Planning for Institutional Effectiveness

This Manager's Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area (department/division) planning and indicate the common topics that are affecting your area as a whole.
*Please remember that all outcomes assessment work for courses, services, programs and general education outcomes **must** be recorded in **TracDat** (http://tracdat.mtsac.edu/tracdat/)*

When completing PIE keep the following in mind: (1) How can this help document planning and goals, (2) What is important at the departmental level and (3) How can PIE be used to request resources? The PIE planning document should be integrated, and the different sections should support/relate to each other.

It might be helpful to align your area goals with your Team Goals and College Goals. In this way, it creates a way for you to think hierarchically about your departments' work, your area's work, and that of the Team and College. Consider minimizing the linkages to only those most needed so as to not create confusion. You may wish to insert your area goals at the beginning of the document. To inform your goals, it may be helpful to think of generic themes such as those related to student satisfaction, transfer, student self-efficacy, student services, curriculum, teaching, pedagogy, student success, student learning outcomes, technology, course scheduling, staffing and professional development. Goals can be quite broad and relate to what you would like to achieve. See college and instruction team goals as examples.

This form is not locked so that you may freely add information. Please be reasonable as your Vice President must be able to use your report strategically.

Institutional Planning Framework

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

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

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

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

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

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

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

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I.   ACCOMPLISHMENTS

This exercise is not a straight copying and pasting experience from your departments' PIEs! Identify the top 5 to 10 major thematic accomplishments (or whatever seems reasonable for your area) from the current academic year. Use a thematic approach so as to minimize duplication and increase coverage for all areas. For example, a common theme across many departments might be customer service as the example notes below. Notice how the theme is not "staffing", but rather "improved customer service." Why? It is important to focus on the goal or issue you are trying to change (e.g., improved customer service) and not the resource (e.g., staff) you need to achieve it. It is also important to re-examine your last year's PIE to see how your Future Planning Section may help you complete this Accomplishment Section. Throughout this form, ask yourself how you are aligning your last year's PIE with this year's PIE? How are you demonstrating that progress is being made?

Link each accomplishment to the most relevant college goal (there may be more than one college goal that applies, but try to keep it to the most important one for each). Please prioritize the accomplishments. Remember, your VP has to summarize your work relative to College Goals.

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

College Goal	Accomplishment(s)
2	**Exemplified the development and support of exemplary programs and services**. Library & Learning Resources faculty and the division earned several President's Award for Excellence and Innovation in Teaching and Learning in 2013: (1) Lori Walker and the Study Techniques committee for Outstanding Curriculum Efforts for STDY 80 on increasing students' locus of control; (2) Pauline Swartz and Nora Shea received honorable mention for Outstanding Curriculum Efforts for the new library workshops; (3) The Library and Learning Resources Division retreat planning committee received an Outcomes Award in Basic Skills for "An Inclusive Approach to Outcomes Assessment." **More campus-level recognition of LLR faculty**: (4) Barbara Gonzales and Michelle Sampat received Academic Senate 10+1 Awards for reaching out to faculty departments and for representing the faculty at the State Academic Senate, respectively; (5) Patricia Bower won the Debbie Boroch Developmental Educator of the Year 2013
2	**Expanded library collections and information competency instruction, distance learning courses; and online academic support**

College Goal	Accomplishment(s)
	services. (1) Mapped library collection to college curricula through three AA-T degrees, new courses, and collections liaison program. Improved access to media with subscription to *Films on Demand* database; in its first subscription year, there were **6,786 views** of video resources. (2) Approved 6 new distance learning courses, revised 28 more, and certified 7 faculty to teach distance learning courses. Expanded online sections of Library 1A and STDY 85C Online Learning Success Skills. (3) Usage of online tutoring for Math and Science (Chemistry and Physics) more than doubled in 2012-13, with 241 sessions (synchronous and asynchronous). (4) Deployed revised/reprogrammed Online Learning Readiness Surveys in technological savvy and readiness for online classes. (5) Planned to increase student access to library materials including electronic resources, Library and IT teams prepared for implementation of new library system OCLC WorldShare Management System (WMS). Circulation (use) of materials is expected to triple or quadruple after implementation Fall 2013.
5	With IT team, Distance Learning Committee and Online Learning Support Center (OLSC) **successfully implemented Moodlerooms (MR)** through its first of three contract years. IT and OLSC planned to pilot using meta-course or merged-course features. In e-learning technology boot camps; provided faculty development workshops on various tools.
8	**Provided professional development to faculty and staff**: (1) Campus Level: 28 faculty completed MR training, Distance Learning regulations compliance training (Department Chairs Workshop, division and department meetings), Developmental Education faculty workshops, library collections liaison program (2) LLR Division or Departmental Level: adjunct faculty mentoring/workshops (LAC and Library), use of new equipment/tools such as new Smartboards, iClickers, Quickr, and WorldCAT Local and WMS tools. (3) Division retreat for faculty and staff on creating effective outcomes, assessments, and assessment plans.
9	**Maximized existing facilities and infrastructure support.** **(1) Improved student and faculty access to LLR division office** by reorganizing existing office space; previously, visitors could not directly access the division secretary's office because it was hidden. **(2)** With IT support, **improved wireless access throughout the building**, which reduced disruptions to teaching and learning (i.e., resulting in fewer complaints). **(3) Increased the number of library study rooms** by simply consolidating and reorganizing operations.
10	**Improved student retention and success**. Students (N = 34) who enrolled in a 8-week **Basic Skills** LERN 49+Math 50 learning community in the same semester had a 97% retention rate in LERN 49, and all students progressed into Math 50 had a higher success rate compared to non-linked classes. Basic Skills students who repeated a course who received 90 minutes or more of tutoring are 14% more likely to pass than their counterparts who do not use tutoring. Students in Math 51 (N = 38) who received tutoring increased their ability to solve equations by 62%. Preliminary data shows that 83% of students who attend over 6 hours of Supplemental Instruction sessions are successful in their courses, compared to an average of 73% success overall.
11	**Conducted departmental and cross-departmental dialogues to plan and communicate**. A few examples include: (1) LLR annual division retreat to strengthen outcomes assessment: feedback from 50 participants indicated the February 2013 retreat was the best one. The retreat planning team was recognized with a Presidential Award. (2) Departmental, division level, and work-group meetings regularly make time for communication, planning, and prioritization of resource requests.

College Goal	Accomplishment(s)
	(3) Library faculty and staff met in countless meetings to plan for the library system migration, review work processes and duties, discuss roles, and map out how to move forward. (4) Departments in LLR actively contributed information to college plans such as Educational Master Plan, Student Success Plan, and Distance Learning Plan (approved by Academic Senate; headed for President's Advisory Council Fall 2013).
12	**Actively contributed to the success of learning communities**: offered courses in Learning Assistance and Library to be linked especially in emerging programs such as ARISE, ASPIRE, and Start with Speech; provided supplemental instruction and tutors to learning communities; provided division level support in scheduling; participated in planning and support of learning communities with Student Services team.
14	**Used assessment data to guide improvements and planning.** A few examples include: (1) Improved curriculum and pedagogy based on outcomes assessment: Reading courses' stronger vocabulary assignments; Study Techniques' focus on increasing students' locus of control; Library's new workshops will replace customized one-shot sessions. (2) Strengthened math tutor training on problem solving based on faculty and tutor feedback on training needs. (3) Developed library collections based on user data, faculty input, curricular development, meta-data analysis, and expert reviews. (4) Replaced staff positions and increased percentage of assignments based on operational needs analyses across 3-5 years: Learning Lab and the Library.
15	**Maximized efficiency of current technology resources**: (1) The Learning Lab has been able to absorb increased student usage (16% increase over the previous year) through a more efficient check in and check out process; the Learning Lab served more students also because of the Writing Center's elimination of its computer lab function to focus its space on tutoring activities. (2) Used LibCal to automate self-service library study room reservation instead of students waiting at the front counter until a room became available. (3) Streamlined online implementation of DL Student Evaluation to reduce glitches and DL Classroom Visitation so that faculty have an easier process to set up their online visitations. (4) Streamlined division processes to improve scheduling process, absence and timesheet reporting, and communications between departments and division, so that duties are more clearly delineated among department chairs, classified staff, and managers. (5) Incorporated college and division deadlines into LotusNotes as reminders for efficiency and productivity; created departmental email addresses such as LLRdivision@mtsac.edu so that inquirers may have quicker responses from several staff.

II. INTERNAL AND EXTERNAL CONDITIONS

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

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

Budget Reductions – *Many departments reported that ongoing budget reductions or no increase to their status quo budgets affected their ability to provide timely services to the campus or satisfy requests for assistance from other departments(Facilities, IT, Risk Management).*

BUDGET REDUCTIONS – impact on the division includes fewer sections of high demand courses such as basic skills and reading competency; reduction in service levels throughout the division: such as the division office hours ending daily by 3:30 PM; fewer library hours especially in intersessions; suspended testing services for make-up tests and hybrid classes; denial of request for study groups and tutoring despite maximizing existing resources. Inability to replace aged computer equipment used by faculty and staff.

FACILITIES – the Library's space is grossly inadequate for the size of the college: students' top concerns based on student feedback are lack of study rooms and noise; the age of the building has limited the options to upgrade WiFi capacity; limited number of classrooms restrict the division's ability to schedule more classes, which hinders students from taking the first course in basic skills sequence; the carpet is too old and dirty and when cleaned, it actually bubbled and flipped up from the edges to present a safety hazard; students lie down and sit everywhere throughout the building often presenting a safety hazard; 18-seat Testing Services maxed out, which contributes to reduction of service to students; increase in student use of Learning Lab when the Writing Center repurposed its computer lab for tutoring space.

ENROLLMENT MANAGEMENT – additional classes funded by Prop. 30 were challenging to add because of maxed out space and hard-to-hire-for disciplines such as Reading. Urgent addition of online classes throughout the division and the college due to state mandated timeline. Too few librarians per FTES means adding more Library classes was challenging.

BUDGET PROCESS GAP FOR NEW RESOURCE REQUESTS – although Prop. 30 funds pay for increase in classes, there is no process for requesting new resource allocation for commensurate increases in library hours (librarian hours), tutoring hours and tutors at various centers, and supplies. While there is a form called New Resources Allocation Form, we are told that unless the requests were documented in last year's PIE, we have not demonstrated the need for augmentation this year. That internal policy discounts the fact that the college has had multiple years' of reductions and that every department was asked to cut back.

HIRING & *STAFFING* – hiring of hourly staff severely curtailed due to hiring policies, which limited the subject-area tutors desperately needed to improve student success. Hiring rules on substitutes for classified staff tied to approved recruitment for positions, and since there was a hiring freeze, this meant reduction of productivity and service levels. Frozen vacant positions put strain on existing staff in all areas of the division; an increase of employee-to-employee conflicts.

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

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

Regulatory Changes – *Changes to accessibility guidelines, government accounting guidelines, building standards, and technology oversight regulations led many departments to develop plans or spend a significant amount of time monitoring compliance (Technical Services, Accounting, Purchasing, IT, Facilities).*

DISTANCE EDUCATION REGULATORY MANDATES – *accreditation-driven compliance requirements stemming from the Higher Education Opportunities Act of 2008 and ACCJC Guide to Evaluating Distance Education (July 2012) include evidence of regular and substantive contact, accessibility, state authorization, comparable student support services, student success rates, assessment for quality of learning.*

STUDENT SUCCESS ACT and *TITLE 5 CHANGES* – *affected how "basic skills" courses are defined, which drive institutional enrollment priorities; three-strikes repeat policy heightens need for academic support services and early alert; new AA-T degrees increase demand of certain courses and demand library collections review for sign-off, which are unpredictable and a challenge to plan for.*

DELAYED MEASURE RR BOND ISSUANCE FOR NEW LIBRARY RESOURCES CENTER – *slow economic recovery means a delay in selling bonds to fund construction projects including a new LRC building for which the state match is $75 million. Construction for this project is at least 7-10 years away, but urgent building improvement needs are prioritized one project at a time through the college's prioritization process.*

DECREASE IN BASIC SKILLS AND PERKINS GRANTS FOR LIBRARY RESOURCES – *further limits the library's ability to support the college's curricula with materials, reference librarian hours, and information competency instruction.*

RATE-DRIVEN INCREASES FOR LIBRARY ELECTRONIC RESOURCES – *vendors increase prices of materials between 5-10% each year, thereby decreasing the college's purchasing power. Based on current local definition of "rate-driven increases," the Library has not been eligible to request rate-driven budget allocations.*

MOODLEROOMS CHANGES AFFECT OPERATIONS – *bought by Blackboard, Inc., the vendor we moved away from a year ago, the server moved from Texas to Virginia, causing time-zone related disruptions during upgrades (bad timing with our academic calendar, e.g., midterms, last day to drop, finals). MR backups (from the vendor's servers) are not available when faculty need it. MR still figuring out how to deliver its repository. MR TRAIN deployment schedule changed our timeline for when the bi-annual online learning workshops week is offered (we have less time to prepare).*

LACK OF FACILITIES MAINTENANCE, WORN OUT AGING BUILDING – *the lack of capital maintenance funds means the building's interior and exterior paint is chipping, flaking, and filthy; stinky old carpet bubbled and curled up to cause hazards. That a college with more than 85 buildings has one full-time painter and no money for this type of building maintenance will undermine the aesthetic quality and safety of the learning environment.*

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

Focus on Efficiency – *Many departments reported making critical decision centered on creating efficient operations to save money. This included reducing services such as the Rideshare program, (IT, Facilities, Risk Management, and Technical Services).*

FOCUS ON MAXIMIZING STUDENT SUCCESS – The Learning Assistance and Library faculty actively participate in learning communities by linking courses with other disciplines, requiring library research in assignments, requiring students to attend library workshops/tutoring/study groups, and by providing input on such campus projects as Assessment for Written English placement test review, new federal Title V grant, and Basic Skills Initiatives. Tutorial Services strengthened tutor training for basic skills course. The Learning Lab created Moodlerooms help resources for students.

LIBRARY ANALYSES AND REORGANIZATION – work load, evolving duties, new library system, budget reduction, and retirement and resignations of classified staff prompted comprehensive reviews.
- The five-year classified staffing review resulted in increasing assignments of part-time to full-time staff without increasing cost to the college.
- Collections review led to weeding out of uncaptioned, obsolete, or outdated materials and to acquiring some new materials especially those that support new AA-T degrees and courses.
- Analysis of existing space yielded additional seating and study rooms without needing renovation money. Plans to create an enclosed quiet study room has been approved by CMPCT for construction in Winter 2013.
- Analysis of library instruction program balancing the number of full-time librarians and demands for LIBR courses, customized information competency instruction, reference interviews, and workshops yielded decisions to stop offering time-consuming customized sessions and to create topical workshops that all students from any class may take.
- Successfully piloted student self-service online reservation system to increase student self-efficacy and planning to study in the library. This also reduced crowds of students gathered at the entrance of the library asking staff and waiting for available study rooms on a first-come, first-served basis. The reduction of crowds at the front also improved egress out of the library during emergencies.
- Strengthened BP 4040 to reflect compliance with the Readers' Privacy Act and added language on the role of the library as defined by state and national college library standards.

STREAMLINED DIVISION OFFICE SPACE AND OPERATIONS:
- A three-year line-item division budget analysis showed diligent stewardship of budget.
- Re-organization of budget controls to reflect the division's various areas and actual operations.
- Clarified roles and responsibilities in scheduling, absence reporting, purchasing, and accounting within division team; this freed up Learning Assistance staff to focus on serving students rather than doing that AND some division office duties.

RESPONDING TO DISTANCE LEARNING ACCREDITATION REQUIREMENTS:
- Distance Learning Master Plan was approved by Academic Senate, and it anticipates growth and compliance support activities for at least the next two years.
- Informed faculty contract negotiations with recommendations to strengthen evaluation criteria on regular and substantive contact, accessibility, and last day to drop students.

Internal Conditions - Internal conditions relate to factors within Mt. SAC that have influenced the area goal-setting process. Examples may include budget cuts that have led to a reduction in staffing/sections or a reduction of services, lack of replacement of older computers, a new outcomes plan that has influenced ongoing course and program assessment, and loss of faculty due to retirement. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition. *(Internal conditions can include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.)*	

III. INFORMATION ANALYSIS

Areas should bolster their planning efforts with information, conduct appropriate analyses, and make supportable conclusions. Report the trends you are seeing in your area, what information you used to determine those trends, and the impact of the trends on your area. This section could be informed by department/division goals, as well as internal and external conditions. For example, you could document courses that are impacted due to budget cuts by drawing on data about waitlisted courses or course fill rates. You could document enrollment trends (increases/decreases) by drawing from enrollment history and course enrollment fill rates. Other data could relate to student success, such as course and program completion, retention and transfer rates. You could document increased service offerings or impact on staff with data related to customer satisfaction, staffing levels, service transactions, or size of service areas (increases/decreases). Staffing and technology needs could be reflected here as well. Keep in mind that resource requests could be derived from information provided in this section.

An example of an information analyses is noted below. **Notice how the below example focuses on goals or themes and not merely resources. The goals should be the central aspect of your discussion. The resources are what you need to accomplish the goals.**

Trends (e.g., In XXX Area, course success increased by 2.4% and retention rates slipped by 3.5%.)	**Information source(s) used** (e.g., Success and Retention Rates of Sp. 2011-Sp. 2012.)	**Impact** (e.g., The Area faculty retreat will address issue of increased "W" grades.)
Unable to Achieve Goals: *Numerous departments indicated their lack of ability to accomplish their major goals due to insufficient staffing levels. The goals represented areas such as improved customer service, increased office efficiency, and increased student success. (Department #1 name, Department #2 name, Department #3 name, Division Office).*	*The information used was from the PIE reports.*	*The impact is reduced services and success.*
Unable to Increase Student Success on a	Argos and Tutorial Services internal reports 2008-13	The impact is reduced services and limited student

Scalable Level: lack of budget increases combined with increased demand for tutoring in-person and online severely restricts the college's ability to see scalable increases in success rates.	showed use of tutoring in basic skills classes more than doubled in five years. Online tutoring platform statistics show use of online tutoring doubled compared to last year, but still only a fraction of students taking online classes. SARS-TRAK and Argos Reports Spring 2013 showed a 16% increase in use of Learning Lab.	success, including in distance learning classes in which even improvement of 2% over the 2008 baseline seems difficult to achieve.
Unable to provide commensurate level of library instruction, collections development, and online support vis-à-vis all curricula.	Workshop attendance data show a fraction of students out of the entire college is being served. Collections analysis reveals areas with gaps or obsolete materials needing replacement.	The impact is grossly limited library instruction and support for students when information literacy and critical thinking are expected outcomes for academic and work-place success.
Unable to provide adequate quiet and safe study and seating throughout the building.	Fall 2011 in-person survey of students; complaint emails and cards about lack of study space and noise; daily observation of students lying and sitting down everywhere throughout the building creating trip hazards; Mt. SAC's Student Success Plan of 2012-13.	The impact is unsafe conditions as people have to navigate around supine students in hallways and in the stacks; as warped, loose carpeting create trip hazards; as walls become dirty and the paint faded.
Unable to implement the Distance Learning Plan's activities without additional resources: such as regulatory compliance (state authorization, regular and substantive contact, student authentication, equitable services for online students, etc.), new DL courses, student preparation and success in DL courses, possible 100% online certificate or degrees.	Current number of librarians based on Title 5 recommendations for 1,700 courses is inadequate. Online tutoring platform statistics show the very small group of students who are using online tutoring. WICHE and SHEEO national organizations' matrix for state authorization shows complex, highly individualized requirements by state; only met authorization requirements for eight out of forty-nine states with one year to the July of 2014 deadline.	Lack of required student preparation to succeed in DL courses undermines efforts to improve DL student success. Inability to provide equitable academic support services to online students. Inability to pay for anti-plagiarism software such as Turnitin.com (potential state-wide buy; locally under review) and Respondus (on the list of Instruction Team prioritized supplies). The impact is an inability to meet all regulatory mandates in an efficient and timely manner in time for specific deadlines including accreditation self-study without additional resources.
Insufficient classroom space and faculty in Learning Assistance means a bottleneck for students to progress through basic skills sequence and to meet reading competency for graduation.	Placement test score results compared to number of classes offered; waitlist data for high demand classes. Faculty assignments and classroom limits show the	The impact is an inability to widen the bottleneck so more students may progress and succeed in reaching their educational goals.

	current resources are maxed out. Priority registration based on number of units earned; lack of provision to allow students to immediately take the next course in sequence to improve progression through educational pipelines.	
Aging equipment (used by faculty and staff) **undermines productivity**: ancient teacher's consoles, projectors, Smartboards, faculty and staff computers.	IT and LLR internal inventory of equipment indicates machines are older than six years. Each year, IT provides a list of recommendations starting with the oldest equipment first. New library system OCLC WMS and electronic resources with visual graphics and videos require more computing capability than current machines. Faculty report not using classroom equipment because of slowness or disruptions to teaching. This runs contrary to the urgency of integrating current technology in student learning, e.g., Moodlerooms, new library system, Course Studio, among other tools.	The impact is numerous: (1) Unreliability of equipment for teaching, so faculty resorts to print copies of teaching materials. (2) Reduces students' exposure to current technologies and to practice them for future classes and for work. (3) Wasted time because users have to wait up to 20-30 minutes for machines to boot up or not boot up at all.
Broken, unsafe classroom chairs poses **threat to students' safety**.	Learning Assistance faculty liaisons to the Learning Lab, LAC director and staff physical tagging of broken chairs, records at Warehouse for removing broken chairs.	The impact is unsafe learning conditions for students if the chairs are not replaced.

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

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

o **Administrative Unit Objectives** (AUOs) are statements that concern the fundamental functions of an administrative unit and the resulting services provided to clients.)

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

Please describe how your area is conducting assessment in an ongoing and systematic (i.e., an ordered process with a timeline) manner?
Many departments reported receiving immediate feedback regarding their service levels from the campus community (IT, Facilities, Purchasing). All areas in LLR Division conduct regular (by semester and/or annually) outcomes assessment on instruction and services provided. Course level SLOs are assessment in a rotation schedule and reflect an alignment with curriculum review/approval timelines. Library instruction workshops and reference desk interactions are assessed for impact on student learning. All services have ongoing assessments for evidence of impact on student learning. Department meetings regularly focus on outcomes assessment. The LLR division's annual retreats focus on planning and outcomes assessment; each year's retreat is an improvement over the previous based on suggestions from faculty and staff participants.

Please describe how your area has ongoing and meaningful dialogue about assessment?
Most departments reported that their teams discuss assessment results during regular team meetings. These discussions include staff members offering suggestions for areas to improve (Public Safety, IT, Facilities, Fiscal Services). Department meetings are used to solicit ideas and input on what to assess, how to assess, and what to do with results on curriculum, staff and faculty development, facilities improvement, organizational and process improvements. Faculty and staff were asked to provide anonymous, written feedback for PIE planning and assessment at department meetings and division retreats. At every Library meeting, faculty and staff are invited to ask questions and provide input during the meeting and with anonymous cards. LLR division piloted an assessment plan worksheet to help areas plan all the assessment activities of the division; the dialogue took place at division management meetings and at the division retreat. The following groups have regular meetings at least monthly, some twice per month: Learning Assistance faculty, classified staff, Learning Lab-IT; Library faculty, Library faculty and staff, Circulation team, Cataloging team; Online Learning Support Center team; OLSC-IT teams for MR implementation; LLR division staff meetings; LLR division management team (department chairs and managers).

Please describe your area's course assessment rotation plan to ensure that all courses / services are assessed systematically?
Both Learning Assistance and Library faculty groups will develop their course assessment rotation plan in 2013-14. Although TracDat database contains a great deal of assessment data on all LLR division courses, the faculty will plan for rotational assessment so as to focus more attention on getting through the

assessment cycle and consider use of results. The Library faculty in particular have been focusing on the new library system implementation which will impact every aspect of library instruction and operations.

All services provided through LLR areas have been regularly and intensely assessed. Although the newly approved Outcomes Plan does not specify how services are to plan for rotational assessment, the LLR division's next retreat in Winter 2014 will focus on such a rotation plan, if only to alleviate assessment fatigue among the service providers who have been energetically assessing just about everything, multiple times and in multiple ways.

Please describe how your area needs additional help to improve its outcomes assessment work?

Departments indicated that additional clerical or technology assistance is needed to gather and analyze data (Technical Services, Risk Management, Facilities).

Although departments in LLR have evidence of robust assessment activities, we would like suggestions for developing a reasonable rotation plan so that the outcomes continue to reveal how we are effective but not so often and so many that the fatigue factor will compromise sustainability. Further, our division feels pressured to assess everything we do because resource requests are always met with the question, "is this in PIE? Has this been assessed?" which contributes to the frenetic regularity and volume of the division's assessment activities. This question still needs to be answered on a college level.

In your area, how has the assessment process led to the improvement of curricula, pedagogy or services? Please separate your answer by these three themes.

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

Curriculum and Pedagogy
Faculty in LLR Division used assessment results to improve curricula and pedagogy in the following examples:
(1) Learning Assistance Department: Reading faculty established a student reflection assignment on their use of vocabulary strategies to strengthen student learning of strategies after analyzing results from vocabulary assessments. Study Techniques faculty developed lessons that explicitly teach students how to implement strategies on gaining locus of control after class assessments on this topic.
(2) Library Department: Results from five library workshops show that student learning is better because of focus fewer concepts as opposed to lessons that cover many concepts and multiple resources. The results were compared with that of customized one-shot sessions and led to the transition from such customized sessions to topical workshops that any librarian can teach and that students from any class may take.

Services
The LLR Division has regularly used assessment results to inform planning. Examples include:
(1) Students' feedback on online tutoring in math revealed that their biggest obstacle was not knowing how to use the platform. Staff created step-by-step instructions and screen casts, and it may have contributed to the jump in usage data.
(2) A faculty survey results showed 94% used what they learned in the e-learning workshops and informed our plans for additional workshops on Moodlerooms Gradebook and one-on-one help in MR learning lab.
(3) A student survey using flip chart papers on easels for one week in the Library revealed that students' top priorities were quiet and more study rooms. The results informed our facilities plan to repurpose space to increase the number of study rooms and to add tables and chairs in a semi-quiet

space, calling it "The Quiet Room" without any construction. The results also confirmed the need to construct a true quiet study room for 50-60 students out of current space; this approved project will begin construction in December 2013.

V. RESOURCES NEEDED TO ACHIEVE GOALS [SEE SEPARATE DOCUMENT]

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

- Rate Driven Increase
- Instructional Equipment
- Staffing
- Facilities Modification

- Technology: Equipment, Software, or Support
- Professional Development Training
- Research Support
- Marketing

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

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

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

Rate Driven Increase			
Priority #	**Resource** (Be specific, but no dollar amount needed)	**Justification of need**	**New request**
			Yes ☐　No ☐
			Yes ☐　No ☐
			Yes ☐　No ☐
			Yes ☐　No ☐

Instructional Equipment			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
1	Projection system upgrade in classrooms	Frequency of failure; interferes with instruction - Education Master Plan Strategic Objective 5B	Yes ☒　No ☐
1	Replace very outdated PC computers in 6-132 and library faculty and staff computers based on job duties and demands for newer computers.	PCs in computer classrooms and in the Library are at least 6 years old and interferes with instruction and delivery of services. Education Master Plan Strategic Objective 5A	Yes ☐　No ☒
2	Classroom teacher console/computer system upgrade	Impacts instruction delivery - Ed Master Plan Strategic Objective 5B	Yes ☒　No ☐
2	Additional software licensing for most in-demand programs, such as Adobe and Visual Basic, software to replace obsolete materials such as VHS tapes.	Increased student usage of Learning Lab. Education Master Plan Strategic Objective 5A	Yes ☒　No ☐
3	Replace computers in rooms 132, 122 and Learning Lab	Computers are 8 years old - Education Master Plan Strategic Objective 5B	Yes ☐　No ☒

Staffing			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
1	**FACULTY** Increase ratio of full-time to adjunct faculty: Learning Assistance (Reading, Writing, Math, Study Techniques); Library Science	Current ratio is 16: 30 (FT to Adj) vs. statutory standard of 75:25 - Education Master Plan 2A, 10B; Student Success Plan IIIA	Yes ☐　No ☒

Staffing			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
1	Professor, Library Science (Reference/Instruction) Estimate: $61,750 - $98,643	Of six current full-time faculty members, three full-time Library faculty members assume primary functions in the areas of reference and instruction. Three full-time faculty members is a dismally low number to develop an information literacy program that supports nearly 60,000 students in over 200 programs that are taught by over 1,500 faculty. A Professor, Library Science (Reference/Instruction) would allow the Library to integrate information literacy curriculum with the college culture. It would allow the Library to fulfill growing requests to join learning communities. It supports the Library's goal to strengthen curriculum-based information literacy.	Yes ☒ No ☐
2	Adjunct Professor, Library Science (Systems Management/Database Maintenance) Estimate: $19,584.40	An adjunct professor is required to support the implementation of the web-based cooperative library system, OCLC WMS, and integrated discover tool, OCLC WCL. This adjunct would support training of faculty and staff and conduct assessment related to the new system. This request supports the Library's goal to provide an integrated interface that enhances student discovery and access of resources.	Yes ☒ No ☐
3	Adjunct Professor, Library Science (Reference/Instruction) Estimate: $11,750.64	Adjunct professors in reference/instruction are needed to provide substitute reference desk coverage during the Library's transition to OCLC WMS and WCL. Substitute coverage is essential to maintain reference services during Summer Intersession 2013 and Fall Semester 2013. During this transition period, full-time faculty members will be reassigned to coordination duties in system implementation, technical services and acquisitions, curriculum development, website development, and outcomes assessment. Full-time faculty must study and learn the new systems prior to developing new operational processes, curricula, instructional materials in print and online formats, web pages, and assessment projects. This request supports the Library's goals of providing instruction-based reference.	Yes ☒ No ☐
1	**CLASSIFIED STAFF** Hourly tutors for Basic Skills courses	Basic Skills-level tutoring has grown sharply in recent years (from 2008 to the present, the number of students getting tutored has doubled). Additional hourly funding is needed to meet demand. Education Master Plan Strategic Objective 10D; Enrollment Management Plan Priority; Student Success Plan IIIH)	Yes ☒ No ☐
2	Learning Lab Assistant I for Testing Services area	Testing had to cut services and can only now serve students in distance learning courses. Staffing for the area would help restore	Yes ☐ No ☒

Staffing			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
		services to previous levels. Education Master Plan Strategic Objective 2A; Senate resolution 13-02, Funding for Testing Services; Cabinet Notes June 11, 2013.	
3	Instructional Designer, 100% time, 12-month	To support faculty with stronger evidence of regular and effective contact, accessibility, student authentication, and application of best practices in online learning. The current Teaching and Learnaing Technology Specialist (an instructional designer) supports faculty development through Moodlerooms TRAIN program, maintains MR community, and provides advice on effective instructional design. Any further growth in Distance Learning should be appropriately supported with an additional instructional designer. Accreditation Standard IIA; ACCJC Guide to Evaluating Distance Education July 2012; Distance Learning Master Plan, approved by Academic Senate June 6, 2013.	Yes ☒ No ☐
Staffing - MANAGER			
1	Associate Dean, Library & Learning Resources/Online Learning	This position is needed to provide direct operational leadership and support for all Distance Learning and Online Learning Support Center activities. The functions and responsibilties for DL and OLSC directly support the majority of the campus faculty and students. The workload presented by accreditation requirements (including the onerous regulatory compliance demands for accreditation), review and monitoring of technology tools for faculty and students, outcomes and quality assessment, and online teaching/learning faculty development ALL require more time and attention than just the one dean of the division can provide. The dean has responsibility for the Library, Learning Assistance Center, and Distance Learning/Online Leanring Support Center, and instruction-team and other college activities. Programs with far smaller scope and fewer classified staff than the Library and than Distance Learning have a manager in charge: e.g., Honors Program, Study Abroad, EOPS, DSPS, Child Development Center, ASPIRE, ACES, Writing Center to name just a few.	Yes ☒ No ☐

Facilities Modification

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Replace carpet in Learning Assistance Center - hallways are student gathering areas	Worn, aged carpet has not been regularly cleaned, cannot withstand more cleaning, has been bubbling and fraying at the edges causing a safety hazard. It has not been replaced in 14 years. Campus Safety Committee report; Student Success Plan 1A; Education Master Plan Strategic Objective 9A	Yes ☒ No ☐
1	Building Renovation: (a) new – add a wall and a door to separate two full-time library faculty in room #236; (b) knock down counter and shelves, add carpet, near #238 to create additional study space. (c) add internal book drop especially for quick return of reserve items.	Building renovations are necessary to increase study space, make operations more efficient, and provide office space for the new Professor, Library Science (Online Learning).	Yes ☒ No ☐
1	Improved wireless access, especially in the Learning Assistance Resources Center (LARC) area.	Students using laptops or phones for academic use are often unable to connect to wireless network. Education Master Plan Strategic Objective 5A	Yes ☐ No ☒
2	Paint Building 6 inside and out: particularly, the hallways in LAC, classrooms, LAC areas on first floor, and Library study rooms.	Not painted in 14 years, the building's interior and exterior it look very dirty, worn, and drab. Accreditation Standard IIC, the Library fosters/contributes to the "cultural, aesthetic, etc." quality of the institution. Just as beautification of the campus even through ongoing construction projects is critically important, building 6 teaching and learning spaces, inside and out, need attention. Education Master Plan Strategic Objective 9A; Student Success Plan IA.	Yes ☒ No ☐
2	Increased lighting in hallways, first floor, Building 6; increased student seating inside and/or outside building	Insufficient lighting and students sitting in narrow hallways pose safety hazards; it is difficult to navigate hallways during high-traffic hours and visually impaired students, staff, and faculty have expressed concern. Education Master Plan Strategic Objective 9A; Student Success Plan IA.	Yes ☒ No ☐
3	Replace worn carpet on first floor, Building 6	Carpet has not been replaced since building remodel, 12 years ago; heavy student traffic has resulted in stained and loose carpet that could soon pose a safety hazard. Education Master Plan Strategic	Yes ☒ No ☐

Facilities Modification

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
		Objective 9A; Student Success Plan IA.	
3	Upgrade lighting fixtures in LAC	Inadequate light in hallways and classrooms - Education Master Plan Strategic Objective 9A; Student Success Plan IA.	Yes ☒ No ☐
4	Classroom reconfiguration of current Language Lab area into three classrooms	Current classroom space is severely limited. Education Master Plan Strategic Objective 9A; Student Success Plan IA.	Yes ☐ No ☒
5	Investigate additional space for Testing Services, possibly the space that will be vacated by the Language Learning Center in Building 6, to accommodate several student populations that need the service: students with disabilities, online students, and students needing to make up exams in face to face courses.	If Testing Services is restored to serve on campus make-up exams, with the addition of a permanent part time staff member, the 18 spaces in the LAC area are not adequate for the average of 10,720 tests per year that are monitored. In addition, DSP&S is severely limited in appropriate testing space available for students with disabilities. A centralized, larger testing area would serve both needs. Education Master Plan Strategic Objective 9A; Student Success Plan IA.	Yes ☒ No ☐
			Yes ☐ No ☐

Professional Development Training

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Conference attendance and fee-based webinars for faculty, staff, and managers	Professional development in Developmental Education; teaching and learning conferences such as Student Success Conferences, Online Teaching Conference, for up to 10 attendees; Moodle Moot; library associations' conferences and regional workshops; managers' conferences. Education Master Plan Strategic Objective 8A, Student Success Plan IB	Yes ☐ No ☒
2	Adjunct faculty training in Learning Assistance and Library departments and LLR Division with funding support	Particularly professional development in Developmental Education - Student Success Plan IB	Yes ☐ No ☒
3	Captioning videos instruction	Meet state and federal accessibility laws - Ed Master Plan Strategic Objective 5B, Student Success Plan IIIH	Yes ☒ No ☐
4	Distance Education Journals	Subscriptions – needed to keep abreast of current DL issues	Yes ☒ No ☐
5	Just-in-time topical online training, e.g., Lynda.com	To maximize employees' proficiency and use of college-purchased	Yes ☒ No ☐

Professional Development Training			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
		and free tools by offering just-in-time, anytime training.	

Research Support			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
1	Research on student success and persistence • within basic skills classes, in classes in other disciplines, and as they progress into other classes in sequence or higher levels; • in students that utilize Library collections, instruction, and services.	Inform faculty to make structural and pedagogical changes to improve success. Inform staff to make operational changes to improve impact to students and faculty. Education Master Plan Strategic Objective10B; Student Success Plan IIE, IIG	Yes ☐ No ☒
1	Review and support for student survey and focus groups on design and usability of web page information	Improve student experience accessing web pages and finding specific content	Yes ☒ No ☐
2	Review and give feedback on draft questions for future surveys	Improve survey feedback and information gleaned	Yes ☒ No ☐
			Yes ☐ No ☐

Marketing			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
1	Electronic/published brochures, brochure design	Students' often indicate their lack of awareness of Library and LAC services - Education Master Plan Strategic Objective 2A	Yes ☒ No ☐
1	Assistance from Marketing in publicizing online tutoring, library, distance learning, and online learning readiness survey links.	Platform not being used to full capacity, need for publicity college-wide. Spring 2013 publicity campaign showed immediate impact, with increase in usage of the service. Help students easily find the library resources/services, distance learning information, and online readiness self-surveys. Education Master Plan Strategic Objective 5D; Distance Learning Plan; Student Success Plan	Yes ☒ No ☐
2	Create and post student testimonials (rotating messages)	Build student awareness of DL skills and preparation needed; ask faculty and counselors to share the awareness.	Yes ☒ No ☐

Other

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Captioning for Learning Lab/LARC Orientation videos	Meet ADA code - Ed Master Plan Strategic Objective 5B, Student Success Plan IIIH	Yes ☒ No ☐
1	Single-Sign-On in the Library student use computers	Single-sign-on between Luminis, Moodlerooms, and EZProxy is required to allow Library faculty to apply analytics to Library webpages. With Library analytics, Library faculty could understand usage by on-campus and online learner and faculty could improve its site if needed.	Yes ☒ No ☐
1	Chairs to replace worn furniture in LAC classrooms and LARC/Testing Services area (12 chairs	Many of the chairs in the LAC and the classrooms were the original furniture bought for the remodel of the building 12 years ago. Worn and dilapidated from constant use, they are now a potential safety hazard. Student Success Plan IA, Ed. Master Plan Strategic Objective 9A	Yes ☐ No ☒
2	Captioning services through Broadcast and Presentation Services and/or outside vendors	ADA requirements state that all video materials used in the classroom are captioned. Pursuant to college approval of a pair of Administrative Procedures on captioning and accessibility, it is unclear what the process is to get existing as-yet-uncaptioned titles captioned.	Yes ☒ No ☐
3	Assistance with video production	The demand for short videos to be used on the web, in instruction, and for staff development has grown; for example, the LAC would like to do a short instructional video on how to get started with online tutoring. Education Master Plan Strategic Objective 5D	Yes ☒ No ☐
			Yes ☐ No ☐

VI.   FUTURE PLANS

Here is your opportunity to describe your department/division's future plans given current conditions and trends. You may draw from all previous sections and identify the main planning themes. In this section your planning relates directly to your department/division goals.

Please describe your area's plans for the next 5 years given the current conditions. Please try to list only five to ten major planning themes along with a short description of each and the connected department/division and team goals. Theme examples might include
- increased program completion;
- increased student course success rates;
- improved customer service;

- improved self-efficacy;
- improved manner to gather employment rates;
- improved transfer rates;

- expanded course offerings or development of new courses or degrees to maintain exemplary programs in a diversity of areas;
- expanded tutors in the classroom;
- expanded learning community offerings; or
- increased student success by the creation of and strategic use of writing or critical thinking rubrics across disciplines.

- improved or expanded staff training opportunities
- the generation of additional revenue for the College or reduction of expenses
- expanded hours of service or offer new services
- expanded use of technology

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

Future Plans	Team Goal #	Department/Division Goal (state the goal)
***Expand use of technology** – many departments indicated that they planned to expand their use of technology to become more efficient and shorten the duration of project timelines. Implementation plans include a new campus-wide imaging and document workflow system, better training for existing technology to be provided at POD, and implementation of a new facilities maintenance system (Department 1, Department 2, and Department 3).*	*AS-7, AS-13, AS-14*	*Department 1 Goal* *Department 2 Goal* *Department 3 Goal*
Strengthen the planning-assessment-resource allocation cycle. Align department Student Learning Outcomes (SLO), Administrative Unit Objectives (AUO), and Strategic Actions (SA) to future department/division planning and resource allocation. Align CORs to SLO process to ensure currency of curriculum.	IN-8	Library and Learning Resources Division goal.
Increase student success, completion, and transfer: restore service levels in the Library, tutoring, and Testing Services as the College adds classes funded by Prop. 30 funds.	IN-11, IN-3	LAC Goal 5, Goal 6 Library Goal 2. Strengthen curriculum-integrated information competency instruction and support. Library Goal 3. Provide instruction-based reference services to support users' educational and research needs
Increase student success: improving marketing of Library resources and academic support services through promotion of early alert system, online learning readiness surveys; revamping of department and division webpages, e-brochures, student portal, and social media such as	IN-11	Library Goal 6. Inform the College community about Library services, collections, and curriculum. Distance Learning Plan

Facebook and Twitter.		
Expand curriculum development to support student success: the role of LCOM, STDY, LIBR course in learning communities; development of STDY courses as "Student Success courses to meet Student Success Act mandates; development of Library standards for reference interviews; development of exemplary distance learning course standards.	IN-8	LAC Goal 2 Library Goal 2. Strengthen curriculum-integrated information competency instruction and support. Distance Learning Plan
Expand distance learning offerings in areas not currently available in online or hybrid delivery; increase support level for students taking distance learning classes.	IN-5	LAC Goal 1; Distance Learning Plan
Expand faculty and staff training activities – e-learning technology workshops on existing tools (Moodlerooms, Course Studio, Quickr, OmniUpdate (OU) Campus, Adobe, etc.), online short video clips, Developmental Education pedagogy, best practices in teaching and learning including distance learning, regulatory compliance in distance learning, ongoing strengthening of outcomes assessment, and funds for conference/travel to keep current.	IN-4	DL Plan C: Continue to ensure compliance with DL regulations. Library Goal 2. Strengthen curriculum-integrated information competency instruction and support. Library Goal 3. Provide instruction-based reference services to support users' educational and research needs.
Improve facilities in LLR division to maximize current space by strategic upgrades, fresh paint, and repurposing existing space.	IN-2	Library Goal 4. Provide a comfortable learning environment that supports the diverse educational and technological needs of library users.
Increase efficiency and productivity by **replacing inadequate computer equipment** as budget allows.	IN-2	Library and Learning Resources Division Office goal; Library Goal 4. Provide a comfortable learning environment that supports the diverse educational and technological needs of library users.
Improve safety of students and staff by replacing aged and damaged classroom chairs and by reviewing safety/ emergency plans.	IN-2	Library and Learning Resources Division Office goal; Library Goal 4. Provide a comfortable learning environment that supports the diverse educational and technological needs of library users.

VII.   EVALUATION OF PLANNING PROCESS

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

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

1. Having 16 college goals organized under major themes is helpful. I think we need to decide if the managers' and VP summaries should be organized under these broad themes and/or under each of the 16 goals. I have included both so that my VP can see two "slices" of my division's work because each provide a useful perspective.
2. Also, please bring back a listing of college goals by goal number since we're expected to align our report with specific goal numbers. Please consider using letters or numbers to identify the college themes and goals under each theme for identification/reference purposes and explicitly stating that the sequencing using letters or numbers does not indicate order of importance. It is distracting and time consuming to keep looking through the scrambled college goals under each theme to pick out ones that apply to our activities. College goals can be a separate document with a link to it on an easily identifiable location on the college website.
3. The instructions under each section of PIE are instructive in guiding how we should think about presenting our information and how we should strengthen our planning process. Specifically, thinking about accomplishments from what resources we got is a hard habit for people to break. I do assert that it is legitimate to talk about garnering resources as an accomplishment in terms of evidence of resource allocation based on planning and assessment for outcomes. While that's potentially adding yet another page to this form, I see having a "close the loop" section with 3-5 examples of how our planning ties to resource allocation as a crucial gap to address.
4. Section VI Future Plans should go before Section V Resources Needed to Achieve Goals. To me, Future Plans reflect our department or division goals, and to carry them out, resources are needed. Having the Resources section last also helps for us to locate on our PIE summary when it comes time to prioritize the lists based on funding source.
5. Section VI Future Plans' instructions ask planner to list 3-5 major planning themes, but the examples of themes are focused on resources to get, not on the College's planning agenda, e.g., specific themes under Educational Master Plan, Student Success Plan, Distance Learning Plan, etc. I think this section is an important opportunity to direct attention to goals we need to achieve, not resources we need to get.

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

1. Consider putting all planning documents under a simple webpage called "College Planning" under which all plans and forms could reside instead of the current locations which requires knowledge about the organizational structure to find the documents. For example, employees would have to know that Institutional Effectiveness Committee is responsible for PIE to know where on the college webpage to find the instructions and forms.
2. Another example: employees would have to know that Educational Master Plan falls under Instruction Office, Student Success Plan falls under Student Services, Distance Learning Plan falls under Distance Learning Committee, etc.
3. The locked PIE summary form is helpful for the most part. However, there are funky problems like if you change something in the subject heading of a table, then you cannot individualize it again if you want to separate out the section. Example: for "Staffing" table, we wanted to separate out a table for each category, "Staffing – Faculty," "Staffing – Classified," and "Staffing – Manager". After I put "Faculty" in the header row, that word "Faculty" appeared in every other grayed out header row I copied and pasted to make a new table. Also, the fact that I am writing suggestions not to the question "What additional information should the college provide to assist your area?" anything beyond #1 got placed in an 'headless' part of this table, but there's no way to move items #2 and #3 in this textbox to the right place.

THIS REPORT IS DUE TO YOUR VP by **August 2, 2013**

June 28, 2013	Department documentation is completed on this form (remember TracDat must be updated for all SLOs/GEOs for courses and

	programs [degrees/certificates]); departments notify and share report with the division office or appropriate manager and with all members of the department. Please email a copy to your dean/director and retain a copy for department records.
August 2, 2013	<mark>Deans/managers prepare a manager's summary of PIE, submit to appropriate Vice President, and share with department members.</mark>
September 6, 2013	Vice Presidents prepare a summary of PIE input at the team level, submit to IEC, and share with members of their team.
Fall 2013	IEC reviews all submitted Vice Presidents' summaries and other related documents, prepares a year-end report to President's Advisory Council (PAC) on progress made in meeting College goals and recommendations for improvement, and communication is given to the campus that the relevant documents are placed on the web and the next cycle is to begin. PAC will review the report and make suggestions and approve recommended changes.
	If you have questions about PIE, please direct them to Jason Chevalier (jchevalier@mtsac.edu) or research@mtsac.edu

VIII. ADDENDUM

Team Goals

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

Student Services Team

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

Administrative Services Team

AS-1. Develop a College-wide Sustainability System
AS-2. Develop Emergency Preparedness Procedures and Provide Training.
AS-3. Develop and Make Available College Data Information/Reports
AS-4. Implement Custodial OS1 Program
AS-5. Develop and Implement Master Planning Facilities/Education/Technology/Utilities
AS-6. Develop Title 8 written programs and provide employee safety training.
AS-7. Develop Enterprise Application System Training/ Implementation
AS-8. Develop Purchasing Card System
AS-9. Provide Academic/Student Technology Support
AS-10. Protect Investment in Facilities/Infrastructure
AS-11. Update Campus building, architectural, and classroom technology standards.
AS-12. Evaluate/update construction project delivery methods including major capital, small projects, and safety.
AS-13. Evaluate and implement a maintenance management system.
AS-14. Expand the use of electronic document imaging to reduce the utilization of paper.

Instruction Team

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

Human Resources Team

HR-1. Provide campus-wide training to educate staff on District Policies and Procedures.

HR-2. Strengthen the district's professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.

HR-3. Promote a healthy work environment that nurtures personal and professional development.

HR-4. In accordance with the California Community Colleges State Chancellor's Office new requirements, communicate the Equal Employment Opportunity plan to the campus community. Provide regular and ongoing training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.

HR-5. Promote the newly proposed wellness program for employees campus-wide.

HR-6. Provide an Employee Assistance Program (EAP) to assist employees in addressing personal issues which often impact their ability to effectively function in the workplace and to provide education through campus-wide training.

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