



**RESEARCH AND INSTITUTIONAL
EFFECTIVENESS**
Planning for Institutional Effectiveness (PIE)
MANAGER'S SUMMARY
2010-11
Instruction



INTRODUCTION

This Manager's Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area (department/division) planning and indicate the common topics that are affecting your area as a whole.

A set of reports will be e-mailed to you shortly after the deadline for submission of unit e-PIEs passes (June 30, 2011). A set will also be placed in the "Document" tab of your e-PIE account. These reports are intended to help you complete this Manager's Summary form. The following table relates each report to its corresponding section in the Manager's Summary. Use these reports in conjunction with any other information to which you have access to respond to the sections in the Manager's Summary.

REPORT	MANAGER'S SUMMARY SECTION
Accomplishments	I
Internal/External Conditions	IIA and IIB
Data Analysis	III
Progress on Outcomes Assessment	IV
Resources Requested	V
Planning For the Future	VI

The college mission statement, college goals, and team goals are listed on the next page and serve as a reference for this report. This Manager's Summary is due electronically to your Vice-President by August, 1, 2011. Please copy Virginia Burley at vburley@mtsac.edu and your department chairs when sending the Summary. Contact Virginia Burley (x. 5414) with questions relating to the summary and Kate Scott (x. 5562) with questions relating to either the reports or to e-PIE.

Sincerely,
The Institutional Effectiveness Committee

COLLEGE MISSION STATEMENT

The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

COLLEGE GOALS

1. The college will secure funding that supports exemplary programs and services.
2. The college will prepare students for success through the development and support of exemplary programs and services.
3. The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
4. The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
5. The college will utilize and support appropriate technology to enhance educational programs and services.
6. The college will provide opportunities for increased diversity and equity for all across campus.
7. The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
8. The college will encourage and support participation in professional development to strengthen programs and services.
9. The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.
10. The college will ensure that basic skills development is a major focus in its planning efforts.
11. The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.
12. The college will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).
13. The college will improve integration of campus-wide planning activities.

TEAM GOALS – INSTRUCTION TEAM

- IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives, and the general public.
- IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities, and infrastructure for safety, currency, and effectiveness and to accommodate growth.
- IN-3. Address staffing needs to maintain and enhance delivery of instruction and instructional services (including replacement, growth, and contribution to technical or disciplinary currency).
- IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.
- IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.
- IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, etc., as well as student participation in regional, state and national competitions and events.
- IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.)
- IN-8. Encourage and support unit-level participation in planning and evaluation processes including PIE, SLOs, GEOs and accreditation self-study (to establish a culture of meaningful assessment and documentation for both internal and accreditation purposes).
- IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.
- IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.
- IN-11. Strengthen student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.

CONTACT PERSON Barbara McNeice-Stallard **AREA** RIE **EXT** 4109

I. ACCOMPLISHMENTS

Using the *Accomplishments report*, identify the top 5 to 10 major accomplishments for your area/team and their alignment with college goals. Accomplishments are items that have been achieved as of the writing of this summary and since you last did PIE. Expand as needed.

COLLEGE GOAL(S) (LIST BY #)	ACCOMPLISHMENT
COLLEGE GOAL # 1	--Requested a permanent part-time Educational Research Assessment Analyst with all major grants
COLLEGE GOAL # 8	--Learned Argos Report Viewer, Writer Training & attended ODS Training for new data warehouse
COLLEGE GOAL # 11	<p>-- Presented two papers at the Association for Institutional Research on SLO work and Mentoring. Worked with the Outcomes Coordinators and Outcomes Committee to help direct their work. Provided updates to the Instruction Team and asked for assistance as needed; conducted Assessment Pulse open dialogue on SLOs/GEOs and faculty engagement; analyzed 2000+ lines of text from the Use of Results sections of courses/programs' SLO work to determine level of faculty engagement</p> <p>-- Worked with staff and program managers to further develop means of assessment for Basic Skills SLOs and AUOs in order to establish more complex methods of examining program provisions</p> <p>-- Community College Survey of Student Engagement (CCSSE) administered</p> <p>-- Provided key data to support grant applications (HACU, AANAPISI, ASPEN) & Title III & V Eligibility for those grants</p>
COLLEGE GOAL # 13	<p>-- Completed work for 2010 Accreditation Self Study & began work for 2013 midterm report. Worked with classified on accreditation tasks on communications. Supported data for Continuing Education WASC accreditation</p> <p>-- Reviewed proposals for research outside the normal day-to-day operations of the college (IRB); Wrote AP for IRBs</p> <p>-- Provided data for grant-funded projects (NSF-STEP, STEM, Early Educator Recruitment Program); -- Supported data needed for STEM Longitudinal Study (Chemistry). Provided data for numerous research projects: Chancellor's Office Basic Skills Assessment Survey; Provided data for TPI, Paralegal, Histotechnology, ASPIRE, Honors program progress; Provided data for Communication SPCH1A Project. Provided data for numerous state and national research projects – AAC&U Roadmap, Carnegie Statway, CLASS, Aspen Award project.</p> <p>-- Nominated for and won the RP Group/ASCCC POWER awards for SLO/GEO work as well as the RP Group awards for planning and assessment</p>

II. COMMON CONDITIONS

IIA. INTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the 5 to 10 **major internal conditions** affecting planning in your area. Internal conditions are conditions that exist within your area over which you may or may not have an influence. Please only list 5 to 10 for your team. (Consider working with your fellow managers to standardize your responses.)

- Ever-changing California Budget
- Accreditation changes/mandates
- Grant research needs
- Institutionalization of outcomes and assessment
- Institutional directives (e.g., ASPEN, Summer Bridge to the Board of Trustees, etc.)
- Retirements from IT
- State/Federal mandates

IIB. EXTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the 5 to 10 **major external conditions** affecting planning in your area. External conditions are conditions that exist outside of your area over which you may have little influence. Please only list 5 to 10 for your team.

- Increasing participation in SLOs/GEOs on campus
- Increasing emphasis on planning and evaluation
- Institutional surveys
- Changing technological demands requiring changes to staff skill set (Banner/Argos and ODS/EDW)
- Loss of one full-time Educational Research Assessment Analysts (SLOs/GEOs) position
- Accreditation 2010 process

IIC. Critical Decisions

Describe the critical decisions your area made this year and the reasons for those decisions. Please only list 3 to 5.

Example: Departments may revise curriculum and distance learning workload due to interpretation of the faculty contract.

1. **Research support for outcomes assessment:** Academic Senate passed a resolution asking that the District hire an Educational Research Assessment Analyst to help faculty with their outcomes assessment work across campus. That position was eliminated from the District's budget in 2010-11 after it was vacated. The workload of the Educational Research Assessment Analyst for basic skills project is going to decreased in 2011-12, so a decision was made to split his duties 50/50 between basic skills and across-campus outcomes assessment.
2. **Research support for outcomes assessment:** The retirement of the team's Research Assistant allowed RIE to ask the District to consider replacing this position with an full-time Educational Research Assessment Analyst who would be charged with helping faculty across campus with outcomes assessment work as well as other areas with strategic actions and administrative unit objectives (per their job description). The District has agreed to this request.
3. **Argos/ODS/EDW Training:** RIE aligned itself with the IT department in order to gain the necessary training on these systems. Day-to-day access to one IT expert was granted along with periodic meetings every few weeks. RIE spent time deciding how this time would be used and how the knowledge gained from these meetings would be strategically used and stored for further use. A cross-training of team members developed and soon members were working collaboratively on larger projects.

III. SUMMARY OF DATA/INFORMATION TRENDS

Using various sources of information including the *Data Analysis reports* and department/unit information, identify the common trends, the source(s) that provide evidence for the trends, and their impact on area planning. Please only list 5 to 10 for your team.

Expand the table below as needed.

TREND	SOURCE	IMPACT
(this area is not as relevant for RIE as we are the creators of reports and cohort project data)	Other	In order to accomplish its many and varied projects, RIE continues to expand upon its data sources and its uses of those data. For example, RIE is working with IT to improve its access to and use of Banner and Argos. Through collaboration with IT, the department can now access data behind the Argos reports and can access the many tables behind the system to access student-level data. RIE uses this data to accomplish both cross sectional research as well as cohort research. Access to a data warehouse system continues to be something both RIE and IT are striving toward.

IV. SLOs/GEOs/AUOs

To answer the following questions (see below), consider all the measurement and assessment efforts occurring in the unit-level including SLOs, GEOs, and AUOs. Other sources of data include discussions with departments and program/course-level information in ePIE. Where available, use the *Progress on Program Level Outcomes* report, the *Progress on Course-level Outcomes* report, *Unit-Level Assessment* report, and the *ePIE Transparency* report (available in your employee portal under SLOs/GEOs) to answer the following questions.

1. What is your assessment of the overall progress in your unit(s) relative to SLOs, GEOs, and AUOs implementation and assessment? Identify any specific areas that need additional assistance in meeting the target objectives.

RIE is the facilitator and/or leader for SLOs and GEOs and to some extent AUOs. From a college-wide perspective, it is clear that there are varied levels of buy-in to the outcomes assessment process. RIE continues its work with the Instruction Team, Outcomes Coordinator, Outcomes Committees and faculty leadership on this issue. There appear to be many areas in need of addressing including:

- Having leaders (administration and faculty) across campus being supportive.
- Providing multiple supportive resources (monetary, people).
- Providing recognition for excellent work and/or excellent demonstration of improved student learning (our next step in the process).

- Integrating assessment into many areas/processes across campus (e.g., Flex Day, resource requests).
- Making time for campus-wide, division-wide, department-wide dialogue.
- Having assessment days for faculty to showcase their work.
- Inspiring and motivating all to want to participate because it is a great thing for improving student learning.
- Having faculty chairs embrace the process and see its value and integrity.
- Having valid and reliable assessment instruments and processes for faculty to use.
- Creating experts across campus using a train-the-trainers process

The ePIE (TracDat) is creating some problems for end users. Now that the software has been used for over 3 years, there is a need to re-examine it and what the Institutional Effectiveness Committee is asking it to do. Can PIE be simplified? Can ePIE be improved/simplified? A meeting with the ePIE vendor is set for early August to have those discussions. It is thought that some sharing of ePIE cheat sheets on the web might be a help to some as well as some retraining and/or focused training on specifically difficulty areas.

2. Identify key examples where assessments by your unit(s) have led to the implementation of specific changes or produced measurable improvements.

RIE provides numerous support for and leadership of the outcomes assessment process. For the fall 2010 self-study, the team provided the data and coordinator in order to help with the exceptional outcome of that visit – full accreditation with no qualifying reports.

RIE provides support for learning outcomes assessment via the Basic Skills project. The Educational Research Assessment Analyst (ERAA) works with funded projects to create their SLO/AUO/SA and to measure them. Periodically, the ERAA meets with the Basic Skills Coordinating Committee to discuss the validity of the assessments. The Director of RIE works with the Outcomes Coordinator and the Outcomes Committee to discuss the progress being made as well as the issues that need to be addressed. In spring 2011, RIE work with the Outcomes Committee to take a Pulse of Assessment across the campus. Using multiple data collection means, the end result was a clear need for further improvement in the depth of buy-in from faculty. In 2011-12, numerous techniques will be used to improve the integrity of the outcomes assessment process (e.g. Presidential Award was proposed).

V. RESOURCES

Using the **Resources Requested** report, identify the necessary resources and indicate if they are to achieve an SLO, AUO, or SA. Please only list 5 to 10. Describe your unit(s) resource request trends in the following categories:

Use the following table to outline the Top 5-10 Trends for **Short-Term Needs**. A short-term need is anything that is planned for that is needed within the next 12 months.

DEPARTMENT	SHORT-TERM NEEDS (WITHIN 12 MONTHS)	5-10 REQUESTS TOTAL	TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)	SLO/GEO/AUO/SA
Research & IE	Short-Term	Researchers attached to grants & outcomes assessment	staffing	SA (grants & District work)
Research & IE	Short Term	IT and RIE trainings on Banner, Argos, and ODS/EDW	Training	SA (Data Access)
Research & IE	Short-Term	IT and RIE teams for Banner, Argos, and ODS/EDW	Staffing	SA (Data Access)

Use the following table to outline the Top 5-10 Trends for **Maintenance Needs**. A maintenance need is an item that will have an on-going budget need like a multi-year copier maintenance agreement, or a copy machine lease, or a software license that will require annual upgrades.

DEPARTMENT	MAINTENANCE NEEDS (ON-GOING BUDGET)	5-10 REQUESTS TOTAL	TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)	SLO/GEO/AUO/SA
	Maintenance	NONE		

Use the following table to outline the Top 5-10 Trends for **Long-Term Planning Needs**. A long-term planning need is anything planned for that is needed more than 12 months but less than 36 months from now.

DEPARTMENT	LONG-TERM PLANNING NEEDS (MORE THAN 12 MONTHS)	5-10 REQUESTS TOTAL	TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)	SLO/GEO/AUO/SA
	Long-Term	NONE		

VI. Planning for the Future

Using the **Planning for the Future report** and based on the narrative summary from the units, what are your unit(s) planning themes for the 2011-12 academic year. Please only list 5 to 10. (Consider working with your fellow managers to standardize your responses.)

1. **Staffing:** RIE will increase its support for outcomes assessment through, as a minimum, offering 20 hours per week for the Educational Research Assessment Analyst to work with faculty across campus on their related work. The District is able to hire another Educational Research Assessment Analyst to help across campus.
2. **Training:** RIE will work with IT to continue to get the necessary training for Banner/Argos. RIE will also work closely with IT to secure its involvement in the process for creating and maintaining an exceptional ODS/EDW system. As it stands now, the time required to pull data from Argos is exceptionally slow (at times 30 minutes or more for one query/request). Given that the same query used to take 30 seconds or less in the old data warehouse using MS Access, there is a huge inefficiency that RIE is working with IT to improve. IT and RIE have already begun these meetings.
3. **Efficiency:** The days of saying “yes” to all research requests are gone. The staff have been given the directive to improve their efficiencies by using numerous techniques: (1) examining all requests with a critical eye to the usefulness of the data and the time required for data extraction versus other pending projects, (2) re-prioritizing projects, (3) seeing the director when necessary to address concerns with the project team, (4) encouraging project teams to use more efficient means such as online surveys rather than paper ones, (5) cross-training staff and using each other’s Argos data blocks for queries, and (6) working efficiently with IT for training issues and maintenance issues with Banner/Argos, etc. The most problematic directive they’ve been given is to decide when it is appropriate to say a gentle “no” or “not now” and to ask the director for her support on their decision. Researchers are natural pleasers – it is a hard thing for them to say no, but necessary in order to maintain a healthy work environment.

VII. ADDITIONAL COMMENTS

In the space below, share any additional comments that may not have been captured within the sections above.

As RIE is more of a support service. Answering these questions was difficult at times.

The field space within ePIE for the first two assessment questions was not large enough.

VIII. EVALUATION OF MANAGER'S SUMMARY PROCESS

The Institutional Effectiveness Committee is interested in assessing the forms and processes (i.e. the PIE process, the Manager's Summary, etc.) that have been established as planning guides for the college. Please comment on the following components:

1. What did you learn as a result of preparing this Manager's Summary?

It is not that difficult to go from a one-department PIE report to a managers' summary, but I can't imagine doing it with more than one department. IEC should look at its processes and decide what is really, absolutely needed and useful to do and does it need to be done each year. There is a lot of time spent on flipping back and forth between the MS Word documents IEC creates, the new MS Word documents that the department may create, ePIE and ePIE reports (assuming there are no problems with ePIE). Is planning getting missed or overshadowed by the process piece?

2. What was the most challenging part of preparing this Manager's Summary?

Adequately reflecting the stellar work of the department in a summary piece. While the original ePIE RIE document is crazy large, it certainly provides a good documentation for the work of the department. It will be put onto the web for all to see as it was done last year. Other research teams across the US have used RIE's report as a basis for their department's reports.

3. What suggestions can you offer to improve the Manager's Summary?

The MS Word table for the accomplishments was quirky. It didn't allow me to put in information easily and it didn't allow a lot of information for one cell. I was using MS Word 2010.

Instead of Ginny getting all the summary reports amongst her many other emails, perhaps have a new email address that is used to collect that information to IEC to use/review as necessary. May be we shouldn't have Ginny copied on the Manager's summary to the VP?

Would it be helpful to have the summary piece done online somehow through the portal or ???

We need to re-jig how much time the IT department put into PIE/ePIE. On talking with Kate, it sounds like a lot of time is taken on numerous steps that IEC doesn't really understand is happening. Again, is IEC creating a process that is so complex that planning is lost in the mix?

4. What additional data should the College provide to assist your unit(s)?

None.

IX. TIMELINE

August 1, 2011	Manager's Summary of the units' e-PIEs due to appropriate Vice-President. E-mail the summary to your VP and copy Ginny Burley, Chair, Institutional Effectiveness Committee (IEC).
September 2, 2011	Vice-Presidents prepare a summary of reports they have received to take to budget allocation discussions; VPs submit summaries via e-mail to Ginny Burley, Chair, IEC.
October 2011	IEC reviews all submitted summaries to prepare a year-end report to President's Advisory Council (PAC) on progress made in meeting college goals.