



Planning for Institutional Effectiveness (PIE) MANAGER'S SUMMARY 2010-11 Instruction – Continuing Education



INTRODUCTION

This Manager's Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area (department/division) planning and indicate the common topics that are affecting your area as a whole.

A set of reports will be e-mailed to you shortly after the deadline for submission of unit e-PIEs passes (June 30, 2011). A set will also be placed in the "Document" tab of your e-PIE account. These reports are intended to help you complete this Manager's Summary form. The following table relates each report to its corresponding section in the Manager's Summary. Use these reports in conjunction with any other information to which you have access to respond to the sections in the Manager's Summary.

| REPORT | MANAGER'S SUMMARY SECTION |
|---------------------------------|----------------------------------|
| Accomplishments | I |
| Internal/External Conditions | IIA and IIB |
| Data Analysis | III |
| Progress on Outcomes Assessment | IV |
| Resources Requested | V |
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The college mission statement, college goals, and team goals are listed on the next page and serve as a reference for this report. This Manager's Summary is due electronically to your Vice-President by August, 1, 2011. Please copy Virginia Burley at vburley@mtsac.edu and your department chairs when sending the Summary. Contact Virginia Burley (x. 5414) with questions relating to the summary and Kate Scott (x. 5562) with questions relating to either the reports or to e-PIE.

Sincerely,
The Institutional Effectiveness Committee

COLLEGE MISSION STATEMENT

The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

COLLEGE GOALS

1. The college will secure funding that supports exemplary programs and services.
2. The college will prepare students for success through the development and support of exemplary programs and services.
3. The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
4. The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
5. The college will utilize and support appropriate technology to enhance educational programs and services.
6. The college will provide opportunities for increased diversity and equity for all across campus.
7. The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
8. The college will encourage and support participation in professional development to strengthen programs and services.
9. The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.
10. The college will ensure that basic skills development is a major focus in its planning efforts.
11. The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.
12. The college will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).
13. The college will improve integration of campus-wide planning activities.

TEAM GOALS – INSTRUCTION TEAM

- IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives, and the general public.
- IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities, and infrastructure for safety, currency, and effectiveness and to accommodate growth.
- IN-3. Address staffing needs to maintain and enhance delivery of instruction and instructional services (including replacement, growth, and contribution to technical or disciplinary currency).
- IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.
- IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.
- IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, etc., as well as student participation in regional, state and national competitions and events.
- IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.)
- IN-8. Encourage and support unit-level participation in planning and evaluation processes including PIE, SLOs, GEOs and accreditation self-study (to establish a culture of meaningful assessment and documentation for both internal and accreditation purposes).
- IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.

IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.

IN-11. Strengthen student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.

CONTACT PERSON Donna Burns

AREA Continuing Education

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I. ACCOMPLISHMENTS

Using the *Accomplishments report*, identify the top 5 to 10 major accomplishments for your area/team and their alignment with college goals. Accomplishments are items that have been achieved as of the writing of this summary and since you last did PIE. Expand as needed.

| COLLEGE GOAL(S) (LIST BY #) | ACCOMPLISHMENT |
|--------------------------------------|---|
| C2 – Exemplary Programs and Services | <p>CED – Continuing Education provided leadership in “best practices” state-wide and nationally in the following ways:</p> <ul style="list-style-type: none"> • Adult Basic Education’s WIN Program received a Program of Excellence award from the CCC Board of Governors. • The Older Adult Program provided Healthy Aging course models to state and national Older Adult educators. • ESL Director Liza Becker participated on a panel of experts at a national adult education conference on the theme of Transitioning to Postsecondary Education, using both her dissertation study and Mt. SAC's VESL Career Paths model program in her presentation. • The ESL Program received a Promising Practice CASAS award for its exemplary student portfolio system of SLOs assessment and level progress. Program representatives presented this practice at a national adult education conference. • The Older Adult Program completed its first rotation of post-testing for brain fitness software developed by Posit Science. The state-wide collaborators in this grant-funded project include UC San Diego, San Diego Community College District, the California Community Colleges Educators of Older Adults (CCCEOA), and Posit Science. Mt. SAC is one of only five community colleges selected nationally for the project. |

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| C3 – Career and Vocational Training | CED – In collaboration with noncredit Health Occupations and with state grant funding, Adult Basic Education updated the In-Home-Support Services (IHSS) course and developed grant-funded recruitment and support services for low-income students. CED has applied to CCCCO to add the course as an optional, lower-level entry to the current CNA certificate. |
| C6 – Diversity and Equity | CED – Division members served on the state-wide Noncredit Accountability Task Force, working on recommendations to CCC system on the use of noncredit student progress indicators as well as reporting of noncredit student success via ARCC reports to the legislature. The division participated in the pilot project (see C12 – Persistence). |
| C6 – Diversity and Equity | CED – Continuing Education worked with the statewide noncredit advocacy group (ACCE) and the State Academic Senate to develop statewide, noncredit responses to policy issues. These included: <ul style="list-style-type: none"> • Noncredit Accountability Task Force (participating members) • Student Success Task Force (SB1143) strategic responses (ACCE) • Adult Education state planning (AB 1315) strategic responses (ACCE) • Title 5 changes regarding noncredit curriculum and program approval processes, strategic responses (ACCE) and direct collaboration with CCCCO |
| C7 – Increase Access | CED – With I.T., the division created noncredit student portal account claiming and functionality for noncredit students. These were piloted throughout the year. Some features are now launched; others will be launched later in 2011-12. |
| C9 – Facilities / Infrastructure for Health, Safety | CED – Four high school referral classrooms in portable building 33 were replaced by refurbished classrooms in portable building 35. Building 33 was removed, improving students’ safety and reducing lease costs to the college. |

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| <p>C10 – Basic Skills</p> | <p>CED – ABE and ESL implemented and assessed several program improvements related to basic skills students. Most notable were:</p> <ul style="list-style-type: none"> • ABE focus groups on WIN students’ participation in tutorial and counseling services and their impact on the students’ study skills • An ABE study on student engagement and its impact on their persistence, with resulting recommendations for improvement • An ESL “Give Me 20” Extended Reading Program to improve reading skills and develop habits for lifelong learning • ESL structured, multi-faceted dialogue on improvement of VESL Career Paths Program to increase noncredit-to-credit transition rates • ABE & ESL database improvements to assist counselors in identification and intervention strategies for struggling students |
| <p>C11 – Dialogue</p> | <p>CED – The division made notable strides in improvement in structuring and promoting dialogue based on student data. These included:</p> <ul style="list-style-type: none"> • Creation of several new noncredit Banner reports accessible through Argos. • Use of data by numerous formal and informal groups within programs to discuss and implement process improvement in instruction and support services. Data sources included Banner reports, student focus groups, and student surveys. • Establishment of an internal Advisory Group to enhance division-wide communication and planning. Comprised of faculty, staff, and managers from each program, the group holds twice-yearly, on-campus retreat days to review comprehensive data and PIE reports and to provide input for planning. • Update of the Student Profile Data document for 2010-11 based on Banner data, results from student surveys and focus groups, and outcome data. |

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| C12 - Persistence | CED – The ABE Program created and implemented a student progress policy for adult high school diploma students. Approved through SPSS, the policy establishes progress expectations, processes and interventions for adult diploma students that are similar to approaches taken in the College’s academic progress policies for credit students. |
| C12 - Persistence | CED – The division participated in a state-wide pilot of noncredit progress indicators (pass / no pass / satisfactory progress), which was spearheaded by the state Academic Senate. Each program coordinated opportunities for faculty to be trained and to establish normed rubrics for the progress indicators as appropriate to their courses. Noncredit “grades” were entered by noncredit faculty into Banner through the portal and can be uploaded to MIS. (Note: MIS currently converts all local noncredit grades to “ungraded” in its coding; the Noncredit Accountability Task Force is addressing this, among other issues.) |

II. COMMON CONDITIONS

IIA. INTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the 5 to 10 **major internal conditions** affecting planning in your area. Internal conditions are conditions that exist within your area over which you may or may not have an influence. Please only list 5 to 10 for your team. (Consider working with your fellow managers to standardize your responses.)

Banner has progressed in functioning for noncredit, but priorities remain.

- Notable progress has been achieved in 10-11 in student account claiming, use of Course Studio, online registration functionality, and reports.
- Notable needs remain, including integration of noncredit curriculum into WebCMS and linked to Banner, online attendance collection for the Language Learning Center (LLC) to enable functioning as a virtual lab, an LLC-specific login feature integrated into the student portal (for virtual lab), and more reports from Banner.

Basic Skills Initiative funding has provided backfill and continuity for program improvement, but it is being reduced.

- The backfill of some categorical cuts with BSI funding has helped ABE & ESL continue improvement of student outcomes.
- Reduction in the state allocation has eroded, and will continue to erode, these resources for our noncredit basic skills students.

Budget and staffing reductions have challenged the division, but college support remains steady.

- As with the rest of the college, impacts are felt in such areas as morale, increased workload, fewer staff and resources for students, longer wait lists, delay of needed full-time faculty to provide leadership in areas of faculty responsibility, and increased reliance on hourly staff.
- The division is grateful for district support of positions that were left unfunded by cuts to noncredit matriculation.

The WASC-ACS process has raised the workload but prompted improvements.

- The self-study process has generated a lot of work; however, it has prompted systematic improvement in the division's use of data and communication.
- The division Advisory Group has improved overall dialogue for planning. Challenges remain, particularly related to having nearly 100% adjunct faculty, with time limits as well as difficulties using Mt. SAC email from off-campus.

Facilities, equipment, and technology remain an ongoing challenge in some areas.

- Some division classrooms and offices, particularly ABE & Older Adults, are located in aging modular units ("portables") with very inadequate space and air conditioning, and in locations that are not aligned with students' needs.
- Both on-campus and off-campus facilities sometimes limit our service to students.
- Many lab computers are aging and inadequate. We are experiencing some compatibility issues as the Windows operating system continues to update.
- The College is moving toward a lower-cost distance learning platform and inclusion of noncredit students in distance-learning functionality and support.

IIB. EXTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the 5 to 10 **major external conditions** affecting planning in your area. External conditions are conditions that exist outside of your area over which you may have little influence. Please only list 5 to 10 for your team.

There is a rising trend toward educational accountability.

- Federal and State demands for accountability (data) on student progress and transition continue to increase in the noncredit arenas. Consequently, tracking noncredit students' persistence and entry into credit programs has come to the forefront as a measure of student success.
- This is a state-wide challenge due to limited infrastructure and staffing support available for systematic information management, particularly in our open-entry programs for adult learners who need non-traditional schedules. Noncredit Accountability data elements and measures are in process of development statewide.
- We are dependent on state structures to report our local outcomes.

The noncredit, adult education population is growing.

- The California Department of Education and its K-12 districts have chosen to systematically eliminate education for its adult population. The dramatic reduction and closure of local adult schools (within the K-12 system) have led to increased demands for access in our programs.
- High drop-out rates persist for ABE population. These adults without basic skills have nowhere to go to gain skills needed for college and career other than noncredit adult education options.
- The unemployment rate remains high, and data indicate the lack of an adequately-trained workforce
- Immigration and the need for ESL will continue to impact states such as California in disproportionate numbers.
- Americans are living longer. The older adult population is the largest fastest growing segment. Studies confirm that older adults who practice healthy behaviors, take advantage of clinical preventive services, and continue to engage with family and friends are more likely to remain healthy, live independently, and incur fewer health-related costs.

The California and national budget crises impact policies, politics, and resources.

- Downturn in economy appears to be resulting in an increase in ageism. CCC mission may be revised to eliminate courses specifically designed for the older adult population.
- Reductions in funding have impacted class schedule, lab hours, and student support functions.
- Reductions in funding have resulted in the elimination of noncredit programs over the past two years.
- American Relief and Recovery Act (ARRA) funding has increased the number of WIA students with Individual Training Accounts (ITAs).
- Community members have to prioritize how to spend their money. Our fee offerings in many instances fall under the "would be nice" category, and more pressing needs take priority among our community.

Federal, State, and other regulatory standards remain and are updated, in spite of declining resources.

- Educational and/or regulatory program standards impact all programs and sometimes require quick changes.
- Title 5 changes for noncredit course and program approval were written in 10-11 to be implemented in 11-12.
- New Interpretation of Title 5 has resulted in the restructure of course offering producing Healthy Aging curriculum

- **Tightening of Outside Regulations:** Since the LLC administers computer-based tests for the Federal Aviation Association (FAA) via the Computer Assisted Testing Service (CATS), we have been significantly impacted with the tightening of regulations on the testing industry. We spend hours each semester preparing for audits, participating in the audits, and then participating in the training.
- WASC-ACS, WASC-ACCJC, and SLO requirements increase volume of work load

Technology continues to improve.

- Free online tools have provided new options for teachers.
- Web 2.0 provides many opportunities for language learning and online projects. This is a positive situation for everyone involved, except that the LLC is still unable to collect attendance hours for work done online by students using LLC resources. While web-based audio recording software, such as Voicethread, makes it possible for some students to do their homework from home, many of them still prefer to come to the LLC because a) they can get assistance, b) the environment is learner friendly, and c) the equipment and network access is high quality.

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III. Critical Decisions

Describe the critical decisions your area made this year and the reasons for those decisions. Please only list 3 to 5.

Example: Departments may revise curriculum and distance learning workload due to interpretation of the faculty contract.

CED – The division closed the noncredit disabled students program due to budget limitations. Noncredit support to disabled credit students remains, along with a couple of classes for disabled older adults administered within the Older Adult Program.

CED – The Summer High School Program (part of our High School Referral Program) no longer accepts incoming 9th graders; this is due to state-wide noncredit accountability measures as well as a stronger focus on our student priorities within program.

CED – The division chose to participate actively in state-wide noncredit accountability initiatives including the student progress indicators project; we recognize the critical need to advocate for appropriate noncredit measures and the resources to implement them statewide.

III. SUMMARY OF DATA/INFORMATION TRENDS

Using various sources of information including the *Data Analysis reports* and department/unit information, identify the common trends, the source(s) that provide evidence for the trends, and their impact on area planning. Please only list 5 to 10 for your team.

Expand the table below as needed.

| TREND | SOURCE | IMPACT |
|---|---|---|
| Analysis and use of noncredit data in a collaborative setting is increasingly critical to student success and educational advocacy. | State task forces; outcome data from Banner, SLOs, BSI projects, self-study | Increasing division-wide focus on use of data in collaborative arenas, including Advisory Group, program faculty and staff teams, and program SLOs. |
| Collection and reporting of noncredit outcomes data is increasingly critical. | State task forces & legislation; CCCCO. | Increased urgency of noncredit inclusion in Degree Works implementation; participation by noncredit in state-wide accountability efforts. |
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IV. SLOs/GEOs/AUOs

To answer the following questions (see below), consider all the measurement and assessment efforts occurring in the unit-level including SLOs, GEOs, and AUOs. Other sources of data include discussions with departments and program/course-level information in ePIE. Where available, use the *Progress on Program Level Outcomes* report, the *Progress on Course-level Outcomes* report, *Unit-Level Assessment* report, and the *ePIE Transparency* report (available in your employee portal under SLOs/GEOs) to answer the following questions.

1. What is your assessment of the overall progress in your unit(s) relative to SLOs, GEOs, and AUOs implementation and assessment? Identify any specific areas that need additional assistance in meeting the target objectives.

CED – As a division, we are doing well in assessing course and program level SLOs. Our courses are keeping to the 3-year cycle. We are also assessing our “SLGs” – Student Learning Goals for the division, which are similar to credit GEOs – and have aligned each course-level SLO with a SLG in ePIE. On an annual basis, we analyze the alignment of course SLOs to SLGs, and we engage in division-wide discussions on these alignments and possible implications for division directions. However, we continue to lag in our ability to input course-level SLO “Summary of Data” and “Use of Results” into ePIE. We have only hourly faculty working on limited Non-Teaching Faculty Assignment pay; in some cases the input must be done by classified workers or managers.

2. Identify key examples where assessments by your unit(s) have led to the implementation of specific changes or produced measurable improvements.

- ABE completed assessment of an SLO related to the content rigor of subject-specific final examinations in the high school program. As a result, several interventions were implemented, particularly in the summer program at off-site locations. New SLO assessment data from this summer are currently being analyzed.
- ESL completed assessment of an SLO related to extra-curricular reading at all levels of the program. Students demonstrated significant improvement in pre- vs. post-testing. Based on results, the program will be continued, and a new SLO will be developed having to do with the transition of advanced readers from ESL material to that targeted for native English speakers. The program hopes to collaborate with the College library.
- OAP students in the Brain Fitness classes showed significant gains in cognitive functioning in pre- vs. post- testing.
- Of the 127 students who completed the CNA program in 10-11 and took the State certification examination, 94% passed. The overall California pass rate is 88%. The program is considering a new SLO focusing on students who don't complete the program.

V. RESOURCES

Using the **Resources Requested** report, identify the necessary resources and indicate if they are to achieve an SLO, AUO, or SA. Please only list 5 to 10. Describe your unit(s) resource request trends in the following categories:

Use the following table to outline the Top 5-10 Trends for **Short-Term Needs**. A short-term need is anything that is planned for that is needed within the next 12 months.

| DEPARTMENT | SHORT-TERM NEEDS (WITHIN 12 MONTHS) | 5-10 REQUESTS TOTAL | TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.) | SLO/GEO/AUO/SA |
|-----------------------|-------------------------------------|---|--|----------------|
| Adult Basic Education | Short-Term | Support for a study with WIN students to identify challenges and construction solutions related to the move of WIN into smaller facilities in building 45. | Research | SLO |
| Adult Basic Education | Short-Term | Early alert data system for underperforming students that can bolt-on to Banner. | Staffing – I.T. | SA |
| ESL | Short Term | Adjunct faculty non-teaching pay for improvement of VESL persistence to credit and for further implementation of SLGs. | Staffing | SLO |
| CED Division-wide | Short Term | Support for implementation of Degree Works for noncredit. | Staffing – I.T. and Student Services | SA |
| CED Division-wide | Short Term | WebCMS for noncredit curriculum. | Staffing – I.T. Budget – Vendor (I.T.) | SA |
| Older Adult Program | Short-Term | Relocation from portable 36 into vacated WIN space in building 40, thus providing safer facilities and reasonable parking distance for our older students. No negative impact on future building 40 retrofit. | Facilities | SA |

Use the following table to outline the Top 5-10 Trends for **Maintenance Needs**. A maintenance need is an item that will have an on-going budget need like a multi-year copier maintenance agreement, or a copy machine lease, or a software license that will require annual upgrades.

| DEPARTMENT | MAINTENANCE NEEDS (ON-GOING BUDGET) | 5-10 REQUESTS TOTAL | TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.) | SLO/GEO/AUO/SA |
|--------------------------|--|--|---|-----------------------|
| Language Learning Center | Maintenance | Support for improvement in AmLa & ESL student oral pronunciation using Voicethread software. | Budget for site license renewal | SLO |
| Language Learning Center | Maintenance | Banner / IT support for implementation of virtual lab, including LLC-specific login functionality (for site license agreements) and attendance collection. | IT staffing | SA |

Use the following table to outline the Top 5-10 Trends for **Long-Term Planning Needs**. A long-term planning need is anything planned for that is needed more than 12 months but less than 36 months from now.

| DEPARTMENT | LONG-TERM PLANNING NEEDS (MORE THAN 12 MONTHS) | 5-10 REQUESTS TOTAL | TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.) | SLO/GEO/AUO/SA |
|---|---|---|---|-----------------------|
| Continuing Education, Older Adult Programs, | Long Term | Permanent facilities in building 40, remodeled for optimal student support and classroom space. | Facilities | SA |

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| ESL | | | | |
| Adult Basic Education | Long Term | Adequate classroom and support facilities in permanent buildings rather than sub-standard portables. | Facilities | SA |
| Adult Basic Education | Long-Term | One full-time lead faculty member to facilitate curricular issues & coordinate responsibilities under faculty purview for the department. | Staffing | SA |
| English as a Second Language | Long-Term | One full-time lead faculty member to facilitate curricular issues & coordinate responsibilities under faculty purview for the department. | Staffing | SA |
| Older Adult Program | Long-Term | One full-time lead faculty member to facilitate curricular issues & coordinate responsibilities under faculty purview for the department. | Staffing | SA |
| Language Learning Center | Long-Term | Restoration of permanent part-time LLC technician to 47.5% following loss of BSI support. | Staffing | SA |
| Community Services | Long-Term | Adequate availability of motorcycle range areas and specialty learning areas including dance studio and labs. | Facilities | SA |

VI. Planning for the Future

Using the *Planning for the Future report* and based on the narrative summary from the units, what are your unit(s) planning themes for the 2011-12 academic year. Please only list 5 to 10. (Consider working with your fellow managers to standardize your responses.)

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| <ol style="list-style-type: none"> 1. Use of data: Improve in the use of data to track, assess, and report student access and outcomes. 2. Student Learning: Improve student learning through continual development, implementation, and assessment of SLOs |
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and Student Learning Goals (similar to GEOs for noncredit).

3. **Communication:** Increase effectiveness and consistency of communication among stakeholders.
4. **Student Services:** Support access to high quality student services to meet the needs of diverse noncredit populations.
5. **Facilities:** Provide physical and technological infrastructures that will promote student learning.
6. **Professional Development:** Implement and promote professional development initiatives that support Continuing Education themes and priorities.
7. **Community Value:** Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.
8. **Partnerships:** Develop internal and external partnerships in order to improve students' educational and career opportunities.
9. **Advocacy for Noncredit:** Collaborate with state and national organizations to improve support for noncredit student populations.

VII. ADDITIONAL COMMENTS

In the space below, share any additional comments that may not have been captured within the sections above.

VIII. EVALUATION OF MANAGER'S SUMMARY PROCESS

The Institutional Effectiveness Committee is interested in assessing the forms and processes (i.e. the PIE process, the Manager's Summary, etc.) that have been established as planning guides for the college. Please comment on the following components:

1. What did you learn as a result of preparing this Manager's Summary?

I gained an appreciation of the value of our division Advisory Group. Their review and discussion of PIE data during a one-day retreat both validated my observations and provided new perspectives to consider. Their input was very helpful in preparing the summary. Additionally, we have a better sense of which of our 9 "themes" need more emphasis and what areas within those themes need further attention.

2. What was the most challenging part of preparing this Manager's Summary?

Always, boiling down lots of information into manageable themes and priorities. Additionally, Tracdat is so slow and contains so many layers of detail that we found it more helpful to use our own spreadsheets for unit-level reporting. After the units turned in their spreadsheets, there were able to use them to systematically go back into Tracdat and assure that the data are aligned with our reported unit summaries.

3. What suggestions can you offer to improve the Manager's Summary?

Continue the consolidation of responses to the top 5 to 10. This was a good improvement this year. My PIE summary was reduced from 50+ pages to 16, which is much more reasonable for Ginny to digest and consolidate into her team summary.

4. What additional data should the College provide to assist your unit(s)?

IX. TIMELINE

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| August 1, 2011 | Manager's Summary of the units' e-PIEs due to appropriate Vice-President. E-mail the summary to your VP and copy Ginny Burley, Chair, Institutional Effectiveness Committee (IEC). |
| September 2, 2011 | Vice-Presidents prepare a summary of reports they have received to take to budget allocation discussions; VPs submit summaries via e-mail to Ginny Burley, Chair, IEC. |
| October 2011 | IEC reviews all submitted summaries to prepare a year-end report to President's Advisory Council (PAC) on progress made in meeting college goals. |