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	SCE Vice President, SCE Associate Vice President, 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	January 2018 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			Winter 2019 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			Fall 2019 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. Spring 2022 The pandemic delayed the completion of ABE's integrated system. However, ABE's system is near completion, with Banner pages done but Argos reports and SSB are currently being created. Spring 2023 All possible upgrades have been completed.
		4. Faculty and staff training on new system	Spring 2021			Winter 2020 ESL staff was trained on the new system. System in full use. Spring 2022 ABE's system is near completion and, while staff have seen updates, full training is on hold until completion. Spring 2023 Initial trainings completed and on-going updated trainings provided as needed. Further trainings are pending IT SSB9 upgrade.

		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 but being used only by ABE preparing for the HESI and the 14 labs. <u>Summer 2020</u> Currently in the process of giving noncredit students the ability to self-register online (like credit students do), should be ready for Winter/Spring. <u>Winter 2021</u> Online registration available to ABE, STV, and labs students. <u>Spring 2023</u> Online registration available to all programs and primarily used by ABE, STV, and labs.
1.2 Evaluate and refine current student profile and expand student data sources/elements	SCE Vice President, SCE Associate Vice President, Dean, SCE Systems and Operations Director, 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</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 with Advisory Group. <u>Spring 2023</u> Reviewed SCE Profile at Advisory Group meeting and participants mentioned interest in having technology-related data added, including number of: laptops on loan, students served by SCE Student Online Support (SOS), online course sections.

1.3 Establish a Division structure for assessing Program Level Outcomes (PLOs/CDCP certificates) and increase certificate awards	SCE Faculty Team, SCE Vice President, SCE Associate Vice President, Dean, department managers, 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	Spring 2018 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.
		2. Create a Division PLO assessment cycle	Fall 2018			Fall 2018 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.
		3. Assessment of CDCP certificates and evaluation of data will be current	Summer 2019			Fall 2019 Initial data generated for students earning CDCP certificates.
		4. Establish process for generating and assigning certificates	Spring 2019			Spring 2019 A process was created for students to request certificates. Assigning them in Banner expected in 2019-20.
		5. Increase overall SCE student certificate awards by 20% over 3 years starting in June 2020	Summer 2020			Summer 2020 The overall SCE student certificates for 2019-20 is 1867. This number will serve as baseline data. Summer 2023 The overall SCE student certificates for 2022-23 is 2352, reflecting 485 more than in 2019-20. This is a 26% growth in the three years.

1.3.1 Increase CDCP certificate completion of Vocational Re-Entry students	EOA/AWD Director, faculty, Curriculum Specialist, counselors, Consortium 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	Spring 2020 Students who dropped from Voc Re-entry courses were identified and contacted by adjunct counselors. Barriers identified. Interventions proposed: - 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
		2. Implement needed interventions	Fall 2020 - ongoing			Fall 2020 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. Summer 2023 The department has continued with the same interventions.

		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 195 Voc Re-Entry awards in the 2019-20 year. This will serve as baseline data. <u>Summer 2023</u> VRE students were part of the population most affected by the pandemic. This cause enrollment to decrease post-pandemic, which led to a decrease in VRE certificate completion. However, enrollment is now in an upward trajectory. Course offerings at off-site locations have been redesigned for 2023-24 so that courses are offered sequentially each term at each location to facilitate certificate completion. It is expected that completion numbers will improve in 2023-24.

1.3.2 Increase number of students completing STV mirrored courses and CDCP certificates	Dean, STV Director, faculty, Administrative Specialist, Curriculum Specialist, Counselors	1. Align and update noncredit mirrored courses and programs in Nuventive	Fall 2018-ongoing	Staff, Faculty non-teaching hours, Data analysis training	Local curriculum approval, meeting minutes, agendas, schedule of classes, SCE profile	Spring 2019 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			Spring 2019 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. It has become established practice.
		3. Create new STV CDCP certificates	Spring 2019			Spring 2019 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			Summer 2020 The number of STV CDCP student certificates for 2019-20 was 434. This number will serve as baseline data. Summer 2022 The pandemic affected course offerings and student enrollment. As a result, the number of STV CDCP certificates decreased to 267 in 2021-22. To improve this number, plans are in place to increase course offerings, enrollment, and student support. Spring 2023 The number of STV CDCP certificates 493 in 2022-23. There has been a 13% increase.
		5. Increase the number of courses offered through Articulation.	Spring 2018 and ongoing			Spring 2018 Over 30 mirrored classes were articulated with the credit course and SCE students are able to earn credit. Summer 2022 There are now 39 STV courses that are articulated. Spring 2023 There are now 40 STV courses that are articulated.

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	Winter 2018 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			Summer 2020 In 2019-20, ESL issued 1040 CDCP Certificates. This is our baseline data. Summer 2023 In 2022-23, ESL issued 1425 CDCP Certificates. This reflects a 37% increase in three years.
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	Fall 2018 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			Winter 2019 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			Summer 2020 The overall number of Adult HS student Diploma certificates for 2019-20 is 57. This number will serve as baseline data. Spring 2022 The overall number of Adult HS student Diploma certificates for 2021-22 is 64. This reflects a 12% growth.

1.3.5 Create noncredit certificates for Off-Campus High School programs	Off-campus High School faculty, OCHS Director	1. Identify disciplines for possible certificates	Fall 2018	Faculty non-teaching funds,	WebCMS submission, approved certificates, meeting minutes, agendas	Fall 2018 English was identified as a discipline for a new certificate. A HS English Competency certificate was submitted for approval.
		2. Create certificates	Spring 2019			Spring 2019 HS English Competency certificate approved by Chancellor's Office in Spring 2019.
		3. Establish baseline for certificate attainment	Summer 2020			Summer 2020 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%	Summer 2022			Summer 2020 Analyzed the data and realized students are not taking English 4 to earn HS English Competency certificate. It is possible that there is no demand for English 4, and, therefore, making this certificate unattainable and unnecessary. Plans were established to discuss with faculty and determine if there is a need to rework if certificate is still relevant.
1.4 Review and revise the process to develop, track, assess, analyze, and report student learning outcomes (SLOs) for STV courses	Dean, STV faculty, STV Director, Administrative Specialist, 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	Fall 2018 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.
		2. Develop new processes for reporting SLOs	Spring 2019			Spring 2019 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			**Fall 2019** 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			**Spring 2019** 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. **Spring 2022** Faculty discussed syllabi, SLOs, and ILOs at the Faculty Wrap-up. They reviewed the 2021-22 SLO criteria for success data and discussed courses up for review in 2022-23. Faculty also discussed the updated 5-year review for 2022-23. **Spring 2023** Faculty discussed syllabi, SLOs, and ILOs at the Faculty Wrap-up and End of the year meetings. They reviewed the 2022-23 SLO criteria for success data and discussed courses up for review in 2022-23.

1.5 Identify areas of interest and need for students with intellectual disabilities	EOA/AWD Director, faculty, Consortium 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	Fall 2017 Began IMPACT meetings to start discussions on program expansion and design and developing additional partnerships and advisory board. The AWD Stakeholders Group, the advisory board, was established in Fall 2017.
		2. Survey AWD students and community members	Winter 2019			Fall 2018 AWD surveys created and administered in Winter 2019.
		3. Evaluate data and share with faculty and stakeholders	Winter 2019			Winter 2019 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			Summer 2019 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.

| 1.6 Expand faculty and staff use of data to evaluate and improve student learning and outcomes | SCE Faculty Team, SCE Vice President, Associate Vice President, Dean, department managers and 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 | Winter 2019
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.
Summer 2022
The pandemic affected the ability to evaluate data. Process not able to be completed due to staffing issues and being online. Process will be addressed in Fall 2022.
Fall 2022
Data were discussed in the Advisory Group meeting, along with each department's data inventory. Data were also discussed at Flex Day. |
| | | 2. Provide data reports to departments | Fall 2019 | | | Fall 2019
Research Plan shared and discussed in Leadership regularly. Enrollment management reports discussed weekly. Data provided to departments as requested. This has become established practice. |

		3. Department plans developed for evaluating and addressing student outcomes, including staff training	Fall 2019			**Fall 2019** ABE discusses outcomes at PIE Day. EOA has advisory groups where plans are discussed; ESL discusses outcomes within their Leadership team. **Fall 2022** Data were discussed in the Advisory Group meeting. As part of the ACCJC self-evaluation, outcomes assessment was evaluated and the College determined the need to strengthen them. Despite SCE having led as an exemplary division, a College-wide plan has been developed to provide professional development opportunities to faculty to enhance outcomes assessment.
		4. Increase WIOA II benchmarks, SWP outcomes, and CAEP outcomes each by 5% annually starting in 2020	Summer 2020			**Summer 2020** Baseline data for 2019-20: **WIOA II (CASAS PP)** - 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 **SWP Outcomes (LaunchBoard):** 2,770 out of 3,355 SWP Students completed a noncredit CTE or workforce preparation course **CAEP Outcomes** - ESL/ELL: 17,817 & - ABE/ASE: 10,448 - CTE: 15,268 & - AWD: 4,064 **Summer 2021** WIOA II (CASAS PP) - Basic Skills (ABE): 13 - ESL: 491 & - ASE: 8 - Civic Participation: 426 - Integrated EL Civic: 940 - IELCE with IET: 197 & - Total PP: 2,075 **SWP Outcomes:** 2,062 out of 2,517 SWP Students completed a noncredit CTE or workforce preparation course **CAEP Outcomes (2020-21)** - ESL/ELL: 5,199 & - ABE/ASE: 4,538 - CTE: 5,074 & - AWD: 217

						Challenges with collecting and reporting data led to under-counting outcomes. Regardless, successes are evident, such as the SWP 82% completion of a noncredit CTE or workforce prep course.

Challenges with collecting and reporting data led to under-counting outcomes. Regardless, successes are evident, such as the SWP 82% completion of a noncredit CTE or workforce prep course.

<u>Summer 2022</u>
WIOA II (CASAS PP)
- Basic Skills (ABE): 21
- ESL: 1,172 & - ASE: 19
- Civic Participation: 90
- Integrated EL Civic: 2,302
- IELCE with IET: 241 & - Total PP: 3,845
<u>SWP Outcomes</u>: 2,127 out of 3,004 SWP Students completed a noncredit CTE or workforce preparation course
<u>CAEP Outcomes (2021-22)</u>
- ESL/ELL: 5,691 & - ABE/ASE: 3,740
- CTE: 4,629   & - AWD: 111
<u>Summer 2023</u>
WIOA II (CASAS PP)
- Basic Skills (ABE): 53
- ESL: 1,173 & - ASE: 146
- Civic Participation: 67
- Integrated EL Civic: 2,570
- IELCE with IET: 336 &- Total PP: 4,345
<u>SWP Outcomes</u>: Data not available.
<u>CAEP Outcomes</u> (2022-23)
- ESL/ELL: 7,666 & - ABE/ASE: 9,241
- CTE: 6,470   & - AWD: 552

1.6.1 Increase Off-Campus HS faculty use of student success and SLO data from previous terms	OCHS Faculty and Director, 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	Fall 2018 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			Winter/Spring 2019 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			Spring 2019 All 2019 SHS faculty were provided 2018 SLO data and analysis.
		4. Create a Use of Results report	Fall 2022			Fall 2022 SLO data was compiled into a report by subject matter, and common themes were highlighted. The report was reviewed with all faculty to identify curriculum and instruction improvements. Faculty proposed changes to the amount of time spent on specific subject activities (based on student performance on exams and quizzes). More emphasis was placed on checking for understanding. It was noted that during the summer session, students struggled learning information condensed into a shorter timeframe. Student engagement was also a topic of discussion. Summer school days are long so instruction should be delivered in ways that keep students engaged.

1.6.2 STV faculty will evaluate SWP and labor market data to improve student outcomes	Dean, STV Faculty, Administrative Specialist, Program Manager, STV Director	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	Fall 2019 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			Winter 2020 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			Summer 2020 The number of STV CDCP student certificates for 2019-20 is 434. This number will serve as baseline data. Spring 2021 The number of STV CDCP student certificate in 2020-21 was 348. Spring 2022 Due to the loss of faculty in four programs, the number of STV CDCP certificates decreased to 267 in the 2021-22 academic year. Spring 2023 The number of STV CDCP certificates in 2022-23 academic year was 493. This is the highest it has been in three years and reflects a growth of 85% from last year.
		4. Create process for ongoing analysis of labor market data	Spring 2020			Spring 2020 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. This has become established practice.

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	Winter 2018 Created progress report for College For Kids program. It will be used in Summer 2018.
		2. Communicate expectations	Spring 2018 – ongoing			Spring 2018 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. This has become established practice.
		3. Implement progress report, collect student success and completion data	Summer 2018			Summer 2018 Faculty were given Progress Reports forms to use in class. Forms used to document student success and completion.
		4. College for Kids faculty meet to discuss student learning and evaluation data of program and make program changes if necessary	Summer 2018 - ongoing			Spring 2019 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). This has become established practice.

| 1.6.4 Increase the accuracy and availability of CAEP data, including analysis for performance. | Consortium manager, data coordinator | 1. Capture members' student transitional data | Spring 2020 - ongoing | Data staff, data system, professional development | Meeting notes, reports, email, data system | Spring 2020
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.
Spring 2022
The effects of COVID-19 continue to hinder the collection of reliable student transitional data. Challenges are due to attendance accounting within the system; thus, LaunchBoard does not have accurate data. Data should be available in 2022-2023.
Spring 2023
The Consortium Steering Committee chose to utilize the assigned transitions counselor to track and report transitions to postsecondary within the consortium. Counselors successfully transitioned students to Mt. SAC to the accounting program and higher-level ESL to continue their academic journey. |
| | | 2. Review data with SC on a quarterly basis | Spring 2020 - ongoing | | | Spring 2020
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.
Spring 2022
Review of data is on hold until issues of reliability are resolved. Also, meeting quarterly was an issue due to continued safety concerns.
Spring 2023
At the end of Q3, postsecondary transitions progress collected by transitions counselor was shared at a Steering Committee meeting. There were two student registrations and 13 interested in Fall 2023 registration, and one potential AESA student. Interest in registrations were from BPACE, Bassett, Charter Oak, HLPAE, and Rowland. Progress will continue to be shared/tracked at least once per quarter. |

1.7 Increase SCE student access to core support services through improvement in data collection and evaluation	Counseling faculty, SCE Systems and Operations Director, Dean, Associate Vice President, SCE Vice President, 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	**Fall 2018** 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			**Fall 2018 & ongoing** 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. Process has been institutionalized.
		3. Department processes outlined for eliminating errors, identifying gaps in services, tracking services, and increasing student access and outcomes	Winter 2019			**Winter 2019** It was decided to have the SCE systems analyst communicate with department leadership and counseling to streamline all processes. **Summer 2022** SCE systems analyst and managers worked with STV and AWD/VRE managers to code counseling data to include in the SCE Profile.
		4. Increase overall student support outcomes and student access by 5% per year starting in July 2019	Summer 2019			**Summer 2019** 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. **Summer 2022** There were 28,124 student services appointments in 2019-20. This number served as baseline data. The number grew to 42,389 during 2020-21, at the height of the pandemic, when counselors and staff engaged in an intensive campaign to reach out to students to address immediate needs. In 2021-22, the number was 39,578, a 40% growth from 2019-20. **Summer 2023** There were 45,715 student services appointments in 2022-23. This reflects a growth of 6,137 appointments, or 16%, when compared to last year.

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	**Fall 2018** 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. <u>Spring 2023</u> Community education student survey/evaluation was updated for Fall 2023. 2022-23 Community Education Course Evaluation Report has been created and will be reviewed and evaluated with staff in Fall 2023 to identify program/course improvements. Initial findings: 86% of students found the registration process simple, 92% provided positive feedback on instructors, course content, and overall recommendation of course. 100% positive feedback on instructors and course content for CPR/First Aid Training.
		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 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			Spring 2022 The effect of COVID-19 led to a delay in developing a process to review data each semester. Despite the challenge, data in the SCE Profile were reviewed in two meetings in May 2022. Spring 2023 Achievement data was collected for community education certificate programs, College for Kids, and motorcycle safety training. A 2022-23 Achievement Report was created, to be reviewed and evaluated with staff and faculty in Fall 2023 to identify program/ course improvements. Initial findings: 99% of College for Kids students received a Satisfactory or Excellent Progress Indicator, 2,600 students received a CPR/First Aid certification, Make-up Artistry has a pass rate of 100%, Medical Insurance Billing has a pass rate of 97%, Motorcycle has a pass rate of 84%, and Water Technology has a pass rate of 72%.

1.8.1 Increase EOA/AWD/Voc Re-entry post course outcomes	Director, Voc Re-entry, EOA/AWD, counselors, Consortium 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	Spring 2019 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 VRE students.
		2. Create a plan to transition students into entrepreneur training	Spring 2020			Spring 2020 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. Spring 2023 Due to Covid, loss of counselors, and retirement of the director, the dept switched focus to transitions. Which have been promoted through online orientation, class visits, and one-on-one counselor meetings with students. Transition services will expand now that there is an SCE transitions counselor, a position newly created in Summer 2023.
		3. Course completion survey for HA Courses	Spring 2021			Fall 2020 HA course completion survey was administered. Results found that 99% of students have experienced improved health since starting EOA classes. They reported improved posture and flexibility (55%), improved strength (50%), improved mental and emotional wellbeing (30%), reduced pain (9%), reduced medication (7%), and improved blood pressure, cholesterol, or blood sugar levels (6%). Each term, student success stories are also submitted.

1.8.2 Create OCHS process for tracking post-program student outcomes	Off-Campus HS Director, 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	Fall 2019 Obtained data from the National Student Clearinghouse on OCHS students who matriculated to Mt. SAC and/or other institutions. Of the 10,012 students from the 2014-15 OCHS cohort, 77% had enrolled at a postsecondary institution. They had earned 360 associate degrees and 372 bachelor degrees. There were 5,664 former OCHS students who continued to be enrolled in a postsecondary institution. 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			Spring 2022 OCHS received from partner schools lists of 2020 and 2021 high school graduates. Analysis of the data generated high school graduation rates for OCHS students. From the 10 schools who shared graduation data, the rate was an average of 76% for OCHS students. The rate ranged from as high as 96% for one school, to as low as 65% for another. It was determined that further examination will be conducted in Fall 2022 to identify whether summer school pass rates mirror graduation rates at individual high schools.

| 1.8.3 Streamline and increase data collection in order to improve follow up services to post-program students | ESL 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 | **Spring 2018**
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.
Summer 2021
SSN decreased from 43% (2018-19) to 20%. We suspect this is because SSN was submitted online from students completing applications from home rather than in person on campus. Using SSNs as one type of student identifier is no longer as critical but will continue for WIOA purposes. |
| | | 2. Establish process to follow up with students who have completed the program and track their pathways | Spring 2019 | | | **Spring 2019**
We are collecting data through core performance survey.
Fall 2019
Initial data on completion and transfer in SCE Research Plan.
Spring 2020
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 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. |

| | | 3. Develop articulation agreement with AMLA for mirrored courses | Fall 2018 – ongoing | | | Fall 2018
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.
Fall 2019
Developed ESL 21S, 70, 80 (mirrored AMLA courses)
Spring 2020
ESL 21S was first offered.
Fall 2020
ESL 70 and 80 were first offered.
Summer 2021
FT ESL faculty and FT ESL counselor collaborated with the AMLA Dept. Chair and signed the MOU for the revised articulation agreement between ESL and AMLA, which now allows VESL students to directly enroll in AMLA 90/ESL 90 in addition to the existing articulation agreements for Levels 4-6.
Summer 2023
Process has been established. VESL students can now also directly enroll in AMLA 72, 80 and 90. |
| | | 4. Establish alumni contact through Mt. SAC Foundation | Spring 2020 | | | Summer 2020
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.
Fall 2021
ESL has created an activity, Cooking with ESL, to raise funds for scholarship, and continue working with the Foundation to distribute the scholarship funds. Counselors reached out to students and alumni to attend the Cooking with ESL Scholarship fundraiser and also the ESL Career Conference. |

		5. Track reasons for students who drop out and follow up to provide support and resources for students to continue	Spring 2020			Summer 2020 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. Spring 2020 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.

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	Fall 2018 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			Fall 2018 Counselors identified a need of offering more workshops/ presentations for students. Counselors have arranged for class presentations from credit departments (e.g. EOPS, financial aid, scholarships)
		3. Establish partnerships that bridge students with credit programs	Fall 2018			Fall 2018 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 Prep for Statistics Success), and BS MPSTM (Math Prep for BSTEM Success). Winter 2019 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.
		4. Increase the number of ABE completers transitioning to credit by 5% annually in the subsequent academic year	Summer 2020			Summer 2021 The number of ABE completers in 2020-21 was 105. Those students will be tracked to see how many transition to credit In 2021-22. Data will be reported in Fall 2022. Summer 2023 Of 105 completers in 2020-21, 46% transitioned to credit by the 2021-22 academic year. Of 104 completers in 2021-22, 45% transitioned to credit by 2022-23. A transitions counselor position was created and filled in Summer 2023 to help raise awareness of transitions and to support students with matriculating to credit.

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.	SCE Leadership, SCE Systems and Operations Director, faculty and department coordinators	1. Identify DI student populations for each department and provide data to staff and faculty.	Spring 2021	Short-term hourly support, faculty non-teaching funds	Data reports, meeting minutes, SEAP Workplan	**Spring 2021** DI data for certificates, transitions, and course completion were compiled by department. Data were presented to department teams (managers, faculty, staff), discussed, and action steps proposed.
		2. Data reviewed and analyzed by department stakeholders.	Fall 2021			**Fall 2021** In addition to data discussions and plans made during the presentation of DI data, department managers took the information for further discussion with their teams.
		3. Departments will develop interventions and outcomes to improve DI student achievement.	Fall 2022			**Fall 2022** EOA & AWD DI data analysis led to the department developing rubrics to provide more consistency in grading across course sections. This will lead to more reliable DI outcomes data. ESL DI data identified Latinas as the group with the lowest completion rate (18%). Focus groups were held to identify reasons and findings found that Latinas face childcare and transportation issues that hinder course completion. More online sections will be made available to offer flexibility and support. STV DI data found that Latinas disproportionately did not complete the Pharmacy Tech program. A self-paced companion online course was offered to students needing additional support. This intervention led to a 100% passage rate for Latinas. The rate was only 66% for Latinas who did not use the intervention. Latinas will be encouraged to supplement their learning with this online course. ABE DI data showed that 39% of the 123 students who took Biology in 2018-2022 passed it but the rate for Latino male students was only 28%. An intervention in the form of an alternative assessment option was developed to allow students to create comprehensive study guides, reviewed by faculty, prior to taking module tests. After completed a specified number of study guides, students could take the module tests.

Growth Area 2- Communication

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

Rationale:

The restructuring and growth that the School of Continuing Education (SCE) has experienced in the past few years have created the need to assess and strengthen communication structures to maximize learning outcomes for students. Faculty and staff will always need to maintain currency with and be trained on SCE programs and services and, in turn, help keep students, campus colleagues, and the campus community informed. To do this, SCE needs to develop communication structures to quickly and efficiently share information about current and emerging programs. SCE will go beyond informing students about student services and, instead, will develop ways to connect students directly to employment and post-program support. This self-study has reinforced the importance of student voices in SCE decision-making and planning, as well as how they are our most important partners in shaping their educational journey.

Goals Addressed:

ILOs:

o Communication

o Personal, Social, Civic, and Environmental Responsibility

Division Goal(s):

o Increase effectiveness and consistency of communication among stakeholders.

o Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.

o Implement and promote professional development initiatives that support Continuing Education themes and priorities.

o Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.

o Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.

o Engage with public and private entities to represent and improve support for noncredit student populations.

College Goal(s):

o The College will prepare students for success through the development and support of exemplary programs and services.

o The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

o The College will encourage and support participation in professional development to strengthen programs and services.

o The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions.

o 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	SCE Vice President, SCE Systems and Operations Director	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,	**Fall 2019** Students were included in the SCE Advisory meeting and to be part of a student panel for a college inclusion summit. This has become an established practice.
		2. Explore potential structures for forming an SCE student group	Winter 2020			**Winter/Spring 2020** Student input has been gathered through Advisories and focus groups. However, the plan to develop an SCE student group is 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. **Summer 2023** As students returned to in-person instruction, it became evident that there were more urgent student needs than establishing a student group. SCE has invested resources on advocating on behalf of noncredit students and on addressing their basic needs. Student input and feedback continues to be gathered primarily through surveys, focus groups, advisories, feedback to counselors, feedback to faculty, and general communication with staff.
		3. Survey SCE students on programs and services every two years beginning in Fall 2019	Fall 2019 - ongoing			**Spring 2020** 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. **Spring/Summer 2022** WASC Student Survey administered at the end of Spring and during the Summer 2022. This has become an established practice.

		4. Evaluate data and make recommendations for SCE improvements	Spring 2021 - ongoing				Summer 2020 The Spring 2020 survey results led to an expansion of the laptop loan program and the establishment of the SCE Student Online Support (SCE SOS) service, which offers live, one-on-one tech support to students needing help with the Mt. SAC Portal, Canvas, Zoom, or any other help for online classes. Students will be surveyed once again in Spring 2022. Disseminating, discussing, and using the survey results have become an established practice. Summer 2023 As part of the self-study, the student survey results were discussed and evaluated. The survey results informed decisions and self-study findings. For example, survey results show a continued need for the SCE Student Online Services (SCE SOS), which students use, rely upon, and appreciate. SCE SOS services have expanded to include in-person, on the phone, and expanded hours of operation.

2.1.1 STV will increase student input on programs and services	STV Director, 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	Spring 2019 To gather student input on a regular basis, a process consisting of end-of-course surveys, focus groups and an employer advisory has been established by the STV team.
		2. Hold focus groups twice a year	Spring 2019 - ongoing			Spring 2019 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. <u>Winter 2020 & Fall 2021</u> Surveys have replaced focus groups during the pandemic. End of program surveys were administered. <u>Fall 2021</u> A survey was administered in Fall 2021. <u>Spring 2023</u> STV now administers two surveys - an end-of-program survey and an alumni survey. The end-of-program survey is immediately administered upon program completion and the alumni survey a couple of months later. Job placement data is now collected as part of the alumni survey. Both surveys gather student input on our programs and services.

		3. Gather and summarize data and findings	Fall 2019 - ongoing				Fall 2019 Data from the survey and focus groups were gathered, analyzed, and findings produced in a report. Winter 2020 & Fall 2021 Results indicated that students wanted more help with interviewing, developing resumes, and job searching. Fall 2021 Survey results indicated that some students preferred in-person courses while others preferred online. Spring 2023 Survey results indicated that students appreciate access to all modalities. When asked if they would take a class online, 90% of students indicated they would. When asked if they would take the class in-person, 80% indicated they would. Students also reported that they would like more assistance with career services. For example, they want guidance with resume, interview and job seeking skills and tools.

		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. <u>Winter 2020 & Fall 2021</u> Survey results were shared. STV staff researched and found a program, First Hand, a career readiness online platform, that would serve the need of STV students. Implementation will take place in Fall 2022. <u>Fall 2021</u> Survey results were shared. To accommodate students, more hybrid programs were offered. <u>Spring 2023</u> The highlights of surveys were shared at an STV meeting and discussed. Based on student preference, STV will continue to offer online and in-person classes. Because students still want assistance with career readiness, the Career Services Specialist is now presenting in the classroom to offer services.

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	Research Department collaboration, surveys	Meeting minutes, surveys, survey and focus group data, sign in sheets, agendas	**Fall 2018** 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			**Fall/Spring 2018** Fall focus group was conducted and questions centered around technology. Survey was given to students. Results were included in Division technology report. **Spring 2020-Winter 2022** Focus groups and surveys were not conducted during the pandemic. These will resume in Spring 2022 once students returned to campus. **Spring 2022** Focus groups with students taking online and in-person classes were conducted. Results have been tallied and will be discussed in Fall 2022. **Spring 2023** A Qualtrics survey was created to see to give to students who did not complete the enrollment process.
		3. Discuss results and use for program planning	Spring 2019-ongoing			**Spring 2019** 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. **Spring 2022 - Fall 2022** Focus group results led to the implementation of the following classes and services: Direct Instruction Class for Adult Diploma that will run in the Fall and Spring terms. Prior to the pandemic, Career Services Specialist conducted job related workshops with topics on creating a LinkedIn profile, creating a resume, and interviewing skills. These workshops paused during the pandemic but resumed in 2022-23. Google Workspace (formally G-Suite) classes have been implemented in the Learning Center. **Spring 2023** Survey results seem to suggest that the

| | | | | | | onboarding process might have been overwhelming for some students. A new, streamlined onboarding process for all programs was established to reduce student confusion and burnout. |

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	Spring 2018 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. Spring 2020 ESL held focus groups to discuss student experience with online classes in Spanish and Chinese. Separate VESL focus groups were conducted for AM and PM students. Fall 2020 Faculty surveyed VESL students regarding their preference for online or on campus classes. Fall 2021 Held focus groups to discuss student experience with on campus classes and vaccine/testing requirements in Spanish and Chinese. Spring 2023 Established process to hold focus groups with specific groups annually and to survey smaller groups of students. Held a focus group for Latinas taking online classes to better understand how to improve retention and success rates. Latinas shared that it would be helpful to have longer synchronous course sections. This is being piloting in Fall 2023.
		2. Conduct student surveys based on feedback from focus group during subsequent semesters	Spring 2018-ongoing			Spring 2018 Facebook page active with number of "likes" being collected. Focus groups for VESL and specific languages (Vietnamese & Arabic), led to piloting the ESL Summer Institute, so students can practice their English in contextualized workshops.

						Spring 2019 Vietnamese speaking VESL students helped place an ad for the ESL program in a local Vietnamese newspaper. Translating the orientation PowerPoint slides into Chinese, Vietnamese, Arabic, and Spanish so students with low levels of English can follow along in their first language and feel less overwhelmed. 2019-2020 In the 2019-20 EL Civics Student Needs Survey, 720 ESL learners reported: beginning level learners want to focus on directory (Community Resources), research important places and identify community services. Also, they want to learn about their classmates' cultural background. Intermediate to Advanced student focus is employment, education, and transition. The 2019-20 ESL students' technology survey shows that 95% of students use tech to improve their English and connect with family and friends. 2021-2022 Student survey results showed that 61% of Foundations to Level 3 students and 73% of levels 4-6 preferred online classes in Winter 2022. Spring 2023 Administered surveys with low incident language groups (Korean, Vietnamese, and Russian) to gain insight into how to better serve students from these cultural backgrounds. Survey results indicated that students tend to learn about our program through family and friends and social media, prefer having staff who speak their language, and some don't attend because there aren't many students in the program who speak their language. All students indicated that they are interested in more opportunities to speak and practice their English.

		3. Increase social media following by 10%	Spring 2018-ongoing			**Spring 2018** 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. **Spring 2021** Social media following has increased. Current FB likes are at 2.2K. Our Instagram account has 619 followers. Our social media audience is predominately female (>70%), with the majority living in Pomona, LA, and West Covina. **Spring 2023** Social media following continues to increase - FB followers are at 2500, Instagram has 800 followers. The follower demographics remain the same.
		4. Participate in 3 Community outreach events per semester	Spring 2017-ongoing			**Spring 2018** 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. **Fall 2019** ESL counselors attended Pomona Christmas parade. **Spring 2021** ESL counselors attended the Consortium Partner Breakfast. Other outreach events were limited due to the pandemic. **Summer 2021** Counselors participated in the Tri-Community event for outreach, and also offered 6 internal career related workshops for student in-reach. Other outreach events were limited due to the pandemic. **Summer 2023** ESL hosted the annual ESL Career Resource Fair in which we hosted 3 community organizations along with over 20 college programs. Counselors also attended outreach events on campus including on campus tour with local high school

						students and counselors, Celebrando Latinidad: El Colegio de la Comunidad @ Mt. SAC, and APIDA Family Festival @ Mt. SAC.
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			Fall 2018 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	Hourly clerical staff funding	Updated survey, survey results, and recommendations.	Fall 2019 Survey administered at end of course. Results tallied. Results to be discussed in Spring 2020. Spring 2023 Community education student survey/ evaluation was updated Fall 2023 and is being consistently administered to students once course is completed. The 2022-23 Community Education Course Evaluation Report has been created and will be reviewed and evaluated with staff in Fall 2023 to identify program/course improvements. Initial findings: Of the students who completed the survey, 86% or more found the registration process simple, most students learn about our programs through the Mt. SAC website or friends/family, 90% or more register online, 73% of students who take certificate programs enroll specifically for career development/ professional growth.
		3. Discuss with staff the results of student surveys and gather suggestions for possible program improvement	Spring 2022			Spring 2022 Given the time that has passed due to the pandemic, it was decided to restart the process of updating and administering surveys, to discuss more relevant findings.

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	SCE Vice President, Associate VP, Dean, SCE Systems and Operations Director, 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	Fall 2017 Hired marketing firm. Fall 2017 Created online division newsletter (SWAY). This process has become established practice.
		2. SCE Vice President semester letter	Fall 2019 - ongoing			Fall 2019 AVP (Provost) letter was sent out to the SCE community. Spring 2020 - Spring 2021 During the pandemic, letters were shared more frequently to keep all updated on critical issues. Fall 2022 A Provost letter was shared with the SCE community, welcoming the new academic year and summarizing the successes of the 2021-22 academic year. Spring 2023 -Summer 2023 In lieu of a semester letter, the SCE Vice President (formerly Provost) is now holding two sessions of a Division meeting per semesters to provide an update and to answer employee questions. The SCE VP is also holding office hours for more personal connection.
		3. Create SCE Division updates for campus staff	Spring 2019 - ongoing			Spring 2019 Created a campus newsletter and disseminated 2019 winter/spring activities. Spring 2020 - Winter 2022 During the pandemic, updates were shared at Cabinet and in Cabinet notes. Summer 2022 Provost consistently reports SCE information at Cabinet, which is then shared campus-wide via the President's Cabinet Notes. Summer 2023 The SCE VP consistently reports SCE information weekly at Cabinet, which is then shared campus-wide via the President's Cabinet Notes. This has become standard practice.

		4. Share student and program profiles and successes, program updates, and safety information with students, Division staff, campus community, and external community	Spring 2019				Summer 2019 AVP (Provost) shared student success profile with U.S. Congressional staff and College President highlighted SCE students in his 2018 fall presentation. Winter 2022 The AWD IMPACT Program was recognized and highlighted by the California Community College Board of Governors and featured in the Mt. SAC news announcement. Summer 2022 The SCE Research Plan was presented to Cabinet and shared with the College community in the Cabinet minutes. The minutes are posted online and available to the public. Summer 2023 Information, including successes, are shared in semester Division meetings, Cabinet, Board of Trustees presentations, and tabling at external events. SCE representatives also share information via advisory groups and meetings with partners.
		5. Evaluate and increase access to Division website	Fall 2019				Fall 2019 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. Spring 2022 As part of a periodic assessment of our website, it was reviewed and an external vendor was hired to help make major changes to the website. A team of managers began working with the vendor, who is providing professional input. Spring 2023 SCE unveiled the revamped SCE website. It is more viewer-friendly, includes easy access to departments, programs, curricular maps, and support services.

	6. Create annual report of Division accomplishments and electronic view book	Spring 2020			Spring 2020 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			Fall 2019 ABE PIE Day held Oct 31, 2019 that included other departments. A survey was sent to participants to get feedback

2.3 Improve engagement among Division and department staff with PIE and the Action Plan	SCE Vice President, Associate Vice President, 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	Fall-Spring 2019 Updates occurring on an on-going basis through the year. This is standard practice.
		2. Share final SCE PIE and Action Plan once per year at Advisory Group Meeting	Fall 2018 - ongoing			Fall 2019 PIE and Action Plan were reviewed at the Advisory Group meeting. Both are posted online for all to read at their discretion. Fall 2020 PIE and Action Plan were reviewed at the virtual Advisory Group meeting. Both were also posted online for stakeholders to read at their discretion. Fall 2021 The Action Plan was reviewed and discussed by all departments. The updated Action Plan made accessible online to all. Fall 2022 SCE departments reviewed updates to the Action Plan and the annual PIE in December 2022. SCE employees, students, and partners were present.
		3. Survey staff on the use of PIE and Action Plan as tools for planning	Summer 2020			Summer 2020 The pandemic led to limited unit PIE requirements for 2019-20, therefore, this will be addressed next summer. Summer 2021 The pandemic led to limited unit PIE requirements for 2019-20, therefore, this will be addressed next summer. Spring 2022 The pandemic led to limited unit PIE requirements, which then make it difficult to survey staff on the process. Given the shift in instructional delivery, staff needs shifted to strategic planning.
		4. Evaluate survey results and determine improvements in level of engagement	Spring 2023			Summer 2023 A survey is no longer necessary as the PIE process is changing College-wide. The Advisory continues to serve as the main source of engagement with the Action Plan - for the initial development of action items, any proposed changes, and for updating it annually.

2.3.1 Involve Off-Campus HS faculty and staff with program review process (PIE)	OCHS Director, SCE Systems and Operations Director, 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	Fall 2018 Worked with the Research and Institutional Effectiveness unit to develop a survey for Mt. SAC OCHS coordinators to request input on program structure and services. The survey was 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			Fall 2019 Survey results showed high levels of satisfaction with the program but also a need to streamline the yellow card registration process and improve how information is shared with coordinators and instructors. These findings led to proposed changes to program processes and procedures. Changes to be implemented in Spring 2020. Focus groups on hold until changes were implemented. Spring 2020 Proposed changes on hold due to the pandemic. Fall 2021 Survey results led to updating and digitalizing the registration process. The updates were shared in meetings and videos with coordinators and teachers. The coordinator survey became established practice and will be administered again in Fall 2023 and every other year thereafter.
		3. Share results with OCHS faculty and staff	Spring 2021			Spring 2021 The Summer 2019 coordinator survey results were shared with and discussed by the OCHS team. The following changes were implemented to the program as a result: - Coordinators now must attend faculty meetings - Faculty meetings now include a live demonstration of how to post attendance and grades in Banner and how to access pay information, change address, and access tax forms in the portal. - Created a video of the live demonstration and made it available to coordinators to

					use as needed with their staff. - Replaced registration cards with spreadsheets that coordinators must submit. Spreadsheet are generated from queries of partner databases. This made registration easier for all and led to improved accuracy of student information.

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	Spring 2018 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			Fall 2018 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			Fall 2018 Contract education manager regularly visited 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. Spring 2020 Due to the pandemic, visits to prospective businesses were put on hold. Spring 2021 Chamber meetings are not taking place this year but will resume next year. Instead, met individually with at least 15 new or prospective partners throughout 2021-22. Spring 2022 Visiting prospective businesses were not done as many employers still had strict COVID guidelines about meeting in person. However, business meetings with prospective partners were held virtually. 15+ virtual meetings were held with new or prospective partners. Spring 2023 Established and reengaged with 9 additional partner employers and 1 new testing vendor. We met/ corresponded with another additional 10 local employers.

		4. Attend at least two chamber meetings per term	Spring 2019			Spring 2019 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			Fall 2021 Due to safety regulations associated with COVID-19, lunch meetings and events have not been possible. However, plans for topics and future events are discussed each term. Spring 2023 Postpandemic methods have made virtual meetings a norm and a great avenue to engage with potential employers without additional expenses; employers often prefer virtual meetings postpandemic. For that reason, we've been engaging with prospective partners through this platform and may revisit the possibility of offering lunch and learns in the near future.
		6. Create a Testing Center website and develop a plan for dissemination of information	Fall 2018			Fall 2018 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 | | | Fall 2021
A formal proposal to hire a Testing Center Manager was submitted and is awaiting approval from the President's Office. This position will allow the needed coverage and grant the appropriate resources needed to increase partnerships and outreach.
Spring 2023
The Testing Center now partners with the National Center for Competency Testing (NCCT) to offer the certification exam for Medical Assistants (MA), in support of our STV Medical Assistant Program. SCE Testing Center Manager was hired in April 2023. This position has assisted in providing much needed coverage and provided much needed leadership in increasing partnerships with additional vendors and outreach to increase Testing Center participants and proctored exams. |

2.5 Bridge communication between workforce development agencies, students, community business and industry, educational institutions, and the campus community	SCE Vice President, Associate Vice President, Systems and Operations Director, Consortium 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	Fall 2017 Meeting held at Mt. SAC with WDACS re: co-locations .
		2. Establish co-location agreement with WDACS/ AJCCs	Spring 2018			Fall/Spring 2018-19 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			February 2018 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. Spring 2023 Post-pandemic, the Career Services Specialist has served a communication liaison between SCE and workforce development agencies and educational partners to gather and share career and employment opportunities. The co-location with two AJCCs has been helpful in bringing more services and support to students. The Career Services Specialist maintains a career and employment bulletin board and produces a monthly report of her community/ partner meetings, events, workshops, and one-on-one sessions with students.
		4. Host an SCE open house for students and campus and local community members	Fall 2020			Fall 2020 The first virtual Open House took place on December 2nd. It highlighted health, business, and manufacturing programs. Faculty, counselors, students and community partners presented. A live Q&A took place after.

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	Event funding, faculty non-teaching, classified hourly funds	Meeting minutes, professional development data, professional development plan	**Fall 2018** 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			**Fall 2019** 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			**Spring 2019** 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	**Fall 2018** 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			**Winter 2019** Revised template uploaded to Lumens Registration System
		3. Faculty communicate learning outcomes and progress to students on the template	Spring 2019			**Spring 2019** Current faculty updated their course descriptions using new template. New classes include all new information.
		4. Update registration system (Lumens) content	Spring 2019			**Spring 2019** Staff starts to update class description and learning objectives in registration system. On-going project.

2.8 Improve communication of fiscal information to SCE faculty and staff	SCE Vice President, 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	Spring 2018 Focus group held with staff from all departments.
		2. Evaluate results and share with SCE staff	Fall 2018			Spring/Summer 2018 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			Winter 2019 Fiscal issues discussed in department meetings and administrative assistant meetings.
		4. Survey staff again on level of satisfaction on fiscal matters	Spring 2023			Summer 2023 SCE employees were surveyed on their satisfaction with the level of information they receive, including budget decisions affecting their work.
		5. There will be at least a 10% increase in staff satisfaction with information on fiscal matters	Spring 2023			Summer 2023 SCE Employee Survey results show a 5% increase in satisfaction with information on fiscal matters when compared to 2017, and a 3% increase in those who feel such information does not apply to them. When asked in Division meetings for the type of fiscal information employees are interested in knowing, employees do not have requests or questions. It is likely that the survey question is too broad. General information regarding the budget and other fiscal matters are shared through Cabinet Notes, presentations to the Board of Trustees, and updates in Division newsletters. Employees are encouraged to ask budget questions to the Program Account Specialist and the SCE VP. The SCE VP holds office hours, which provides a private space where such questions can be asked.

2.9 Communicate with STV students to identify strategies for improving retention	STV Director, 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	Spring 2019 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.
		2. Survey STV students after program completion	Spring 2019			Spring 2019 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.
		3. Identify gaps and develop processes to better inform STV students of their progress	Spring 2019			Spring 2019 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.

| | | 4. Implement processes to keep students informed of their progress | Fall 2019 - ongoing | | | | Spring 2019
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.
Spring 2020
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.
Spring 2022
Counselors continue to provide educational planning and address barriers by providing support services when they meet with students in an individual appointment or group orientation before their program/class starts. Counselors have an updated process for scheduling appointments to capture more students upfront. Instructors have become more proactive in immediately identifying struggling students and connecting them with counselors as well as instructional aides and technical experts to provide support needed.
Spring 2023
Instructors have now become more proactive in immediately identifying struggling students and connecting them to resources. The coordinator is following up with instructors to assist with student needs. The coordinator is also tracking reasons students give for dropping classes to identify trends. Counselors are now following up with students who did not attend a counseling session prior to the start of their program. Our SCE Basic needs counselor is also making presentations in STV programs. |

		5. There will be a 5% increase in retention for STV students starting in Spring 2020	Spring 2020			Spring 2020 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. Spring 2022 In Spring 2021, the retention rate was 33% (275 students out of 821 passed). In Spring 2022, as students become more comfortable returning to campus, the retention rate jumped to 63% (436 out of 690 passed). This reflects a 30% increase in retention. As standard practice, counselors and faculty continue to collaborate and provide support to address students' personal and academic needs.

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	Funding for faculty non-teaching assignments	Surveys, meeting notes, college records for faculty DE training, meeting agendas	Spring 2020 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. Process of assessing DE instruction has become standard practice.
		2. SCE faculty participation in College and CCC DE instruction groups/ committees	Spring 2020 ongoing			Spring 2020 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. This is standard practice.
		3. Faculty will establish a community of practice to ensure peer support and share of best practice and division practices.	Spring 2020 ongoing			Spring 2020 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			Fall 2021 ESL student were surveyed to get feedback about experiences with online and on-campus classes. Students taking on-campus classes indicated strongly that they chose to do so because they did not like online learning. Students attending online classes reported that they would not be able to attend in-person for various reasons and hoped that online classes would continue. Spring 2022 & Summer 2022 WASC Student Survey has incorporated these DE-related student learning needs items.

| 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 | Winter 2021 | Funding for faculty non-teaching hours, short-term hourly funds | Meeting minutes, presentations | Fall 2020
The SCE Equity Leadership Workgroup was established in December 2020. The group is comprised of two faculty, two classified, and two managers. All went through a formal application and selection process. |
| | | 2. Create a purpose and function for the SCE Equity and Leadership Team | Spring 2021 | | | Spring 2021
The SCE Equity Leadership Workgroup met twice a month for all of Spring 2021. A Purpose and Function statement were drafted and a process for sharing DEI resources and professional development events among the group and among the division was established. |

		3. Disseminate progress among SCE stakeholders	Spring - Summer 2021			Spring 2021 Members of the SCE Equity Leadership Workgroup met with each SCE Department during their department meetings and shared the group's purpose, function, and plans for addressing equity and anti-racism in SCE over the next year. Workgroup members created a spreadsheet with a list of all equity-related professional development events that were available through POD for employees. The list was sent to all directors and shared to their employees. Summer 2021 SCE Equity Leadership Workgroup members created an Action Plan/Flyer that addressed Anti-AAPI violence and distributed it among the division. Two members of the workgroup also met with each SCE department and shared Disproportionate Impact (DI) data for course completions, certificate completions, and transition to credit outcomes. DI student groups were identified for each department and conversations were facilitated about how to address the equity gaps. A process to address equity and anti-racisms among students has been established with the establishment of the SCE Equity Leadership Workgroup. Summer 2022 Addressing equity and anti-racism issues was established as a College-wide PIE goal. Now that addressing the issue has been formally institutionalized, every department has begun to report outcomes annually in their respective PIEs. It was determined that at the annual SCE Advisory Group meetings, the SCE Equity Leadership team will disseminate division-wide progress on equity and anti-racism issues.

Growth Area 3 - Technology

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

Rationale:

There are many instances of technology use by School of Continuing Education (SCE) students. To keep up with continuous technological advancements, SCE needs to explore how to maintain currency with technology in curriculum and instruction. Some SCE programs are in need of expanding the integration of technology in teaching and learning. This Growth Area is of critical importance because it is evident that for students to be competitive in the workplace, be successful in college, and have personal enrichment, they will need to gain technological literacy. Through survey data and faculty feedback, it was shown that many SCE students need to improve their technical skills. Clearly aligned with our school ILO, Information and Technological Literacy, these objectives will support students in developing the necessary technology skills.

Goals Addressed:

ILO:

o   Information and Technology Literacy

Division Goal(s):

o   Expand the integration of technology within instruction and services to improve student learning.

o   Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.

o   Secure staffing to assure high-quality instruction and student services and provide physical and technological infrastructure that will support student learning.

o   Implement and promote professional development initiatives that support Continuing Education themes and priorities.

College Goal(s):

o   The College will prepare students for success through the development and support of exemplary programs and services.

o   The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

o   The College will utilize technology to improve operational efficiency and effectiveness and maintain state of the art technology in instructional and support programs.

o   The College will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

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
3.1 Identify the technology skills students need for success in college and employment	SCE Faculty Team, 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	Fall 2018 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			Fall 2018-Spring 2019 The faculty group met regularly as a team and met with at least one faculty from each department 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			Summer 2019 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			Fall 2019 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.

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	Fall 2018 Piloted the survey, made corrections to administer in Fall 2019 and evaluate results in Spring 2020. Fall 2019 Technology survey administered to students enrolled in non-vocational courses on their technology skills, 675 respondents
		2. Evaluate and discuss survey results	Spring 2020			Spring 2020 Team met and discussed survey results. Decided that creating introduction to technology courses will improve students' access to online courses and technology-based courses.
		3. Develop and submit new curriculum if needed	Spring 2022			Spring 2022 Team decided that, in lieu of creating new curriculum, it would promote noncredit intro to tech courses already being offered in other SCE departments. The Team will encourage students to take those courses.

3.2.1 Evaluate how Off-Campus HS sites are incorporating technology into the classroom	Off-Campus HS Director, 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	**Fall 2018** These tasks were included in Action Plan Item 3.1's research study.
		2. Share evaluation data with school district partners and teachers	Winter 2020			**Fall 2019** The results of the technology survey were shared in teacher meetings. Teachers were encouraged to continue finding ways to use technology in their classes. Those who planned to teach again were asked to include how technology would be integrated into the class.
		3. Gather input from faculty on addressing gaps in technology	Fall 2019, Fall 2021			**Fall 2019** Teachers and administrators met and identified tech issues: 1) classrooms lacked the equipment needed to fully utilize technology, as some used middle school campuses instead of high schools, due to construction taking place; 2) less IT staff in the summer makes it difficult to get help with equipment and/or tech support; 3) some students lack access to the Internet, or home computer, so teachers can't use the programs they wanted to for supplementing learning. **Fall 2021** The pandemic led to the need for online classes and for faculty to be FOMAR and Canvas trained. Faculty were trained. The pandemic led to the recognition of student technology needs, which were addressed in order to provide online classes.
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	**Fall 2018-Spring 2019** 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			**Spring 2019** Department purchased new test kits model 845-5.
		3. Enhance curriculum to embed new technology	Spring 2019			**Spring 2019** 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 curriculum and instruction	Fall 2018	Funding for technology, Faculty non-teaching funding	Meeting minutes, agenda, syllabi, purchase requisitions	Fall 2018 These tasks were included in Action Plan Item 3.1's research study.
		2. Identify additional ways to use existing and new technology	Winter 2019			Winter 2019 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 Fall 2021			Fall 2019 Students in Direct Instruction AD classes utilize Chromebooks for research and creating assignments/projects. Spring 2020 - Fall 2021 Due to the pandemic, all classes were moved to an online platform that incorporated technology. The majority of classes remain in that mode.

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 & Winter 2022	Funding for instructional designers and faculty non-teaching hours	Funding application, meeting minutes, Canvas shells, syllabi	Spring 2021 Close to 100% of faculty from all departments completed required training to teach DE. Winter 2022 All faculty form all departments completed the required training. Due to faculty exposure to COVID-19, substitutes are being instructed to go through the training as well. Process has been institutionalized.
		2. Establish process to provide loaner equipment to students as needed.	Spring 2021 & Winter 2022			Spring 2021 Loaner laptops and hotspots were offered to students starting Spring 2020. The process was refined and formalized by Fall 2020. Students could borrow tech equipment from one of two sources: the SCE loaner program, and if equipment ran out, then from the College-wide loaner program. The SCE Student Online Support (SOS) was also established in Fall 2020, to provide tech assistance to students taking online courses. Spring 2022 The SCE laptop loaner program continued in 2021-22. Total tech equipment on loan during the academic year was 680. It was decided that SCE laptop loaner program will merge with the College-wide laptop loaner program to centralize the process. Other than a change in pick-up/drop-off location, students will not experience any difference in borrowing equipment.
		3. Seek funding opportunities for instructional designers	Fall 2021			Fall 2021 SCE applied for and obtained a SEAP mini grant for four professional experts to assist EOA/AWD, STV, ESL, and ABE with Canvas course shell design. The professional experts are currently working with their programs to enhance and/or redesign course shells to better meet accessibility requirements. They are also developing Canvas related professional development workshops for faculty.

		4. Create enhancements for LMS platforms (Canvas shells) and faculty teaching materials.	Fall 2021			**Fall 2021** Assigned Canvas Professional Experts (CPEs) to help departments. EOA's CPE created Canvas shell templates to be copied and enhanced to meet class needs. AWD created a studio for lesson review videos and adjusted teaching strategies to include more group-based learning, peer instruction, and experiential learning activities. STV faculty revised curriculum to teach it online. The STV CPE helped faulty make page content and files ADA compliant, restructured content for ease of use and created video tutorials to visually instruct students where to find and submit assignments. ABE's CPE redesigned 33 courses and created a presentation on how to make course content ADA compliant. ABE developed tools, instructional strategies, and resources for faculty, including faculty weekly video updates for students working online, and used Canvas participation to track attendance. The ESL CPE organized a PD day and training on CidiLabs, which is used to design Canvas course shell, and trained faculty on how to use the reading and pronunciation Canvas shells template to meet specific class needs.