

Division Goals Summary



PIE - Continuing Education Division Manager

Ongoing/Multi-Year Goal - Use of Data: Expand the use of data for tracking, assessment, planning and reporting to promote students' access to pathways.

Goal Year(s): 2016

<i>Updates on Goals</i>	
<p>The School of Continuing Education continued to expanded their enrollment management to include more detailed and frequent tracking reports to monitor program growth. These were in the form of customized Argos reports for positive attendance and enrollment trends. This effort also included expanded discussions with faculty and staff, along with recommendations on best practices for retention, trend analysis, and student access. Due to this expanded, continual, and comprehensive analysis, in 2017-18, SCE increased enrollment by 13% with a growth of 902 in FTES. This growth was generated by various SCE programs such as Adults with Disabilities ESL, Short-term Vocational, Education for Older Adults, High School, and VESL. Although much has been accomplished, the focus of the goal is shifting to maintaining enrollment and increased efficiency.</p> <p>The success of this goal will be more likely with the addition of a student data system that can provide tracking and outcomes of noncredit students pathways and necessary interventions. Moreover, there was a request for focused IT support for SCE data needs. In winter 2018, Cabinet approved the hiring of two programmers dedicated to SCE and one business analyst. To date, one programmer has been hired.</p> <p>Reporting Year: 2016-17 % Completed: 50</p>	<p>: This outcome is a good example of innovative strategies using relevant just-in-time data. Because of the volatility of noncredit enrollment, a unique strategy was critical to maximize growth and efficiency. While enrollment reports led to successful outcomes, the SCE team determined that the data currently available to the Division, while comprehensive, is somewhat stagnant and does not fully meet the current needs of programs with regards to program development, quality, and recruitment of students. Therefore, the team has concluded that an expanded exploration of data collection and types is needed for improvement, currency, and breadth of SCE student achievement and program data. This will be an Action Item on our WASC Action Plan. Two additional staff members are needed to ensure that data strategies can be implemented. A FT researcher can assist the division with more effective planning efforts which could increase student access. A full time IT staff can oversee technology growth and ensure that Division staff is utilizing systems and technology more efficiently.</p> <p>(08/14/2017)</p>
<p>In the Adult Basic Education Department, faculty and staff have included a number of data tracking mechanisms that have allowed for timely interventions and increased student success. Student progress is tracked on the basis of hours and work completed. Each year, the department focuses on different programs where improvement is needed and attainable. For 17-18, one of the programs of focus, HS Referral, which is a credit recovery program for high school students showed an impressive increase in student completion. This year's completion rate of 88% is this program's history and is due to embedded counseling and tutoring along with updated curriculum that aligns with the new state</p>	<p>: Student progress will continue to be tracked in the Adult High School Diploma Program and the High School referral program. This allows for counselors to intervene and determine a plan of action when students are not being successful. ABE tracking mechanisms will be expanded department-wide to include HSE and ASVAB students. Counselors will work with instructional faculty and staff to track student hours and identify students who are no longer</p>

Ongoing/Multi-Year Goal - Use of Data: Expand the use of data for tracking, assessment, planning and reporting to promote students' access to pathways.

<i>Updates on Goals</i>	
<p>Common Core standards.</p> <p>A completion rate of 100% is unlikely due to the transiency of these students; however, sustaining this completion rate at an 85% level will result in successful completion of this goal.</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 75</p>	<p>attending. There will be a systematic process in contacting these students to encourage retention. (08/16/2017)</p>
<p>The ESL Department utilized enrollment data from ESL database, including weekly class counts and wait lists, to schedule additional classes that maximize access and efficiency for growth. There was a 6% reduction of fall sections from 2016 to 2017 but an increased 96.63 FTEs. In spring there was a reduction of 13% of spring sections from 2017 to 2018 but an increased 6.44 FTEs. While the 17-18 retention rates are not yet available, it is expected that increased retention is also an outcome.</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p>	<p>: Interventions including the Use of Data and communication with KIN faculty have produced positive outcomes. The WIN Program staff will maintain usage of College customized data reports and tracking mechanisms to ensure continuing WIN student course success/achievement and retention. Furthermore, sharing of these data with faculty will also continue. The program is funded mostly by categorical streams, so continued requests will be submitted for district support for additional tutoring and faculty. (08/17/2017)</p>

Ongoing/Multi-Year Goal - Student Learning: Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.

Goal Year(s): 2016

<i>Updates on Goals</i>	
<p>SCE is committed to improving student learning and adheres to a 4-year cycle of assessment for program and course SLOs.</p> <p>Overall for the Division, 100% of certificates offered in Adult Basic Education, English as a Second Language, Education for Older Adults, and Stand-alone Short-Term Vocational programs have outcomes, summary of data, and use of results completed. Outcomes for Short-term Vocational certificates are dual-listed with credit, developed by credit faculty, and exactly mirror the outcomes of the credit programs. In these programs 1 certificate is missing outcomes, 2 have no summary of data, and 2 do not have completed use of results. Because of TracDat reporting and alignment, the School of Continuing Education must wait for the credit faculty to complete their outcomes work in order for them to be reflected in the division outcomes data. For some of the courses with SLOs, assessment will occur in the next two years because the courses are new. Instead of reflecting 100% completion rate, the dual-listed Short-Term Vocational Programs impact overall Division completion of assessed SLOs, which is [98%].</p> <p>For Course Assessment/SLOs, 100% of active courses in SCE have been assessed and have summary of data and use of results with evident reflective practice. Only 2 courses (VOC CPR01) and (VOC WL91L) have no outcomes associated with them. CPR01 has not been offered for several years and is currently under review to determine status of inactivation. WL91L is a dual-listed course with credit and responsibility of credit faculty to complete.</p> <p>Reporting Year: 2017-18 % Completed: 75</p>	<p>: The results clearly show that assessing student learning and programs are priorities for SCE faculty and staff. In order to continually evaluate and improve the assessment structure in place, faculty will form a Professional Learning Community among faculty and related staff to have deeper discussions on teaching and student learning. Also, although SCE has maintained a 3-year cycle of assessment, it is the intent of the faculty to align the cycle with the course review cycle and shift to a 4-year cycle of assessment. Additional hourly funding for faculty is needed to pay faculty for work beyond their professional responsibilities including curriculum development or faculty meetings. (08/15/2017)</p>
<p>Ongoing goal from 16-17. Progress would be higher but with new placement processes, progress remains at 50%.</p> <p>ABE and WIN offered math & English boot camps in summer 2017 with outcomes that show participants had significantly higher success rates for Fall 2017 and 2018 credit math and English courses than nonparticipants (56% and 84% respectively). One of the additional components of this bootcamp was the proactive counseling and follow-up by the counselor once the students enrolled in credit courses. Moreover, of the 143 students who attended the bootcamps, by the end of Winter, 57% of bootcamp attendees had successfully completed at least one or more English or math credit classes.</p> <p>With the success of the data and the newly implemented placement guidelines, these interventions are more critical. As a result of the placement changes, the bootcamps are being replaced with math and</p>	<p>: Outcomes showed significant success when credit and noncredit faculty engage in partnerships focusing on instructional delivery methods, innovative curriculum such as contextualized instruction, and foundational concepts. Noncredit faculty will continue with current credit collaborations and will reach out to new credit programs to develop supplemental credit instruction with noncredit offerings. It is also recommended that continued embedded counseling be provided to further enhance student success. Dedicated noncredit/credit course offerings (such as KIN 34) will be developed and offered to provide noncredit students opportunity to credit course attainment. ABE will attempt to develop one new partnership per year. (08/16/2017)</p>

Ongoing/Multi-Year Goal - Student Learning: Enhance student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and ILOs.

<i>Updates on Goals</i>	
<p>English success noncredit courses that will prepare students to take college level math and English. These classes are planned for 2018-19.</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p>	
<p>Over the past few years, SCE noncredit faculty (ABE, ESL, Vocational Re-entry, STV) have created a number of new noncredit state Career Development and College Preparation Certificates. SCE faculty, counselors, and staff have increased focus on skill building and educational planning with their students with the intent of guiding more students to completing CDCP certificates. Completion of these certificates indicates students are proficient in skills necessary for college or work. Because of this focused effort, SCE students earned 1,825 noncredit state CDCP certificates, which is an increase of 348 over 2016-17.</p> <p>The addition of two full-time faculty: Basic Skills and Short-term Vocational and adjunct faculty, along with the addition of a full-time STV counselor has helped with this outcome. Moreover, the hiring of coordinators has ensured that students are fully prepared for their courses of study and training. Additional full-time faculty will only continue to directly impact student completions and transitions to college and work.</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p>	

Ongoing/Multi-Year Goal - Communication: Increase effectiveness and consistency of communication among stakeholders.

Goal Year(s): 2016

<i>Updates on Goals</i>	
<p>In 2017-18, the Community Education department created a process to maintain fee-based course information in the Community Education registration system that is updated and accurate. A standard class description template was created in 2017-18 for fee-based instructors to use. Current and prospective faculty are required to use this template to fully describe each proposed course, which must include student learning objectives.</p> <p>Staff has updated descriptions for all active courses in the registration system and have added course and student expectations. As faculty update their template, staff will add changes to the registration system. Therefore, this will be an ongoing process. In 2018-19, it is expected that this process will be refined and will provide students with accurate information and for faculty to consistently update course information and learning expectations.</p> <p>Reporting Year: 2017-18 % Completed: 50</p>	
<p>VESL Focus Groups were conducted in fall 2018 among VESL 1 and VESL 2 students. A total of 7 morning students and 8 evening students participated in Focus Groups.</p> <p>Some recurring topics emerged, such as students requesting extra support for computer courses, specifically Microcomputer Applications, which is a difficult class and requires more time for students to practice and a teacher assistant to help them with in-class assignments and homework.</p> <p>Students expressed their interest in language courses to improve their communications skills. They suggested that we offered pronunciation courses, modern American idioms, and courses related to American culture.</p> <p>Students also requested to have support courses in specific areas such as accounting, hospitality and health before enrolling in credit/noncredit programs in these areas.</p> <p>We asked students to provide us with some ideas to increase recruitment of Hispanic populations, and they asked us to post flyers in businesses owned by Hispanics as well as to visit local schools to do presentations.</p> <p>To respond to this data, we offered new sections of Microcomputer Applications and Pronunciation during interim sessions. We also created and implemented English for Specific Uses (ESU) courses in Accounting, Hospitality, and Health. We are also hoping to pilot themed speaking courses in American culture and pronunciation during the 2018-19 academic year.</p> <p>We have continued to focus our recruitment efforts to Hispanic populations through hosting tables at Mt. SAC and external community events throughout the year, connecting with local organizations who serve Hispanic populations, and advertising on social media outlets in Spanish and English.</p>	

Ongoing/Multi-Year Goal - Communication: Increase effectiveness and consistency of communication among stakeholders.

<i>Updates on Goals</i>	
<p>Reporting Year: 2017-18 % Completed: 50</p>	
<p>In 2016-17, a noncredit faculty Community of Practice was formed to create standards and practices relating to curriculum and instruction that could be communicated among Division faculty. One of the way the COP determined would increase overall communication among faculty was to hold a faculty-led division-wide professional development day. Activities would include SLO/ILO assessment and other matters relating to noncredit instruction. This was accomplished in fall 2017 with a NC PD Day. Over 80 SCE faculty attended the faculty-led workshop and due to the success of the event, this event will be repeated in fall 2018. It is hoped that this event will become an annual event.</p> <p>Reporting Year: 2017-18 % Completed: 25</p>	<p>: The SCE PLC has made good progress and will continue expanding their communication across the Division and among SCE faculty. The Fall SCE Flex Day is scheduled for September 1 with the agenda focusing on informing the faculty of pertinent noncredit issue, campus activities, and to gain input on SLO cycle, ILO, and course review processes. (08/15/2017)</p>
<p>The SCE Division completed a WASC self-study in 2017-18 and as a result, determined that communication was a critical area for growth. This was supported by surveys to staff and students. For example, when staff were asked to rate their level of information on whether they were receiving enough information about the college, SCE, or issues affecting their work, from 21-46% indicated no response or disagreed. For the student survey, the area where students reported the need for increased communication was in the area of learning outcomes.</p> <p>This critical growth area is listed as an item in SCE's WASC Action Plan. One of the plans for fall 2018 is to reconfigure the SCE advisory group to determine if the current structure maximizes communication, dissemination of SCE planning, and stakeholder input. Moreover, because of feedback on our Division communication, there will be other interventions that are planned for 2018-19 to include a Dean's letter, and a Division report to the college.</p> <p>Reporting Year: 2017-18 % Completed: 25</p>	<p>: Through the electronic newsletter distribution process the program leadership team learned that the senior population is becoming more skillful when using technology. As a result the program will develop Facebook in addition to the continuation of the electronic newsletter. (08/16/2017)</p>
<p>The Education for Older Adults and Adults with Disabilities program has been diligent in increasing outreach and communication to students and faculty. They had as 17-18 goals to increase faculty subscription of a department newsletter, develop a quarterly newsletter and Facebook site for students with disabilities and stakeholders. They accomplished all of these objectives by increasing by 13% faculty subscriptions to the newsletter listserv. They also created both the student newsletter and the social media site. Next year, they will assess what impact these outreach and communication efforts have had on the target populations.</p> <p>Reporting Year: 2017-18 % Completed: 25</p>	

Ongoing/Multi-Year Goal - Student Services: Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

Goal Year(s): 2016

<i>Updates on Goals</i>	
<p>STV Counselors developed a process for mirrored students to receive SSSP core services such as orientation, assessment, counseling, and follow-up. This resulted in approximately 70% of mirrored students receiving services for the first time. Counselors also put in place processes for assessment as well as ways to "catch" students who did not make an appointment with them.</p> <p>Data will be collected in 18-19 to determine if these services impacted completion of mirrored courses and enrollment into credit programs.</p> <p>Reporting Year: 2017-18 % Completed: 75</p>	
<p>This is a continuation of a 16-17 goal for ESL (increase to 75% complete)</p> <p>SSSP data continues to be submitted by semester and tracks student contact with counselors. The ESL Counseling Team continues to utilize the Noncredit Student Education Plan (NSEP) and uses pre-populated information from the ESL database to streamline counselor meetings which outlines their academic pathway, based on their placement test results.</p> <p>Student Equity Plan includes ESL / Basic Skills students in terms of access and course success. The main trend for Mt. SAC's ESL program is the declining enrollment of Hispanic populations disproportionate to the communities served by the district, and the need to improve access to those who are socio-economically disadvantaged. In an effort to serve more students from these populations in our district, we are establishing off-site courses in Pomona and in the local manufacturing industry to make our services more accessible to community members. We also target advertising on social media outlets toward Spanish speakers in the Mt. SAC district.</p> <p>The ESL Counseling Team has worked to create strategies and activities that target students with low socioeconomic status and who are seeking college and career pathways. Much of the work that has been done has involved finding points of entry in the community where we can reach out to potential students. Bilingual counselors translated and conducted the New Student Orientation in Spanish to build rapport with our Hispanic population. Focusing on our equity goals, students from our off-site course in Pomona were invited to campus. Students were able to visit the Language Learning Center, receive their student ID's and received a Pathways Presentation in Spanish from a counselor. In addition, the ESL Counseling Team has had meetings with counselors, classroom presentations, and information tables/booths at multiple community locations and events.</p> <p>Reporting Year: 2017-18 % Completed: 75</p>	<p>: In 2016-17, ESL Counseling Team implemented a new and highly effective process to support students in developing clear pathways to college and career. As such, they will continue to imbed noncredit student educational planning (NSEP) services with orientation and assessment processes for new students. The fall 2017 NSEPs will increase from last year by 700% (from 73 to 511) and by 10% for the remainder of 2017-18 terms. This should result in approximately 3100 NSEPs being collected from ESL students for 2017-18. (08/17/2017)</p>

Ongoing/Multi-Year Goal - Student Services: Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population.

<i>Updates on Goals</i>	
<p>(WAITING FOR UPDATE FROM LESLEY) Student support services were expanded this year. SSSP implementation for ABE meant students were provided with access to intensive, embedded counseling that promotes their pathways to postsecondary and employment opportunities. In 2016-17, a total of 365 students were served through embedded counseling. Of these, 104 were served through the Adult High School Diploma Program. This represents 30% of students who enrolled in or after Fall 2016 and attended for at least one day. Of 66 Adult High School Diploma graduates, 53 took courses in AD in or after Fall 2016. Of these, 37 (70%) of the prospective graduates were provided with embedded counseling in the classroom. Each of these students met with a counselor an average of 3.4 times during the year.</p> <p>Reporting Year: 2016-17</p> <p>% Completed: 50</p>	<p>: As a result of these actions, all potential graduates will meet with a counselor in the classroom on an on-going basis throughout the year. Students who are identified by the instructor as needing additional resources will be served via embedded counseling. Counselors will implement SSSP Core Services and embedded counseling will be extended to the Learning Center. (08/15/2017)</p>

Ongoing/Multi-Year Goal - Professional Development: Implement and promote professional development initiatives that support Continuing Education themes and priorities.

Goal Year(s): 2016

There are no Updates on Goals for this Division Goal

Ongoing/Multi-Year Goal - Community Value: Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.

Goal Year(s): 2016

There are no Updates on Goals for this Division Goal

Ongoing/Multi-Year Goal - Partnerships and Funding: Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.

Goal Year(s): 2016

<i>Updates on Goals</i>	
<p>Hired Two full-time STV coordinators to develop additional partnerships. SCE established a MOU with Los Angeles Workforce Development agency and Pomona Americas Job Centers for California (AJCC) for co-location. AJCC staff now come to our orientations and classrooms to provide assistance where needed and will begin co-locating in SCE, Bldg 40 Division offices. It is also planned for the STV coordinator to co-locate at two local AJCCs to promote Mt. SAC SCE programs.</p> <p>These LA County workforce partnerships will allow noncredit and credits students with the opportunities to obtain support in the form of transportation, childcare, book vouchers, and other ancillary services, and continue enrollment in their programs at Mt. SAC. There is enormous potential as a result of this partnership.</p> <p>Reporting Year: 2017-18 % Completed: 25</p>	

Ongoing/Multi-Year Goal - Advocacy for Noncredit: Engage with public and private entities to represent and improve support for noncredit student populations.

Goal Year(s): 2016

<i>Updates on Goals</i>	
<p>Various initiatives have impacted noncredit services and access to students. Various staff and managers advocated with state and local legislators, state academic senate, and provided testimony for adult education funding. Mt. SAC advocacy was also present in the successful change in title 5 relating to collecting apportionment for nonresident noncredit students. This has enabled colleges to provide access for noncredit students without concern of their residency status. In 2018-19, advocacy should continue in the area of noncredit apportionment accounting, funding for noncredit students through SEAP, and involvement of noncredit in guided pathways.</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 25</p>	<p>: SCE Leadership team will continue to keep faculty and staff informed of critical state and local issues affecting and potentially impacting noncredit student , particularly if these initiatives result in barriers to student access. (08/17/2017)</p>

Ongoing/Multi-Year Goal - Secure Resources: Secure staffing to assure high-quality instruction and student services and provide physical and technological infrastructure that will support student learning.

Goal Year(s): 2018

<i>Updates on Goals</i>	
<p>EOA and AWD programs have no dedicated funding streams for faculty non-teaching assignments. With the onset of AEBG and to grow EOA VOC and AWD, funding of \$40,000 was allocated for faculty non-teaching work. This has enabled both programs to facilitate curricular issues and coordinate responsibilities under faculty purview. This includes writing new courses. 6 AWD and 2 EOA courses as well as 1 EOA certificate were designed and submitted into the curriculum approval process.</p> <p>Reporting Year: 2017-18 % Completed: 100</p>	<p>: With the growth of EOA and AWD programs over the last 3 years and new state mandates, more work has been generated that is under faculty. The additional NTFA hours are used to facilitate curricular issues and coordinate responsibilities under faculty purview. New courses and certificates especially in the area of vocational offerings and adults with disabilities will be created as well as current courses and certificates to be reviewed and updated. (08/17/2017)</p>
<p>SCE has achieved significant growth in student enrollment over the last 3 years, thus resulting in revenue to the college. The college has in turn enhanced and strengthened SCE's staffing structure and improved some facilities. While the previous year saw additional managers, administrative specialists, and support staffing, 2017-18 marked the completion of 2 phases of Division buildings. There are now professional looking Division office suites, registration areas, and a fee-based testing center which is strengthened by the availability of counselors during flexible hours. Progress is still at 75% due to the delay in completion of the Health simulation lab and the SCE computer lab, which is intended for 18-19.</p> <p>Reporting Year: 2017-18 % Completed: 75</p>	<p>: There is still one phase remaining for completing the Division office suites and Community Education training sites. The Division continues to advocate for improvement of Building 30, ABE department buildings which are dilapidated and not conducive to student learning. Moreover, it is the intent of the division to advocate for a re-distribution of workload among managers and administrative staff. This will promote growth and depth of program. In addition, there is a need for additional hours for the 75% account clerk to ensure the integrity of Division and department funds.</p> <p>Update on Goal: In fall 2017, a temporary project manager was added to provide oversight with the high school program. Also, a .75 FTE account clerk was increased to a 100% workload. (08/17/2017)</p>

Ongoing/Multi-Year Goal - Growth of programs and services: Expand School of Continuing Education program offerings.

Goal Year(s): 2017

<i>Updates on Goals</i>	
<p>In 2017-18, the School of Continuing Education (SCE) significantly increased enrollment by 13% with a growth of 902 in Full-time Equivalents (FTES). This growth was generated by different programs such as Adults with Disabilities ESL, Short-term Vocational, Education for Older Adults, High School, and VESL. This growth represents increased access to the community and addresses an unmet regional need among many populations such as those needing language, basic skills, life skills, and vocational skills. Although growth is a positive factor, achievement outcomes a high priority. This is demonstrated with data collection processes that SCE has institutionalized.</p> <p>Moreover, future growth will be focused on expansion of noncredit courses that support credit success and those leading to employment or credit pathways.</p> <p>Reporting Year: 2017-18 % Completed: 50</p>	<p>: In 2017-18, SCE will continue with growth and increased student access to programs. The STV program has only begun its expansion with classes in different career sectors ready for implementation in 17-18. Education for Older Adult is set to expand at least 1-2 additional sites. Although ESL had no growth for 2016-17, growth is expected next year due to the addition of at least two off-campus sites. The HS program is planning on a significant expansion as a result of including two new school districts. And there are plans in 2017-18 to begin creating a Parent Ed program. It is hoped that a division reorganization and redistribution of support staff will allow for the planned growth in future years. (08/16/2017)</p>
<p>Community Education seeks to increase the level of enrollment in all fee based programs and continue to secure contract opportunities with business and industry partners. This year we added 8 new participating employers to our state Employment Training Panel contract. The increase of ETP funds available to us has allowed us to provide expanded access to employers to utilize our services. We have met and exceeded our goal of increasing the number of participating employers in our ETP program. (Need #s from Paulo)</p> <p>Reporting Year: 2017-18 % Completed: 100</p>	<p>: We are planning on requesting an additional \$20,000- \$40,000 in ETP funds for 17-18 in September 2017. With these increase funds, it is expected that Community Education will serve at least 175 by the end of 2017. (08/16/2017)</p>
<p>The Short-term Vocational Department is quickly expanding course offerings and services in an effort to meet the regional demand for trained workers and to provide noncredit students a variety of career ladders. The health careers program was expanded, increasing the number of times In Home Support Services and CNA was offered. Additionally, changes were made to the noncredit EST so that students can complete the program more quickly. As a result of these changes, in 2016-17, STV increased by 41 FTES.</p> <p>To further meet this goal, new curriculum was submitted to the College's Education Design Committee: Manufacturing & Electrical Systems (3 classes); General Office Skills (2 classes); Medical Secretary (3 classes), Appliance Repair (2 classes); Trades Pre-apprenticeship (2 classes), and Basic Welding (2 classes). A new CNA certificate has also been submitted. Moreover, STV submitted for a state approval a modification to the Mt. SAC CNA program so that the program can be offered in the evenings.</p> <p>The biggest challenges continue to be finding faculty who meet the minimum qualifications; the new course/program submission process (both for the College and the Chancellor's office) takes too long; and finding classrooms and labs to run the courses in. In addition, not all staff is able to develop new</p>	<p>: The STV department will continue to review labor market data and be as responsive to the local economic needs within the limits of the College and Chancellor's office processes. The partnerships with workforce development organizations will continue to be built both to ensure students enroll into Mt. SAC STV programs and to locate employment or transition to post-secondary. And instead of waiting until Spring the department will submit courses/programs earlier within the academic year. (08/16/2017)</p>

Ongoing/Multi-Year Goal - Growth of programs and services: Expand School of Continuing Education program offerings.

<i>Updates on Goals</i>	
<p>programs so finding the faculty to do so and getting them both the time and financial resources is a barrier.</p> <p>Reporting Year: 2016-17 % Completed: 25</p>	

Ongoing/Multi-Year Goal - Technology Use: Expand the integration of technology within instruction and services to improve student learning.

Goal Year(s): 2017

<i>Updates on Goals</i>	
<p>Students in the off-campus high school program were assessed to determine proficiency in creating word processing documents using at least 16 devices and modifications (insert table, picture, clip art, shapes, chart, header, footer, page number and text boxes; modifications to margins, orientation, size, page color, columns, spacing and page borders, etc.)</p> <p>The data showed that of the 362 students; 78.2% were either proficient or advanced and 11.3% were at a basic level. There were 10.5% of students who did not demonstrate at least a basic level of proficiency. Students performed well on this SLO because they completed all aspects of the assignment and practice assignments. Also many students were familiar with the computer programs and had significant computer experience. Rubrics and checklists provided clear expectations leading to increased success. Students performing at a below basic level tended to lack basic computer skills or did not complete all aspects of the assignment or exam. Reasons for not completing all aspects of the assignment included lack of time provided and poor time management.</p> <p>Follow-up includes faculty from the different sites reviewing these results and determining what recommendations could be provided to faculty for next summer term. There is a need for additional non-teaching dollars for faculty review of SLOs.</p> <p>Reporting Year: 2017-18 % Completed: 50</p>	