



2014-15
2015-16
2016-17
2017-18

unit **PIE**

Planning for Institutional Effectiveness

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NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).



Planning for Institutional Effectiveness

Introduction

UNIT	Arise Program/Student Services	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Aida Cuenza-Uvas	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	acuenza@mtsac.edu /5905	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle. **Please remember** that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

The Mission of the Arise Program is to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity.

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

- College Goal #1 The college will prepare students for success through the development and support of exemplary programs and services.
- College Goal #2 The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- College Goal #3 The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

- College Goal #4 The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
- College Goal #5 Students entering credit programs of study will be ready for college level academic achievement.
- College Goal #6 The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

- College Goal #7 The college will secure funding that supports exemplary programs and services.
- College Goal #8 The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
- College Goal #9 The college will provide opportunities for increased diversity and equity for all across campus.
- College Goal #10 The college will encourage and support participation in professional development to strengthen programs and services.
- College Goal #11 The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
- College Goal #12 The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration








- College Goal #13 The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
- College Goal #14 The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

SectionOne

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: Arise Program/Student Services

Identify up to ten (10) overarching goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Educational Plan Campaign 	80% of Arise students have an educational plan on file.	B: Access and Success
Fale Fono-Cultural Intervention 	Continue to develop the purpose and structure of this cultural intervention to increase student accountability and improve support networks.	A: Academic Excellence
Increase AAPI visibility/Student 	Promote campus understanding of the diversity of our AAPI students, their accomplishments, and their aspirations; share with other students, faculty and staff.	B: Access and Success
Program Institutionalization 	Initiate process to transition support for the program to the District by phasing in budget allocations for some of the personnel costs, operating expenditures, and facilities.	C: Secure Resources
Leadership Development	Create the opportunity and space for our students to learn about themselves as leaders and to promote their personal development.	B: Access and Success
Staff Professional Development 	Encourage staff development by supporting participation in training, conferences, and other workshops intended to increase technical knowledge, skills or understand of student populations served.	C: Secure Resources
Student Preparation Support 	Address the math needs of students by developing a strategy to assist them preparing for the math placement test by reviewing and refreshing their math knowledge and skills.	A: Academic Excellence
Increase student support network 	Initiate pilot efforts to assist with increasing student connection to the campus, the Arise Program while creating a welcoming, positive and encouraging peer community.	B: Access and Success

II. Notable Achievements for: Arise Program/Student Services

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	Completion of eight (8) digital stories as part of a collaborative project with Mission College and leaders from the University of Massachusetts Boston. The students' stories contextualize some of the experiences of our AAPI students. Each provide thematic insights that include familial separation, disability, migration, health challenges, and socio-economic status.	Unit: Increase AAPI visibility B. Access and Success
High	Leadership Retreat (Summer 2014). Thirty students, which include 5 peer mentors, completed a 3-day retreat held at the Irvine Ranch Outdoor Education Center (IROEC) in Orange, CA. Topics and activities focused on leadership concepts, leadership styles, personal values, communication, cultural identity, and team building through challenge courses. The key outcome of this shared experience has been a positive influence on students' self-perceptions, openness, acceptance of others, and overall individual growth. 100% of the student respondents reported that they feel more confident as a communicator. 100% of the students felt the retreat improved their leadership skills. Many of the students reported that they did not expect to make friends and build relationships to the extent that they did at the retreat.	Unit: Leadership Development B. Access and Success
Med	Twenty (20) students were recognized at the 2015 Arise Milestones Recognition Ceremony for their individual milestone accomplishment: certificate or degree completion and transfer. Joined by the Mt. SAC community and their families, students were given an opportunity to reflect on their journey so far and provide gratitude for those who supported them along the way.	Unit: Increase AAPI visibility/Student B. Access and Success
High	Staff have participated individually in various training, conferences, and workshops (e.g., Ensuring Transfer Success, 32CA, USC) to enhance their technical knowledge, skills and understanding of the student population served. Presentations were also conducted at South Seattle Community College, Feb. 2015 (Fale Fono, cultural intervention), NASPA, March 2015 (joint with Bridge Program), and APAHE, April 2015 (panel).	Unit: Staff Professional Development C. Secure Resources
Med	An average of 23 students participated in Fale Fono meetings held during Fall 2014, Winter 2015 and Spring 2015. Career and cultural presentations were conducted along with various support workshops (e.g., scholarships, re-charging). In this safe space, students are encouraged to discuss their progress in classes, life challenges, how they can or have overcome such challenges, and other motivating factors that shape their decisions and/or self-perceptions about both good and bad habits.	Unit: Fale Fono-Cultural Intervention B. Access and Success
Med	Math Boot Camp pilot held Summer 2014 using ALEKS online program to support students efforts to refresh their math skills. Thirty-eight (38) students participated in one of two sessions held. Twenty completed at least 12 hours over the four week period. Fourteen students enrolled in a math class the following term (Fall 2014). Half of those students successfully completed (Passed or earned a "C" or better). Data source: ALEKS Report (L. DiDonato) and BANNER check (Fall 2014 grades)	Unit: Student Preparation Support A. Academic Excellence
Med	Hosted AAPI Heritage month in May 2015, offering the campus community an opportunity to learn about cultural artifacts, art, performances and history through student displays, dance performances (e.g., Vietnam, Philippines, Tongan, Samoan, Tahitian, Haka), demonstrations (e.g., traditional tiki carvings and coconut grating).	Unit: Increase AAPI visibility/Student B. Access and Success

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	<p>Supported efforts facilitated by the AMLA department and the Writing Center designed for Non-native English Speakers (NNES) via unique efforts: Conversation Circles, Verbs Boot Camp, Writing Bootcamp, other Writing workshops, directed learning activities (DLAs, such as Parts of Speech and Pronouns), and POD training for faculty/staff on working with NNES students. Some available data to share: From Fall 2014-Spring 2015, 112 students (unduplicated) participated in Conversation Circles, of which 74% participated in more than one of the 17 sessions offered. Of the 76 survey respondents, 97% indicated that their English speaking skills improved as a result of their participation in Conversation Circles. One student's comment was, "Since I joined English conversation circle I feel confident to speak to even to native speaker." Another commented, "My English skills improved because I learned new vocabulary, and I had interesting conversations with my classmates and team leaders." Between July 1, 2014 to June 30, 2015, 48 faculty participated in POD training, "The Non-Native English Speaker in your Classroom". Feedback from faculty on implementing strategies include, "Primarily the cultural differences and how they manifest themselves. For example, I teach CIS courses, as such, I have a tremendous amount of Asian students in my classes. I always thought the reason they almost never asked questions in class was because they were somewhat shy. I found out that it was a cultural issue of not wanting to "question" the instructor or his/her authority in/of the subject. I am going to implement a means to asks questions online in Moodlerooms that will be anonymous." Another faculty shared reflections on considering the 1.5 generation student: "Being even more aware that I shouldn't assume any prior knowledge, particularly cultural knowledge. For example, if I use "The Wizard of Oz" as an example of something, I should summarize the relevant plot point and characters first. I've done this in the past when I had clearly identifiable Generation 1 students but hadn't considered just doing it every time in case I have Generation 1.5 students."</p>	<p>Unit: Student Preparation Support</p> <p>B. Access and Success</p>
Med	<p>Initiated pilot effort on #AriseFamilies, an extension of the Fale Fono to expand peer support. This effort was introduced in Spring 2015 to promote student engagement among and between peer groups. About 50 students were part of this effort. Further development and a review of the pilot is needed.</p>	<p>Unit: Increase student support netv</p> <p>B. Access and Success</p>

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

[Link to Data Sources and Support Options](#)

Year	Add item	External Conditions, Trends, or Impacts	Data Sources
2014-15		Our current grant will sunset in September 2016. Although there is an expectation for another competition for AANAPISI Part F early 2016, we do not have a firm date of its release to the Federal Register.	GAN 2015
2014-15		SSSP and Student Equity will create opportunities and increase expectations to support student tracking and success.	SSSP and Student Equity Plans
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Transition to new facility in Spring 2015, which will operate as a shared space for three programs: Arise, Aspire and Dreamers.	Facilities lanning meetings
Year	Add item	Success Data	Data Sources
2014-15		Leadership Retreat Report, 2014 and 2015	Student Reflections and responses to questions/evaluations.
2014-15		Math Test Preparation (Boot Camp)	ALEKS reports (L. DiDonato & ALEKS.COM)
2014-15		Welcome Back student meetings, student survey	Fall 2014, Spring 2015 Survey Reports
2014-15		Educational Plan (MAP) tracking	Report Generation, L. DiDonato
2014-15		Learning Communities Outcome data: ENGL 1A (SP 2015), ENGL 68 (SU 2015, Arise students only)	Course Success by CRN
2014-15		Digital Stories: Students' Reflections/video logs	Compilation of video logs
Year	Add item	Critical Decisions	Data Sources
2014-15		Reallocate funding to provide for a full-time program specialist to support the program's daily operations and planning of annual events and activities.	<i>Cite Data Sources</i>
Year	Add item	Progress on Outcomes Assessment	Data Sources
2014-15		In 2015-16, students' educational plans to be reviewed for alignment with student goals. Investigate how much students know about the importance and purpose of the educational plan as a tool (knowledge, self-assessment), for which they should have joint-ownership in its development (collaborative decision-making). Continue to improve the process by which incoming Arise students initiate work on their MAP (e.g., setting up appointment for new students with the Educational Advisor upon completion of orientation to the program) or reaching out to current students without an educational plan on file.	MAP

2014-15	Have students who participate in the fale fono complete a survey regarding success factors, produce written and video logs to discuss self-perceptions, motivations, and strategies for improving student habits that lead to success.	Video logs, written reflections, and survey (L. DiDonato)
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IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	Develop an incentive program to recognize students' accomplishments as they progress toward individual growth, completion of coursework, graduation, and/or transfer.	\$ []	In Spring 2015, initiated a pilot effort, "#arisefamilies" with about 50 participating Arise Students (10 students per "family"). Groups completed various tasks to accumulate points, which included attending four scheduled meetings. Review of the pilot effort to be conducted in Fall 2015 with recommendations for continued development to be discussed.	Unit: Increase student support
		Source 1		B. Access and Success
		Source 2		
	Plan Status: On-going			
Med	Explore ways to expand program participation among non-native English speakers.	\$ []	Conversation Circles continued its offerings in Fall 2014 and Spring 2015. Effort is still needed to conduct focus groups with the NNES student population to investigate additional interest in program participation or other needs.	Select Unit Goal
		Source 1		Select College Theme
		Source 2		
	Plan Status: 2015-16 Complete			
Priority	Expand student development/leadership programming (workshops) to include a specific focus on cross-cultural identity awareness.	\$ []	Cross-cultural identity awareness was incorporated into the Summer 2014 Leadership Retreat. For the upcoming year, 2015-16, we will discuss workshop strategies with the possibility of this becoming a collaborative effort between multiple programs (e.g., Aspire, Dreamers, ACES, Bridge).	Unit: Increase AAPI visibility/St
		Source 1		B. Access and Success
		Source 2		
	Plan Status: Collaboration Needed			
Priority	Explore the feasibility of developing a counseling course focused on cultural identity awareness and development.	\$ []	No developments made in this plan; requires initiation through the curriculum process by counseling faculty.	Unit: Increase student support
		Source 1		B. Access and Success
		Source 2		
	Plan Status: Faculty-Initiation Needed			
High	Program Institutionalization, Human Resource: Full-time Educational Advisor	\$ 87,000.00	To address expansion of services and ongoing program support for Asian/Pacific Islander students and others enrolled in the Arise program necessitates ongoing positions post the sunset of the program on 9/30/16.	Unit: Program Institutionalizat
		Estimate-Sal & Ben		C. Secure Resources
		Source 2		
	Plan Status: New Resource Request			
High	Program Institutionalization, Human Resource: Full-time Student Services Program Specialist	\$ 69,000.00	To address expansion of services and ongoing program support for Asian/Pacific Islander students and others enrolled in the Arise program necessitates ongoing positions post the sunset of the program on 9/30/16.	Unit: Program Institutionalizat
		Estimate-Sal & Ben		C. Secure Resources
		Source 2		
	Plan Status: New Resource Request			








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High	Program Institutionalization, Human Resource: Full-time Counselor	\$ <input type="text" value="\$95,000.00"/> Estimate-Sal & Ben	The complex nature of the students served in the Arise program, including the technical advisement of student athletes, requires a permanent, full-time counselor for the program.	Unit: Program Institutionalizat
	Plan Status: <input type="text" value="New Resource Request"/>	Source 2		C. Secure Resources
High	Program Institutionalization, Human Resource: Full-time Director	\$ <input type="text" value="\$168,000.00"/> Estimate-Sal & Ben	Institutionalization of the key leadership role is critical to the continued work developed thus far and currently under development that serves 25% of the student population that is Asian/Pacific Islander.	Unit: Program Institutionalizat
	Plan Status: <input type="text" value="New Resource Request"/>	Source 2		C. Secure Resources

Section Two

Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

I. Planning Context - Unit Goals Assessed and Revised for: Arise Program/Student Services

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

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Educational Plan Campaign 	80% of Arise students have an educational plan on file.	B: Access and Success
Fale Fono-Cultural Interven 	Continue to develop the purpose and structure of this cultural intervention to increase student accountability and improve support networks.	A: Academic Excellence
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Student Preparation Suppo 	Address the math needs of students by developing a strategy to assist them preparing for the math placement test by reviewing and refreshing their math knowledge and skills.	A: Academic Excellence
Increase student support n 	Initiate pilot efforts to assist with increasing student connection to the campus, the Arise Program while creating a welcoming, positive and encouraging peer community.	B: Access and Success

II. Annual Implementation Plan for: Arise Program/Student Services

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Implement a strategic Educational Plan Campaign to address students' understanding of the importance of the educational plan and their co-ownership of its development.	\$ []	<p>The approach we plan to use for 2015-2016 academic year include:</p> <ol style="list-style-type: none"> 1. Monthly status check (missing ed plans) that will lead to group email and phone banking to schedule SARS appointments. 2. Review/revise protocols for incoming students during individual program orientations to schedule the SARS appointment. 3. Voluntary (pilot effort) for updates via text blast. Example of message, "Text this # for Arise Program Updates." 4. Schedule Educational Planning workshops (Welcome Back meetings, other dates during the semester) <p>Staff will develop the script and important points for the Educational Plan information/importance. Students will be surveyed, following their participation in a workshop or upon completion of their educational plan appointment, about their knowledge acquisition.</p>	Unit: Educational Plan Campaign
Status		Source 1		B. Access and Success
		Source 2		
		Projected Completion 2015-16		Person Responsible Primary: Ula; support from ALL
Priority	Further enhance the structure, content and purpose of the Fale Fono as a cultural intervention to support Pacific Islander and other participating students. The goals are to assist in their continued development-personal, student, community. Increase students' self-awareness (cultural, motivation, self-confidence), improve decision-making and habits, develop purpose, increase self-efficacy, re-frame negative or fixed mindsets.	\$ []	<ol style="list-style-type: none"> 1. Continue to meet twice a month during Fall 2015 and Spring 2016; hold two during the Winter 2016 session. 2. Advance the planning of activities and topics. 3. Incorporate reflection piece (video logs and journaling) <p>Students will complete a survey on student success factors</p>	Unit: Fale Fono-Cultural Intervention
Status		Source 1		B. Access and Success
		Source 2		
		Projected Completion 2015-16		Person Responsible Primary: Kare'i & Ula; support from ALL
Priority	Review the pilot project, "#Arisefamilies" to determine how to improve its structure/organization, delivery, focused activities and its specific outcomes (SLOs)	\$ []	<ol style="list-style-type: none"> 1. Schedule a focus group with the students who participated in pilot to discuss positive and negative aspects of the project. 2. Develop a full implementation plan for 2016-2017 to include purpose (goals and objectives), activities, resources (budget and human resource needs), student learning outcome(s), and reporting strategy (e.g., survey, reflections, video log summary). 	Unit: Increase student support
Status		Source 1		B. Access and Success
		Source 2		
		Projected Completion 2016-17		Person Responsible Primary: Kare'i; support from ALL.

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

Section Three

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Support during various "check-points" throughout the year or "just-in-time" help. For example, having the presentations during the management retreat and the Student Services staff retreat were beneficial. Going into Fall, it would now be helpful to for each unit review the implementation plans to address any gaps or issues, resources/support needed that may not have been identified, or to discuss the efficiency of the approach.

What suggestions do you have for improving the planning process for your Unit?

Need to schedule regular "staff retreats" for PIE planning throughout the year, unit progress check (e.g., review implementation plan in Fall) and completion (what to report by end of year). We will need to build a calendar to identify target objectives to fulfill the goals and target SLOs we have elected to focus on for 2015-2016.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Aida Cuenza-Uvas	<input checked="" type="checkbox"/> Approve	Ula Matavao	<input checked="" type="checkbox"/> Approve
Lisa DiDonato	<input checked="" type="checkbox"/> Approve	Kare'I Lokeni	<input checked="" type="checkbox"/> Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.

Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu