instructional practices align with best practices for online pedagogy.

Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

SCE implements a current, documented curriculum plan that specifies the courses of study required to meet specified objectives, as well as the requirements for licensure and/or certificates for each and every student. The school follows the College's continuous cycle of curriculum review to make sure that the material taught in the classrooms is correct and up to date, and that the requirements of the community are satisfied. Adequate instructional materials, informational resources, and technology are available to students to achieve the learning objectives of the course.

WASC Criterion 4. Curriculum Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Alignment and Transparency in Curriculum Management

The institution demonstrates a strong commitment to aligning its curriculum with stated outcomes, licensure requirements, and certificate expectations. The use of a catalog of classes, approved pathways, and clear learner outcomes ensures transparency and coherence across programs.

2. Comprehensive Curriculum Review Process

The institution has a thorough curriculum review cycle involving various stakeholders to ensure accuracy, relevance, and integrity. By integrating diverse standards and seeking input from industry experts, the curriculum remains relevant and responsive to changing educational and workforce demands, enhancing the quality of education provided.

3. Commitment to Equity and Accessibility in Online Learning

The institution's investment in online education significantly benefits adult learners facing barriers to traditional enrollment, such as childcare responsibilities, transportation limitations, and health challenges.

Areas of Growth

1. Although much improved, progress is still needed for consistent data that evaluate the effectiveness of online SCE instruction and services.

2. Faculty and staff would benefit from professional development that helps them infuse DEISA+ into curriculum.

Criterion 5. Teaching and Learning

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

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

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

Visiting Committee Comments

The visiting team has verified that the School of Continuing Education (SCE) offers high-quality instruction aligned with the College's mission and SCE's vision. Faculty members utilize a range of research-based instructional approaches, whether in-person or online, to guide students toward achieving their learning outcomes. Supported by a rigorous curriculum and robust academic assistance, SCE fosters a learning atmosphere characterized by contextualized, personalized, self-directed, active, experiential, and collaborative methods.

The visiting team witnessed a strong instructional program, offering a diverse range of instruction, curricular materials, and enrichment activities that align with the state's standards for college and career readiness. This is supported by professional development and student assessments, and the progress is tracked, and teachers collaborate to tailor the strategies for adult learners.

The visiting team verified the instructional techniques are aimed at fostering student engagement and collaboration. SCE has integrated more research-based techniques while greatly utilizing technology to enhance student accessibility.

SCE's faculty employ a range of instructional strategies to effectively cater to adult learners in both physical and online settings, ensuring flexibility and relevance to students' lives. According to student survey SCE has a creative and inviting learning environment that students are satisfied with.

Additionally, the instruction at SCE is varied, incorporating assessments, instructional technologies, and engaging teaching methods to address different learning styles and needs. Faculty adapt their approaches based on the unique requirements of each course, employing a mix of synchronous, asynchronous, and in-person delivery to enhance accessibility and flexibility for a diverse student body. SCE's online learning opportunities have been expanded across departments, supporting students with different backgrounds and needs, including those facing barriers like transportation. Efforts to make online learning equitable include offering technology-focused courses for ESL learners and standardizing Canvas shells for easier navigation, particularly for students juggling multiple courses.

The visiting team has acknowledged that SCE integrates technology across all programs, monitoring its use and impact on student success. The pandemic accelerated the shift to online learning, prompting SCE to launch a laptop loan program, enabling access to distance learning for all students.

The WASC visiting committee witnessed that the classrooms are equipped with modern technology, including for specialized programs. SCE provides various software subscriptions to support interactive learning, with the ABE Department using platforms like Edmentum and Aztec for asynchronous learning. SCE's commitment to technology extends beyond the classroom, offering seven computer labs. Despite the robust integration and support for technology, SCE acknowledges challenges in technology literacy among students. Faculty surveys indicate a need for improved student comfort and proficiency with online tools and responsible technology use. SCE continues to evaluate and adapt its technology integration and training to enhance student success and technology literacy.

The visiting committee verified that SCE emphasizes their yearly training opportunities from district, regional, and state sources, while division and department meetings built around scheduling support teacher collaboration focused on research-based teaching methodologies.

<p>Teaching and Learning that supports high achievement for all students.</p> <p>Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>It was evident to the visiting team that SCE provides instruction for programs and courses to ensure student success. The learning experiences and content embraces student self-directed, active, experiential, and collaborative learning. School leadership and many teachers use a variety of approaches appropriate for older students and adults. Additionally, SCE remains current in research-based professional knowledge using differentiated learning opportunities for students with diverse backgrounds. The school is vigorously engaged in incorporating technology into instruction and examining its success.</p>

WASC Criterion 5. Teaching and Learning Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

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

Areas of Growth

1. SCE should continue to develop opportunities and seek funding for faculty and staff professional development focused on DEISA+.

Criterion 6. Assessment and Accountability

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates, and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

Indicator 6.3: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.

Indicator 6.4: Various measures are used to assess student agency and to possibly make organizational changes.

Indicator 6.5 The school uses assessment results for organizational planning, action plan revision, and resource allocation

Visiting Committee Comments

The instructional staff does indeed use effective assessment procedures to collect, disaggregate, analyze, evaluate and report performance data for students within courses and programs. Student progress assessment data is used to inform instructional approaches, organizational planning, allocation of resources and the direction of continual school improvement.

The school utilizes established procedures to guide course and program evaluation. Such procedures include the use of course measurable objectives (CMOs), student learning outcomes (SLOs), program level outcomes (PLOs), etc. The Mt. SAC Planning for Institutional Effectiveness (PIE) process uses the Mt. SAC mission, SCE vision and College Institutional Level Outcomes (ILOs) to guide institutional planning. The schoolwide Action Plan, based on the analysis of ILO data, is integrated into the PIE process.

As an indicator of multiple data points, the school utilizes information from various stakeholders, including students, and community members, to develop strategies for addressing gaps. Community members share their voices through the EOA Advisory Committee, AWD Stakeholder Group, and the AWD Partner Agency Group. SCE also has four data dashboards, each designed for specific stakeholders, that are currently in the testing stage but will officially launch in Spring 2024 (the current semester).

Departmentally, faculty collectively analyze student work and learning data to inform program improvements and resource requests. PLCs are utilized to facilitate this process in order to improve student retention and success. Similarly, CoPs are utilized for increased adjunct faculty input regarding curriculum, outcomes assessment and DEISA+. An Off-Campus High School (OCHS) team is utilized to review and norm assessments in terms of relevancy and rigor. This group, along with Adult Diploma faculty, analyze SLO assessments to inform annual instructional changes.

To transmit results to stakeholders, SCE also conducts weekly Division Leadership Team meetings attended by all division managers and an IT representative. The SCE Leadership Team discusses various topics, such as state-wide and College issues, communication strategies, enrollment, outcomes, budgeting, program improvement, relevant research, employee relations, IT needs and updates, and equipment and supplies. Additionally, stakeholders are informed of assessment results through the Planning for Institutional Effectiveness (PIE) process. PIE is updated annually by all

programs/departments and includes a component on outcomes assessment as well as student achievement and the WASC Action Plan.

Data reports are communicated to stakeholders in a variety of ways, including Nuventive (PIE) reports, SCE Profile and the SCE Research Plan. Stakeholders can access the links for these reports through Cabinet Notes and both the College and SCE websites. In addition to being posted on the Mt. SAC website, data such as licensure passage rates (CNA, EMT) are reported annually to the Accrediting Commission of Community and Junior Colleges. These statistics are reviewed by the STV Department. Data is also communicated at program, department and division meetings.

Learning goals are developed so that faculty can develop and evaluate curriculum-related outcomes such as CMOs, and SLOs. SLOs are used, along with classwork and assessments, to identify students in need of additional learning support. Additional support is available in many ways to include: extra tutoring, a referral to the student learning center, open zoom hours for academic support, a referral to the simulation lab, additional focused review, encouragement to attend the Language Learning Center and computer software to improve language skills.

Course competencies are also developed through state competency standards. Such standards include ELP, CCRS and CCSS. The AWD National Longitudinal Study is used to inform AWD courses. Although most STV programs, core competencies and learning outcomes are private industry standards driven, CNA, HHA, LVN and Phlebotomy have standards that are set by the CDPH. EMS Agency for LA County sets the standards for the EMT program.

A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

The faculty uses formative and summative assessments to discover student learning gaps and needs. All programs use summative assessments such as final exams, midterms, quizzes, essays, presentations, and individual and group projects to help identify student learning gaps. Faculty also use student assessments to target immediate strategies for improving curriculum through tools such as Kahoot, Edpuzzle, Padlet, Canvas assignment grades, skills data assessments, discussion boards, and exit tickets.

SCE faculty and administrators analyze and make decisions about student classwork assessments and institutional data, such as CASAS. Faculty will implement immediate changes based on formative and summative assessments (as well as formal and informal data gathering) with strategies including reviewing a lesson, substituting assignments, changing assessment formats, changing the pacing of the course, providing additional context on subsequent lessons, and/or discussing a specific issue directly with the student.

The school uses assessment results for organizational planning, action plan revision, and resource allocation. Formal institutional planning and evaluation processes are well established in SCE and are consistently reviewed and modified for efficiency. SCE relies on the assessment of learning and program data for institutional planning, also known as Planning for Institutional Effectiveness (PIE), Action Plan

revision, and resource allocations. SCE has a variety of internal and external stakeholders and partners who provide input into the self-study as the cycle of accreditation is designed to be an ongoing and inclusive process.

Data can be found throughout the PIE report and sources of data are vast and are selected to address specific PIE goals or needs. For example, demographic and regional data are compiled to verify claims in the internal and external conditions section.

SCE is improving in the areas of data collection, analysis, and use but, as programs expand and headcount increases, there is a need for more proactive planning and sophisticated structures of assessment.

Assessment and Accountability that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Effective assessment procedures are used to collect, disaggregate, analyze, evaluate and report student performance data from various sources within courses and programs. This data is used to inform instructional approaches, organizational planning, allocation of resources, student support services and the direction of continual school improvement. Results of these analyses are transmitted to the stakeholders through various methods, including the PIE report.

WASC Criterion 6. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

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

Areas of Growth

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

Criterion 7. Student Support Services

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 7.1: The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

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

Indicator 7.3: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

Indicator 7.4: School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

Visiting Committee Comments

SCE managers, faculty, and staff recognize their students' basic needs. There are many programs to support student's basic needs. SCE does an outstanding job providing basic needs support for all students. SCE has put in place a comprehensive and effective system of support that reinforces a strong sense of community. There are many programs that help support student's basic needs. For example, students can borrow computers from the tech center if they do not have a computer or other technology. Students can also find snacks at the different offices around campus at no charge to them.

SCE offers counseling services to assist noncredit students with career choices, educational noncredit plans, registration, and enrollment assistance. All students have full access to basic needs also has a behavior and wellness team that is available to support and advise individuals who are experiencing concerning or potentially threatening behavior. There are two SCE managers that serve on the behavior and wellness team and act as liaisons to keep SCE leadership informed of mental health services available to noncredit students. The Health Center is also available to noncredit students but only for emergency situations. SCE provides tutors and instructional aides to support students with learning, technical support, and English language learner support.

The visiting committee met with the school support focus group. The visiting team (VC) heard from administrators, teachers, counselors, support staff, and instructional aides. These conversations provided

evidence to the committee that the work that was in the WASC report was also being put into practice to help students grow and develop.

The leadership team provided a video that highlighted the work being done on campus to ensure that the school is meeting the needs of the students. This video introduced the Visiting team to all the programs and resources available to students on campus. The video was very informative and helpful to the visiting team. The video detailed how the school supports students and staff when they need assistance. According to the students, they feel very comfortable saying that the school cares about their needs. Many of the students knew where to get help if they needed it. When the Visiting team went into classrooms there was always a strong sense of community between faculty and students.

This is evident when visiting classrooms and seeing the wide range of ages of the student body. From young adults learning new skills to seniors taking advantage of the healthy aging classes.

The Visiting team witnessed the practical benefits to having supportive relationships, such as knowing people who can provide you with information, advice, guidance, and also tangible support, such as assistance in times of uncertainty.

Student Support Services that support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

School support services staff work with students to achieve their career objectives and educational goals. SCE has multiple systems in place to access and support students to navigate the educational process. The collaboration among departments is excellent in guiding students towards achieving optimal outcomes.

WASC Criterion 7. Student Support Services Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SCE provides robust, holistic student support services, from application to completion, to enrich the learning environment and increase student success and overall schoolwide learning outcomes.
2. Labs and other academic interventions are accessible in SCE programs and provide critical learning support to SCE students.
3. SCE support services are accessible online and in person, during evenings and weekends, and meet the diverse needs of SCE students.
4. SCE transitions students to college at a high rate.

Areas of Growth

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

Criterion 8. Resource Management

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator 8.1: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

Indicator 8.3: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Visiting Committee Comments

The Vice President of Administrative Services, the Mt. SAC President, and the Board of Trustees ensure that the College's revenues are sufficient to maintain and grow educational programs. SCE strategically plans and uses procedures to help ensure that the campus has sufficient revenue to support educational programs and improvements. Mt. SAC has a history of conservative financial policies, integration of institutional planning with strategic goals and fiscal management, and in-depth analysis and review of outcomes through the program review process, Planning for Institutional Effectiveness (PIE). Per board policy (BP 6250), the College must maintain an unrestricted general fund balance of no less than 10%. This has ensured the College's fiscal stability, particularly during and following past recessions and the recent COVID-19 pandemic. Noteworthy is that, as an institution, Mt. SAC's financial policies and practices are effective and, when necessary, adjusted to changing needs to ensure sound fiscal stability. SCE connects short-term and long-term financial planning with the schoolwide Action Plan primarily in the institutional planning required in PIE. SCE uses organizational funds judiciously so that the facilities and support materials are sufficient for all the programs and courses offered.

SCE annually reviews needs and develops/implements plans for improved or additional facilities with a focus on student learning through the annual PIE process. Classrooms and/or labs are requested as needed. Urgent requests may appear as part of the President's Cabinet NRA prioritization process as needed.

Resource Management that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale: SCE operates with financial integrity and transparency. They have an accurate assessment of current and future financial resources. The facilities are a top priority for SCE leadership and the Mt. SAC leadership.

WASC Criterion 8. Resource Management Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. The College handles financial matters with honesty and openness and has processes in place to ensure fiscal integrity.
2. As part of the college planning process, the school continually assesses its financial status for long-range planning.
3. SCE is an integral part and a priority in the overall fiscal decision making and allocations of the College.

Areas of Growth

1. SCE will continue to request facilities and upgrades to existing structures until the SCE Village becomes a reality.

Criterion 9. Community/Educational Partnerships

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experience.

Visiting Committee Comments

SCE is committed to fostering robust partnerships with the community to address local needs effectively. SCE has cultivated strong and enduring partnerships with various stakeholders, including local businesses, agencies, and educational institutions. Faculty, staff, and administrators are deeply engaged in leveraging these partnerships to enhance educational effectiveness, expand learning opportunities, and support student transitions and job training initiatives.

The visiting committee verified the institution’s multifaceted approach to share information about its programs with partners and potential collaborators. SCE's proactive engagement with community partners has been instrumental in fostering collaboration and addressing mutual interests. Department directors, faculty, and staff actively participate in community and industry meetings, facilitating discussions on pertinent topics and identifying opportunities for collaboration.

Indicator 9.2 highlights SCE's proactive approach to developing robust relationships with educational institutions, workforce development organizations, and local employers to enhance educational opportunities for its students. Within the Mt. SAC campus community, SCE leverages its integration to provide access to credit courses, programs, and services for noncredit students. Mirrored courses offer noncredit students a pathway to credit enrollment, fostering confidence in their ability to succeed in credit programs.

SCE's participation in regional partnerships, such as the Mt. San Antonio Regional Consortium for Adult Education and the Los Angeles Regional Consortium, demonstrates its commitment to collaborative efforts aimed at curricular enhancement and student support. These partnerships have led to increased course offerings, program development, and pathways, benefiting students and community members alike. SCE actively collaborates with local employers and workforce development organizations to address the evolving needs of the workforce.

Indicator 9.3 emphasizes SCE's efforts to engage partners in activities aimed at enhancing students' job skills and career prospects. In response to the growing demand for work-based learning opportunities, SCE has expanded partnerships to offer practical experiences in health career programs. To support the expansion of work-based learning initiatives, SCE has secured grants and established apprenticeship agreements with healthcare facilities and pharmacies. Partnerships play a crucial role in SCE's institutional effectiveness, as evidenced by its annual reporting on partnership successes and needs as part of the Planning for Institutional Effectiveness (PIE) process.

Community/Educational Partnerships that support high achievement for all students.				
Visiting Committee Rating:	Highly Effective	Effective	Somewhat Effective	Ineffective

Narrative Rationale:

In order to address local needs, SCE collaborates with community partners and promotes the objectives.

Effective relationships emerge between educational institutions, workforce development agencies, community colleges, and local employers by school leadership.

Partners are invited by the school administration to participate in learning activities with the students, including presentations, job interviews, company tours, and work-based learning opportunities.

WASC Criterion 9. Community/Educational Partnerships Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. The school builds solid connections with state and regional educational institutions, workforce development agencies, and employers.
2. The school actively ensures that students are exposed to career field speakers, employers, and experts and are also provided internships, apprenticeships, and work experience.
3. Integrated Educational Opportunities: Participation in regional partnerships and leadership in initiatives like the Noncredit Career Pathways project demonstrates SCE's dedication to curricular enhancement, workforce preparation, and career pathways aligned with regional priorities.

Areas of Growth

1. SCE will continue to expand work-based learning sites and opportunities that provide students, including underrepresented groups, with critical work experience and increased employment opportunities.
2. Enhanced Transition Support for Noncredit Students
Implementing targeted support programs, such as mentoring or academic advising, to assist noncredit students in navigating the transition to credit programs and ensuring their success and retention in credit coursework.
3. Evaluation and Optimization of Work-Based Learning Initiatives:
Even though SCE has increased the number of work-based learning opportunities, there might be room to assess and improve these programs even more to make sure they meet industry demands, encourage student involvement to the fullest, and improve the overall efficacy of work-based learning opportunities.

Chapter IV: Action Plan Effectiveness: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. Mt. SAC has a comprehensive Professional Development plan that focuses on student success. It was evidenced by this committee that professional development is extremely important to SCE. The faculty and staff acknowledged that SCE provides the opportunity, compensation, and topics that provide the staff with the tools to make student success a priority.
2. SCE faculty and staff provide vital assistance for students beyond their learning needs. The faculty and staff track and monitor each student to provide needs beyond the classroom needs, ensuring student success. This was evidenced by the student focus group comments and student survey.
3. The school builds solid connections with state and regional educational institutions, workforce development agencies, and employers. The visiting team met with community partners and confirmed that the community partners are vital stakeholders with SCE, and they are fully committed to connecting their students to employment and or internships.
4. SCE has robust community partnerships that enhance student success with career aspirations. This was demonstrated to the visiting team that employers, and experts in the field, provide internships, apprenticeships, and work experience for SCE students. The community partners provided numerous examples to the team.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

1. Continue the efforts in maximizing student engagement, with multiple versions of activities or assignments encouraging students to reflect upon their learning process.

2. SCE should incorporate a LGBTQ SAFEZONE training and some suicide prevention training (i.e.) QPR to all staff members.

Include a brief summary of the schoolwide action plan

- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The action plan is a collaborative effort which focuses on three themes:

- 1-Online instruction and online student support services
- 2- Data analysis and use of strategic planning
- 3-DEISA+ in instruction and support services

The various departments understand the need for and importance of the plan and are committed to its implementation, monitoring, and refining. The importance of equity and inclusion are apparent in all current and future initiatives. The school's leadership is at the forefront of its urgency and implementation.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

In order to identify the areas for growth in the action plan, SCE evaluates the data and information regarding the main needs and achievements of the students, as well as school operations and activities.

The improvement of student success and well-being is the main goal of the school team's action plan formulation. Detailed actions and methods are established to address the needs of every student.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The staff at Mt. SAC should be commended for the skill with which they manage the comprehensive action plan. Although the plan may appear overwhelming to some, the staff at Mt. SAC has developed methods, processes and procedures so that the entire staff supports the continuous updating, implementing and informing of the action plan so that the entire process remains effective and efficient.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Involvement and collaboration of stakeholders in the self-study that addresses the self-study goals	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement	X			
Acceptable progress by all students	X			
Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile	X			
Criterion 2: Governance, Organizational Infrastructure, and School Leadership	X			
Criterion 3: Faculty and Staff	X			
Criterion 4: Curriculum	X			
Criterion 5: Teaching and Learning		X		
Criterion 6: Assessment and Accountability	X			
Criterion 7: Student Support Services	X			
Criterion 8: Resource Management	X			
Criterion 9: Community/Educational Partnerships	X			
Alignment of a Schoolwide Action Plan to School's Areas of Greatest Need	X			
Capacity to Implement and Monitor Schoolwide Action Plan	X			