

Instructional Program Review Report
Adult Education & Diversity Programs
April 13, 2017

Empowering Our Community

Program Description

The Cerritos College Adult Education and Diversity (AED) Programs Department is a relatively unknown powerhouse to the campus community as a whole. Located in the Community Education Building, Room 11, AED offers over a dozen programs, over three hundred class sections, and services nearly nine thousand students annually. The AED department is a gateway to the college from the surrounding community. The Cerritos College Adult Education and Diversity (AED) Programs Department is an integral entity to the college and surrounding community. The Department offers a variety of courses, including:

- English as a Second Language (ESL)
- Vocational ESL (VESL)
- High School Equivalency (HSE) preparation (in both English and Spanish)
- Citizenship Classes
- Community Based Education Training (CBET)
- Older Wiser Learner (OWL)
- Occupational Preparation (Job Skill preparation in English, Spanish, and Arabic)
- College English Skills (formerly English 15)
- Preparatory Math (formerly Math 20)
- Supervised Tutoring/Assessment Preparation
- Apprenticeship Programs (Field Iron Workers, Fire Sprinkler Fitters, Painters, and Associated Builders & Contractors - Electricians)

The AED also offers the following services to students and the community: Citizenship application assistance, employment assistance (resume building, cover letter, job search, and job application assistance), Foster Kinship and Care Education for parents, Parent Engagement meetings and workshops, and Spanish literacy *Plaza Comunitaria* classes.

All in all, the AED enrolls nearly 9,000 students and provides services to community members every school year. This translates into 30-40% of the campus population that is touched in one way or another by the AED department. As the AED department prizes service and access to all, we receive students from other departments as well and provide them with services (counseling, registration, guidance, etc.) whenever possible. The AED department does not turn away those wanting to enter Cerritos College, even if they will not be directly enrolled with our department. The Cerritos College AED department is a fundamental entry point for the surrounding community to the campus.

The Adult Education & Diversity Programs Department provides noncredit, no fee classes in the areas of English as a Second Language (ESL) Vocational English as a Second Language (VESL), Occupational Preparation (Occu Prep), General Education Diploma (GED) Sections in

English and Spanish, Citizenship, Supervised Tutorials (ESL & GED), Basic Literacy (Plaza Comunitaria), Apprenticeship (Construction Trades), and courses for older adults Older Wiser Learner (OWL). Courses are offered on campus and in the vicinity to provide greater access to the community. Operational components include comprehensive intake and assessment services, contextualized learning, matriculation services, other support services, and transition services. Students are provided an evaluation of their work with a letter grade of Pass, Satisfactory Progress, and No Pass respectively. (¹Diaz, *Cerritos College Adult Education and Diversity Programs 2016 Action Plan*)

Finally, the philosophy surrounding noncredit adult education is to provide broad access and opportunity to adults in the community. Adult education addresses the needs of undereducated adults who are beyond the reach of the K-12 system but are not ready for college, reengaging students that have dropped out or never been in, and those with limited educational experiences. Adult education serves as a bridge for many adults that need skills improvement to obtain a better job, entrance to a certificated program, or continue their education towards an advanced degree. For immigrants, adult education facilitates societal integration and promotes civic engagement. For a vast majority of community members, adult education serves as a vehicle for acquiring social, personal, and work-related skills that assist them to become meaningful contributors to society. Hence, adult education prepares adults for postsecondary, lifelong education, career opportunities, and full civic participation.

Scheduling patterns include weekday mornings, weekday nights, and all day Saturday. In order to meet demand, a series of course specific tutoring labs were scheduled with great success partially because of the instruction, partly because of the day and time those tutoring sessions were scheduled.

Data

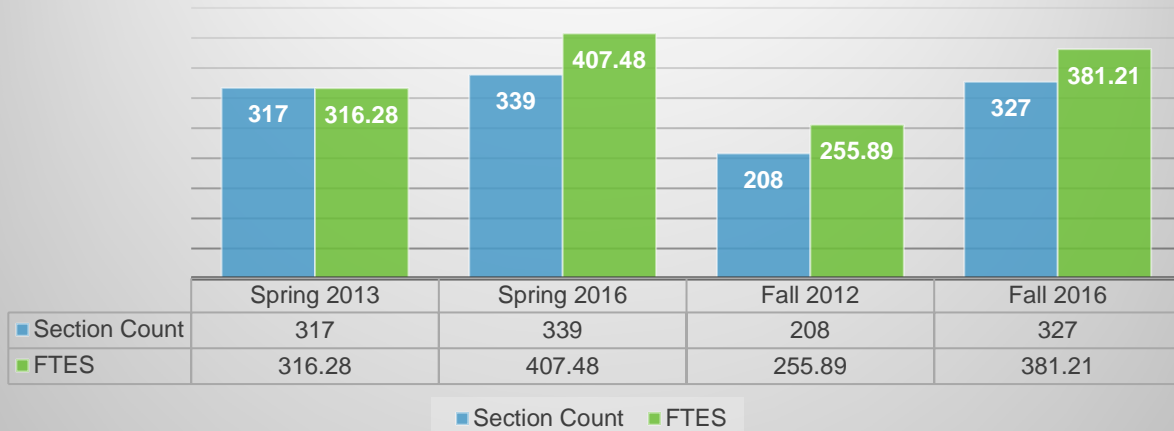
All data was collected by either the Cerritos College Institutional Effectiveness, Research and Planning or the National Comprehensive Adult Student Assessment System (CASAS) and the focus is English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Vocational English as a Second Language (VESL), and Citizenship among others.

The Department currently has two-full time faculty: Martha Robles (Department ESL Chair) and Gabriela Barrera De Contreras (tenure track candidate and GED/Basic Skills chair). For this semester, the Department has fifty-one adjunct faculty teaching courses in our department. The number of adjunct faculty increases with every academic year. Therefore, the current faculty breakdown of the department is 96% adjunct faculty and only 4% full time faculty.

An area of concern is space allocation to the Adult Education Department (AED). As a continuously growing department, the AED is severely lacking in space to efficiently service our student population and community. As the AED continues to grow there comes a natural need for more space. The AED department has outgrown its current office, classroom, and storage space. Due to lack of space, we have had to go out in the community and offer classes at various community sites and schools. We offer classes in ESL, VESL, GED Preparation, and Occupational Preparation in various languages across the cities of Artesia, Bellflower, Hawaiian Gardens, Anaheim, Norwalk, Santa Fe Springs, Lynwood, and Lakewood. Heading out to the community to offer services is a benefit. The AED not only offers courses like any other department/division, but we also are providing student services (like Admissions & Records, Career Center, and Counseling). These services also require space – testing space, counseling space, application, intake, and processing space. Even more so for the AED population of students, the work processes require intense and high-touch engagement with the students served. Like other academic departments on campus, the AED performs tasks such as scheduling, the offering of classes/programs, working with faculty and students, developing curriculum, etc. In addition to these tasks, the AED also provides student services. AED offers both of these traditional services that the college has – instructional division and student services. On top of both these large services for the AED student population, the department also provides other community programs and services – citizenship application assistance, job search and employability services, outreach, community workshops, conferences and events, FKCE trainings and events, and diversity/cultural programs, parent center, etc. Currently, the AED houses one manager, six classified staff, twenty-two adult hourlies, three counselors (one full time and two part-time) and two full-time faculty members. The currently allotted space does not meet the growing workforce necessary to service the number of students the department assists let alone the influx of students we see. As a vital entry point into the Cerritos College Campus, the AED staff assists potential students with the creation of an OpenCCC account, the Cerritos College Application, the AED registration paperwork, and the required in-house testing mostly within a 20' by 10' space. This lack of space directly affects the potential quality of service offered to the students.

This does not stop the department from growing in the program areas of basic skills, ESL, VESL, citizenship, and GED. From spring 2013 to spring 2016, the Adult Education Department has increased its section count from 317 to 339. It has also increased its FTES from 316.28 in spring 2013 to 407.48 in spring 2016. Fall semesters present a similar trend from 2013 – 2016. In fall 2012, the Adult Education Department had a section count of 208 and generated 255.89 FTES. By fall 2016, the Department had a section count of 327 and increased its FTES to 381.21. As observed by the data, the Adult Education Department continues to grow and to be a direct link between the community and the college. In just three years, the Adult Education Department was able to provide academic courses for approximately 88,621 students (IERP).

Section Count and FTES Comparison Spring 2013 to Spring 2016 Fall 2012 to Fall 2016



The student population served by the Adult Education Department are at the lowest literacy levels in basic skills. On average, students served the by AED are initially placed at a low intermediate basic NRS level with math literacy and/or reading skills at a 4th - 6th grade level range, while our GED population is initially placed at an ABE level of High Intermediate Basic with literacy skills in the 6th – 8th grade level range (CASAS). Despite the low entry levels, AED strides to increase those levels via a comprehensive entry assessment process, student focused instruction, open entry/exit registration, and repeatability– needed by AED students, which frequently stop out due to family, health, and/or work responsibilities. Regardless of this fact, AED has a high success rate.

The Adult Education Department has a higher success rate than CA state average increasing the literacy level of ASE High students (11th grade – 12th grade). The Department also ranks higher than the CA state average in the rate of success for Adult Basic Education Beginning Literacy. GED Preparation courses have an average of 82% completion rate and student enrolled in GED, ESL, and/or basic skills courses on average increase two or more NRS levels on the CASAS. This would be equivalent to increasing its mathematical or reading literacy by four or more grade levels within a semester. The Adult Education Department averages an eighty-two percent success rate in AED 42.10, 42.12, 42.14, 42.15, 42.16, 42.17, 49.02, and 60.01. AED 49.01 averages an 83% success rate and AED 48.05 averages a 68% success rate.

The Program delivers service a population with different literacy and academic needs by offering the necessary academic content to address literacy gaps. The success of our courses is evident by our latest student survey. According to our student survey, students’ educational goals aligned with the courses they enrolled in, which focused on improving their basic skills (e.g.,

ESL), prepare for high school equivalency (e.g., GED), and career preparation and advancement (e.g., Occupational Preparation). The top five education goals reported by AED students are to improve basic skills, prepare for H.S. equivalency, advance in career, prepare for new career, and discover career interests. ESL students report enrolling in AED ESL courses to learn English or improve their English skills, to get a better job, and to help their children with their homework. Students who passed AED 42.17 (High Intermediate ESL) were interested in taking an “Advanced ESL” course. Students taking a GED course do so to prepare/pass their GED, to continue their higher education journey, and for *superacion personal* or self-improvement. While GED students reported wanting to improve skills in Math, Literature, Science, and Social Science, most focused their attention on math and English. When AED students were asked whether they planned on enrolling in credit courses, students were evenly split among “Yes,” “No,” and “I don’t know.” Regardless of whether students plan on enrolling in credit courses, students reported the top two challenges they face or would face are not being able to pay for credit courses and having family obligations.

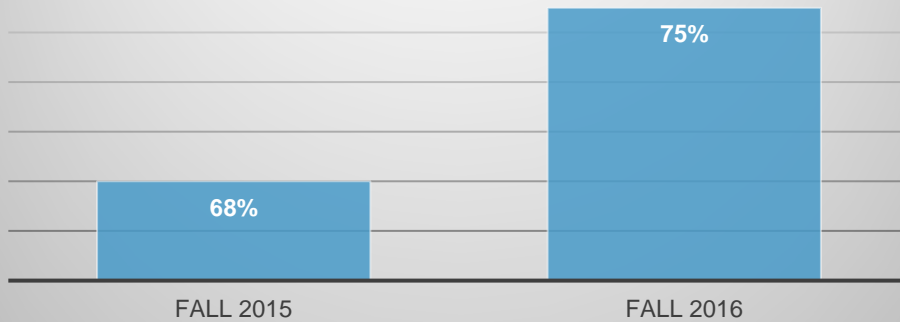
Transition Outcomes

One goal of the Adult Education Department is to help transition non-credit students to credit programs. The following summary documents the test-taking behavior of non-credit students after enrolling in AED 48.05 and AED 49.01. Data includes students who enrolled in the Adult Education English basic skills course from spring 2013 to spring 2016 and math basic skills course from fall 2012 to spring 2016.

English

There is a higher proportion of students who enrolled in AED 48.05 in fall semesters retook the assessment test compared to students who enrolled in the course in spring semesters. Of the students who retook their assessment test, 57% received the same placement (AED 48.05) and 42% received a placement one level higher (ENGL 20). There has been an increase in the percentage of students who improved their placements in fall 2015 (68%) and spring 2016 (75%).

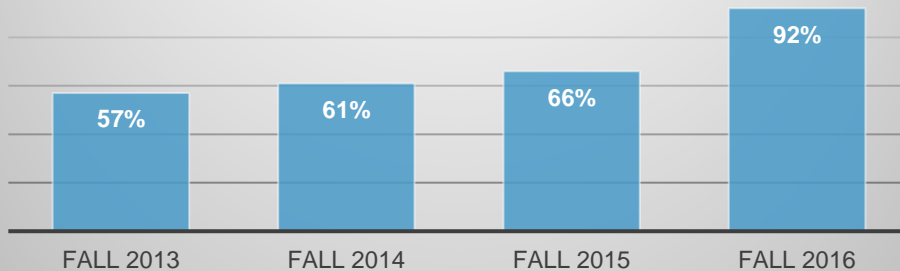
AED 48.05 College English Skills Increased Level Placement Fall 2015-Fall 2016



Math

There is not a consistent trend of students retaking the tests by semester. Of the students who retook their assessment test, a substantial majority placed into a higher level after enrolling in AED 49.01: 39% placed into one level higher (MATH 40), and 44% placed two levels higher (MATH 60) total of 83% of test takers improving one level or more. Only 15% of students retaking placed back into the same level: AED 49.01. Over the last four years, there has been an upward trend of students improving their placement; with the trend being more evident in the fall semesters (compared to spring and summer terms): 57% of students improved their placement in fall 2013, 61% in fall 2014, and a high of 66% in fall 2015. In fall 2016, there was a 92% success rate in AED 49.01 Prep Math, 92% of the students who complete the course place into a higher math level.

AED 49.01 Preparatory Mathematics Increased Level Placement Fall 2013-Fall 2016



Around 2009, the Adult Education Department began participating in the Cerritos College Student Learning Outcome (SLO) process. To date, we have been able to complete several rounds of SLO assessment and documentation. We currently have completed SLO assessments for AED 42.15, 42.16, 42.17, 49.01 and GED A and GED B.

AED 42.14: An SLO assessment rubric was drafted in 2009. However, it should be noted that there was some work done for ESL Level one, however, it was decided that more time and energy should be spend on the three higher levels because there weren't enough students to generate quality data. The SLOs were revised in May 2012 and Verb Instructional Guidelines were created in May 2012.

AED 42.15: An SLO assessment rubric was drafted in 2011. Faculty completed a round of assessment and created an actions plan before revising the targeted SLO in May 2012. Verb Instructional Guidelines were implemented in the SLO assessment in May 2012. A revised SLO was implemented to continue to assess targeted SLO. Improvement plan is currently being implemented. Excel pages with assessment results, a template of the AED ESL verb instruction guide, examples of all ESL levels, and a Multi-Section and Single-Section SLO Reporting Form were created by faculty to report SLO results and action plans.

ESL 3: An SLO assessment rubric was drafted in 2011. Faculty completed a round of assessment and created an actions plan before revising the targeted SLO in May 2012. Verb Instructional Guidelines were implemented in the SLO assessment in May 2012. A revised SLO was implemented to continue to assess targeted SLO. Improvement plan is currently being implemented. Excel pages with assessment results, a template of the AED ESL verb instruction guide, examples of all ESL levels, and a Multi-Section and Single-Section SLO Reporting Form were created by faculty to report SLO results and action plans.

ESL 4: An SLO assessment rubric was drafted in 2011. Faculty completed a round of assessment and created an actions plan before revising the targeted SLO in May 2012. Verb Instructional Guidelines were implemented in the SLO assessment in May 2012. A revised SLO was implemented to continue to assess targeted SLO. Improvement plan is currently being implemented. Excel pages with assessment results, a template of the AED ESL verb instruction guide, examples of all ESL levels, and a Multi-Section and Single-Section SLO Reporting Form were created by faculty to report SLO results and action plans.

GED: For GED, SLOs and assessments were created in 2011. After a round of SLO assessments, faculty decided to focus on one course SLO per semester. The targeted SLO was assessed from 2011 to 2015. With each round of targeted SLO assessment, faculty created a new

action plan. In 2016, faculty discovered a high percent of students perform satisfactory in the area of Social Studies.

Preparatory Math – In 2015, assessments were created to assess SLO #2. A round of assessments and an action plan was conducted in fall 2016.

GED SLOs

Both GED A and GED B currently focus on a target SLO per semester. With such a narrowed focus, the GED program in the Adult Education Department has created action plans to address the needs of students in the areas of social studies and mathematics. Over 50% of GED students, currently struggle with fractions and percent. In the area of social studies, over 75% of GED students are able to successfully answer questions related to U.S History, World History, and civics and government. They struggle with geography and economics. The current action plan to address the students' needs are to actively review fractions and percent by engaging GED students in problem solving questions addressing fractions and percent throughout the course.

AED 49.01 SLOs

Fall 2016 was the first semester the AED 49.01 faculty assessed only SLO 2. According to the results, AED 49.01 students struggle with performing calculations with whole numbers, fractions, decimals, and percent (without the use of a calculator) and understand the relationship between them. During the assessment of SLO 2, faculty realized our grading practices needed further discussion to accurately report students' performance.

AED 42.15 SLOs

Students were assessed on writing complete sentences on the same topic with proper paragraph indentation. AED 42.15 students were least likely to score satisfactory or better in the "tense" subcategory. Only 35% of students did so. The action plan to address the students' need in AED 42.15 is to clearly assign tense-manipulation exercises and use guided show-and-tell activities with a focus on tense.

AED 42.16 SLOs

Students were assessed on writing a paragraph with five sentences. 67% of AED 42.16 students were able to score satisfactory or better. The action plan to address the students' need in AED 42.16 is to use writing prompts that set a definite situation and provides clear writing instructions. Faculty also concluded more differentiated criteria between the four subcategories of the assessment's rubric would reduce the number of not satisfactory students.

AED 42.17 SLOs

Students were assessed on writing a three paragraph essay with an introduction, one paragraph of supporting details, and a conclusion. 20% of students were able to score satisfactory or better.

The action plan to address the needs of the students is to incorporate teaching materials aimed at native speakers of English and use pair-work more frequently.

SWOT ANALYSIS

Strengths

S1. All of our classes are open entry/open exit which often provide students an opportunity to take classes as needed. This flexibility provides students with a learning environment that is highly responsive to their immediate educational needs. Adults take up to 5 years to learn a new language and therefore repeatability is a necessity for many of our adult students.

S2. Faculty have developed strategies for addressing the needs of students who are facing challenges with work, family, illness, etc.

S3. All non-credit courses offered by the Adult Education Department are tuition free.

S4. Strong adjunct faculty participation in development of SLOs, assessment, curriculum, and program innovation.

S5. This unit has bilingual (Spanish/English/Arabic/ASL) faculty to meet the needs of our student population.

S6. Students feel welcomed at the Adult Education Department due to its community based philosophy.

S7. All students complete additional and strict State and Federal measures via the national Comprehensive Adult Student Assessment System (CASAS).

S8. Department specific outreach to students, local businesses, and partnering school districts in the area. These outreach activities foster interest in college programs, partnerships, and promotes transition to credit classes.

S9. The Adult Education Department has a strong presence in the community currently offering courses in 30 off-campus sites.

S10. A recognition ceremony is held yearly to acknowledge a milestone (completion of non-credit program(s) in the academic journey of AED students. It inspires students to continue to set and achieve academic goals.

S11. High success rate in AED 49.01.

S12. ESL/VESL/Occupational Prep have an average of 82% success rate.

S13. When compared to CA state average, the Adult Education Department has a higher success rate in increasing the literacy level of ASE High students (11th grade – 12th grade).

S14. GED Prep has an average of 82% completion rate.

S15. The Adult Education Department has a higher rate of success than the state of California in Adult Basic Education Beginning Literacy. Students in this category improve their literacy skill by two or more grade levels in a semester. These students have a literacy skills level equivalent to first grade.

S16. There has been an increase in the percentage of students who improved their placements in fall 2015 when enrolled in AED 48.05 (68%) and spring 2016 (75%).

Weaknesses

W1. Students may register for a class late into the semester.

W2. Student retention is an ongoing challenge. The adult population has many constraints including unemployment, transportation, work, family, etc. Often students attend class for a short period of time while they gain the skills they need and return when they can. Retaining students has been difficult to assess, at this time.

W3. Student progression in ESL is a challenge. State law provides students in adult non-credit programs the opportunity to repeat classes from semester to semester. Oftentimes students do not have the confidence to promote to a higher level of ESL or other classes. Students may feel comfortable with the instructor, the material and social network of that class and do not want to move on to the “unknown.”

W4. Intra-departmental cooperation within the campus is challenging. There is little intra-departmental program integration, articulation or established pathways from non-credit to credit.

W5. AED 49.01 SLO results demonstrate less than 50% of students perform satisfactory in understanding the relationship between fractions, decimals, and percent.

W6. SLO results showed GED students find fractions, particularly proportion problems, to be the most challenging.

W6. Low assessment success upon completion of AED 48.05 course. Of the students who retook their assessment test, 57% received the same placement (AED 48.05) and 42% received a placement one level higher (ENGL 20).

W7. According to SLO results, students in AED 49.01 struggle with performing calculations with whole numbers, fractions, decimals, and percent (Without the use of a calculator) and understand the relationship between them.

W8. AED 48.05, AED 42.05, and Occupational Preparations do not currently assess SLOs or develop action plans based on SLO data.

Opportunities

O1. The Adult Education Department leads the Regional Adult Education Consortium and partners with other adult schools for grants, resources, teaching facilities.

O2. Strong workforce training initiative includes non-credit metrics.

O3. On average our GED population is initially placed at an ABE level of High Intermediate Basic with literacy skills in the a 6th – 8th grade level range. This facilitates targeted instruction.

O4. SB 361, specifically called for increasing career development and college preparation noncredit funding to be commensurate with credit funding.

O5. Support of the State to document program success via GED test results, employment, and wage increase.

Threats

T1. Historically, Adult Education has always been underfunded and the recent State economic problems may compound this problem.

T2. Lack of program marketing.

T3. Lack of familiarity of non-credit Adult Education programs by Cerritos College.

T4. Department is currently unable to submit satisfactory process for all courses on Rosters+.

T5. Department is currently unable to submit any grades for all GED/Occupational Prep/Assessment Prep, ESL, and College English Skills courses.

T6. Department is currently unable to document daily attendance on PeopleSoft and is currently an informal process.

T7. Department is 96% adjunct faculty

T8. Ability to hire non-credit full-time faculty is dependent on the discretion of the district and is not mandated by the FON.

Goals

Ref.	Goals	Activities to achieve goals	Completion date	Person (s) Assigned
S4, S8, S9, S14, S15, S17, S19, W7, W9, W10	G1. Adult Basic Education (ABE) (AED 49.01 and AED 48.05), College Placement Strategies (AED 42.98 and AED 42.99), ESL, and GED courses will have an active instructional action plan based on at least two semesters of course SLOs data.	<ul style="list-style-type: none"> • Department chairs develop a departmental training SLO sequence (calendar) for new and continuing adjunct faculty • Create a program specific Canvas site to keep adjunct faculty informed • Ninety percent of AED 49.01 adjunct faculty will report SLO data via eLumen • Ninety percent of GED adjunct faculty will report SLO data via eLumen • Ninety percent of ESL adjunct faculty will report SLO data via eLumen • Implement and measure SLO in College Placement Strategies • SLO data collection will be reported by all full time and adjunct faculty with percent participation 	<p>Fall 2020</p> <p>ABE- Spring 2018</p> <p>GED- Spring 2019</p> <p>ESL- Spring 2020</p> <p>College Placement Strategies- Spring 2021</p> <p>Fall 2022</p>	MRobles & GBdC
S12, W6, T2, T3, W4	G2. AED 49.01 and AED 48.05 will participate in the AIME program to create a clear transition from non-credit to credit in the areas of math and English.	<ul style="list-style-type: none"> • Department chairs create materials for AIME pathway meetings • Department chairs will align lecture and lab course content by creating a suggested pacing guide 	<p>AED 49.01 -Fall 2018</p> <p>AED 48.05- Fall 2019</p>	MRobles, A Morrison, and GBdC

		<ul style="list-style-type: none"> • Department chairs will map CASAS competencies related to course content 		
S15, W6, O3, O4, O5	G3. A supplemental GED math and reading course are to be submitted to curriculum to support our current GED students' needs.	<ul style="list-style-type: none"> • Course outline will be vetted by faculty • Data to suggest need will be collected and presented to Adult Education Department's Associate Dean • Course outlines will be drafted. • Course outlines will be submitted to the curriculum committee 	Fall 2018 (October)	GBdC
O5, O4, O2	G4. The AED department will update at least two of its current courses to align the course content to career or college readiness. <ul style="list-style-type: none"> - AED 42.98 - AED 42.99 - AED 42.20 - AED 42.22 - AED 22.08 - AED 36.01 	<ul style="list-style-type: none"> • Create a faculty committee to review current course outlines. • Revise course content based on the recommendations of faculty • Submit revised curriculum to curriculum committee 	AED 42.98 – Fall 2018 AED 42.98 – Fall 2018 AED 42.20 – Fall 2019 AED 42.22 – Fall 2019 AED 22.08 – Fall 2020 AED 36.01 – Fall 2020	GBdC, MRobles & Adjunct Faculty
O3, W7, W6, W5, W4, W3	G5. In an effort to connect non-credit students to the success center, AED 49.01, AED 48.05, AED 42.05, ESL, and GED courses will implement at least one class visit to the success center per semester.	<ul style="list-style-type: none"> • AED 49.01 will participate in AIME pathway • AED 48.05 will participate in AIME pathway • Canvas program sites will inform adjunct faculty about the success center • Ninety percent of adjunct faculty will include success center information as part of the syllabus 	Fall 2017 Fall 2018	GBdC, MRobles & Adjunct Faculty
T7, O1, S10, S4	G6. Hire a full-time Basic Skills faculty	<ul style="list-style-type: none"> • Collect data on FTES • Collect SLO data and evaluate instructional effectiveness • Participate in Noncredit CTE Readiness project • Attend IEPI (Institution Effectiveness Partnership Initiative) Building Bridges and Programs conference • Become members of ACCE (<u>Association of Community & Continuing Education</u>) to 	Fall 2020	GdBC, MRobles with Associate Dean Vasquez

		advocate for full time non-credit positions to be mandated in the FON		
T7, S6, S5, S4	G7. Recruit qualified ESL and Basic Skills instructors for a part-time pool.	<ul style="list-style-type: none"> • Draft job notice and submit to HR • Connect with new graduates from four year universities 	Fall 2017	GBdC, MRobles with Associate Dean Vasquez
T7, T3, W8, W6, W2, S9, S10, S8, S1	G8. Conduct program based professional development to insure the vision and mission of the Adult Education Department.	<ul style="list-style-type: none"> • Plan and develop materials for faculty professional meetings • Evaluate SLO at program meetings • Create LMS program sites to communicate with adjunct faculty • Invite adjunct faculty to present instructional ideas during faculty meetings 	<p>ABE- Spring (Jan) 2017</p> <p>GED- (Jan) Spring 2018</p> <p>ESL- (Jan) Spring 2021</p> <p>College Placement Strategies- Spring 2021</p>	MRobles & GBdC
T7, W8, S4	G9. Use LMS as a medium to communicate among faculty, engage all adjunct faculty in professional development, and to collaborate.	<ul style="list-style-type: none"> • Full time faculty will complete Canvas 20-hour training • Incentivize participation in CTX Canvas trainings for adjunct faculty • Include Canvas as an agenda item during SLO meetings • Create a feedback system between full-time faculty and adjunct faculty 	<p>Fall 2020</p> <p>Spring 2018</p>	MRobles & GBdC
T7, T6, T5, T4, T3, W4, S12, S13, S14, S15, S16, S17	G10. Develop a plan with necessary Cerritos College departments to report accurate positive attendance and academic progress for all AED courses.	<ul style="list-style-type: none"> • Meet with Academic Affairs & Admissions and Records to discuss AED reporting • Prepare a proposal to AA and A&R to resolve AED reporting issues • Follow up with AA and A&R to ensure process is working and has resolved issues • Meet with IERP 	Fall 2021	GBdC, MRobles with Associate Dean Vasquez

O4, W6, O2,	G11. Draft three new courses to address college preparation, ESL, or career readiness.	<ul style="list-style-type: none"> • Include curriculum innovation as an agenda item during Department chair meetings • Collect CASAS data and analyze • Develop student goal setting survey 	Fall 2020	GBdC, MRobles with Associate Dean
W7, W5	G12. AED 49.01 will assess all course SLOs to obtain course wide trends and to create an accurate and effective course action plan.	<ul style="list-style-type: none"> • Develop material for SLO meetings • Create Canvas program site to share instructional ideas and resources • Implement and document action plans • Recommend and incentivize adjunct faculty to participate in SLO training via CTX 	Fall 2021	GBdC & Adjunct faculty
S4, S15, S14, W4, W1	G13. GED A and GED B will assess all course SLOs to accurately discover differences in student performance among the four subject areas covered.	<ul style="list-style-type: none"> • Develop materials for SLO meeting • Create Canvas program site to share instructional ideas and resources • Implement and document action plans • Recommend and incentivize adjunct faculty to participate in SLO training via CTX 	Fall 2021	GBdC & Adjunct faculty
S16, W6, W8, T5	G14. Implement College English Skills SLOs and assess.	<ul style="list-style-type: none"> • Change the grading standard to fit AED Pass, Satisfactory Progress, No Pass • Contact IT to add Grade column to Rosters+ • Develop a grading rubric • Develop common assessments including a common final 	Fall 2019	GBdC Martha Robles Morrison Associate Dean

