Manager PIE Report



**Manager PIE Report**

SCE Programs Manager

undefined

undefined

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Use of Data: Expand the use of data for tracking, assessment, planning and reporting to promote students' access to pathways.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

 The School of Continuing Education continued to expanded their enrollment management to include more detailed and frequent tracking reports to monitor program growth. These were in the form of customized Argos reports for positive attendance and enrollment trends. This effort also included expanded discussions with faculty and staff, along with recommendations on best practices for retention, trend analysis, and student access. Due to this expanded, continual, and comprehensive analysis, in 2017-18, SCE increased enrollment by 13% with a growth of 902 in FTES. This growth was generated by various SCE programs such as Adults with Disabilities ESL, Short-term Vocational, Education for Older Adults, High School, and VESL. Although much has been accomplished, the focus of the goal is shifting to maintaining enrollment and increased efficiency.

The success of this goal will be more likely with the addition of a student data system that can provide tracking and outcomes of noncredit students pathways and necessary interventions. Moreover, there was a request for focused IT support for SCE data needs. In winter 2018, Cabinet approved the hiring of two programmers dedicated to SCE and one business analyst. To date, one programmer has been hired.

**Reporting Year**

2016-17

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

In the Adult Basic Education Department, faculty and staff have included a number of data tracking mechanisms that have allowed for timely interventions and increased student success. Student progress is tracked on the basis of hours and work completed. Each year, the department focuses on different programs where improvement is needed and attainable. For 17-18, one of the programs of focus, HS Referral, which is a credit recovery program for high school students showed an impressive increase in student completion. This year's completion rate of 88% is this program's history and is due to embedded counseling and tutoring along with updated curriculum that aligns with the new state Common Core standards.

A completion rate of 100% is unlikely due to the transiency of these students; however, sustaining this completion rate at an 85% level will result in successful completion of this goal.

**Reporting Year**

2017-18

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

The ESL Department utilized enrollment data from ESL database, including weekly class counts and wait lists, to schedule additional classes that maximize access and efficiency for growth. There was a 6% reduction of fall sections from 2016 to 2017 but an increased 96.63 FTEs. In spring there was a reduction of 13% of spring sections from 2017 to 2018 but an increased 6.44 FTEs. While the 17-18 retention rates are not yet available, it is expected that increased retention is also an outcome.

**Reporting Year**

2017-18

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 1. Curriculum Currency and Process Improvements: X

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

SCE is committed to improving student learning and adheres to a 4-year cycle of assessment for program and course SLOs.

Overall for the Division, 100% of certificates offered in Adult Basic Education, English as a Second Language, Education for Older Adults, and Stand-along Short-Term Vocational programs have outcomes, summary of data, and use of results completed. Outcomes for Short-term Vocational certificates are dual-listed with credit, developed by credit faculty, and exactly mirror the outcomes of the credit programs. In these programs 1 certificate is missing outcomes, 2 have no summary of data, and 2 do not have completed use of results. Because of TracDat reporting and alignment, the School of Continuing Education must wait for the credit faculty to complete their outcomes work in order for them to be reflected in the division outcomes data. For some of the courses with SLOs, assessment will occur in the next two years because the courses are new. Instead of reflecting 100% completion rate, the dual-listed Short-Term Vocational Programs impact overall Division completion of assessed SLOs, which is [98%].

For Course Assessment/SLOs, 100% of active courses in SCE have been assessed and have summary of data and use of results with evident reflective practice. Only 2 courses (VOC CPR01) and (VOC WL91L) have no outcomes associated with them. CPR01 has not been offered for several years and is currently under review to determine status of inactivation. WL91L is a dual-listed course with credit and responsibility of credit faculty to complete.

**Reporting Year**

2017-18

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

Ongoing goal from 16-17. Progress would be higher but with new placement processes, progress remains at 50%.

ABE and WIN offered math & English boot camps in summer 2017 with outcomes that show participants had significantly higher success rates for Fall 2017 and 2018 credit math and English courses than nonparticipants ( 56% and 84% respectively). One of the additional components of this bootcamp was the proactive counseling and follow-up by the counselor once the students enrolled in credit courses. Moreover, of the 143 students who attended the bootcamps, by the end of Winter, 57% of bootcamp attendees had successfully completed at least one or more English or math credit classes.

With the success of the data and the newly implemented placement guidelines, these interventions are more critical. As a result of the placement changes, the bootcamps are being replaced with math and English success noncredit courses that will prepare students to take college level math and English. These classes are planned for 2018-19.

**Reporting Year**

2017-18

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

Over the past few years, SCE noncredit faculty (ABE, ESL, Vocational Re-entry, STV) have created a number of new noncredit state Career Development and College Preparation Certificates. SCE faculty, counselors, and staff have increased focus on skill building and educational planning with their students with the intent of guiding more students to completing CDCP certificates. Completion of these certificates indicates students are proficient in skills necessary for college or work. Because of this focused effort, SCE students earned 1,825 noncredit state CDCP certificates, which is an increase of 348 over 2016-17.

The addition of two full-time faculty: Basic Skills and Short-term Vocational and adjunct faculty, along with the addition of a full-time STV counselor has helped with this outcome. Moreover, the hiring of coordinators has ensured that students are fully prepared for their courses of study and training. Additional full-time faculty will only continue to directly impact student completions and transitions to college and work.

**Reporting Year**

2017-18

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Communication: Increase effectiveness and consistency of communication among stakeholders.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/12/2018

**Results/Analysis of Progress**

In 2017-18, the Community Education department created a process to maintain fee-based course information in the Community Education registration system that is updated and accurate. A standard class description template was created in 2017-18 for fee-based instructors to use. Current and prospective faculty are required to use this template to fully describe each proposed course, which must include student learning objectives.

Staff has updated descriptions for all active courses in the registration system and have added course and student expectations. As faculty update their template, staff will add changes to the registration system. Therefore, this will be an ongoing process. In 2018-19, it is expected that this process will be refined and will provide students with accurate information and for faculty to consistently update course information and learning expectations.

**Reporting Year**

2017-18

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/11/2018

**Results/Analysis of Progress**

VESL Focus Groups were conducted in fall 2018 among VESL 1 and VESL 2 students. A total of 7 morning students and 8 evening students participated in Focus Groups.
Some recurring topics emerged, such as students requesting extra support for computer courses, specifically Microcomputer Applications, which is a difficult class and requires more time for students to practice and a teacher assistant to help them with in-class assignments and homework.
Students expressed their interest in language courses to improve their communications skills. They suggested that we offered pronunciation courses, modern American idioms, and courses related to American culture.
Students also requested to have support courses in specific areas such as accounting, hospitality and health before enrolling in credit/noncredit programs in these areas.
We asked students to provide us with some ideas to increase recruitment of Hispanic populations, and they asked us to post flyers in businesses owned by Hispanics as well as to visit local schools to do presentations.

To respond to this data, we offered new sections of Microcomputer Applications and Pronunciation during interim sessions. We also created and implemented English for Specific Uses (ESU) courses in Accounting, Hospitality, and Health. We are also hoping to pilot themed speaking courses in American culture and pronunciation during the 2018-19 academic year.

We have continued to focus our recruitment efforts to Hispanic populations through hosting tables at Mt. SAC and external community events throughout the year, connecting with local organizations who serve Hispanic populations, and advertising on social media outlets in Spanish and English.

**Reporting Year**

2017-18

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

In 2016-17, a noncredit faculty Community of Practice was formed to create standards and practices relating to curriculum and instruction that could be communicated among Division faculty. One of the way the COP determined would increase overall communication among faculty was to hold a faculty-led division-wide professional development day. Activities would include SLO/ILO assessment and other matters relating to noncredit instruction. This was accomplished in fall 2017 with a NC PD Day. Over 80 SCE faculty attended the faculty-led workshop and due to the success of the event, this event will be repeated in fall 2018. It is hoped that this event will become an annual event.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

 The SCE Division completed a WASC self-study in 2017-18 and as a result, determined that communication was a critical area for growth. This was supported by surveys to staff and students. For example, when staff
were asked to rate their level of information on whether they were receiving enough information about the college, SCE, or issues affecting their work, from 21-46% indicated no response or disagreed. For the student survey, the area where students reported the need for increased communication was in the area of learning outcomes.

This critical growth area is listed as an item in SCE's WASC Action Plan. One of the plans for fall 2018 is to reconfigure the SCE advisory group to determine if the current structure maximizes communication, dissemination of SCE planning, and stakeholder input. Moreover, because of feedback on our Division communication, there will be other interventions that are planned for 2018-19 to include a Dean's letter, and a Division report to the college.

**Reporting Year**

2017-18

**% Completed**

25

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

The Education for Older Adults and Adults with Disabilities program has been diligent in increasing outreach and communication to students and faculty. They had as 17-18 goals to increase faculty subscription of a department newsletter, develop a quarterly newsletter and Facebook site for students with disabilities and stakeholders. They accomplished all of these objectives by increasing by 13% faculty subscriptions to the newsletter listserv. They also created both the student newsletter and the social media site. Next year, they will assess what impact these outreach and communication efforts have had on the target populations.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/12/2018

**Results/Analysis of Progress**

STV Counselors developed a process for mirrored students to receive SSSP core services such as orientation, assessment, counseling, and follow-up. This resulted in approximately 70% of mirrored students receiving services for the first time. Counselors also put in place processes for assessment as well as ways to "catch" students who did not make an appointment with them.

Data will be collected in 18-19 to determine if these services impacted completion of mirrored courses and enrollment into credit programs.

**Reporting Year**

2017-18

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

This is a continuation of a 16-17 goal for ESL (increase to 75% complete)

SSSP data continues to be submitted by semester and tracks student contact with counselors. The ESL Counseling Team continues to utilize the Noncredit Student Education Plan (NSEP) and uses pre-populated information from the ESL database to streamline counselor meetings which outlines their academic pathway, based on their placement test results.

Student Equity Plan includes ESL / Basic Skills students in terms of access and course success. The main trend for Mt. SAC's ESL program is the declining enrollment of Hispanic populations disproportionate to the communities served by the district, and the need to improve access to those who are socio-economically disadvantaged. In an effort to serve more students from these populations in our district, we are establishing off-site courses in Pomona and in the local manufacturing industry to make our services more accessible to community members. We also target advertising on social media outlets toward Spanish speakers in the Mt. SAC district.

The ESL Counseling Team has worked to create strategies and activities that target students with low socioeconomic status and who are seeking college and career pathways. Much of the work that has been done has involved finding points of entry in the community where we can reach out to potential students. Bilingual counselors translated and conducted the New Student Orientation in Spanish to build rapport with our Hispanic population. Focusing on our equity goals, students from our off-site course in Pomona were invited to campus. Students were able to visit the Language Learning Center, receive their student ID's and received a Pathways Presentation in Spanish from a counselor. In addition, the ESL Counseling Team has had meetings with counselors, classroom presentations, and information tables/booths at multiple community locations and events.

**Reporting Year**

2017-18

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/15/2017

**Results/Analysis of Progress**

(WAITING FOR UPDATE FROM LESLEY) Student support services were expanded this year. SSSP implementation for ABE meant students were provided with access to intensive, embedded counseling that promotes their pathways to postsecondary and employment opportunities. In 2016-17, a total of 365 students were served through embedded counseling. Of these, 104 were served through the Adult High School Diploma Program. This represents 30% of students who enrolled in or after Fall 2016 and attended for at least one day. Of 66 Adult High School Diploma graduates, 53 took courses in AD in or after Fall 2016. Of these, 37 (70%) of the prospective graduates were provided with embedded counseling in the classroom. Each of these students met with a counselor an average of 3.4 times during the year.

**Reporting Year**

2016-17

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Professional Development: Implement and promote professional development initiatives that support Continuing Education themes and priorities.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 7. Professional, Team, and Organizational Development : X

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 6. Grants and Partnerships: X
* Ongoing/Multi-Year Goal: X

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Partnerships and Funding: Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/12/2018

**Results/Analysis of Progress**

Hired Two full-time STV coordinators to develop additional partnerships. SCE established a MOU with Los Angeles Workforce Development agency and Pomona Americas Job Centers for California (AJCC) for co-location. AJCC staff now come to our orientations and classrooms to provide assistance where needed and will begin co-locating in SCE, Bldg 40 Division offices. It is also planned for the STV coordinator to co-locate at two local AJCCs to promote Mt. SAC SCE programs.

These LA County workforce partnerships will allow noncredit and credits students with the opportunities to obtain support in the form of transportation, childcare, book vouchers, and other ancillary services, and continue enrollment in their programs at Mt. SAC. There is enormous potential as a result of this partnership.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Advocacy for Noncredit: Engage with public and private entities to represent and improve support for noncredit student populations.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

Various initiatives have impacted noncredit services and access to students. Various staff and managers advocated with state and local legislators, state academic senate, and provided testimony for adult education funding. Mt. SAC advocacy was also present in the successful change in title 5 relating to collecting apportionment for nonresident noncredit students. This has enabled colleges to provide access for noncredit students without concern of their residency status. In 2018-19, advocacy should continue in the area of noncredit apportionment accounting, funding for noncredit students through SEAP, and involvement of noncredit in guided pathways.

**Reporting Year**

2017-18

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

EOA and AWD programs have no dedicated funding streams for faculty non-teaching assignments. With the onset of AEBG and to grow EOA VOC and AWD, funding of $40,000 was allocated for faculty non-teaching work. This has enabled both programs  to facilitate curricular issues and coordinate responsibilities under faculty purview. This includes writing new courses. 6 AWD and 2 EOA courses as well as 1 EOA certificate were designed and submitted into the curriculum approval process.

**Reporting Year**

2017-18

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

SCE has achieved significant growth in student enrollment over the last 3 years, thus resulting in revenue to the college. The college has in turn enhanced and strengthened SCE's staffing structure and improved some facilities. While the previous year saw additional managers, administrative specialists, and support staffing, 2017-18 marked the completion of 2 phases of Division buildings. There are now professional looking Division office suites, registration areas, and a fee-based testing center which is strengthened by the availability of counselors during flexible hours. Progress is still at 75% due to the delay in completion of the Health simulation lab and the SCE computer lab, which is intended for 18-19.

**Reporting Year**

2017-18

**% Completed**

75

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Growth of programs and services: Expand School of Continuing Education program offerings.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

In 2017-18, the School of Continuing Education (SCE) significantly increased enrollment by 13% with a growth of 902 in Full-time Equivalents (FTES). This growth was generated by different programs such as Adults with Disabilities ESL, Short-term Vocational, Education for Older Adults, High School, and VESL. This growth represents increased access to the community and addresses an unmet regional need among many populations such as those needing language, basic skills, life skills, and vocational skills. Although growth is a positive factor, achievement outcomes a high priority. This is demonstrated with data collection processes that SCE has institutionalized.

Moreover, future growth will be focused on expansion of noncredit courses that support credit success and those leading to employment or credit pathways.

**Reporting Year**

2017-18

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

Community Education seeks to increase the level of enrollment in all fee based programs and continue to secure contract opportunities with business and industry partners. This year we added 8 new participating employers to our state Employment Training Panel contract. The increase of ETP funds available to us has allowed us to provide expanded access to employers to utilize our services. We have met and exceeded our goal of increasing the number of participating employers in our ETP program. (Need #s from Paulo)

**Reporting Year**

2017-18

**% Completed**

100

Updates on Goals

**Date of Analysis**

08/16/2017

**Results/Analysis of Progress**

The Short-term Vocational Department is quickly expanding course offerings and services in an effort to meet the regional demand for trained workers and to provide noncredit students a variety of career ladders. The health careers program was expanded, increasing the number of times In Home Support Services and CNA was offered. Additionally, changes were made to the noncredit EST so that students can complete the program more quickly. As a result of these changes, in 2016-17, STV increased by 41 FTES.

To further meet this goal, new curriculum was submitted to the College's Education Design Committee: Manufacturing & Electrical Systems (3 classes); General Office Skills (2 classes); Medical Secretary (3 classes), Appliance Repair (2 classes); Trades Pre-apprenticeship (2 classes), and Basic Welding (2 classes). A new CNA certificate has also been submitted. Moreover, STV submitted for a state approval a modification to the Mt. SAC CNA program so that the program can be offered in the evenings.

The biggest challenges continue to be finding faculty who meet the minimum qualifications; the new course/program submission process (both for the College and the Chancellor's office) takes too long; and finding classrooms and labs to run the courses in. In addition, not all staff is able to develop new programs so finding the faculty to do so and getting them both the time and financial resources is a barrier.

**Reporting Year**

2016-17

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Technology Use: Expand the integration of technology within instruction and services to improve student learning.

**Goal Status**

Inactive

**Mapping**

Instruction Office: VP Analysis & Summary: (X - Highlight Selected)

* 1. Curriculum Currency and Process Improvements: X
* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/06/2018

**Results/Analysis of Progress**

Students in the off-campus high school program were assessed to determine proficienciency in creating word processing documents using at least 16 devices and modifications (insert table, picture, clip art, shapes, chart, header, footer, page number and text boxes; modifications to margins, orientation, size, page color, columns, spacing and page borders, etc.)

The data showed that of the 362 students; 78.2% were either proficient or advanced and 11.3% were at a basic level. There were 10.5% of students who did not demonstrate at least a basic level of proficiency. Students performed well on this SLO because they completed all aspects of the assignment and practice assignments. Also many students were familiar with the computer programs and had significant computer experience. Rubrics and checklists provided clear expectations leading to increased success. Students performing at a below basic level tended to lack basic computer skills or did not complete all aspects of the assignment or exam. Reasons for not completing all aspects of the assignment included lack of time provided and poor time management.

Follow-up includes faculty from the different sites reviewing these results and determining what recommendations could be provided to faculty for next summer term. There is a need for additional non-teaching dollars for faculty review of SLOs.

**Reporting Year**

2017-18

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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.

**Goal Status**

Active

**Mapping**

SCE Division Provost: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Updates on Goals

**Date of Analysis**

08/12/2019

**Results/Analysis of Progress**

Faculty and staff will bridge communication between workforce development agencies, students, community business and industry, educational institutions, and the campus community. Communication will lead to collaboration in order to provide students with access to employment information and opportunities.

A variety of efforts were made for this goal.

1. The Pomona AJCC has settled into a weekly co-location schedule. Two staff are at Mt. SAC four hours each week and one Mt. SAC SCE STV staff is at the Pomona AJCC for four hours each week.
2. Twenty-three (23) Mt. SAC students received support from the AJCCs such as funding for books, transportation, physical fees, and childcare.
3. In 2018-19, Mt. SAC's SCE hosted the 2nd Youth Career Fair in partnership with WDACS, both local AJCCs, Supervisor Hilda Solis office, and the Mt. SAC Regional Consortium partners.

A job developer and additional STV faculty are needed.

**Reporting Year**

2018-19

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/12/2019

**Results/Analysis of Progress**

Seek ways to collaborate with other departments and services on campus to support student athletes.

1. Two partnerships with Health Services and the Library have made it possible for services to be embedded within the program. The embedded Psychologist has assisted our students in many areas such as time management, stress relief, crisis intervention, academic intervention, referral system to other programs, etc within the program. Our embedded Librarian has assisted our students in research methods, MLA and APA citation, writing structure, etc within the program. These services have provided a one stop shop of services in which students can access immediately.

2. The WIN has collaborated with Associated Student Body for the Athletics Fair, in addition, the WIN has received continuous funding now reaching $ 9,000.00 for an annual book fund and is working to better assist our students by being part of the Student of Distinction process (applying and receiving).

**Reporting Year**

2018-19

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Data. Ensure equity, access, completion, and success of educational goals for all students.

**Goal Status**

Active

**Mapping**

SCE Division Provost: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 1: X
* Priority 2 - Goal 1: X

Updates on Goals

**Date of Analysis**

08/12/2019

**Results/Analysis of Progress**

ABE had significant increases and student success outcomes reported when embedded tutoring was provided to students.

 For the 17-18 school year 61% of students in Adult HS diploma students who accessed tutoring passed their class, compared to 44% of students who did not. The difference is 17%. While our goal of 20% was not met, it is clear that students who utilized a tutor were more likely to complete a course than those who did not. Also, 91% of students in High School Referral program who accessed tutoring passed their class, compared to 58% of students who did not. The difference is 33%. Tutors play a vital role in course success for students and as such we must continue to use embedded tutors in the classroom.

**Reporting Year**

2017-18

**% Completed**

75

Updates on Goals

**Date of Analysis**

08/12/2019

**Results/Analysis of Progress**

STV program is one of the new departments in SCE, and was in need of process for capturing outcome data. 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.

A process was developed with these results.

1. The FT STV professor has developed a system to input, monitor, and track SLOs and work directly with STV faculty.
2. All faculty have been trained on the new SLO process.
3. 100% of current STV courses have accurate and relevant SLOs entered into TracDat.
4. Six (6) new STV certificates were created and approved by the Chancellor's Office: Appliance Repair; General Office Skills; Manufacturing & Electrical Systems; Medical Secretary; Trades Preapprenticeships; Welding Basics.

**Reporting Year**

2018-19

**% Completed**

100

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Active

**Mapping**

SCE Division Provost: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 1 - Goal 2: X
* Priority 1 - Goal 3: X
* Priority 4 - Goal 1: X

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Active

**Mapping**

SCE Division Provost: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 2 - Goal 2: X
* Priority 3 - Goal 1: X
* Priority 5 - Goal 2: X

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Communication. Increase effectiveness and consistency of communication among stakeholders.

**Goal Status**

Active

**Mapping**

SCE Division Provost: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 3 - Goal 2: X
* Priority 6 - Goal 1: X
* Priority 6 - Goal 2: X

Updates on Goals

**Date of Analysis**

08/12/2019

**Results/Analysis of Progress**

One of the goals of the Action Plan was communication among external and internal stakeholders. As a result the following structures are now in place:

1. A monthly newsletter is sent to all staff and input is from staff, faculty, and managers.
2. A professional looking brochure that is targeted to specific populations within the community was created and sent to the community and students.
3. A campus-wide news brief was sent via Announce-C to highlight SCE student and faculty activities.

**Reporting Year**

2018-19

**% Completed**

25

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

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

**Goal Status**

Active

**Mapping**

SCE Division Provost: VP Analysis & Summary: (X - Highlight Selected)

* Ongoing/Multi-Year Goal: X

Strategic Priorities: (X - Highlight Selected)

* Priority 4 - Goal 2: X