

# Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

## PIE - Continuing Education Division Manager

**2019-20**

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**Division Mission Statement:** The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher education and employment, and strengthen self-sufficiency.

**Summary of Notable Achievements:** School of Continuing Education (SCE) students face their share of obstacles and challenges along their academic and career journeys, yet their resilience carries them through to their goals. The pandemic showed the strength of the staff, faculty, and students. Perhaps the biggest achievement in 2019-20 was the SCE's response to shifting instruction and services to a virtual environment. SCE successfully transitioned 913 courses or 93% of SCE courses to an online learning platform.

Several faculty had notable achievements in 2018-19 that included state and local presentations. In April 2020, Dana Miho (ESL Professor) co-authored an article in ASCCC's Rostrum on "Noncredit Instruction in Guided Pathways Efforts", in which our VESL Career Paths is highlighted as a successful bridging program to credit degrees and career pathways. Additionally, she and Donna Necke (ABE Professor) conducted a statewide ASCCC professional development webinar on "Noncredit Remote Instruction" to support noncredit faculty who had to pivot to online teaching. Nationally, Madelyn Arballo (Assoc. V.P., SCE) participated in a congressional panel in Washington D.C. in July 2019, sharing with Congressional staffers how we promote noncredit students' goal attainment to work and college.

Generating a healthy revenue, the SCE Testing Center delivered over 4,000 tests in partnership with Pearson VUE, HiSET, and TOEFL before proctoring stopped on March 19. STV also collaborated with L.A. County Workforce Development, Aging and Community Services Department and 3 local AJCCs for an all-day event to present STV and other college programs adults and high school students. The Language Learning Center (LLC) hosted a national event, the ACTFL OPI 4-day training in January; after which we were commended for the quality of our facilities and quality of our language students.

Crediting the WIN program for "opening the doors" that led to his career success, Microsoft software engineer and Mt. SAC alumnus, Wesley Yao, secured a \$3000 donation from Microsoft to be used in support of materials and tutoring services for current student athletes who benefit from WIN's dedicated staff and support.

Student Support Services were among our department's most significant accomplishments. Support staff including counselors, coordinators, IT staff, and advisors actively participated in promoting student's basic and technology needs. Staff reached out to students to ensure they had access to computers, food banks, and book loans. SCE students were loaned 217 computers or devices to ensure continuity of instruction. Additionally, EOA swiftly developed and posted a Mountie Mentor webpage specific to EOA and AWD students, adding resources for good health and safekeeping during the pandemic.

External funding sources are critical for SCE to provide instruction and services to noncredit community services students and the community. Funding achieved from external sources was based on performance, competitive grants, and other sources for a total of 2.86 million dollars. ABE and ESL earned \$1.25M in federal WIOA II funding for literacy and integrated education outcomes. Contract Education was awarded \$350,000 in Employment Training Panel funding, while STV earned an extension of the Technical Assistance Program for Contract Education in the amount of \$225,000 and a \$15,000 grant from the California Conservation Corp program focusing on transitions of students. Finally, SCE was awarded \$1,020,000 in another round of Regional Strong Workforce funds as the lead college for a Noncredit Pathways project.

**Closing the Loop - Analysis of Progress on College Goals:** All SCE departments identified plans and activities for assessment based on unit goals that are aligned with SCE Division goals, Instruction Team goals, and overarching College themes and goals.

In 2019-20, units identified 48 resource request plans and activities. Due to the unprecedented circumstances caused by the coronavirus pandemic, the College made the Closing the Loop section of PIE optional. All units within SCE opted to forego a Closing the Loop analysis this year as focus and priorities have shifted, with most activities having been extensively modified or postponed. A comprehensive analysis of these plans and activities will be provided next year. Below is a summary of progress on College goals:

**Advocacy and Partnerships.** SCE continues to advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community, regional, and state involvement. In 2019-20, SCE maintained and increased the number of partners with whom we collaborate. Partnering with our STV program are Los Angeles County probation department and CA Conservation Corp as well as agencies such as Hope for Pomona, Temco Logistics, and Pomona Water Resources Department. Other public and civic partners included City of Diamond Bar and City of Industry, and School of Arts and Enterprise. These agencies seek STV training, English, community services, and high school courses as well as support for high need students such as homeless students looking to enroll at Mt. SAC. Partnerships with credit programs also thrived including those with the Associated Students (WIN), Athletics, Classified PD, Faculty Association, campus committees, and the state Academic Senate. Finally, ABE and ESL partnered with the US Census Bureau to offer workshops, distribute promotional information, and coordinate advertising for enumerator hiring for the 2020 Census.

**Student Support.** SCE departments continue to increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population. Overall, a total of 25,383 students were provided counseling services in 2019-20. SCE counselors provided workshops and presentations on financial aid, scholarships, credit programs, Mountie Mentor and Career source, and VESL hosted a virtual open-house. The STV coordinator made presentations on Interviewing, Linked-In and other career development topics. The SCE counselors provided embedded counseling by dropping into Zoom sessions, which increased student contact and supported retention. The Vocational Re-entry programs created a process to track students who had dropped during the pandemic. The Language Learning Center saw increases in uses of language programs (98%) and WIN program provided robust tutoring services during fall (716 students) and spring (437).

**Data.** SCE students continue to show successes completion, access, and certifications, all of which increase equitable opportunities. WIN Fall 2019 course success rate was 79% compared to the general population of 67.4% and for Spring 2020 the WIN success rate was 92% compared to the general population of 88%. ABE awarded 492 certificates, which is an 88% increase from 2017-18. And STV's Certified Nursing Assistant program cohort continues to have pass rates of near 100%. The highest percentage was High School Referral with a completion rate of 94% for summer and 73% for the academic year followed by Adult Diploma at 50%. In partnership with our k12 adult schools, the consortium served 35,878 for an increase of 3% served. ESL intervention faculty reached out to 789 students who were missing from class and at risk of dropping out as a result of the pandemic and were able to help 210 of the missing students (27%) to return to class.

In 2019-20, data collection procedures were revised as planned in the WASC Action Plan, however SCE has completed 82% of the Action Plan prior to the mid-cycle review. The SCE research plan which is aligned with the SCFF has been a rich resource of data. Enrollment grew 3.5% to over 8,000 FTES, making Mt. SAC the largest noncredit program among community colleges. It was important to know how the pandemic was affecting student outcomes and completions. SCE administered the Temporary Remote Instruction (TRI) survey to investigate immediate needs of faculty and students. A total of 1,761 students, representing 25% of registered students, took the survey. While some students reported a need for hardware – laptops, cameras, microphones, and hotspots, the majority indicated that they were adjusting. Some students also reported having borrowed equipment from the College. SCE informed students of the College's hardware loan program and, in Spring 2020 through collaboration with the credit side, 73 noncredit students borrowed 66 laptops, 32 hotspots, and 6 iPads so they could continue with their classes from home. Staff was available to assist students in getting equipment and, with some limitations, in providing tech support. In anticipation of lending more equipment in 2020-21, SCE ordered in Spring 2020, a total of 182 laptops and 125 Chromebooks for the ABE, ESL, EOA, and STV departments.

**Teaching and Learning.** SCE is committed to expand and support innovation in teaching, learning, academic support, and management within SCE. As done every year, faculty had formal processes to assess learning outcomes with all departments being current with SLO assessment. Further, this year, faculty and staff assessed the Personal, Social, Civic, and Environmental Responsibility ILO.

The STV Department successfully launched three new programs in the 2019-20 academic year: Medical Assistant, Care Coordinator, and Solar Panel Technician. The California Department of Public Health approved the Certified Nurse Assistant (CNA) program to be taught online but it will partially be taught on campus under precautionary measures on a pilot basis starting in Summer 2020. The ESL Department provided college and career pathways for ESL/VESL students with faculty developing and offering Integrated courses (ESU) in a variety of career-related fields, including accounting, hospitality, health,

and real estate. In order to increase student awareness of their digital footprint and cyber security, ESL faculty also developed contextualized lessons to train faculty to relay information to their students. ESL teamed up with American Language Department to offer mirrored courses including AMLA 70 and AMLA 80 as noncredit alternatives to credit; this is a much-needed opportunity for immigrants who may still be facing residency issues. Based on a survey and assessment results, AWD faculty developed the following two workforce preparation courses designed to meet the unique needs of students with developmental disabilities: 1) Social Skills for the Workforce, and 2) Communication Skills for the Workforce. Working toward English and Math success, ABE teamed up with the English Department to offer English 1A/80 in ABE location (Bldg 30); agreement included reserving 10 seats for ABE students who were ready to take credit classes. This allowed ABE to offer tutoring after class in addition to the English 80 support class.

Communication. SCE continues to focus on improving effectiveness and consistency of communication among stakeholders. As such, several specific action items pertaining to communication were planned and executed this year. The need to improve the SCE website was identified during the accreditation process. A major first step was taken this year by hiring a part-time employee in December 2019 to work exclusively on the development of a Division website. The monthly editions of the SCE World News have kept employees informed of each department's news. Periodic semester letters from SCE's Associate Vice President have provided critical information to keep employees informed of health concerns, safety issues, and fiscal matters. These letters have provided much needed reassurance and encouragement during these challenging times. ABE continues to celebrate PIE Day, sharing annual assessment and outcomes successes. The Community and Contract Education department administered a survey to get end-of-course feedback. In addition to the traditional Community Education brochure mailed out to residents in the surrounding communities, a large SCE brochure highlighting our programs was mailed out in Fall 2019 to 75,000 households and businesses. Approximately 80,500 postcards were also mailed out in Spring 2020 to raise awareness of our transition to online instruction and encourage students to continue with their education and training.

Communication has been critical during these unprecedented times, and it was important to know how the pandemic was affecting student outcomes and completions. Thus, SCE administered the Temporary Remote Instruction (TRI) survey to investigate immediate needs of faculty and students. A total of 1,761 students, representing 25% of registered students, took the survey. While some students reported a need for hardware – laptops, cameras, microphones, and hotspots, the majority indicated that they were adjusting. Some students also reported having borrowed equipment from the College. SCE informed students of the College's hardware loan program and, in Spring 2020 through collaboration with the credit side, 73 noncredit students borrowed 66 laptops, 32 hotspots, and 6 iPads so they could continue with their classes from home. Staff was available to assist students in getting equipment and, with some limitations, in providing tech support. In anticipation of lending more equipment in 2020-21, SCE ordered in Spring 2020, a total of 182 laptops and 125 Chromebooks for the ABE, ESL, EOA, and STV departments.

The COVID-19 pandemic required extensive and effective communication by the OCHS department. There was a need to communicate extensively with partners in Spring 2020 to successfully transition 15 K-12 school districts, including 36 high schools, from classroom instruction to remote instruction. The OCHS director met with administrators at all 15 K-12 Districts to discuss and plan for the transition. She then met with over 300 faculty members to discuss expectations for online teaching and attendance tracking. Communication took place via email, telephone, and Zoom meetings. Furthermore, a high school summer program brochure was mailed to 55,000 households in the surrounding communities to raise awareness of the opportunities available to high school students in the summer.

**External and Internal Conditions Analysis:** External Conditions: Clearly, the pandemic has left no SCE program or service unaffected by the campus closure and transition to online instruction wherever possible. STV and Community Education were unable to continue most of its programs due to the hands-on nature of the curriculum and delivery. Overall, in spring semester almost 6,000 noncredit students did not continue with online instruction and left their noncredit programs, which reflects about a 35% reduction in enrollment. Regardless of these limitations, SCE was still able to deliver 93% of its coursework to noncredit and community and contract education students. Another external condition that impacted vocational programs was the reduction in regional and local Strong Workforce Program funds, which was unexpected and due to a redefining of how metrics were collected.

Even prior to the pandemic, immigrant learners were facing challenges unforeseen and many programs throughout the state saw a decline in their ESL programs due to the unfriendly federal administration, hostile policies toward immigrants and undocumented students.

Internal Conditions: Lack of availability of funding for permanent, full-time staff has particularly impacted the work of two SCE departments. The Off-campus HS, STV, and Education for Older Adults departments are each lacking critical full-time clerical, coordination, and management positions. This had led to borrowing staff from other programs, which hampers workflow and

communication with partners and staff. Further, this has also at times required managers to do work more appropriate for other classifications. On a positive note, the addition of full-time faculty to both ABE and Education for Older Adults has added to the program and course development in these two departments.

**Program Planning (Equity, Retention and Success):** One of the major accomplishments of our Division was to pilot and fully implement the online noncredit registration when the campus closed. This allowed the majority of our continuing students to stay on track with the help and assistance of the SCE counselors and support staff. Over 150 new applicants were able to enter a noncredit program (open-entry) using the online application process once we went virtual. Additionally, over 2,200 verified users logged into the system by the end of spring.

The increased enrollment in the EOA program (3.5%) prior to the pandemic increased enrollment by 477 unduplicated students, thus health and well-being and productivity among senior citizens. The Adults with Disabilities program made great strides in supporting students with their journey toward economic self-sufficiency and independence. Because of the infusion of counseling, 14 AWD students transitioned to credit courses.

In an effort to retrieve ESL students who left classes when instruction began online, three adjunct ESL faculty reached out to 789 students of them and of those contacted, 210 students (27%) successfully re-enrolled in an ESL class.

Individuals with multiple barriers, economic hardships, limited employment skills and career goals, and few educational credentials are typical noncredit student populations. Earning state Chancellor's Office approved certificates that prepare for employment or college is an example of how provision of noncredit services narrows the achievement gap and greatly improves these students' lives as well as the lives of their families. In 2019-20, SCE awarded 1,867 Career Development and College Preparation (CDCP) certificates in 31 program areas including ABE, ESL, STV, and Voc Re-entry.

**Analysis of Division's Plans, Activities, Resources and Critical Decisions:** Analysis of Division's Plans, Activities, Resources and Critical Decisions: For the first part of the 2019-20 academic year, SCE continued with a focus on the implementation of the WASC Action Plan and Division planning. However, plans and priorities changed mid-March 2020 due to the coronavirus pandemic that required the closure of the campus. Plans shifted to accommodate students and employees as we all relocated to learn and work from home.

Despite the challenges of the pandemic, the Division produced another year of enrollment growth and is now the largest state noncredit program in terms of noncredit and CDCP FTES. The SCE Division will continue to do its part by ensuring that interventions and program developments will help maintain Mt. SAC's strong SCFF outcomes and guided pathway success.

For 2020-21, SCE staff and faculty have committed to identify areas where SCE can improve with regard to ensuring equity for students and employees suffering discrimination. While that has always been a commitment of SCE, active efforts are vowed that are more action-oriented. This will include workgroups, targeted resources, advocacy, and an action plan for ensuring social justice.

A priority for resource request will continue to focus on the growing need for infrastructure and improved instructional delivery to support students with distance education. Faculty will develop addendums for specified SCE courses and online readiness will be integrated into learning support. It is SCE's intent to ensure that students are properly equipped to attend classes from home and that faculty have the necessary resources to teach from home. Resources to create and maintain a safe environment will be needed to accommodate teaching two courses, CNA and EMT, on campus. Faculty and staff will continue to go through the necessary trainings to ensure that they are prepared to teach and support students in an online environment.

A struggling economy, an effect of the pandemic, has led to severe unemployment in the region, at the state level, and nationally. As a result, noncredit programs, particularly those in the vocational area, will short-term courses that contribute to the economic recovery and availability of a trained workforce. SCE will be responsive to these challenges, so when safe STV will focus on bringing back to campus essential workers' training. STV also plans to introduce a Contact Tracer program in 2020-21 and also to assess the needs of local businesses in need of employees. ABE will continue to offer short-term competency-based courses that prepare students for the credit English, math, and other college-level courses. VESL pathway programs will continue as an effective way to access to career pathways and employment opportunities.

This 2020-21 academic year will provide an opportunity for departments to formally review accomplishments and consider short and long-term planning as part of a WASC accreditation process requirement. The accreditation mid-cycle report, a concise compilation of progress on the accreditation Action Plan since the accreditation visit, will be due in Spring 2021. Before then, the EMT program will also go through the renewal approval process with the Emergency Medical Services Agency of Los Angeles County in November 2020. The STV Department will also pursue national certification of the Medical Assistant program. Aligned with these plans is to have the simulation lab ready for use once the pandemic is over and students can safely return to classes on campus.

If and when county and state restrictions allow it, the Community and Contract Education department plants to continue providing business and industry partners with quality training as well as increasing opportunities for community enrichment. It is difficult to recruit new partners at this time given the challenges of the pandemic, therefore, efforts will focus primarily on maintaining and strengthening our current partnerships.

Overall, SCE will continue to stay active in policy affecting community colleges at both the federal and state level. One of these efforts relates to noncredit enrollment and attendance in a Distance Education structure.