

2015-17

Strategic Plan



The 2015-2017 Mt. SAC Strategic Plan

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The 2015-2017 Mt. SAC Strategic Plan

INTRODUCTION

Following Board Policy 3250 on Institutional Planning, the College integrates its planning through the College Strategic Plan. Each year, the Institutional Effectiveness Committee (IEC) evaluates the Planning for Institutional Effectiveness (PIE) process (i.e., the program review process) and gathers information on the status of the College's Strategic Plan. Based on these evaluations and summaries, IEC makes recommendations to the President's Advisory Council (PAC) on additions to, and modifications of, the Strategic Plan goals and objectives. As described in AP 3250, one of the roles of PAC is to assure the effectiveness of ongoing planning processes by periodically reviewing and making recommendations on institutional plans such as the Strategic Plan. The following report is the result of this process and represents the 2015-17 Mt. SAC Strategic Plan.

The contents of this paper include a section on the history of the College, a section on PIE and integrated planning, and how both are used to help create an internal and external view of events for the College and used to evaluate the College's mission and goals. The College's vision and core values and their relationship to the College's mission are also noted.

The main section of the Strategic Plan is devoted to the College Goals and Strategic Objectives. These goals and strategic objectives have their origin in proposals from teams across campus—departments and committees—and from the President's Advisory Council. PAC also identifies Key Performance Indicators (KPIs) for each strategic objective.

Assignments of responsibility for creating Action Plans to carry out the strategic objectives are made by PAC. This is an interactive process during which departments and committees assist in refining the strategic objective which they have been assigned. During each academic year, the teams will complete the activities in their Action Plans to accomplish these strategic objectives. The cycle of planning is completed in the next round of PIE submission within which teams report on their activities and on progress in improving KPI results. IEC integrates and evaluates progress received and the process and provides evaluative recommendations for improvement to PAC. PAC acts on final recommendations to improve the process and releases its findings to the College.

PLANNING FOR INSTITUTIONAL EFFECTIVENESS AND INTEGRATED PLANNING

Planning for Institutional Effectiveness (PIE) is the model used at Mt. SAC to capture and document the planning and program review done at the unit and team levels and to relate this planning to current and future institutional goals and objectives. This process is conducted annually by each unit of the College, and all unit participation is documented in ePIE, the College's electronic program review system.

Evaluation of the PIE process is continuous. Each year, IEC requests and receives feedback via the vice presidents' and president's team summaries on process clarity, utility, ease of use, effectiveness of documents, training, etc. Employee surveys are a periodic addition to the evaluative process. This feedback is included in adjustments for the following year's PIE process. The PIE process clearly exemplifies an evaluative, integrated planning effort, i.e., more than one stakeholder is required to participate in the plan in order to achieve the desired outcome.

Integration of plans is important. There are many ways that integrated planning is occurring across campus. ¹Teams—departments and committees—organize their unit plans and subject matter plans around the College Goals and Strategic Objectives in the Strategic Plan. Subject matter plans integrate activities within departments around college-wide themes. These subject matter plans include: Academic Master Plan, Basic Skills Plan, Student Support & Success Plan (Matriculation Plan), VTEA Plan, EEO Plan, Five-Year Construction Plan, Scheduled Maintenance Plan, Technology Plan, Professional Development Plan, and Student Equity Plan. Through both the PIE and the Strategic Plan processes, IEC and PAC monitor, integrate, evaluate, and evolve the overall planning process.

Environmental scanning is an important part of this process. PIE and integrated planning are used to help create an internal and external view of events for the College and used to evaluate the College's mission. The Annual PIE Summary contains a compilation of internal and external scanning done by departments, divisions, and teams. PAC discusses and reflects on these scans and adds its own perspective. PAC then uses this overall environmental scan as one of the integrating activities in the annual update of the Strategic Plan.

Based on the unit and subject matter plans, KPI data are used to identify and act upon issues and make decisions, as needed. The KPI data can be found throughout the PIE document, such as in the internal and external conditions, College-generated data reports, from other data sources (e.g., licensing examination results), and within the evaluation section based on the research, evaluation, and assessment work done by the unit. The information collected through these multiple means provides information to drive the decision-making process. Each unit decides how their plan for that year may be re-worked to account for these conditions and data points and work with their teams to improve their services.

COLLEGE MISSION, VISION, AND CORE VALUES

Mission Statement

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.

Vision Statement

Mt. San Antonio College strives to be regarded as one of the premier community colleges in the nation. It will be viewed as a leader in community college teaching, programs, and services.

As a premier community college, it will provide access to quality, focusing on student success within a climate of integrity and respect. It will earn this reputation by consistently exceeding the expectations of its students, its staff, and its community.

¹ See the definitions of "unit" and "team" in the Appendix.

Core Values

- Integrity – We treat each other honestly, ethically, and responsibly in an atmosphere of trust.
- Diversity – We respect and welcome all differences, and we foster equal participation throughout the campus community.
- Community Building – We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- Student Focus – We address the needs of students and the community in our planning and actions.
- Life-Long Learning – We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.
- Positive Spirit – We work harmoniously, show compassion, and take pride in our work.
- Effective Stewardship: We sustain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funding.

The Process Chart of Integrated Planning is located in Appendix A. The chart provides a perspective of ongoing planning activities and resource allocation processes.

STRATEGIC OBJECTIVES

This main section represents the Goals and Strategic Objectives derived from teams across campus through the PIE process as well as through review by IEC and PAC. Strategic Objectives support the attainment of the College’s goals which, in turn, support the College’s Mission.

Strategic Objectives are measurable and achievable. They may be assigned to departments that incorporate the objective into its unit plans and report on progress through the annual PIE process. They may be assigned to committees who incorporate them into their subject matter plans or work plans and report on progress through the annual committee updates provided to PAC. Departments and units are expected to establish Action Plans with these elements:

Activity	Strategic Objective	Responsible Person(s)	Timeline	Resources Needed	Data Collection	How Outcomes Are Reported & Used for Improvement
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Each Strategic Objective is accompanied by one or more Key Performance Indicators (KPIs). These indicators measure progress in achieving the objective and advancing toward the goal. Some KPIs also have benchmarks which state an expected level of improvement in the metric.

Also associated with each Strategic Objective are Process Objectives and Outcome Objectives. Process Objectives recognize the reality that most often it is necessary to do preparatory work before outcomes can be produced. Departments or committees which have been assigned a Strategic Objective provide reports annually on these Process Objectives to indicate that activities are underway in a timely manner. Note that, in some cases, these “getting ready” steps may require research before even knowing which steps to take in setting up a process for the Strategic Objective. Outcome Objectives are designed to produce measurable results; that is, move the needle on the stated KPI.

Strategic Objectives are prioritized annually by the President’s Advisory Council. Three systems of prioritization are used, which are:

1. Strategic Objectives that include an improvement process for programs include cycles of one- or two-year targets of specific programs to go through the improvement process;
2. Strategic Objectives that involve gradual increase in KPI results have benchmarks for targets to be reached in each one- or two-year cycle; and

3. Strategic Objectives that are organized around phases of process implementation set one- or two-year target completion periods for those phases.

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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.

Strategic Objective

1.1 Improve successful course completion rates through tutoring and lab support services

Key Performance Indicators

1.1.1 Successful course completion rate (Data will be disaggregated based on ethnicity, gender, and disability)

Benchmark: Baseline year of 2013-14: Increase improvement rates by 10% for students receiving tutoring services over students not served but identified as needing tutoring (Example: 60% Math completion without tutoring and 66% with tutoring)

1.1.2 Percentage of students who access tutoring services based on those who are referred or request tutoring

Process Objectives

1.1.1 Analyze current tutoring practices and service delivery methods (Learning Assistance Center)

1.1.2 Research best practices for delivery of tutoring and lab support services (LAC)

1.1.3 Provide training for tutors and LAC staff (LAC)

Outcome Objectives

1.1.1 Increase tutoring center and instructional lab support staff by establishing a hiring plan through the PIE process (LLR Division PIE)

1.1.2 Implement best practices for delivery of tutoring and lab support services (LAC)

1.1.3 Increase the availability of tutoring and lab support services to students (All tutoring centers)

Strategic Objective

1.2 Improve course success and retention by providing instructional support to CTE students outside of the classroom

Key Performance Indicators

1.2.1 Successful course completion rate; Benchmark: 2% annually over the 2013-14 baseline

1.2.2 Course retention rate; Benchmark: 2% annually over the 2013-14 baseline

Process Objectives

1.2.1 Research best practices in the Writing Center, the MARC, and the tMARC (Research Office)

Outcome Objectives

1.2.1 Reopen the TERC and implement best practices based on research (T&H Division)

1.2.2 Implement best practices in the TERC (T&H Division)

Strategic Objective

1.3 Improve student success through effective, efficient, and scalable learning communities and cohort groups

Key Performance Indicators

1.3.1 Successful course completion rate; Benchmark: 5% annually over the 2013-14 baseline

1.3.2 Term to term persistence rate; Benchmark: 5% annually over the 2013-14 baseline

1.3.3 Cost-Benefit/Scalability: total cost per student served as a ratio to course completion; Benchmark: equal or less than comparison group

1.3.4 Goal attainment: completion of a degree, certificate, or transfer as specified in the Student Education Plan in MAP. Benchmark: 5% above comparison group

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Process Objectives

- 1.3.1 Identify all cohort and learning communities programs offered to students in 2013-14 (Instruction Team and Student Services Team)
- 1.3.2 Evaluate current practices and research best practices in learning community and cohort offerings (Research Office)
- 1.3.3 Train faculty staff on best practices (POD)
- 1.3.4 Create a committee or task force to coordinate offerings of learning communities and cohorts (Student Services and Instruction Teams)

Outcome Objectives

- 1.3.1 Implement best practices in all programs (All affected programs)
- 1.3.2 Increase the number of cohorts and learning communities programs offered to students – new, CTE, general education, certificate, degree, and Transfer (All affected programs)

College Goal #2: The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

Strategic Objective

- 2.1 Maintain and improve current employability skills through increased work based learning opportunities for CTE students

Key Performance Indicators

- 2.1.1 Number of work experience courses; Benchmark: 2% increase in course offerings annually over the next five years beginning 2013-14
- 2.1.2 Number of work sites served; Benchmark: Establish two new work sites for each work experience course for five years beginning 2013-14

Process Objectives

- 2.1.1 Identify active work experience courses (Instruction Team)
- 2.1.2 Gather data on the average number of work sites associated with each course (Instruction Team)

Outcome Objectives

- 2.1.1 Additional work experience courses for CTE areas (Instruction Team)
- 2.1.2 Increased support for faculty to establish relationships with business and industry (Instruction Team, Cabinet)
- 2.1.3 Increased number of worksites available to students for work based experiences (Instruction Team)

Strategic Objective

- 2.2 Improve currency and relevance of CTE SLOs through use of data from leavers, graduates, and employers

Key Performance Indicators

- 2.2.1 Job placement information including unemployment insurance data on quarters worked and wages earned
Benchmark: Increase job placement for CTE students by 2% annually over a baseline established in 2013-14
- 2.2.2 Leaver, graduate, and employer satisfaction with currency and relevance of job skills based on survey results

Process Objectives

- 2.2.1 Identify ways and sources from which job placement data can be collected, in particular UI wage data (Research Office)
- 2.2.2 Collect and utilize survey results on leaver, graduate, and employer satisfaction. (Research Office)

Outcome Objectives

- 2.2.1 Report placement data in Mt. SAC's annual report (Research Office, Marketing & Communication Office)
- 2.2.2 Use placement and survey data to identify and implement potential CTE program improvements (CTE Departments)
- 2.2.3 Use placement and job availability data as a recruiting tool for new students (Marketing, CTE Departments)
- 2.2.4 Align program SLOs for degrees and certificates with industry standards (CTE Departments)
- 2.2.5 Assure that content skills and job skills are mastered by program completers (CTE Departments)

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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.

Strategic Objective (Outcomes Committee)

3.1 Active courses will have at least two course-level SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results

Key Performance Indicator

3.1.1 Percentage of courses with two course-level SLOs and ongoing cycle of evaluation and improvement with wide reporting of results. Benchmark: 100%

Strategic Objective (Outcomes Committee)

3.2 Course-level SLOs will be mapped to GEOs, degrees and certificates

Key Performance Indicator

3.2.1 Percentage of course-level SLOs that are mapped to GEOs, degrees and certificates. Benchmark: 100%

Process and Outcome Objectives to be added by Outcomes Committee.

Strategic Objective (Outcomes Committee)

3.3 Active degrees and certificates will have at least one degree/certificate level SLO and an ongoing cycle of evaluation and improvement with wide reporting of results

Key Performance Indicator

3.3.1 Percentage of active degrees and certificates with at least one degree/certificate level SLO and an ongoing cycle of evaluation and improvement with wide reporting of results. Benchmark: 100%

Strategic Objective (Outcomes Committee)

3.4 Student learning and support activities will have defined SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results

3.4.1 Percentage of student learning and support activities with defined SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results. Benchmark: 100%

Strategic Objective (Outcomes Committee)

3.5 Widespread dialogue takes place about assessment results and identification of gaps, such dialog leading to aligning institution-wide practices and allocation of resources to support and improve student learning

Key Performance Indicator

3.5.1 Narrative documentation of above dialog, alignment, and allocation of resources

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.

Strategic Objective

4.1 Identify and implement effective strategies, activities and interventions that improve access and persistence for all ethnic, gender, and disability groups at the college

Key Performance Indicators

4.1.1 Participation rate of adults within the District disaggregated by race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, military status, or veteran status of any person.

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4.1.2 Term-to-term and year-to-year persistence rate disaggregated by race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, military status, or veteran status of any person.

Process Objectives

4.1.1 The Student Equity Committee will make recommendations regarding recruitment/outreach activities to increase the lowest participation rate among under-represented groups within the District

4.1.2 The Student Equity Committee will identify effective practices that support persistence and progress for under-prepared students

Outcome Objectives

4.1.1 Implement best practices to improve the participation rate of adults in the District (Assignment depends on intervention)

4.1.2 Implement best practices to improve the persistence rate of students served by the College (Assignment depends on intervention)

College Goal #5: Students entering credit programs of study will be ready for college level academic achievement.

Strategic Objective

5.1 Improve students' basic skills course sequence completion through targeted interventions, cohort pathways, and accelerated course scheduling

Key Performance Indicators

5.1.1 Successful basic skills course completion rates disaggregated by race/ethnicity, gender, age, and other special populations

5.1.2 Basic skills course-to-course persistence rates without stop-out disaggregated by race/ethnicity, gender, age, and other special populations

Process Objectives

5.1.1 Identify interventions and acceleration options designed to improve students' basic skills course sequence completion (Basic Skills Committee, Research Office, Affected Instructional Departments)

5.1.2 Present results of the study to the campus community through Professional and Organizational Development during spring 2015 (POD)

5.1.3 Collect data on newly implemented interventions and use data for improvement (Research Office)

Outcome Objectives

5.1.1 Implement interventions proven to be successful during the 2013-14 academic year and during future years (Assignment depends on intervention)

Strategic Objective

5.2 Increase the number of basic skills students who participate in basic skills interventions

Key Performance Indicators

5.2.1 Participation in basic skills interventions. Benchmark: Increase number of basic skills students who participate in basic skills interventions by 5% annually from a baseline of 2013-14

Process Objectives

5.2.1 Determine the number of students who participated in basic skills funded interventions in 2013-14 (Research Office)

5.2.2 Develop strategies to increase the number of basic skills students participating in interventions (Basic Skills Committee; Departments)

5.2.3 Increase funding to basic skills projects designed to provide interventions to basic skills students (Cabinet)

Outcomes Objectives

5.2.1 Implement successful strategies (Assignment depends on strategy)

Strategic Objective

5.3 Students taking assessment tests for placement will be fully prepared for each test. (Student Preparation & Success Council)

Key Performance Indicators

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5.3.1 Student participation rate in assessment orientation and/or assessment preparation activities. Benchmark: 80% of students undergoing assessment will have participated in an online or in-person assessment orientation. Benchmark: 60% of recent high school graduates will have participated in an assessment preparation activity

5.3.2 Satisfaction surveys of students undergoing assessment. Benchmark: 80% of students undergoing assessment will indicate high levels of preparation

Process Objectives

5.3.1 Create online and paper assessment test preparation instruments in Math, English, and ESL (Research Office, Math, English, and ESL)

5.3.2 Create outreach and orientation materials publicizing the availability and importance of assessment test preparation (Marketing, Math, English, and ESL)

5.3.3 Collect data on effectiveness of assessment test preparation and publicize such results (Research Office, Marketing)

Outcome Objectives

5.3.1 Implement online and in-person assessment test preparation in Math, English, and ESL (Assessment Office, Math, English, and ESL)

5.3.2 Implement outreach and orientation to promote assessment test preparation (Marketing, Math, English, and ESL)

College Goal #6: The College will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Strategic Objective

6.1 The number of transfer ready students will increase through increasing the number of fully articulated transfer programs and increasing the number of transfer students with complete education plans

Key Performance Indicators

6.1.1 Number of fully articulated transfer degrees accepted by major universities in the Mt. SAC service region. Benchmark: Increase the number of associate degrees for transfer offered by 2% each year using a baseline of 2013-14

6.1.2 Number of associate degrees for transfer. Benchmark: Increase the number of associate degrees for transfer offered by 2% each year using a baseline of 2013-14

6.1.3 Number of complete education plans by students with a transfer goal

6.1.4 Number of students who are transfer ready

Process Objectives

6.1.1 Provide workshops and training for faculty interested in developing transfer degrees (POD)

6.1.2 Advertise transfer degrees in the college catalog (Instruction Office)

6.1.3 Communicate with students through orientation and Career and Transfer workshops the benefits of transfer degrees (Counseling and Career and Transfer Center)

Outcomes Objectives

6.1.1 Fully articulate all transfer programs both to major universities and by establishing associate degrees for transfer. (Career and Transfer Center)

6.1.2 Assure that students with a transfer goal have complete education plans.(Counseling and Career and Transfer Center)

Strategic Objective

6.2 Provide web services that are effective and well utilized by students to assist them in achieving transfer success

Key Performance Indicators

6.2.1 Improved transfer readiness for students utilizing online services as measured against a control group not utilizing such services

6.2.2 Satisfactory evaluation of online transfer information and tools by students utilizing these services

Process Objectives

6.2.1 Develop options for portal content (IT, Counseling, and Career and Transfer Center)

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- 6.2.2 Deploy the most recent tools supplied by the Mountie Action Plan (MAP) software (IT and Counseling)
- 6.2.3 Establish a baseline measure of student usage (clicks) of transfer centric portal information (IT)
- 6.2.4 Develop a process/training for Counseling/Transfer Services to maintain and enhance portal and website information (IT and Counseling)

Outcomes Objectives

- 6.2.1 Provide effective well utilized online transfer information and tools which meet student needs. (IT, Counseling, and Career and Transfer Center)

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.

Strategic Objective

- 7.1 Effectively utilize existing college resources to secure external funding by alignment with the college's strategic plan and potential for impact on the college

Key Performance Indicators:

- 7.1.1 Dollar amount of grants received. Benchmark: at least \$6 million in fiscal year grant funding
- 7.1.2 Return on investment (fiscal year grant funding divided by Grants Office operating budget). Benchmark: at least 15:1 return on investment annually

Process Objectives:

- 7.1.1 Prioritize pursuit of grant opportunities by alignment with the college's strategic plan and potential for impact on the college (e.g., dollar amount, number of students to be served, number of programs/faculty/staff to be affected, lowest cost to the college in regard to in-kind resources) (Grants Office and Cabinet)
- 7.1.2 Appropriately adjust Grants Office operating budget annually (Grants Office and Cabinet)
- 7.1.3 Effectively monitor active grants for fiscal and programmatic compliance to ensure continued eligibility for grant funding. (Grants Office)

Outcome Objectives:

- 7.1.1 Increased number and dollar amount of grants received annually (Grants Office)
- 7.1.2 Increased return on investment communicated through annual reporting process (Grants Office)

Strategic Objective

- 7.2 Develop and submit high-quality proposals for a variety of grant opportunities from local, state, federal, and private funding agencies

Key Performance Indicators

- 7.2.1 Number of grant proposals submitted. Benchmark: at least 12 grant proposals submitted annually
- 7.2.2 Average funding success rate (number of grant proposals submitted divided by number of grants funded). Benchmark: at least 6 grants (or 50% of proposals submitted) funded annually

Process Objectives

- 7.2.1 Share available grant opportunities with pertinent faculty and managers (Grants Office)
- 7.2.2 Involve faculty in developing grant proposals (Grants Office)
- 7.2.3 Deliver grant writing workshop(s) through Professional and Organizational Development (Grants Office and POD)
- 7.2.4 Provide a high level of support to faculty and managers interested in pursuing grants (e.g., planning, writing, editing, templates, budget development, compilation, submission, etc.) (Grants Office)

Outcome Objectives

- 7.2.1 Increased number of proposals developed and submitted annually (Grants Office)

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7.2.2	Increased number of proposals funded annually (Grants Office)
7.2.3	Increased average funding success rate communicated through annual reporting process (Grants Office)
Strategic Objective	
7.3	Improve student access and success through direct student scholarships
Key Performance Indicators	
7.3.1	Number and dollar amount of scholarships awarded annually
7.3.2	Donor and recipient satisfaction as measured by evaluation surveys
Process Objectives	
7.3.1	Operate an open, fair, and efficient scholarship application and award process (Scholarship Office)
7.3.2	Solicit donations for scholarships on an ongoing basis (Foundation)
7.3.3	Provide feedback to donors including letters of appreciation from recipients (Foundation and Scholarship Office)
7.3.4	Periodically survey donors and recipients (Foundation and Scholarship Office)
Outcomes Objectives	
7.3.1	Number and dollar amount of scholarships meet level of qualified student applications (Foundation)
7.3.2	Satisfaction surveys show expectations of donors and recipients are met (Foundation and Scholarship Office)
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.	
Strategic Objective	
8.1	Provide appropriate technology in classrooms to enhance student learning and active engagement in the learning process
Key Performance Indicators	
8.1.1	Faculty and student surveys show satisfaction with quality and accessibility of classroom and online technology
8.1.2	The number of faculty trained in the use of Moodlerooms will increase by 10% from a baseline year of 2013-14 with a 5% increase in 2014-15 and a 5% increase in 2015-16
Process Objectives	
8.1.1	Regularly update classroom instructional media and online learning tools to ensure accessibility and state-of-the-art (Technology Services)
8.1.2	Offer regular Moodlerooms training for faculty through POD (Professional and Organizational Development)
Outcomes Objectives	
8.1.1	Classroom instructional media is accessible and state-of-the-art (Technology Services)
8.1.2	The number of faculty using Moodlerooms in the classroom to enhance student learning and active engagement will increase (POD)
Strategic Objective	
8.2	Improve students' access to technology tools
Key Performance Indicators	
8.2.1	Implement Google Mail and Application Services by the end of 2013-14 (IT)
8.2.2	Enhance the College's mobile application (Mountie APP) with a least 1 additional student focused feature each year (IT)
Process Objectives	
8.2.1	Develop migration and testing plan for student email (IT – Web Team)
8.2.2	Meet with Associated Students to develop request list of mobile applications (IT – Web Team)
8.2.3	Research best practices and features of academic mobile apps (IT – Web Team)
Outcomes Objectives	
8.2.1	Students will have access to additional application enhancements (IT)

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Strategic Objective

8.3 Improve college-wide ARGOS user reporting functionality and capabilities

Key Performance Indicators

8.3.1 Employee satisfaction surveys; Benchmark: Employee satisfaction results regarding user reporting functionality and capabilities will improve by 5% annually from baseline data collected in 2013-14

Process Objectives

8.3.1 Analyze current usage of ARGOS to determine basic user profile information (IT)

8.3.2 Survey current ARGOS users to determine overall satisfaction regarding user reporting functionality and capabilities (IT)

8.3.3 Establish a searchable, documented archive of active ARGOS reports (IT)

Outcome Objectives

8.3.1 Establish standard ARGOS report access for faculty, staff, and manager users (IT)

8.3.2 Revise ARGOS training based on user feedback (IT)

8.3.3 Schedule and evaluate regular ARGOS training sessions (IT)

Strategic Objective

8.4 Students and prospective students will have access to key sources of information through accessible, user-friendly, state-of-the-art communication technology and will be trained in how to access and effectively use this technology

Key Performance Indicators

8.4.1 Periodic satisfaction surveys of students and prospective students

Process Objectives

8.4.1 Results of periodic satisfaction surveys will be used to prioritize new and revised communication technology (IT)

8.4.2 Currently available communication technology will be regularly reviewed for use at Mt. SAC (IT)

Outcome Objectives

8.4.1 Regular surveys will demonstrate satisfaction of students and prospective students with Mt. SAC's communication through technology (IT)

College Goal # 9: The College will provide opportunities for increased diversity and equity for all across campus.

Strategic Objective

9.1 Mitigate disproportionate impact based on gender, race/ethnicity, disability, age, emancipated foster youth status, or economic status for student access, retention, degree and certificate completion, ESL and basic skills completion, and transfer

Key Performance Indicators

9.1.1 Disproportionate impact based on gender, race/ethnicity, disability, age, emancipated foster youth status, or economic status for student access, retention, degree and certificate completion, ESL and basic skills completion, and transfer as measured by either the 80% rule or the Proportional Method. Benchmarks will be set by the Student Equity Plan

Process Objectives

9.1.1 Develop, fund, and implement the Student Equity Plan and specific activities to carry out projects identified in the Plan (Assignment will depend on the specific project and activity)

Outcomes Objectives

9.1.1 Disproportionate impact will be mitigated (Assignment will depend on the specific project and activity)

Strategic Objective

9.2.1 Maintain a college workforce whose diversity assists the college in carrying out its mission

Key Performance Indicators

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- 9.2.1 Develop a draft plan no later than Fall 2014 (Human Resources)
- 9.2.2 Implement the plan no later than Spring 2015 (Human Resources)
- 9.2.3 Review the plan at least once every two years beginning 2015-16 (Human Resources)
- 9.2.4 Campus climate as measured through the Employee Survey and the Community College Survey of Student Engagement

Process Objectives

- 9.2.1 Create a task force to draft the revised EEO Plan which incorporates the 2013 changes to Title 5 Section 53003 (Human Resources)
- 9.2.2 Present the plan to President's Advisory Council for recommendations (HR)
- 9.2.3 Implement the revised Equal Employment Opportunity Plan (HR, POD, Cabinet)

Outcomes Objectives

- 9.2.1 The College will have a workforce whose diversity supports its mission
- 9.2.2 The College will implement a revised EEO Plan that will be reviewed every two years

Strategic Objective

- 9.3 Implement college employment practices that are consistent with the EEO Plan, reflect sensitivity and understanding of student and employee diversity, and eliminate bias and unlawful discrimination in the employment process

Key Performance Indicators

- 9.3.1 Review and revise college employment practices by the end of 2014-15 to be consistent with the EEO Plan (HR)
- 9.3.2 College record of handling personal related issues (HR)

Process Objectives

- 9.3.1 Create a task force to review and revise college employment practices to be consistent with the EEO Plan (HR)
- 9.3.2 Present the revised college employment practices to the President's Advisory Council for recommendations by the end of 2014-15 (HR)
- 9.3.3 Regular training will be provided to staff as appropriate (POD)

Outcomes Objectives

- 9.3.1 The College will implement the revised employment practices by the end of the 2014-15 academic year (HR)
- 9.3.2 The College will have a record of fair and equitable practices in hiring and treatment of employees (HR)

College Goal # 10: The College will encourage and support participation in professional development to strengthen programs and services.

Strategic Objective

- 10.1 Provide faculty, manager, and staff professional development opportunities for implementation of best practices in teaching and learning, and customer service

Key Performance Indicators

- 10.1.1 The number of faculty, managers, and staff attending professional development activities both on and off campus
- 10.1.2 Evaluation surveys of participants in on campus professional development workshops and activities

Process Objectives

- 10.1.1 POD will periodically survey the campus regarding interest in professional development options (POD)
- 10.1.2 POD will use the results of the surveys to develop a program of offerings related to best practices (POD)
- 10.1.3 POD will conduct evaluation surveys of attendees at professional development offerings and improve future training (POD)

Outcomes Objectives

- 10.1.1 Professional development activities will be well utilized by all campus constituents (POD)
- 10.1.2 Professional development activities will satisfactorily meet the interests and needs of all campus constituents (POD)

Strategic Plan 2015-17

Strategic Objective

10.2 Provide enhanced and increased technology trainings for all campus constituents

Key Performance Indicators

10.2.1 The number of annual technology training classes and the number of attendees; Benchmark: IT will offer a minimum of twenty-five technology training classes per year beginning 2014-15 based on campus community requested training topics

Process Objectives

10.2.1 IT will solicit ideas for technology training classes from the campus community during the early part of the fall 2014 semester (IT)

10.2.2 IT will analyze current enrollment of technology classes offered in POD (IT, POD)

10.2.3 IT will work with the Manager of Professional Development and Employee Engagement to devise a technology training program (IT, POD)

10.2.4 IT will coordinate with other Banner module owners (Fiscal, HR, etc.) on comprehensive training offerings/calendar of training opportunities

10.2.5 IT will review Banner and other software tools to ensure maximum efficiency and effective use of technology tools

Outcomes Objectives

10.2.1 A standard technology training calendar will be established (IT, POD)

10.2.2 An ongoing communication mechanism will be established to notify staff of new technology features and enhancements (Marketing, IT, POD)

College Goal #11: The College will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.

Strategic Objective

11.1 The college will improve classroom and laboratory room utilization

Key Performance Indicators

11.1.1 By the end of the Fall 2014 semester, the college will develop and implement a room utilization matrix

Process Objectives

11.1.1 The college will identify and purchase the best software to use for room utilization (Instruction and Administrative Services)

Outcomes Objectives

11.1.1 The college will use the room utilization matrix to schedule lecture and lab classes to maximize appropriate facilities usage and student access (Instruction and Administrative Services)

Strategic Objective

11.2 Improve security of campus computers and other technology components

Key Performance Indicators

11.2.1 Extent of monetary loss of computers and other technology components due to security issues

Process Objectives

11.2.1 Research new and emerging security protocols for application at educational institution (IT)

11.2.2 Research applicable security legislation (IT, Facilities)

11.2.3 Analyze end-users security practices (IT, Facilities)

11.2.4 Discuss security practices with faculty and staff and use the results to develop end-user security training (IT, Facilities, POD)

11.2.5 Develop training plan for Information Security team (IT)

11.2.6 Develop three-year security hardware and software implementation plan (IT)

Outcome Objectives

11.2.1 Minimal loss of campus computers and other technology due to security issues (IT, Facilities)

Strategic Plan 2015-17

Strategic Objective

11.3 Enhance the Emergency Notification System

Key Performance Indicators

11.3.1 Increase by 10% over baseline of 2013-14 the number of students enrolled in the emergency notification system

11.3.2 Enhance dissemination of emergency notifications to on-campus faculty and staff

Process Objectives

11.3.1 Analyze current enrollees in emergency notification system (IT and Student Services)

11.3.2 Research alternate on-campus solutions for emergency notifications (IT)

Outcome Objectives

11.3.1 Target new students with information on how to sign-up for the system (IT and Student Services)

11.3.2 Collaboratively design and implement an on-campus notification system (Administrative Services)

Strategic Objective

11.4 Expand preventative maintenance of college facilities

Key Performance Indicators

11.4.1 Preventative maintenance labor hours as a percentage of all maintenance labor hours

11.4.2 Preventive maintenance costs as a percentage of all maintenance costs

11.4.3 Deferred maintenance backlog as a percentage of building replacement value

Process Objectives

11.4.1 Survey each facility and utility system to identify all equipment that requires preventative maintenance (Facilities)

11.4.2 Identify the frequency of preventative maintenance tasks for each piece of equipment (Facilities)

11.4.3 Estimate labor and materials cost (Facilities)

11.4.4 Enter equipment data and work requirements into the maintenance management system (Facilities)

11.4.5 Prioritize and Implement preventative maintenance activities (Facilities)

11.4.6 Calculate reduced total cost of ownership for college facilities (Facilities)

Outcome Objectives

11.4.1 Improved maintenance of college facilities (Facilities)

11.4.2 Reduced life-cycle operating costs of college buildings and infrastructure (Facilities)

Strategic Objective

11.5 Update campus building standards

Key Performance Indicators

11.5.1 Review 25% of all campus building standards each year

Process Objectives

11.5.1 List all previously developed campus building standards (Facilities)

11.5.2 Develop a detailed format for documenting standards (Facilities)

11.5.3 Align campus standards with the Construction Specifications Institute (CSI) work breakdown structure (Facilities)

11.5.4 Create a comprehensive list of building elements that require standardization (Facilities)

11.5.5 Prioritize the list of standards (Facilities)

Outcome Objectives

11.5.1 Up to date, reviewed and approved standards for existing campus buildings (Facilities)

11.5.2 Up to date, reviewed and approved standards for new campus buildings (Facilities)

11.5.3 Campus building standards are available on the Facilities Management website (Facilities)

Strategic Plan 2015-17

Strategic Objective

11.6 Equitably distribute available resources for facilities improvement projects

Key Performance Indicators

11.6.1 Quantity of new facilities improvement projects approved per operational unit

11.6.2 Cost of new facilities improvement projects approved per operational unit

Process Objectives

11.6.1 Identify the current years (2015-17) projects (Facilities)

11.6.2 Prioritize current and prior year facilities improvement projects (Facilities)

11.6.3 Revise facilities improvement project list format to include scope, budget and schedule (Facilities)

11.6.4 Revise internal processes to improve accountability for budget, schedule and scope of work (Facilities)

11.6.5 Research security issues related to project financial information accessible on the facilities management website (Facilities)

Outcome Objectives

11.6.1 Up to date facilities improvement project list (Facilities)

11.6.2 The facilities improvement project list is available on the facilities management website (Facilities)

11.6.3 Improved equity in the distribution of resources to improve college facilities (Facilities)

Strategic Objective

11.7 Create a database of hazardous materials found in and around campus facilities

Key Performance Indicators

11.7.1 Number of facilities that contain hazardous materials

11.7.2 Cost of hazardous materials abatement activities per year

11.7.3 Quantity of hazardous materials removed per year

Process Objectives

11.7.1 Research and list all previously identified hazardous materials (Facilities)

11.7.2 Research current legal requirements/risks related to hazardous materials in college facilities (Facilities)

11.7.3 Develop a format for the database (Facilities)

11.7.4 Identify facilities that require additional testing and/or engineering studies (Facilities)

11.7.5 Evaluate and update internal processes related to hazardous materials (Facilities)

Outcome Objectives

11.7.1 A database containing relevant information about hazardous materials in college facilities (Facilities)

11.7.2 Effective communication of information regarding hazardous materials (Facilities)

11.7.3 Documented procedures related to hazardous materials (Facilities)

Strategic Objective

11.8 Update the utility infrastructure master plan

Key Performance Indicators

11.8.1 Estimated cost of project backlog per utility system

11.8.2 Cost of utility infrastructure projects completed per year

Process Objectives

11.8.1 Identify completed utility system upgrade projects (Facilities)

11.8.2 Complete farm area hydrology study (Facilities)

11.8.3 Identify affected farm area facilities and projects (Facilities)

11.8.4 Identify affected farm area utility systems (Facilities)

Strategic Plan 2015-17

11.8.5 Update campus wide topographic maps to reflect recent projects (Facilities)

11.8.6 Update utility system upgrade cost estimates (Facilities)

Outcome Objectives

11.8.1 Revised the utility master plan (Facilities)

11.8.2 Revised the facilities master plan base map (Facilities)

Strategic Objective

11.9 Improve energy efficiency on campus

Key Performance Indicators

11.9.1 Energy cost per building square foot

11.9.2 Peak energy demand

Process Objectives

11.9.1 Complete installation of energy meters at major campus buildings (Facilities)

11.9.2 Evaluate energy monitoring software (Facilities)

11.9.3 Research energy use for typical facilities (Facilities)

11.9.4 Collect energy data (Facilities)

Outcome Objectives

11.9.1 Energy use baseline data (Facilities)

11.9.2 Energy conservation at the campus and building levels (Facilities)

Strategic Objective

11.10 Ensure that operating funds are available for new facilities

Key Performance Indicators

11.10.1 Operating budgets

11.10.2 Campus total building square footage

11.10.3 Campus total landscaped area

Process Objectives

11.10.1 Research facilities operating costs for similar facilities (Facilities)

11.10.2 Develop benchmark costs by area of operations (Facilities)

Outcome Objectives

11.10.1 Budget models to fund new facilities (Facilities)

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.

Strategic Objective

12.1 Meet service levels of key operational processes within available resources

Key Performance Indicators

12.1.1 Quantitative and qualitative measures of services levels appropriate to the operational procedure

12.1.2 Resource levels (staff, facilities, equipment, supplies) necessary to maintain minimum service levels

Process Objectives (Assignments made annually to specific programs)

12.1.1 Identify key operational processes to be selected for each planning cycle

12.1.2 Establish minimum service levels for key operational processes

12.1.3 Establish qualitative and quantitative measures to measure service level achievement for key operational processes

Strategic Plan 2015-17

- 12.1.4 Measure the current service levels achieved for key operational processes
- 12.1.5 Determine existing resource levels (staffing, budget, facilities, equipment) for each key operational process
- 12.1.6 Develop cost effective strategies to meet minimum service levels for key operational processes

Outcome Objectives (Assignments made annually to specific programs)

- 12.1.1 Pilot selected strategies for cost effective strategies designed to meet minimum service levels for key operational processes
- 12.1.2 Implement cost effective strategies to attaining minimum service levels for key operational processes including training and resource allocation
- 12.1.3 Establish continuous quality improvement systems to maintain cost effective implementation of minimum service levels
- 12.1.4 Through the PIE process develop planning, evaluation, and resource request processes to implement evolving quality improvement strategies

Prioritization Cycle 1: 2014-15 to 2016-17

- Print/Copy/Fax
- Custodial
- Orientation
- DE Faculty Training
- Testing: DSPS/Online Proctoring/Test Makeup

Cycle 2: 2015-16 to 2017-18

- Event Services
- Purchasing
- Probation Counseling
- A&R Document Storage & Retrieval
- Tutoring

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.

Strategic Objective

- 13.1 The College will have effective partnerships:
 - K-12 school districts within the Mt. SAC service area
 - community organizations within the Mt. SAC service area
 - business and industry within the Mt. SAC service area
 - four-year colleges and universities

Key Performance Indicators

- 13.1.1 Periodic surveys of existing partners from the above groups
- 13.1.2 Mt. SAC managers, faculty, and staff will be periodically polled regarding the effectiveness of existing partnerships and opportunities for new or expanded partnerships

Process Objectives

- 13.1.1 Potentially useful partnership opportunities will be pursued promptly and effectively (Cabinet)
- 13.1.2 The President will prepare an annual summary of the extent and effectiveness of partnership activity (President's Office)

Outcome Objectives

- 13.1.1 Surveys will demonstrate that the College maintains and expands effective and useful partnerships (Cabinet)

Strategic Plan 2015-17

College Goal #14: The College will improve the effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Strategic Objective

- 14.1 The President's Office will regularly
- publish notes on Cabinet actions, President's Advisory Council discussions, and reports to the Board of Trustees and solicit input from across the campus with special emphasis with leaders of constituent groups, and
- 14.2 The Academic Senate will regularly
- hold open meetings, including public comment, on key campus issues, particularly those relating to academic and professional matters, and
 - sponsor summits and related campus-wide colloquia on key issues, particularly those related to academic and professional matters.
- 14.3 The President's Cabinet and President's Advisory Council (PAC) will regularly sponsor open campus gatherings, such as the Educational Master Plan Summit and Expanded PAC meetings to solicit input and foster discussion among those on campus related to developing issues and policy directions.
- 14.4 Other campus constituent groups will sponsor and promote collective gatherings of those on campus to discuss matters of interest to their constituents and to communicate the outcomes of those discussions widely within the college participatory governance structure.

Key Performance Indicators

- 14.1.1 The President will conduct an evaluation of these communications biannually via a survey distributed to everyone on campus (President)
- 14.2.1 The Academic Senate will collect evaluative responses from event participants and use that information to improve future events (Academic Senate)
- 14.3.1 The Cabinet and President's Advisory Council will collect evaluative responses from event participants and use that information to improve future events (Cabinet and PAC)
- 14.4.1 Constituent groups will collect evaluative responses from event participants and use that information to improve future events

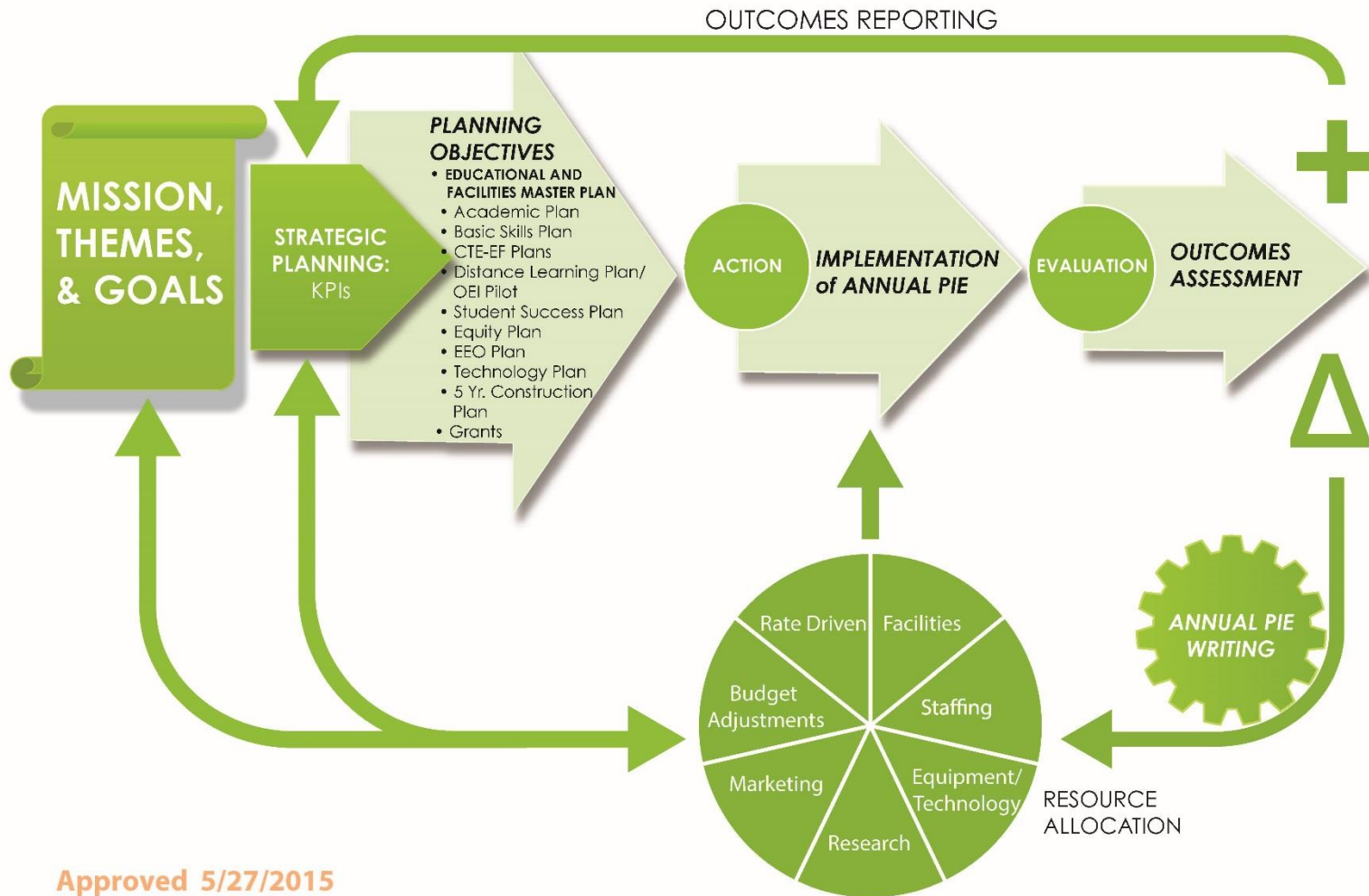
Outcome Objectives

- 14.1.1 Both Likert scale ratings and narrative responses will be uniformly positive (President)
- 14.2.1 Evaluation of campus events involving dialogue on issues and practices will be positive and constructive and will lead to regular improvements in the effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

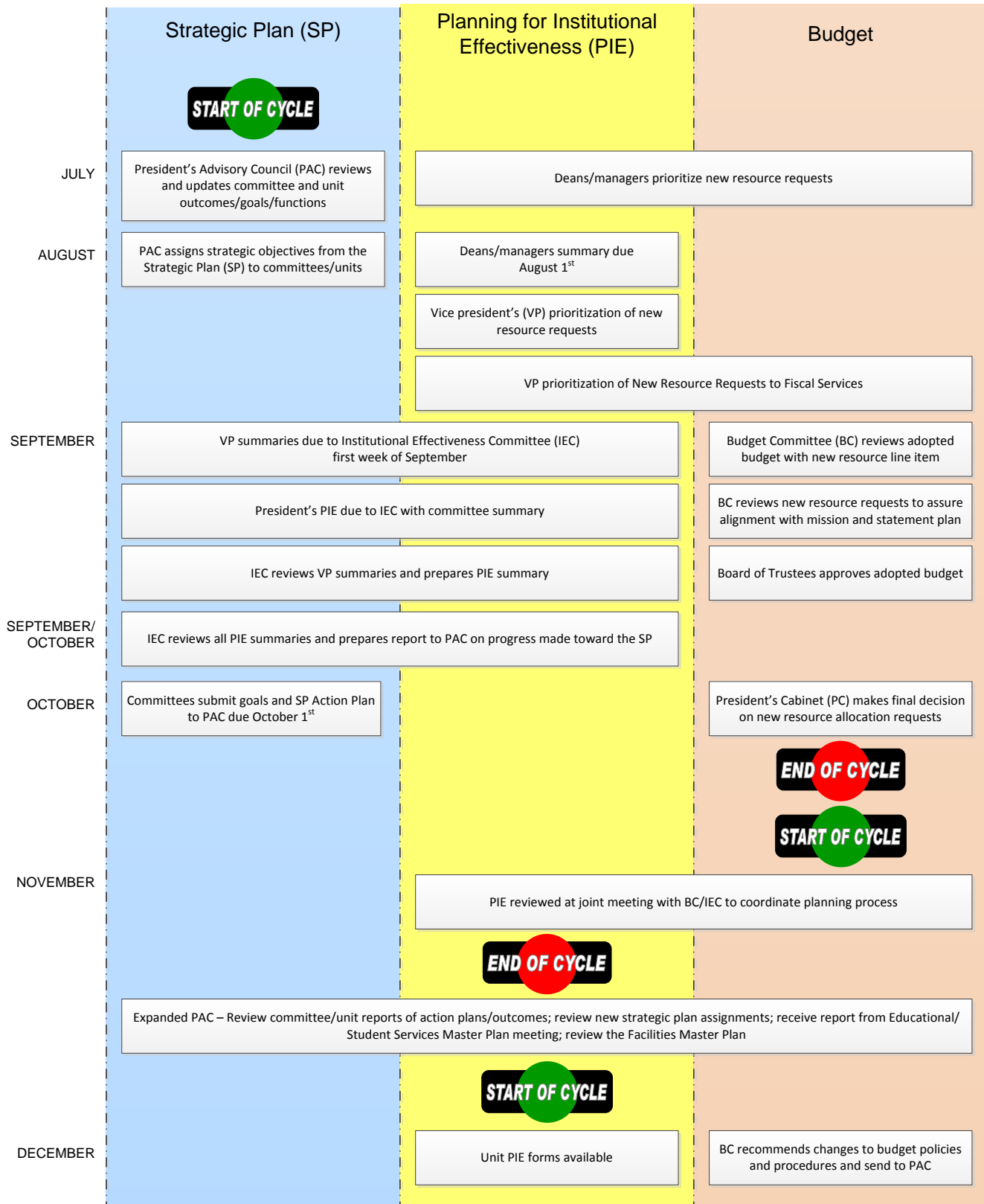
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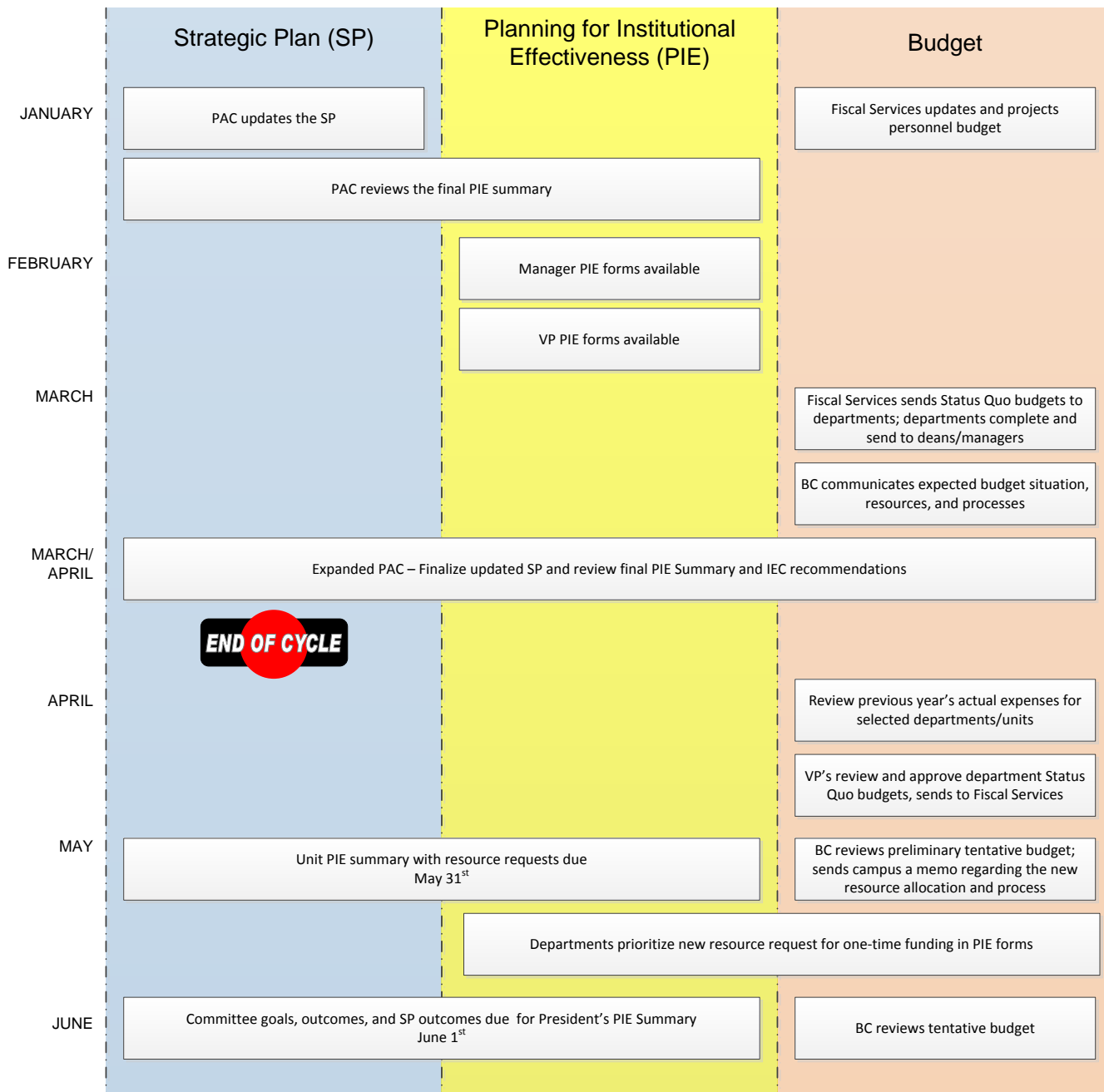
Appendix A

Process Map of INTEGRATED PLANNING



Appendix B – Integrated Planning and Budgeting Process Calendar





SP = Strategic Plan
 PIE = Planning for Institutional Effectiveness
 VP = Vice President
 PC = President's Cabinet
 PAC = President's Advisory Council
 BC = Budget Committee
 IEC = Institutional Effectiveness Committee

Appendix C – Mt. SAC’s History

The Mt. San Antonio Community College District (Mt. SAC) was created in December 1945, when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy), prominently visible in the distance above the campus.

The 421-acre college site was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an army hospital and later a Navy hospital.

Mt. SAC opened in the fall of 1946, with 635 students occupying a few Spanish-tiled buildings and temporary Navy barracks clustered below the San Jose Hills. Walnut, not yet an incorporated city, consisted of very little except dirt roads, cacti, and grasslands covered in the spring with wild mustard grass.

Quite naturally, the growth of Mt. SAC has mirrored that of the local area. From its humble beginnings with an initial enrollment of 635 students, the College now serves 56,000 students annually from diverse backgrounds and generations. The College District boundaries encompass the communities of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina.

Mt. SAC has emerged as a leader in education not only in the San Gabriel Valley but also in the state. It is the largest, single-campus community college district in California.

Appendix D – Recent History of Integrated Planning at Mt. SAC

The College's integrated planning continues to be driven by its mission statement and its work aligns with its College goals and is driven by external factors. For example, the College is accredited by the Accrediting Commission for Community and Junior Colleges ([ACCJC](#)) and as such must meet many standards of operation including having sound fiscal policies and procedures. Major changes in accreditation directly impact the College such as the increased requirement to be able to measure learning outcomes of its students as noted in the 2002 standards. Distance education wasn't a consideration when the College opened some 60 years ago while today it is at the forefront of its operations whether it is planning for new buildings and must take into account technology needed to run a distance education program or how it may support students who are on their own computer systems trying to access Mt. SAC's centralized distance learning software. Generally, technology evolution and innovation are shaping much of what the College does to plan for and address students' changing needs as indicated by employers. Industry standards are every evolving and trying to keep up with them is an ongoing integrated planning task. The College's student demographics have changed over the years to be more ethnically and linguistically diverse. The College's second language programs must be changed to account for these ever evolving diverse needs.

In essence, all operations of the College must align with the current and future needs of its students, its community, and its employers. In order to accomplish this immense feat, the College continues to integrate its planning efforts across its many departments and across its many planning efforts. The Educational Master Plan drives the other major plans such as the Technology Master Plan (an area now much more extensive than imagined in 1950!) and the Facilities Master Plan. The heart and soul of the College's efforts are focused on the curriculum for its students.

Mt. SAC's current program review process (Planning for Institutional Effectiveness, PIE) has been in existence since 2003. This new plan came about because the evaluation of the previous program review process indicated its ineffectiveness in some areas; a multi-year planning process was not allowing for thoughtful, reflective yearly dialogue about program improvement. The new yearly program review includes a unit² approach to program planning along with a College-wide perspective.

Mt. SAC's Strategic Planning process is being improved upon in 2013-14. The new plan will include more College-wide strategic in nature objectives that will allow the College to focus its efforts on supporting initiatives that align well with its College Goals. The new plan will allow a more strategic perspective in deciding which objectives should be included in the Strategic Plan and which should be considered a higher priority.

Program reviews, Educational Master Plans, and Facilities Master Plans drove the College's need to secure two Bond Measures (R & RR) over the past 12 years. The need for more buildings was driven by many factors including the requirement to replace 60+ year old facilities and the need for new buildings to accommodate innovative technology for curriculum, e.g., science laboratories.

The College will continue to be reactive and proactive when examining how its operations should be integrated and planned to achieve its mission.

² See the definition of "unit" in the Appendix.

Appendix E - Definitions

From “Planning and Resource Guide #1,” RP Group, 1997
“Planning and Resource Guide #2,” RP Group, 1999

Goals

- ❖ are relatively permanent statements of the major accomplishments that the college will achieve
- ❖ reflect the entire scope of college activities
- ❖ are reviewed annually but not changed frequently
- ❖ can be listed in the catalog with a brief mission statement and together are labeled “Mission and Goals”
- ❖ are very useful in organizing the objectives in all levels of plans (Institutional, Subject, and Unit Plans) to increase the integration of college planning. Examples of overarching goals include:
 - “increase student access”
 - “increase student success”
 - “increase institutional effectiveness”

The Unique Role of Goals

Goals identify what the organization intends to accomplish. Goals are typically used in plans large and small, each time tailored to the needs of the group at hand. This paper proposes a unified, integrated model for the use of goals:

- ❖ A unique set of goals are developed by involving all members of the college community.
- ❖ These goals are adopted at all levels, from college down to individual units.
- ❖ The varied objectives at each level and for each group are organized under these over arching goals.
- ❖ These goals become unifying and integrating factors for all groups.

Strategic Objectives and Outcome Objectives

The term “Strategic” is added to “Objective” in the Mt. SAC Strategic Plan to emphasize that these objectives are established at the College level rather than at the unit level. Consequently, they are more comprehensive and global in their scope. Some Strategic Objectives are broken down into “Process Objectives” and “Outcome Objectives.” Process Objectives are getting-ready steps, often called planning-to-plan. Outcome Objectives are more specific than Strategic Objectives and are intended to translate to the unit level and to align more closely with Key Performance Indicators. As used in the Mt. SAC Strategic Plan, both Strategic Objectives and Outcome Objectives follow the standard definition (below) of the term “Objective,” differing only in scope and level.

Objectives

- ❖ are created to achieve the college goals
 - ❖ are organized in written plans at all levels around college goals
 - ❖ direct action
 - ❖ are measurable
 - ❖ connect a set of activities
 - ❖ are at a precise level of specificity such as:
 - “creating a computerized basic skills reading lab by the end of the next Spring semester”
 - “increasing the number of high school graduates in the college by 10% by the end of the next academic year*”
 - ❖ are often stated with timelines for achievement
 - ❖ should include the costs associated with them may be divided into short and long term
 - ❖ are often listed with a single person, committee or group to be held responsible for completion
 - ❖ are often prioritized according to their level of importance, feasibility, etc.
 - ❖ are best reviewed annually but may be reviewed less often in plans having longer review cycles such as program review plans
 - ❖ are relevant objectives of the Unit Plans that will be reviewed
 - ❖ by the Subject planning committees in a planning process that is well integrated
 - ❖ are most useful when stated in a way that completion can be demonstrated or observed
- *Note that this objective incorporates a numerical benchmark outcome.

Activities

Activities are the very specific steps to achieve an objective and are often listed with the person indicated who will perform the activity, usually contain a timeline for accomplishing the tasks. For multi-year tasks, activities often contain benchmarks to gauge progress. Activities are usually not a component of Master Plans but are an essential component of Strategic Plans and are especially useful for Subject Plans and Unit Plans.

Process Objectives

The term “Process Objective” is used in the Mt. SAC Strategic Plan to reflect the steps that need to be taken to be ready to act on a strategic objective. The process is often referred to as “Planning to Plan.” These steps are described in the RP Group’s *Planning Guide #2*:

PLANNING STEP	Review/Renew
Structure the Process	<ul style="list-style-type: none"> • What were the parameters for the process when planning was initiated? Are there any changes? • Is any simplification or articulation needed? • How ingrained is a culture of planning and a culture of evidence? • What difference has this made in communications, speed, and political aspects of the planning? • Is there sufficient expertise, training, and participation?

Step 1: Plan to Plan	<ul style="list-style-type: none"> • How clear was the process when it started? Is it clearer now? What was learned? • Are the timelines and resources for planning adequate? • Is there a master calendar for planning? Is it well balanced for analysis and action?
Step 2: Research & Analyze	<ul style="list-style-type: none"> • What information from what sources was used and how, in the planning process? Is there a sufficient amount of external scanning or community participation, or is the plan totally internally driven? • What information is needed next to advance the process? Is the process becoming more grounded in research evidence? • Is the available data summarized effectively so time can be focused on issues and analysis of desirable courses of action? • Is time spent on analysis, or on trivial data details?
Step 3: Create Plans	<ul style="list-style-type: none"> • What goals/objectives /actions were developed? • How clear and compelling are the priorities for the plan? Did they arise out of a solid sense of the community of students to be served? Are they widely shared? • How significant, concrete, detailed, and coordinated are suggested strategies, activities?
Step 4: Implement Plans	<ul style="list-style-type: none"> • What was actually implemented? • How was it operationalized? • Are all planning efforts integrated? Is increased coordination of activities necessary? • How feasible was the plan? Was it merely a list of "to do's" or a wish list? • Did priorities guide resource and time and effort decisions?
Step 5: Evaluate Plans	<ul style="list-style-type: none"> • Were objectives measurable? • Were they monitored? What progress was made on the objectives? • How do people feel about it? Are they aware? • What changes affected the plan? Do changes indicate healthy adjustments or need for improved feasibility awareness? • Which accomplishments require a next step or institutionalization on a more permanent basis for continuity and growth?
Step 6: Review the Process	<ul style="list-style-type: none"> • What was the impact of the plan? Did it focus on the right things? • What was learned that can inform this process? • What needs to be changed? • What additional coordination among plans is needed?

Key Performance Indicator

From Wikipedia (http://en.wikipedia.org/wiki/Performance_indicator)

A performance indicator or key performance indicator (KPI) is a type of performance measurement. An organization may use KPIs to evaluate its success, or to evaluate the success of a particular activity in which it is engaged. Sometimes success is defined in terms of making progress toward strategic goals, but often success is simply the repeated, periodic achievement of some level of operational goal, e.g. zero defects, 10/10 customer satisfaction, etc. Accordingly, choosing the right KPIs relies upon a good understanding of what is important to the organization. 'What is important' often depends on the department measuring the performance, e.g. the KPIs useful to finance will be quite different from the KPIs assigned to sales. Since there is a need to understand well what is important (to an organization), various techniques to assess the present state of the business, and its key activities, are associated with the selection of performance indicators. These assessments often lead to the identification of potential improvements, so performance indicators are routinely associated with 'performance improvement' initiatives. A very common way to choose KPIs is to apply a management framework such as the balanced scorecard.

Unit

For budgeting purposes, a Unit is an administrative structure to which funds are allocated in the budget process and for which a supervising manager has been assigned.

For planning purposes, added to this collection of Units are committees with assigned subject matter plans.

Committee	Subject Matter Plan	Oversight
Instruction Team	Academic Master Plan	VP Instruction
Basic Skills Committee	Basic Skills Plan	Dean, Instruction
Equity & Diversity Committee	EEO Plan	VP Human Resources
Facilities Advisory Committee	Facilities Plan	Director, Facilities
Student Equity Committee	Student Equity Plan	Dean, Student Services
Assessment & Matriculation Student Preparation & Success	Student Success Plan	VP, Student Services
Information Technology Advisory Committee	Technology Plan	Chief Information Officer
VTEA Advisory Committee	VTEA Plan	Vocational Deans

Team

The term “team” has a specific meaning in the Mt. SAC organizational system. Teams are the senior management units directed by the President and the Vice Presidents. The five campus teams are Instruction Team, Student Services Team, Administrative Services Team, Human Resources Team, and President’s Team.