



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)

Contact Person: Emily Woolery

Department: Library

Phone Ext.: 4264

I. ACCOMPLISHMENTS

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

College Goal	Accomplishment(s)
2, 11, 15	<p><u>Collection Development</u></p> <ol style="list-style-type: none">1. Improved collection development processes<ol style="list-style-type: none">a. Approved collection development policy and guidelinesb. Conducted collection review for AA-T degrees in _____c. Utilized systematic analysis of collection to inform collection development decisions2. Increased access to media collection<ol style="list-style-type: none">a. Saw improved circulation of media by 500%b. Weeded VHS itemsc. Purchased captioned/subtitled media only3. Updated print materials by reviewing and weeding reference collection
2, 11, 15	<p><u>Curriculum & Instruction</u></p> <ol style="list-style-type: none">1. Expanded workshop offerings<ol style="list-style-type: none">a. Established and measured objectives and student learning outcomesb. Developed standardized lesson plans and activitiesc. Trained 13 of 19 library faculty, including full-time and adjunct membersd. Received buy-in from a few faculty members across campuse. Received honorable mention in Outstanding Curriculum Efforts under the 2013 President's Award for Excellence and Innovation in Teaching and Learning2. Offered distance learning section of LIBR 1A3. Submitted distance learning course amendment form for LIBR 14. Offered 286 instruction sessions and workshops
2, 15	<p><u>Facilities</u></p> <ol style="list-style-type: none">1. Expanded and improved study space<ol style="list-style-type: none">a. Increased study space, including quiet study space, by repurposing Library's Periodicals Roomb. Updated furniture in group study rooms2. Improved access to Division Office for students by repurposing two Division Office workspaces3. Improved security of equipment and furniture with installation of new doors and new key card system

College Goal	Accomplishment(s)
2, 14, 16	<p><u>Staffing</u></p> <ol style="list-style-type: none"> 1. Analyzed staffing needs <ol style="list-style-type: none"> a. Initiated hiring process for Professor, Library Science (Online Learning) at 100% for 11 months b. Received approval to hire Library Page position at 47.5% for 12 months c. Converted Account Clerk II position from 47.5% to 100% for 12 months d. Completed hiring process for a Library Technician I position at 100% for 10 months and completed hiring process e. Hired adjunct faculty in reference/instruction 2. Hired two temporary part-time Library Technician I positions to fulfill substitute assignments at circulation/reserves and information 3. Expanded assignments of student employees to include functions in technical services, circulation/reserves, and division office
2, 5, 8, 15	<p><u>Technology</u></p> <ol style="list-style-type: none"> 1. Innovated library system <ol style="list-style-type: none"> a. Began transition to new cooperative web-based library system, OCLC WorldShare Management Services (WMS) b. Began transition to new discovery tool, OCLC WorldCat Local (WCL) c. Oriented Library administration, faculty, and staff to OCLC WMS and WCL by arranging library tours and facilitating viewing of training videos d. Introduced OCLC WMS and WCL to College's Board of Trustees and President/CEO 2. Improved WIFI access by working with Information Technology Department to install new wireless access points 3. Implemented use of LibCal calendaring app to facilitate self-reservation of group study rooms

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.)

Budget

The Library received reduced funding from the Basic Skills Initiative (library personnel) and Perkins/VTEA (library materials). Subscription renewal fees increased for databases and periodicals. Backfill, buyback, and substitute funds, which are used to support scheduling of library adjunct faculty, were received late in the academic year. The Library was denied one-time budget requests because requests were not recorded in PIE.

Staffing

Library faculty numbers remained insufficient to provide collections development and instruction to all campus departments. Lack of Library Page slows the time required to shelve books and requires staff from all library areas to share in this workload.

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.)

The Library underwent multiple staffing changes:

- The Professor, Librarian - Systems and a Library Technician III were on extended sick leave.
- The Professor, Librarian - Distance Learning / Electronic Reference was reassigned to the Moodlerooms transition.
- A Library Technician III retired and a Library Technician I resigned.

Facilities

Students used any available resources (e.g., tables, floors, power/data sources) to study, hold group discussions, rest, and charge electronic devices. Demand for group study rooms required long waits of student groups.
Student Success Plan cited limited library space as a barrier to student success.

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.)

Accreditation

Collections management and development requires interaction with discipline faculty.

Budget

Library resources have ongoing rate increases of 5-10% per year.
Budget increases may go to academic support and service areas that demonstrate a positive impact on student learning.

Curriculum

Course outlines of record for numerous departments cite research papers as sample assignments.
Faculty in numerous departments request customized information competency instruction sessions.

Enrollment

Enrollment Management Plan: 2013-14 indicates that increases may be given to academic support programs and services that demonstrate impact on improving student success.
Distance Learning Master Plan indicates that the number of distance learning courses, faculty, and students continues to grow.

Legislative

Associate degrees for transfer are being developed in multiple departments and Library acquisitions estimates are required for these new degrees.
Use of closed-captioned media is mandated.
Measure RR funds are available for a new library funding; however, required state funding for increased library space or a new library remains unavailable.

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.*)

Regulatory

Title 5 recommends a minimum standard for the number of library faculty that shall be employed at a community college by FTES.

Technology

General industry trends and library technologies promote cooperative, web-based processes.

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

1. The number of library faculty is well below the Title 5 recommendation, so the department is currently hiring a position of Professor, Library Science (Online Learning). This decision helps the department to fulfill accreditation mandates to support all learners and faculty regardless of their location or means of delivery. It also supports the College's growing population of online learners.
2. Multiple staff retirements and resignations, increased complexity in the procurement and management of library materials, and current library technologies prompted the department to analyze staffing needs. Decisions were made to convert the Account Clerk II position from a 47.5% position into a 100% 12-month position. The department also requested the hiring of a 100% Library Technician I and a 47.5% Library Page.
3. Staff reductions, a forthcoming renewal of the library system, and a dated library server prompted the Library to consider alternate library systems. The department selected a cooperative web-based library management system, OCLC WorldShare Management Services (WMS), and an integrated discovery tool, OCLC WorldCat Local (WCL). The use of WMS maximizes staff workload, integrates resources, and follows current industry trends. The use of WCL supports student learning by facilitating the discovery of multiple sources of information.
4. Student learning, limited faculty numbers, scheduling challenges, and new department priorities motivated Library faculty to explore the development of a workshop program. The Library piloted research workshops in 2011-12 and 2012-13. Early results indicate that student learning is better in workshops than it is in customized sessions. Library faculty and administration agreed to cease the offering of customized instruction sessions in 2013-14.
5. Student requests, library observations, and the *Student Success Plan* cite the need for expanded access to different types of study spaces. The Library facilitated two projects to support these needs. First, the department converted the Library Periodicals area into a quiet study zone; however, the area is not a true quiet room because its walls do not reach the ceiling. A plan to renovate the space by building complete walls and removing counters has been approved in CMPCT. Second, the department implemented the use of a calendaring application, LibCal, to allow student self-reservation of group study rooms. Both decisions support student demands for (1) quiet study space and (2) collaborative study spaces.
6. The Board of Trustees requested a revision to BP 4040 Library Services to include language about compliance with the Reader Privacy Act. The Library accepted this proposed language and reviewed and expanded the BP based upon current professional standards. The revised BP 4040 was approved by the Curriculum & Instruction Council and Academic Senate. It was reviewed by President's Cabinet and was recommended for approval by the Board of Trustees.

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.)
Students require access to a variety of research materials in print and electronic formats.	<ul style="list-style-type: none"> - Circulation statistics - Reference desk interactions - Instruction sessions - Collaboration with discipline faculty - Mt. SAC’s <i>Distance Learning Plan</i> 	The department continues to work with discipline faculty to develop collections and curriculum that support student learning. The college culture must shift toward a collaborative model of collections development and information competency. This collaboration will promote efficient use of resources and better student success.
Students benefit from access to a variety of teaching strategies and techniques.	<ul style="list-style-type: none"> - Literature and presentations of professional associations (e.g., American Library Association) - Presentations via Professional & Organizational Development - Instruction sessions 	The department needs to continue to investigate best practices in teaching strategies and techniques and to apply these best practices to in person and online instructional offerings.
Library vendors utilize cloud-based computing for discovery and access to library resources.	<ul style="list-style-type: none"> - Literature, presentations of professional associations, and vendors (e.g., American Library Association, <i>Computers in Libraries</i>, OCLC) 	Faculty and staff are reviewing operational processes in preparation for use of OCLC WMS. Faculty will review OCLC WCL to ensure students and faculty can discover and access research materials.
Student access to technologies ranges widely.	<ul style="list-style-type: none"> - Literature, presentations of professional associations, and vendors (e.g., American Library Association, <i>Computers in Libraries</i>, EBSCO) - Observation of student use of electronic resources - Reference desk interactions 	To strengthen collections, instruction, and academic support, the department will examine student and faculty use of web pages, social media, and mobile applications. It is expected that hiring a Professor, Library Science (Online Learning) will expand the department’s ability to investigate and respond to possible trends and needs.
Students need greater study space, including quiet study space.	<ul style="list-style-type: none"> - Fall 2011 survey of students - Observation of student use of study space - Mt. SAC’s <i>Student Success Plan</i> 	The department will create a true quiet study room by building walls and removing counters in the periodicals area.

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

The outcomes assessment process is a formal process that seeks to identify how well our students are learning and to use that data to improve curricula, teaching, services, and student achievement.

- **Student Learning Outcomes** (SLOs) are a means to determine what students know, think, feel or do as a result of a given learning experience.
- **Program-Level Outcomes** (PLOs) are a means to determine what students know, think, feel or do as a result of progress towards a degree or certificate.
- **General Education Outcomes** (GEOs) are statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements.
- **Administrative Unit 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Not sure <input type="checkbox"/> Please Explain: Student Learning Outcomes and Administrative Unit Objectives are routinely assessed in instructional and service areas. Evidence is collected and analyzed in order to inform and validate department planning efforts.
In your department, is there ongoing and meaningful dialogue about assessment?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Not sure <input type="checkbox"/> Please Explain: Dialogue about assessment is ongoing via faculty, department, and division meetings. Email communication is also used. Dialogue is inclusive of full-time and part-time faculty and staff. The department aims to focus assessment efforts on student learning and impact to faculty. Meaningful dialogue occurs among small teams; however large scale meaningful dialogue is challenging. Given that faculty and staff have diverse roles and schedules, it is difficult to ensure all department members have equal knowledge and understanding of assessment projects and their results.
Has your department created a course assessment rotation plan to ensure that all courses / services are assessed systematically?
Yes <input type="checkbox"/> If yes, please forward a copy of your plan to your manager with this document. No <input checked="" type="checkbox"/> If no, please explain: An assessment rotation plan will be drafted during the Summer 2013 Intersession and approved during the Fall 2013 Semester. Creation of this plan was postponed due to the department's transition to a new library system and discovery tool. Once the department actively uses the new system, faculty and staff will have a better understanding of the impact to ongoing assessment work and the need for new assessment projects.
Does your department need additional help to improve its outcomes assessment work?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Please Explain:

The department feels confident overall about the breadth and depth of its assessment work. However, it will seek additional help with projects if needed.

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

Please Explain:

Library faculty improved curricula and pedagogy by piloting five library workshops. Early assessment results show that student learning is better in workshops that focus on single resources as opposed to the student learning that was demonstrated in instruction sessions that cover many concepts and resources. Library faculty and staff continue to improve student access to library study spaces as a result of a student survey conducted in Fall 2011.

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
			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"/>

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	Library Page Estimate: \$1,720 - \$2,196	A library page is necessary shelve library materials in a timely fashion. Lack of dedicated shelving reduces student learning of information competency skills as Library faculty and students would struggle to access materials. Student learning of course content is also reduced when students cannot find needed materials. This request supports the Library's goals of providing instruction-based reference experience and providing a comfortable learning environment.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3	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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
4	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	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

		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.	
--	--	--	--

Facilities Modification			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Building Renovation	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 <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"/>

Technology: Equipment, Software, Support			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	LibCal Subscription	The LibCal calendar application allows students to reserve group study rooms located in the Library. Student groups previously spent their time by waiting in the Library until study rooms opened up. With this LibCal application, student learning time is maximized because students can book study rooms in advance.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2	OCLC WorldShare License Manager	The License Manager would enable the Library to efficiently manage its database access, licenses, link resolution, and rights through one consolidated tool. Link resolvers enable students to seamlessly access information resources across multiple databases.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3	Staff Computers	Many staff members work with computers that are several years old. Work flow can be slowed by outdated machines. New staff computers are essential to function better in the cloud-based environment.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4	Bowker Book Analysis System	The Library last used the Bowker Book Analysis System, a collection-	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

		analysis tool, in 2010. It piloted a collection development liaison program in 2011. It approved the Collection Development Policy and Guidelines in 2013. We have made great progress in our collection management efforts. However, librarians would benefit with a current collection analysis in order to accurately conduct deep collection analysis in support of AA-T and AS-T degrees.	
--	--	--	--

Professional Development Training			
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"/>

Research Support			
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"/>

Marketing			
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"/>

Other

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Single Sign On	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 <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)
Integrate information competency instruction in the curricular culture and ensure adequate resources, such as number of librarians and classroom facilities, to support the number of students enrolled.	IN-3, IN-5	Strengthen curriculum-integrated information competency instruction and support. Provide instruction-based reference services to support users' educational and research needs. Meet or exceed the Title 5 recommendations for librarian-to-student ratio (5 CCR § 58724).
Identify and strengthen resources to maintain a collection that supports the curriculum and ensure that databases, books, and media are up to date, relevant, and in sufficient quantities to support the number of students enrolled.	IN-2	Develop the library collections on a continuous basis to support the college curriculum and life-long learning through the effective management and acquisition of materials.
Review library processes and ensure appropriate staffing, workflow, equipment, and facilities to instruct and support the needs of students, staff, and faculty.	IN-3	Provide a technologically supported integrated interface to enhance the student experience for discovery and access to library and vendor resources that fulfill student educational and research needs.
Select and implement new and emerging technologies and include training for faculty and staff in order to prepare students for success in an environment of rapidly changing information resources and technologies.	IN-2, IN-5	Provide a technologically supported integrated interface to enhance the student experience for discovery and access to library and vendor resources that fulfill student educational and research needs.
Replace student and staff equipment, especially ensuring access to current equipment in public areas, where faculty	IN-2	Provide a comfortable learning environment that supports the diverse educational and technological needs of library users.

and staff must access and instruct the use of information resources in a variety of formats.		
--	--	--

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?
While I appreciate having access to the College's planning documents via the Institutional Effectiveness Committee's webpage, the <i>Educational Master Plan 2009</i> is highly inaccurate in terms of the number of Library faculty and staff. The faculty numbers were never accurate and are listed as much higher than the actual number. While the staff numbers are closer to realistic, staff numbers have decreased due to resignations and retirements. It is respectfully requested that College members be aware of these inaccuracies if/when it reviews our department's request for faculty and staff positions. Additionally, it would be helpful to know the College's definition of rate driven increases and instructional equipment requests.
What additional information should the College provide to assist your department?
No additional information is needed at this time.

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>