

School of Continuing Education
WASC Action Plan 2024 - 30

Online Instruction and Online Student Support Services

Goal: Improve online instruction and online student support services to optimize student achievement.

Rationale:

The School of Continuing Education (SCE) has been offering online instruction and online services since the onset of the pandemic in Spring 2020. Faculty and staff have made some progress in improving the online experience for students. And while faculty and students appreciate the flexibility and benefits offered by online instruction and online services, they have all had to adjust to the new modality. The self-study process highlighted the need to address challenges faced by both faculty and students when using this new modality. The focus of this goal is to make improvements in online offerings and consider the learning and technology needs of vulnerable populations such as immigrants, older adults, adults with disabilities, and other groups. Some of the strategies include increasing Canvas shell accessibility, redesigning online curriculum, improving online career services, and providing training to students and professional development to faculty. There is a commitment to continue improving online instruction and online services to optimize student achievement for underrepresented populations.

Priorities & Goals Addressed:

ILOs:

- Communication
- Critical Thinking
- Information and Technology Literacy

Division Goals:

- *Teaching and Learning.* Expand and support innovation in teaching, learning, academic support, and management within SCE.
- *Student Support.* Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

College Priority Areas:

- *Priority 3:* Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.
- *Priority 4:* Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.

Objective	Person(s) Responsible	Tasks/Mean of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
1.1 Improve online instruction for noncredit students through the use of data, best practices, and professional development.	SCE faculty, staff, SCE Leadership Team	1. Offer division-wide faculty training on online basics, course design, RSI.	Fall 2024 – ongoing	Funding for non-teaching, hourly classified support supplies, professional development and conference funding, software, speakers/trainers	Canvas shells, Banner reports, agendas, meeting minutes, survey results	<u>Fall 2024</u> Fall 2024 Flex Day included training for SCE faculty by an ABE professor on <i>AI for Equity in Education</i> . Professors also had the option to participate in the <i>Your RSI Course Review, Fall 2024</i> breakout session. Professors who were certified to teach online 4 years ago also took the Spot@1 recertification training, which required a regulations update workshop, RSI review requirement, and 2 hours of qualifying workshops. Professors also provided mentoring and support to new adjuncts teaching online in their departments.
		2. Share best practices.	Spring 2025 – ongoing			<u>Spring 2025</u> ABE faculty attended Virtual AI Workshop Series that focused on Ensuring Inclusive Learning Experiences, Strengthening College and Career Exploration in Dual Enrollment, Enhancing Student Supports, and Enhancing Teaching and Learning. The knowledge gained was then shared with colleagues within and outside ABE. Faculty also attend SXSW EDU and share with colleagues. Information shared in 2025 included: Tiny Experiments - Mental Health, Well-Being, and Improved Practices, which was helpful in discussing how to update and fix online classes. Faculty have also established informal communities of practice, which have included training on how to build and use bots in Playlab. <u>Spring 2026</u> After attending SXSW EDU in 2026, ABE faculty shared with colleagues the 10 big takeaways, which included Design Learning for the AI Era, Protecting the Learning Process (especially for online classes).
		3. Examine enrollment, retention, and completion data for online courses.	Spring 2024 – ongoing			<u>Spring 2024</u> Data for online courses were collected and integrated into the SCE Profile in Spring 2024. The table will be permanently included in future SCE profiles.

		4. Improve course completion in online courses by 10% within 3 years.	Spring 2027			
		5. Administer a student satisfaction survey	Spring 2026 and 2028			<u>Spring - Summer 2026</u> The SCE Instruction Student Survey was developed and administered. A total of 1,339 students took the survey. Survey results indicated that 90% of the 569 students who took online classes liked doing so.
1.2 Improve online student support services for Adult Secondary Programs.	Director, Assistant Director, faculty, staff	1. Examine current processes for online student support.	Spring 2024 – Fall 2024	Faculty non-teaching funding	Website, meeting minutes, outreach materials	<u>Spring 2024</u> Surveyed 5000 summer HSR students/parents re online student support needs. 239 Responses were returned. Parents indicated wanting more information about progress in their students' classes and that the SCE application was the most difficult part of their experience in the program. Given the findings, we added "Parent Information" sections to the HSR Quick Guide, website, and Get Started Guides. We also met with summer counselors to devise strategies for reaching parents in a timelier manner when students were not attending. Lastly, we created a system for notifying Academic Year HSR students' families if the student is not attending regularly or has yet to sign in. With regard to the SCE Application issues, we created an "Application Guide" that is included in the initial email that is sent to schools (along with the flyer and Quick Guide). This is in addition to the comprehensive information already on the Registration page.

		2. Develop a more targeted online support information and orientation session.	Fall 2024 – Fall 2025			<u>Fall 2024</u> The Adult High School Diploma and GED Program orientations were revamped with a slide deck that is available to students via email after they attend the orientation with a counselor (either via Zoom or in person) to reinforce the information provided. For HSR, we identified that a stand-alone orientation and emails were not efficient ways to provide information to students and their families because they did not allow for information updates. As a result, we have moved all of our "Next Steps" from emails to "Get Started" websites. These sites allow students to retrieve up-to-date information about how to get started with their respective programs. They also provide for streamlined emails that ensure that students understand where they can find information as needed. The "Get Started" pages for HSR also include the orientation presentations for students and families to review on their own schedule. The AESA "Get Started" page provides reinforcement and links to Next Steps outlined in the counselor orientation-to-AESA meeting. <u>Fall 2025</u> Streamlined ASE orientation PowerPoint to ensure students have received comprehensive program info.
		3. Create new materials to show pathways for credit and noncredit options.	Fall 2025 – ongoing			<u>Fall 2025</u> New handout was created to show credit pathway equivalencies for AD courses. Step-by-Step College Application Guide created. Presentations - Transitioning to Credit Aztec Flyer created.

		4. Implement new online support services.	Spring 2026			<u>Spring 2026</u> During online orientations, a classified staff member is now present to assist with GED.com/Aztec Incoming AD students are now immediately enrolled into new Intro to Adult Diploma class For online orientations, AD students are now immediately connected to an instructor for introduction during orientation Creation of orientation Video
		5. Survey the students on the effectiveness and usefulness of online support.	Fall 2027			
		6. Analyze results. 80% of survey-takers will find it effective	Fall 2027			
1.3 Develop improved online learning interactive workshops to onboard and support students who are new to online learning or need additional online support.	SCE Leadership, SCE faculty, and staff	1. Identify students new to online learning each term and develop a process for referring current students experiencing technology challenges.	Fall 2024	Website, faculty non-teaching funding, hourly classified funding	Meeting agendas and notes, attendance data, faculty non-teaching, survey data	<u>Fall 2024</u> Students new to online learning are identified during the orientation process. The process for referring students to tech help also starts at orientation, where resources, such as the SCE Student Online Support (SOS), are discussed. Students are told where to turn to for assistance. Instructors assist in class and staff outside of class, and both refer to SCE SOS if issues cannot be solved.
		2. Design and offer onboarding workshops and Canvas workshops that are flexible and ongoing.	Fall 2024 – Fall 2025			<u>Fall 2024</u> After discussions with faculty and managers, training and workshops were embedded within classes rather than held separately. Generally, classes now include an orientation module for hands-on practice on how to use Canvas to successfully complete assignments. The first assignment in some classes is a Canvas guide and quiz. In synchronous lab classes, staff will join Zoom to assist students as needed.

		3. Survey attendees on workshop benefits.	Winter 2026			<u>Winter 2026</u> Because it was more efficient for students to access training in class rather than in external workshops, the workshops were not held. Therefore, there is no need to survey students on the workshop benefits. Instead, students will be surveyed in Spring 2026 on their experience taking online courses.
		4. Modify the process and workshop based on data collected and leverage student support survey data.	Spring 2026			<u>Winter 2026</u> Because it was more efficient for students to access training in class rather than in external workshops, the workshops were not held. Therefore, there is no need to modify workshops. Instead, the results from the Spring 2026 online instruction survey will be used to identify and address lingering issues.
1.4 Offer online STV program information sessions to improve access to training for high-demand career fields.	Faculty, STV Coordinator, staff, counselors, STV Director	1. Faculty will record information sessions for their respective programs.	Summer – Fall 2024	Faculty non-teaching funding, marketing funds	Meeting notes, recorded information sessions, attendance rosters,	<u>Summer - Fall 2024</u> STV budget will not accommodate ongoing information sessions. Instead, faculty developed PowerPoint presentations highlighting important program information that can be shared with potential students.
		2. Develop a process to track students who attended the synchronous information session and to provide guidance on making a counseling appointment in Navigate.	Winter-Spring 2025			<u>Winter 2025</u> The STV team decided to go back to synchronous Zoom information sessions led by the STV coordinator, which made it easier to answer questions and track attendance. Zoom information sessions have been taking place and attendance has been monitored through Zoom platform. The STV team can download the names of those who registered, their email addresses, and their exact times of attendance. The information sessions provide guidance on how to make counseling appointments.

		3. Offer synchronous information sessions to students and track participation by program.	Spring – Summer 2025			<u>Winter - Spring 2026</u> Once faculty developed the PowerPoint presentations, we began offering informational sessions for each of our programs. Prior to student registration, we now offer program-specific information sessions that are highly recommended for prospective students. Following each session, students are sent a survey to confirm their intent to enroll. These sessions help students better understand the program of interest and provide an opportunity to ask questions. Attendance is tracked through Zoom, as students are required to register in advance. When promoting Summer 2026 courses, we include a QR code that allows students to easily sign up for information sessions. Students can register for multiple sessions if they are considering more than one program.
		4. Administer a short survey at the end of each session. 85% of respondents will express satisfaction at the end of each session.	Fall 2026			
		5. Review with STV team the outcomes of the synchronous information session, including survey and attendance data and identify areas of improvement.	Fall 2026			
		6. There will be a 5% increase in STV enrollment by Fall 2026 when compared to Fall 2025.	Fall 2027			

1.5 Redesign the Adult HS Diploma Program's online curriculum	Faculty, staff, Director, Assistant Director	1. Assess Adult HS Diploma online courses for uniformity and accessibility in Canvas, DEISA inclusion, CTE context, and content and rigor.	Fall 2024 – Spring 2027	Faculty non-teaching funding, software	Meeting minutes, Edmentum coursework, Canvas shells	<u>Fall 2024</u> AD classes were analyzed and plan was developed to begin redesigning courses in Fall 2024 beginning with Algebra. All courses will have an AI component and the CTE context will be the subject in Real Life. For example, Algebra in Real Life. All courses will contain 10 modules for uniformity and all will include DEISA components.
		2. Redesign courses based on faculty criteria listed above.				<u>Spring 2025</u> Redesigned Algebra course completed and new course will be implemented in summer. <u>Summer/Fall 2025</u> Intro to Adult Diploma/study skills class redesigned and will be ready for Spring 2026. Other courses discussed: Health, Earth Science, World History. <u>Winter/Spring 2026</u> Health, Earth Science and World History were redesigned and completed, and will be implemented in Fall 2026.
		3. Student course completion will increase by 3% in Spring 2027.				
1.6 Develop a learning management system (LMS) for CCE courses in certificate programs that are offered online.	Community Education Director, Community Education Assistant Director, fee-based faculty	1. Evaluate current systems and assess areas of improvement.	Spring 2024	Fee-based faculty and professional development funding, hourly instructional design funding	Meeting notes, agendas, emails, identified LMS, integration of curriculum, and implementation of new system	<u>Spring 2024</u> Reviewed and assessed three different systems available, while considering process and timeline of implementation, accessibility to students and faculty, learning and development of system for stakeholders, and associated costs.
		2. Identify feasible platforms.	Summer 2024			<u>Summer 2024</u> Google Classrooms has been identified.
		3. Develop structure, process, and access for administrative staff and faculty.	Fall 2024			<u>Fall 2024</u> Google Classroom Guide has been developed and shared with staff and faculty. Guide includes instruction regarding access, process, and course structure. Training was provided for staff and faculty.

		4. Create course shell(s) within new LMS.	Winter 2025			<u>Winter 2025</u> The Medical Insurance Billing (MIB) Program, specifically MB1 and MB2, have been selected as the "pilot" for implementing the new LMS this term. A course shell has been created for each class by faculty.
		5. Provide faculty and staff training on new system.	Spring 2025			<u>Winter-Spring 2025</u> MB1 was offered in Winter 2025 and MB2 in Spring 2025, with both courses delivered online through the new LMS. These two courses were selected from the program to be offered a pilot to evaluate The implementation through the LMS was successful for both classes due to on-going extensive training with faculty. All students successfully passed MB1 (100% success rate), and 13 out of 15 students passed MB2 (87% success rate). Additionally, all survey responses received for the two courses were positive.
		6. Integrate and implement curriculum to new system.	Fall 2025			<u>Summer - Fall 2025</u> With the success of MB1 and MB2, the entire MIB Program is now offered online through the new LMS platform, Google Classroom. The program was updated and redesigned for implementation through the new LMS platform, Google Classroom. As part of these updates, the hands-on Medical Billing Software Applications course was successfully integrated into the online format. Previously, this course could only be offered in person due to the specialized instructional lab requirements. However, faculty identified and incorporated appropriate industry-standard software solutions that now allow the course to be delivered online while maintaining industry expectations and adhering to college data security requirements.

		7. Survey students. At least 80% of students who respond to the survey will communicate satisfaction with using course shells.	Spring 2026			<u>Winter - Spring 2026</u> Program/course surveys were administered following each course, with the final course concluding in May 2026. Of the students who responded to the survey, 100% reported that the course shell was easy to navigate throughout the program. Additionally, 100% agreed that the course shell helped them effectively access course materials and assignments and communicate with their instructors. Overall, 88% of respondents expressed satisfaction with Google Classroom as the program's learning management system (LMS).
1.7 Increase online career services for SCE students.	Career Services Specialist, STV Director, STV Coordinator, Director of Systems and Operations	1. Research and identify the different career services that can be offered online.	Summer 2024	Marketing materials, web page specific to career services	Zoom workshop attendance, strategic plan, list of online services, data, Career Service Specialist meeting notes	<u>Summer 2024</u> -Researched and identified online career services. -The online career services currently available to students include: career coaching, resume development, interview preparation, job search assistance, workshops, employer information sessions, and hiring events, as well as access to Handshake, the online career services platform. -New online services to consider are an online newsletter emailed to students monthly with career services resources and updates, Career Services webpage on the SCE website, and online resume writing tools.
		2. Create a process for offering online career services to SCE, including how to raise awareness across the SCE Division.	Spring 2025			<u>Fall 2024</u> Created a career services newsletter to send monthly updates and resources to STV students. <u>Spring 2025</u> Increased classroom visits to raise awareness of career services. The Career Services Specialist created an online booking link that allows students to schedule appointments based on the service they need, including résumé assistance, job search support, and interview preparation. Appointments are available in person or online to accommodate students' needs.

		3. Offer new career services to SCE departments and students.	Fall 2025			<u>Spring 2026</u> Developed new workshops targeted to SCE departments and student populations: "Job Search Strategies" for VESL Students, "Resume Soft Skills" & "Career Exploration" for AWD students, "Job Search Strategies" for STV students.
		4. Collect new career services data, including Handshake analytics data and employment outcomes to monitor participation and effectiveness.	Summer 2026			<u>Summer 2026</u> In the 2025-26 academic year, the following career services were offered: Classroom Presentations - 10 Info Sessions - 4 Workshops - 21 Individual Appointments - 57
		5. Double the number of online career services and SCE students served by 2026-27, when compared to 2023-24.	Spring 2027			
1.8 Assess digital literacy and study skills of ESL students and develop and apply interventions.	ESL Director, ESL Instructional Manager, faculty	1. Develop materials specific to ESL students that assess digital literacy to teach them these skills.	Spring 2024 – Winter 2025	Faculty non-teaching funding	Curricular materials, pre/post surveys	<u>Spring 2024</u> Applied for, and received, the GPS grant in Spring 2024. Selected faculty developed assessment and instructional materials to identify and address areas of need.
		2. Identify a cohort of students and administer a pre-assessment.	Fall 2025 – ongoing			<u>Fall 2025</u> Student cohort identified, but pre-assessment not fully developed. Pre-assessment postponed because it was identified that the pre- and post-assessments needed further development. Pre-assessment has been scheduled for Fall 2026.
		3. Review and discuss with the ESL faculty the results of the pre-assessment, identify areas of improvement, and plan interventions.	Fall 2026 – Winter 2027			
		4. Administer the post-assessment.	Fall 2026 – Winter 2027			
		5. There will be a 20% improvement from pre-to post-test.	Winter 2027			

1.9 Expand the use of new and existing resources that support online learning for ESL students.	ESL Instructional Manager, ESL faculty	1. Identify new and existing virtual resources that are interactive technology tools encouraging active learning (e.g. Kahoot, Quizlet)	Fall 2023 – ongoing	Software licenses, faculty non-teaching funding, virtual resources	Software usage reports, textbook selection criteria, meeting notes, survey data	<u>Fall 2023</u> Per faculty request and preference, a Kahoot premium subscription was selected.
		2. Form a faculty textbook review workgroup to Identify and select textbooks with digital resources for appropriateness, equity, and currency for online courses.	Fall 2023 – ongoing			<u>Fall 2023</u> A faculty textbook review workgroup was formed. The group reviewed textbooks and their related digital resources for all levels. The group concluded that books, and related digital resources, for Levels 3 through Level 6 were outdated and needed to change. The books for Foundations to Level 2 were deemed relevant and acceptable.
		3. Pilot new materials with up to 50% of ESL level courses and then survey the faculty and students on their experience with the new materials.	Fall 2024			<u>Fall 2024</u> Introduced new textbooks in Spring 2024 to all faculty, who piloted and voted to finalize the new book selections. 70% of 43 faculty surveyed on textbook factors pertaining to instruction, design, and DEISA expressed their satisfaction with the new textbooks. When evaluating the textbooks, faculty took into consideration in-class student feedback (631 students completed the feedback survey). New textbooks fully implemented in Fall 2024.
		4. Based on input from the pilot, all faculty will be included in integrating new materials.	Spring 2025			<u>Spring 2025</u> All faculty integrated new materials (textbooks, online resources) into their classes. New policy now stipulates that all materials must be editions less than 10 years old. Surveys have now been planned for administration one year after implementation.
		5. Periodic surveys will identify the success of the project with the goal of 100% of online courses utilizing faculty-developed materials.	Fall 2026 – ongoing			

Data Analysis and Use for Strategic Planning

Goal: Expand program assessment and data use to continually improve instruction and services for student success.

Rationale:

While program assessment and data use take place at the School of Continuing Education (SCE), there is still a need for more consistency and rigor across departments. In the last six years, SCE has improved data systems, developed data dashboards, and increased the types of data collected to include modality, disproportionately impacted populations, and technology access and support. Use of such data, however, is limited, inconsistent, and not always examined with a DEISA+ lens. There is also a need to rethink the ILO assessment process to include the whole student experience. This self-study process helped SCE identify more clearly the need to enhance data literacy, analysis, and use to make decisions that improve instruction and services leading to student success for minoritized, marginalized students. Professional development for staff and faculty is also imperative for this goal to be successful.

Priorities & Goals Addressed:

ILOs:

- Communication
- Critical Thinking

Division Goals:

- *Data*. Ensure equity, access, completion, and success of educational goals for all students.
- *Teaching and Learning*. Expand and support innovation in teaching, learning, academic support, and management within SCE.
- *Student Support*. Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

College Priority Areas:

- *Priority 3*: Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.
- *Priority 4*: Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.
- *Priority 6*: Ensure open and authentic communication and coordination among stakeholders to support achievement of all College goals.

Objective	Person(s) Responsible	Task/Mean of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
2.1 Examine counseling and academic support services and processes.	Counseling faculty, academic support faculty and staff, SCE Associate Vice President, department directors, Accreditation and Planning Special Project Manager, Noncredit Workforce Manager, Systems and Operations Director	1. Develop and administer the annual survey on student support services every two years in spring terms starting in Spring 2025.	Fall 2024 – Spring 2027	Adjunct counselors, funding for non-teaching pay, classified hourly funding	Agenda, meeting notes, Banner data, survey data	<u>Fall 2024</u> Draft of a survey developed and shared with counselors, staff, and teams for feedback.
		2. Examine annual counseling usage. Based on usage data, recommend and implement enhancements if necessary.	Fall 2024 – Spring 2026			<u>Winter 2025</u> Survey draft finalized and entered onto Qualtrics for Spring 2025 administration.
						<u>Fall 2024- Winter 2025</u> Counseling data meetings took place to address the new system (AEB Navigate), including coding, scheduling procedures, and data reports. Given the new system, this had to take place first to ensure teams are analyzing valid and accurate data.
						<u>Fall 2025 - Winter 2026</u> After reviewing transition data, counselors developed a transition plan that includes specific steps by program area to encourage and support transitions to credit programs. Using the EAB Navigate counseling data brought clarity to the consistent use of DegreeWorks and the development of abbreviated education plans as prescribed by AB 928. The recommendation is for counselors to push forward abbreviated education plans for students who are not transferring to a 4-year institution or completing an ADT. Counselors discussed consistency in coding in EAB Navigate.

		3. Review and analyze student survey data every two years starting in Fall 2025. Based on data, recommend and implement enhancements to student support if necessary.	Fall 2025 – Fall 2027			<u>Fall 2025</u> Survey results were disaggregated by program area and discussed and shared with program managers, who identified 2-3 priorities to address by Winter 2026. -ABE: counselors created new in-person and online career development workshops, and are also promoting the Career Services Specialist's workshops through in-class and Canvas announcements. A new orientation course in Canvas was developed for AD students, which is accessible immediately upon enrollment and throughout their time in the program. Students can access the information when needed and at their convenience. - EAO_AWD_VRE: designed a handout for the counselor to give to students during orientation, so they have a takeaway reminder of resources discussed in the session. Also created a series of short YouTube videos to help students with Mt. SAC technology (portal, Canvas, etc.). -ESL: Three digital literacy workshops were provided in F2025 and W2026 to all ESL level classes on borrowing laptops, checking Mt. SAC email accounts, and reviewing class schedules and updating the SCE applications. Counselor presentations were embedded in the Career Guidance Center to increase outreach and engagement. -STV: Focused on increasing faculty awareness of support services so that they know when and how to refer students to the right services before they fall behind. Established an early-intervention threshold for academic support referrals, improved program information sessions so students are informed and properly prepared for their respective programs.
		4. Overall counseling usage will increase by at least 5% in Spring 2026 when compared to Spring 2024.	Fall 2026			

		5. At least 75% of students responding to the survey in 2025 and 2027 will report overall satisfaction with SCE student support services.	Spring 2025 – Spring 2027			<u>Summer 2025</u> At least 75% of the students to whom support services survey questions applied reported satisfaction with the services.
2.2 Increase transitions of noncredit students to credit enrollment.	SCE Vice President, Associate Vice-President, faculty, SCE Leadership Team, Executive Assistant II	1. Identify noncredit student cohorts, baselines, and data metrics, and workplan.	Fall 2023 – Spring 2024	Funding for non-teaching pay, supplies and catering, professional development funding, conference and travel funding	Agendas, sign-in sheets, meeting notes, workplan, conference presentations, Banner data	<u>Fall 2023 - Spring 2024</u> SCE worked with WestEd to research and develop a workplan to identify barriers for noncredit students who transition to credit. This included data gathering and analysis, focus groups and two Planning/Strategy sessions that involved staff from across the campus. From these meetings, action steps were identified, including the development of the Transitions Advisory Group (TAG). TAG identified AWD students and students with residency issues as the two groups to focus on. Initial data on transitions were gathered from focus groups conducted in Spring 2024. Data gathered and disaggregated based on SCE programs noncredit students enrolled.
		2. Develop a transition leadership team tasked with leading the transition workplan, designing subgroups, and gathering campus leadership.	Fall 2023 – Spring 2024			<u>Fall 2023 - Spring 2024</u> Established the Transition Advisory Group (TAG), comprised of members including SCE staff, credit and Student Service staff. TAG agreed to meet quarterly to implement and monitor the transition workplan.
		3. Determine subgroups.	Spring 2024 – ongoing			<u>Spring 2024</u> TAG established subgroups to focus on addressing specific issues. The four subgroups identified include: Counselors, AWD, Research, and Residency.

		4. Implement transition workplan (all NC including mirrored, OCHS post-secondary, CAEP partners, nonresidents, AWD, etc.).	Spring 2024 – ongoing			<u>Spring 2024</u> Workplan draft was created and finalized in Winter 2025. <u>Spring 2026</u> Transition activities were included in the college-wide strategic plan, Mt. SAC 2035. To consolidate the multiple workplans addressing transitions, the SCE Leadership developed the Mt. SAC SCE Transition Plan. It is a comprehensive workplan that addresses all the planned transitions activities. Implementation of the Mt. SAC SCE Transition Plan has begun, and updates are discussed weekly in the SCE Leadership Team meetings. TAG activities have been included in the comprehensive Mt. SAC SCE Transition Plan. Outcomes will be reported there.
		5. Increase noncredit to credit transitions by 3% annually starting in 2024-25.	Fall 2026 – ongoing			<u>Fall 2025</u> Baseline data is 7,021 transitions by Spring 2025 for the 2021-22 cohort.
2.3 Increase the consistent use and analysis of critical SCE student learning outcome data.	SCE Vice President, staff, faculty, SCE Leadership Team	1. Form a Data Inquiry Group (DIG) with SCE representatives (faculty, managers, and staff) to guide the evaluation of data for SCE and work to increase its usage among stakeholders.	Winter 2025	Funding for non-teaching pay, supplies and catering, hourly staffing, conference and travel funding, speakers	Banner data, agendas, meeting notes, professional development, conference and travel funding, short-term hourly funding	<u>Winter 2025</u> It was decided that the DIG will meet to address specific data challenges. The first meeting addressed two specific issues pertaining to certificate and counseling data. The DIG concluded that programs will issue certificates twice a year (January for Summer and Fall completers and July for Winter and Spring completers). This new procedure will help address any certificate issues in a timely manner. Data from the new counseling platform (EAB Navigate) was discussed. The DIG concluded that programs will reconfigure counseling session codes to better align division-wide. This will make it easier to compare counseling data across programs and to understand it.

		2. Develop DIG objectives with outcomes including the identification of division-wide and department data inquiries each year focused on disproportionately impacted and underrepresented SCE student success.	Fall 2024 – Fall 2025			<u>Fall 2024</u> Began division-wide data discussions and each program area produced a data inventory to help identify data needs. Planned for the first DIG meeting in Winter 2025. <u>Winter 2025</u> Identified certificate completion data as the first issue to address. To avoid human error and to make the issuance of certificates more efficient, a new internal database was developed. Certificate data were cleaned, and a new process was implemented to ensure accuracy and efficiency in issuing certificates. The second issue identified pertained to counseling appointment data, given major database changes and the need to update appointment codes. Managers and counselors provided feedback to ensure counseling codes were updated and valid.
		3. Implement the DIG objectives.	Spring 2025 – ongoing			<u>Spring 2025 & Summer 2025</u> The revised certificate issuance process was reviewed and finalized. New and revised counseling codes were discussed as they were already updated in Navigate, the new database. While it was unclear whether all counselors were aware of the changes, managers indicated they would meet with them and the AVP would further discuss this at counselor meetings. The SCE Student Services Survey results were discussed. Managers were instructed to identify 2-to 3-priorities based on the survey results to address in the Fall 2025 term, and by the end of the Winter 2026 term, report on the results of addressing those priorities. Also, the DIG participants began to explore how to collect mental health services data, in preparation for services once the mental health technician begins service at SCE students. <u>Winter 2026</u> Distributed a handout of internal deadlines relating to certificates and counseling, CAEP, and MIS data. Discussed and agreed on producing a written handbook to ensure everyone is aware of deadlines and the proper procedures when handling data.

		4. Provide at least 3 professional development data-focused opportunities and division events.	Fall 2025 – ongoing			<u>Fall 2025</u> - Counselors held a retreat to discuss the Navigate counseling data and refine coding issues. The AVP and the Director of Systems and Operations discussed the coding and the technical process of where and how to enter the information in Navigate. - A training took place with managers and classified staff from each program area to learn how to use the new database used to auto-identify certificate completers.
2.4 Analyze Adult Basic Education, HS Referral, and Adult Secondary Education program completion data to improve instruction and student success.	ABE faculty, staff, Director, Assistant Director	1. Faculty and staff will review and evaluate student completion data (4 times per year, including PIE day).	Fall 2024 – ongoing	Faculty non-teaching funding for professional development and curriculum design, Banner and Argos data	Meeting minutes, completion data, presentation materials, agendas	<u>Fall 2024</u> At 9/18/24 staff meeting, AIME Data, AESA data, ABE grad transition to credit data, and HSR data were discussed. At 10/31/24 PIE Day meeting ABE completion data was discussed. <u>Spring 2025</u> At CAEP workgroup, members examined TE reports and strategies to help students. That information was brought back to our department and shared at 5/28/25 meeting. SLO and ILO data report out at 5/28/25 staff meeting. <u>Fall 2025</u> At 9/17/25 staff meeting AIME, AESA and Transition Data handouts were discussed. At 10/8/25 staff meeting Student Survey Results on Support Services were discussed. 10/31/25 - Program Review with pie day. New program review model was discussed and completion data was shared. 3/24/25 - Data for new Intro to AD class discussed with AD faculty, tutors, counselors.

		2. Based on the data review, faculty will design interventions and curriculum changes.	Spring 2025 – ongoing			<u>Fall 2025</u> ABE will work with transition counselor to identify ASE grads who haven't transitioned and offer services. Counselors presented new Career Development Workshops in Fall 2025 and Spring 2026, both in-person and virtual, as a result of student survey results.
		3. There will be a 5% increase in course completion for ABE, HSR, and ASE overall from 2024-25 through 2026-27.	Spring 2026 – Spring 2027			
2.5 Analyze data from WIOA Student Intake Survey to improve student learning in courses and services.	ESL Leadership Team, faculty	1. Gather data from WIOA survey about digital access and technology use.	Spring 2024 – ongoing	Faculty non-teaching funding for training	WIOA survey and related data results, agendas, and meeting/PD materials	<u>Spring 2024</u> WIOA survey data was gathered and shared in beginning of spring and fall terms. Process has been institutionalized.
		2. Faculty and managers will review and analyze data from WIOA Student Intake Survey in fall and spring.	Spring 2024 – ongoing			<u>Spring 2024</u> Faculty and managers reviewed and analyzed data. The following findings were identified: need for digital literacy curriculum, orientation to online learning, and hybrid learning models flexible online components to in-person instruction. Faculty agreed to also gather qualitative data regarding digital literacy needs they observe in the classroom.
		3. Develop and implement faculty professional development based on student digital literacy and technology needs.	Fall 2025			<u>Fall 2025</u> Professional development was done based on faculty experience of their observations of students and review of Canvas analytics. Student self-assessment input was also integrated into the PD.
		4. Evaluate effectiveness of faculty professional development.	Fall 2026			<u>Fall 2026</u> Data collected by instructors who participated in the professional development activity and implemented interventions showed a 75% increase in online student participation. As a result, more instructors will be invited to participate in this professional development activity.

2.6 Improve the survey process for students taking fee-based courses and those using the Testing Center.	Department managers, Testing Center Clerk, staff, short-term hourly, and fee-based faculty	1. Evaluate the current survey process and review existing data elements for relevance and currency.	Spring 2024	IT staff, technology equipment, hourly support, clerical support, and professional development funding	Survey, survey results, post-program data reports with analysis, meeting agenda, minutes, emails, and recommendations	<u>Spring 2024</u> Evaluated current survey process and reviewed existing data elements for Testing Center. Testing Center will no longer offer paper surveys. Will change to electronic survey distribution with additional data elements; will increase efficiency in data analysis and survey distribution.
		2. Identify and add new data elements and examine ways to increase response rates.	Spring – Summer 2024			<u>Spring 2024</u> Additional data elements identified for Testing Center. Survey has been converted to a SmartSheet questionnaire for testing center clients to complete after checking out of the center. No additional data elements for Community Ed but reviewed ways to increase program/course evaluation survey responses, which included how surveys were distributed and presented to students and faculty, the timing of survey distribution, faculty engagement in the process, and methods for encouraging participation.
		3. Share and receive updates with staff and faculty.	Fall 2024 – ongoing			<u>Fall 2024</u> Shared 2023-24 CCE program/course survey responses with staff and faculty. Discussion on survey held in November 2024 CCE Department Meeting regarding content in responses, data elements, and ways to increase responses. It was concluded that relying on a single survey distribution method may limit response rates. Beginning with future course evaluations, Community Education will utilize multiple distribution methods, including in-class administration and/or email, and text messaging, to improve accessibility, encourage participation, and increase overall survey response rates. On-going conversations on ways to improve survey process and increase responses are being held, such as timing of survey distribution and methods for encouraging participation.

		4. Administer the new survey to fee-based students and Testing Center candidates.	Summer 2025			<u>Fall 2024 - Summer 2025</u> Final data elements were incorporated, and new program/course surveys began being administered to fee-based program participants and Testing Center candidates.
		5. Evaluate the response rate and the data from the updated survey.	Fall 2025 - Spring 2026			<u>Fall 2025 - Spring 2026</u> Survey responses have been consistently collected on a daily basis at the Testing Center and at the conclusion of each fee-based course. In Spring 2025, 306 of 2,718 test candidates completed the survey, representing an 11% response rate. In Spring 2026, 391 of 2,372 test candidates completed the survey, increasing the response rate to 16%. This reflects a 5% increase in survey participation from Spring 2025 to Spring 2026.
		6. Increase the survey response rate by 30% in Summer 2027.	Summer 2027			
2.7 Increase the use of CAEP outcome data among VRE and AWD faculty and staff for advancements in student achievement.	Director, VRE/AWD, VRE/AWD faculty and staff, SCE Director of Systems and Operations	1. Develop a process to improve data collection practices and increase the number of CAEP update forms.	Fall 2024	Faculty non-teaching pay, professional development, and training	Meeting agendas and notes, written data collection plan, CAEP Update form data, tracking document of actions taken and their effects	<u>Fall 2024</u> A CAEP update data collection process was developed. Data will be collected online only during the last week of intercession terms. During primary terms, forms will be distributed both online and in paper formats by the 12th week of the term, giving 4 weeks for responses and return to the office for processing.
		2. Provide training to faculty and staff on content and usage of CAEP update forms.	Fall 2024 – Spring 2025			<u>Fall 2024</u> At the end of the fall 2024 term, a data dictionary was provided to all professors to share with students on the definitions of common CAEP update outcomes. Additional review of the data dictionary and best practices for data collection will be discussed at the Spring 2025 faculty meeting. <u>Spring 2025</u> At the Spring 2025 faculty meeting, faculty discussed the CAEP update forms, including a new process (online for winter & summer, online and paper for fall and spring) and common outcomes and definitions.

		3. Faculty will review CAEP data each term and determine actions and necessary interventions for student learning outcomes.	Spring 2025 – Fall 2025			<u>Spring 2025</u> At the Spring 2025 faculty meeting, CAEP data were reviewed. Actions were proposed to improve data collection. Plans were put in place to improve the data collection process for the 2025-2026 academic year.
		4. Provide any necessary professional development and best practices to faculty and staff.	Spring 2026			<u>Spring 2026</u> Additional training was provided to counselors and staff and a “cheat sheet” was created to prevent further errors with Navigate data. During 2025-26 data are being collected to have an accurate baseline for orientations. Plans were put in place to discuss the 2025-2026 Navigate data in Fall 2026.
		5. Increase response rates for the CAEP update form by at least 25% by Spring 2027.	Spring 2027			
2.8 Improve EMT program completion and national exam pass rates.	EMT Director, EMT faculty, STV Director	1. Use Banner and NREMT (National Registry of Emergency Medical Technician) data to evaluate and track EMT course and program completion and certificate data.	Spring 2024 – ongoing	Faculty non-teaching funding to develop course materials, evaluate data and professional development	Completion data report, attendance rosters, meeting notes	<u>Spring 2024</u> To improve program effectiveness, we now track NREMT pass/fail data for all graduates. This data allows us to calculate pass rates, identify the need for targeted NREMT test preparation courses, and inform instructors about specific areas where students require additional support.
		2. Use course and assessment data to identify and reach out to students that need assistance passing NREMT.	Spring 2024 – ongoing			<u>Spring 2024</u> We reached out to students who did not pass the NREMT to provide information about our prep course and to arrange scheduling options tailored to their individual needs. Additionally, we extend this support to all EMT students seeking extra assistance to successfully complete the program.

		3. Provide a test prep course to students completing the EMT program or not passing on 1 st attempt.	Spring 2024 – ongoing			<u>Spring 2024</u> To improve NREMT pass rates and EMT student preparedness, we offered 2 test-preparation courses. They were offered to students who had previously failed the NREMT exam and to current EMT students preparing for their final exams and the NREMT. Students who had not passed the NREMT were contacted and invited to participate. <u>Winter - Spring 2025</u> The NREMT Test Prep course (VOC HTH05 – Health Careers Skills Lab) has had consistent student interest and participation across multiple terms. In Fall 2024, the course enrolled 37 students with no drops, reflecting strong initial demand and retention. Enrollment remained steady in Spring 2025 with 22 students enrolled and 4 drops, and Summer 2025 had 18 enrolled students with 4 drops. These enrollment trends demonstrate the ongoing need for NREMT preparation support to help students strengthen exam readiness and improve success outcomes in the EMT pathway. <u>Spring 2026</u> Taking the NREMT exam within two weeks of program completion has the highest likelihood of passing on a first attempt. EMT faculty recently determined that implementing an EMS Foundations course would also support student success in the program by providing foundational EMS knowledge and skills early on, allowing EMT90A and EMT90 to place greater emphasis on NREMT preparation and advanced application of concepts.
		4. Increase course and program completion rates by 10% and NREMT pass rate by 5% in 2025-26, when compared to 2023-24.	Spring 2026 – ongoing			<u>Spring 2026</u> In 2023-24, a total of 116 EMT program completers took the NREMT exam for the first time and 62% (or 72) passed. In 2025-26, a total of 166 program completers took the NREMT exam for the first time and 83% (or 138) passed. The passage rate increased by 21% in two years. The number of completers taking the exam for the first time increased from 116 in 2023-24 to 166 in 2025-26, reflecting a 43% growth.

2.9 Expand ESL faculty professional development that utilizes CASAS assessment data for instructional improvement.	ESL faculty and ESL Instructional Manager	1. Continue with professional development for instructors to analyze CASAS reports to monitor student learning progress.	Spring 2024 – Spring 2025	CASAS reports, professional development, funding for non-teaching funding	Training materials, PD agendas, CASAS data, survey data	<u>Spring 2024</u> All faculty receive CASAS report and review it once a semester in their PLC. If additional support is needed, faculty can request a one-on-one meeting with a manager.
		2. Introduce and train faculty to utilize new CASAS teacher portal in order to pull progress reports independently.	Summer 2025 – ongoing			<u>Fall 2025</u> Faculty were introduced to the CASAS Teacher Data Portal. However, training had to be postponed due to the vacancy of the Instructional Support Manager position. Generally, the Instructional Support Manager leads these types of trainings.
		3. Survey faculty on data usage and professional development. 90% of faculty surveyed will report increased usage of student learning data and satisfaction with professional development.	Fall 2026			
2.10 Increase counseling services to lower-level ESL students (Foundations to Level 2).	Counselors, ESL managers, administrative staff	1. Conduct in-reach to all lower-level ESL students (various modalities).	Spring 2024 – ongoing	Funding for coffee/snacks, adjunct counseling funding	Student attendance, event flyers	<u>Spring 2024</u> Intervention specialist focused on reaching out to lower-level students who were no show/drops. A total of 425 students were contacted, and 185 (42%) returned. Manager requested that counseling data be broken down by level in SCE Profile table. While counselors are available to lower-level students, no pathway presentations were made in lower-level classes.
		2. Conduct workshops to support lower-level students' goals and promote pathways (Coffee with Counselors, ESL Career Conference)	Spring 2025			<u>Spring 2025 - Spring 2026</u> Although challenging, there has been an intensified focus on providing services to students taking lower-level courses. In-reach has been in the form of: -Career Guidance Center (CGC) - Fall Meet and Greet - Class Presentations - instructors invited counselors to introduce themselves - Coffee with the Counselor - Open House - Career Conference

		3. Increase by 10% the number of lower-level ESL students making individual counseling appointments	Spring 2026			<u>Spring 2026</u> Efforts were made to increase the number of lower-level ESL students making individual counseling appointments. The Spanish-speaking Intervention Specialist and Registration Specialist proactively contacted no-show and dropped students to promote enrollment in online classes and encourage them to make a counseling appointment to discuss their options. Follow-up communication was conducted via email to encourage students to connect with counselors. However, the number of lower-level ESL students making individual counseling appointments decreased to 931 in Spring 2026 when compared to the 1086 in Spring 2025. Given that enrollment was lower than usual in 2025-26 (due to students' fear of ICE raids), the number of students making appointments has also declined.
2.11 Increase the completion rates for math credit recovery students.	OCHS Director, OCHS Coordinator, OCHS math faculty	1. Determine the sample for evaluation of completion data and describe the demographics of the sample.	Summer 2024	Faculty non-teaching pay	Agendas and minutes, Banner and Argos data	<u>Summer 2024</u> Student sample was selected. It's comprised of 1,685 Integrated Math 1 students and 1,021 from Integrated Math 2 classes who completed the courses in Summer 2024. The demographics for Integrated Math 1 are: 1% American Indian/Alaskan Native, 8% Asian, 5% Black/African American, 66% Hispanic/Latinx, 2% Native Hawaiian/Other Pacific Islander, 16% White. The demographics for Integrated Math 2 are: 2% American Indian/Alaskan Native, 15% Asian, 5% Black/African American, 62% Hispanic/Latinx, 1% Native Hawaiian/Other Pacific Islander, 11% White.
		2. Gather credit recovery math course success data from summer 2024 for the defined population to determine baseline success rate.	Fall 2024			<u>Fall 2024</u> Data was gathered from all of the math courses offered during the Summer 2024 session, it showed that all math courses have a completion rate of 70% or higher (receiving an A, B, or C). Int. Math 1 A/B= 83%, Int. Math 2 A/B= 74%.
		3. Based on the evaluation of the data, math faculty and program director will recommend interventions to improve course success.	Spring 2025			<u>Spring 2025</u> After reviewing and evaluating data, the program planned a tutoring program that would place one tutor per math class during the summer.

		4. Implement one or more faculty-designed interventions in summer 2025 credit recovery math courses.	Summer 2025			<u>Summer 2025</u> Successfully implemented the tutoring program that placed one tutor in every math class during summer high school. A total of 47 classes had one tutor in them.
		5. There will be a 15% increase in math credit recovery course completion by summer 2025.	Summer 2025			<u>Fall 2025</u> Compared to Summer 2022, the completion rate in Summer 2025 for math classes increased by: - 34% for Algebra 1 - 17% for Algebra 2 - 15% for Geometry - 16% for Integrated Math I - 17% for Integrated Math 2 - 6% for Integrated Math 3
2.12 Develop a post-program workplan that tracks and supports STV program completers.	STV Director, STV program directors, STV coordinators and Career Services Specialist, SCE Dean, SCE Business Analyst, SCE Director of Systems and Operations	1. Develop a workplan for supporting STV students' post-program outcomes that include tools, follow-up processes, and materials.	Summer 2024 – Fall 2025	Hourly staff for student follow-up, Signal vine	Banner reports, STV tracking reports, agendas, meeting notes	<u>Summer 2024</u> A post-program workplan for STV program completers was developed. The workplan includes: - A survey to track student outcomes, including post-program continuing education and employment attainment. Surveys will be administered 90 days post-program completion. - SCE Transitions Counseling and Career Services supports students once they complete their programs. - Alumni contact. Alumni are sent emails to inform them about upcoming career events and relevant job opportunities.
		2. Streamline and expand processes with ACCJC, employers, and potential apprenticeship opportunities.	Spring 2024 – ongoing			<u>Spring 2024</u> -STV staff participated in system-wide collaborative meetings to discuss strategies to streamline and expand processes. -STV staff co-located at the Pomona Valley AJCC to share resources with AJCC staff and program participants. -STV staff participated in AJCC resource/hiring events to engage with local employers and establish student placement opportunities. -STV staff collaborated with AJCC Business Services Representatives (BSRs) for job development and placement opportunities to share with students. -STV staff connected students with AJCC case managers for additional employment support. -Career services specialist helped coordinate the

						implementation of Handshake, an Employer Relationship Management tool to streamline and expand employer partnerships. -Career services specialist organized targeted employer information sessions, inviting employer partners to share job opportunities and company information with students. -Career services specialist used Handshake to identify local employer partners and initiated outreach. -Career services specialist referred students to employer partners by sharing student resumes via email or assisting students with the application. <u>Spring 2026</u> Within the last year, staff have streamlined and expanded processes with AJCC, employers, and potential apprenticeship opportunities. The STV team has accomplished the following: • strengthened monthly meetings with DEO and our local AJCCs to discuss workforce development activities • expanded apprenticeship program opportunities for students enrolled in the Pharmacy Technician and Medical Assistant programs • established an externship site for Medical Assistant at the Pomona Valley Hospital Medical Center, and increased Pharmacy Tech externship sites to approximately 36 • formed a formal partnership with Walgreens to offer an incumbent worker program for retail managers and supervisors to become pharmacy technicians • partnered with the Career Services Center to host an employer open house
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		3. Starting with Fall 2025, SCE will have an established baseline of STV completers.	Fall 2025 – ongoing			<u>Fall 2025</u> For the 2024–2025 academic year, the following certificates were issued: -- Summer 2024: 182 -- Fall 2024: 359 -- Winter 2025: 68 -- Spring 2025: 338 Total: 947 certificates issued This total of 947 certificates establishes the baseline for tracking and measuring future growth in STV certificates issued.
		4. Increase tracking of post-program employment and transition outcomes for STV completers by 20% from Spring 2025 to Spring 2027.	Spring 2027			
		5. Increase post-program employment of STV completers by 10% starting in Spring 2026 through Spring 2028.	Spring 2028			

DEISA+ in Instruction and Student Support Services

Goal: Build capacity and apply DEISA+ best practices to instruction and student services that expand educational opportunities for marginalized students.

Rationale:

The School of Continuing Education (SCE) has long prioritized diversity and equity; however, the pandemic and troubling racially-biased incidents emphasized the necessity to take a more proactive and intentional approach to addressing issues of equity and inclusion. SCE faculty, staff, and managers have participated in Diversity, Equity, Inclusion, Social Justice, and Antiracism (DEISA+) professional development opportunities offered by Mt. SAC and the California Community College Chancellor's Office and the commitment to continue supporting staff professional development is ongoing. SCE is also strongly and passionately committed to continuing to help mitigate the barriers faced by SCE students and advancing students' opportunities for economic mobility and quality of life. SCE faculty, staff, and managers seek to put into practice and support DEISA+ best practices in instruction and services to serve marginalized students and help them succeed.

Priorities & Goals Addressed

ILOs:

- Communication
- Critical Thinking
- Information and Technology Literacy

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.
- *Teaching and Learning.* Expand and support innovation in teaching, learning, academic support, and management within SCE.
- *Student Support.* Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

College Priority Areas:

- *Priority 1:* Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.
- *Priority 2:* Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.
- *Priority 3:* Develop and expand strategies for communication about opportunities for students that support retention, persistence, and success.

Objective	Person(s) Responsible	Tasks/Mean of Assessment	Timeline	Resources Needed	Reporting	Progress/Update
3.1 Develop an SCE division-wide DEISA+ plan to build capacity in support of all students.	Associate Vice President, SCE Leadership Team, faculty, staff, Vice President	1. Newly formed SCE DEISA+ committee to request input from SCE stakeholders on their DEISA+ journey.	Spring 2024 – Summer 2024	Adjunct and hourly funding, catering, speakers, and supplies, classified hourly staff	Division-wide DEISA+ Action Plan, Sign-in sheets, survey results, agendas, presentations, Canvas shell and repository.	<u>Spring 2024</u> DEISA+ group formed, gathered preliminary information, produced a DEISA+ terminology glossary, and discussed plans for future sessions. Upon reflection, it was decided to hire a DEISA+ expert to facilitate a Division-wide training.
		2. Develop Canvas shells for the repository of DEISA+ materials.	Fall 2025			<u>Fall 2025</u> The ESL team took the lead in developing a Canvas page for a repository of DEISA+ materials. The "Curriculum in Canvas Commons" focuses on equity curriculum and has contact information for any faculty member who may need assistance in integrating the materials into their classes.
		3. Develop a DEISA+ workplan based on survey results and committee planning and vetted by SCE stakeholders, including professional development and training (implicit bias, ageism, and others)	Spring 2025 - Fall 2025			<u>Spring 2025 - Fall 2025</u> As part of the College's long-term strategic plan, surveys and focus groups took place to gather data to identify DEISA+ needs and make plans. The Mt. SAC 2035 plan is centered on a DEISA+ foundation that includes professional development and training on developing a culture of care, with a specific timeline and outcomes. The Student Equity Plan was updated in 2024-25, which also includes detailed planned actions that are focused on DEISA+. All planned actions aligned with the WASC Action Plan.
		4. Hold DEISA+ PD and training for SCE staff, faculty, and managers.	Spring – Fall 2025			<u>Fall 2025</u> DEISA+ retreat for managers, faculty, and classified staff. Discussed DEISA+ issues and strategies on how to make all students feel welcomed. Discussed and finalized the SCE's equity vision statement. As part of the discussion, got mental health services for students, as suggested by the WASC Visiting Team.

		5. Survey SCE faculty, staff, and managers on PD provided. At least 80% will express satisfaction with training.	Fall 2025			<u>Fall 2025</u> Healing-Centered Engagement (HCE) professional development took place in Spring and Fall 2025, as proposed in the College's 10-year strategic plan, titled Mt. SAC 2035, which was completed in 2025. The course is extensive, with seven modules and 10 in-person sessions that lead to certification. Due to Mt. SAC 2035's goal of strengthening a culture of care through DEISA+ focused professional development, SCE has blended its internal division-wide DEISA+ plan with the one proposed in Mt. SAC 2035. The HCE professional development of Mt. SAC 2035 will be SCE's primary training for DEISA+. Therefore, it was decided to shift the focus of providing feedback to the HCE training rather than SCE's former internal DEISA+ training. <u>Summer 2026</u> SCE's HCE-certified employees participated in a focus group to discuss the benefits and challenges of the HCE course. Despite the overwhelming satisfaction with the training, feedback was provided to help improve HCE's instruction so the course can be even more successful with future employee cohorts.
		6. Use survey data and other assessment methods to determine further professional development needs and DEISA+ actions that would support the students' educational journey.	Spring 2026 – ongoing			<u>Spring 2026</u> Due to Mt. SAC 2035's goal of strengthening a culture of care through DEISA+ focused professional development, SCE has blended its internal division-wide DEISA+ plan with the one proposed in Mt. SAC 2035. To avoid making employees go through overlapping DEISA+ trainings, SCE will encourage and support participation in the College's HCE and other DEISA+ trainings.
3.2 Offer noncredit courses in languages other than English (GED, Education for Older Adults, Adults with Disabilities, Short-Term Vocational)	Faculty and directors from AWD, EOA, STV, and ABE, SCE Dean	1. Research process and implications of offering these courses.	Spring 2024 – Winter 2025	Non-teaching funding for curriculum and professional development; adjunct faculty,	Meeting minutes, outreach materials, canvas shells, agendas, WebCMS 10.0	<u>Spring 2024</u> Faculty and manager workgroup researched and recommended courses and implementation.
		2. Determine courses and work with EDC and the College's curriculum process to ensure compliance for courses.	Spring 2025			<u>Spring 2025</u> Attempts were made to negotiate with the Faculty Association, but an agreement could not be reached. Therefore, at this time, there is no plan to offer future courses in other languages.

		3. Create outreach and onboarding materials for courses.	Spring 2025	marketing funds		N/A
		4. Offer courses in desired disciplines.	Fall 2025 – ongoing			N/A
3.3 Collaborate with Rising Scholars to offer ABE courses for noncredit and credit RS students.	ABE Director and Assistant Director, ABE faculty	1. Offer basic computer and AIME classes to Rising Scholar students.	Fall 2023 – ongoing	Faculty non-teaching funding adjunct faculty	Meeting minutes, agendas, enrollment data, survey data	<u>Winter 2024, Spring 2024, and Summer 2024</u> computer class was offered and a total of 38 students were enrolled. No class offered in Fall 2024. <u>Fall 2025</u> Alcohol and Drug program reached out to see if we could do a basic computer class for their program, similar to Rising Scholars. Sept 7-17, 2025 a Computer Class for College was offered.
		2. Develop future noncredit courses as needed to improve credit and work success for Rising Scholars students.	Fall 2024 – ongoing			<u>Fall 2024</u> ABE faculty and managers met with the Rising Scholars Program team and identified AIME as the next noncredit course to offer. It was agreed to offer it in Spring 2025 or Summer 2025. <u>Spring 2026</u> ABE faculty have continued to collaborate with the Rising Scholars Program. Rising Scholars students have continued to take AIME classes. In addition to AIME, computer literacy courses were also designed for Rising Scholars to increase the likelihood of success with credit courses. ABE collaborated with the Rising Scholars Program and has scheduled another computer literacy course specifically for Rising Scholars students in Fall 2026.
		3. Survey Rising Scholars students on noncredit course satisfaction. 80% of students will be satisfied with the courses.	Fall 2026– ongoing			

3.4 Deliver orientations specifically for off-campus AWD and VRE students to expand access to counseling services including transition, basic needs, and other college resources.	EOA/AWD Director, AWD/VRE counselors	1. Develop an off-site class visit and orientation schedule.	Summer 2024	Adjunct counselors	Meeting agendas and notes, written plan for off campus class visit orientations, advising appointments data	<u>Summer 2024</u> A plan for class visit orientations was drafted, but quickly became impracticable due to the loss of funding for adjunct counseling support. In lieu of off-class visits and orientations, the team decided to instead review the intake documents and screen for any missing students. Staff called students with missing intake/orientation and invited them for one-on-one orientations with the counselor.
		2. Implementation orientations.	Fall 2024			<u>Fall 2024</u> Funds were unavailable to support any adjunct counselors during the Fall 2024 term. Due to high traffic on campus, the full-time counselor was unable to do class visits. While orientations for off-campus AWD and VRE students did not take place, a plan was developed to analyze counseling data for the purpose of identifying low-traffic hours that could be utilized for off-campus class visits without impacting services on campus. <u>Spring 2026</u> Off campus orientations have not been implemented yet due to high traffic and demands for appointments on campus. Discussions for cleaning up AWD Orientation & Intake process began in Fall 2025-Winter 2026 in collaboration with AWD Director, SCE Dean, SCE AVP, and SCE VP, and HR. It was decided to pilot virtual orientations for three VRE classes and three AWD classes in Fall 2026.
		3. Increase access to counseling services for AWD and VRE by 15%, starting in 2023-24 through 2025-26.	Spring 2026			<u>Spring 2026</u> Navigate data was analyzed at end of 2024-2025 academic year and found to be inaccurate due to improper appointment scheduling and reporting. Additional training was provided to counselors and staff and a “cheat sheet” was created to prevent further errors with Navigate data. During 2025-26 data are being collected to have an accurate baseline for orientations. Plan were put in place to discuss the 2025-2026 Navigate data in Fall 2026.

3.5 Expand resources and support to STV students with financial and other barriers to enrollment.	STV counselors, career services specialist, and Basic Needs Coordinator	1. Review and edit program informational materials (website, brochure, etc) to highlight that financial and other supports are available to students.	Fall 2024	Adjunct counselors	Meeting notes, tracking tool, navigate counseling data	<u>Fall 2024</u> -STV website was updated to include estimated supply/materials costs for health care programs, including that financial and other supports are available. -Developed 1-page informational flyers for each program providing a program description, labor market information, duration, modality, and program supply/materials costs.
		2. Revise program information sessions to include a discussion of financial support available to students. Collect contact information from students interested in meeting with STV staff to discuss their financial needs.	Fall 2024 – ongoing			<u>Fall 2024</u> -Information session PowerPoints updated to include slides referencing: 1) student support services, including Basic Needs Counseling, 2) financial support for bus passes, books, uniforms, and some supplies, and, 3) available program-specific financial support -STV attained GPS mini-grant funding to assist with required materials and developed a referral process for students to access resources. -Established a task group that meets monthly to discuss basic needs assistance and referral processes
		3. Establish a process for all students to meet with a counselor within the first two weeks of the start of class to discuss and identify financial and other support needs, and to consider potential referral to the SCE Basic Needs Counselor.	Spring 2025			<u>Spring 2025</u> A process to discuss and identify needs for financial and other supports was established with the GPS Mini Grant, which expanded resources and support for STV students facing financial and other barriers by providing structured, data-informed assistance across STV programs. A total of \$9,979.72 of the \$10,000 grant was expended, with all costs carefully tracked by category and vendor, primarily supporting uniforms, textbooks, and clinical supplies. Through this funding, 41 students across CNA, EMT, LVN, Medical Assistant, and Pharmacy Technician programs received direct support, with documented outcomes including 18 completers, 6 non-completers, and 17 still in progress due to program timing. Each student met with our Basic Needs counselor, and their progress was tracked by our Career Services Specialist.

		4. Track and support students who completed a Needs Assessment with the SCE Basic Needs Counselor and received funds to support them in completing their STV program.	Spring 2025 – ongoing			<u>Spring 2026</u> STV was awarded a second GPS grant, which further expanded resources and support for students facing financial strain. A total of \$48,058.88 of the \$50,000 grant was expended, with all costs carefully tracked by category and vendor, primarily supporting uniforms, textbooks, and clinical supplies. Through this funding, 70 students across CNA, EMT, LVN, Medical Assistant, and Pharmacy Technician programs received direct support, with documented outcomes including 33 completers and 11 still in progress due to program timing. Each student met with our Basic Needs counselor, and their progress was tracked by our Career Services Specialist.
3.6 Increase Spanish-speaking ESL student success outcomes.	ESL faculty, ESL Director, ESL Instructional Manager	1. Evaluate targeted services to Spanish speaking students.	Spring 2024 – Spring 2025	Marketing funds, supplies, faculty non-teaching funds, professional development funding	Flyers from outreach events, social media statistics	<u>Spring 2024</u> Targeted services for Spanish-speaking students included: a Spanish-speaking intervention specialist, a Spanish-speaking registration specialist, and a Spanish-speaking counselor. The Language Learning Center holds orientations in Spanish for those students who prefer it in their native language.
		2. Evaluate existing course and program success data for targeted population.	Spring 2025 – Fall 2025			<u>Spring 2026</u> The ESL Program increased engagement for Spanish-speaking students by promoting participation in the Turn-the-Page reading program, encouraging students to borrow leveled readers from the ESL Library. Students were also connected with Language Learning Center (LLC) tutors and encouraged to participate in LLC Tutoring sessions, Talk and Games activities to strengthen their English language skills and increase student success. As a result, there was a 4% gain in the percentage of Spanish-speakers who received passing final grades. Spring 2025: 283 (56%) Spanish-speaking students out of 503 received passing final grades. Spring 2026: 293 (60%) Spanish-speaking students out of 491 received passing final grades.

		3. Participate in at least three outreach efforts in Spanish-speaking communities or events each semester.	Spring 2025 – Spring 2027			<u>Spring 2026</u> ESL staff and manager have attended local events targeting Spanish-speakers to promote ESL classes. Events include: - LA County Fair in Fall 2025 - On-campus event for Spanish-speaking parents (New Students' Spanish Speaking Parents Resource Event in October 2025) -Full Capacity campaign targeting Spanish-speaking community
		4. Develop support services (including counseling, tutoring, and instructional design).	Spring 2024 – Spring 2026			<u>Spring 2024 - Fall 2025</u> To further support Spanish-speaking students, new support services and activities included: -President Garcia attended one class to motivate students (Fall 2025). - Spanish-speaking instructional assistants were assigned in low-beginning computer classes (Summer 2024) -Spanish-language text messaging was incorporated through SignalVine -Spanish-language course request form (Summer 2024)
		5. Increase success metrics for Spanish-speaking students within 3 years (3% completion, 3% persistence to higher levels and 5% increased use of services).	Spring 2027			
		6. Increase Spanish-speaking student enrollment by 5% from 2024 – 2026.	Spring 2027			
3.7 Develop a process for courses with existing Mt. SAC CTE articulation agreements offered through	OCHS Director, OCHS Coordinator, CTE faculty, Transition Counselor	1. Identify which CTE courses have HS articulation agreements in place with approved faculty.	Winter 2024	Faculty non-teaching funds	Articulation agreements, Banner reports, agendas and meeting notes	<u>Winter 2024</u> As of Winter 2024, Mt. SAC has 46 high school teachers who have worked with the OCHS and have articulation agreements. Of those 46 teachers, 14 are currently active (having taught within the last 3 years) and could potentially teach 9 articulated courses for which they are approved.

the OCHS program to ensure that enrolled students earn college units.		2. Add faculty of record who is not on articulation agreements.	Spring 2024			<u>Spring 2024</u> The agreements for two of the 14 active OCHS teachers approved to teach articulated courses were updated to include the Summer 2024 session. They both taught Criminal Justice as an articulated course at two schools (Nogales and Rowland). Students enrolled in those classes were able to benefit from the articulation process.
		3. Develop agreements for CTE courses that are not articulated.	Fall 2025			<u>Fall 2025</u> It has been challenging to develop new agreements as it requires support from faculty and schools. Two new agreements were developed in 2024 and 2025.
		4. Within 4 years, there will be a 20% increase in articulations agreements with high school districts.	Summer 2028			
		5. Within 3 years starting in 2024-25, there will be a 20% increase in the number of students earning college units through the articulation process.	Summer 2028			