Mt. San Antonio College
Manager PIE Summary 2015-16
Instructions for Completing the Manager PIE Form 2015-16

About this year's Manager PIE 2015-16 …

This year's Manager PIE has been custom-loaded from last year's Manager PIE, if you wrote one, and delivered to the contact person listed there. If you did not write a Manager PIE Summary last year, you will need to use the blank Manager PIE Form. Please send an email to Don Sciore, Associate Dean of Instructional Services, dsciore@mtsac.edu to request a blank form.

Due dates:

July 1   Unit PIE due to the manager (determined by each team)
August 1   Manager's PIE Summary due to Vice President (if the VP uses Manager's PIE Summary)
September 1   VP PIE Summary due
Winter/Spring   Institutional PIE Summary

Feedback Wanted: your questions may help others!
Any comments or questions about the PIE Instructions, please contact Meghan Chen, Dean of Library & Learning Resources, mchen@mtsac.edu.
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Assumptions in the new 2015-16 Unit PIE form:

Planning is ongoing, but we are not starting from scratch.

- This year's Manager PIE form will arrive preloaded with each unit's information from last year (if one was completed last year).
- Each manager will review, update, and the work will be saved for next year's PIE. And so on …

Many plans and outcomes require multiple years of implementation and possibly multiple resources. Continuing from last year, we are summarizing and reporting on the activities of the current year and planning for the next two years.

Planning should be an inclusive process.

- The Manager PIE should reflect your team's mission, goals, and needs, and it should be evident that ongoing dialogue and collaboration result in good planning.
- The document is due August 1, and there is time to include your unit members' discussion and input.

Closing the loop on planning and budgeting is an accreditation expectation.

- We have to demonstrate a clear alignment between what we plan to do and the resources we say we need to meet our goals.
- We need to *show* the progress, impact, or result of our work with qualitative and/or quantitative data.

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Analyzing and using student retention and success data for improvement are also an accreditation expectation.

- Our Manager PIE should contain analysis about student retention and success data, including course/degree completion, transfer, and job placement.
- Our planning should demonstrate that we **analyze and use the data** to plan activities for continuing and improving student success.
- The non-instructional units of the college use other success indicators to describe their contribution to student learning and success.

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To support the PIE process, narrative instructions, data sources, and a glossary are now linked to the form. These documents, and the PIE form, can always be improved based on user feedback each year.

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Cover page – Wait, it's a ONE-PAGE PIE?!

All 11 sections are nestled in this form on one page:

- You can print out the page and use it as a checklist as you go through it. You may have to stop and return to it later.
- Click on each subheading title (it's a link), and it opens up the section, ready for use.
- Click on the same link, and it closes.
- You can leave each link open, and see how many pages your PIE really is; or, you can click open only the section you're working on, and close it when it's done.
    - o "Open All Sections for Printing" - You may want to print the whole document so it's easier to read or to gather data/information to prepare for inputting information into the form later. Click on it again to close all sections.

Helpful hints:

- This PIE form is optimized to be used in **Adobe Acrobat Pro version 10 or later**. When you click on it, and you see a page with what looks like an error message, don't panic! Click the down arrow on the upper right corner to download it to your computer and save it. Then, it will open when you click on that file.
- You may want to print the cover page and use it as a checklist as you work through your Manager PIE.
- This form has an interactive logic:
    - o It has to be filled it out in a linear sequence: the actions you take in the beginning pages will drive how the information shows up, or not, in the later pages.
- Help links in the footer: Go to PIE Form Glossary and Narrative Instructions

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- You may want to keep open and minimize the webpages on Narrative Instructions, PIE Form Glossary, College Goals and Themes, and Data Sources so they are handy for you as you work.
- Use the green plus sign (**+**) to add a row and the cinnamon (-) sign to remove a row. *Caution*: once you delete a row with information typed in, there's no "undo" button!.
- If you hover your cursor over the italicized, gray text, a textbox will pop up with the same description in larger, un-italicized text.

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Introduction

I.   Unit Information

Unit, Contact Person, E-mail/Extension	Update with any new information. This section must be filled out before you'll go on to the next fillable section.
Current Year 2015-16	Yellow mustard spices up 2015-16 PIE work. I'm thinking pretzel, which is what my brain looks like when analysis is required.
NOTE: Outcomes Assessment	Outcomes assessment work should be recorded in TracDat, now version 5, which stands for "fabulous" for being user-friendly.

II.   College and Division Missions

Institutional Mission	Situated in the Institutional Planning Framework, it is there for guiding Unit Mission and all our work.
Division (or Team) Mission	If your division or team has a mission statement, enter it here. If you do not have a division mission, then leave it blank or your team could write one in time for this PIE's due date. The textbox will expand if you have a longer statement.

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III.   College Themes and Goals

The content of this page will remain contained on one page even if your Unit Mission extends to a new page.

Click on "Close Above Section", in the lower left corner to close this page.

Planning Context: Division Goals

The table contains goals as noted in SectionTwo - of last year's PIE that guided your 2015-16 year. You cannot edit this section. You may revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2016-17 and 2017-18 in SectionTwo.

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If this is your first Manager PIE, then you input your division goals in the middle column; give each one a goal name to appear in the later table for connecting to your plans and activities; and connect to a college theme

Section One

Where We Are: A Summary Analysis of the Current Year 2015-16

a. **Narrative Summary**

- **This summary is about your division's achievements in 2015-16. You can glean the major themes from your units' PIEs in which your units indicated "high" priorities.** The text font is italicized and will be darker and not italicized once you click on "Notable Achievement Theme".
- The textbox is prepopulated from last year's Manager PIE Summary if one was completed. It may need to be updated. If this is an inaugural Manager PIE Summary, then this summary statement is based on all the Unit PIEs from units that report to you.
- "Select Achievement Theme" has a pull-down menu of themes: your division's notable achievements may be organized by theme. A suggestion: you may want to work on this part before you write the summary of achievements. The themes will emerge!

V. **Accomplishments:**

Please convey how your team's achievements are achievements, with context to show why and how. The rest of the college may not be as familiar with your area as you are.

For example, if your area won an award, describe how it's significant: are we the first community college to win this award when the winner has been four-year institutions?

VI. Closing the Loop – Alignment and Progress on College Goals:

This section is for **reporting succinctly** what your Unit has done with the resource allocations you received as a result of planning.

Describe any results or impact of the activity you implemented with your new resource. Maybe you did not get that resource in time in 2015-16 to implement a plan for which the resource was allocated, but you still describe the status of implementing that plan.

> Example: The library received $250,000 to replace ripped up, dangerously dilapidated carpet in early Spring 2016. The plan is to replace the carpet with carpet tiles in August 2016 when classes

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are not in session and the library is closed to the public. An indicator of success is the library opening on the first day of Fall 2016 with new, safer, and fresh smelling carpet.

The classrooms on the first floor of Building 6 have old, broken, and unusable chairs. The one-time allocation of instructional equipment funds funded these classroom chairs; they have been ordered and will arrive by June 2016. The plan is to have the old chairs replaced in time for use in Summer 2016.

This is also where you show your team's planning and use of existing resources because not all goals require new resources. However, this section is NOT intended to have you repeat what you already entered in the Notable Accomplishments section.

SUGGESTIONS:

You may want to break your reporting into two parts:

    (a) what's been funded and done, partially or entirely
    (b) what still needs to be funded

Section Two

Where We Are Going: Planning for the Next Two Years: 2016-17, 2017-18

VII.   Division Goals for 2016-17

This section is for reviewing your unit goals to see if they are met or if they need revision. You can remove goals that are no longer relevant, and add new goals for this year and future years.

+	Division Goal Name	Division Goal	College Theme	**–** **Delete**
	Current goal imported from 2014-15 that your Unit considers a continuing goal	*Keep the goal as-is or modify the goal*	*Keep the theme or choose a different one*	
Add *a goal*	*Input a goal name*	*Write your goal here*	*Choose a theme*	
Modify a goal	*Revise goal name*	*May keep existing language for reference.* *Start a new paragraph with [2015-16] to denote a revised goal.*	*Choose a theme*	

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VIII. Tracking Conditions and Trends

This section is intended to track that conditions and trends that influence planning over a multi-year period beginning with 2014-15, now 2015-16.

- Review, revise, and/or add new information as necessary
- Include data sources
- Select the "Year" in Column one to reflect changes

Click on **Link to Data Sources and Support Options** (on upper right of the table, just above "Data Sources" column) for a list of possible data sources and reports as a starting point for your Unit.

Throughout these sections:

Green plus (+) sign – to add a new theme

Mustard plus (+) sign under the theme – to add a sub-item

To delete = **Cinnamon** minus (-) sign

a. **External Conditions Summary** – there may be no need for any changes.

Go through each of your External Conditions ("External" means outside of the College) to see if any conditions changed or went away. You can delete or add.

Check the themes to ensure they match with the narrative.

b. **Internal Conditions Summary** - there may be no need for any changes ("Internal" means inside the college or your division or department). Go through each to review and update right in the textbox, add (green plus sign on left column), or delete (minus sign in cinnamon background), or Functionality of the form's interactive features are the same throughout this section.

c. **Retention and/or Success -** Put your cursor into the textbox if you want to modify any information about this condition, trend, or impact. Include your analysis of student retention and/or success data pertinent to your Unit's courses, programs, degrees, job placement rate, and transfer rate. Leaving multiple-year data here shows the trends.

d. **Critical Decisions -** Put your cursor into the textbox if you want to modify any information about this condition, trend, or impact. Write the decisions your Unit made and briefly describe why they were critical decisions. What data or information did your Unit use to make the decisions? What would happen if your Unit did not make these critical decisions?

e. **Progress on Outcomes**

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Progress on Outcomes Assessment: Enter/discuss your team's progress on outcomes assessment in a more global manner and how it will inform your PIE this year.

"Progress" means any forward movement on your team's contribution to outcomes. You may need to describe milestones to convey progress even if it is not qualitatively measurable just now. This is intended to support your planning for this year especially if your team will ask for additional resources. This is <u>not</u> intended for recording (regurgitating) all outcomes assessment data since that should be recorded in TracDat 5 (Fabulous). Rather, include the outcomes that affect your planning this year and/or for which your team is requesting additional resources.

Some possible examples by team:

Instruction:

- Student learning outcomes across sequential courses revealed a knowledge/skill gap needs to be addressed by new equipment or software because not having such resources meant students were unable to meet a particular learning objective (e.g., keep current with industry standards).
- All courses in the 2013-14 assessment rotation (name the courses) have been completed and are awaiting data summary/analysis and use of results (columns 4 & 5 of the 5-column outcomes assessment model).

Student Services:

- New Orientation: preliminary data show that 90% of participants in the new extended orientation learned the new requirements and 95% reported appreciation for the orientation.
- Implementation of Stage 1 (or 2 or 3) of SSSP is 100% completed. The next two stages are being planned with IT, Research, and other affected teams (e.g., Marketing).

Administrative Services:

- An assessment of electronic storage use and capacity shows a huge demand for increasing storage capacity across the college: X% of grossly outdated, no longer relevant files have been destroyed and purged.
- An evaluation of the rate and satisfaction level of closing work order tickets showed the inadequacy of the current work order system.

Human Resources:

- The Unit has identified key business processes (name the processes) that require review for greater efficiency, e.g., recruitment, operational connection to Payroll, work assignments of HR Technicians.
  Results from focus groups showed the recruitment process needs to be streamlined and adjusted for greater efficiency for HR staff and user groups. User groups' feedback will be used to evaluate efficiency of the improved recruitment process for further analysis.

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IX.   Planning for the Next Two Years of this Planning Cycle

Review your narrative summary from last year if you did a Manager PIE last year. If not, this is where you would write highlights of your team's priorities to work on for the next two years.

This is where you add a new plan or activity.

Each green plus sign adds a new plan, and under each new plan, you could add specific activities to implement the overall plan.

Select Activity Theme has a pull down menu of themes, or you may create your own theme by clicking "Other – Select text and type here" and then typing directly in the textbox.

Beware of the minus sign in **cinnamon**: if you click the one on the same row as the green plus sign, you will delete the entire plan. *There is no undo button*!

You may want to think about adding a new plan for every new goal especially if you are going to ask for new resources.

X.   Strategic Objectives

Strategic Objectives are specific activities or tasks that come from the college's [Strategic Plan](). The President's Cabinet assigned them to managers whose areas of responsibility meet those objectives; these managers with these links are expected to report on any progress made.

It is strongly recommended that you click on the links as early as possible in your Manager PIE work, so you have a sense for the information and data you may need. It is likely that you will need to ask other areas and colleagues for data.

For example: the Strategic Objective below applies to many tutoring programs across campus, not just the Learning Assistance Center. The response to this one will reflect different areas on campus that offer tutoring.

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

XI.   Budget Prioritization Form

Instruction Team managers are expected to use this spreadsheet to reflect their area's resource requests and the amount.

Once you are finished with the spreadsheet, you save it onto your documents, and then you can click on the "Attach Documents" button to attach it to your Manager PIE form. When you

submit your Manager PIE form, it would already have your resource request spreadsheet embedded.

Administrative Services, Human Resources, and Student Services Teams: your vice president will give direction on how they want you to submit your resource requests if it's not through this spreadsheet.

XII.   Suggestions and Additional Information

Your feedback is valued and useful in our effort to improve the PIE form. Each PIE form's improvement is based on our colleagues' feedback.

- Please provide **suggestions for improving the planning process** for your area. It can be about the PIE form or about the planning process itself.
- Please suggest **any additional information the College should be providing** to assist your area's planning.

ONE LAST THING … To lock and unlock

"Lock this Form" tan button: click on it to lock the form and to prevent any accidental changes to the form as you step away from it or share it with others for feedback. The form has lots of interactive features, so it's possible to accidentally make changes to it.

"Unlock this Form" green button: click on it to unlock and continue typing or modifying throughout the form.