

Strategic Plan

2014-15 Results



Strategic Plan

Strategic Objective: 1.1

Improve successful course completion rates through tutoring and lab support services

Assigned Team: Instruction & Student Services

Key Performance Indicators

1.1.1 Successful course completion rate

Baseline year of 2013-14: Increase improvement rates by 10% for students receiving tutoring services over students not served but identified as needing tutoring (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Fall 2013 Success Rates for Students Who Repeat Courses:

Math 50: 49% tutored vs. 42% non-tutored

Math 51: 54% tutored vs. 34% non-tutored

English 67: 62% tutored vs. 43% non-tutored

Spring 2014 Success Rates for Students Who Repeat Courses

Math 50: 64% tutored vs. 58% non-tutored

Math 51: 52% tutored vs. 42% non-tutored

English 67: 52% tutored vs. 43% non-tutored

1.1.2 Percentage of students who access tutoring services based on those who are referred or request tutoring (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Achieved greater than 10% increase in course completion rates among students who received ANY hours of tutoring: examples of 10% or higher success rates than non-tutored students' success rates include,

Anatomy 10A 16.65%

Anatomy 10B 12.74%

Biology 1 11.39%

Math 130 10.39%

Math 140 23.72%

Math 280 18.28%

Students who received 6 or more tutoring hours also had 10% or higher success rates than those who did not use tutoring:

Math 110 12.11%

English 68 12.53%

Strategic Plan

Process/Outcome Objective

Outcome Objective 1.1.1 - Increase tutoring center and instructional lab support staff by establishing a hiring plan through the PIE process (LLR Division PIE)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

In process: individual tutoring centers plan for hiring needs based on student demand, available funding, and needs of the discipline or population. For example, in the LAC PIE for 2015-16, the Learning Lab has included a conversion from part time to full time status for one position. Staff shortages in Tutorial Services have also illuminated the need for a 10-month employee to be expanded to a 12-month position. With continued discussion of expanding the LAC's Testing Services, the staffing of that area will need to be analyzed as well.

In addition, the Writing Center received funds through the Student Equity Program to expand staffing focused on Non-Native Speakers of English, identified as a population in need of additional academic support.

However, each tutoring center operates independently, and would need additional data to create a campus-wide tutoring hiring plan to identify the current gaps in service and where additional staffing would make an impact

Outcome Objective 1.1.2 - Implement best practices for delivery of tutoring and lab support services (LAC)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Planning: with the research projects planned for 2015-16, and new initiatives through the Student Equity Plan and the Online Education Initiative, the Tutoring Coordinators group is taking steps for more structured meeting schedules to discuss progress, and implementing a more formal co-chair leadership model. Best practices will be discussed on an ongoing basis, and implementation can be supported through this group.

Outcome Objective 1.1.3 - Increase the availability of tutoring and lab support services to students (All tutoring centers)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Planning: As part of the work of the Tutoring Coordinators Group (as well as other entities on campus such as Basic Skills, Student Equity, and Student Preparation and Success) the LAC will begin addressing this outcome through the PIE process.

Assessments concerning unmet needs for students, populations using tutoring, need for targeted publicity, outreach, and student feedback can all begin to look at increasing the availability of academic support where needed.

Process Objective 1.1.1 - Analyze current tutoring practices and service delivery methods (Learning Assistance Center)

Strategic Plan

Process Objective 1.1.2 - Research best practices for delivery of tutoring and lab support services (LAC)

Progress Updates

Reporting Year: 2014-15

08/10/2015

Status: In Progress - Continue Next Year

In process: Tutorial Services maintains current, 5-year certification from the College Reading and Learning Association, a nationally recognized association that certifies tutor training programs. Each certification cycle requires an analysis of curriculum included in tutor training, measured against recognized standards. Comparative data is compiled every year by several tutoring centers to establish the impact of tutoring; Basic Skills tutoring data is presented annually in the Basic Skills report and in proposals for funding. 2013-2014: Basic Skills Students Repeating Math Courses—Success Rates for Tutored vs. Non-Tutored students (source of data: Research and Institutional Effectiveness reports, prepared by Lisa DiDonato) Both the Tutorial Services Supervisor and the Director of the LAC are active in pursuing additional training through conferences to discover the latest trends in tutoring and academic support. 2015-16: Tutorial Services will continue analyzing data about the effectiveness of tutoring for students repeating Basic Skills courses and for those attending Supplemental Instruction sections (see data under "KPI/Benchmark Progress). In addition, the LAC is working with IT and the online tutoring software vendor (Link Systems) to begin researching the impact of participation in online tutoring.

Process Objective 1.1.3 - Provide training for tutors and LAC staff (LAC)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

In process: New tutors are expected to take either TUTOR 10A or TUTOR 10C to provide theoretical and practical training as they begin working with students in various areas of the college. In addition, Math tutors are expected to take TUTOR 10D, Tutoring in Math, and writing tutors are expected to take TUTOR 10B, Tutoring in Writing, for content-area training to help students in those core areas.

Tutors also receive training at the tutoring centers they work in, and attend meetings held throughout the year for current topics.

LAC staff present at and attend national and regional conferences, including those held by the Association for Hispanic Serving Institutions, USC's Center for Urban Education, the College Reading and Learning Association, the Association for California Tutoring and Learning Association, the Distance Teaching Conference, the Online Education Initiative, and the RP Group Strengthening Student Success conference.

2015-16: Funding through the college's Student Equity Plan will support a Tutor Mentoring initiative, to provide new and developing tutors with one-on-one coaching to help perfect their tutoring abilities.

Strategic Objective: 1.2

Improve course success and retention by providing instructional support to CTE students outside of the classroom

Assigned Team: Instruction

Key Performance Indicators

1.2.1 Successful course completion rate; Benchmark: 2% annually over the 2013-14 baseline (Active)

Progress Updates

Strategic Plan

Reporting Year: 2014-15

08/10/2015

Status: In Progress - Continue Next Year

Achieved greater than 10% increase in course completion rates among students who received ANY hours of tutoring: examples of 10% or higher success rates than non-tutored students' success rates include,

Anatomy 10A 16.65%

Anatomy 10B 12.74%

Biology 1 11.39%

Math 130 10.39%

Math 140 23.72%

Math 280 18.28%

Students who received 6 or more tutoring hours also had 10% or higher success rates than those who did not use tutoring: Math 110 12.11% English 68 12.53%

1.2.2 Course retention rate; Benchmark: 2% annually over the 2013-14 baseline (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

1.2.1 & 1.2.2:

CTE Course Completion Rate (Success):

2013-14=73.5% (enrollment=54,400) Benchmark

2014-15=73.7% (enrollment=54,214)

KPI to increase by 2% annually not achieved.

CTE Retention Rate (stayed in course pass add/drop date):

2013-14=88.3% (enrollment=54,400) Benchmark

2014-15=88.6% (enrollment=54,214)

KPI to increase by 2% annually not achieved.

Data Source: Chancellor's Office Data Mart ("vocational" courses)

Process/Outcome Objective

Outcome Objective 1.2.1 - Reopen the TERC and implement best practices based on research (T&H Division)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Planning - Continue Next Year

The TERC II has not opened to date, but the ground work for future assessment has been formulated by the Office of Research in conjunction with the Dean of Tech and Health and the CTE users group.

Outcome Objective 1.2.2 - Implement best practices in the TERC (T&H Division)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: No Longer Relevant

This is a duplication

Strategic Plan

Process Objective 1.2.1 - Research best practices in the Writing Center, the MARC, and the tMARC (Research Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Based on the Research & Institutional Effectiveness department's work with these areas and others, the best practices as determined by the data are: (1) Directive Learning Activities, (2) Tutoring, (3) Supplemental Instruction, and (4) Having already certified professional experts in the classes/labs (e.g., Respiratory, Radiology). Opening soon are the Technology Education Resource Center (TERC) and the Science, Technology, Engineering, and Mathematics (STEM) centers. These will provide more opportunities to affect Career Technical Education (CTE) changes to these students.

Strategic Objective: 1.3

Improve student success through effective, efficient, and scalable learning communities and cohort groups

Assigned Team: Instruction & Student Services

Key Performance Indicators

1.3.1 Successful course completion rate; Benchmark: 5% annually over the 2013-14 baseline (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

KPI 1.3.1: Successful Course Completion

As a learning communities tend to have very high outcomes already, is a 5% increase each year reasonable?

2013-14: College-wide Course Success Rate=69.6% (Baseline)

2014-15: College-wide Course Success Rate=69.8%

Retention Rate:

2013-14: College-wide Course Retention Rate=87.3% (Baseline)

2014-15: College-wide Course Retention Rate=87.3%

Learning Communities: Bridge

Summer 2014 (Summer Bridge)

89.2% (subject courses only)

94.7% (all courses)

Fall 2014 (English Bridge & Math Bridge)

65.2% (subject courses only)

71.7% (all courses)

Spring 2015 (English Bridge & Math Bridge)

67.5% (subject courses only)

74.3% (all courses)

- Pathways to Transfer: Math 50 success 82.6% Winter 2014
- Pathways to Transfer: ENGL 67 68.79% Winter 2014

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1.3.2 Term to term persistence rate; Benchmark: 5% annually over the 2013-14 baseline (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

KPI 1.3.2: Term-to-Term Persistence:

Fall 2013-Fall 2014=58.93% (Benchmark)

Fall 2012-Fall 2013=58.88%

5% change not achieved College-wide.

Data Source: Institution-set Standards (June 2015)

Summer Bridge 2014 cohort N=363

97.2% persisted to fall 2014,

88.7% persisted to spring 2015

91.2% of fall 2014 enrolled SB2014 persisted to spring 2015

Summer Bridge 2010 cohort N=343, 93% persisted to fall2010, 82.5% persisted to Spring 2011.

88.7% of fall 2010 enrolled SB2010 persisted to spring 2011

Pathways Persistence Winter 2014 to Spring 2014 is 55.4% for English and 56.2% for Math

1.3.3 Cost-Benefit/Scalability: total cost per student served as a ratio to course completion; Benchmark: equal or less than comparison group (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Barbara McNeice-Stallard, RIE is working with K. Booth, WestEd and D. Cooper, RP Group to evaluate a cost-benefit analysis system from Community College Research Center. The goal is to evaluate if this model can be modified and tested at Mt. SAC with a possible California-wide roll out via the Career Technical Education Launchboard. First meeting is set for early fall 2015 to discuss training D. Cooper will have received end of 2015.

1.3.4 Goal attainment: completion of a degree, certificate, or transfer as specified in the Student Education Plan in MAP. Benchmark: 5% above comparison group (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

KPI 1.3.4: Suggest revision to KPI. Given that all students are highly recommended to have a MAP, it maybe more important to first understand the data. How many students have a MAP early in their time at Mt. SAC? How many are using it? How many complete the MAP before they graduate instead of early in their academics? For learning communities: How many have a MAP? How are they encouraged to use it throughout their academics? What does LC think of this KPI?

Process/Outcome Objective

Outcome Objective 1.3.1 - Implement best practices in all programs (All affected programs)

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Outcome Objective 1.3.2 - Increase the number of cohorts and learning communities programs offered to students – new, CTE, general education, certificate, degree, and Transfer (All affected programs)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Pathways to Transfer Program has increased cohort offering for the Winter/Spring 2016 session. The Math Pathways have added 2 cohorts increasing from 6 to 8. Math 50/51/71 and Math 51/71/110 have been added.

The English Pathways added an additional cohort for Winter/Spring 2016 with another Engl 68/1A/1C cohort option.

The Pathways to GenEd cohorts have scheduled an additional cohort option for students successfully completing Engl 68/GenEd option.

Process Objective 1.3.1 - Identify all cohort and learning communities programs offered to students in 2013-14 (Instruction Team and Student Services Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Pathways to Transfer is a A Basic Skills initiative to build cohort learning communities that engage students in a supportive environment with consistent peer, tutor, and instructor resources. Starting in Spring of 2014, P2T has been experiencing remarkable success for students in completions and retention.

Pathways to GenEd, funded through Title V, initiated in the Fall of 2015, is comprised of cohort learning communities that connect Engl 68 or Engl 1A to other general education courses. Four cohorts were established for F15, with the expected increase to 9 in the spring of 2016.

Strategic Plan

Process Objective 1.3.2

- Evaluate current practices and research best practices in learning community and cohort offerings (Research Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

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Reporting Year: 2014-15

08/01/2015

Status: No Longer Relevant

RIE works with numerous learning communities and cohort programs/teams to track measures such as success, retention, persistence, time to degree, etc. For best practices, it is important for the researcher to work with the team ahead of time to determine, collaboratively, what measures of impact are best suited to the many interventions used. At Mt. SAC, this relationship is widely used from Bridge, Arise, Aspire, to Rad/Respiratory, etc. A longitudinal tracking of 2010 Summer Bridge students throughout their Mt. SAC academic careers is providing further insight into the sustainability of long-term outcomes. This process includes a comparison group. This is one area that could be added to other learning communities - a long-term tracking of outcomes achieved.

Process Objective 1.3.3 - Train faculty staff on best practices (POD)

Process Objective 1.3.4 - Create a committee or task force to coordinate offerings of learning communities and cohorts (Student Services and Instruction Teams)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The project Coordinator position to work with learning communities has been approved, opened, and has a closing date of November 4, 2015. The coordinator will work closely with the Associate Dean of Instruction and The Associate Dean of Student Services to assess, manage, coordinate, and scale the learning communities cohort offerings in alignment with research and student success.

Strategic Objective: 2.1

Maintain and improve current employability skills through increased work based learning opportunities for CTE students

Assigned Team: Instruction

Key Performance Indicators

2.1.1 Number of work experience courses; Benchmark: 2% increase in course offerings annually over the next five years beginning 2013-14 (Active)

2.1.2 Number of work sites served; Benchmark: Establish two new work sites for each work experience course for five

Strategic Plan

years beginning 2013-14 (Active)

Process/Outcome Objective

Outcome Objective 2.1.1 - Additional work experience courses for CTE areas (Instruction Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

4 new work experience courses have been created

ID 38, Internship in Interior Design

ID 48, Internship in Kitchen and Bath

FCS 91, Work Experience in Family and Consumer Sciences

NF 91, Work Experience in Nutrition and Dietetics

Outcome Objective 2.1.2 - Increased support for faculty to establish relationships with business and industry (Instruction Team, Cabinet)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Beginning in the 2015-16 school year, Career Services Specialists have been deployed to work within CTE divisions, assisting faculty and students. They have 2 primary goals.

Goal #1: Increase number of internal and external work experience and employment opportunities across all 4 divisions housing CTE programs by: providing training on WE protocols and eligibility issues to faculty, increasing publicity for work experience and employment success stories, improving collaborative efforts with Career Services and all Divisions housing CTE programs, improving student preparation for both work experience and future careers, and, most importantly, placing students at WE sites. Goal #2 is to increase industry partnerships by: expanding industry presence on campus and increasing Mt. SAC presence in industry venues.

Outcome Objective 2.1.3 - Increased number of worksites available to students for work based experiences (Instruction Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Coordinator, Special Projects, Tech and Health has created a data base that will be used to track enrollment in all work based learning courses. While there are ARGOS reports that can provide enrollment numbers, they are limited to counts. This data base will also give the Instruction team access to information such as: number of current sites associated with a particular course, the increase in the number of sites from one year to the next, and total number of students who have worked at a particular site for a given time period (i.e. 5 years, etc). Finally, this database will allow the college's career specialists to record conversations with site supervisors regarding their willingness to serve on program advisory committees.

Strategic Plan

Process Objective 2.1.1 - Identify active work experience courses (Instruction Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Coordinator, Special Projects, Tech and Health has created a data base that will be used to track enrollment in all work based learning courses. While there are ARGOS reports that can provide enrollment numbers, they are limited to counts. This data base will also give the Instruction team access to information such as: number of current sites associated with a particular course, the increase in the number of sites from one year to the next, and total number of students who have worked at a particular site for a given time period (i.e. 5 years,etc).Finally, this database will allow the college's career specialists to record conversations with site supervisors regarding their willingness to serve on program advisory committees.

Process Objective 2.1.2 - Gather data on the average number of work sites associated with each course (Instruction Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Coordinator, Special Projects, Tech and Health has created a data base that will be used to track enrollment in all work based learning courses. While there are ARGOS reports that can provide enrollment numbers, they are limited to counts. This data base will also give the Instruction team access to information such as: number of current sites associated with a particular course, the increase in the number of sites from one year to the next, and total number of students who have worked at a particular site for a given time period (i.e. 5 years,etc).Finally, this database will allow the college's career specialists to record conversations with site supervisors regarding their willingness to serve on program advisory committees.

Strategic Objective: 2.2

Improve currency and relevance of CTE SLOs through use of data from leavers, graduates, and employers

Assigned Team: Instruction, Student Services

Key Performance Indicators

2.2.1 Job placement information including unemployment insurance data on quarters worked and wages earned
Benchmark: Increase job placement for CTE students by 2% annually over a baseline established in 2013-14
(Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

RIE and CTE Deans discussed this issue of job placement in 2014-15 and will follow-up on it in 2015-16. Data is spotty from surveys from Alumni. VTEA Core indicator data, Salary Surfer data, Mt. SAC Alumni Survey data, and EDD data will be examined for alignment. Baseline data is only available for Alumni Survey data, but is not presented here because a discussion with the CTE Deans is needed first.

KPI 2.2.1 Job Placement-77% (N=212) of CTE students reported they were currently employed, which is higher than the percentage of non-CTE students (67%). The 2015 Survey reported on 2012-2013 alumni, 2 years after receipt of their degree

Strategic Plan

2.2.2 Leaver, graduate, and employer satisfaction with currency and relevance of job skills based on survey results (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Satisfaction: Please add "Alumni" to the KPI. Graduates are considered those who are petitioning to graduate. Alumni are contacted 1 year or so after they graduate to find out their job placement level. CTE Deans will be consulted on this KPI; there is a need to re-look at leavers and -satisfied with currency of job skills received

Leaver: ____%

Graduate: ____%

Employer: ____%

-satisfied with relevance of job skills received

Leaver: ____%

Graduate: ____%

Employer: ____%

RIE has results from Graduate Survey of 2014

Process/Outcome Objective

Outcome Objective 2.2.1 - Report placement data in Mt. SAC's annual report (Research Office, Marketing & Communication Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

RIE will work with the CTE Deans to review the current Alumni Survey data and other job placement data to determine how the College could represent this data to accurately tell the story about placement of its graduates (i.e, degree/certificate completion).

Outcome Objective 2.2.2 - Use placement and survey data to identify and implement potential CTE program improvements (CTE Departments)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

While the total percentage of 2012-2013 Alumni respondents to the 2015 survey only totaled 17%, the survey results will be discussed with individual programs in conjunction with current student survey results, and launch board employment data on both leavers and graduates. In addition, work with Research to examine various job placement data sources and determine those that are the most appropriate to utilize in program improvement efforts.

Strategic Plan

Outcome Objective 2.2.3 - Use placement and job availability data as a recruiting tool for new students (Marketing, CTE Departments)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

CTE Depts are currently utilizing Tile V grant funds to deploy a one page template brochure/webpage, containing employment data . This interchangeable template will allow depts to easily update both webpages and handouts for use as recruiting tools. Some programs are also participating in the creation of regional program brochures supported by LAOCRC also used as region wide recruiting tools.

Outcome Objective 2.2.4 - Align program SLOs for degrees and certificates with industry standards (CTE Departments)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Program outcomes must align with industry standards. CTE faculty are required to routinely review programs for currency with their advisory boards.

Outcome Objective 2.2.5 - Assure that content skills and job skills are mastered by program completers (CTE Departments)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

All programs recently completed an outcomes mapping project that verified the points at which students attained and built skills toward mastery in each program. This successful mapping across all CTE programs was the foundational step to insure the progression of instruction through courses to the capstone; the next step is the assessment of program outcomes and related data analysis (see PLOs Summary of Data and Use of Results in CTE Managers ePIE summaries). Finally, programs look to graduate employment and satisfaction rates as validation of program currency and relevance. 2013-2014 CTE Alumni responding to the 2015 Survey reported a 94.5% satisfaction rate with their Mt. SAC education.

Process Objective 2.2.1 - Identify ways and sources from which job placement data can be collected, in particular UI wage data (Research Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

RIE discussed data sources with the CTE Deans in 2014-15. Further review of data quality will be conducted. Multiple data sources will be reviewed: EDD Data, Alumni Survey, Salary Surfer, and VTEA Core Indicators. A detailed review of program-level data was conducted in-house with the Salary Surfer data; small number of graduates makes it difficult to view patterns in the data. This data was shared with the Deans.

Strategic Plan

Process Objective 2.2.2 - Collect and utilize survey results on leaver, graduate, and employer satisfaction. (Research Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Please add "alumni" to the listing. Graduates are those who apply for intent to graduate. Alumni are those who graduated with a degree/certificate and were contacted 1 year or so after graduation to ascertain their employment levels. RIE and the CTE Deans are reviewing this Alumni Survey and aligning questions across multiple surveys to better gather this data. Employer surveys as done by some CTE programs.

Strategic Objective: 3.1

Active courses will have at least two course-level SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results

Assigned Team: Instruction & Student Services

Key Performance Indicators

3.1.1 Percentage of courses with two course-level SLOs and ongoing cycle of evaluation and improvement with wide reporting of results. Benchmark: 100% (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

1) 95.79 % (1661 out of 1734) courses have an SLO outcome; 90.95% (1577 out of 1734) have course summary of data and use of results Report (Data Source: SLO Summary Report 9/21/2015). 2) Outcomes Mapping Summary
3) Active degrees and certificates will have at least one degree/certificate 282 out of 300 (94%) program outcomes created; Summary and Use of Results completed by 86.33% (259 out of 300) of the programs. Data Source: 9/21/2015 Tracdat Program Detailed Report

Process/Outcome Objective

Outcome Objective 3.1.1 - Streamline outcomes assessment concepts and terminology.

Outcome Objective 3.1.2 - Train faculty, staff, and administrators on outcomes assessment practices, mapping, and software.

Outcome Objective 3.1.3 - Integrate outcomes processes in outcomes assessment software.

Process Objective 3.1.1 - Analyze outcomes assessment results for student learning outcomes, course measurable objectives, and administrative unit objectives.

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

1) 95.79 % (1661 out of 1734) courses have an SLO outcome; 90.95% (1577 out of 1734) have course summary of data and use of results Report (Data Source: SLO Summary Report 9/21/2015). 2) Outcomes Mapping Summary
3) Active degrees and certificates will have at least one degree/certificate 282 out of 300 (94%) program outcomes created; Summary and Use of Results completed by 86.33% (259 out of 300) of the programs. Data Source: 9/21/2015 Tracdat Program Detailed Report

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Process Objective 3.1.2 - Customize outcomes assessment software for all campus units.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Mt. SAC will be using TracDat v5 effective 4/1/2016. Access is provided via department/unit and program. Access is customized for instruction, student service, and operational units.

Process Objective 3.1.3 - Develop training material for outcomes assessment, including best practices, mapping, and software.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Sessions were held to gather input on TracDat v5. Input was gathered from faculty and managers within instruction and student services teams. Training sessions will be offered after TracDat v5 is launched on 4/1/2016. Two training sessions will be offered -- (1) ongoing users and (2) new users.

Strategic Objective: 3.2

Course-level SLOs will be mapped to GEOs, degrees and certificates

Assigned Team: Instruction & Student Services

Key Performance Indicators

3.2.1 Percentage of course-level SLOs that are mapped to GEOs, degrees and certificates. Benchmark: 100% (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

72.6% (193 of 266) Summary of Data and Use of Results (Outcomes Report, May 15, 2014)

100% of Student Services course SLOs (Counseling, DSPS) are mapped to ILOs

90% of Student Services SLOS are mapped to ILOs

Departments will use Outcomes Mapping to connect their SLOs and AUOs with PLOs and ILOs. The Outcomes Mapping template was rolled out to Instruction and Student Services teams on April 22, 2015. The template will be introduced to Administrative Services and Human Resources in a second phase, during Summer Intersession 2015. Outcomes Committee leaders and members are attending division meetings to offer training and support to faculty, staff, and administrators. The ILOs include: Communication, Critical Thinking, Information & Technology Literacy, and Personal, Social, Civic, and Environmental Responsibility.

Process/Outcome Objective

Outcome Objective 3.2.1 - Streamline outcomes assessment concepts and terminology.

Strategic Plan

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

The Outcomes Committee has discussed outcomes assessment concepts and terminology and members also seek input from the campus community. Discussion will continue.

Outcome Objective 3.2.2 - Train faculty, staff, and administrators on outcomes assessment practices, mapping, and software.

Progress Updates

Reporting Year: 2014-15

03/25/2016

Status: In Progress - Continue Next Year

Training on outcomes mapping was provided to faculty and managers in the instruction and student services teams in April and May 2015.

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Input was gathered on TracDat v5 in the 2015 Fall and 2016 Spring semesters. Input was gathered from faculty and managers in the instruction and student services teams. Training on TracDat v5 will be provided in the 2016 Spring semester to ongoing and new users. Training will be open to all faculty, staff, and managers.

Outcome Objective 3.2.3 - Integrate outcomes processes in outcomes assessment software.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

With the transition to TracDat v5, outcomes processes were revisited and incorporated into the software.

Strategic Plan

Process Objective 3.2.1 - Analyze outcomes mapping documentation.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

The College implemented outcomes mapping in April 2015. While good progress was made, the overall average is 69% completion as of 3/25/2016. Outcomes Committee members and managers will continue to work on this project with a goal of a 100% completion rate by the end of the 2016 Spring semester. Outcomes mapping received to date indicates that all four ILOs are mapped to by courses, programs, services, and department goals.

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The college's Institutional Level Outcomes (ILO) represent the ongoing evolution of "GEOs Re-Imagined" founded on the idea that all of Mt. SAC's employees contribute to the success of our students by empowering their educational experiences with these core competencies. Institutional Level Outcomes are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, departments, and services. All college personnel directly or indirectly impact the student experience including faculty, administrators, and staff. The four ILOs are: Communication; Critical Thinking; Information and Technology Literacy; and Personal, Social, and Civic Responsibility. 68.1% (177 of 260) Summary of Data and Use of Results (Data Source: 9/21/2015 Report GEO Summary)

Process Objective 3.2.2 - Customize outcomes assessment software for all campus units.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

The college's move to TracDat v5 prompted a review of our current use of TracDat. Mt. SAC will be using TracDat v5 effective 4/1/2016. Access is provided via department/unit and program. Access is customized for instruction, student service, and operational units.

Process Objective 3.2.3 - Develop training material for outcomes assessment, including best practices, mapping, and software.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Sessions were held to gather input on TracDat v5. Input was gathered from faculty and managers within instruction and student services teams. Training sessions will be offered after TracDat v5 is launched on 4/1/2016. Two training sessions will be offered -- (1) ongoing users and (2) new users.

Strategic Objective: 3.3

Active degrees and certificates will have at least one degree/certificate level SLO and an ongoing cycle of evaluation and improvement with wide reporting of results

Assigned Team: Instruction

Strategic Plan

3.3.1 Percentage of active degrees and certificates with at least one degree/certificate level SLO and an ongoing cycle of evaluation and improvement with wide reporting of results. Benchmark: 100% (Active)

Progress Updates

Reporting Year: 2014-15

03/25/2016

Status: In Progress - Continue Next Year

Active degrees and certificates will have at least one degree/certificate 282 out of 300 (94%) program outcomes created; Summary and Use of Results completed by 86.33% (259 out of 300) of the programs (Data Source: 9/21/2015 Tracdat Program Detailed Report).

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Active degrees and certificates will have at least one degree/certificate 274 out of 300 (91.33%) program outcomes created; Summary and Use of Results completed by 84.33% (253 out of 300) of the programs (Outcomes Report, May 15, 2014) [RIE check year]

Process/Outcome Objective

Outcome Objective 3.3.1 - Streamline outcomes assessment concepts and terminology.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

The Outcomes Committee has discussed outcomes assessment concepts and terminology and members also seek input from the campus community. Discussion will continue.

Outcome Objective 3.3.2 - Train faculty, staff, and administrators on outcomes mapping processes

Progress Updates

Reporting Year: 2014-15

03/25/2016

Status: In Progress - Continue Next Year

Training on outcomes mapping was provided to faculty and managers in the instruction and student services teams in April and May 2015.

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Input was gathered on TracDat v5 in the 2015 Fall and 2016 Spring semesters. Input was gathered from faculty and managers in the instruction and student services teams. Training on TracDat v5 will be provided in the 2016 Spring semester to ongoing and new users. Training will be open to all faculty, staff, and managers.

Outcome Objective 3.3.3 - Integrate outcomes processes in outcomes assessment software

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Sessions were held to gather input on TracDat v5. Input was gathered from faculty and managers within instruction and student services teams. Training sessions will be offered after TracDat v5 is launched on 4/1/2016. Two training sessions will be offered -- (1) ongoing users and (2) new users.

Strategic Plan

Process Objective 3.3.1 - Implement mapping of Program Learning Outcomes to Institutional Learning Outcomes using the appropriate mapping tool.

Strategic Objective: 3.4

Student learning and support activities will have defined SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results

Assigned Team: Instruction & Student Services

Key Performance Indicators

3.4.1 Percentage of student learning and support activities with defined SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results. Benchmark: 100% (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

100% of Student Services courses (Counseling, DSPS) have SLOs and ongoing evaluation.

90% of Student Services programs have SLOs; 95% have AUOs.

Process/Outcome Objective

Outcome Objective 3.4.1 - Increase documentation of student learning and support activities through outcomes assessment software specifically with Institutional Level Outcomes (ILOS) and Program Level Outcomes (PLOs).

Outcome Objective 3.4.2 - Implement campuswide feedback for the updated version of outcomes assessment software.

Outcome Objective 3.4.3 - Train faculty, staff, and administrators on outcomes assessment software and outcomes mapping processes.

Progress Updates

Reporting Year: 2014-15

03/25/2016

Status: In Progress - Continue Next Year

Faculty and managers in the instruction and student services teams were trained on outcomes mapping in April and May 2015.

Process Objective 3.4.1 - Analyze outcomes assessment results for student learning outcomes, course measurable objectives, and administrative unit objectives.

Process Objective 3.4.2 - Customize outcomes assessment software for all campus units.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

The college's move to TracDat v5 prompted a review of our current use of TracDat. Mt. SAC will be using TracDat v5 effective 4/1/2016. Access is provided via department/unit and program. Access is customized for instruction, student service, and operational units.

Strategic Plan

Process Objective 3.4.3 - Develop training material for outcomes assessment, including best practices, mapping, and software

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Sessions were held to gather input on TracDat v5. Input was gathered from faculty and managers within instruction and student services teams. Training sessions will be offered after TracDat v5 is launched on 4/1/2016. Two training sessions will be offered -- (1) ongoing users and (2) new users.

Strategic Objective: 3.5

Widespread dialogue takes place about assessment results and identification of gaps, such dialog leading to aligning institution-wide practices and allocation of resources to support and improve student learning

Assigned Team: Instruction & Student Services

Key Performance Indicators

3.5.1 Narrative documentation of above dialog, alignment, and allocation of resources (Active)

Process/Outcome Objective

Outcome Objective 3.5.1 - Train faculty, staff, and administrators on outcomes assessment practices, mapping, and software.

Process Objective 3.5.2 - Develop training material for outcomes assessment, including best practices, mapping, and software.

Progress Updates

Reporting Year: 2015-16

03/25/2016

Status: In Progress - Continue Next Year

Sessions were held to gather input on TracDat v5. Input was gathered from faculty and managers within instruction and student services teams. Training sessions will be offered after TracDat v5 is launched on 4/1/2016. Two training sessions will be offered -- (1) ongoing users and (2) new users.

Strategic Objective: 4.1

Identify and implement effective strategies, activities and interventions that improve access and persistence for ethnic, gender, and disability groups at the college

Assigned Team: Instruction & Student Services

Key Performance Indicators

4.1.1 Participation rate of adults within the District disaggregated by race/ethnicity, gender, age, and other special populations (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

- Adult Participation Rate: Consider adding a timeline to the KPI (e.g., based on latest Census data as of 2014-15). Do we wish to increase the adult participation rate? If so, by 2%?

Adult Participation Rate was determined based on census data and Mt. SAC's enrollment data. The information

Strategic Plan

was calculated for the Student Equity Plan in fall 2014.

Research Findings/Needs/Concerns

(All numbers given are the proportionality index unless otherwise noted.)

Ethnicity: White students are below equity at 0.69 among all communities served by Mt. SAC. African American students are below equity in the following cities: Diamond Bar (.07), Hacienda Heights (.52), Rowland Heights (.58), and San Dimas (.67). Further research is needed to determine if the white student population is transitioning to other institutions of higher education. Recruitment efforts at high schools and communities of Baldwin Park, La Puente and Pomona indicate that Latino and African American males ages 18-21 are underrepresented in enrolling in college.

Gender: Participation rate is lowest for males (1.50%) and females in Baldwin Park (1.76%). In comparison to other cities with participation rates such as 3.98% or 2.86% in Covina and Diamond Bar, the total population participation rate for Baldwin Park is 1.65%.

Disability: Mt. SAC has 7.28% of its students identified as DSPS program eligible. Individuals with a disability across all district cities represent 6.7%. The college is above equity in serving students with disabilities. However, there are several cities with higher percentage of individuals with disabilities in comparison to the college's overall identified disabled students. In particular, the city of La Puente has the highest rate of disabled individuals 18-64 years old at 9.8%. Pomona and Baldwin Park also have high percentage of disabled population in this age category; 6.7 and 7.7% respectively. Strategic recruitment and outreach efforts to high school students with disabilities from Hacienda La Puente Unified, Baldwin Park and Pomona School Districts will need to be developed. Further research is needed to improve our understanding of the disabled populations in our community and our feeder high schools as well as to understand the potential gap in outreach and service to our current students. Based on this understanding, intervention should be designed to improve our outreach efforts.

4.1.2 Term-to-term and year-to-year persistence rate disaggregated by race/ethnicity, gender, age, and other special populations

(Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Term-to-term persistence and year-to-year persistence rates were derived from the Chancellor's Office Data Mart.

Scorecard Definition: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who enrolled in the first three consecutive terms. 2008-9 Cohort=78.8% Overall (Note: 20-24 year olds have a much lower persistence rate around 65%; there is not much difference within gender or ethnicity). Three consecutive terms, 2008-2009 cohort: Female: 79.7%, Male: 77.7%

Term-to-term Persistence & Year-to-Year Persistence may not be reasonable measures given that ~70% of Mt. SAC's students are part-time.

[RIE will re-examine the aforementioned persistence rates]

Process/Outcome Objective

Strategic Plan

Outcome Objective 4.1.1 - Implement best practices to improve the participation rate of adults in the District (Assignment depends on intervention)

Outcome Objective 4.1.2 - Implement best practices to improve the persistence rate of students served by the College (Assignment depends on intervention)

Process Objective 4.1.1 - The Student Equity Committee will make recommendations regarding recruitment/outreach activities to increase the lowest participation rate among under-represented groups within the District

Process Objective 4.1.2 - The Student Equity Committee will identify effective practices that support persistence and progress for under-prepared students

Strategic Objective: 5.1

Improve students' basic skills course sequence completion through targeted interventions, cohort pathways, and accelerated course scheduling

Assigned Team: Instruction & Student Services

Key Performance Indicators

5.1.1 Successful basic skills course completion rates disaggregated by race/ethnicity, gender, age, and other special populations (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Basic Skills Course Success: Ethnicity: African Americans have the lowest proportionality index at .90, followed by Latino/a at .96. To develop further into Course Success, the College's Research Department separated the data by course level (e.g. basic skills, degree appropriate). In doing so, it became clear that there were no disproportional impacts when we reviewed the data via the Proportionality Index metric, however there was an impact when the 80% High index was used. For example, basic skills course success rates were calculated to be lower than the 80% threshold of this index for African American for three years, but only for one year for Latino/a students.

Gender: Students are nearly equal by gender (Males at .99).

Age: The lowest group is age 20 - 24 at .98. This has been trending closer to equity.

[RIE will ask the Basic Skills Coordinating Committee to look at this data in more detail to determine how it could be used by the Committee to improve student success]

5.1.2 Basic skills course-to-course persistence rates without stop-out disaggregated by race/ethnicity, gender, age, and other special populations (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

English Writing: Three Levels Below Transfer (LERN 81) - F' 2011 (424) S' 2013 (39) =9.2%

ESL Writing: Four Levels Below Transfer (AmLa 41W) - F' 2011 (69) S' 2013 (6) =8.7%

Mathematics: Four Levels Below Transfer (LERN 49)

F' 2011 (859) S' 2013 (11) =1.2%

Strategic Plan

(BSI Annual report, Basic Skills Cohort Progress Tracker, Datamart)

Process/Outcome Objective

Outcome Objective 5.1.1 - Implement interventions proven to be successful during the 2015-16 academic year and during future years (Assignment depends on intervention)

Process Objective 5.1.1 - Identify interventions and acceleration options designed to improve students' basic skills course sequence completion (Basic Skills Committee, Research Office, Affected Instructional Departments)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

1. Using BSI allocated funds, ABE conducted a tutoring intervention project for noncredit basic skills students to assess the impact on tests scores for students receiving tutoring 405 students in the sample accessed tutoring and of these 67% of students who accessed tutoring passed courses with a "C" or better compared to 49% for the general population of ABE students. This demonstrates that in class tutoring interventions have a positive impact on noncredit basic skills students.

Process Objective 5.1.2 - Present results of the study to the campus community through Professional and Organizational Development during spring 2015 (POD)

Process Objective 5.1.3 - Collect data on newly implemented interventions and use data for improvement (Research Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

RIE is working with project teams that were funded by Basic Skills to conduct evaluation/research were possible. The annual report for this funding includes the data collected and its impact on decision making. Example project includes Pathway to Transfer.

Strategic Objective: 5.2

Increase the number of basic skills students who participate in basic skills interventions

Assigned Team: Instruction & Student Services

Key Performance Indicators

5.2.1 Participation in basic skills interventions. Benchmark: Increase number of basic skills students who participate in basic skills interventions by 5% annually from a baseline of 2008-09 (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The goal of the Pathway to Transfer project is to significantly increase the percentage of students who successfully navigate their way through the math and writing sequences in preparation for college level work. In 2013-14, three cohorts were offered. In 2014-15, 4 additional cohorts were added to the Pathways to Transfer

Strategic Plan

project.

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Combined Tutoring: To contribute data that will support Activity 3 of the Basic Skills plan (increase the number of students who successfully complete the basic skills sequence of English and math), assessment reports from the project will include the number of students, to be compared year-to-year and to determine whether the number is increasing.

Process/Outcome Objective

Outcome Objective 5.2.1 - Implement successful strategies (Assignment depends on strategy)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Students in the Pathways to Transfer courses were able to persist through two levels of both English and Math at significantly greater percentages than non- participants. Students in the Pathways cohorts completed two courses in a sequence at 34% greater frequency than students who were not enrolled in a Pathways cohort. On average, students enrolled in the Spring 2015 English Pathways to Transfer were 13.7% more successful than students who were not enrolled in a Pathways cohort.

On average, students enrolled in the Spring 2015 Math Pathways to Transfer were 15.7% more successful than students who were not enrolled in a Pathways cohort.

Process Objective 5.2.1 - Determine the number of students who participated in basic skills funded interventions in 2008-09 (Research Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Please change 2008-09 to 2014-15.

RIE is working with the Basic Skills Coordinating Committee and its funded project teams on this measure. Student IDs are being collected in summer 2015.

Strategic Plan

Process Objective 5.2.2 - Develop strategies to increase the number of basic skills students participating in interventions (Basic Skills Committee; Departments)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Combined Tutoring: Benefit of Tutoring for Students Repeating Courses - Students who are repeating a Basic Skills class for the first or second time who receive 90 minutes or more of tutoring during a full semester (Fall 2014 and Spring 2015) will be less likely to have to repeat the class than repeating students who do not participate in tutoring. To contribute data that will support Activity 3 of the Basic Skills plan (increase the number of students who successfully complete the basic skills sequence of English and math), assessment reports from the project will include the number of students, to be compared year-to-year and to determine whether the number is increasing.

The Give Me 20 Reading Program in the ESL Department has been held during brief six-week summer and winter sessions. Students commit to reading 20 minutes per day, learn new vocabulary, write a two-page book report at the end of each book, and meet one-on-one with a library instructor to review their progress. This past year (2014-2015) we have seen an expansion of our short-term program to a year-long program thanks to the additional basic skills funding.

Process Objective 5.2.3 - Increase funding to basic skills projects designed to provide interventions to basic skills students (Cabinet)

Strategic Objective: 5.3

Students taking assessment tests for placement will be fully prepared for each test. (Student Preparation & Success Council)

Assigned Team: Instruction & Student Services

Key Performance Indicators

5.3.1 Student participation rate in assessment orientation and/or assessment preparation activities. Benchmark: 80% of students undergoing assessment will have participated in an online or in-person assessment orientation. Benchmark: 60% of recent high school graduates will have participated in an assessment preparation activity (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Math Info Sessions (2/27/15 - 7/30/15): 242

AWE Info Sessions (4/29/15 - 7/30/15): 209

3,000 receive an overview related to Assessment—*However this is not a baseline number. This is an estimate.

Currently there are four projects either underway or completed regarding this topic. In Summer 2014 Arise piloted a Math refresher project with the Math Department using ALEKS software. The results of that project are available.

The Writing Center has been conducting a workshop to prepare students for the AWE for several years and the results of that effort are also available.

Strategic Plan

David Beydler has been conducting informational sessions since Fall 2014 to help students understand and take appropriate measures to prepare for the Math placement exams.

Finally, Adult Basic Education has offered a “Boot Camp” to prepare students to take both the English and Math placement exams for at least the past three years. The results of these boot camps are also available. This project has multiple years of data available.

5.3.2 Satisfaction surveys of students undergoing assessment. Benchmark: 80% of students undergoing assessment will indicate high levels of preparation (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Math Information Sessions

Satisfaction Surveys

I know which Math Placement Test I should take: Of 174 students who responded 96% Strongly Agreed or Agreed

I know how to prepare for the Math Placement Tests: Of 173 students who responded 99% Strongly Agreed or Agreed

This workshop was helpful: Of 172 students who responded 98% Strongly Agreed or Agreed

(Next step will be to track these students and see how they perform on the math placement test they decide to take.)

Process/Outcome Objective

Outcome Objective 5.3.1 - Implement online and in-person assessment test preparation in Math, English, and ESL (Assessment Office, Math, English, and ESL)

Outcome Objective 5.3.2 - Implement outreach and orientation to promote assessment test preparation (Marketing, Math, English, and ESL)

Process Objective 5.3.1 - Create online and paper assessment test preparation instruments in Math, English, and ESL (Research Office, Math, English, and ESL)

Process Objective 5.3.2 - Create outreach and orientation materials publicizing the availability and importance of assessment test preparation (Marketing, Math, English, and ESL)

Strategic Plan

Process Objective 5.3.3 - Collect data on effectiveness of assessment test preparation and publicize such results (Research Office, Marketing)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

RIE is working with multiple groups to collect data to show the impact of assessment preparation. Data is currently being summarized for 2014-15 and evaluated for summer 2015. Programs include WIN Boot Camp, Math Boot Camp, AWE Preparation. Preliminary data on these programs indicate value in preparation classes:

1. Help students to take the placement test
2. increase confidence that they are taking the correct class
3. help students to enroll in the class they were placed into

Strategic Objective: 6.1

The number of transfer ready students will increase through increasing the number of fully articulated transfer programs and increasing the number of transfer students with complete education plans

Assigned Team: Instruction & Student Services

Key Performance Indicators

6.1.1 Number of fully articulated transfer degrees accepted by major universities in the Mt. SAC service region.

Benchmark: Increase the number of associate degrees for transfer offered by 2% each year using a baseline of 2012-13 (Active)

6.1.2 Number of associate degrees for transfer. Benchmark: Increase the number of associate degrees for transfer offered by 2% each year using a baseline of 2012-13 (Active)

6.1.3 Number of complete education plans by students with a transfer goal (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Out of 6875 fall 2014 first time students (including those started in the summer 2014), 4819 (70.1%) have a transfer goal. Out of those who have a transfer goal, 3256 (67.6%) have active ed plans (as of 7/29/2015)

6.1.4 Number of students who are transfer ready (Active)

Process/Outcome Objective

Outcome Objective 6.1.1 - Fully articulate all transfer programs both to major universities and by establishing associate degrees for transfer. (Career and Transfer Center)

Outcome Objective 6.1.2 - Assure that students with a transfer goal have complete education plans.(Counseling and Career and Transfer Center)

Strategic Plan

Process Objective 6.1.1 - Provide workshops and training for faculty interested in developing transfer degrees (POD)

Process Objective 6.1.2 - Advertise transfer degrees in the college catalog (Instruction Office)

Process Objective 6.1.3 - Communicate with students through orientation and Career and Transfer workshops the benefits of transfer degrees (Counseling and Career and Transfer Center)

Strategic Objective: 6.2

Provide web services that are effective and well utilized by students to assist them in achieving transfer success

Assigned Team: Instruction, President's Office & Student Services

Key Performance Indicators

6.2.1 Improved transfer readiness for students utilizing online services as measured against a control group not utilizing such services (Active)

6.2.2 Satisfactory evaluation of online transfer information and tools by students utilizing these services (Active)

Process/Outcome Objective

Outcome Objective 6.2.1 - Provide effective well utilized online transfer information and tools which meet student needs. (IT, Counseling, and Career and Transfer Center)

Process Objective 6.2.1 - Develop options for portal content (IT, Counseling, and Career and Transfer Center)

Process Objective 6.2.2 - Deploy the most recent tools supplied by the Mountie Action Plan (MAP) software (IT and Counseling)

Process Objective 6.2.3 - Establish a baseline measure of student usage (clicks) of transfer centric portal information (IT)

Process Objective 6.2.4 - Develop a process/training for Counseling/Transfer Services to maintain and enhance portal and website information (IT and Counseling)

Strategic Objective: 7.1

Effectively utilize existing college resources to secure external funding by alignment with the college's strategic plan and potential for impact on the college

Assigned Team: Instruction

Key Performance Indicators

7.1.1 Dollar amount of grants received. Benchmark: at least \$6 million in fiscal year grant funding (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office monitored 24 active grant projects for a fiscal year funding level of \$6,402,728 and a total funding level of \$19,222,080.

7.1.2 Return on investment (fiscal year grant funding divided by Grants Office operating budget). Benchmark: at least 15:1

Strategic Plan

return on investment annually (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office's return on investment was 31:1.

Process/Outcome Objective

Outcome Objective 7.1.1 - Increased number and dollar amount of grants received annually (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

During FY 2014-15, the Grants Office monitored 24 active grant projects for a fiscal year funding level of \$6,402,728 and a total funding level of \$19,222,080, an increase from the previous fiscal year. During FY 2014-15, the Grants Office coordinated the development of 18 new applications for a first-year request of \$10,602,697 and a total funding request of \$23,892,409, an increase from the previous fiscal year. During FY 2014-15, of the 18 new applications developed, one (1) was a preliminary application invited to submit a full application, 14 were funded, and two (2) were pending at the close of the year; the funding success rate was 93%.

Outcome Objective 7.1.2 - Increased return on investment communicated through annual reporting process (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

The return-on-investment (ROI) was 31:1 during FY 2014-15, an improvement from the previous fiscal year's ROI of 20:1.

Process Objective 7.1.1 - Prioritize pursuit of grant opportunities by alignment with the college's strategic plan and potential for impact on the college (e.g., dollar amount, number of students to be served, number of programs/faculty/staff to be affected, lowest cost to the college in regard to in-kind resources) (Grants Office and Cabinet)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Grants Office received a one-time allocation of \$10,000 to support ongoing staffing needs, which were cut during FY 2010-11. During FY 2014-15, the Grants Office monitored 24 active grant projects, an increase from the previous fiscal year.

Strategic Plan

Process Objective 7.1.2 - Appropriately adjust Grants Office operating budget annually (Grants Office and Cabinet)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Grants Office received a one-time allocation of \$10,000 to support ongoing staffing needs, which were cut during FY 2010-11. During FY 2014-15, the Grants Office monitored 24 active grant projects, an increase from the previous fiscal year.

Process Objective 7.1.3 - Effectively monitor active grants for fiscal and programmatic compliance to ensure continued eligibility for grant funding. (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office monitored 24 active grant projects for a fiscal year funding level of \$6,402,728 and a total funding level of \$19,222,080. The Grants Office participated in agency webinars and other professional development activities to stay up-to-date on fiscal and programmatic compliance. The Grants Office assisted project directors with progress reports, internal audits, and other post-award activities.

Strategic Objective: 7.2

Develop and submit high-quality proposals for a variety of grant opportunities from local, state, federal, and private funding agencies

Assigned Team: Instruction & Student Services

Key Performance Indicators

7.2.1 Number of grant proposals submitted. Benchmark: at least 12 grant proposals submitted annually (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office coordinated the development of 18 new applications. Additionally, the Grants Office coordinated the development/submission of supporting documents for two (2) partner grant applications and one (1) non-grant application. Of the 18 new applications developed, one (1) was a preliminary application invited to submit a full application, 14 were funded, and two (2) are pending, making for a success rate of 93.3% (not accounting for the preliminary and pending proposals).

7.2.2 Average funding success rate (number of grant proposals submitted divided by number of grants funded). Benchmark: at least 6 grants (or 50% of proposals submitted) funded annually (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office coordinated the development of 18 new applications. Additionally, the Grants Office coordinated the development/submission of supporting documents for two (2) partner grant applications and one (1) non-grant application. Of the 18 new applications developed, one (1) was a preliminary application invited to submit a full application, 14 were funded, and two (2) are pending, making for a success rate of 93.3% (not accounting for the preliminary and pending proposals).

Strategic Plan

Process/Outcome Objective

Outcome Objective 7.2.1 - Increased number of proposals developed and submitted annually (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office coordinated the development of 18 new applications. Additionally, the Grants Office coordinated the development/submission of supporting documents for two (2) partner grant applications and one (1) non-grant application.

Outcome Objective 7.2.2 - Increased number of proposals funded annually (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Of the 18 new applications developed during FY 2014-15, one (1) was a preliminary application invited to submit a full application, 14 were funded, and two (2) are pending, making for a success rate of 93.3% (not accounting for the preliminary and pending proposals).

Outcome Objective 7.2.3 - Increased average funding success rate communicated through annual reporting process (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Of the 18 new applications developed during FY 2014-15, one (1) was a preliminary application invited to submit a full application, 14 were funded, and two (2) are pending, making for a success rate of 93.3% (not accounting for the preliminary and pending proposals). The Grants Office has prepared an annual report, which details the active grant projects throughout the fiscal year, as well as the new applications submitted and their funding status. The Director of Grants will deliver a report to the Board of Trustees at the 10/21/15 meeting.

Process Objective 7.2.1 - Share available grant opportunities with pertinent faculty and managers (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Director of Grants presented a session titled "Tips and Tricks for Successful Grant Writing" at the Mt. SAC's Professional Development Day, open to all faculty, staff, and administrators on campus. The Director also forwarded grant opportunities, as competitions were announced, to faculty and managers who might be interested.

Strategic Plan

Process Objective 7.2.2 - Involve faculty in developing grant proposals (Grants Office)

Progress Updates

Reporting Year: 2014-15

02/18/2016

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office coordinated the development of 18 new applications, which involved faculty and/or managers as the lead project director/principal investigator.

Process Objective 7.2.3 - Deliver grant writing workshop(s) through Professional and Organizational Development (Grants Office and POD)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Director of Grants presented a session titled "Tips and Tricks for Successful Grant Writing" at the Mt. SAC's Professional Development Day. In addition, two other grant writing sessions were scheduled through POD; one was cancelled.

Process Objective 7.2.4 - Provide a high level of support to faculty and managers interested in pursuing grants (e.g., planning, writing, editing, templates, budget development, compilation, submission, etc.) (Grants Office)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

During FY 2014-15, the Grants Office coordinated the development of 18 new applications, which involved faculty and/or managers as the lead project director/principal investigator. In addition, the Grants Office coordinated the development/submission of supporting documents for two (2) partner grant applications and one (1) non-grant application. The support provided varied depending on the complexity of the project but included facilitation of the planning process, writing full proposals, editing proposal drafts prepared by faculty, providing templates and data to support narrative components, creating budgets, compiling applications, and submitting applications (both online and hard copies).

Strategic Objective: 7.3

Improve student access and success through direct student scholarships

Assigned Team: President's Office & Student Services

Key Performance Indicators

7.3.1 Number and dollar amount of scholarships awarded annually (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

2013-14 Number of Scholarship Workshops: not tracked

2013-14 Number of students in attendance at Scholarship Workshops: not tracked

Strategic Plan

2013-14 Number of Applicants: 1791
2013-14 Number of scholarships: 257

2013-14 dollar amount of scholarships: \$192,400

7.3.2 Donor and recipient satisfaction as measured by evaluation surveys (Active)

Process/Outcome Objective

Outcome Objective 7.3.1 - Number and dollar amount of scholarships meet level of qualified student applications (Foundation)

Outcome Objective 7.3.2 - Satisfaction surveys show expectations of donors and recipients are met (Foundation and Scholarship Office)

Process Objective 7.3.1 - Operate an open, fair, and efficient scholarship application and award process (Scholarship Office)

Process Objective 7.3.2 - Solicit donations for scholarships on an ongoing basis (Foundation)

Process Objective 7.3.3 - Provide feedback to donors including letters of appreciation from recipients (Foundation and Scholarship Office)

Process Objective 7.3.4 - Periodically survey donors and recipients (Foundation and Scholarship Office)

Strategic Objective: 8.1

Provide appropriate technology in classrooms to enhance student learning and active engagement in the learning process

Assigned Team: Administrative Services, Instruction

Key Performance Indicators

8.1.1 Faculty and student surveys show satisfaction with quality and accessibility of classroom and online technology (Active)

8.1.2 The number of faculty trained in the use of Moodlerooms will increase by 10% from a baseline year of 2013-14 with a 5% increase in 2014-15 and a 5% increase in 2015-16 (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

2013-14

Facilitated various face-to-face trainings on various days/times:

Term Workshops Learning Labs Summer 2013 - Spring 2014 = 163

Online MR Basics Online Training: 23 Series 1 and 14 Series 2 completers = total 37

2014-15

47 completed MR Basics online and 97 attended an in-class MR Basics workshop since 2013-14.

The online training course had a 27% increase compared to 2013-14. The in-person training had 97 attendees, but it is not known whether this was higher or lower than the previous year.

Strategic Plan

Process/Outcome Objective

Outcome Objective 8.1.1 - Classroom instructional media is accessible and state-of-the-art (Technology Services)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Technical Services, Information Technology, the Library, and Disabled Students Programs and Services (DSPS) have made a concerted effort, as resources allow, to ensure classroom instructional media is accessible and state-of-the-art. Technical Services and Information Technology upgraded computer equipment, Smartboards, and projectors to support accessibility. The Library acquires and make available only media materials that are captioned. The High Tech Center of the Disabled Students Programs and Services (DSPS) contribute to making instructional media accessible and, as resources allow, offer state-of-the-art equipment and tools for students with disabilities.

Outcome Objective 8.1.2 - The number of faculty using Moodlerooms in the classroom to enhance student learning and active engagement will increase (POD)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Moodlerooms in-person workshops are offered twice per year during intersessions through POD. This offering schedule is based on the semi-annual major software upgrades released by Moodlerooms during our intersessions. Additionally, Online Moodlerooms Basics is offered year-round, 24/7. The College offers SPOT training throughout the year so professors can become certified to teach online using Moodlerooms.

Process Objective 8.1.1 - Regularly update classroom instructional media and online learning tools to ensure accessibility and state-of-the-art (Technology Services)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

As resources allow, classroom instructional media and online learning tools are updated to keep current for teaching and learning and to ensure accessibility. For example, IT implemented Adobe Acrobat Pro campus license to not only enable reading of PDF documents but also editing, writing, and signature features. This campus license expanded user access to all employees and students on campus. Another example is Moodlerooms learning management system (LMS) license, which was renewed in May 2015 for two years with the option to renew an additional year. This LMS system is used for instruction irrespective of delivery mode. A complement to the LMS is an online streaming video (subscription based) to Films on Demand with thousands of fully captioned titles and video clips for regular and online classes. Additionally, the Library's ever expanding DVD collection is fully captioned and supportive of instruction. Technical Services in Broadcast and Presentation Services acquired a media platform that enables in-house captioning of college staff generated content and media materials that need to have captioning done. For accessibility, IT provides specialized hardware in classrooms and labs such as the Optilec which magnifies text for classroom display.

Strategic Plan

Process Objective 8.1.2 - Offer regular Moodlerooms training for faculty through POD (Professional and Organizational Development)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

As resources allow, classroom instructional media and online learning tools are updated to keep current for teaching and learning and to ensure accessibility. For example, IT implemented Adobe Acrobat Pro campus license to not only enable reading of PDF documents but also editing, writing, and signature features. This campus license expanded user access to all employees and students on campus. CAD software for Architecture and SPSS software for Psychology Statistics were also upgraded to keep current with discipline and industry changes.

Another example is Moodlerooms learning management system (LMS) license, which was renewed in May 2015 for two years with the option to renew an additional year. This LMS system is used for instruction irrespective of delivery mode. A complement to the LMS is an online streaming video (subscription based) to Films on Demand with thousands of fully captioned titles and video clips for regular and online classes. Additionally, the Library's ever expanding DVD collection is fully captioned and supportive of instruction.

Technical Services in Broadcast and Presentation Services acquired a media platform that enables in-house captioning of college staff generated content and media materials that need to have captioning done. The next step is to investigate streaming video products to enable greater access to online content and ensure accessibility.

Strategic Objective: 8.2

Improve students' access to technology tools

Assigned Team: Administrative Services

Key Performance Indicators

8.2.1 Implement Google Mail and Application Services by the end of 2013-14 (IT)
(Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

Complete. Students were moved to Google Mail and Application Services effective summer 2014.

8.2.2 Enhance the College's mobile application (Mountie APP) with a least 1 additional student focused feature each year (IT) (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

From 2013-15, IT added functionality to the MountieAPP with GPS enabled campus map and custom Financial Aid information.

IT currently supports a custom mobile application developed by in-house technical staff. The ongoing maintenance and development of new functionality is very time consuming. Ellucian has a mobile application platform that will speed up this process; so, IT has requested funding to transition to this mobile application

Strategic Plan

development platform.

Process/Outcome Objective

Outcome Objective 8.2.1 - Students will have access to additional application enhancements (IT)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

From 2013-15, IT added functionality to the MountieAPP with GPS enabled campus map and custom Financial Aid information.

Process Objective 8.2.1 - Develop migration and testing plan for student email (IT – Web Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

A migration and test plan was developed and implemented to move students from SUN1Mail to Gmail.

Process Objective 8.2.2 - Meet with Associated Students to develop request list of mobile applications (IT – Web Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

Eric Turner, Supervisor Web and Portal, met with Associated Students in 2013-14 and their top five list of requested mobile applications are: 1. Maps with 2.0GPS, 2. Text Alerts regarding cancelled classes, etc 3. Financial Aid info, 4. Registration Date information 5. Counselor Appointment info.

Process Objective 8.2.3 - Research best practices and features of academic mobile apps (IT – Web Team)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

IT met with Associated Students to solicit their feedback regarding mobile applications. IT is also working with Marketing and Instruction Team to determine needed mobile app features.

IT currently supports a custom mobile application developed by in-house technical staff. The ongoing maintenance and development of new functionality is very time consuming. Ellucian has a mobile application platform that will speed up this process so IT requested funding for this development platform.

Strategic Objective: 8.3

Improve college-wide ARGOS user reporting functionality and capabilities

Assigned Team: Administrative Services, Instruction & Student Services

Strategic Plan

8.3.1 Employee satisfaction surveys; Benchmark: Employee satisfaction results regarding user reporting functionality and capabilities will improve by 5% annually from baseline data collected in 2014-15 (Active)

Process/Outcome Objective

Outcome Objective 8.3.1 - Establish standard ARGOS report access for faculty, staff, and manager users (IT)

Outcome Objective 8.3.2 - Revise ARGOS training based on user feedback (IT)

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: In Progress - Continue Next Year

In Process – IT has a new Documentation and Trainer who will be reviewing training offerings and updating as needed based on the feedback she receives from her training sessions.

Outcome Objective 8.3.3 - Schedule and evaluate regular ARGOS training sessions (IT)

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: In Progress - Continue Next Year

Argos is offered at least once a month and is scheduled and advertised via Professional & Organizational Development. Each session is evaluated and results are shared with the IT trainer.

Process Objective 8.3.1 - Analyze current usage of ARGOS to determine basic user profile information (IT)

Process Objective 8.3.2 - Survey current ARGOS users to determine overall satisfaction regarding user reporting functionality and capabilities (IT)

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: In Progress - Continue Next Year

IT has received feedback that users would like dashboards and other data display mechanisms. IT has requested funds to contract with Evisions to create additional data views and portlets in addition to existing reports.

Process Objective 8.3.3 - Establish a searchable, documented archive of active ARGOS reports (IT)

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: Complete - Do Not Continue Next Year

Complete – see <http://banner.mtsac.edu/documents/ArgosSampleReports.pdf>

Strategic Objective: 8.4

Strategic Plan

Students and prospective students will have access to key sources of information through accessible, user-friendly, state-of-the-art communication technology and will be trained in how to access and effectively use this technology

Assigned Team: Administrative Services, Instruction, President's Office & Student Services

Key Performance Indicators

8.4.1 Periodic satisfaction surveys of students and prospective students (Active)

Process/Outcome Objective

Outcome Objective 8.4.1 - Regular surveys will demonstrate satisfaction of students and prospective students with Mt. SAC's communication through technology (IT)

Process Objective 8.4.1 - Results of periodic satisfaction surveys will be used to prioritize new and revised communication technology (IT)

Process Objective 8.4.2 - Currently available communication technology will be regularly reviewed for use at Mt. SAC (IT)

Strategic Objective: 9.1

Mitigate disproportionate impact based on gender, race/ethnicity, disability, age, emancipated foster youth status, or economic status for student access, retention, degree and certificate completion, ESL and basic skills completion, and transfer

Assigned Team: Instruction & Student Services

Key Performance Indicators

9.1.1 Disproportionate impact based on gender, race/ethnicity, disability, age, emancipated foster youth status, or economic status for student access, retention, degree and certificate completion, ESL and basic skills completion, and transfer as measured by either the 80% rule or the Proportional Method. Benchmarks will be set by the Student Equity Plan (Active)

Progress Updates

Reporting Year: 2014-15

02/18/2016

Status: In Progress - Continue Next Year

Suggestion: Change last part of KPI to say "...set by the Student Equity Committee within the Student Equity Plan".

RIE continues to provide research to demonstrate the impact of programs based on these metrics. Degree attainment for Asians, proportionality index = .67

Student Equity Plan contains this work. Separate, detailed, reports are available for review in RIE. (See Student Equity Plan Disproportionate Impact Summary.pdf and Student Equity Research Data Sample and Summary Sheets.pdf)

Process/Outcome Objective

Outcome Objective 9.1.1 - Disproportionate impact will be mitigated (Assignment will depend on the specific project and activity)

Strategic Plan

Process Objective 9.1.1 - Develop, fund, and implement the Student Equity Plan and specific activities to carry out projects identified in the Plan (Assignment will depend on the specific project and activity)

Strategic Objective: 9.3

Maintain a college workforce whose diversity assists the college in carrying out its mission

Assigned Team: Human Resources

Key Performance Indicators

9.3.1 Develop a draft plan no later than Fall 2014 (Human Resources)
(Active)

9.3.2 Implement the plan no later than Spring 2015 (Human Resources) (Active)

9.3.3 Review the plan at least once every two years beginning 2015-16 (Human Resources) (Active)

9.3.4 Campus climate as measured through the Employee Survey and the Community College Survey of Student Engagement (Active)

Process/Outcome Objective

Outcome Objective 9.3.1 - The College will have a workforce whose diversity supports its mission

Outcome Objective 9.3.2 - The College will implement a revised EEO Plan that will be reviewed every two years

Process Objective 9.3.1 - Create a task force to draft the revised EEO Plan which incorporates the 2013 changes to Title 5 Section 53003 (Human Resources)

Process Objective 9.3.2 - Present the plan to President's Advisory Council for recommendations (HR)

Process Objective 9.3.3 - Implement the revised Equal Employment Opportunity Plan (HR, POD, Cabinet)

Strategic Objective: 9.4

Implement college employment practices that are consistent with the EEO Plan, reflect sensitivity and understanding of student and employee diversity, and eliminate bias and unlawful discrimination in the employment process

Assigned Team: Human Resources

Key Performance Indicators

9.4.1 Review and revise college employment practices by the end of 2014-15 to be consistent with the EEO Plan (HR)
(Active)

9.4.2 College record of handling personal related issues (HR)
(Active)

Process/Outcome Objective

Outcome Objective 9.4.1 - The College will implement the revised employment practices by the end of the 2014-15 academic year (HR)

Strategic Plan

Outcome Objective 9.4.2 - The College will have a record of fair and equitable practices in hiring and treatment of employees (HR)

Process Objective 9.4.1 - Create a task force to review and revise college employment practices to be consistent with the EEO Plan (HR)

Process Objective 9.4.2 - Present the revised college employment practices to the President's Advisory Council for recommendations by the end of 2014-15 (HR)

Process Objective 9.4.3 - Regular training will be provided to staff as appropriate (POD)

Strategic Objective: 10.1

Provide faculty, manager, and staff professional development opportunities for implementation of best practices in teaching and learning, and customer service

Assigned Team: Human Resources, Instruction & Student Services

Key Performance Indicators

10.1.1 The number of faculty, managers, and staff attending professional development activities both on and off campus (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

70 participants at Spring 2013 Equity Convening

80 participants at Spring 2014 Equity Briefing

The Bridge Program hosted "Address the Affective Domain and See Results" Workshop facilitated by national speaker Diego Navarro on March 17, 2015. Purpose was to provide professional development to Mt. SAC staff and faculty to better understand and serve students. Topics included: the impact of poverty on student learning, and the importance of measuring the affective domain. There were 57 participants.

Disabled Student Programs & Services offers an 8-week online course for faculty "Accommodating Students with Disabilities in the Classroom," twice per academic year. Twenty (20) faculty successfully completed the course in Academic Year 2013-14. Eleven (11) faculty successfully completed the course in Academic Year 2014-15.

10.1.2 Evaluation surveys of participants in on campus professional development workshops and activities (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Bridge Program's "Address the Affective Domain and See Results" Workshop survey results indicate that 97% of respondents Agreed or Strongly Agreed that they understood how the presentation connected to student equity.

Accommodating Students with Disabilities in the Classroom has been offered since 2003. The class is about best practices in teaching and learning for students with disabilities. It is very highly regarded among faculty and it

Strategic Plan

has been suggested by the graduates of the class that it be mandatory for all faculty. The Course Evaluation is on a Likert scale (0-4). Professors who completed the course respond to the rate at which they learned about classroom accommodations, technology for students with disabilities, universal design of teaching and learning strategies, their comfort level in teaching students with disabilities, and awareness of the resources available. The average aggregated scores on these questions for both years was 3.49, (3.63 in AY 2013-14, and 3.35 in AY 14-15). A rating of 3 = "quite a bit"; a rating of 4= "way more than average," or "highly," in some cases.

Process/Outcome Objective

Outcome Objective 10.1.1 - Professional development activities will be well utilized by all campus constituents (POD)

Outcome Objective 10.1.2 - Professional development activities will satisfactorily meet the interests and needs of all campus constituents (POD)

Process Objective 10.1.1 - POD will periodically survey the campus regarding interest in professional development options (POD)

Process Objective 10.1.2 - POD will use the results of the surveys to develop a program of offerings related to best practices (POD)

Process Objective 10.1.3 - POD will conduct evaluation surveys of attendees at professional development offerings and improve future training (POD)

Strategic Objective: 10.2

Provide enhanced and increased technology trainings for all campus constituents

Assigned Team: Administrative Services & Human Resources

Key Performance Indicators

10.2.1 The number of annual technology training classes and the number of attendees; Benchmark: IT will offer a minimum of twenty-five technology training classes per year beginning 2014-15 based on campus community requested training topics (Active)

Process/Outcome Objective

Outcome Objective 10.2.1 - A standard technology training calendar will be established (IT, POD)

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: In Progress - Continue Next Year

In Process – POD has a regular training calendar with technology classes that is available at <http://www.mtsac.edu/pod>

Strategic Plan

Outcome Objective 10.2.2 - An ongoing communication mechanism will be established to notify staff of new technology features and enhancements (Marketing, IT, POD)

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: In Progress - Continue Next Year

In Process – POD regularly communicates the training schedule to the campus community. IT’s website includes a project status list that includes information about completed technology enhancements – see <http://www.mtsac.edu/it>

Process Objective 10.2.1 - IT will solicit ideas for technology training classes from the campus community during the early part of the fall 2014 semester (IT)

Process Objective 10.2.2 - IT will analyze current enrollment of technology classes offered in POD (IT, POD)

Process Objective 10.2.3 - IT will work with the Manager of Professional Development and Employee Engagement to devise a technology training program (IT, POD)

Process Objective 10.2.4 - IT will coordinate with other Banner module owners (Fiscal, HR, etc.) on comprehensive training offerings/calendar of training opportunities

Progress Updates

Reporting Year: 2014-15

11/02/2015

Status: In Progress - Continue Next Year

In Process – Fiscal Services and Purchasing offer regular training covering online budget transfers and Banner purchasing processes. Their classes are advertised via Professional & Organizational Development (POD).

Process Objective 10.2.5 - IT will review Banner and other software tools to ensure maximum efficiency and effective use of technology tools

Strategic Objective: 11.1

The college will improve classroom and laboratory room utilization

Assigned Team: Instruction

Key Performance Indicators

11.1.1 By the end of the Fall 2014 semester, the college will develop and implement a room utilization matrix (Active)

Process/Outcome Objective

Outcome Objective 11.1.1 - The college will use the room utilization matrix to schedule lecture and lab classes to maximize appropriate facilities usage and student access (Instruction and Administrative Services)

Strategic Plan

Process Objective 11.1.1 - The college will identify and purchase the best software to use for room utilization (Instruction and Administrative Services)

Strategic Objective: 11.2

Improve security of campus computers and other technology components

Assigned Team: Administrative Services

Key Performance Indicators

11.2.1 Extent of monetary loss of computers and other technology components due to security issues (Active)

Progress Updates

Reporting Year: 2014-15

08/14/2015

Status: In Progress - Continue Next Year

In 2014-15, IT had no reported loss of campus technology hardware caused by theft.

Process/Outcome Objective

Outcome Objective 11.2.1 - Minimal loss of campus computers and other technology due to security issues (IT, Facilities)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Complete - Do Not Continue Next Year

All laptops are secured with cable locks to the desk. In 2014-15, IT had no reported loss of campus technology hardware caused by theft.

Process Objective 11.2.1 - Research new and emerging security protocols for application at educational institution (IT)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: Planning - Continue Next Year

Planning - IT is working on monitoring solutions for various technology components. Whole disk encryption deployment will be used to mitigate risk of data at rest on stolen laptops.

Process Objective 11.2.2 - Research applicable security legislation (IT, Facilities)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Ongoing - IT reviews various requirements related to legislation as applicable including but not limited to FERPA, HIPPA, GLBA, and SB1386. IT is part of the Chancellor's Office Information Security Advisory Committee to ensure that existing and pending needs are addressed through working with a larger unified group toward the same goal.

Strategic Plan

Process Objective 11.2.3 - Analyze end-users security practices (IT, Facilities)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Ongoing - IT has an outgoing Barracuda filter that monitors outgoing email for HIPPA, FERPA, and financial security violations. Individual users are contacted and counseled on alternative, safer communication mechanisms such as Mt. SAC's email dropbox feature. IT is evaluating expanded features on the firewall to detect and block security violations related to exfiltration of sensitive data.

Process Objective 11.2.4 - Discuss security practices with faculty and staff and use the results to develop end-user security training (IT, Facilities, POD)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

IT regularly notifies the campus of scam email issues. IT attends new faculty and new employee orientation and does a session regarding data security. Future plans include partnering with POD to deliver targeted data security training.

Process Objective 11.2.5 - Develop training plan for Information Security team (IT)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Ongoing - IT received a one-time resource allocation to implement staff training plans in 2015-16. IT is identifying skills gaps and is using various training solutions to address this through computer based training, live training sessions, conferences, and other appropriate training opportunities. This will be ongoing as the threat landscape and security needs change.

Process Objective 11.2.6 - Develop three-year security hardware and software implementation plan (IT)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Ongoing - IT regularly evaluates and refreshes hardware and software employed on campus and updates, changes, or replaces as necessary provided budget allocations exist to facilitate it.

Strategic Objective: 11.3

Enhance the Emergency Notification System

Assigned Team: Administrative Services

Key Performance Indicators

11.3.1 Increase by 10% over baseline of 2013-14 the number of students enrolled in the emergency notification system

Strategic Plan

(Active)

11.3.2 Enhance dissemination of emergency notifications to on-campus faculty and staff (Active)

Process/Outcome Objective

Outcome Objective 11.3.1 - Target new students with information on how to sign-up for the system (IT and Student Services)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

IT is working with the Information Technology Advisory Committee (ITAC) and the Associated Student representative, Austin Wang, to determine some new ways to target students with information on how to sign-up for the Emergency Notification System.

Outcome Objective 11.3.2 - Collaboratively design and implement an on-campus notification system (Administrative Services)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

IT is working with the Emergency Alert Task Force that is investigating on-campus notification systems. IT's Web Team has published information to the SCALA message boards/TVs on how to sign-up for the Emergency Notification System. These message boards are in the Library, Student Services, Administration building, and Science buildings. The sign-up information is also available on the College portal and the College website.

Process Objective 11.3.1 - Analyze current enrollees in emergency notification system (IT and Student Services)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

As of October 2015, there are 8,564 registered users in the College's emergency notification system - ConnectEd. The system is updated every Friday.

Process Objective 11.3.2 - Research alternate on-campus solutions for emergency notifications (IT)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

IT is participating in the Emergency Alert Task Force that is investigating alternate notification solutions such as Alertus notification boards/beacons that can be installed in classrooms. The boards are ADA compliant and include battery power backup. The Task Force is doing a campus risk assessment and, based on the results, will proceed with a selection process and implementation plan.

Strategic Objective: 11.4

Strategic Plan

Expand preventative maintenance of college facilities

Assigned Team: Administrative Services

Key Performance Indicators

11.4.1 Preventative maintenance labor hours as a percentage of all maintenance labor hours (Active)

11.4.2 Preventive maintenance costs as a percentage of all maintenance costs (Active)

11.4.3 Deferred maintenance backlog as a percentage of building replacement value (Active)

Process/Outcome Objective

Outcome Objective 11.4.1 - Improved maintenance of college facilities (Facilities)

Outcome Objective 11.4.2 - Reduced life-cycle operating costs of college buildings and infrastructure (Facilities)

Process Objective 11.4.1 - Survey each facility and utility system to identify all equipment that requires preventative maintenance (Facilities)

Process Objective 11.4.2 - Identify the frequency of preventative maintenance tasks for each piece of equipment (Facilities)

Process Objective 11.4.3 - Estimate labor and materials cost (Facilities)

Process Objective 11.4.4 - Enter equipment data and work requirements into the maintenance management system (Facilities)

Process Objective 11.4.5 - Prioritize and Implement preventative maintenance activities (Facilities)

Process Objective 11.4.6 - Calculate reduced total cost of ownership for college facilities (Facilities)

Strategic Objective: 11.5

Update campus building standards

Assigned Team: Administrative Services

Key Performance Indicators

11.5.1 Review 25% of all campus building standards each year (Active)

Process/Outcome Objective

Outcome Objective 11.5.1 - Up to date, reviewed and approved standards for existing campus buildings (Facilities)

Outcome Objective 11.5.2 - Up to date, reviewed and approved standards for new campus buildings (Facilities)

Outcome Objective 11.5.3 - Campus building standards are available on the Facilities Management website (Facilities)

Strategic Plan

Process Objective 11.5.1 - List all previously developed campus building standards (Facilities)

Process Objective 11.5.2 - Develop a detailed format for documenting standards (Facilities)

Process Objective 11.5.3 - Align campus standards with the Construction Specifications Institute (CSI) work breakdown structure (Facilities)

Process Objective 11.5.4 - Create a comprehensive list of building elements that require standardization (Facilities)

Process Objective 11.5.5 - Prioritize the list of standards (Facilities)

Strategic Objective: 11.6

Equitably distribute available resources for facilities improvement projects

Assigned Team: Administrative Services

Key Performance Indicators

11.6.1 Quantity of new facilities improvement projects approved per operational unit (Active)

11.6.2 Cost of new facilities improvement projects approved per operational unit (Active)

Process/Outcome Objective

Outcome Objective 11.6.1 - Up to date facilities improvement project list (Facilities)

Outcome Objective 11.6.2 - The facilities improvement project list is available on the facilities management website (Facilities)

Outcome Objective 11.6.3 - Improved equity in the distribution of resources to improve college facilities (Facilities)

Process Objective 11.6.1 - Identify the current year (2013-2014) projects (Facilities)

Process Objective 11.6.2 - Prioritize current and prior year facilities improvement projects (Facilities)

Process Objective 11.6.3 - Revise facilities improvement project list format to include scope, budget and schedule (Facilities)

Process Objective 11.6.4 - Revise internal processes to improve accountability for budget, schedule and scope of work (Facilities)

Process Objective 11.6.5 - Research security issues related to project financial information accessible on the facilities management website (Facilities)

Strategic Objective: 11.7

Create a database of hazardous materials found in and around campus facilities

Assigned Team: Administrative Services

Strategic Plan

11.7.1 Number of facilities that contain hazardous materials (Active)

11.7.2 Cost of hazardous materials abatement activities per year (Active)

11.7.3 Quantity of hazardous materials removed per year (Active)

Process/Outcome Objective

Outcome Objective 11.7.1 - A database containing relevant information about hazardous materials in college facilities (Facilities)

Outcome Objective 11.7.2 - Effective communication of information regarding hazardous materials (Facilities)

Outcome Objective 11.7.3 - Documented procedures related to hazardous materials (Facilities)

Process Objective 11.7.1 - Research and list all previously identified hazardous materials (Facilities)

Process Objective 11.7.2 - Research current legal requirements/risks related to hazardous materials in college facilities (Facilities)

Process Objective 11.7.3 - Develop a format for the database (Facilities)

Process Objective 11.7.4 - Identify facilities that require additional testing and/or engineering studies (Facilities)

Process Objective 11.7.5 - Evaluate and update internal processes related to hazardous materials (Facilities)

Strategic Objective: 11.8

Update the utility infrastructure master plan

Assigned Team: Administrative Services

Key Performance Indicators

11.8.1 Estimated cost of project backlog per utility system (Active)

11.8.2 Cost of utility infrastructure projects completed per year (Active)

Process/Outcome Objective

Outcome Objective 11.8.1 - Revised the utility master plan (Facilities)

Outcome Objective 11.8.2 - Revised the facilities master plan base map (Facilities)

Process Objective 11.8.1 - Identify completed utility system upgrade projects (Facilities)

Process Objective 11.8.2 - Complete farm area hydrology study (Facilities)

Process Objective 11.8.3 - Identify affected farm area facilities and projects (Facilities)

Process Objective 11.8.4 - Identify affected farm area utility systems (Facilities)

Strategic Plan

Process Objective 11.8.5 - Update campus wide topographic maps to reflect recent projects (Facilities)

Process Objective 11.8.6 - Update utility system upgrade cost estimates (Facilities)

Strategic Objective: 11.9

Improve energy efficiency on campus

Assigned Team: Administrative Services

Key Performance Indicators

11.9.1 Energy cost per building square foot (Active)

11.9.2 Peak energy demand
(Active)

Process/Outcome Objective

Outcome Objective 11.9.1 - Energy use baseline data (Facilities)

Outcome Objective 11.9.2 - Energy conservation at the campus and building levels (Facilities)

Process Objective 11.9.1 - Complete installation of energy meters at major campus buildings (Facilities)

Process Objective 11.9.2 - Evaluate energy monitoring software (Facilities)

Process Objective 11.9.3 - Research energy use for typical facilities (Facilities)

Process Objective 11.9.4 - Collect energy data (Facilities)

Strategic Objective: 11.10

Ensure that operating funds are available for new facilities

Assigned Team: Administrative Services

Key Performance Indicators

11.10.1 Operating budgets (Active)

11.10.2 Campus total building square footage (Active)

11.10.3 Campus total landscaped area (Active)

Process/Outcome Objective

Outcome Objective 11.10.1 - Budget models to fund new facilities (Facilities)

Process Objective 11.10.1 - Research facilities operating costs for similar facilities (Facilities)

Strategic Plan

Process Objective 11.10.2 - Develop benchmark costs by area of operations (Facilities)

Strategic Objective: 12.1

Meet service levels of key operational processes within available resources

Cycle 1: 2015-16 to 2016-17

Print/Copy/Fax

Custodial

Orientation

DE Faculty Training

Testing: DSPS/Online Proctoring/Test Makeup

Cycle 2: 2015-16 to 2017-18

Event Services

Purchasing

Probation Counseling

A&R Document Storage & Retrieval

Tutoring

Assigned Team: Administrative Services, Human Resources, Instruction, President's Office, Student Services

Key Performance Indicators

12.1.1 Quantitative and qualitative measures of services levels appropriate to the operational procedure (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

As additional resources are added, resource levels will be continually evaluated to ensure appropriate levels are reached and maintained.

12.1.2 Resource levels (staff, facilities, equipment, supplies) necessary to maintain minimum service levels (Active)

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

Through the PIE process, as well as continuous evaluation, DPS will ensure appropriate staffing and resource needs are identified and met in order to maintain service levels.

Process/Outcome Objective

Outcome Objective 12.1.1 - Pilot selected strategies for cost effective strategies designed to meet minimum service levels for key operational processes

Outcome Objective 12.1.2 - Implement cost effective strategies to attaining minimum service levels for key operational processes including training and resource allocation

Outcome Objective 12.1.3 - Establish continuous quality improvement systems to maintain cost effective implementation of minimum service levels

Strategic Plan

Outcome Objective 12.1.4 - Through the PIE process develop planning, evaluation, and resource request processes to implement evolving quality improvement strategies

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Department of Public Safety (DPS) used the New Resource Allocation process to identify the first six positions, and additional resources, necessary to begin achieving the goal of being a campus police department. DPS will continue utilizing the PIE process to continue identifying resources necessary to complete the transition.

Process Objective 12.1.1 - Identify key operational processes to be selected for each planning cycle

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Department of Public Safety (DPS) has taken the first step toward becoming a campus police department by identifying six initial positions to be funded via new resource allocations.

Process Objective 12.1.2 - Establish minimum service levels for key operational processes

Process Objective 12.1.3 - Establish qualitative and quantitative measures to measure service level achievement for key operational processes

Process Objective 12.1.4 - Measure the current service levels achieved for key operational processes

Process Objective 12.1.5 - Determine existing resource levels (staffing, budget, facilities, equipment) for each key operational process

Progress Updates

Reporting Year: 2014-15

08/01/2015

Status: In Progress - Continue Next Year

The Department of Public Safety has determined existing resource levels are insufficient to accomplish the goal of becoming a campus police department.

Process Objective 12.1.6 - Develop cost effective strategies to meet minimum service levels for key operational processes

Strategic Objective: 13.1

The College will have effective partnerships:
K-12 school districts within the Mt. SAC service area
community organizations within the Mt. SAC service area
business and industry within the Mt. SAC service area
four-year colleges and universities

Assigned Team: President's Office

Key Performance Indicators

13.1.1 Periodic surveys of existing partners from the above groups (Active)

Strategic Plan

13.1.2 Mt. SAC managers, faculty, and staff will be periodically polled regarding the effectiveness of existing partnerships and opportunities for new or expanded partnerships (Active)

Process/Outcome Objective

Outcome Objective 13.1.1 - Surveys will demonstrate that the College maintains and expands effective and useful partnerships (Cabinet)

Process Objective 13.1.1 - Potentially useful partnership opportunities will be pursued promptly and effectively (Cabinet)

Process Objective 13.1.2 - The President will prepare an annual summary of the extent and effectiveness of partnership activity (President's Office)

Strategic Objective: 14.1 and 14.2

The President's Office will regularly publish notes on Cabinet actions, President's Advisory Council discussions, and reports to the Board of Trustees and solicit input from across the campus with special emphasis with leaders of constituent groups

The President's Office will regularly facilitate campus wide meetings including Convocation at the beginning of each semester and a Town Hall type meeting at least once each semester

Assigned Team: President's Office

Key Performance Indicators

14.1.1 The President will conduct an evaluation of these communications biannually via a survey distributed to everyone on campus (President) (Active)

Process/Outcome Objective

Outcome Objective 14.1.1 - 14.1.1 Both Likert scale ratings and narrative responses will be uniformly positive (President)