November 2008

To All Departments and Administrative Units:

With this memo, we commence the Planning and Institutional Effectiveness (PIE) process for 2008-09. Included here are the revised guidelines for documenting the planning and evaluation activities being conducted at the unit level. As all units will now be required to enter their information into ePIE, we have updated the planning guidelines with revisions to the ePIE manual, and have developed these guidelines into a “PIE Workbook” format. We hope that this “workbook” approach will facilitate the work at the unit level, to simultaneously generate materials that can be directly entered into ePIE’s corresponding fields. Access the ePIE workbook electronically at
http://inside.mtsac.edu/organization/committees/iec/documents.html

Please read all of the attached information carefully. It has been developed in response to the questions and feedback provided by units in previous cycles, and should assist you.

The dominant characteristics of the PIE process are as follows:

- The PIE process serves two primary functions:
  1. To document the accomplishments and progress of units, teams, and the college toward achieving their stated goals, and
  2. To coordinate and align unit planning with college-level planning. This is accomplished by the designation of college goals developed by the President’s Advisory Council (PAC), and team goals developed by each of the four teams (Administrative Services, Human Resources, Instruction, and Student Services.) Please refer to the attached list of college and team goals.

For further clarification of how these functions are expressed in PIE, please see the attached “Overview of the PIE process” document.
• At the unit level, planning is documented through the creation of student learning outcomes (SLO), administrative unit objectives (AOU), and unit goals. Departments and administrative units then engage in cycles of ongoing outcomes-based assessment that are documented at least annually in ePIE. It is expected that all departments/units have now completed at least one full assessment cycle, including ‘use of results’ from prior assessments. This work builds on the goals, established outcomes, and assessment data collected over the past years, and acknowledges the need to see assessment efforts as ongoing and cyclical.

• While much work has been done on SLOs at various levels of programs and disciplines, we need to continue efforts to establish outcomes and assessments at the course level. The expectation that all credit courses will establish and assess SLOs is clearly communicated in recent documents from the college’s accrediting commission. Moreover, outcome-based assessment of courses allows departments to examine effectiveness and make important changes that substantially affect student learning in each and every classroom.

• Planning is intended to be broadly inclusive with as many individuals participating at the unit level as is possible. We believe that the best planning takes place when we encourage and support appropriate input from all college constituencies, and this participation is most relevant and useful at the department or unit level.

• Requests for resources must be tied to unit, program, and team goals, and should be supported by data analysis. Types of resources include needed budget as well as other kinds of support the college can provide, e.g., research support, training, positions, and instructional equipment. Resources requested via categorical funding sources (e.g. VTEA, Basic Skills, etc) should also be connected to PIE. Given the unpredictable times when funding is made available by the State throughout the academic year, establishing a strong foundation of unit planning based on clearly articulated goals is imperative so that we can spend our money wisely and thoughtfully.

The timeline for the PIE process this year is as follows:

**November 26, 2008**  Departments and administrative units receive notification of PIE process; planning/input to ePIE begins

**April 3, 2009**  Unit-level documentation is completed in ePIE; units notify division office or appropriate manager of completion

**April 24, 2009**  Deans/managers prepare a summary of department PIE input, and submit to appropriate Vice President

**June 1, 2009**  Vice Presidents prepare a summary of PIE input at the team level and submit to Institutional Effectiveness Committee

**June 22, 2009**  IEC reviews all submitted summaries to prepare a year-end report to PAC on progress made in meeting College goals
What’s different in the PIE process for 2008-09:

- As stated above, all units need to use ePIE to document their planning and assessment activities. A paper submission is no longer available. Training sessions in the use of ePIE are scheduled through POD beginning in November (http://olsc.mtsac.edu/sdev/Classes/cal.asp.) For technical assistance or to schedule other departmental training, please call Kate Scott, x5562.
- The College goals for 2008-09 have been modified slightly, and a new goal (#11) has been added. Departments are again asked to identify where their unit goals and activities are in alignment with the specified college goals, but there is also recognition that not all goals derived from the unit’s individual planning efforts conform precisely with college goals. These unit goals are still important, and still need to be acknowledged in any attempt to paint a comprehensive picture of planning efforts. Additionally, trends emerging from department level goals provide essential input that can lead to establishment of future college- or team-level goals.
- In an effort to create stronger linkages between PIE and existing resource allocation processes, an additional level of “team” goals has been implemented. All academic and administrative units are part of one of four teams: Instruction, Student Services, Human Resources, or Administrative Services. Based on input from last year’s unit PIE documents, each team set goals and priorities that will be used to drive resource allocations. This year, departments should document alignment of department goals and activities with these Team goals. Since our existing processes for allocation of new resources occur predominantly at the team level, this change will greatly strengthen the connection between unit-level planning and resource support.
- Resources requests that may be eligible for support via categorical funds (VTEA, Basic Skills, Matriculation, etc.) must also demonstrate a thoughtful, integrated connection with department-level planning. Therefore, units must include planning, data analysis, assessment, and resource requests related to these sources in the unit-level ePIE. You may be asked to provide PIE documentation in order to access these funds.
- In past cycles, the mechanism to record progress occurring since the previous report was somewhat unclear. To address this, a new section (“accomplishments”) has been added at the unit-level to explicitly document departmental achievements, as related to any college and/or team goals, or in connection with department goals, priorities, or activities.

What happens to our completed PIE reports?
Your PIE documents are reviewed and summarized at the team level. Members of the IEC then work with these team-level summaries to create an overall summary of the year’s planning efforts for PAC. In reviewing these summaries, trends that emerge from various units, departments and teams may be translated by PAC into new or revised college goals for the next cycle. In addition, the yearly PIE documents are archived in ePIE. The IEC has established a website that contains documents related to current and past planning efforts, including examples of strong PIE reports from previous years. You may find these samples to be useful in the preparation of this year’s forms. The IEC website is http://inside.mtsac.edu/organization/committees/iec/
## Overview of the PIE Process

<table>
<thead>
<tr>
<th>Section in PIE</th>
<th>What is being documented</th>
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<tr>
<td><strong>PAST</strong></td>
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| Accomplishments (Fall 2007 to present) | - Documents your department/unit accomplishments on your existing goals since the last PIE cycle  
|                | - Ties accomplishments to college goals and team goals, as appropriate |
| **PRESENT**    |                          |
| Internal/External Conditions (as of 2008-09) | - Identifies conditions that affect your planning process at this time |
| Use of Data (data derived from prior years, but use for goal setting for the future) | - Identifies what data you used, what you learned from the data, and how the data relates to decisions for goals or strategic actions |
| **FUTURE**     |                          |
| Department/unit goals (for Fall 2008 - Fall 2009) | - Lists goals to be used for this year (you will list “Accomplishments” relative to these goals in the next year’s PIE cycle) |
| Student Learning Outcomes, AUOs, Strategic Actions | - Expands upon goals to document how these are to be assessed, what data has been collected, and what plans are in place to respond to the data  
|                | - SLOs are tracked at both the program- and course-levels. |
| Goal implementation/ Resources Needed (planning for resource requests for 2008-2009) | - Shows goal alignment with college and team goals  
|                | - Links important decision data from SLOs, AUOs, and strategic actions to the goals  
|                | - Documents the resources that will be needed to achieve desired progress on goals |