1. Assessment Plan - Four Column

PIE - Continuing Education: Adult Basic Education (ABE) Unit

Narrative Reporting Year

2018-19

Contact Person: Lesley Johnson
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Program Planning Dialog: Starting in September, 2018 ABE begins developing goals for the upcoming school year. Goals are developed at our leadership meetings and then discussed at student services and staff meetings throughout the year. In October, ABE held its annual PIE Day where progress on the previous year's goals was shared with the entire department. Forty people attended PIE Day including ABE managers, classified staff, faculty, counselors, the SCE Division Associate Dean, and the Interim Vice President of Instruction. The ILO which the division focused on in the 18-19 school year was technology.
External Conditions, Trends, or Impacts: 1. Regional adult education planning (CAEP) and Governor's Adult Education legislation and accountability measures provide additional opportunities for adult learners within the College community.

2. With the implementation of AB 705, Mt. SAC has greatly reduced and/or eliminated lower level courses in math and English. As a result, noncredit basic skills courses serve as an option for students who do not feel ready to take transfer level math or English. It is imperative for students to be prepared for college coursework and noncredit classes are a free, short-term option to prepare students for success.

3. Basic skills money has served as a revenue source to assist with student success in noncredit classes. With the development of the SEA Program, it is unknown whether ABE will continue to receive the same amount of money that has been used in previous years for tutoring and the development of curriculum to support pathways for students.

4. Workforce Innovation and Opportunity Act (WIOA, Title II) requirements and accountability continue to impact internal processes and curriculum and instruction. More emphasis will need to be placed on successful transitions and post program tracking in order to maintain funding levels that will enable ABE to continue providing academic services to a high need population.

5. The improved economy is impacting student enrollment, especially for on-campus adult high school programs since more students are working and not enrolling in school. Moreover, additional interventions (online classes and our own Off-Campus High School Program) are increasing in regional K-12 districts. With the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), school districts have more opportunities to fund interventions. This means that in the local region there will be fewer adults seeking adult high school diplomas or equivalency. However, even with the decrease in unemployment and the increase in graduation rates, there is still a need for robust adult education in the region. The rate of adults without a high school diploma is much higher in the Mt. SAC region than the national and state average and basic skills training is needed to provide workforce re-entry students with important academic, technological, and soft skills.

6. Increased opportunities and the need for more pathways courses and certificates as a result of statewide initiatives and categorical grants.

Internal Conditions, Trends, or Impacts : 1. Lack of adequate classrooms and poor conditions of buildings in which ABE programs are scheduled, continue to challenge and negatively affect the quality of instruction and services. This includes inadequate restroom facilities, lighting, and chairs and desks for staff and students alike. Buildings are not ADA compliant. Buildings impacted include buildings 30, 32, 35 and 38.

2. Parking and transportation are a challenge for ABE students. Students enroll at different times during the semester and therefore a pro-rated parking pass would be beneficial to students.

3. ABE has over 60 courses and 3 programs where SLO and program assessment, course review, course development, and updates based on emerging standards are needed. While ABE is in the process of hiring its second full-time faculty member, there is still a need to hire additional faculty. There is increased interest for contextualized learning and pathway courses and programs and more certificates and courses need to be developed to bridge college and work in high demand fields.

4. The need to coordinate and partner with credit divisions regarding noncredit classes that support AB 705 implementation.
Critical Decisions Made by Unit: 1. Prep courses were developed in English and math to prepare students for college-level math and English. For math, Stats and BSTEM prep courses were developed.

2. HESI Prep classes are being offered and a new Helathcare Exam Prep course was developed.

3. Discussion took place with TPI regarding CBEST Prep classes. TPI's funding ran out and as a result, they were no longer offering the prep course. ABE offered a CBSET prep courses in Winter and Spring and will continue to offer them.

4. Many students who took the CBEST prep course inquired about CSET Prep classes. Starting in the Spring, we offered a multiple subject CSET prep course.

5. Additional voc classes were added to the Adult Diploma Program and more are being developed.

6. A new parent ed class, Common Core for Parents, was developed this year. This course will assist in helping parents/guardians improve knowledge and strategies for supporting children's academic success in Common Core standards.

7. A College Readiness certificate was created. This program prepares students in noncredit programs and adult schools to successfully transition into college credit courses.

8. Requested full-time faculty due to AB 705 implications.
Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. 100% of courses in Year 2 of the SLO cycle were assessed with reflective practice evident in the use of results, as well as the ILO for Technology.

2. Student bus passes were secured through CAEP funding. Students demonstrating progress are eligible to earn monthly bus passes.

3. Curriculum continues to be updated to make it more relevant to adult learners' needs and goals.

4. 100% of students enrolled in Summer 2018 Healthcare Math passed Pharmacology in the Fall 2018.

5. Chromebooks are consistently being used in the learning center. This has helped to promote additional study time for students during times when classes are not in session. Using Chromebooks has also promoted technological literacy that is integral for student college and career readiness. Private sectors are utilizing G-Suite and as a result the learning center is now offering G-Suite for students during the winter and summer terms.

6. SAT/ACT prep courses continue to be offered to support currently enrolled high school students. A pre/post test was given in the class and 100% of the students who attended all classes increased their score on the post-test.

7. Several new prep courses were added to ABE this year including CBEST Prep, CSET Prep, and AIME.

Notable Achievements for Theme B: To Support Student Access and Success: 1. ABE students participated in several campus activities including Mountie Mentor Meetings, Mountie Mentor Conference, Mountie Fresh Food Pantry, Mountie Fresh Day, Zombie Library Tour, Lunar New Year Celebration, Career Expo, Solidarity Walk for Foster Youth Awareness week, and Pizza with the President.

2. Counselors/Ed Advisor arranged for several presentations from other campus departments including Financial Aide, Scholarship, EOPS, and STV presentations. In addition, resume, cover letter, and Mountie Career Source workshops were also conducted for ABE students.

3. Embedded counseling continues to be utilized to support students.

4. All programs have embedded tutors to support student success.

5. In an effort to support literacy, ABE held it's Annual Book Fair where students received free books.

6. AD student was highlighted at the President's Breakfast for Dinner presentation.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. AD classroom 38-A2 purchased new student desks, chairs, filing cabinets, and teacher workstation. The Learning Center Classroom also received new student tables and chairs.

2. New tables and chairs were purchased for the small classroom inside the learning center.

3. ABE is in the process of hiring it's second full-time faculty member.

4. ABE faculty and staff attended various conferences and professional development workshops to maintain current in their fields and learn about emerging trends.

5. Renu Katoch, Education Advisor, earned her Master's in Counseling from LaVerne University.

6. Dalia Khalil, Administrative Specialist I, earned her Bachelor's in Sociology from Cal Poly Pomona.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. ABE faculty and staff were fully engaged in Regional Consortium Planning. Several attended one or more CAEP events and presented at the Spring CAEP conference and to the steering committee.

2. In October, 2018, ABE held its annual PIE Day. This day is designed for all staff to celebrate and learn about all the accomplishments ABE has achieved with regard to PIE.

3. ABE partnered with credit English and math to create and offer support courses to prepare students for college-level English and math.

4. ABE partnered with TPI to offer CBEST prep courses as TPI was not going to offer them due to a grant running out.

5. ABE continues to partner with Nursing and Psyc Tech to offer noncredit classes in the area of Healthcare Math and HESI Prep.

6. ABE faculty and staff have conducted presentations to various campus departments regarding ABE programs (e.g. EOPS, CalWORKS, English Department, Math Department, Counseling)

Unit Goals	*Resources Needed*	*Where We Make an Impact: Closing the Loop on Goals and Plans*
Advocacy and Partnerships - Advocate for noncredit and community education students to remain a critical part of the California community college mission through partnerships, as well as community, regional, and state involvement. **Status:** Active **Goal Year(s):** 2018-19 **Date Goal Entered (Optional):** 03/11/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 75 1a. ABE partnered with TPI to offer CBEST Prep classes as TPI's funding ran out. CBEST classes were offered in the Winter 2019 and Spring 2019. CBEST classes will continue to be offered. Comments from students who took the CBEST class expressed an interest in a CSET prep class. A CSET prep class was offered in Spring 2019 and will continue to be offered in ABE. ABE also partnered with credit English and math faculty. AIME (Academic Intervention for Math and English) classes are being offered to help students gain the skills necessary to be successful in college-level math and English. We will continue to offer AIME classes, however we need to increase enrollment in the classes. More marketing strategies need to be employed to get the word out about AIME. Carly Betkey attended the credit English Community of practice. HESI prep classes are now being offered in ABE and will continue to be offered. Presentations regarding the HESI prep classes are conducted at nursing orientations. A new COR, Healhcare Exam Preparation was created. 1b. Noncredit faculty and staff participate in various college committees including: Academic Senate ABE Representative, Academic Support Workgroup, CAEP counseling and academic workgroups, ASCCC Curriculum Committee, ASCCC SLO Symposium Committee, Basic Skills Committee, Chancellor's Office AB 705 Implementation Committee and CB21 Recoding, Classified Professional Development Committee, Counseling Curriculum Committee, Diversity and Equity, Guided Pathways Implementation Workgroup, Homeless Basic Resource Committee, Outcomes Committee, Professional Development Council, School of Continuing Ed Professional Learning Committee, State CAEP Crosswalk Math Workgroup, Multiple Measures Taskforce. It is important for noncredit faculty and staff to continue to serve on campus/state committees to advocate for noncredit

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	students. 1c. 52% of students who took an English AIME course enrolled in a transfer-level English course within one year. This is also an abbreviated year since English AIME courses only began in Summer 2018. Of the 82 students who took an AIME course, 23 have passed a transfer-level English class, nine have received a grade of D, F, or withdrawn, and 15 are enrolled in a Spring or Summer 2019 course. (Met) 21% of students who took a Math AIME course enrolled in a transfer-level math course within one year. Of the 145 students who took an AIME course, 13 have passed a transfer-level math class, eight have received a grade of D, F, or withdrawn, and nine are enrolled in a Spring or Summer 2019 course. (Not Met) (05/29/2019)
	Request - Partial Funding Requested - ** Adjunct Faculty, funding for non-teaching hours, tutors **Describe Plans & Activities Supported (Justification of Need): 1. ABE will develop partnerships across campus that will benefit students and faculty and staff will participate in college committees. **Lead:** Lesley Johnson, Omi Miri, ABE Faculty **What would success look like and how would you measure it?:** 1a. ABE will develop at least one new instructional partnership across campus (2018-19). 1b. ABE faculty and staff will participate in at least 5 campus and/or state committees (2018-19). 1c. At least 50% of students enrolled in short-term review for English and math will enroll in a college-level	**Reporting Year:** 2018-19 **% Completed:** 100 Funding for non-teaching hours has been allocated through our WIOA and BSI budget for 18-19. This allows for adjunct faculty to participate in campus/state committees and advocate for noncredit. Funding for tutors has also been allocated from our BSI budget. Tutors play a vital role in academic success for students. (05/30/2019)

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	English or math course within one year. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High	
Data - Ensure equity, access, completion, and success of educational goals for all students. **Status:** Active **Goal Year(s):** 2018-19 **Date Goal Entered (Optional):** 03/11/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 75 1a. For the 17-18 school year 61% of students in Adult Diploma who accessed tutoring passed their class, compared to 44% of students who did not. The difference is 17%. While our goal of 20% was not met, it is clear that students who utilized a tutor were more likely to complete a course than those who did not. 1b. Of the 26 students enrolled in Fall 2017 KIN 34, 11 accessed basic skills tutoring. The average grade of students who accessed tutoring was 3.27 for the course, compared to an average grade of 2.8 for students who did not access tutoring. In Spring 2018 KIN 34, 7 students accessed basic skills tutoring. It is not possible to determine the impact of the tutoring on students' grades because all students received an "A". However, students utilized tutoring an average of 8 times, suggesting that they found it beneficial. Kin 34 has not had the same interest in the 2018-19 school year with only 7 students enrolling in the Fall and none in the spring. One student withdrew and the rest received A's in the class for the Fall semester. We will reach out to English about the possibility of offering a 1A/80 class for the 19-20 school year. 1c. For the 2017-18 school year, 91% of students in High School Referral who accessed tutoring passed their class, compared to 58% of students who did not. The difference is 33%. Tutors play a vital role in course success for students and as such we must continue to use embedded tutors in the classroom.

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	Report directly on Goal	1d. For the 17-18 school year A total of 33% of ABE students who attended for at least 12 hours utilized tutoring. 57% of Adult Diploma students utilized tutoring as did 26% of HSR students, 23% of Learning Center students, and 10% of High School Equivalency students. Only students who were preparing for an assessment were counted in the data. In the future, any student who accesses tutoring will be counted. 1e. For 18-19 school year, 170 students took a survey to determine their views on tutoring. 68% had used tutoring and found it useful and 2% had used it felt it was "neither helpful nor unhelpful". Seventeen percent had not met with a tutor and 11% stated that they didn't need to meet with a tutor. Comments included that students felt the tutors were helpful, encouraging, motivating, and positive. An area of recommended improvement was to hire more tutors. Embedded tutors help improve student success in the classroom and students indicated that it is useful. We must continue to utilize embedded tutoring in classrooms. 2a. In 2017-18 ABE awarded 262 certificates. This is a slight decrease from the previous year where 278 certificates were awarded. There were 22 HSE certificates, 22 Basic Career Readiness certificates, 152 Basic Skills certificates, and 66 Adult Diploma certificates. Overall, attendance is slightly decreasing which impacts the number of students completing certificates. New certificates will be created to offer more opportunities for students to earn certificates. A Healthcare Exam Prep certificate will be created. 2b. In 2017-18, 46 students completed a High School Equivalency test, compared to 36 in 2016-17; an increase of 28%. In 2017-18, 62 Adult Diploma students earned their diplomas compared to 71 in 2016-17; a decline of 13%. There has been a decline in enrollment in AD. The department will discuss ways to increase enrollment and retention. 2c. In 2017-18, 65% of ABE students completed a course

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	Report directly on Goal	after they attended for at least 12 hours. The highest percentage was in High School Referral with a completion rate of 88% followed by Adult Diploma at 49%. Embedded tutoring and counseling play a vital tole in course completion and we should continue to utilize them to help ensure student success. (05/30/2019)
	Request - Full Funding Requested - Adjunct Faculty Funding for non-teaching hours Tutoring Update teacher station in 114 - Safety Concern Update student desks and chairs in AD classroom and Learning Center as they are not suitable for adult learners. **Describe Plans & Activities Supported (Justification of Need):** 1. Provide in-class tutoring for instructional intervention and support for ABE students. (BSI) 2. Improve overall rates of students completing courses, certificates and earning a HS Diploma/Equivalency. **Lead:** Lesley Johnson, Omi Miri, ABE Faculty and Staff **What would success look like and how would you measure it?:** 1a. Students in the adult diploma classroom who access tutoring will have at least a 20% higher course completion rate than those who do not access tutoring (2018-19). 1b. Kin 34 students who access tutoring will have at least a 20% higher course completion rate than those who do not access tutoring. 1c. High School Referral students who	**Reporting Year:** 2018-19 **% Completed:** 75 Tutors were funded through BSI and it help ensure student success in the classroom. Adjunct faculty were paid non-teaching hours through WIOA. The teacher station in 30-114 needs to be updated. Cords and wires are a hazard. This is the classroom that will be used for Kin 34 and possibly English 1A/80. The cost will be approximately $5,000 and has not been completed. CAEP funding was used to redesign the AD classroom (38-A2) to make it more suitable for adult learners. New tables, chairs, and teacher station were purchased. New student tables and chairs were purchased for the Learning Center using one-time funds. (05/30/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	access tutoring will have at least a 20% higher course completion than those who do not access tutoring (2018-19). 1d. At least 70% of students enrolled students will access tutoring (2018-19). 1e. At least 40 students will take a survey to inform staff on students' opinions on tutoring (Spring, 2019) (WASC Action Plan 2.1.2 – administer surveys). 2a. The number of students completing certificates will increase by 5% (2018-19). 2b. The number of students earning a HS Diploma/Equivalency will increase by 5% (2018-19). 2c. At least 50% of ABE students will complete a class once they have enrolled and attended for at least 12 hours (2018-19). **Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500. **Planning Unit Priority:** High	
Teaching and Learning - Expand and support innovation in teaching, learning, academic support, and management within SCE. **Status:** Active **Goal Year(s):** 2018-19	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 1a. 100% of Year 2 SLOs were assessed during the 2018-19 school year. 1b. At the staff meeting on May 16, 2019, SLO data and use

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Date Goal Entered (Optional): 03/11/2019	**Report directly on Goal**	of results were discussed. Data on the 18-19 SLOs was shared and discussed. 17-18 results were also discussed and how changes were made to the curriculum in 18-19 to close the loop on the 17-18 SLOs. While many of the 18-19 SLOs were met, LC faculty indicated that there is a need for more embedded counseling in the afternoons, evenings, and on Fridays. Faculty also indicated that more tutoring would be beneficial for students especially in the afternoon and evening sessions. (05/30/2019)
		Reporting Year: 2018-19 **% Completed:** 100 1a. Office Management Skills and Computer Applications curriculum have been implemented in the AD classroom. Students who take these two classes along with career development can earn an Office Skills Certificate. 1b. A College Readiness Certificate was created and is moving through the proposal stages. Students in the Adult Diploma need to be exposed to different career paths and creating new classes is one way this can be accomplished. More STV courses are being looked at to implement in the AD program. This includes Business Math and Accounting and students who take these two courses could earn an Accounting Certificate. Additional courses and certificates should continue to be developed to increase pathway opportunities for students. (05/30/2019)
	Request - Full Funding Requested - Funding to pay faculty non-teaching hours Full-time faculty **Describe Plans & Activities Supported (Justification of Need):** 1. Improve student learning through assessment of SLOs and ILOs (BSI) **Lead:** Lesley Johnson, ABE Faculty	**Reporting Year:** 2018-19 **% Completed:** 100 BSI and WIOA funds were used to pay adjunct faculty non-teaching hours to collect data and analyze SLOs. (05/30/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	What would success look like and how would you measure it?: 1a. 100% of SLOs identified in year 2 of the SLO cycle will be assessed (2018-19). 1b. SCE faculty will meet in the spring to discuss SLO/ILO data and use of results (Spring, 2019). **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Medium **Request - Partial Funding Requested -** Funding to pay faculty non-teaching hours; full-time faculty **Describe Plans & Activities Supported (Justification of Need):** 1. ABE will create curriculum/CDCP certificates that include STV and HS courses and prepare students for college/work and increase pathway opportunities for students. (BSI) (WASC 1.3.4) **Lead:** ABE Faculty **What would success look like and how would you measure it?:** 1a. Create AD curriculum/certificate for Bookkeeping and Accounting and Finance (Winter and Spring, 2019) 1b. Create College and Career Readiness Certificate that will incorporate a series of courses to prepare students to successfully transition into CTE and college credit courses. (Winter, 2019) **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.	**Reporting Year:** 2018-19 **% Completed:** 100 BSI and WIOA funds were used to pay adjunct faculty non-teaching hours to create curriculum. (07/01/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Planning Unit Priority: Medium	

Student Support - Increase access to high quality student services to support student goals and promote pathways for a diverse noncredit population. **Status:** Active **Goal Year(s):** 2018-19 **Date Goal Entered (Optional):** 03/11/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 50 1. For the 2017-18 school year, 80% of ABE students completed and educational plan. That number went down slightly to 78% for the 18-19 school year. High School Referral had the highest number (94%) of students complete an educational plan. The adjunct counselor assigned to this program utilizes embedded counseling. 2. In 2017-18, 13% of ABE students participated in some kind of career assessment/planning. That number remained the same at 13% for the 18-19 school year. Discussions with counselors will focus on how we improve this service for students and to make sure coding is accurately done. 3. Several presentations were conducted for ABE students including, Financial Aid, Scholarship Presentation, STV counselor presented on STV programs, EOPS presented to AD and HSE students, Resume workshops, Cover letter workshop, Mountie Career Source (sign up and navigation). Exposing students to credit and career opportunities will help increase post-program outcomes. 4. For the 2018-19 school year, 37% of students had contact with a counselor in the classroom. 5. For the 17-18 school year the counselor made contact with students who graduated from the AD program who were transitioning to credit. She was able to connect with about 50% of the students and offer follow-up services and discuss post-program outcomes. Voice messages were left for many students and some students did not have voice mail or the number was not in service. For the 18-19 school year, the counselor will make contact with and offer follow-up services to all students who complete a high school diploma or HSE certificate. (05/30/2019)
	Request - Partial Funding Requested	**Reporting Year:** 2018-19

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	- Adjunct Faculty **Describe Plans & Activities Supported (Justification of Need):** ABE students will be provided with student services including: educational planning, career assessment, workshops/presentations, embedded counseling, and tracking in order to promote pathways to post-secondary and employment opportunities (WASC 1.8.4) **Lead:** Lesley Johnson, Omi Miri, ABE Faculty **What would success look like and how would you measure it?:** 1. Increase the number of students completing an educational plan by 10% for students who attended 12 or more hours. (2018-19). 2. Increase the number of students participating in career assessments/planning by 10% (2018-19). 3. ABE counselors will provide at least five workshops/presentations to help increase post-program outcomes (2018-19). 4. 25% of students will have contact with a counselor in the classroom (2018-19). 5. A system for tracking student post-program outcomes will be established (2018-19) **Type of Request:** STAFFING: Requests	**% Completed:** 50 HSR adjunct counselor was funded out of SSSP. Having an embedded counselor for this program is imperative to help ensure student success. (05/30/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Low	
Communication - Increase effectiveness and consistency of communication among stakeholders. **Status:** Active **Goal Year(s):** 2018-19 **Date Goal Entered (Optional):** 03/11/2019	**Report directly on Goal**	**Reporting Year:** 2018-19 **% Completed:** 100 1. A total of 48 students participated in focus groups related to technology in the classroom and how it relates to students' employment and post-secondary pathways in 2018-19. (Met) Some responses from the focus group included: Students requested having updated computers, more technology in the curriculum (e.g. PLATO), industry-specific software and courses (e.g. graphic design, accounting, web design), laptops to take home, a typing class in the Adult High School program, and faster Wi-Fi. Topics that students felt should be covered in future workshops included ergonomics, wellness while using technology, technology and job applications, industry-specific software trainings, Microsoft Office, basic computer skills, and a review of hardware and terms. 2. A survey was administered to 180 ABE students in Spring 2019. (Met) Some responses from the survey included: When asked what students would like to see changed and/or improved, comments included adding more testing spaces and times in the Learning Center, increasing courses in the Learning Center and hours in Adult High School, upgrading the computers, adding online courses, hiring more tutors, eliminating the state-mandated hours requirement for high school programs, improving office organization to reduce the workload on staff, reducing parking fees, making a student lounge, updating the facilities, allowing students to take coursework home for the high school programs, having more food options, doing outreach to inform the community of our services. 3. Reduced/pro-rated parking passes will be explored. The cost of the parking pass is a barrier for students. For the 19-20 school year, we will add more technology in the curriculum. Work with Associate VP of SCE to get at

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Report directly on Goal	reduced/pro-rated parking pass for ABE students. Plato is a useful resource for adding technology to the curriculum. Other ways of adding technology will also be explored. (05/30/2019)
		Reporting Year: 2018-19 **% Completed:** 100 1. ABE's PIE Day was held on Oct 31, 2018. Faculty and Staff presented on previous years goals progress. 2. 41 people attended PIE Day. Several people outside the department were invited but did not attend. 3. A survey was given to ABE faculty and staff to find their level of engagement with the PIE process. Overall, 89% of respondents felt that they were engaged in the PIE process, with 67% feeling very engaged. With one exception, respondents felt that participating in PIE Day helped them be more engaged with the PIE process with comments such as "I learn more about our program status and student progress" and "it lets us know where things need to improve and what was successful". This annual event is important as it gives everyone in the department to hear about the progress on the goals that we have set. While we did not reach our 45 attendance mark, it was an increase from the previous year. Several people outside of the department were invited but did not attend. We should continue to hold our annual PIE Day as faculty and staff feel engaged. (05/30/2019)
	Request - No Funding Requested - Promotional Items for students who participate in focus groups. **Describe Plans & Activities Supported (Justification of Need):** 1. ABE will increase students' input on program planning and services through focus groups and/or surveys (WASC 2.1.2) **Lead:** Lesley Johnson, Omi Miri,	**Reporting Year:** 2018-19 **% Completed:** 100 Some promotional items have been purchased by the division and were given to students who participated in focus groups. (06/14/2019)

Faculty

What would success look like and how would you measure it?: 1. At least 15 students will participate in a Fall and Spring Focus Group (Fall, 2018 and Spring, 2019)
2. Create survey to get student input on areas for program improvement (Spring, 2019)
3. Based on student feedback, identify one or two areas to address/explore for program planning (Spring, 2019).

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.
Planning Unit Priority: Low
Request - Full Funding Requested - Funding for non-teaching hours Funding for PIE Day - lunch for attendees.
Describe Plans & Activities Supported (Justification of Need): ABE will host a PIE Day event to inform all faculty and staff on progress of PIE goals. Faculty and staff involved in the various projects and plans will present outcomes of their area AUOs related to teaching, learning, and student support. (BSI)
Lead: Lesley Johnson, Omi Miri, ABE Faculty and Staff
What would success look like and

Reporting Year: 2018-19
% Completed: 100
BSI funds provided lunch for PIE day attendees. This annual event is important as it gives the entire department a chance to hear about the progress on our goals. WIOA funding provided non-teaching hours to those faculty who attended the event. (05/31/2019)

how would you measure it?: 1.
Hold annual ABE PIE Day in the Fall to discuss results on previous year's goals and goals for the upcoming year.
2.   Increase participation from previous PIE day from 30 faculty and staff to 45 attendees.
3.   Conduct a survey to determine the level of engagement with the PIE process for ABE attendees.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium