



manager **PIE**  
www.godelb.com

2014-15  
2015-16  
2016-17  
2017-18

## Planning for Institutional Effectiveness

### Introduction

- I. Institutional Mission
- II. Division and Division Units
- III. Division Mission
- IV. College Themes and Goals

### Section One: **Where We Are—An Analysis and Summary of the Current Year 2014-15**

- I. Planning Context: Division Goals
- II. Notable Achievements
- III. Tracking External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment
- IV. Closing the Loop: Alignment and Progress on College Goals:

### Section Two: **Where We Are Going—Planning for the Next Three Years, 2015-16, 2016-17, 2017-18**

- I. Division Goals and Strategic Objectives for the Future
- II. Planning for The Next Three Years
- III. Budget Prioritization

### Section Three: **Recommendations for Improving the Planning Process**

- I. Improvements Recommended
- II. Information Request

*NOTE: This PIE Form is optimized to be used in Acrobat 10 or later.*



# manager **PIE**

2014-15  
2015-16  
2016-17  
2017-18

## Planning for Institutional Effectiveness

### Introduction:

#### I. Institutional Mission

***The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.***

Your area's program review will be recorded on this form summarizing the current year and documenting planning for the next 3-year cycle.

TracDat is the college's database for recording outcomes. Please update your outcomes work regularly. <http://tracdat.mtsac.edu/tracdat>

#### II. Division and Division Units: *Select your Area or Division*

DIVISION	Continuing Education	Units: ABE, AHSD, EOA, ESL with LLC,
Dean	Madelyn Arballo / Liza Becker	Units: Community Ed & Contract Training
E-mail / Extension	marballo@mtsac.edu/lbecker@mtsac.edu 909-274-4845 / 909-274-5233	Units: CED Division & TAP-Contract

#### III. Division Mission

***The Continuing Education Division will provide outstanding educational opportunities for students to increase literacy skills, access higher education and employment, and strengthen self-sufficiency.***

## IV. College Themes and Goals

College themes and 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.

### Theme A: To Advance Academic Excellence and Student Achievement

College Goal #1	The college will prepare students for success through the development and support of exemplary programs and services.
College Goal #2	The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
College Goal #3	The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

### Theme B: To Support Student Access and Success

College Goal #4	The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
College Goal #5	Students entering credit programs of study will be ready for college level academic achievement.
College Goal #6	The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

### Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

College Goal #7	The college will secure funding that supports exemplary programs and services.
College Goal #8	The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
College Goal #9	The college will provide opportunities for increased diversity and equity for all across campus.
College Goal #10	The college will encourage and support participation in professional development to strengthen programs and services.
College Goal #11	The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
College Goal #12	The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

### Theme D: To Foster an Atmosphere of Cooperation and Collaboration

College Goal #13	The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
College Goal #14	The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

## SectionOne: *Where We Are*—An Analysis and Summary of the Current Year

### I. Planning Context: Division Goals for: Continuing Education

a. Identify the *overarching* goals (informed by Unit goals) that guided your Division's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. Add rows (+) as needed. Delete rows (X). (limit 10 goals)

*Roll-Over to see "overarching goal" example*

Division Goal Name	Division Goal	College Theme
Use of Data	Excel in use of data for tracking, assessment, planning and reporting to promote student access and outcomes.	B: Access and Success
Student Learning	Improve student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and Student Learning Goals.	A: Academic Excellence
Communication	Increase effectiveness and consistency of communication among stakeholders.	D: Cooperation/Collaboration
Student Services	Support access to high quality student services to meet needs of diverse noncredit populations.	B: Access and Success
Facilities	Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.	C: Secure Resources
Professional Development	Implement and promote professional development initiatives that support Continuing Education themes and priorities.	<i>Select College Theme</i>
Community Value	Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.	D: Cooperation/Collaboration
Partnerships and Funding	Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.	D: Cooperation/Collaboration
Advocacy for Noncredit	Engage with public and private entities to represent and improve support for noncredit student populations.	B: Access and Success
Secure Staffing	Secure staffing to assure high-quality instruction and student services.	C: Secure Resources

## II. Notable Achievements for: Continuing Education

Enter a brief summary of your Division's successes for the 2014-15 year in the field below followed by a listing, by theme, of the Notable Achievements. This provides opportunity to highlight your Division's proudest moments for this year. Text boxes will expand as needed. Add rows (+), delete rows (-).

[Roll-Over to see Achievement example](#)

### a. Narrative Summary

2014-15 School of Continuing Education accomplishments show that the Division has contributed positively to students in the local and state region. There is substantial program expansion and positive student outcomes. Division faculty, staff, and managers have been active leaders in state, regional, local, and campus advocacy and have demonstrated leadership and expertise in teaching, student support, and adult education regional consortium work. In order to provide students with opportunities for advancement to college and employment pathways, faculty and staff engaged in innovative teaching practices driven by research and collaboration. Existing internal and external partnerships remain strong and new collaborations were developed including those that increased funding and contract revenue. SCE programs, faculty, and staff have gained recognition for providing excellent teaching and student services to students. Other accomplishments include reaffirmation of WASC-ACS accreditation status and leadership in the Regional Adult Education Consortium Planning grant.

Add Notable Achievement Theme	Advocacy
+	The SCE participated in submitting a collaboratively-written comprehensive plan from the Mt. SAC Adult Education Regional Consortium to the Chancellor's Office, which directs the AB86 Planning Grant. (Consortium is 8 unified school districts and Mt. SAC). Adjusted the budget to use carry-over funding through December 2015 and to provide indirect to Mt. SAC as the fiscal agent. With regional steering committee, held a region-wide conference to share & celebrate achievements.
+	Education for Older Adults Supervisor continues to serve as President of California Community College Education for Older Adults, member of Association of People Supporting Employment First (APSE), member of La Verne Inclusion Advisory Group, co-chair AWD for Mt. SAC - AERC, and advisory group member for Mt. SAC Coaching Certificate.
+	Omideh Sloan, ABE Assistant Director, led the writing of the AB 86 Mt. San Antonio College regional consortium plan. The plan was positively accepted by Consortium members
+	Donna Burns served on the state AB86 Work Group (continued from 13-14). Provided service as a reader/compiler of submitted regional plans, work group panelist at conferences, and webinar presenter. Provided extensive behind-the-scenes input to Chancellor's Office staff on various adult education issues in process.
+	Donna Burns served as president of ACCE (Association of Community and Continuing Education) which provided two regional workshops and one state conference for the field. Testified to state Joint Education Budget Committee on the collaborative planning done by the Mt. SAC region on adult education. Collaborated with lobbyists and colleagues to successfully eliminate aspects of 2015-16 Budget Trailer Bill proposed amendments that would be harmful to the community colleges.
+	ABE Director Madelyn Arballo was appointed as Continuing Education Council Leader for ACCE.
+	ESL Director Liza Becker was appointed as 1st Vice President/President Elect for ACCE.

+	Madelyn Arballo was reappointed for a 2-year term as the noncredit representative on the state Basic Skills Advisory Committee..	-
+	ESL Director, Liza Becker, advocated for noncredit students and Career Development & College Preparation (CDCP) programs as statewide council leader for the Association for Community and Continuing Education (ACCE) and for the Chancellor's Office as follows: Student Equity Plan reviewer, Noncredit SSSP Funding Formula ad hoc committee, and a Noncredit Outcomes Review Committee on Progress Indicators.	-
+	Dana Miho and Liza Becker attended the AB86 Summit and a follow-up legislative session to provide input on the Adult Education restructuring process (now referred to as the Adult Education Block Grant) and how to best move from planning to collaborative implementation in order to meet the needs of adult learners in our communities.	-

Add Notable Achievement Theme	Student Success	
+	During the Language Learning Tech Week, 100% of LLC Tech Week Survey Spring 2015 respondents said that they learned a useful new tool, skill or strategy and 43.8% had already implemented in the class or office something they learned from tech week as of Week 12 of the semester.	-
+	LLC Passport Rewards Survey: According to Passport Rewards students responding to survey Spring 2015, 89% feel they have seen improvement in their language skills because of Passport Rewards involvement with 39% saying speaking skills were most improved.	-
+	WIN Students continue to outperform the general student population. For Fall 2014, WIN students had a 91% retention rate, 73% course success rate and a mean GPA of 2.62. For Winter 2015, WIN students had a 95% retention rate, 80% course success rate and a mean GPA of 2.71.	-
+	The HS Referral course completion rate rose to 61% which reflects a total 11% increase in course completion over the previous two academic years.	-
+	There has been an increase of over 30 Adult Diploma graduates compared to the two previous years. Credit completion rates continue to rise, with an increase of over 11% from 2012-13.	-

Add Notable Achievement Theme	Faculty Success	
+	Dana Miho, full-time ESL faculty (Year 1) received two awards for her distinguished work on behalf of noncredit students and noncredit faculty: The Debbie Borosch Basic Skills award and the Academic Senate 10+1 award.	-
+	ABE instructor Donna Necke collaborated with Psych Tech and Nursing Program to design two basic skills bootcamps to prepare students for success in credit health programs.	-
+	ESL faculty took on statewide leadership roles: Dana Miho selected to review Common Assessment Initiative for ESL descriptors; Pamela Chui selected as a Technology Integration Mentor Academy; Monica Cueva elected as Community College Level Chair for California Teachers of English to Speakers of Other Languages; Grace Kim selected to present her Mt. SAC-ESL action research results on language identity at an international educators symposium in Korea.	-
+	As a result of discussion between ABE faculty attending the SCE Advisory Meeting, the ABE Curriculum work group was established in June 2015. Over 20 faculty attended the first meeting where group objectives and existing practices and work were identified.	-
+	ABE staff presented at a variety of venues and conferences. Angelena Pride, Donna Necke, Mary Ann Angel and Marilyn McNall presented at the AB 86 Mt. SAC on Regional Consortium Planning task groups. Surekha Chaplot, Judy DeVries, and Renu Katoch presented at the ESL Career Conference	-

+	ESL adjunct faculty designed and piloted workshops that promoted self-reflective learning strategies and vocabulary development skills for reading fluency. (Cueva, Yanuaria) Additionally, several ESL adjunct faculty piloted support programs to improve fluency and promote positive self-identity for adult immigrants through such activities as English Lounge conversation groups and ESL Movie Night. (Jacob, Van Dyke-Kao, Drewry, Cueva, Romo)	
+	Three teams of ESL faculty (8 participants, 7 of them adjunct) conducted classroom-based action research on strategies that promote academic writing fluency, learner autonomy, and career readiness skills with positive results when compared with control groups of students. (Miho, Casian, McLaughlin, Ortega, Hayes, Azpeitia, Cueva, Foisia)	
Add Notable Achievement Theme		Staffing
+	Community Education Contract Manager hired January, 2014 on a one year contract, and training unit was renamed "Mt. SAC Workforce Training Center". Re-launching efforts have started with significant partnerships/coordination with our local Chambers of Commerce.	
+	ESL hired 3 adjunct counselors and ABE hired 2 counselors in preparation for noncredit SSSP mandates that require noncredit student education plans and other services and in preparation for Student Equity Plan implementation in which ESL needs to increase outreach to targeted populations within the Mt. SAC district and ABE needs to increase program persistence.	
Add Notable Achievement Theme		Facilities
+	Education for Older Adults and Adults with Disabilities Program Identified new facility in Rowland Heights including a computer lab resulting in a total of 7 off-Campus computer classroom/labs that will lead to program growth.	
+	The School of Continuing Education received support for refurbishing and furnishing classroom 40-146 for primary use by ESL using bond funds. The classroom will be ready for Fall 2015 classes which will result in CDCP growth..	
+	LLC New Building Approved: The new Business and Computer Technology building plans have been approved by DSA. This includes the new LLC. Building starts Fall 2015. Impact: Larger lab and closer to language classes will result in a need for more faculty hours and another permanent part-time for consistency and excellence.	
Add Notable Achievement Theme		Funding
+	The equalized noncredit Career Development and College Prep apportionment rate starting in 2015-16 has presented positive fiscal implications for the College.	
+	In 2014 Community and Contract Education successfully secured a contract with the Employment Training Panel (RTP) in the amount of \$88,419 to fund employee training to companies threatened by out-of-state competition and to compete in the global economy.	
+	Working with grants office, Health Careers Center successfully won a grant from the Dorothy Rupe Foundation to fund additional Certified Nurse Assistant cohorts in 2015-16.	
+	The WIN Program was awarded \$4,750 from ASB for book funds. Also, 4 WIN students were awarded Students of Distinction.	
+	LLC Rosetta Stone and Tell Me More Software: Continuing Education and Humanities helped purchase online licenses for Tell Me More and Rosetta Stone and Azar software through lottery and district funds.	
+	As a result of noncredit input into the Student Equity Plan on behalf of School of Continuing Education Students, funds were allocated to ABE and ESL Programs to provide counseling support for disproportionately impacted noncredit students.	

+	ABE Program was allocated \$10,000 in Title V funds provide tutors math and writing Test Prep for incoming freshman credit students.		-
	Add Notable Achievement Theme	Technology	
+	EOA was able to roll out 9 new computer based courses: (7 vocational courses 2 brain health courses). This was due to access to new software and equipment.		
+	Made revisions to the ESL database to more effectively manage enrollment, track student retention, compile and organize student demographic data for various reports and in preparation for the upcoming noncredit student education plan and in preparation for the noncredit student progress indicators (SP/Satisfactory Progress as a measure of success by the Chancellor's Office).		
+	The Language Learning Lab successfully moved its website and databases to the main college website servers, and improved the reliability of the site and provides an updated and uniform design. An additional wifi access point enabled mobile app support.		
+	Webcam computers were installed in the Language Learning Lab throughout the Open Lab. This was an important improvement because many instructors use the webcams for oral exams either as a class or as independent study, so now instructors are able to use and assign webcams without worrying whether the Smart Lab was being used.		
+	Language Learning Lab Testing Facility added more computers. The three CATS (Computer Assisted Testing Services) computers were replaced.		
+	Language Learning Lab upgraded the 15 year-old Optelec low vision magnifier with a new one with touch screen and text to speech after receiving input from DSPS.		
	Add Notable Achievement Theme	Program Success	
+	Submitted the Continuing Education Mid-Cycle Report to ACS-WASC and hosted a one-day visit. Gained reaffirmation.		
+	Community and Contract Ed Fee-based program had a 3% growth in enrollment; College for Kids enrollment grew by 25%. We continue to diversify our offerings.		
+	ABE received the 2014-15 Presidential Award for Excellence and Innovation in Teaching and Learning in the category of Outstanding Basic Skills Efforts.		
+	The first Adults with Disabilities class held on campus.		
+	The School of Continuing Ed participated in submitting a collaboratively-written comprehensive plan from the Mt. SAC Adult Education Regional Consortium to the Chancellor's Office, which directs the AB86 Planning Grant. (Consortium is 8 unified school districts and Mt. SAC) Adjusted the budget to use carry-over funding through December 2015 and to provide indirect to Mt. SAC as the fiscal agent. With regional steering committee, held a region-wide conference to share & celebrate achievements.		
+	ESL Collaborated with Welding department faculty to offer an English-Spanish introductory course to welding taught by ESL faculty (Maria Azpeitia) that served as a gateway to a welding certificate.		
+	ESL Collaborated with DSPS faculty and interpretor staff to develop a noncredit DSPS course as well as two ESL courses for the immigrant Deaf community. Contextualized course content for ESL-Deaf 1 and ESL-Deaf 2 includes English language development in tandem with American Sign Language learning.		



+	School of Continuing Ed students grew in their use of claiming a Mt. SAC portal due to staff active encouragement. This will allow them to access their student records, claim student email accounts, purchase parking permits, petition citations, and gain access to campus wifi network.		
+	ESL unduplicated enrollment trend over the last three years has increased 20% from 3345 in 2011-12 to 4188 in 2014-15. This growth justifies the need for 2 additional registration clerks		
+	According to the Language Learning Center Student Survey Spring 2015, 94.3% of students are satisfied with the materials to study in their language and 97.4% are satisfied with the help they get when they have questions. This is consistent with previous years, but down almost 3% from Spring 2012		
+	According to the Language Learning Center Faculty Experience Survey Spring 2015, 100% of instructors responding strongly agreed that a) they got appropriate help from LLC staff and b) the technology in the Smart Lab met the language learning needs of their class.		
+	Language Learning Lab Tutoring Exit Surveys reflected that of SDLAs completed 87% of participants were very satisfied with the program and 75% thought it was very true that the program was helping them improve their English.		
+	Language Learning Lab faculty Mark Osea was chosen as a participant in the SanFACC Mentorship program 2014-15.		
+	ABE increased by 4 the number of high schools where basic skills bootcamps/Test Prep were offered in math and writing. This was done in collaboration with HS Outreach to prepare students to take the Mt. SAC placement test.		
+	ESL scheduled tutoring sessions for VESL Career Paths students focusing on integration of computer, career, and English course outcomes toward applied projects and assignments that facilitate college and career success -- e.g., product development and marketing. (BSI Porject: Miho & Elhaj)		
+	ESL adjunct faculty who teach afternoon combo-level ESL classes realigned their curriculum to add high-advanced Level 6 in order to increase access, maximize efficiency of multi-level classes, and accommodate FTES growth mandate (Hannon, Fowler, Vanderpas)		
+	LLC Passport Rewards Active Participation: skyrocketed with the move to online Rosetta Stone and Tell Me More with 152 Spring 2015 compared to 98 Spring 2014 (50% increase).		
+	LLC CATS Testing: Administered over 100 tests in 2014-15 with an average commission of \$45. This earned the College approximately \$4500 in additional revenue.		
+	Due to student demand, ABE reinstated offering Typing Test Certification to the community. A large number of these students enroll n ABE programs.		
+	ESL increased open hours for the ESL library and assigned ESL faculty (16 participants) as "librarians" to help ESL students of all proficiency levels to develop habits of reading. Students also had the option of conducting book reports (234 students participated in spring 2015). There was a 31% increase in books checked out by students.		
+	Student demand in HS Summer off-campus program resulted in growth of over 300 Career Development and College Prep FTEs.		
Add Notable Achievement Theme		Community Value and Partnerships	
+	Education for Older Adults program coordinated multiple art shows at local senior/community centers providing opportunities for students to learn to sell their work including display and pricing.		

+	Education for Older Adults staff participated in multiple community service projects including Adults with Disability designs, centerpieces for Pomona Regional Center; assist in facility upkeep and provide packages for children's hospital of City of Hope, work with Beta Food-Bank).	-
+	ABE Counseling faculty (S.Wright) held the annual Career Symposium, which featured break-out sessions presented by campus faculty, community partners, and employers. Over 150 ABE students participated	-
+	Angelena Pride was appointed as Vice President of the Rowland Unified School Board.	-
+	ABE held the 3rd Annual Book Fair in which both ABE and ESL students were provided free books donated by campus staff and community partners.	-
+	Education for Older Adults and Adults with Disabilities Program established working relationships with Casa Colina and Regional Center.	-

Add Notable Achievement Theme	Communication
-------------------------------	---------------

+	Education for Older Adults improved communication among staff, faculty, students and the community. Program newsletter subscriptions increased by 4% and faculty visit of group-portal studio increased by 50%.	-
---	---	---

Add Notable Achievement Theme	Retention and Completions
-------------------------------	---------------------------

+	The overall completion/success rate for 2014 HS Summer School Program courses was just over 80% which is consistent from previous year	-
+	Of the 87 math and 70 writing bootcamp students, 69% and 79% respectively enrolled into credit math and English courses after taking the ABE bootcamp. This is much improved from two years ago when approximately 50% enrolled into credit math and English courses after attending a bootcamp.	-
+	The In Home Support Services Program students continue to successfully complete the program at a rate of at least 85% for each cohort.	-

### III. Tracking Conditions, Retention & Success, Critical Decisions and Outcomes Assessment for: Continuing Education

Enter a brief summary for each section based on the 2014-15 year followed by information provided in your Units' PIE forms. Add rows (+), delete rows (-).

#### a. External Conditions Summary

Significant federal, state, and regional conditions and initiatives have positively impacted SCE services to students while also presenting some challenges. Regulatory and policy mandates have created a need for more intensive division-wide planning in order to evaluate processes and curriculum to ensure students are benefiting from these policy changes (SSSP, Student Equity, WIOA, Health Regulations, Adult Education Block Grant). Equalization of CDCP funding will provide SCE with opportunities to increase CDCP offerings, increase growth revenue for the College, and develop internal and external partnerships. The improved economy has impacted SCE programs differently with some experiencing an increase in demand while other have seen decreases in enrollment as jobs become more available. The emergence of new state and federal curriculum standards has led to an increased need for faculty work and rigor in ABE and adult secondary coursework.

Student Demand	<i>Roll-over to see example</i>	Data Source
San Gabriel/Pomona Regional Center identified a need for additional offerings to adults with intellectual disabilities emphasizing integrated and supported employment, micro enterprise, and independent living skills. As a vendor for Regional Center, Mt. SAC AWD program has an opportunity to expand and meet this demand.		<a href="http://www.scdd.ca.gov/employment_data_dashboard.htm">http://www.scdd.ca.gov/employment_data_dashboard.htm</a>
Due to increased availability of clerical and office-related jobs within the community, the ABE Lab reinstated offering typing test preparation and employment typing certification. After being exposed to other ABE lab offerings, many students returned to take additional ABE CDCP courses.		ABE website and student guide
Regulation / Policy	<i>Roll-over to see example</i>	Data Source
Restructuring of Adult Education in the state through adult education (K-12) and noncredit (Community College) regional consortia and Adult Education Block Grant (AEBG) is providing opportunities as well as challenges. Opportunities for the Mt. SAC Consortium have included improved dialog among leadership and faculty, and progress in streamlining pathways for students through articulation and curriculum alignment. Consortium partnership and allocation of 15-16 funds from AEBG will continue to challenge relationships while providing opportunity and funding for collaboration.		<a href="http://ab86.cccco.edu/">http://ab86.cccco.edu/</a> , 2015 Governor's Budget Proposal; legislative files, documents, and hearings
AEBG restricts the use of grant funds for credit recovery to students under 18 and eliminated funding for non-vocational older adult classes. These changes may increase the demand for HS credit recovery and older adult offerings through Mt. SAC noncredit programs.		<a href="http://ab86.cccco.edu/">http://ab86.cccco.edu/</a> ; Adult Education Trailer bill

<p>Noncredit SSSP funding formula was released July 20, 2015. Mt. SAC must submit a noncredit SSSP plan and budget by October 30, 2015. This timeline is not realistic as most faculty (counselors) are not available in the summer. SSSP mandates will impact department processes and student services. Additionally, the funding formula prescribes services and accountability that may not be in place for noncredit due to the relatively high counselor-to-student ratio and lack of full-time counselors in ABE and ESL. These factors could affect SSSP funding beginning in 2018-19 unless processes are in place and full-time counselors are hired.</p>	<p>CCCCO SSSP_Funding_Guidelines_Final _3-12-14</p>	
<p>Workforce Investment Act, Title I and II (WIOA) requirements and accountability standards will impact internal processes and curriculum and instruction. During the WIOA Transition Year there will be integrated accountability and reporting for college and career readiness and pathways to employability and academic degree attainment.</p>	<p><a href="http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html#3">http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html#3</a></p>	
<p>The National Public Health Initiative and the Healthy Brain Initiative, both of the Centers for Disease Control, emphasize the need for public engagement in coordinated strategies that promote cognitive health and functional independence for our rapidly-aging population.</p>	<p><a href="http://search.cdc.gov/search?query=cognitive+health+&amp;utf8=%E2%9C%93&amp;affiliate=cdc-main">http://search.cdc.gov/search?query=cognitive+health+&amp;utf8=%E2%9C%93&amp;affiliate=cdc-main</a></p>	
<p>Legislature AB1041, Employment First Policy in the Lanterman Disabilities Services Act was signed into law in October 2014 and recognized that only 13% of people with significant disabilities have employment. The 13% includes persons working for sub-minimum wages and part-time employment. AWD Program's design will be strongly impacted by this legislation. Our program will provide career training and job readiness skills in addition to independent living skills so people can be job ready and prepared for everyday living and economic survival.</p>	<p>Legislature AB1041</p>	
<p>Progress Indicators as a measure of "grade" success for noncredit students in the open entry system still need to be included as part of the Scorecard and Title 5 legislation.</p>	<p><a href="http://www.asccc.org/content/noncredit-progress-indicator-pilot">http://www.asccc.org/content/noncredit-progress-indicator-pilot</a></p>	
<p>Technology</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>In this age of technology, it is estimated that 62% of people age 75+ do not own a computer. This supports the need to expand access to computers and technology for older adult students.</p>	<p><a href="http://www.consumeraffairs.com/news/in-a-technology-age-are-older-adults-at-a-disadvantage-050715.html">http://www.consumeraffairs.com/news/in-a-technology-age-are-older-adults-at-a-disadvantage-050715.html</a></p>	
<p>Changes in the Language Learning Center software licensing has resulted in increased costs and in some cases loss of student access to the software.</p>	<p><a href="http://www.rosettastone.com/education">http://www.rosettastone.com/education</a></p>	
<p>Curriculum Change</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>

<p>College and career readiness standards (CCRS) for adult education have emerged as a guiding principal for ABE/ASE (adult secondary) curriculum and coursework. The CCRS are included as recommendations for instruction and job readiness in WIOA legislation. Thus, the integration of these standards is more pressing as funding will be heavily impacted by successful transitions.</p>	<p><a href="http://www.sbctc.ctc.edu/college/abe/CCRStandardsAdultEd.pdf">http://www.sbctc.ctc.edu/college/abe/CCRStandardsAdultEd.pdf</a>,  <a href="http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html#3">http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html#3</a></p>	
<p>High school equivalency exams (new GED and HiSet) have disparate levels or rigor, thus affecting instruction, advisement, and completion rates for HS Equivalency Program students.</p>	<p><i>ABE Faculty Meeting Minutes</i></p>	
<p><b>Economy</b></p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>The improved state economy has impacted enrollment in adult secondary programs (ASE) as many within the region are now able to secure employment. Moreover, K-12 districts have benefited from the economic upswing and now have access to additional funding for learning interventions through Local Control Funding (LCF), thus resulting in less non-graduates. Although this is a positive regional trend, the improved state economy has resulted in a lower demand for ASE programs. However, there are still significant numbers of adults without diplomas. Specifically, in LA County, 23% of adults 25 years or older do not have high school credentials, and the data show within Mt. SAC's district there are between 14-17% adults without a diploma. Thus, the need remains for access to ASE programs within the region.</p>	<p>Continuing Education Profile;  <a href="http://quickfacts.census.gov/qfd/states/06/06037.html">http://quickfacts.census.gov/qfd/states/06/06037.html</a></p>	
<p>Opportunities for training contracts have increased as the local economy has improved. This justifies the need for the Director, Special Projects, to continue being funded.</p>	<p>LMI and Contract Ed budgets</p>	
<p><b>Budget/Funding</b></p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Enhanced Career Development and College Prep rate equalizes the noncredit apportionment to that of the credit rate; it also sets the stage for increased noncredit college and career pathways development in terms of short-term vocational as well as basic skills (ESL and ABE) programs and certificates. Anticipated implementation of increased/equalized apportionment for CDCP (as of 7/1/15) enabled planning for structural needs in Continuing Education.</p>	<p>2014 Budget Trailer Bill</p>	
<p>Student Equity funding has provided opportunities to examine student behaviors and patterns and existing services in order to increase access, persistence, program completion, and transition for disproportionately impacted populations. It is also increasing the need for additional full-time counselors and support staff.</p>	<p>Mt. SAC Student Equity Plan</p>	

The restructuring of the SCE has presented opportunities as well as a substantial need for more resources. Adding 2 Associate Deans, 1 Director, and 4 clerical staff has considerably improved the infrastructure of the SCE while also providing opportunity to increase student access and outcomes, expand programs, and

**b. Internal Conditions Summary**

provide growth revenue to the College. To expand SCE offerings in noncredit and Community/Fee-based, even more resources are needed such as full-time instructional and counseling faculty, classrooms and facilities with state-of-the art technology and software, and support staff.

Staffing	<i>Roll-over to see example</i>	Data Source
Retirement of School of Continuing Education dean as of 7/1/15 impacted planning in 14-15 including broader team involvement in dean's tasks.		May Board Minutes
Restructuring of Continuing Ed Division to School of Continuing Education has provided additional infrastructure with the addition of two Associate Deans and one director. Noncredit growth, particularly in CDCP programs will create a need for even more structural needs including facilities, equipment, support staff and faculty.		June Cabinet Notes & Board Minutes
Significant need for a Director of Education for Older Adults and Adults with Disabilities to provide support and facilitate communication with EOA faculty, provide support services for students, and expand Adults with Disabilities Programs.		2013-14 Manager's Summary, EOA Schedule of Classes
Critical need for full-time ABE faculty to work on matters of curriculum and instruction. ABE has 52 courses and 6 programs with SLO and program assessment, course review, and updates based on emerging standards.. There is also an increased interest by the College and community for contextualized learning and pathway courses and programs. More certificates and courses need to be developed in for noncredit students to bridge to college and work.		webcms.mtsac.edu, ABE course program review cycle; ABE faculty meeting minutes
The LLC is moving into more social events for language learners to make the LLC relevant to students and create more. A full-time teacher of record and a programmer is needed to support continued development of these programs		2015 LLC Student Survey Results; May 2015 LLC Advisory Committee Minutes
Facilities / Maintenance	<i>Roll-over to see example</i>	Data Source
Critical need for designated School of Continuing Education on-campus classroom facilities and lab space to meet student need, respond to college growth demands, and maximize growth in FTES and efficiency in terms of LHE. ESL, AWD, EOA, HSR, IHSS, community education, and contract education all have a shortage of classroom space which has limited program expansion.		Cabinet Notes & Instruction Team Minutes
Technology	<i>Roll-over to see example</i>	Data Source
Critical need for new Language Learning Center servers. The current server is old and has inadequate space for software, audio and video files. Student access to ELLIS (ESL and AMLA) software and the server version of Rosetta Stone will be lost when it is moved to a new virtual server.		LLC Report
LLC ESL Orientations need to be redesigned. The continued loss of computer and server-based software has limited student ability to login and follow along		<a href="http://myenglishlab.com/courses-focus-on-grammar.html">http://myenglishlab.com/courses-focus-on-grammar.html</a>

<p>LLC Social Media: Social media is a growing method of language learning tips and tools as well as a communication format. The LLC's Instagram and Facebook accounts are growing slowly but steadily.</p>	<p>mtsac.edu/llc (bottom of page)</p>	
<p>Security</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Security cameras are needed in the LLC to deter the increased threat of computer theft becomes more of a threat, (i.e. the Learning Lab had RAM stolen from a computer and a student attendance computer stolen.).</p>		<p>LLC report to security; LAC Director reporting to Accreditation Committee</p>

c. Retention and/or Success

SCE students continue to achieve positive outcomes across programs and these outcomes inform Division planning and future implementation. While some programs have shown an increase in outcomes and retention (HS Programs), there is still room for improved outcomes. Moreover, learning intervention data may encourage future planning to delve deeper into student patterns and behaviors as a means to increase student achievement. . Student success in SCE programs has provided justification to respond to increased student demand in some programs.

Student Success	<i>Roll-over to see example</i>	Data Source
<p>A sample of ABE students were assessed in a tutoring SLO. 825 students comprised the population for courses where in-class tutoring funded by BSI was available during the assessment period. 67% of students who accessed tutoring passed courses with a "C" or better compared to 49% for those who did not get tutoring. The addition of a Learning Lab Assistant is needed for direct services to students in order to improve on these results.</p>		<p>ABE Database</p>
<p>The HS Referral course completion rate rose to 61% which reflects a total 11% increase in course completion over the previous two academic years.</p>		<p>ABE database, CED Profile</p>
<p>In Home Support Services completion rates continue to be above 85% for all class cohorts.</p>		<p>CED Profile, Argos Report - SSR0014</p>
<p>Over the past three years ESL students have consistently achieved at high levels, with approximately 90% of students demonstrating progress by earning a P or SP.</p>		<p><a href="http://www.mtsac.edu/instruction/continuinged/accreditation/2015/ced_2015_mid-cycle_report_evidence/mtsac_ced_2015_midcycle_report.pdf">http://www.mtsac.edu/instruction/continuinged/accreditation/2015/ced_2015_mid-cycle_report_evidence/mtsac_ced_2015_midcycle_report.pdf</a></p>

<p>Data reveal that students who complete a Level 1 Brain Health class have impressive improvement (&gt;40%) in processing speed, discriminating sounds, and narrative memory. Students in Brain Health Level 2 improve significantly in useful field of view, visual precision, and visual memory. Overall, data demonstrate the Brain Fitness software is effective in assisting older adult students in maintaining and improving cognitive skills.</p>	<p><a href="http://www.mtsac.edu/instruction/continuingeducation/accreditation/2015/ced_2015_midcycle_report_evidence/mtsac_ced_2015_midcycle_report.pdf">http://www.mtsac.edu/instruction/continuingeducation/accreditation/2015/ced_2015_midcycle_report_evidence/mtsac_ced_2015_midcycle_report.pdf</a></p>
<p>LLC cohort data from Fall 2013 show an 80.6% passing rate for language students using the LLC versus 64.6% passing rate for language students who did not use the LLC.</p>	<p>Research Report "OUTPUTlanguage labv3.482014" by Annel Medina</p>
<p>A Spring 2014 comparison of elementary level foreign language classes shows a combined average passing rate of 71.2% while the average passing rate for students in the Passport Rewards program is 92.5%. Students in the LLC Passport Rewards program attended more consistently, averaging almost twice as many attendance hours as non-participants: 22.9 avg. attd. hrs vs. 12.4 avg. attd. hrs.</p>	<p>Research Report "PRcomparison" by Annel Medina; Fall 2014 Total Attendance Argos Report and Passport Rewards Report</p>

<p>Student Demand</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Tracked and managed ESL enrollment using the wait list and by contacting students up to 4 weeks before the end of the term.</p>		<p><i>ESL database reports</i></p>

**d. Critical Decisions**

Due to higher student demand, several programs such as ABE, AWD, EOA, HS Summer program increased offerings while others concentrated on increasing efficiency. Changes in state content standards, including Common Core and College and Career Readiness, led to the creation of new HS and ABE coursework. In order to address the needs of the older adult population, some EOA courses were appropriately modified as vocational courses. Student demand has also led to the creation of CDCP courses and increased collaboration with campus partners.

<p>Student Demand</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Reduced the number of days and semesters offered for some HS Referral courses in order to increase completion rates, persistence, and efficiency.</p>		<p>SSR0037-E Enrollment Management w/CRN detail</p>
<p>Significantly expanded Continuing Education HS Summer Program by adding 3 new school sites and 30 additional courses, which added growth of over 300 CDCP FTEs. There is a need to shift funds from 231 Literacy Grant to unrestricted district funds.</p>		<p>SSR0037-E Enrollment Management w/CRN detail</p>



Reinstated offering typing test preparation and employment typing certification in the ABE Lab.	ABE website and student guide
Continued expansion of basic skills bootcamps to 3 additional high schools and 2 campus department basic skills math including psych tech and nursing. New campus faculty relationships led to the proposal of one new math skills review course for incoming credit health students. Ongoing tutoring and faculty non-teaching pay is needed to continue Test Prep on and off-campus.	ABE database, webcms
Based on student requests ABE established evening faculty-led workshops and faculty tutoring for adults enrolled in HS Equivalency Prep, ASVAB prep, basic skills and basic computer skills remediation.	ABE Student Guide
Increased vocational certificate offerings to Education for Older Adult students to enhance employability skills. Mt. SAC plans to provide specific coursework designed to promote employability of individuals with intellectual disabilities and the development of independent living skills. Additional faculty non-teaching pay is needed to create new courses and programs.	Mt. SAC AERC consortium planning

Partnerships/Advocacy	<i>Roll-over to see example</i>	Data Source
Became a vendor of Regional Center. Regional center will refer students to our program, provide support services including transportation to the campus, act as a liaison between the state and the consumer, provide outreach and marketing for our program provide financial support to support students in program on premises.		Mt. SAC AERC consortium planning

Curriculum Changes	<i>Roll-over to see example</i>	Data Source
Changed the HS English sequence to align with K-12 content standards for Career and College Readiness Standards for the Adult Diploma program and Common Core State Standards for HSR.		Webcms - noncredit inventory; ABE faculty meeting minutes
Several Education for Older Adult courses appropriately revised and recoded as vocational which reflected accurate content of course as preparation for the workplace. The availability of a EOA coordinator would provide support so that more of the curriculum work could be coordinated with faculty.		Webcms - noncredit inventory

Staffing	<i>Roll-over to see example</i>	Data Source
Hired adjunct counselors in ABE and ESL in preparation for the noncredit SSSP new funding formula which relies heavily on support services and requires a 1:1 match. Additional hourly adjunct counselors are still needed to implement SSSP for noncredit students.		ABE leadership meeting minutes

SCE has a culture of ongoing assessment where data are utilized to inform future planning. In all noncredit programs, faculty assessed, evaluated, and discussed SLOs. SLO data in several programs led to the creation of new CDCP courses and noncredit certificates. Increases in student success rates such as in the HS Program indicate future outcomes could be higher with more support staff and full-time faculty. Data

e. Progress on Outcomes

from learning interventions including the WIN Program suggest that increased communication among faculty could further improve student achievement. ESL students continue to earn a high number of noncredit certificates. ABE and noncredit vocational programs can engage faculty more and provide professional development on course development and SLOs. SCE faculty, staff, and managers provided leadership in writing the Regional Consortium Plan, which has led to increased regional collaboration and progress on program alignment with K-12 partners.

<p>Student Demand</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>This year's SLO rotation examined five courses: Jewelry Production and Design for Retail Sales, Sewing and Design, Beginning Decorative Art Production for Retail Sales, Intermediate Decorative Art Production for Retail Sales and Home Gardening. A common theme emerged during evaluation of SLO data. Faculty are discovering that a growing number of students are interested in selling their product or service to supplement their income. As a result two new courses are under construction, Sewing Tailoring 1 and Sewing Tailoring 2 to develop a sewing and tailoring certificate. Additionally curriculum will reflect the population.</p>		<p>Meeting minutes posted on group portal.</p>
<p>Student Equity</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Established a work team for the Student Equity goal measuring persistence and examination of program "leavers." Held first planning meeting with the campus Student Equity project manager to plan the first assessment. This is an ongoing goal that may span up to 3 years, although the potential for increased retention, program completion and transition is promising. This important work also given the fact that the ABE student demographics are the same as those identified in the College's equity plan as being disproportionately impacted.</p>		<p>Mt. SAC Student Equity Plan</p>
<p>Student Success</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Adult HS Diploma has increased in the number of graduates by 30 per year as compared to the two previous academic years. Moreover, although enrollment has significantly decreased in the Adult HS Diploma program, credit completion rates continue to rise. Over the past two years, there has been a 10% increase in the rate of credits earned. The overall credit completion rate rose to 55% in 2014-15. Faculty have greatly increased the frequency of faculty intervention/early alert which is now embedded in each class. These interventions, along with the Progress Policy, have positively impacted students' productivity and efficiency. Moreover, curricular changes were made that considered the Career and College Readiness Standards and the necessary skills needed for each course. Although these successes are positive, It is becoming increasingly difficult to gather and track these data without adequate database, transcript evaluation staff, full-time faculty, and support staff.</p>		<p>ABE database, CED Student profile</p>

<p>The HS Referral course completion rate rose to 61% which reflects a total 11% increase in the course completion rate over the previous 2 academic years. Furthermore, there were 71 more students enrolled in HS Referral than in the previous year. It is believed that two major changes have affected the course completion rate: 1) Compressed course scheduling that limited math and science courses to one semester thus forcing more consistent attendance patterns and, 2) revising coursework that focused on a-g requirements and Common Core standards.</p>	<p>ABE database, CED Student profile</p>
<p>HS Summer off-campus program continues high rates of completion with over 80% of students passing courses.</p>	<p>ABE Unit PIE, ABE HS Summer Success Report</p>
<p>SSSP</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p> <p>Data Source</p>
<p>2 of 3 orientation videos containing SSSP guidelines were completed (ABE and HS Equivalency); Adult Diploma video will be completed in fall 2015. Implementation of this video to improve efficiency in orientations and increase student access is planned for Fall 2015. It is anticipated that a great deal of staff time will be needed for training and implementation to students.</p>	<p><a href="http://tracdat.mtsac.edu/tracdat/faces/assessment/assessment_plan/objectives.jsp">http://tracdat.mtsac.edu/tracdat/faces/assessment/assessment_plan/objectives.jsp</a></p>
<p>Learning Intervention</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p> <p>Data Source</p>
<p>Tutoring intervention positively impacts student success in ABE. 825 students comprised the population for courses where in-class tutoring was available during the assessment period. Of these students, 49% (405 students) accessed tutoring. 67% of students who accessed tutoring passed courses with a "C" or better compared to 49% for the general population. The number of students who received tutoring from the previous year may have decreased because faculty have embedded meeting time within all coursework as an early alert system. A full-time Learning Lab Assistant would provide assist faculty in improving outcomes on exams and course completion.</p>	<p>Basic Skills End-of Year Report</p>
<p>WIN students continue to outperform the general population of credit students. For Fall 2014, the WIN had a 91 % retention rate, 73 % course success rate and a mean GPA of 2.62. For Winter 2015, the WIN had a 95 % retention rate, 80 % course success rate and a mean GPA of 2.71. The criteria were achieved by meeting or exceeding the projected goals of 85% retention rate, 75% course completion rate, and a mean GPA of 2.6. These data are positive, however, GPA could be higher with the inclusion of more college faculty presence, professional development for WIN staff, and the presence of a full-time WIN coordinator.</p>	<p>Student Reports generated by RIE</p>

<p>Of the 87 math and 70 writing bootcamp students, 69% and 79% respectively enrolled into credit math and English courses after taking the ABE bootcamp. This is much improved from two years ago when approximately 50% enrolled into credit math and English courses after attending a bootcamp. Faculty involved with bootcamps strongly conclude that this increase in enrollment is due to more immediate interventions and proactive efforts by counselors for students to complete an educational plan and enroll in a math or English course. Course success data are not yet available. More could be done to improve pathway programs with additional full-time ABE faculty.</p>	<p>Title V Report</p>
<p>Of the 481 WIN students with progress report deficiencies for Fall and Spring, 236 students or 67% of all students with deficiencies attended a student success workshop. The student success workshop is intended to provide intervention that will help students improve deficiencies and pass courses. The results meet the criteria for success which was that at least 60% of students with deficiencies would attend a student success workshop. Data on course success are still pending. More efforts are needed to increase the amount of students with deficient grades to attend student success workshops. It is increasingly difficult to continue relying on a fully part-time staff to ensure student success for student athletes. A full-time WIN Coordinator is needed to ensure consistency and quality of learning support.</p>	<p>ABE PIE worksheet</p>
<p>Program Success</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p> <p>Data Source</p>
<p>School of Continuing Education Students earned a total of noncredit Certificates of Completion and Certificates of Competency. The following is the breakdown by SCE departments of certificate earned: ESL: ABE: 242 EOA: 22 ; Short-term Vocational: 29. There continues to be a need for FT instructional faculty in ABE, ESL, STV, and EOA.</p>	<p>Argos Reports</p>
<p>Communication</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p> <p>Data Source</p>
<p>A student focus group was held to determine students' knowledge of safety procedures and how safe they feel while attending an ABE program and the college. There were 25 students in attendance and all attendees expressed they feel safe in ABE due to the onsite security and staff support. Major themes that resulted were students' uncertainty that the buildings could withstand an earthquake and lack of awareness that Mt. SAC has solid safety and evacuation plans. More than half the students know ABE's evacuation and safety procedures, although most don't know how to sign up for an emergency notification. Outcomes led to a recommendation for future staff and student training.</p>	<p>ABE focus group report</p>
<p>Planning</p>	<p><a href="#">Link to Outcomes report</a> <i>Roll-over to see example</i></p> <p>Data Source</p>

There were 54 ABE staff who participated in the 2nd Annual PIE Day. Of the 45 staff who took the pre-PIE Day survey, 93% were familiar with PIE and could identify their role in the process. This is 30% increase over last year's pre-PIE day questionnaire. Post-survey results showed that all staff felt they were involved in PIE planning and described their roles as important to help promote student success. This included tutoring, counseling, research and data collection, administrative duties, and whatever it takes to keep students engaged. Also reported was the need for staff to work as a team to help students achieve success. Staff were also asked to indicate the SLO for which they wanted to have more information and to enhance their involvement. The responses included SSSP, student equity, and improving communication, retention, and completion. A part-time database/project specialist would provide much needed support for program assessment.

The Buzz Newsletter, PIE Edition

Faculty Success

[Link to Outcomes report](#)  
[Roll-over to see example](#)

Data Source

ABE faculty (M. Gomez, D. Necke) held their annual faculty meeting and determined that one of Division Student Learning Goals would be assessed across disciplines. 20 faculty attended and voted to assess Critical thinking. 7 of the courses on the SLO assessment cycle were assessed for students' critical thinking competency and also to determine if curriculum contained adequate critical thinking content. It was found that students demonstrated competency in critical thinking as determined by the designated assessment. However, 3 of 8 courses were shown to have inadequate critical thinking content. Next steps will include an examination of critical thinking content in those and other ABE courses.

ABE faculty meeting minutes, Faculty SLG matrix

ABE faculty completed the department's 3-year SLO cycle by assessing the remaining 30% of courses. Faculty had in the previous year created a mid-year collection process, including data summary and use of results for all courses assessed. They continued this process and designed a reporting template for faculty to submit their results. They also held a department faculty meeting in which peer-reviewed the quality of the data submitted by their colleagues. ABE staff have determined that some SLOs are out of date, especially with the emergence of College and Career Readiness Standards (CCRS). Full-time ABE faculty is critically needed to ensure that course assessment and review are completed.

ABE faculty SLO matrix, ABE faculty meeting minutes

As of June 2015 the Education for Older Adults Program 3-year SLO and curriculum review cycle has been completed for all EOA CDCP and noncredit courses. A second cycle will begin in 2015-16: Computer and Digital Photography courses (2015-16), Healthy Aging and Brain Health courses (2016-17), Decorative Home and Fine Arts courses (2017-18)

Curriculum and SLO rotation

Partnerships/Advocacy

[Link to Outcomes report](#)  
[Roll-over to see example](#)

Data Source

Continuing Education faculty & staff were fully engaged in Regional Consortium Planning. 36 faculty and staff attended one or more AB86 events, and five Continuing Education staff and faculty were consortium task group leaders. 14 Continuing Education staff and faculty were members of task force groups and directly contributed to the content of the Mt. SAC Regional Consortium Plan.

AB86 taskforce meeting minutes



## IV. Closing the Loop; Alignment and Progress on College Goals: Continuing Education

This section serves as a "reporting" function to describe how your area closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your area's outcomes over the past year? What progress has your area made with the resources provided? Please include progress on plans that did not require new resources if applicable.

[Roll-Over to see a "Closing the Loop" example](#)

### a. Narrative Summary

SCE programs successfully secured over 1.5M in grant funds and contracts which provided direct services to students and contributed to positive student outcomes, program growth, and revenue to the College. Division planning resulted in some significant changes in the SCE with a restructure that added two Associate Deans, one Director, and four clerical staff. The increase in infrastructure is intended to produce future growth and improved student access and outcomes. Additional classroom space, resources, and technology were secured which resulted in expansion of and increased access to AWD, ESL, LLC, and EOA programs. The SCE hired its first full-time faculty, ESL Professor Dana Miho, who has been recognized for her excellence in curriculum and instruction.

#### + Closing the Loop Theme

#### - Faculty Success

School of Continuing Ed hired a full-time Professor of ESL, Dana Miho. Professor Miho has already taken on leadership roles that impact on student learning, including participating in statewide CAI. She was also awarded the Debbie Boroch Basic Skills and Academic Senate 10+1 award.

#### + Closing the Loop Theme

#### - Facilities

ESL Department secured 444 replacement chairs for Bldg 66 ESL classrooms which were in disrepair and causing serious safety issues. This is 2/3 of the existing chairs and there is a need to replace remaining chairs.

#### + Closing the Loop Theme

#### - Funding

Basic skills funding was allocated for support for college and career preparation in ESL. SLOs were developed and assessed (entered into TracDat) for the following projects: LLC Self-directed Learning Activities; Give Me 20 Library Reading Program; VESL Tutoring; ESL Counseling Support; ESL/VESL Curriculum Development and Retreats.

ESL and ABE were awarded over \$800,000 Workforce Investment Act (WIA), Title II Literacy - General. Both programs implemented WIA assessment and accountability mandates to obtain learning gains through CASAS pre-/post tests and core performance follow-up tracking and reporting for students who have exited the program. Tracking improved with part-time staff but more improvement is still needed; registration clerks, learning lab assistants, instructional assistants, and 2 project program specialists for ESL and ABE are not yet hired and still needed.

ESL was awarded \$205,000 in Workforce Investment Act (WIA), Title II English Learning and Civics. Faculty conducted WIA classroom-based assessments of CASAS pre-/post tests and E.L. Civics competency-based assessments using standardized Civic Objectives and Additional Assessment Plans (COAPPs).

The WIN Program was reallocated \$35,000 tutoring funds from the BSI grant.

Student Equity funds in the amount of \$87,000 were allocated to ABE for counseling support. Counselors started a project on increasing persistence in ABE students and also created 2 of 3 new orientation videos.

ABE was re-allocated \$25,000 in BSI funds for Non-teaching Faculty to work on ongoing curriculum development for Career Development and College Preparation courses. As a result 5 new certificates, 7 revised certificates, and 2 new courses were all submitted and approved by Educational Design Committee.

The WIN Program obtained \$35,000 in Student Equity Funds for an onsite counselor in the WIN Center and to provide advisement to the student athletes enrolled in the basic skills bootcamps. As a result, over 70% of students who attended the bootcamps enrolled in a credit math or English course. This is an increase from the previous year.

In 13-14 ABE PIE, an increase for summer only faculty teaching in the HS Summer program was requested. Faculty pay rates were increased from \$43.00 to \$45.00 per hour effective summer 2015.

Closing the Loop Theme

Technology

The Language Learning Center obtained 100 site licenses for Rosetta Stone Advantage for Higher Education and 249 licenses for Rosetta Stone Language Lessons V3 for Higher Education. There was an increase in hours of engaged work in the software and a jump in Passport Rewards stamps. It is important for these licenses to be renewed each year because the modern upgrade of the software is very appealing to the students and engaging. Future Impact: It will be necessary to monitor attendance hours and see if there is an impact since this is online software. Also, this requires more LLC staff time to oversee and specialized skills which benefit from permanent part-time staff.

The Language Learning Center received 100 Azar Grammar Interactive Online Licenses and most of them are for the AMLA and the Writing Center. Without this software, there is nothing else available in the LLC for AMLA students to practice grammar.

Optelec low vision magnifiers were purchased for the Language Learning Center. These magnifiers have touch screen and text to speech after receiving input from DSPS. Optelec machines are used to magnify textbooks, handouts and other printed materials for low vision students. This replaced a 15 year-old version that was no longer working. This also has text to speech in English, French, Spanish, Italian and German.

The Education for Older Adult Program was allocated over \$20,000 in new instructional equipment including 3 projectors, printers, and 15 computers. With the new instructional equipment EAO was able to roll out nine new computer based courses, including Starting a Home Based Business, Brain Health 1, Brain Health 2, Excel 1,2 & 3, PowerPoint Basics 1 PowerPoint Basics 2 and Basic Computing Desktop Publishing.

ABE received over \$200,000 in BSI funding for tutoring and counseling interventions. SLOs were assessed and implemented with improvements in student outcomes including more graduates and increases in literacy levels, credit obtainment, and counseling interactions.

Closing the Loop Theme

Staffing

The School of Continuing Ed received approval for reorganization of division to address emerging needs with a net gain of two associate deans and one director (new positions, promotions), and 4 clerical positions. This was as a result of positive fiscal implications from equalization of CDCP rate starting on 7/1/15/Enter Notable Achievement Here



ABE obtained approval for hiring 4 ABE permanent part-time tutors. Given the high need populations served by ABE programs, a consistent tutoring staff is critical for classes with high ELL enrollments as well as math and science courses. Having permanent tutor positions has partially alleviated the use of hourly tutors and has provided a more consistent learning environment.

b. Strategic Objectives Assigned to : **Continuing Education**

*Your Vice President has assigned the following Strategic Objectives for your area from the Mt. San Antonio College [2014-15 Strategic Plan](#) and identified in the Process Map of Integrated Planning (see Roll-Over below). Not all areas will have a Strategic Objective assigned to them.*

*Click on the links below to address the components of the Strategic Objectives assigned.*

[Link to Strategic Objective 5.1](#)

[Link to Strategic Objective 5.2](#)

## Section Two: Where We Are Going—Planning for the Next Three Years

### I. Planning: Division Goals and Strategic Objectives for: Continuing Education

a. The following table contains your goals as noted in Section One-I for 2014-15. Review your area's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. Add rows (+) as needed. Delete rows (X).

Division Goal Name	Division Goal	College Theme
Use of Data	Excel in use of data for tracking, assessment, planning and reporting to promote student access and outcomes.	B: Access and Success
Student Learning	Improve student learning through continual improvement of curriculum and delivery, and through development and assessment of SLOs and Student Learning Goals.	A: Academic Excellence
Communication	Increase effectiveness and consistency of communication among stakeholders.	D: Cooperation/Collaboration
Student Services	Support access to high quality student services to meet needs of diverse noncredit populations.	B: Access and Success
Facilities	Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.	C: Secure Resources
Professional Development	Implement and promote professional development initiatives that support Continuing Education themes and priorities.	
Community Value	Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.	D: Cooperation/Collaboration
Partnerships and Funding	Develop internal and external partnerships and secure funding to improve students' educational and career opportunities.	D: Cooperation/Collaboration
Advocacy for Noncredit	Engage with public and private entities to represent and improve support for noncredit student populations.	B: Access and Success
Secure Staffing	Secure staffing to assure high-quality instruction and student services.	C: Secure Resources

The following Strategic Objectives are assigned to this area as identified in the Mt. San Antonio College [2014-15 Strategic Plan](#). They inform the planning process for action over the next two years (NOTE\*Not all areas will have a Strategic Objective assigned to them.)

# Strategic Objective	Strategic Objective
b.	

b.

# Strategic Objective	<i>Strategic Objective</i>
5.1	Improve students' basic skills course sequence completion through targeted interventions, cohort pathways, and accelerated course scheduling
5.2	Increase the number of basic skills students who participate in basic skills interventions

## II. Planning for the Next Three Years for: Continuing Education

### a. Narrative Summary

SCE will continue to advocate and develop partners and funding sources on behalf of students and the community. Expansion of noncredit programs continue to focus on CDCP growth so efforts are needed to secure facilities and instructional resources. Community and fee-based programs will continuously seek new contracts and revenue sources. Division faculty, staff, and managers are primed to plan and implement state and federal initiatives such as WIOA, SSSP, Student Equity, and the Adult Education Block Grant. Professional development is intended for all division stakeholders in order to implement new practices and initiatives. Both on and off-campus partnerships are a priority so that SCE can continue providing innovative educational programs and access to excellent support staff. SCE will stay committed to sustaining a culture of planning, use of data, and student outcomes, and successful transitions.

+	New Plan or Activity	Facilities	-
	Continue to acquire rooms and other facilities to meet division needs and respond to college growth. Seek various sources of funding to secure state-of-the-art technology for teaching and learning as well as more basic needs such as furniture replacement and current software needs.		
+	New Plan or Activity	Advocacy	-
	Continue to advocate for adult education and continuing education structures and students on state, regional, and local campus levels. Promote involvement of faculty, staff, and students in advocacy efforts that support student success.		
+	New Plan or Activity	WASc Accreditation	-
	Continue annual planning, leadership, and advisory group processes aligned to year 4 of the ACS-WASC accreditation cycle.		
+	New Plan or Activity	Community Ed and Fee-based Program Growth	-
	Increase contracts with international partners, business and industry, College for Kids, as well as expand fee-based offerings.		
+	New Plan or Activity	Partnerships	-
	Complete AB86 Regional Consortium planning carryover funds through 12/2015. Collaborate with regional partners in implementation of Adult Ed Block Grant (AEBG) and participate in completion of state required reports.		
	Collaborate with internal and external partnerships, including regional consortium, to promote student success, successful transitions, and alignment and pathways.		
+	New Plan or Activity	Student Support	-

Plan for implementation of SSSP, Student Equity, and other student services that lead to college and career advancement.

New Plan or Activity

Use of Data

Continue the culture of evidence-based decisions in SCE and College planning through the effective use of data to track and promote student access and outcomes.

New Plan or Activity

Staffing

Secure funding to hire additional counselors, administrative staff, and instructional support staff to keep up with the growing mandates that support student success such as WIOA, noncredit SSSP, Regional Consortium, BSI, and Student Equity.

New Plan or Activity

Student Learning

Improve student learning through continual improvement and innovation of curriculum and instructional delivery, instructional intervention, and through development and assessment of SLOs and Student Learning Goals.

New Plan or Activity

Communication

Increase effectiveness and consistency of communication among stakeholders, including students, faculty, staff and internal and external partners.

New Plan or Activity

CDCP Growth

With the onset of CDCP equalization and the restructuring of the Division, SCE will expand CDCP offerings to include vocational programs, contextualized courses, and other noncredit offerings that strengthen partnerships and provide students with opportunities for employment or college.

### III. Budget Prioritization for: Continuing Education

Budget prioritization for the 2015-16 cycle is intended to inform the Instruction Team's prioritization process each July.

1. Download the Budget Prioritization form to your computer using the button below.
2. Use "Save As" to rename the document "2015-16\_PIErequests\_your division name or acronym"
3. Save to your computer
4. When information on the spreadsheet is complete, click on the "Attach Documents" button below, navigate to the file on your computer, and save. The document will remain attached to your Manager PIE form.



## Section Three: Recommendations for Improving the Planning Process

### I. What suggestions do you have for improving the planning process for your area?

*Summarize suggestions your area has for improving the planning process*

### II. What additional information should the College provide to assist your area's planning?

*Summarize the requests for additional information your area requested to assist in planning*

Thank you for completing the Manager PIE form summarizing 2014-15, and summarizing your area's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Vice President by 08/01/ 2015.

Questions regarding this form? Send an email to Don Sciore, Associate Dean of Instruction, at [dsciore@mtsac.edu](mailto:dsciore@mtsac.edu) or Meghan Chen, Dean, Library & Learning Resources, at [mchen@mtsac.edu](mailto:mchen@mtsac.edu).

For your convenience, you may lock this form and prevent changes to your work:

1. Click the "Lock this Form" button below, enter password "pie" (lower case/no quotes)
2. To Unlock this Form for further revision, click the Unlock this Form button below.
3. Enter password "pie" (lower case/no quotes)
4. Save the form using the "Save Form" button at the bottom of the page
5. Please lock the form before sending to your VP.

Lock this Form

Unlock this Form