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

_The College’s mission statement drives all efforts for the institution._

**EXECUTIVE SUMMARY**

This executive summary aims to highlight Mt. San Antonio College’s (Mt. SAC’s) institutional planning efforts during the 2009-10 year. The Planning for Institutional Effectiveness (PIE) process is the primary mechanism by which local efforts can be aligned with College goals and institutional processes for evaluation, future planning, and resource allocation to maximize efficiency and effectiveness. Other alignment is documented with strategic objectives (SOs) and committee accomplishments.

Through PIE, individual reporting units annually document their planning efforts, which are compiled into summaries by their respective Deans, Directors, and Vice Presidents. The reporting units are required to enter their reports into e-PIE (the electronic version of the PIE process) for electronic archiving and documentation. From there, the Information Technology (IT) department extracted the electronic information of the relevant units and prepared customized reports for the Managers and Vice Presidents in order to analyze and summarize the planning elements. Summaries from the four Vice Presidents (i.e. Student Services, Administrative Services, Instruction, and Human Resources) were compiled into an institutional summary by the Institutional Effectiveness Committee (IEC), which coordinates this entire process.

Summaries compiled by the Vice Presidents clearly demonstrated significant effort and authentic engagement with the PIE process. The Employee’s PIE Survey
indicated opportunities for improvement in employees’ engagement in the process. The depth and breadth of accomplishments occurred simultaneously with many changes at the campus, including the continued adaptation to Banner and Argos, almost crippling losses of categorical funding, and the continued uncertainty of state funding.

The PIE process clearly exemplifies an evaluative, integrated planning effort through the interconnection between goal-setting, student learning outcomes, Career Technical Education (VTEA), administrative systems planning, Banner implementation, new processes, class schedules and enrollment, hiring, etc. Unit-level planning incorporates these elements in the context of the unit’s short-and long-term vision and is, therefore, the first step in integrated planning. Further documentation about the process for PIE can be found at the following link: http://www.mtsac.edu/administration/research/pdf/newsletters/2009-04_planning_for_excellence.pdf

The sections of this full Annual PIE Summary document are below:

1. Planning context and data trends (page 6)
The units examined the internal and external conditions impacting their work. It is interesting to note that the common themes identified below for 2009-10 are similar to the themes identified as affecting the majority of the campus in 2008-09: the need for new, expanded facilities; the increased workload caused by the Banner implementation; the negative impact of the economic climate at the state and college level; and, limited staff to do required and sometimes mandated work. It appears that these conditions have become more intense over the last 12 months due to the economic realities of a global recession. It is clear from the reports that the units were able to scan their environment and identify the factors that affected their effectiveness and planning.

The units used a variety of data from internal and external reports to which they had access. There was definitely an improved use of reports this year, both internally and externally, when compared to last year’s PIE Summary. Last year, many departments did not identify trends from available reports. Both the switch to Banner/Argos and the increased use of learning outcomes assessment may have increased the exposure to and use of reporting systems for decision making.

2. Alignment (page 8)
Strategic Objectives (SOs) were developed again this year by particular departments on campus to measure how well the College was performing on its goals. Overall, most of the SOs were achieved. There were circumstances (e.g. California’s budget crisis) beyond the College’s control that negatively impacted the ability of some SOs to be accomplished. While the Foundation was not able to achieve its fundraising goal, the Grants department was able to exceed its dollar amount for higher education research projects and program creation grants.

The IEC noted, however, that for one of the College goals relatively little activity was reported. College Goal 6 (The College will provide opportunities for increased diversity and equity for all across campus) is certainly a central focus for our work with students and for successful implementation of our mission. IEC recommends that the Student Equity Plan and the Campus Equity and Diversity Committee widely distribute their recommendations to the campus to strengthen campus alignment with this goal.

3. Student Learning Outcomes (SLOs) (page 36)
The College units that were responsible for course-level SLOs achieved most of the College’s goal for implementing student learning outcomes assessment; these goals range from 25% to 100%. As noted below, the College’s faculty members have achieved close to 100% in some areas.

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Courses with an SLO with Means of Assessment and Criteria for Success</td>
<td>89.6%</td>
<td>98.42%</td>
</tr>
<tr>
<td>Active Courses with &gt; 1 SLO with Means of Assessment and Criteria for Success</td>
<td>79.1%</td>
<td>95.10%</td>
</tr>
<tr>
<td>Active Courses through an Evaluation Cycle</td>
<td>n/a</td>
<td>36.14%</td>
</tr>
<tr>
<td>Active Degrees and Certificates with an SLO</td>
<td>n/a</td>
<td>53.63%</td>
</tr>
</tbody>
</table>

It is clear that the units are making a tremendous effort in the service of meaningfully implementing SLOs and assessment and we need to continue our momentum; thus, a major effort in 2010-11 will be to work on program-level SLOs.
4. **Team Goals (page 41)**

   Team Goals were derived from the planning processes executed at the unit level (i.e. bottom-up approach) and were customized for the four major areas/teams on campus – Student Services, Administrative Services, Instruction, and Human Resources. After working within the context of the Team goals in 2009-10, the teams reevaluated and, in some cases, modified or added to their goals for the next year. For example, Human Resources created all new goals for next fiscal year, while the Instruction Team’s goals stabilized.

5. **Resources (page 44)**

   Units identified the various types of resources (e.g. budget, staffing, facilities, research, marketing, etc.) required to achieve their stated goals and outcomes and aligned them to team goals, where appropriate. These Resource Requests will be shared with the Budget Committee, the managers in charge of functions such as Marketing and Research, and President’s Cabinet to communicate needs for additional resources across the College and to allow coordination of those requests through appropriate allocation processes when they can be implemented.

   Planning is a continuous, ever-changing process and, as such, this year the 2009-10 PIE Resource Requests Summary report has become an interactive database for the convenience of planning end-users. The Institutional Effectiveness Committee (IEC) hopes the College will utilize this database throughout the 2010-11 academic year as it plans for positions and instructional equipment, and seeks College/external-entity resources; collaboration on resource partnerships; and prepares for the upcoming 2010-2011 PIE process. The most widely requested items included those that require more budgeted dollars, those that require more staffing, and those that require equipment.

   With the recent reductions in state funding, it is anticipated that the overall ability of available resources to support the identified needs will be significantly below what has been possible historically. During this period of fiscal stress, planning for efficiency, effectiveness, and support of core functions must still be informed by the mission and goals of the College as well as the evaluation activities via the PIE process. However, IEC has determined that a system of prioritization of relative importance of the requests is necessary for the College to understand more clearly the most urgent needs as well as to anticipate long-term needs represented here.

6. **IEC Recommendations for Improving the PIE Process (page 45)**

   **IEC Plan for Improving the PIE Process**

   Throughout the 2009-10 academic year, the IEC demonstrated ongoing evaluation of the PIE process as documented by its meeting minutes. As issues were uncovered, the committee members discussed the situations, brainstormed, and identified solutions. It was through this level of collaborative and self-reflected dialogue that IEC helped the College and its units with student learning and institutional processes. To continue with the evaluation component, each year, the IEC requests and receives feedback via the Manager and VP (team) Summaries on process clarity, utility, ease of use, effectiveness of documents and training, etc. All feedback is applied in adjustments for the following year’s PIE process.

   The Employees’ Evaluation of PIE survey indicated that there is room for improvement in both the processes and structure of the College’s program review system known as PIE. Less than 50% of those who completed the survey understood the PIE process, were aware of how PIE affects their departments, were involved in PIE, were invited to be part of PIE, had their unit/department encourage them to take an active role in PIE, or received a copy of PIE.

   Respondents who answered “yes” to the following question, “Did you want to be involved in the PIE process in your unit/dept?” were further asked questions regarding the PIE process; their answers were favorable over 50% of the time; that is those who wanted to be involved in PIE said that they were able to participate in PIE, they said the PIE process was done in a collaborative way; they thought their unit/department met often enough to discuss the PIE; and they were satisfied with the overall experience with the PIE process.

   Based on the information from the Vice Presidents’ summaries, dialogue within IEC meetings, ad hoc feedback from the campus, the evaluation of the summaries by the IEC, and the employees’ survey, numerous action steps for continuing improvement in the next ePIE cycle are planned. These include:

   1. addressing difficulties in unit level reports that are not in optimal alignment with the summary forms,
   2. establishing a format for resource requests that asks units to communicate relative importance of their requests,
   3. modifying the PIE software so that all academic departments have access to their program-level outcomes,
   4. adjusting the timeline for reporting so that it is more closely aligned to the academic year,
5. creating opportunities for broader participation in the PIE planning process across the campus by employees within the individual units,
6. strengthening the planning function of PIE at the unit and team levels, and
7. strengthening alignment of resource requests and budget allocation.

7. Recommendations for Modifications to College Goals (page 49)
This is the first year of the PIE process that does not include recommendations for modifications to the College Goals.

Conclusion
It is through a collaborative, collegial planning process that the Annual PIE Summary came about. Employees at the department/unit level took the process seriously and created program review components relative to the current and future needs for their areas. The managers’ and vice presidents’ summaries of these endeavors allowed a fluidity of planning to occur in both directions as the summary reports were shared with each area and placed on the web – although, the Employees’ Evaluation of PIE indicates that a high-level of fluidity of engagement is not necessarily occurring in all areas. The placement of the vice presidents’ reports on the IEC web site further allows for a clear perspective on the exemplary planning efforts and directions of the College and allows for broad cross-team communication across the campus.

IEC wishes to thank all those involved in this continuous planning effort. Based on this annual summary and evaluation of PIE, the 2009-10 PIE reporting structure will be revised and released in Fall2010. IEC encourages all to continue to seek out professional development and growth opportunities to help with department/unit planning (e.g., PIE training from IT; SLO training from the Outcomes Coordinator, the research office, the deans, colleagues; and also to use other training media such as web resources on the SLO web page, etc.). At any time, if individuals across the campus have feedback about the PIE process, they may contact a member of IEC.
(http://inside.mtsac.edu/organization/committees/iec/)
INTRODUCTION

The purpose of this document is to summarize the College’s annual institutional planning processes and to document progress toward achieving College goals. While planning occurs in a variety of contexts at the level of individual programs and initiatives, the Planning for Institutional Effectiveness (PIE) process represents the mechanism by which local efforts are aligned with College goals and institutional processes for resource allocation. Moreover, it provides a tool by which departments and units can systematically examine their functions and outcomes over time in order to improve capacity and effectiveness at the local level. As efforts are documented annually by the individual units through the PIE process, summaries of their goals and results are compiled by Deans, Directors, and Vice Presidents. These collective efforts and outcomes are ultimately reported in one of four Team Summaries (Administrative Services, Human Resources, Instruction, and Student Services). In addition to the Team Summaries, goals and accomplishments are solicited from the various campus committees. Information from the four Team Summaries, the committee reports, and measurement of Strategic Objectives constitute the majority of the input used by the Institutional Effectiveness Committee (IEC) in preparing this annual summary report.

All four Teams completed PIE summaries this year, and their resulting documents clearly demonstrate significant effort and authentic engagement with the PIE process. The level of accomplishments reported attains greater significance given that the campus is involved in a tremendous variety of major changes occurring simultaneously (e.g. continued implementation of Banner, multiple major construction projects, uncertainty regarding state funding, etc). The reporting units were required to enter their reports into ePIE, for electronic archiving and documentation. Manager and VP summaries extracted the electronic information of the relevant units, and reviewed these for additional analysis.

The following sections of this document summarize
1. The planning context and data trends that are influencing planning and effectiveness (as reported by units, managers and teams).
2. Reported alignment of unit and committee goals with College goals, and accomplishments related to each of the College goals.
3. Summary of progress on Student Learning Outcomes, including samples of how results are used for improvement.
4. Team goals that emerged based on priorities expressed by the units. These goals are pivotal in connecting planning to resource allocation requests.
5. Resources identified in connection with planning and evaluation activities.
6. IEC’s analysis and recommendations to PAC for additions or modifications to College goals for the next cycle, as well as recommended changes for the PIE process.
7. Recommendations for modification to College goals.
8. Supporting documents that contain detailed and comprehensive input from teams, committees and other analyses that reflect the breadth of the College’s engagement with goals, accomplishments and planning (which is vastly abbreviated in the rest of this summary document).
1. Overview of the Planning Context and Data Trends

In their individual PIE reports, units and teams identified common internal and external conditions that influenced their planning and evaluation during this cycle. The most common themes include:

<table>
<thead>
<tr>
<th>INTERNAL CONDITIONS</th>
<th>EXTERNAL CONDITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success:</strong> Increased student demand for services and classes at a time when budgets are being cut and staffing is limited. Complex student needs due to the economy and multiple student concerns. Student success and retention rates continue to remain exceptionally high in some areas, but many disciplines have students who are ill-prepared to take college classes and need significant support.</td>
<td><strong>Economy:</strong> The economic downturn has led to more students applying to the College and applying for financial aid. The unpredictable funding model for community colleges makes multi-year budgeting and program planning difficult. The State fiscal crisis has led to cuts in programs and services at a time when students are facing more difficult circumstances.</td>
</tr>
<tr>
<td><strong>Budget:</strong> Overall budget constraints that restrict filling necessary positions and supporting department needs for increased equipment and supply budgets.</td>
<td><strong>Governance:</strong> Changes in Federal, State, Education and college regulations like Title V, Title IX, and emergency notification laws affect administrative and academic areas causing a tremendous amount of work and can be confusing to implement. There is increased mandated reporting requirements even though funding is being cut. Regulations restricting use of short-term hourly employees is increasing the difficulty in supporting students and administrative services.</td>
</tr>
<tr>
<td><strong>Facilities:</strong> Inadequate space for offices, large meetings, classroom space, storage, and work space especially for those in a temporary location.</td>
<td><strong>Environmental Responsibility:</strong> Increased demand for green technology across all sectors of the campus including training programs for students, procurement and LEED certification for new buildings, and green maintenance options for facilities.</td>
</tr>
<tr>
<td><strong>Technology:</strong> Technical challenges include the implementation and support of the new ERP. Banner includes additional workload to test new modules, constant software updates and training, and limited access to data; and it is a complex system that has increased workload for many offices. There was a need for additional tracking and reporting systems to support administrative and academic programs.</td>
<td><strong>External Cost Increases:</strong> Increased costs with no budget increases and grant and categorical support reductions affect the continuation of programs and services. Unbudgeted rate increases like USPS mailing rates, tax rates, and increases in maintenance costs.</td>
</tr>
<tr>
<td><strong>Human Resources:</strong> Insufficient and over-burdened staff and faculty and over-reliance on student and hourly workers. Increases in the student population, new buildings, and demand for services like tutoring, Help Desk and library support require additional staff support. There was an increased set of duties for faculty, department chairs in particular, and administrators. A soft hiring freeze was implemented by the College.</td>
<td></td>
</tr>
</tbody>
</table>
Summary of 2009-10 Data Trends

This was the “Year of Improving Student Success Through the Use of Data” (or “Y I Use Data”). All four Teams reported the use of Chancellor’s Office Data, Banner Reports, e-PIE, and internal data in order to identify trends. This year’s reported data trends across Teams were remarkably similar. Three of the four teams identified reduced revenue as a trend which affects their respective areas in different ways. Increased enrollment was another trend that a different three of the four teams noted. Finally, Student Services and Instruction reported positive student outcomes.

Impact of Trends
Reduced revenue forced areas to trim operations and focus on efficiency. Stretching and sharing of dwindling resources were noted, as well as an increase in creativity and prioritization of services and instruction. Some negative results also were noted, such as increased wait times, higher student dissatisfaction and the need to curtail or eliminate services. Increased enrollment is directly positively related to increase in demand for service, facilities, and staffing resources. In spite of higher demands and negative impacts of reduced funding, some improved student learning outcomes were realized.

Student Services identified three major trends:
• Reduced revenue on departmental and College budgets resulted in negative outcomes for students and staff (e.g., reduced staffing, etc.).
• The effect of increased enrollment and increased complexity of student needs on various departments and services resulted in an increase in creativity and renewed effort to improve efficiency. Some services may need to be eliminated or curtailed, and no further expansions or innovations can be explored at this time.
• Improved student outcomes were reported by various programs.

Instruction provided a detailed account of the effects of the following trends:
• Technology concerns such as data discrepancies, new software implementation, and faculty use of Blackboard;
• Dwindling resources and budget cuts in areas where funding is already inadequate;
• Increased enrollment in spite of cuts to course offerings;
• Student outcomes reporting and increases in actual outcomes both positive such as high rates of persistence and retention and success rates of student athletes; and negative such as low academic skills of students across divisions;
• Changes in employment trends causing a need to update Career and Technical Education curriculum and calls for cross-discipline collaboration;
• The campus web pages needing an update.

Administrative Services noted the increase in enrollment, events, construction, and complexity of construction’s effects on facilities/ maintenance and information technology. A positive trend in productivity was noted by Information Technology.

Human Resources noted that there was a reduction in overall staffing as a result of reduction in revenue.

Data sources used this year include:
External (i.e. Department of Education, Chancellor’s Office Data Mart, California State Budget, federal granting agencies, Student Right To Know reports, legislators and legislation, Lottery funding, various Career and Technical Education accrediting organizations).

Internal (i.e., College budget reports, advisory committee minutes, departmental surveys, required reports to the Chancellor’s Office, SLOs, GEOs, e-PIE, RIE, enrollment data, Basic Skills reports, VTEA, SPOT, IT reports, campus maps, EIWOS work order reports, Scheduled Events Calendar, Campus Landscape Master Plan, Facilities Building Inventory reports, research study data, departmental annual reports, Banner reports, ARGOS reports, SARS reports, FileMaker Pro report, student and staff surveys, Categorical Reports to State Chancellor’s Office, Departmental Service Utilization reports, Schedule of Classes, Scheduling Matrix, Bb Database, 320 report).
## 2. Alignment and Progress on College Goals

**College Goal 1:** *The College will secure funding that supports exemplary programs and services.*

| Strategic Objectives: Secure Foundation funding of $1.1 million in fiscal year 2009-10 for scholarships, campus educational projects and capital campaign. (Mt. SAC Foundation) | Objective not met. Given the economy, the College did well to raise $972,000 in fiscal year 2009-10.  
*Recommendation for next year:* Keep the same SO, but change the dollar amount to $1.8 million. |
| --- | --- |
| Maintain an average funding success rate of no less than 80%, defined as number of grants funded divided by number of proposals submitted. (Grants Office) | Objective met. During FY 2008-09, of the 19 new proposals submitted, only one (1) was not funded, for a funding success rate of 95%. These funded grants totaled $2,247,888.  
During FY 2009-10, of the 16 new proposals submitted, only two (2) were not funded. However, since two (2) are still pending, it is not yet possible to determine the funding success rate for the fiscal year. Disregarding those proposals that are still pending, the funding success rate is currently 86%. These funded grants totaled $3,409,674.  
*Recommendation for next year:* Keep the same SO. |

**Examples of Reported Accomplishments:**

**Administrative Services**

- Renegotiated energy service contracts creating funds to hire a campus energy services manager and building automation specialist and $75,000 annual savings in energy use.
- Implemented energy and water conservation strategies resulting in a net $750,000 reduction in utility costs to the College.

**Instruction**

- The Air Conditioning and Refrigeration program secured a Department of Labor grant in the amount of $2.2 million [over three years] earmarked for the creation and provision of a new Building Automation Program in conjunction with Chaffey and Rio Hondo Colleges. This is the College’s first “green” program.
- The Ag Sciences Department secured a USDA grant for Hispanic Serving Institutions in the amount of $250,000 and an additional $35,000 in Perkins VTEA funding for improving Technical Education in those disciplines.

**Committees**

- President’s Advisory Council recommended that the President approve the new Budget Review and Development Process Guide.
- President’s Advisory Council held a debriefing on the Integrated Planning Summit.
<table>
<thead>
<tr>
<th>Examples of Related Themes from Unit/Team Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintain critical lab tech support and educational program support positions</td>
</tr>
<tr>
<td>• Provide high-quality student support to meet needs of diverse noncredit populations</td>
</tr>
<tr>
<td>• Maintain high-quality tutoring and student learning support across the College</td>
</tr>
<tr>
<td>• Incorporate and expand successful learning communities model in disciplines across the College</td>
</tr>
<tr>
<td>• Address student basic skills needs in all classrooms to increase persistence and success</td>
</tr>
<tr>
<td>• Increase course offerings in basic skills courses</td>
</tr>
<tr>
<td>• Maintain access and provision of services to students</td>
</tr>
<tr>
<td>• Enhance student awareness, self-confidence, and self-efficacy through programs designed for specialized student populations</td>
</tr>
<tr>
<td>• Increase student persistence, retention, and achievement through support for programs such as Bridge, EOPS/CARE/CalWorks, Upward Bound</td>
</tr>
</tbody>
</table>

(All above for College Goals 1, 2, 10, 12)
**College Goal 2:** The College will prepare students for success through the development of exemplary programs and services.

<table>
<thead>
<tr>
<th>Strategic Objectives:</th>
<th>Objective met. By August 2010, 95% of the active courses had two SLOs and two means of assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2010, a minimum of 90% of courses will have at least two Student Learning</td>
<td></td>
</tr>
<tr>
<td>Objectives (SLOs) identified and two means for assessment. (Instruction)</td>
<td>Recommendation for next year: As this SO has been met, remove it.</td>
</tr>
<tr>
<td>By 2015, the College will improve the average student success rate for distance</td>
<td>Objective ongoing. In 2009-10, the Distance Learning committee and Online Learning Support Center</td>
</tr>
<tr>
<td>learning courses by 2% over the 2008 baseline. (Instruction)</td>
<td>improved communication with students about expectations of academic rigor in distance learning</td>
</tr>
<tr>
<td></td>
<td>courses in schedule of classes and on web pages; included prerequisites information in schedule</td>
</tr>
<tr>
<td></td>
<td>matrix on the Distance Learning homepage; encouraged students to use the online readiness</td>
</tr>
<tr>
<td></td>
<td>survey through the web page; worked with IT to display more readily any on-campus requirements;</td>
</tr>
<tr>
<td></td>
<td>piloted online tutoring for two sections.</td>
</tr>
<tr>
<td>65% of students enrolled in the 2009 Summer Bridge Program will complete six or</td>
<td>Objective met. Based on the number of students who participated in the 2009 Summer Bridge</td>
</tr>
<tr>
<td>more units in Spring of 2010. (Student Services)</td>
<td>program and were enrolled in Spring 2010 (215 students), 77% of the students successfully</td>
</tr>
<tr>
<td></td>
<td>completed 6 or more units in Spring 2010.</td>
</tr>
<tr>
<td></td>
<td>Recommendation for next year: Keep the same SO.</td>
</tr>
</tbody>
</table>

**Examples of Reported Accomplishments:**

**Instruction**
- Forensics students competed and won awards in numerous state and national competitions; Journalism students continued to win top regional, state, and national awards for excellence for their production of the *Mountaineer* newspaper and *Substance* magazine.
- Mt. SAC Athletics was leading in the 2010 NATTYCA standings for overall athletic excellence at a two-year institution) after being in the top 10 for the last six years and having taken top honors in 2009.
- Adult Basic Education submitted new and modified courses to develop a specific GED certificate sequence of courses. Upon approval, these courses will enable the College to more accurately capture GED student successes in ARCC reporting.

**Student Services**
- The College offered opportunities to increase student development and growth through the ASPIRE Student Leadership Retreat, Historically Black College Tour, Black History Month Celebrations, and cultural field trips; 8 ASPIRE students transferred to the following institutions: USC, UCLA, UCSD, Clark Atlanta, Bethune Cookman, ASU, UNLV, and CSU Fresno.
- Inclusive of Summer Bridge as well as Fall and Spring learning communities, 1,300 students participated in a learning community; retention, persistence, and success rates of Summer Bridge continues to range from 75 to 97 percent.
- The Promoting Academic Student Success (PASS) program assisted students on academic probation through EOPS/CARE; 58% made academic progress.
- 100% of June 2009 graduates from the Upward Bound program have passed the California High School Exit Exam (CAHSEE) and enrolled in postsecondary education.

**Committees**

- Curriculum and Instruction completed CB 21 Coding and assigned new TOP codes provided by Chancellor’s Office based on discussion and planning prior to release of official codes and data
- The Distance Learning Committee monitored student success in its work with Research and Institutional Effectiveness to obtain Argos reports on student success rates for DL courses by term, available Summer 2010.
- The Educational Design Committee submitted resolution to Academic Senate to authorize EDC to take action on courses to ensure Title 5 compliance and record in minutes without reporting individual course actions to Academic Senate until 2012.
- The Outcomes Committee reported that as of February 2010, 95% of all active courses have developed at least two SLOs with means of assessment and criteria for success.
- The Student Preparation and Success Council (SP&S) received and approved the following recommendations that were forwarded to the Academic Senate for approval:
  - Develop and adopt a college-wide textbook adoption policy
  - Develop a process to increase the number of faculty who submit their book orders to the bookstore on time
  - Encourage the use of free or low-cost open source digital textbooks and learning resources
  - Provide an on-going educational program for faculty
  - Promote and expand the use of library reserves
- Promote and support on-going student preparation and success efforts that are currently in place

**Examples of Related Themes from Unit/Team Planning**

- Maintain critical lab tech support and educational program support positions
- Provide high-quality student support to meet needs of diverse noncredit populations
- Maintain high-quality tutoring and student learning support across the College
- Incorporate and expand successful learning communities model in disciplines across the College
- Address student basic skills needs in all classroom to increase persistent and success
**College Goal 3:** The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

**Strategic Objectives:**
For 2009-10, the following College programs will achieve a pass rate of 90% or higher for its graduates on the national licensing and certification: Psych Tech, Emergency Medical, Aircraft Maintenance, Respiratory Therapy, Nursing, and Histotechnology. (Instruction)

Objective met. The following table indicates the pass rate for six programs. Five out of the six had pass rates above 90%. Due to the nature of the data collected and the different methods used, it is not possible to create an average pass rate across the College.

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Licensure Exam Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Technician</td>
<td>83%</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>100%</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>100%</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing</td>
<td>95.83%</td>
</tr>
<tr>
<td>Histotechnology</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Recommended for next year: Keep same SO.**

During the 2009-10 academic year, the College will determine the number of courses in vocational TOP codes meeting a two-year review cycle, develop a plan to ensure all courses in vocational TOP codes are on a two-year review cycle, and based on the plan, phase in a two-year review process for all courses in a vocational TOP codes during the 2010-11 review cycle. (Instruction)

A proposal for a two-year review process for CTE courses was presented and reviewed by the Curriculum and Instruction Council (C&I). The Council recommended that the proposal be placed on hold pending the gathering of additional information about Ed Code mandates for CTE courses at the ASCCC Curriculum Institute held in July 2010. A revised proposal, incorporating Ed Code requirements for CTE course review, will be presented to C&I early in the Fall 2010 semester.

Recommendation for next year: Keep the same SO, but with edits as needed based on the final outcome from Fall 2010.
### Examples of Reported Accomplishments:

**Instruction**

- The ongoing STEM program funded by an NSF grant (authored by professors Nejad and Chen) provided research internship opportunities at area universities for Mt. SAC students.
- The Child Development Department participated in numerous professional development activities funded by Perkins VTEA in topics that include brain development and early literacy.
- Electronics successfully integrated electronics math into introductory courses; as a result, significantly more students are able to perform numerical circuit analysis.
- EDT faculty reviewed the transfer curriculum (CSULB in Industrial Design), drafted a program curricular outline, developed new course outlines, and hosted an advisory meeting in support of a new program in Industrial Design.

### Committees

None

### Examples of Related Themes from Unit/Team Planning

Replace outdated and/or inoperative equipment to meet with industry standards for support of instructional programs, particularly critical for supporting programs in the CTE disciplines, for laboratories, and other technology-intensive programs.
**College Goal 4:** The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions.

<table>
<thead>
<tr>
<th>Strategic Objectives:</th>
<th>Objective not met. The President met with many but not all the K-12 superintendents of the Mt. SAC District including Walnut Valley Unified, Rowland Unified, Hacienda-La Puente Unified, Pomona Unified, Bonita Unified, and Covina Unified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President will meet with all local school superintendents at least once during 2009-2010. (President’s Office)</td>
<td>Recommendation for 2009-10: Keep the same SO.</td>
</tr>
<tr>
<td>Increase by 20% the number of business and industry supporters and partnerships with the Mt. SAC Foundation in fiscal year 2009-2010. (Mt. SAC Foundation)</td>
<td>Objective met. The Foundation increased the number of business and industry supporters by 42% in 2009-2010.</td>
</tr>
<tr>
<td>Recommendation for 2009-10: Change the SO to read as follows: Increase by 25% the number of business and industry supporters and partnerships with the Mt. SAC Foundation in fiscal year 2010-11. (Mt. SAC Foundation)</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>For 2008-10, the College will increase the number of secondary students requesting units via the Tech Prep Articulation Program for Secondary Schools by 10%. (Instruction)</td>
<td>Objective ongoing. The majority of the student requests arrive during Summer 2010, so it is too early to determine if this goal was met. Based on the current information available, as of July, 2010, the data indicate a 22% increase from the 2007/08 baseline year to 2008/09. It is possible Tech Prep will not meet the goal for 2009/10. A significant change to the process, brought about by the transition to BANNER, is the need for high school students to apply to the College before requesting units. A change such as this can take some time to implement with the many districts, secondary instructors and students served by the Tech Prep grant.</td>
</tr>
<tr>
<td>Tech Prep data collected in Excel (non-duplicated)</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>YEAR</strong></td>
<td><strong># Student Forms</strong></td>
</tr>
<tr>
<td>2007-08</td>
<td>1080</td>
</tr>
<tr>
<td>2008-09</td>
<td>1323</td>
</tr>
<tr>
<td>2009-10</td>
<td>459</td>
</tr>
<tr>
<td>Recommendation for next year: Keep the same SO.</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In 2009-10, High School Outreach will increase the participation rate of counselors attending the High School Counselors Conference by 10% compared to 2008-09. (Student Services)</td>
<td>Objective not met. Based on the number of HS counselors who attended the 2009 HS counselors conference (108), compared to the number of HS counselors who attended the conference the previous year in 2008 (115), there is a 6% decrease in the participation rate. This decrease could be attributed to significant cuts in budget for feeder high schools, where either they may not have had the staff (due to lay-offs) to attend and/or the time and resources available to allow staff to attend.</td>
</tr>
<tr>
<td>Recommendation for next year: Remove this strategic objective for 2010 to 2011 because the number of high school counselors who attend does not provide relevant, qualitative data regarding the conference itself or the counselors’ experiences while at the conference.</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

IEC PIE Summary 2009-10

p. 14
High School Outreach will increase the student participation rate in the Connect Four program by 5% (over last year); with a 5% increase (over last year) in the number of students who enroll full-time in credit classes in Fall 2010. (Student Services)

<table>
<thead>
<tr>
<th>Examples of Reported Accomplishments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>• In partnership with Tech Prep, High School Outreach, and local high schools, the Accounting Department continues to develop and maintain articulation agreements with local high schools.</td>
</tr>
<tr>
<td>• Aeronautics continued a partnership with the FAA in its Air Traffic Collegiate Training Initiative which has resulted in 150+ graduates securing jobs as air traffic controllers in the last four years.’</td>
</tr>
<tr>
<td>• The Continuing Education Division worked with the city of LaVerne to offer a fee-based, full-inclusion after-school program for special needs students; the division has also offered Summer high school programs at 24 high schools within 10 districts in the College’s district.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contracted with outside firm, Cooperative Organization for the Development of Employee Selection Procedures (CODESP), to ensure test materials and interview questions are up to date with current state and federal laws.</td>
</tr>
<tr>
<td>• Utilized new vendors, such as Trade-A-Plane, Nuts &amp; Volts, and Elektor International Media, for advertising and recruiting in order to obtain a more diverse pool of applicants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Services organized a Seniors’ Day for all area high schools; there was an 83% show rate among students with 100% of students attending.</td>
</tr>
<tr>
<td>• Assessment staff visited 51 high schools and administered 5,350 tests to high school students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Related Themes from Unit/Team Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
**College Goal 5:** The College will utilize and support appropriate technology to enhance educational programs and services.

| Strategic Objectives: | Objective met. Information Technology has expanded the use of Luminis and Banner Web Self Service to the entire campus community and added new functionality. Campus announcements and information is now posted in the portal on a role basis is targeted to those that need it. New functionality, like the ability to do surveys, has been implemented. IT assisted the Associated Students by conducting their student elections via the Banner Web Self Service survey tool inside the portal.

Information Technology in coordination with Professional Development offered more than 25 training sessions including managing the portal environment and course studio. IT also conducted a special Web Self-Service training class for Instructional managers that focused on using the budget reporting tool.

**Recommendation for next year:** As the SO is complete, it may be removed. The suggested new SO for next year would be:

*Expand Banner functionality by working with campus constituents to implement new features like registration waitlist, drop for non-payment, and additional data reports. IT will offer at least 10 training sessions focusing on accessing data and reports via the portal and Argos.*

---

In 2009-10, the Information Technology unit will work with Human Resources and Fiscal Services to implement Web Self Service for Finance and Employee modules. (Information Technology)

| Objective met. The Web Self Service modules for Finance and Employee are now available in the Luminis portal. Employees can access the information 24 hours a day, 7 days a week from on campus or from anywhere in the world.

Employees can view their pay stubs, check their vacation and sick leave balances, and review their W-2 forms. Employees can also update their contact information via the portal. Employees who are budget managers can review and approve requisitions and perform real-time budget queries.

**Recommendation for next year:** As the SO is complete, it may be removed.

---

In conjunction with the Technical Services and Information Technology units, implement standardized Audio Visual systems in all permanent classrooms and laboratories by December 2010. (Facilities)

| Objective ongoing. All permanent classrooms except those in the language center/health careers buildings have been upgraded to current standards. Work in the remaining classrooms was not completed on schedule due to delays in obtaining Measure RR funds. The necessary funds were received in June 2010 and the work is in the planning phase with completion expected by Spring or Summer 2011.

**Recommendation for next year:** Keep the same SO.

---

In conjunction with the Information Technology unit, install telephones in all permanent classrooms by December 2009. (Facilities)

| Objective met. Installing phones in new and remodeled classrooms has been part of our campus standard for a number of years. Since much of our classroom space has been updated during this time, most of the classrooms have received phones. However, that didn’t address classrooms which had been in existence prior to the campus standard or those overlooked in the early days of the standard. With the assistance of faculty,
who identified those classrooms without phones, we have subsequently installed phones in all classrooms identified as lacking one.

Occasionally a previously unidentified classroom is brought to our attention. In those cases phones are installed as soon as possible.

**Recommendation for next year:** **As the SO is complete, it may be removed. New SO for next year is:**

*IT will improve customer service by implementing Help Desk software that has an easy to fill out web-based ticket system.*

The College will implement a five year plan to attain the goal of equal access for all students to audiovisual media shown on campus beginning Academic Year 2009-10. All audiovisual media purchased, developed, and/or shown on campus will be closed-captioned by the end of Academic Year 2014-15. (Student Services)

Objective is ongoing. Breaking down barriers to access is not only the right thing to do, it is also mandated by multiple state and federal laws, as well as the Mt. SAC Mission Statement. This Strategic Objective has been developed to welcome and support all who wish to be part of our College community. For the Academic Year 2009-2010, the plan has focused on educating the campus community regarding our responsibility for captioning of all media.

**Recommended for next year:** **Keep this SO, but re-write as noted below:**

*The College will implement a five year plan to attain the goal of equal access to audiovisual media shown on campus for all individuals beginning Academic Year 2009-2010. This includes access for students, faculty, staff and visitors. All audiovisual media purchased, developed, and/or shown on campus will be captioned by the end of Academic Year 2014-15. The responsibility to meet this College-wide objective lies with all teams. (Captioning Task Force)*

<table>
<thead>
<tr>
<th>Examples of Reported Accomplishments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative Services</strong></td>
</tr>
<tr>
<td>• Information Technology chaired a cross-campus faculty committee to evaluate student response systems and facilitated an agreement among faculty to standardize on iClicker.</td>
</tr>
<tr>
<td>• IT also expanded the Help Desk services to provide support to our more than 40,000 students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Continuing Ed Division restructured all division web architecture, rewrote all division programs’ web pages, and created a Continuing Ed portal page on the Mt. SAC website.</td>
</tr>
<tr>
<td>• The Writing Center secured funding from the College to replace its 4+ year-old computers in its computer lab to better support student needs.</td>
</tr>
<tr>
<td>• Fashion Design partnered with CIS and secured funding to purchase monitors, fashion industry software and video cards to share with both CIS and Interior Design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial Aid successfully implemented the CCC Apply Board of Governors Fee Waiver module to provide online application capability for students.</td>
</tr>
<tr>
<td>• Financial Aid also designed a BOG waiter module as a ‘bolt on’ to Banner (since nothing existed) which is now being used by other colleges throughout the state.</td>
</tr>
</tbody>
</table>
### Committees
- The Distance Learning Committee created and obtained approval on Academic Senate Resolution 2009-11: “Improving Success in Distance Learning Courses”.
- The Health and Safety Committee reported that in Fiscal Year 2009-2010, the Risk Management office trained approximately 700 full-time faculty and staff in ICS 100, 200 & 700 NIMS/SEMS training course requirements.
- The Health and Safety Committee used POD’s software to assess its ability to appropriately track employee training requirements. As a beta test, the task force used the AB1825 Sexual Harassment Training online module as provided by ASCIP.
- The Information Technology Advisory Committee (ITAC) encouraged the offering of Course Studio and Group Studio training workshops through POD.

### Examples of Related Themes from Unit/Team Planning
- Replace outdated and/or inoperative equipment to meet with industry standards for support of instructional programs, particularly critical for supporting programs in the CTE disciplines, for laboratories, and other technology-intensive programs.
- Support upgrade for Library system
- Provide stronger technology support for Distance Learning
- Establish a campus-wide copier program
- Support ongoing efforts to integrate technology into the academic process
- Evaluate condition of equipment in printing, mailing, and customer support to ensure meeting the needs of the campus
- Complete conversion of the Mt. SAC video truck to SDI video.
- Support implementation of College Goal #5 strategic objective to implement standardized audio-visual systems in all permanent classrooms
- Use technology to improve services to students and to increase office efficiency
**College Goal 6:** The College will provide opportunities for increased diversity and equity for all across campus.

<table>
<thead>
<tr>
<th>Strategic Objectives:</th>
<th>Objective met. Human Resources used thirteen (13) new recruitment sources, targeting underrepresented applicant groups, during the 2009/10 year. Human Resources will continue to strive to identify diverse recruitment sources targeting underrepresented applicant groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ASPIRE (African American Student Success Program Inspiring Responsibility for Education) program will increase the student participation rate by 50% (over last year) by June 2010. (Student Services)</td>
<td>Objective met. Based on the number of students who participated in the ASPIRE program this year (175), compared to the number of students who participated in the ASPIRE program in the previous year in 2009 (79), there is a 121% increase in the participation rate.</td>
</tr>
<tr>
<td>The ASPIRE program will increase the number of students who have an achievable educational plan on file by 50% (over last year) by June 2010. (Student Services)</td>
<td>Objective is ongoing. With the College moving away from paper educational plans to an electronic educational plan system (DegreeWorks called the Mountie Academic Plan - MAP), we have put this objective on hold until the 2010-11 academic year in which we would be able to accurately capture the number of educational plans that ASPIRE students currently have on file. The previous process did not lend itself well to capturing accurate data.</td>
</tr>
<tr>
<td>By June 2010, the Student Equity Committee will provide an informational presentation to increase campus awareness about the barriers and effective strategies to assist AB 540 students in completing their educational goals.</td>
<td>Objective ongoing. The Student Equity Committee did not present the AB540 presentation to the Faculty Flex Day in February. The Student Equity Committee presented a workshop at the Statewide Academic Senate’s Equity and Diversity Institute which was held on the same day. The committee received many positive reviews and was asked to share our Student Equity Plan as well as make recommendations to other campuses on how they can strengthen their committees.</td>
</tr>
<tr>
<td>By June 2010, the Student Equity Committee will present the Equity for all Report to the English and math Departments to discuss the findings and implications on student success.</td>
<td>Objective ongoing. The Student Equity Committee decided to postpone the presentation of the Equity for All Report for both departments until the Fall semester.</td>
</tr>
<tr>
<td>Examples of Reported Accomplishments:</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Instruction                          | • The Honors Program worked with Bridge, Connect 4, EOPS, and Early College High School to recruit new students for the program.  
• Bridge program classes in English showed significantly increased success and persistence rates for Hispanic/Latino and African-American students compared with the overall student population.  
• In Physical Education all competitive events invite participation by a diverse range of students; special events include students of different ages, from different countries, and different skill levels allowing for opportunities to those who are interested. |
| Human Resources                       | • Reconvened the Campus Equity and Diversity Committee to facilitate development of an institutional plan.  
• Implemented new vendors for advertising to obtain a more diverse pool of applicants. |
| Student Services                      | • A Captioning Task Force was convened to assist the College in meeting the College wide Strategic Objective on Captioning (College Goal # 13).  
• The Aspire program launched the first ASPIRE learning communities (for English 68 and 1A) and produced “Rise,” a compilation of student writing from ENGL 68. |
| Committees                            | • Shared the updated 2010 Student Equity Plan across the campus. The co-chair presented the Student Equity Plan to the membership of Student Prep and Success in the Fall of 2009.  
• The Student Equity Committee presented at the Equity and Diversity Institute on Feb 19th. The presentation was titled, “Creating a Culture of Equity: Institutional Responsibility/ Institutional Accountability.” |
| Examples of Related Themes from Unit/Team Planning | Enhance student awareness, self-confidence, and self-efficacy through programs designed for specialized student populations |
**College Goal 7:** The College will increase access for students by strengthening recruitment and opportunities for full participation in College programs and services.

### Strategic Objectives:
The number of students participating in the “Cash for College” and the “It’s Not Too Late” financial aid and recruitment events will increase by 20% and will be expanded to include an on-campus program effort of similar design during the Spring of 2010. (Student Services)

Objective not met. Although the College offered the two workshops, the number of attendees was diluted because more people chose to attend the high school presentations that the College offered based on numerous requests for these general overview workshops as well as hands-on sessions. Overall, the College offered more outreach efforts to the constituents than it would have done with the originally envisioned “Cash for College” and “It’s Not Too Late” workshops.

**Recommendation for next year:** Re-write the objective to read:

*The number of outreach efforts related to financial aid will increase by 5% in 2010-11 from the previous year.*

### Examples of Reported Accomplishments:

#### Instruction
- Accounting and Management faculty worked with local high schools and ROPs to recruit students to consider careers in their programs. Additionally, all courses for several first level certificates are now offered online to extend recruitment for nontraditional students to initiate studies in these programs.
- Continuing Education worked with Workforce Investment Act (WIA) organizations to establish status as a WIA Educational Training Provider so that the College can offer courses and training to displaced workers.
- Honors has reactivated the Honors Ambassadors, began production of a recruitment DVD, revamped their website and listservs, and actively worked with other departments on campus to recruit a broad cross section of students to the program.
- The newly remodeled and equipped Planetarium is once again used for classroom instruction and also for serving the community. Special shows for community groups acquaint individuals with the discipline of Astronomy with a potential of recruiting students to the classes on campus.

#### Student Services
- Assessment staff visited 51 high schools and administered 5,350 tests to high school students.
- DSPS outreach efforts resulted in DSPS students reporting greater understanding of services offered.
- Financial Aid provided enhanced assistance in enabling Veteran students to qualify for benefits.

#### Committees
- Assessment and Matriculation reported that the IELTS has been added as an option for international students for admission to Mt. SAC. In addition, international students who are already in the country may opt to take the Mt. SAC AWE for admission purposes.

#### Examples of Related Themes from Unit/Team Planning
- Increase course offerings in basic skills courses
- Maintain access and provision of services to students
- Provide high-quality student support to meet needs of diverse noncredit populations
## College Goal 8: The College will encourage and support participation in professional development to strengthen programs and services.

### Strategic Objectives:
Increase the number of workshops, offered via POD/PDC, by 5% in comparison to the previous fiscal year offerings. 

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Objective met. Data from July 2009 to March 2010 and percent increase from (2008-2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Workshops: 167 - Increase of 56%</td>
</tr>
<tr>
<td></td>
<td>o Enrolled: 2318 - Increase of 125%</td>
</tr>
<tr>
<td></td>
<td>o Attendees: 1584 - Increase of 86%</td>
</tr>
<tr>
<td></td>
<td>2010 Classified Conference attendance – Increase of 120% (from 2007 conference)</td>
</tr>
</tbody>
</table>

**Recommendation for next year:** As the SO is complete, it may be removed.

### Examples of Reported Accomplishments:

#### Administrative Services
- Facilities expanded attendance at the Association of Higher Education Facilities Officers (APPA) professional development activities to all Facilities managers and supervisory staff.
- Both Purchasing and Information Technology facilitated training for new and existing staff on using Banner modules, Luminis portal, and other third-party software applications.
- Public Safety prepared and implemented a lesson plan for students, staff, and faculty regarding their response to the video presentation of “Active Shooter on Campus.”

#### Instruction
- Numerous faculty within the Music and Fine Arts disciplines have distinguished themselves by earning awards, publishing music arrangements, providing leadership in national organizations, and performing/conducting in outside venues.
- Continuing Education Staff presented at five state-level conferences; faculty and staff presented at several regional workshops, and more than 300 faculty and staff participated in professional development training on 42 topics.
- The Director of Grants co-presented a pre-conference session titled “Success with Title III and Title V Applications at the CRD 43rd Annual Conference in Washington, D.C.

#### Student Services
- Financial Aid staff training was provided, internally for Banner training and externally through participation in technical trainings.
- The online course “Accommodating Students with Disabilities in the Classroom” was offered to all faculty.
| Committees | The Developmental Education Study Team planned, sponsored, and carried out a Developmental Education Conference for Mt. SAC and other off campus faculty members.  
- The Scholarship Committee increased by 25% the number of students applying for awards. The Scholarship Committee also had the following to report:  
  - Via the student portal, application materials and information were available via the Financial Aid Tab to all students.  
  - Targeted emails were sent to nearly 5,000 scholarship list-serve recipients, over 700 EOPS students, and approximately 450 student Veterans. |
| --- | --- |
| Examples of Related Themes from Unit/Team Planning | - Provide appropriate workshops and training through Human Resources to meet needs identified for professional growth for all employee groups  
- Evaluate work-related training needs for faculty, classified staff, and administrators  
- Provide manager workshops to strengthen evaluation, effective discipline, and contract compliance  
- Professional development opportunities to ensure faculty currency  
- Training to improve quality of teaching  
- Department chair training in academic departments  
- Include adjunct faculty in training opportunities to ensure uniformity of educational experience in the classroom.  
- Cross-train staff to deepen understanding of processes, improve productivity, and encourage collaboration.  
- Campus-wide training in online requisitioning and online approving  
- Increase opportunity for employee safety training |
**College Goal 9:** The College will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.

| Strategic Objectives: | Objective met. The external backbone part of this project was completed. We had a single fractional DS3 line which allowed the College a maximum of 45 Mbps (Megabits per second) which was maxed out daily by 8:00 a.m. and stayed there until about 9:00 p.m. We now have two lines providing up to Gigabit (1000 Mbps.) each. Current usage is about four times our previous maximum capacity so we still have plenty of room to grow.
| | In addition to providing much more speed and overall bandwidth, the new lines provide something we never had before, redundancy. Each line is provided by a different carrier and via a different pathway onto campus. If either line is damaged or fails, the other line can absorb the load of the entire campus. Additionally we have increased the on campus network backbone. Previously our maximum on campus bandwidth was 1 Gbps. The users only experienced this kind of speed between the three major buildings which acted as distribution points to the rest of the campus. Actual speed to the desktop was, at best, Fast Ethernet (100 Mbps), and in many cases standard Ethernet (10 Mbps). As the College constructed new buildings and remodeled old ones we have upgraded the speed between major buildings to 10 Gbps and expanded the number of major buildings from three to seven. In about 30% of the campus we now have the capability to provide 1 Gbps to the desktop. |
| | Recommendation for next year: As the SO is complete, it may be removed. |

| Remove 25% of physical barriers to accessibility on campus as identified by the 2008 transition plan by June 2010, with focus on restroom accessibility in permanent buildings. (Facilities) | Objective ongoing. A campus wide study of barriers to accessibility has been completed. Work to remove the barriers was not completed on schedule due to delays in obtaining measure RR funds. The necessary funds were received in June 2010. Planning and design is in the early phase and the work is expected to be complete by Summer 2011. |
| | Recommendation for next year: Keep the same SO. |

| Examples of Reported Accomplishments: Administrative Services | • Facilities integrated Educational Master Plan data into an updated Facilities Master Plan and evaluated the Facilities Master Plan to take into account Technology planning.  
• Facilities revised and upgraded fire alarm specifications to include addressable mass notification for all new buildings, and negotiated sole source contracts resulting in savings of over 40%. Facilities also developed a plan to convert existing building alarm systems to include the new mass notification standard. |
### Instruction
- The Communication and Sign Language Departments led and supported successful implementation of the Speech and Sign Success Center to support skill development and access for students in those disciplines.
- The Swine Unit, Production Greenhouse, and Equine Tack and Grain Storage facilities are now operational.
- The Mt. SAC Aquatic facility was named by the United States Water Fitness Association as the top Community College Aquatics Facility in the Nation for the second consecutive year.

### Committees
- The Policies & Procedures sub-committee of the Health and Safety Committee is tasked with reviewing and making recommendations for modifications to those Board Policies & Procedures that relate to Health & Safety matters. This year, this committee is reviewing the following policies & procedures for accuracy and to ensure that the College is in compliance with any state and/or federal rules and regulations:
  - BP 3550 Drug Free Environment – in progress
  - AP 3550 Drug Free Environment – in progress
  - AP 3510 Workplace Violence Plan – in progress
  - BP 4300 Field Trips and Excursions – move to 2010-11 goals
  - AP 4300 Field Trips and Excursions – move to 2010-11 goals
  - AP 4350 Student Travel Guidelines – move to 2010-11 goals

### Examples of Related Themes from Unit/Team Planning
- Provide adequate laboratory and classroom space for all disciplines as they grow and change
- Maintain safe and appropriately supervised lab environments
- Develop multiple-use outdoor classroom space
- Maintain safe and updated competitive facilities for students
- Support completion of growing list of small projects maintained by Facilities Management to improve and repair facilities across the campus
- Refurbish and repair stadium seating and press box areas. Wooden seats are in extremely poor condition and pose a safety hazard. They do not meet minimum ADA standards.
- Remodel existing Studio Theater to provide ADA accessible elevated technical areas.
**College Goal 10:** The College will ensure that basic skills development is a major focus in its planning efforts.

| Strategic Objectives:                                                                 | Objective met. As of August 2009, the final total was that 77% (75/98) of projects had successful achievement of project goals identified by departments/units that received 2008-2009 Basic Skills funding. Although the target of 80% success was not met, the outcome of 77% success indicates promise in both meeting and exceeding the 80% criteria in future years. Looking more closely at the data, it appears that some project goals were not met due to setting criteria too high while others were not met because the project goals changed. In addition, many projects were just shy of meeting their intended goals by a very small fraction. In 2009-10, the project managers evaluated the feasibility of meeting certain expectations (e.g., 90% success rate for students in a special program) and sought the assistance of the Research and Institutional Effectiveness office as soon as possible when project goals change or become difficult to measure. The Basic Skills Coordinating Committee had dialogue about the quality of projects and unmet goals. From understanding the common thread between projects with unmet goals, the Committee can make future recommendations to build a supporting structure to ensure the completion of all projects. |
| By August 30, 2009, the College will document the successful achievement of at least 80% of the project goals identified by departments/unit that receive 2008-09 Basic Skills funding in accordance with the Basic Skills Action Plan. (Basic Skills Committee) | Recommendation for next year: As the SO is complete, it may be removed. |
| By June 2010, the College will fund, as money is available, activities identified in the Basic Skills Action Plan using the available BSI funding. (Basic Skills Committee) | Objective met. Allocations to support activities of the Basic Skills Action plan were done, but not all project proposals could be supported. Substantial carryover supported these proposals even though the overall funding for Basic Skills was reduced in 2009-10. Recommendation for next year: Keep the same SO, but update to June 2011. |
| By June 2010, the Board of Trustees will have received and discussed three reports on the performance of the CLASS project cohort of students. (President’s Advisory Council) | Objective met. The President and one Board Member attended CLASS project meetings with other Colleges. They shared their reports and discussed implications with the Board of Trustees. Recommendation for next year: Keep SO, but edit as noted below: The Board of Trustees will continue their discussion of the CLASS project and its reports and its implications to the College. |
| By 2013, all department chairs and IEC will be able to demonstrate competency in the use of the CLASS project SMART tool. (President’s Advisory Council) | Objective ongoing. The Math and English Department Chairs were asked to sign onto and demonstrate the usefulness of the Cal-PASS Smart Tool software that contains the Colleges MIS data on success, retention, and awards. They were also asked to demonstrate the usefulness of the CLASS project. The Math Department did this work, while the English Department postponed its work on this Tool until 2010 to 2011 to compliment its continued work on student learning outcomes. Recommendation for next year: Continue this SO. |
### Examples of Reported Accomplishments:

#### Instruction

- The Basic Skills Coordinating Committee supported the allocation of over $2 million in 2009-10 to support Basic Skills students, activities designed for increased student success and retention of Basic Skills students, and planning and research to improve the effectiveness of the College’s instruction for these students.
- The Writing Center expanded access to tutoring, increasing the number of tutoring hours by 69% in the Fall of 2009. Workshops were developed to target the needs of Basic Skills students, and data gathered by RIE showed an average 20% higher success rate (“C” or better) for English Composition students who participated in tutoring.

#### Student Services

- The Bridge program increased by 30% the number of learning communities offered in the Fall and Spring semesters.
- The Promoting Academic Student Success program assisted students on academic probation and 58% made academic progress.

#### Committees

<table>
<thead>
<tr>
<th>Basic Skills Coordinating Committee indicated that all funded projects have one of the following completed or in-progress methods of assessment to evaluate effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>Administrative Unit Objectives</td>
</tr>
<tr>
<td>Strategic Actions</td>
</tr>
<tr>
<td>Job Descriptions</td>
</tr>
</tbody>
</table>

The Basic Skills Coordinating Committee also indicated that these assessments will be completed by August of 2010. The outcome and assessment data will be examined by the project participants, the project managers, and the committee. Recommendations to strengthen assessment or revise projects will be made by September of 2010. The Basic Skills Coordinating Committee will review all recommendations and develop the 2010-11 Basic Skills Action plan to be completed by October 2010 and submitted to the Chancellor’s Office.

### Examples of Related Themes from Unit/Team Planning

- Incorporate and expand successful learning communities model in disciplines across the College
- Address student basic skills needs in all classroom to increase persistent and success
- Increase course offerings in basic skills courses
**College Goal 11:** The College will improve effectiveness and consistency of dialogue between and among departments, committees, teams and employee groups across the campus.

| Strategic Objectives: | Objective not met. The OSS Employee Survey results for Fall 2007 indicated that 46% of the employees felt communications was going well at the College. For these same questions in Fall 2009, the results indicated that satisfaction with communications only increased by 1% to 47%.

In Fall 2009, most of the governance questions were added to the OSS Employee Survey (See Employee Survey 2009). This process allowed more employees to complete the governance questions, as this survey tends to have over 700 respondents; however, merging the two surveys meant that some of the governance questions needed to be re-worded and some of the response choices changed. Thus, comparing the 2008 to the 2009 results is not always valid.

*Recommendation for next year: Split into two SOs as indicated below:*

- The next administration of the OSS Employee Survey will allow the College to measure an increase in employee satisfaction with communications by 5% (baseline year of Fall 2007=46%, Fall 2009=47%).

- The next administration of the OSS Employee Survey will allow the College to measure an increase of 5% in participatory governance communications (average of 42.7% Fall 2009 questions 108-109). *(President’s Advisory Council)* |

<table>
<thead>
<tr>
<th>Examples of Reported Accomplishments:</th>
<th></th>
</tr>
</thead>
</table>
| Administrative Services | • Facilities planning implemented a steering committee to involve staff, managers, and union leadership in program decision-making related to the OS1 program.
• Facilities also provided training opportunities to custodial services staff with the “True Colors” workshop to foster productive working relationships. |
| Instruction | • Research and Institutional Effectiveness staff and manager presented in various contexts and to various groups on campus the results of research to promote dialog and understanding regarding research initiatives such as the ARCC, CLASS, student performance data through Bridge, Flex Day, and academic performance of student athletes.
• All major programs within Continuing Education have established regular staff/student newsletters representing 80% of the students and 227 employees in the division; they have also established groups in Group Student to provide another avenue for ongoing communication with noncredit faculty and staff.
• The Psychology Department facilitated dialogue with adjunct faculty in the discipline via the department listserv dissemination of Academic Senate and Faculty Association reports. |
### Student Services
- DSPS developed a Guide to Services handbook and also developed a new Accommodations Authorization form.
- Financial Aide worked collaboratively with representatives from counseling, health center, and DSPS to develop services for veterans, including special workshops and events as well as a resource manual.

### Committees
- Assessment and Matriculation: All departments are currently working together to assure that students are placed in courses based on the use of multiple measures. A completed plan will be available at the end of Spring 2010 and the use of multiple measures will be fully integrated into the assessment process for all areas by Fall 2010.
- Basic Skills Coordinating Committee indicated that the Learning Communities faculty presented highlights and successes of their projects at the Strengthening Student Success conference in October 2009. The Committee report also indicated:
  - The Basic Skills Faculty Coordinator has made visits or had contacts with the AmLa, LERN, Math, English, and ABE faculty in order to answer questions about Basic Skills and promote project development.
  - RIE compiled research from all the BSI projects for an end-of-the-year report. This report was distributed campus wide.
- Curriculum and Instruction (C&I) reported the following:
  - Developed duplication and overlap philosophy and updated mediation steps after analysis of existing documents, review of Title 5, and consultation during institutes and workshops
  - Reviewed and discussed administrative procedures to ensure that documents were developed with input from appropriate faculty and management
  - Attended webinars for upcoming changes in prerequisite validation, electronic submission of courses and programs to the Chancellor’s Office, and CB 21 and TOP code assignment
  - Met with faculty to resolve issues concerning TBA, units to hours ratio, articulation, and curriculum philosophy and development and reported outcomes of meetings to C&I for further discussion and recommendations
- The Distance Learning Committee indicated that they had conducted the Calibrating the GPS – A Distance Learning Dialogue conference and created Portal announcements to Distance Learning faculty and students.
- Educational Design Committee evaluated and improved their course submission and follow-up processes including a pre-screening process to alert faculty and deans about courses that need further review.
- President’s Advisory Council suggested to the President that he approve numerous projects and initiatives including the College goals and the Planning for Institutional Effectiveness annual report and next reporting format. PAC also received regular updates from IEC and Budget as well as informational reports on Emergency Preparedness.
<table>
<thead>
<tr>
<th>Examples of Related Themes from Unit/Team Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create an HR employee handbook, complete and distribute a Public Safety Department Operational Manual, develop and implement a comprehensive hazardous substances communication program</td>
</tr>
<tr>
<td>• Update HR website to market the College as a highly desirable employer.</td>
</tr>
<tr>
<td>• Develop new financial reports to support needs of the entire campus.</td>
</tr>
<tr>
<td>• Improve the student account portal to help students understand their accounts more clearly</td>
</tr>
<tr>
<td>• Provide and maintain current information about Purchasing processes for campus</td>
</tr>
<tr>
<td>• Implement a College-wide emergency mass notification system</td>
</tr>
<tr>
<td>• Provide timely information and timely decision making related to processes affecting student enrollment and educational planning</td>
</tr>
<tr>
<td>• Enhance means of communication for students to develop their awareness and knowledge of resources and services available.</td>
</tr>
</tbody>
</table>
### College Goal 12: The College will engage students in activities and programs designed to increase their term-to-term enrollment (i.e., persistence).

#### Strategic Objectives:
Student Preparation and Success Council will research and evaluate current campus efforts to address persistence. (Student Preparation and Success Council)

Objective ongoing. Student Preparation and Success (SP&S) Council took on this SO. Several discussions were held and published articles addressed related to student persistence. The following policies and procedures were reviewed and acted upon, all of which have an impact on improving student persistence: special registration consideration, catalog rights, Adult Diploma Progress Policy, Counseling Intervention Plan, course withdrawal, multiple measures, Universal Design. Plans are to continue the discussions and planning related to persistence by understanding the CLASS project data, Student Equity Plan and the Equity for All Report and the implications for improving student persistence.

**Recommendation for next year: Keep same SO.**

Student Preparation and Success Council will develop a strategic plan to connect students with campus resources and support services. (Student Preparation and Success Council)

Objective ongoing. SP&S Council will develop a strategic plan to connect students with campus resources and support services. Ongoing. The Council held discussions on several efforts and plans designed to provide more direct services to students including: Counseling Intervention Plan, Universal Design, and Roadmap to Student Services. Plans are to have presentations on understanding the CLASS project data and how to address findings from the CLASS project data and the Student Equity Plan to further develop a strategic plan related to connecting students with resources and services.

**Recommendation for next year: Keep same SO.**

#### Examples of Reported Accomplishments:

**Student Services**

- Career student contacts increased by 32%; transfer student contacts increased by 145%.
- The Pathways Program for former foster youth, a collaborative effort with Financial Aid and other departments, held several activities along with direct assistance to help students receive needed services and support to strengthen persistence.
- The Dismissal Appeal Process was revised and Reinstatement Workshops were developed to help prepare students for greater success and persistence.

**Instruction**

- Nutrition and Food increased awards of Nutrition certificates by 730% since 2007-08; retention increased by 79% during that period, and student success increased also by 88%.
- Student persistence and success in English courses continue to increase in moving from three to four-unit courses; the department continues to establish and assess SLOs to determine factors that will increase persistence and success for students in the writing course sequence.
- In partnership with the Learning Assistance Center, the Writing Center continued to support its work with the Early Alert process and recorded a success rate of 30 percentage points higher for at risk students who attended the WC for tutoring over those who were referred through Early Alert and did not attend.

IEC PIE Summary 2009-10

p. 31
<table>
<thead>
<tr>
<th>Committees</th>
<th>None</th>
</tr>
</thead>
</table>
| **Examples of Related Themes from Unit/Team Planning** | Maintain critical lab tech support and educational program support positions  
Provide high-quality student support to meet needs of diverse noncredit populations  
Maintain high-quality tutoring and student learning support across the College  
Incorporate and expand successful learning communities model in disciplines across the College  
Address student basic skills needs in all classroom to increase persistent and success |
**College Goal 13**: The College will improve integration of campus-wide planning activities.

| Strategic Objectives: | Objective met. During the year, the College’s Institutional Effectiveness Committee (IEC) asked employees to evaluate its planning and program review process known as Planning for Institutional Effectiveness (PIE). Deans provided evaluations of PIE to their Vice Presidents. The Vice Presidents provided the summary evaluation to IEC. IEC also asked all employees to complete an online survey to evaluate PIE.  
A second Integrated Planning Summit was held in Fall 2009 to learn about integrated planning, the relationship between department/unit student learning outcomes, administrative unit objectives and Planning for Institutional Effectiveness and the master plans. Based on the day, the group indicated in their evaluation that they had learned more about planning and how what they do relates to the plans and they called for more such meetings.  
At least two convening’s were held with employees across the campus to discuss how best to use the Educational Master Plan (EMP). The events provided an opportunity for employees to evaluate the EMP and determine how best to use it in their departments given the current downturn in the economy.  
Drafts of the Facilities Master Plan were vetted with various employees using a realistic model of application of the current situation to extrapolation to the future. The FMP was also drafted to align with the EMP and the Technology Master Plan (TMP).  
The Basic Skills Coordinating Committee evaluated its previous year’s process for allocating funding to projects. In 2009-10, it revised the processes and rubric to allow for improvements based on feedback from project managers and the committee members.  
**Recommendation**: Keep SO. |
| During 2009-10, the College will provide documentation for how resources (monetary and other) requested in PIE are used for resource allocation purposes. (Budget Committee, PAC, Teams) | Objective met. In March 2010, the Budget Committee finalized its Mt. SAC Budget Review And Development Process Guide. The Guide provides the College employees with both a narrative and flowchart perspective of how resources requested in PIE are used for resource allocation purposes in the budget process.  
http://inside.mtsac.edu/organization/committees/budget/documents.html  
http://www.mtsac.edu/administration/research/pdf/newsletters/2010-03_planning_for_excellence.pdf  
**Recommendation for next year**: Remove SO. Create new SO such as:  
The College will provide at least one communications to the employees to demonstrate how PIE resources are used in the resource allocation process. (PAC) |
<table>
<thead>
<tr>
<th>Examples of Reported Accomplishments:</th>
<th></th>
</tr>
</thead>
</table>
| Administrative Services                | • Facilities integrated Educational Master Plan data into an updated Facilities Master Plan and evaluated the plan to take into account Technology planning.  
• Facilities negotiated contract terms and identified funding for a new utility master plan, which will be integrated into the updated Facilities Master Plan. |
| Instruction                            | • The Instruction Office established a campus-wide Educational Master Planning process to which all department chairs, all division administrators, Student Services managers, the Director of Facilities, and the Chief Technology Officer were invited. This office organized 2 meetings for dialogue and prioritization of directions that represent the academic departments in support of student access, student success and retention, and cooperative support for programs during a time of financial constraints.  
• The Instruction Team facilitated planning for the allocation of Instructional Equipment funds that included input from faculty in each academic department as well as those in Student Services and also by Event Services. All requests for instructional equipment were verified for their connection to department PIE planning efforts and tied to department goals for maintaining and improving instructional programs as well as health and safety. |
| Student Services                       | • Participated in the development of policies and procedures related to health and safety issues.  
• DSPS convened a task force on Captioning to assist the College in meeting the College-wide Strategic Objective on Captioning. |
| Committees                             | • Information Technology Advisory Committee reported the following:  
  - ITAC was converted to a shared governance committee reporting to PAC so technology information can be shared across the campus.  
  - ITAC is in the process of revising AP 3720 to provide more current language for the College on the appropriate and secure use of technologies.  
  - ITAC encouraged the consistent format for technical help requests by faculty and staff via the Help Desk rather than with their local technical support personnel. This ensures all issues are tracked and resolved in a timely manner.  
• President’s Advisory Council reported the following:  
  - Received update on development of accreditation self study.  
  - Received self study update and formed sub-committee to work with Accreditation co-chair Allende on Rubric for Evaluating Institutional Effectiveness – Part II: Planning.  
  - Received accreditation updates and provided leadership as needed.  
• Recommended that the President accept the self study and forward it to the Board for approval. |
| Examples of Related Themes from Unit/Team Planning | None. |
Other Future Planning

As outlined in the table below, there were a few areas for future planning that did not fall within the College’s set goals.

<table>
<thead>
<tr>
<th>Area</th>
<th>Future Planning</th>
</tr>
</thead>
</table>
| Strengthen internal procedures to enhance understanding, currency, and efficient use of resources | • Ensure that evaluations of all staff are completed in a timely manner and are in compliance with associated collective bargaining agreements and district policy  
• Review all HR-related Board policies and where necessary establish clear, written procedures  
• Improve curriculum development processes within academic departments and strengthen communication to ensure timely compliance with College timelines  
• Implement Budget Bolt-on in Banner to reduce effort and costs and to increase services to the campus community  
• Streamline business processes and make students aware of new processes and procedures in the Banner system  
• Establish and manage a procurement card program to enhance institutional effectiveness  
• Update the Injury & Illness Prevention Program to include a section on heat illness prevention and fire suppression instructions  
• Evaluate new integrated scheduling application to replace current collection of schedule and event management processes  
• Review and revise processes and procedures associated with Admissions & Records, Assessment, and Financial Aid  
• Examine impact of regulatory changes on programs, staff, and service to students |
| Support and facilitate analysis of data and trends to improve services, programs, and efficiency | • Support analysis of effectiveness of recruitment sources annually to maximize effectiveness of resources  
• Analyze current classifications for classified represented, confidential, and management positions to make recommendations as appropriate  
• Regularly perform surveys on salary, job descriptions, and benefits offered at similar districts across the state to ensure that our salary structure is competitive  
• Streamline information and management processes to provide accurate and timely human resource-related reports  
• Continue to assess student learning and general education outcomes for courses and programs across the College to improve student success and quality of learning  
• Provide support for assessing and interpreting data related to SLOs and GEOs  
• Provide complete and accurate information for Facilities management to maintain campus facilities and ensure campus safety  
• Complete implementation of ERP software for fixed assets addressing requirements for inventory tracking  
• Improve College-wide user reporting functionality and capabilities |
| Maintain appropriate staffing in academic and service departments to effectively support the functioning of the College | • Create a clearly structured and well-developed staffing plan tied to program reviews for all areas campus-wide  
• Maintain the appropriate number of faculty, both adjunct and full-time, to support the needs of instructional programs.  
• Support appropriate staffing to support ever increasing responsibilities for assessing learning outcomes and maintaining updated programs and curricula  
• Support necessary staffing for maintenance of grounds and buildings for new buildings  
• Assure sufficient staffing in Purchasing to provide satisfactory level of service  
• Address staffing needs in Technical Services (front-of-house operations, TV Production Specialist, Supervisor for Event Services, FT Technician for new high tech facilities, Supervisor for Performing Arts Operations, increase in funds for hourly employees and overtime) |
3. Summary of Progress on Student Learning Outcomes

2009-10 was an eventful year for Learning Outcomes at Mt. San Antonio College.

In October 2009, the Academic Senate adopted the Student Learning Plan Addendum which set College goals for the evaluation of course-level SLOs and for the development and evaluation of program-level SLOs. (http://www.mtsac.edu/instruction/outcomes/doc/SLO_plan_addendum.pdf).

2009-10 Student Learning Outcomes Goals:
- December 2009—100% of active courses will have developed at least 2 SLOs with Means of Assessment and Criteria for Success.
- December 2009 — 25% of all active courses will have at least one SLO that will have completed one evaluation cycle through Use of Results.
- June 2010 — 25% of all active courses will have at least 2 SLOs that will have completed one evaluation cycle through Use of Results.
- June 2010 — 50% of all active degrees and certificates will have developed at least one SLO with Means of Assessment and Criteria for Success.
- June 2010 — 25% of all active degrees and certificates will have at least one SLO that will have completed one evaluation cycle through Use of Results.
- June 2010 — 50% of course-level SLOs will be mapped to GEOs (General Education Outcomes), degrees and certificates.

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Courses with an SLO with Means of Assessment and Criteria for Success</td>
<td>89.6%</td>
<td>98.42%</td>
</tr>
<tr>
<td>Active Courses with &gt; 1 SLO with Means of Assessment and Criteria for Success</td>
<td>79.1%</td>
<td>95.10%</td>
</tr>
<tr>
<td>Active Courses through an Evaluation Cycle</td>
<td>n/a</td>
<td>36.14%</td>
</tr>
<tr>
<td>Active Degrees and Certificates with an SLO</td>
<td>n/a</td>
<td>53.63%</td>
</tr>
</tbody>
</table>

The College’s next steps include:
- Continuing assessing and evaluating course-level SLOs. The Academic Senate adopted goal is by June 2010, 25% of all active courses will have at least 2 SLOs that will have completed one evaluation cycle through Use of Results.
- Developing program-level SLOs (SLOs for degrees and certificates). The Academic Senate adopted goal is by June 2010, 50% of all active degrees and certificates will have developed at least one SLO with Means of Assessment and Criteria for Success.
- Assessing program-level SLOs. The Academic Senate adopted goal is by June 2010, 25% of all active degrees and certificates will have at least one SLO that will have completed one evaluation cycle through Use of Results.
- Entering all data into ePIE as the information is adopted by the department.

While we are meeting our goals for course-level SLOs, we need to continue our momentum. Therefore, a major effort in 2010-11 will be to work on program-level SLOs. The Outcomes Coordinator, with assistance from Research and Institutional Effectiveness, the Institutional and Effectiveness Committee (IEC), the Outcomes Committee, and the Academic Senate will focus the campus’ attention on learning outcomes for degrees and certificates.
The following are questions asked of the vice presidents and their responses related to student learning outcomes.

1. **What is your assessment of the overall progress in your Team relative to outcomes implementation and assessment? Identify any specific areas that need additional assistance in meeting the target objectives.**

   **Instruction Team**
   Almost all departments across the College are meeting the target set for 100% of courses with SLOs. Many are also involved with program-level assessment and GEO assessment. However, the requirement for PIE that all departments show complete assessment cycles for at least two courses may not have happened (not clear). PIE requirements need to be made in coordination with the targets established by the faculty and approved by the Academic Senate. Independent requirements in PIE may be confusing to departments when they are not coordinated with the overall campus plan for full compliance.

   Additionally, some departments are struggling with how to enter and track assessment efforts in TracDat. One division noted, “We are still not clear on the connections between the boxes that we check, labels that we choose, parameters we define, and how those choices will give us the reports we need.” Other divisions note simply that ePIE is not “user friendly.”

   Finally, some departments are finding that the initial assessment of SLOs set did not yield the kind of information departments were really seeking. A slow transition to creating SLOs more thoughtfully and deliberately and learning more about what kinds of assessments would be clear and meaningful is beginning to emerge.

   **Student Services**
   Overall, there has been substantial and impressive progress in completing assessments, summarizing data and using results to make program changes, improvements, or to consider additional research. Only one department failed to make progress in this area.

   Some departments need to update their SLOs and AUOs to be more current, and to assure that their assessment and data analysis sections continue to be relevant and meaningful. There is some confusion as to which SLOs and AUOs are being actively assessed and which ones are considered to be “not actively assessing.”

   Student Services managers and faculty need further training on developing their SLOs and AUOs and the development of assessments to accurately measure outcomes.

   The overall progress of the 19 Student Services Course Level Outcomes is outstanding. The faculty worked diligently to establish assessments, conduct data analysis and undertake use of results. 100% of all 19 SLOs were fully measured. 14 of 19 (74%) SLOs were clearly met. 100% of the 6 SLOs for 4 courses were met for Counseling. 74% of the 13 SLOs for 8 courses for DSPS were met. I found the Summary of Data and Use of Results to be very thorough. Some of the SLOs will need to be modified to more fully meet the definition of an SLO and to be more robust. Some alignment with assessment measures in meeting specific SLOs will need to be made. In some instances, the faculty have recommended changing, modifying, or discontinuing some of their SLOs based on their data analysis. This shows that the process works and that much is being learned and put to great use!

2. **Identify key examples where assessment outcomes by your Team has led to the implementation of specific changes or produced measurable improvements.**

   **Instruction Team**
   *Note: The following are very limited examples of changes made as the result of outcomes assessment.*

   Arts Division:
   - Improved teaching facilities in the Music Department, creation of a Music Majors Handbook, altered focus of ARTB 14 and 16, led to the purchase of equipment for support of instruction in Fine Arts classrooms, and led to the promotion of a more diverse student show in the Art Gallery.

   Business Division:
   - Development of different modes of development for FASH 17 to provide a learning environment that fits many different learning styles, strong learning outcomes for FCS 41 where students were successful in writing clear and concise personal mission statements, in BUSA courses outcomes assessment reveal the
need to make the courses interesting and inclusive of current trends and information, in HRM students were found to better address SLO in a peer-to-peer learning setting than individually. Nutrition found the need to train adjunct faculty to collect data in wider range of classes (including evening classes).

Continuing Education Division:
- ESL Speaking C students far surpassed the defined criterion for success on the SLO for a compare/contrast speech, numerous courses experienced changes to syllabi or the curricula in response to assessment findings, SLO assessments for the Older Adult physical fitness class strongly confirmed that senior population students will improve in strength and endurance as a result of the classes.
- The division office made strategic changes to communication methods and tools in response to a low outcome having to do with credit faculty use of Banner for noncredit students in dual-listed courses, and in the Language Learning Center an SLO related to student satisfaction with software and media led to the purchase of language software and resources, in part based on student feedback.

Humanities and Social Sciences:
- The Writing Center outcomes assessment work has had the most significant impact so far. Based on their assessments, 68% of students who are referred go to tutoring, and the students who attend tutoring pass their composition classes at a rate 20% higher than those who don’t. Based on this and other data, the WC has created either specific programs in response to verified student success (such as the Tutor-In-Classroom program), or has expanded existing programs such as workshops.
- The Honors program has assessed participation by ethnic group and gender and found that percentages of Asian and Hispanic students have dropped while Filipino, African American and Non-Hispanic have increased slightly. The program is exploring various options to involve underrepresented groups in Honors activities.

Library and Learning Resources Division:
- LERN 81 students meet the established criterion, but this assessment included only full-time faculty. Writing faculty wish to expand assessment to include all adjunct faculty to ensure broad based assessment data.
- For STUDY 80, faculty determined that teaching visual learning style as one cohesive element in future classes would address the apparent confusion for students in breaking down instruction into visual-verbal and visual-nonverbal components.

Natural Sciences Division:
- The Math Department assessed student success rates in the Math 51 A/B and Math 71 A/B to determine whether the slower paced courses should be offered in a 6-week format. Data revealed a slightly higher success rate for students in the short term classes, and this information informed the planning to continue to offer these courses during Summer and Winter intersessions.
- Ag Sciences noted that 51.7% of students completing AGHE 85 received scores of 90% or higher, and yet some deficient areas were identified leading the department to incorporate dosage and solution calculations into the curriculum of two lower courses to build a foundation for the pharmacology course where these calculations are being taught.
- Physics and Engineering assessed whether or not Physics 4A students would be able to find the moment of inertia of a typical continuous body. When students did not meet the established criteria, 2 curriculum changes were made. The same assessment will be repeated to determine the efficacy of these steps.

Physical Education Division:
- Adjunct faculty in P.E., Athletics, and Dance were included in planning which has allowed the adjuncts to be more aware and involved in the curricular process.
- In Dance, the Technical assessment has been successful and will be used as a measurement for additional SLOs.
- Physical Education faculty have made many changes to test questions, assessments, and skills measurements in going through the SLO process.
Technology and Health Division:

- 3 hours of direct instruction were added in AIRC 25 to the sequence of operation of the secondary low-voltage control system for the standard 60,000 BTU Straight Cooling System. 2 hours were removed from Pressure Switches and Flow Control Devices to accommodate this change.
- In ELEC 50A, the appropriate use of circuit rules will now be emphasized both in lecture and through short, in-class problem-solving activities.
- Instruction in MENT 40 on the use of appropriate therapeutic communication tools in an interview scenario will now include video examples of students who successfully completed the assignment.

Student Services

Changes to processes and procedures based on information from students as well as a result of the College’s new SIS (Banner).

- Admissions and Records: Students are directed via hard copy mailings as well as web and portal announcements to claim their accounts in order to access Banner student and conduct transactions. Communication processes will continue to be reviewed and improved based on student feedback and programmatic review.
- Admissions and Records: A log of petitions was maintained to enable Admissions to track the status of the petitions. A plan for imaging the forms has led to better tracking and greater efficiency in providing timely responses.

Verification that students are learning, improving, and benefitting from programs and services and improvements to programs and services.

- Career and Transfer: Job developers used a rubric to measure changes in resume development after meeting with a job developer. A random sample of students over a two year period was tracked. This pre-post measurement showed that 77% needed improvement in their resumes at the pre measurement and 97% of students’ resumes were deemed to be professional at the post measurement. Job developers are using this information to enhance and continue their work on offering resume development services to students.
- Upward Bound: A major goal of the Upward Bound program is to ensure their students maintain satisfactory academic progress and meet the a-g requirements for college entrance. Ongoing assessments of student transcripts to review grades and courses completed enabled program staff to determine which students were actively on track to graduate and which students would need additional tutoring and counseling intervention.

Greater understanding of students’ satisfaction levels.

- DSPS: Students who are deaf and hard of hearing (DHH) were interviewed regarding their impressions and expectations of the Real Time Captioning (RTC) program. Although students reported receiving timely and well-written transcripts of class lectures, it was also discovered that there were problems with communication and coordination and other concerns with the captioning process. The staff is using these results to better inform students about captioning services as well as to improve on the oversight of staff doing the captioning and transcription.

Empirical research in students’ conceptual stability and students’ intentions and perceptions.

- Bridge: Test-retest reliability was run to determine conceptual stability. Findings suggest that all Summer Bridge students had psychological changes taking place between pre and post testing, indicating that changes take place during the program with regard to students’ intentions, personal motivations, perceptions of barriers and perceptions of others. This has enabled the Bridge faculty to better understand the changes in students as well as how best to capitalize on these shifts.

Awareness of services, program participation rate increases.

- Health Services: Staff conducted a random survey of students to determine if they were aware of health services. Of the 515 students surveyed, 64% were aware of available health services. The staff determined that this rate of awareness was insufficient and have developed a plan to increase outreach efforts, including a recommendation to hire a full-time outreach and health education coordinator.

Areas of needed improvement.

- Counseling: The department predicted that 75% of students would feel confident about starting their first semester at Mt. SAC after having attended Orientation for new students. The data showed that 87% reported confidence about starting their
first semester at Mt. SAC. However, additional information included in the survey showed that only 61.7% knew which courses to register for and only 61.7% knew how to register for classes after completing the orientation. This provided the counseling faculty with great direction on how to improve their orientation sessions.

- **EOPS/CARE/CalWORKs**: The PASS program was initiated to address students who had GPAs of less than 2.00. Although the AUO stated that students would “feel supported” by the EOPS staff after attending the PASS program, the analysis of students’ grades and GPA determined that 58% had made satisfactory academic progress. It was further determined that the tutoring component was not meeting the needs of the pass students. Thus, the tutoring component was restructured and improved to provide more one-on-one tutoring, walk in and group tutoring. Enhanced understanding of students’ needs and preferences for services.

- **Counseling**: The department conducted a student satisfaction survey related to Online Counseling services. Only 11.6% of students reported that there were questions/concerns that they would feel comfortable addressing online. Additionally, 61.1% of students surveyed preferred in-person counseling instead of online counseling. A full 67.8% stated that they participated in online counseling because of the difficulty in making in person appointments. Thus, despite the efficiency of providing online counseling services to students, students clearly prefer to meet individually with a counselor.

- **Veterans**: Specialized orientation sessions were held for Veteran students, including how to best utilize their educational benefits. Although assessment of students is ongoing, input was received to enable the staff to have clearer direction in providing information to Veterans through written, oral, and web-based means.

Implementation of reforms, changes, new efforts.

- **Assessment**: AmLa and AWE faculty facilitators worked closely to evaluate the effectiveness of scoring rubrics based on surveys of AmLa faculty and students. Over 4 different terms, faculty and students were surveyed as to their satisfaction with the placement level. The greatest disparity was in AmLa 41W placement. For two consecutive periods, students reported satisfaction levels of only 57.8% and 58.8%. Faculty conducted a process to more closely examine the rubrics and norming process. As a result, the AmLa 41W student satisfaction level rose to 72% the following term.

- **High School Outreach**: The department projected that 80% of high school counselors would attend and be satisfied with the High School Counselors Conference. The attendance rate was 79% and the average score of satisfaction ratings was 89% with 97% being the highest rating for the overall program format, and student and counselor testimonials. This provided excellent information to the department to assess programming of future events.

**COUN 2**: Students will be able to identify and explain 2 reasons for procrastination. The findings showed that many students viewed procrastination as having a potential benefit – the pressure created by procrastination actually helped them get through the assignment. Instruction in the course enabled students to also be able to realize the benefits of NOT procrastinating. This information enabled the faculty to solidify the course content and instruction methods for COUN2.

**DSPS 10**: Students will know the general academic requirements to earn certificates of achievement and the associate degrees. 17 of 20 students (85%) met the criteria of answer 5 of 6 questions correctly. Faculty analysis of the most frequently missed question has enabled them to emphasize instruction of this material in the course.

**DSPS 30**: Students who successfully complete DSPS 30 will report using a wider variety of learning strategies and supports. 68% reported using more supports or strategies. The strategies showing the most improvement were ones introduced through the mini-lecture technique followed by group activity. The use of results show that the faculty plan to increase the use of this format for introducing concepts and activities. The format of the class will therefore change to primarily a lecture from primarily a lab. The faculty will proceed with re-writing DSPS 30 as a lecture format course.
4. **Team Goals for 2010 – 2011**

Team goals were derived from the planning processes being done at the unit level. Units align their individual goals to both College and team goals, where appropriate. Since current budget processes place the major responsibility for new resource allocation at the Team level, the Team goals strengthens alignment of planning and resource allocation. Goals set by the teams will be referenced in upcoming cycles for new resource requests (including budget, staffing, facilities, etc.). The following represents the new and edited Team Goals for 2010–11 per the work of the Teams in 2009-10. *(Note: keep the edits as noted below)*

<table>
<thead>
<tr>
<th><strong>Student Services Team</strong> (updated per G. Hanson October 18, 2010)</th>
<th><strong>Administrative Services Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS–1. Ensure that pathways are available, <strong>efficient</strong>, and well-defined for students to pursue their educational goals.</td>
<td>SS–7 Provide opportunities for professional development and technical training to all staff.</td>
</tr>
<tr>
<td>SS–2. Provide avenues through which students can <strong>become fully engaged</strong> in the life of the College through participation in various activities, programs, and leadership opportunities.</td>
<td><strong>New goal SS–8.</strong> Exercise inclusive planning processes to make budget decisions and share and distribute resources.</td>
</tr>
<tr>
<td>Re–write SS–3. <strong>Provide comprehensive services which are and coordinated with other departments</strong> services to enable students to persist and make progress toward reaching their goals.</td>
<td><strong>New goal SS–9.</strong> Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations.</td>
</tr>
<tr>
<td><strong>New # SS–4.</strong> SS–4. Enable students to complete each term of student and continue enrollment in subsequent terms. <strong>Provide services</strong> that support student learning in an effort to ensure continued enrollment in subsequent terms. <strong>Empower students</strong> to attain their educational goals by gaining new skills, knowledge, and experiences in order to graduate, transfer and obtain employment.</td>
<td><strong>New goal SS–10.</strong> Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations.</td>
</tr>
<tr>
<td><strong>New goal # SS–5.</strong> Assure that services provided by the division are designed to provide students with the tools and information required to successfully attain their educational and career goals.</td>
<td><strong>New goal SS–11.</strong> Work collaboratively to advocate for technological and infrastructure support to improve services to students.</td>
</tr>
<tr>
<td>SS–6 Conduct dynamic research to measure outcomes and student success.</td>
<td><strong>Administrative Services Team</strong></td>
</tr>
<tr>
<td><strong>AS–1. Develop a College-wide Sustainability System</strong></td>
<td><strong>AS–1.</strong> Develop a College-wide Sustainability System</td>
</tr>
<tr>
<td><strong>AS–3. Develop and Make Available College Data Information/Reports</strong></td>
<td><strong>AS–3.</strong> Develop and Make Available College Data Information/Reports</td>
</tr>
<tr>
<td><strong>AS–4. Implement Custodial OS1 Program</strong></td>
<td><strong>AS–4.</strong> Implement Custodial OS1 Program</td>
</tr>
</tbody>
</table>
AS-6. Provide Employee Safety Training

AS-7. Continue Focus on Professional Development

AS-8. Develop Enterprise Application System Training/Implementation

AS-9. Develop Purchasing Card System

AS-10. Provide Academic/Student Technology Support

AS-11. Protect Investment in Facilities/Infrastructure

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.

Human Resources Team

Delete HR-1. Expand recruitment efforts to increase the diversity of applicant pools

Delete HR-2. Evaluate and update all Human Resources internal procedures

New goal HR-1. Create an institutional approach to address faculty, management, and staff recruitment, assessment, and retention efforts.

New goal HR-2. Strengthen the District’s professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.
New goal HR-3. Promote a healthy work environment that nurtures personal and professional development.

New goal HR-4. In accordance with the California Community Colleges State Chancellor’s Office new requirements, develop an Equal Employment Opportunity plan that includes providing regular and on-going training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.
5. Resources Identified in Relation to Planning and Evaluation

Planning is a continuous ever-changing process and, as such, this year the 2009-10 PIE Resource Requests Summary report has become an interactive database for the convenience of planning end-users (see the PIE web page). The Institutional Effectiveness Committee (IEC) hopes you will utilize this database throughout the 2010-2011 academic year as you plan for positions, instructional equipment, and seek college/external-entity resources; compare other unit/department requests with yours in an effort to collaborate on resource partnerships; or in preparing for the upcoming 2010-11 PIE process.

Out of the 453 line items in this report, 14 requests require no additional resources outside of the requesting department and, therefore, are excluded from further calculations. Since most resource line items have identified multiple resources needed (e.g., budget and staffing), a total of 877 duplicated resource line items have been identified for the 2009-2010 PIE period. The following resource request demographics or trends are arranged by the report’s Type of Resource section listing and the Team Goal listing:

► Budget: There are 350 line items requesting additional budget dollars and most often accompanying requests for other needed resources (e.g., staffing, equipment, etc.). This is the largest category for resources, accounting for 39.9% of the resources requested.

► Staffing: There are 181 line items requesting the need for staffing with the requests for full-time and adjunct faculty positions (approximately 40%) slightly higher than the requests for full-time, part-time, or increased-hour classified professionals (approximately 36%). About 20% of the requests are for hourly or student assistance staffing. Staffing is the second highest category for resources, accounting for 20.6% of the resources requested.

► Facilities: There are 61 requests for facilities resources, accounting for 7.0% of the resources requested.

► Research: There are 30 requests for research/survey assistance, accounting for 3.4% of the resources requested.

► Training: There are 77 requests for training whether through POD or externally or requests for training dollars, accounting for 8.8% of the resources requested.

► Marketing: There are 40 requests for marketing communication/website assistance, accounting for 4.6% of the resources requested.

► Equipment: There are 86 line item requests for instructional or software/hardware equipment. This is the third highest category for resources, accounting for 9.8% of the resources requested.

► IT (Information Technology): There are 20 requests for IT technical support/services, accounting for 2.3% of the resources requested.

► In-Kind Services: There are 29 requests for in-kind College services (e.g., Grants, Mt. SAC Foundation, and Student Services) not already categorized in the database, accounting for 3.3% of the resources requested.

► Other: There are 3 requests for "other" assistance from companies or entities outside the College, accounting for 0.3% of the resources requested.

► Team Goals: Oftentimes, multiple team goals are identified as satisfying a single resource request line item.
6. Evaluation of the PIE Process, including Actions for Improvement

Throughout the 2009-10 academic year, the IEC demonstrated ongoing evaluation of the PIE process as documented by its meeting minutes. As issues were uncovered, the committee members discussed the situations, brainstormed, and identified solutions. It was through this level of collaborative and self-reflected dialogue that IEC helped the College and its units with student learning and institutional processes. To continue with the evaluation component, each year, the IEC requests and receives feedback via the Manager and VP (team) Summaries on process clarity, utility, ease of use, effectiveness of documents and training, etc. All feedback is realized in adjustments for the following year’s PIE process. The following is a summary of some of that feedback.

Vice Presidents’ Feedback:

1. What did you learn as a result of preparing the VP Summary?
   A. A number of areas can be addressed internally even without additional resources
   B. We discovered that we had made great strides in our accomplishments
   C. Excellent learning process: is accurate, comprehensive, and offers good representation of the work done in SS.
   D. SS programs and departments continue to be heavily impacted by categorical budget cuts; this makes planning, developing, and measuring outcomes very difficult [can’t continue doing what we know works]
   E. Technical assistance needed to help SS move to a higher level of evaluation of SLOs and AUOs.
   F. Focusing primarily on general themes and trends does not allow reporting on certain specific and important concerns in some departments.
   G. Summaries done by the deans are not consistent; I need to work with my division administrators to help them establish criteria and formats for more effective and useful summaries.
   H. I need to work with my team to establish the important functions of PIE at each level of input.
   I. Budget cuts are having very negative impact on program functioning and perceptions of quality of programs. PIE reveals the struggles of the departments and divisions.
   J. Individuals across the team continue to have difficulty working with TracDat to enter data correctly and to extract meaningful reports.

2. What was the most challenging part of preparing the VP Summary?
   A. Lack of training in process (new VP)
   B. Summary reports from TracDat don’t provide sufficient info to easily assist in completing the VP summary.
   C. TracDat reports and VP summary formats do not match; therefore, it is difficult to use in completing the VP summary [Repeated by 2 additional VPs]
   D. The VP Summary is not sufficiently useful as a planning tool.
   E. The VPSS did not get Section V (Progress on Course Level Outcomes) even though she has two academic departments (DSPS & Counseling).
   F. Finding time to do prepare this enormous report.
   G. Representing the complexities of the entire team faithfully (tried to balance attention to general trends with the voluminous details that give texture and character to the report).
   H. Very difficult to know the serious problems being reported created by the budget cuts and budgetary restrictions. Good people are feeling anxious and overwhelmed instead of challenged and proud of their accomplishments.
3. What suggestions can you offer to improve the VP Summary?
   A. IEC should meet with VPs as well as some other managers and faculty to help understand frustrations compiling and entering info into TracDat.
   B. No process for departments to make suggestions about changes to goals, trends, planning directions, etc. since those items are not part of the categories of info requested by TracDat.
   C. Question about whether this software program is meeting our planning needs (does not seem sensitive enough to align to the Mt. SAC planning process).
   D. Problem with TIMING. Reporting in early April cuts the last part of the year out when many accomplishments occur. [One other VP reported this problem.]
   E. Accomplishments: report does not show team goals; instead shows 2 columns of previous year accomplishments.
   F. Future Planning Efforts: does not match the ePIE 5 column reports nor the info on Report 2. Reporting “themes” for planning is not likely to lead to any future planning based on how the info is derived and lack of a process to incorporate them.
   G. Report 2 does not identify whether each item is an SLO, AUO, or SO.
   H. Internal/External Conditions: responses were so varied the prompt may not be useful.
   I. Data Analysis: I had almost no info and nothing useful from this report. Difficult to understand as a VP how to report TRENDS. This section is not useful at all nor does it effectively measure the data being collected and the analyses being conducted.
   J. Report 5 (Progress on Program-Level Outcomes) is not quite accurate in terms of the information it is pulling from department reports. But was very helpful and useful to me; gave me the greatest insight as to how effective this process is as well as how much additional training is needed to help staff understand how to develop more appropriate assessments to measure them accurately.
   K. Resources Requested: needs to show a further description and rationale for each item requested. Also needs clarification as to whether resource is necessary/required and whether it is presently available or not.

   L. Cannot finalize team goals until I have met with a group of SS administrators, faculty, and staff.
   M. PLANNING: no clear section that reports what particular plans will be undertaken in the next year. Goals section is the closest, but doesn’t detail specific changes or priorities. PIE does not enable departments to make clear plans to move forward into the next year and successive years with clear direction.
   N. Encourage teams to have a general meeting to share the collective PIE results and plan for the next year. This would help complete the planning circle more effectively.
   O. I need more direction about how to document data being documented in the VP Summary. More and more data is being considered and documented in the division PIE summaries, but I’m not sure how to capture that in a summary without simply copying all of it (which means I don’t summarize.)

Additional Comments and Evaluation of the Vice President’s Summary Process

Many campus-wide events in Student Services (e.g. Cash for College, Veterans Recognition, Bridge Orientation, Transfer Achievement Ceremony) are not clearly highlighted in our PIE. They help the community appreciate the many accomplishments of our students, faculty and staff, but the PIE process does not provide for a full venue through which to measure the impact of these activities.

Employees’ Evaluation of PIE

In Spring 2010, the Institutional Effectiveness Committee (IEC) asked Mt. SAC employees to complete an online survey. The purpose of the survey was to evaluate their perspectives on the College’s program review model that is used for planning purposes – Planning for Institutional Effectiveness (PIE).

Of the College’s 1,800 full and part-time employees, 299 employees completed the anonymous survey. Employees were asked a number of demographic questions. Their responses indicated the following:

- 46.2% were classified; 42.1% were faculty, 7.7% were managers, with the rest being unidentified
- 71.6% work at the College full-time
• 31.8% have worked at the College less than 6 years; 27.1% from 6-10 years; 26.1% for 11-20 years; and 14.7% more than 20 years

Overall, the results indicated the following:

• 43.1% understood PIE
• 40.2% were aware of how PIE affects their departments
• 35.5% were involved in the PIE process
• 44.1% were invited to be part of the PIE process
• 40.1% said that their unit/department encouraged them to take an active role in PIE
• 33.8% of employees received a copy of their final group’s PIE report
• Of those who wanted to be involved in PIE, 74.5% were able to do so
• Of those who wanted to be involved in PIE, 60% said that the PIE process was done in a collaborative environment
• Of those who wanted to be involved in PIE, 54.4% thought that their unit/department met often enough to discuss PIE
• Of those who wanted to be involved in PIE, 50.9% were satisfied with the overall experience with the PIE process

Some thoughts from the employees included:
• Overall, classified were less aware of PIE and felt less involved than the other groups
• The PIE process requires time and effort for collaboration and reflection
• The ePIE (electronic version of PIE) is cumbersome
• It is unclear how PIE is used in planning or used in a meaningful way
• There is a need to show employees examples of how PIE has been done in other units/departments, what they did with that information, and why it is of value to the unit/department as well as the College
• There is a need to educate employees on PIE and ePIE and why it is important to the College
• The alignment of the unit/department reports and the VP summaries needs work

It is clear from the findings that there is room for improvement in both the processes and structure of the College’s program review system known as PIE. Less than 50% of those who completed the survey understood the PIE process, were aware of how PIE affects their departments, were involved in PIE, were invited to be part of PIE, had their unit/department encourage them to take an active role in PIE, or received a copy of PIE. When the questions were re-focused to only on those employees who wanted to be involved in PIE, the percentage of favorable responses were over 50%; that is those who wanted to be involved in PIE said that they were able to participate in PIE, they said the PIE process was done in a collaborative way, they thought their unit/department met often enough to discuss the PIE, and they were satisfied with the overall experience with the PIE process.

The comments throughout the survey contained many constructive suggestions for PIE. Below is an outline of those suggested changes for the Institutional Effectiveness Committee to review and consider:

Process
• Change the timeline so that it is more reflective of the work that is done in an academic year. Allow time for reflection before, during, and after PIE is due.
• Need to have time to read PIE, digested it, and provide input on it
• Provide periodic refresher training on PIE and ePIE and provide training for new employees and new chairs
• Make it more collaborative – too many times people said it was done by one or a few people – invitations were desirable and keeping employees in the loop as to its progress. Provide departments/units with suggestions for what is a good practice – such as multiple meetings, etc. Include examples of how groups are using PIE for planning purposes (and how PIE is for planning).
• Improve communications about it – both at the beginning and throughout. Also, provide a copy of it to all department/division employees
• Do PIE over many months and not just before it is due
• Include part-time employees in the PIE process
• Provide more good and very good examples of PIEs along with the “how did they do it”
Based on these findings, two suggested strategic objectives for 2010-11 emerged:

*During the next evaluation of the PIE process, there will be a 10% point increase in those employees who indicate that they were invited (i.e., asked) to be part of the PIE process (baseline year 2009-10 of 44.1%).*

*In 2010-11, there will be a 10% point increase in those employees who indicate receiving a copy of the PIE report (baseline year 2009-10 of 36.9%).*

**IEC plan for improving the PIE Process**

Based on the information from the Vice President summaries, dialogue within IEC meetings, ad hoc feedback from the campus, the evaluation of the summaries by the IEC, and the employees’ survey, numerous action steps for continuing improvement in the next ePIE cycle are planned. These include (1) addressing difficulties in unit level reports that are not in optimal alignment with the summary forms; (2) establishing a format for resource requests that asks units to communicate relative importance of their requests; (3) modifying the PIE software so that all academic departments have access to their program-level outcomes; (4) adjusting the timeline for reporting so that it is more closely aligned to the academic year; (5) creating opportunities for broader participation in the PIE planning process across the campus by employees within the individual units; (6) strengthening the planning function of PIE at the unit and team levels; (7) strengthening alignment of resource requests and budget allocation.

**Structure**

- PIE does not meet all needs (faculty, classified versus instruction and student services) and it is too complex.
- Need stronger link to budget
- Provide more training/suggestions for making ePIE better.
  - Provide more information on final reports and why linkages to goals are important. Need to work with users to determine what reports would be most useful.
- Need better alignment of department/unit report to VP Summary for those units that report directly to the VP
- The PIE worksheet should be edited to reduce duplication and allow for carryover of data from year-to-year.
- ePIE tabs and navigation need to be improved by providing training
7. Recommendations for Modifications to College Goals

This is the first year of the PIE process that does not include recommendations for modifications to the College Goals.

8. Supporting Documents

This 2009-10 PIE Summary Report is based on numerous sub-reports, summaries, and evaluations available at the following link:
http://inside.mtsac.edu/organization/committees/iec/

- a. Team Accomplishments
- b. Future Planning Efforts
- c. Internal/External Conditions
- d. Summary of Data Trends
- e. Student Learning Outcomes Narrative and Progress Report
- f. Resource Requests database
- g. Team Goals
- h. VPs’ Evaluation of PIE
- i. Committees’ Accomplishments
- j. Employees’ Evaluation Of Pie
- k. Strategic Plan Final Results 2009-10