

1. Assessment Plan - Three Column



PIE - Continuing Education (SCE): Division Office

Narrative Reporting Year

2020-21

Contact Person: Madelyn Arballo

Email/Extension: marballo / ext. 5233

Summary of Notable Achievements: * Submitted WASC-ACS Mid-cycle Report of SCE updates and significant changes

* Provided research data in the form of 3 Cabinet updates on SCE support of SCFF; also provided regular FTES data to SCE Leadership Team for enrollment management and growth

Program Planning for Retention and Success: * 300 noncredit students received CARES funding

* 523 devices loaned to 452 noncredit students

* Established an SCE Equity Leadership group to address DEI issues and support social and racial justice for SCE students and their communities

* Established tech support for SCE students through online help and live Zoom support via Student Online Support (SOS)

* Revamped the SCE Home Page to declutter and make it more user friendly

External and Internal Conditions Analysis: *Dean represented SCE in the Return to Campus taskforce, which helped to advocate for noncredit students, staff, and program viability

*SCE Advisory was inclusive, allowed SCE Office Staff to actively participate in critical discussions regarding work from home, return to campus, and support of noncredit students

*Had key personnel retire during the pandemic and work from home; challenges in recruiting and backfilling positions including the Admin IV for Associate Vice President

Critical Decisions Made by Unit: *Contracted with Full Capacity Marketing to support growth needs of the Division in all program areas

*Began SCE Instructional Village planning meetings with Facilities and architects regarding Division Office space and class/lab growth for future

*Systems Analyst continued to enhance and streamline the SCE Online Application and Banner alignment process, as well as other reports for Argos and Banner

Contributors to the Report: Minerva Avila, Liza Becker

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Advocacy and Partnerships -

Advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community,

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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regional and state involvement.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Data - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested -
 Project Administrator (ACS WASC Coordinator)
***Describe Plans & Activities Supported (Justification of Need):**
 The Project Administrator would continue with the coordination of the ACS WASC accreditation process. Activities include working with department directors to provide updates to the WASC Action Plan, collect required data, plan and coordinate the SCE Advisory Group meeting, develop and administer accreditation-related surveys, ensure WASC Action Plan activities are included in PIE, and assist with PIE reporting.
***Lead:** Madelyn Arballo
What would success look like and how would you measure it?:
 Outcomes would include:
 1) Action Plan is updated and submitted to WASC
 2) WASC Action Plan 2021-22 activities are embedded in PIE
 3) WASC accreditation updates reported quarterly to Leadership Team
 4) WASC accreditation updates reported at the annual Advisory Group meeting
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Planning Unit Priority: High
One-Time Funding Requested (if applicable): 60000
Total Funding Requested: 60,000
Request - Full Funding Requested -
 Special Projects Manager (SCE Growth)
***Describe Plans & Activities Supported (Justification of Need):**
 The Special Project Manager would work with departments to investigate the drop in enrollment and would lead the collection and analysis of data needed to inform enrollment growth decisions.
***Lead:** Madelyn Arballo
What would success look like and how would you measure it?:
 Outcomes would include:
 1) generate and disseminate enrollment reports by race/ethnicity/gender to each department each term
 2) increase in enrollment in 2021-22 by 5% more than 2020-21.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 90000
Total Funding Requested: 90,000

Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Communication - Increase effectiveness and consistency of communication among stakeholders.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Fiscal Stability - Ensure fiscal stability and effective use of resources.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

1. Assessment Plan - Three Column



PIE - Continuing Education: Adult Basic Education (ABE) Unit

Narrative Reporting Year

2020-21

Contact Person: Lesley Johnson

Email/Extension: ljohnson@mtsac.edu

Summary of Notable Achievements: 1. Adult Diploma has increased by 102% (increase of 325 students) from 2019-20 to 2020-21.

2. High School Equivalency has increased by 187% (increase of 298 students) from 2019-20 to 2020-21.

3. High School referral has increased by 189% (increase of 439 students) from 2019-20 to 2020-21.

4. ABE has partnered with Rising Scholars to offer students the opportunity to earn a high school diploma or equivalency. It is one of the four pathways for Rising Scholars.

Program Planning for Retention and Success: 1. We have offered orientations via zoom with flexible scheduling to allow students to attend orientation when it is convenient for them. This has helped to reduce equity gaps by allowing students to opt for orientation times that work best for them.

2. Adult Diploma, HSE, and HSR have seen increases in enrollment indicating a need for those programs to continue in an online format when we return to campus. An combination of face-to-face and online classes will help reduce equity gaps by allowing more students to complete coursework when it is convenient for them.

External and Internal Conditions Analysis: 1. The pandemic has impacted current operations of the department. All classes are currently being offered online and there have been increases in some areas indicating a need to continue with DL classes for those areas.

2. CARES funding has allowed us offer grants to students in need.

Critical Decisions Made by Unit: 1. Developed distance learning classes that will also be used for DL classes in the future.

2. Majority of faculty have completed SPOT or @One training to be certified to teach DL classes.

3. Process was created for onboarding students who applied for all programs through the noncredit application.

Contributors to the Report: Lesley Johnson, Omi Miri, ABE Faculty/Staff

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Advocacy and Partnerships - Advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community, regional, and state involvement. Status: Active Goal Year(s): 2018-19, 2019-20,</p>	<p>Request - Partial Funding Requested - funding for non-teaching hours *Describe Plans & Activities Supported (Justification of Need): 1. ABE will develop partnerships across campus that will benefit students and faculty and staff will participate in college committees. *Lead: Lesley Johnson, Omi Miri,</p>	<p>Reporting Year: 2020-21 % Completed: 100 Received resource but will need to request it again in 2021-22. (07/14/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>2020-21, 2021-22 Date Goal Entered (Optional): 03/11/2019</p>	<p>ABE Faculty What would success look like and how would you measure it?: 1a. ABE will develop at least one new instructional partnership across campus (2021-22). 1b. ABE faculty and staff will participate in at least 5 campus and/or state committees (2021-22). Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: Low On-Going Funding Requested (if applicable): 1000 Total Funding Requested: \$1,000</p>	
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<p>Data - Ensure equity, access, completion, and success of educational goals for all students. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Date Goal Entered (Optional): 03/11/2019</p>	<p>Report directly on Goal Request - Partial Funding Requested - Funding for non-teaching hours and tutoring *Describe Plans & Activities Supported (Justification of Need): 1. Provide in-class tutoring for instructional intervention and support for ABE students. 2. Improve overall rates of students completing courses, certificates and earning a HS Diploma/Equivalency. *Lead: Director, Assistant Director, Faculty and Staff</p>	<p>Reporting Year: 2020-21 % Completed: 100 Classroom and teacher station were updated in 114. New student desks and teacher station were purchased. Adult Diploma classroom was also updated with new student tables and teacher workstation. (05/19/2021) Reporting Year: 2020-21 % Completed: 100 Received resource but will need to request it again in 2021-22. (07/14/2021)</p>
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What would success look like and how would you measure it?: 1a.

Students in the adult diploma classroom who access tutoring will have at least a 20% higher course completion rate than those who do not access tutoring (2021-22).

1b. High School Referral students who access tutoring will have at least a 20% higher course completion than those who do not access tutoring (2021-22).

1c. At least 70% of enrolled AD students will access tutoring (2021-22).

1d. At least 40 students will take a survey to inform staff on students' opinions on tutoring (Spring, 2022) (WASC Action Plan 2.1.2 – administer surveys).

2a. The number of students completing certificates will increase by 5% (2021-22).

2b. The number of students earning a HS Diploma/Equivalency will increase by 5% (2021-22).

2c. At least 50% of ABE students will complete a class once they have enrolled and attended for at least 12 hours (2021-22).

2d. Increase the number of credits earned for students enrolled in direct

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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instruction classes by 75% (2021-22)
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 10000
Total Funding Requested: \$10,000

Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22
Date Goal Entered (Optional): 03/11/2019

Request - Partial Funding Requested
 - Funding for non-teaching hours
***Describe Plans & Activities Supported (Justification of Need):** 1. Improve student learning through assessment of SLOs and ILOs
***Lead:** Director, ABE Faculty
What would success look like and how would you measure it?: 1a. 100% of SLOs identified in year 3 of the SLO cycle will be assessed (2021-22).
 1b. SCE faculty will meet in the spring to discuss SLO/ILO data and use of results and how to improve if criteria was not met. (Spring, 2022).
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Low
On-Going Funding Requested (if applicable): 2000
Total Funding Requested: \$2,000

Reporting Year: 2020-21
% Completed: 100
 Received resource but will need to request it again in 2021-22. (07/14/2021)

Request - Partial Funding Requested
 - Funding to pay faculty non-teaching hours
***Describe Plans & Activities Supported (Justification of Need):** 1. Create DL curriculum for AD and

Reporting Year: 2020-21
% Completed: 100
 Received resource but will need to request it again in 2021-22. (07/14/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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HSR.
***Lead:** Director, Assistant Director, Faculty
What would success look like and how would you measure it?: Create curriculum in Canvas for online classes for adult diploma and high school referral.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 10000
Total Funding Requested: \$10,000

<p>Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Date Goal Entered (Optional): 03/11/2019</p>	<p>Request - Partial Funding Requested - Adjunct Counseling Hours *Describe Plans & Activities Supported (Justification of Need): ABE students will be provided with student services including: educational planning, career assessment, workshops/presentations, embedded counseling, and tracking in order to promote pathways to post-secondary and employment opportunities (WASC 1.8.4) *Lead: Director, Assistant Director, Faculty What would success look like and how would you measure it?: 1. Increase the number of students completing an educational plan by 10% for students who attended 12 or more hours. (2021-22). 2. Increase the number of</p>	<p>Reporting Year: 2020-21 % Completed: 100 Received resource but will need to request it again in 2021-22. (07/14/2021)</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

students participating in career assessment/planning by 10% (2021-22).

3. 100% of students who graduated will be contacted in an effort to obtain post-program outcomes and offer follow-up services.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 10000

Total Funding Requested: \$10,000
Request - Full Funding Requested -
Copy Machine

***Describe Plans & Activities Supported (Justification of Need):**
Purchase copy machine to help support student learning.

***Lead:** Lesley Johnson
What would success look like and how would you measure it?:

Purchase of a copy machine
Type of Request: NON INSTRUCTIONAL EQUIPMENT:
Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 20000
Total Funding Requested: 20,000

Communication - Increase

Request - No Funding Requested -

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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effectiveness and consistency of communication among stakeholders.
Status: Inactive
Goal Year(s): 2018-19, 2019-20, 2020-21
Date Goal Entered (Optional): 03/11/2019

Promotional Items for students who participate in focus groups.
***Describe Plans & Activities Supported (Justification of Need):** 1. ABE will increase students' input on program planning and services through focus groups and/or surveys (WASC 2.1.2)
***Lead:** Lesley Johnson, Omi Miri, Faculty
What would success look like and how would you measure it?: 1. At least 15 students will participate in a Fall and Spring Focus Group (Fall, 2018 and Spring, 2019)
 2. Create survey to get student input on areas for program improvement (Spring, 2019)
 3. Based on student feedback, identify one or two areas to address/explore for program planning (Spring, 2019).

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: Low
Request - Full Funding Requested - Funding for non-teaching hours
 Funding for PIE Day - lunch for attendees.

***Describe Plans & Activities Supported (Justification of Need):**
 ABE will host a PIE Day event to

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

inform all faculty and staff on progress of PIE goals. Faculty and staff involved in the various projects and plans will present outcomes of their area AUOs related to teaching, learning, and student support. (BSI)

***Lead:** Lesley Johnson, Omi Miri, ABE Faculty and Staff

What would success look like and how would you measure it?: 1.

Hold annual ABE PIE Day in the Fall to discuss results on previous year's goals and goals for the upcoming year.

2. Increase participation from previous PIE day from 30 faculty and staff to 45 attendees.

3. Conduct a survey to determine the level of engagement with the PIE process for ABE attendees.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

Request - Full Funding Requested -

Promotional Items for students

***Describe Plans & Activities**

Supported (Justification of Need): 1.

ABE will increase students' input on program planning and services through focus groups and/or surveys (WASC 2.1.2)

***Lead:** Lesley Johnson, Omi Miri, ABE Faculty

What would success look like and how would you measure it?: 1.

At least 15 students will participate in a Fall and Spring Focus

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Group (Fall, 2019 and Spring, 2020)

2. Distribute survey to get student input on areas for program improvement. Based on feedback, explore one or two areas to address for program improvement. (Spring, 2020)

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 5000

Total Funding Requested: 5000

1. Assessment Plan - Three Column



PIE - Continuing Education: Contract ED/Community Ed Unit

Narrative Reporting Year

2020-21

Contact Person: Paulo Madrigal

Email/Extension: pmadrigal@mtsac.edu

Summary of Notable Achievements: 1. Converted 35 Community and Contract Education courses to an online format

2. Contract Education was awarded a \$350,050 ETP contract to train incumbent employees currently employed with partner/participating employers

3. Continued partnership with LADWP with \$250,000 contract

4. Hired an Assistant Director, Community and Contract Education

Program Planning for Retention and Success: 1. Provided staffing and access to the Testing Center during the pandemic to students from the ABE program in need to take the GED or HISET exams, the Nursing program to take the HESI Exam, the Fire Academy to take the Fire Academy Exam, and the Paramedic program to take the Paramedic Entrance Exam.

2. Offered an online College for Kids program to provide parents and children with more educational children activities from home

3. Adapted and offered three online Water Technology classes to provide our students with a way to meet their continuing education instruction requirements for their new or re-certification needs.

4. Partnered with EOA/AWD and STV to provide a more wholistic approach to the customer service experience for continuing education students

External and Internal Conditions Analysis: External conditions affect every aspect of our operation. The COVID19 Pandemic has made it very clear that we are directly affected by local, regional, national and international conditions.

Critical Decisions Made by Unit: The effects caused by the COVID19 pandemic forced us to temporarily stop delivering instruction/training in all of our programs. That condition led us to adapt alternate methods of instruction/training delivery. An online delivery strategy was developed and will stay in place until current conditions allow us to return to a more traditional operational environment.

Contributors to the Report: Paulo Madrigal - Continuing Education

Ivonne Landeros - Continuing Education

Sheryle Rodriguez - Continuing Education

Kristine Malone - Continuing Education

Marina Araya - Continuing Education

Tami Pearson - Continuing Education

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Advocacy and Partnerships -

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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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.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - No Funding Requested -
 Conference and travel funding to attend and participate in partnerships and other activities that advocate for non noncredit and not for credit students at the local, regional and state levels.
***Describe Plans & Activities Supported (Justification of Need):**
 The Community and Contract Education Department will actively advocate for noncredit and not for credit activities in 2021-2022 by:
 1. Attending and participating in ACCE meetings and conferences
 2. Attending and participating in Contract Education meetings and conferences
 3. Attending and participating in chambers of commerce meetings and events

What would success look like and how would you measure it?:
 CRITERIA for success:
 1. Continue to actively participate in ACCE
 2. Continue to actively participate in the California Community College Contract Education Collaborate (CCCCEC)
 3. Continuously attend and participate in other partnerships and events involving noncredit and not for credit students

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0
On-Going Funding Requested (if applicable): 0
Total Funding Requested: 0

Data - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

<p>Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p>	<p>Request - No Funding Requested - Funding to cover outreach and staffing expenses. *Describe Plans & Activities Supported (Justification of Need): The Community & Contract Education Department will enhance marketing efforts to raise awareness of programs and services by doing the following in 2021-2022: 1. Visiting prospective businesses and attending chamber meetings consistently to market Contract Education programs 2. Producing and mailing a Community Education schedule twice a year What would success look like and how would you measure it?: CRITERIA for success: 1. The Mt. SAC marquee will advertise Community & Contract Ed</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

- programs consistently in 2-week cycles.
- 2. Will attend 2 chamber events and have 8 to 10 business contacts monthly.
- 3. Increase the number of new community education courses by 5 or more per year.

Type of Request: MARKETING:
Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0
Request - No Funding Requested -
Funding to cover the cost of new equipment.

***Describe Plans & Activities Supported (Justification of Need):**
The Community & Contract Education Department will add new and innovating courses to the College for Kids program. The following activities will take place in 2021-2022:

- 1. Research new and innovating age appropriate courses that will add value to the program
- 2. Identify and purchase equipment if necessary
- 3. Faculty will develop curriculum to launch new class during the 2022 College for Kids program

What would success look like and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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how would you measure it?:
 CRITERIA for success:
 1. Earmark funds to acquire equipment and purchase it.
 2. New equipment will be introduced and utilized during the 2022 College for Kids program
 3. Curriculum will reflect the use and benefits of newly acquired equipment.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0
On-Going Funding Requested (if applicable): 0
Total Funding Requested: 0

<p>Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p>	<p>Request - No Funding Requested - Registration assistant both remotely and in person. *Describe Plans & Activities Supported (Justification of Need): The Community and Contract Education department will actively provide proper registration staff coverage to assist students with registration, schedule counselor appointments and respond to other student inquiries as needed. We will deliver services remotely during our stay-at-home period and in person when we return to our offices.</p>	<p>Reporting Year: 2020-21 % Completed: 50 Part-time position approved but frozen. (07/29/2021)</p>
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What would success look like and how would you measure it?:

CRITERIA for success:

1. Maintain registration office open until 7:00pm Monday-Thursday.
2. Continue to operate and serve students remotely until we can return to our offices.
2. Registration staff will be able to schedule counselor appointments for noncredit students
3. Staff will be informed about all programs and services available to noncredit students

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0
Request - No Funding Requested - Manager, Testing Center

***Describe Plans & Activities Supported (Justification of Need):**
Work with the Human Resources department to create a Coordinator, Testing Center permanent position. This would benefit students who seek services from the Testing Center. This permanent position is also critical for the long-term success of the Testing Center. It is a

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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challenge to invest in the training of staff, on various aspects of the daily needs of the Testing Center, and risk losing them to other permanent employment opportunities on campus or outside.

What would success look like and how would you measure it?: 1) A meeting and discussion with Human Resources to discuss on this issue will have taken place
2) Permanent position will be created and ready to fly by Spring 2022.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: No funding requested. Position will be funded through income generated by the Testing Center.



Communication - Increase effectiveness and consistency of communication among stakeholders.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

1. Assessment Plan - Three Column



PIE - Continuing Education: Education for Older adults & Adults with Disabilities Unit

Narrative Reporting Year

2020-21

Contact Person: Sage Overoye

Email/Extension: soveroye@mtsac.edu

Summary of Notable Achievements: • Managed to retain X students in 2020-21 despite being the population most affected by Covid-19.

- Lending technology (laptops and hotspots) to students
- All but 4 faculty were FOMAR certified
- Enrollment growth in specific courses such as Computer, Brain Health, Healthy Aging
- 12 faculty members SPOT certified
- AWD presentations – Transition Fairs at Regional Center, Parents’ Place, UCLA.

Program Planning for Retention and Success: • Provided technology (laptops and hotspots) to students

- More students than in previous years took multiple classes (56% more taking multiple classes)
- A number of faculty took CORA training
- Counselors continued with orientations, including in Spanish
- 50 Voc Re-entry, EOA, AWD, students applied for CARES funding
- Reached out to cities to include EOA &AWD flyers in brown bag lunch service
- Professional development – weekly peer faculty mentoring for dealing with online instruction; Google sites created by peer faculty
- Intervention specialist to those who stopped attending, collaborating with community centers to get info out; assistance to assisted living facility
- DE addendum for almost all courses
- 8 new courses approved and 9 DE approved

External and Internal Conditions Analysis: External Conditions:

- Pandemic limitations included technology challenges, physically lost, preferred in-person
- AWD lost morning due to loss of transportation, no tech help at home

Internal Conditions:

- Director retired.
- AWD now has a FT faculty.

Critical Decisions Made by Unit: • Intervention specialist to contact students who stopped attending, collaborating with community centers to get info out; assistance to assisted living facility

- Continue with courses during the pandemic

Contributors to the Report: Sage Overoye
 Shelby White
 Briseida Ramirez Catalan

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Data - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested -
 Career Services Specialist
***Describe Plans & Activities Supported (Justification of Need):**
 Explore and discuss data collection, referral, and follow-up process for post program outcomes (F2021) to increase Vocational Re-entry post program outcomes.
***Lead:** Mary Lange
 Laura Espinoza
 Yasmin Cardona
What would success look like and how would you measure it?: 1.
 By Fall 2021 a process for collecting post program data is discussed by faculty and counselors.
 2. Collect internal post certificate outcomes for 20% of Voc Re-entry students
 3. A post program referral process will be established by Spring 2022
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 80000
Total Funding Requested: 80000

Request - Full Funding Requested -
 10 Hotspots and fees to pay for annual service for classes to be held off campus.
***Describe Plans & Activities**

Reporting Year: 2020-21
% Completed: 25
 Did receive some hotspots but need an additional 10 hotspots and fees to pay for them annually. (07/22/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Supported (Justification of Need): •

Remove barriers to learning.
• By creating introduction to technology courses this will improve students access to online courses and technology based courses
Faculty met and discussed results of technology survey and determined the following 2 new courses should be developed.

1. Navigating Basic Technology
2. Basics of online learning Including Canvas Basics

- Faculty to be surveyed on what are the most important features students need to learn on canvas.
- Faculty to begin work on the CORs fall 2020

***Lead:** Shelby White

What would success look like and how would you measure it?: 2 new courses entered into WEBCMS

1. Navigating Basic Technology
2. Basics of online learning Including Canvas Basics

10 hotspots supported through Mt. SAC IT department

Type of Request: INSTRUCTIONAL
EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 10000

Total Funding Requested: 10,000

Teaching and Learning - Expand and Request - Full Funding Requested - Reporting Year: 2020-21

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>support innovation in teaching, learning, academic support, and management within SCE.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Date Goal Entered (Optional): 06/08/2020</p>	<p>10 laptops, 5 portable projectors and 5 elmos.</p> <p>*Describe Plans & Activities Supported (Justification of Need): Identify technology needs in order to increase technology competence of EOA/AWD students using portable devices and other equipment. Survey students on technology use Evaluate and discuss survey results Develop and submit new curriculum if needed</p> <p>*Lead: Mary Lange Laura Espinoza Yasmin Cardona</p> <p>What would success look like and how would you measure it?: 1. In spring 2022, 20% of students will take the survey on use of technology</p> <p>2. Based on survey results identify 2 areas of interest that could lead to 2 new courses outlines of records</p> <p>Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p>Planning Unit Priority: High</p> <p>One-Time Funding Requested (if applicable): 5000</p> <p>Total Funding Requested: 5000</p> <p>Request - Full Funding Requested - \$ 3,000.00 increase in mileage funds.</p> <p>*Describe Plans & Activities Supported (Justification of Need):</p>	<p>% Completed: 100</p> <p>Funded but need to re-request, along with 5 portable projectors and 5 elmos. (07/22/2021)</p> <p>Reporting Year: 2020-21</p> <p>% Completed: 100</p> <p>Received but need to request the resource (\$3,000 mileage funds) again. (07/22/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Due to program growth and increase in services EOA/AWD department has requested immediate needs funds to cover mileage shortage of \$3000.00 for the past two years.
***Lead:** Mary Lange
 Laura Espinoza
 Yasmin Cardona
What would success look like and how would you measure it?:
 3,000.00 increase in department mileage account
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 3000

Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested - Fulltime tenure track Voc Re-entry faculty
***Describe Plans & Activities Supported (Justification of Need):** Increase CDCP certificate completion of Vocational Re-entry students by providing the necessary student support services. A survey will be developed, & administered to students to identify barriers to completion.
***Lead:** Mary Lange
 Laura Espinoza
 Yasmin Cardona
What would success look like and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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how would you measure it?: 1 From survey results, identify at least 3 barriers that could be addressed to help increase course/certificate completion

2. For 18-19 increase CDCP certificate completion by at least 5% over previous year

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

Communication - Increase effectiveness and consistency of communication among stakeholders.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - No Funding Requested - Two assigned classrooms on campus.

***Describe Plans & Activities Supported (Justification of Need):**

Establish stakeholders advisory group for AWD program development, design, and quality (Su2021)

2.Survey AWD students and community members (F2021)

3. Evaluate data and share with faculty and stakeholders

***Lead:** Mary Lange
Susan Stroebel

What would success look like and how would you measure it?: Criteria for success:

1. Stakeholders group meeting institutionalized and ongoing.

2. 20% of AWD students will be surveyed

3. Based on survey results, identify

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

two areas of interest that lead to new two new course outlines of records

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0
Request - Full Funding Requested - Fulltime Project Program Specialist

***Describe Plans & Activities Supported (Justification of Need):**

Establish stakeholders advisory group for AWD program development, design, and quality (Su2021)

2. Survey AWD students and community members (F2021)
3. evaluate data and share with faculty and stakeholders

***Lead:** Mary Lange
Susan Stroebel

What would success look like and how would you measure it?: 1. Stakeholders group meeting institutionalized and ongoing.
2. 20% of AWD students will be surveyed
3. Based on survey results, identify two areas of interest that lead to new two new course outlines of records

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

On-Going Funding Requested (if applicable): 80000
Total Funding Requested: 80000

1. Assessment Plan - Three Column



PIE - Continuing Education: English as a Second Language (ESL) Unit

Narrative Reporting Year

2020-21

Contact Person: Jody Fernando

Email/Extension: jfernando4@mtsac.edu

Summary of Notable Achievements: • The ESL Counseling Team shifted traditional events to an online format, such as the assessment and orientation process, ESL Career Conference, and VESL Open House presentations. The counselors supported students impacted by COVID-19 by connecting them to CARES funding and Mountie Fresh resources. Counselors also partnered with the Mt. SAC Foundation on the ESL scholarship and the Amla department on supporting student transition to mirrored courses.

- Worked with IT to continuing migrating the ESL database. We are waiting on several processes such as the placement test, waiting list, and transfer logs to be completed in Banner, as well as some forms and reports that don't function yet (SZAESCL, Argos SNC0008). Additionally, our server is very old and no longer supported by Microsoft and will needs to be replaced soon.
- Developed multiple mechanisms for student technology support. We distributed 80 laptops to students in need of technology, developed a self-paced Intro to Canvas Course for students, and implemented single sign-on (SSO) software such as Newsela and TOEFL for student use. We also hosted help desk hours for both faculty and students.
- Formally implemented new textbook series in 7 level courses in Fall 2020.
- Piloted 3 Competency Based Education courses: Reading, TOEFL, and ESL for Health Professionals.
- Performed CASAS testing and EL Civics assessments mandated by our WIOA federal grant remotely. We also piloted listening modality on smart phones. Representatives from CASAS mentioned at the March 2021 WIOA Regional Network monthly meeting that SCE had remotely tested more students than any other agency during the COVID-19 pandemic.
- Distance Learning. Submitted 29 DL Amendment forms for ESL courses (4 were mirrored Amla courses). All except mirrored courses have been college-approved (currently in queue). 100% of current instructors are FOMAR trained and nearly 40% are SPOT certified.
- With the shift to online instruction, ESL provided faculty professional development opportunities such as the Winter ESL Faculty Summit focused on Canvas training, online teaching strategies, data review, productivity tools, teacher self-care and student resources. Other PD sessions focused on progress indicators and DE course charts. In Fall 2020, we provided faculty with tech mentors to help faculty with low tech skills transition to Canvas. We also developed a faculty hub in Canvas to distribute announcements and program information.

- The ESL program was accepted to CALPRO's Professional Learning Community (PLC) Institute, which began in Fall of 2020 and lasts for 18 months. One manager and two faculty members are attending CALPRO PLC workshops, collaborating with a PLC coach, and developing program structures to implement a PLC for ESL and VESL instructors. A functioning PLC will allow teachers to support each other in using data to improve instruction and increase student success in the classroom.

Program Planning for Retention and Success: • Offered 15 IET/IELCE courses in remote instruction environment (accounting, healthcare, real estate)

- We transitioned an off-site class based at an elementary school in an under-resourced area of Pomona to a bilingual Spanish beginner class in Fall 2020 to better support Spanish-speaking students with low technology skills. Students from the off-site course remained in this section, and others were referred to it as needed by the intervention specialist.
- Expanded new course offerings during late afternoon hours such as reading and pronunciation to meet needs of students. We offered 19 sections of Reading and 5 sections of pronunciation over the 19-20 academic year.
- Partnered with EOA to offer a basic computing courses to ESL students in spring 2021.
- Faculty member Sonia Ortega led a faculty workgroup to develop equity related curriculum for use with adult English learners. They presented their findings and curriculum at an in-service in Spring 2021.
- Developed student support tools online including live Zoom workshops, a student tech helpdesk, and video tutorials on our YouTube channel.
- Distributed 307 laptops, 144 chromebooks, 12 hotspots, and 250 textbook loaners to students.

External and Internal Conditions Analysis: • COVID 19 Pandemic / move to online

- Working from home made registration processes more time intensive, especially since our registration system was not fully supported already in Banner.
- Frequent changes / lack of clarification in state attendance guidelines for noncredit cause multiple changes in attendance methods.

Critical Decisions Made by Unit: • Move outreach efforts online since we were unable to interact with students F2F. In addition to our already active Facebook page, we also developed video tutorials, student success stories, and marketing videos for our YouTube Channel to improve social media traffic. We also targeted Spanish speakers who have been enrolled in our program recently with postcards and emails.

Contributors to the Report: Jody Fernando, Katalin Gyurindak, Dana Miho, Sonia Ortega, Vanessa Garcia, Maribel Gonzalez, Michael Ngo, Lourdes Granda, Heidi Alcala, Chong Hee Min, Frances Fendors

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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ADVOCACY AND PARTNERSHIPS -
Advocate for noncredit students to

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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remain a critical part of the California community college mission through partnerships, as well as community, regional and state involvement.
Status: Active
Goal Year(s): 2020-21

DATA - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2020-21, 2021-22

Request - Full Funding Requested - Additional computer facilities assistant to increase support for technology and data collection/monitoring
***Describe Plans & Activities Supported (Justification of Need):** In order to collect and monitor data efficiently in order to better understand student needs and streamline reporting processes, we need an additional Computer Facilities Assistant to support program technology needs.

 ESL has hired an hourly employee to support evening and weekend technology support since 2016 and is requesting to make this position permanent. A permanent employee is needed in order to have facilities keys, drive cart and have IT access when other employees are not available due to shift time.
***Lead:** Jody Fernando
What would success look like and how would you measure it?: Receive a district funded computer facilities assistant to support ESL labs, CASAS testing support, and technology.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration,

Reporting Year: 2020-21
% Completed: 0
 PERMANENT COMPUTER FACILITIES ASSISTANT

 In order to collect and monitor data efficiently in order to better understand student needs and streamline reporting processes, we need an additional Computer Facilities Assistant to support program technology needs.

 ESL has hired an hourly employee to support evening and weekend technology support since 2016 and is requesting to make this position permanent. A permanent employee is needed in order to have facilities keys, drive cart and have IT access when other employees are not available due to shift time.
 (03/24/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 30000

Total Funding Requested: 30000

Related Documents:

[18-19 Computer Facilities Asst EZ Calculator Projection.xlsx](#)

Request - Full Funding Requested -

Updated lobby furniture for registration

***Describe Plans & Activities**

Supported (Justification of Need): 6

tables and 18 chairs for student use during registration and studying.

Writing ledge installed in south hallway of 66 for students to complete registration forms.

***Lead:** Jody Fernando, Chong Hee Min

What would success look like and how would you measure it?: 1)

Student use of the student-friendly registration area that encourages them to complete necessary registration or other official paperwork on site.

2) Increase student access to ESL program by 5% as a result of helping multiple students at one time rather than one at a time.

3) Increase accuracy of applications by 30% by having bilingual registration staff help groups of students to complete noncredit application form in English.

Type of Request: FACILITIES: This section includes minor building

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Low
One-Time Funding Requested (if applicable): 20000
Total Funding Requested: 20000
Request - Full Funding Requested - Updated office space
***Describe Plans & Activities Supported (Justification of Need):** Main office and registration area in Building 66 needs updated carpet, paint, and office furniture.
***Lead:** Jody Fernando
What would success look like and how would you measure it?: Increase student access to ESL program by 5% by providing a safe and welcoming one-stop enrollment and on-boarding space, 2) refresh the dingy paint, stained carpet, and mismatching and dilapidated office furniture.
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: Low
One-Time Funding Requested (if applicable): 50000
Total Funding Requested: 50000

TEACHING AND LEARNING - Expand and support innovation in teaching, learning, academic support, and management within SCE.
Status: Active
Goal Year(s): 2020-21, 2021-22

Request - Full Funding Requested - Additional Instructional Support Assistant (47.5%)
***Describe Plans & Activities Supported (Justification of Need):** Need for an additional Instructional Support Assistant remains the same

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

in order to meet testing requirements for our WIOA federal grant in order to increase payment points that fund our program. In recent years, we have expanded WIOA assessments to summer and winter terms which has increase our need for trained proctors. Having a permanent employee would provide more consistency as we would not need to retrain new staff due to high turnover of a temporary position.

The VESL Program offers six sections of computer courses in the spring/fall and two sections in the winter/summer, and it serves an average of 450 students per academic year. Our students are English learners and many of them require more time and assistance when taking computer courses. In addition, many of them also need assistance to complete projects and homework, which can be done during open lab hours. Noncredit to Credit Guided Pathways for noncredit students requires higher levels of technology literacy in order for ESL and VESL students to transition into credit and noncredit certificate/degree programs; more focus is on use of tech skills for classroom assignments, tests, and project presentations. Students at varying levels need a classroom aide to help them with both language and computer skills. A VESL dedicated instructional aide would support their needs. In order to better

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

support VESL student success, we need a dedicated VESL Instructional Support Specialist to enable us to better serve our students in the classroom. By succeeding in their computer courses, VESL students have a better opportunity of completing the Program, transitioning into credit courses, or getting a job.

***Lead:** Jody Fernando

What would success look like and how would you measure it?: ESL ISA

- 1) CASAS testing and EL Civics assessment would increase by 5% due to increase support from an Instructional Support Assistant.
- 2) The requested position would be made permanent by July 1, 2022.
- 3) This position would be paid from our WIOA grant and is currently filled by an hourly employee who earns approximately \$14,700/year. A permanent ISA position would cost \$18,150. We would need to use an additional \$3450 from our WIOA funds to cover a permanent position.

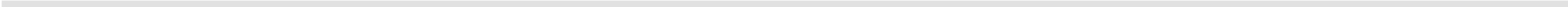
VESL ISA

- 1) Increase student retention and successful course completion in VESL class by 10%
- 2) increase enrollment into credit/noncredit certificate or degree by 10%
- 3) increase course completion and success in subsequent term after VESL or Level 6 (i.e., credit courses) by 10% in comparison to previous term without this position.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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4) The temporary position that currently meets the need for VESL Instructional Support would be made permanent by July 1, 2022.
 5) This position would be paid from our WIOA grant and is currently filled by an hourly employee who earns approximately \$14,000/year. A permanent ISA position would cost \$18,150. We would need to use an additional \$4,150 from our WIOA funds to cover a permanent position

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 30000
Total Funding Requested: 30000



STUDENT SUPPORT - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested - Additional part-time ESL Counselor (50 weeks x 19 hours/week)
***Describe Plans & Activities Supported (Justification of Need):** An additional counselor would focus on SEAP education plans, orientation, and outreach activities for onsite and off-site classes in high need and under-served areas of service. We also need a Chinese speaking counselor to provide bilingual support for the 70% of our students who are Chinese speakers.
***Lead:** Jody Fernando
 Michael Ngo
 Maribel Gonzalez
What would success look like and how would you measure it?: 90% all

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

students will complete an educational plan. Counselors will conduct 3 outreach activities per semester in Spanish and Chinese speaking local communities.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 57000

Total Funding Requested: 57000

Request - Full Funding Requested -
Student Services Program Specialist I for Career Guidance Center (CGC)

***Describe Plans & Activities**

Supported (Justification of Need):

The CGC needs a part-time staff support position to provide assistance to students using technology and utilizing CGC resources.

***Lead:** Jody Fernando

What would success look like and how would you measure it?:

- 1) A part-time student support specialist would be hired by January 2022.
- 2) 1000 students would have participated in training sessions provided by the part-time staff.
- 3) Student active participation and utilization of CGC will increase by 30% in comparison to prior year without staff support.
- 4) increase development of noncredit Student Education Plans by 10% as a result of accessibility of support in CGC.

Due to COVID 19, this position would

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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not need to be filled until on campus classes resume.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low
One-Time Funding Requested (if applicable): 11800

Total Funding Requested: 11800
Request - Full Funding Requested -

Intervention specialist (19 hours/week for 50 weeks)

***Describe Plans & Activities**

Supported (Justification of Need):
 Increase communication to students who have dropped class from intervention specialist faculty and staff via email, phone calls, and apps. The intervention specialist will help these students resolve barriers they face to attend class. Provide equitable opportunities for the high-risk students with limited or no resources to connect with available support services.

***Lead:** Katalin Gyurindak, Jessica Inthavong

What would success look like and how would you measure it?: 20% of students who have dropped out and been contacted by the intervention specialist returned to classes. Intervention specialist will continuously decrease dropout rate for high-risk and under-prepared segment of the ESL population.

Type of Request: STAFFING: Requests for permanent employee positions or

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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temporary/hourly employees.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 57000
Total Funding Requested: 57000
Request - Full Funding Requested -
 Full time Registration Specialist
***Describe Plans & Activities**
Supported (Justification of Need): A permanent registration specialist (replacement unfilled due to COVID 19) is needed to support student enrollment needs, input data that meet SSSP, CAEP and WIOA requirements, and track program attendance with accuracy.
***Lead:** Jody Fernando
 Chong Hee Min
What would success look like and how would you measure it?: Student enrollment increased by 3%. SSSP. CAEP and WIOA data was collected from 100% of ESL students
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 30000
Total Funding Requested: 30000

COMMUNICATION - Increase effectiveness and consistency of communication among stakeholders.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested -
 Professional translation services for Vietnamese, Arabic, and Korean.
***Describe Plans & Activities**
Supported (Justification of Need): In order to support the needs of all students and continue to reach out to new students, we need professional translators in lower

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

incidence languages (Vietnamese, Arabic, and Korean) for our written materials. Approximately 4% of our students speak Vietnamese; 2% of our students speak Arabic; and 2% of our students speak Korean.

***Lead:** Jody Fernando

What would success look like and how would you measure it?: o

o All brochures will be available in English, Spanish, Vietnamese, Arabic, and Korean.

o Enrollment of Korean students would have increased by 1%

o Enrollment of Vietnamese students would have increased by 1%

o Enrollment of Arabic-speaking students would have increased by 1%

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 1500

Total Funding Requested: 1500

1. Assessment Plan - Three Column



PIE - Continuing Education: Language Learning Center (LLC)

Narrative Reporting Year

2020-21

Contact Person: Peggy Marcy

Email/Extension: pmarcy@mtsac.edu/x5010

Summary of Notable Achievements: 2020-21 Notable Achievements:

- Worked with 40 Japanese students and faculty to create student-centered Language Partners activities for a range of study levels which about 100 students used Spring 2021.
- Worked with Lingco developers to improve software and tailor it to the specific needs of about 1,000 Japanese and French students.

Program Planning for Retention and Success: Program Planning (Equity, Retention and Success): Program Planning:

- Began creating new Directed Learning Activities on topics related to equity, highlighting achievements of Black and Latinx Americans
- Translated materials for lower level ESL students into Spanish and emailed Spanish speakers directly.
- Reinforced ties with Cal Poly Pomona's Spanish program to provide additional hours of tutoring and workshops for about 200 Spanish students in the Virtual LLC.

External and Internal Conditions Analysis: External Conditions:

- Due to the pandemic, some students didn't have computers, or good internet connection, or appropriate study space or had to share all of this with parents and brothers and sisters.
- Due to the pandemic, students had to look for jobs and work more time.
- Due to the pandemic, college students often had to take on more "parenting" type roles, especially if their parent had any susceptible conditions, and had to help brothers and sisters with their online school Some students miss the personal touch of being in the LLC

Internal Conditions:

- It took a while to get VPN/Virtual Machine access, which made certain tasks difficult and less efficient
- Only synchronous time counts as attendance in the online LLC; eliminates Language Partners and software time.
- Due to the pandemic, not everything the LLC offered on-campus was available online and even what was available online continued to be developed and refined the longer we stayed online.

Critical Decisions Made by Unit: Critical Decisions Made by Unit: Critical Decisions:

- In order to increase online, synchronous attendance, the LLC increased types and quantities of group tutoring available for ESL, AMLA, Spanish, French, and Japanese.
- In order to increase online, synchronous attendance, the LLC hosted office hours for approximately 6 professors assisting over 100 students.

Contributors to the Report: Peggy Marcy

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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DATA - Ensure equity, access, completion, and success of educational goals for all students.
Status: Inactive
Goal Year(s): 2018-19, 2019-20, 2020-21

STUDENT SUPPORT - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested - BSI/SCE/LLC: ESL Faculty Tutors in LLC
***Describe Plans & Activities Supported (Justification of Need):** a) Program is still growing: Service easily transitioned to online tutoring b) According to Mt. SAC's Research and Institutional Effectiveness Office: "On average, each SDLA completed is associated with 7% of a letter grade increase and each tutoring session completed is associated with 12% of a letter grade increase."

***Lead:** Peggy Marcy
What would success look like and how would you measure it?: LLC ESL Tutoring SDLA Program: Levels Pre-1-6 and VESL noncredit ESL students completing two or more SDLAs in the LLC with the Faculty-Tutor will have a 10% higher success rate as compared with a similar cohort of students not participating.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 70000

Total Funding Requested: 70000

Related Documents:

[Spring_Fall 2018 LLC Student Course Success Report.docx](#)

Request - Full Funding Requested -

HUMANITIES/LLC: Software Licenses for Learners - Rosetta Stone, GoReact, and NativeAccent-provide asynchronous attendance from home.

***Describe Plans & Activities**

Supported (Justification of Need):

UPDATED 2020-2021: All are accessible from home on desktops and mobile devices. a) LLC students use Rosetta Stone Software Program (\$41,000 annually) in the LLC Passport Rewards Program which some instructors include in their syllabus. b) LLC professors use Goreact (\$40,000 annually) in their Canvas courses for assignments and tests. c) LLC professors use NativeAccent (\$10,000 annually) as a supplemental resource for their AMLA/ESL classes and is available for independent study. d) LLC professors use VoiceThread (\$6,000 annually) in their Canvas courses for assignments and tests.

***Lead:** Peggy Marcy

What would success look like and how would you measure it?: a)

Learners using Rosetta Stone in Passport Rewards will spend 10 % more attendance in the LLC than non-users leading to higher course success. (Fall 2019 met this goal.)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

b) GoReact video recording and feedback is required in 25 Canvas language courses each semester, by 11 professors, and about 750 students each semester for assignments and tests for course success. (Classes using GoReact jumped from 96 during 2019 to 106 so far in 2020.)

c) NativeAccent English pronunciation software is required in 3 AMLA classes and 2 ESL classes each semester.

Type of Request: LOTTERY:

Instructional materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or to develop cognitive processes.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 97000

Total Funding Requested: 97000

Related Documents:

[NativeAccent_Carnegie_Speech_Quote_for_250_NativeAccent_revolving_licenss_year2021.pdf](#)

[GoReact_Quote_forYear2021_2020-05-21_V1.pdf](#)

[Rosetta Stone Quote for 2021-Mt San Antonio Community College-Peggy Marcy-SOF-060420.pdf](#)

[SpecialAgreement_10000licenses_startFall2020.pdf](#)

[201920_Fall_RosettaStone_attendanceAvg.xlsx](#)

[GoReact Statistics Spring 2020.pdf](#)

Request - Full Funding Requested -

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

SCE/LLC: Budget Increase for LLC Instructors

***Describe Plans & Activities**

Supported (Justification of Need):

LLC Instructors provide teaching and learning support for all faculty reservations. They teach students how to use LLC programs to accomplish course success, and they teach student workshops .

***Lead:** Peggy Marcy

What would success look like and how would you measure it?: A) 228

LLC Instructor hours would be paid per year.

B) Additional hours would ensure support for 1300+ reservations and curriculum development and teaching for 40 workshops per year.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 30000

Total Funding Requested: 30000

1. Assessment Plan - Three Column



PIE - Continuing Education: Off-campus High School

Narrative Reporting Year

2020-21

Contact Person: ANGELENA M PRIDE

Email/Extension: apride@mtsac.edu

Summary of Notable Achievements: Due to COVID-19 all ____ (number) OCHS courses from 2020 successfully continued online. During the 2020 summer we offered ____ courses online, during the 20/21 school year we offered ____ courses online. All internal CANVAS trainings, and coordinator and teacher meetings were help via Zoom, with above average attendance.

OCHS received approval to hire a full-time Administrative Specialist III and a Project Program Coordinator. These are the first staff, other than the Director, to be added to this department, and had been listed in PIE for the past three years. PUT ALL IN BULLETS

Program Planning for Retention and Success: Data TBD For equity we expanded the number of credit recovery courses by ____ that we provided to Pomona Unified School District during the traditional school year. We also increased the number of courses allowed to be offered through K-12 partners during the summer session by ____.

External and Internal Conditions Analysis: Working with the various polices of 15 K-12 school districts, and working to merge their polices and procedures in with those of Mt. SAC's, due to the COVID -19 pandemic. Faculty were required to complete FOMAR training, if they hadn't done so already, and challenges were encountered due to the Summer High School hiring process of over 350 faculty, creation/distribution of user logins to access FOMAR, Canvas and Banner.

Critical Decisions Made by Unit: We provided additional Canvas workshops for all OCHS faculty, since only 3 of the thirty-six sites currently used Canvas. We had over 300 faculty who had never used Canvas prior to this school year.

Contributors to the Report: Angelena Pride

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p>	<p>Request - Full Funding Requested - Full-Time Counselor</p> <p>*Describe Plans & Activities Supported (Justification of Need): Adjunct Counselors will visit all 36 Off-Campus sites to provide students in every class with an orientations, have them complete a Student</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Educational Plan (SEP;s), and provide follow-up counseling services when requested. Classroom visits will take place from August 2021-June 2022

- 95% of students will have an orientation
- 95% of students will complete an SEP
- 100% of students will have the opportunity for follow-up with a counselor to obtain program specific information

***Lead:** Angelena Pride

What would success look like and how would you measure it?: Success will be:

- 95% of students receiving an orientation
- 95% of students completing and SEP
- 100%of students will have the opportunity for follow-up with a counselor to obtain program specific information

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 10000

On-Going Funding Requested (if applicable): 100000

Total Funding Requested: 110000

Request - Full Funding Requested - Full-Time Registration Specialist

***Describe Plans & Activities Supported (Justification of Need):**
The Registration Specialist will focus

Reporting Year: 2020-21
% Completed: 75
Received 2/3 or resource request (full-time Coordinator and Full-time Adm Assist III) but will need to request the FT Reg specialist for 2021-22. (08/12/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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on data entry to make sure the high volume of students are registered on time and in the correct class. The Specialist will communicate with staff at school districts to ensure student data is reported and entered correctly.

-100% of student data requested and received from school districts
 -100% of student registration information requested and received from school districts

***Lead:** Angelena Pride

What would success look like and how would you measure it?: Success will be:

-100% of students registered on time
 -100% of student data entered correctly

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 20000

On-Going Funding Requested (if applicable): 185000

Total Funding Requested: 205000

Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Date Goal Entered (Optional): 09/10/2018

Request - Full Funding Requested - Part-time Faculty

***Describe Plans & Activities Supported (Justification of Need):** The OCHS Department will expand high school offerings to additional school districts. We will research school districts that have minimal course offerings during the summer session but have a large number of students who need summer

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

instruction in order to stay on track to graduate on time.
-New courses will be developed in Ethnic Studies and Conceptual Physics
-Course offered will be A-G approved
-Enrollment in each course will be maintained at a minimum of 35 students
-Students will be able to take courses for credit recovery and/or enrichment
-There will be a strong focus on student equity in the development of the program at the new site

***Lead:** Angelena Pride,

What would success look like and how would you measure it?: -The OCHS Department will add at least one additional school district to their list of K-12 partners
-An Memorandum of Understanding will be established and approved by both boards no later than Spring 2022
-There will be an increase of a minimum 100 FTES for the Summer 2022 session

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 10000
On-Going Funding Requested (if applicable): 50000
Total Funding Requested: 60000

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Communication - Increase effectiveness and consistency of communication among stakeholders.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

1. Assessment Plan - Three Column



PIE - Continuing Education: Regional Consortium for Adult Education Unit

Narrative Reporting Year

2020-21

Contact Person: Ryan Whetstone

Email/Extension: rwhetstone@mtsac.edu/x45474

Summary of Notable Achievements: 2020-21 Year-to-Date - Quarter 3 (7/1/20-3/31/21) Consortium-wide enrollment for student services was 29,609 (unduplicated)*

Student enrollment (Consortium-wide) in English as A Second Language (ESL) programs 2020-21 YTD was 7,017.

Student enrollment in Adult Basic Education/Adult Secondary Education ABE/ASE programs for 2020-21 YTD was 1,749.

Student enrollment in Career Technical Education/Short-Term Vocational programs (CTE/STV) for 2020-21 YTD was 3,100.

*Note - these are not final data counts for the 2020-21 school year. Final data is due to the state on 8/1/21.

A Virtual Consortium Conference for leaders and staff focused on Creating Equitable Environments was held for consortium members leaders and staff was held in in May 2021 with 84 participants.

A Virtual Partner's Breakfast was also held in May, highlighting members, student success stories and community partners with over 70 participants.

Mt. SAC Adult Education Day was held in April 2021 as virtual event for adult schools students introduction and overview of the college.

Program Planning for Retention and Success: 2020-21 Year-to-Date - Quarter 3 (7/1/20-3/31/21) Consortium-wide Outcomes:

In English as A Second Language (ESL) programs, 717 students achieved an Educational Functioning Level (EFL) gain.

In Adult Basic Education/Adult Secondary Education ABE/ASE programs, 164 students earned a high school diploma or equivalency, with 438 achieving an Educational Functioning Level gain.

In Career Technical Education/Short-Term Vocational programs (CTE/STV), 258 students achieved a California Adult Education Program recognized post-secondary outcome.

External and Internal Conditions Analysis: The 2020-21 Academic Year was overshadowed by the COVID-19 pandemic. All member campus began the year with most classes offered via distance learning and online instruction, with several critical training Career Technical Education/Short-term vocational programs functioning in a hybrid social distance format.

The continued national and state focus on equity and social justice by leaders of the CA Community Colleges and the CA Department of Education effected the tenor of the year, bringing more focus on integrating those topics into program planning. This was also the year of a contentious national presidential election, culminating with the attack on our nation's capitol. As a result, this topic were included in discussions surrounding schools and programs and effects on students. However, recovery from the pandemic has been the paramount issue on the local, state, national and global front. The Los Angeles County unemployment report for April 2021 is now at 11%, down from the height of 20% in April 2020. For the Consortium, this means there is still much work to do in the area of supporting activities and programs to assist the economy recovery of our students and their families.

Critical Decisions Made by Unit: Determining activities to support partnership development with local workforce development agencies, inform students about college options, create transition opportunities, and move students along college and career pathways are decision areas for the Mt. SAC SCE. SCE also serves as the Fiscal Reviewer for consortium members general quarterly financial and annual submissions to the NOVA tracking system.

Contributors to the Report: Ryan Whetstone

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Data - Ensure equity, access, completion, and success of educational goals for all students.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - No Funding Requested -
 Technology support, Staffing Support (data analyst PT)
***Describe Plans & Activities Supported (Justification of Need):**
 Plans and activities have been modified and updated for 2021-22. The Consortium partners continue to review and refine relevant California Adult Education Program (CAEP) data reports related to member performance, student demographics, progress, transitions and outcomes. Specifically, the activities are to produce and review quarterly and annual performance data submitted via the CASAS TopsEnterprise system, identifying gaps in collection, trends, and focus elements creating tools for Consortium the data technicians, and conducting Consortium meetings. Develop system and process to track student transitions. Members are also encouraged to review CCC Launchboard Adult Education Data for major discrepancies and notify responsible individuals.
***Lead:** Ryan Whetstone, Data Analyst (position)
What would success look like and how would you measure it?:
 CRITERIA for success:
 1) Create a process for tracking and reporting student program progress and transitions
 2) CAEP workgroups review data in monthly meetings and are informed regarding consortium student trends,

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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barriers to employment and data gaps for respective areas
 3) Members can use presented data to support student progress, transitions and outcomes

Type of Request: NON INSTRUCTIONAL EQUIPMENT:
 Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0
On-Going Funding Requested (if applicable): 0
Total Funding Requested: Use of available CAEP consortium allocation

Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - No Funding Requested - Existing resources will be used to meeting program goal.
***Describe Plans & Activities Supported (Justification of Need):** Plans and activities have been modified and updated for 2021-22.

Establish and maintain onsite college counseling and active transitional support at adult education regional partner sites. Hold workshops, counseling classes, small group and one-on-one sessions. Maintain strong relationships with adult school counselors and/or student support staff for student access to campus information and resources.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

This connective outreach process will also include Mt. SAC on-campus activities to provide student resource information, active transitional support to enroll to the college and access campus student resources.

***Lead:** Ryan Whetstone, Consortium Outreach/Transition (new planned position)

What would success look like and how would you measure it?:

CRITERIA for success:

1. Maintain relationships to support consortium members with with consistent, dedicated on-site counseling workshops, and/or classes for adult school students interested in transitioning to the college.
2. Facilitation of an annual Mt. SAC on-campus activity for K12 adult education students interested in transitioning to college.
3. Maintain a process for connection, communication, and provision of ongoing support for adult school students interested in transition to the college.
4. These activities would be measured by creating a tracking baseline of students enrolling in the college vs. the number of adult school CAEP completers from a respective academic year along with satisfaction surveys by consortium members and students.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: Project support from CAEP funds if available

1. Assessment Plan - Three Column



PIE - Continuing Education: Short Term Vocational Unit

Narrative Reporting Year

2020-21

Contact Person: Tami Pearson

Email/Extension: tpearson4@mtsac.edu / x4314

Summary of Notable Achievements: Notable Achievements in 2020-21 include:

- Developed, approved, and launched the Contact Tracer Program, with first section offered in the winter session.
 - The CNA and EMT were approved to be on campus during the pandemic starting Summer 2020 for the lab portion of the programs.
 - Medical Assistant and Personal Care Aide were approved to be on campus during the pandemic starting winter 2021 for the lab portion of the programs.
 - All STV programs but two transferred online during the pandemic.
 - The application to offer the LVN program has been approved by the state.
 - STV's proposal for the Re-Thinking Adult Education Grant is a finalist, one of 8 in the state and one of 95 in the country.
- Program Planning for Retention and Success:** Program Planning highlights for 2020-21 include:
- Made tech equipment (laptops and hotspots) available to students so students could continue with their courses and programs.
 - Began participating in department and division meetings to discuss new facilities (The Village)
 - Fresh Success Program started to support students in need by providing assistance, on a limited basis, with transportation fees, textbook/supplies, tests and fees, and other additional personal support.
 - Used CARES funds to purchase educational supplies and equipment for students to practice skills at home.
 - Provided CARES grants of \$500 to \$1,000 to students so they could continue with their studies during the pandemic.

External and Internal Conditions Analysis: External Conditions:

- The pandemic limited STV programs and services.
- Economic conditions forced some students to seek employment and drop classes.

Internal Conditions:

- There were communication challenges due to working from home.
 - Some employees opted to take a limited work load schedule.
- Critical Decisions Made by Unit:** Critical Decisions Made by Unit include:

- A fulltime CNA faculty was hired to support the growing program.
- STV courses were submitted and have been DL approved. STV will continue to offer courses online.
- Faculty obtained SPOT certification.

Contributors to the Report: Tami Pearson

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Data - Ensure equity, access, completion, and success of educational goals for all students.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Date Goal Entered (Optional): 06/15/2020</p>	<p>Request - Full Funding Requested - Director - STV Data Analysis</p> <p>*Describe Plans & Activities Supported (Justification of Need): Activities Data will be used strategically to improve programs and student support. Review and revise the process to develop, track, assess, analyze, and report student learning outcomes for STV courses. STV faculty will evaluate SWP and labor market data to improve student outcomes. Collect data to identify the local economy needs and develop new CDCP certificates accordingly.</p> <p>*Lead: Director - STV</p> <p>What would success look like and how would you measure it?: Criteria for Success</p> <ol style="list-style-type: none"> 1. Trained faculty in the new SLO process. 2. 100% of STV courses will have accurate and relevant SLOs entered into TracDat and cycle developed (2021-22). 3. At least 2 new STV CDCP certificates will be created. <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Urgent</p> <p>On-Going Funding Requested (if applicable): 175000</p> <p>Total Funding Requested: 175000</p>	
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<p>Teaching and Learning - Expand and support innovation in teaching,</p>	<p>Request - Partial Funding Requested - Professional Development</p>	
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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learning, academic support, and management within SCE
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

***Describe Plans & Activities Supported (Justification of Need):** Faculty will learn innovating teaching strategies through a variety of trainings both on campus and off.
***Lead:** Faculty
What would success look like and how would you measure it?: In the classroom, a variety of instructional strategies will be observed allowing all students to access the curriculum and develop their competencies.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 2000
Total Funding Requested: 2,000
Request - Full Funding Requested - Facilities - classrooms and labs (health and other areas)
***Describe Plans & Activities Supported (Justification of Need):** In the past three years, STV programs have grown from 1 to 18 approved programs. In order to offer the courses, classrooms and labs are needed. In addition, current facilities need to be up to code.
***Lead:** Tami Pearson
What would success look like and how would you measure it?: 1. 10% increase in the number of courses/programs offered
 2. 10% increase in the number of students enrolled
 3. 10% increase of FTES

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 8000000
Total Funding Requested: 8000000

Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested -
 Nonteaching time
 Data Analyst
 Additional financial support for CNA Livescans
***Describe Plans & Activities Supported (Justification of Need):**
 Activities
 Increase the number of students completing STV mirrored courses and CDCP certificates. First, establish an efficient process for collecting enrollment, drop out, and completion data for mirrored courses.
***Lead:** Faculty
 Coordinators
 Counselors
 Data Analyst
What would success look like and how would you measure it?: Criteria for Success
 1. Increase the number of students meeting with a counselor by 10% (2021-22).
 2. All noncredit mirrored courses and programs will be align and updated in WebCMS.
 3. The completion rate for the number of students taking mirrored

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

courses will increase by 5% (2021-22).

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 10000

Total Funding Requested: 10000
Request - Full Funding Requested - Full-time Health Careers Coordinator

***Describe Plans & Activities Supported (Justification of Need):** STV Health Careers have expanded and now include IHSS, CNA, HHA, Acute CNA, PT Aide, OT Aide, Care Coordinator and coming soon - Pharmacy Technician and LVN. With this being our largest industry sector, a full-time coordinator is needed to set up the logistics of the programs as well as working with the Job Developer and running advisory committee meetings.

***Lead:** Tami Pearson
What would success look like and how would you measure it?: -A 10% increase in the number of students enrolled in health careers
-Increase retention rate by 5%

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 130000

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Total Funding Requested: 130000
Request - Full Funding Requested -
 Administrative Specialist IV
***Describe Plans & Activities**
Supported (Justification of Need):
 The Dean needs Administrative Specialist IV to complete high level work for the Division.
***Lead:** Tami Pearson
What would success look like and how would you measure it?: Increase enrollment to noncredit programs by 5%.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 0
On-Going Funding Requested (if applicable): 130000
Total Funding Requested: 130,000

Communication - Increase effectiveness and consistency of communication among stakeholders.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested -
 Administrative Specialist III
 Survey
***Describe Plans & Activities**
Supported (Justification of Need):
 Activities
 Support the new STV director. Will help increase student input on programs and services via surveys and focus groups. STV staff will also communicate with students to identify strategies for improving retention.
***Lead:** Faculty Coordinator
What would success look like and

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

how would you measure it?: Criteria for Success

1. One student focus group will be conducted in 2020-21.
2. A new online survey will be created and piloted.
3. Based on student and focus group feedback, 1-2 areas of support will be identified and focused on.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 120000

Total Funding Requested: 120,000

1. Assessment Plan - Three Column



PIE - Continuing Education: WIN Program Unit

Narrative Reporting Year

2020-21

Contact Person: Erica Ledezma

Email/Extension: eledezma@mtsac.edu

Summary of Notable Achievements: 2020-21 Notable Achievements:

- WIN continued services remotely and served 824 for Fall 2020 and 478 Spring 2021 students in the 2020-21 school year.
- Three students won Student of Distinction Scholarships in the Academic achievement (1) and Competitive achievement (2) categories +
- Two students won Faculty Association scholarships in the Extracurricular category
- Reestablished the Winning Attitude Scholarship (\$500)
- Received Associated Student Body funding in two areas – WIN Book funding (\$8,500) and WIN incentive (\$1,000)
- The WIN program was highlighted in the 2020-2021 Mt. SAC Annual Report for corporate matching
- Microsoft donated through the corporate matching program of a former WIN student in the amount of \$3,000
- Successfully collaborate with Associated Student Body, Kinesiology and Athletics the first time ever, a Live Talent Show event with almost 200 attendees

Program Planning for Retention and Success: Program Planning:

- WIN 2.0 remote instruction was developed to continue servicing athletes students with easy accessibility
- Progress check intervention and follow up- Students who have any deficiency in there courses such as a negative comment/s or failing grade/s needs to see a counselor (we make the appointments for them) or get mandatory tutoring (we make tutoring appointments). We follow up with all parties involved counselors, faculty and or coaches.
- Increased subject availability in many disciplines -Ex: Business statistics, oceanography, geology, astronomy ,physics
- Implemented subject areas that are limited or nonexistent in the tutorial services area – Ex: Business statistics, oceanography, geology, astronomy ,physics
- Implemented an online book library
- Maintained extended hours, from 5:00 p.m. to 7:00 p.m on Tuesday and Wednesday nights.
- Designed WIN 2.0 for all areas of need such as specific tutorial service areas, independent study rooms and study hall
- Implemented printing services

External and Internal Conditions Analysis: External Conditions:

- Some services provided pre-covid couldn't be duplicated -such as our Bone box and skeleton that can only be used in a physical capacity
- Student mental and health conditions- such as dealing with a death from covid related matters
- Student housing issues- Homelessness
- Transitional problems- Remote instruction is difficult for some students
- Lack of resources for students – Wi-Fi connection, computers , etc. Initially students where not prepared for the transition and even though resources where eventually available through the institution some opted not to use them or did not know about the resources.
- Student external conditions changing such as Increased work hours for students

- WIN 2.0 opened its doors to students from other programs that did not have access to services in the beginning of the pandemic

Internal Conditions:

- WIN previously being in a physical location and having a space issue which limited the programs full capabilities was no longer an issue remotely. Transitioning remotely has allowed us to serve more students and flourish in many areas of service within the WIN.
- All employees had to attend various training sessions to support remote instruction such as Zoom, Canvas, Guacamole , etc which allowed us to better serve our students and continue the services remotely .
- Completed return to campus POD trainings
- Employees where not equipped with technological needs to transition remotely- Some had to borrow computers and hot spots

Critical Decisions Made by Unit: Critical Decisions:

- Continued summer 2020 remotely, as well as 2020-21.
- Implemented Respondo.IO (live chat) on the tutorial facilities' webpage for WIN
- Expanded our online subject tutoring areas -Ex: Business statistics, oceanography, geology, astronomy, physics
- Continued extended hours, from 5:00 p.m. to 7:00 pm on Tuesday and Wednesday nights
- Hired additional tutors
- Implemented an online book library- Students can access electronic books
- Implemented a WIN resource folder, we scanned or got digital copies of our most used and or requested resource pages and created an internal resource folder – Ex: Students can get E-copies of statistic formula sheets
- Implemented printing services- Students can request copies electronically and we will print and mail them their material most
- We decided to create an online event (Mt. SAC got Talent) to take place of the annual athletics fair. The webinar based event drew almost 200 students and was a huge success !

Contributors to the Report: Erica Ledezma

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - Full Funding Requested - Instructional support and counselor.

***Describe Plans & Activities**

Supported (Justification of Need):

WIN will provide students tutoring in all subjects and on-demand specialized counseling. Received funding last year but will need the same continued funding. Counselors will address class load and how to arrange classes based on participating (sport) season and eligibility requirements. WIN students who utilize the on-site counseling and tutoring will be academically successful.

***Lead:** Erica Ledezma

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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What would success look like and how would you measure it?: Criteria for Success:

- 1) All WIN students will have a comprehensive ed plan
- 2) WIN students will have a 75% or higher course success rate
- 3) WIN students will have a 75% or higher course retention rate

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 90981

Total Funding Requested: 90,981

Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Request - No Funding Requested - Project specialist, faculty, counselor, and instructional support.

***Describe Plans & Activities Supported (Justification of Need):**

Activities:

The WIN will coordinate with ABE to provide short-term review classes to get students to enroll and succeed in English and math courses. Assess the effectiveness of short-term review/ course prep workshops as an impact on enrollment and credit course success.

***Lead:** Erica Ledezma, Candice Castro.

What would success look like and how would you measure it?: Criteria for Success:

- 1) 70% of short term review students will enroll in English/math within that academic year
- 2) 60% of short term review

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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will be successful in transfer level English and 50% in transfer level math within that academic year
 3) 90% of short term review students will have a abbreviated ed plan on file.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0
On-Going Funding Requested (if applicable): 0
Total Funding Requested: 0

<p>Advocacy and Partnerships - Advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community, regional and state involvement. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p>	<p>Request - No Funding Requested - Staff time *Describe Plans & Activities Supported (Justification of Need): Activities: WIN will seek ways to collaborate with other departments and services on campus to introduce them to WIN students. The connections will be made at WIN with the intent that students will continue fostering those relations through their time at Mt. SAC. *Lead: Erica Ledezma What would success look like and how would you measure it?: Criteria for Success: 1) WIN students will be introduced to at least 2 campus services 2) 80 to 100 students will have contact with a Financial Aid Specialist at WIN 3) 80 to 100 students will have</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

contact with a Counselor at WIN

4) WIN will receive any amount of monetary contribution from Associated Student Body

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0