ADVISORY GROUP
December 2, 2022
9:00 a.m. – 2:30 p.m.

Attendance: 67 participants, including 4 partners and 5 students.

Welcome
- Provost welcomed everyone and asked for a moment of silence in memory of a Mt. SAC employee who passed away on campus the previous day.
- It was mentioned that this was the first time the SCE Advisory Group has met in person since prior to the pandemic and that it has grown, as SCE has grown.
- Those hired within the last six months were introduced and recognized.
- Provost thanked everyone for their efforts during the pandemic, which were trying times, and pointed out that SCE enrollment is increasing and close to what it was prior to the pandemic.
- It was mentioned that SCE is going through the self-study process and will be using the newest WASC manual edition, which now has a stronger data use/effect requirement.
- To be planet friendly, limited copies of documents were available at each table. However, all documents and all forms to be used throughout the day were posted on Canvas. Forms were to be completed live on Canvas so they could be kept on program teams' WASC Canvas pages and made accessible to everyone.

Team Activity
- OCHS led a group activity so that participants could get to know each other.
- Participants passed an object around and were asked to answer fun questions.

Vision / ILO Review
- Vision: *The School of Continuing Education will empower all students to transform their lives through accessible and innovative educational opportunities.*
- Participants were asked to review the vision statement and discuss whether it was still relevant to SCE's student population and work, and to note why or why not.
    - Consensus was that the vision continues to be relevant
    - Two groups suggested to consider adding equity/DEISA language to the statement
- Participants were also asked to describe how they see the vision reflected in the work they do.
    - Vision is reflected in student stories, accessible courses in the community, online, morning, evening
    - Campaigns (Ableism, Ageism) to empower students
    - Technology resources made accessible to students to participate in courses
    - Low to no-cost courses/programs, externships
    - SCE is student-centered
- Participants were asked to decide whether the ILO are still relevant to SCE's student population and work, and to note why or why not.
    - Consensus was that the ILOs continue to be relevant
    - Minor suggestions include adding issues of security to the Information Technology Literacy ILO, as well as analysis as technology is now used for DL courses
    - Another minor suggestion was to add social justice and community to the list of items that should be respected under the Personal, Social, Civic, and Environmental Responsibility ILO

- Participants were also asked to describe how they impact students' knowledge, skills, abilities and attitudes in relation to the ILOs.
  - Teams mentioned the relevance of ILOs in relation to employment, workshops to increase personal growth and responsibility, earning degrees and certificates, passing courses
  - Ageism and ableism campaigns, to improve student confidence in potential collegiate success
  - Charity efforts to give back to the community

Action Plan Updates
Groups were asked to review their sections of the Action Plan and report progress and updates. Then, they were asked to review the division-wide Action Plan sections and report progress and updates. The following were reported:
- ABE
  - The Action Plan led to new certificates and classes to be created
  - Student focus group feedback was incorporated for program improvement
  - For 2022-23, will analyze if the changes resulting from student focus group findings are effective
  - For division-wide, should consider adding more instructional items rather than just equipment

- Community & Contract Education
  - Inputting structure on consistent basis on feedback for course/instructor evaluations
  - Missing analysis to implement improvements
  - For 2022-23, find past survey results on student interest in course offerings, analysis of Fall 2022 surveys, follow-up with previous students
  - Limited opportunities for CCE to be included in division-wide Action Plan items

- EOA & AWD
  - Add data from Fall 2021 and Fall 2022 for CDCP Certificates to see if achieved the 20% goal; also, VRE Community of Practice – developing rubrics and reviewing curriculum to make sure faculty are able to award passing grades for certificates
  - Stakeholder meetings are established and ongoing. Need to reestablish institutionalized survey.
  - Curriculum was established for pre-vocational skills. Community of practice is meeting to continue working on new curriculum based on student needs.
  - In lieu of new curriculum for AWD, AWD students are encouraged to take VRE classes.
  - Post-course outcomes are a challenge. Will work on this for AWD & VRE & institutionalize it for EOA.
  - For 2022-23, may add ageism and ableism campaign efforts to department action plan and set outcomes
  - Improving staff processes for registration, etc.
  - Missing from division-wide Action Plan: Fall 2022 improved registration data entry practices & implemented online option for collecting CAEP Update Data, Ableism and Ageism campaigns highlighted student voice, stakeholder and advisory meetings, WASC advisory group

- ESL
  - Certificates: Tracking information helps know what's learning and who is succeeding. It would be helpful to follow up with students who don't complete certificates and promote certificates more publicly. For example, we could also improve how we explain certificates to students so they understand their value. It would also be good to find ways to follow student who are close to completing certificates and follow up with them more proactively.
  - SSN: Create document which shows SSN collection per year
  - Tracking students post program: Need to develop process which tracks student progress externally, perhaps we could do a survey level 6/VESL to find out post-ESL plans; have VESL outreach specialist follow up with students who have left
  - Foundation: Follow up with Foundation
  - Students drops/no shows: multiple contacts and multiple modes of contact require additional NFA resources and more hours to follow up with students

- o Division-wide Action Plan items: ESL has IT processes, especially Banner processes for registration that still need to be completed, ESL would like to continue exploring the opportunity to provide self-registration for our students.
  - o Missing: Translation for student materials
  - o Streamlining registration processes and establishing clear access to data. For example, it would be helpful to have all of our data included in a dashboard.

- OCHS
  - o OCHS collects SLO data every summer, courses rotate. Information is collected on the number and percentage of students who are proficient. Data is summarized by teachers and the changes they recommend for the future. Adding a section to the teacher forms that requires them to explain how they used previous SLO data to prepare for their current course.
  - o Currently working on collecting a list of graduates from each partner high school. The data will be compared to students served by the OCHS program. Data will help determine the program's success. This will help gage the effectiveness of course offerings in helping students complete their graduation requirements.

- STV
  - o On track to increase course offerings, enrollment and student support.
  - o Additional adjunct counselors and instructional aides. Counselors providing educational planning and student meetings (30% increase in retention rate in Spring 2022 from Spring 2021).
  - o Have added pharmacy tech, vocational nursing (LVN), and registered behavioral technician programs.
  - o Need for analysis of SLO data for program improvement
  - o As for division-wide items, STV is not included in 1.1, need to add apprenticeship

Data Inventory and Use

It was explained that the new WASC self-evaluation process places greater emphasis on data use and on evidence of the effects of such use. Data are generally used at SCE. However, at times, data are used informally and we do not have a process to document such use. We also have data that goes unused, and, at times, departments need data that we simply do not collect. Therefore, teams were asked to complete a data inventory table to document data sources, what the data tells them, how they use/will use such data, and the impact of such data. Each team worked on their own form and focused on three areas: Instruction, Student Support Services, and Operational.

PIE Reports

Teams reviewed their 2021-22 unit PIEs, planned for 2022-23, and completing the review form. Departments reported the following:
- ABE
  - o Notable 2021-22 achievements: largest graduating class, development of ASEA Program (special admit), SBE 554 allowed for the ASEA program
  - o Monitored the number of graduates and monitored potential graduates to offer assistance. Online classes have given students more flexibility for achieving completion.
  - o Equity plans reported in 2021-22 focused on increasing the number of Hispanic/Latino students starting a class given that data indicated that 26% of Hispanic/Latino students complete intake paperwork/complete orientation but do not start class. ABE worked with the Ideas 42 group to look at onboarding of students, processes and potential gaps in the intake process.
  - o ABE partnered with English/Math, ESL, ACCESS, Nursing, Rising Scholars to create pathways for students. In 2022-23, ABE will continue to reach out to other special programs to provide AIME classes, such as the Chemistry Department, which is interested in having their students take a Math AIME course.

- Community & Contract Education
  - Notable 2021-22 achievements: ETP, MWD, collaboration with AWD/IMPACT and STV counselors and students, CPR/POD collaboration.
  - Used data such as total training hours and number of CPR/First Aid ecards and AED certificates issued to request funding, build partnerships, build visibility and credibility, identify possible gaps for those who didn't pass
  - Equity plans include extending student services and developing "how to" documents to assist students
  - For 2022-23, plan to join committees to increase presence on campus, showcase division through an open house, reinstate collaboration with admins across campus
  - Action Plans include in PIE will be: hiring admin specialist II to provide access to student services, improve the noncredit application and registration processes, especially with departments in Building 40, collaborate within the Division to develop roles/ responsibilities

- EOA & AWD
  - Notable 2021-22 achievements: Exemplary Program Award for AWD/IMPACT, returning to in-person classes in community, starting online registration.
  - Online registration resulted from pilot, feedback, and adjustments.
  - Equity plans included increasing enrollment for male students in EOA, as SCE Profile data pointed out the lower number of males compared to females in EOA. A survey was developed to gather data and implement a plan.
  - Collaborated with partners through focus group meetings. In 2022-23, will share schedules with partner cities to advertise earlier, will get partners involved with the Ageism and Ableism campaigns, table at partner events.

- ESL
  - Students received OTAN awards, increased in-person enrollment, awarded 3 scholarships for $500 each to ESL students enrolling in credit courses, piloted AIME ESL with ABE in Winter 2022 to offer 2 sections for students transitioning to AMLA 90 (86% of the 40 students passed).
  - Used student success stories, enrollment data, called those who left during the pandemic to invite them to re-enroll, looked at the number of students who applied to noncredit AMLA mirrored courses to determine if enough students would be available to open an AIME ESL class.
  - Equity plans for 2021-22 included ESL's SEAP project goals to increase access to Spanish-speaking students through outreach efforts as they enroll, persist, and complete in ESL courses. Also, to implement DEI curriculum to increase student feelings of belonging in their class. Enrollment for male Spanish speakers increased by 232% (129 to 428) and female Spanish speaker increased by 78% (738 to 1315) from 2020-21 to 2021-22. Male Spanish speaker pass rates increased by 17% for level classes overall from 2020-21 to 2021-22, but were higher in on-campus classes (60%) than online classes (40%). Female Spanish speaker pass rates decreased by 13% for all levels from 2020-21 to 2021-22, but were higher in online classes (62%) than campus classes (38%).
  - Partner activities include AMLA articulation and weekly AJCC tables in the ESL building. For 2022-23, ESL will work with AMLA to offer relevant workshops to bridge information gaps for students, will encourage more ESL students to enroll in AMLA mirrored classes, and continue to increase the number AJCC students who enroll in ESL classes.

- OCHS
  - Notable 2021-22 achievements: offered 425 online courses to 35 high schools in 14 school districts. A total of 14,500 students were served. Trained over 200 teachers in Canvas. Added nine high schools from two new districts. Offered four new support courses at the Early College Academy. These was all informed by enrollment data and online teaching requirements.
  - Equity plans included providing summer school services to English Language Learners, first generation immigrant students. This is a student population that must be served. Also, designed and got approved the ethnic studies course that will be offered in the future.
  - Plans are in place to recruit more teachers for additional courses to be offered this summer.

- STV
    - Notable 2021-22 achievements: received scholarships and grants, hired new employees, partnership with Pomona AJCC, CNA pass rate of 100%, and counseling modalities. This was informed by counseling appointment data, completion data, FTE data, and health careers completion data.
    - Equity plans included identifying the demographic group not completing registration forms. Successfully used text message software to reach out to Hispanic/Latinx students to encourage them to complete registration.
    - Co-location with Pomona AJCC has been successful. An AJCC representative is at the Mt. SAC campus twice a week. We had a cohort training with Temco for the Logistics Program and developed clinical sies for EMT and CNA students.
    - In 2022-23, plan to partner with Pomona Valley Medical Hospital, AJCC, and Mt. SAC, Partner/ Stakeholder event, apprenticeship with Health Careers programs – DOL EMT, Pharmacy Tech, MA, DAS – Pharmacy Tech, MA

LUNCH & Magic Show
While participants dined, two AWD students went table-to-table to perform a small talent show.

Class Demonstration
Two instructors conducted a demonstration of the Healthy Aging course offered by EOA. Participants enjoyed taking part in the physical activity. The participants were reengaged.

Data Inventory and Use Share Out
Teams reviewed their Data Inventory & Use forms. They selected something to share in an artistic format with the whole group. Teams sang, mapped out, drew, and cheered their data findings.

Closing Remarks & Evaluation
Provost thanked all for their participation. Participants were asked to complete an evaluation survey.

Evaluation Survey Results
The online survey could be accessed through a QR code available at each table and projected onto the screen. A total of 38 participants took the survey. The following are highlights of results:
- What worked well
    - Overwhelmingly positive comments regarding the venue and the mix of serious and fun activities; consensus that the agenda flowed well and event was well organized
    - "Reviewing data / it was helpful to discuss the questions as aa team and time was adequate."
    - "Good, clear activities. Pacing was good. Appreciated being able to work on Canvas."
    - The location, the activities, and the time for each session. Laptops provided per table were very helpful."
- What needs to be improved
    - Logistical: More time to prepare for data share out presentations, tables set further apart, preference for a Monday – Thursday event
    - More details ahead of time of what the event was going to entail; agenda to all ahead of time
    - Live timer on screen
- Additional comments
    - N/A