2013-14
(unlocked) **MANAGER Worksheet**

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 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 support students in achieving their educational 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.   DEPARTMENT OR PROGRAM GOALS

List current ~~department~~ division or program goals:

Goal #	Department/Program Goal
1	Excel in the use of data for tracking, assessment, planning and reporting to promote student access and outcomes. Representative AUOs include: • Improve integration of data from program databases with college systems to meet accountability mandates tied to funding, such as SSSP and Equity. • Improve program-level data resources including those tied to planning and reporting; for example, WASC-ACS, AB86, and WIA II. • Continue data-based dialogue and assessment related to SLOs within and across curriculum, including basic skills strategies and interventions
2	Improve student learning through continual development, implementation and assessment of Student Learning Goals and Student Learning Outcomes. Representative AUOs include: • Align the curriculum for new English course sequence, Writ1 and Writ2, with emerging standards for a seamless transition into college courses • Work with Mt. SAC Adult Education Regional Consortium (MtSAC-AERC) on alignment of curriculum, acceleration strategies, and seamless transitions into Mt. SAC. Preliminary plan to be completed December 2014. • Increase student use of lab and library resources (WIN, ESL Library, Language Learning Center) through such strategies as faculty activities, targeted tutoring or counseling, and promotions/marketing. • Assess effectiveness of "boot camps" in preparation for testing and placement. • Increase completion of certificates in all programs.
3	Increase effectiveness and consistency of communication among stakeholders. Representative AUOs include: • Increase distribution of program newsletters by 5%. • Increase program and division-wide publication of student successes.
4	Support access to high quality student services to meet needs of diverse noncredit populations. Priority AUOs include: • Following release of noncredit SSSP funding formula, implement technology and business processes so that 100% of required data elements are being captured by all programs of Continuing Education by July 1, 2015. • Develop assessments, orientations, and initial education plans that comply with new noncredit SSSP regulations while being appropriate to the different noncredit student populations and programs within Continuing Education.

5	Provide physical and technological infrastructure that will promote student learning. Priorities include: • Assure that 4 of 5 computer labs in the EOA program are equipped to teach Windows 8 by Spring 2015. • Assure that a timeline is established for remodeling of building 40 to comply with the Field Act, restore 12 or more classrooms, and provide a safe student services environment for division and EOA students. • Establish documented agreement from the college that all of the portable buildings used by Adult Basic Education must be replaced by safe and permanent structures that are included in the Facilities Master Plan. (Currently the Facilities Master Plan is erroneous for Continuing Education.)
6	Implement and promote professional development initiatives that support Continuing Education themes and priorities. • Develop initial plans for regional professional development among all member districts of the Mt. SAC AERC. • Create and report outcomes on a professional development plan for programs receiving WIA II funding (ABE and ESL), as required for 2014-15. • Offer professional development within each program to assure quality faculty and staff engagement with Student Learning Outcomes assessment and WASC-ACS mid-cycle reporting, as appropriate. • Promote professional development related to the WASC-ACCJC self-study.
7	Provide venues for meeting the educational and enrichment needs of the community where state funds are not available. • Grow the newly-launched Mt. SAC Workforce Training Center in coordination with local Chambers of Commerce. Meet first-year growth targets established by Community and Career Education. • Increase enrollment in summer programs by 4% in 2014 and in culture camps by 14% at end of summer 2014. • Launch solicitation for Education for Older Adults program support through Mt. SAC Foundation account by Spring 2015.
8	Develop internal and external partnerships and secure funding to improve students' educational and career opportunities. • With the Mt. SAC Adult Education Regional Consortium (AERC), develop a formal, comprehensive, regional plan to improve educational services to adults in the region through ABE, ESL, Adults with Disabilities, Short-Term Vocational, and Apprenticeship programs. Submit to the state in final form by March 2015 (final "draft" by December 31, 2014). • Apply for funding including Adult Education Family Literacy Act (AEFLA, formerly WIA II, now WIOA II), TAP-Contract Education, TAACT (with Rio Hondo). • Assure compliance with mandated reporting for current noncredit funding including AEFLA, SSSP, Basic Skills, and other funds as received.
9	Engage with public and private entities to represent and improve support for noncredit student populations. • Continue serving in these prominent roles: ACCE (president, council leader, CIO liaison), CCCEOA president, state Basic Skills Initiative Advisory Group, state Task Force for Noncredit SSSP Formula, state AB86 Work Group, WASC-ACS trainer, CATESOL board, state CDE/CASAS Program Evaluation Team

10	Secure staffing to assure high-quality instruction and student services.
	• Envision, plan, and advocate for staffing in terms of how positions help us achieve our mission.
	• Keep student needs as the core value when planning for staffing.
	• Consider state mandates and Mt. SAC's statewide prominence when advocating for noncredit faculty and staff.

II.   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	Team/Division Goal	Accomplishment(s)
1: Funding	IN-9: Partnerships & Funding CED-8: Partnerships & Funding	CED - Continuing Education improved non-district funding resources in the following ways: • Initiated the local AB86 Mt. SAC Adult Education Regional Consortium with 9 of the 10 unified school districts within the Mt. SAC district boundary. Division administrators, supervisors, and faculty serve on the consortium's steering committee and program task groups. It is the intent of the Governor and legislature to provide significant new funding for adult education, starting July 2015, on the basis of the regional consortia planning statewide. • Successfully applied in the 2014-15 AEFLA (WIA II) statewide competitive process; funding for 14-15 will exceed $1 million. Implemented new data systems and business processes to maximize our response to new mandates and achieve increased learning gains in normed metrics. • Division managers and supervisors served in state-level advocacy roles, including ACCE, Basic Skills Advisory Group, AB86 Work Group, CCCEOA, and the newly-formed Noncredit SSSP Funding Formula Task Group. • Community Education gross revenues topped $1.065 million, an increase of 5.1% over the prior year.

College Goal	Team/Division Goal	Accomplishment(s)
		The program also decreased costs, for a net positive variance of $102,629 from the prior year. • Community and Career Education successfully secured a contract with the Employment Training Panel (ETP) for the amount of $88,419 to fund employee training to companies threatened by out-of-state competition or who compete in the global economy. The department also successfully completed contracts with Metropolitan Water District, California Corporate College, All Americas Inc., Montclair Fire Department and the California State Board of Equalization for a total of $141,400.
6: Diversity	IN-12: Student Success CED-4: Student Services	CED – Continuing Education supported student diversity and success through several initiatives, including: • ESL worked with Health Services to develop flashcards in Arabic, Chinese, Korean, and Spanish to help them better serve the limited-English speaking population. ESL also provided them with a list of faculty and staff that would be available to help interpret in case of emergency. Additionally, ESL department translated important parking permit information for new students because all information is now distributed electronically. • ESL scheduled faculty in which DSPS Counselors and experienced ESL faculty presented to colleagues on policy and classroom practices to help DSPS students persist and progress through the ESL program. • ESL faculty collaborated with ASL faculty and a DSPS counselor to develop new courses combining ASL and ESL content into a unified course to support Deaf immigrants in the ESL program. ESL and DSPS faculty also submitted DSPS 25 and DSPS 26 mirrored courses for academically bound non-native Deaf students to take in a lab setting. • The Education for Older Adults Advisory Group, comprised of community members throughout the district, developed an outreach tool to increase older adult access to Mt. SAC classes and to enhance age diversity of the college.
10: Basic Skills	IN-10: Basic Skills CED-1, 2, 4: Use of data, Student Learning, Student Services	CED – Continuing Education enhanced its assessment and dialogue related to basic skills students' learning and success including these examples: • ESL formed faculty inquiry teams on various pedagogical topics and reported findings at in-service meetings and other venues. Topics focused on language and identity, learner motivation, web-based vocabulary development, and use of iPAD applications to enhance communicative skills. • To improve articulation and noncredit-to-credit transition processes, ESL tracked 2012-13 low-intermediate through high-advanced ESL students (Levels 3 – 6 & VESL) who matriculated into credit by enrolling in at least one course last year. Of advanced-level students, (Levels 5, 6 & VESL), 74% of them took AMLA courses in their first term of credit enrollment, and 69% received a successful grade (A, B, or C) in the course. • The Adult High School Diploma program saw a 24% increase in 13-14 from 12-13 in the number of students earning credits in Adult Diploma. • Students at all levels of the ESL program completed a 3-phase SLO to develop, review, and evaluate a study plan that promotes lifelong learning habits. Of the 918 students who participated in spring term, 77% made progress toward their individualized plans, which were based on student and teacher identified criteria. By end of the semester, 82% of these students achieved their study goal (surpassing projected 70%). End of year survey results indicate that 96% of all students who

College Goal	Team/Division Goal	Accomplishment(s)
		participated in this SLO plan to continue to develop independent study plans that improve their English language development. • In 2013-14, 564 ABE students participated in a total of 3,531 tutoring sessions. Data show that after receiving tutoring 74% of these students had an average of at least 70% on their tests and quizzes. • LLC used lab reports to acknowledge students' independent use of the LLC and promote lifelong learning habits. More than 151 students logged over 30, 60, or 90 hours of independent study in the LLC, using software and web-based programs to enhance their English skills; 44 enrolled in the LLC Passport Rewards program.
7: Increase Access	IN-12: Student Success CED-4: Student Services	Continuing Education improved its services and support to students and helped increase access to the college; these are notable examples: • To improve contact and reduce wait list time for ESL classes, ESL expanded its database to include personal email fields. In addition to postcard notification, students received an email notice. Student response rate increased from 44% (postcard only) to 65% (email + postcard). • Faculty and staff evaluated the ABE programs serving noncredit students to determine which were meeting the expected initial requirements of the SSSP. Only the Adult Diploma student support was providing most of the major services required under the SSSP. As a result, AUOs were developed to assure that GED/HSE Prep, ABE, and IHSS to infuse expected student support requirements into the programs. • ABE counseling faculty and staff evaluated current orientations, planned for a new video format with a more interactive component and secured funding for orientation videos. • ABE partnered with HS Outreach and offered 3 basic skills bootcamps / test preparation workshops to incoming freshman students.
11: Dialogue	IN-1: Communication CED-3: Communication	CED – Continuing Education enhanced dialogue and communication among internal and external stakeholders including these notable examples: • EOA improved communication among staff, faculty, students and the community. Exceeding its estimated 5% increase in number of electronic newsletter recipients with a 23% increase in subscribers. • ABE - Held a WIN focus group in Fall 2013. Student feedback indicated a need for better parking and more subject-specific tutors (especially in English and math). The biggest concern students had was the inadequate study and tutoring space in the WIN Program. • ESL/LLC - LLC Social Media & Instructional Videos: Created a Facebook page, Instagram, Vine and Twitter accounts in order to improve communication with stakeholders. In addition, produced two short videos for students that explain how the Passport Rewards program works; videos were done in the style of "In Plain English" which emphasizes clarity, brevity and visuals as a straightforward means of communication. • The division held its first all-day retreat since 2008. In the evaluation survey, more than 93% affirmed that it fostered connections and communication across the division, and 100% agreed they would like to attend one in the future. Faculty dialogue (adjunct) was enhanced at the division level through inclusion of faculty at the annual division retreat and the semi-annual Advisory Group retreat.

College Goal	Team/Division Goal	Accomplishment(s)
4: Partnerships	IN-9: Grants & Partnerships CED-7: Community Value CED-8: Partnerships & Funding	Continuing Education developed and enhanced its value to and partnerships with the community in these notable ways: • Community and Career Education launched the Mt. SAC Workforce Training Center in coordination with local Chambers of Commerce. Training uses both contract and fee-based models. • Students in the Education for Older Adults (EOA) program participated in various community service projects, including Beta Food Bank and hygiene packets for the homeless. • A class for adults with disabilities was re-established in partnership with the LaVerne Community Center. • EOA coordinated multiple art shows at local senior/community centers providing opportunities for students to learn to sell their craft or artwork including display and pricing. • ABE director Madelyn Arballo was awarded the community service award by Pomona Unified School District. • Enrollment in American Language and Culture Camps, in partnership with international organizations, increased by 120% over the prior year. • The EOA program secured an additional off-site classroom computer lab in partnership with the City of Covina. The program currently provides computer courses and certificates in 6 labs located in off-campus centers; most of these labs were upgraded with new Mt. SAC computers and printers in 13-14. • The Language Learning Center (LLC) increased community relations by providing access to technology and resources in the LLC with the following: Connect4, Nursing, Counseling, CashforCollege, and AP Spanish Covina HS, and Nursing accreditation support. • The LLC installed a new web conference camera in the Smart Lab to improve interviews and dialog practice via Skype among target-language experts (native speakers) and students in language classes. American Sign Language faculty have also utilized services, with a 62% increase in number of reservations, a 59% increase in hours spent in the lab, and a 24% increase in attendance hours.
12: Persistence	IN-12: Student Success CED-2: Student Learning	Continuing Education programs achieved successes in student persistence and success as evidenced by these examples: • Division students earned a total of 1289 certificates in 2013-14. • The High School Summer School course success rates continue to demonstrate the effectiveness of short-term, intensive noncredit courses in supporting student success. In 2012 there were 13,643 students enrolled in the HSSS program with a course success rate of 85%, in 2013, there were 14,031 students enrolled with a course success rate of 89%. • A Pre-Progress policy intervention was implemented in ABE in October 2013. Overall the number of students on the Progress Policy decreased by 10% from the previous year. This data continue to support the positive impact of the Progress Policy on student credit completion. • In 2013-14, 60% of High School Referral courses attempted were completed, which is a 10% increase from 2012-13. • WIN program students demonstrated stronger retention and higher course success rates than the general student population during the terms compared. WIN retention rates exceeded 90%. • Using gaming theory to promote use of LLC resources and by enhancing the ESL database, the LLC's

College Goal	Team/Division Goal	Accomplishment(s)
		"Passport Reward" program increased its rate of participation by 79% among students from both credit and noncredit language acquisition programs. Attendance time on task for Passport participants was 22.1 hrs. per semester while non-participants averaged 14.4 hrs. per semester.

III.   INTERNAL AND EXTERNAL CONDITIONS

Consideration of internal and external conditions is the basis of department 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 - Identify internal conditions and their causes (if appropriate), 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, policy or procedural changes (BP or AP), changes in budget, staffing, resources, enrollment issues, student population, facilities issues, etc.)* Include any follow up to the condition in which your department created an SLO in response.

- Security – Limitations in campus security have impacted how we serve students, particularly minors and seniors. For example, the High School Referral program relies on hourly proctors who are physically present in the area when minors are on campus. The Education for Older Adults program moved a teaching lab out of building 36 to an off-campus site because senior students felt insecure walking to the remote portable building.
- Staffing – Sustained reductions in staffing during the recession have resulted in unrealistic workloads and discouragement among talented and dedicated staff. Process breakdown between HR & CSEA for new position, approved in 2011, has left position in limbo. Campus history of low prioritization of full-time faculty for noncredit (which don't count toward FON) has left us with a large gap in noncredit faculty leadership for roles typically assigned to full-time faculty, including department, campus, and statewide leadership roles assigned to faculty.
- Facilities – Ambitious bond measures and a large campus tend to result in Continuing Ed needs remaining a low priority. There are still no timelines for permanent structures to house ABE/ASE, EOA, Community Education, or the Division Office. ESL students, who often share rides or ride the bus, must walk uphill from the Language Center to the northeast corner of the campus to meet in their portable classrooms. Facilities Master Plan has erroneous data on Continuing Education.

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.)

- Legislative – AB86 requires local regional consortia, during 2013-2015 to make plans to improve adult education in their region. A region is defined by CCD boundaries, includes all colleges and school districts as members, and requires that consortia also work with partners such as WIBs and community-based organizations. Additionally, fighting to amend or defeat SB173, which threatened some noncredit programs and proposed negative policies, required significant energy.
- Budgetary - CDCP Apportionment Increase: The 2014-15 Budget Act provided an apportionment rate increase for CDCP courses that are equal to credit (minus student fees), beginning July 1, 2015. Colleges are expected to invest the revenue increase in CDCP at the local level. This opens up great opportunities to improve and expand CDCP programs.
- Regulatory – An SSSP funding formula for noncredit is currently being developed by a task group; meanwhile, noncredit matriculation funding remains at its recession-years low point as we try to serve more students and prepare for higher student services accountability metrics (MIS) and reporting (including SSSP and Equity plans).
- Accreditation – The ACCJC self-study and the division's WASC-ACS mid-cycle report are both scheduled for 2014-15 production.
- Public Policy – The National Public Health Initiative and the Healthy Brain Initiative, both of the Centers for Disease Control, make an urgent call for public engagement in coordinated strategies to promote cognitive health and functional independence for our rapidly-aging population.
- Recession – The recession and resulting cuts to or elimination of adult education in many school districts resulted in higher student demand in all of our programs during a time when our own schedules were cut. Wait lists and demand remain high.
- Market Changes – Software companies are moving to online licenses, making it more challenging to manage inventory or solve technical issues as quickly or easily as in the past.
- Student Population – Continuing Education tends to have a more transient student population with higher support needs than traditional community college students. ABE students, in particular, tend to need more intensive, one-on-one instructional and student support assistance.
- Curriculum – California has new state content standards for high school English, math, and some other disciplines. Nationally, there are now Common Core standards, plus a new GED and other high school equivalency exam. These all demand a timely response from our programs and faculty.

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

Adult High School Diploma Certificate modification – Faculty modified the number of high school credits required for the diploma to align with current Title 5 guidelines, state curriculum standards, and a recently-approved English sequence. The old, higher number of credits was no longer relevant or required for students' successful transition to college or career.

IV.   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 examples, 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.

Trends (e.g., In XXX Area, course success increased by 2.4% and retention rates slipped by 3.5%; changes in student enrollment, profiles of students, need for enhanced technology, increased regulations, include basis for the trend).	Information source(s)/evidence of trend used (e.g., Success and Retention Rates of Sp. 2011-Sp. 2012; evidence such as monthly statistics, student demographics, program and regulatory advisories).	Impact of trend and planning for the future (e.g., The area faculty retreat will address issue of increased "W" grades; what changes will be instituted due to this trend?).
Adults with Disabilities: Continuing Education currently provides classes to 121 adults with intellectual disabilities out of the 4,255 clients in our district registered with San Gabriel / Pomona Regional Center.	San Gabriel/Pomona Regional Center identified a need for additional offerings for adults with intellectual disabilities emphasizing integrated and supported employment, micro enterprise and independent living skills.	Continuing Education will develop new Adults with Disabilities (AWD) courses to meet the needs identified by the San Gabriel/Pomona Regional Center and to align with AB86 regional consortium planning. (AWD is one of the 5 supported program areas in AB86.)
ESL Wait List & Facility Restrictions: Wait list continues to remain high throughout the term in ESL's open-entry program. Despite the timely notifications by registration staff and quick response rate of students, we still had enough students to open 4 daytime Level classes (two at Pre-1 and two at Level 6) that would have generated 40 to 53 FTESs for the spring term.	ESL Database and weekly reports on number of students on list, number of students contacted, and number of students enrolled from Week 1 through Week 12.	Additional ESL classes that are available for 17.5 hrs. per week near Bldg 66 (either Bldg 40 or in the Business Tech Complex in the future) would alleviate this problem and provide the college with growth needs that have emerged. Also, continue to advocate for permanent ESL Database Programmer who maintains the web-based data collection process for ESL.
Greater focus on postsecondary transition and employability is becoming an integral part of grants and categorical funding outcomes. Overwhelming majority of noncredit ESL students state college or career advancement as their goal; yet, relatively low numbers of ESL or VESL students with such goals actually transition (15% to 30%) due to stated challenge such as work schedule, financial issues, or family obligations. On the other hand, students who meet with ESL counselor have a higher rate of persistence, passing courses, and attaining a benchmark award such as an ESL Certificate.	New WIOA Federal Legislation. ESL Database and Banner reports. Outcomes from Basic Skills SLO regarding Adjunct ESL Counselor Project.	Need for additional student support in the form of counseling and advising that is specific to the ESL population's needs, especially for evening students, adult learners over 25 yrs., and for first-generation learners. Also, continue to advocate for permanent ESL Database Programmer who maintains the web-based data collection process for ESL. Additional counseling and educational advising for ABE and short-term vocational students as well.

Tutoring Trend: Pedagogy trends are increasingly emphasizing the importance of tutoring and other supplemental forms of instruction as model practices for Basic Skills students. VESL students who utilized tutoring for more than 3 hrs. had a 45% higher rate of persisting in the program (VESL 1 to VESL 2) and 13% higher rate of earning a VESL Certificate.	Literature review and reports on the growing emphasis of success centers, the research data indicating the improved success rate of students who get appropriate just-in-time tutoring. Basic Skills SLO regarding persistence and tutoring for VESL Coordinator Project	LLC applied for and received a Basic Skills funding in order to add an ESL tutor in the lab. ESL applied for and received funding to expand on pilot tutoring project for VESL students.
HSR completion rate increased by 10% over the previous year with a 60% overall completion rate.	ABE database	All subjects increased in completion rates except Algebra 2. Examination of curriculum and scheduling patterns needs to take place in 14-15.
Adult HS Diploma persistence: There was a 24% increase in the number of students earning credits in Adult HS Diploma as well as a 38% increase in earned diplomas (to 51 total).	ABE database	The progress policy continues to impact the overall completion rate. Additionally, faculty and staff implemented an early alert system for students not making educational progress, which will continue. A more centralized, intensive tracking of students near completion began in January 2014 and will continue during all of 14-15 instead of just the months leading to graduation.
WIN Program students continue to demonstrate better course success outcomes than the general population of students.	RIE data warehouse, Argos Reports	Although course success rates remain consistently high among WIN student athletes, other interventions such as additional study groups and campus faculty involvement on site at WIN can promote even higher course success rates. Full-time WIN coordinator needed to continue trend and success of students, especially incoming college student athletes who begin in noncredit.

Students in ABE Programs attend fewer than 8 hours per week, on average, impacting program completion and FTEs levels.	Argos reports	Examine re-instating services in the ABE lab and increase direct instruction in Adult Diploma. Add counseling staff and full-time faculty that would help with the intensive support and instructional needs of the students. Continued funding of ABE Assistant Director would also support addressing this issue.
Summer teacher salaries of USDs in our district continue to rise.	Annual surveys of USD high school principals.	Our summer high school hourly rate, at $42.98 per hour, is no longer competitive with many local high schools, making it challenging to hire the best of their teaching pool for Mt. SAC summer high school classes. A rate-driven increase is needed to retain high program quality through high-quality faculty.

V.   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 examples, 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.

In your service area, is assessment ongoing and systematic?

Yes ☒   No ☐   Somewhat ☐   Not sure ☐

Please Explain:

Faculty in all programs have developed a 3-year cycle of assessment for courses, and faculty are engaged in data collection and discussion of results. Program staff are active in the PIE process and participate in ongoing assessment of department SLOs/AUOs/SAs.

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

Yes ☒   No ☐   Somewhat ☐   Not sure ☐

Please Explain:

ABE, EOA, ESL & Health Careers faculty meetings are monthly or on a semester basis; ESL faculty also hold an annual, all-day meeting on SLO assessment & dialogue. Additionally, ABE program staff include SLO/AUO assessment and evaluation in weekly meetings. ESL Leadership team reports ongoing AUOs and SAs on a monthly basis, using a template designed to mirror PIE worksheet and with clear links to college or department goals.

Has your service area 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:

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

Yes ☒   No ☒

Please Explain:

EOA/AWD are staffed with100% adjunct faculty and their participation is critical to the success of our department's SLO activities. The opportunity to receive NTFA lab rate funding for 2 hours for each adjunct faculty member in attendance from the Outcomes Committee is crucial to our accomplishments.

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

Please Explain:

The assessment process has led to an increased involvement of ABE staff in the PIE process. It has also led to improved tracking systems for students and assessment, leading to improved student and departmental outcomes. In addition, faculty has incorporated follow-up from PIE into their curriculum planning, particularly as it relates to aligning coursework with college and career pathways.

Through review of SLO data and curriculum, several new EOA courses and certificates have been identified and designed to meet the needs of students including Starting a Home-Based Business and Excel Computer Applications.

ESL faculty have made modifications to curriculum, shared materials and resources at retreats or workshops, and utilized data to secure additional funding.

VOC faculty have made modifications to align with changes in industry and healthcare regulations.

Please record an SLO (outcome), data collected, and use of results obtained this year. This should be an SLO that revealed a key finding or led to substantive conversations.

Improve the tracking of Adult Diploma students who are placed onto levels of the Progress Policy so that timely interventions can be implemented and Adult Diploma outcomes will be improved.

Data: Overall the number of students on the Progress Policy decreased by 10.5%. These results continue to show the positive impact course completions.

Use of Results: Students on the Progress Policy have consistently outperformed students in the class who have not had that intervention. In addition, the tracking systems for the Progress Policy are working as intended and students are clearly benefitting from early, timely and frequent interventions.

It is, however, very time consuming to track students and requires instructors, faculty and support staff to contribute a significant amount of time identifying and tracking students. In order to continue providing this much needed intervention, it is necessary to have a dedicated staff member or data technician maintain this data and identify students in need of interventions. An additional full-time counselor is also needed to continue the early alert system that the progress policy has provided and to connect the efforts to the SSSP requirements.

V.   RESOURCES NEEDED TO ACHIEVE GOALS

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

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

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

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

We realize that for a 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 not dollar amount needed)	Justification of need	New request
1	Increase HS Summer School faculty pay to $45/hr.	Department goal: Current pay level is $42.98, which has been the same for 5 years. Compared to other institutions' HS programs operating on the same high school campuses, this rate is no longer competitive with other rates offered to faculty. Because these are basic skills students who are trying to overcome deficiencies, more skilled faculty are needed. It is becoming increasingly difficult to recruit the best faculty. Another consideration is that the Mt. SAC program requires HSSS faculty to do the same administrative tasks as faculty who are paid $48+/hr. These tasks include out-of-class work, such as SLOs and final exam evaluations.	Yes ☐ No ☒
			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	15 new computers, 3 printers, 5 overhead projectors and 3 scanners for EOA labs	Employee survey revealed need for newer technology for students in programs labs. EOA Advisory Group recommendation and faculty requests.	Yes ☐ No ☒
			Yes ☐ No ☐
			Yes ☐ No ☐
			Yes ☐ No ☐

Staffing

Priority #	Resource	Justification of need	New request

	(Be specific, but not dollar amount needed)			
1	Part-time ESL Database Programmer (categorical – SSSP Assessments)	Hiring difficulties for permanent positions including the ESL Database Programmer, which was originally approved by Cabinet in 2011 yet continues to be delayed for reasons that are unclear to the requesting manager. Requests for intervention and support are done annually, with the last plea in October 2013. This is a critical position that needs institutional support because it has been funded for the past several years as professional expert (short-term) using instructional support grant funding (WIA, Title II) yet is benefiting the college's need for data and information in such areas as SSSP planning, Student Equity planning, WASC accreditation, and RIE requests for program information not available through Banner.	Yes ☐	No ☒
2	EOA/AWD: Full-time academic manager over EOA and AWD programs.	With the added focus on noncredit Adults with Disabilities in AB86, the scope of work for the current supervisor has expanded beyond capacity. As it is, academic matters and faculty evaluations must be covered by the dean for these programs.	Yes ☐	No ☒
3	ABE: Full-time ABE faculty	Department goal: Large number of ABE courses that need review and assessment; changing content standards for ABE programs justify the need for a full-time faculty. There is also the added responsibility of AB86, Student Equity Plan, and SSSP.	Yes ☐	No ☒
4	Associate Dean of Continuing Education	Prominent statewide noncredit leadership role of Mt. SAC and Dean, Continuing Education requires significant focus on state-level initiatives. AB86 calls for expansion of noncredit education through local regional consortia, which requires ongoing collaborative planning and reporting with school district members and other partners (WIBs, industry, CBOs). Division is 99% adjunct faculty ratio, requiring far more load on the academic managers to coordinate and support faculty non-classroom work. All student services (SSSP) for noncredit are under the leadership and management of noncredit program managers and the dean. CDCP funding will be increased to credit levels starting July 2015. CED is the 4th largest noncredit program in the state and provides a 2:1 ROI on district costs. All of these factors provide the drive and the potential resources to give the division the administrative leadership it needs by adding an associate dean.	Yes ☒	No ☐
5	ABE: Full-time WIN Program Coordinator	Department goal: Having a full-time WIN coordinator would save the college in district instructional dollars as faculty pay is more costly. Additionally, a full-time WIN coordinator could manage the large demand for collection and dissemination of student outcome data. The WIN program has increasingly become a "student success center" with	Yes ☐	No ☒

		intensive student and instructional support activities. This position would allow this success center to increase in its depth of service and address state initiatives for student progress. This request has been made in the last 5 ABE Department PIEs.	
6	Part-time ESL Registration Clerk	Increased demand for efficiency and management of open-entry system requires staffing with skills and knowledge in use of Banner and understanding of the noncredit matriculation process. WIA grant requires follow-up of students no longer taking classes, even if they exit mid-program. Reliance on student workers requires constant training and retraining.	Yes ☐ No ☒
7	ABE: Permanent part-time tutors (4)	Department goal: Tutorial support is critical to ABE student success. It has become increasingly difficult with hiring limitations to employ tutors for long periods of time. Thus, there is an unwanted turnover and lack of consistency for the students.	Yes ☐ No ☒
8	Part-time LLC Teacher of Record	Recommendation # 3 from the Student Success Task Force was to "incentivize successful student behaviors," which is the goal of Passport Rewards. Initial comparisons of attendance indicate success of Passport Rewards, but program needs refinement and growth to accommodate students in ESL and Foreign Languages.	Yes ☒ No ☐
9	ABE: Permanent PT database technician/data analyst	Department goal: PPT staff is needed to directly focus on database management and gathering student outcome data. This can provide to ABE faculty and staff critical student information to engage in timely interventions with students. This would also increase the likelihood of better student outcomes, including persistence and program completion.	Yes ☐ No ☒
10	ABE: Additional hourly funding for safety staff	Department goal: There are ongoing student disciplinary issues concerning ABE students, and the current budget used for safety staffing does not cover the needed hours.	Yes ☐ No ☒
11	Adjunct ESL Counselor	Anticipated mandates for service and accountability for noncredit SSSP required services such as orientation, matriculation presentations, and counseling office hours. One full-time and one evening-only part-time counselor cannot meet the demands of approx. 3000 unduplicated ESL students.	Yes ☒ No ☐
12	Part-time ESL Tech Support	ESL Technology Plan, part of WIA Title II grant, is increasing the purchase and required maintenance of technology in the ESL program, which currently has 4 ESL computer labs, 1 LLC Smart Lab, and 1 large LLC open lab in addition to roving iPod lab and computer stations in every classroom. The Computer Facilities Supervisor is	Yes ☐ No ☒

		unable to meet the demands of the department with only two part-time learning resource technicians.		
13	ABE: PPT transcript evaluator	Department goal: The integrity of transcript evaluation for new students may be impacted without a permanent transcript evaluator; student persistence and early alert and intervention can also be affected without a staff to evaluate prior coursework;	Yes ☐	No ☒
14	ABE: Full-time ABE counselor	Department goal: With the onset of SSSP and Student Equity activities, the addition of a full-time counselor is needed. ABE students require more intensive attention by support staff.	Yes ☒	No ☐
15	ABE: Non-teaching faculty hours	Department goal: With the new GED test content, new certificates and courses submitted, planned course creations, and emerging content standards for ABE, HS, and GED, more faculty support is needed.	Yes ☒	No ☐
16	ABE: Additional district funds for registration support	Department goal: With the expansion of HSSS program in summer 2014, there is an estimated increase of about 1000-1500 student registrations. The funds available for registration do not fund enough temporary registration positions. Maintaining accurate rosters becomes very challenging if registrations are not done in a timely manner.	Yes ☒	No ☐
17	ABE: Promotion/reclassification of ABE Outreach Specialist to ABE coordinator*(*probably already done if college recommendation for A. Pride reclassification is approved by union)*	Department goal: A full-time ABE coordinator is needed to support off-campus coordination between HSSS coordinators, registration staff, and to serve as a liaison between HS Outreach and high schools participating in boot camps.	Yes ☒	No ☐
18	ESL: Full-time counselor	New SSSP mandates for initial education plans, developed education plans, follow-up, and MIS tracking can't be achieved without more counseling support. Currently 1 full-time counselor for all of ESL.	Yes ☒	No ☐

Facilities Modification			
Priority #	**Resource** (Be specific, but not dollar amount needed)	**Justification of need**	**New request**
1	Upgrade modular ABE buildings.	All ABE facilities are modular and most are in disrepair. Air conditioning in modular buildings do not function properly creating an unsafe learning environment for students.	Yes ☒ No ☐
2	Security Cameras in ABE classroom areas.	Because the ABE facility is made up of all modular structures, it is most likely easier to access equipment stored in classrooms. Additionally, the remote location of the Center could lead to more undetected thefts.	Yes ☒ No ☐
3	Security – keying, swipe cards, cameras – in division	Campus thefts on the rise. Varied open hours and staff schedules to	Yes ☒ No ☐

	labs and offices.	meet student needs make areas less secure.	

Technology: Equipment, Software, Support

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Budget for annual software licenses such as Rosetta Stone or Tell Me More.	Most language software companies no longer provide software that can be installed once and kept for several years. The shift is to annual subscriptions.	Yes ☐ No ☒
			Yes ☐ No ☐

Professional Development Training

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
			Yes ☐ No ☐
			Yes ☐ No ☐
			Yes ☐ No ☐
			Yes ☐ No ☐

Research Support

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
			Yes ☐ No ☐
			Yes ☐ No ☐
			Yes ☐ No ☐
			Yes ☐ No ☐

Marketing

Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	Marketing for In Home Support Services and future noncredit vocation programs with high employment potential.	Department goal: Advertisement for the IHSS class was previously paid through a grant which ended in February 2014. Therefore outreach for this 6-week intensive noncredit class is much more	Yes ☒ No ☐

		challenging. It is requested that an avenue for marketing the class be available. This includes funds for Pennysaver advertisement which always attracts at least 200 inquiries per class session and a guaranteed minimum enrollment.		
			Yes ☐ No ☐	
			Yes ☐ No ☐	
			Yes ☐ No ☐	
			Yes ☐ No ☐	

Other			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
1	ABE Graduation expenses	Department goal: With the termination of ABE fundraising activities not approved by the college, no funds are available to purchase items needed for ABE graduation materials and costs. The Continuing Education Trust Fund has paid some of these expenses, although this is not sustainable. District funds are requested to support graduation costs.	Yes ☐ No ☒
2	ABE Secretary position - institutionalization away from SSSP onto District funds (mandate)	A majority of the funding for the ABE secretary, who provides clerical support to the ABE Director, is from noncredit matriculation funds. While this has never been appropriate funding for this position, new SSSP regulations, beginning in 2015 for noncredit, are more strictly limited to orientation, assessment, counseling/advising, and follow up services to students.	Yes ☒ No ☐
3	Continuing Education admissions and registration, clerical staff positions – institutionalization away from SSSP onto District funds (mandate)	Starting in 2015 for noncredit, the new SSSP regulations will not allow use of SSSP funds for admissions and registration staffing. They can only be used for positions tied to orientation, assessment, counseling/advising, and follow up services to students.	Yes ☒ No ☐
4	ABE Assistant Director position - institutionalization on District funds	Funding for this position is 100% from BSI funds, which is not appropriate as this is a long-standing institutional position. The Assistant Director primarily supports the ABE department district-funded instructional programs. Additionally, the BSI state committee has indicated that full-time positions being funded through BSI funds should be institutionalized as permanent district-funded positions.	Yes ☒ No ☐
			Yes ☐ No ☐

VI.   FUTURE PLANS

Please describe your division'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. *If your future plans have already been included with trend analysis they do not need to be included here.*

Future Plans	College Goal #	Team Goal #
AB86 – Expand instruction and services in ABE, ESL, Adults with Disabilities, Short-Term Vocational, and Pre-Apprenticeship programs in alignment with our local Mt, SAC Adult Education Regional Consortium planning. With Mt. SAC AERC, develop aligned curriculum, classroom practices to accelerate learning, and seamless pathways for transition.	2	5
SSSP – Restore, improve, and expand noncredit student success and support services while assuring that state reporting mandates (MIS and reports) are fully met for noncredit students at Mt. SAC. Assure that noncredit students are appropriately represented in college SSSP and Equity reports.	2	4
Facilities – Remodel building 40 to include division office, Education for Older Adults/Adults with Disabilities program office, and classrooms (flexible community education & CPR options, ESL, EOA/AWD). Amend the college facilities plan to include permanent, appropriate structures for ABE/ASE, to replace all portables. Move the Language Learning Center into a permanent new, state-of-the-art lab adjacent to the Language Center.	9	2
Reaffirmation of WASC-ACS accreditation – Scheduled for 2018.	14	8
Staffing – Have in place at least one full-time, tenure-track faculty member for 4 of the 5 programs supported by AB86 legislation, including ESL, ABE, Adults with Disabilities, and Short-Term Vocational. Convert the current Education for Older Adults Supervisor position to an academic management position. Hire a full-time EOA faculty member for courses receiving continued state support (for example, vocational adapted to older adult needs). Restore critical classified positions that were eliminated during the recession. Institutionalize funding for permanent staff currently funded from categorical for which regulations have changed.	16	3

VII.   REVIEW OF TEAM/DIVISION GOALS

List proposed changes to Team Goals if any.

Goal #	Change to Goal	Explanation
	Note additions and changes	

VIII. 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?
Probably the biggest help would be a change to the PIE timeline. It doesn't align with faculty meetings. A fall deadline for manager summary would be better.
What additional information should the College provide to assist your area?

THIS REPORT IS DUE TO YOUR DEAN / DIRECTOR BY **JUNE 30, 2014**

June 30, 2014	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 1, 2014	Deans/managers prepare a manager's summary of PIE, submit to appropriate Vice President, and share with department members.
September 5, 2014	Vice Presidents prepare a summary of PIE input at the team level, submit to IEC, and share with members of the team.
Fall 2014	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 Emily Woolery (ewollery@mtsac.edu) or Stacy Bacigalup (sbacigalupi@mtsac.edu)	

IX. APPENDICES

The following list of forms was designed for Student Services but may be completed by other team/divisions as appropriate. They are located on the Institutional Effectiveness Committee website under Integrated Planning, PIE: Forms and Information.
http://www.mtsac.edu/governance/committees/iec/planning/

Appendix A – Student Services Division SLOs

Appendix B – Service Areas and Functions Utilization

Appendix C – Three Year Staffing and Funding Analysis

X. 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   Services: Develop, maintain and improve student support programs and services that are integrated and coordinated to promote student success and engagement.

SS-2   Student Learning: Provide the most relevant, dynamic curriculum, workshops and information sessions to assist students in being informed, engaged and prepared to meet their educational goals.

SS-3   Research: Collaborate with Information Technology and Institutional Effectiveness to develop and improve data gathering, assessment of services, and longitudinal data in order to measure and improve student success, meet compliance and substantiate our work.

SS-4   Technology: Through the effective use of technology, develop and improve communication to increase student awareness, knowledge and access to available campus services, policies and procedures.

SS-5   Training: Create opportunities for faculty and staff to develop new knowledge and to improve existing skills sets.

SS-6   Policies: Review, update and/or create college board policies and administrative procedures to ensure currency, equity, and compliance with state and federal mandates.

SS-7   Campus Collaboration: Conduct awareness campaigns and trainings to educate the campus community regarding key student issues and concerns, procedures, policies and regulations.

SS-8   Staffing and Resources: Provide appropriate space and security to address program needs and staff safety and provide adequate staffing and alignment of workloads to improve service delivery 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   Maintain Enterprise Application System Training/Implementation
AS-8   Develop Purchasing Card System
AS-9   Maintain Academic/Student Technology Support
AS-10   Protect Investment in Facilities/Infrastructure
AS-11   Update Campus building, architectural, and classroom technology standards
AS-12   Evaluate and implement a maintenance management system
AS-13   Expand the use of electronic document imaging to reduce the utilization of paper

Instruction Team

IN-1   Enhance communication among stakeholders, including students, faculty, staff, 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, effectiveness, and to accommodate growth.

IN-3   Address staffing needs to maintain and enhance delivery of instruction and instructional services.

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 and innovative modes of delivery to remain current 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.

IN-9   Expand opportunities for external funding and other 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.

IN-12.   **New**: Increase support for student success and achievement through the development and maintenance of instruction, support activities, and enrollment management.

N-13.   **New**: Establish a culture of collaborative inquiry that promotes meaningful assessment and documentation for both internal and accreditation purposes.

Human Resources Team

HR -1   Excellence: Develop and maintain human resources professionals' knowledge, skills and competencies in order to effectively assist the College in attracting and retaining a highly qualified and engaged workforce (faculty, managers, and staff), and align HR staffing and service delivery to effectively support College objectives.

HR-2   College-wide Excellence: Develop and maintain College-wide HR knowledge, skills, and collaboration with HR to ensure effective use of HR programs and resources in order to attract and retain a highly qualified and engaged workforce (faculty, managers, and staff).

HR-3   Employee Benefits Programs and Services that support the needs of College Employees.

HR-4   Transparency: Ensure effective management of the College's human capital by developing, maintaining, and promulgating relevant and easily accessible College-wide practices and procedures for attracting, retaining and developing a highly qualified and engaged workforce.

HR-5   Valid and Equitable Classification and Compensation Programs and Practices: Develop and maintain effective compensation strategies to attract and retain a highly qualified and engaged workforce (faculty, staff, and managers).

HR-6   Professional Development and Employee Engagement: Maintain a highly informed, engaged and effective workforce (faculty, staff, and managers) through promoting professional development opportunities and physical and mental well-being.

HR-7   Equal Employment Opportunity, Diversity Awareness and Inclusion: Develop and maintain an environment of inclusion, diversity awareness, collaboration, and consensus building amongst the Colleges' diverse workforce.

HR-8   Compliance: Ensure compliance with all College-wide, as well as other applicable State, Federal, and local Human Resources laws, regulations, and generally accepted best practices within the California Community Colleges.

HR-9   Positive and Productive Labor-Management Relations: Cultivate a labor relations culture focused on good faith, fair dealing, and accomplishing the mission, goals and values of Mt. SAC.

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

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