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

PIE - Continuing Education Division Manager

2020-21

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Division Mission Statement: Empower all students to transform their lives through accessible and innovative educational opportunities.
Analysis of conditions and resulting plans, activities, resources, progress and critical decisions.: External and Internal Conditions

The pandemic and social unrest in 2020-21 disproportionately affected the populations and communities served by the School of Continuing Education (SCE). Students in our various SCE programs are by and large people of color, economically challenged, elderly, and/or immigrants – demographics of people who suffered most from COVID-19 or who became victims of racial violence. Yet many noncredit students survived, maintained, and many even thrived in an online environment. This is due to the resiliency of the populations we serve as well as the creativity and dedication of our faculty, staff, and leadership. SCE had no online courses prior to the pandemic and within two weeks offered 913 online noncredit courses.

As SCE dealt with the pandemic and transition to remote services, many departments reported the following concerns: students didn't have computers or good internet connection, appropriate study space or had to share all of this with family members; many students had to look for jobs or work more hours, take on more parenting types of roles, and help younger siblings with their online school; some students missed relationships from physically being in class; mental and health conditions were heightened as a result of COVID-related stress, as well as housing and homelessness issues. While many students lacked devices or resources, many opted not to take advantage of the laptop loaners and Wi-Fi devices offered by the College. SCE addressed these challenges as detailed in the next section but, ultimately, these factors negatively impacted enrollment.

Internally, SCE had to quickly pivot to transition and accommodate all personnel to work remotely, which was challenging. Noncredit and Community Education classes had to be immediately suspended. Vocational and community education courses that required hands-on course objectives had to be suspended for most of the pandemic, including health, College for Kids, motorcycle, welding, and electronics. Although older adults proved to be resilient and gained technology skills during the pandemic, seniors in residential facilities were unable to take advantage of online learning. Our summer HS program was also impacted because some high schools were unable to utilize the College's learning management system (Canvas) or could not support the number of courses due to the overwhelming needs of their own schools. SCE was also without two key managers, Director of Education for Older Adults and Adults with Disabilities and Director of Short-term Vocational Programs, although those positions will be filled shortly. Preparing for students' return to campus with staff and faculty has also impacted internal operations. SCE has made great strides despite these internal and external challenges, as will be noted in the following section.

Program Planning and Activities
External and internal conditions led to challenges that had to be immediately addressed by the SCE leadership. Throughout the 2020-21 academic year, SCE plans and activities focused on supporting students and enhancing distance education to make it more accessible and successful. The following are highlights of plans, activities, and progress:
• Supporting Students with Distance Education. To support continuity of instruction and services during the pandemic, SCE offered 3,357 courses in the 2020-21 academic year, with 3,310 of those available online. Students were loaned necessary resources, such as laptops, hotspots and special lab kits to could practice school work at home. A total of 523 devices (laptops and hotspots) were loaned to 452 students in 2020-21. SCE helped secure emergency financial and basic needs resources for noncredit students to support their well-being and increase retention. Updates to the SCE website have made it more user-friendly with direct links to the SCE application and the Student Online Support (SOS) helpdesk.

• Supporting Faculty with Distance Education. Faculty were offered professional development opportunities and peer support within departments to address challenges to teaching online. SCE established the Student Online Support (SCE SOS) so experts could help students with technology-related issues and critical course information, which alleviated the need for faculty to help students with technology problems during class time. Distance learning amendments for 289 noncredit courses were submitted to allow for those courses to be taught online.

• Enrollment Challenges and Successes. SCE served 36,185 students in 2020-21, a high number considering the difficulties posed by the pandemic. Unfortunately, the Division's enrollment decreased by 6,843 students (approximately 16%) this year compared to 2019-20. The Division experienced an overall loss of 1,240 FTES when compared to 2019-20 and CDCP FTES decreased by 1,081. Both FTES and CDCP FTES reflect a loss of approximately 15%. Some of the negatively impacted programs included ESL, especially the lower levels of the program, the lower basic skills levels of ABE, residential older adults, and short-term vocational courses due to the required hands-on components of these programs. Despite the challenges, enrollment growth did take part in ABE. In 2020-21, when compared to 2019-20, Adult Diploma grew by 325 students (102%), High School Equivalency by 298 students (187%), and High School Referral by 439 students (189%). ABE was the only department within SCE to experience growth. Another success was that approximately 56% more EOA students took multiple classes than in 2019-20. SCE is likely to continue to be the largest state noncredit program in terms of noncredit and CDCP FTES.

• Simplifying Registration. Online registration for noncredit labs and other SCE programs was gradually introduced and has been critical during the COVID-19 pandemic. It was initially piloted in support programs such as WIN in 2019, but by Summer 2020, it was implemented in all tutoring labs and SCE programs. Noncredit students now have the ability to self-register online and enroll in various programs according to their specific processes which, in some programs such as ABE and ESL, integrate orientation and assessment services into a one-stop process.

• Approval of on-campus Courses and Services. While the majority of noncredit courses were taught online, STV's CNA and EMT programs were approved to be on campus during the pandemic starting Summer 2020 for the lab portion of the programs. Two additional STV programs, Medical Assistant and Personal Care Aide, followed in Winter 2021. The Testing Center also opened for in-person service on campus in December 2020 and proctored 70 tests to 39 students in 2020-21. A total of 47 courses were offered on campus in 2020-21.

• Addressing Diversity, Equity, Inclusion & Social Justice. To commit to properly addressing issues of diversity, equity, inclusion and social justice, SCE established in December 2020, the SCE Equity Leadership Workgroup, comprised of two managers, two faculty, and two classified employees. The Workgroup has been working to identify areas where SCE can improve with regard to ensuring equity for students and employees. The Workgroup has reviewed enrollment and completion data to identify gaps that could be related to equity and inclusion, compiled a list of trainings that SCE faculty and staff would benefit from attending, developing a resource list for students and staff, participate in Mt. SAC Equity Advisory Committee to ensure that noncredit has a voice, and developed plans to meet with all SCE departments to obtain input on equity and inclusion. The WASC Action Plan was revised to add two specific objectives addressing these issues. An ESL faculty member, who is part of the SCE Equity Leadership Group, led an ESL workgroup consisting of adjunct faculty in the development of equity related curriculum for use with adult English learners; the ESL workgroup presented their findings and curriculum at an in-service in Spring 2021. The Language Learning Center (LLC) began creating new Directed Learning Activities on topics related to equity, highlighting achievements of Black and Latinx Americans. Many SCE faculty participated in CORA Equity in Education certificate program offered through POD. Regionally, the Adult Education Consortium held a virtual conference in May 2021 for leaders and staff that focused on Creating Equitable Environments, with 84 participants.

• ACS WASC Mid-Cycle Review and Report. In 2020-21, SCE held a virtual two-day SCE Advisory Group retreat and mid-cycle kick-off event to discuss significant changes in the Division, external and internal factors impacting Division work, and the WASC Action Plan progress. Managers, faculty, staff, students, and partners provided input for the required WASC Mid-cycle Report, which was formally submitted to ACS WASC in May 2021. As part of this review process, the Division's vision was revised, SCE Profile data and the SCE Research Plan were reviewed, and the Action Plan was enhanced with the addition of four new objectives pertaining to equity and distance education. The Action Plan now includes 171 tasks and is 83% complete. The EMT program also went through the renewal approval process with the Emergency Medical Services Agency of Los Angeles County in November 2020.

• Seeking Funding Opportunities. A struggling economy, an effect of the pandemic, has led to severe unemployment in the region, at the state level, and nationally. As a result, noncredit programs, particularly those in the vocational area, will contribute to the economic recovery and availability of a trained workforce. SCE has sought out funding opportunities to support these programs, working closely with the staff of local congressional representatives. For example, STV's proposal for the Re-Thinking Adult Education Grant is a finalist, one of eight in the state and one of 95 in the country. SCE also requested federal earmarked

Community Funding and the proposal to establish an apprenticeship program passed through the House of Representatives to the final decision phase in Senate Appropriations. And SCE also earned a fourth year of funding through the regional Strong Workforce Program with the highest regionally ranked CTE proposal.

• Planning for Facilities. A vital resource that was discussed in depth in 2020-21 was the development of facilities specifically designed for SCE. Planning meetings were held with the Facilities Department and architects to discuss the development of the SCE Village on the northeast side of campus, which is slated to serve students and programs in ABE, EOA/AWD, and STV. While the facilities will be completed by 2025, the discussions were critical to ensure the development of facilities that address SCE's needs. With ESL primarily housed in the Language Center (Building 66), there are plans to relocate the remaining classes currently in the portables to nearby Building 67 once Technology and Health Division vacates it for their new structures. For now, there are plans to have STV's Simulation Lab ready for use once the pandemic is over and students can safely return to classes on campus.

Critical Decisions and Analysis of Progress by College Goals
Despite all the challenges faced in 2020-21, SCE planning and activities led to accomplishments and progress in many areas. The following is an analysis by College goals:

Advocacy and Partnerships
Advocacy was key to getting equitable noncredit support during the unpredictable and challenging times caused by the pandemic. While there was a lack of clarity with regard to noncredit attendance, locally SCE faculty and leadership quickly resolved to tracking and accountability measures that verified all aspects of course attendance and participation. The AVP and SCE coordinator actively advocated to and collaborated with the Chancellor's Office on interpretations and modifications of noncredit distance education attendance reporting. The Associate Vice President and SCE faculty conducted numerous presentations at regional and state conferences, including one for the Student Centered Funding Formula Assembly Oversight Workgroup in November 2020.

In 2020-21, SCE maintained and increased the number of partners with whom we collaborate. Internally, ABE partnered with Rising Scholars program for students who have been impacted by the criminal justice system to provide opportunities to earn a high school diploma or equivalency. On behalf of students, ESL partnered with the Mt. SAC Foundation to fund and administer ESL scholarships, with the AMLA department to support student transition through mirrored courses, and with EOA/AWD to offer Vocational Re-entry basic computing courses. WIN partnered with Associated Student Body, Kinesiology and Athletics for a live virtual talent show event with almost 200 attendees.

External partnerships were also maintained and enhanced. LLC worked with Lingco developers to improve software and tailor it to the specific needs of about 1,000 Japanese and French students and also reinforced ties with CalPoly Pomona's Spanish program to provide additional hours of tutoring and workshops for about 200 Spanish students in the Virtual LLC. OCHS maintained strong relationships with K-12 school districts and ensuring that over 700 courses were quickly transitioned online. WIN accepted a Microsoft donation through their corporate matching program of a former WIN student in the amount of $3,000. AWD faculty kept a strong presence in the community and region through virtual presentations at Transition Fairs at Regional Center, Parents' Place, and UCLA. The Mt. San Antonio Regional Consortium held a virtual Partners Breakfast in May 2021 highlighting members, student success stories, and community partners, and drew over 70 participants.

Communication
SCE continues to focus on improving effectiveness and consistency of communication among stakeholders. Effective and consistent communication has been critical during these unprecedented times. The SCE Advisory Group virtual retreat provided an opportunity for a Division-wide gathering for the first time since the pandemic began. While serious content-related discussions took place, the event was also an opportunity for colleagues to see each other virtually and connect. In addition, the SCE World News division-wide newsletter continues to keep employees informed of each department's news. The Associate Vice President's letters to SCE employees have also been a source of important information about departments, students, the college, and the pandemic.

Improvements to SCE website have made it more user-friendly with easy to find information and direct links to the SCE application and the Student Online Support (SOS) helpdesk. These improvements, in particular the accessibility of the online application, took extensive time and collaboration with the IT department.

Surveys are a form of communication and an opportunity for students and employees to share their views and concerns. In Fall 2020, SCE administered the Temporary Remote Work (TRW) survey to investigate immediate needs of employees. Students and faculty took their respective remote instruction surveys in Spring 2020, as noted in last year's PIE. A total of 95% of the 187 SCE

employees who took the survey reported that they receive campus COVID-19 pandemic updates on a regular basis and 93% of employees indicated that they receive sufficient updates from their managers to be kept informed of what is taking place in their respective departments.

All departments have their own venues to share news and updates. ESL, for example, created a Faculty Hub in Canvas to distribute weekly announcements, new program information, and other important local/statewide news and updates. The EOA Program holds its own semiannual advisory group meetings, while AWD's IMPACT Program holds stakeholder meetings where students and service provider representatives discuss emerging issues, student needs, policies, and courses. The EOA and AWD Department's faculty also established weekly peer faculty mentoring to address online instruction issues and established Google sites to share resources. In general, departments also continue to disseminate information through their contacts, community partners, events, group meetings, newsletters, and social media.

SCE is working with marketing consultants to promote programs to prospective students and to students who stopped attending classes. Aside from mailings, SCE is working with the marketing consultants on a special campaign "Build a Better Life" that will include postcard mailings and digital marketing. The purpose is to create a consistent and aggressive campaign to communicate our message and re-recruit those who have stopped attending SCE programs and outreach to prospective students who may be interested in our programs.

Data

In order to ensure equity, access, completion, and success of educational goals for all students, SCE continued in 2020-21 to encourage and involve all stakeholders in collecting, reviewing and analyzing date for decision-making purposes in areas such as enrollment and retention, course completion, certificate earnings, and transitions to credit or higher employment earnings. The following is a summary:

• Enrollment & Retention. Since transitioning to an online learning environment, the overall enrollment and headcount have decreased in 2020-21 by 22% and 18% respectively. Interestingly, the shift to remote learning has also led to a significant increase in enrollment in several program areas, including ABE and EOA. In ABE, the Adult High School Diploma 102% increase (325 students), High School Equivalency increased by 187% (298 students), and High School Referral increased by 189% (439 students). Similarly, EOA not only managed to retain 3,436 students in 2020-21 despite being the population most affected by COVID-19, enrollment actually saw a growth in specific courses such as Computer, Brain Health, and Healthy Aging; the program also noted a 56% increase in students who co-enrolled in two or more EOA classes. Students with family responsibilities, transportation issues, and work obligations can now take advantage of completing courses and diplomas online with increased flexibility and faculty support.

• Course Completion. Course success (P + SP) for 2020-21 in open entry programs ranged from 86% (H.S. Referral) to 100% (ABE). Other programs such as OCHS, STV, and VESL utilize a managed enrollment system, in which students start at the beginning of class and finish the course by the last day. The course completion rates in these programs ranged from 69% (mirrored STV) to 91% (VESL).

• Certificates. SCE students continued to show success in completion, access, and certifications in 2020-21. ABE awarded 89 Adult Diploma certificates, up from 57 last year and 60 in 2018-19. This is the most AD certificates awarded in at least the last six years. In addition, there were 36 ABE certificates and five High School Equivalency certificates. STV's CNA program awarded 23 certificate and the Physical Therapy Aide program awarded 10. STV awarded an additional 74 certificates in the area of Payroll and Tax Accounting (17), Sports Medicine (12), General Accounting (22), General Office Skills (18), and Electronic System Tech – Cabling/Wiring (5). EOA and Vocational Re-Entry awarded a total of 178 certificates in 2020-21, which is commendable given that students in this department where one of the most impacted by the pandemic. Although ESL experienced a 39% enrollment drop compared to last year, 493 certificates were earned by ESL students who continued attending class and 25 by VESL students.

• Transfer. As of 2020-21, a total of 1,682 students or 18%, from ABE, ESL, and STV from the 2017-18 noncredit cohort have matriculated to credit. Percentage-wise, the top SCE programs with the highest transfer are STV Mirrored (130, or 38%), High School Referral (109, or 36%), ABE (702, or 35%), Health Careers (139, or 35%) and STV (136, or 32%). Number-wise, top program transfers are ABE (702, or 35%) and ESL (428, or 10%) transfer to credit.

Student Support

Although COVID-19 has challenged and stretched the infrastructure of all SCE programs and services, the SCE faculty and staff have, nevertheless, been relentless in connecting students to their online courses, support services and resources. The following are accomplishments in this area:

• Counseling, Advising & Educational Plans. In total, there were 5,771 noncredit students who received counseling and advising

services in 2020-21; additionally, the counselors provided noncredit educational plans to 2,833 students. SCE counselors provided virtual workshops and presentations on financial aid, scholarships, credit programs, Mountie Mentor, Fresh Success, and Career source.

• Orientation. All SCE student services required a shift to remote presentations. A total of 2,586 new student orientations were conducted. ABE offered orientations via zoom with flexible scheduling to allow students to attend when convenient for them. This has helped to reduce equity gaps by allowing them to opt for times that work best for their work/family schedules. Vocational Re-entry counselors conducted orientation, including in Spanish. The counseling team agreed that, while the various programs tailor the orientation to their specific programs, there are overlapping and overarching themes that all of them cover. Thus, SCE requested and was approved for funding to develop a comprehensive and interactive orientation that can be accessed online and will provide resources for both new and continuing students; this contractual project is with Advantage Design, the same company that developed the current orientation used by credit.

• Additional Outreach & Support. In Winter of 2021, SCE implemented the Student Online Support (SOS) Helpdesk which is a resource for students who are struggling to logon to their coursework, navigate Canvas, and connect to a counseling session, orientation, or other SCE resources. Intervention specialists in each department reached out to students who stopped attending to offer assistance and support in transitioning back to class. Another instance is the self-paced "Intro to Canvas" course ESL faculty developed for students and posted on YouTube; and also hosted additional helpdesk hours for both ESL faculty and students. EOA/AWD actively reached out to the cities where off-site classes were held prior to the pandemic and distributed flyers promoting programs and courses via their brown-bag lunch services. The Regional Consortium hosted a Mt. SAC Adult Education Day held in April 2021 as a virtual event for adult school students to introduce them and provide an overview of the College's programs, services, and career pathways. The ESL Counseling Team also shifted several of their traditional events to an online format, including assessment and orientation process, ESL Career Conference, and VESL Open House presentations; they also began monthly "Cooking with ESL" sessions via Zoom/YouTube to raise scholarship funds and promote the ESL program. WIN reestablished the Winning Attitude Scholarship ($500) and received funding from Associated Student Body in 2 areas: Books ($8,500) and WIN incentive ($1,000).

• Basic Needs & Technology Support. Even pre-pandemic, many of noncredit students face multiple challenges and must overcome barriers in order to progress and achieve their goals of academic or career success. This is even more pronounced during the pandemic. Some students were marginalized and unable to access basic needs and resources that many other students have readily available. SCE faculty and staff reached out and supported our neediest students through such benefits as technology loaners, cash aid, and food supplies. ABE and STV representatives consistently participated in college-wide programs such as Zoom at Noon to serve as liaisons between credit student services and noncredit students. A total of 523 devices (laptops and hotspots) were loaned to 452 noncredit students in 2020-21. Additionally, ESL loaned 250 textbook to students. A total of 300 noncredit students received CARES Act grants ranging from $500 to $1,000 each.

Teaching and Learning.
SCE is committed to expand and support innovation in teaching, learning, academic support, and management within SCE. The following is a summary of achievements in the area of teaching and learning:
• Institutional Level Outcomes (ILOs). By end of Spring 2021, 208 SLOs were mapped to the four ILOs: 20% to Critical Thinking, 37% to Communication, 22% to Information and Technology Literacy, and 21% to Personal, Social, Civic and Environmental Responsibility. The Critical Thinking ILO was assessed in 2020-21, with departments analyzing the results in Summer 2021.

• Distance Learning (DL) Course Development. SCE faculty successfully transitioned 913 courses or 93% of SCE courses to an online learning platform in 2020-21; they also created new DL courses and amended 289 existing ones through the local curriculum approval processes. Of those 289, a total of 245 were approved by Mt. SAC. ESL faculty submitted 29 DL amendment forms for ESL courses, including 4 mirrored AMLA courses. OCHS successfully shifted courses online format, as well. EOA/AWD developed 8 new courses approved and 9 DE amended courses. Community and Contract Education converted 35 courses to an online format to continue serving the training and enrichment needs of the community.
• Additional Curriculum Development. A total of 14 new noncredit courses and 3 new programs were approved by Mt. SAC and 45 new courses and 11 new programs were approved by the Chancellor's Office. Furthermore, 19 new courses were submitted by SCE and three noncredit DL will be on the 2021-22 agenda. Also, 9 new certificates were submitted by noncredit in by June 2021. Highlights include:
   o   ESL faculty developed additional VESL contextualized courses in such areas as accounting and real estate, and also took the opportunity to successfully pilot three Competency-Based Education (CBE) courses in ESL Reading, TOEFL Preparation, and ESL for Health Professionals. In addition, ESL formally implemented a new textbook series in 7-level courses in Fall 2020.
   o   STV continued to develop programs to meet the regional needs of labor market. Faculty developed, approved, and launched the Contact Tracer Program, with the first section offered in winter session. The application to offer the LVN program

and the application to offer Pharmacy Tech have both been approved by the state.

• Professional Development. This year's professional development themes revolved around remote teaching, social justice, and mindfulness. Of 46 EOA and AWD faculty, all but 4 faculty were FOMAR certified by end of spring 2021; and 16 faculty have been SPOT certified to date. In ESL, 100% of faculty are FOMAR trained and nearly 50% are SPOT certified. At the annual ESL Faculty Summit, participants focused on Canvas training, online teaching strategies, data review, productivity tools, teacher self-care and student resources. ESL also provided faculty with tech mentors to help those with low tech skills transition to Canvas. Through an application process, ESL program was accepted to CALPRO's Professional Learning Community (PLC) Institute, which began in Fall 2020 and lasts 18 months. Two ESL faculty and one ESL Manager have been participating in PLC workshops, collaborating with a PLC coach, and developing program structures to implement for ESL and VESL instructors; upon completion, the ESL PLC will allow teachers to support each other in using data to improve instruction and increase student success in the classroom. In OCHS, challenges encountered of hiring and training of 350 Summer High School faculty led to the development of workshops and training modules for user logins to access FOMAR/Canvas/Banner and share online teaching strategies.

Resources
All SCE departments 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 2020-21, units identified 66 resource request plans and activities. As done for 2019-20, SCE units opted to forego the optional Closing the Loop analysis in 2020-21 as focus and priorities kept shifting with the uncertainty of the return-to-campus reopening dates. While most activities were modified or postponed, the following critical requests for new positions were approved and have moved forward through the hiring process: fulltime CNA faculty (STV), fulltime AWD faculty, Administrative Specialist III (OCHS), Project Program Coordinator (OCHS), and Assistant Director (Community and Contract Education). Personnel hired for these critical positions will help enhance and develop programs that will ultimately benefit students. Future resource request will focus on the need to support students in their transition back to campus, support students in completing programs, support for equity issues, market programs, and coordinate the on-going accreditation process.