



An update on planning initiatives under way to foster efficiency, effectiveness, and excellence.

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## Institutional Effectiveness Committee's (IEC) Current Planning Model

### Institutional Effectiveness Committee:

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**Planning for Institutional Effectiveness (PIE)** is the model used at Mt. San Antonio College (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.

At the unit and team levels, the features of PIE include the following:

■ **Program Review: Documentation of Progress/Alignment.** Units/Teams report on accomplishments toward their established goals since the prior year's reporting cycle. Units also designate where such accomplishments are aligned with institutional or team goals.

■ **Program Review: Data Analysis.** Units report narratively on both external and internal conditions that are currently affecting their programs/constituents. They are also provided with standardized data reports (e.g., FTES, contact hours, fill rates, WSCH, FTEF, average class size, percent success, percent retention, number of faculty contract/hourly/overload/reassigned hours, number of degrees/certificates awarded over a three-year period, provided at the discipline/department/division levels) and are required to conduct an analysis of relevant data for their area. They may incorporate other internally-generated data that they find relevant. Units then report on the findings/trends observed in the data and how these in turn impact planning.

■ **Planning: Development/Alignment of Goals.** Using the data analysis and building upon

goals/objectives from prior cycles, units/teams establish and/or modify goals. Where these are aligned with team or college goals, they so indicate.

■ **Assessment and Use of Results: SLOs/AUOs.** Considering their mission and unit goals, departments identify Student Learning Objectives (SLOs) and/or Administrative Unit Objectives (AUOs) that they will assess in order to affect continuous improvement toward achieving their goals. These are established at both the program and course Level. Means of assessment and assessment criteria are established, and a summary of assessment data is reported for each SLO/AUO. The "use of results" then closes the loop in terms of addressing future planning and adjustment of goals, etc.

■ **Assessment and Use of Results: Strategic Actions.** Units report other specific actions that need to be taken to achieve their goals. These may reflect actions or steps required to implement changes in addition to those that are recorded under SLO/AUO "use of results."

■ **Planning: Resource Allocation.** Based on analysis of results and strategic actions needed toward accomplishing their goals, units/teams describe the resources needed and link requests (as appropriate) to unit, team or college goals.

### THE PIE PROCESS

**Units** complete their individual PIE documents in *ePIE*. Reports from this input are forwarded in some cases to **Intermediate Managers** (such as academic deans) for summary analysis.

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Subsequently, these intermediate manager reports are received along with direct unit reports by the **Team Leader** (*Vice President*) who then completes a similar summary analysis reflecting the input of all the units within that team.

At the Team level, input is analyzed to inform progress toward existing goals and to assist in the setting of new goals and priorities for ongoing improvement. Manager and Team level summaries also provide feedback on the PIE process, including recommendations for process improvement.

Finally, the Team summaries are collected and compiled by the IEC into an institutional PIE summary report that is forwarded to the President's Advisory Council (PAC). This report:

- summarizes institutional progress made annually toward the college goals.
- documents Team goals established for the next evaluation cycle.
- reflects the common conditions (internal and external) that are influencing institutional planning.
- makes recommendations for modifications or additions to college goals for the next cycle (based on the current year's summary analysis).
- makes recommendations for modifications to the PIE process to improve clarity, ease of use, or efficacy in supporting integrated planning and evaluation processes campus-wide.

In preparing the final institutional PIE summary, the IEC also incorporates input on goals and progress of campus committees, and will this year include a report on implementation of strategic objectives. Strategic objectives were adopted for the first time in the 2008-09 PIE cycle as a means to further operationalize and measure the extent to which the college is achieving its stated goals. Specific areas and individuals have assigned responsibility for monitoring and reporting on these items, with assistance from the Office of Research and Institutional Effectiveness.

In formulating its recommendations to PAC for future college goals, IEC will also consider modifications to strategic objectives.

### EVALUATION OF THE PIE PROCESS

Evaluation of the PIE process is continuous. Each year, the IEC requests and receives feedback via the Manager and Team summaries (which are asked to reflect the input of their various

units) on process clarity, utility, ease of use, effectiveness of documents and training, etc. Feedback is also obtained from training sessions offered in support of the planning/*ePIE* throughout the year. This feedback is incorporated into adjustments for the following year's PIE process. The IEC also considers the Accrediting Commission for Community and Junior Colleges (ACCJC) rubric and standards for planning and evaluation in identifying process components to be strengthened. In 2008-09, for example, the review and evaluation of feedback resulted in the following changes to the PIE process:

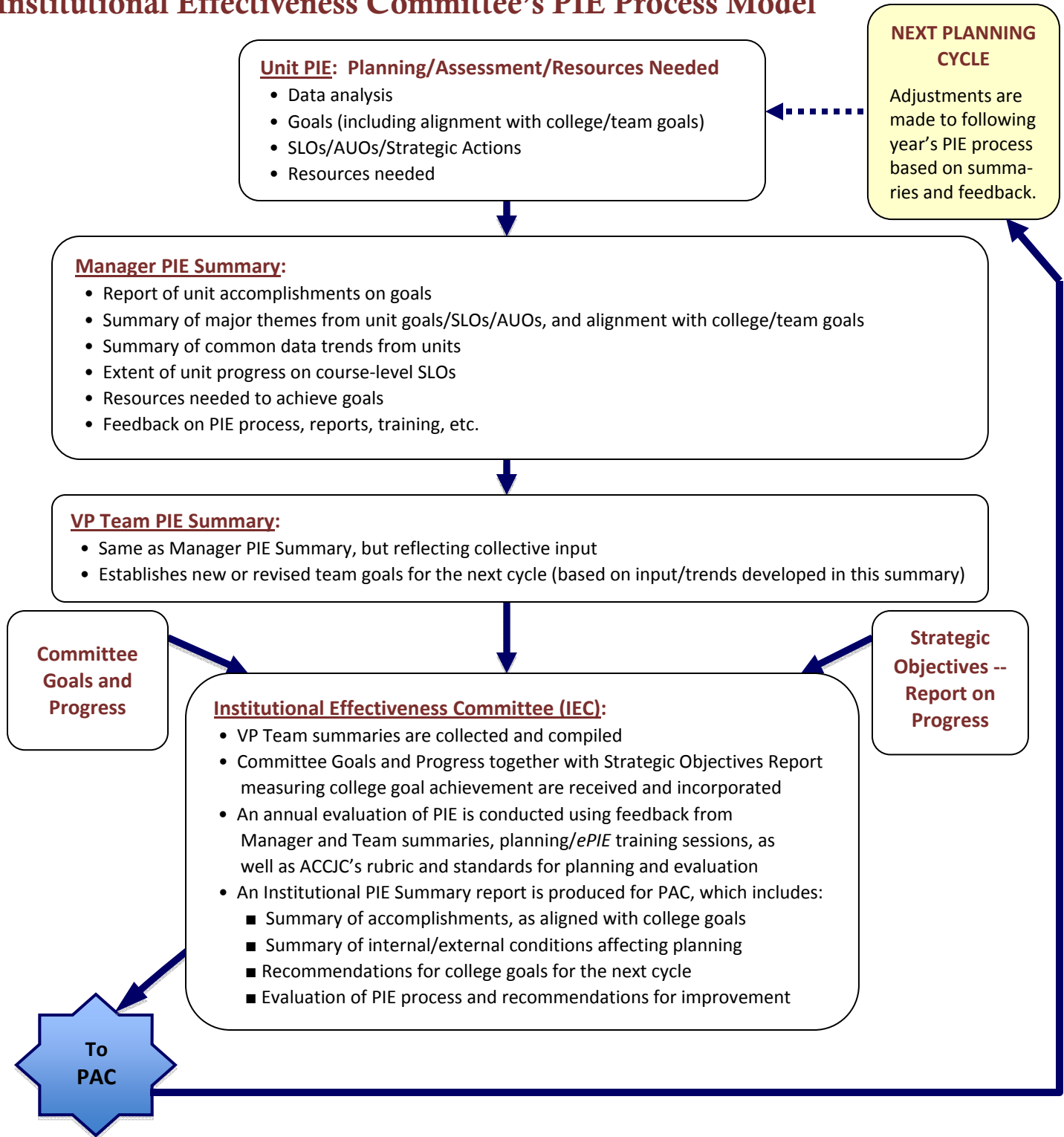
- More detailed worksheets and workbook templates to explain the process
- Worksheets and setup in *ePIE* that was individualized to specific team areas/goals
- Adjustments and clarifications of the timeline/deadlines for completing each level of the PIE process
- Revised reports from *ePIE* to insure better correspondence between language in the report format and information requested in the Manager/Team summaries
- Standardized reporting format for committee report input
- Expanded training in use of the formats/*ePIE*, including group training on demand

### INTEGRATION OF PLANNING/BUDGETING

The PIE model is the central vehicle for formal planning and evaluation at Mt. SAC. However, we recognize that planning exists in other venues and for various specific purposes outside of PIE (i.e., grant project planning and evaluation, basic skills, VTEA, etc.). As much as possible, we have recommended that elements of those activities be incorporated by the appropriate units into their institutional PIE documentation as well. (VTEA and Basic Skills now require PIE documentation as support for resource allocation requests.)

Recognizing that our current budget model allocates most non-categorical funding at the Team level (and requires that teams produce documentation of their individual budget allocation models and processes), the PIE process this past year incorporated the addition of team goals. As teams align their unit planning and resource allocation requests to team goals, we further strengthen the alignment and integration between planning and resources.

# Institutional Effectiveness Committee's PIE Process Model



Resource Requests are compiled and sent to the Budget Committee, Research, Marketing, Instructional Equipment, and Human Resources for staffing.

**NOTE:** PAC stands for President's Advisory Council, a shared governance group. PIE stands for Planning & Institutional Effectiveness and ePIE is its electronic version.