



# Planning for Institutional Effectiveness (PIE) MANAGER'S SUMMARY 2008-09 Instruction



## 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 (April 3, 2008). A set will also be placed in the Document Repository 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
Future Planning Efforts	II
Internal/External Conditions	IIIA and IIIB
Data Analysis, ICCIS Reports	IVA and IVB
Progress on course-level SLOs	V
Resources Requested	VI

The college 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 **April 24, 2009**. Please cc Debbie Boroach at [dboroach@mtsac.edu](mailto:dboroach@mtsac.edu) when sending the Summary. Contact Debbie (x. 5703) 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 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 and an adequately funded activity.
11. The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

## **TEAM GOALS – INSTRUCTION TEAM**

- I-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives, and the general public.
- I-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities, and infrastructure for safety, currency, and effectiveness and to accommodate growth.
- I-3. Address staffing needs to maintain and enhance delivery of instruction and instructional services (including replacement, growth, and contribution to technical or disciplinary currency.)
- I-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.
- I-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.
- I-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.
- I-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.)
- I-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).
- I-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.
- I-10. Increase support for basic skills activities that benefit an increasing number of students across the college.

## I. ACCOMPLISHMENTS

Using the Accomplishments report, identify major accomplishments and their alignment with team and college goals. Expand as needed.

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
1. During the WASC process, a survey of all faculty and staff was conducted which included extensive questions about communication within the division. This resulted in some planned SLOs/AUOs/SAs as well as some immediate actions. One action was to assure that every adjunct faculty member in every program was assigned and <i>used</i> a Mt. SAC voicemail and email account.	I-1	11
2. ABE established a communication team comprised of classified and faculty. The team created the "Buzz," an employee newsletter.	I-1	11
3. ESL continued publishing "Good News," a newsletter of student writing and program news produced several times during fall and spring terms.	I-1	11
4. Community Education (fee-based) redesigned its web page for stronger marketing and appeal.	I-1	11
5. Co-facilitated the Task Force on Adjunct Faculty Voting rights, which produced a draft for consideration in re-openers	I-1	11
6. Worked across the division to produce and distribute a Faculty/Staff Handbook for Continuing Education	I-1	11
7. Implemented a communication plan for dissemination of division Vision and Student	I-1	11

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
Learning Goals.		
8. ESL developed a supplemental registration orientation PowerPoint to facilitate navigation of campus and provide other important information to new students.	I-1	7
9. ESL counseling team revised the ESL Student Orientation Handbook with updated policy and FAQ information	I-1	7
10. In cooperation with Student Life Office, ESL produced a paraphrased, "simple English" guide to student discipline policies at Mt. SAC.	I-1	7
11. The ESL Counseling Team provided in-class presentations on interpersonal communication	I-1	11
12. Using email, Language Learning Center communicated weekly with foreign language, ESL & AmLa faculty.	I-1, I-2, I-4	5, 8, 11
13. With Marketing, prepared and distributed fee-based schedules for all terms and extra promotional materials for College for Kids. With IT and Marketing, prepared noncredit portion of the College schedule.	I-1	11
14. Banner Noncredit Implementation: Identified specific Banner problems for noncredit and worked with IT on solutions, including: noncredit transcript; positive attendance weekly reporting; positive attendance for badge-read labs; noncredit staff training and clearances; WebCMS for noncredit; noncredit catalog coding specifics & making them work in Banner. Successfully entered noncredit catalog into Banner.	I-2	5

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
15. ESL developed a cyclical report of the usage of technology-related facilities and equipment by ESL faculty and staff.	I-2	5
16. Completed emergency evacuation drills for all on-campus facilities in the division. This preparedness helped implement a successful evacuation of students, without incident, in the aftermath of the Chino Hills earthquake.	I-2	9
17. As required to continue full-approval status for use of the locally developed ESL Computer Adaptive Test (ESL-CAP Test) for placement purposes, ESL submitted a report to the Chancellor's Office that included current data on validity, disproportionate impact, and reliability.	I-2	7
18. ESL completed & launched a new orientation DVD.	I-2	7
19. Using higher quality, newer computers passed along from ESL, the Older Adult Program updated its computer labs in 36-2 and the Walnut Senior Center.	I-2	5
20. Older Adult Program assured and obtained copies of emergency/disaster plans for all off-site instruction locations. (35 offsite locations.)	I-2	9
21. Purchased & installed software in the Language Learning Center to support the College's new foreign language program, Arabic.	I-2	5
22. Language Learning Center installed digital recording capability at the Assistive Learning stations available for Disabled Students.	I-2	5, 6, 7
23. Language Learning Center provided 14 faculty	I-2, I-4	5, 8

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
workshops on 7 topics on using technology for language acquisition, and 1 Flex-Day workshop.		
24. Received approval for and began offering range classes in Motorcycle Safety during evening hours.	I-2	7
25. Implemented multiple division-specific training sessions for Banner, development of SLGs, and development of SLOs.	I-4	8
26. ESL faculty participated and presented in two Flex-day workshops in which they shared strategies, material, and software for instructional improvement.	I-4	8
27. Four ESL instructors presented at regional, state-wide, and national professional conferences on strategies/techniques they are currently utilizing in their ESL classes	I-4	8
28. At a presentation to California Community Colleges Educators of Older Adults (CCCEOA), the OAP supervisor shared information on her success in implementing SLOs for all our OAP courses.	I-4	8
29. Mary Lange, Older Adult Program, participated in a conference on a cognitive training program: Principles of Brain Plasticity – Improvement of Memory with Plasticity-Based Adaptive Cognitive Training (IMPACT).	I-4	8
30. Other professional development carried out by faculty and staff included: <ul style="list-style-type: none"> <li>• Certification – Senior Adults Balance Training</li> <li>• Lifeguard trainig/certification</li> </ul>	I-4	8

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
<ul style="list-style-type: none"> <li>• CPR/AED certification</li> <li>• AFAA certification – midlife fitness for women</li> <li>• Creative painting &amp; china painting</li> </ul>		
31. Updated HS science courses to ensure that curriculum met A-G requirements and aligned with CA State Content Standards. Courses now include required wet labs which take place in the state-of-the art campus physical science laboratory.	I-5	2
32. Updated and aligned VESL curriculum and student projects to incorporate measurable objectives and outcomes from all 4 courses in the VESL “learning community” (Speaking C, Writing C, COMP 1/Keyboarding, and Career & Life Planning)	I-5	3
33. Added two new fee-based vocational programs: Phlebotomy I and Medical Assistant.	I-5	3
34. Parent Education Program utilized several guest speakers and field trips to strengthen students’ knowledge of community resources available to assist with parenting skills.	I-6	2
35. ABE, ESL and OAP provided multiple enrichment events including Career Day (ABE) and the annual ESL Career Conference.	I-6	2, 3
36. Continuing Education faculty throughout the division (100% adjuncts) were provided professional development on SLOs by their respective programs. With grant and categorical funding, programs provided non-teaching faculty assignments to complete SLO's	I-8	

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
and criteria for assessment. The division overall has 2 SLOs with assessments identified for 93% of its courses as of 4/20/09.		
37. Submitted the Initial Application for WASC – Adult Education accreditation. This was a collaborative self-assessment and writing effort among all staff throughout all programs. The site visit occurred in March 2009 with results due in June 2009. A result of “initial accreditation” is expected.	I-8	2, 11
38. Within the WASC – Adult Education process, we identified our division vision and its "Student Learning Goals." Similar to the College's General Education Outcomes, the SLGs identify what <i>every</i> student exiting Continuing Education should learn. SLOs linked specifically to these Student Learning Goals were created for each of the courses in the division.	I-8	2,11
39. Continuing Education updated, implemented, and reported per regulations on Noncredit Matriculation Plan. This plan, which is updated and submitted annually in October, identified 22 objectives in 7 categories (per state template). Each objective had multiple activities. Many of these are ongoing and some were new for this year. Specific new activities in the plan are reported within the PIE of the unit to which the activity is assigned.	I-8	7
40. With Student Services, Continuing Education prepared information on noncredit	I-8	7



ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
matriculation and participated in the planning and implementation of the Matriculation Peer Review Site Visit in March 2009.		
41. ESL facilitated observation and practicum assignments for several TESOL teachers-in-training from local universities (APU, CSUF, Cal Poly).	I-9	4
42. ESL management presented at a Careers Panel at CSUF for TESOL students.	I-9	4
43. Continuing Education (ABE & ESL) secured WIA Title II (231 Grant) funding of approximately \$608,000 for instructional improvement in ABE & ESL; met all quarterly, semi-annual, & final reporting requirements. Improved learning benchmarks over prior year; these trigger funding amounts.	I-9	1
44. With Grants Office & Tech/Health, Continuing Education secured WIA Title I grant funding to expand CNA program for 09-10.	I-9	1
45. With Grants Office, Continuing Education fulfilled purpose & requirements of SB70 Middle School Careers grant targeted at CTE outreach to middle school students	I-9	1
46. ESL counseling staff explored the issue of MA intern training and assessed compatibility of ESL intern needs with local MA Counseling / Human Services program goals.	I-9	4
47. Older Adult Programs negotiated to become a beta-tester for software based on research in brain plasticity.	I-9, I-2	4, 5
48. Older Adult Programs also partnered in the	I-9	4

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
<p>following activities:</p> <ul style="list-style-type: none"> <li>• Coordination of observations/interviews by Mt. SAC nursing students interested in senior issues</li> <li>• Older Adult “Adopt a Mountie” program in which OAP students “adopt” student athletes on the softball, women’s basketball, and soccer teams in exchange for community service.</li> <li>• Presented at the Walnut Family Festival &amp; Health Fair</li> <li>• Membership on City of LaVerne’s Full Inclusion Advisory Group</li> <li>• Participated in City of San Dimas Health Expo</li> </ul>		
49. Community Education (fee-based) began a new relationship with Boston Reed College for vocational education fee-based courses. Started with Medical Assistant.	I-9	4
50. ESL shared ESL-CAP test process and content with interested parties from other ESL programs (College of the Dessert, Ventura College, Southwest College)	I-9	4
51. Older Adult Program established a relationship with Cal State Fullerton’s internship department and hosted one intern.	I-9	4
52. To increase access, Older Adults moved its Stained Glass class to a larger and more public facility in San Dimas.	I-9	7, 4
53. ABE program continued to have success with the Mentoring Program, which pairs non-credit students with credit mentors.	I-10	10
54. The number of students passing at least one section of the CAHSEE test totaled 140	I-10	10

ACCOMPLISHMENT	TEAM GOAL(S) (LIST BY #)	COLLEGE GOAL(S) (LIST BY #)
students. This is a grant-funded effort.		
55. The WIN Program staff implemented the Scholar Baller program.	I-10	10
56. ABE initiated a process of reactivation of GED Testing Center status with California Department of Education.	I-10	7, 10
57. ABE completed formal application to the System Office (a new process) for our Adult High School Diploma Program.	I-10	7, 10

## II. FUTURE PLANNING EFFORTS AND ALIGNMENT

Using the Future Planning Efforts report, identify the **major** themes (suggestion: between 5 and 10) that emerge from the department goals/program-level SLOs/AUOs/SAs. Whenever possible, indicate their alignment with team goals and college goals.

THEME BASED ON DEPARTMENT GOALS/OUTCOMES/ACTIONS	TEAM GOAL(S)	COLLEGE GOAL(S)
1. Implement and support a comprehensive student data system with structures in place to track, assess, and report noncredit student access to services and student learning outcomes.	I-2, I-8, I-10	2, 5, 7, 10
2. Infuse Student Learning Goals [noncredit “general education outcomes”] into all Continuing Education curricula and assess these SLGs through student learning outcome data.	I-5, I-8, I-10	2, 3
3. Increase effectiveness and consistency of communication among Continuing Education stakeholders.	I-1	11
4. Increase measurable post-program, college and career outcomes for exiting Continuing Education students.	I-2, I-5, I-8, I-10	2, 3, 10

5. Implement and promote professional development initiatives that support Continuing Education themes and priorities.	I-4	8
6. Support continuous improvement of noncredit curriculum and appropriate expansion of learning opportunities for special populations.	I-5, I-10	2, 3, 10
7. Maximize opportunities to apply categorical/grant funding and community/industry partnerships for the expansion and improvement of services and instruction to noncredit students.	I-9, I-10	1, 4, 10

### III. COMMON CONDITIONS

#### IIIA. INTERNAL CONDITIONS

Using the Internal/External Conditions report, identify the **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.

- Reduction in staffing due to replacement freeze, retirement of 2 managers, and other staff attrition.
- Facilities concerns: Inadequate condition and space in some facilities, particularly in the ABE and Older Adult programs. Challenge of rooms and range space in fee-based program. Rising rents and difficult storage in off-sites (OAP, Parent Education).
- Banner implementation, including needed modifications & training specific to noncredit students, positive attendance, badge-read lab attendance, faculty load, and variations in how we serve special student populations.
- 100% adjunct faculty in content areas; 2 full-time counselors for student population of approximately 30,000.
- High stability of existing adjunct faculty in all programs; low turnover.
- Segregated shadow systems have been used for student tracking and some services. Banner won't be able to replace them all.
- Positive relationships and partnerships with other areas of the College.
- WASC – Adult Education accreditation application process prompted a high degree of internal data collection and dialogue. Although it impacts workloads, it continues to be a very beneficial process. The self-study, which we hope to complete on a compressed timeline in order to coincide with the College's ACCJC processes, will be a major division focus.

#### IIIB. EXTERNAL CONDITIONS

Using the Internal/External Conditions report, identify the **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.

- The noncredit student population tends to be more transient and at higher risk than the credit student population.
- We receive variable levels of categorical and grant funding, with late notification. These impact our ability to invest in some of long-term staffing and other strategies for serving students.
- In addition to standards established by WASC (Adult Education and ACCJC), we comply with suggested standards developed by professional associations and standards of funding sources of our program areas (for example: CCCAOE, TESOL, CA Dept of Ed for WIA Title II, State certification agencies).
- The economic crisis has increased enrollment and student needs. It has impacted classes as well as case load for staff working with EDD and other low-income students in crisis.
- The aging of baby boomers, along with longer life spans and a changing economy, will impact how we serve older adults not only in the OAP specifically but also in other college programs oriented toward occupational training/retraining and life long learning. Often these returning students don't need credit but they do need and want quality programs with defined outcomes.

**IV. SUMMARY OF DATA/INFORMATION TRENDS**

**IVA. DIVISION SCAN**

Using various sources of information including 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. An example is provided below.

Example:

TREND	SOURCE	IMPACT
Overall Reduction in IT Budget	Mt. SAC Budget Report	The 8% reduction to the IT budget will have the greatest impact on overtime. IT routinely needs to rely on OT to complete tasks outside of normal college operating hours. IT will attempt to use comp time to offset the OT reduction.

Increase in college-community contact as measured by increase in Help Desk Tickets	Help Desk Report	The Help Desk was primarily a resource for faculty and staff. Slowly the Help Desk and IT as a whole is supporting the student population with assistance in everything from how to use wireless to what type of computer to purchase. This assistance is also needed outside of normal daily operating hours. This increase demand for services requires a corresponding increase in staffing levels.
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Expand the table below as needed.

<b>TREND</b>	<b>SOURCE</b>	<b>IMPACT</b>
Declining sufficiency of facilities for Continuing Education, other than ESL.	<ul style="list-style-type: none"> <li>• Work orders</li> <li>• Classroom scheduling process</li> <li>• Reassignment of program &amp; division office space.</li> <li>• By summer, only ESL will be in a permanent building.</li> </ul>	Overall, program quality remains high; however, energy must be spent solving facilities problems, looking for rooms, managing frustrated students in crowded rooms, and reassuring insecure older adults who are uncomfortable in their current location near high school referral students (who create security situations). District has paid long-term rent on portables that are deteriorating. Long term, permanent solutions need to be implemented for most programs, especially ABE and Older Adults.

<p>Flat rate of flow from noncredit programs into college and career (no growth). The rates are not bad, they are just flat overall.</p>	<ul style="list-style-type: none"> <li>• Data reports compiled for WASC accreditation application.</li> <li>• ARCC reporting</li> </ul>	<p>Although our rates of movement from noncredit into college or career are acceptable, and even better than some comparable programs at other colleges, SB361 funding requires evidence of positive impact from the higher apportionment rate for CDCP programs. We need to grow in our measurable outcomes not only to serve more students but also to bolster credibility for continued CDCP funding. This requires an increase in our commitment to faculty and counselors who can take the lead in these responsibilities, which are supposed to be faculty-driven.</p>
<p>Increase in accountability for creating, assessing and using data from SLOs to impact our teaching, with an accompanying increase of leadership by the Academic Senate in curricular matters.</p>	<ul style="list-style-type: none"> <li>• Accreditation (ACCJC) mandates</li> <li>• Academic Senate minutes</li> <li>• Participatory governance processes established by Code, Title 5, BPs, APs</li> </ul>	<p>Continuing Education continues to face the dilemma of, on one hand, being accountable for SLOs and curricular matters and needing representation on committees related to curriculum while, on the other hand, having no full-time faculty. Adjuncts, especially the best ones with full loads, simply cannot carry out the same professional responsibilities that are being carried out by full-time credit faculty. The noncredit managers have the passion and teaching background to do the work, but they aren't faculty. It's a Catch-22, and we need full-time faculty in our content areas.</p>
<p>High enrollment growth in multiple areas within the ABE Programs.</p>	<ul style="list-style-type: none"> <li>• Enrollment management reports</li> </ul>	<p>Need for permanent, full-time matriculation coordinator in ABE to coordinate hourly support staff currently enrolling &amp; registering ABE students.</p>

<p>Decline in requirement by language faculty for their students to physically attend the language lab, and an increase in the use of virtual language lab resources from home and other places (accessing LLC through its web).</p>	<ul style="list-style-type: none"> <li>• Foreign language, AmLa, &amp; ESL class schedules (fewer faculty being scheduled)</li> <li>• Daily/hourly lab counts</li> <li>• Web tools</li> </ul>	<p>The need to support virtual lab activity by collecting noncredit <i>online</i> lab attendance is becoming more important and is no longer a future issue.</p>
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## V. COURSE-LEVEL SLOs

If your area develops and assesses course-level SLOs, please fill out the following. The SLO Report can serve as a reference. Other sources of data include discussions with departments and course-level information in ePIE.

1. Approximately what % of units in your area has 2 SLOs per course? 66% have 2 SLOs for 100% of their courses. The remaining 33% have 2 SLOs for 80% of their courses.
2. Approximately what % of units in your area has completed at least one full assessment cycle (all 5 columns)? 50%
3. The College has identified a goal of 100% compliance with course-level SLO implementation by June 2010. What is your assessment of the overall progress in your division relative to SLO implementation and assessment? Identify any specific areas that need additional assistance in meeting the target objectives. We will be at 100% compliance by June 2009.
4. Identify key examples where assessment of course-level SLOs by your division's units has led to the implementation of specific changes or produced measurable improvements in courses/programs.

HS English 3: The writing SLO established a criterion of 80% pass rate on the rubric. Results showed pass rates of 73 – 78%. As a result of the data, teachers are exploring new strategies to raise the SLO results to 80%. A second change is the elimination of some of the longer writing assignments with a decrease in overall student lab hours (ABE high school lab) necessary to pass.

ESL Level 1: In the civics portion, topical areas of need are identified by student surveys. For the theme identified in the SLO, and with 8 of 8 classes reporting, the passing rate exceeded the criterion. A follow-up assessment was conducted the next



semester with similar results. Therefore, instructors surveyed students for new themes & areas of language need that might provide more challenge.

OAD MOEX01 (Mobility through Exercise): With 15 of 15 classes reporting, 7% of participants maintained upper body strength, 15% decreased upper body strength, and 78% increased upper body strength. As a result, strategies have been identified to encourage full, voluntary participation in all 3 cycles of physical assessment by Older Adult students and to demonstrate its benefits. Instructors are also examining changes to the assessment cycle in order to increase student participation.

## VI. RESOURCES

Using the Resources Requested report, identify the necessary resources to achieve department/unit goals and the team goal(s) to which they align. Expand as needed.

REQUEST	TYPE OF RESOURCE REQUESTED (budget, staffing, facilities, research, training, marketing, etc.)	TEAM GOAL
CED – All Programs: Nonteaching faculty assignment funds for adjunct faculty support of SLOs in current and new courses – all programs. (No full-time faculty in CED.)	budget-nonteaching faculty assignment (NTFA)	I-3, I-5, I-8
CED – All Programs: Hourly technical support to improve the web pages for the division and programs, including capability for dynamic input and dialogue from students and the community (per WASC-Adult Ed accreditation standards)	staffing	I-1
CED - ABE: Hourly, short-term support for several programs and projects for which some staffing could be shared. These include: <ul style="list-style-type: none"> <li>• Clerical and coordination support for intensive summer High School registration period.</li> <li>• Hourly clerical support, training on formulation of advisory board, and food – for establishment of an advisory board for GED Prep &amp; Adult Diploma Program.</li> <li>• Hourly outreach and clerical staff to expand the</li> </ul>	equipment, staffing, training	I-2 , I-3  I-1, I-9, I-10  I-3, I-10

<p>Basic Skills mentoring program.</p> <ul style="list-style-type: none"> <li>Hourly clerical support and training to produce student handbooks and guides for students enrolled in GED, AD, HSR, Parent Ed, and WIN.</li> <li>In High School Referral program, hourly clerical support and food for open house events during major terms to facilitate progress reporting to schools and districts.</li> </ul>	above, plus marketing, printing	I-1
	above, plus food	I-1
<p>CED – ABE: Early alert data system for underperforming students that can bolt-on to Banner.</p>	software, programming, training	I-2, I-10
<p>CED - ABE: Upgrade hardware and software for grading and establish increased access to grade and attendance information for High School Referral parents</p>	hardware & software, consultant budget, training	I-1
<p>CED - ABE: Incentives for student participation in input processes to improve ABE programs &amp; deal with program issues.</p>	budget for incentives	I-1
<p>CED - ABE: Increased hourly tutoring to support ABE HS student success.</p>	computers, staffing, budget-NTFA, training	I-2
<p>CED – ABE: Funding for continuation of Scholar-Baller program, including site license and a part-time coordinator.</p>	site license, staffing	I-5, I-10
<p>CED - ABE: Increase support for ABE academic enrichment, diversity, and career and cultural awareness</p>	counseling staff, workshop speakers, food, transportation	I-2
<p>CED – ESL/LLC: Technical support to implement plan for collecting FTES from noncredit virtual lab environment such as Language Learning Center.</p>	IT/Banner programming, training	I-2
<p>CED – Parent Ed &amp; Disabled: Professional development for adjunct faculty in Parent Education and noncredit Disabled program for SLO assessment /use of data, in alignment with partnering agencies.</p>	budget - NTFA, training	I-5, I-8

CED – ABE: Full-time faculty coordinator for ABE to improve ARCC-related student outcomes for CDCP/SB361 reporting. Currently 0 full-time faculty to carry out work outside the classroom.	FT faculty	I-3, I-10
CED – ESL: Full-time faculty coordinator for ESL to improve ARCC-related student outcomes for CDCP/SB361 reporting. Currently 0 full-time faculty to carry out work outside the classroom.	FT faculty	I-3, I-10
CED - OAP: Academic manager for Older Adult Program.	Staffing	I-3
CED - OAP: Full-time faculty coordinator position for Older Adult Program for instructional improvement and SLO processes. Currently 0 full-time faculty to carry out work outside the classroom.	FT faculty	I-3
CED – ABE: Full-time matriculation coordinator to oversee assessment & registration for the increasing enrollments in diverse ABE programs.	Staffing	I-3
CED – ESL: Additional full-time counselor position for ESL to focus on advanced-level students transitioning to credit and career.	FT counselors	I-3, I-10
CED – ABE: Additional full-time counselor for ABE to focus on students transitioning to credit and career.	FT counselors	I-3, I-10
CED – Career Education: Part-time advising staff available to assist noncredit short-term vocational students. Possible share schedule with another program or be on-call.	Staffing	I-3
CED – ABE: Permanent ABE building(s) with safe, current, and effective space for instruction, student services, program management, and growth.	facilities	I-2
CED – OAP/Division Office: Permanent redesign of building 40 with safe, current, effective space for instruction, student services, program & division management, and growth.	facilities	I-2

## VII. ADDITIONAL COMMENTS

In the space below, share any additional comments that may not have been captured within the sections above. Also, consider sharing your suggestions on the PIE process and/or the Manager's Summary.

We need to fix Tracdat program to enable sorting of specific accomplishments by college goal. It would also be nice to enable us to input the related team goal at the same time, using a pull-down menu. Lots of time was spent looking up team and college goal numbers from a printed list during the preparation of the manager's summary report because this feature wasn't working in the unit "general" tab.

## 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. The components of this Manager's Summary are logically organized.  
Strongly Agree     Agree    Disagree    Strongly Disagree
2. The most challenging part in filling out this Manager's Summary was value judgments: how much detail, how urgent, fairness among programs, representing programs accurately – so that it's a meaningful summary and just a compilation.
3. The reports available for this Manager's Summary were helpful overall.
4. The established timeline is appropriate for the information requested.  
Strongly Agree     Agree    Disagree    Strongly Disagree  

The units should be working all year with their ePIEs, so the unit deadline should not create undue pressure if people are using ePIE as intended. If we managers had more time after receiving the compiled reports, we probably still wouldn't get started until a week before our deadline. Spreading it out won't help.
5. The PIE process is clearly understood by  staff / faculty in my department / division. Faculty not really involved except SLOs; they don't see the ePIE forms. (All adjuncts) Managers understand. Classified  
Strongly Agree     Agree    Disagree    Strongly Disagree

6. The training and SLO/AUO support available is adequate.

Strongly Agree

Agree

Strongly Disagree

**IX. TIMELINE**

Disagree

Friday, April 24, 2009	Manager's Summary of the units' e-PIEs due to appropriate Vice-President. E-mail the summary to your VP and copy Debbie Boroach, Chair, Institutional Effectiveness Committee (IEC).
Monday, June 1, 2009	Vice-Presidents prepare a summary of reports they have received to take to budget allocation discussions; VPs submit summaries via e-mail to Debbie Boroach, Chair, IEC.
Monday, June 22, 2009	IEC reviews all submitted summaries to prepare a year-end report to President's Advisory Council (PAC) on progress made in meeting college goals.