



Planning for Institutional Effectiveness (PIE) MANAGER'S SUMMARY 2011-12 Continuing Education Division



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. 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. Please remember that the ePIE information will not be complete if your units are using the paper version of PIE; in that case, you will need to collaborate with them to gather what you need gathered. The following table relates each report (or sections in PIE) 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.

Last year, one division did their shared Manager's report using a shared drive on the network and allowed each unit/department to input their suggested areas for consideration. There are probably other examples of how this work can be done collaboratively. IEC encourages such collaboration.

REPORT	MANAGER'S SUMMARY SECTION
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The college mission statement and college 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, 2012**. Please copy Virginia Burley at vburley@mtsac.edu and your department chairs when sending the Summary and make sure it is shared with all members of your team. 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

College goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

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 ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.
14. The college will utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.
15. The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.
16. The college will ensure appropriate staffing to maintain necessary services and support critical functions to implement the college mission.

Team Goals

Team goals were developed by reviewing and summarizing goals articulated at the department/unit level and aligning priorities with resource distribution mechanisms. Each department/division/work unit is part of one of the following 4 teams: Administrative Services, Human Resources, Instruction, or Student Services. Therefore, each unit should indicate where/how its individual goals align with both the College and Team goals that are appropriate to the unit.

Student Services Team

- SS-1. Ensure that pathways are available, efficient, and well-defined for students to pursue their educational goals.
- SS-2. Provide avenues through which students can be involved in the campus community.
- SS-3. Provide comprehensive and coordinated services to enable students to reach their goals.
- SS-4. Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.
- SS-5. Assure that services provided by the division are designed to provide students with the tools and information required to successfully attain their educational and career goals.
- SS-6. Conduct dynamic research to measure outcomes and student success.
- SS-7. Provide opportunities for professional development and technical training to all staff.
- SS-8. Exercise inclusive planning processes to make budget decisions and share and distribute resources.
- SS-9. Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations.
- SS-10. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations.
- SS-11. Work collaboratively to advocate for technological and infrastructure support to improve services to students.

Administrative Services Team

- AS-1. Develop a College-wide Sustainability System
- AS-2. Develop Emergency Preparedness Procedures and Provide Training.
- AS-3. Develop and Make Available College Data Information/Reports
- AS-4. Implement Custodial OS1 Program
- AS-5. Develop and Implement Master Planning Facilities/Education/Technology/Utilities
- AS-6. Develop Title 8 written programs and provide employee safety training.
- AS-7. Develop Enterprise Application System Training/ Implementation
- AS-8. Develop Purchasing Card System

- AS-9. Provide Academic/Student Technology Support
- AS-10. Protect Investment in Facilities/Infrastructure
- AS-11. Update Campus building, architectural, and classroom technology standards.
- AS-12. Evaluate/update construction project delivery methods including major capital, small projects, and safety.
- AS-13. Evaluate and implement a maintenance management system.
- AS-14. Expand the use of electronic document imaging to reduce the utilization of paper.

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, 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 the ability to access data on student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.

Human Resources Team

HR-1. Create an institutional approach to address faculty, management, and staff recruitment, assessment, and retention efforts.

HR-2. Strengthen the district’s professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.

HR-3. Promote a healthy work environment that nurtures personal and professional development.

HR-4. In accordance with the California Community Colleges State Chancellor’s Office new requirements, communicate the Equal Employment Opportunity plan to the campus community. Provide regular and ongoing training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.

CONTACT PERSON Donna Burns AREA Continuing Education EXT 5230

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
C1 – Secure Funding	1. CED – Continuing Education improved the stability and availability of funding for noncredit students in the following ways: <ul style="list-style-type: none"> a. ESL increased its WIA II learning gains benchmarks on which the grant payments points are based. b. ABE successfully renewed a grant providing \$123,000 to provide Personal Health Care Attendant Service Training (PHCAST) to unemployed adults. c. Older Adult Program successfully led a statewide advocacy effort to remove from the SSTF draft a recommendation that noncredit (non CDCP) program funding be eliminated. More than 11,000 letters were delivered to BOG or legislators.

C2 – Exemplary Programs and Services

- 2. CED – The division completed and submitted its first full self-study for accreditation by WASC-ACS as an adult school, hosted a visiting team, and received a 6-year accreditation term from ACS.
- 3. CED – Continuing Education modeled leadership and collaboration in offering stellar programs and services, as shown in these selected examples:
 - a. ESL presented in a CDE webinar on effective practices in performance follow-up, student retention, and persistence data collecting for the National Reporting System (WIA-related).
 - b. LLC faculty and staff provided support for AmLa’s SLOs, which were based on LLC software and assistance and won AmLa the Presidential Outstanding Curriculum Award.
 - c. ESL was recognized by two different state organizations for its “Give Me 20” reading program.
 - d. The Older Adult Program provided model Healthy Aging curriculum modules to two different state and national organizations focusing on Older Adult needs.
 - e. ABE counseling and instructional staff created and supported peer student groups which resulted in an increase in course completion.

C4 – Quality Partnerships

- 4. CED – Continuing Education began or sustained significant partnerships with the community, workforce agencies, and educational institutions, including the following:
 - a. ABE staff began or continued service on LA Works Advisory Board and LA Urban League. One staff member was recently invited to chair the LA Works Advisory Board.
 - b. ESL provided observation and practicum opportunities for MA-TESOL students from APU, Biola, CSU San Bernardino, CSU Fullerton, and Cal Poly Pomona. The ESL director serves on CSUF’s TESL-WASC Advisory Group.
 - c. The OAP supervisor began or continued service on the City of LaVerne’s Full Inclusion Advisory Group and on the California Statewide Steering Committee for Evidence-Based Health Promotion. She is president of the CCC Educators of Older Adults.
 - d. The division dean serves on the board of ACCE (Association of Community and Continuing Educators).
 - e. New contracts were formed with All Americas, a Chinese educational company, resulting in training contracts for 60 Chinese adults and several Language and Culture summer camps for 500 Chinese children.
 - f. The Older Adult Program continued a community-wide Older Adult Advisory Group and further developed opportunities for meaningful dialogue.

C12 –Persistence

- 5. CED – Division faculty and staff engaged in dynamic projects and assessments focused on student persistence, including:
 - a. ABE evaluated the effectiveness of the first full year implementation of its new Adult Diploma Progress Policy and found it correlated with a 10% increase in the number of completed Adult Diploma courses.
 - b. A WIN program assessment found that course success for students receiving WIN counseling and tutoring ranged from 72% to 83%.
 - c. The ESL counseling team developed an electronic contact list as an active link through the ESL website to provide ongoing support to former ESL students who have transitioned from noncredit to credit and career pathways of the college.
 - d. ESL & ABE managers presented persistence and transition to credit at national and international conferences.

C14 – Use of Assessment to Guide Decision-Making

6. CED – The division improved its use of data for decision-making through the enhancement of reports and databases followed by focused dialogue within and across programs; examples include:
 - a. A new Argos report (SFR0021) was created for WIN to monitor student athlete attendance/progress by discipline. Also, IT modified/revised the following ARGOS reports: SFR0027 Positive Attendance, SHR0014 Noncredit Student Hours/Grades by Term and Attribute and Lab attendance reports SFR0014, SFR0015 & SFR0017.
 - b. Completed an ABE database that facilitates faculty and staff dialogue on student SLOs and on individual student progress to determine appropriate and timely intervention.
 - c. Division programs provided non-teaching faculty support and scheduled venues for all adjunct faculty to discuss and determine use of results for course and program SLOs.
7. CED – Using Banner, the division researched and compiled data on noncredit CDCP certificate completions for 2011-12, resulting in identification of 1,052 certificates earned. Building of MIS data elements in Banner for the noncredit certificate inventory was completed, and student awards were entered into Banner for inclusion in the MIS upload for ARCC reporting.

II. INTERNAL AND EXTERNAL 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.)

- District response to the economic crisis has resulted in reduced staffing levels. The division has experienced shortages of personnel in ways similar to the rest of the college.
- Simultaneously, the district's historic reliance on part-time faculty and staff is causing further attrition due to hourly eliminations and adjunct faculty seeking work elsewhere.
- Technology has improved. This includes completion of some Argos reports, functionality of the noncredit student portal, and the college's shift to a Moodlerooms contract that includes noncredit students for online courses.
- The lack of adequate facilities continues to affect some programs. The OAP location hinders seniors' access and comfort; the quality of modular rooms and offices impedes productivity and sometimes triggers class cancellations or shuffling; the modular classrooms are too small for high school referral classes, and we have no space for new fee-based initiatives.
- Limited funding for instructional equipment continues to affect Older Adult labs, which have always been comprised of older, hand-me-down computers. This increases the demand on faculty and staff to troubleshoot, repair, and piece together replacements

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.

- Budget: State workload reductions, status quo reductions, and some grant instability all affect our ability to plan for the future. We are in a very reactive time.
- Increased demand: K-12 cuts in adult education have brought students our way; economic retraining needs continue while the economy recovers, and an increasingly aging population needs ongoing health education for physical & brain health
- Increase or reinstatement of state and mandates: The CCCCO Assessment Workgroup has reconvened and has resurrected timelines for revalidation of placement tests, Federal WIA Title I and II funding streams are strengthening their mandates, and national curriculum ("Core Curriculum") standards are in process.

- Accreditation mandates: CED must align with both ACCJC and ACS standards and must continue to enlighten ACS about community college distinctions from K-12 Adult Education.
- Accountability: An increased focus on statewide metrics, including but not limited to an evolving ARCC/Scorecard concept, continues to require the focus of faculty, staff, research, and I.T.
- SSTF implementation: Legislative adoption of SSTF recommendations will change our focus in enrollment priorities, repeatability, curriculum, and the CCC mission.
- Publisher shift to licensing and virtual resources: The shift of all vendors to licensing-based delivery of tools and content is resulting in higher expenses. We also lose FTES as students increasingly work from home and the college still has no virtual attendance collection system yet. (This is not unusual for community colleges at this time; nearly all are still behind in technology to collect off-campus attendance.)
- Older Adult, off-campus facilities provide the benefit of savings in energy, maintenance, and operations, but the limitation of constantly managing class sites.

IIC. 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 – ABE eliminated elective courses from the summer High School program offering; students must select only core basic skills courses.
- CED – ABE stopped administering the Mt. SAC placement test to student athletes in order to direct limited resources to tutoring and lab assistance. For the same reason, ABE also stopped providing typing skills assessments for the public. This actually resulted in a reduction of students enrolling in the ABE lab; a portion of adults coming to take a typing test would ask about the ABE lab and subsequently enroll. Nevertheless, for staffing reasons we stand by the decision to scale back this service.
- CED – We increased scrutiny and enforcement of repeatability limits for ESL students and restrictions on enrollment in multiple sections of Older Adult courses.
- CED – Older Adult Program formed the Older Adult Program Advisory Group from community members and students.

What is one major aspect you learned about your team from doing this review of internal/external conditions?

- CED – Although it is no surprise, our critical decisions tended to focus on reducing our instruction and student support and on carrying out our mission more efficiently.

III. INFORMATION ANALYSIS

Using various sources of information including the *Information 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.

Expand the table below as needed.

TREND	SOURCE	IMPACT
CED – Student enrollment in High School Referral has shifted: referrals from low-performing districts have increased while those from high-performing districts have decreased.	ABE database reports, Argos reports, student profile reports	Overall course completion rates remained consistent; however, students from low-performing districts did not complete courses at the same level of expectation. More outreach to specific district counselors on program expectations is needed.
CED – Completion of the Adult HS Diploma has increased. (These are not referral students.)	Reports on credits earned, Argos reports, ABE database reports	This validates our implementation of the progress policy as an AP; it will be continued.
CED – Shift in curriculum toward certificate sequences and common standards.	SSTF recommendations, Common Core Standards reports, CTE standards reports	Continued urgency of working with faculty to modify existing curriculum as needed, create new certificates as appropriate, and inactivate curriculum that can no longer be supported. This work is ongoing.

CED – Increased emphasis on data-based evidence of program efficiency and outcomes.	New ARCC CDCP Scorecard in process, CASAS California Consortium reports, National Reporting System (NRS – Federal Agency) reporting requirements, WASC-ACS & ACCJC self-study templates.	Continued need for training of all faculty and staff on urgency of sustained attention to recording of data, assessment of SLOs, and other mandates. Continued need for clear and sustainable systems within the division and college for collection, analysis, dialogue, and reporting. This work is ongoing.
CED – Increased size of wait lists.	Enrollment reports; faculty feedback	Increased pressure on enrollment management through enforcement of repeat policies, progress policies, and class section limits. This is ongoing.

IV. OUTCOMES ASSESSMENT

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 **Program Level Outcomes** report, the **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. Our programs that have Continuing Education assigned leadership and budgets for faculty work are doing well. These are ABE, ESL, and Older Adult Programs, which constitute the overwhelming majority of our student enrollment. These programs all include some vocational certificates within their offerings. The three programs are on schedule with their course and program SLO assessments, SLG (like GEO) assessments, and ongoing, dynamic faculty dialogue regarding use of results.

Our two small, stand-alone vocational certificates, one in health and one in floral design, actually achieve strong student completions and are assessed more frequently than is required. In the case of both certificates, the faculty are active in the industry, and industry requirements are carefully followed. However, with only adjunct faculty per program, there is no one other than the dean to see that the assessment outcomes are properly recorded in Tracdat (literally, she types them in herself). The programs are technically compliant; however, it is difficult to have regularly-scheduled, robust dialogue involving faculty, industry representation, and appropriate supervisory personnel. In the Fall, we will have our full-time vocational faculty member working for the division rather than the Academic Senate. One of his priorities will be to implement sustainable strategies to assure regular recording of and dialogue about outcomes assessment results.

Priority will also be given to building sustainable dialogue between noncredit and the credit departments that offer dual-listed vocational certificates. Those departments are doing the assessment and dialogue work; however, until recently we have been unable to link their results with the corresponding noncredit courses in Tracdat. Dialogue has been sporadic, generally involving the Continuing Education dean and the deans or individual faculty members in credit. We hope to see improvement with our added resource of one full-time faculty member.

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

- ESL assessments for beginning, intermediate, and advanced program certificates were so strong that faculty decided to raise the criteria for future assessment of certificate outcomes. In other words, they have set a higher goal for the certificate outcomes.
- ESL/Language Learning Center: The LLC partnered with AmLa on an SLO, the results of which showed that AmLa speaking courses that required students to use the LLC showed higher student improvement than those courses without the requirement. As a result, AmLa implemented LLC-related SLOs in all its speaking classes. The changes resulted in AmLa winning the Presidential Outstanding Curriculum award.
- Older Adult assessment outcomes related to short-term and long-term memory improvement using brain-based software were much higher than projected. As a result of these successes, faculty recommended creation of two levels of Brain Health courses; one having to do with visual processing and the other related to auditory processing. (Older Adult class schedules will be reduced in other areas.)
- ABE SLO assessments in the High School Diploma program demonstrated some disparities of results between UC a-g courses offered on campus, which were higher, and those offered through the Summer High School structure. As a result, ABE faculty and leadership implemented extensive curricular alignment with enforcement of core standards and appropriate rigor among all Summer High School sites. The last remaining High School course assessments were conducted in 2011-12, and a new 3-year cycle begins in Fall 2012.

V. RESOURCES NEEDED TO ACHIEVE GOALS

Resources requested by department/unit faculty, staff, and management support plan implementation toward the achievement of identified goals. Resources may include **budget, facilities, staffing, research support, training, marketing, equipment, etc.** To justify and endorse the department/unit goals, please provide supporting information, including outcomes assessment work, advisory committee minutes, and the like. Please prioritize the requests. (note: one table per priority)

PLEASE ALSO PRIORITIZE YOUR REQUESTS BY CATEGORY (E.G., RESEARCH, STAFFING, ETC.)

PRIORITY #	TEAM GOAL(S) CONNECTED WITH THIS RESOURCE NEED (RE-STATE IT): FACILITIES			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$'S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1	Relocated, permanent office and classroom space for the Older Adult Program to provide safe, accessible instruction and student services to the Older Adult student community.	Service level is impacted by current location, which is difficult for seniors to access and is adjacent to students who tend to have a higher proportion of high-risk behavior and public safety responses. This intimidates the older students. The Older Adult Advisory Group supports relocation.	No	Facilities (part of planned Continuing Ed building project)
2.	Remodeled Continuing Education building (40) to provide classroom and/or student service spaces for ESL, Older Adult, fee-based, and noncredit vocational students.	Savings of \$49,000 in annual lease of modular classrooms for ABE, which can move into vacated ESL modulars that we own. Expansion of fee-based operations including opening of a testing center with potential of \$100,000 to District. Has support of the Older Adult Program Advisory Group.	No	Facilities (in planning)
3.	Permanent building for ABE classrooms and student services.	Ed Code regarding use of portable classrooms; allowed if tied to planned permanent building. Student portable classrooms are impacted by high summer temperatures, and classes must occasionally be cancelled due to heat. Portable structures don't allow for optimal space planning in response to student needs and program operations.	No	Part of long-term Facilities Master Plan, we believe.

PRIORITY #	TEAM GOAL(S) CONNECTED WITH THIS RESOURCE NEED (RE-STATE IT): RESEARCH / IT ENHANCEMENTS			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$'S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1.	Implementation of DegreeWorks and auto-issuance scripting for noncredit certificate awards.	ARCC Scorecard; ARCC CDCP supplemental report; CCCCCO mandate to report certificates. College is already in process for credit.	No	IT; Admissions & Records
2.	Argos report creation & research assistance related to noncredit students enrolled in credit programs.	Database reports, outcome assessments, program faculty meeting minutes, ABE Leaders meeting minutes. With the availability of Argos reports for noncredit students enrolled in credit programs, graduates enrolled in credit programs, and other customized reports, faculty and staff will have critical academic progress and achievement data on students. Timely, critical intervention could improve overall noncredit matriculation outcomes and program persistence.	Yes	IT & Research

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PRIORITY #	TEAM GOAL(S) CONNECTED WITH THIS RESOURCE NEED (RE-STATE IT): STAFFING			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$'S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1.	Continuation of Basic Skills-funded positions of VESL Coordinator and Adjunct Counselor (ESL) and Adjunct Counselors and Tutors (ABE). These are bundled as one BSI proposal per program for annual funding.	Basic Skills (RIE) Outcomes Report. Continuation of vital existing student service positions.	No	Staffing (BSI)
2.	Reclassification of Older Adult Program Supervisor to certificated manager position.	Currently working out of class. Work requires academic, hands-on oversight of all-adjunct faculty pool by person with an advanced degree in gerontology.	No	Staffing
4.	Part-time ESL Database Developer to replace professional expert currently maintaining ESL placement test and web-based database functionality.	Can't fulfill matriculation placement mandate without the position. Conversion to permanent part-time was approved more than 1 year ago in response to union concerns.	No	Staffing
5.	Full-time faculty positions for ESL, ABE, Older Adult programs.	To carry out faculty responsibilities that are very challenging to fulfill with all adjunct faculty. ESL position is a top college priority once growth positions are restored, per agreement between District and Academic Senate. ABE & OAP positions have not yet been thrust into the prioritization processes. AS resolution regarding 5% full-time faculty for noncredit.	No	Staffing

VI. Planning for the Future

Using the *Planning for the Future report* at the unit and manager levels, summarize your areas planning themes for the 2011-12 academic year. (Consider working with your fellow managers to standardize your responses.)

PLANNING FOR THE FUTURE (NOTE RELATED COLLEGE GOALS)	TEAM GOAL (NOTE GOAL #)
CED – CED, in collaboration with College systems personnel, will improve the collection, integration, and reporting of data in order to meet accountability standards, enhance planning & decision making, and improve student learning.	IN-11. Strengthen the ability to access data on student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.
CED – Faculty, with support from the Division and programs, will improve in the use of systematic processes in which data are analyzed and used for improvement of student learning.	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).
CED – CED programs will support student access to high quality student services to meet the needs of diverse noncredit populations.	<p>The Instruction Team does not have a goal specific to student services; these reside with the Student Services Team.</p> <p>This is a planning theme for Continuing Education Division because our populations, in particular, need ongoing, highly accessible support structures and services to enroll, progress, and transition to further educational goals.</p>
CED – The division will continue to advocate for noncredit student instruction and services statewide and explore funding resources beyond the usual state funding sources.	<p>IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.).</p> <p>IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.</p>

VII. TEAM GOALS SUMMARY

Based on division/department-level planning, provide a brief analysis of progress and challenges encountered towards meeting Team Goals. Would you recommend any revisions to Team Goals?

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ADDITIONS TO THE TEAM GOALS ITSELF
<p>IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives and the general public.</p>	<p>CED – We’ve initiated new communication structures at the division & program levels over the past 2-3 years. The accreditation self-study has prompted a lot of improvement. It’s challenging in the vocational area due to lack of full-time faculty in our small noncredit programs such as CNA; however, use of non-teaching faculty funding has helped.</p>	<p>No change.</p>
<p>IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure for safety, currency, and effectiveness and to accommodate growth.</p>	<p>CED – We have done well in ESL & ABE because of 231 grant funding, which has had second-hand benefits to Older Adults and even the college instructional equipment account. District support for OAP equipment has always lagged compared to credit CTE priorities.</p>	<p>One observation is that this has to be hand-in-hand with IT, particularly as technology improves in the area of virtual labs. It’s good for student access to instructional resources, but we’ll lose attendance if IT programming can’t keep up.</p>
<p>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.)</p>	<p>CED – We are just maintaining during this time of limited resources, but there is hope. The ESL faculty position gained Academic Senate support in 11-12, leading to an agreement that a noncredit faculty position will be defined in the Faculty Agreement in spring 12-13 reopens, and an ESL position will be first priority when the college has funds for net faculty growth. Having no full-time faculty in our 3 big programs makes</p>	<p>As a college, we are not “enhancing” at the moment; we are maintaining. However, I think it is still an appropriate goal for envisioning the future.</p>

	it difficult to stay on top of faculty work. Other than that, our challenges are mostly those shared throughout the college.	
IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.	CED – We have had strong division-wide participation in PD across all employee groups: classified staff, faculty, and managers. Grant funding has helped, as has in-house options. The new austerity procedures will cause some scaling back of very legitimate but not critical training that would have been district-funded.	No change.
IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.	CED – We are doing well with curriculum considering our part-time faculty pool. Again, grant funding helps. We also have strong involvement from managers and classified leaders who meet faculty minimum qualifications. Our faculty welcome and need this involvement by the program leaders. Web CMS for noncredit was launched in May 2011 and is gradually being populated as we review and modify courses. Adoption of Moodlerooms has opened options for noncredit.	See my comment about instructional technology. Collecting attendance is something to address as we expand modes of delivery.
IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, as well as student participation in regional, state, and national competitions and events.	CED – What would we do without grant funding? Both ABE and ESL continue to implement program SLOs for academic enrichment and career planning using 231 grant as well as Basic Skills Initiative funding. Division vocational programs and Older Adults Program are more restricted; however, we have many outstanding faculty members who voluntarily work on enrichment	No change.

	activities. These include: OAP art show, supplemental student field trips (outside of class time; students provide their own transportation), guest speakers.	
IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.).	CED – This year, particularly, CED has experienced the importance of advocacy when it comes to funding. Donna and Mary continue to work at state levels on behalf of noncredit students. It is alarming to learn how close we have come to losing funding on the basis of impromptu conversations among committee and staff members in Sacramento.	We should keep this goal; perhaps amend to “Advocate for and secure...”?
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).	CED – This was a banner year for us because of the WASC-ACS self-study completion, site visit, and accreditation award of 6 years. All programs are on track on assessments. Our challenge is data sharing and dialogue among the dual-listed vocational programs.	No change.
IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.	CED – We did well: 231 grant was increased; BSI projects were well-supported by research; PHCAST grant was continued; LA Works contract was renewed. Contract training and fee programs grew in enrollments and revenues. Challenge is that these are uneven opportunities and are not available to all programs.	No change.
IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.	CED – As stated earlier, ESL and ABE did excellent work on a number of BSI projects supported by SLO research. Additionally, we will be reporting 1,052 noncredit certificate awards for 11-12, of	No change.

	which 95% are basic skills certificates of competency. Madelyn Arballo has been appointed to the state BSI Advisory Committee as the noncredit representative.	
IN-11. Strengthen the ability to access data on student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.	CED – We were able to get new Argos reports developed by IT in 11-12, but we still need more (shown in resources needed). Some BSI projects also looked at post-program student success. Adjunct faculty dialogue remains a challenge but we are addressing it well considering our resources.	Perhaps amend to say “Strengthen the ability to access data <i>to support thoughtful dialogue</i> on student success...”?

VIII. ADDITIONAL COMMENTS

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

IX. 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 suggestions can you offer to improve the Manager’s Summary?

- IIA & IIB – Fix the order for Internal & External Conditions in the Unit Level reports to align with Manager’s & VP’s Summary templates.
- VI – Planning for the Future. The Unit Level asks for the unit’s 3-5 major plans for the next 5 years but nothing for the coming year. But the Manager’s Summary asks for the planning themes (no limit) for the next year. That’s a gap that we

had to solve with extra PIE reports, our WASC Action Plan, and extra conversation. Overall, I think there needs to be a request for one-year goals (or AUOs) in the Unit Level PIE reports unless the units are purely academic departments that have nothing other than course or program SLOs, in which case that information is in Tracdat.

2. What additional information should the College provide to assist your Team?

IX. TIMELINE

August 1, 2012	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, 2012	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.
Fall 2012	IEC reviews all submitted summaries to prepare a year-end report to President’s Advisory Council (PAC) on progress made in meeting college goals.