California Department of Education
Continuous Improvement Plan
Fiscal Year 2021–22
Mt. San Antonio College

Mt. San Antonio Community College District 19-64820
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The California Department of Education (CDE) is integrating three previously separate deliverables required of WIOA, Title II: AEFLA funded agencies into a new deliverable called the Continuous Improvement Plan.

The CIP asks agencies to consider current relevant data, to write specific performance goals, and to identify strategies for achieving continuous improvement and learner success. Replacing the Professional Development Plan, the Technology and Distance Learning Plan, and the Integrated English Literacy and Civics Education Plan, the CIP offers agencies consolidated guidance and resources to ensure successful implementation of performance goals. By setting SMART goals using the CIP, agencies can improve student outcomes by providing related professional development to instructors and other relevant personnel; supporting implementation of staff's new knowledge and skills; and monitoring change in teacher/staff practice and the impact on student outcomes.

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Review of Previous CIP SMART Goals

Goal 1	Complete

By providing additional avenues through which students can complete courses (e.g. online, in-person, competency-based), by July 2022, high school diplomas and high school equivalency completion rates will improve by 10% from previous year (PY 2019-20) when comparing the number of students enrolled to the number of students completing degrees or certificates.

Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
Review most recent student data from TE, Banner, and department database for current student completion rates.	Reviewed student completion data shared with ABE team.	Assistant Director (ABE)	Fall 2021 semester	CASAS
Investigate and develop online learning modalities.	Courses meeting standards of California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric	Adult Diploma (AD) and High School Equivalency (HSE) faculty	Ongoing	N/A
Hire an online course designer to help create and revise online courses; this is contingent upon approval of SEAP Student Equity and Achievement Program (SEAP) mini-grant through the College.	Approval of mini-grant proposal and hiring of course designer.	ABE professor (Landry C.) ABE counselor (Dalia C.)	Application submittal before Fall 2021 semester begins, by August 20. Hire course designer by November 2021	N/A
Self-paced professional development training for faculty who are developing additional avenues for course completion (e.g., competency-based and online)	Participation and training completed by 75% of AD and HSE faculty.	Adult Diploma and High School Equivalency faculty	Ongoing	N/A
Pilot new and modify existing course offerings - including online, competency-based, direct instruction, and independent-study. Monitor students' progress to see which offering types are generating the most student learning gains and make future course offering based on this information.	In comparison to PY 2019-20, more course modalities will be offered (online, competency-based, direct instruction, and independent study).	AD and HSE faculty ABE Director and Assistant Director	Ongoing	N/A
Complete data review of implementation outcomes for earned certificates from a variety of data sources including TE, Banner, and ABE database.	Data reflects increase of student completion rates by 10% as compared to previous program year	Assistant Director of ABE (Omi)	July 2022	N/A

Has this goal been completed?   YES

What data points provide evidence of completion?

Data sources used for tracking progress measuring student completion rates of High School Diploma and High School Equivalency were gathered from TE, Banner (Mt. SAC's college system), Canvas (LMS), and the ABE department's internal database. In comparing ABE students for those who have enrolled to number of students completing degrees/certificates, Banner indicates that rates have improved by 21% from previous year. This is also supported in the information gathered through ABE's database; in 2019-20, Adult Diploma students earned 1655 credits, and in 2020-21 they eared 2279 credits, a 38% increase. Altogether, 22 ABE courses were enhanced in Canvas for online modality, with competency-based curriculum that promoted independent study and which proved crucial to success during peak times of the pandemic.

What continuous improvement challenges did the agency experience, if any?

Faculty were challenged by creating online adaptations for curriculum, as well as learning the best ways to create user-friendly and accessible materials for students in the Learning Management System (LMS). Technological literacy also proved to be a challenge for offering online course options, for both faculty as well as student populations. Additionally, the current COVID-19 situation meant that students' schedules and needs were consistently changing due to circumstances outside of their control, so faculty had to be particularly responsive and adaptable to students' needs by modifying course modality options.

Were activities completed in the established timeline? Why or why not?

Yes, several activities related to this goal are ongoing -- including investigating and developing online learning modalities, engaging in professional development training for faculty, and piloting new, as well as modifying, and monitoring existing course offerings. These activities have been engaged in regularly, including in-house professional development sessions offered by the department's new Canvas professional expert who was hired as part of this goal. Additional activities, such as hiring an online course designer by obtaining approval of a Student Equity and Achievement Program (SEAP) mini-grant, as well as completing various data reviews, were also accomplished in the established timeline, as faculty and management worked together to complete these tasks.

How might the agency overcome such challenges in the future?

For both creating online adaptations for curriculum, as well as creating more accessible materials for students in the LMS, the department continues to provide support via targeted professional development. The Canvas professional expert also helped alleviate challenges faced in this area. Technological literacy issues have been, and continue to be addressed, through implementation of more student-centered orientation modules that help students overcome technical issues faced when taking online courses. The School of Continuing Education has also created a Student Online Support (SOS) team that has further helped overcome challenges faced by students who are working on course completion through an online avenue. To ensure we are meeting students' often-changing needs, faculty also meet on a biweekly basis to discuss ideas and modifications to current/future modes of course completion.

Goal 2	Complete			

From 2021-22 to 2022-23, ESL will integrate an online reading platform in advanced level courses and hold in-services to train faculty to effectively utilize this tool. These efforts will result in Low Advanced Educational Functional completion rates (NRS Table 4) increasing agency outcomes by 1% (approx. 80 English language learners) over the course of the program year.

Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
Promote ESL Reading courses to improve reading comprehension skills	Compare CASAS Reading Goal scores of students enrolled concurrently in Levels and Reading B & C courses with students who are not co-enrolled in both Level and Skill courses	Reading Faculty (Sonia, et al) SSSP Specialist (Min) VESL Coordinator (Heidi)	Ongoing (open-entry/open exit)	CASAS for reading scores
Newsela Training for advanced Level and VESL Career Paths instructors during fall ESL (Flex) PD Day	Number of participants in training will be 55 faculty or higher	ESL Instructional Support Manager (Kata)	August 2021	N/A
Train instructors to read and analyze CASAS competency reports	Number of participants in training will be 55 faculty or higher	ESL Project/Program Specialist (Kari) ESL Instructional Support Manager (Kata)	August 2021	CASAS and TE Reports
Pilot Newsela with intermediate and advanced ESL learners in core ESL and VESL Classes	Number of active users (students) will be 800 learners or higher	ESL Instructional Support Manager (Kata)	Fall 2021	N/A
Create professional learning community (PLC) to develop course measurable objectives (CMOs) related to reading objectives in intermediate and advanced courses to implement more reading activities in regular instruction	Shared file of weekly reading activities for Newsela uploaded into Canvas and available to faculty	Reading Faculty (Sonia & Jessica) ESL Instructional Support Manager (Kata)	Ongoing	CALPRO and OTAN for resources
In-service to share best practices and reading activities for Newsela	Number of participants in training will be 55 faculty or higher	Reading Faculty (Sonia) ESL Instructional Support Manager (Kata)	By May 2022	N/A
Complete data review of implementation utilizing NRS Table 4 comparison with Mt. SAC Low Advanced data for PY 20-21 comparison to PY 21-22	Data reflects agency's increase of student learning gains: 1% increase of low advanced EFL completion rates	Data Review Team: ESL & VESL Faculty (Sonia & Dana) ESL instructional Support Manager (Kata) Director of English Language Learners (Jody)	By end of program year, June 30, 2022	CASAS

Has this goal been completed?   YES

   What data points provide evidence of completion?

Yes, the ESL program met its goal of raising the NRS functioning level by more than 1% from 2020-21 to 2021-22 academic year for Low-Advanced ELLs in the program.

ESL Level 5 increased by 14.69% (89 students) in comparison to previous year, and Level 6 increased by 3.5% (142 students). The information was tracked via the CASAS Data Portal. The program also used TE, Newsella software, Canvas, and Banner course completion rates to track student success.

What continuous improvement challenges did the agency experience, if any?

The biggest challenge occurred in the area of Newsella integration into Canvas, our LMS system. The process took longer than expected, so the training and professional development activities had to be postponed. Once the integration obstacles were overcome, faculty were then able to effectively merge the program into their online course shells. By this point, however, we had fewer faculty participants than we had hoped -- 6 professors trained for Newslella integration, those teaching Reading, when initially we had hoped for all 55 faculty to implement it whether or not they were assigned a Reading class.

Were activities completed in the established timeline? Why or why not?

Majority of the activities were completed in the established timeline. The PLC faculty took a leading role in the process of curriculum development, promotion of Reading courses, and peer training. In August 2021, there were 6 faculty who trained to implement Newsella prominently in their Reading courses as well as to use formative assessments. The ESL department had to reschedule Newsella training for Flex due to shifting conditions of the pandemic and return-to-campus protocols for both students and faculty. Training to read and analyze CASAS reports was integrated into all-faculty department meetings and in-services during fall and spring terms. Despite these challenges, 150 students were able to utilize the software throughout the terms in both online and on-campus classes. In terms of success metrics, advanced Level 5 saw 14.69% increase in Educational Functioning Level Gain from previous year and Level 6 saw a 3.2% increase.

How might the agency overcome such challenges in the future?

Reliance on a specific software/program (Newsella) proved to be problematic. In the future, there will be an expanded set of resources that includes reading materials such as Open Educational Resources (OER), print resources, and other reading software. In regards to professional development, the department will utilize more frequently scheduled opportunities -- i.e. each term rather than once during the academic year. Resources for both faculty and students will be posted and accessible on an on-going basis.

SMART Goals

Goal 1

By June 30, 2023, ESL will integrate additional reading resources and activities into Level 1 and Level 2 courses. These efforts will result in increasing agency outcomes of Beginning Educational Functional Level gain (NRS Table 4) by 10%, or approx.120 English language learners, over the course of the program year in comparison to 2021-22.

Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
Increase ESL Reading A course enrollment for new and continuing students by promoting classes through announcements to faculty, flyers, and social media.	Compare next year's (PY 2022-23) student enrollment in Reading A courses with current year's enrollment (PY 2021-22) to show an increase in enrollees.	ESL Faculty Outreach Specialists Registration Staff ESL Library Staff ESL Counselors	June 30, 2023	NA
Develop, implement, and share successful strategies in reading activities at various ESL professional development venues (Flex, in-services/workshops, small-group meetings).	A minimum of 30 new or modified activities (ready-to-use) will be created by participating faculty and will be posted in an online ESL depository.	PLC Leaders Reading Faculty ESL Instructional Support Manager	April 30, 2023	NA

Train new and continuing instructors to read and analyze CASAS competency reports in order to improve classroom strategies for reading comprehension.	Number of participants in training will be a minimum of 10 faculty who are teaching beginning levels.	ESL Project/Program Specialist ESL Instructional Support Manager Beginning ESL Faculty	Ongoing	CASAS Workshops TE Training and Reports

Goal 2
By providing additional avenues through which students can complete courses (e.g. online, in-person, competency-based), by July 2023, high school diploma and high school equivalency completion rates will be the same or increase compared to the previous year (PY 2019-20) when comparing the number of students enrolled to the number of students completing degrees or certificates.

Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
Review most recent student data from TE, Banner, and department database for current student completion rates.	Reviewed student completion data shared with ABE team.	Assistant Director (ABE)	By December 9, 2022 (end of fall term)	CASAS
Investigate and develop online learning modalities.	Course meeting standards of California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric. Participation in training and/or professional development for faculty who are developing new learning modalities.	Adult Diploma (AD) and High School Equivalency (HSE) faculty	Ongoing	N/A
Pilot new and modify existing course offerings - including online, competency-based, direct instruction, and independent study. Monitor students' progress to see which offering types are generating the most student learning gains and make future course offerings based on this information.	In comparison to PY 2020-21, more course modalities will be offered (online, competency-based, direct instruction, and independent study).	AD and HSE faculty ABE Director and Assistant Director	Ongoing	N/A
Complete data review of implementation outcomes for earned certificates from a variety of data sources including TE, CASAS, Banner, and ABE database.	Data reflects maintenance of student completion rates as compared to previous program year.	Assistant Director (ABE)	June 30, 2023	CASAS and ABE database