Online Instruction and Online Student Support Services

Goal: Improve online instruction and online student support services to optimize student achievement.

Rationale:

The School of Continuing Education (SCE) has been offering online instruction and online services since the onset of the pandemic in Spring 2020. Faculty and staff have made some progress in improving the online experience for students. And while faculty and students appreciate the flexibility and benefits offered by online instruction and online services, they have all had to adjust to the new modality. The self-study process highlighted the need to address challenges faced by both faculty and students when using this new modality. The focus of this goal is to make improvements in online offerings and consider the learning and technology needs of vulnerable populations such as immigrants, older adults, adults with disabilities, and other groups. Some of the strategies include increasing Canvas shells accessibility, redesigning online curriculum, improving online career services, and providing training to students and professional development to faculty. There is a commitment to continue improving online instruction and online services to optimize student achievement for underrepresented populations.

Priorities & Goals Addressed:

ILOs:
- o Communication
- o Critical Thinking
- o Information and Technology Literacy

Division Goals:
- o *Teaching and Learning.* Expand and support innovation in teaching, learning, academic support, and management within SCE.
- o *Student Support.* Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

College Priority Areas:
- o *Priority 3:* Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.
- o *Priority 4:* Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
1.1 Improve online instruction for noncredit students through the use of data, best practices, and professional development	SCE Faculty, staff, SCE leadership team	1. Offer division-wide faculty training on online basics, course design, RSI. 2. Share best practices. 3. Examine enrollment, retention, and completion data for online courses. 4. Improve course completion in online courses by 10% within 3 years. 5. Student satisfaction survey	Fall 2024 – ongoing Spring 2025 – ongoing Spring 2024 – ongoing Spring 2027 Spring 2026 and 2028	Funding for non-teaching, hourly classified support supplies, professional development and conference funding, software, speakers/trainers	Canvas shells, Banner reports, agendas, meeting minutes, survey results	
1.2 Improve online student support services for Adult Secondary Programs	Director, Assistant Director, Faculty, Staff	1. Examine current processes for online student support. 2. Develop a more targeted online support information and orientation session. 3. Create new materials to show pathways for credit and noncredit options. 4. Implement new online support services. 5. Survey the students on the effectiveness and usefulness of online support. 6. 80% of survey-takers will find it effective	Spring 2024 – Fall 2024 Fall 2024 – Fall 2025 Fall 2025 – ongoing Spring 2026	Faculty non-teaching funding	Website, meeting minutes, outreach materials	
1.3 Develop improved online learning interactive workshops to onboard and support students who are new to online learning or need additional online support.	SCE Leadership, SCE faculty, and staff	1. Identify students new to online learning each term and develop a process for referring current students experiencing technology challenges. 2. Design and offer onboarding workshops and Canvas workshops that are flexible and ongoing. 3. Survey attendees on workshop benefits. 4. Modify the process and workshop based on data collected and leverage student support survey data.	Fall 2024 Fall 2024 – Fall 2025 Winter 2026 Spring 2026	Website, faculty non-teaching funding, hourly classified funding	Meeting agendas and notes, attendance data, faculty non-teaching, survey data	

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
1.4 Offer online STV program information sessions to improve access to training for high-demand career fields.	Faculty, STV Coordinator, Admin, Counselors, STV Director	1. Faculty will record information sessions for their respective programs. 2. Develop a process to track students who attended the synchronous information session and to provide guidance on making a counseling appointment in Navigate. 3. Offer synchronous information sessions to students and track participation by program. 4. Administer a short survey at the end of each session. Satisfaction will be at 85% of respondents for the session. 5. Review with STV team the outcomes of the synchronous information session, including survey and attendance data and identify areas of improvement. 1. There will be a 5% increase in STV enrollment by Fall 2026.	Summer – Fall 2024 Winter-Spring 2025 Spring – Summer 2025 Spring 2025 Fall 2025 Fall 2026	Faculty non-teaching funding, marketing funds	Meeting notes, recorded information sessions, attendance rosters,	
1.5 Redesign Adult HS Diploma Program's online curriculum	Faculty, Staff, Director, Assistant Director	2. Assess Adult HS Diploma online courses for uniformity and accessibility in Canvas, DEISA inclusion, CTE context, and content and rigor. 3. Redesign courses based on faculty criteria listed above. 4. Student course completion will increase by 3% in spring 2027.	Fall 2024 – Spring 2027	Faculty non-teaching funding, software	Meeting minutes, Edmentum coursework, Canvas shells	

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
1.6 Develop a learning management system (LMS) for CCE courses in certificate programs that are offered online.	Community Education Director, Community Education Assistant Director, fee-based faculty	1. Evaluate current systems and assess areas of improvement. 2. Identify feasible platforms. 3. Develop structure, process, and access for administrative staff and faculty. 4. Create course shell(s) within new LMS. 5. Provide faculty and staff training on new system. 6. Integrate and implement curriculum to new system. 7. At least 80% of students who respond to the survey will communicate satisfaction with using course shells.	Spring 2024 Summer 2024 Fall 2024 Winter 2025 Spring 2025 Fall 2025 Spring 2026	Fee-based faculty and professional development funding, hourly instructional design funding	Meeting notes, agendas, emails, identified LMS, integration of curriculum, and implementation of new system	
1.7 Increase online career services for SCE students.	Career Services Specialist, Short-term Vocational Director, STV Coordinator, Director of Systems and Operations	1. Research and identify the different career services that can be offered online. 2. Create a process for offering online career services to SCE, including how to raise awareness across the SCE Division. 3. Offer new career services to SCE departments and students. 4. Collect new career services data, including Handshake analytics data and employment outcomes to monitor participation and effectiveness. 5. Double the number of online career services and SCE students served by 2026-27, when compared to 2023-24	Summer 2024 Spring 2025 Fall 2025 Summer 2026 Spring 2027	Marketing materials, web page specific to career services	Zoom workshop attendance, strategic Plan, list of online services, data, career service specialist meeting notes	

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
1.8 Assess digital literacy and study skills of ESL students and develop and apply interventions	ESL Director, ESL Instructional Manager, Faculty	1. Develop materials specific to ESL students that assess digital literacy to teach them these skills. 2. Identify a cohort of students and administer a pre-assessment. 3. Review and discuss with the ESL faculty the results of the pre-assessment, identify areas of improvement, and plan interventions. 4. Administer the post-assessment. 5. There will be a 20% improvement from pre- to post-test.	Spring 2024 – Winter 2025 Fall 2024 – ongoing Winter – Spring 2025 Winter 2025 – ongoing Spring 2025 – ongoing	Faculty non-teaching funding	Curricular Materials, Pre/post surveys	
1.9 Expand the use of new and existing resources that support online learning for ESL students.	ESL Instructional Manager, ESL faculty	1. Identify new and existing virtual resources that are interactive technology tools encouraging active learning (e.g. Kahoot, Quizlet) 2. Form a faculty textbook review workgroup to Identify and select textbooks with digital resources for appropriateness, equity, and currency for online courses. 3. Pilot new materials with up to 50% of ESL level courses and then survey the faculty and students on their experience with the new materials. 4. Based on input from the pilot, all faculty will be included in integrating new materials. 5. Periodic surveys will identify the success of the project with the goal of 100% of online courses utilizing faculty-developed materials.	Fall 2023 – ongoing Fall 2023 – ongoing Fall 2024 Spring 2025 Fall 2025 – ongoing	Software licenses, Faculty non-teaching funding, virtual resources	Software usage reports, textbook selection criteria, meeting notes, survey data	

Data Analysis and Use for Strategic Planning

Goal: Expand program assessment and data use to continually improve instruction and services for student success.

Rationale:
While program assessment and data use take place at the School of Continuing Education (SCE), there is still a need for more consistency and rigor across departments. In the last six years, SCE has improved data systems, developed data dashboards, and increased the types of data collected to include modality, disproportionately impacted populations, and technology access and support. Use of such data, however, is limited, inconsistent, and not always examined with a DEISA+ lens. There is also a need to rethink the ILO assessment process to include the whole student experience. This self-study process helped SCE identify more clearly the need to enhance data literacy, analysis, and use to make decisions that improve instruction and services leading to student success for minoritized, marginalized students. Professional development for staff and faculty is also imperative for this goal to be successful.

Priorities & Goals Addressed:
ILOs:
- o Communication
- o Critical Thinking

Division Goals:
- o *Data.* Ensure equity, access, completion, and success of educational goals for all students.
- o *Teaching and Learning.* Expand and support innovation in teaching, learning, academic support, and management within SCE.
- o *Student Support.* Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

College Priority Areas:
- o *Priority 3:* Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.
- o *Priority 4:* Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.
- o *Priority 6:* Ensure open and authentic communication and coordination among stakeholders to support achievement of all College goals.

Objective	Person(s) Responsible	Task/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
2.1 Examine counseling and academic support services and processes.	Counseling faculty, academic support faculty and staff, SCE Associate Vice President, department directors, Accreditation and Planning Special Project Manager, Noncredit Workforce Manager, Systems and Operations Director	1. Develop and administer the annual survey on student support services every two years in spring terms starting in spring 2025. 2. Examine annual counseling usage. Based on usage data, recommend and implement enhancements if necessary. 3. Review and analyze student survey data every two years starting in fall 2025. Based on data, recommend and implement enhancements to student support if necessary. 4. Overall counseling usage will increase by at least 5% in spring 2026. 5. At least 75% of students responding to the survey in 2025 and 2027 will report overall satisfaction with SCE student support services.	Fall 2024 – Spring 2027 Fall 2024 – Spring 2026 Fall 2025 – Fall 2027 Fall 2026 Spring 2025 – Spring 2027	Adjunct counselors, funding for non-teaching pay, classified hourly funding	Agenda, meeting notes, Banner data, survey data	
2.2 Increase transitions of noncredit students to credit enrollment.	SCE Vice President, Associate Vice-President, faculty, SCE leadership, Executive Assistant II	1. Identify noncredit student cohorts, baselines, and data metrics, and workplan. 2. Develop a transition leadership team tasked with leading the transition workplan, designing subgroups, and gathering campus leadership. 3. Determine subgroups. 4. Implement transition workplan (all NC including mirrored, OCHS post-secondary, CAEP partners, nonresidents, AWD, etc.). 5. Increase noncredit to credit transitions by 3% annually starting in 25-26.	Fall 2023 – Spring 2024 Fall 2023 – Spring 2024 Spring 2024 – ongoing Spring 2024 – ongoing Fall 2026 – ongoing	Funding for non-teaching pay, supplies and catering, professional development funding, conference and travel funding	Agendas, sign-in sheets, meeting notes, workplan, conference presentations, Banner data	

Objective	Person(s) Responsible	Task/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
2.3 Increase the consistent use and analysis of critical SCE student learning outcome data.	SCE Vice President, staff, faculty, SCE Leadership team	1. Form a Data Inquiry Group (DIG) with SCE representatives (faculty, managers, and staff) to guide the evaluation of data for SCE and work to increase its usage among stakeholders. 2. Develop a DIG plan with outcomes including the identification of division-wide and department data inquiries each year focused on disproportionately impacted and underrepresented SCE student success. 3. Implement the DIG plan. 4. Provide at least 3 professional development data-focused opportunities and division events.	Spring 2024 Fall 2024 – Fall 2025 Spring 2025 – ongoing Fall 2025 – ongoing	Funding for non-teaching pay, supplies and catering, hourly staffing, conference and travel funding, speakers	Banner data, agendas, meeting notes, professional development, conference and travel funding, short-term hourly funding	
2.4 Analyze Adult Basic Education, HS Referral, and Adult Secondary Education program completion data to improve instruction and student success.	ABE Faculty, staff, Director, Assistant Director	1. Faculty and staff will review and evaluate student completion data (4 times per year, including PIE day). 2. Based on the data review, faculty will design interventions and curriculum changes. 3. There will be an increase in course completion for ABE, HSR, and ASE data of 5% annually starting in 2025-26.	Fall 2024 – ongoing Spring 2025 – ongoing Spring 2026 – Spring 2027	Faculty non-teaching funding for professional development and curriculum design, Banner and Argos data	Meeting Minutes, completion data, presentation materials, agendas	
2.5 Analyze data from WIOA Student Intake Survey to improve student learning in courses and services.	ESL Leadership team, faculty	1. Gather data from WIOA survey about digital access and technology use. 2. Faculty and managers will review and analyze data from WIOA Student intake survey in fall and spring. 3. Develop and implement faculty professional development based on student digital literacy and technology needs. 4. Evaluate effectiveness of faculty professional development.	Spring 2024 – ongoing Spring 2024 – ongoing Fall 2025 Fall 2025	Faculty non-teaching funding for training	WIOA survey and related data results, agendas, and meeting/PD materials	

Objective	Person(s) Responsible	Task/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
2.6 Improve the survey process for students taking fee-based courses and those using the Testing Center.	Department managers, Testing Center Clerk, admin staff, short-term hourly, and fee-based faculty	1. Evaluate the current survey process and review existing data elements for relevance and currency. 2. Identify and add new data elements and examine ways to increase response rates. 3. Share and receive updates with staff and faculty. 4. Administer the new survey to fee-based and testing students. 5. Evaluate the response rate and the data from the updated survey. 6. Increase the survey response rates by 30% in Summer 2027.	Spring 2024 Spring – Summer 24 Fall 2024 – ongoing Summer 2025 Summer 2027 Summer 2027	IT staff, technology equipment, hourly support, clerical support, and professional development funding	Survey, survey results, post-program data reports with analysis, meeting agenda, minutes, emails, and recommendations	
2.7 Increase the use of CAEP outcome data among VRE and AWD faculty and staff for advancements in student achievement.	Director, VRE/AWD, VRE/AWD faculty and staff, SCE Director of Systems and Operations	1. Develop a process to improve data collection practices and increase the number of update forms. 2. Provide training to faculty and staff on content and usage of CAEP update forms. 3. Faculty will review CAEP data each term and determine actions and necessary interventions for student learning outcomes. 4. Provide any necessary professional development and best practices to faculty and staff. 5. Increase response rates for the CAEP update form by at least 25% by Spring 2026.	Fall 2024 Fall 2024 – Spring 2025 Spring 2025 – Fall 2025 Spring 2026	Faculty non-teaching pay, professional development, and training	Meeting agendas and notes, written data collection plan, CAEP Update form data, tracking document of actions taken and their effects	

Objective	Person(s) Responsible	Task/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
2.8 Improve EMT program completion and national exam pass rates.	EMT Director, EMT faculty, Short-term Vocational Director	1. Use Banner and NREMT (National Registry of Emergency Medical Technician) data to evaluate and track Mt. SAC EMT course and program completion and certificate data. 2. Use course and assessment data to identify and reach out to students that need assistance passing NREMT. 3. Provide a test prep course to students completing a program or not passing on 1st attempt. 4. Increase course and program completion rates by 10% and NREMT pass rate by 5% in 2025-26, when compared to 2023-24.	Spring 2024 – ongoing Spring 2024 – ongoing Spring 2024 – ongoing Spring 2026 – ongoing	Faculty non-teaching funding to develop course materials, evaluate data and professional development	Completion data report, attendance rosters, meeting notes	
2.9 Expand ESL faculty professional development that utilizes CASAS assessment data for instructional improvement.	ESL faculty and ESL Instructional Manager	1. Continue with professional development for instructors to analyze CASAS reports to monitor student learning progress. 2. Introduce and train faculty to utilize new CASAS teacher portal in order to pull progress reports independently. 3. Survey faculty on data usage and professional development. 90% of faculty surveyed will report to increased usage of student learning data and satisfaction with professional development.	Spring 2024 – Spring 2025 Spring 2024 – ongoing Fall 2025	CASAS reports, professional development, funding for non-teaching funding	Training materials, PD agendas, CASAS Data, survey data	
2.10 Increase counseling services to lower-level ESL students (Foundations to Level 2).	Counselors, ESL managers, administrative staff	1. Conduct in-reach to all lower-level ESL students (various modalities). 2. Conduct workshops to support lower-level students' goals and promote pathways (Coffee with Counselors, ESL Career Conference) 3. Increase of 10% more of lower-level ESL students making individual counseling appointments	Spring 2024 – on-going Spring 2025 Spring 2026	Funding for coffee/snacks, adjunct counseling funding	Student attendance, event flyers	

Objective	Person(s) Responsible	Task/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
2.11 Increase the completion rates for math credit recovery students. (OCHS)	OCHS Director, OCHS Coordinator, OCHS math faculty	1. Determine the sample for evaluation of completion data and describe the demographics of the sample. 2. Gather credit recovery math course success data from summer 2024 for the defined population to determine baseline success rate. 3. Based on the evaluation of the data, math faculty and program director will recommend interventions to improve course success. 4. Implement one or more faculty-designed interventions in summer 2025 credit recovery math courses. 5. There will be a 15% increase in math credit recovery course completion by summer 2025.	Summer 2024 Fall 2024 Winter 2025 Summer 2025 Summer 2025	Faculty non-teaching pay	Agendas and minutes, Banner and Argos data	
2.12 Develop a post-program workplan that tracks and supports STV program completers.	STV director, STV program directors, STV coordinators and career specialist, SCE Dean, SCE Business analyst, Director Systems and Operations	1. Develop a workplan for supporting STV students' post-program outcomes that include tools, follow-up processes, and materials. 2. Streamline and expand processes with ACCJC, employers, and potential apprenticeship opportunities. 3. Starting with Fall 2025, SCE will have an established baseline of STV completers. 4. Increase post-program employment and transition outcomes for STV completers by 10% starting in Spring 2027 and tracking of post-program employment by 20% by Spring 2026.	Summer 2024 – Fall 2025 Spring 2024 – ongoing Fall 2025 – ongoing Spring 2026 – ongoing	Hourly staff for student follow-up, Signal vine	Banner reports, STV tracking reports, agendas, meeting notes	

DEISA+ in Instruction and Student Support Services

Goal: Build capacity and apply DEISA+ best practices to instruction and student services that expand educational opportunities for marginalized students.

Rationale:

The School of Continuing Education (SCE) has long prioritized diversity and equity; however, the pandemic and troubling racially-biased incidents emphasized the necessity to take a more proactive and intentional approach to addressing issues of equity and inclusion. SCE faculty, staff, and managers have participated in Diversity, Equity, Inclusion, Social Justice, and Antiracism (DEISA+) professional development opportunities offered by Mt. SAC and the California Community College Chancellor's Office and the commitment to continue supporting staff professional development is ongoing. SCE is also strongly and passionately committed to continuing to help mitigate the barriers faced by SCE students and advancing students' opportunities for economic mobility and quality of life. SCE faculty, staff, and mangers seek to put into practice, support, and DEISA+ best practices in instruction and services to serve marginalized students and help them succeed.

Priorities & Goals Addressed

ILOs:
- Communication
- Critical Thinking
- Information and Technology Literacy

Division Goals:
- *Advocacy and Partnerships.* Advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community, regional and state involvement.
- *Teaching and Learning.* Expand and support innovation in teaching, learning, academic support, and management within SCE.
- *Student Support.* Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

College Priority Areas:
- *Priority 1:* Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.
- *Priority 2:* Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.
- *Priority 3:* Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
3.1 Develop an SCE division-wide DEISA+ plan to build capacity in support of all students.	Associate Vice President, SCE Leadership, Faculty, staff, Vice President	1. Newly formed SCE DEISA+ committee to request input from SCE stakeholders on their DEISA+ journey. 2. Develop Canvas shells for repository of DEISA+ materials. 3. Develop a DEISA+ workplan based on survey results and committee planning and vetted by SCE stakeholders, including professional development and training (implicit bias, ageism, and others) 4. Hold DEISA+ PD and training for SCE staff, faculty, and managers. 5. Survey SCE faculty, staff, and managers on PD provided. At least 80% will express satisfaction with training. 6. Use survey data and other assessment methods to determine further professional development needs and DEISA+ actions that would support the students' educational journey.	Spring 2024 – Summer 2024 Fall 2024 Spring 2025 Spring – Fall 2025 Fall 2025 Spring 2026 – ongoing	Adjunct and hourly funding, catering, speakers, and supplies, classified hourly staff	Division-wide DEISA+ Action Plan, Sign-in sheets, survey results, agendas, presentations, Canvas shell and repository.	
3.2 Offer noncredit courses in languages other than English (GED, Education for Older Adult, Adults with Disabilities, Short-term Vocational)	Faculty and directors from AWD, EOA, STV, and ABE, SCE Dean	1. Research process and implications of offering these courses. 2. Determine courses and work with EDC and college's curriculum process to ensure compliance for courses. 3. Create outreach and onboarding materials for courses. 4. Offer courses in desired disciplines.	Spring 2024 – Winter 2025 Spring 2025 Spring 2025 Fall 2025 – ongoing	Non-teaching funding for curriculum and professional development; adjunct faculty, marketing funds	Meeting minutes, outreach materials, canvas shells, agendas, WebCMS 10.0	

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
3.3 Collaborate with Rising Scholars to offer ABE courses for noncredit and credit RS students.	ABE Director and Assistant Director, ABE Faculty	1. Offer basic computer and AIME classes for Rising Scholar Students. 2. Develop future noncredit courses as needed to improve credit and work success for Rising Scholars. 3. Survey Rising Scholars students on noncredit course satisfaction. 80% of students will be satisfied with the courses.	Fall 2023 – ongoing Fall 2024 – ongoing Fall 2024 – ongoing	Faculty non-teaching funding adjunct faculty	Meeting minutes, agendas, enrollment data, survey data	
3.4 Deliver orientations specifically for off-campus AWD and VRE students to expand access to counseling services including transition, basic needs, and other college resources.	EOA/AWD Director, AWD/VRE Counselors	1. Develop an off-site class visit and orientation schedule. 2. Implementation orientations. 3. Increase access to counseling services for AWD and VRE by 15%, in 2024-25.	Summer 2024 Fall 2024 Spring 2025	Adjunct counselors	Meeting agendas and notes, written plan for off campus class visit orientations, advising appointments data	
3.5 Expand resources and support to STV students with financial and other barriers to enrollment.	STV counselors, career services specialist, and Basic Needs Coordinator	1. Create a process for identifying resources for and for students to request services (outreach, tools, research). 2. Connect the STV counselor and students to ensure resources and for tracking and follow-up. Develop a tracking tool to follow students from the start of their program through completion. 3. Increase by 20% the numbers of STV enrollments and students accessing available resources by Spring 2026.	Fall 2024 Fall 2024 – ongoing Spring 2025 – ongoing	Adjunct counselors	Meeting notes, tracking tool, navigate counseling data	

Objective	Person(s) Responsible	Tasks/Means of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
3.6 Increase Spanish-speaking student success outcomes.	ESL Faculty, ESL Director, ESL Instructional Manager	1. Evaluate targeted services to Spanish speaking students. 2. Evaluate existing course and program success data for targeted population. 3. Participate in at least three outreach efforts in Spanish-speaking communities or events each semester. 4. Develop support services (including counseling, tutoring, and instructional design). 5. Increase success metrics for Spanish-speaking students within 3 years (3% completion, 3% persistence to higher levels and 5% increased use of services). 6. Increase Spanish-speaking student enrollment by 5% from 2024 – 2026.	Spring 2024 – Spring 2025 Spring 2025 – Fall 2025 Spring 2025 – Spring 2027 Spring 2024 – Spring 2026 Spring 2026 Spring 2026	Marketing funds, supplies, faculty non-teaching funds, professional development funding	Flyers from outreach events, social media statistics	
3.7 Develop a process for courses with existing Mt. SAC CTE articulation agreements offered through the OCHS program to ensure that enrolled students earn college units.	OCHS Director and Coordinator, OCHS, CTE faculty, Counselor	1. Identify which CTE courses have HS articulation agreements in place with approved faculty. 2. Add faculty of record who is not on articulation agreements. 3. Develop agreements for CTE courses that are not articulated. 4. Within 4 years, there will be a 20% increase in articulations agreements with high school districts. 5. Within 3 years there will be a 20% increase in the number of students earning college units through the articulation process.	Winter 2024 Spring 2024 Fall 2025 Summer 2028 Summer 2027	Faculty non-teaching funds,	Articulation agreements, Banner reports, agendas and meeting notes	