

SCE Action Plan

2018-2024

Growth Area 1: Data Integration and Analysis

Goal: Expand the types, collection, uses, and analysis of relevant data to improve student access and success.

Rationale:

Data continues to be a critical resource for School of Continuing Education (SCE) faculty, staff, and managers to make the best possible decisions for positive student outcomes. The data needs of SCE departments are growing more diverse and regulatory with the onset of state and federal initiatives and performance-based funding, such as WIOA and Strong Workforce Program (SWP). There is also a significant emphasis on workforce and college pathways; therefore, new types of data are needed for SCE staff to guide students to their goals. Through this 18-month analysis of SCE, we have discovered that with our growth in programs and services, we also need to expand our processes for data collection, analysis, and decision-making. Programs such as AWD have unique student needs for which specialized data are needed to improve student access and outcomes. Overall, this Action Plan item is necessary to improve access and assist students in achieving goals that will promote self-sufficiency.

Goals Addressed:

ILOs:

- o Information and Technology Literacy
- o Critical Thinking

Division Goal(s):

- o Expand the use of data for tracking, assessment, planning and reporting to promote students' access to pathways.
- o Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.
- o Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

- o Expand School of Continuing Education program offerings.
- o Implement and promote professional development initiatives that support Continuing Education themes and priorities

College Goal(s):

- o The College will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.
- o The College will prepare students for success through the development and support of exemplary programs and services.
- o The College will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
- o Students entering credit programs of study will be ready for college level academic achievement.
- o The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- o The College will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and or decision-making at the department/unit and institutional level.
- o The College will encourage and support participation in professional development to strengthen programs and services.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.1 Integrate SCE departments' data systems for expansion of and improvement in student data	Associate VP SCE, Dean, Associate Dean, department managers, department coordinators, SCE IT Coordinator	1. Evaluation of current shadow systems	Winter 2018	IT staff, software, computers, hourly support, professional development funding	Meeting notes, agendas, emails, identified data system, implementation plan	<u>January 2018</u> Division shadow systems evaluated by IT. Reported to President's Cabinet on 1/19/18.
		2. Identification of integrated student data system for SCE	Winter 2019			<u>Winter 2019</u> IT worked with ESL, ABE, and LLC to identify their needs for a student data system. Focusing on those three first before addressing other departments.
		3. Integrated system created and reviewed by faculty and staff	Spring 2020			<u>Fall 2019</u> Banner add-on screens completed for ESL and functional. Building of add-on for ABE began in Nov. 2019 and is expected to be complete in Spring 2021.
		4. Faculty and staff training on new system	Spring 2021			
		5. Online registration for noncredit labs and other SCE programs	Fall 2019 - ongoing			<u>Fall 2019</u> Piloted online registration in WIN Program, then rolled out to MARCS, SSSC, ASAC, LLC, STEM, and TERC. Each lab decided how best to implement. <u>Spring 2020</u> Online registration available to students in all programs to ABE (HESI) and 14 labs. <u>Summer 2020</u> Credit students who are enrolling in a noncredit lab course are able to register themselves to the lab course. We are in the process of giving noncredit students the ability to self-register online (like credit students do), should be ready for Winter/Spring.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.2 Evaluate and refine current student profile and expand student data sources/elements	Associate VP, SCE, Dean, Associate Dean, SCE coordinator, department managers and coordinators, ABE faculty	1. Review existing data elements for relevance and currency	Fall 2018 - Winter 2019	Professional development funds, computers, software	Meeting agendas and minutes, professional development events, sign in sheets, purchase requisitions, Research Plan	<u>Fall 2018 – COMPLETE</u> All depts. reviewed profile and made minor modifications which were agreed upon and will be approved at the Advisory Meeting in Fall 2019. A decision was made to create alternative data sources for each department’s needs to be updated annually.
		2. Identify and add new data elements	Winter 2019			<u>Winter 2019</u> Data elements were identified to align with initiatives and SCE 2018-19 Research Plan.
		3. Share updates with faculty and staff	Fall 2019			<u>Fall 2019</u> Shared individually by department to faculty and staff.
		4. SCE Advisory Group input	Fall 2019-ongoing			<u>Fall 2020</u> Profile updates, Research Plan, and data sources were shared at Advisory Group retreat.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.3. Establish a Division structure for assessing Program Level Outcomes (PLOs/CDCP certificates) and increase certificate awards	SCE Faculty Team, Associate VP, SCE, Dean, Associate Dean, department managers, Assistant Curriculum Specialist	1. SCE Faculty Team evaluate current assessment progress	Spring 2018	Faculty non-teaching pay, professional development	Agendas, minutes, PLO assessment plan, sign in sheets	<p><u>Spring 2018</u> - COMPLETED. In March and April, the SCE Faculty Team discussed and decided to investigate the assessment progress by department and using the results to develop a division PLO assessment cycle.</p>
		2. Create a Division PLO assessment cycle	Fall 2018			<p><u>Fall 2018</u> - COMPLETED. Faculty researched practices in effect for assessing PLOs and it was determined that they are being assessed at the same time as SLOs/ILOs. Many of the PLOs are identical to the SLOs so there is already a process in place.</p>
		3. Assessment of CDCP certificates and evaluation of data will be current	Summer 2019			<p><u>Fall 2019</u> Initial data generated for students earning CDCP certificates.</p>
		4. Establish process for generating and assigning certificates	Spring 2019			<p><u>Spring 2019</u> - COMPLETED A process was created for students to request certificates. Assigning them in Banner expected in 2019-20.</p>
		5. Increase overall SCE student certificate awards by 20% over 3 years starting in June 2020	Summer 2020			<p><u>Summer 2020</u> The overall SCE student certificates for 2019-20 is 1867. This number will serve as baseline data.</p>

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.3.1 Increase CDCP certificate completion of Vocational Re-Entry students	EOA/AWD Director, faculty, Assistant Curriculum specialist, counselors, CAEP technical experts	1. Identify barriers to course/certificate completion	Spring 2020	Faculty non-teaching funds, hourly counselors, FT coordinator, classified staff hours, CAEP technical expert hours	Surveys, meeting minutes, Intervention plans, certificates issued	<p><u>Spring 2020</u></p> <p>Students who dropped from Voc Re-entry courses were identified and contacted by adjunct counselors. Barriers identified. Interventions proposed:</p> <ul style="list-style-type: none"> - Orientations for new students highlighting and checking that contact information is correct in system. - Canvas, portal claiming and email are part of the orientation - Group orientations made available twice a month - New curriculum to include Navigating Basic Technology & Basics of online learning, including Canvas Basics

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 1.3.1 Increase CDCP certificate completion of Vocational Re-Entry students	(Cont'd) EOA/AWD Director, faculty, Assistant Curriculum specialist, counselors, CAEP technical experts	2. Implement needed interventions	Fall 2020 - ongoing	(Cont'd) Faculty non-teaching funds, hourly counselors, FT coordinator, classified staff hours, CAEP technical expert hours	(Cont'd) Surveys, meeting minutes, Intervention plans, certificates issued	<u>Fall 2020</u> The following interventions were implemented: - Counselors provide orientations on a regular weekly basis; Canvas, Portal claiming and email are part of the orientations. - Department now has 1 fulltime counselor assigned in addition to two part-time counselors. They meet weekly with manager to share and coordinate information. - Department students are part of the loaner laptop and hotspot program. SCE-SOS desk addressing technology issues/needs of students. - Counselors reach out to students identified as dropped to provide support to reenter their course of study.
		3. Increase Voc Re-Entry awards by 20% over 3 years starting in 2020	Fall 2020			<u>Fall 2020</u> There were a total of 185 Voc Re-Entry awards in the 2019-20 year. This will serve as baseline data.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.3.2 Increase number of students completing STV mirrored courses and CDCP certificates	Dean, STV faculty, Administrative Specialist, Assistant Curriculum Specialist, Counselors	1. Align and update noncredit mirrored courses and programs in WebCMS	Fall 2018-ongoing	Staff, Faculty non-teaching hours, Data analysis training	Local curriculum approval, meeting minutes, agendas, schedule of classes, SCE profile	<u>Spring 2019</u> All noncredit mirrored courses are on the same cycle as their credit version.
		2. Establish efficient process for collecting enrollment, drop out, and completion data for mirrored courses	Spring 2019-ongoing			<u>Spring 2019</u> Staff are able to run Argos reports to determine enrollment, drop out, and completion data for mirrored courses. This is examined now twice a year.
		3. Create new STV CDCP certificates	Spring 2019			<u>Spring 2019</u> 10 new CDCP certificates have been created. These include: Hospitality; Surgical Tech; Care Coordinator 1; Care Coordinator 2; General Accounting; Occupational Therapist Aide; Payroll and Tax Accounting; Solar Panel; Sports Medicine; and EMT.
		4. Increase STV CDCP certificates by 10% over 2 years starting in 2020	Summer 2020			<u>Summer 2020</u> The number of STV CDCP student certificates for 2019-20 is 516. This number will serve as baseline data.
		5. Increase the number of courses offered through Articulation.	Spring 2018 and ongoing			<u>Spring 2018</u> Over 30 mirrored classes were articulated with the credit course and SCE students are able to earn credit.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.3.3 Create process to track students completing CDCP ESL certificates	ESL Director, ESL Coordinator	1. Develop process to track certificate completion	Spring 2018 - Ongoing	Database, professional expert	Certificate spreadsheet / directory	<u>Winter 2018</u> An Argos report to track certificate complications exists. Now, however, a logic was created to auto generate certificates. Once a student completes the necessary courses, the system will auto generate a (local, Chancellor) certificate for the specified term.
		2. Increase CDCP certificate attainment by 5% - 10% over 3 years from 2018-19 to 2020-21	Summer 2020			<u>Summer 2020</u> In 2019-20, ESL issued 1040 CDCP Certificates. This is our baseline data.
1.3.4. ABE will create CDCP certificates that include STV and HS courses and prepare students for college and work	ABE Faculty, STV faculty, Director Adult Education, ABE Assistant Director	1. Evaluate what STV courses would fit in Adult HS Diploma Program pathways	Fall 2018	Faculty non-teaching pay	Meeting minutes, approved courses	<u>Fall 2018</u> Met with STV instructor and determined what current STV courses could be used in AD. Office Management and Micro Computer Applications were discussed.
		2. Create certificates	Winter 2019 and ongoing			<u>Winter 2019</u> Office Management Skills and Computer Apps curriculum was created for AD. Students who take those 2 classes and complete a career development component can earn the Office Skills Certificate. VOC HEP created for healthcare exam preparation.
		3. Increase Adult HS Diploma certificates by 10% over 2 years starting in 2020	Summer 2020			<u>Summer 2020</u> The overall number of Adult HS student Diploma certificates for 2019-20 is 57. This number will serve as baseline data.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.3.5 Create noncredit certificates for Off-Campus High School programs	Off-campus faculty, HS project manager	1. Identify disciplines for possible certificates	Fall 2018	Faculty non-teaching funds,	WebCMS submission, approved certificates, meeting minutes, agendas	<u>Fall 2018</u> English was identified as a discipline for a new certificate. A HS English Competency certificate was submitted for approval.
		2. Create certificates	Spring 2019			<u>Spring 2019</u> HS English Competency certificate approved by Chancellor's Office in Spring 2019.
		3. Establish baseline for certificate attainment	Summer 2020			<u>Summer 2020</u> Due to the combination of the certificate being new and the COVID-19 pandemic, there were no certificates issued in 2019-20. Therefore, 0 will serve as baseline data.
		4. Increase certificate attainment by 5%	Fall 2022			
1.4. Review and revise the process to develop, track, assess, analyze, and report student learning outcomes (SLOs) for STV courses	Dean, STV faculty, Administrative Specialist, Assistant Curriculum Specialist	1. Evaluate SLOs for accuracy and currency and review current processes for collecting SLO data	Fall 2018	Professional development, faculty non-teaching funds	Meeting minutes, agendas, course schedules, SLO assessment schedule, professional development documents, TracDat reports	<u>Fall 2018</u> Individual meetings/ communication (in person, email, or telephone) arranged for faculty with courses up for review and/or due for SLO data collection. Faculty reviewed current SLOs to determine accuracy, relevancy, and currency.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 1.4. Review and revise the process to develop, track, assess, analyze, and report student learning outcomes (SLOs) for STV courses	(Cont'd) Dean, STV faculty, Administrative Specialist, Assistant Curriculum Specialist	2. Develop new processes for reporting SLOs	Spring 2019	(Cont'd) Professional development, faculty non-teaching funds	(Cont'd) Meeting minutes, agendas, course schedules, SLO assessment schedule, professional development documents, TracDat reports	<u>Spring 2019</u> New processes for reporting SLOs was determined and discussed in two faculty meetings per year occurring in the Fall and Spring terms (ongoing) to be implemented beginning Fall 2019. STV faculty will also discuss curriculum, SLO and ILO data, and data analysis at these two meetings.
		3. Implement SLO assessment process	Fall 2019			<u>Fall 2019</u> A general STV faculty meeting was held and courses that were up for SLO review were identified. Instructors were then contacted to schedule individual meetings to further discuss SLO data collection.
		4. STV faculty will discuss curriculum, SLO and ILO data, and data analysis at least twice per year	Spring 2019 - ongoing			<u>Spring 2019</u> SLO data was collected from faculty and inputted into TracDat. Individual meetings/communication arranged for faculty with NEW courses implemented during the 2018/2019 school year. New processes for reporting SLOs will be determined and discussed in two faculty meetings per year occurring in the Fall and Spring terms (ongoing) to be implemented beginning Fall 2019. STV faculty will also discuss curriculum, SLO and ILO data, and data analysis at these two meetings.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.5. Identify areas of interest and need for students with intellectual disabilities	EOA/AWD Director, faculty, CAEP technical experts, counselors	1. Establish advisory board for AWD program development, design, and quality	Summer 2018	Staffing, faculty non-teaching pay, counselors, funds for refreshments, on campus classroom facility, meeting room, full time program coordinator	Meeting minutes, agenda, course schedules, surveys	<u>Fall 2017</u> Began IMPACT meetings to start discussions on program expansion and design and developing additional partnerships and advisory board.
		2. Survey AWD students and community members	Winter 2019			<u>Fall 2018</u> AWD surveys created and administered in Winter 2019.
		3. Evaluate data and share with faculty and stakeholders	Winter 2019			<u>Winter 2019</u> Survey revealed students need more technology training; students are lacking independent living skills; students need/want pre-vocational skills.
		4. Determine changes and additions to program offerings	Summer 2019			<u>Summer 2019</u> Survey is institutionalized and ongoing. Trends continue with students' interest in technology training; students are lacking independent living skills; students need/want pre-vocational skills. Curriculum development to focus on pre-vocational skills

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.6 Expand faculty and staff use of data to evaluate and improve student learning and outcomes	SCE Faculty Team, Associate VP SCE, Dean, Associate Dean, department managers and Assistant Curriculum specialist	1. Develop Division/ department process to evaluate CAEP, enrollment data, Strong Workforce Data (SWP), and WIOA II data at least twice annually	Fall 2018 – Winter 2019	Faculty non-teaching pay, professional development funds, hourly clerical support, data reports	Meeting agendas and minutes, student data reports	<u>Winter 2019</u> ESL and ABE faculty reviewed data regularly as part of their leadership or faculty advisory group. ESL Leadership also reviewed data at January 2019 leadership retreat. ABE discussed ways to improve CASAS outcomes, including offering more testing opportunities. Trained faculty on how to view comparison data. ESL discussed differences between federal and state ESL levels. ESL strongly encouraged faculty to ensure students make-up tests if absent during CASAS assessment.
		2. Provide data reports to departments	Fall 2019			<u>Fall 2019</u> Research Plan shared and discussed in Leadership regularly. Enrollment management reports discussed weekly. Data provided to departments as requested.
		3. Department plans developed for evaluating and addressing student outcomes, including staff training	Fall 2019			<u>Fall 2019</u> ABE discusses outcomes at PIE Day. EOA has advisory groups where plans are discussed; ESL discusses outcomes within their Leadership team.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 1.6 Expand faculty and staff use of data to evaluate and improve student learning and outcomes	(Cont'd) SCE Faculty Team, Associate VP SCE, Dean, Associate Dean, department managers and Assistant Curriculum specialist	4. Increase WIOA II benchmarks, SWP outcomes, and CAEP outcomes each by 5% annually starting in 2020	Summer 2020	(Cont'd) Faculty non-teaching pay, professional development funds, hourly clerical support, data reports	(Cont'd) Meeting agendas and minutes, student data reports	<u>Summer 2020</u> Established baseline data for 2019-20: <u>WIOA II (CASAS PP)</u> - Basic Skills (ABE): 355 - ESL: 1,251 - ASE: 147 - Civic Participation: 525 - Integrated EL Civic: 1,888 - IELCE with IET: 484 - Total PP: 4,650 <u>SWP Outcomes</u> No 2019-20 data in LauchBoard yet <u>CAEP Outcomes</u> - ESL/ELL: 17,817 - ABE/ASE: 10,448 - CTE: 15,268 - AWD: 4,064

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.6.1 Increase Off-Campus HS faculty use of student success and SLO data from previous terms	OCHS Faculty and Project Manager, Mt. SAC HS Coordinator, Off Site HS Coordinators, Administrative Specialist	1. Identify student outcome data to be reviewed and evaluated	Fall 2018	Clerical support, software programs, data reports, faculty non-teaching faculty pay, meeting agendas and notes	Data reports, Use of Results report	<u>Fall 2018</u> We have identified course success as the data that we will use to review and evaluate. Data are available to determine which courses have high and low success rates.
		2. Create data reports for faculty and district partners	Winter 2019			<u>Winter/Spring 2019</u> The 13 school district administrators were provided data reports on attendance, course success and final exam pass rates. They will use the data to work with the sites to determine ways to improve course success and/or attendance.
		3. Discuss student learning data with faculty and district partners	Spring 2019			<u>Spring 2019</u> All 2019 SHS faculty were provided 2018 SLO data and analysis.
		4. Create a Use of Results report	Fall 2021			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.6.2 STV faculty will evaluate SWP and labor market data to improve student outcomes	Dean, STV Faculty, Administrative Specialist, Program Manager, STV Coordinator	1. Review Mt. SAC SWP outcomes	Fall 2019	SWP data, faculty non-teaching pay, PD on data analysis, clerical support	SCE profile, meeting agendas, meeting notes, gap analysis report, LaunchBoard reports	<u>Fall 2019</u> STV examined SWP data to increase enrollment and number of certificates earned. Medical Assistant, a new program that is identified in the SWP grant, was finalized in Fall 2019 and will be offered in Spring 2020.
		2. Conduct Gap analysis and develop plan to improve	Winter 2020			<u>Winter 2020</u> A Gap analysis was conducted and a plan for improvement developed. It was concluded that more sections of Home Health Aide will be offered to meeting the increasing labor market demand.
		3. Increase student program completion outcomes by 5% annually as reported in Launchboard	Spring 2020 - ongoing			<u>Summer 2020</u> The number of STV CDCP student certificates for 2019-20 is 516. This number will serve as baseline data.
		4. Create process for ongoing analysis of labor market data	Spring 2020			<u>Spring 2020</u> STV staff meet monthly to review labor market data as well as regional need to determine if new programs need to be developed and offered.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.6.3 Establish, collect, and evaluate student learning outcomes and program quality data for Community and Contract Education	Community Education Director, faculty, Administrative Specialist IV	1. Create student progress report	Winter 2018	Fee-based faculty, clerical support	Meeting agendas and minutes. College for Kids data, learning outcomes data	<u>Winter 2018</u> Created progress report for CFKs program. It will be used in Summer 2018.
		2. Communicate expectations	Spring 2018 – ongoing			<u>Spring 2018</u> Directions are given at the College for Kids orientation on how to use the instrument. Faculty were asked to report the progress of every student in class.
		3. Implement progress report, collect student success and completion data	Summer 2018			<u>Summer 2018</u> Faculty were given Progress Reports forms to use in class.
		4. College for Kids faculty meet to discuss student learning and evaluation data of program and make program changes if necessary	Summer 2018 - ongoing			<u>Spring 2019</u> Director and Faculty met to discuss and evaluate results of data gathered. As expected, a high percentage of the College for Kids students were reported as performing excellent and satisfactory class work (84.7% Excellent, 14.3% Satisfactory and 1% Needs Improvement).
1.6.4 Increase the accuracy and availability of CAEP data, including analysis for performance.	CAEP manager, data coordinator	1. Capture members' student transitional data	Spring 2020 - ongoing	Data staff, data system, professional development	Meeting notes, reports, email, data system	<u>Spring 2020</u> Due to the COVID-19 pandemic, the collection of student transitional data has been postponed for a year to give institutions time to adjust to the crisis
		2. Review data with SC on a quarterly basis	Spring 2020 - ongoing			<u>Spring 2020</u> CAEP Enrollment and progress data for the period of 1/1/20-3/31/20 – Q3 – along with 2018-19 student identified with WIOA Barrier to Employment were reviewed Spring 2020.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.7 Increase SCE student access to core support services through improvement in data collection and evaluation	Counseling faculty, SCE coordinator, Associate Dean, Dean, Associate VP, SCE, department managers	1. Review current SCE Division data collection processes	Fall 2018	Clerical assistance, faculty non-teaching funds,	Student support (previously SSSP) data, corrected student support reports, Department SSSP plans	<u>Fall 2018</u> Met with all departments to review data collection, SCE Profile, and specific department needs.
		2. Identify sources of errors in reporting and provide support data to departments	Fall 2018-ongoing			<u>Fall 2018 & ongoing</u> Errors were initially identified by the SSSP workgroup. Currently, the Research Team reviews the data regularly at the end of each term to identify any errors or inconsistencies.
		3. Department processes outlined for eliminating errors, identifying gaps in services, tracking services, and increasing student access and outcomes	Winter 2019			<u>Winter 2019</u> The SCE coordinator communicates with department leadership and counseling to streamline all processes.
		4. Increase overall student support outcomes and student access by 5% per year starting in July 2019	Summer 2019			<u>Summer 2019</u> To accurately measure growth, it was necessary to streamline and clean the systems. Now that they are accurate, Summer 2019 data will be used as baseline data.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.8 Establish a process to collect Community and Contract Education post-program outcomes, including student success and completion data	Community Education Director, faculty, Administrative Specialist IV	1. Develop survey to identify reasons for enrollment in program and post-program plans	Fall 2018	Research Department collaboration, surveys	Survey, survey results, post-program data, meeting agenda and minute	<u>Fall 2018</u> Updated community education student survey/evaluation to include questions related to reason for enrollment in program and post-program plans.
		2. Administer survey during first week of class with follow-up 6 months later	Spring 2019 - ongoing			<u>Spring 2019</u> Survey was administered in Spring 2019. Results show that at least 90% of survey participants enroll in our programs for personal growth or a job related reason. Follow up will be in six months.
		3. Collect student success and completion data	Spring 2019			<u>Spring 2019</u> Water Tech pass rate for this term is 98%. Results show that a significant number of survey participants enroll in this program to retain their current job and/or to get a new job. Almost everyone taking this program to retain his or her job will take it to meet the minimum 36-hour continuing education requirement to re-certify every two years. Pass rates for all other programs range between 94% to 98%. Results highlight that programs are highly successful. An area of program improvement is to increase student enrollment.
		4. Establish process to review data each semester with staff and faculty to determine any program improvements	Spring 2022 - ongoing			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.8.1 Increase EOA/AWD/Voc Re-entry post course outcomes	Director, Voc Re-entry, EOA/AWD, counselors, CAEP technical experts, and faculty	1. Establish data collection, referral, and follow-up process for post course outcomes	Spring 2019	Data entry, clerical assistance, faculty non-teaching funding, counseling hours	Meeting agendas and minutes, referral data, post-program data report, meeting minutes	<u>Spring 2019</u> Piloted the process with AWD students. Collected data on credit course enrollment and success. This process has been institutionalized and is on-going. Will do the same with EOA and Voc Re-entry students.
		2. Create a plan to transition students into entrepreneur training	Spring 2020			<u>Spring 2020</u> The EOA/AWD Team met and created a plan to transition students into training. It will focus on promoting the Microenterprise program and developing a learning module for all Voc Reentry faculty to present. It will be implemented in Fall 2020 without help from counselors, whom were lost due to budget cuts.
		3. Course completion survey for HA Courses	Spring 2021			
1.8.2 Create OCHS process for tracking post-program student outcomes	Off-Campus HS Project Manager, Mt. SAC HS Coordinator, Administrative Specialist	1. Identify outside data sources for student educational post-program outcomes	Fall 2019	National Student Clearinghouse access, Cal-Pass	Post-program outcome report, meeting minutes, agendas	<u>Fall 2019</u> Obtained data from the National Student Clearinghouse on OCHS students who have matriculated to Mt. SAC and/or other institutions of higher learning. Data will be collected annually to identify the number of students who benefitted from credit recovery courses and were helped in their pursuit of a postsecondary education.
		2. Seek shared data with local high schools	Fall 2021-ongoing			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.8.3 Streamline and increase data collection in order to improve follow up services to post-program students	Director, VESL Coordinator, SSSP Coordinator	1. Increase collected Social Security numbers by 10%	Spring 2018 – ongoing	Email Software to send mass emails / track users	Post-program data, articulation agreement	<u>Spring 2018</u> From 2017-18 to 2018-19, collected of SSNs decreased from 46% to 41%. We will continue our practice to encourage students to give SSNs, and recommend that word 'Optional' removed from the registration form to see if this increases the response rate for SSN.
		2. Establish process to follow up with students who have completed the program and track their pathways	Spring 2019			<u>Spring 2019</u> We are collecting data through core performance survey. <u>Fall 2019</u> Initial data on completion and transfer in SCE Research Plan. <u>Spring 2020</u> Established a process to follow up with students who have completed the program and track their pathways. The VESL program will track students who transitioned to credit/noncredit programs through student record reports. Students who did not continue their education at Mt. SAC are will be contacted by phone or email. Staff will ask students if they continued their studies at another college, if they got a job, and how the program helped them in their career.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 1.8.3 Streamline and increase data collection in order to improve follow up services to post-program students	(Cont'd) Director, VESL Coordinator, SSSP Coordinator	3. Develop articulation agreement with AMLA for mirrored courses	Fall 2018 – ongoing	(Cont'd) Email Software to send mass emails / track users	(Cont'd) Post-program data, articulation agreement	<u>Fall 2018</u> Mirrored courses were approved and FT ESL Faculty member worked with AmLa faculty to save 5 seats per mirrored course for noncredit students. Mirrored courses of AMLA 90 (ESL 90) will begin in fall 2019. <u>Fall 2019</u> Developed ESL 70, 80 (mirrored AMLA courses) in Fall 2019
		4. Establish alumni contact through Mt. SAC Foundation	Spring 2020			<u>Summer 2020</u> The ESL Leadership Team/ Counselors discussed the feasibility of establishing alumni contact in a virtual environment. They decided to set up a meeting with the Mt. SAC Foundation in Fall 2020 to discuss how other departments work with alumni to raise scholarship funds.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 1.8.3 Streamline and increase data collection in order to improve follow up services to post-program students	(Cont'd) Director, VESL Coordinator, SSSP Coordinator	5. Track reasons for students who drop out and follow up to provide support and resources for students to continue	Spring 2020	(Cont'd) Email Software to send mass emails / track users	(Cont'd) Post-program data, articulation agreement	<u>Summer 2020</u> 2019-20: Contacted 87% of students who had left the program for more than 90 days for WIOA CORE Performance survey to identify reasons students dropped out. <u>Spring 2020</u> During the spring of 2020, ESL conducted a focused research project on retention strategies in which we analyzed trends and effective strategies for retaining students. Detailed data analysis indicates applying the following can result in a higher retention rate: retention and persistence strategies in the classroom; aligning Level class content to Skills classes; and utilizing an intervention specialist to follow up with students who have dropped.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
1.8.4 Increase ABE post-program outcomes	Director of Adult Education, ABE Assistant Director, ABE Faculty, Counselors	1. Create system for tracking student post-program outcomes with an established baseline	Fall 2018	Non-teaching faculty pay, Counselor	Articulation agreements, tracking spreadsheet/ systems	<u>Fall 2018</u> A designated counselor created an Excel spreadsheet for graduates and is tracking post-program outcomes by calling students.
		2. Identify interventions for increasing post-program outcomes	Fall 2018			<u>Fall 2018</u> Counselors identified a need to offer more workshops/ presentations. Counselors have arranged for class presentations from credit departments (e.g. EOPS, financial aid, scholarships)
		3. Explore articulation agreements with credit departments	Fall 2018			<u>Fall 2018</u> With the implementation of AB 705, students are placing into college-level courses so articulation agreements are no longer necessary. Partnerships with English and math have been developed to offer support courses. AIME (Academic Intervention for Math and English) was created. Courses created: BS EPCS (English Preparation for College Success), BS MPS (Math Preparation for Statistics Success), and BS MPSTM (Math Preparation for BSTEM Success).
		4. Increase post-program outcomes by 5% annually starting in Summer 2020	Summer 2020			<u>Winter 2019</u> VOC HEP (Healthcare Exam Prep) was created. This course prepares students to take the HESI exam required to enter the nursing program. ABE partnered with TPI and offered CBEST prep classes and multiple subject CSET prep classes.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
<p>1.9 After Identifying and evaluating disproportionately impacted student data for each SCE department, stakeholders will evaluate and determine interventions that decrease the achievement gap.</p>	<p>SCE Leadership, SCE coordinator, faculty and department coordinators</p>	<p>1. Identify DI student populations for each department and provide data to staff and faculty.</p>	<p>Spring 2021</p>	<p>Short-term hourly support, faculty non-teaching funds</p>	<p>Data reports, meeting minutes, SEAP Workplan</p>	
		<p>2. Data reviewed and analyzed by department stakeholders.</p>	<p>Fall 2021</p>			
		<p>3. Departments will develop interventions and outcomes to improve DI student achievement.</p>	<p>Spring 2021 and Spring 2022</p>			

Growth Area 2- Communication

Goal: Strengthen internal and external communication structures to foster community connections and enhance instruction and services.

Rationale:

Goals Addressed:

ILOs:

- Communication
- Personal, Social, Civic, and Environmental Responsibility

Division Goal(s):

- Increase effectiveness and consistency of communication among stakeholders.
- Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.
- Implement and promote professional development initiatives that support Continuing Education themes and priorities.
- Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.
- Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.
- Engage with public and private entities to represent and improve support for noncredit student populations.

College Goal(s):

- The College will prepare students for success through the development and support of exemplary programs and services.
- The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- The College will encourage and support participation in professional development to strengthen programs and services.
- The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
- The College will improve the effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.1 Increase student opportunities to provide input on Division and department planning and decision-making processes	Associate VP of SCE, SCE Coordinator	1. Ensure inclusion of students at Advisory Group meeting, faculty events, periodic Leadership meetings, and Division events	Fall 2019	Hourly faculty pay, event funds, research funds	Advisory Group minutes, sign in sheets, surveys and survey results,	<u>Fall 2019</u> Students were included in the SCE Advisory meeting and to be part of a student panel for a college inclusion summit.
		2. Explore potential structures for forming an SCE student group	Winter 2020			<u>Winter/Spring 2020</u> Student input has been gathered through Advisories and focus groups. However, the plan to develop an SCE student group in on hold due to the Covid-19 pandemic. Once the student population is allowed to return to campus, the new SCE Equity Group will take the lead to develop an SCE student group.
		3. Survey SCE students on programs and services every two years beginning in Fall 2019	Fall 2019 - ongoing			<u>Spring 2020</u> The traditional WASC Survey was modified to administer a survey that addressed the transition to DE during the pandemic. Results indicated that students who attended classes needed assistance with technology but managed to continue staying in contact with counselors.
		4. Evaluate data and make recommendations for SCE improvements	Spring 2021-ongoing			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.1.1 STV will increase student input on programs and services	STV Coordinators, Dean, Administrative Specialist, Counselors	1. Develop and institutionalize process for gathering student input	Spring 2020	Clerical support	Report findings, meeting agendas, meeting notes, focus group questions and data, sign in sheets	<u>Spring 2019</u> To gather student input on a regular basis, a process consisting of end-of-course surveys, focus groups and employer advisory's has been established by the STV team.
		2. Hold focus groups twice a year	Spring 2019 - ongoing			<u>Spring 2019</u> Focus groups consisting of 5 STV students were held on 6/14/19. They were asked about Program Awareness/Recruitment, Program/Student Expectations, Program/Course Enrollment, Instruction and Student Support Services. An employer advisory consisting of 2 employers was held on 4/3/19. Besides feedback on the questions, the employers also completed a Job Market Survey.
		3. Gather and summarize data and findings	Fall 2019 - ongoing			<u>Fall 2019</u> Data from the survey and focus groups were gathered, analyzed, and findings produced in a report.
		4. Share results with STV department and SCE Division	Winter 2020 - ongoing			<u>Fall 2019</u> Focus group findings were shared with the STV department on 6/17/19, and survey finding via Microsoft Forms. Proposed student-based changes include: Job Search Strategies, Financial Aid, and Resume Writing. Thus, STV hired a Career Services Specialist. STV students also asked for an easier application process. As a result, SCE now has an online application.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.1.2 ABE will increase students input on program planning and services	Director of Adult Education, ABE Assistant Director, ABE Faculty	1. Create a schedule for student surveys and focus groups	Fall 2018 – ongoing	Research Department collaboration, surveys	Meeting minutes, surveys, survey and focus group data, sign in sheets, agendas	<u>Fall 2018</u> A schedule was created which includes Fall and Spring Focus groups and surveys
		2. Administer surveys and focus groups twice per year	Fall 2018 – ongoing			<u>Fall/Spring 2018</u> Fall focus group was conducted and questions centered around technology. Survey was given to students. Results were included in Division technology report.
		3. Discuss results and use for program planning	Spring 2019-ongoing			<u>Spring 2019</u> Results discussed at 5/29/19 Leaders' meeting and ideas for 19-20 include a direct instruction computer class for AD, Accounting class for AD, job application workshops, G-Suite.
2.1.3 Increase opportunities for ESL student input on programming	ESL Director, ESL Coordinators, ESL Faculty	1. Hold focus groups for VESL and ESL students during the fall and/or spring semesters	Spring 2017 – ongoing	Marketing materials, advertising funds, counseling staff for outreach, adjunct counselor funds	Focus group data, sign in sheets, Social Media, surveys, flyers	<u>Spring 2018</u> Held focus groups with Arabic, Vietnamese, and VESL students to gather feedback on program effectiveness. Results call for targeted advertising in ethnic specific publications (especially vocational and citizenship courses). Results also indicate that some students leave the program due to the high number of Spanish/Chinese speakers. The VESL focus groups confirmed that students need continued assistance with the transfer to credit process.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 2.1.3 Increase opportunities for ESL student input on programming	(Cont'd) ESL Director, ESL Coordinators, ESL Faculty	2. Conduct student surveys based on feedback from focus group during subsequent semesters	Spring 2018-ongoing	(Cont'd) Marketing materials, advertising funds, counseling staff for outreach, adjunct counselor funds	(Cont'd) Focus group data, sign in sheets, Social Media, surveys, flyers	<u>Spring 2018</u> Facebook page active with number of "likes." Focus groups for VESL and specific languages (Vietnamese & Arabic) led to piloting the ESL Summer Institute, so students can practice English in contextualized workshops. <u>Spring 2019</u> Vietnamese speaking VESL students helped place an ESL program ad in a local Vietnamese newspaper. Translated orientation slides into Chinese, Vietnamese, Arabic, and Spanish so students with English low levels can follow in their 1st language. <u>2019-2020</u> In the EL Civics Student Needs Survey, 720 students reported: beginning level learners want a focus on Community Resources, research important places, identify community services. They want to learn about classmates' cultural background. Intermediate to Advanced want a focus on employment, education, and transition. The 2019-20 ESL students' tech survey shows that 95% of students use tech to improve English and connect with family and friends.
		3. Increase Social media following by 10%	Spring 2018-ongoing			<u>Spring 2018</u> FB Page Likes for Mt. SAC ESL increased 14% over the course of 2018-19 (1541 to 1764 Likes). Opened Instagram and WeChat accounts this year.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 2.1.3 Increase opportunities for ESL student input on programming	(Cont'd) ESL Director, ESL Coordinators, ESL Faculty	4. Participate in 3 Community outreach events per semester	Spring 2017-ongoing	(Cont'd) Marketing materials, advertising funds, counseling staff for outreach, adjunct counselor funds	(Cont'd) Focus group data, sign in sheets, Social Media, surveys, flyers	<u>Spring 2018</u> Counselors attended 3 off- campus events and 6 on campus outreach events during the 18-19 academic year. The also hosted an Open House in the Career Guidance Center during the fall and spring semesters to increase their visibility among students.
2.1.4 Improve and expand the process to collect student input on Community and Contract Education program design and planning	Community and Contract Education Director, faculty, registration staff	1. Evaluate and update current program surveys	Fall 2018	Hourly clerical staff funding	Updated survey, survey results, and recommendations.	<u>Fall 2018</u> Evaluated current community education student survey and decided to add items asking participants about their reason for taking the class and plans to use those skills in the next six months.
		2. Administer student survey at end of course	Fall 2019 - ongoing			<u>Fall 2019</u> Survey administered at end of course. Results tallied. Results to be discussed in Spring 2020.
		3. Discuss with staff the results of student surveys and gather suggestions for possible program improvement	Spring 2022			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.2 Expand existing processes and create new Division-wide processes to disseminate the important SCE events, successes, policies, division processes, and campus safety to internal and external stakeholders	Associate VP, SCE, Dean, Associate Dean, SCE coordinator, SCE Administrative Specialist IV	1. Create online bi-monthly updates for Division staff	Fall 2017	Funding for marketing, software, marketing materials, web-designer software, event funds	Emails, Associate VP of SCE letters, SCE campus update, SCE bi-annual newsletter, SCE weekly online updates, marketing plan	<u>Fall 2017</u> Hired marketing firm. <u>Fall 2017</u> Created online division newsletter (SWAY).
		2. Associate VP of SCE semester letter	Fall 2019 - ongoing			<u>Fall 2019</u> AVP letter is sent out to the SCE community. During the pandemic, letters are shared more frequently to keep all updated on critical issues.
		3. Create SCE Division updates for campus staff	Spring 2019 - ongoing			<u>Spring 2019</u> Created a campus newsletter and disseminated 2019 winter/spring activities.
		4. Share student and program profiles and successes, program updates, and safety information with students, Division staff, campus community, and external community	Spring 2019			<u>Summer 2019</u> AVP shared student success profile with U.S. Congressional staff and College President highlighted SCE students in his 2018 fall presentation.
		5. Evaluate and increase access to Division website	Fall 2019			<u>Fall 2019</u> Hired part-time employee in December 2019 to work exclusively on the development of a Division webpage. She met with departments to evaluate the current website, discuss needs, and explore possibilities for a new website.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 2.2 Expand existing processes and create new Division-wide processes to disseminate the important SCE events, successes, policies, division processes, and campus safety to internal and external stakeholders	(Cont'd) Associate VP, SCE, Dean, Associate Dean, SCE coordinator, SCE Administrative Specialist IV	6. Create annual report of Division accomplishments and electronic view book	Spring 2020	(Cont'd) Funding for marketing, software, marketing materials, web-designer software, event funds	(Cont'd) Emails, Associate VP of SCE letters, SCE campus update, SCE bi-annual newsletter, SCE weekly online updates, marketing plan	<u>Spring 2020</u> SWAY has become the best mechanism to share information internally. For external stakeholders, information is shared to advisory groups and meetings. The Ask JOE feature has been helpful in disseminating information when needed.
		7. Hold PIE day and conduct evaluations of event	Fall 2019			<u>Fall 2019</u> ABE PIE Day held Oct 31, 2019 that included other departments. A survey was sent to participants to

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.3 Improve engagement among Division and department staff with PIE and the Action Plan	Associate VP, SCE, Dean, Associate Dean	1. Compile and integrate department staff input on PIE and the Action Plan once per year	Spring 2019	Computers, professional development, hourly faculty pay, hourly clerical pay, event costs	Meeting minutes, surveys, survey results, PIE, Action Plan, sign-in sheets, agendas	<u>Fall-Spring 2019</u> Updates occurring on an on-going basis through the year.
		2. Share final SCE PIE and Action Plan once per year at Advisory Group Meeting	Fall 2018 - ongoing			<u>Fall 2019</u> PIE and Action Plan are reviewed at every Advisory Group meeting. Both are also posted online for stakeholders to read at their discretion.
		3. Survey staff on the use of PIE and Action Plan as tools for planning	Summer 2020			<u>Summer 2020</u> The pandemic led to limited unit PIE requirements for 2019-20, therefore, this will be addressed next summer.
		4. Evaluate survey results and determine improvements in level of engagement	Fall 2021			
		5. Identify necessary follow-up to increase engagement	Spring 2021			
		6. Departments create individual processes and document them for engaging department staff with PIE and the Action Plan	Summer 2021			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.3.1 Involve Off-Campus HS faculty and staff with program review process (PIE)	OCHS Project Manager, Mt. SAC Coordinator, OCHS faculty, Administrative Specialist	1. Develop Survey OCHS faculty on program quality and development	Fall 2018	Research support, surveys, clerical support, faculty non-teaching funding	Surveys, survey and focus group data, meeting minutes	<u>Fall 2018</u> We have worked with Research and Development to develop a survey that is going to go out to all Mt. SAC OCHS Coordinators, to receive their input on the program structure and services that we provide to them. The survey is complete and will go out, via email, to all Coordinators in June 2019.
		2. Hold focus groups every two years with OCHS faculty and staff regarding program processes and procedures	Fall 2021			
		3. Share results with OCHS faculty and staff	Spring 2022			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.4 Enhance Community and Contract Education marketing and outreach	Director, Community and Contract Education, Administrative specialists	1. Utilize Mt. SAC marquee	Spring 2018	Funding for purchasing the mailing list, production and delivery of class schedule, administrative staff	New mailing list, new prospect business contacts, Testing Center website, new testing vendors	<u>Spring 2018</u> We have adopted a system where we send marquee requests consistently to rotate the display of our offerings every two weeks.
		2. Modify and increase mailing list	Fall 2018			<u>Fall 2018</u> Staff deleted old and bad entries from our mailing list and continuously adds every new student record we generate to increase delivery accuracy.
		3. Visit at least two new prospective businesses per month to market Contract Education programs	Fall 2018 – ongoing			<u>Fall 2018</u> Contract education manager regularly visits at least eight new business prospects a month. We have also been snail-mailing contract education information to businesses around our district on a weekly basis.
		4. Attend at least two chamber meetings per term	Spring 2019			<u>Spring 2019</u> Contract education manager attends at least one chamber meeting a week. Contract education manager also participates and coordinates events with several chambers. Contract Education manager is a board member of the Pomona Chamber of Commerce.
		5. Host and participate in at least two lunch and learn events per year with business and community	Fall 2021 - ongoing			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 2.4 Enhance Community and Contract Education marketing and outreach	(Cont'd) Director, Community and Contract Education, Administrative specialists	6. Create a Testing Center website and develop a plan for dissemination of information	Fall 2018	(Cont'd) Funding for purchasing the mailing list, production and delivery of class schedule, administrative staff	(Cont'd) New mailing list, new prospect business contacts, Testing Center website, new testing vendors	<u>Fall 2018</u> SCE Testing Center website is up and running. A plan to disseminate information about the center was created. SCE Testing Center is now advertised through the website, Mt. SAC Marquee and the Community Education schedule. Information about the SCE Testing Center is also disseminated through every test sponsor we work with as well as the National College Testing Association.
		7. Increase Testing Center partnerships and explore ways to increase staffing and coverage	Fall 2021			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.5 Bridge communication between workforce development agencies, students, community business and industry, educational institutions, and the campus community	Associate VP, SCE, Dean, STV Coordinator, CAEP Manager, SCE Counselor	1. Hold meetings with L.A. County Workforce Development, Aging and Community Services (WDACS) and campus entities to discuss co-location	Fall 2017	Event planning funds, food, printing funds, Public Safety support	Meeting agenda, co-location agreement, event flyer, referral forms	<u>Fall 2017</u> Meeting held at Mt. SAC with WDACS re: co-locations
		2. Establish co-location agreement with WDACS/ AJCCs	Spring 2018			<u>Fall/Spring 2018-19</u> Formal agreements are in place for co-location with AJCC. Mt. SAC staff also co-locate at AJCC.
		3. Hold community events with WDACS, LA County Workforce Development Board, K12 partners, industry, and government agencies to provide students with employment and training opportunities	Spring 2020			<u>February 2018</u> Youth Career Expo held on February 2, 2018 in partnership with WDACS, Mt. SAC Career Services, and LA County Supervisor Hilda Solis's office. Over 400 students participated and over 50 businesses attended.
		4. Host an SCE open house for students and campus and local community members	Fall 2020			<u>Fall 2020</u> The first virtual Open House took place on December 2nd. It highlighting health, business, and manufacturing programs. Faculty, counselors, students and community partners presented. A live Q&A took place after.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.6 Develop a division-wide professional development plan related to student learning that includes faculty, staff, and managers	SCE Faculty Team, Division and department managers, department coordinators, and support staff	1. Form SCE professional development workgroup	Fall 2018	POD support, event funding, faculty non-teaching, classified hourly funds	Meeting minutes, professional development data, professional development plan	<u>Fall 2018</u> Faculty have created a group to plan annual Flex Day meeting. It was held in August 2019
		2. Evaluate current PD of SCE staff and survey results on PD from 2018-19	Fall 2019			<u>Fall 2019</u> Upon research, it is evident that professional development is active at the campus and program levels, particularly with faculty. Therefore, #3 is not necessary.
		3. Work with Professional and Organizational Development Department to create PD plan for SCE staff	Spring 2019			<u>Spring 2019</u> It was decided that departments would develop their own PD plan.
2.7 Improve in communicating fee-based offerings and expectations to Division staff, Community Education faculty, and students	Director, Community Education, Administrative Specialists	1. Revise standard template for course offerings and descriptions	Fall 2018	Printing costs, faculty hourly non-teaching pay	Course offering template, syllabi, meeting notes	<u>Fall 2018</u> Fee-based Course Proposal is revised to include a more detailed course description and clear learning objectives.
		2. Updated template in fee-based registration system	Spring 2019			<u>Winter 2019</u> Revised template uploaded to Lumens Registration System
		3. Faculty communicate learning outcomes and progress to students on the template	Spring 2019			<u>Spring 2019</u> Current faculty updated their course descriptions using new template. New classes include all new information.
		4. Update registration system (Lumens) content	Spring 2019			<u>Spring 2019</u> Staff starts to update class description and learning objectives in registration system. On-going project.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.8 Improve communication of fiscal information to SCE faculty and staff	Associate VP of SC, Director Human Resources, Account Clerk III	1. Conduct focus group with faculty and classified staff to determine what fiscal information is lacking	Spring 2018	Printing costs, hourly staff funds, snacks for focus group attendees	Focus group report, plan, sign in sheets	<u>Spring 2018</u> Focus group held with staff from all departments.
		2. Evaluate results and share with SCE staff	Fall 2018			<u>Spring/Summer 2018</u> Results indicate that staff are not interested in reviewing the budget. Instead, staff members are interested in knowing only if and when there are changes to resources that directly affect their work
		3. Implement improvements for disseminating fiscal information to SCE staff	Winter 2019			<u>Winter 2019</u> Fiscal issues discussed in department meetings and administrative assistant meetings.
		4. Survey staff again on level of satisfaction on fiscal matters	Fall 2022			
		5. There will be at least a 10% increase in staff satisfaction with information on fiscal matters	Fall 2022			

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.9 Communicate with STV students to identify strategies for improving retention	STV faculty, Coordinators, Counselors, Dean	1. Evaluate current communication with students regarding progress	Spring 2019	Non-teaching funds, surveys developed, PD for faculty, Data Analyst	Surveys, meeting agendas and notes, survey findings	<p><u>Spring 2019</u> There was no official process in place. The STV team decided to establish a process of identifying students who have dropped through Argos report. Counselors and the STV administrative specialist contact students to ask why they have dropped.</p>
		2. Survey STV students after program completion	Spring 2019			<p><u>Spring 2019</u> A student survey consisting of 103 STV students were held at the end of the program. They were asked about content and quality of the program, counseling services, support services, career services, and suggestions for improvement. The survey findings indicate that students feel that they received good information regarding the program and help with identifying their education plan.</p>
		3. Identify gaps and develop processes to better inform STV students of their progress	Spring 2019			<p><u>Spring 2019</u> The gap remains in having counselors meet with all students. The survey showed that 25% of the students did not meet with a counselor. Counselors have continued to refine the process to get students scheduled to meet with them. They discussed the possibility of reaching students during class time.</p>

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
(Cont'd) 2.9 Communicate with STV students to identify strategies for improving retention	(Cont'd) STV faculty, Coordinators, Counselors, Dean	4. Implement processes to keep students informed of their progress	Fall 2019 - ongoing	(Cont'd) Non-teaching funds, surveys developed, PD for faculty, Data Analyst	(Cont'd) Surveys, meeting agendas and notes, survey findings	<u>Spring 2019</u> Counselors decided to try "dropping" into classes more often. This is done in coordination with the faculty and, if possible, students meet individually with the counselors at that time. <u>Spring 2020</u> Due to courses taking place online, "dropping" into class has been taking place more frequently and consistently. Students are meeting with counselors and discussing their progress despite the challenges of the COVID-19 pandemic.
		5. There will be a 5% increase in retention for STV students starting in Spring 2020	Spring 2020			<u>Spring 2020</u> The Covid-19 pandemic affected the ability to collect reliable data on retention. This has presented a challenge and, therefore, a new timeline will need to be explored.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
2.10 Expand communication among students and faculty regarding distance education in order to increase access and achievement among students.	SCE Faculty , division and department managers, department coordinators, and support staff	1. Survey faculty to assess DE instruction	Spring 2020 ongoing	Funding for faculty non-teaching assignments	Surveys, meeting notes, college records for faculty DE training, meeting agendas	<u>Spring 2020</u> A total of 108 faculty took the Temporary Remote Instruction Survey. Results identified a need for students to have tech equipment and tech support. Faculty reported feeling supported, however, they asked for more DE training.
		2. SCE faculty participation in College and CCC DE instruction groups/ committees	Spring 2020 ongoing			<u>Spring 2020</u> SCE faculty representation in the Noncredit DL Workgroup, DL Workgroup, DLC/Distance Learning Committee, and Noncredit Course Design Rubric Workgroup. SCE faculty members advocate for noncredit students and contribute to changes to DL policy and practice.
		3. Faculty will establish a community of practice to ensure peer support and share of best practice and division practices.	Spring 2020 ongoing			<u>Spring 2020</u> SCE faculty have established a community of practice. They met regularly to discuss best practice and division practices.
		4. Survey students on learning needs and progress in DE courses.	Summer 2021 ongoing			
		2.11 Collaborate among SCE Division staff, faculty, and managers to address equity and anti-racism among students.	Faculty, classified, and managers			1. Form an SCE Equity Leadership team.
2. Create a purpose and function for the SCE Equity and Leadership Team	Spring 2021					
3. Disseminate progress among SCE stakeholders	Spring - Summer 2021					

Growth Area 3 - Technology

Goal: Further integrate technology within instruction and services to improve student learning.

Rationale:

Goals Addressed:

ILO:

- Information and Technology Literacy

Division Goal(s):

- Expand the integration of technology within instruction and services to improve student learning.
- Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.
- Secure staffing to assure high-quality instruction and student services and provide physical and technological infrastructure that will support student learning.
- Implement and promote professional development initiatives that support Continuing Education themes and priorities.

College Goal(s):

- The College will prepare students for success through the development and support of exemplary programs and services.
- The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- The College will utilize technology to improve operational efficiency and effectiveness and maintain state of the art technology in instructional and support programs.
- The College will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.
- The College will encourage and support participation in professional development to strengthen programs and services.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
3.1 Identify the technology skills students need for success in college and employment	SCE Faculty Team, Associate Dean, Continuing Education Programs and Services	1. Create a faculty workgroup to research technology skills needed by SCE students	Fall 2018	Non-teaching funds, sign in sheets, research report, professional development funds	Meeting schedule, research plan, sign in sheets, research report, meeting minutes	<u>Fall 2018</u> - COMPLETED. A faculty group was established to investigate the tech skills of SCE students.
		2. Schedule regular workgroup meetings and conduct research	Fall 2018-Summer 2019			<u>Fall 2018-Spring 2019</u> COMPLETED. The faculty group met regularly as a team and met with at least one faculty from each departments to discuss the tech skills of their students. A survey was developed and administered to faculty. Survey results are being analyzed and a report is forthcoming in Fall 2019.
		3. Create final report of findings	Fall 2019			<u>Summer 2019</u> COMPLETED. The faculty group analyzed all the data and compiled a report. Report findings will be shared with faculty at the Fall 2019 SCE NC Faculty PD Day.
		4. Share report of findings with faculty and staff and determine action items	Fall 2019			<u>Fall 2019</u> COMPLETED. Report findings were shared at the Fall 2019 SCE NC Faculty PD Day on August 23, 2019. Each department created a poster with action items. Action plan items were recorded and shared with their respective departments.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
3.2 Increase technology competence of EOA and AWD students using portable devices and other equipment	SCE IT coordinator, EOA/AWD Director, EOA/AWD faculty	1. Survey students on technology usage	Fall 2019	Faculty non-teaching funding, Fulltime faculty, classified hourly funding	Survey, survey results, meeting minutes, sign in sheet, course submission	<u>Fall 2018</u> Piloted the survey, made corrections to administer in Fall 2019 and evaluate results in Spring 2020.
		2. Evaluate and discuss survey results	Spring 2020			<u>Fall 2019</u> Technology survey administered to students enrolled in non-vocational courses on their technology skills, 675 respondents
		3. Develop and submit new curriculum if needed	Spring 2021			<u>Spring 2020</u> Team met and discussed survey results. Decided that creating introduction to technology courses will improve students' access to online courses and technology based courses.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
3.2.1 Evaluate how Off-Campus HS sites are incorporating technology into the classroom	Off-Campus HS Project Manager, Mt. SAC HS Coordinator, site coordinators, Administrative Specialist	1. Review course syllabi and survey faculty to determine the use of technology	Fall 2018	Clerical support, faculty nonteaching hours, surveys	Survey results, evaluation report of technology	<p><u>Fall 2018</u> COMPLETED. These tasks were included in Action Plan Item 3.1's research study.</p>
		2. Share evaluation data with school district partners and teachers	Winter 2020			<p><u>Fall 2019 (?)</u> The results of the technology survey were shared in teacher meetings. Teachers were encouraged to continue finding ways to use technology in their classes. Teaching who planned to teach again were asked to include how technology would be integrated into the class.</p>
		3. Gather input from faculty on addressing gaps in technology	Fall 2019			<p><u>Fall 2019</u> In meetings, teachers and administrators shared that some classrooms lacked the equipment needed to fully utilize technology, as some used middle school campuses due to construction on their own. Less IT staff in the summer makes it difficult to get help with equipment and/or tech support. Some students lack access to the internet, or home computer, so teachers can't use the programs they wanted to for supplementing learning.</p>

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
3.2.2 Improve currency in Water Technology curriculum with the use of equipment upgrades	Water Technology faculty, Director, Community and Contract Education	1. Research current industry standards for equipment	Fall 2018	Equipment, non-teaching faculty hours	Syllabi, research, brochures, and industry dialogue notes, faculty stipends	<u>Fall 2018-Spring 2019</u> COMPLETED. Faculty advised the purchase of Mid-West Model 845-5 Backflow test kit to replace old model 830.
		2. Identify and upgrade equipment as feasible	Spring 2019 – ongoing			<u>Spring 2019</u> COMPLETED. Department purchased new test kits model 845-5.
		3. Enhance curriculum to embed new technology	Spring 2019			<u>Spring 2019</u> COMPLETED. Faculty wrote and added new procedural use of new equipment to curriculum.
3.2.3 ABE will increase and embed technology in curriculum and instruction	ABE Faculty, Director Adult Education, ABE Assistant Director	1. Evaluate existing uses of technology in ABE	Fall 2018	Funding for technology, Faculty non-teaching funding	Meeting minutes, agenda, syllabi, purchase requisitions	<u>Fall 2018</u> COMPLETED. These tasks were included in Action
		2. Identify additional ways to use existing and new technology	Winter 2019			<u>Winter 2019</u> COMPLETED. Courses were reviewed and the expansion of Plato was identified as a way to increase technology use in the classroom. G-Suite now offered in Winter and Summer terms in Learning Center. It was decided that more Plato assignments would be used as curriculum is updated. Also, AD direct instruction classes utilize Chromebooks for assignments.
		3. Create new assignments and coursework using new and existing technology	Fall 2019-ongoing			<u>Fall 2019</u> Students in Direct Instruction AD classes utilize Chromebooks for research and creating assignments/projects.

Steps to Address Key Issue (objective)	Person(s) Responsible	Means of Assessment	Timeline	Resources Needed (including PD)	Reporting	Progress/Updates
3.3 Enhance the effectiveness of Mt. SAC's Learning Management Systems (LMS) to provide students with greater access to the online learning environment.	SCE Faculty, Department Coordinators, SCE Managers	1. Faculty teaching DE will complete the required training (FOMAR, SPOT, @One).	Spring 2021 and ongoing	Funding for instructional designers and faculty non-teaching hours	Funding application, meeting minutes, Canvas shells, syllabi	
		2. Establish process to provide loaner equipment to students as needed.	Spring 2021 and ongoing			
		3. Seek funding opportunities for instructional designers	Spring 2021 and ongoing			
		4. Create enhancements for LMS platforms (Canvas shells) and faculty teaching materials.	Spring 2021 and ongoing			