



Planning for Institutional Effectiveness

For 2012-13, all department and unit PIE documentation will be recorded on this form. While this work should be done by each department, how the department/division decides to organize its efforts is up to each area to decide.

*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/>)*

Institutional Planning Framework

Institutional Mission

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

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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Department: Learning Assistance, Instructional

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I. ACCOMPLISHMENTS

Identify accomplishments from the current academic year and the college goal to which they relate.

College Goal	Accomplishment(s)
#10, #12	Eight week classes were piloted in a LERN 49/MATH 50 sequence that included an LCOM 90 link and assessed for success. Data show increased retention (33 out of 34 students) in LERN 49 all of whom progressed to the MATH 50 class with a higher success rate in MATH 50 compared to non-linked classes.
#5	Four SmartBoards were acquired and installed to replace failing SmartBoards and to provide SmartBoard access in one classroom that previously had not had a SmartBoard installed.
#8	The Learning Assistance Center provided Summer Workshops for all adjuncts appropriate to their discipline to update adjunct faculty on curricular changes, best-practice Developmental Education pedagogical activities and current campus information.
#16	Two new faculty were hired for writing and reading disciplines and are currently being mentored in the Developmental Education approach to instruction.
#2, #13	Awards given: Presidential Award to STDY Committee for SLO Assessment; two Senate 10 + 1 Awards to Barbara Gonzales and Michelle Sampat; Debbie Borch Developmental Educator Award to Pat Bower
#4	Collaborative research with Texas State University, San Marcos, on student success in pre-collegiate reading class (READ 90) which resulted in a conference presentation and proposed journal article.

II. INTERNAL AND EXTERNAL CONDITIONS

Consideration of internal and external conditions is the basis of department planning and assessment processes.

Internal Conditions - Identify internal conditions that have influenced the department goal-setting process. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition.
(Internal conditions can include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.)

1. Current research: Development of lab curricula in reading, writing and math for LARC
2. Assessment: Ongoing SLO work in assessing student success in LAC classes
3. Facilities: Limited classroom availability for adding classes
4. Enrollment: Increased demand for LERN 49 (math), READ 90 (reading competency), and LERN 81 (writing)
5. Assessment: Utilization of SLO assessment data to plan curricular changes
6. Enrollment: Continued impact of reading competency established effective Fall 05
7. Marketing: Recognition of Learning Assistance as a discipline
8. Enrollment: Impact of budget restrictions on breadth of offerings
9. Current research: Continuing development by faculty to pilot new curricular approaches
10. Campus expectations: Basic Skills plan for Mt.SAC
11. Enrollment: Retention patterns in Skills classes
12. Support: Impact of policies for hiring student and short term hourly staff
13. Hiring: Insufficient permanent staff to accommodate hours of operation. There is a permanent classified staff member available 59 hours of staffing; the Learning Lab is open for service 79 hours.
14. Hiring: Significant adjunct to full time ratio
15. Enrollment: Increasing demand for LCOM courses
16. Technology: Remodel of the LAC website

External Conditions – Identify external conditions that have influenced the department goal-setting process. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition.
(External conditions can include disciplinary or regulatory changes, changes in technology or legislative changes, accreditation recommendations, enrollment issues, advisory committee input, etc. Some thematic areas might be regulatory, technology, legislative, accreditation, or advisory committee.)

- 1. Current research: Emerging research on developmental education and brain functioning.**
- 2. Current research: Instructional delivery and best practices**
- 3. Budget: Basic Skills initiative and funding**
- 4. Regulatory: Challenges of new Ed Code and Title 5 changes**
- 5. Policy: Federal level proposals to establish guidelines for language arts at college level**
- 6. Regulatory: Transfer AA degrees**
- 7. Legislation: Impact of Student Success Task Force Recommendations Implementation**
- 8. Regulatory: Title 5 regulations on Learning Assistance Skills classes**
- 9.. Technology: Advances in technology**
- 10. Technology: Prevalence of on-line instruction**
- 11. Technology: Reconfiguration of campus web site**

Critical Decisions - Describe any critical decisions your department made this year and the reasons for those decisions.

The department applied for hiring of both a study techniques and a math instructor to better meet the needs of student demands for the STDY and the math classes. The department has created more learning communities particularly through involvement with the LCOM courses. Faculty are involved in campus processes to address potential changes to both placement and instruction due to the impact of legislation to implement the SSTF Recommendations.

III. INFORMATION ANALYSIS

Departments should bolster their planning efforts with information, conduct appropriate analyses, and make supportable conclusions. Report the trends you are seeing in your department, what information you used to determine those trends, and the impact of the trends on your department.

Trends (e.g., In XXX Department, 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 Department faculty retreat will address issue of increased “W” grades.)
Increase of 100% in demand for one unit courses in STDY 85A and LCOM 80, 90 and 100	Program interest from Arise, Basic Skills Pathways grant, Speech !A link and Global Opportunities (study abroad).	Department will focus on managing scheduling including assignment of LAC faculty to the courses.
Increase in demand for LERN 81, 49 and READ 90 classes	Spring 2012 survey of seats available by day 8 of registration.	Per Prop 39 expansion, these three courses are targeted for additional sections.

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.

- **Program-Level Outcomes** (PLOs) are a means to determine what students know, think, feel or do as a result of progress towards a degree or certificate.
- **General Education Outcomes** (GEOs) are statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements.
- **Administrative Unit Objective** (AUOs) are statements that concern the fundamental functions of an administrative unit and the resulting services provided to clients.)

In your department, is assessment ongoing and systematic?

Yes No Somewhat Not sure

Please Explain:

SLOs are managed by discipline committees and reported on regularly.

In your department, is there ongoing and meaningful dialogue about assessment?

Yes No Somewhat Not sure

Please Explain:

Report out on progress in made by discipline committees at every monthly department meeting.

Has your department created a course assessment rotation plan to ensure that all courses / services are assessed systematically?

Yes If yes, please forward a copy of your plan to your manager with this document.

No If no, please explain:

Currently, each discipline committee has a focus on assessing SLOs on biannual basis at a minimum. Faculty will discuss a rotation plan in the next academic year (2013-2014).

Does your department need additional help to improve its outcomes assessment work?

Yes No

Please Explain:

The Division has had a retreat every Wiinter for the last four years that has provided guidance and time to complete the assessment process. Additionally, the personnel responsible for Trac Dat entries have an opportunity established by the division to meet with the guidance of Kate Morales annually during the Spring semester.

How has the assessment process led to the improvement of curricula, pedagogy or services?

Please Explain:

Reading: After assessing students' use of vocabulary, the reading faculty established a new expectation of student reflection on their own use of vocabulary strategic processes.

Study Techniques: Having assessed students for the Locus of Control, the faculty determined lesson plans that explicitly taught students about Locus of Control and how to implement it.

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V. RESOURCES NEEDED TO ACHIEVE GOALS

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

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

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 not dollar amount needed)	Justification of need	New request
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Instructional Equipment			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
3	Replace computers in rooms 132, 122 and Learning Lab	Computers are 8 years old - Ed Master Plan Strategic Objective 5B	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1	Projection system upgrade	Frequency of failure; interferes with instruction - Ed Master Plan Strategic Objective 5B	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

2	Classroom teacher console/computer system upgrade	Impacts instruction delivery - Ed Master Plan Strategic Objective 5B	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Staffing			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Increase ratio of full-time to adjunct faculty	Current ratio is 16: 30 (FT to Adj) vs. statutory standard of 75:25 - Ed Master Plan 2A, 10B; Student Success Plan IIIA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Facilities Modification			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
4	Classroom reconfiguration of current Language Lab area into three classrooms	Current classroom space is severely limited - Ed Master Plan Strategic Objective 9A; Student Success Plan IA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1	Replace carpet in Learning Assistance Center - hallways are student gathering areas	Carpet cleanliness not maintained, not replaced in 14 years - Safety Committee report; SSP !A; Ed Master Plan Strategic Objective 9A	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	Paint hallway in LAC	Not painted in 14 years - Ed Master Plan Strategic Objective 9A	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3	Upgrade lighting fixtures in LAC	Inadequate light in hallways and classrooms - Ed Master Plan Strategic Objective 9A	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Technology: Equipment, Software, Support			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Replacement of outdated computers in rooms 132, 122 and Learning Lab	Computers are 8 years old - Ed Master Plan Strategic Objective 5B, 10D	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2	LAC Website remodel	Remodel will be student friendly - Ed Master Plan Strategic Objective 5B, 10D	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

			Yes <input type="checkbox"/> No <input type="checkbox"/>
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Professional Development Training			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Conference attendance	Professional development in Developmental Education - Ed Master Plan Strategic Objective 8A, Student Success Plan IB	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3	Captioning videos instruction	Meet code - Ed Master Plan Strategic Objective 5B, Student Success Plan IIIH	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	Adjunct training for dept/Div	Particularly professional development in Developmental Education - Student Success Plan IB	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Research Support			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Research on student success and persistence in basic skills classes, particularly as they cross borders to another division	Inform faculty to make structural and pedagogical changes to improve success - Ed Master Plan Strategic Objective 10B; Student Success Plan IIE, IIG	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Marketing			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Electronic/published brochures	Awareness of LAC services - Ed Master Plan Strategic Objective 2A	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	Brochure design	Awareness of LAC services - Ed Master Plan Strategic Objective 2A	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

Other

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Captioning for Learning Lab/LARC Orientation videos	Meet code - Ed Master Plan Strategic Objective 5B, Student Success Plan IIIH	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

VI. FUTURE PLANS

Please describe your department's plans for the next 5 years given the current conditions. Please try to list only three to five major planning themes (e.g., staffing, facilities, equipment, etc.) along with a short description of each and the connected department and team goals.

Future Plans	Team Goal #	Department Goal (state the goal)
Equipment: Upgrade classroom and lab technology to maintain currency	IN-2	Provide effective and timely Academic technology support
Professional Development: Seek professional development opportunities in Developmental Education particularly on the campus	IN-4, IN-11	Pursue professional growth and exchange expertise
Staffing: Hire full-time faculty to decrease the dependence on adjunct faculty to enhance the chances for student success	IN-3	Increase ratio of full-time to part-time faculty
Facilities: Increase classroom availability to expand class offerings and meet pedagogical demands	IN-11	Use data on student performance to illuminate areas in need of additional funding

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 department?

Research on student success and persistence in our basic skills courses would help us to plan on both structural and pedagogical changes that would get our students to the next level of classes. While we have requests into RIE, we have not yet gotten data to help in our planning. Information on next steps for the department to get the data would be helpful.

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

Continue funding for adjunct participation in the SLO assessment process.

THIS REPORT IS DUE TO YOUR DEAN / DIRECTOR BY JUNE 28, 2013

June 28, 2013	Department documentation is completed on this form (remember TracDat must be updated for all SLOs/GEOs for courses and programs [degrees/certificates]); departments notify and share report with the division office or appropriate manager and with all members of the department. Please email a copy to your dean/director and retain a copy for department records.
August 2, 2013	Deans/managers prepare a manager's summary of PIE, submit to appropriate Vice President, and share with department members.
September 6, 2013	Vice Presidents prepare a summary of PIE input at the team level, submit to IEC, and share with members of the team.
Fall 2013	IEC reviews all submitted Vice Presidents' summaries and other related documents, prepares a year-end report to President's Advisory Council 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. President's Advisory Council 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>