<mark>**Posters from session on Accomplishments**</mark>

From CED/Health Careers table:
Division-wide
>   Portal & grades
>   Advisory Group started
>   WASC Data Use
Exemplary Awards / Influence Beyond College
>   WIN award
>   OAP brain study and health aging courses
>   PHCAST grant
ABE Progress Policy
>   Includes tracking process

From ABE table
CED Division
>   Statewide advocacy (ACCE) on NC policy issues including Student Success Task Force,
>   AB1315, & Title 5 changes
CED Division
>   Implemented portal-based collection of NC progress indicators / grades for all NC classes
CS & CT
>   Added offerings in the skilled trades & industrial fields

From ESL/OAP Table
External recognition
>   2.2 ABE-WIN Program of Excellence by BOG
>   4.8 LLC, Caridad
>   6.2 Abdel Belblidia, TIMAC
>   9.6 Promising Practice (ESL?)
Accountability
>   Progress Indicators; 1.2 portal-based collection
>   4.1 ABE user-friendly database
Advocacy
>   9.2 Donna ACCE liaison to State CIO
>   8.7 Mary president of CCCEOA
>   6.1 Margaret pres of CATESOL

Continuing Education Goal	*Measurable* Unit (Program) Goals	Summary of Data & Use of Results	Observations & Implications
	Measurable Goals Completed in 10-11		
CED1 - Use of Data	ABE - ABE faculty will create and implement a 2010-11 SLO plan for ABE courses that includes Means of Assessment and Use of Results.	Thirty-two (32) ABE/HS courses were assessed during the 2010-11 academic year. Of these, the full cycle of assessment was completed for 27 of the courses, including the use of results. More faculty were involved in the SLO process, and as a result, many SLOs were revised and re-assessed. The gap that still exists is an organized process for examining the use of results and making improvements to teaching, course curriculum, and SLOs. It is recommended that the ABE faculty explore a more organized, inclusive process for effectively utilizing the use of results.	Liza's group: 1) currently working on a plan to use "use of results." -what to look for -how to perceive & interpret results (not just data at face value) 2) Faculty involvement is key, also a challenge with all adjunct Peggy's group - 1) more faculty involved in SLOs 2) an example that every program did, but this is a "program" SLO; others may want to replicate idea. Group 3 - 1) evaluate us of results before proceeding 2) division-wide need to address gap that still exists with use of data. Need an organized process for examining data, making improvements, & including more faculty in process

CED1 - Use of Data	ABE - Measure the levels of engagement for ABE students and the effect on persistence.	Students self-reported high levels of engagement. Males had lower levels of engagement than females and expressed that they were bored in school. High scores were reported for items relating to staff relationships, family relationships, future goals, and the connection between good grades and future aspirations. Finally, it was found that peer interaction affected persistence in students. It was concluded that the following would be beneficial to students to improve engagement and persistence. 1) increase peer interaction within the learning environment 2) emphasize future goals and discuss potential barriers at orientations 3) address the issue of boredom among male students.	Liza's group: 1) "Males are always just bored" ☺ 2) what would happen if there were more males as role models; i.e., hiring/assigning male teachers or tutors? 3) also need to look into motivation, the connection between Ss are doing (as independent study) and why it's important to them. Peggy's group: 1) interesting info about bored males 2) new research question of how to handle and help male boredom 3) re-analyze existing data for more understanding Group 3: importance of addressing learning styles through instructional setting & strategies to increase engagement 2) student services is a critical component of student success to present importance of programs.
CED2 - Student Learning	ABE - HS faculty will create subject-specific final exams that meet CA HS standards and meet expected content rigor.	32% of the exams received a rating of "MET EXPECTATIONS" and 68% received a rating of "DID NOT MEET" expectations." An observation made by the faculty raters was that it appeared the faculty had made little to no reference to their rubrics and/or had simply not read them. Upon querying a few instructors, it appears some were not provided the rubrics by their school site coordinators before they created their exams. Once faculty had the rubric, they were able to address the deficiencies easily. It is a recommendation that for the next school year, the coordinators responsible for disseminating the rubrics be more diligent in giving these rubrics to the faculty prior to creating their exams. More faculty input is needed on the process; therefore, there will be an online survey sent out to the faculty to offer their feedback on the final exam process.	Liza's group: 1) may be as simple as a timeline/schedule follow-up issue; more accountability on coordinator 2) came about by an increase in exam review & scrutinization by MtSAC/ABE staff (Zee & Diana). Peggy's group: VERY interesting! 1) should be an easy fix, so let's check next year's results 2) so MtSAC should work on better distribution through local coordinator Group 3: 1) need for more PD to develop final exams 2) difficulty/challenge of consistency at off-site locations and benefit of a unifying process. Communication is key!

CED2 - Student Learning	ESL - ESL students will recognize the value of lifelong learning and strategies to advance their progress.	In paired writing samples using SLG-themed prompts, students were evaluated according to their level of recognition and understanding of SLGs by ESL learners. Results showed an increase in their English outside the classroom that is thought to correspond to the infusion of SLGs into daily curriculum	Liza's group: 1) keep doing it; this was a good one 2) seems like a circular goal. Wording may be awkward & misrepresenting the activity, which was worthy. [Note: Problem could have been in Donna's summarization of Tracdat entry!] Peggy's Group: ESL thinking about trying new SLG of Critical Thinking since this SLO was so successful. Group 3: 1) Use of data to advance progress 2) importance of application of skills to daily life.
CED2 - Student Learning	ESL - Give Me 20: ESL Extensive Reading Program - Develop and improve reading skills--speed, vocabulary, & comprehension--for academic advancement and lifelong learning habits.	In Winter 2011, 228 students participated in the reading program. 57% of them received a certificate indicating improvement in reading speed and comprehension. In addition, there were significant gains in reading read speed and amount of time spent reading from the pre to the post student surveys, e.g. I agree that I can read 1 page in 5 minutes (48% pre-survey, 72% post-survey). Use of results: Continue to offer the six-week program every summer and winter session to promote lifelong learning habits. Collaborate with the College's main library in order to transition the more advanced readers from ESL material to material targeted for native English speakers.	Liza's group: Wording issue - what does "extensive" mean? Maybe "extended" would be more appropriate. Peggy's group: 1) love goal of collaborating with college library 2) Like that it's a short program and students see results in a short time 3) ESL piloted a book report program Group 3: 1) iportance of skill application as a benefit to student learning 2) sharing best practices w/AmLa; articulation opportunity 3) example of exemplary program w/practice & accomplishment

CED2 - Student Learning	ESL - VESL Career Paths Coordination & Improvement. Program stakeholders will contribute items toward the agenda regarding effective practices and areas of concern in order to improve the rate of noncredit-to-credit transitions for advanced ESL students.	In a follow-up survey, 100 % of retreat participants affirmed the value, effectiveness, and improved understanding resulting from the retreat. Specific themes that emerged from the survey results included streamlining the process of matriculating students into credit, collecting more data representing a variety of students (VESL to Credit, VESL to Career/Jobs, Credit to VESL and back to Credit, etc.), and improving student recruitment and retention. Retreat needs to be held annually.	Liza's group: ran out of time Peggy's group: same Group 3: 1) use of data in a collaborative setting is critical for student learning advancement 2) value of internal collaboration
CED3 - Communication	ABE - As a result of participating in the WIN program, notably its tutorial and counseling services, students will be able to articulate how the program positively influenced their study skills.	Focus group participants reported that WIN tutorial and counseling services had positively influenced their study skills; particular skills included: (i) decreased procrastination, (ii) time management, (iii) and motivation to study. The benchmark that 75% of participants would indicate that WIN tutoring positively influenced their study skills was achieved. Recommendations were that counselors provide more information on transfer majors other than kinesiology and more thorough advising support for freshman.	Peggy's group: 1) good 2) hpefully a new counseling goal
CED3 - Communication	ABE - Continue promoting employee access to pertinent College and department information.	SA -The "BUZZ" newsletter was continued. This newsletter is solely created by the staff.	Peggy's group: 1) staff-based 2) goes to other departments 3) possibility of broadening focus to highlight other programs too Group 3: 1) 1x a term, highlight personal & spotlights of programs 2) division highlights for global communication

CED3 - Communication	ABE - Provide opportunities for students to offer input on program issues	Two focus groups were held for ABE students focused on communication and program services. Students indicated their preferences for the manner in which information could be relayed to them most effectively (current bulletin boards and printed materials). Student reported in the second focus group that they were satisfied with student services, but that they would like more tutorial assistance in the classroom.	Peggy's group: as a division, need to continue working on ways for students to give input Group 3: Need for formal ongoing student voice & structure to elicit this.
CED3 - Communication	ABE - The WIN staff will identify possible challenges to the move to Building 45, and construct solutions to mitigate and eventually overcome future challenges.	The results of the focus group yielded an itemized action plan to best facilitate the transition from the current facility to the new facility in Bldg 45. Specifically, the WIN staff planned to examine the future facility's floor plan to determine how to best utilize the space and maximize resource delivery. Additionally, the one of the two rooms provided to the WIN program in the new facility will be utilized as a study hall, supervised by WIN tutors, and open during peak hours.	Peggy's group: study on effectiveness of separate study hall situation coming up in building 45 Group 3: Use of data in a collaborative setting
CED3 - Communication	CED - Improve communication, cohesiveness & inclusion among Continuing Education staff	A faculty/staff survey was conducted in Spring 2011. Overall, 83% of Classified Staff and 78% of faculty who completed the survey affirmed that communication in Continuing Education has improved over the last two years .	Peggy's group: Standards teams will look at sub-questions from this survey

CED4 - Student Services	ABE - Adult Diploma students concurrently enrolled in credit classes will identify the challenges and obstacles they are facing and ABE counselors will offer needed intervention and support.	Thirty six students were identified as being co-enrolled in AD and credit courses. The counselor was able to connect with 14 of the 36 students to assist them in their credit and noncredit programs. At least half of the students were on probation or had withdrawn from both programs. It is recommended that more intensive interventions occur prior to students enrolling in credit. These would include providing study skills workshops, addressing barriers to success more intensely, and making more frequent contacts with concurrent students. For those who are succeeding in credit, some type of reward should be offered such as gift cards and/or certificates of achievement.	Peggy's group: 1) agree with more intensive interventions 2) question gift cards; certificates good Group 3: 1) Need for more post-program data collection on student success 2) Importance of student support in/for transitions
CED4 - Student Services	ABE - Provide post-program support and follow-up to AD/GED graduates.	The ABE counselor maintained a thorough tracking list of graduates. She attempted to make contact with all graduates to ensure that they had connected with an educational advisor either on the main campus or in ABE. She also offered them the opportunity for career testing and exploration. Summary of data and Use of Results not yet available.	Group 3: 1) Need for more post-program data collection on student success 2) Importance of student support in/for transitions
CED6 - Prof Development	ABE - ABE staff will participate in professional development activities and training that enhance their skills.	Three professional development opportunities were offered to ABE staff. The first was a presentation on ADHD among adult students, and the second was related to math strategies for at-risk students. Feedback from both indicated that staff found the presentations very helpful and relevent. Attendees would like more hands-on activities at future workshops. The third traning was WORD 2007 proficiency. Staff overwhelmingly stated that this was a highly beneficial training that could be immediately applied in their jobs.	Peggy's group: 1) have more 2) should we ask people as a whole what to offer? 3) paid attendance for hourly Group 3: PD is a critical component of the improvement process

Posters from session on measurable program slo's; Internal/External Conditions

From Madelyn's table group
Use of data in collaboration
   e.g., ESL retreat on data; ABE focus groups
"Need for student voice in a structured/organized context"
   e.g., OAP Advisory Group
Internal advocacy/communication
   e.g., newsletter

From Liza's table group
Note the added load in environment of reduced resources (inverse proportionality)
SLOs:
   Learn from one another's programs
   Faculty involvement is key
Challenge of follow-up on assessed program SLOs. Maintenance can be a good option.

From Peggy's table group
Spin the positives more, for example, benefits of WASC

Professional Development input from faculty/staff worth further exploration?

There is a trend toward being providers of PD (noted by large group)
  e.g., WIN, ESL, OAP, LLC

External Conditions (See retreat notes/feedback on "Internal Conditions")

Increasing Adult Education Population
• Americans are living longer. OA population is the largest fastest growing segment. Studies confirm that older adults who practice healthy behaviors, take advantage of clinical preventive services, and continue to engage with family and friends are more likely to remain healthy, live independently, and incur fewer health-related costs.
• High drop-out rates persist for ABE population. These adults without basic skills have nowhere to go to gain skills needed for college and career other than noncredit adult education options.
• The unemployment rate remains high, and data indicate the lack of an adequately-trained workforce
• Immigration and the need for ESL will continue to impact states such as California in disproportionate numbers.
• The California Department of Education and its K-12 districts have chosen to systematically eliminate education for its adult population. The dramatic reduction or closure of local adult schools (within the K-12 system) have led to increased demands for access in our programs.
National Public Health Issues
• According to the CDC the rapidly increasing number of older Americans has far-reaching implications for our nation's public health system and will place unprecedented demands on the provision of health care and aging-related services. Public health efforts to promote health and functional independence are critical strategies in helping older adults stay healthy. However, the chancellor's office continues to promote the disbandment of O/A Programs statewide.
• Healthy Brain Iniative of the CDC: A National Public Health Road Map to Maintaining Cognitive Health is a call to action and a guide to assist in implementing a coordinated approach to moving cognitive health into public health practice. The road map was written to bring together multiple partners, agencies, and organizations.
• The need for noncredit health occupations training for low entry-level, high-employment jobs remains high.
Off-Campus Facilities
• 96% of Older Adult classes are held off campus. Of these facilities, rent is paid at only one site to heat the pool during the fall, winter and spring semesters. There is no maintenance or operation fee involved with classes held off campus including power, water and many times staff. Class size is also impacted based on the room size and availability.
• Summer HS programs depend on multiple off-campus partnerships and high supervision to ensure quality.
Federal, State, and Other Regulatory Standards
• Educational and/or regulatory program standards impact all programs and sometimes require quick changes.
• Title 5 changes for noncredit course and program approval were written in 10-11 to be implemented in 11-12.
• New Interpretation of Title 5 has resulted in the restructure of course offering producing Healthy Aging curriculum
• Tightening of Outside Regulations: Since the LLC administers computer-based tests for the Federal Aviation Association (FAA) via the Computer Assisted Testing Service (CATS), we have been significantly impacted with the tightening of regulations on the testing industry. We spend hours each semester preparing for audits, participating in the audits, and then participating in the training.
• WASC-ACS, WASC-ACCJC, and SLO requirements increase volume of work load
California & National Budget Crisis
• Downturn in economy appears to be resulting in an increase in ageism. CCC mission may be revised to eliminate courses specifically designed for the older adult population.
• Reductions in funding have impacted class schedule, lab hours, and student support functions.
• Reductions in funding have resulted in the elimination of noncredit programs over the past two years.
• American Relief and Recovery Act (ARRA) funding has increased the number of WIA students with Individual Training Accounts (ITAs).
• Community members have to prioritize how to spend their money. Our fee offerings in many instances fall under the "would be nice" category, and more pressing needs take priority among our community.
"Accountability" Trend
• Federal and State demands for accountability (data) on student progress and transition continue to increase in the noncredit arenas. Consequently, tracking noncredit students' persistence and entry into credit programs has come to the forefront as a measure of student success. This is challenging due to limited infrastructure and staffing support available for systematic information management, particularly in our open-entry programs for adult learners who need non-traditional schedules.
• Noncredit Accountability data elements and measures are in process of development statewide.
Technology
• Free Online Language Learning Tools: Web 2.0 provides so many opportunities for language learning and projects online.

> This is a positive situation for everyone involved, except that the LLC is still unable to collect attendance hours for work done online by students using LLC resources. While web-based audio recording software, such as Voicethread, makes it possible for some students to do their homework from home, many of them still prefer to come to the LLC because a) they can get assistance, b) the environment is learner friendly, and c) the equipment and network access is high quality.

Internal Conditions (Liza's group; Peggy's group; Group 3)

Facilities
- On campus OAP facilities are located adjacent to Adult Basic Education high school referral students, many of whom are high risk. Public Safety is needed to mediate situations; this causes anxiety among the older adult population. This is a matter of perception rather than a real thread; however it would be nice to separate the two programs. OAP moving to 40.
- Inadequate space and poor conditions of ABE and OAP facilities. Disturbing facts; is a division goal?
- OAP Office / Lab not suitable facilities for learning/classes.
- Facilities, or sometimes lack thereof, influence the type and/or frequency of fee offerings we can provide.   Examples: limits on motorcycle ranges; unavailability of kitchen facilities

Equipment & Technology It's all an issue of $
- All off campus OAP computer labs are inventoried with old computer technology
- Many computers in the LLC are past their service warranties, so when they break down, they might not get replaced.
- Software Compatibility Issues: As the Windows Operating System continues to update and progress, the LLC is working to either purchase new or updated software, or create new software, that will work with the latest operating system.

Staffing Huge issue all around campus
- Increasing work load with low staff ratio to student population and faculty.
- No full time, discipline-specific faculty (e.g., ABE, ESL, Geriatrics).   It is a constant challenge to maintain quality curriculum development, SLO implementation and reporting, and faculty evaluations and training with no full-time faculty. High workload w/no full-time faculty (need them). Non-teaching faculty hours have increased.
- In programs without grant funding, faculty members volunteer to attend meetings and practice SLO requirements.
- From the classified perspective, there is a disproportionately heavy reliance on hourly staff to maintain systematic processes from data entry and registration to grant-mandated classroom testing. "Temp workers & SA's running the college."
- Bargaining agreements and processes (or lack thereof) can limit options in solving problems.

WASC process
- Generating additional work. Ties into improved data & communication; this is work that is moving our division forward.

Communication
- Communication continues to be a challenge with the current structure/logistics of program locations and faculty. Accessing Mt. SAC email from off campus can be very difficult.
- The Continuing Education Advisory Group, formed in 10-11, has improved division-wide review and planning processes.

Budget Reduction Mot sending out fee-based schedules has impacted fee enrollment negatively
- Class schedule reduction with an increase in student need and demand.
- As a result of the economic downturn there has been a noticeable decline in faculty morale, particularly for those who supplemented their hours in adult schools or other community college districts. Reduction of workload in terms of course scheduling has compounded the situation and several instructors have requested increased hours despite communication regarding district cutbacks for 2011-12.
- Many colleagues are retiring from the college and positions are frozen or swept.

Banner for Noncredit
- Account claiming, use of Class Studio, and online registration have succeeded for short-term vocational student test groups. Further development is needed for full functioning of the Mt. SAC portal for noncredit students.
- Noncredit is still not integrated into college curriculum database. WebCMS link to Banner for curriculum is still needed.
- No Attendance Records for Online LLC: While students can log in to the LLC website from home and access audio files for their textbook and links to other resources, none of this time is credited to the students or the LLC as attendance even though this is much of the same independent study that is occurring while in the LLC.
- LLC Login not Integrated into MyPortal: Since the LLC student login, faculty login, and employee login sites are not integrated into MyPortal, the LLC website began crashing approximately every two weeks. This is especially disruptive for students who were trying to access materials from home in order to study for a test. Need LLC-specific login to

honor site license agreements.
• Although some Banner outcome data reports have been developed, more are needed.   This impacts our ability to set, implement, and evaluate goals.
Basic Skills Initiative
• The backfill of categorical cuts with Basic Skills funds has allowed the ESL department to continue its integration of instructional and student support services to optimize the transition rates for our noncredit ESL learners. This has had a major positive impact on our ability to provide data on-demand regarding learning and student success for district research, State initiatives, and Federal reports.
• ABE has also been able to sustain many projects and services due to BSI support.
• BSI support has been reduced for 11-12 college-wide.

Themes:
1) Use of data in a collaborative setting is critical for advancement of student learning & closing the "use of results" gap
2) Need to shift focus of communication to gathering the student voice in formal processes
3) Importance of skill application as a benefit to student learning
4) Need for collection of post-program data
5) Lack of facilities impacts ability to expand program offerings
6) Doing well with external advocacy (state & college); more need to develop internal advocacy & morale through communication with division (example: division newsletter)

<mark>**Posters from Session on Goal Emphasis**</mark>

<u>From Madelyn's table group</u>
Data - Emphasis on collection
  Program databases improved
  SLO/AUO/SA data gathered
  Banner implementation
  ARGOS reports
Communication
  Dissemination of… (info dump)
  Collaborative groups
  Focus on faculty/staff
Student Learning
  High # of SLOs & accomplishments
  Focus of Prof Dev

(2nd poster)
Ongoing Goal Emphasis
Data - Shift from collection to use of results in collaborative setting
Communication - Exchange, not info dump
  Include more structured student voice
  Division-wide sharing structure
Student Learning – Use of Results
  Continued development of programs
  Explore/expand internal relationships
Facilities – Permanent structures

<u>From Liza's table group</u>
Division Goals most emphasized:
  1)Use of Data
  2) Student Learning
  3)Advocacy
Division Goals to continue to emphasize? Yes.
Why?
  1)Close gaps
  2)Acccountability
  3)Persistence
  4)Stavility in a time of change
  5)Demand/Need for our services
  6)Necessity
  7)Awarness (internal and external)

<u>From Peggy's table group</u>
Currently most emphasized:
Use of data
Student services
Student Learning
Communication

Continue to emphasize same ones as above
Communication -0 more emphasis on student/staff feedback
Student services – noncredit Banner portal
Data – statewide accountability