This Vice President’s Summary is designed to showcase your Managers’ PIEs and indicate the common topics that are affecting your Team. Please keep the following in mind: (1) How can this PIE help document planning and goals, (2) What is important at the Team/manager/departmental level and (3) How can PIE be used to request resources? The PIE planning document should be integrated, and the different sections should support/relate to each other.

To inform your Team Goals, it may be helpful to think of generic themes such as those related to student satisfaction, transfer, student self-efficacy, student services, curriculum, teaching, pedagogy, student success, student learning outcomes, technology, course scheduling, staffing, professional development, hiring, equity, assessment, budget, evaluation, and safety, to mention a few. Goals can be quite broad and relate to what you would like to achieve.

As in previous years, VP Summaries will be uploaded to the Institutional Effectiveness Committee (IEC) webpage to allow for transparency. [http://www.mtsac.edu/governance/committees/iec/planning/documents.html](http://www.mtsac.edu/governance/committees/iec/planning/documents.html)

Aside: Please remember that all outcomes assessment work for courses, services, programs and general education outcomes must be recorded in TracDat ([http://tracdat.mtsac.edu/tracdat](http://tracdat.mtsac.edu/tracdat)). Your departments should know how to extract this information. If you need special reports, please contact Kate Morales in IT (kmorales@mtsac.edu).

### Institutional Planning Framework

**Institutional Mission**

The campus is unified through its demonstrated connection to the College 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. **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 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.

To Advance Academic Excellence and Student Achievement
- Prepare students for success through the development and support of exemplary programs and services. (Goal #2)
- Improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals. (Goal #3)
- Utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels. (Goal #14)

To Support Student Access and Success
- Increase access for students by strengthening recruitment opportunities for full participation in college programs and services. (Goal #7)
- Ensure that basic skills development support services as well as success and progression through basic skills courses are college priorities. (Goal #10)
- Engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence). (Goal #12)
- Ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer. (Goal #13)

To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement
- Secure funding that supports exemplary programs and services. (Goal #1)
- Utilize and support appropriate technology to enhance educational programs and services. (Goal #5)
- Provide opportunities for increased diversity and equity for all across campus. (Goal #6)
- Encourage and support participation in professional development to strengthen programs and services. (Goal #8)
- Provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community. (Goal #9)
- Utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs. (Goal #15)
- Ensure appropriate staffing to maintain necessary services and support critical functions to implement the college mission. (Goal #16)

To Foster an Atmosphere of Cooperation and Collaboration
- Improve the quality of its partnerships with business and industry, the community, and other educational institutions. (Goal #4)
- Improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus. (Goal #11)
I. ACCOMPLISHMENTS

This exercise is not a straight copying and pasting experience from your Managers' PIEs! Identify the top major thematic accomplishments (or whatever seems reasonable for your Team) from the current academic year. Use a thematic approach so as to minimize duplication and increase coverage for all areas. For example, a common theme across many reports might be customer service as the example notes below. Notice how the theme is not “staffing”, but rather “improved customer service.” Why? It is important to focus on the goal or issue you are trying to change (e.g., improved customer service) and not the resource (e.g., staff) you need to achieve it. It is also important to re-examine your last year’s PIE to see how your Future Planning Section may help you complete this Accomplishment Section. Throughout this form, ask yourself how you are aligning your last year’s PIE with this year’s PIE? How are you demonstrating that progress is being made?

Link each accomplishment to the most relevant college goal (there may be more than one college goal that applies, but try to keep it to the most important one for each).

Note: Managers were told the following: If you operate in a division office (or similarly) and have your own goals, please also include your office as a unit that is represented below (and in other aspects of this report as needed).

<table>
<thead>
<tr>
<th>College Goal</th>
<th>Accomplishment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,15,16</td>
<td>1. Developed a strong working relationship with Fiscal Services (Payroll), Information Technology and Administrative Services (Risk Management).</td>
</tr>
<tr>
<td>11,15,16</td>
<td>2. Successfully hired a VP Human Resources.</td>
</tr>
<tr>
<td>6,9,11,15</td>
<td>3. Successfully reduced EEO investigation and resolution costs.</td>
</tr>
<tr>
<td>6,9,11,15</td>
<td>4. Successfully reduced the costs of administering the disability interactive process for District employees.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>5. Worked collaboratively with Payroll and Risk Management to begin implementing strategies and planning for the eventual full implementation of the ACA.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>6. Made significant progress toward completing a college-wide classification and compensation study (Koff and Assoc.).</td>
</tr>
<tr>
<td>College Goal</td>
<td>Accomplishment(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>11,15,16</td>
<td>7. Initiated the process of implementing an “on boarding module” in PeopleAdmin which will streamline the new employee hire process.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>8. Developed a plan for creating standard operating procedures and guidelines for commonly reoccurring Human Resources activities (ex. Recruitment, Employee Status Changes, Short-Term hiring…).</td>
</tr>
<tr>
<td>11,15,16</td>
<td>9. Implemented a cross-functional team problem solving approach within the department.</td>
</tr>
<tr>
<td>15</td>
<td>10. Updated filing system for medical and personnel files.</td>
</tr>
<tr>
<td>6</td>
<td>11. Expanded scope of diversity recruitment sources.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>12. Initiated several recruitment “pilot” programs to research the effectiveness of decentralizing routine recruitment processes, ex. Minimum qualifications screening and interview logistics.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>13. Initiated a review of performance management processes and procedures.</td>
</tr>
<tr>
<td>6,8</td>
<td>14. Provided prevention of Discrimination, Harassment, and Retaliation (DHR) training to the College.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>15. Completed Phase I (Planning and Preparation) for the implementation of Electronic Personnel Action Form (E-PATH) for short hiring.</td>
</tr>
<tr>
<td>8</td>
<td>16. Participated in NEW (New Employee Welcome).</td>
</tr>
<tr>
<td>11,15,16</td>
<td>17. Initiated the return of Professional and Organizational Development (POD) to Human Resources</td>
</tr>
<tr>
<td>5,15</td>
<td>18. Automated the Annual Benefits Statement notification process via the Portal.</td>
</tr>
<tr>
<td>5,15</td>
<td>19. Automated notice of assignments for all adjunct and FT Faculty Overloads via the Portal.</td>
</tr>
<tr>
<td>5,15</td>
<td>20. Automated the Flex self-certification for FT Faculty via the Portal.</td>
</tr>
<tr>
<td>11,15,16</td>
<td>21. Human Resources staff representation on multiple campus committees (Wellness, Equivalency, PAC, Health and Safety, ASAG, Insurance, Voices, CPDC, etc.)</td>
</tr>
<tr>
<td>11,15,16</td>
<td>22. Conducted POD survey and assessed the effectiveness of POD offerings.</td>
</tr>
<tr>
<td>8,11,15</td>
<td>23. New Employee Welcome (NEW) implemented through POD.</td>
</tr>
<tr>
<td></td>
<td>24. New Faculty Association Series implemented through POD</td>
</tr>
<tr>
<td></td>
<td>25. New Global Opportunities Series (Study Abroad) launched through POD</td>
</tr>
<tr>
<td></td>
<td>26. Search for a Manager of Professional Development and Employee Engagement underway to lead POD activities.</td>
</tr>
</tbody>
</table>
II. INTERNAL AND EXTERNAL CONDITIONS

Consideration of internal and external conditions is the basis of area planning and assessment processes. It is a good idea to be specific and/or draw from data where possible in this section keeping in mind that resource requests may be derived from information provided here as well as in the next sections.

**Internal Conditions**

Internal conditions relate to factors within Mt. SAC that have influenced the area goal-setting process. Examples may include budget cuts that have led to a reduction in staffing/sections or a reduction of services, lack of replacement of older computers, a new outcomes plan that has influenced ongoing course and program assessment, and loss of faculty due to retirement. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition.

*Internal conditions can include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.*

1. Significant turnover in key leadership positions:
   a. Unfilled Human Resources Vice President Position (for a significant portion of the fiscal year).
   b. Unfilled Director Human Resources Operations and Employee Services position (on-going).
2. Campus-wide classification and compensation review in progress.
3. Changes in union leadership.
4. Perceived integrity of HR policies, programs and practices is not consistent across campus.
5. Continued need to validate classified employees contributions toward participatory governance.
6. POD revitalization.
7. Resources are not consistently aligned with chronic and acute demands.
8. Shared understanding of HR contributions on the accomplishment of College goals and objectives.
9. Competing demands amongst multiple stakeholders with diverse interests.
10. Institutionalized resistance to change.
12. Need to improve upon the utilization of HR staffs’ knowledge, skills and abilities.
13. Aspects of HR functions embedded in Departments and work units across campus.
14. Managers and Supervisors have not been consistently and uniformly guided and engaged by the HR Departments.

**External Conditions**

External conditions relate to factors outside of the college; e.g., statewide regulatory changes to course repeatability and mandate to align courses with C-ID that have led to curriculum changes within the department, or changes in curriculum of courses at the 4-year level that inform how courses should be modified locally; changes to bargaining unit agreements which affect how staff can be scheduled; state-mandated changes to maintenance or compliance programs; and/or vendor initiated changes to software or other products the College utilizes. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition.

*External conditions can include disciplinary or regulatory changes, changes in technology or legislative changes, accreditation recommendations, enrollment issues, advisory committee input, etc. Some thematic areas might be regulatory, technology, legislative, accreditation, or advisory committee.*
1. Education Code revisions.
2. Evolving case law. (e.g. use of social media, expanded protections of medical and other issues)
3. Increased reliance on legal opinions.
4. HR trends towards consolidation of functions. (e.g. Diversity and Equity, Recruitment, Benefits are rarely standalone functions)
5. Availability of needed skills in the labor market.
6. Variation in technology and practices used by outside employers creates expectations for future and current employees.
7. Minimal or no centralized support or guidance for HR.
8. Affordable Care Act, CalPERS increased number of healthcare providers, and other changes in health benefits programs.

Critical Decisions - Describe critical decisions your Team made this year and the reasons for those decisions. Critical decisions are those made as a result of internal and external conditions (e.g. decision to focus on required courses for majors and main GE courses for transfer in scheduling of classes, or retirement of classified employees that led to decisions to hire more part-time employees and request replacement of full-time classified employees. Include decisions and reasoning related to projects which focus on supporting or implementing.)

Decisions were made regarding the implementation of individual process improvements. See accomplishments above.

1. Vacant/unfilled leadership positions.
2. Revitalization or classification and compensation study.
3. Documentation of HR processes (recruitment, compensation, benefits, etc.)
4. Emphasis on staff professional development.
5. Shift priorities from solely focusing on internal transactions to anticipating and developing methods for responding to current and future College-wide needs.
6. Redesign HR lobby to improve service flow.
7. Focus on cross training and information sharing.

III. INFORMATION ANALYSIS

Teams should bolster their planning efforts with information, conduct appropriate analyses, and make supportable conclusions. Report the trends you are seeing in your Team, what information you used to determine those trends, and the impact of the trends on your area. This section could be informed by department/division goals, as well as internal and external conditions. For example, Managers could have documented courses that were impacted due to budget cuts by drawing on data about waitlisted courses or course fill rates. You could document enrollment trends (increases/decreases) by drawing from Managers’ PIEs on enrollment history and course enrollment fill rates. Other data could relate to student success, such as course and program completion, and retention and transfer rates. You could document increased service offerings or impact on staff with data related to customer satisfaction, staffing levels, service transactions, or size of service areas (increases/decreases). Staffing and technology needs could be reflected here as well. Keep in mind that resource requests could be derived from information provided in this section.
An example of an information analyses is noted below. **Notice how the below example focuses on goals or themes and not merely resources. The goals should be the central aspect of your discussion. The resources are what you need to accomplish the goals.**

<table>
<thead>
<tr>
<th><strong>Trends</strong> (e.g., In XXX Area, course success increased by 2.4% and retention rates slipped by 3.5%.)</th>
<th><strong>Information source(s) used</strong> (e.g., Success and Retention Rates of Sp. 2011-Sp. 2012.)</th>
<th><strong>Impact</strong> (e.g., The Area faculty retreat will address issue of increased “W” grades.)</th>
</tr>
</thead>
</table>
| **Example**
**Unable to Achieve Goals:** Numerous departments indicated their lack of ability to accomplish their major goals due to insufficient staffing levels. The goals represented areas such as improved customer service, increased office efficiency, and increased student success. (Department #1 name, Department #2 name, Department #3 name, Division Office). | The information used was from the PIE reports. | The impact is reduced services and success. |

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### IV. OUTCOMES ASSESSMENT (SLO / PLO / GEO / AUO)

The outcomes assessment process is a formal process that seeks to identify how well our students are learning and to use that data to improve curricula, teaching, services, and student achievement.
- **Student Learning Outcomes** (SLOs) are a means to determine what students know, think, feel or do as a result of a given learning experience.
- **Program-Level Outcomes** (PLOs) are a means to determine what students know, think, feel or do as a result of progress towards a degree or certificate.
- **General Education Outcomes** (GEOs) are statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements.
- **Administrative Unit Objectives** (AUOs) are statements that concern the fundamental functions of an administrative unit and the resulting services provided to clients.

The most important underlying question to answer is: What are you learning from outcome assessments that help improve student learning/success or improve service to students or the campus community? Keep in mind that resource requests could be derived from information provided in this section. For example, you could request tutors in the classroom based on outcome assessment data (higher success rates in sections with tutors in the classroom). You could request additional staffing based on outcome assessment data (higher levels of reported customer service satisfaction when custodial services are delivered daily instead of on a rotating schedule). Please use theme areas to capture major concepts and to allow for multiple departments to be represented in one theme area. Indicate where outcomes assessment led to resource requests and/or improved student or service success.

<table>
<thead>
<tr>
<th>Please describe how your Team is conducting assessment in an ongoing and systematic (i.e., an ordered process with a timeline) manner?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>Many departments reported receiving immediate feedback regarding their service levels from the campus community (IT, Facilities, Purchasing).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please describe how your Team has ongoing and meaningful dialogue about assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>Most departments reported that their teams discuss assessment results during regular team meetings. These discussions include staff members offering suggestions for areas to improve (Public Safety, IT, Facilities, Fiscal Services).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please describe your Team’s course assessment rotation plan to ensure that all courses/services are assessed systematically?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section intentionally left blank</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please describe how your Team needs additional help to improve its outcomes assessment work?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>Departments indicated that additional clerical or technology assistance is needed to gather and analyze data (Technical Services, Risk Management, Facilities).</td>
</tr>
<tr>
<td>This section intentionally left blank</td>
</tr>
</tbody>
</table>
For your Team, how has the assessment process led to the improvement of curricula, pedagogy or services? Please separate your answer by these three themes.

Example

**Services** - When projects are implemented, teams work with end users to develop the detailed specifications for a project. The team also solicits informal internal and external feedback to determine if the project meets the stated needs and requirements. Written signoff is required. This continuous feedback loop with project users is key to ensuring communication flows between the department and the user community. The results have been increased communication, a common understanding of project goals, and more satisfaction with the end result (IT, Facilities).

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V. RESOURCES NEEDED TO ACHIEVE GOALS

Resources requested should support the achievement of one or more college, team, or department goals. Resource type may be in the following categories:

- Rate Driven Increase
- Instructional Equipment
- Staffing
- Facilities Modification
- Technology: Equipment, Software, or Support
- Professional Development Training
- Research Support
- Marketing

Resources should relate to college/instruction/department goals, and should be supported by data and evidence. Ideally speaking resource requests should be derived from information provided in previous sections, and should reflect the values and needs of the department. Resource requests are intended to ensure achievement of goals (e.g., use of technology to enhance student success, training to stay current in the field and ensure excellent programs, additional staffing to ensure quality of instruction in a diversity of disciplines, faculty advisors to promote student success and course and program completion).

We realize that for a Vice President prioritizing the needs below, it may be impossible for some given the timeline for completion and the fact that faculty are not available to be part of the integrated Team/division/department priority discussions. Please do the best that you can with the situation and to honor your Team. One suggested way of completing this piece is to include all managers' reported PIE priorities as they have them noted such that your final Vice Presidents' listing would naturally have many #1 priorities, many #2 priorities, etc. On your completed Vice President PIE Summary, please note if you will need additional time with your Division to do a finalized prioritizing of each list as the needed resource allocation process becomes available throughout the year.

Note: Any department with an “immediate need” for resources resulting from shortfalls in funding that, unless filled immediately, could cause the program to cease to function should request needed funding using the Immediate Need Request Form following the process identified in the college’s Budget Review and Development Process.
To justify the resource request, please provide supporting information under “Justification of Need,” such as relationship to college and/or department goal(s), outcomes assessment data, or advisory committee input. Please organize requests by resource type and prioritize the requests within each category.

### Rate Driven Increase

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Instructional Equipment

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computers and related technology.</td>
<td>Adequate technology to support PODs activities.</td>
<td>Yes ☒ No ☐</td>
</tr>
</tbody>
</table>

### Staffing

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Align staffing resources to support department/work group service delivery model (adequate numbers of staff with the appropriate job knowledge and scope of responsibility).</td>
<td>Provide effective Human Resources consultation and services. (includes POD and Benefits)</td>
<td>Yes ☒ No ☐</td>
</tr>
</tbody>
</table>

### Facilities Modification

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Renovation of POD</td>
<td>Reinvigorate professional development</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>2</td>
<td>Renovate HR Reception area</td>
<td>Employee engagement and accessibility, customer service</td>
<td>Yes ☒ No ☐</td>
</tr>
</tbody>
</table>
### Facilities Modification

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Identify appropriate, private spaces for legally mandated lactation/nursing at multiple locations across the campus.</td>
<td>Compliance with legal mandates.</td>
<td>Yes ☒ No ☐</td>
</tr>
</tbody>
</table>

### Technology: Equipment, Software, Support

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial resources to standardize and automate recurring HR and Professional Development (POD) processes</td>
<td>Increased efficiency and accessibility of services and products</td>
<td>Yes ☐ No ☒</td>
</tr>
</tbody>
</table>

### Professional Development Training

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Funding for professional development opportunities for Human Resources, Benefits and Professional and Organizational Development (POD) staff.</td>
<td>Develop and maintain Human Resources excellence. Develop and maintain excellence in the provision of Professional and Organizational Development activities and services.</td>
<td>Yes ☒ No ☐</td>
</tr>
</tbody>
</table>

### Research Support

<table>
<thead>
<tr>
<th>Priority #</th>
<th>Resource</th>
<th>Justification of need</th>
<th>New request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Employee engagement, satisfaction, and needs assessment surveys related to Human Resources, Benefits, and POD programs and services.</td>
<td>Appropriate management of the Colleges human resources</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>Priority #</td>
<td>Resource</td>
<td>Justification of need</td>
<td>New request</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>Branding and systematic communication of Human Resources Programs and Services</td>
<td>Clearly identify Human Resources activities and resources for the College.</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>2</td>
<td>Financial resources for third party investigations of EEO issues when internal investigation would not be appropriate.</td>
<td>Timely and effective resolution, legal mandates.</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>3</td>
<td>Financial resources for providing services for students, applicants, employees, visitors, guests, and other seeking disability accommodations.</td>
<td>Maintain legal compliance with applicable law and regulations.</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>4</td>
<td>Contracted instructors for specialized subject areas</td>
<td>Present specialized subject matter to the College faculty, staff, managers</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>5</td>
<td>Physical space and supplies, including information technology related equipment and infrastructure, to present training sessions.</td>
<td>Present POD offerings the College.</td>
<td>Yes ☒ No ☐</td>
</tr>
</tbody>
</table>

### VI. FUTURE PLANS

Here is your opportunity to describe your Team’s future plans given current conditions and trends. You may draw from all previous sections as well as what the Managers’ wrote in this section and identify the main planning themes. In this section your planning relates directly to your Team Goals and department/division goals.
Please describe your area’s plans for the next 5 years given the current conditions. Please try to list only the major planning themes along with a short description of each and the connected department/division and team goals. Theme examples might include

- increased program completion;
- increased student course success rates;
- improved customer service;
- improved self-efficacy;
- improved manner to gather employment rates;
- improved transfer rates;
- expanded course offerings or development of new courses or degrees to maintain exemplary programs in a diversity of areas;
- expanded tutors in the classroom;
- expanded learning community offerings; or
- increased student success by the creation of and strategic use of writing or critical thinking rubrics across disciplines.
- improved or expanded staff training opportunities
- the generation of additional revenue for the College or reduction of expenses
- expanded hours of service or offer new services
- expanded use of technology

Once again, while you may be tempted to focus on the goal of increasing staffing, it is not a goal but rather a resource you need. What is the goal you would achieve if you had more staff?

<table>
<thead>
<tr>
<th>Future Plans</th>
<th>Team Goal #</th>
<th>Department/Division Goal (state the goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Expand use of technology – many departments indicated that they planned to expand their use of technology to become more efficient and shorten the duration of project timelines. Implementation plans include a new campus-wide imaging and document workflow system, better training for existing technology to be provided at POD, and implementation of a new facilities maintenance system (Department 1, Department 2, and Department 3).</td>
<td>AS-7, AS-13, AS-14</td>
<td>Department 1 Goal Department 2 Goal Department 3 Goal</td>
</tr>
</tbody>
</table>
| • Legal Training for HR Managers and Staff  
• Customer service training.  
• Establish practices for resolving complex and/or time critical service needs.  
• Align HR staffing with College service needs.  
• Staff Participation in HR Professional Development activities  
• Develop and maintain internal guidelines for consistently and reliable handling of commonly reoccurring HR processes (ex. HR 101). | 1. HR Excellence: Develop and maintain human resources professionals’ knowledge, skills and competencies in order to effectively assist the College in attracting and retaining a highly qualified and engaged workforce (faculty, managers, and staff), and align HR staffing and service delivery to effectively support College objectives |
- Align HR staffing and service delivery methods to support College objectives.

- Develop and publicize HR policies and procedures (ex. HR 101).
  - Establish as Department/work group team service delivery model (ex. “Mountie Teams”)
  - Identify Departmental/work group HR experts (ex. “HR Champions”) throughout the College.
  - On Demand HR Training (web based, in person/departmental)
  - “HR Champion Award” issued by HR to key departmental staff in recognition of excellence.

- Knowledgeable, skilled, benefits staff
  - Maintain relationship with Employee Assistance Program (EASE).
  - Explore informational services available from EASE.
  - Explore informational or other services available

- Web and mobile accessible information on HR programs (Employee Services, Benefits, Professional Development, “HR 101”)
  - Regular College updates on policy & procedural changes.
  - Management Training (Mt. SAC HR Certificate Program)
  - Faculty and Staff orientation and certificate programs (“So Now You’re a Mountie”)

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<tr>
<th>College-wide HR Excellence:</th>
<th>Develop and maintain College-wide HR knowledge, skills, and collaboration with HR to ensure effective use of HR programs and resources in order to attract and retain a highly qualified and engaged workforce (faculty, managers, and staff).</th>
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<tbody>
<tr>
<td>Employee Benefits Programs and Services that support the needs of College Employees.</td>
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<tr>
<td>HR Transparency:</td>
<td>Ensure effective management of the College’s human capital by developing, maintaining, and promulgating relevant and easily accessible College-wide practices and procedures for attracting, retaining and developing a highly qualified and engaged workforce</td>
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<tr>
<td>Valid and Equitable Classification and Compensation Programs and Practices:</td>
<td>Develop and maintain effective compensation strategies to attract and retain a highly qualified and engaged workforce (faculty, staff, and managers).</td>
</tr>
<tr>
<td>New hires and employee status changes.</td>
<td>6. <strong>Professional Development and Employee Engagement:</strong> Maintain a highly informed, engaged and effective workforce (faculty, staff, and managers) through promoting professional development opportunities and physical and mental well-being.</td>
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</table>
| • Ongoing professional development opportunities for faculty, staff, and management that are consistent with College goals.  
• Orientation Programs (ft, pt faculty, staff, managers)  
• Increased use/reliance on internal College intellectual resources (faculty)  
• Effectively capture all training activities on campus and market through POD  
• Wellness Programs  
• Accessible information regarding health benefits and other employee programs  
• Provide workshops and education regarding Employee Assistance Program (EASE) | |
| • EEO Programs (Students, faculty, staff, and managers)  
• Civility and Conflict Management Awareness  
• Focused and effective workforce that fosters student achievement.  
• Implement E-Verify program (authorization to work in the USA) | 7. **Equal Employment Opportunity, Diversity Awareness and Inclusion:** Develop and maintain an environment of inclusion, diversity awareness, collaboration, and consensus building amongst the Colleges’ diverse workforce. |
| • College-wide human resources policies, state and federal employment laws, and collective bargaining agreements are consistently applied while individual campus practices are respected.  
• Highly qualified, focused and effective workforce that fosters student success.  
• Institutional Integrity and Credibility  
• Security & Satisfaction | 8. **HR Compliance:** Ensure compliance with all College-wide, as well as other applicable State, Federal, and local Human Resources laws, regulations, and generally accepted best practices within the California Community Colleges. |
| • Joint labor/management training | 9. **Positive and Productive Labor-Management Relations:** |
• Labor/management collaboration
• Management participation in pre-bargaining preparation

Cultivate a labor relations culture focused on good faith, fair dealing, and accomplishing the mission, goals and values of Mt. SAC.

• Develop and implement an effective performance evaluation processes for:
  • Faculty
  • Staff
  • Confidential
  • Supervisory
  • Management
  • VP’s

10. A High Performance Workforce: Maintain a high performance workforce focused on achieving the goals of the College.

VII. TEAM GOALS
Provide a brief analysis of (1) progress and challenges encountered towards meeting Team Goals and (2) recommended revisions to your Team’s Goals?

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<tr>
<th>TEAM GOAL</th>
<th>PROGRESS/CHALLENGES IN MEETING GOALS</th>
<th>PROPOSED CHANGES/ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF</th>
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<tr>
<td></td>
<td>Leadership turnover</td>
<td>See above</td>
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VIII. EVALUATION OF PLANNING PROCESS

The Institutional Effectiveness Committee is interested in assessing the forms & processes that have been established for the college.

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What suggestions would you offer to improve the planning process for your area?

Focus Human Resources’ (HR services, benefits, EEO, professional development) goals and objectives that impact College-wide success, in addition to conducting an internal needs assessment.

Provide the ability to revise/adjust team goals early in the process – on the form, and then to tie resource requests to those goals. Ask that strategies and outcomes be identified for each goal to make the goals tangible and realizable.

What additional information should the College provide to assist your area?

IX. ADDITIONAL COMMENTS

In the space below, share any additional comments that may not have been captured within the sections above.

THIS REPORT IS DUE TO IEC by September 6, 2013

June 28, 2013 Department documentation is completed on this form (remember TracDat must be updated for all SLOs/GEOs for courses and
programs [degrees/certificates]); departments notify and share report with the division office or appropriate manager and with all members of the department. Please email a copy to your dean/director and retain a copy for department records.

**August 2, 2013**
Deans/managers prepare a manager’s summary of PIE, submit to appropriate Vice President, and share with department members.

**September 6, 2013**
Vice Presidents prepare a summary of PIE input at the Team level, submit to IEC ([mailgren@mtsac.edu, research@mtsac.edu]), and share with members of their Team. VP Summaries will be uploaded to the IEC webpage for all to read.

**Fall 2013**
IEC reviews all submitted Vice Presidents’ summaries and other related documents, prepares a year-end report to President’s Advisory Council (PAC) on progress made in meeting College goals and recommendations for improvement, and communication is given to the campus that the relevant documents are placed on the web and the next cycle is to begin. PAC will review the report and make suggestions and approve recommended changes.

If you have questions about PIE, please direct them to Jason Chevalier ([jchevalier@mtsac.edu](mailto:jchevalier@mtsac.edu)) or research@mtsac.edu

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### VIII. ADDENDUM

#### Team Goals

Team goals were developed by reviewing and summarizing goals articulated at the department/unit level and aligning priorities with resource distribution mechanisms. Each department/division/work unit is part of one of the following 4 teams: Administrative Services, Human Resources, Instruction, or Student Services. Therefore, each unit should indicate where/how its individual goals align with both the College and Team goals that are appropriate to the unit.

**Student Services Team**

SS–1. Ensure that pathways and services are appropriate, coordinated, available, efficient and well-defined for students to pursue and meet their educational and career goals.
SS–2. Provide comprehensive and coordinated services to enable students to reach their goals.
SS–3. Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.
SS–4. Conduct dynamic research to measure outcomes and student success.
SS–5. Provide opportunities for professional development and technical training to all staff.
SS–6. Exercise inclusive planning processes to make budget decisions and share and distribute resources.
SS–7. 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–8. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations.
SS–9. Work collaboratively to advocate for technological and infrastructure support to improve services to students.
Administrative Services Team

AS-1. Develop a College-wide Sustainability System
AS-3. Develop and Make Available College Data Information/Reports
AS-4. Implement Custodial OS1 Program
AS-5. Develop and Implement Master Planning Facilities/Education/Technology/Utilities
AS-6. Develop Title 8 written programs and provide employee safety training.
AS-7. Develop Enterprise Application System Training/Implementation
AS-8. Develop Purchasing Card System
AS-9. Provide Academic/Student Technology Support
AS-10. Protect Investment in Facilities/Infrastructure
AS-11. Update Campus building, architectural, and classroom technology standards.
AS-12. Evaluate/update construction project delivery methods including major capital, small projects, and safety.
AS-13. Evaluate and implement a maintenance management system.
AS-14. Expand the use of electronic document imaging to reduce the utilization of paper.

Instruction Team

IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives and the general public.
IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure for safety, currency, and effectiveness and to accommodate growth.
IN-3. Address staffing needs to maintain and enhance delivery of instruction and instructional services (including replacement, growth, and contribution to technical or disciplinary currency.)
IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.
IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.
IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, as well as student participation in regional, state, and national competitions and events.
IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.).
IN-8. Encourage and support unit-level participation in planning and evaluation processes including PIE, SLOs, GEOs, and accreditation self-study (to establish a culture of meaningful assessment and documentation for both internal and accreditation purposes).
IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.
IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.
IN-11. Strengthen the ability to access data on student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.
Human Resources Team

HR-1. Provide campus-wide training to educate staff on District Policies and Procedures.
HR-2. Strengthen the district’s professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.
HR-3. Promote a healthy work environment that nurtures personal and professional development.
HR-4. In accordance with the California Community Colleges State Chancellor’s Office new requirements, communicate the Equal Employment Opportunity plan to the campus community. Provide regular and ongoing training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.
HR-5. Promote the newly proposed wellness program for employees campus-wide.
HR-6. Provide an Employee Assistance Program (EAP) to assist employees in addressing personal issues which often impact their ability to effectively function in the workplace and to provide education through campus-wide training.

http://www.mtsac.edu/governance/committees/iec/forms.html