unitPIE

2014-15
2015-16
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Planning for Institutional Effectiveness

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

unit**PIE**

Planning for Institutional Effectiveness

Introduction

UNIT	Adult Basic Education (ABE)	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Madelyn Arballo	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	marballo@mtsac.edu	✓ Summary	✓ Planning	✓ Planning	✓ Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle.
Please remember *that all outcomes assessment work should be recorded in TracDat (http://tracdat.mtsac.edu/tracdat) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.*

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

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.

Unit Mission

Enter your Unit mission statement here if applicable

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.

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: Adult Basic Education (ABE)

Identify up to ten (10) over arching goals that guided your Unit'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).*

Unit Goal Name	Unit Goal	College Theme
SSSP Implementation	Implement the SSSP for ABE students.	B: Access and Success
SLO Assessment Cycle	A faculty outcomes team will participate in an ongoing structure for the SLO cycle to ensure that courses are assessed, outcomes are discussed and results are used to drive improvement in student learning.	A: Academic Excellence
Student Equity	Examine patterns and behaviors of students who leave the program in an effort to identify interventions that increase persistence.	B: Access and Success
Student Feedback	Collect feedback from students on program issues that will help ABE staff in program planning and improvement of services.	D: Cooperation/Collaboration
WIN Tutoring & Counseling	WIN Program students who utilize on-site counseling and tutoring will be academically successful.	B: Access and Success
Completion	Improve overall rates of ABE students (AD, HSR, GED, ASVAB, IHSS, ABE) in completion of certificates, courses, and transitions to work and college.	A: Academic Excellence
Tutoring Intervention	As a result of in-class tutoring, ABE students will pass course assessments and complete courses.	B: Access and Success
Advocacy/Partnerships	Participate in AB 86 regional consortium plan and provide relevant input.	D: Cooperation/Collaboration
Boot camps	Assess the effectiveness of basic skills bootcamps/test prep workshops as an impact on credit course success.	A: Academic Excellence
Student Learning Goals	Assess SLGs in ABE curriculum across disciplines.	A: Academic Excellence

II. Notable Achievements for: Adult Basic Education (ABE)

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	Held the Third Annual ABE Book Fair in which both ABE and ESL students were provided free books donated by campus staff and community partnerships.	Unit: Advocacy/Partnerships
		D. Cooperation/Collaboration
High	Held annual Career Symposium, which featured break-out sessions with campus faculty and community partners and employers. Over 150 ABE students participated.	Unit: SSSP Implementation
		B. Access and Success
Med	WIN was awarded $4,750 from ASB book fund. Also, 4 WIN students were awarded Students of Distinction.	Unit: WIN Tutoring & Counseling
		C. Secure Resources
Med	In summer 2014, HS Summer school grew by over 30 courses to a total of 304 full-year courses. The overall completion rate for all courses was just over 85% which is consistent from previous years.	Unit: Completion
		B. Access and Success
High	WIN students continue to outperform the general student population. 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.	Unit: WIN Tutoring & Counseling
		B. Access and Success
High	Adult Diploma 2014-15 graduates are outpacing 2013-14 graduates by over 15 graduates with a projection of 65 graduates. This reflects an increase of 17 graduates from 2013-14 and an additional increase of 15 graduates this year. Moreover, although enrollment has decreased in the Adult HS Diploma program significantly, credit completion rates continue to rise. In 2013-14, there was a 5% increase from the previous year in credit completion rates. This year saw another 5% increase in the rate of credits being earned. Thus, of the courses attempted there is a 55% completion rate for 2014-15.	Unit: Completion
		B. Access and Success
High	The HS Referral course completion rate rose to 61% which reflects a total 11% increase in course completion over the previous two academic years.	Unit: Completion
		B. Access and Success
Med	Of the 87 math and 70 English bootcamp students, 69% and 79% respectively enrolled into credit math and English courses after taking the bootcamp. This is much improved from two years ago when approximately 50% enrolled into credit math and English courses after attending a bootcamp.	Unit: Boot camps
		A. Academic Excellence
High	The In Home Support Service Program students continue to complete their programs at a rate of at least 85% for each cohort.	Unit: Completion
		A. Academic Excellence

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	ABE department staff were fully engaged in Regional Consortium Planning. 24 ABE faculty and staff attended one or more AB86 events, and two ABE staff and faculty were consortium task group leaders. 7 ABE staff and faculty were members of task force groups and directly contributed to the content of the Mt. SAC Regional Consortium Plan.	Unit: Advocacy/Partnerships D. Cooperation/Collaboration
High	ABE faculty completed the department's 3-year SLO cycle by assessing the remaining 30% of courses. All ABE courses were assessed except for ones not offered in the past 3 years due to cuts in schedules.	Unit: SLO Assessment Cycle A. Academic Excellence
Med	As a result of discussion between ABE faculty attending the CED 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.	Unit: SLO Assessment Cycle A. Academic Excellence
High	ABE faculty created and submitted via webcms 4 new CDCP courses, including Financial Data Management 1 and 2, Healthcare Math 1 and Integrated Math 2.	Unit: SLO Assessment Cycle A. Academic Excellence
Med	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 Regional summit and represented Mt. SAC on Regional Consortium Planning task groups. Surekha Chaplot, Judy De Vries, and Renu Katoch presented at the ESL career conference. Madelyn Arballo presented career and college readiness at the ACCE conference.	Unit: Advocacy/Partnerships D. Cooperation/Collaboration
High	Omideh Sloan led the writing of the AB 86 Mt. San Antonio College regional consortium plan. The plan was positively accepted by Consortium members.	Unit: Advocacy/Partnerships B. Access and Success
High	Angelena Pride was appointed as Vice President to the RUSD Board; she was also Principal for the day for Rorimer Elementary School.	Unit: Advocacy/Partnerships D. Cooperation/Collaboration
High	Madelyn Arballo was reappointed to the state Basic Skills Advisory committee for 2 additional years.	Unit: Advocacy/Partnerships C. Secure Resources
High	ABE, Nursing, and Psych Tech faculty designed a math prep workshop to be offered in Summer 15-16 to incoming nursing and psych technology students.	Unit: Boot camps B. Access and Success

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

		Link to Data Sources and Support Options

Year	*Add item* External Conditions, Trends, or Impacts	Data Sources
2015-16 Cont'd.	Regional adult education consortia planning (AB 86) and Governor's 2015-16 Adult Education legislation; Restricted use of adult education block funds for credit recovery to students 18 or older may increase demand for on campus HS credit retrieval noncredit courses.	http://ab86.cccco.edu/; Adult Education Trailer bill
2015-16 Cont'd.	Noncredit SSSP mandates will impact department processes and student services. Most mandated services are already in place and will be aligned. However, there is a gap in the areas of assessment as ABE utilizes primarily diagnostic tools that are not validated with CCCCO as assessment tools. There was no previous benefit to students to have these validated, but without approved assessments, this could affect SSSP funding until the Common Assessment is developed.	preliminary SSSP proposed funding formula
2015-16 Cont'd.	College and career readiness standards (CCRS) for adult education have emerge as a critical guiding principal for ABE/ASE 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 placed on successful transitions.	http://www.sbctc.ctc.edu/college/abe/CCRStandardsAdultEd.pdf, http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html#3
2015-16 Cont'd.	High school equivalency exams (new GED and HiSet) have disparate levels or rigor, thus affecting instruction, advisement, and completion rates for program students.	ABE Faculty Meeting Minutes
2015-16 Cont'd.	Workforce Investment Act II (WIOA II) requirements and accountability standards will 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.	http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html#3
2015-16 New	The improved economy is impacting student enrollment especially for on campus adult secondary high school programs. More students are working and not enrolling in school. Moreover, additional interventions (online classes and our own HSSS growth) are increasing in K-12 districts which most likely resulted in a decreased number of non-graduates. With the onset of Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), school districts have also more opportunities to fund interventions. This will most likely mean that in the local region there will be fewer 18 year old students seeking adult high school diplomas or equivalency. Although this trend is evident and good for the local community and higher educational institutions, 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 the cities without robust adult education services there are between 14-17% adults without a diploma.	Continuing Education Profile; http://quickfacts.census.gov/qfd/states/06/06037.html
2014-15	Chancellor office delay in approving programs and courses has held up changes in certificates and course implementation.	Adult Diploma faculty meeting minutes

Year	Add item		Data Sources
2015-16 Cont'd.	Student Equity funding has provided opportunities to examine ABE student behaviors and patterns and existing services in order to increase persistence, program completion, and transition for disproportionately impacted populations. It is also increasing the need for additional full-time counselors and support staff.		Mt. SAC Student Equity Plan
2015-16 New	Increased rate in CDCP will increase opportunities and need for more pathways courses and certificates.		*Cite Data Sources*
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2015-16 Cont'd.	Lack of adequate classrooms, poor conditions of buildings; lack of space in the WIN		2013-14 ABE unit PIE
2015-16 Cont'd.	Need for increased access to campus health skills labs (due to increased scheduling of IHSS class)		ABE course schedules; ABE leadership meeting minutes
2015-16 Cont'd.	Community and college interest for Contextualized learning and pathway opportunities has expanded the need for full-time faculty. More certificates and courses need to be developed that bridge to college and work in high demand fields.		ABE facullty meeting minutes; AB86 Regional plan
2015-16 Cont'd.	Critical need for full-time faculty. There is Not enough full time instructional faculty particularly for work on curriculum and instruction. ABE has 52 courses and 6 programs where SLO and program assessment, course review, and updates based on emerging standards are needed. In additional there is an increased interest by the College and community for contextualized learning and pathway courses and programs. More certificates and courses need to be developed to bridge to college and work in high demand fields. Increased CDCP rate could provide for more faculty funding for faculty to focus on course, certificates, and program work.		webcms.mtsac.edu, ABE course program review cycle; ABE faculty meeting minutes
Year	Add item	Retention and Success Data	Data Sources
2015-16 New	The total amount of Adult HS diploma graduates will increase by 15 over the previous year.		ABE database
2015-16 Cont'd.	WIN students continue to outperform the general student population in course success and retention. 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.		REI data reports
2015-16 Cont'd.	HS Summer program continues high rates of completion with over 85% of students passing courses.		CED Profile, Argos Report - SSR0014
2015-16 Cont'd.	Although enrollment has decreased in the Adult HS Diploma program significantly, course completion rates continue to rise. In 2013-14, there was a 5% increase from the previous year in course completion rates. This year saw another 5% increase in the rate of courses being completed. Thus, of the courses attempted there is a 55% completion rate for 2014-15. This amount could still increase by end of the spring semester.		ABE database
2015-16 Cont'd.	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 .		ABE database
2015-16 Cont'd.	The HS Referral course completion rate rose to 61% which reflects a total 11% increase in course completion over the previous two academic years. This occurred even with 71additional students from the previous year's headcount.		ABE database, CED Profile
2015-16 Cont'd.	In Home Support Services Completion rates continue to be above 85% for all class cohorts.		CED Profile, Argos Report - SSR0014
Year	Add item	Critical Decisions	Data Sources

Year		Data Sources
2014-15	Reduced the number of days and semesters offered for some high school referral courses in order to increase completion rates, persistence, and efficiency.	SSR0037-E Enrollment Management w/CRN detail
2015-16 Cont'd.	Significantly expanded summer high school program by adding 3 new school sites and 30 new courses.	SSR0037-E Enrollment Management w/CRN detail
2014-15	Changed the HS English sequence from K-12 content standards to Career and College Readiness Standards for Adult Diploma and Common Core State Standards for HSR.	Webcms - noncredit inventory; ABE faculty meeting minutes
2014-15	Reinstated offering the typing test preparation and certification in the ABE Lab.	ABE website and student guide
2015-16 Cont'd.	Continued expansion of basic skills bootcamps to 3 additional high schools and 2 campus department basic skills math including psych tech and nursing. Relationships led to the proposal of one new math skills review course for health students.	ABE database
2014-15	Added evening faculty-led workshops to the ABE Lab to provide access to adult enrolled in HS Equivalency Prep, ASVAB prep, basic skills and basic computer skills remediation.	ABE student guide
2014-15	*Enter/Discuss Critical Decisions your Unit made this year. Add(+)rows for each item.*	*Cite Data Sources*
Year	Add item Progress on Outcomes Assessment	Data Sources
2014-15	TUTORING INTERVENTION: The results for the tutoring intervention objective demonstrate that tutoring intervention positively impacts student success. 825 students comprised the population for courses where in-class tutoring was available during the assessment period. Of these students, 49%, or 405 students accessed tutoring, which is lower than expected. However, 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. Thus, the students may have obtained the intervention they needed from the faculty and therefore, did not seek tutors as often. This result show that a different approach at utilizing tutors such as subject specific group tutoring may accelerate program completion.	Basic Skills End-of Year Report
2014-15	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. Future PIE day surveys should be shorter and more focused on program planning.	The Buzz Newsletter, PIE Edition
2014-15	SLG ASSESSMENT: Donna Necke and Mary Ann Angel led an ABE department faculty meeting where faculty determined one Division Student Learning Goal that 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. Therefore, there is a need to examine critical thinking content in those and other ABE courses.	ABE faculty meeting minutes, Faculty SLG matrix

2014-15	SSSP IMPLENTATION: Two of three orientation videos containing SSSP guidelines were completed (ABE and GED); Adult Diploma video will be completed in July 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.	http:// tracdat.mtsac.edu/ tracdat/faces/ assessment/ assessment_plan/ objectives.jsp
2014-15	WIN TUTORING AND COUNSELING: WIN students continue to outperform the general student population. 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.	Student Reports generated by RIE (data warehouse)
2014-15	WIN COUNSELING: 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, accounting for 67.6% of the deficient population. 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.	ABE PIE worksheet
2014-15	SLO ASSESSMENT: 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. Course SLO data outcome for 2014-15 will be complete by June 30, 2015. ABE staff have determined that some SLOs are out of date, especially with the emergence of College and Career Readiness Standards (CCRS).	ABE faculty SLO matrix, ABE faculty meeting minutes
2014-15	STUDENT FEEDBACK: 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.	ABE Focus group report
2014-15	COMPLETION: Adult Diploma 2014-15 graduates are outpacing 2013-14 graduates by over 15 graduates with a projection of 65 graduates. This reflects an increase of 17 graduates from 2013-14 and an additional increase of 15 graduates this year. Moreover, although enrollment has decreased in the Adult HS Diploma program significantly, credit completion rates continue to rise. In 2013-14, there was a 5% increase from the previous year in credit completion rates. This year saw another 5% increase in the rate of credits being earned. Thus, of the courses attempted there is a 55% completion rate for 2014-15. This amount could still increase by end of the spring semester. 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. It is becoming increasingly difficult to gather and track these data without adequate qualified staff.	ABE database, CED Student profile
2014-15	COMPLETION: The HS Referral course completion rate rose to 61% which reflects a total 11% increase in course completion over the previous two 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) Condensed course scheduling that limited math and science courses to one semester thus forcing more consistent attendance patterns and, 2) Revising coursework that focused on necessary skills and new standards for each subject.	ABE database, CED student profile

2014-15	ADVOCACY/PARTNERSHIPS: ABE department staff were fully engaged in Regional Consortium Planning. 24 ABE faculty and staff attended one or more AB86 events, and two ABE staff and faculty were consortium task group leaders. 7 ABE staff and faculty were members of task force groups and directly contributed to the content of the Mt. SAC Regional Consortium Plan.	AB 86 sign-in sheets, AB86 taskforce meeting minutes
2014-15	BOOTCAMPS: Of the 87 math and 70 English bootcamp students, 69% and 79% respectively enrolled into credit math and English courses after taking the 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 although that data are not yet available. More could be done to improve pathway programs with additional full-time faculty.	Title V report
2014-15	STUDENT EQUITY: 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.	Mt. SAC Student Equity Report

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained *(if any)*		Resources Secured *(if any)*	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Tutoring Intervention		$ $120,000.00	Approval for hiring 4 permanent part-time tutors and 3 of 4 were hired; ABE was reallocated BSI funding for tutoring in 2014-15 and 15-16.	Unit: Tutoring Intervention
			BSI		
	Plan Status	2015-16 Complete	Grant, WIA 231		B. Access and Success
High	CASAS Tracking		$ $370,500.00	Tracking improved with part-time staff but more improvement is still needed; project program specialist not yet hired.	Unit: Completion
			Grant, WIA 231		
	Plan Status	Ongoing	Source 2		B. Access and Success
High	Win tutoring and Counseling		$ $35,000.00	Re-allocation of tutoring and counseling funds from BSI. The amount of tutoring funds allocated by BSI was increased by $10,000. Request for full-time WIN Coordinator has not resulted in the past 6 PIE cycles.	Unit: WIN Tutoring & Counselin
			BSI		
	Plan Status	Ongoing	Unrestricted gen fur		B. Access and Success
High	SLO Assessment - Full-time faculty		$ $30,000.00	5 new certificates, seven revised certificates, 2 new courses were all approved by Educational Design Committee; ABE was re-allocated BSI funds for Non-teaching faculty at a slightly higher amount; In May 2015, approval for a full-time noncredit ABE faculty was approved by Cabinet.	Unit: SLO Assessment Cycle
			BSI		
	Plan Status	2015-16 Complete	Unrestricted Gen Fu		C. Secure Resources
Med	Security Staff		$ 0.00	Students indicated satisfaction with on-site ABE security. It was requested in 2013-14 PIE for additional allocation of $10,000 for security staff as the current amount is not adequate.	Unit: Student Feedback
			Source 1		
	Plan Status	Ongoing	Source 2		C. Secure Resources
Med	Registration Staff		$ 0.00	In order to manage rosters for large HS summer program and impact completion rates, additional registration staff is critically needed.	Unit: Completion
			Unrestricted genera		
	Plan Status	Ongoing	Source 2		C. Secure Resources

SectionTwo

Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

I. Planning Context - Unit Goals Assessed and Revised for: Adult Basic Education (ABE)

This table contains your goals as noted in Section One for 2014-15. Review your Unit'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).*

Unit Goal Name	Unit Goal	College Theme
SSSP Implementation	Implement the SSSP for ABE students.	B: Access and Success
SLO Assessment Cycle	A faculty outcomes team will participate in an ongoing structure for the SLO cycle to ensure that courses are assessed, outcomes are discussed and results are used to drive improvement in student learning.	A: Academic Excellence
Student Equity	Evaluate and Improve services so that disproportionately impacted students can persist, complete programs, and transition.	B: Access and Success
Student Feedback	Collect feedback from students on program issues that will help ABE staff in program planning and improvement of services.	D: Cooperation/Collaboration
WIN Tutoring & Counseling	WIN Program students who utilize on-site counseling and tutoring will be academically successful.	B: Access and Success
Completion	Improve overall rates of ABE students (AD, HSR, GED, ASVAB, IHSS, ABE) in completion of certificates, courses, and transitions to work and college.	A: Academic Excellence
Advocacy/Partnerships	Build and strengthen on-campus and community partnerships, including regional consortia, to promote student success, successful transitions, and regional alignment and pathways.	D: Cooperation/Collaboration
Curriculum and pathways	Evaluate and improve ABE curriculum and instruction in order to increase pathway opportunities for ABE students.	A: Academic Excellence
Staffing and resources	Evaluate and identify staffing needs and structures to ensure students are served and staff is utilized.	C: Secure Resources
Instructional intervention	As a result of instructional intervention and support, ABE students will be academically successful.	B: Access and Success

II. Annual Implementation Plan for: Adult Basic Education (ABE)

 This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.
Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)		Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	Additional Security Staff; Professional Expert Salary	$	$10,000.00	Many SLO assessments have resulted in staffing requests. This SLO will entail an ongoing evaluation of ABE staffing (while complying with district job descriptions and classifications) to determine how best to serve students. Based on outcome assessments, a request for additional security staffing is requested for 15-16. (Professional Expert hours, Security)	Unit: Staffing and resources
		Unrestricted Gen Fu			
New	Projected Completion	2016-17	Source 2		C. Secure Resources
		Person Responsible		ABE director and ABE leadership team	
High	FT Counselor	$	$97,000.00	SSSP implementation is mandated for noncredit students, and this objective will be assessed by completion of core activities. A full-time counselor is needed to lead and assist with this implementation, which includes implementing the orientation video produced in 2014-15. Additionally, a part-time permanent transcript evaluator and additional temporary hourly registration clerks should be hired to support students in completing the orientation and enrollment process.	Unit: SSSP Implementation
		Noncredit SSSP			
Ongoing	Projected Completion	2017-18	Unrestricted Gen fur		B. Access and Success
		Person Responsible		ABE Director, ABE Assistant Director, and Cour	
Med	Full time faculty	$	$95,000.00	The outcome will be that courses will be assessed, outcomes discussed among faculty and results are used to drive improvement in student learning. This will require both additional non-teaching faculty and an additional ABE FT faculty ($95,000 FT faculty	Unit: SLO Assessment Cycle
		BSI grant			
Ongoing	Projected Completion	2017-18	Unrestricted gen fur		A. Academic Excellence
		Person Responsible		ABE Director and Assistant Director, ABE facul	
High	Full-time WIN Coordinator	$	$89,000.00	The outcomes for this SLO continue to be student course success and degree completion. Assessment will continue as in previous years. This year's request is based on outcomes in which department faculty and staff defined in their Use of Results that the WIN program can further improve on student success with a full-time WIN coordinator. This request has been in the last 6 PIE requests. (Part-time WiN Coordinator)	Unit: WIN Tutoring & Counselir
		Unrestricted gen fur			
Ongoing	Projected Completion	2016-17	Student Equity		B. Access and Success
		Person Responsible		ABE Director, WIN faculty and tutors	

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
Med	Graduation costs		$ $1,500.00	Adult Diploma graduates have risen steadily in the past three years from 35 per year to 65 per year. This outcome should continue to increase to approximately100 per year within the next 3 years. Graduation costs are currently covered by the Continuing Education Division trust, which is not sustainable. The needed funds would cover refreshments and paper supplies, printing costs, and other ancillary costs.		Unit: Completion
			Unrestricted genera			
Ongoing	Projected Completion	2015-16	Source 2			C. Secure Resources
				Person Responsible	ABE director, HS Coordinator, ABE Assistant Di ⊞	
High	HS Summer Program Coordination- Registration		$ $15,000.00	Completion rates for the HS Summer Program continue to be above 85% for the past 2 years. The program has grown substantially in the past two years by approximately 60 courses. The current department infrastructure cannot continue to support this program at its current size. A coordinator is needed to manage registration.		Unit: Staffing and resources
			Unrestricted Genera			
New	Projected Completion	2015-16	BSI			C. Secure Resources
				Person Responsible	ABE faculty, staff, managers	
High	HS Summer Program Coordination - curriculum and instruction		$ $30,000.00	The HSSS program has grown significantly and there is a need to fund two PF Experts who can coordinate for faculty the submission of syllabi and exams from over 250 faculty and 27 high schools.		Unit: Staffing and resources
			unrestricted genera			
New	Projected Completion	2015-16	Source 2	Person Responsible	ABE director	C. Secure Resources
High	HS Summer Program Registration Staff		$ $25,000.00	The HSSS program has grown significantly and there is a critical need for registration staff funding. Registration staff is currently being paid from categorical funds unrelated to this program. There is also additional growth expected in the upcoming summer program year.		Unit: Staffing and resources
			Unrestricted Genera			
Ongoing	Projected Completion	2015-16	Source 2			B. Access and Success
				Person Responsible	ABE Director and Assistant Director, HS Coord ⊞	
High	HS Summer Program - Non-teaching faculty pay		$ $20,000.00	Non-teaching faculty hours are needed for faculty content specialists to review and support faculty in creating and revising exams and syllabi for over 250 faculty and over 400 courses.		Unit: Curriculum and pathway
			231 Literacy Grant			
Ongoing	Projected Completion	2015-16	Source 2	Person Responsible	ABE Director and Assistant Director, HS Coord ⊞	A. Academic Excellence

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Database Specialist, professional expert	$ $29,000.00	As stated by outcomes assessment and trends, more efforts are needed to recruit and identify adults 25 years or older in need of a diploma as well as career and college advancement. This will require a part-time permanent project specialist to gather data, compile reports, and maintain a database system. The project specialist can also conduct research on enrollment trends, patterns of success, etc. (Project program specialist)	Select Unit Goal
		Unrestricted genera		
Status	Projected Completion 2015-16	Source 2		Select College Theme
			Person Responsible	
High	Copy Machine	$ $16,000.00	Student outcomes are continually examined and evaluated. The outcome assessment data above show that much work is being done to improve student outcomes. The department's copy machine is over 8 years old and no longer operates properly. Therefore, a new copy machine is needed to support the printing needs of the department staff and programs.	Select Unit Goal
		Source 1		
Status	Projected Completion 2015-16	Source 2		Select College Theme
			Person Responsible	
High	Part-time permanent transcript evaluator	$ $22,000.00	The integrity of transcript evaluation for new students mayh be impacted without a permanent transcript evaluator; this position has been funded by a categorical grant, WIOA II which will limit this position from being funded by this grant.	Unit: SSSP Implementation
		SSSP		
Status	Projected Completion Select	Unrestricted	Person Responsible	B. Access and Success

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

SectionThree

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

Enter your suggestions for improvement here.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Madelyn Arballo	☑ Approve	Marilyn McNall	☑ Approve
Diana Dzib	☑ Approve	Angelena Pride	☑ Approve
Surekha Chaplot	☑ Approve	Omideh Sloan	☑ Approve
Erica Ledezma	☑ Approve	Julia Villalobos	☑ Approve
Donna Necke	☑ Approve	Mary Ann Gomez-Angel	☑ Approve
Jennifer Peiten	☑ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ Approve

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

Please save this form and forward to your Unit's manager by 06/30/ 2015.
Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu