



2012-13

Continuing Education Manager Summary

Planning for Institutional Effectiveness

This Manager's Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area (department/division) planning and indicate the common topics that are affecting your area as a whole.

*Please remember that all outcomes assessment work for courses, services, programs and general education outcomes **must** be recorded in **TracDat** (<http://tracdat.mtsac.edu/tracdat/>)*

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

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

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

Institutional Planning Framework

Institutional Mission

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

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

College Themes and Goals

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

To Advance Academic Excellence and Student Achievement

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

To Support Student Access and Success

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

To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

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

To Foster an Atmosphere of Cooperation and Collaboration

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

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I. ACCOMPLISHMENTS

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

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

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

| College Goal | Accomplishment(s) |
|--------------|--|
| #16 | #1: Improved Customer Service: Overall, departments were able to improve customer service by examining their staff patterns. Part-time employees such as hourly student workers were hired and trained to improve customer service (Parking, Payroll). Compensatory times off or overtime were offered to classified employees in order to meet pending deadlines and to overcome unforeseen urgent issues (Payroll, Purchasing). |
| #14 | #1 Assessment data and awards. Continuing Education improved in its use and reporting of assessment data and awards. <ul style="list-style-type: none"> • Noncredit certificates for 2010-11 and 2011-12 were input into Banner, uploaded in MIS, and presented in the new CCC Scorecard for Noncredit Career Development College Preparatory (CDCP) Programs. • CDCP certificate awards for 2012-13 total 1,309 for the division, as follows: <ul style="list-style-type: none"> • ESL Certificates (Beginning, Intermediate, Advanced, VESL): 1082 • GED Preparation Certificates: 141 • Adult High School Diploma Graduates: 35 • Basic Skills Certificates: 14 • Noncredit Short-term Voc (Floral, Office Computer Apps-EOA, Electronics): 16 |

| College Goal | Accomplishment(s) |
|--------------|---|
| | <ul style="list-style-type: none"> • Noncredit Health (Acute CNA): 21 • EOA faculty, as a new SLO assessment, piloted a shared final exam across all Healthy Aging sections. Due to the high success rate of the exam, faculty will develop a new SLO focusing on students' application of their newly-gained knowledge to their personal health choices. This will be assessed in the next rotation. |
| #1 | <p>#2: Improved resources. Continuing Education Division programs sustained grants and improved resources including these notable examples:</p> <ul style="list-style-type: none"> • ABE received third year award of PHCAST grant for In-Home Support Services program • ESL & ABE increased the WIA II (231) grant award, based on learning performance, to \$984,056. This was an increase of \$131,429 from the prior year. • Advocacy efforts, particularly through our connection with ACCE and CCCEOA (older adults), successfully amended the Governor's budget proposal so that funding for regular noncredit programs (EOA and others) was retained at current levels. Similar efforts to amend or defeat SB 173 remain active. • Contract training net income increased by 157% over the prior year. |
| #10 | <p>#3 Basic Skills Delivery. ABE and ESL delivered and assessed effective instructional and support strategies for their basic skills students. Examples included:</p> <ul style="list-style-type: none"> • To gain baseline data on post-transitioning success, ESL tracked 274 students who enrolled in credit. Of these, 91.3% passed at least 1 credit course in the subsequent term. • Based on feedback from focus groups, ESL added an optional tutoring program resulting in high levels of course progress and completion for participants. • ESL enhanced technology-based learning by adopting the MyEnglishLab supplement for their core texts and by scheduling tutorial workshops related to its use. Student surveys indicated that 85% used it to enhance their learning and 70% accessed it from home. • To improve outcomes on formal assessments, ABE faculty emphasized tutoring and study strategies among their students prior to exams. Of 378 samples, 77% passed their tests or quizzes with a C or better. • ABE piloted a Basic Skills Boot Camp attended by 97 entering credit freshmen. Their success rate in credit English classes was 20% higher than that of freshmen in the same classes who didn't attend the boot camp. In math, boot camp attendees' success rate was 11% higher than their peers. |
| #2 | <p>#4: Improved Achievement in Programs & Services. Continuing Education improved student achievements and exemplified outstanding instruction and student support practices, including these examples</p> <ul style="list-style-type: none"> • The Adult HS Diploma (ABE) program again tracked course completion rates resulting from its implementation of the program's progress policy. This past year, AHSD students increased course completion by 6% over the prior year and 16% over two years ago, when the policy was implemented. The AHSD progress policy received state recognition from ACCE. • ESL received several promising practice awards from CDE, CASAS, and ACCE for its VESL Career Paths program and its use of the ESL Database in planning, supporting, and tracking student success. • ESL piloted phase 1 of the Student-Teach Action Research (STAR) project with 9 ESL faculty who conducted classroom-based inquiry regarding the benefits of extensive reading to academic progress. The pilot showed improved classroom performance among students who read extensively outside of class even though topics were not directly related to class work. • WIN program students again demonstrated better course success outcomes than the general population of students, ranging between 6% and 8% better depending on the term. |

| College Goal | Accomplishment(s) |
|--------------|--|
| | <ul style="list-style-type: none"> • Education for Older Adults (EOA) faculty member Robin Beizai received the first Faculty Association Presidential Award for part-time faculty. EOA supervisor Mary Lange received the Classified Excellence Award for College Leadership. • Language Learning Center (ESL/LLC) developed a gaming model of rewards for lab use, called the Passport Program. Initial data indicate that participants spend 35% more time utilizing LLC resources than LLC students who don't participate in Passport. • EOA received ACCE best practice recognition for its development and distribution of Healthy Aging course modules to other EOA programs statewide. |
| #4 | <p>#5 Expanded Partnerships. Continuing Education strengthened its partnerships throughout the college, community and internationally.</p> <ul style="list-style-type: none"> • Our contract to provide Language and Culture summer camps increased to 860 kids and 52 adults enrolled, representing growth of 125% and 15%, respectively. • ESL and DSPS developed a collaborative process to place and transition increasing numbers of ESL students with disabilities, provided faculty training by DSPS counseling faculty, and provided translated information for ESL registration staff for use during the intake process. • Faculty, staff, and administrators from all programs served on boards and advisory groups, including ACCE, the CCC (state) Basic Skills Initiative Advisory Committee, CCCEOA, LA Works Advisory, LaVerne Full Inclusion Advisory, and CATESOL • Students from all programs participated in several service learning projects on behalf of food banks, a homeless shelter, a program for abused women and children, and Mt. SAC students and their families who need books. Students also carried out fund raising projects resulting in scholarships for 4 ABE students and 6 ESL students transitioning to Mt. SAC credit programs. • ESL and LLC provided training to the college community and local adult schools through multiple workshops on effective use of technology in education. |
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II. INTERNAL AND EXTERNAL CONDITIONS

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

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

(Internal conditions can include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.)

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

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

(Internal conditions can include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.)

Inadequate faculty & staffing resources. None of the programs have full-time discipline faculty; all are adjuncts, which constrains our ability to accomplish all faculty work that is done outside the classroom. Also, we relied heavily on hourly workers for classified tasks because our budgets were either too small or were soft grant/categorical funds. As regulations and agreements on the use of hourly workers change, we are finding it very challenging to keep up our high quality of student support and success activities without more permanent classified positions.

Inadequate and temporary facilities. Of all of the Continuing Education programs, only ESL has a permanent building. ABE's main office building is technically permanent but operates mostly in portable buildings. EOA resides in one-half of a single-wide trailer and has been forced to schedule all its classes off-campus because of poorly located classrooms for older adult access and security. Building 40, which houses the division office, is not Field Act compliant.

Lowering of noncredit priority in college registration. Following recent regulatory changes to priorities, the college has developed a new priority order. The Academic Senate recommendation places our students at the same rank as new students. This is lower than in the past. We believe they should be placed higher as continuing students with 0-to-low units, which will help retain their opportunity to transition to credit and improve Scorecard outcomes.

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

(External conditions can include disciplinary or regulatory changes, changes in technology or legislative changes, accreditation recommendations, enrollment issues, advisory committee input, etc. Some thematic areas might be regulatory, technology, legislative, accreditation, or advisory committee.)

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

Regulatory Changes – Our programs are spending significant energy monitoring and trying to implement changes to NRS-CASAS standards, new state content standards for HS English, math, and ABE, a new GED exam administration, WASC ACCJC and ACS standards, BSI funding priorities & processes, Student Success and Support Act (matriculation) data requirements, and implementation of the new Adult Education Regional Consortia. The last item will certainly be our biggest “external condition” in 2013-14.

Legislative Threats – Recent years have seen recurring bills proposing the narrowing of the CCC mission to exclude noncredit programs. This year, SB 173 proposes narrowing of the mission, mandating identical assessment and outcome tools between CCC noncredit (CDCP) and K-12 Adult Education, and transitioning to performance-based funding for these programs. Fighting this bill has required time and emotional energy that would be better invested in students.

Off-site facilities – EOA, ABE, and to some extent Community Education rely on availability of off-site relationships and locations for their classes. EOA in particular is entirely dependent on off-site facilities at this time.

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

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

Changed program name to Education for Older Adults – new name more accurately represents the mission of the program and helps correct misrepresentations of EOA programs as “enrichment” when, in fact, they support self-sufficiency from state aid by developing new income skills and sustaining independent living and community engagement.

Discontinued participation in the Medical Billing Technology (MBT) reimbursement program – originally participation was to generate nondiscretionary funds, however we have yet to see any and it appears the only thing that has been generated is additional work which is counterproductive. Three of the four original participating programs have chosen to drop out.

III. INFORMATION ANALYSIS

Areas should bolster their planning efforts with information, conduct appropriate analyses, and make supportable conclusions. Report the trends you are seeing in your area, what information you used to determine those trends, and the impact of the trends on your area. This section could be informed by department/division goals, as well as internal and external conditions. For example, you could document

courses that are impacted due to budget cuts by drawing on data about waitlisted courses or course fill rates. You could document enrollment trends (increases/decreases) by drawing from enrollment history and course enrollment fill rates. Other data could relate to student success, such as course and program completion, retention and transfer rates. You could document increased service offerings or impact on staff with data related to customer satisfaction, staffing levels, service transactions, or size of service areas (increases/decreases). Staffing and technology needs could be reflected here as well. Keep in mind that resource requests could be derived from information provided in this section.

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

| Trends (e.g., In XXX Area, course success increased by 2.4% and retention rates slipped by 3.5%.) | Information source(s) used (e.g., Success and Retention Rates of Sp. 2011-Sp. 2012.) | Impact (e.g., The Area faculty retreat will address issue of increased “W” grades.) |
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| <i>Unable to Achieve Goals: Numerous departments indicated their lack of ability to accomplish their major goals due to insufficient staffing levels. The goals represented areas such as improved customer service, increased office efficiency, and increased student success. (Department #1 name, Department #2 name, Department #3 name, Division Office).</i> | <i>The information used was from the PIE reports.</i> | <i>The impact is reduced services and success.</i> |
| In ABE, course and program completion rates increased for Adult Diploma, IHSS, and WIN students. | ABE database, ARGOS reports, RIE data warehouse | In some cases we can persist with current successful practices; however, the ending of the PHCAST grant for IHSS support services will impact transitions to career and college unless district resources can backfill. |
| An increasing number of faculty and student prefer electronic means of communication to provide information and to give input. | Student and employee (division) surveys, spring 2013. | We will continue to move in the direction of e-based communication but will need college-wide solutions in most cases. For example, a surprisingly high majority of older adults off-campus prefer “texting” which presents a challenge to the college in terms of technology, regulations, and business processes. |
| A high proportion of Continuing Education staff do not feel they receive information about the success of students division-wide. | Employee survey spring 2013 | We need to address this with a marketing/communication strategy in the coming year. |

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| Software companies are moving everything to online renewable licenses. | Contact with software companies. | This highlights a need for significant yearly software licensing budget in order to provide software for students. |
| LLC - 12% increase in classroom lab reservations from Spring 2012 to Spring 2013, resulting in a 3% increase in classes held in Open Lab. | LLC Reservation database | This suggests the need for a fully functioning second classroom lab. This class reservation trend is expected to continue to grow as lower level Sign Language classes begin to request reservations and when the LLC moves closer to the Language Center. Current tentative LLC facilities drawings show this added lab. |
| ESL class capacity remaining high (85-90% capacity with unduplicated enrollment of 1,484 in spring 2013) due variety of factors including our efforts to manage enrollment with maximum efficiency. | ESL Database | Continue to fine-tune the management of open-entry enrollment through priority/non-priority registration dates, weekly placement tests, and weekly class counts. |
| EOA wait lists were reduced by 50% in high-demand classes as a result of better enforcement of enrollment management policies. Though wait lists persist, complaints decreased. | EOA faculty maintained wait lists and enrollment counts. | Continue enforcement of enrollment policy prohibiting concurrent enrollment in similar courses at different sites. |
| Overall, 20-24% of advanced ESL students transition into credit programs after completing noncredit ESL. On the other hand, daytime VESL Career Paths students have a much higher rate (45%) transitioning to credit. | Banner | Continue to request funding and support in the areas of student services targeting our advanced levels of ESL in order to support adult immigrant learners, many of whom are attending college for the first time and are not sure where to go upon completing noncredit ESL. |
| There was a 5% increase from previous year in younger ESL students (17 – 24 years old), many of whom have completed high school (including Generation 1.5) but are underprepared for credit | ESL Database | Increase counseling support for younger college-aged ESL students with potentially different learning styles and academic goals than the traditional ESL learners (85% of whom are 25 – 65 years of age). |
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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 Objectives (AUOs)** are statements that concern the fundamental functions of an administrative unit and the resulting services provided to clients.)

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

Please describe how your area is conducting assessment in an ongoing and systematic (i.e., an ordered process with a timeline) manner?

Many departments reported receiving immediate feedback regarding their service levels from the campus community (IT, Facilities, Purchasing).

All programs report that faculty have developed a 3-year cycle of assessment for courses and program staff engage in ongoing assessment of program SLOs/AUOs. Programs use varying means and multiple measures. All programs collaborate on division-wide surveys of students and employees on an annual basis. The LLC yearly looks at the statistical results of student surveys as well as attendance and class reservations.

Please describe how your area has ongoing and meaningful dialogue about assessment?

Most departments reported that their teams discuss assessment results during regular team meetings. These discussions include staff members offering suggestions for areas to improve (Public Safety, IT, Facilities, Fiscal Services).

The division makes use of a lot of funding for hourly “non-teaching faculty assignment” pay for our adjuncts to engage in dialogue. Some is grant funded, some is funded by the district through an award by the Outcomes Committee, and a small amount has been gradually added to status quo budgets of programs that have no grant funds.

- ABE Faculty meetings are monthly or on a semester basis, and ABE program staff include SLO/AUO assessment and evaluation in weekly meetings.
- EOA has an annual faculty SLO meeting, including adjunct NTFA pay, as well as semester faculty meetings in which student outcomes are discussed and analyzed, are ongoing and institutionalized.
- The ESL department holds 3-4 faculty meetings each semester to discuss SLOs, course measurable assessments, midterms/finals and grant-based outcomes called EL Civics. Additionally, faculty have out-of-class assignments to analyze and redesign specific project-based assessments and their accompanying rubrics as well as to review course content. Each year, the program also participates in a program-level SLO that evaluates the extent to which faculty integrate the division’s Student Learning Goals into their daily teaching and learning. This year, ESL also piloted a daytime and evening faculty inquiry team that implemented action research elements from literature review to data collection and analysis on the theme of their choosing; both groups coincidentally selected the impact of extensive reading on classroom performance. The LLC Advisory Committee looks

at the statistics and considers the implications, the LLC staff review the statistics and discuss the meaning at a yearly meeting, and language chairs are contacted to discuss ways of improving the survey results.

- Vocational programs vary in their approach. Health careers meet each major term with clinical representatives and faculty to discuss SLOs and curriculum based on certification standards. Otherwise, the dean assures dialogue through one-on-one meetings with adjunct faculty and through annual participation in credit department meetings (for dual-listed vocational certificates).

Please describe your area's course assessment rotation plan to ensure that all courses / services are assessed systematically?

All programs have submitted current SLO and PLO assessment cycles, mostly 3-year cycles, on Excel spreadsheets that are updated and submitted annually to the division office and posted in Tracdat. The spreadsheets also integrate course review cycles.

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

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

With 100% adjuncts, we continue to need district support for hourly pay of adjuncts for SLO work.

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

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

Curriculum - ABE faculty have increased their levels of engagement and participation in course and certificate assessments and review of courses and curriculum. As a result, two new English courses, two new ASVAB courses, and four credit-by-exams have been developed. In addition, ABE staff has refined processes for AD progress policy based on an ongoing assessment of student progress. This had led to an increase in courses completed in the Adult Diploma Program. EOA curriculum review and SLO data analyses revealed the need for 6 new vocational courses and two new certificates, in addition to certificates modified to meet student's needs.

Pedagogy – It is difficult to separate these three areas. The assessment process impacts what we teach, how we teach it, and what services we need to do these more effectively. For example, despite the all-adjunct department composition, ESL instructors have actively participated and taken a leadership role in assessing the effectiveness of the courses as well as the ESL program, as a whole. The ESL Outcomes Team includes 2 long-term faculty who lead the process; other faculty participate on projects as needed. The results are shared at annual ESL retreats, mid-term workshops, and ESL flex day events. Analyzing and discussing the use of results often leads to next steps and plans for curricular improvement, shared strategies for teaching and learning, and use of various reports from ESL database to support syllabus design and lesson planning.

Services – Faculty dialogue often results in ideas for improvement in student support and services, which are integrated into our programs. Additionally, ongoing dialogue about effective services is carried out through weekly leadership meetings at the program and division levels, monthly staff meetings, and semi-annual retreats with the division advisory group comprised of all programs and represented with faculty, classified staff, and administrators.

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 no dollar amount needed) | Justification of need | New request |
| 1 | Increased funding for modular classrooms | Lease rate increase from Mobile Modular | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 2 | Increased funding for hourly pay rate increase for summer high school adjunct faculty | Requested hourly rate would still be below contract level, as these are not members of the FA, even though their professional obligations are comparable to other noncredit Mt. SAC faculty. Area high school summer pay has increased to be equal to or greater than our rate, making it more difficult to hire the best faculty for our summer classes. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

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| | | This impacts our quality and our outcomes. | |
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| Instructional Equipment | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |
| 1 | New computers, printers and scanners, desks and chairs for 5 EOA labs with 15 computers in each lab. | 2013 employee survey revealed need for newer technology for students in programs labs. EOA Advisory Group revealed need for new computer technology and furniture. Currently EOA computers are 2 nd or 3 rd generation hand-me-downs from ESL. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| Staffing | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |
| 1 | Reclassification of "Supervisor, Emeritus Programs" to Manager, Education for Older Adults | Large academic program which needs an academic manager; ongoing needs create pressure for classified supervisor to work out of class. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 2 | Professional Expert to support plan writing & documentation in development of regional adult education consortium | Budget Act 2013 mandates regional consortium plan by March 1, 2013; implementation July 1, 2014. Major increase of funding starting 2015-16 for institutions that have prepared for expansion. We are very, very lean in division management, and we have no full-time teaching faculty or department chairs. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 3 | ESL Database Developer - permanent part time staff, approved for district funding | ESL CAP-Test Validation Report, ESL Database, ESL Online Reservation System, ESL Certificates, LLC Passport Rewards Program database | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 4 | Safety staff position increase in funding: Due to the recent ABE student issues and higher enrollment, more safety personnel is critically needed. | Student misconduct reports; Student Life communication, Argos enrollment reports | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 5 | Full-time faculty in ABE, EOA, ESL | Several AUOs for the division and programs focus on faculty work, including SLOs, PLOs, dialogue about student completion, curriculum review. Additionally, the new regional consortium will require extensive alignment of curriculum, assessments, & outcome measures which are all faculty work. The WASC-ACE visiting team report recommended full-time faculty. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 6 | Permanent ABE research/database technician: Staff needed directly focused on database management and gathering student outcome data can provide critical student information that would allow faculty | Database reports, Outcomes Assessments, Advisory Group, WASC Accreditation report; Student Learning goal | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

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| | and staff to engage in timely interventions with students. This would increase the likelihood of better student outcomes, including persistence and program completion. | | |
| 7 | Non-teaching faculty pay for ongoing dialogue (minimum each major term) on curriculum, SLOs & PLOs | Division & program AUOs on curriculum review, SLO/PLO dialogue, new Scorecard & NRS metrics. All teaching faculty in the division are adjuncts. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 8 | Increase EOA clerical support from part-time to full-time. | Increase in work load due to new mandates, WASC/ACCCJC and Adult Ed Regional Consortium. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 9 | 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 10 | Transcript evaluator: 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; | There has been an increase in the number of students who have enrolled in the HS program; Adult Diploma and HSR completion data | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 11 | Professional Expert for outreach to local chambers of commerce & industry in re-launch of Training Source. | AUO to relaunch Training Source in alignment with president's vision for community outreach. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 12 | Full-time WIN Coordinator; Impact: 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. Largest impact would likely be an increase in student progress. | Student Learning goal; BSI reports, student success data | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 13 | Funding; non-teaching hours: with the upcoming GED test and new state standards for ABE, HS, and GED, more faculty support is needed. | BSI Reports; ABE faculty meeting minutes; Student Learning Goal | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 14 | Permanent ABE tutors: There are currently 10-12 hourly tutors each year in ABE. Due to hiring limitations, there is often a turnover in staffing. Consistent support staff may impact student success. | ABE Program completion data; BSI project reports; Student Learning Goal | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 15 | Adjunct ABE counselor: With the increase in student | BSI reports, ABE enrollment (Continuing Ed profile) | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

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| | enrollment, new SSSA data elements, and changing curriculum standards, more new students will need counseling support. | | |
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| Facilities Modification | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |
| 1 | Permanent office and student spaces for the Education for Older Adults program. | Advisory group, on campus EOA facilities located in an area where the nature of the Adult Basic Education Center's clients are high risk with security responding to many calls to mediate situations causing concern for the safety of the older adult population. Inadequate space and poor conditions of EOA facilities. If we must convert to community services we need a location on campus as classes are currently held off campus in city owned buildings | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 2 | Modification of rooms in bldg 40 for division classes; campus commitment to bldg 40 remodel with timeline. | No permanent building or building plan/timeline exists for division or for multiple classes and offices that have been in portables for decades; immediate need for testing center & fee classroom space. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 3 | Permanent office and student classrooms / spaces for the Adult Basic Education programs. | Most classrooms and counseling offices in the ABE program are in aging modular buildings. There is no permanent building in facilities master planning at this time, so the modulares aren't compliant. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 4 | New Language Learning Center building/location closer to the language acquisition programs it serves and adequately accommodating the students at peak times. (This is in process as part of the Business project.) | Provide facilities and infrastructure that support exemplary LLC lab and maintain its ability to develop innovative ways of facilitating technology-based student learning. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| Technology: Equipment, Software, Support | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |
| 1 | IT and possible staffing support for collecting MIS data in compliance with new Student Success & Support Act. | AUO in response to SSSA of 2013; need is college-wide (credit and noncredit) | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| Professional Development Training | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |

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| 1 | Training on new Student Success and Support Act and its data reporting requirements, including how they are implemented and tracked in Mt. SAC systems. Needed for faculty, staff, and administrators. | Future funding for student success and support for both credit and noncredit is strongly tied to metrics collected in MIS starting 2013-14. Continuing Education is responsible for noncredit student services and metrics, in cooperation with the VP, Student Services and her team. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
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| Research Support | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |
| 1 | Professional expert research position for WASC-ACS research projects, which change annually. | Current position has been supported by noncredit matriculation funds. The SSSA eliminates research matriculation support. We must continue with mandated WASC-ACS research. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| Marketing | | | |
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| Priority # | Resource (Be specific, but not dollar amount needed) | Justification of need | New request |
| 1 | Division strategy for communicating success of noncredit students | Identified as a need in WASC-ACS self-study and 2 annual employee surveys; AUO for division and programs. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| Other | | | |
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| Priority # | Resource (Be specific, but no dollar amount needed) | Justification of need | New request |
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VI. FUTURE PLANS

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

Please describe your area's plans for the next 5 years given the current conditions. Please try to list only five to ten major planning themes along with a short description of each and the connected department/division and team goals. Theme examples might include

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| <ul style="list-style-type: none"> • increased program completion; • increased student course success rates; • improved customer service; • improved self-efficacy; | <ul style="list-style-type: none"> • improved manner to gather employment rates; • improved transfer rates; |
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- expanded course offerings or development of new courses or degrees to maintain exemplary programs in a diversity of areas;
- expanded tutors in the classroom;
- expanded learning community offerings; or
- increased student success by the creation of and strategic use of writing or critical thinking rubrics across disciplines.

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

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

| Future Plans | Team Goal # | Department/Division Goal (state the goal) |
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| <p>Expand use of technology – many departments indicated that they planned to expand their use of technology to become more efficient and shorten the duration of project timelines. Implementation plans include a new campus-wide imaging and document workflow system, better training for existing technology to be provided at POD, and implementation of a new facilities maintenance system (Department 1, Department 2, and Department 3).</p> | <p>AS-7, AS-13, AS-14</p> | <p>Department 1 Goal Department 2 Goal Department 3 Goal</p> |
| <p>Note: The Continuing Education Division has developed 9 overall goals that are shared by all programs and reviewed semi-annually through leadership team meetings and division advisory group retreats. All program AUOs and strategic actions align with these 9 goals which are shaping our direction for the next 5 years. However, through the WASC-ACS we identified 3 of the goals as particular areas of focus in our accreditation action plan. These are identified among the list below.</p> | | |
| <p>Use of data (WASC-ACS action plan): Division-wide, programs will improve and expand their use of data systems such as DegreeWorks, Banner, MIS uploads, peripheral interfaces to Banner, student support/services databases, and TOPSpro systems to track and report noncredit student assessment, tracking, and outcomes. These will be also be improved in their integration with reporting systems at the state level tracking noncredit accountability measures (Scorecard) and SSSA data elements for funding.</p> | <p>IN-8 IN-11</p> | <p>Division Goal 1 – Data: Improve in the use of data to track, assess, and report student access and outcomes.</p> |
| <p>Systematic processes for analysis & improvement of student learning. (WASC-ACS action plan) Division faculty will continue improvement in consistent application of the use of results from SLO assessments to inform improvement of student learning in a cyclical model. At the program level</p> | <p>IN-5 IN-6 IN-8 IN-10 IN-11</p> | <p>Division Goal 2 – Student Learning: Improve student learning through continual development, implementation, and assessment of Student Learning Goals and Student Learning Outcomes.</p> |

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| <p>we will continue to focus on dialogue, information sharing, and assuring follow up on the use of results for course/certificate SLOs, and connecting students with SLGs, particularly given our adjunct faculty status. Faculty will continue with cyclical review of curriculum (courses and certificates) in light of assessment results and advisory feedback, and will continue dialogue on effective practices for adult learning in our particular populations.</p> | | |
| <p>Increase and enhance communication. We will continue to get cyclical feedback and explore strategies to improve communication across this widely-diverse, highly part-time and mobile division. Advisory groups have formed within programs and division-wide, and the division will work with marketing to enhance communication within the division and among external stakeholders using a variety of technological and traditional approaches.</p> | IN-1 | <p>Division Goal 3 – Communication: Increase effectiveness and consistency of communication among stakeholders.</p> |
| <p>Improve and expand delivery, tracking, and reporting of student services, particularly as related to the Student Success and Support Act. Implement technical and process strategies to capture current services to students. Train faculty and staff on new requirements and opportunities. Continue assessing and improving the ways we help students succeed.</p> | IN-10 (SS-1, SS-9) | <p>Division Goal 4 – Student Services: Support access to high quality student services to meet the needs of diverse noncredit populations.</p> |
| <p>Advocate for, plan, and implement improvements in the facilities, technology, and other equipment to meet Continuing Education students’ needs. Work with Facilities on building of new LLC adjacent to 66-Language Center. Establish priorities and plans for permanent and adequate building/spaces for the division office, Community Services, Education for Older Adults, and Adult Basic Education. Within 5 years be well on the path away from old modular classrooms and offices, in all programs. Consider and plan for space needs in any expansion of occupational programs.</p> | IN-2 | <p>Division Goal 5 – Facilities: Provide physical and technological infrastructure that will promote student learning.</p> |
| <p>Considering external and internal environments, assess professional development needs, particularly those representing broad initiatives or cultural shifts, and implement plans to meet them. Continue to support faculty and staff professional development as identified programmatically and individually.</p> | IN-5 | <p>Division Goal 6 – Professional Development: Implement and promote professional development initiatives that support Continuing Education themes and priorities.</p> |

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| <p>Continue to explore and develop innovative ways to provide education and training using private funding sources. (WASC-ACS Action Plan) Continue growing Community Services in general and strong revenue centers in particular, such as the Testing Center. Explore corporate sponsorship of certain types of fee classes.</p> | <p>IN-7 IN-9</p> | <p>Division Goal 7 – Community Value: Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.</p> |
| <p>Expand the ways we work collaboratively to meet community needs. (WASC-ACS Action Plan) Work with the state to implement the Adult Education Regional Consortia model and serve as the fiscal agent for our region. Fully implement the relaunch of the Training Source as an outreach to business and industry partners; expand use of ETA funding. Continue working with WIA and community based organizations. Continue pursuing grants.</p> | <p>IN-7 IN-9</p> | <p>Division Goal 8 – Partnerships: Develop internal and external partnerships in order to improve students' educational and career opportunities.</p> |
| <p>Continue to advocate internally and externally for support of community college educational delivery for noncredit students. Continue to educate legislators, internal and external colleagues, and the public about the role of community colleges in providing education to noncredit student populations. Advocate for a broad and locally-controlled college mission. Increase understanding and support from Mt. SAC colleagues campus-wide. Continue serving in leadership roles in professional organizations promoting noncredit student educational needs. Continue to advocate for adequate faculty and staffing to provide quality noncredit education and student services.</p> | <p>IN-3 IN-1 IN-10</p> | <p>Division Goal 9 – Advocacy for Noncredit: Collaborate with state and national organizations to improve support for noncredit student populations.</p> |

VII. EVALUATION OF PLANNING PROCESS

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

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| <p>What suggestions would you offer to improve the planning process for your area?</p> |
| Empty space for suggestions |

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| What suggestions would you offer to improve the planning process for your area? |
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| What additional information should the College provide to assist your area? |
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THIS REPORT IS DUE TO YOUR VP by August 2, 2013

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| 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 their team. |
| Fall 2013 | IEC reviews all submitted Vice Presidents' summaries and other related documents, prepares a year-end report to President's Advisory Council (PAC) on progress made in meeting College goals and recommendations for improvement, and communication is given to the campus that the relevant documents are placed on the web and the next cycle is to begin. PAC will review the report and make suggestions and approve recommended changes. |
| If you have questions about PIE, please direct them to Jason Chevalier (jchevalier@mtsac.edu) or research@mtsac.edu | |

VIII. ADDENDUM

Team Goals

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

Student Services Team

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

Administrative Services Team

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

Instruction Team

- IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives and the general public.
- IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure for safety, currency, and effectiveness and to accommodate growth.

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

Human Resources Team

- HR-1. Provide campus-wide training to educate staff on District Policies and Procedures.
- HR-2. Strengthen the district's professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.
- HR-3. Promote a healthy work environment that nurtures personal and professional development.
- HR-4. In accordance with the California Community Colleges State Chancellor's Office new requirements, communicate the Equal Employment Opportunity plan to the campus community. Provide regular and ongoing training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.
- HR-5. Promote the newly proposed wellness program for employees campus-wide.
- HR-6. Provide an Employee Assistance Program (EAP) to assist employees in addressing personal issues which often impact their ability to effectively function in the workplace and to provide education through campus-wide training.

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