

**Continuing Education Advisory Group 7-31-12  
Compiled Notes – Agenda Order**

**Accomplishments Top Three**

	ABE	ESL	CED
#1	<b>Argos</b> <ul style="list-style-type: none"> <li>• Direct impact on how we can showcase student success</li> <li>• It improved operational processes (Goal #15) and helped ensure student success (goal #13)</li> </ul>	<b>ABE Increase in completed courses</b> <ul style="list-style-type: none"> <li>• Links to progress policy implementation</li> </ul>	<b>ABE Increase in completed courses</b> <ul style="list-style-type: none"> <li>• Demonstrates student learning and intermediary steps related to program completion</li> <li>• Results from progress policy implementation</li> </ul>
#2	<b>Certificates</b> <ul style="list-style-type: none"> <li>• Clear data on student completion</li> <li>• Shows our students are accomplishing programmatic goals</li> <li>• Reflects goals/target of program</li> <li>• Student Success Task force scorecard will show accomplishments</li> </ul>	<b>OAP Brain Fitness</b> <ul style="list-style-type: none"> <li>• Highlights several good things – partnerships, long-range benefit to society through positive effects on community &amp; participants</li> <li>• A good thing in this political climate</li> </ul>	<b>Certificates Earned</b> <ul style="list-style-type: none"> <li>• Shows clear data on student program completion and success</li> </ul>
#3	<b>ESL Database Enhancements</b> <ul style="list-style-type: none"> <li>• Reflects college goals</li> <li>• Data being used to show student success</li> </ul>	<b>Noncredit accountability Summit Participation</b> <ul style="list-style-type: none"> <li>• Demonstrates student success in concrete terms</li> <li>• Outcomes will impact state funding</li> </ul>	<b>LLC Badge program</b> <ul style="list-style-type: none"> <li>• Capitalize on incentives to promote student progress</li> <li>• Can be used as a model for other programs</li> </ul>

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**Measurable Reflections**

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> <li>• Goals are heavy on student outcomes/completions. Tracking is made possible with available data!</li> <li>• Program results are useful unless they are shared (methodically) with a group. We need to commit to doing this</li> <li>• Assessment of student learning is taking place</li> <li>• Communication is more focused on getting student input &amp; extends to orientation/assessment</li> <li>• Next Steps: Tie to college efficiency goal – Modify or consider what is reasonable. Be more focused/efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Totals:               <ul style="list-style-type: none"> <li>○ Use of Data = 3</li> <li>○ Student Learning = 4</li> <li>○ Communication = 6</li> <li>○ Student Services = 6</li> <li>○ Facilities/Tech = 2</li> </ul> </li> <li>• Post-program support and follow-up affects NRS Reporting</li> <li>• Communication is shifting to focus on student input. There is an increased opportunity for student to have input on program issues</li> <li>• Data reporting &amp; use of Argos is huge.</li> <li>• Data and reporting is all in how the numbers are reflected. For instance, it might be more meaningful to measure ESL grade submission errors by student, rather than by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• All programs are focused on certificate communication and tracking</li> <li>• Focus on student outcomes gives noncredit credibility.</li> <li>• Good use of focused student support services as measured through Argos reports/data</li> </ul>

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**Goal Emphasis**

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
<b>Goal 1: Use of Data</b>	<ul style="list-style-type: none"> <li>• Lots of focus on outcomes/completions</li> <li>• Improved due to available results</li> </ul>	<ul style="list-style-type: none"> <li>• Necessary to do our work with students</li> <li>• We're evidence-based</li> <li>• Helps with accountability &amp; survival</li> <li>• Decision-making</li> <li>• It's our culture</li> <li>• Action plan item #1</li> </ul>	<ul style="list-style-type: none"> <li>• Critical to meet the many data-driven and accountability measures</li> </ul>
<b>Goal 2: Student Learning</b>	<ul style="list-style-type: none"> <li>• Continual focus on program improvement</li> <li>• Assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• It's what we're about (transfer matrix, jobs, voc training, WIN is GPA)</li> <li>• Action plan #2</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome focused</li> </ul>
<b>Goal 3: Communication</b>	<ul style="list-style-type: none"> <li>• Continue to focus on this goal</li> <li>• More engagement with students instead of just staff</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to increase with students</li> <li>• More technology involved (Facebook, Twitter, online surveys, social media)</li> <li>• Focus on exchanges (can't push it out – don't get it back)</li> <li>• How will use of Portal increase communication?</li> </ul>	
<b>Goal 4: Student Services</b>	<ul style="list-style-type: none"> <li>• Matriculation and increase of access</li> </ul>	<ul style="list-style-type: none"> <li>• Incredibly complicated system</li> <li>• Need to maintain access</li> <li>• Without enough &amp; expert assistance</li> </ul>	
<b>Goal 9: Advocacy</b>		<ul style="list-style-type: none"> <li>• Continue to advocate</li> <li>• Contract training revenue is one way &amp; ties to action plan</li> <li>• What's going to happen w/priority registration? How can we advocate internally within the college?</li> <li>• Concerns with ageism &amp; noncredit-ism</li> <li>• What we need to do because of less funds</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need for clear transparency and use of data to spread our message</li> </ul>

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**Retreat Feedback**

What Works Well

- Sharing of information from other programs
- Have material in advance to review

Changes to Explore

- Flip charts/visuals of group discussion
- Note-taking devices (templates)
- Movement in activities
- Pre-meeting survey/input for topics
- Mini Cameos on best practices from within the division (ex. 2-1-1 assistance, badges, etc.)
- Candy/sweets
- Do a profile review as a separate activity
- Expand beyond PIE to highlight instruction & student services