

# Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

## PIE - Continuing Education Division Manager

**2018-19**

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**Division Mission Statement:** The School of Continuing Education will provide outstanding educational opportunities for students to increase literacy skills, access higher education and employment, and strengthen self sufficiency.

**1. Summary of Notable Achievements:** A. ACADEMIC EXCELLENCE & STUDENT ACHIEVEMENT

The School of Continuing Education (SCE) has maintained its reputation of excellence in serving a diverse population of adult learners through programmatic and curricular enhancements, development of guided pathways to college and career, use of technological currency in teaching and learning, and in assurance of post-program success for students through application of learning to their needs and goals.

**PROGRAMS & CURRICULUM:** There was significant growth and development with 23 new courses and 18 new programs approved in 2018-19, most notably in the areas of career development. Of the 18 new programs, 17 were Short-Term Vocational (STV) programs. Four were initiated this year (Accounting, Payroll & Tax Accounting, EMT, and Welding Basics). STV also added 21 of the 23 new courses approved by the Chancellor's Office including Basic Tools & Field Service Fundamentals, Health Careers Employability Skills, Food Services, Hospitality, Information Tech, Medical Assistant, Basic Photography, Sports Medicine, and Surgical Technician, to name some. In Vocational Re-entry 5 certificates including Office Computer Applications – Level 1 and –Level 2, Sewing and Tailoring, Basic Excel, and Presentation and Publication in order to better serve students' need in the community; one certificate, Microenterprise, is pending Chancellor's Office approval. In addition, English as a Second Language (ESL) had two new courses approved this year (ESL Accent Reduction and ESL Accelerated Developmental Writing) and has three new mirrored courses pending Chancellor's Office approval. Adult Basic Education (ABE) had one new program approved and is currently awaiting Chancellor's Approval of one program and four courses. Growth is projected to increase next year, as there are currently a total of 28 courses and four programs in stage 5 of the approval process. Examples of excellence at the course level can be seen in Adult Basic Education (ABE) and English as a Second Language (ESL). In ABE, 100% of the students enrolled in Summer 2018 Healthcare Math subsequently passed Pharmacology in Fall 2018. ESL students who participated in the Basic Skills funded Give Me 20 (GM20) Reading & Tutoring program had a 26% higher course pass rate than non-participants; additionally, the popularity of GM20 resulted in expanding it from one location (the ESL Library) to three locations where classes are held. Similarly, 72 ESL students who participated in Peer-to-Peer Tutoring had higher course pass rates as follows: Pre-Level 1 (100% vs. 92%), Level 1 (98% vs. 96%), Level 2 (100% vs. 91%), Level 3 (100% vs. 93%), Level 4 (100% vs. 84%). Examples of growth in STV include a 30% growth in program offerings, enrollment growth of 42% (over 1,100 students), and a 41% increase in the number of students taking Health Career courses.

**CERTIFICATES EARNED:** Facilitating academic transitions for SCE students and accelerating their career pathways was at the forefront of our efforts. Students earned 1,882 noncredit state Career Development and College Preparation certificates in 2017-18, which is an increase of 405 over 2016-17.

**GUIDED PATHWAYS TO COLLEGE & CAREERS:** ESL faculty and counselors worked with STV faculty and counselors to create Integrated Education and Training (IET) programs for ESL students transitioning into career paths; This WIOA, Title II, funded program requires concurrent enrollment in English literacy, job preparation, and job training components in order to qualify for highest tier payment points. In Summer 2019, STV scheduled an In Home Support Services (IHSS) program specifically targeted for advanced ESL learners; this was in addition to the ESL support classes that were offered in IHSS. Counselors held College & Careers Readiness classes at local adult schools with select regional partners – Bassett, Pomona, & Rowland – to support transition to SCE and credit programs at the College.

Technology & Literacy: In order to advance technological literacy, so integral to college and career readiness, ABE added Chromebooks in the Learning Center to promote additional study time for students during times when classes not in session. They introduced G-Suite software that has become prevalent in the private sector. Similarly, ESL faculty utilized computer labs and the library at 73% fill rate, allowing adult immigrants to become exposed and more comfortable with technology as part of their daily learning process.

TEST PREPARATION, TUTORING, & ACADEMIC SUPPORT LABS: ABE began offering SAT-ACT prep courses to currently enrolled high school students; based on pre-/post results, 100% of the students who attended all classes increased their score. In light of this success, ABE also added other test prep courses including CBEST Prep, CSET Prep, and AIME (Academic Intervention for Math & English) classes to support English/Math review and Teacher Prep Institute. Language Learning Center (LLC) lab issued attendance certificates in 30 hr., 60 hr., and 90 + hr. increments as incentives to more than 120 students during instruction time to highlight study dedication. Expanding their practice with ESL, LLC began to give attendance awards to credit language classes in Spring 2019 for the first time; professors reported classmates clapping as students were given their “certificates” in class. LLC Tutoring program awarded Self Directed Learning Activities (SDLA) certificates based on competency and skill gains; so successful, this grew from 15 earned in 2017-18 to 70 in 2018-19. ABE utilized embedded tutoring in all of its program areas, including High School Diploma and High School Equivalency.

#### STUDENT ACHIEVEMENTS:

In the WIN lab, primarily serving student athletes, continued to outperformed general population in retention ranging from 93% to 97%, and in course success ranging from 2.71 GPA to 3.02 GPA . Of the 102 students who enrolled and completed WIN’s Math and English Short-Term Review courses, 87% of English and 36% of Math students enrolled in college-level courses. Additionally, 214 (31%) of WIN’s full-time students taking 12+ units earned a GPA of 3.0 or higher in Fall 2018, with similar results in other terms.

Four WIN students swept the competitive achievement category and were named Student of Distinction; two of them winning additional faculty association scholarships, and one WIN student won the most prestigious National Two-Year College Scholar Athlete Award. While many noncredit students transition to credit, it is significant to note that seven IMPACT students in the Adults with Disabilities (AWD) program transitioned from noncredit to credit and continued with their academic studies. Similarly, four IMPACT students gained employment, two of whom secured a full-time job with benefits following a workshop on resume writing and job search. STV acknowledged student achievement by holding its first completion ceremony in 2018-19.

APPLICATION OF LEARNING: Education for Older Adults (EOA) held two art shows in partnership with local community centers which supported seniors in selling their work, including display and pricing, so they can maintain economic self-sufficiency in their retirement age. Several IMPACT students began to use the Makerspace to create T-shirts and other products. Five adjunct ESL faculty collaborated in action research, forming 2 inquiry groups to explore technology themes of use of Voice Threads software to improve oral communication skills.

#### B. SUPPORT STUDENT ACCESS & SUCCESS

SCE serves a diverse population, often with high need for outreach and support. This year, efforts were intensified in providing outreach, access, and counseling/support services to reduce the barriers and allow noncredit learners to persist and progress toward their academic and personal goals.

OUTREACH & PATHWAYS PRESENTATIONS: SCE counselors, faculty, and staff conducted a variety of outreach activities on-site, off-site, and at community locations and events to welcome the nontraditional adult and high school learners into a program that is right for them. In collaboration with our Regional Consortium partners, SCE counselors invited K-12 adult school students to campus and provided information sessions about credit degree and certificate programs. Similarly, the ESL Counseling team conducted targeted outreach to community members who may be low socioeconomic status and first generation, and who are seeking college/career pathways. With Student Equity goals in mind, ESL counselors and faculty worked together to bring off-site Pomona students onto campus to promote engagement and connection with the ESL program included new student orientation In addition, ESL hosted an ESL Open House, ESL Career Conference, and Community Resource Fair to promote program with students’ families and friends, as well as to build connections to community and campus partners and organizations that serve immigrants. In the Adults with Disabilities program staff participated in San Gabriel Valley transition fair, Parents Place Family Resource Fair, Parents Place Open House & Center for Independent Living Stakeholders meeting, and made three presentations at San Gabriel Pomona Regional Center and Down Syndrome Support Groups. Adjunct counselors from ABE visited and provided counseling services including program orientation and educational advising at 36 high schools

who offered courses through the Off-Campus High School (OCHS) program.

**ACCESS & PROGRAM GROWTH:** Expanded ESL offerings to communities with primarily low socio-economic populations, new class opened at Washington Elementary School during the day serving Spanish-speaking parents whose children attend the elementary school. This resolved both childcare and transportation issues that are prominent barriers for this population. EOA added three new off-campus classroom locations in one in Hacienda Heights and two in Diamond Bar. Enrollment in the IMPACT program for Adults with Disabilities grew by 18% (spring to spring comparison) and generated an additional 13% in FTES. Community Education registration extended its office hours, remaining open until 7 PM, to accommodate evening students. In addition, all full-time staff were trained in SARS to allow scheduling counseling appointments for all SCE students.

**SELF-DIRECTED LEARNING:** Programs implemented several activities to improve student engagement and lifelong learning habits. These included the LLC workshops, optional in attendance and ESL's Afternoon at the Movies. Over 90 noncredit students attended the workshops in fall term, offered by LLC faculty to enhance college preparation and academic success; topics included use of software for accent reduction and advanced PowerPoint features for class presentations. Additionally, 184 students attended the LLC hosted event called "The Talks" to promote speaking fluency. ESL faculty hosted two Afternoon at the Movies events, showing films that have themes of intercultural understanding; 118 ESL students attended and discussed critical topics related to language, diversity, and tolerance.

**SSSP CORE SERVICES:** Overall, there was a steady increase in student access to core services provided by SCE counselors and support staff including orientations, noncredit student educational plans (NSEP), counseling sessions, career skills inventories, resume writing, and more. WIN, for example, noted that 95% of their students had education plans, 332 had sessions with counselors in Fall 2019, and average used for a service such as appointment, career inventory assessment, etc. were approximately 5 times each semester. ESL updated its New Student Orientation Handbook, posted it online in multiple languages including English, Spanish, Chinese, and Arabic, along with PowerPoint slides for students to review material at a later point in time. ABE adjunct counselors visited 36 high schools participating Off-Campus High School (OCHS) credit recovery program; as a result, 83% students completed a Student Education Plan in summer, and 94% of participating students in subsequent terms of fall through spring. To accommodate the large volume of students who come to ESL on new student assessment and orientation days (up to 132 students each Thursday), ESL counseling team pre-populated NSEP information from ESL Database onto the form to allow for more meaningful counselor-student interaction at a higher. Based on SARS data, 1518 Voc Reentry students (unduplicated) who are mostly taking courses in the community had at least one point of contact in 2018-19 with counselors and support services in order to help them with post-retirement income and career opportunities.

**EMBEDDED SUPPORT:** WIN utilized Student Equity funds to embed a psychologist and a librarian at the center to support student athletes. STV utilized instructional support and classroom aides in IHSS, EST, and CNA classes using Rupe Grant, SWP & S Equity funds. ABE also integrated embedded support within each of their program areas to improve persistence using Basic Skills funds.

**STUDENT SCHOLARSHIPS & BUS PASSES:** Several program areas helped to remove financial barriers common to the noncredit populations we serve. With the help of the Mt. SAC Foundation, ESL established a scholarship endowment of three \$500 awards annually for students transitioning from noncredit to credit. CNA students also received scholarships through STV's Rupe Grant funds. WIN initiated an annual memorial scholarship for \$500 in honor of a former student athlete (James Martin), presented at the June 2019 Scholarship ceremony. In an attempt to remove some transportation barriers, ABE secured bus passes using California Adult Education Program (CAEP) funds; students who demonstrated progress were eligible to earn monthly passes. STV used Student Equity funds for the same purpose. EOA received a \$2,000 donation from student and community member to support students and faculty.

### C. SECURE HUMAN, TECHNOLOGICAL & FINANCIAL RESOURCES

**HUMAN RESOURCES:** To address the growing programs and increased need for faculty work, several faculty positions were requested. Three new faculty positions were approved for 2019-20 hire, including ABE, EOA, STV, and an ESL counselor. The significant growth in the Off Campus HS program, a permanent Director was hired (Angelena Pride). STV received SWP funds for construction and new Job Developer to grow new programs such as Construction, Solar Panel, Care Coordinator, Trades Pre-apprenticeship, and LVN. ESL hired Instructional Support Manager (Katalin Gyurindak), who started as a student in Mt. SAC's ESL program more than 25 years ago. Other employee educational and career achievements include the following:

- LLC: Alejandra Pulido, LLC Coordinator and adjunct AMLA faculty, Mt. SAC's Inspiring Women (LLC) //
- ESL: Admissions & Registration Clerk Yuan Fu Deng and VESL Coordinator Heidi Alcala were nominated for Classified Senate Awards in the categories of "Rookie of the Year" and "Guiding Force" respectively

- OCHS: Angelena Pride, Director OCHS, elected to 2nd term on Rowland Unified School District Board of Governors; and elected as Director for LA County School Trustee Association
- ABE: Renu Katoch, Educational Advisor, earned Masters in Counseling from University of La Verne.; Dalia Khalil, Administrative Specialist I, earned BA in Sociology from Cal Poly Pomona.

TECHNOLOGICAL RESOURCES: ESL was commended by the WIOA, Title II, Field Program Monitoring reviewer for its use of CASAS e-testing, which provides efficient and complete data collection for deliverables and payment points.

FINANCIAL RESOURCES: The Regional Strong Workforce Consortium allocated \$1.2 million for Round 2, Year 3 of the Strong Workforce Program for a noncredit regional project. SCE is the lead college for promoting noncredit transitions to credit CTE programs. Associated Student Body awarded WIN with a \$9,000 increase to expand the WIN textbook library and reserves used by student athletes. STV secured \$32,500 in Student Equity funds for counseling and tutoring, \$32,500 in Rupe and State Grants for CNA, and SWP funds for Health Careers Sim Lab facilities and equipment, plus additional \$100,000 used for other purposes since Sim Lab has no home yet. EOA-AWD programs were allotted \$3,000 immediate needs funds to augment mileage expenses due to program growth and SSSP services for off-site classes. EOA also attained one-time funds of \$4,537 allowed for purchase of desk chairs for an off-campus computer lab serving older adults in the community. ABE purchased new tables and chairs with one-time funds to replace aging furniture in the Learning Center. Community and Contract Education program closed the 2018 Employment Training Panel (ETP) contract with 99% efficiency by June 30, 2019; exceeded original goal of spending 70% of the \$274,939 contract by Sept. 2019, and have applied for new ETP contract set to start in August 2019. Additionally, secured \$250,000 training contract with LADWP Joint Safety and Training Institute, and continue to contract with Metropolitan Water District to provide specialized Welding training to their apprenticeship and journeymen participants. Other revenue generating streams come from the Testing Center, which currently proctors for Pearson Vue, ETS-HiSET, ETS-TOEFL, Comira, Kryterion, TASC, and Castle.

#### D. FOSTER AN ATMOSPHERE OF COOPERATION & COLLABORATION

ON-CAMPUS COLLABORATIONS: SCE partnerships flourished across campus in a variety of ways to support students' success:

- WIN faculty and staff collaborated with faculty across eight disciplines to support student athletes who were utilizing the center. WIN faculty and staff presented at Counseling Day, Flex Day, and Student Services Day. WIN collaborated with STEM Center to provide additional services with the following incentives: athletes received WIN credit for using the STEM center, were directed to STEM counselors for advice, had access to STEM resources such as "bones", laptops and books, and were encouraged to participate in Robotics Day. Additionally, peer coaching was made available to student athletes in upper level courses such as Calculus and Chemistry.
- LLC Japanese Culture Club with 40 students attending first ever Japanese Game Night at LLC. LLC, ESL, and World Languages faculty conducted the annual Teaching with Technology Week with the highest attendance ever; this is a faculty and LLC driven event held annually and open to all faculty who wish to learn new and innovative ways to integrate technology into their daily teaching and learning.
- ABE faculty and staff conducted presentations to various campus departments regarding ABE programs – e.g., EOPS, CalWORKS, English, Math, and Counseling. ABE also joined with Nursing and Psyc Tech to offer noncredit classes in the areas of Healthcare Math and HESI Prep, and partnered with credit English and math to create and offer support courses to prepare students for college-level English and math.
- Off Campus HS program collaborated with Mt. SAC Early College Academy and Dual Enrollment Program to offer Spanish I course, with 49 freshmen students completing the course. This class was intended to prepare students to take credit Spanish as part of DE.

EXTERNAL PARTNERSHIPS, PD LEADERSHIP, & STATEWIDE ADVOCACY: Once again, SCE took on a leadership role in the state in developing strong partnerships with the community, teacher training, professional development, and advocacy efforts.

#### PARTNERSHIPS & SERVICE TO THE COMMUNITY:

Mt. SAC SCE leadership and involvement in the Adult Ed Regional Consortium continues to be strong. The AVP and Dean are members of the Consortium Steering Committee and many faculty and staff are active members of program workgroups. The workgroups develop and align curriculum, share resources, and processes to bridge pathways for student transition. There is onsite counseling (to transition students into credit) at Bassett, Pomona, and Rowland adult schools. Mt. SAC Consortium staff coordinated and lead several Consortium-wide events, including two all-day professional development conferences with an average of 140 participants, a Partners Breakfast attended by 29 community partners, and hosted monthly Steering Committee meetings with consortium leaders. The College hosted a Career Fair in partnership with L.A. County and invited consortium to participate as co-sponsors; members actively promoted the event with over 300 adult school students. Furthermore, an Adult

Education Day at the College for consortium adult ed students drew over 100 participants, which was double over the previous year. Adult ed students were provided with workshops by various discipline credit faculty and given tours of college facilities.

OCHS connected with the teacher credentialing programs at CSUF, Cal Poly, APU, and U. of La Verne – yielded 13 faculty for summer and 22 faculty total. LLC initiated an MOU with Cal Poly Pomona for service learning and internships between LLC staff and Spanish Professor; created 26 Spanish vocational and grammar Self-Directed Learning Activities, and four students from Cal Poly's service learning program volunteered as Spanish tutors in the LLC. In support of service learning and service to the community, EOA adult faculty spearheaded a community service project, in partnership with Beta Program Center, to provide hygiene kits and organize community food drives for the homeless. Additionally, EOA Director was sought out by several new community partners to support the community through classes and services, including Hacienda Heights Community Center, Pantera Park Community Center (Diamond Bar), and L.A. County Libraries (Diamond Bar) to offer classes for seniors in the areas of voc re-entry and healthy aging. Further service to the community is exemplified with Contract Education's Motorcycle Training program that continues to be one of the largest in the state, having trained 1,504 participants to date in 2018-19. In addition, the College for Kids maintains its near-capacity status despite the increase in competing summer programs in our district. In partnership with LADWP Joint Safety and Training Institute, the college has trained 495 of their employees from November through May, 2019.

SCE also has strong partnerships with Student Services Division by being part of the Cal Fresh food distributions. Staff from STV and ABE are active in this effort.

**HOSTED EVENTS AND OPEN HOUSE EVENTS:** The first ESL Open House and Community Resources Fair was held in the fall, with seven community organizations and four Mt. SAC support programs presenting information and resources to more than 200 immigrant community members. ESL also hosted CATESOL San Gabriel Valley Chapter day of workshops in June on "Learning with a Purpose" with keynote and breakout sessions. IMPACT hosted a Local Partnership Agreement (LPA) meeting with San Gabriel Valley Regional Center and Department of Rehabilitation. LPAs articulate service delivery, engage their communities, and increase formalized Competitive Integrated Employment opportunities for individuals with intellectual or developmental disabilities at both system wide and individual case bases. IMPACT also hosted its first Open House, with guests including Walnut Valley USD, San Gabriel Valley Regional Center, Parents Place, in order to provide information and resources to potential students and their parents/conservators.

**LEADERSHIP IN PROFESSIONAL DEVELOPMENT:** ESL full-time professor (Miho) presented at noncredit advocacy ASCCC conference and the Allied Health Convening Conference. ESL full-time counselor (Ngo) served on the leadership team for the Mountie Faculty Focus Retreat and presented on Active Learning and Communities of Practice. Three ESL adjunct faculty presented at CATESOL State Conference on tech skills employers want, and digital storytelling; additionally, they presented to colleagues on digital citizenship and safety for adult learners. Two ESL managers presented at CATESOL State Conference on Higher Order Thinking Skills for the 21st Century Adult Learner. A number of adjunct EOA and AWD faculty also presented at seven workshops and symposiums including the following: Preparing High School Students for Post-Secondary Education and Employment (focus on students with disabilities), Resume Writing for Today's Workforce (focus on seniors returning to work), and Plant Propagation for Sustainability (focus on older adult community members).

#### STATEWIDE REPRESENTATION & ADVOCACY:

Mt. SAC SCE staff have been active in statewide representation and advocacy for a variety of different purposes. Many of the efforts were around the noncredit initiatives as well as state engagement with Technical Assistant Program (TAP) for contract ed.

- California Adult Education Program (CAEP/formerly AEBG) – Madelyn Arballo AVP has been active in continuing with involvement with CAEP data & accountability workgroup for student outcomes. She has also been a presenter at various CAEP state panels. Ryan Whetstone participated in CAEP Professional Development state workgroup.
- Based on the new legislation (AB2098) which was added to AB 104, CAEP, schools are recommended to collect metrics for outcomes around immigrant integration. Liza Becker, Associate Dean, was assigned on a state workgroup to determine the metrics.
- Mary Lange, Director Older Adults/Adults with Disabilities is President of the CCCEOA (CCC Educators of Older Adults)
- Adults w Disabilities: In support and advocacy for adults with disabilities, EOA/AWD Director and AWD Technical Expert became members of the Full Inclusion Advisory Group for the City of La Verne. In addition, the AWD Technical Expert joined Tri-City Mental Health Collaborative and the Inter Agency Council for San Gabriel Valley Regional Center; both are transition support organization.
- Dean Tami Pearson oversees the statewide TAP grant, Contract Ed and staff and has promoted the expansion of support from the TAP.
- Madelyn Arballo, AVP, advocated for adult education initiatives and policy by engaging with state legislators and other state government officials. She has been involved in writing policy for a different pieces of legislation such as AB1727 and SB 554. She



also serves as President of ACCE, Association of Community and Continuing Education, which promotes advocacy for Community and noncredit stakeholders.

- Dana Miho and Madelyn Arballo serve on the statewide Student Equity and Achievement Program (SEAP) workgroup.

- Donna Necke served on a statewide Academic Senate committee, Curriculum Committee and has advocated for the streamlining of noncredit curriculum. She also served on the CCCC statewide AB705 committee appointed by the ASCCC.

**Closing the Loop - Analysis of Progress on College Goals:** All SCE departments have identified plans and activities for assessment based on Unit goals that are aligned with SCE Division goals, Instruction Team goals, and overarching College Themes and goals.

In 2018-19, units identified 65 resource request plans and activities that were tracked at various stages of completion. While most of the activities that are still in progress (not yet 100%), several noted some use of results for program or service improvement as they move into the 2019-20 year of planning. Below is a summary by program area:

As noted, many are at 100% such as ABE, who closed the loop with offering CBEST preparation classes; Testing Center implementation is complete and now the Center is successfully operating; ESL's Language Learning Lab successfully established faculty tutors at the LLC, who helped students complete two or more self-directed learning activities (SDLA); the AWD program faculty are responsible for a fully completed goal of developing contextualized curriculum that promotes independent living skills for adults with disabilities; and the STV program has 7 goals at 100% completed including establishing a process for assessing SLOs, ILOs and PLOs for all VOC programs.

Other programs near completion are ABE with 78% of enrolled students completed an educational plan, 94% of new ESL students have educational plans, and close to completion is a goal for which completion would be the acquisition of operational equipment in ESL.

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More detailed descriptions for each SCE departments are below:

In 2018-19, Adult Basic Education (ABE) identified five active unit goals and seven resource request plans and activities in the areas of advocacy and partnerships, data, teaching and learning, student support, and communication. Five of the resource request plans were completed at 100%; these were in the areas of partnerships across campus, SLO assessment, curriculum and pathways development, student input, and PIE faculty and staff discussions. Notable closing the loop achievements include successful introduction and participation in CBEST preparation classes, 52% of students who took an English Academic Intervention for Math and English (AIME) class enrolled in a transfer-level English course within one year, the assessment of 100% of the courses designated for Year 2 of the new SLO assessment cycles, 78% of students completed an educational plan, an overall completion rate of 65% for ABE students who completed a course after attending at least 12 hours in 2017-18, curriculum development, 61% of students in Adult Diploma who accessed in 2017-18 tutoring passed their class compared to 44% of students who did not, and a tutoring survey results indicate that students (68%) find tutors to be helpful.

Contract & Community Education noted five unit goals and seven plans and activities in 2018-19, with no funding requested, in the areas of advocacy and partnerships, data, teaching and learning, student support, and communication. The main activity pertaining to advocacy and partnership has been completed, resulting in not only attending ACCE but also demonstrating leadership by delivering a presentation on "Adding Test Proctoring Services to Your Community Education Programs." Furthermore, the director and staff attended the Contract Education Summit, and maintained a presence at chamber of commerce meetings and activities throughout the year. Data collection instruments have improved to make data collection efficient and possible. Surveys have been created to identify why students register for classes and their intentions upon completion. College for Kids have a new report card to communicate accurately expectations and student progress. With regard to teaching and learning, outdated water technology equipment has replaced and students introduced to state-of-the-art equipment. The Testing Center plans are 100% complete, with its own website and advertising plan in operation. With regard to student support, the registration office is upon Monday through Thursday until 7:00 p.m., registration staff is now able to schedule counselor appointments, and registration staff can now provide information to students about relevant programs and services. Lastly, with regard to communication, standardized templates for course offerings, descriptions, and syllabi have been developed to ensure accurate and consistent information is shared with students.

Education for Older Adults (EOA) and Adults with Disabilities (AWD) programs has identified five unit goals and 17 plans and activities in the areas of use of advocacy and partnerships, data, teaching and learning, student support, and communication. Of 17 plans and activities planned, nine rely on hiring additional personnel (faculty and staff). Because that was not possible this year, ten of the activities are 25% complete, six are 50% complete, and one is incomplete. Highlights of closing the loop include: the development of a post-program data and seven new contextualized curriculum to promote independent living skills and economic self-sufficiency.

English as a Second Language (ESL) identified five unit goals and 10 plans and activities in the areas of advocacy and partnerships, data, teaching and learning, student support, and communication. Three of the 10 plans are 100% complete. Results from these completed plans include student access to much needed operational equipment, tutoring success (79% of students who used tutoring moved on to other programs or second semester of VESL), peer mentoring success (students with a mentor had a higher success rate than those who did not), and Give Me 20 program success (those who read and reported on three books had a 26% higher rate of passing their class than peers who did not). Additional closing the loop successes include the offering of six sections of ESU Accounting, three sections of ESU Hospitality, and six sections of ESL for Health Professionals, and the intent to increasing the number of ESU courses to continue to respond to student needs and interests. The data collected this year on technology use will serve to teach strategies for internet safety use next year. Additional achievements include that between 94% to 98% of incoming students in the various levels offered have completed an education plan, counselor participation in five off campus and seven on-campus outreach, ESL opened two new off-site courses in the community, and an ESU course in partnership with Williams Sonoma offered at their manufacturing plant.

The Language Learning Center (LLC) selected five goals and eight corresponding resource request activities for the 2018-19 academic year. The goals were in the areas of advocacy and partnerships, data, teaching and learning, student support, and communication. Of the eight activities planned for the year, only two were 100% completed. These pertained to the funding of ESL faculty tutors at the LLC, who helped students complete two or more self-directed learning activities (SDLA). Students who completed two or more of these SDLAs had higher course success rate than those who did not (33% higher in spring, and 17% higher in the fall). Activities related to the funding of a one-year license for Rosetta Stone, GoReact and NativeAccent were 100% completed. GoReact and NativeAccent are software programs required in courses and, therefore, affect attendance at the LLC. Learners using Rosetta Stone spent an average of 10% more time in the LLC over non-users. These software programs are funded through the Lottery process annually. While the LLC has been successful in meeting the needs of students, a reliable and consistent funding source would make the administration more efficient and, possibly, lead to additional growth.

The Mt. San Antonio Adult Education Regional Consortium has identified two unit goals and two corresponding planning activities in the areas of data and student support. The Consortium did not have a need for College resources in 2018-19. Plans for this year included improvements to data reports. There is now a Consortium outcomes report with data in aggregate form, as well as separate report charts that highlight Consortium members' methods for collecting outcome data. Eight Consortium data meetings have taken place in 2018-19. With regard to student support, there has been an active Mt. SAC counseling presence at member adult schools. Over 100 member adult school students attended the "SCE Day" event at Mt. SAC to highlight the College, 12 adult school students interested in matriculating at the College have met with a Mt. SAC counselor to discuss options, and three students have enrolled in the Mt. SAC Summer STEP Into College Program course. The Consortium continues to make progress towards meeting its goals.

Short-Term Vocational (STV) identified five unit goals and seven planning activities in the 2018-19 academic year. These are in the areas of advocacy and partnerships, data, teaching and learning, student support, and communications. Partly due to being the fastest growing department, STV had seven resource request plans of which two were met at 100%, one at 75%, two at 50%, and two at 0%. Notable closing the loop achievements include having 100% of current STV courses with accurate and relevant SLO entered in TracDat; all faculty have been trained on the new SLO process; six new certificates in Appliance Repair, General Office Skills, Manufacturing and Electrical Systems, Medical Secretary, Trades Preapprenticeship, and Welding Basics; an increase in pass rates by 5% to 82% when compared to last year; 24% increase in counselor contact in 2018-19 when compared to the previous year; 10% increase in enrollment in mirrored courses; 16% increase in STV FTES when compared to 2017-18; and a 41% increase in students taking Health Career courses. Ties with workforce development partners continue to get stronger. The Pomona AJCC has settled into a weekly co-location schedule with Mt. SAC. Two staff members are at Mt. SAC four hours each week and one STV staff member is at the Pomona AJCC for four hours each week. A career service specialist will soon be hired. The STV Department continue to grow, as evident by a 30% increase in courses offerings this year when compared to 2017-18.

The Off-Campus High School (OCHS) Department experienced many developments in the 2018-19 academic year, as it continues to develop in its second year of branching out as an independent department. The OCHS Department identified four goals in the areas of student support, data, teaching and learning, and communication. Four corresponding planning activities were developed in the areas of student support that include orientations, student educational plans, and counseling services; expansion of services to additional school districts; input for program quality assessment; and data pertaining to SLOs, course success, and syllabi and exam rubrics. Despite limited resources, the OCHS Department managed to meet two resource request plans at 75%, one at 50%, and another at 25%. Closing the loop achievements include adding one school district to the summer program, which will result in an additional 300 FTES in the summer; 98% of students received an orientation; 98% of students completed an educational plan; every student had access to follow-up counseling; and a 12% increase in course success rate. The OCHS continues to request additional staff to support its growth. While requesting help from other departments may help temporarily, there needs to be a long-term solution to the staffing challenges to maintain success and to avoid exhausting

resources from other departments.

The WIN Program identified three unit goals and three ambitious planning activities in the 2018-19 academic year. These are in the areas of student support, advocacy and partnerships, and teaching and learning. One of the resource request plans was completed at 75% while two were 50% completed. Notable achievements include a 93% retention rate in Fall 2018 and 97% in Winter 2019, an 88% course success rate, enrollment in an English course for 87% of WIN short term review students, an abbreviated educational plan on file for 95% of WIN short term review students, and every student completed a comprehensive education plan.

**Tracking Conditions and Trends: a. External Conditions Analysis:** A. External Conditions Analysis Changes and trends in Federal, state, and regional conditions affected SCE offerings in a variety of ways that required analysis and response in order to maintain quality high level of rigor in our programs and services.

#### FEDERAL & GEOPOLITICAL INFLUENCES:

WIOA, TITLE II: The 2014 reauthorized changes to the Workforce Innovation and Opportunity Act (WIOA) continue to reverberate and affected ABE and ESL program areas. Prescriptive requirement and accountability measures, many of which connect directly to a tiered system of payment points and performance-based incentives, continue to impact internal processes, curriculum development, and classroom instruction. While language and math literacy is the basis, now more weight is given to successful transitions to employment and post-program tracking of success. Serving a high-need population, this challenges holistic approach and time-/staff-intensive means of promoting success by ABE and ESL service providers. For immigrant populations, an increased focus is on Integrated Education and Training (IET) that requires concurrent literacy and workforce training for students who may already be maximizing their time and energy through work-school-life demands.

U.S. VISA & IMMIGRATION: Due to a decline in U.S. Visa issuance policies (China, in particular) and the negative political climate regarding undocumented immigrants, we have seen a steady decline in enrollment in the Language and Culture Camps, part of the Contract Education program; this is also affecting the ESL program. According to a recent Public Policy Institute of California (PPIC) report, the highest groups of recent immigrants in California are Asians with high levels of education who already speak English while immigration of low-skilled workers from Spanish-speaking countries is declining. It will be important to gauge the trend in demographics in some of SCE's programs for the next several years.

#### STATE & SYSTEM-LEVEL INFLUENCES:

- CURRICULUM APPROVAL:** The Chancellor's Office and the Board of Governors are updating the approval process for noncredit certificates and new courses; approval time will now be faster as the controls will be at the local level, similar to credit, and will definitely have a positive effect on meeting the needs of our students and business partners. This streamlined process does not include STV noncredit certificates.
- STUDENT CENTERED FUNDING FORMULA (SCFF):** The SCFF included noncredit in the apportionment part of the formula and kept funding for CDCP (Career Development College Preparation) apportionment – these include SCE's ABE, ESL, and STV courses at the full enhanced apportionment rate. The college has invested resources into supporting the Success and Promise portions of the SCFF although the uncertainty and stability of the new funding structure is impacting the level of growth in noncredit.
- AB705 & GUIDED PATHWAYS:** Statewide initiatives, Ed Code changes, and Chancellor's Office mandates for acceleration and awards are heavily influencing local programs in terms of modification and changes to academic and student support services. With implementation of AB705, Mt. SAC has greatly reduced and/or eliminated lower level courses in math and English. As a result, noncredit basic skills courses serve as an option for students who do not feel ready to take transfer-level math or English. It is imperative for students to be prepared for college coursework and noncredit classes are a free, short-term option to prepare students for success. In the past, Basic Skills funds served as a venue in several programs including ABE, ESL/VESL, LLC, and WIN. Additionally, the push for accelerated pathways (i.e., Guided Pathways) also increased opportunities and need for more articulation of noncredit courses, certificates, and articulated programs in ABE, ESL/VESL, and STV program areas.

SEAP – The Consolidation of Basic Skills, SSSP, and Student Equity funds have resulted in one fund which is the Student Equity and Achievement Programs (SEAP) funding stream. This is of concern to SCE programs due to the amounts previously allocated locally and by the CO for BSi and SSSP. With the merged Student Equity and Achievement Program funds, it is expected that SCE will continue to engage in efforts to support noncredit CDCP students in transition and employment goals.

CALIFORNIA'S WORKFORCE AND DEMOGRAPHICS: The employment and business environment remain healthy, which has opened more training opportunities in STV and Contract Education to support our local business and industry needs. Ironically, the healthy employment conditions may be negatively impacting enrollment into programs such as ESL and ABE, who are suffering student declines. Per Bureau of Labor Statistics (BLS) data, STV has noted the following careers have larger than average growth by 2024: Occupational Therapist Aide (30%), LVN (21%), Care Coordinators/Health Care Support Occupations



(21%), and Distribution (10%). STV partnerships with local businesses yielded data that jobs in manufacturing are also growing. Review and analysis of BLS and local market data continues to inform decisions on STV program's creation of business and infrastructure certificates in order to respond to local labor market and economic demands. Through Contract Education, ETP funds are helping our business partners to train employees at no extra cost. Changing profile of the workforce is also evident within the older adult population in terms of an aging workforce. The group of working seniors (65 and older) is projected to rise to 27% for men and 20% for women by 2022; technological literacy is an indispensable skill to gain and maintain for this population. In preparation, SCE's Voc Re-entry program is growing to include more computer skills, craft-making skills, and microenterprise options for seniors in our community. Projections from other data sources indicate that California's older adult population (60+) is growing rapidly, with a 212% increase from 1970 to 2016. This includes both the working and retired adults in our communities. SCE's EOA program well prepared to serve this larger than ever Boomer population through such courses as Healthy Aging and Brain Fitness, which has positive implications for individuals, families, communities, and government.

#### REGIONAL INFLUENCES:

**Mt. SAC REGIONAL ADULT ED CONSORTIUM:** Mt. SAC SCE leadership and involvement in the Adult Ed Regional Consortium continues to be strong. The AVP and Dean are members of the Consortium Steering Committee, with the AVP as co-chair. Mt. SAC also oversees Consortium operations and fiscal certification. Mt. SAC SCE monitors student outcomes closely although not all data elements are built out in MIS. Even with some missing data elements SCE is diligent in ensuring that state dashboards and consortium reports show significant student outcomes. The state has renamed the Adult Education Block Grant (AEBG) in AB104 legislation to California Adult Education Program (CAEP). Legislation clarifies that local governance via the Steering Committee is the primary vehicle to determine membership effectiveness, performance and accountability. SCE plays a prominent role in this process, both locally and at the statewide level, as noted in the accomplishments section of this report – e.g., advocacy at legislative levels and representation on statewide advisory workgroups. One area that the College has shown support of SCE efforts is the growth in AWD program. The key gap facing the region is a lack of services focused toward assisting adults with intellectual disabilities, particularly as related to workforce preparation. The College has demonstrated a commitment to this very vulnerable populations. Moreover, the funds accessed through the Consortium, although a very tiny proportion of the regional allocation, have also allowed SCE to develop and expand in-demand vocational programs.

**Tracking Conditions and Trends: b. Internal Conditions Analysis:** Factors that have affected SCE's programs in current year include new and continuing themes ranging from academic to operational areas:

**ENROLLMENT AND POSITIVE ATTENDANCE:** Employment opportunities and the negative political climate for immigrants is challenging the ability for ESL to sustain past enrollment levels. ABE and Adult HS programs have also been impacted by the healthy economy. In-demand vocational programs, including STV addressing regional need have been popular and added to Division growth.

**PARTNERSHIPS WITH CREDIT:** AB705 and Guided Pathways of Study (GPS) created opportunities for mutual support between credit and noncredit faculty and counseling staff. Examples include AIME math/English review and contextualized HealthCare Math classes in ABE as well as contextualized English for special Uses (ESU) classes in ESL/VESL. In addition, ESL worked closely with AMLA to update its long-standing articulation agreement due to recent changes in the program resulting from AB705 and AMLA program restructuring.

**NONCREDIT COURSES PREVIOUSLY CREDIT-BEARING:** In the past 3 years, there have been shifts in courses previously in credit becoming noncredit. These include Electronics Systems Technology (EST) and Emergency Medical Technician (EMT). Both shifts resulted in a renewed interest in EST and the addition of several sections of EMT 90 and 90A, now completely offered in noncredit. All of these noncredit courses have resulted in student success with regards to course completion, credit enrollment, and immediate employment.

**FACILITIES AVAILABILITY & CONDITIONS:** Several programs cited frustration with deficiency or poor conditions of their facilities. A major challenge for STV is the lack of adequate classroom space for current courses while simultaneously tending to growth mandates by the College, particularly for the Home Simulation Lab (Sim Lab) that an integral component of learning for the Health Careers students. (Sim Lab has finally been assigned to a classroom space in Bldg. 40.) As STV programs grow, STV also needs a Career Center so that students can identify areas of interest and meet requirements for jobs. New programs such as construction trades and solar panel will need space for hands-on training for students in order to be competitive in the job market

For ABE, lack of adequate classrooms and poor conditions of buildings in which programs are scheduled has been a long-standing issue that is unacceptable for a College building; it continues to challenge and negatively affect the quality of

instruction and services to ABE students. This includes inadequate restroom facilities, lighting, and chairs and desks for staff and students alike. Buildings are not ADA compliant, including 30, 32, 35, and 38. This is not conducive to promoting a sense of equity and campus engagement considering the populations served in ABE.

The Contract/Community Education program also struggle with shortage of classroom space, which negatively affects the ability of staff to find space for revenue-generating offerings. WIN has a lack of adequately designed study space, classrooms, study areas, etc.

**PARKING & TRANSPORTATION:** The term-by-term purchase of parking permits does not fit the needs of noncredit programs and students due to our open-entry or short-term scheduling. ABE stated financial difficulties of purchasing permits for students who enroll at different times during the semester and tend to have a number of barriers including financial need, unemployment, and housing insecurity. Parking and transportation is a challenge for STV students, as well. Similar to ABE's reasoning, cost of parking is for a semester is prohibitive for many STV students who since ABE programs are only for part of a semester or cross over terms. A simple resolution to overcoming these barriers would be to provide an alternate short-term or pro-rated fee (other than daily purchase) for students who park near Building 40 (Lot F).

**STAFFING ISSUES:** Nearly every program in SCE seems to be struggling to meet the growth and accountability mandates, both internally and externally driven, as evident in the increased requests by units for staffing in all sectors of employment. ESL will greatly benefit from a 2nd full-time professor who can provide training and support for low and intermediate levels of the program that feed into the college and career pathways. There is increased interest for contextualized learning and pathways courses, programs, more certificates to that lead to college and high demand career fields. OCHS is sharing classified staff with ABE and this has caused a burden on coverage and maintenance of services at current levels, and needless to state, an even further burden on growing the program. The unit urgently needs a dedicated administrative Specialist III, a full-time counselor, and a permanent Program Specialist/Coordinator. Staffing issues were also noted by WIN in the areas of a full-time Coordinator as well the need for permanent support staff to take the place of work-study students with limited roles/responsibilities for program accountability and outcomes.

**Tracking Conditions and Trends: c. Program Planning Dialogue:** Robust discussions took place with key stakeholders across all SCE program areas as well as with community partners and local business/industry:

- ADVISORY TEAMS & WORKGROUPS:** Advisory teams at various levels of the division met regularly to review curriculum currency to meet college and industry needs, outreach and marketing for growth, remove barriers to education, and help students to achieve their identified goals. The following are three examples of program planning and dialog with long-established (ESL), growing (STV), and new (OCHS) programs. Under the leadership of the full-time ESL Professor, approximately 60+ adjunct ESL faculty selected 4 – 6 peers to represent them in on the ESL Advisory team, which met monthly to review and make recommendations for program improvement. Topics included faculty related matters such as curriculum, SLOs, grading guidelines, faculty professional development, Academic Senate issues, and student related issues such as retention and persistence. STV department meets every other week with all staff members in attendance. The team reviews labor market data and trends to decide what new programs to add to the portfolio of STV programs. In spring, STV held a full-department planning meeting to review all programs, determine effectiveness, next steps, and who is responsible for each item. WASC Action Plan items are also part of the department meetings and are part of the discussion on a regular basis. OCHS officially formed in January of 2019 when a dedicated manager was hired. In previous years, program review of OCHS merged with ABE processes including PIE Day. Moving forward, systematic program planning dialog is beginning to take shape as management and staff form a distinct OCHS unit and review PIE input from current year.

- INTERNAL COMMUNICATION & TECH LITERACY/SUPPORT:** EOA discussions involved department director, technical experts, adjunct faculty, adjunct counselors and classified staff. Discussions included what could be carried forward into current and future Unit PIE as well as the need to strengthen information technology (IT) support for off-site faculty and staff, and to boost digital literacy content for all populations served in EOA/AWD.

- CREDIT SUPPORT:** In ABE, discussions took place with TPI regarding CBEST Prep classes. TPI's funding ran out and as a result, they were no longer offering the prep course. ABE offered a CBEST Prep course in Winter and Spring terms and will continue to offer them.

- INDUSTRY SUPPORT:** Director of Community and Contract Education met with Water Technology faculty to discuss industry needs and trends; program planning strategies included purchase of equipment to meet industry standards and attending the Southern California Water Utilities Association Vendor's Fair to solidify marketing efforts directly with industry representatives and their employees.

•COMMUNITY NEEDS & REGIONAL SUPPORT: Community Education stakeholders met to discuss the increase in competition of services within our district, and ways to maintain our status at the forefront of serving the community through fee-based programs. Strategies included more STEM components in the College for Kinds science classes, splitting the Healthy Cooking for Kids class into two (by grade level), reinstating animation class and adding an intro to video/audio production. The CAEP Regional workgroups met regularly to review and share curriculum, student support processes, and ways to boost transition efforts of adult learners from one regional program into another. Examples of such workgroups included ESL, AWD, and counseling, all of whom had opportunities to share their progress at the bi-annual Regional Professional Development Conference, held at Cal Poly's Kellogg West center.

**Tracking Conditions and Trends: d. Critical Decisions Analysis:** SCE programs and services took thoughtful actions based on external/internal influences and always in keeping with what is best for our students and health/well-being of the community we serve:

COURSE & PROGRAM CHANGES TO PROMOTE STUDENT SUCCESS: ABE developed prep courses in English and math to prepare students for college-level math and English; additionally, Stats and BSTEM specific prep courses were developed. HESI Prep classes are being offered and a new Healthcare Exam Prep course was developed. ABE also started CBEST Prep classes on weekends. Many students who took this course inquired about CSET Prep classes; starting in Spring '19, ABE offered a multiple subject CSET Prep course to their schedule of offerings. All 100% of the certificates have outcomes, summary of data, and use of results compiled with reflective practice. sound//secure digital citizenship.

COMMUNITY NEEDS & PROGRAM GROWTH: AWD expanded offerings in response to gaps identified through Mt. SAC Regional Consortium plan; continue partnership of AWD classes with vendors of Regional Center providing classroom support for students with Intellectual/Developmental Disabilities. ESL continued to grow the off-site classes, this year partnering with City of Pomona to offer classes at Renacimiento Community Center and with Pomona USD for classes at Washington Elementary School. ESL also offered an ESU class at the Williams Sonoma distribution and manufacturing plant that has been quite popular and successful. OCHS's primary focus has been on growth, increasing the number of students we serve and retain in our programs. Off-Campus HS added two new K-12 HS districts and 2 new high schools bringing the districts served to 14 and high schools to 38.

IT SUPPORT & DATA MIGRATION: SCE coordinator worked with IT to create an add-on to the Banner student data system for noncredit programs. The first to be completed was ESL, with ABE, STV, and EOA/AWD following. The intent is for all shadow systems currently operating in SCE noncredit programs to be replaced primarily by Banner.

#### EMPLOYABILITY & STRENGTHENING OF PARTNERSHIPS:

SCE has entered into MOUs with the local America's Job Centers of California (AJCC). Pomona AJCC is now co-located in SCE's facilities and provides much needed support for STV and other SCE students enrolling into training programs. Moreover, a decision was made for STV staff to co-locate at the Pomona AJCC location to promote all Mt. SAC programs and enrollment into credit and noncredit.

EOA increased the number of reentry vocational certificate offerings to enhance employability of students. Due to state and national initiatives that emphasize college/career pathways for adult immigrant learners, ESL placed additional prominence on career exploration classes by offering new contextualized English for Special Uses (ESU) courses in Accounting and in Hospitality in order to maximize on WIOA Title II payment points.

WIN expanded its hours of operation into the evening in order to meet the demand of students as a result of AB705 changes; other changes included expanded offerings of Math/English review courses and Bootcamps in the lab and expanding hourly staffing in the form of tutors.

INCLUSION: AWD began offered classes on campus Tuesday and Thursday afternoons to promote inclusion for adults with disabilities.

**Tracking Conditions and Trends: e. Progress on Outcomes Analysis:** All 100% of SCE courses have two or more SLOs and are assessed on a rotating 4-year schedule with reflective practice evident in the use of results. Last year, SCE faculty agreed to a Division-wide adoption of the ILOs for each of the 4 years. This year, all courses assessed the ILO for Information and Technology Literacy. All program level SLOs similarly have outcomes, summary of data, and use of results compiled into TracDat. **Analysis of Curriculum Currency:** In the 2018-19 academic year, the local course review processed 88 courses in the School of Continuing Education, 12 courses went through the four-year review process, 4 courses were deleted, 49 courses were modified, and 23 were introduced. SCE submitted new courses and programs through the College's Educational Design Committee, the

College's Curriculum and Instruction Council, the College's Board of Trustees, and the California Community College Chancellor's Office for approval. A total of 32 programs completed the local curriculum approval process for new or modified certificates then were submitted into the COCI queue; of these, 32 of the programs were Chancellor's approved to date and ready for implementation including: Architectural Design Concentration, Architecture Foundational Skills, Certified Nursing Assistant, Office Computer Applications – Level 2, Sewing and Tailoring, and Secondary Education.

Highlights by program area include:

- ABE: Developed a new Parent Ed class, Common Core for Parents, to assist parents/guardians improve knowledge and strategies for supporting children's academic success in Common Core standards. A College Rediness certificate was created to prepare students for successful transition into college credit courses.
- AWD: Developed 7 new courses with contextualized curriculum to promote independent living skills and economic self-sufficiency in the ACCESS program, including Basic Budgeting and Money Management, Health and Fitness Skills, and Memory Building.
- ESL: Successfully piloted a Foundations level course for literacy students in Fall 2018 (more than 8 levels below transfer) with high enrollment and waitlist maintained throughout the spring term. Additionally, ESL faculty met monthly to explore and select a new textbook series with more communicative focus that will help students integrate better into life and workforce settings.
- Voc Reentry: Created the following certificates to support community members re-entering the workforce as part of an increasingly older workforce: Office Computer Applications – Level 1 and Level 2, Sewing and Tailoring, Basic Excel, Presentation and Publication.
- STV: Started new programs including Accounting, Payroll & Tax Accounting, EMT, and Welding Basics. Also offered a Basic Skills for Reading and Writing course designated for CTE programs for the first time with EMT.
- Community Ed. /Contract Ed.: In order to remain current with industry standards, purchased new gages for the Water Technology program for Backflow Operation and Cross Connection Control classes. College for Kids faculty added more STEM components to the science classes. Reinstated the Computer Animation class and added an Intro to Video and Audio Production for Kids classes.

**Analysis of Division's Plans, Activities, and Resources:** The 2018-19 year allowed for SCE to shift focus from mostly the accreditation process to enacting the WASC Action Plan and Division planning. The Division also demonstrated another year of high growth with over 200 FTES growth in noncredit programs. The growth was mostly in the area of high school, vocational programs and adults with disabilities. SCE also became the 2nd largest noncredit program among the community colleges. It is anticipated that interventions and program developments described below will add to Mt. SAC's funding formula outcomes and guided pathway success.

The trends indicate that our programs are moving increasingly towards integration of academic programs and student services with focus on performance-based outcomes, career education, and integrated planning. The significant state initiatives have also created a need for increased noncredit instruction and services to support student credit success and pathways to employment. Because SCE is so responsive to these challenges, ABE is offering short-term review courses that prepare students for the new English and math placement. Credit English professors collaborated with noncredit faculty in creating a course that will support students not quite ready for the new placement structures or have dropped credit English. Additionally, with the approval of numerous STV programs, there will be an increase in VOC enrollment. It is also anticipated that the LVN program application will gain state approval in 19-20 which will result in the development of the curriculum.

Moreover, the Community and Contract Education department is intending to increase business and industry partners with quality training as well as increasing opportunities for community enrichment. Continued support from the College with regards to funding for equipment and staffing is needed.

Partnerships have always been critical and enrich the programs offered to our students, and 19-20 will see increases in these partnerships. The Short-term Vocational program has paved the way for state and county workforce agencies to include the College in important regional events, often requesting leadership from Mt. SAC. Space continues to be a barrier for STV programs to reach students and at times limits expansion of these relationships. ESL will increase in their off-campus offerings and create significant partnerships with business, civic, and educational agencies.

A priority for resource request will continue to focus on the growing need for SCE infrastructure expansion. The first is for new full-time faculty, particularly in the area of Off-campus HS and Adults with Disabilities. Both programs are under-staffed and AWD is in need of a full-time faculty to support the enormous growth and need for serving these students. ESL is in need of another FT faculty to support the huge curriculum needs and large student population.

Overall, SCE will continue to stay active in policy affecting community colleges at both the federal and state level. One of these efforts is related to noncredit enrollment and census based attendance.