

# CONTINUING EDUCATION ACTION PLAN

(Updated August 2016)

## Growth Area 1

**The Division, in collaboration with College systems personnel, will improve the collection, integration, and reporting of data in order to meet accountability standards, enhance planning & decision making, and improve student learning.**

### Rationale:

There are several peripheral data collection systems throughout the Division. Data elements are migrated into Banner as needed for college-wide or California Community College system reporting and analysis. Processes must ensure that these key data elements are routinely incorporated into the College's administrative system (Banner) to provide a single data collection and retrieval point. Additionally, the state of California is moving increasingly toward outcome based funding models for Community Colleges; ensuring that key data are collected and reporting will contribute to the financial stability of Continuing Education and the College. Finally, Continuing Education will always need current and reliable data and technology tools to facilitate its planning, analysis, and implementation of projects on behalf of students.

### Goals Addressed:

#### Division Goal(s):

- Goal 1. Data – Improve in the use of data to track, assess, and report student access and outcomes.

#### College Goal(s):

- Goal 5. The College will utilize and support appropriate technology to enhance educational programs and services.
- Goal 14. The College will utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
1.1. Noncredit student access to the Mt. SAC portal will be fully functional. (Division SA)	Fall 2012	Dir. Career & Community Ed.  ABE Director, EOA Supervisor, ESL Director	Full implementation and feedback from all student groups and student services staff within the Division.	All noncredit students will have access to the portal. NC student functions within the portal will be defined according to programs.	I.T. Staff (Chuong Tran, Rick Nguyen)  PD for faculty, staff and students	Faculty/Staff: Memos, portal, PD workshops  Students: in-class training via labs, flyers, staff assistance during open labs	<u>Oct 2012</u> Complete  <u>May 2013</u> Gathered student survey and program feedback to determine next steps  <u>Summer 2016</u> A link to the noncredit student account claim form has been placed in the SCE main website. The form was recently modified to allow students to claim their portal account with information that they can easily remember (birthdate, previous classes and Banner ID). Ongoing
1.1.1 Each program will have a plan in place to publicize and	Fall 2013	Dir. Career & Community Ed., ABE Director, EOA	Use 2014 parking permit process was to gather student	Students will use the noncredit portal as needed.	I.T. Staff  PD for faculty, staff and students	Program Leadership Team minutes	<u>Spring 2014</u> Students use Portal functions as needed: ● Purchase of

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
facilitate use of the noncredit portal as appropriate to their students.  (Program AUO)		Supervisor, ESL Director	feedback regarding functionality of portal.				<p>parking permits</p> <ul style="list-style-type: none"> <li>• orientation resources</li> <li>• College information and academic history</li> </ul> <p><u>Summer 2016</u> ABE, ESL, and STV programs have included in new student orientations, materials and information for claiming and uses of the student portal.</p>
1.2. Noncredit curriculum processes will be conducted using College WebCMS.  (Division SA)	Fall 2012	Dean  Admin. NC Curriculum Specialist	Implementation feedback from faculty, leaders, Dean, curriculum specialist, and College curriculum committee.	WebCMS will be fully functional and used for the complete cycle of curriculum creation, review, and approval.	Instruction Office Staff  I.T. and Vendor  PD: Curr. Specialist, faculty, program managers	Faculty/Staff: PD workshops, memos  Screen shots of functional WebCMS	<p><u>Oct 2012</u> System is functional. Use will be ongoing.</p> <p><u>Fall 2014</u> Curriculum review and assessment cycles now connected</p> <p><u>Spring 2016</u> STV submitted new vocational course certificate in webCMS. New physical therapy aide certificate. Submitted and</p>

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
1.2.1 New certificate – required forms will be added/functional	Spring 2015	Dean  Admin. NC Curriculum Specialist	Functional	WebCMS will be fully functional and used for the complete cycle of curriculum creation, review, and approval.	Instruction Office Staff  I.T. and Vendor  PD: Curr. Specialist, faculty, program managers	Faculty/Staff: PD workshops, memos  Screen shots of functional WebCMS	waiting approval.  <u>Fall 2014</u> Completed; improvements are ongoing and institutionalized. Screen shots of Web CMS are with Mid- Cycle report evidence.  <u>Fall 2015</u> Non-credit certificate forms are available on WebCMS portal
1.3. Needs assessment will be conducted on needs for linking of Division peripheral systems to Banner.  (Division SA)	Fall 2012	Dir. Career & Community Ed.  ABE Director, EOA Supervisor, ESL Director	Review of resulting plan, including history & inventory of projects considered and/or completed	Consensus on plan by Division leadership & College tech committee.	I.T. staff for consulting	Faculty/Staff: Memos, portal, meetings.	<u>Oct 2012</u> Needs assessment and review of I.T. priority list completed @10/11/12 Leadership Team Mtg. (See notes)  <u>Spring 2014</u> Complete. Argos reports maximized for compliance. Peripheral databases used for planning.

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							<u>Summer 2016</u> Ongoing process
1.4. 2010-12 Noncredit student certificate history will be entered into Banner.  (Division SA)	Fall 2014  Ongoing	Admin NC Curriculum Specialist  ABE Director, EOA Supervisor, ESL Director	Inventory & assessment of status of all student certificate data on peripheral systems.	All history from 10-11 will be transferred from all systems into Banner.	I.T. staff time (developing upload protocols)  PD: Banner coding	CCCCO Scorecard  Metrics List	<u>Oct 2012</u> Complete  Certificate data entry into Banner institutionalized
1.4.1 Create Argos report to support identification of certificate progress and certificates earned  (Division AUO)	Fall 2014	Dean  Admin NC Curriculum Specialist  Data Project Administrator	Implementation and feedback from student services staff and program leaders within the division	Data on Noncredit certificate progress and certificates earned will be readily accessible and regularly used	I.T. Staff  PD for faculty, staff and students	Program Leadership Team minutes	<u>Fall 2016</u> Still awaiting I.T. for this report; however, identification of earned certificates is ongoing using less efficient procedures.
1.5. DegreeWorks interface to Banner will be implemented to record noncredit students' certificate completion.  (Division SA)	Fall 2013	Dean  Admin NC Curriculum Specialist  Data Project Administrator	Implementation and feedback from all student groups, student services staff, and program leaders within the Division	DegreeWorks will be fully functional for noncredit students.	I.T. staff time  College Student Services staff  PD: DegreeWorks & Banner coding	Faculty/Staff: Memos, portal, in-service PD  Students: Portal, in-class demonstrations	<u>Oct 2012</u> Included in PIE 12-13 resource requests  <u>Fall 2013</u> Collaboration with I.T. resulted in decision to develop an Argos Report rather than using DegreeWorks for noncredit. See 1.5.1

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
<p>1.6. Data programming, collection support, &amp; staffing for Student Success &amp; Support Plan mandates will be implemented</p> <p>(Division AUO &amp; Program AUO)</p>	Ongoing beginning Spring 2013	Dean  ABE Director, EOA Supervisor, ESL Director	Defined by Student Success & Support Plan	Maintaining 2012-13 level of funding	I.T. staff time  Clerical support  PD: Faculty and staff	Categorical Award  CCCCO Annual MIS Reporting	<p><u>Spring 2014</u>            Noncredit SSSP funding formula task force formed            Noncredit mandates not yet final as of Fall 2014.            MtSAC credit student services area has implemented mandates, working with IT. These will facilitate implementation for noncredit since the data elements are likely to be the same.</p> <p><u>Summer 2016</u>            Developed SSSP implementation and MIS submission timeline and action plan in collaboration with IT support.            Created SSSP Service Codes, SSSP Origination Codes, and means of extracting files from internal database systems and SARS into Banner for MIS</p>

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							uploading. IT built tables in Banner and reports in ARGOS for student data and term views. Summer is pilot term for baseline data collection and upload.
1.6.1 Participate in Collegewide SSSP process and ongoing reporting (Division AUO)	Ongoing beginning Summer 2014. Reports submitted each Fall.	Dean, ABE Director, ESL Director	Evaluation of SSSP annual plan and year-end report by Mt. SAC to CCCCCO	Noncredit will be represented with integrity in the college's SSSP annual plan and report.	Staff time; e.g., data programmers for all programs	College SSSP annual report and annual plan documents.	<u>Fall 2014</u> Noncredit SSSP report will be due Oct. 2015 as part of the college SSSP report.  <u>Summer 2015</u> Submitted noncredit SSSP Plan to CCCCCO.
1.7. Data programming, collection support, & staffing for evolving WIOA mandates will be implemented (Division/Program AUO)	Ongoing beginning Spring 2013	Dean ABE Director, ESL Director	Defined by grant	Maintaining 2012-13 level of funding	I.T. staff time  Clerical support  PD: Faculty and staff	Annual TOPS Enterprise  Grant Award	Systems in place to capture core performance follow-up (See 1.9)
1.8. Develop a follow-up process to collect data from students who leave a program	Ongoing beginning fall 2013	ABE Director	Data collection from ABE/ASE students who leave within the first month of	Increase in fall to Spring retention rates for ABE/ASE programs.	Software programs(SPSS and updates), clerical	ABE database, advisory tracking sheets, SPSS reports, TOPS	ESL Database  CASAS

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
(Program AUO)	Ongoing beginning spring 2013	ESL Director	enrollment.  50% to 70% response rate on various forms of data collection and reporting systems	70% return rate on CASAS report; 50% response rate on VESL Follow-up Survey; 50% reporting rate by ESL faculty for students who leave the program	support, IT database staffing  ESL Admissions & Registration Clerk  ESL Database Programmer  CASAS Project Specialist	Enterprise  CASAS Core Performance Follow-up Report  VESL & ESL internal survey reports	<p><u>Fall 2014:</u> Process established to contact early leavers and provide resources, encouragement to re-enroll and interventions.</p> <p><u>Spring 2016</u> STV has process to contact students who have completed programs including emails and phone calls. New counselors will continue to build and refine the process.</p> <p><u>Summer 2016</u> Continue to collect exit information from students who drop out of ESL classes. Student attrition data has been tracked since Spring 2013. Faculty provide a weekly list of students to be dropped from their class along with a reason for student</p>



Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							withdrawal if available or known.
1.9. Student Equity Indicators data will be used to target student services and interventions  (Program AUO)	Ongoing beginning spring 2015	ABE Director, ABE Assistant Director,	Disaggregated data on ABE/ASE students on usage of learning interventions.	Increased access to learning support for ABE/ASE students identified as disproportionately impacted by 5% in fall 2016 and by an additional 5% in fall 2017.	Access to disaggregated student data, RIE support, customized ARGOS reports, database staffing, tutors	ABE database, ARGOS reports, tutor tracking sheets,	<u>Summer 2016</u> ABE students participated in focus groups and based on the results, ABE has embedded counseling into the classroom to offer extra support to students. Information was gathered to ascertain why students stopped attending. Students were provided with referrals and resources.
	Ongoing beginning spring 2015	ESL Director	Defined by S equity plan – access, course completion, ESL/Basic Skills Progress, Degrees/Certific ates, Transfer	Gather baseline data and measure targeted growth in the criteria, per S Equity indicators	ESL Database Programmer  ESL Data Project/Program Specialist	ESL Database  Argos  U.S. Census	Student Equity plan submitted in January 2015.  <u>Spring 2015</u> STV received funds to increase support services such as counseling and tutoring to noncredit CTE students. Equity funds were also

Activity (Administrative Unit Objective/ Strategic Action)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							<p>allocated to purchase computers and career exploration software.</p> <p><u>Spring 2016</u> Tracking Hispanic and low socio-economic status students' access to the ESL program (identified as gap in Student Equity Plan).</p> <p>Research began to gather demographic data on students in EST, IHSS, and CNA to develop student profiles.</p>

## **Growth Area 2**

**Faculty, with support from the Division and programs, will continue to use systematic processes to analyze data for improvement of student learning.**

### **Rationale:** (Updated May 2013)

The focus on the initial SLO process was compliance with the adopted Mt. SAC model of accountability and SLO tracking. Although meaningful data were collected, the results were not used systematically within the model. Since the last self-study there has been a shift by Division faculty to a consistent application of the use of results from SLO assessments to inform improvement of student learning in a cyclical model. At the program level there is a need for a continued focus on information sharing, assuring follow up on the use of results for course/certificate SLOs, and connecting students with SLGs.

### **Goals Addressed:**

#### Division Goal(s):

- Goal 2. Student Learning – Improve student learning through continual development, implementation and assessment of Student Learning Goals and Student Learning Outcomes.

#### College Goal(s):

- Goal 2. The College will prepare students for success through the development and support of exemplary programs and services.
- Goal 14. The College will utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
<p><b>2.1</b> Faculty teaching dual-listed credit/noncredit vocational courses will engage in meaningful dialogue with Continuing Education concerning SLO assessments and use of results.  (Division SA)</p>	Annually beginning Fall 2012	Dean  Department Chairs of vocational disciplines offering dual-listed courses.	Feedback via department meetings and surveys.	All faculty participants will recall dialogue and report on use of results.	PD: ongoing on Tracdat for faculty & staff.	Faculty/Staff: Memos, portal, meetings	<p><u>2012-14</u> Initial dialogue between noncredit and credit vocational departments complete</p> <p>Crosswalk of credit / noncredit vocational courses and programs has completed in Tracdat.</p> <p>Crosswalk of course SLO and program PLO updates is functional.</p> <p>Dialogue is continuing on an as-needed basis.</p> <p><u>Spring 2016</u> All NC dual-listed courses have been mapped in TracDat with ILOs (formerly SLGs identified).</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							Fall 2016 SCE's Associate Dean, Career Education has met with the Associate Deans of the other divisions to review dual-listed courses and programs. This has led to eliminating those courses and programs which had zero enrollment and certificate completions in the last three years. These meetings have also led to a strengthening of noncredit programs such as EST.
2.2 Health Careers will hold at least 1 faculty meeting per term in which student outcome results are discussed, including next steps as needed.  (Division SA)	Semi-annually beginning Fall 2011	Dean  Director, HCRC	Feedback via meeting notes and surveys.	Faculty participants will recall dialogue and report on use of results;	PD: ongoing on Tracdat for faculty & staff.	Faculty/Staff: Memos, portal, meetings  Students: Portal	Institutionalized and ongoing  IHSS and CNA outcomes are discussed and results used at the completion of each cohort

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							<p><u>Spring 2016</u> SCE added to its organizational structure by adding an Associate Dean, STV. The new AD has prioritized health careers as one of the areas for program growth.</p> <p><u>Fall 2016</u> The noncredit Health Career programs have grown. IHSS is now a state approved certificate. Physical Therapy Aide has been submitted to the Ed Design Committee for approval, and CNA has moved completely over to the SCE. An Associate Dean, Career Education and Workforce Development was hired in Winter, 2016. In Summer, 2016 a Director of CNA and Phlebotomy was</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							hired as well. In the Fall, 2016 a health career's advisory will meet to review SLOs and outcomes to determine success of programs and next steps as needed.
<b>2.3</b> Education for Older Adults Program will host at least 1 faculty meeting annually, including adjunct pay, in which student outcome results are discussed, including next steps as needed.  (EOA SA)	Annually beginning Fall 2012	Older Adult Program Supervisor	Feedback via meeting notes and surveys.	Faculty participants will recall dialogue and report on use of results	Funding for adjunct faculty meeting pay.  Grant from Outcomes Committee	Faculty/Staff: Memos, portal, meetings  Students: Advisory Group meeting; EOA newsletter	Institutionalized and ongoing
<b>2.4</b> ESL faculty will engage in the Student Teacher Action Research (STAR) project that includes literature review, data analysis and use of results applied toward teaching and learning improvement.	2012-13 – Pilot with faculty.  Fall 2013 – Double the number of participants from previous year (6-10 faculty).	ESL Outcomes Team (Director, 2 Lead Faculty, & Instructional Support Manager)	Action Research year-end reports by participants.	Up to one-third of the ESL faculty will incorporate action research strategies into their daily teaching practice.	WIA 231 funding support for PD and non-teaching faculty assignment.	Faculty meetings, year-end reports, conference presentations	<u>2012-13</u> Pilot included 9 morning and evening faculty  Data presented at Fall 2013 CATESOL poster sessions  <u>2013-14</u> 4 teams, with a

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
(ESL SLO)	Fall 2014 – Double the number of participants from previous year (12 – 20 faculty)						total of 15 faculty participated  Data presented at Fall 2014 Flex Day meeting and regional CATESOL  <u>Spring 2016</u> Student Teacher Action Research (STAR) projects integrated into ESL program as ongoing support. Mt. SAC Faculty Inquiry Group (FIG) provided additional opportunities for evidence-based teaching and learning projects with 2 ESL teams.
<b>2.5</b> Establish a faculty team to drive ABE’s SLO process for Adult Diploma, HSR, ABE, and IHSS.  (ABE SA)	Begin establishing SLO team in Winter 2012; fully assemble team by Fall 2012.	ABE Director, Assistant Director	Input from faculty and supervisory staff	SLO team is assembled.	Nonteaching faculty hours; PD for SLO team	Supervisor , faculty meeting minutes, faculty correspondence	Completed August 2012



Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
2.5.1 The ABE SLO faculty team will establish an ongoing structure for the SLO cycle to ensure that courses are assessed, outcomes are discussed and results are used to drive improvement in student learning. (ABE SA)	Begin Fall 2012 and completed by Winter 2013	ABE SLO Faculty Team, ABE Director, Assistant ABE Director	The SLO process and timeline contain the necessary components to ensure a successful implementation as determined by faculty and staff.	The SLO Team will create a process and timeline for a full SLO cycle including assessment, data, and use of results with follow-up plan	Non-teaching faculty hours	SLO Team meeting minutes, document of SLO plan.	Completed November 2012
2.5.2 The ABE SLO team will implement the SLO process with department faculty in each of the programs. (ABE AUO)	Ongoing starting Fall 2012 with 100% of courses completed by Spring 2015.	SLO Faculty Team, ABE Director, Assistant ABE Director	The full cycle of ABE course SLOs will be documented and in progress.	Within 3 years, all ABE SLOs will be completed with follow-up.	Nonteaching faculty hours  designated time within each faculty meeting	SLO Team meeting minutes, e-PIE	<u>2013-14</u> Midterm reports instituted as benchmarks for data collection Institutionalized and ongoing  SLG assessments and SLO template
2.6 Faculty will use state (Scorecard) and core performance data as bases for Division and program analysis, dialogue, & planning. (Division AUO,	Ongoing beginning Spring 2013	Dean, ABE Director, EOA Supervisor, ESL Director	Scorecard & NRS metrics	Improvement in core performance metrics by Spring 2016	I.T. Staff support	Faculty meeting minutes	<u>Fall 2014</u> Title 5 revision to approved noncredit grade codes is under consultation at CCCC. Upon revision of title 5,

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
Program AUO)							<p>grades will be collected from CCC noncredit programs. Local noncredit grades are currently input into Banner.</p> <p>Other areas to report progress should continue to be in the noncredit profile.</p> <p>Local collection of Progress indicators is institutionalized and ongoing</p> <p>Faculty dialogue institutionalized and ongoing</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
<p><b>2.7</b> Enhanced instructional support (e.g. tutoring, mentoring) for <i>ESL and VESL Career Paths students , as well as ESL students utilizing LLC via Self-Directed Learning Activity (SDLA) for intermediate through advanced to support autonomous and proactive lifelong learning habits</i></p>	<p>VESL pilot in spring 2014</p> <p>SDLA: pilot in spring 2014</p>	<p>VESL Coordinator</p> <p>LLC Supervisor</p>	<p>VESL SLO &amp; persistence/success</p> <p>SDLA: successful course completion</p>	<p>VESL in PIE</p> <p>SDLA: 5%</p>	<p>Faulty NTFA to develop curriculum</p> <p>Computers and facility for tutoring space</p>	<p>TracDat SLO reporting</p> <p><i>PIE reporting</i></p>	<p><b><u>Spring 2016</u></b> Courses in webCMS</p> <p>Modules and activities developed in LLC and ESL</p> <p><b><u>2015-2016</u></b> ESL Instructional support enhanced and outcomes were positive. More than half of the participants completed 2 or more SDLAs and Spring exit surveys indicated 65% of students felt “Good” or “Excellent” about working independently to complete tasks compared to 41% in the entry surveys.</p> <p>Peer Mentoring piloted in 2015-16 with high beginning and intermediate level ESL students were tutored (mentored) by</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							<p>advanced level ESL students. The program will expand to additionally assist beginning low and literacy level ESL students in 2016-17.</p> <p>205 VESL students (2013-14 = 66, 2014-15 = 75, &amp; 2015-16 = 64) have received assistance (tutoring) with their course work to facilitate persistence – ongoing</p>
2.8 Increase completions of relevant STV certificates and courses that address current labor market demand.	Ongoing	Associate Dean, Career Education, counselor, and coordinator	Number of new STV certificates and courses	Increase in certificates and number of students earning certificates by X% and course completion by X%	Instructional funding, classroom space, job specific equipment, faculty	PIE	<p><u>Fall 2015</u> In Home Support Services has been approved by the Chancellor's office as Certificate of Completion.</p> <p><u>Spring 2016</u> STV faculty submitted to the College's curriculum</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							<p>approval committee two noncredit certificates of competency,</p> <p>Electronic Service Technician and Physical Therapy Aide. Approval is pending.</p> <p>Dual-listed certificates are being reviewed and aligned with credit certificates.</p> <p>SCE's Associate Dean, Career Education has met with the Associate Deans of the other divisions to review dual-listed courses and programs. This has led to eliminating those courses and programs which had zero enrollment and certificate comple- tions in the last three years. These meetings have also led to a</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							strengthening of noncredit programs such as EST.
2.9 Improve transition from noncredit to credit – increase opportunities for collaboration/partnerships between Student Services and Instruction (Student Equity Plan, p. 49-50)	2015-16 pilot	ESL/Basic Skills Faculty and Counselors  Dean  Director, ESL	Inventory of initiatives, partnerships, and collaborations across campus	Increase cross-program engagement and dialog to promote new partnerships and pathways  <u>Spring 2015</u> New CDCP Courses or Certificates	Counseling Staff & Faculty NTFA	Student Equity Plan	<u>Winter 2016 &amp; Summer 2016</u> Offered Spanish-English bilingual English for Specific Uses in Welding as intro course to credit or noncredit Welding Certificate  <u>Summer 2015</u> Developed and consulted with English department to improve Expository Writing courses. Developed math and English bootcamps and medical math prep courses. Two full time faculty presented SCE bridge opportunities at Flex Day. Increased emphasis within classes to promote

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							student usage of College facilities (e.g. library visits).

### **Growth Area 3**

**The state budget crisis (2009-2013) significantly impacted Continuing Education's ability to meet student demand for classes and support services. As growth is restored, the Division will continue to explore funding resources beyond state funding, as appropriate.**

#### **Rationale:**

State cuts reduced class schedules from 2009-2013. Support to student services was cut by more than 50% in 2009 and has not been restored for noncredit. Alternative funding sources provide an opportunity to supplement support for existing programs and explore expansion in class offerings or student services. Additional services and class offerings in fee-based and contract education enhance income/funding needed to run Division operations.

#### **Goals Addressed:**

##### Division Goal(s):

- Goal 8. Partnerships – Develop internal and external partnerships in order to improve students' educational and career opportunities.
- Goal 9. Advocacy for Noncredit – Collaborate with state and national organizations to improve support for noncredit student populations.

##### College Goal(s):

- Goal 1. The College will secure funding that supports exemplary programs and services.



Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
3.1 Apply for WIA II Competitive Grant. (Division SA)	January 2014	Dean Director, ABE Director, ESL	Application submitted	Grant awarded	PD for new standards to be provided by CDE webinars.	Grant award notifications expected late spring or summer 2014.	<u>Spring 2014</u> Grant awarded  <u>Fall 2015</u> Renewed WIOA II grant
3.2 Increase volume of contract education with international partners in the form of American Language and culture camps. (CCE AUO)	Winter 2012: Pilot  Summer 2012: Multiple camps  Winter/Summer 2013: 10% Increase number of participants, with possible expansion of partners.  Winter/Summer 2014: 5% increase number of participants	Director, Community and Career Education	Yearly comparison with previous year's participants	15 % increase in international Winter/Summer camp participants by 2014  Growth in funds and profit margin.  Rubric/model for profitable operations created.	Classrooms and activity facilities across campus.  Pool of teachers  Supplies	Director to report to Dean on increase of participants by September	<u>Spring 2014</u> Enrollment has increased by 120%  Profit margins have been increased  Ongoing partnerships established  <u>Summer 2016</u> Community Education continues with its history of ongoing contracts. Every summer, we host both youth and adult international

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							groups with classes ranging from Language and Culture to Train the Trainer for teachers and First Aid for young adults. Partnerships continue
3.3 Increase opportunities to earn revenue from WIA Title I students. (ABE SA)	<p>Fall 2012 - Review Public training provider list, I-Train, and ensure offerings are current.</p> <p>Spring 2013 Explore new short-term offerings demonstrating adequate Labor Market Index for potential to offer WorkSource participants</p> <p>Ongoing - Marketing of credit program offerings on I-</p>	<p>Director, ABE</p> <p>Director, Community &amp; Career Ed</p> <p>Dean</p>	<p>Public training provider list, I-train updated</p> <p>Review is completed of Labor market demand occupations where Mt SAC has capacity to offer short-term training</p> <p>Student Banner records of credit courses completed</p>	<p>Public training provider list, I-Train, updated</p> <p>CED has met with local Work Source centers to review and identify potential for short-term training possibilities</p> <p>Increase in WIA I students enrolled in credit offerings</p>	Labor market demand study	Director, ABE reports outcomes to Dean, CTE administrators, PIE	<p><u>Oct 2012</u> I-train list reviewed, updated and revised</p> <p><u>Spring 2013</u> Identified new offerings to be added to I-train from Ed-to-Go</p> <p><u>Spring 2014</u> Expanded ETPL to include one Ed-to-Go program offering</p> <p><u>Summer 2014</u> I-train state</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
	train list to WorkSource Centers for eligible WIA recipients wanting to enroll in credit programs.						<p>existing ETPL reviewed, updated and approved by South Bay WIB, the subcontractor for the state training provider list</p> <p><u>Summer 2016</u> As required in the WIOA legislation, established a 2-year MOU with the Los Angeles County Workforce Development Board to align services delivered to county and regional workforce.</p> <p><u>Spring 2016</u> Increased funding for an additional amount of</p>

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							\$117,000 in ETP funds was requested and approved.
3.4 Increase enrollment in summer programs: College for Kids and Swim. (CCE AUO)	End of each Summer 2012-2015	Director, Community & Career Education	Enrollment numbers compared to prior year.	End of Summer 2012 (5%)  End of Summer 2013 (5%)  End of Summer 2014 (4%)  End of Summer 2015 (3%)	Classrooms and activity facilities across campus, teachers, supplies (all paid from fees collected)  Timely support from Marketing	Director to report to dean the final enrollment comparisons at the end of each summer.	<u>Summer 2012</u> 23% growth achieved  <u>End of Summer 2013</u> 25% growth achieved  <u>July 2016</u> Ongoing process. Program has grown and stabilized to near capacity with approximately 420 students in the College for Kids program and 590 for the swim program.
3.5 Increase number of fee-based offerings (CCE AUO)	Each term beginning Fall 2012 through Fall	Director, Community and Career	Enrollment comparison with previous year	Fall 2012 (3%)	Classrooms and activity facilities across	Director to report to Dean the final enrollment	<u>Fall 2012</u> Offerings increased by

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
	2013	Education		Spring/Winter 2013 (4%)  Fall 2013 (3%)	campus, teachers, supplies (all paid from fees collected)  Timely support from Marketing	comparisons at the end of each term.	3.5%  <u>Fall 2013</u> Offerings increased by 3%. Fee-based offerings continue to be diversified  <u>Summer 2016</u> Fee-based 2015-16 registration grew by 2.94%.
3.6 With the college, conduct a feasibility study of operating a fee-based language institute for international (F-1) students.  (Division SA)	Fall 2012 – initial study completed.	VP of Student Services  Dean  Director, Community & Career Ed  Director, ESL  AmLa	Decision reached. If yes, plans established.	Feasibility study completed and decision made. If yes, timeline for new plans completed.	VP, SS  Legal resource	VP, SS and President's Cabinet, and Board of Trustees to make final decision.	<u>Fall 2012</u> Complete  <u>Spring 2013</u> In process as College initiative with funding and revenue under International Students Program (Student Services)  <u>Spring 2014</u> The College has formed an

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							inter-departmental task force and International Student Committee  <u>Fall 2014</u> The college has decided not to open a Fee-based language institute
3.7 Explore funding options for Education for Older Adults Program Healthy Aging courses through partnerships with Silver Sneakers and cities within the Mt. SAC district  (EOA SA)	Summer 2016	Dean  Supervisor, EOA	Business plan submitted.	Business plan accepted  Pilot one Healthy Aging class at no cost to students and Mt. SAC by the end of summer 2018	Community Education contract with faculty  Mt. SAC Foundation account established	Contract established with Silver Sneakers  Supervisor report to Dean based on contract.	<u>2012-13</u> Mt. SAC Foundation account established  <u>Fall 2014</u> Relationship with Silver Sneakers is being strengthened. Policy barriers may exist with students.  <u>Fall 2016</u> New partnerships

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							with various cities are currently fulfilling this need.
3.7.1 Establish a vendorship with San Gabriel/Pomona regional center to enhance support for Mt. SAC noncredit students with intellectual disabilities.	Summer 2017	Dean  Supervisor, EOA	Vendor status	Vendor status awarded.	Staff time, initially.	Supervisor report to dean based on documentation from Regional Center.	<u>Fall 2014</u> EOA Supervisor established working relationship with Regional Center to vendorize.  <u>Spring 2016</u> Application process began for vendor status.
3.8 Solicit donations for the Education for Older Adults Program from community members  (EOA SA)	Spring 2015	Dean  Supervisor, EOA	Donations to EOA	First letter to solicit donations sent by November 2014  Amount of funds received through donations	Mt. SAC Foundation account established	Supervisor report to Dean.	<u>2012-13</u> Mt. SAC Foundation account established  <u>Fall 2015</u> \$2,000.00 donated to foundation account.

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
3.9 Establish a fee-based Testing Center in building 40. (CCE SA)	<p>Fall 2013: Plan established based on timeline for remodel of bldg 40.</p> <p>Summer 2015: Testing vendors contracts established, Testing Center staff hired, trained, and certified. Marketing efforts begun.</p> <p>Fall 2015: Begin operations (limited hours), Testing Center partners expanded.</p> <p>Spring 2016: Testing Center operation expanded.</p>	<p>Director, Community &amp; Contract Ed</p> <p>Dean</p> <p>Director, Facilities</p>	<p>Successful launching of the Testing Center operations by Summer 2015</p> <p>Fully operational Fall 2015</p>	<p>Center established in permanent location in building 40.</p> <p>Contract agreements with at least 3 major testing vendors/partners by Spring 2016</p> <p>Contract agreements with most testing vendors/partners by Fall 2016</p>	<p>Building 40 must be remodeled to meet Field Act standards.</p> <p>Facility and equipment</p> <p>Certified Testing Staff</p>	<p>Director, Community &amp; Career Education to include progress in PIE reporting.</p>	<p><u>Spring 2014</u> Room identified, awaiting approved by College for use</p> <p><u>Summer 2016</u> Project prioritized and funded. Construction for the fee-based center is scheduled to begin in Fall 2016</p>



Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
3.10 Re-launch Training Source	End of Spring 2014	Director, Community & Career Ed  Dean  Marketing  Mt. SAC President	Revenue target reached	Revenue target (TBD)	Project Manager 2  Operational Budget  Office in Building 40	Director, Community & Career Ed and Dean will report to Mt. SAC President	<u>Spring 2014</u> Unit re-named "Mt. SAC Workforce Training Center"  New logo  Contract manager hired  Launched July 2014  <u>Spring 2016</u> Contract Manager's 2016-17 salary transferred from district-funds and is able to be supported by contract revenue.
3.11 Develop EOA fee-based classes in sewing / decorating (one-day workshops)	Summer 2013	Director, Community & Career Ed  Supervisor, EOA	Class is offered	One class by Summer 2013	Classroom	Director to report to Dean the final enrollment	<u>Summer 2013</u> Complete  <u>Spring 2014</u> Not a viable option.

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							Classes cannot self-support
3.12 In response to 2013 budget act, develop regional consortium with adult education members and partners in Mt. SAC district. (AB86)	Form Consortium and Submit Certification of Eligibility Intent to Participate by February 24, 2014	President, Mt. SAC  Dean	Certification of Eligibility Intent to Participate submitted	Deliverable submitted to CCCCCO.	PD on plan elements  Prof Expert staff support; plan writing & documentation  Travel/Mileage increase	Dean to submit updates to President & Cabinet	Updates to Cabinet documented in Cabinet notes  <u>February 2014</u> Mt. SAC has agreed to be fiscal agent for consortium  Certification of Eligibility Intent to Participate and Initial Consortium budget submitted
3.12.1 Implement the consortium planning process	Draft of consortium plan due 10/31/14  Final plan due 3/1/15	Dean  Consortium Steering Committee	Plan submitted to CCCCCO	Deliverables submitted to CCCCCO on time	Faculty and staff	AB86 2014-15 Fiscal Year Reports	<u>Spring 2014</u> Workgroups formed and drafts on initial deliverables in progress

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
							Fall 2014 All deliverables to date have been accomplished. Consortium planning is ongoing. <a href="https://sites.google.com/site/mtsacrae/">https://sites.google.com/site/mtsacrae/</a>
3.12.2 As a member of the Mt. SAC Regional Consortium implement Regional Plan for Adult Education per Ab 104 – Adult Ed Block Grant (AEBG)	Plan Implementation Fall 2015	AEBG Program Manager  Mt. SAC Regional Steering Committee	Annual Plan update  Working meeting minutes	Submission of student and courses outcomes/data minutes	AEBG funds  AEBG manager	Annual Plan	Fall 2015 <a href="http://aebg.cco.edu/Consortia/Consortia-List">http://aebg.cco.edu/Consortia/Consortia-List</a> Plan updated and governance template completed.
3.12.3 Resolve AEBG data collection needs for Mt. SAC Consortium	Completion by December 2017	Data collection staff	Gap analysis for district data needs  Data work plan	Establish data collection structure	AEB data funds  AEBG data manager	Data workplan	

Activity (Administrative Unit Objective)	Assessment			Growth Target (Criteria for Success)	Resources Needed (including PD)	Reporting	Evidence/ Progress
	Timeline for Completion	Responsible Person(s)	Means of Assessment				
3.13 CDCP Enhanced Funding equalization - work with ACCE and CCLC on equalization of CDCP apportionment rate to that of credit.	Ongoing until successful.	Dean ACCE colleagues	Rationale developed with CCLC; lobbying efforts per CCLC & ACCE colleagues	Passage of budget bill	Staff time	Chaptered bill.	<u>Summer 2014</u> Budget act of 2014 equalized funding; begins 15-16 FY. Added funds to Mt. SAC projected at \$2mm.
3.14 Increase targeted outreach to Latino/a students from K-12 adult schools to Mt. SAC ESL (p. 35 & p. 39)	2015-16 implementation of outreach activities	Director, ABE ESL Counselors Director, ESL	ESL Database and Banner	Increased outreach over 3 year period from 3% in 2015-16 to 8% in 2017-18 Spring 2018  Enrollment of Latino/a students will increase by 8% over 2014-15 baseline	Full-time ESL Counselor	Student Equity Plan	<u>Spring 2015</u> Hired bilingual ESL counselor who conducted outreach at local K-12 adult schools within Mt. SAC Consortium