INTRODUCTION

This Vice-President’s Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area planning and indicate the common topics that are affecting your area as a whole.

A set of reports from units that report directly to you will be e-mailed to you shortly after the deadline for submission of unit ePIEs passes (June 30, 2011). A set will also be placed in the ‘Document’ tab of your ePIE account. The following table relates each report to its corresponding section in the Vice-President’s Summary. Use these reports and the Manager’s Summaries in conjunction with any other information to which you have access to respond to the sections in the Vice-President’s Summary.

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<th>REPORT</th>
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The college mission statement, college goals, and team goals are listed on the next page and serve as a reference for this report.

This Vice-President’s Summary is due electronically to Virginia Burley, chair of the Institutional Effectiveness Committee, at vburley@mtsac.edu by September 2, 2011. Additionally, please email a copy of the Summary to your managers. Contact Virginia Burley at x. 5414 with questions relating to the Summary and Kate Scott (x. 5562) with questions relating to either the reports or to ePIE.

Sincerely,
The Institutional Effectiveness Committee
COLLEGE MISSION STATEMENT

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

COLLEGE GOALS

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

TEAM GOALS – STUDENT SERVICES TEAM

SS–1. Ensure that pathways are available, efficient, and well–defined for students to pursue their educational goals.
SS–2. Provide avenues through which students can be involved in the campus community.
SS–3. Provide comprehensive and coordinated services to enable students to reach their goals.
SS–4. Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.
SS–5. 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.
SS–6. Conduct dynamic research to measure outcomes and student success.
SS–7. Provide opportunities for professional development and technical training to all staff.
SS–8. Exercise inclusive planning processes to make budget decisions and share and distribute resources.
SS–9. 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.
SS–10. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations.
SS–11. Work collaboratively to advocate for technological and infrastructure support to improve services to students.
I. ACCOMPLISHMENTS
Using the Accomplishments report, identify the top 5 to 10 major accomplishments for your area/team and their alignment with college goals. Accomplishments are items that have been achieved as of the writing of this summary and since you last did PIE. Expand as needed.

<table>
<thead>
<tr>
<th>COLLEGE GOAL(S) (LIST BY #)</th>
<th>ACCOMPLISHMENT</th>
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<tbody>
<tr>
<td>2. Prepare Students for success through the development and support of exemplary programs and services.</td>
<td>Bridge</td>
</tr>
<tr>
<td>- Summer Bridge 2010</td>
<td>- 1,034 students applied for the Summer Bridge 2010 program</td>
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<tr>
<td>- 349 students were enrolled in the Summer Bridge program.</td>
<td>- We had 14 learning communities: two writing teams and one math team. We offered Lern 81, English 67, and English 68 linked with a Coun 1 and LCOM 80 class for the writing teams. We offered Lern 49 and Math 50 linked to a Coun 1 and LCOM 80 class for the math team.</td>
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<tr>
<td>- 85.3% students were successful in Summer Bridge courses as compared to 77.1% Non-Bridge students.</td>
<td>- Due to the large number of students who applied to Summer Bridge, but were not able to enroll, the STEP program was developed. STEP is an accelerated, two-week Counseling 1 class offered in the summer intersession in lieu of Summer Bridge. In summer 2011, 90 students participated. This is a 50% increase in enrollment from summer 2010.</td>
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<tr>
<td>- Fall Semester 2010</td>
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<tr>
<td>- 516 students were enrolled in Bridge learning communities for fall semester 2010.</td>
<td>o For English Bridge, we had nine learning communities for incoming freshmen (First Year Experience) and offered English 67, English 68, English 1A, and English 1C linked to Coun 2, Coun 5 and Coun 7 classes. We had two accelerated English learning communities that featured English 67 (first 8 weeks), English 68 (second 8 weeks), Read 90 and Coun 2.</td>
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<td>- Success rates for English: 75.6% of Bridge students were successful in English 67 compared to 64.8% Non-Bridge students. 79.4% of Bridge students were successful in English 68 courses compared to 67.6% Non-Bridge students.</td>
<td>o For Math Bridge, we had five learning communities for incoming freshmen (First Year Experience) and offered two accelerated learning communities: Math 50, Math 51, and Coun 2 and another accelerated math learning community with Math 51, Math 71, and Coun 5. One learning community had Math 110 linked with Coun 7.</td>
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<tr>
<td>- 70% of Bridge students were successful in Math 51 courses compared to 49.5% Non-Bridge students. 65.2% Bridge students were successful in Math 71 courses compared to 57% of Non-Bridge students.</td>
<td>o Success rates: 70% of Bridge students were successful in Math 51 courses compared to 49.5% Non-Bridge students. 65.2% Bridge students were successful in Math 71 courses compared to 57% of Non-Bridge students. 76.7% of Bridge students were successful in Math 110 compared to 57% of Non-Bridge students.</td>
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<tr>
<td>- Additionally, we offered a pre-Nursing/Health Bridge learning communities that linked Anatomy and Chemistry classes to a Counseling class.</td>
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<tr>
<td>- Spring Semester 2011</td>
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<tr>
<td>- 483 students were enrolled in Bridge learning communities for spring semester 2011.</td>
<td>o We offered five learning communities in English, and one accelerated learning community with English 67 (first 8 weeks), English 68 (second 8 weeks), Read 90, and Coun 2.</td>
</tr>
<tr>
<td>- Success rates: 78.8% of Bridge students were successful in English 1A compared to 58.8% Non-Bridge students. 81% of Bridge students were successful in English 67 compared to 60.4% Non-Bridge students.</td>
<td>o We offered three learning communities in Math with two accelerated learning communities: (1) Math 50 (first 8 weeks), Math 51 (second 8 weeks), and Coun 2. (2) Math 51 (first 8 weeks), Math 71 (second 8 weeks), and Coun 5.</td>
</tr>
<tr>
<td>- 72.7% of Bridge students were successful in Math 50 compared to 56.3% Non-Bridge students. 64.2% of Bridge students were successful in Math 51 courses compared to 46.3% Non-Bridge students. 75.9% of Bridge students were successful in Math 71 courses compared to 52.9% Non-Bridge students.</td>
<td>o Success rates: 72.7% of Bridge students were successful in Math 50 compared to 56.3% Non-Bridge students. 64.2% of Bridge students were successful in Math 51 courses compared to 46.3% Non-Bridge students. 75.9% of Bridge students were successful in Math 71 courses compared to 52.9% Non-Bridge students.</td>
</tr>
<tr>
<td>- We also offered learning communities in Lern 48, Lern 81, Study 85A, Anatomy 36 and Nutrition 10 which were linked to Counseling classes.</td>
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</table>
• Summary of 2010-2011 Bridge Learning Communities
  o Summer 2010—offered 14 learning communities
  o Fall 2010—offered 19 learning communities
  o Spring 2011—offered 17 learning communities

• Summer Bridge 2011
  o 1,005 students applied to the Summer Bridge 2011 program and 347 students officially enrolled in our program this past summer.
  o Offered 14 learning communities: two writing teams and one math team.

Career/Transfer
• Career/Transfer student contacts increased by 3.2 percent to a total of 23,505 for career services and increased by 15.7 percent for a total of 18,415 contacts for transfer services in 2010-11.

Counseling
• Streamlined the Special Admit Orientation Process, including placing the application forms online. Large group sessions accommodated up to 100 students.
• Implemented a new student check in process called “RUSH.” The new process helped to bring the wait time from 1 hour to approximately 10-15 minutes for students to see counselors during peak times.

DSPS
• DSPS Faculty wrote and obtained approval for 3 new courses (DSPS 12, 33, and 34)
• DSPS provided 18,568 hours of interpreting and 1,540 hours of captioning services.
• DSPS served 2,602 students in FY 2010-11. This is an increase of 37.8% over last year.
• Mt. SAC has the only community college DSPS program to offer a formal internship program for sign language interpreters. Since beginning in 2008 we have provided intensive training for 16 individuals. 88% are now working as interpreters at the College. The 2010-2011 cohort provided 4,035 hours of interpreting during their internships.

Financial Aid
• Received and processed 34,716 applications for financial aid and disbursed more than $50.5 million in student aid. This is an increase of 6,286 students from 09-10 and an increase of over $12 million from 09-10.
• Mt. SAC’s Financial Aid Office was identified by the federal Department of Education as one of the most successful Quality Assurance schools with regard to the accuracy of their verification processes.
• Scholarship applications increased by 25% from one year to the next. Over 4,100 scholarship applications were received and processed.
• The Veterans Resource Center was established and in full operation with 1,819 contacts made during the Spring 2011 semester alone. The most commonly cited reasons for visiting the VRC include: connecting with other Veterans, accessing a computer and printer, studying and seeking resources from VRC student staff.

Health Center
• Sixty-five health education events were offered reaching 3,218 students and staff.
• Student Learning Outcomes, measuring the understanding of the material discussed, were evaluated for 22 of these events resulting in a 98% effectiveness rate. Learning healthy lifestyle habits related to physical and emotional health prepares our students to face challenges more effectively throughout their lives.

Upward Bound
Mt San Antonio College Upward Bound Program serves 60 low-income, potential first generation students from La Puente High School and Ganesha High School to be academically successful and enroll in postsecondary study. The Department of Education has developed 4 mandatory objectives by which each program is assessed. The Upward Bound Program at Mt. San Antonio College provides academic preparation both in the academic year and the summer residential component to prepare students to be academically successful.

• Mandatory Objective #1 requires that at least 75% of the Upward Bound students achieve proficient level in the California High School Exit Exam by the time they graduate. Our Upward Bound students have achieved 100% passage of the CAHSEE exam by the time they enter their Junior year (one full year ahead of deadline)
• Mandatory Objective #2 requires that we retain 90% of our Upward Bound students from year to year. Currently our retention rate is 93%.
• Mandatory Objective #3 requires that a minimum of 80% of our graduating Seniors be enrolled in a program of secondary education by the next Fall. Currently 97% of our graduates have achieved this objective.
• Mandatory Objective #4 requires that a minimum of 80% of our students that enter secondary education in Fall will still be enrolled by the next Fall year. Currently 98% of our students are achieving this objective.
### 4. Partnerships
The college will improve partnerships with business and industry, community and other educational institutions.

**DSPS**
- The DSPS Director was voted in as President-Elect for the California Association of Postsecondary Education and Disability (CAPED).

**CalWORKs**
- Through improved working relations with the Los Angeles County Department of Public Social Services, the CalWORKs Program has obtained L.A. County GAIN Employment and Activity Reporting System (GEARS) terminals in the CalWORKs Program Office. This allows CalWORKs Program staff to verify eligibility for new and continuing Los Angeles county students in the office during their appointments. This process eliminates the wait time for processing eligibility documents for these students and increases the numbers of students reportable for Chancellor’s Office MIS reporting.

**Upward Bound**
- The Upward Bound Program has continued to strengthen its relationship with both school sites and has further developed a stronger partnership with the school leadership. In May 2011, the Upward Bound Program at Mt San Antonio College was recognized by the Pomona Unified School District as a valued partner by awarding our program a community service award. We were also awarded Certificate of Appreciation from the City of Pomona, Congressional Recognition from Grace Napolitano’s office, and Recognition from the State Assembly office of Norma Torres, and Senate Recognition from the office of Gloria Negrete-McLeod.

### 5. Utilize and Support Technology to enhance educational programs and services.

#### Admissions and Records
- Continue to improve the communication to students once they submit an admissions application. During the 2010-11 application cycle the unit began to supplement their traditional mailing account claim information to include an electronic email response. This process has decreased the turnaround time whereby students receive their student ID and their username. It is the units plan to cease mailing the hardcopy letter of the account claim information, thereby saving the campus money in eliminated printing, postage and staff time.

**Assessment**
- Implemented the use of eSARS to allow students to make testing appointments online.
- Implemented SARScall to provide automated reminders to students of upcoming testing appointments.

**Counseling**
- The department Prepared Banner Guides to facilitate a smooth transition from ICCIS to Banner.

**CalWORKs**
- Utilized Banner to create population selection reports allowing the CalWORKs Program to send timely, on demand, information to students in the luminis portal.

**Career and Transfer**
- Increased use of technology including use of student portal, Facebook, listserv, and MountieCareerSource to communicate career and transfer information with students.

**DSPS**
- Improved communication with students by developing and maintaining a channel on the Luminis Portal
- Digitized the previously manual process of writing accommodation letters.

**Financial Aid**
- The department continued to increase its paperless processing, with students able to check their status online, and to exercise the IRS data matching to have 1040 tax information directly loaded onto the student’s FAFSA.
- Successfully implemented online Federal Work Study timesheets for student submission.

**Health Center**
- The Health Services webpages were completely updated providing easy access to information related to our program, community resources, and health information in general.

### 6. Diversity
The college will provide opportunities for increased diversity and equity for all across campus.

**DSPS**
- Completed a series of public information pieces, i.e. new video “Success with disAbility”, Re-designed Web Page, Developed Luminis Channel for DSPS on Portal, Published and distributed the New Guide to Services (College Goals #6, #11).
- New video “Success with disAbility” won the Most Distinguished Communicator Award sponsored by the International Academy of the Visual Arts.
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<th>Section</th>
<th>Description</th>
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<td>7. Increase Access</td>
<td>for students by strengthening recruitment opportunities for full participation in college programs and services.</td>
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| Admissions and Records | - A specially designed application packet was designed for International Students with the intent to increase awareness and promote increased International admission applications.  
- During the 2010-11 admissions cycle, the campus received 363 admissions application from International Students and accepted 289 with roughly 80% of those accepted enrolling at Mt. SAC. These numbers represent at a nearly 25% increase in the number of applications and nearly 20% increase in the number of admits. |
| Assessment | - Worked jointly with faculty and developed a common method of implementing the use of multiple measures of assessment for all basic skills areas. The new process was approved by Academic Senate.  
- As an additional method of utilizing multiple measures, worked with math faculty to allow for the use of high school coursework in geometry and trigonometry to assist in the placement of students in Math 150 and 160.  
- Working with math faculty, pilot tested and implemented the use of the Trigonometry Supplemental Test to assist in placing students in Math 160 (Precalculus). Use of the test was approved by the Academic Senate.  
- Developed new AWE prompts for 2010.  
- Worked jointly with counseling to develop and pilot Student Information Sessions to provide students with a preview of tests used for course placement to assist in their preparation for test taking.  
- 44,953 test appointments were made, 40,292 tests were administered, and 13,951 individual students were tested.  
- The Assessment Center staff provided testing services at 39 high schools, testing 2,690 students at those schools.  
- The center was also able to accommodate 2,839 drop-ins (Students without an appointment). This is the reason students congregate outside the Assessment Center. |
| CalWORKs | - Working collaboratively with IT, Financial Aid and Career Services/Transfer a streamlined process for identifying CalWORKs students for on campus work study placements was developed. As a result the CalWORKs study program grew from 12 placements the prior year to more than 57 placements. |
| DSPS | - Held two successful Planning for College Evenings with an approximate 65 in attendance.  
- Conducted 18 Information Sessions this year with over 112 in attendance. |
| Financial Aid | - 97% of students (almost 25,000) receiving the Board of Governors Fee Waiver also filed the FAFSA for federal aid – one of the highest percentages in the state.  
- The Scholarship Program staff directly targeted underserved student populations to increase their access to scholarships. Presentations were made to groups like Veterans, ASPIRE, EOPS, Pathways, Parent Academy, Associated students, and other student groups. |
| High School Outreach | - A total of 596 outreach activities in 2010-11 were conducted at feeder high schools, including:  
- Fairs: 46  
- Presentations: 131  
- Application Workshops: 105  
- Placement Test Sessions: 90  
- Other (follow-up appointments, lunch visits, test results, account claim): 224  
- Almost 6,090 new students from feeder high schools applied for the 2010-11 academic year. Of these,  
- 3264 completed placement testing at their high schools  
- 3559 qualified for Connect 4 priority registration with 1,541 actually attended. Attended Seniors Day: 979  
- Attended New Student Welcome: 143 |
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<th>8. Encourage and support professional development</th>
<th>Counseling</th>
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<td>• In February 2011 the counseling department coordinated a Flex Day Scheduling Summit for the purpose of discussing key issues that included, counselor scheduling, department operating hours, and student drop in’s.</td>
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<td>• In March 2011 Dean, Associate Dean and Counselors attended a retreat for the purpose of team building, professional development, and rejuvenation.</td>
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<th>11. Communication</th>
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<td>Improve effectiveness and consistence of dialogue between and among departments, committees, teams, and employee groups.</td>
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<tr>
<td>• Implementation of &quot;offensive speech&quot; flier was designed to communicate to students how to handle offensive speakers and printed materials that they may be exposed to on campus. It offers suggestions to avoid confrontation and best ways to engage in peaceful protest of differing opinions in regard to “Freedom of Speech” and controversial issues.</td>
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<th>12. Increase Persistence (term-to-term enrollment)</th>
<th>Aspire</th>
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<tr>
<td>• Launched the first ASPIRE learning communities (for English 68 &amp; 1A)</td>
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<td>• Published &quot;Rise&quot; a compilation of students' writings from the Aspire English 68 course.</td>
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<tr>
<td>• 8 ASPIRE students transferred to the following institutions: USC, UCLA, UCSD, Clark Atlanta, Bethune Cookman, ASU, UNLV, CSU Fresno</td>
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<td>• For the Spring 2010 term - 156 students completed the term with an average GPA of 2.16 (cum); 70% achieved a GPA above 2.0; 42% above 2.5; 19% above 3.0; 2 students had perfect 4.0 GPAs; 92% retention rate for the spring semester</td>
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<th>Career and Transfer</th>
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<tr>
<td>• Increased resume reviews via Mountie CareerSource by 46.8 percent, an increase of 633 (from 1352 resumes reviewed in 09-10 to 1985 resumes reviewed in 10-11).</td>
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<tr>
<td>• Increased in-person appointments with career services staff by 27.4 percent from 1453 appointments seen in 09-10 to 1852 appointments seen in 10-11 for students</td>
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<tr>
<td>• Implemented Transfer 101 workshops in fall 2010 with 122 students in attendance.</td>
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</table>
- Implemented Transfer 101 workshops in fall 2010 with 122 students in attendance.
- UC TAG Process Reinvented:  a) Increased attendance at UC Transfer Admission Guarantee workshops from 59 in 09-10 to 299 in 10-11.  b) This led to 515 students submitting a UC TAG for fall 2011 admissions.  c) Due to new online TAG submission process, Career and Transfer Services staff reviewed 564 UC TAGs prior to submission.
- 2011 Transfer Achievement Celebration attendance increased by 41 percent from 2010 with 827 people in attendance, 265 of those being transferring students.

**DSPS**
- DSPS provided 3,332 accommodations for classroom and placement testing in 2010-11 -- a 47% increase from 2008-09 (total of 2,266 testing accommodations).
- Implemented a variety of new DSPS procedures:  i.e. Probation/Dismissal aligned with Counseling Department, Memory Aids, Use of Calculator in Math Courses, Personal Care Attendants, Procedures for Assigning Priority Registration to DSPS Students, Procedures for inappropriate use of services (DSPS Student Rights and Responsibilities document and process), New student intake process

**Financial Aid**
- The Financial Aid Office was selected by MDRC as the only California Community College to participate in their pilot project, “Aid Like a Paycheck” funded by the Gates Foundation.  This initiative controls the disbursement of financial aid dollars to students by disbursing checks bi-weekly rather than in two payments.  MDRC and its partner TICAS have been extremely pleased with the project.  Students report great satisfaction with only 1 student out of almost 100 not continuing in the program.

**Health Services**
- Unduplicated patient visits increased by 7%, with total visits increased by 48% in the past five years.
- Medical visits increased by 29% in the past year; visits by students receiving Board of Governors Waivers increased 22% in the past year and 300% in the past five years.
- These increases in utilization positively impact the financial and physical health of our students which is directly related to increased persistence and success.
# II. COMMON CONDITIONS

## IIA. INTERNAL CONDITIONS

Using the Internal/External Conditions report, identify the 5 to 10 major internal conditions affecting planning in your area. Internal conditions are conditions that exist within your area over which you may or may not have an influence. Please only list 5 to 10 for your team.

<table>
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<tr>
<th>Condition</th>
<th>Impact</th>
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<tr>
<td><strong>Substantial Budget Cuts</strong></td>
<td>Decreases in funding up to 50% have had a profound impact on programs and departments funded by state categorical funds, basic skills funds and Title V grant funds.</td>
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<tr>
<td>Aspire</td>
<td>reduction of adjunct counseling, textbook support, funds for special events and student activities and special programs and field trips</td>
</tr>
<tr>
<td>Counseling</td>
<td>reduction of adjunct counseling, counter staff</td>
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<tr>
<td>EOPS</td>
<td>Unstable state funding has resulted in the EOPS program having to reduce several services (e.g. student workers, peer advisors, tutors and tutorial services). EOPS program has placed a cap on the number of students that can be served and hundreds of students were turned away.</td>
</tr>
<tr>
<td>High School Outreach</td>
<td>reduction in Seniors Day (# of students who can attend), inability to serve all high schools who request presentations and services related to the college.</td>
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2. **Insufficient Staff**

   - Assessment: over-reliance on student workers to staff the front counter and answer incoming calls
   - CARE/CalWORKs: lack of counseling staff for CalWORKs. I am grossly understaffed in this area. I have one adjunct counselor available 16 hours per week. The current wait time for a counseling appointment is 6 weeks.
   - Career/Transfer: Due to the size of the campus and increased complexity of the transfer climate, staffing in Transfer Services is insufficient
   - DSPS: staffing shortages cause delays and reduction in services; lack of tutors and counselors; Banner/Luminis has created an additional workload for DSP&S with no additional staff to assist resulting in delays in service; DSP&S provides support to the Veterans Resource Center (4 hours per week faculty support); continued rising demand for alternate media needs with no additional staffing; continued outreach efforts result in increased numbers of students—higher demand for services, no additional staff.
   - EOPS: lack of customer service; lack of tutors

3. **Insufficient Facilities**

   - Career/Transfer: interest in participating in programs and events and lack of sufficient space to house all interested students
   - Counseling: permanent classrooms and permanent large meeting space for orientations; faculty counseling offices
   - DSPS: in need of more testing space; permanent facility for the High Tech Center; permanent smart classrooms
   - Health Center: inability to grow and meet student demand due to lack of space

4. **Lack of Technology Support; Technology Issues**

   - Admissions and Records: Continued improvement and development of the new student information system requires continuous revisions, testing, and training.
   - Assessment: Continue work with IT to make necessary improvements/enhancements
   - DSPS: infrastructure not current (classrooms without wireless or video relay interpreting); Banner is lacking many of the applications needed to efficiently report information to the state. IT is overwhelmed with requests; many operations have to be handled manually creating delays in
reporting information; closed captioning --insufficient personnel/time to caption existing requests. Administrative Procedure to address issue is stalled in governance process; lack of electronic filing systems makes staff manually obtain important information from student files, which takes more time and effort on DSPS personnel; there is little support to assist staff in obtaining Argos reports regarding key information from student records; the inability to obtain such records makes it very difficult to proactively target interventions to certain DSPS student populations; increasing pace of new high tech software/hardware creates greater demand for consultation/advice.

**EOPS:** lack of support for automated case management system

**Student Life:** The Student Life Office has not been able to create a system where students can submit applications online. This is because the College does not currently offer an easy-to-use, secure system (i.e. similar to Google docs) that departments can manage to create online forms.

5. **Student Issues**

   **DSPS:** Many students possessing below average cognitive abilities demonstrate a lack of progress toward college degree-level classes; higher percentage of students with disabilities are enrolling in degree appropriate and transfer-level classes; DSPS needs to provide more support for those students; student no show rate for appointments with DSPS faculty is 26.7% (2010-11 data); DHH, ABI, Psychological, Pervasive Developmental Disorder, and DDL student populations are rising resulting in students with more significant and costly needs; there is an influx of wounded warriors (veterans with disabilities), both diagnosed and undiagnosed returning to higher education for retraining which will create issues DSP&S has not considered before; students coming in with outdated or incomplete testing for learning disabilities.

   **Health Center:** An increase in the number of students in emotional distress and needing psychological counseling

   **Student Life:** An increase in the amount of Misconduct Reports being filed with the Student Life Office has resulted in a heavier workload for the staff as well as a higher percentage of suspensions for the 2010-11 academic year.

6. **College policies**

   **Counseling:** Changes to APs regarding college degrees and their applicability to Mt. SAC's associate degree general education and competency requirements, repeat policies and a counseling intervention plan.

   **DSPS:** The College is conducting an ADA Transition Plan/Self Evaluation. The results of the effort may have some significant effects on DSPS; Student Assistant hiring restrictions (6 units Fall/Spring; 2 units Summer/Winter); lack of campus communication--DSPS is not regularly informed about changes in procedures; the increased math requirement to Intermediate Algebra delays graduation and increases the need for additional math support; students are taking longer to complete their degrees due to changes in degree requirements. Increases in the number of degree options, and increases in the number of units for certain classes (i.e. English); "Ability to benefit" seems poorly defined resulting in a lack of assessment of a student's ability to benefit from Mt. SAC's academic programs. The Captioning/Alternative Media Task Force stalled in their progress to bring the college into compliance.
IIB. EXTERNAL CONDITIONS
Using the Internal/External Conditions report, identify the 5 to 10 major external conditions affecting planning in your area. External conditions are conditions that exist outside of your area over which you may have little influence. Please only list 5 to 10 for your team.

1. Economic Climate
   Career Placement: National and state economy decline continues to greatly impact employer hiring—unemployment is high with hiring way down, impacting the number of job openings, as well as the willingness of employers to participate in Career Placement events such as career fairs.
   Career/Transfer: The volatility of the state budget and its impact on transfer capacity has increased anxiety amongst transfer students and complexity in the transfer process and thus has led to greater demand for transfer assistance in 10-11. The poor economy has placed increased demand on Career Services with students needing assistance in finding jobs.
   Counseling: reduced number of available courses and increased enrollment creates greater demands for services
   DSPS: Rising unemployment and cuts in the schedule have created large increases of students demanding classes and attempting to qualify for priority registration.
   Health Services: The current economic crisis impacts our students and employees directly. As the number of uninsured and unemployed continues to grow, so does the demand for quality affordable health services.

2. State Budget Reductions
   CARE/CalWORKs - Frequent changes in state and county regulations related to the provision of services and program compliance have led to a dramatic increase in the number of referred students and the corresponding workload. No increase in program funds has been made available to manage the workload.
   Counseling
   DSPS: The "wave" of college effort and unpredictability of the categorical allocation makes it very difficult to budget and develop future plans; Mt. SAC’s DSPS categorical budget was cut by more than 50%.
   EOPS and CARE– Unstable funding has resulted in a lack of clarity regarding the future of the program. Planning to meet the needs of more students who seek the support services is no longer realistic. The programs have to consider creative ways in which to comply with required program services without the necessary funds to support those services.
   High School Outreach: Budget cuts to K-12 districts result in transitions to staff in the High Schools.

3. Impact of Other Higher Education Policies
   Assessment: Chancellor’s Office not approving test instruments, resulting in the AWE for ESL students remaining in a ‘provisional’ status
   Counseling: changing/competitive transfer requirements
   Career/Transfer Services: Transfer capacity issues continue to impact the number of transfer openings at the public universities. Volatility in the state budget and funding for CSUs have made the transfer climate unpredictable and more competitive. Many local CSUs continue to give preference to students in their local service area as defined by that CSU.
   DSPS: Restrictions in the hiring of temporary staff were imposed as a result of Education Code 88003 (amendments based on AB 500); DSPS is federally mandated to provide services regardless of budget and DSPS resources; the ADA statute and regulations have been recently revised and updated. As a result, staff must learn about and consider the impact of such changes in order to ensure compliance with disability law.
   Financial Aid: Federal mandates (consumer information, gainful employment disclosure and reporting, state complaint process, state authorization, net price calculator, and verification; ISBN numbers for courses; distance education guidelines) have an enormous impact on the workload of the department but also on other college departments to be in compliance with these new requirements.
   Upward Bound: The Upward Bound Program's current grant was funded for a period from Sept 2007 to Aug of 2011. With the changes that were instituted to the Higher Education Act in 2008, all TRIO grants were mandated to become 5 year minimum in duration. We have received a grant award notification that extends our funding one
additional year (Sept 2011- Aug 2012). An external condition that will impact this current school year is that ALL federal grants have been hit with a 3.1% reduction in grant funds. This will impact our overall budget.

IIC. Critical Decisions
Describe the critical decisions your area made this year and the reasons for those decisions. Please only list 3 to 5.
Example: Departments may revise curriculum and distance learning workload due to interpretation of the faculty contract.

1. **Budget**: Several departments have been traumatized by massive budget cuts, the likes of which are unparalleled across the campus. Due to categorical (state) budget cuts ranging from 40% to 50% for Credit Matriculation (Counseling, Assessment), DSPS, and EOPS, and severe reductions in funding from Basic Skills for Counseling, Bridge, Aspire, High School Outreach, Student Services has had to make very critical decisions related to staffing and services offered. In some cases, positions have been permanently eliminated due to the decrease in state funding as well as the decrease in college backfill.

2. **Increased Student Needs**: As fewer courses are offered, fees are raised and some services are cut back, students are more in need of specialized assistance – financial, tutorial, counseling. We suspended 50 students in 2010-11 and received 236 reported violations and 20 grievances. Federal financial aid applicants rose by 138% over the past four years with 55% of credit students receiving the Board of Governors Fee Waiver. Counseling has worked judiciously to develop interventions for students who are on probation, who are undecided, and who are new to the college (new student orientation), with a loss of adjunct counseling, the inability to offer more courses, and fewer support staff hours. The Summer Bridge program has 1,000 applicants for only 350 openings. Not all students who desire to be in Summer Bridge are able to. 90 students not enrolled in Bridge were enrolled in the Step to College program which has turned out to be an excellent alternative. The hearing impaired (DHH) student population continues to increase with a pressing demand for interpreters. The Student Health Center is constantly booked to capacity with students in need of primary care and psychological services. We have begun to experience the increase of veterans returning from recent conflicts in Afghanistan and Iraq who have a need for specialized, intensive, support services. Program managers and program staff have had to make critical decisions related to who gets what services, who gets served first, and what to do with the “others”. In the case of EOPS, the program is annually capped prior to the beginning of the Fall semester, essentially locking out hundreds of eligible students. These are difficult decisions. Through a great deal of innovation and teamwork, and cross-departmental collaboration, efforts to meet the needs of students are being developed, albeit, at a marginalized rate due to lack of funding, staffing and facilities.

3. **Technological Support**: Student Services programs are directly impacted by our inability to retrieve specific reports from Banner, to not yet have an auto-award/degree audit/electronic educational plan up and running, and no comprehensive solution to imaging and “going paperless.” Additionally, in order to complete SLOs and to adequately evaluate the effectiveness of our services and to measure student success rates, we must be able to automate program information in client-based programs such as EOPS, CARE, CalWORKs, DSPS, Aspire, Bridge, ACES, Veterans. The recent accreditation report summary pointed out the need to complete the cycle of assessment and outcomes measurement. In order to meet this requirement, Student Services requires computer programs, reports, research capabilities, electronic processing of student information. A Student Services Data Management Plan was developed and presented to management representatives from Information Technology and Research and Institutional Effectiveness. There has been no response. Department and program managers and leads have had to make decisions based on the best amount of data available to them and to respond to queries regarding outcomes measurements using inadequate, non-statistical methodology. Student Life/Associated Students still does not have an automated scanning system such that an external contract remains in effect to mail students their stickers each semester. This would not be necessary if handheld devices were able to scan the mag stripe on the ID cards.
III. SUMMARY OF DATA/INFORMATION TRENDS
Using various sources of information including the Data Analysis reports and department/unit information, identify the common trends, the source(s) that provide evidence for the trends, and their impact on area planning. Please only list 5 to 10 for your team. Expand the table below as needed.

<table>
<thead>
<tr>
<th>TREND</th>
<th>SOURCE</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased numbers of students in need of services.</td>
<td>Department, Banner, Argos, SARS, MIS, FISAP, BFAP, annual program reports, special programs year end reports (EOPS, CARE, CalWORKs, DSPS, matriculation).</td>
<td>More demand for services, supported by numbers of students seeking and receiving services. Negative impact is the inability to serve all interested and eligible students and longer wait times to receive services.</td>
</tr>
<tr>
<td>Continual decrease in funds and decrease in available facilities/space.</td>
<td>Budget and Facilities reports, Chancellor's Office notifications, CMPCT minutes.</td>
<td>As the demand for services continues and as staff strive to meet the varied needs of students, the ability to provide adequate and confidential services is impacted by the lack of private offices (counseling) and the lack of dedicated classroom space (Counseling, DSPS). Faculty are constantly getting displaced for teaching as well as for conducting New Student Orientations. Receipt of the Student Support Services (ACES) program grant has added greater opportunities to serve students but has created a need for more program space. The Veterans Resource Center is in an inadequate, temporary space, but has outstanding attendance and participation, on a shoestring budget. The Aspire Program has squeezed into the already crowded Bridge portable building, but the two programs collaborate to offer services to students and to further enhance the College's learning communities’ efforts.</td>
</tr>
<tr>
<td>Technological enhancements.</td>
<td>Banner/Sungard reports, ITAC meeting notes, Registration Team meeting notes, Student Services Data Management Plan, DegreeWorks updates</td>
<td>As more functionality is developed for Banner, more online services are available to students and staff. However, frequent version updates causes staff to have to stop their regular work and test the updates and undergo continuous training. Some functionality went away with ICCIS and has yet to be restored. Departments’ inabilities to conduct evaluative research and to track student data is tied to the lack of technical support.</td>
</tr>
<tr>
<td>Program innovation and expansion of services.</td>
<td>TRIO reports, department reports, student surveys.</td>
<td>Despite reduced funding, Student Services staff have developed innovative methods to provide needed services to foster youth, low income/first generation, AB 540, and new, first time freshmen. The Information Sessions for new students have been highly successful and the Step to College effort have helped to address the need to provide new, first time freshmen students with services when they are unable to enroll in the Bridge Program.</td>
</tr>
</tbody>
</table>
IV. SLOs/GEOs/AUOs

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

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

Our progress is mixed. There are some departments that have had the training and the time to develop and complete assessment, summary of data and use of results and follow up. Some departments have not updated their progress on SLOs and AUOs. Student Services does not believe that the current AUO process represents the work being completed. Many departments have not been able to fully comprehend how to write SLOs related to services (non-instruction). Lack of a client tracking data base and lack of programs to track services provided and to conduct student- and service-based research has had a direct negative impact on programs’ abilities to measure outcomes and track success and to make recommendations for changes and improvements. Research-based outcomes measurements are not as robust as they could be; some assessment methods do not match the criterion such that the measurement cannot be adequately reported.

The Student Services Division has spent a tremendous amount of time and energy to plan and develop our APPPS model (Access, Persistence, Participation, Progress and Success). Although we have been recognized for the development of a comprehensive and innovative approach to measuring our outcomes and tracking our goals, Mt. SAC has yet to recognize and appreciate how this work applies to the development of SLOs and AUOs. By requiring departments to write SLOs and AUOs specific to their own departments, silos are created and opportunities for cross-collaboration are not recognized, nor encouraged and often not even reported.

Additionally, there is agreement that there are too many inconsistent philosophies regarding SLOs. The College needs to decide on one philosophy and not switch midstream. The College has not provided clear direction related to the quality and appropriateness of SLOs being developed. Furthermore, there is confusion as to which SLOs are current, which are completed, and whether new ones should be established.

The college has made significant gains in assessing student learning, but using what is learned about students through the process (use of data) is not always the norm. There does not seem to be a connection between department SLOs and the College Goals and Strategic Objectives included in the Strategic Plan. SLOs are not always folded into the planning process and at times are an isolated exercise. This may be due to the cumbersome nature of the process as well as the inappropriateness of the model being used (5-column) and the tool/vehicle TracDat.
2. Identify key examples where assessments by your unit(s) have led to the implementation of specific changes or produced measurable improvements.

<table>
<thead>
<tr>
<th>Implementation of Changes or Measurable Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspire Program:</strong></td>
</tr>
<tr>
<td>Focus groups were conducted to obtain qualitative data throughout the year to further understand students' experiences in the program. The ASPIRE steering committee meets regularly to assess the program needs and areas for improvement. Data was utilized to drive our decision making processes.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>Results driven by placement satisfaction data have led to changes including refining the AWE scoring/evaluation rubric, particularly as it relates to placement in AMLA courses. Math faculty utilized data to decide on appropriate changes to cut scores for the Mt. SAC Math Placement Test.</td>
</tr>
<tr>
<td><strong>Bridge Program:</strong></td>
</tr>
<tr>
<td>Bridge Program faculty met consistently to measure the effectiveness of the program efforts and to assess whether course structures, teaching methodologies or ancillary classroom support should be continued, amended, enhanced or eliminated.</td>
</tr>
<tr>
<td><strong>Career/Transfer Services:</strong></td>
</tr>
<tr>
<td>Surveys and SLO measurements are used to assess the program's success and areas for improvement. Activities and events are annually reviewed for effectiveness and make necessary changes and adjustments.</td>
</tr>
<tr>
<td><strong>DSP&amp;S:</strong></td>
</tr>
<tr>
<td>Course SLOs have been built in DSPS courses. Curriculum has been modified as a result of SLOs. Improved student learning is evident. Assessment is discussed when we are forced to discuss it.</td>
</tr>
<tr>
<td><strong>Financial Aid:</strong></td>
</tr>
<tr>
<td>Students attending scholarship workshops were queried about the benefits of the workshops. Not only did 100% of students surveyed report that the workshop was in some way beneficial, they provided critical information that enabled staff to improve the quality of the workshops.</td>
</tr>
<tr>
<td><strong>High School Outreach:</strong></td>
</tr>
<tr>
<td>Each HSO program/activity is assessed and results are used to improve the program. Once assessment data is provided, the staff discuss results and improvements for the next program/event. Satisfaction and program evaluation measurements from students, high school representatives and college staff assist HSO staff in improving Seniors Day, Counselors Conference and Connect 4.</td>
</tr>
<tr>
<td><strong>Health Services:</strong></td>
</tr>
<tr>
<td>Outcomes, attendance and participation are evaluated for each event. Data collected is utilized for planning future events, changing delivery methods, etc. Staff meetings are held to review data collected, plan new strategies, and to reinforce those that are effective.</td>
</tr>
</tbody>
</table>
**V. RESOURCES**

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

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

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>SHORT-TERM NEEDS (WITHIN 12 MONTHS)</th>
<th>5-10 REQUESTS PER DEPARTMENT</th>
<th>TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)</th>
<th>SLO/GEO/AUO/SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Short-Term</td>
<td>Adjunct counseling support</td>
<td>Staffing</td>
<td>Will offer educational planning workshops for students interested in learning how to plan courses required for obtaining a certificate, associate degree or interested in transferring to a university. The workshops will also be available for students completing the On-Line Orientation.</td>
</tr>
<tr>
<td>DSPS</td>
<td>Short-Term</td>
<td>Retirement of critical HTC position refilled as soon as possible. Conversion of student hourly help to permanent status in alternate media. IT support and development of programs. Hand Held Scanners, database software. Training to better utilize Singularity Scanning Software. Training to better utilize ARGOS Reporting System and Banner.</td>
<td>Staffing, Hardware, Software, Training, Staffing</td>
<td>DSP&amp;S will examine its services and service delivery to increase efficiency. It to assist in effort to reduce/eliminate paper, manual and data entry processes.</td>
</tr>
<tr>
<td>DSPS</td>
<td>Short-Term</td>
<td>Full time Computer Facilities Supervisor to replace the retired DSPS Computer Technician.</td>
<td>Staffing</td>
<td>The High Tech Center will be appropriately staffed.</td>
</tr>
<tr>
<td>DSPS</td>
<td>Short-Term</td>
<td>Space and collaboration with instruction</td>
<td>Facilities</td>
<td>Work with campus administration to secure additional permanent space for DSPS student,</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>SHORT-TERM NEEDS (WITHIN 12 MONTHS)</td>
<td>5-10 REQUESTS PER DEPARTMENT</td>
<td>TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)</td>
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</tr>
<tr>
<td>DSPS</td>
<td>Short-Term</td>
<td>Update existing college audio-visual materials with mandated captioning.</td>
<td>External contract with third party vendor</td>
<td>Stabilize services for DHH- Services for students who are deaf and hard of hearing will be of good quality, cost effective and organized.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Short-Term</td>
<td>Install a new phone system to adequately handle the large volume of calls made to the Financial Aid Office.</td>
<td>Equipment; maintenance contracts</td>
<td>Provide efficient and accurate services to students to enable their receipt of financial assistance for fees and instructional materials needed for successfully completing courses.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Short-Term</td>
<td>Hourly staffing</td>
<td>Staffing</td>
<td>Immediate need for assistance to continue high volume of service.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Short-Term</td>
<td>Document scanner for AWE tests</td>
<td>Equipment</td>
<td>Scan AWE tests for more efficient storage and retrieval.</td>
</tr>
</tbody>
</table>
Use the following table to outline the Top 5-10 Trends for **Maintenance Needs**. A maintenance need is an item that will have an on-going budget need like a multi-year copier maintenance agreement, or a copy machine lease, or a software license that will require annual upgrades.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>MAINTENANCE NEEDS (ON-GOING BUDGET)</th>
<th>5-10 REQUESTS PER DEPARTMENT</th>
<th>TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)</th>
<th>SLO/GEO/AOU/SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS / CARE / CalWorks</td>
<td>Maintenance</td>
<td>Funds for qualified staff, multi-subject tutors and one student worker. Several Laptops, tables and chairs. Funds for tutor training and materials. Additional and larger facilities.</td>
<td>Staffing, Equipment, Facilities</td>
<td>Students will report an increased in academic confidence and academic achievement as a result of EOPS tutoring.</td>
</tr>
<tr>
<td>Student Life</td>
<td>Maintenance</td>
<td>A secure, online survey and application system that can be managed by the student life staff (similar to what Google docs offers) training on a content management system that the Student Life staff can manage for LEAD and various other programs and services.</td>
<td>Software, Training</td>
<td>80% of students who earn a LEAD certificate will increase their leadership knowledge of the following: self-awareness of their values and beliefs understand and appreciate diversity understand group dynamics including conflict resolution and group decision making understand ethical decision making and why it is important techniques for communicating effectively awareness of their community, and their role they play</td>
</tr>
</tbody>
</table>
Use the following table to outline the Top 5-10 Trends for **Long-Term Planning Needs**. A long-term planning need is anything planned for that is needed more than 12 months but less than 36 months from now.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>LONG-TERM PLANNING NEEDS (MORE THAN 12 MONTHS)</th>
<th>5-10 REQUESTS PER DEPARTMENT</th>
<th>TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)</th>
<th>SLO/GEO/AUO/SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS/CARE/CalWORKs</td>
<td>Long-Term</td>
<td>Funding needed to hire a full-time counselor to meet the needs of CalWORKs student population.</td>
<td>Staffing</td>
<td>The wait time for a CalWORKs counseling appointment will be reduced from 6 weeks to no more than 2 weeks.</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td>Front Counter Staff</td>
<td>Staffing</td>
<td>Refine the Drop-in process to accommodate large number of students during registration periods. Will work towards developing a list of the appropriate uses of the Drop-In option.</td>
</tr>
<tr>
<td>Career and Transfer Services</td>
<td>Long-Term</td>
<td>Need funding for Mountie CareerSource and Recognition events.</td>
<td>Staffing, technology, research</td>
<td>Improve alliances with employers through activities such as job developing, Mountie CareerSource, recognition events, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Need additional staffing for Career and Transfer Center and to coordinate Pathways.</td>
</tr>
<tr>
<td>Counseling</td>
<td>Long-Term</td>
<td>Need one additional full-time staff member to assist with Transfer Services and permanent funding for hourly to work the front counter. Need staffing for Pathways as currently there is no official coordinator of this program. Dedicated budget for Advertising campus tours, activities and events for Transfer Services</td>
<td>Staffing</td>
<td>Refine the Drop-in process to accommodate large number of students during registration periods. Will work towards developing a list of the appropriate uses of the Drop-In option. (SA)</td>
</tr>
<tr>
<td>Counseling</td>
<td>Long-Term</td>
<td>Implement an electronic Early Alert System and an Intervention Plan for students repeating classes.</td>
<td>Technology, software/programming, research</td>
<td>Develop an Early Alert System where faculty can alert the student and the counseling department of substandard work or absences in order to develop an intervention process. (SA)</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>LONG-TERM PLANNING NEEDS (MORE THAN 12 MONTHS)</td>
<td>5-10 REQUESTS PER DEPARTMENT</td>
<td>TYPE OF RESOURCE REQUESTED (staffing, facilities, research, training, marketing, etc.)</td>
<td>SLO/GEO/AUO/SA</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Health Services</td>
<td>Long-Term</td>
<td>Full-time Health Educator or Health Promotion Specialist AND Audio-visual equipment, teaching materials</td>
<td>Staffing, Equipment</td>
<td>Student Health Services clients will make healthy lifestyle choices.</td>
</tr>
<tr>
<td>Health Services</td>
<td>Long-Term</td>
<td>Medical Assistant, RN, Nurse Practitioner (hourly) and Mental Health Professional (hourly)</td>
<td>Staffing</td>
<td>A satellite health center will increase access to health care for the College community and create an opportunity for the expansion and diversification of services.</td>
</tr>
<tr>
<td>Health Services</td>
<td>Long-Term</td>
<td>Adequate funding to provide equitable access to attend educational programs for all staff. Adequate staff to support the function of the Student Health Center while staff attends professional development programs.</td>
<td>Training, Staffing</td>
<td>Staff will be up to date on technology, professional knowledge, and skills by attending educational programs appropriate to their discipline.</td>
</tr>
<tr>
<td>Health Services</td>
<td>Long-Term</td>
<td>Dental equipment costing approximately $20,000. Dentist (hourly) approximately 8 hours per week for 30 weeks, Approximate cost $15,000.</td>
<td>Staffing, Equipment</td>
<td>Students will have access to dental care. This service supports total wellness which is essential to achieve academic success.</td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>Long-Term</td>
<td>Assistance from Research and Transfer Center. Ability to generate ARGOS reports. Ability to obtain computer generated report related to important student information (units completed, core classes, etc.). This is not currently available in ARGOS (2010-11).</td>
<td>Research, IT</td>
<td>DSP&amp;S faculty and staff will encourage more DSP&amp;S students to transfer.</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>Long-Term</td>
<td>Upward Bound is in the process of writing grant proposals for expansion of services.</td>
<td>Research</td>
<td>This will allow us to continue the services and program for an additional 5 years.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Long-Term</td>
<td>Permanent staffing</td>
<td>Staffing</td>
<td>Permanent staffing needed for high volume of service while continuing to expand services based on technological advances.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Long-Term</td>
<td>Acquire necessary equipment.</td>
<td>Equipment</td>
<td>Equipment upgrades as required for future software acquisitions.</td>
</tr>
</tbody>
</table>
**VI. Planning for the Future**

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

<table>
<thead>
<tr>
<th>1. Improving Services to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspire:</strong> The priority will be to direct resources to increase counseling and student engagement to ensure students are connected to the program and the campus community.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> consider high school students’ placement testing at the College in hopes of increasing scores</td>
</tr>
<tr>
<td><strong>Health Center:</strong> increase services through expansion to additional facilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Enhancing Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Although Student Services has risen to the challenge with Banner implementation, SARS/eSARS/SARS Grid, and the implementation of other online services, much remains incomplete. Student interventions, tracking of program data, and an agenda to create electronic records systems are still unaddressed. Specific functions, reports, databases, and cataloging continues to be lacking. Student records management and tracking of service utilization is still manual in many departments due to the lack of technology and resources to purchase technology. Most disappointing is the inability to institute carefully drafted student intervention plans for early alert, probation, and course repetition that we cannot implement because there is insufficient assistance available from IT to do the necessary programming.</strong></td>
</tr>
<tr>
<td><strong>Assessment:</strong> Changes in test delivery will continue to expand based on changes in technology. Equipment and software needs will continue to evolve. The ability to provide the AWE through a distance education environment will enable more students to be served but also causes authentication concerns. <strong>Counseling:</strong> Counseling will continue to assess our current processes such as SARS, eSARS, SARS Grid, Online Orientation, and Student Success Workshops for probation students while looking to develop and implement new processes that will enable us to serve more students without jeopardizing the quality of service. This includes the implementation of an electronic Early Alert System and an Intervention Plan for students repeating classes as well as obtaining funding to improve our current online services. <strong>CARE/CalWORKs:</strong> The CalWORKs Program has a backlog of terminated case file that require scanning to the campus data imaging system. Configuration of the Fujitsu scanner purchased by the Program and establishing access to the system for Program staff needs to be completed. <strong>Career/Transfer:</strong> Continue to fully utilize Mountie CareerSource to facilitate employment opportunities and employment advice for students. Explore other emergent technologies such as InterviewStream, other social media resources, Skype, CollegeWeek Live, and other virtual methods of communicating information and services. <strong>DSPS:</strong> Student tracking, imaging of records, provision of accommodations based on latest technologies are all agenda items for DSPS. There is a backlog of student files that need to be scanned for digital storage. Personnel and funding to complete this task is not available. <strong>EOPS:</strong> Utilize technology to improve efficiency, accuracy and communication; assist students’ knowledge and use of portal for better communication</td>
</tr>
</tbody>
</table>
3. Improving Business Processes/Enhancing Efficiency

The ability for Student Services to efficiently address student needs and to provide comprehensive and timely services to students is dependent on improving our business processes as well as reformatting service delivery systems. Many students must wait for weeks or days for things like counseling appointments, DSPS L.D. testing, new student orientations, return of assessment results, processing of financial aid applications. Every delay to a student means a potential for the student not to meet his/her educational goals. Some of these delays are due to conditions beyond our control (budget cuts, staffing shortages, elimination of key positions). As reflected with #2 above (Technology), business processes are delayed and inefficient due to insufficient technology for case management systems, tracking of student contacts, records imaging systems, automation of certain self-service functions (ordering transcripts, applying to graduate, degree audits, etc.).

Admissions: will phase in the use of email only notification to new applicants (i.e., discontinue hardcopy notification in most cases). We expect this to save the campus over $30,000 in postage and printing costs. In addition to the fiscal savings the unit expects the use of email to drastically reduce the response time to students.

Career/Transfer: further collaborate with other Student Services programs and offices to ensure services are not duplicated and to ensure efficient use of staff and facilities.

DSPS: continue to make inroads in greater efficiency and to save budget. Moving to a paperless student file system will greatly increase efficiency and cut down on the amount of time spent on filing and moving files from one office to another. DSPS is continuing to work on the issue of student no-shows for counseling appointments by instituting more drop in counseling hours and enforcing consequences for students who habitually are no shows to appointments.

EOPS: reduce duplication of services with CalWORKs; provide common check-in for all programs at front counters

HSO: assess consolidation of programs and streamlining processes; consider providing different tiers of services by school

4. Assessment/Evaluation/Research

Student Services strives for continuous improvement. In order to accomplish this, programs and departments need to be able to fully assess and measure the progress and outcomes of their services and efforts. Other than developing paper/pencil types of home grown tools, the division is lacking in any formalized, organized format for program and service evaluation. Additionally, the division is keenly interested in conducting statistically-based research to further refine which particular types of services and interventions are most successful and research to more fully understand the factors leading to student success. The Student Services Data Management Plan remains a “wish list” with no affirmative responses from RIE or IT. Due to the backlog of results, many IT reports have not been developed which impairs our ability to fully measure SLOs, goals, program effectiveness, and student success. Our Bridge and Aspire programs have garnered well-deserved and significant attention, but we are unable to complete a robust level of statistical research due to the lack of a Student Services researcher and lack of existing staff to put toward this type of research.
Aspire and Bridge: Assistance with formatting of surveys and other data gathering techniques and technical assistance to compile and review data and develop written reports measuring the effectiveness of various program components and interventions.

EOPS: Use Banner, SARS and ARGOS to gather data and create reports to determine if program participants are complying with required eligibility contacts and activities.

5. Cross-Collaboration
Student Services must maintain critical working relationships and collaboration with key campus offices. The success of our work in intricately dependent on collaborative efforts with other departments, divisions, and teams on campus.

Admissions and Financial Aid: Both departments have analyst positions to enable greater coordination of computerized services and programs. Additionally, management from both departments work very closely with Information Technology to communicate needs and concerns, plan for improvement, trouble-shoot problem areas, and share information and strategies.

Financial Aid: Must maintain a close working relationship with Fiscal Services for accountability, disbursement of funds, and implementation of the new Higher One program. Additionally, IT, Marketing, Admissions and Bursars must work closely to ensure this is successful.

Counseling, DSPS, EOPS, CalWORKs, Bridge: These departments have faculty whose assignments, evaluations, and classroom facilities are co-dependent on receiving pertinent information and training and coordinating use of facilities with the Instruction Team.

Student Life, Health Services, DSPS: These departments meet regularly and collaborate with Public Safety regarding discipline issues, student concerns, and strategies to address behavioral and safety and security issues.

Admissions, Counseling, Career/Transfer: For the implementation of DegreeWorks (MAP), these departments work closely with both IT and Instruction in order to complete planning processes, obtain and share critical data, and coordinate the programmatic functions.

DSPS: In order to address ADA accessibility issues, DSPS works closely with Facilities to inform, consult, and report compliance and accommodation issues.

Assessment: Based on the requirements to offer state-approved assessments and to track disproportionate impact and compliance with Title 5 regulations related to matriculation, the Assessment department works closely with the Research department on research issues and with the English, math, reading and AmLa departments regarding placement tests, cut scores, appeals, and rubrics.

Bridge: The Bridge program is the foundation for the College’s CLASS and Longitudinal Cohort Tracking projects as well as the AAC&U Roadmap project, working closely with Instruction and Research.
## VII. TEAM GOALS

Based on unit/division-level planning efforts, provide a brief analysis of progress and challenges encountered towards meeting Team goals. Would you recommend any revisions to the following team goals?

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| SS–1. Ensure that pathways are available, efficient, and well-defined for students to pursue their educational goals. | • Outstanding progress with automation of college admissions and registration processes. Students are receiving timely information through various modes – mostly through their student portal or college email, with some items still sent through regular mail.  
• The automation of the AWE has enabled greater efficiency in testing and has provided students with more realistic options for completing required testing.  
• The piloting of Information Sessions provided staff greater insight in how to improve entry support services to students and enable new students to be more prepared in their matriculation to the college.  
• Financial Aid has continued to increase the numbers of student awarded aid in a timely fashion – with thousands receiving their grant checks the week before or the first week of classes.  
• High School Outreach continues to develop and maintain close working relationships with high schools and school administrators and counselors.  
• Through comprehensive surveys and follow-up, High School Outreach staff continuously evaluate and review their program components, looking at ways to improve and make changes to best meet the needs of students and to achieve measurable goals. (Seniors Day, High School Counselors Conference, Connect 4).  
• Admissions and Counseling initiated several policy and procedural changes related to interventions for students on probation, acceptance of coursework from other institutions, interpretation of graduation requirements, making progress on the implementation of DegreeWorks (MAP).  
• The DSPS Information Sessions and Planning for College Events will increase their methods for reaching students and families by coordinating efforts with outreach and using other methods of advertising.  
• Due to low attendance in the Planning for College event, DSPS has decided to collaborate more closely with High School Outreach and to offer only one session in 2011-12. | Continue as stated |
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| SS–2. Provide avenues through which students can be involved in the campus community. | ● The LEAD program was highlighted in the college’s accreditation report from the visiting team.  
● Student Life staff and A.S. leaders have developed more program efforts to engage students.  
● More student clubs have been developed, many based in Student Services.  
● Through the remodeling of the Student Services Center and the Student Life Center, students have more access points to engage and to study and to participate in activities.  
● DSPS has continued to study and refine their approaches to reaching out to potential students. | Continue as stated but encourage other departments and programs to contribute information related to their efforts in this area.                                                                                                                                                           |
| SS–3. Provide comprehensive and coordinated services to enable students to reach their goals. | ● Expansion of Bridge and Aspire, initiation of ACES have added more opportunities for specific students to receive necessary support services.  
● Counseling has developed more modes of services for students through online probation intervention and online new student orientations and online counseling.  
● Several departments provide classroom interventions, enabling students to learn directly of services available, requirements, and other success strategies (Career, Transfer, Health Center, Financial Aid)  
● 100% of Upward Bound students have taken and passed the CAHSEE prior to their senior year.  
● 97% of Upward Bound students from the class of 2011 are accepted or in the process of enrolling in higher education.  
● Career and Transfer Services will reevaluate their resume workshops after measuring students’ knowledge upon completing the workshops.  
● DSPS has implemented a warning/suspension of services to students who exceed no show/cancellations in order to improve the efficiency of providing services.  
● DSPS attempted to increase their provision of services by implementing drop-in counseling in the High Tech Center. The results show that this was not as effective as providing this in the main DSPS offices. | Continue as stated but focus on the coordinated aspect – looking at how various programs and departments can use cross-collaborative approaches in an effort to increase effectiveness and comprehensiveness while also being more efficient in sharing resources.  
Some outcome data show that although students’ access online services, their preference is still to receive services in person. |
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| **SS–4.** Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms. | • The Aspire program conducted focus groups with students in their program. Results indicate that the program activities enable students to feeling more engaged, confident, and successful in college.  
• 93% of Aspire students responded that they have a clear educational goal and knew what to do to achieve it.  
• 98% of EOPS students reported “strongly agree” that they can use an educational plan to enroll in the subsequent semester. Counselors were found to have been highly effective in assisting EOPS students to have confidence in achieving their goals.  
• Health Center staff are developing outreach efforts to enable students to know about ‘available health services’ | Will review the efficacy of this particular team goal in case that it is redundant or lacking in specificity or understanding. |
| **SS–5.** 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. | • EOPS students participating in the EOPS tutoring component reported unanimously that tutoring was essential to their academic success.  
• Surveys of high school counselors by High School Outreach have provided critical information about the structure and outcomes of programs like Seniors Day that will enable their students to be successful in college.  
• Evaluations of Orientations show only 61% of students knew courses and how to register upon completing Orientation—an indication that further study and refinement is necessary.  
• Evaluations of career services yielded a 92.3% satisfaction rate for students meeting with a job developer.  
• International Student Orientations are consistently evaluated to ascertain the effectiveness of the presentations, the topics, and the satisfaction levels of students attending. Subsequent to this, Orientations continue to be refined to improve efficiency and success.  
• Work on the implementation of DegreeWorks (Mountie Academic Plan) has made progress by securing course equivalencies. | Goals SS-5 and SS-6 go hand in hand. Both must be enhanced and maintained. |
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| SS–6. Conduct dynamic research to measure outcomes and student success. | • Bridge program faculty are participating in a Longitudinal Cohort Tracking Program directly under the auspices of the college president and board of trustees.  
• DSPS distributed hundreds of their Guide to Services. 75% of those responding to a survey agreed that they learned more about DSPS as a result of reading the binder. Verbal comments of praise were received regarding the Guide. Other methods for measuring the impact of the Guide need to be developed.  
• 92.5% of Aspire students completing surveys regarding the impact of the program on their college career reported that they felt a sense of community with Aspire and 82% felt they had made connections with College staff, faculty and administration. 90% of students reported they made friends with within Aspire – a key component to students feeling connected and engaged on campus.  
• The Student Services APS model has 100% buy-in from Student Services. | This goal needs to be prioritized with clearer guidance on how to more successfully conduct dynamic and robust research.  
The Student Services APS model will be reviewed and updated and shared with IEC to enable them to understand the planning efforts that Student Services has developed. |
| SS–7. Provide opportunities for professional development and technical training to all staff. | • Bridge Program peer advisors’ knowledge of support services and resources after training was supported by an average passing rate of 81.2%  
• Health Center staff participated in at least one staff development activity  
• EOPS/CARE/CalWORKs will continue its plan to provide front counter customer training.  
• The Bridge Program’s Learning Communities Training Institute was well attended with 94% of faculty being able to articulate one or more strategies learned. Faculty most appreciated the focus on integrated learning.  
• The Student Equity Committee supported by Student Services held a successful institute during the Spring of 2011 to share teaching and engagement strategies with faculty and staff that recognize and are inclusive of diversity issues.  
• The annual Student Services Division Professional Development Day program was regarded as the most successful program to date. Providing distinct opportunities for staff/faculty/managers to interact, to learn from each other and learn together, is critical for the empowerment of our employees. | Continue this goal with review of how to ensure that each program/department has opportunities for professional development/technical training. |
| SS–8. Exercise inclusive planning processes to make budget decisions and share and distribute resources. | • Student Services has directed a significant amount of time, energy, and heartache to planning what efforts to decrease or eliminate in an effort to meet budget reduction targets.  
• Student Services division meetings were held to share the college/state budget situation and to explain impacts on various programs and departments. | This goal will continue in 2011-12 as categorical backfill and other grant dollars continue to diminish. |
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| SS–9. 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. | • Through Student Services Management, Student Service Team, and Student Preparation and Success Council meetings, policies and procedures are initiated and reviewed.  
• Updates on changing laws, regulations, and policies are shared through these meetings as well as through the Student Services Division meetings and various department meetings. | This effort will continue but will need to be more formally tracked. Many of the results of this work are included in internal and external conditions. |
| SS–10. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations. | • DSPS has continued to evaluate Disability Celebration Month and to determine what particular activities will be successful. Workshops have been cancelled due to poor attendance. The Accreditation Team report noted that there was insufficient publicity about the various events.  
• Flex Day presentations have been conducted on Student Equity, Student Discipline, Universal Design, Student Success, Learning Communities. | This goal will be continued with a more concentrated, collaborative effort to look at ways of integrating our campus presentations. A Learning Communities Conference is being planned for the Spring 2012 semester. |
| SS–11. Work collaboratively to advocate for technological and infrastructure support to improve services to students. | • The Counseling department has been unable to institute its Early Alert program and intervention for students with multiple repeats due to the lack of IT support.  
• DSPS, EOPS, CARE, CalWORKs, Student Life and ACES are in need of immediate assistance to institute more integrated, electronic client and service tracking and report generation in order to measure service utilization and measure the effectiveness of program components as well as measures of student success. | This need is critical and will be shared with the college President to enlist support and commitment. |
VIII. ADDITIONAL COMMENTS
In the space below, share any additional comments that may not have been captured within the sections above.

In many ways, Student Services programs and departments have felt “under attack” during 2010-11. Management, faculty and staff have struggled to maintain focus after being cut over $5 million in funding, and having positions eliminated from budgets, and after having to reduce critical services for students. Students must wait longer for services. Students have more complex needs and are coming to our offices for assistance. We have fewer courses, fewer options to offer students, higher fees, increased regulations, less staff, less funding, crowded facilities, and limited technology. Yet, I believe that this PIE reflects that many great things have been accomplished this past year.

Student Services is home to some of the highly visible and highly recognized Mt. SAC efforts:
- the Bridge Program (highlighted in the Accreditation Self-Study)
- the Aspire Program (highlighted in the Accreditation Self-Study)
- the LEAD Program (recognized in the Accreditation Team report)
- one of the finest Health Center clinics in the state,
- one of the largest DHH (DSPS) programs in the state, and
- one of the most effective Financial Aid departments (recognized by the federal Department of Education)

Student Services and Instruction Team faculty and managers attended and presented Bridge, Aspire, and other initiatives at various professional meetings and conferences, including:
- Student Success Conference (RP Group)
- NCORE (National Conference on Race and Ethnicity)
- CLASS
- AAC&U/Roadmap

Student Services administrators play lead roles in statewide organizations and efforts.
- Grace Hanson is the incoming president of CAPED
- Susan Jones is one of the most recognized Financial Aid Directors in the state and also served on a special committee with Sungard
- Jim Ocampo is active with the Matriculation Directors Association
- Sandy Samples is a former president of the Health Services Association
- Tom Mauch serves on a statewide committee assessing counseling services

Some of the most progressive efforts in which the college is involved are connected to Student Services:
- CLASS
- Longitudinal Cohort Tracking Project
- Roadmap
- Aid Like a Paycheck
Student Services launched several new efforts in 2010-11:
- the newest TRIO grant program, the Student Support Services Program (SSS), which we have named ACES – Achieving in College Ensuring Success to assist 140 low income, first generation college students reach academic and career success
- Information Sessions for incoming first time freshmen students with resounding interest and success
- Aid Like a Paycheck project with MDRC and TICAS to assist financial aid students to more effectively access their financial aid
- Drop for Non Payment and Wait Lists were implemented

Highly successful efforts continued in 2010-11:
- Almost 900 attended the Cash for College event
- Over 1,000 applied for only 350 slots in the Summer Bridge program
- Disbursed over $50 million in state and federal financial aid
- Over 1,500 attended the Transfer Achievement Celebration

Moving forward in 2010-11, will continue to be difficult. Not only have additional positions been permanently removed from certain departments, the College direction is to begin eliminating backfill to categorical programs by 50%. These programs have no other source of funding and such cuts will have direct, negative impact on our disabled, low income, single parent students. Services that will diminish will be counseling, peer advising, tutoring. Students will wait longer for counseling and assessment appointments. More than likely, the most needy students will be turned away as insufficient staff will be able to assist them through the maze of procedures and policies that impact students matriculating to the college.

Despite these challenges, the Student Services team has several initiatives to focus on:
- Clarification of space for classrooms (counseling and DSPS), Veterans Resource Center, DSPS High Tech Center, Health Center satellite location
- Improved technology and implementation of Degree Works degree audit functions; Higher One disbursement of financial aid funds; potential solutions for imaging; potential one time solution for captioning; electronic transcripts processing
- Expansion of the Information Sessions; development of pre-assessment preparation; restructuring of Connect 4 High School Outreach efforts and restructuring of Seniors Day
- Implementation of support efforts for AB 540 students

IX. EVALUATION OF VICE-PRESIDENT’S SUMMARY PROCESS
The Institutional Effectiveness Committee is interested in assessing the forms and processes (i.e. the PIE process, the Vice-President’s Summary, etc.) that have been established as planning guides for the college. Please comment on the following components:

1. What did you learn as a result of preparing this Vice President’s Summary?
I learned that this process does not work. It is inefficient, time consuming, frustrating with end results that are unclear. At one point, I considered simply writing down various points and having each Student Services department review their progress and supply data, results, suggestions, updates. Writing the Summary is more of rearranging disparate facts into a format that hopefully makes sense to others. It does not provide us, as a team, the opportunity to present a collaborative picture of what we have been working on this past year and what our plans are going forward for the upcoming academic year. It is not a true planning process. At best, it is a process that simply updates what you’ve done and whether the team goals are still viable. Last year, I attempted to provide similar input. The manner in which these reports are written does not provide for a comprehensive representation of the division’s planning process. Many of our recent developments were cross-departmental, and therefore were not fully captured. There were some sections in which I remain baffled as to where/how I was supposed to garner this information. One report was 98 pages long that I had to comb through in order to respond.

2. **What was the most challenging part of preparing this Vice President’s Summary?**

As reported in prior years, the TracDat system is inefficient and a complete waste of time. It is laborious and ineffective and at times, impossible. Individuals enter data into particular fields or prompts. What comes to managers and the vice president are cryptic print-outs that are difficult to read and follow. SLOs that are either completed, abandoned, or inactivated continue to show. The Manager Report forms, for whatever reasons, do not match the Vice President’s Team report. This process doesn’t provide for a review of SLOs and how they relate to team goals. Rather than spending an inordinate amount of time attempting to read through hundreds of pages of text boxes of unaligned information, simply having departments type their information onto a form (the old way), is more efficient and easier to read and understand.

I have attempted to respond to the various sections of this report in a manner that will make sense to the committee. It is not in a format that will make sense to the majority of employees in Student Services or to others not familiar with our intricate processes. Thus, the utility of this report is questionable. The amount of time and energy, when we are feeling stretched to the limit, is inordinate and costly. Because of the arcane method of inputting and retrieving information through TracDat reports, there is no sense of satisfaction, no heightened awareness, no sense of coming together to review and plan.

I continue to be curious as to what the IEC and others (not sure who others are) do with these reports. I know that IEC members spend a tremendous amount of time and energy to read through these. But, I have never seen a summary report, I have never been invited to a meeting in which the results are shared. Worse yet, I have never received any feedback about a report that has easily taken 50 hours to complete.

After dedicating so much time trying to figure out where to find the information for this Summary Report and what was intended for some of the items, I thought about simply writing a narrative that knits together the journey of Student Services over the past year and our plans moving forward.
3. What suggestions can you offer to improve the Vice President’s Summary?

I would like to spend some time meeting with some members of the IEC to share my thoughts about how to reformat the form and restructure the process. I would also like to know what the reasoning is behind some of the items. In other words, what is it you would like to know that will help you? I would also like to know how this information will be used. Once this is clearer, I think revisions to the format will become clearer. I would also like to share with members of the IEC the data that is critical to Student Services that does not fit into the current format.

The College has a Strategic Plan that links strategic objectives to college goals. How do the team goals ever fit in? How do our PIEs ever connect to the strategic objectives? To me, this continues to look like a tremendous disconnect of elaborate, but important processes and exercises.

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

Due to the lack of information available for Student Services programs, it is next to impossible to complete any reports that require a substantive review based on data.

In some cases, the issue is a lack of data. However, I think the overarching issue is that a lot of “information” (not necessarily data) is input into a system that appears to be a dark hole – perhaps like the Bermuda Triangle. When attempting to retrieve the data in a recognizable or useful format, the data/information either disappears or appears in strange formats that are confusing, distracting, and at times inaccurate.

Student Services departments/programs are asked to complete a supplement to the College’s PIE document. These elements include:

- Employee data (5 year analysis)
- Service information and transactions (5 year analysis)
- Budget analysis (3 year trend)

I would appreciate the ability to better evaluate the progress of and integrate SLOs (and AUOs). However, one of the flaws of TracDat is that it includes all SLO/AUO/SA information from past years, making it confusing and difficult to ascertain which SLOs/AUOs/SAs are current.