MT. SAN ANTONIO COLLEGE
PLANNING FOR INSTITUTIONAL EFFECTIVENESS (PIE)
ANNUAL SUMMARY –2008-09
With recommendations to President’s Advisory Council
Prepared by the Institutional Effectiveness Committee

August 27, 2009

Institutional Effectiveness Committee: Debbie Boroch (Chair), Priyadarshini Chaplot, Jason Chevalier, Gary Enke, Grace Hanson, Michelle Grimes-Hillman, Sheryl Hullings, Paul Kittle, Barbara McNeice-Stallard, Joan Sholars

DEDICATION

The chair of the Institutional Effectiveness Committee (IEC) and the Basic Skills Coordinating Committee (BSCC), Debbie Boroch, passed away suddenly July 18, 2009. The College is deeply saddened and shocked by her death. Debbie was a dedicated academic administrator who led the committees, program review, and overall basic skills project leadership with integrity, unending energy and drive for improvement.

Debbie was well known across the College and across the state of California as demonstrated by the many condolence notes received. The depth and breadth of messages Debbie has received in her absence both portray and reflect her true self and zest for life-- both professionally and personally. Her achievements and successful outcomes were a direct reflection of her exemplary intellectual capacity, outstanding communication skills, generous leadership style and her mentorship of colleagues. She will be deeply missed by all who came to know her. The following report is dedicated to her memory and represents some of her last work as a leader at Mt. San Antonio College.

COLLEGE MISSION

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

The College’s mission statement drives all efforts for the institution.
EXECUTIVE SUMMARY

This executive summary aims to highlight Mt. San Antonio College’s (Mt. SAC’s) institutional planning efforts during the 2008-09 year. The Planning for Institutional Effectiveness (PIE) process is the primary mechanism by which local efforts can be aligned with College goals and institutional processes for evaluation, future planning, and resource allocation to maximize efficiency and effectiveness. Other alignment is documented with strategic objectives (SOs) and committee accomplishments.

Through PIE, individual reporting units annually document their planning efforts, which are compiled into summaries by their respective Deans, Directors, and Vice-Presidents. Beginning in the 2008-09 academic year, the reporting units were required to enter their reports into e-PIE (the electronic version of the PIE process) for electronic archiving and documentation. From there, the Information Technology (IT) department extracted the electronic information of the relevant units and prepared customized reports for the Managers and Vice-Presidents in order to analyze and summarize the planning elements. Summaries from the four Vice-Presidents (i.e. Student Services, Administrative Services, Instructional Services, and Human Resources) were compiled into a singular summary by the Institutional Effectiveness Committee (IEC), which coordinates this entire process.

Summaries compiled by the Vice-Presidents clearly demonstrated significant effort and authentic engagement with the PIE process. The depth and breadth of accomplishments occurred simultaneously with many changes at the campus, including the implementation of Banner, multiple major construction projects, and the uncertainty of state funding.

The PIE process clearly exemplifies an evaluative, integrated planning effort through the interconnection between goal-setting, student learning outcomes, VTEA, administrative systems planning, Banner (the new student information system) implementation, new processes, class schedules and enrollment, hiring, etc. Unit-level planning incorporates these elements in the context of its short- and long-term vision and is, therefore, the first step in integrated planning. Further documentation about the process for PIE can be found at http://www.mtsac.edu/administration/research/pdf/newsletters/2009-04_planning_for_excellence.pdf

The sections of the full Annual PIE Summary document are below:

1. Planning context and data trends (page #6)
The units examined the internal and external conditions impacting their work. Common themes included the need for new, expanded facilities; the increased workload caused by the Banner implementation; the negative impact of the economic climate at the state and College level; and, limited staff to do work required and requested. It is clear from the reports that the units were able to scan their environment and identify the factors that affected their effectiveness.

The units used a variety of data from internal and external reports to which they had access. Though a set of reports were electronically placed in their respective ePIE accounts to provide additional considerations for setting goals, many departments did not identify trends from those particular reports. As the College switches to Banner, the use of new reports and their value will need to be discussed and evaluated by IEC.

2. Alignment (page #8)
In early 2008, the IEC reviewed the College goals and determined that targeted Strategic Objectives (SOs) could be developed by particular departments on campus to measure how well the College was performing on its goals. A bottom-up approach strategy as well as a continuous flow of dialogue was used to encourage the development and monitoring of these SOs at the department level. Numerous SOs were collected and reviewed by the IEC and recommendations were made to PAC, which finalized the SOs. During the 2008-09 academic year, teams monitored their progress on their respective SOs. Overall, most of the SOs were achieved. There were circumstances (e.g. California’s budget crisis) that
were beyond the College’s control that negatively impacted the ability of some SOs to be accomplished. Each SO also contained a recommendation for whether or not it should continue in the next year and if modifications are necessary.

3. Student Learning Outcomes (SLOs) (page #29)
The College units that were responsible for course-level SLOs achieved the College’s goal for having at least 75% of all active courses with at least two SLOs and two means of assessment. It is clear that the units are making a tremendous effort of using SLOs and assessment. The SLO Annual Report can be found at http://www.mtsac.edu/instruction/outcomes/newsletter/Mt_SAC_SCL_Annual_Report_2008-09_v6.pdf

4. Team Goals (page #30)
Team Goals, a new addition to the PIE process, were derived from the planning processes executed at the unit level (i.e. bottom-up approach) and were customized for the four major areas/teams on campus – Student Services, Administrative Services, Instruction Services, and Human Resources. Units aligned their individual goals to both College and Team goals, where appropriate. Since current budget processes place the major responsibility for new resource allocation at the Team level, the creation of Team goals strengthens alignment of planning and resource allocation. The purpose of this was to examine the distribution of efforts at the unit level with expectations at the College and Team levels. Team goals will be referenced in upcoming cycles for new resource requests (e.g. budget, staffing, facilities, etc.) Additionally, after using the Team goals in 2008-09, the teams reevaluated and modified their goals for the next year.

5. Resources (page #32)
Units identified the various types of resources (e.g. budget, staffing, facilities, research, marketing, etc.) required to achieve their stated goals and outcomes and align them to team and College goals, where appropriate. These needs are shared with the respective managers and Team leaders coordinating those requests to inform of the demand on campus. This year, the collective documentation of resources connected with unit, team, and College goals exceeded 45 pages. With the reduce state funding, it is anticipated that the overall ability of resources to support the identified needs will be significantly below the amount historically available over the past few years. During this period of fiscal stress, planning for efficiency, effectiveness, and support of core functions can still be informed by the mission, goals, and evaluation activities via the PIE process.

6. IEC’s Analysis and Recommendations to President’s Advisory Council (PAC) (page #33)
IEC Plan for Improving the PIE Process
Throughout the 2008-09 academic year, the IEC demonstrated ongoing evaluation of the PIE process as documented by its meeting minutes. As issues were uncovered, the committee members discussed the situations, brainstormed, and identified solutions. It was through this level of collaborative and self-reflected dialogue that IEC helped the College and its units with student learning and institutional processes. To continue with the evaluation component, each year, the IEC requests and receives feedback via the Manager and VP (team) Summaries on process clarity, utility, ease of use, effectiveness of documents and training, etc. All feedback is realized in adjustments for the following year’s PIE process. A new addition to this process in 2009-10 will be the feedback request from the units regarding their evaluation of the PIE process. The PIE process noticeably exemplifies an evaluative, integrated planning effort and by collecting information and feedback, modifications will be made to process and procedure to ensure a high level of collaboration.

An overall evaluation of the PIE process was completed using the 2007 Accrediting Commission for Community and Junior Colleges (ACCJC) Rubric on Program Review. In particular, the highest-two levels (Sustainable Continuous Quality Improvement and Proficiency) were examined. The evaluation indicated a possible weakness in one area: “Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; College can demonstrate or provide specific examples.” Although Mt. SAC
has many existing processes, including ePIE, for resource allocation, greater communication and dialogue with employees is necessary to clearly demonstrate the integration of the various processes.

Based on the information from the Vice-President summaries, dialogue within IEC meetings, ad hoc feedback from the campus, and the evaluation of the summaries by the IEC, numerous action steps for continuing improvement in the next ePIE cycle are planned. These include (1) incorporating each of the actions identified in the VP section to improve the process, (2) identifying several good and diverse examples of unit-level ePIE entry and making these public and transparent, and (3) asking units to respond to open-ended questions regarding the process and their experience.

During the IEC meetings and in reviewing the VP summaries, it became clear that improving the use of data across the campus needed to be a priority in the program review process. Thus, it is recommended that the College theme and focused activities for 2009-10 relate to using information and research to better inform plans and practices. A suggested wording for the theme is “The Year of Improving Student Success Through the Use of Data”.

7. Recommendations for Modifications to College Goals (page #35)
The following modifications to the College goals are recommended:

• The basic skills goal needs to be more reflective of the conceptual nature of the topic rather than focused on the fiscal components.
  o **College Goal #10:** The College will ensure that basic skills development is a major focus in its planning efforts.

• Academic Senate (Resolution 2009-07) and Academic Mutual Agreement Council (AMAC) are suggesting a new College goal regarding student persistence.
  o **New College Goal #12:** The College will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).

• Based on findings from this PIE Summary and discussions with Dr. Nixon and the IEC, the following integrated planning goal is proposed.
  o **New College Goal #13:** The College will improve integration of campus-wide planning activities.

• It is recommended that the 2009 to 2010 document with the new and/or revised strategic objectives (SOs) be expanded to resemble a Strategic Plan.

**Conclusion**
It is through a collaborative, collegial planning process that the Annual PIE Summary came about. Employees at the department/unit level took the process seriously and created program review components relative to the current and future needs for their areas. The managers’ and vice presidents’ summaries of these endeavors allowed a fluidity of planning to occur in both directions as the summary reports were shared with each area. The placement of the vice presidents’ reports on the IEC web site further allows for a clear perspective on the exemplary planning efforts and directions of the College.

IEC wishes to thank all those involved in this continuous planning effort. Based on this annual summary and evaluation of PIE, the 2009 to 2010 PIE reporting structure will be created and released in fall 2009. IEC encourages all to continue to seek out professional development and growth opportunities to help with your department/unit planning (e.g., PIE training from IT; SLO training from the SLO Coordinator, Joan Sholars and research office, etc.). At any time, if you have feedback about the PIE process, please contact a member of IEC (http://inside.mtsac.edu/organization/committees/iec/).
INTRODUCTION

The purpose of this document is to summarize the College’s annual institutional planning processes and to document progress toward achieving College goals. While planning occurs in a variety of contexts at the level of individual programs and initiatives, the Planning for Institutional Effectiveness (PIE) process represents the mechanism by which local efforts are aligned with College goals and institutional processes for resource allocation. Moreover, it provides a tool by which departments and units can systematically examine their functions and outcomes over time in order to improve capacity and effectiveness at the local level. As efforts are documented annually by the individual units through the PIE process, summaries of their goals and results are compiled by Deans, Directors, and Vice-Presidents. These collective efforts and outcomes are ultimately reported in one of four Team Summaries (Administrative Services, Human Resources, Instruction, and Student Services.) In addition to the Team Summaries, goals and accomplishments are solicited from the various campus committees. Information from the four Team Summaries, the committee reports, and measurement of Strategic Objectives constitute the majority of the input used by the Institutional Effectiveness Committee (IEC) in preparing this annual summary report.

All four Teams completed PIE summaries this year, and their resulting documents clearly demonstrate significant effort and authentic engagement with the PIE process. The level of accomplishments reported attains greater significance given that the campus is involved in a tremendous variety of major changes occurring simultaneously (e.g. implementation of Banner, multiple major construction projects, uncertainty regarding state funding, etc.) Beginning with this year, the reporting units were required to enter their reports into ePIE, for electronic archiving and documentation. Manager and VP summaries extracted the electronic information of the relevant units, and reviewed these for additional thematic analysis.

The following sections of this document summarize
8. The planning context and data trends that are influencing planning and effectiveness (as reported by units, managers and teams)
9. Reported alignment of unit, committee and team goals with College goals, and accomplishments related to each of the College goals
10. Summary of progress on Student Learning Outcomes, including samples of how results are used for improvement
11. Team goals that emerged based on priorities expressed by the units. These goals are pivotal in connecting planning to resource allocation requests
12. Resources identified in connection with planning and evaluation activities
13. IEC’s analysis and recommendations to PAC for additions or modifications to College goals for the next cycle, as well as recommended changes for the PIE process
14. Supporting documents that contain detailed and comprehensive input from teams, committees and other analyses that reflect the breadth of the College’s engagement with goals, accomplishments and planning (which is vastly abbreviated in the rest of this summary document).
1. **Overview of the Planning Context and Data Trends**

In their individual PIE reports, units and teams identified common internal and external conditions that influenced their planning and evaluation during this cycle. The most common themes include:

<table>
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<tr>
<th>INTERNAL CONDITIONS</th>
<th>EXTERNAL CONDITIONS</th>
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<tbody>
<tr>
<td>Need for expanded and improved facilities including additional space for departments and programs to grow and offer additional classes and services to students. Passage of Measure RR bond will lead to better facilities and technical infrastructure; but will require a lot of staff time and effort to plan for, construct, and occupy the new buildings</td>
<td>Current economic climate has severely limited external funding opportunities and delayed construction of instructional buildings.</td>
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<td>New ERP (Banner) and other technology implementations that require a lot of staff time for training and setup. Shortage of qualified technical personal to support academic and administrative uses of technology</td>
<td>Banner implementation has created a significant impact on every sector of campus life and operations.</td>
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<td>Limited staffing to support growth in programs and support services</td>
<td>Unstable and unpredictable state funding for continuing education programs and the College budget as a whole. Significant increases in tax rates and cost of goods with no budget increases.</td>
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<td>College budget conditions leading to reduced employment in all classifications, reduction in course offerings, and reduction in the amount of support services that can be offered to students.</td>
<td>Economy has increased the numbers of students seeking services for financial aid and jobs; in addition students are returning to College and having difficulty enrolling in courses due to higher demand and the enrollment limits at the UCs and CSUs.</td>
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<td>Increased workload for administrators, department chairs, and classified staff related to SLO/GEO development and assessment. Technical assistance, professional development, and research assistance is needed to improve the development of SLOs/AUOs.</td>
<td>Demands of external accreditation organizations and government regulations including ADA requirements, data and network security legislation, and changes to Title V requirements.</td>
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The reporting units were also provided with relevant data extracts and were asked to analyze important data trends that influenced their goals and planning (they were permitted to use any additional data that they had collected, as well as the data provided in the data extracts). The reports from the units were again filtered up for examination by managers and team leaders. The following represents a summary of reported data trends:

- **Instruction:** The Vice-President summary produced a set of fifteen (15) area-level data trends. Each of these trends was supported by a variety of internal and external sources. The impact of the trend included how particular units in the Instruction Services area would be affected as well as which College goal(s) would be difficult in being addressed as a result of the impact.

- **Student Services:** The summary highlighted three major trends (access, student achievement, and technology and information system) and cited primarily internal sources such as program reports, e-PIE, and College reports. The impact of the data trends was applied to the entire area generally and identified the necessary actions to address the trend.

- **Administrative Services:** The summary related all of the entries made at the unit level regarding data trends. Both internal and external sources of data were cited. The impact varied in detail and ranged up to identifying statistical information and action plans needed.

- **Human Resources:** Since the summary included only the Human Resources office, the data section included one data trend communicating the hiring limitations effect as a result of the state budget.

The major trends (not comprehensive) cited by the summaries are aligned with the internal and external conditions and included:

- State budget cuts (e.g. HR, travel/conference, frozen positions)
- Outdated technology and facilities
- Increased access to College, enrollment growth
- Increased demand for accountability (SLOs, accreditation, etc.)
- High retention and success rates in linked courses (learning community, etc.)
- Basic skills deficiencies
- Lack of operating data regarding the use of buildings and equipment
- Banner implementation

The major sources used to support the data trends cited included:

- External (i.e. California state budget, newspaper articles, ACCJC standards, ARCC Annual Report, advisory committees, OSHA)
- Internal (i.e. local database reports, invoices, notification reports, facilities inventory reports, budget reports, classroom scheduling reports, Academic Senate minutes, enrollment data, RIE reports, previous PIEs, assessment data, campus landscape master plan, scheduled events calendar, EIWOS work order system, IT reports)
- Planning documents (i.e. Facilities Master Plan, Information Technology)
Certain units and areas are to be recognized for innovative use and reporting of data:

- Instruction Team Vice-President Summary – included the impact of data trends on the area, its units, and the College (via the College goals)
- Technical Services unit – performed a substantial three-year data review and consistently included both data findings and impact
- Student Services Vice-President Summary – identified specific action plans to bridge the gaps identified by data

## 2. Alignment and Progress on College Goals

<table>
<thead>
<tr>
<th>College Goal 1: The College will secure funding that supports exemplary programs and services</th>
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<tr>
<td><strong>Strategic Objectives:</strong></td>
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| ♦ Secure Foundation funding of $1.1 Million in FY 2008-2009 for scholarships, campus educational projects and capital campaign. (Mt. SAC Foundation) | ♦ Objective not met. Given the economy, the College did well to raise about $700,000.  
  ♦ Recommendation for 2009 to 2010: Keep the same SO. |
| ♦ Maintain an average funding success rate of no less than 80%, defined as number of grants funded divided by number of proposals submitted. (Grants Office) | ♦ Objective met. During FY 2007-09, of the 22 new proposals submitted, 20 were funded and 2 were not funded, for a funding success rate of 91%.  
  ♦ Objective met. During FY 2008-09, of the 18 new proposals submitted, all were either funded or are still pending. All were funded. However, since seven are still pending, it is not possible to determine the funding success rate for the fiscal year yet. Disregarding those proposals that are still pending, we currently have a 100% success rate for the year  
  ♦ Recommendation for 2009 to 2010: Keep the same SO. |
| ♦ Submit grant or incentive proposals promoting student and staff safety and security totaling $250,000 by December 2009. (Facilities) | ♦ Objective not met. An attempt was made to secure approximately $2 million FEMA grant funds for the replacement of the campus main water supply line, but was unsuccessful. Also, application has been made to secure $49 Million stimulus funds for the seismic upgrade and modernization of the Technology building (building 28), but response has not been received. Additional grants will be submitted for door security and video surveillance once the associated measure RR grants are available.  
  ♦ Recommendation for 2009 to 2010: This objective should be removed. |

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<th>Examples of Reported Accomplishments:</th>
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<td>♦ Administrative Services</td>
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<td>♦ Approved 4,000 online purchase requisitions in the new Banner Finance System</td>
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<td>♦ Produced 26,650 commercial warrants (including those to Financial Aid students)</td>
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<td>♦ Monitored/prepared 67+ grants and capital project grants, including time reporting for federal</td>
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<tr>
<td>Grants</td>
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| Instruction | Monitored 39 active grant projects for a fiscal year funding level of $6,509,833, and a total funding level of $15,282,254 (Resource Development Office)
Awarded $1,086,716 through the Carl Perkins IC/VTEA Federal Grant to fund CTE program improvement. Funding was used by 23 CTE programs and 5 “spread across” programs that support CTE programs.
Received significant awards of department and program-specific grants/donations (ex. $608,000 to ABE/ESL, $1.4 million NSF - STEM partnership with CSUF, $126,000 LA84 Track & Field Program grant, CIS collaborative partnership with Citrus/Rio Hondo, grant to Medical Services Dept., Gulf Stream II jet donation to Aircraft Maintenance, etc.) |
| Committees | 3 committee goals (2.9% of all committee goals submitted) related to this College goal.
PAC discussed steps needed by the College to meet anticipated mid-year budget cuts. PAC also directed Budget Committee and IEC to develop and evaluate their planning/resource allocation models.
The Budget Committee developed guidelines for budget reduction and distributed them to the campus community. A goal to ‘assess and update the budget allocation process’ is in progress. |
| Examples of Related Themes from Unit/Team Planning | Continue attempts to secure external funding opportunities to support instructional programs (Instruction)
Identify aging or outdated technological equipment; insure classroom standards are implemented in construction projects (Admin Services) |
| Team Goals alignment | HR-2, IN-7, IN-9, AS-11, |

**College Goal 2: The College will prepare students for success through the development of exemplary programs and services.**

**Strategic Objectives:**

| Objective | Objective met. Over the past year, the College employees worked collaboratively to address the Course-Level SLO Plan requirements as adopted by Academic Senate. By May 2009, 84.8% of the active courses had two SLOs. The evidence for reaching this milestone can be found at: [http://www.mtsac.edu/instruction/outcomes/newsletter/2009-5-20_progress_report.pdf](http://www.mtsac.edu/instruction/outcomes/newsletter/2009-5-20_progress_report.pdf)
Recommendation for 2009 to 2010: Keep a similar SO, but match it to the Course-Level SLO Plan and Timeline for June 2010. |

| By June 2009, a minimum of 75% of courses will have at least two Student Learning Outcomes (SLOs) identified. (Instruction) | By 2013, the College will improve the average | Objective ongoing. The distance learning group continues to work on examining the success
| **student success rate for distance learning courses by 5% over the 2008 baseline. (Instruction)** | **rates of its students as compared to the traditional class students. Overall, there is an upward trend in the success rates, but it is difficult to determine the factors that impacted this rate (e.g., the 2006 faculty certification program); however, as this objective is to be completed by 2013 clearly more time is needed.**  
**Recommendation for 2009 to 2010:** It is recommended that this objective be changed to be: By 2015, the College will improve the average student success rate for distance learning courses by 2% over the 2008 baseline. |
|---|---|
| **65% of students enrolled in the 2008 Summer Bridge Program will complete six or more units in spring of 2009. (Student Services)** | **Objective met. A total of 308 students participated in the 2008 Summer Bridge program. From that cohort 254 (82%) of students enrolled in credit classes in spring 2009. 230 students (75%) attempted 6 or more units in spring 2009, while 168 students (55%) earned 6 or more units in spring 2009. This data was taken from the Data Warehouse, and there may be some grades that were not yet posted for spring 2009; however, it is clear that the program will strive to increase the number of students who earn 6 or more units in the spring semester following their participation in the Summer Bridge Program.**  
**Recommendation for 2009 to 2010:** Keep the same SO. |

**Examples of Reported Accomplishments:**

**Instruction**

- New and expanded academic support services were implemented, including
  - Title V- and Basic Skills-supported initiatives in tutoring, counseling, early alert and learning communities.
  - Opening of the new Speech and Sign Success Center
  - Opening of the expanded MARC and new Transfer-level MARC (math tutoring)
  - Collaborative review of library collections by librarians and staff from multiple departments
- Curriculum was revised/updated in numerous areas, including Community Education (high school science courses, implementation of Division wide Student Learning Goals), Sign Language Interpreter program, and adoption of 12 new Distance Learning courses
- Program accreditation/reaccreditation activities were conducted including Community Education Adult Education-WASC, Medical Services reaccreditations awarded, renewal of Fire Academy regional accreditation, etc.
- Students and programs received numerous awards, honors, and recognitions. Ex:
  - #1 in 2009 Pepsi NATTYCA Cup (overall athletic excellence at 2-year Colleges.) Every athletic team made it to the regional level of competition this year.
  - 5 coaches named Conference Coach of the year in respective sports
  - Mountaineer won state award for top community College newspaper
  - Musical performance groups won regional and other competitions (Fermata Nowhere, jazz band, vocal jazz group)
- Individual student recognitions for academic excellence (Honors student selected to All-USA Academic Team), National Student Honor Awards to two Histotechnology students, EDT students won first place in WESTEC Manufacturing Challenge, etc.
- High program success rates were documented: 100% of High School EST program students earned certificates, Honors student success rates were 87% for Spring 2008 and 90% for Fall 2008.

**Student Services**

- Assessment administered 15,188 AWE tests, 16,742 Math tests and 9.430 Reading tests
- Over 80 students actively participated in ASPIRE program with faculty/staff/administrative mentors; Black College Fair increased attendance by over 200 to 500 total participants

**Committees**

- 25 committee goals (23.8% of all committee goals submitted) related to this College goal.
- The Academic Senate reported numerous related accomplishments, including approval of resolutions, plans, timelines, committee purpose and function statements and reports related to Basic Skills, SLOs and GEOs, matriculation, specialized registration consideration, distance education, scheduling, minors, Early College High School, student persistence and intervention.
- Ed Design Committee and Curriculum & Instruction Council better defined processes, adopted the state Academic Senate’s curriculum reference guide, and updated the disciplines list.
- The Student Learning Outcomes Committee nearly met its goal of 75% of all active courses having at least 2 SLOs (71.8% as of the Committee’s date of reporting).
- The General Education Outcomes Committee established general education outcomes for all areas of the general education program, developed and implemented an assessment plan.
- Student Preparation and Success engaged in development of a counseling intervention plan for students who repeat courses.

**Examples of Related Themes from Unit/Team Planning**

- Maintain quality of instructional programs with appropriate staffing and funding (Instruction)
- Meet institutional targets for College SLO/GEO assessment (Instruction)
- Strengthen/expand/improve CTE programs, learning communities, and distance learning options for students (Instruction)
- Expansion of learning communities and other learning resources to support improved student success (Instruction)
- Enhance Events Services staffing/equipment, create an Events Center for the College (Technical Services)
- Provide critical information and support to enable students to become involved, successful, goal-directed and confident via various programs in Student Services (Student Services)

**Team Goals alignment**

IN-3, IN-5, IN-6, IN-8, IN-10, IN-11, AS-10, SS-1, SS-2, SS-3, SS-5
**College Goal 3:** The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual

### Strategic Objectives:
- For 2008-09, the College will achieve a pass rate of 90% for Mt. SAC graduates (first-time takers) on national licensing and certification exams as an average for all programs. (Instruction)

- Objective Met. The following table indicates the pass rate for six programs. Five out of the six had pass rates above 90%. Due to the nature of the data collected and the different methods used, it is not possible to create an average pass rate across the College.

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<thead>
<tr>
<th>Name of Program</th>
<th>Licensure Exam Pass Rate</th>
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<tbody>
<tr>
<td>Psychiatric Technician</td>
<td>83%</td>
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<tr>
<td>Emergency Medical Services</td>
<td>100%</td>
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<tr>
<td>Aircraft Maintenance</td>
<td>100%</td>
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<tr>
<td>Respiratory Therapy</td>
<td>100%</td>
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<tr>
<td>Nursing</td>
<td>95.83%</td>
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<tr>
<td>Histotechnology</td>
<td>93%</td>
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- Recommended change to this goal for 2009 to 2010 is: For 2009-10, the following College programs will achieve a pass rate of 90% or higher for its graduates on the national licensing and certification: Psych Tech, Emergency Medical, and Aircraft Maintenance. Respiratory Therapy, Nursing and Histotechnology).

- During the 2008-09 academic year, the College will review/approve a minimum of 80 courses in vocational TOPS codes (either new or modified for currency). A minimum of 50 vocational majors/certificates shall be reviewed/approved as new or modified for currency. (Instruction)

- Objective met. A total of 96 courses in vocational TOPS codes were reviewed/approved as new or modified. A total of 51 vocational majors/certificates were reviewed/approved as new or modified (source: Curriculum Log & Report)

- Recommendation for 2009 to 2010: Keep the same SO.

### Examples of Reported Accomplishments:
- **Instruction**

- High success rates on national certification exams, graduation rates and employment rates (EMT/Paramedic – 100% exam pass and post-program placement, Rad Tech - 96% exam pass rate,
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<th>College Goal 4: The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions</th>
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<tr>
<td><strong>Strategic Objectives:</strong></td>
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<tr>
<td>♦ The President will meet with all local school superintendents at least once during 2008-2009. (President’s Office)</td>
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<td>♦ Increase by 20% the number of business and industry supporters and partnerships with the Mt. SAC Foundation in FY 2008-2009 (Mt. SAC Foundation)</td>
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<tr>
<td>♦ For 2008-08, the College will increase the number of secondary students requesting units via the Tech Prep Articulation Program for Secondary Schools by 10%. (Instruction)</td>
</tr>
<tr>
<td>♦ High School Outreach will increase the participation</td>
</tr>
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- ♦ Aircraft Maintenance Tech program – 100% employment upon graduation, 92% retention rate in Mental Health program, etc.
- ♦ Evening program in Aircraft Maintenance has converted to an intensive format speeding student program completion to 2.5 semesters instead of 4.
- ♦ Faculty in Air Conditioning/ Refrigeration are developing the first “green” program for the College – the Building Automation program. The program is in the approval process.
- ♦ Agricultural Sciences established a joint certificate program with Citrus College in Public Works/Landscape Management
- ♦ Physical Education faculty designed and implemented a new Kinesiology A.A. degree making Mt. SAC the second community College to offer this degree.

- ♦ Committees
- ♦ No committee goals were related to this College goal for 2008-09.

- ♦ Examples of Related Themes from Unit/Team Planning
- ♦ Continue improvement of career & technical education programs (Instruction)

Team Goals alignment

IN-5, IN-6, IN-11
rate of counselors attending the High School Counselors Conference by 10% in 2008-09. (Student Services)

In 2008-09, 115 counselors attended the conference which is a decrease by approximately 4%. While we had 156 RSVPs for the 2008-09 conference, we obtained a 73% show rate; the drop off was due to last-minute issues in which counselors were unable to leave campus (i.e. disciplinary issues, staffing needs, etc.). Also, one counselor provided the feedback that December is a better time to host the conference due to time constraints in November. We will plan to host the conference in December in 2009-10 and anticipate an increased counselor participation rate.

- Recommendation for 2009 to 2010: This objective should remain for the 2009 to 2010 year, especially considering the budget climate within our educational system; a new objective should be considered. The new objective should be: High School Outreach will increase the student participation rate in the Connect Four program by 5% (over last year); with a 5% increase (over last year) in the number of students who enroll full-time in credit classes in fall 2010.

<table>
<thead>
<tr>
<th>Examples of Reported Accomplishments:</th>
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</thead>
<tbody>
<tr>
<td>✦ Administrative Services</td>
<td>✦ Sac Book Rac increased student use of online textbook ordering. Online orders for Fall 2007 were 977 compared to 1,101 for Fall 2008.</td>
</tr>
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<td></td>
<td>✦ Facilities Planning &amp; Management revised contractual language for architectural and construction management/program management deliverables; contracts to be effective with new Measure RR Bond projects.</td>
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<td>✦ Public Safety decreased in suppressible crimes by 17%, completed goal to purchase and equip a Public Safety vehicle as an Emergency Mobile Command Post,</td>
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<td></td>
<td>✦ Safety, Health Benefits &amp; Risk Management developed a written return-to-work program for use with Unit 651 employees.</td>
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<tr>
<td>✦ Instruction</td>
<td>✦ The 61st Annual Mt. SAC Cross Country Invitational broke all time records for participation (over 22,000 competitors). The Mt. SAC Relays brought more than 12,000 competitors. “Learn by Doing” clinics in track and field drew over 10,000 youth from throughout Southern California. Mt. SAC Aquatics hosted over 1,200 high school students at the Mt. SAC Annual Swim Invitational Series.</td>
</tr>
<tr>
<td></td>
<td>✦ Various programs established new partnerships, internships and work experience programs with industry and professional organizations (Fashion Merchandising and Design, Architecture, Fire Science Department, etc.)</td>
</tr>
<tr>
<td></td>
<td>✦ Various programs established new partnerships and articulations with other educational institutions (Fashion Merchandising and Design, ESL, Older Adult Program, AmLa Department, etc.)</td>
</tr>
<tr>
<td></td>
<td>✦ The Animation Department and the Accounting Department continue to develop and implement active articulation agreements with area high schools and Tech Prep.</td>
</tr>
</tbody>
</table>

| ✦ Human Resources                   | ✦ Human Resources went live with the Banner program |
| Student Services | The Career and Transfer Unit conducted class presentations to over 1,500 students regarding transfer; 86 students were offered admission to UC Berkeley, including 3 to the Haas School of Business; transfer admission rate to Berkeley is 38% compared to the average of 26% for other Colleges; student list serve is over 2,500 |
| Committees | No committee goals were related to this College goal for 2008-09. |
| Examples of Related Themes from Unit/Team Planning | Purchasing will establish and manage a procurement card program; Purchasing will provide timely and cost-effective procurement of goods and services (Purchasing); Events Services will create an Events Center for the College (Technical Services) |

**Team Goals alignment**

AS-9

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**College Goal 5: The College will utilize and support appropriate technology to enhance educational programs and services**

| Strategic Objectives | Objective met. The Luminis Campus Portal and Banner Web Self Service modules have been implemented – see http://myportal.mtsac.edu. Portal account information was mailed to all students. Portal account information was mailed or emailed to all Faculty and staff. Registration for summer 2009 is occurring via the portal. Beginning with the summer 2009 term, Faculty will use Luminis / Banner Web Self Service to view real-time class rosters, drop students, and enter final grades. |
| | IT conducted 16 Luminis / Banner Web Self Service training sessions on Flex Day and almost all full-time faculty attended at least one session. IT has also conducted more than 15 additional Luminis / Banner Web Self Service training sessions via Professional Development with more scheduled for summer and fall. |
| | Suggested new Strategic Objectives: (1) Information Technology will expand use of Luminis and Banner Web Self Service by June 2010. Information Technology will conduct 25 more training sessions, including Phase II which focuses on Course Studio for Faculty. (2) Information Technology will work with Human Resources and Fiscal Services to implement Web Self Service for Finance and Employee modules. |
| | Objective partially met. Approximately 60% of permanent classrooms have been equipped with standardized audio visual systems. Progress toward this objective will resume when Measure RR funds are available. By December 2010, all permanent classrooms will be equipped unless the facility is scheduled for major modernization work by 2012. |
| | Recommendation for 2009 to 2010: Keep the same SO. |

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| ♦ In conjunction with the Information Technology unit, install telephones in all permanent classrooms by December 2009. (Facilities) | ♦ Objective partially met. Approximately 80% of permanent classrooms are equipped. Progress toward this objective will resume when measure RR funds are available. By December 2009, all new and modernized facilities will be equipped. Those facilities scheduled for demolition or modernization will be considered on a case by case basis. ♦ Recommendation for 2009 to 2010: Keep the same SO. |
| ♦ The College will meet 100% of new requests made in the 2008-09 academic year for closed captioning of videos and DVDs. (DSPS) | ♦ Objective not met. DSPS captioned 20% of new requests to caption videos and DVDs. Forty-five videos were requested to be captioned, nine out of the 45 were captioned by DSPS. (Ten out of the 45 videos were already captioned). We recommend amendment of this Strategic Objective and an action plan to facilitate a more successful outcome. ♦ Recommendation for 2009 to 2010: Revise the Strategic Objective to be: The College will implement a five year plan to attain the goal of equal access for all students to audiovisual media shown on campus beginning Academic Year 2009-10. All audiovisual media purchased, developed, and/or shown on campus will be closed-captioned by the end of Academic Year 2014-15 (Student Services). |

### Examples of Reported Accomplishments:

#### ♦ Administrative Services

- The Bursar’s Office implemented the Student Accounts Receivable portion of the Banner Enterprise System.
- Payroll implemented the new Banner Payroll System (while still producing payrolls from the Los Angeles County HRS System for several months, maintaining both systems).
- Fiscal Services received a clean audit opinion and start producing its own payroll warrants on campus effective July 1, 2009, and conducted Banner Requisition and Approver training for new staff and refresher courses for existing staff Implemented Banner HR/Payroll, and Finance systems
- Information Technology established a new Data Center, expanded wireless infrastructure to cover more of the campus, assisted with opening of multiple buildings and the move of various campus constituents, completed our first year of ‘full campus’ computer replacement cycle, enhanced the web submission process of printing services (Freeflow), provided training in Banner modules and third-party software applications, partnered with other CCCs/3CSC to develop specifications for Banner CALB enhancements.

#### ♦ Instruction

- The Business Division developed online syllabi submission and online schedule request submissions for its department faculty.
- The LLR provided technology support for instruction, faculty, staff and students: Negotiated a
| New Blackboard (Bb) contract and presented workshops on online pedagogies, using Bb tools, and copyright laws. |
| The Speech and Sign Success Center assisted more than 1,000 Speech and Sign Language students to strengthen their speech delivery skills and ASL sign language skills using technology for videotaping student performances. |
| With the completion of new and remodeled instructional buildings, the Natural Science Division opened 33 technologically-advanced classrooms with computer-controlled audio/visual systems; one state-of-the-art physics lab, a redesigned Natural Sciences Computer Lab including 10 GIS computer workstations; a massive tutoring center with three distinct tutoring labs (a Basic Skills area, a Transfer course-level area, and a Math Computer Lab); and finally a dual purpose 192-seat lecture hall with a retractable wall for flexibility of event scheduling. |
| The newly remodeled planetarium with its Zeiss Projector and the Bowen Multi-media hemisphere projector reopened in the Spring of 2009. The new the Astronomy Observation Dome is slated to open in fall 2009. The facilities also enhance community relationships by serving as a positive technological resource for the surrounding communities (College Goal #4). |

| Student Services |
| Financial Aid developed and implemented an online Board of Governors Fee Waiver application which has been offered for use to all community Colleges in the state. |

| Examples of Related Themes from Unit/Team Planning |
| Provide ongoing support for upgrading/maintaining state-of-the-art instructional technology (Instruction) |
| Expand and strengthen distance learning options for students (Instruction) |
| Provide document imaging services for personnel files. Explore the viability of bringing on an additional online fingerprinting system (HR) |
| Fiscal Services, Purchasing and Facilities will implement the fixed assets Banner module for physical inventory, annual audit, and status of capital projects (Admin Services) |
| Payroll will assume full responsibility for warrant positive pay and direct deposits when the College goes fiscally accountable in July 2009 (Admin Services) |
| Purchasing will establish a campus-wide copier program (Admin Services) |
| Implement Finance, HR/Payroll, Student, Luminis, integration for eLearning and enhanced web self-service functions (Admin Services) |
| Expand the Help Desk to better support Luminis implementation (IT, Admin Services) |
| Establish standards for student response systems and plagiarism software (IT, Admin Services) |
| Improve ease of faculty access to Printing Services via web submission of print jobs. Identify aging or outdated technology equipment in Print Shop, Mail Services and IT infrastructure (Admin Services) |
| Utilize technology to improve efficiency, accuracy and communications (Admissions, |
**College Goal 6: The College will provide opportunities for increased diversity and equity for all across campus**

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<tr>
<th>Strategic Objectives</th>
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</table>
| ♦ Increase opportunities for diversity in employment by identifying at least five (5) new recruitment sources targeting underrepresented applicant groups. (Human Resources) | ♦ Objective met. Human Resources used eight (8) new recruitment sources, targeting underrepresented applicant groups, during the 2008/2009 year.  
♦ Recommendation for 2009 to 2010: Keep the same SO. |

| ♦ The ASPIRE (African American Student Success Program Inspiring Responsibility for Education) program, designed to enhance the success rates of African American students, will increase the student participation rate by 50% by June of 2009. (Student Services) | ♦ Objective met. The ASPIRE program began the 2008-09 academic year with 120 students who expressed interest in participating in the ASPIRE program. For the fall 2008 semester, 53 students attended a program orientation and agreed to participate in the program by signing a commitment contract. For the same semester, an additional 9 students participated in the program by attending various ASPIRE events but did not attend an ASPIRE program orientation. Therefore, there were 62 students who actively participated in the ASPIRE program in fall 2008. For the spring 2009 semester, 25 additional students attended a program orientation and agreed to participate in the program by signing a commitment contract. For the same semester, an additional 16 students participated in the program by attending various ASPIRE events but did not attend an ASPIRE program orientation. Therefore, there were an additional 41 students who actively participated in the ASPIRE program in spring 2008. When comparing fall 2008 to spring 2009, the student participation rate (number of students who attended a program orientation, signed a commitment contract and/or attended an ASPIRE event for given semesters) increased by approximately 66%, well above the stated objective. During the 2008-09 academic year, 103 students actively participated in the ASPIRE program.  
♦ Recommendation for 2009 to 2010: This objective should remain for the 2009 to 2010 year; a new objective should be considered, which is more closely aligned to student learning outcomes for the program. The new objective should be: The ASPIRE (African American Student Success Program Inspiring Responsibility for Education) program will increase the number of students who have an achievable educational plan on file by 50% (over last year) by June 2010. (Student Services) |

| Examples of Reported Accomplishments: | |
| ♦ Instruction                                                                 | ♦ The Math Department developed a new course, MATH 71X, for vocational/non-transfer students to enable them to meet the Intermediate Algebra graduation requirement.  
|                                                                              | ♦ The Language Learning Center installed digital recording capability at the Assistive Learning stations available for disabled students.  
|                                                                              | ♦ The Humanities and Social Sciences Division sponsored and organized Chautauqua panel discussions on several topics of current social relevance, including immigration and the immigrants’ rights, Islam vs. Democracy, and human trafficking.  
|                                                                              | ♦ The RIE office conducted transfer tracking through the National Student Clearinghouse database for WIN, TPI, Upward Bound programs, and Equity for all cohorts.  
| ♦ Human Resources                                                            | ♦ Utilized a new form of advertising, through Higher Ed Jobs, to notify applicants of current offerings through an Affirmative Action e-mail.  
| ♦ Student Services                                                           | ♦ DSPS: 100% of faculty who completed the “Accommodating Students with Disabilities in the Classroom” course reported that they improved their knowledge and comfort level in teaching students with disabilities.  
| ♦ Committees                                                                 | ♦ 7 committee goals (6.7% of all committee goals submitted) related to this College goal.  
|                                                                              | ♦ The Academic Senate reviewed annual updates from programs addressing diverse student programs and special populations (Teacher Prep, Distance Learning, Basic Skills, Honors, Study Abroad, Early College HS, and Connect 4).  
|                                                                              | ♦ Insurance Committee is currently negotiating a new health plan for part-time faculty.  
|                                                                              | ♦ Student Equity Committee reviewed 2008 data and updated the Student Equity Plan. They also presented a student panel at Flex Day to educate faculty about student barriers and success strategies for diverse learners.  
|                                                                              | ♦ Student Preparation and Success finalized the Equity for All report and presented it to Academic Senate, PAC and the Board of Trustees.  
| Examples of Related Themes from Unit/Team Planning                          | ♦ Expand faculty recruitment efforts to increase diversity of its applicant pool (HR)  
| Team Goals alignment                                                        | HR-1, HR-2, IN-3, IN-11  

**College Goal 7:** The College will increase access for students by strengthening recruitment and opportunities for full participation in College programs and services.

<table>
<thead>
<tr>
<th>Strategic Objectives:</th>
<th>Objective met. In the spring of 2009, Marketing utilized the assistance of a consultant to conduct focus groups of local high school students and current Mt. SAC students to determine their perceptions of the College, their expressed needs, and how best to communicate with them.</th>
</tr>
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<tbody>
<tr>
<td>♦ Conduct annual focus groups with students to assess needs and develop 3 promotional brochures plus information materials for Student Services departments</td>
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</table>
to promote opportunities and open access to students. (Marketing)

Marketing met its strategic objective by producing a comprehensive Student Services Guide, which compiled all of the major support services offered by not only the Students Services Division, but also other divisions across the College (e.g., Writing Center, Learning Assistance Center, community education learning labs). Other promotional materials were also created.

✦ Recommendation for 2009 to 2010: Delete this objective.

✦ The number of students participating in the “Cash for College” and the “It’s Not Too Late” financial aid and recruitment events will increase by 20% and will be expanded to include an on-campus program effort of similar design during the spring of 2009. (Student Services)

✦ Objective partially met.

*Number of Participants - Cash for College*

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>% Increase</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>741</td>
<td>971</td>
<td>31%</td>
</tr>
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</table>

We did not hold an "It's Not Too Late" outreach event this year, so we do not have figures to compare.

We did accomplish the goal of having an on-campus program (inreach) during spring '09: the "It's Not Too Late" inreach and Banner account claiming. There were 166 students who attended this event.

✦ Recommendation for 2009 to 2010: Keep the same SO.

Examples of Reported Accomplishments:

✦ Instruction

✦ The Consumer Sciences program developed a learning community between FCS 41/Life Management, COUN 54/Single Parent Academy, and COUN 99A/Special Projects in Counseling

✦ The Nutrition and Foods program increased on-line hybrid course offerings 100% for 2008-09 and developed 2 new on-line courses to enable non-traditional and traditional students to meet their goals

✦ ESL developed a supplemental registration orientation PowerPoint to facilitate navigation of the campus and provide other important information to new students.

✦ Program personnel in various areas visit high schools annually to inform and recruit students (Mountaineer/Journalism, Honors Program, Accounting Program, all programs in Tech & Health Division)

✦ The Title V grant supports the Bridge Program Learning Communities which have increased recruitment of student and their participation in College programs and services.

✦ The Athletic Academic Counselor conducted Matriculation Orientation meetings for all new student athletes and their parents.

✦ The Writing Center conducted 115 class orientations to the Writing Center, introducing
students to its services. The WC also presented at numerous workshops for students on probation and at the EOP&S first-year preparation workshops.

- **Student Services**
  - Health screenings and health fairs conducted by Health Services resulted in more students being seen for wellness education, assessment and follow-up services.
  - High School Outreach: 91% of the high school students participating in Connect 4 registered for the fall 2008 term with 69% enrolling as full time students.

- **Committees**
  - 2 committee goals (1.9% of all committee goals submitted) related to this College goal.
  - The Assessment Committee is developing a process to better identify and advise students with regard to taking the proper reading placement test.

Examples of Related Themes from Unit/Team Planning: None

Team Goals alignment: IN-3, IN-5, IN-11, SS-1, SS-2

### College Goal 8: The College will encourage and support participation in professional development to strengthen programs and services.

**Strategic Objectives:**

- **Increase the number of workshops, offered via POD/PDC, by 5% in comparison to the previous fiscal year offerings. (Human Resources)**
  - Objective not met. When comparing the two timeframes listed below, fewer workshops were offered this year than last year (-4.6%).
    - July 2007 to February 2008 offered 240 workshops
    - July 2008 to February 2009 offered 229 workshops
  - Professional and Organizational Development will re-examine its course offerings for 2009 to 2010 and determine how best to improve their course offerings by 5% from the 2008 to 2009 year.
  - Recommendation for 2009 to 2010: Keep the same SO, but change percentage to be 3%.

- **By June 2009, in accordance with the Basic Skills Action Plan, the College will develop/implement a new Teaching & Learning Center to enhance professional learning related to Basic Skills. (Basic Skills Committee)**
  - Objective met. The TLC was launched in Fall 2009, and has been the hub of numerous new professional development activities, including the support of Faculty Inquiry Groups, sponsorship of various guest presenters, and a showcase for effective practices for teaching and learning at Mt. SAC. TLC organizers participated in a grant-funded mentoring opportunity to learn best practices for planning, assessing, and delivering professional development services, and applied this knowledge to TLC implementation (Source: TLC Final Report, Year 1).
  - Recommendation for 2009 to 2010: Remove this SO.

Examples of Reported Accomplishments:
<table>
<thead>
<tr>
<th>Administrative Services</th>
<th>Implemented the OS1 Standardized Cleaning Program in the Custodial department and completed first cycle of training with staff of updated cleaning techniques.</th>
</tr>
</thead>
</table>
| Instruction             | Faculty in several departments completed campus-based professional development programs such as Developmental Education Faculty Certificate modules, Online Teaching Certification, etc.  
Faculty across the campus enrolled in advanced higher education programs or completed new degrees (e.g. Nursing faculty)  
Various areas and departments provided professional development/training workshops to others on campus: Fire Science, Library/Learning Resources, Child Development Center, RIE Office, etc.  
The RIE staff developed “A Guidebook to Student Learning Outcomes and Administrative Unit Objectives,” which included an Assessment Toolkit |
| Student Services         | 100% of the faculty who completed the “Accommodating Students with Disabilities in the Classroom” course reported that they improved their knowledge and comfort level in teaching students with disabilities |
| Committees               | 16 committee goals (15.2% of all committee goals submitted) related to this College goal.  
The Academic Senate addressed a goal to strengthen professional development by presenting workshops (Senate orientation, committee participation, and shared governance), nominating the Faculty Developmental Education Certification program for the state’s exemplary program award, planning and conducting a very successful Flex Day, and sponsoring Luminis focus groups and a resolution of Professional Development leadership and funding.  
The Basic Skills Coordinating Committee planned, launched and evaluated a new Teaching & Learning Center, which supported several individual Faculty Inquiry Group projects as well as sponsoring campus professional development dialogue and sharing of effective practices.  
The Professional Development Council allocated nearly $60,000 to over 100 faculty and staff for travel/conference. They also increased professional development offerings for classified staff and approved 12 new workshops/events.  
The SLO and GEO Committees delivered Flex Day workshops and additional group planning and individual faculty training sessions.  
The DE Study Team planned and conducted the annual developmental education conference, created the DE Professor of the Year award and rubric, and extended the DE faculty certificate program to a 4th module. The DE faculty Certificate program was honored with the statewide Academic Senate’s Exemplary Program award. |
| Examples of Related Themes from Unit/Team Planning | ♦ Support ongoing opportunities for faculty professional development (Instruction)  
♦ Facilities Planning and Management must continue to invest in staff development and implement new/improved processes (Facilities Planning & Management)  
♦ Multiple goals related to training of staff in new technologies (Banner, Argos, web cashiering, web time entry, online requisitioning, etc.) (Admin Services)  
♦ Cross training of Payroll staff to provide better service (Payroll)  
♦ Increase employee safety training opportunities (Safety, Health, Risk Management) |
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<tr>
<td>Team Goals alignment</td>
<td>IN-4, AS-2, AS-4, AS-6, AS-7, AS-8, SS-7</td>
</tr>
</tbody>
</table>

**College Goal 9: The College will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community**

| Strategic Objectives: | ♦ Objective met. One new circuit has been installed but is not yet active. A pathway has been identified for the second circuit but Mt. SAC is waiting for CENIC and Charter/Time Warner Cable to complete the installation.  
♦ Recommendation for 2009 to 2010: Keep the same SO with an estimated completion date of January 2010. |
|---|---|
| ♦ Increase the capacity of the Mt. SAC on-site computer network by upgrading main connection (backbone) speed and capacity by June 30, 2009 (Information Technology) | ♦ Objective partially met. Data from the 2008 transition plan is available, the barriers have been identified and prioritized, and design efforts are underway to correct the most serious deficiencies. Facilities Management will begin making the necessary corrections once funding is available from Measure RR. The objective will be complete by June 2010.  
♦ Recommendation for 2009 to 2010: Keep the same SO. |
| ♦ Remove 25% of physical barriers to accessibility on campus as identified by the 2008 transition plan by June 2010, with focus on restroom accessibility in permanent buildings. (Facilities) | |
| Examples of Reported Accomplishments: | ♦ Dining Services completed opening of fifth convenience store in February 2009.  
♦ Began installation of Access Control systems for improved building safety/security.  
♦ Began implementation of campus-wide recycling program  
♦ Reevaluated and renewed process for budget reporting of Capital Outlay projects; developed a database of integrated reporting, allowing for the development of up-to-the-minute reports on current project budgets and expenditures.  
♦ Developed priority zones to improve landscape maintenance; implementing new cultural
<table>
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<tr>
<th>Procedures for Athletic Fields</th>
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<tbody>
<tr>
<td>♦ Updated graffiti removal procedures and completed first cycle of staff training</td>
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<tr>
<td>♦ Reevaluation of Energy Management operations and replaced Central Plant operator</td>
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<tr>
<td>♦ Implemented in-house building commissioning to ensure the building systems are operating efficiently for new buildings coming on-line. Completed building commissioning for Humanities building.</td>
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<tr>
<td>♦ Hired safety consultant to update and develop OSHA-required programs.</td>
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<table>
<thead>
<tr>
<th>Instruction</th>
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<tr>
<td>♦ Installed new state-of-the-art equipment in facilities used by Nutrition/Foods and Hospitality programs; upgraded culinary equipment in the Foods Lab.</td>
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<td>♦ The Mt. SAC Aquatics facility was named by the United States Water Fitness Association as the top Community College Aquatics Facility in the nation for the second year in a row.</td>
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<tr>
<td>♦ Within 24 hours of the July 2008 earthquake and the discovery of structural damage to a portion of the Building 28 roof and division office ceiling, the T&amp;H division office staff, along with their files and equipment, relocated and were open for business with little or no interruption to student/faculty/staff service.</td>
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<tr>
<th>Committees</th>
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<tr>
<td>♦ 7 committee goals (6.7% of all committee goals submitted) related to this College goal.</td>
</tr>
<tr>
<td>♦ Health &amp; Safety Committee reviewed Board policies and administrative procedures related to health and safety and recommended revisions. They also developed/recommended health and safety compliance programs (early defibrillation program, Illness &amp; Injury Prevention, Bloodborne Pathogens program).</td>
</tr>
<tr>
<td>♦ PAC received regular updates from Health &amp; Safety Committee on emergency preparedness, addressed recommendations and a proposed revision to campus safety policy</td>
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<tr>
<td>♦ Insurance Committee replaced the campus life insurance plan, with increased member benefits</td>
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<table>
<thead>
<tr>
<th>Examples of Related Themes from Unit/Team Planning</th>
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<tbody>
<tr>
<td>♦ Ongoing support for upgrading, expanding, and maintaining state-of-the-art facilities (Instruction)</td>
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<tr>
<td>♦ Facilities Planning &amp; Management must be properly staffed and have the right information, equipment and tools to effectively and efficiently support campus operations (Facilities Planning &amp; Management)</td>
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<tr>
<td>♦ Move toward more sustainable operations in all areas (Facilities Planning &amp; Management)</td>
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<tr>
<td>♦ Implement new firewall, install Gigaman circuit, move MPOe (IT)</td>
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<tr>
<td>♦ Enhance parking lot security and upkeep (Public Safety)</td>
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<tr>
<td>♦ Monitor and formalize a Return to Work program to reduce number of lost work days incurred with worker’s compensation illness/injuries (Safety, Health, Risk Management)</td>
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<tr>
<td>♦ Refurbish/repair stadium seating areas and press box (Technical Services)</td>
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<td>Team Goals alignment</td>
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</table>

**College Goal 10: The College will ensure that basic skills development is a major focus and an adequately funded activity.**

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<tr>
<th>Strategic Objectives:</th>
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| • By June 2009, the College will document the successful achievement of at least 80% of the project goals identified by departments/unit that receive 2008-09 Basic Skills funding in accordance with the Basic Skills Action Plan. (Basic Skills Committee) | ♦ Objective ongoing. Due to the nature of some of the research studies, the final completion of all projects will be July 30, 2009. After this date, the percentage of projects that met their goals will be computed.  
• Recommendation for 2009 to 2010: Keep the same SO. |
| ♦ By June 2009, the College will fund all activities identified in the Basic Skills Action Plan using dedicated BSI funding at a minimum of $1.3 million for the 2008-09 year. (Basic Skills Committee) | ♦ Objective met. Allocations to support all activities of the Basic Skills Action plan totaled approximately $2.3 million for 2008-09. Expenditures for 2008-09 totaled $1,688,537. Substantial carryover will assist these programs facing reduction in the 2009-10 fiscal year (Source: Basic Skills Expenditure Reports).  
• Recommendation for 2009 to 2010: Keep the same SO (edit as needed). |

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<thead>
<tr>
<th>Examples of Reported Accomplishments:</th>
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</table>
| ♦ Instruction | ♦ The Writing Center and Learning Assistance Center piloted an early alert program for academic assistance in ENGL 67 and 68.  
♦ The Writing Center tutored over 2,100 students for over 7,000 hours while logging in over 74,000 student visits for 64,000 hours. Student usage of the WC grew by 247%. The WC also gave 128 workshops focused on developmental writing issues to 827 participants  
♦ Basic Skills funding enabled 174 hours of specialized tutoring for AMLA students by trained ESL instructors  
♦ Tutorial Services provided over 5,000 hours of developmental Math tutoring in the MARC, Supplemental Instruction for basic skills courses was expanded, joint publicity of campus tutoring services communicated more clearly to students across the campus regarding available academic support services  
♦ The Technology Education Resource Center (TERC) provided basic Math assessment for all AERO 23 students, and served over 750 Tech & Health students with more than 7,000 study sessions.  
♦ Basic skills funding supplied over $100,000 for instructional technology for newly constructed and/or remodeled English and Math classrooms  
♦ The ABE program grew in its Mentoring Program, which pairs noncredit basic skills students |
with credit mentors
♦ ABE increased efforts to identify and prepare students to pass the high school exit exam (CAHSEE). The number of students passing at least one section of the CAHSEE test totaled 140.
♦ The RIE staff completed the final report for the 2007-08 Basic Skills Initiative Funded Projects detailing goals and outcomes of individual projects and reporting on assessment of those outcomes

♦ Student Services
♦ Over 80 students actively participated in the Aspire program with over 25 faculty, staff, and administrator mentors; Black College Fair increased attendance by over 200 to a total of 500 participants.
♦ 91% of students enrolled in the Summer Bridge program enrolled in the Fall semester with 49% enrolling in a fall learning communities cohort. Summer Bridge successful completion rate was 91% -- up 6% from the Summer of 2007 in which the rate was 85

♦ Committees
♦ 13 committee goals (12.4% of all committee goals submitted) related to this College goal.
♦ The Academic Senate reviewed/approved the Basic Skills Action plan and assignment of the TLC coordinator.
♦ The Basic Skills Coordinating Committee assessed outcome data from prior year’s projects, and developed/recommended the 2009-10 Basic Skills Action Plan for approval via the Academic Senate.
♦ The Basic Skills Coordinating Committee supported the Year of Developmental Education, and disseminated basic skills project activities and results to the campus.
♦ The DE study Team created the DE professor of the year award, and worked to develop instructional consultation services to help programs better address needs of basic skills students.
♦ The Budget Committee and the Basic Skills Coordinating Committee are addressing goals to improve integration of basic skills planning and resource allocation with existing College processes.

Examples of Related Themes from Unit/Team Planning
♦ Expansion of learning communities and other learning resources to support improved student success, including development of basic skills competencies (Instruction)

Team Goals alignment
IN-5, IN-6, IN-10, IN-11

**College Goal 11:** The College will improve effectiveness and consistency of dialogue between and among departments, committees, teams and employee groups across the campus.

**Strategic Objectives:**
♦ By the end of fall 2009, the College will be able to measure an increase in employee satisfaction with
♦ Objective ongoing. This objective is being examined further in summer 2009 with roll-out in fall 2009. The director of research and institutional effectiveness is currently discussing pricing with
| Communications by 5% from both the OSS Employee Survey (fall 2007=46%) as well as the Participatory Governance Survey (averages 58.9% for spring 2008). (President’s Advisory Council) | The OSS survey company. Due to the timing of this objective, it is better suited for the 2009 to 2010 academic year.  
- Recommendation for 2009 to 2010: Keep the same SO. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Examples of Reported Accomplishments:</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>Administrative Services</strong></td>
<td>- Facilities Planning &amp; Management revised its process for plan review during project design phase; focus group meetings were held and a process was implemented for ‘page-turn’ reviews with project teams at appropriate project intervals. This process has been much more successful than the former process of independent reviews of plans by project team individuals.</td>
</tr>
</tbody>
</table>
| - **Instruction** | - The Research & Institutional Effectiveness Office promoted and facilitated purposeful College communication in part through publication of the following documents: Spotlight Newsletters, Planning for Excellence Newsletter, RIE Newsletters, BSI Year-End Update  
- LLR Facilitated and participated in two faculty focus groups on the meaning of Developmental Education during the Year of Developmental Education in the fall of 2008. |
| - **Committees** | - 23 committee goals (21.9% of all committee goals submitted) related to this College goal.  
- PAC worked with Marketing on display of the new College mission statement, received numerous data updates and reports on various projects (e.g. accreditation self study teams, construction projects, Foundation campaign, ARCC report, Banner EAS implementation), improved structured communications/accountability with committees/councils, reviewed/recommended approval of ’08-09 College goals and strategic objectives and implemented various mechanisms for communicating with the campus  
- The Academic Senate addressed a major goal to strengthen communication across the campus by soliciting presentations, reviewing/recommending proposed APs and BPs, disseminating materials from ASCCC area and plenary meetings, and educating the campus community about its role, purpose and function in College governance.  
- The Basic Skills Coordinating Committee supported the TLC newsletters and events (such as the Spotlight on Effective Practices seminar) to stimulate campus dialogue and communication about programs/practices related to basic skills.  
- Curriculum & Instruction Council disseminated agendas, minutes and relevant documents to a wide variety of stakeholders, and posted materials on its web page.  
- Ed Design Committee provided consistent, informative feedback to faculty on submittals for 229 courses.  
- The SLO and GEO Committees engaged faculty from broad areas in the development and vetting of learning outcomes and assessment plans at the course, program and institutional level; provided many reports, workshops, website postings, email communications, etc. to disseminate |
results of these faculty dialogues. The SLO Committee published monthly editions of SLO Highlights and Spotlights publications.

* IEC revised the ’08-’09 PIE process based on user feedback and recommendations, including creation of customized guidebooks, reports, and training sessions. College planning and evaluation processes were communicated via publications in the Planning for Excellence newsletter

* Health & Safety and Insurance Committee posted group memory form each meeting to their campus websites

* ITAC conducted more than 20 training sessions on Luminis, and disseminated account information to all students and staff

### Examples of Related Themes from Unit/Team Planning

* Strengthen communication and collaboration with other teams (Instruction)

* Implement the Luminis portal; develop policies, procedures, and plans for deployment of Luminis channels to facilitate a centralized approach to communicating with campus constituents (Admin Services)

* Develop/enhance various training and communication vehicles related to new processes (e.g. financial reports, student business processes via Bursar’s Office, Banner Web Time Entry, permanent ‘help desk’ for Purchasing procedures, Risk Management website development, etc.) (Admin Services)

* Implement systems for mass notification in the event of an emergency impacting the College (Public Safety, Risk Management)

* Integrate Facilities planning with other campus wide planning activities (Ed Master Plan, Technology Master Plan, etc.) (Facilities Planning & Management)

### Team Goals alignment

| IN-1, AS-2, AS-3, AS-5, AS-8, AS-10 |

#### 3. Summary of Progress on Student Learning Outcomes

The 2008-09 Accreditation Annual Report provides the following information as of May 2009:

* 84.8 percent of courses have established Student Learning Outcomes, and 80.9 percent of these are actively engaged in assessment

* 27 percent of programs (degrees/certificates) have established Student Learning Outcomes, and 22 percent of these are actively engaged in assessment

* Additional student and learning support activities have varying degrees of established Student Learning Outcomes and ongoing assessment activities (e.g. Learning Assistance Center, Learning Resources, Counseling and DSPS courses, Career/Transfer Services, etc.)
A formal review of SLO accomplishments can be found in the Course-Level SLO Annual Report (Part I) at http://www.mtsac.edu/instruction/outcomes/newsletter/progressreports/2008-09_annual_report.pdf

A goal has been established to achieve 100% compliance with course-level SLO implementation by June 2010. Managers from Instruction report that all units appear to be on track to meet this goal by June 2010 or sooner. Counseling and DSPS courses have currently achieved 71% and 90% compliance, respectively.

This year, the College established General Education Outcomes (GEOs) and commenced initial assessment of its general education program. GEOs were established for each area in the General Education pattern:

- Area A – Communication
- Area B – The Physical Universe and Life
- Area C1 – Arts
- Area C2 – Humanities
- Area D1 – U.S. History and American Institutions
- Area D2 - Elective courses in Social, Political and Economic Institutions
- Area E – Lifelong Understanding and Self-Development

Requested timeframes for assessment have been established for courses in each area, such that the first full cycle of assessment of all areas would conclude by December 2010. Compilation and use of results will begin in Dec. 2009 and continue through June 2011. The goal is that each GEO will be assessed across its relevant courses at a minimum of once every four years.

Additional planning to establish SLOs for all degrees and certificates needs to occur during the 2009-2010 year.

The Student Services Team reports that research support and greater technical expertise is needed in order for their units to achieve their desired level of implementation at the program/department level. A plan to provide technical assistance during 2009-10 is under development.

Many examples of how results of course-level SLO assessment has led to improvement are included in the unit-level ePIE records. A small sample of these SLOs includes:

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Division:</td>
<td>The Music faculty created a Music Major Handbook to support desired outcomes for students in individual instruction.</td>
</tr>
<tr>
<td>Business Division:</td>
<td>Faculty in the Paralegal program altered pedagogy to enable students to meet outcomes related to preparation of a successful legal memorandum.</td>
</tr>
<tr>
<td>Continuing Education Division:</td>
<td>In HS English 3, teachers are exploring new strategies to raise pass rate on writing assignments; some of</td>
</tr>
<tr>
<td>Division</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Humanities &amp; Soc. Sciences Division:</td>
<td>Faculty across the division have developed a greater understanding of the relationship of SLOs to the learning already facilitated in their classes.</td>
</tr>
<tr>
<td>Library &amp; Learning Resources Division:</td>
<td>For STDY 80, assessment of SLO on student awareness of their learning resulted in planned changes in how learning styles are presented with visual learning taught as a cohesive element; for LERN 81, SLO assessment on responding to assignments has met the criteria, but faculty wish to continue the assessment to include adjunct faculty to determine whether results are repeatable.</td>
</tr>
<tr>
<td>Natural Sciences Division:</td>
<td>Although initially reluctant to do so because of concerns about student success, the Math Department has decided to continue scheduling Math 71 A/B in the intersessions after discovering through assessment that the data revealed a slightly higher success rate for students in the short term courses.</td>
</tr>
<tr>
<td>Physical Education Division:</td>
<td>Involving adjunct faculty in SLO development and assessment has made them much more aware and involved in the curriculum process.</td>
</tr>
<tr>
<td>Technology &amp; Health Division:</td>
<td>Electronics will incorporate frequent “feedback sessions” during lecture periods in ELEC 50A to enable instructors to identify those who may struggle with multiple-part problems but who are reluctant to seek assistance.</td>
</tr>
<tr>
<td>Student Services areas:</td>
<td>Review of assessment results including student surveys and success data have lead to changes in curriculum, policies/procedures, and delivery of services to students.</td>
</tr>
</tbody>
</table>

### 4. Team Goals for 2009 - 2010

Added to the PIE process this year, Team goals derive from the planning processes being done at the unit level. Units align their individual goals to both College and team goals, where appropriate. Since current budget processes place the major responsibility for new resource allocation at the Team level, the creation of Team goals strengthens alignment of planning and resource allocation. Goals set by the teams will be referenced in upcoming cycles for new resource requests (including budget, staffing, facilities, etc.).

**Administrative Services**

- AS-1. Develop a College-wide Sustainability System
- 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. Provide Employee Safety Training
- AS-7. Continue Focus on Professional Development
AS-8. Develop Enterprise Application System Training/Implementation
AS-9. Develop Purchasing Card System
AS-10. Provide Academic/Student Technology Support
AS-11. Protect Investment in Facilities/Infrastructure

**Human Resources**

HR-1. Expand recruitment efforts to increase the diversity of applicant pools
HR-2. Evaluate and update all Human Resources internal procedures

**Instruction**

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, etc., 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 student success and achievement through the development and maintenance of effective instructional support activities and course delivery models

**Student Services**

SS-1. Ensure that pathways are available and well-defined for students to pursue their educational goals
SS-2. Provide avenues through which students can be involved in the life of the College
SS-3. Provide support for students to move toward reaching their goals
SS-4. Enable students to complete each term of student and continue enrollment in subsequent terms
SS-5. Empower students to attain their educational goals by gaining new skills, knowledge, and experiences in order to graduate, transfer and obtain employment
SS-6. Conduct dynamic research to measure outcomes and student success
SS-7. Provide opportunities for professional development and technical training to all staff

5. Resources Identified in Relation to Planning and Evaluation

In conducting its annual planning and evaluation, each unit identifies the various kinds of resources that are needed to achieve its stated goals and outcomes. The needs are conveyed through the PIE process to the respective managers and Team leaders to provide a comprehensive list of resources needed. This year, the collective documentation of resources connected with unit, team, and College goals exceeds 45 pages (Appendix list is attached).

The PIE process allows units to identify necessary resources and to describe their alignment with Team and College goals. The next step in resource allocation involves prioritization of the various requests in accordance with the types and amounts of resources available. Since most resource allocation occurs at the Team level, the implementation of Team Goals facilitates operational decision-making at this key level.

Additionally, the resources identified by the units have been divided into categories of budget, staffing, facilities, technology/equipment, research, marketing, and training. This year’s collective packet of resources identified within each category will be distributed as follows so that appropriate areas are aware of user needs:

<table>
<thead>
<tr>
<th>Type of resource</th>
<th>Distributed to</th>
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</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Staffing</td>
<td>Budget Committee, Human Resources</td>
</tr>
<tr>
<td>Facilities</td>
<td>Budget Committee, Facilities Planning &amp; Management</td>
</tr>
<tr>
<td>Equipment/Technology</td>
<td>Budget Committee, Instruction, Information Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of resource</th>
<th>Distributed to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Office of Research and Institutional Effectiveness</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing &amp; Communication Office</td>
</tr>
<tr>
<td>Training</td>
<td>Professional &amp; Organizational Development Office</td>
</tr>
</tbody>
</table>

As noted in section 1, the College is experiencing significant challenges at this time as a result of an ‘external condition’ of reduced state funding. It is anticipated that the overall availability of resources to support the identified needs will be significantly below that historically available over the past several years. During this period of fiscal stress, planning for efficiency, effectiveness, and support of core functions can still be informed by the mission, goals, and evaluation activities documented in the PIE process.
6. Evaluation of the PIE Process, including Actions for Improvement

Summary of Feedback on the PIE process:

Feedback was solicited from each manager and VP completing the summary reports (14 responses).

♦ 13 respondents agreed that the summary format was logically organized, 1 disagreed
♦ The majority (10 respondents) thought the reports available for their particular Summary were helpful, adequate, and nice. One respondent thought the reports were mixed in usefulness and one thought the reports were inaccurate and incomplete.
♦ The majority (12 respondents) thought the timelines were appropriate, 2 disagreed or strongly disagreed.
♦ The majority (13) agreed that the PIE process is clearly understood by faculty and staff
♦ The majority (12) agreed or strongly agreed that training and support were available and adequate.

Comments from respondents included:

♦ Reports were appreciated by most, but some feel that the generated reports should replace the summary (cutting and pasting from unit reports is a “waste of time”)
  o Need to work with managers/teams to provide better assistance to engage in the expected summarization. The managers/VP summaries should not be a ‘cut and paste’ exercise.

♦ More training was requested on how to integrate the data into the ePIE, how to work with IT to get the most out of the reports and eventually how to place the data in the Manager’s Summaries. Departments/Divisions also need more training to understand where data should go in ePIE in order to have it show up in the right places for the reports/summaries.
  o The requested emphasis will be incorporated into future training opportunities

♦ Vice President’s Summary does not include a section for AUOs and Strategic Actions which are provided to the Vice Presidents for their reports.
  o AUOs and SAs should be integrated along with the information derived from the “Future Plans” report out of ePIE into the Team summary section entitled Future Planning Efforts and Alignment, which requests “Themes based on Department Goals/Outcomes/Actions”. Need to make this more explicit in the instructions.

♦ There is still a lack of clarity about timeframes for each section of the report (i.e. some are ‘looking back’ on accomplishments, some are ‘planning forward’ with goals for the next cycle.)
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- ePIE is a dynamic document with rolling timeframes relative to the date of input. Essentially, the accomplishments section should report on past accomplishments since the time of last report up until the current date. The establishment of new or adjusted goals is the result of current planning efforts and, therefore, applies to the future.

- No coversheet in the manager’s report to identify the area and contact information
  - Coversheet will be added for the next cycle

**IEC plan for improving the PIE Process**
Based on the information from the VP Summaries, IEC meeting discussions, ad hoc feedback from the campus and IEC-members’ evaluation of the VP Summaries, IEC plans to implement the following action steps for continuing improvement in the next PIE/ePIE cycle:

- Incorporate each of the actions identified in the above section to improve the process.
- During the IEC meetings and when reviewing the PIE Summaries, it became clear that improving the use of data is an important concept for the program review process. It is recommended that the College develop a theme related to research for the fiscal “year” 2009 to 2010. The purpose of the “year” would be to encourage continued, thoughtful recognition of data and its uses in decision-making and planning. The research office would be tasked with overseeing and leading this initiative and documenting activities and events related to it and reporting to IEC. Academic Senate would be asked to consider advocating for this theme to be part of Flex Day in 2010. In essence, the approach to the year should be a decentralized one so that all areas have a chance to embrace data in a way that is conducive to their successful use of data for institutional effectiveness. The suggested wording for this research theme is “The Year of Improving Student Success Through the Use of Data” (shortened to be read as “Y I Use Data”). (note: this wording is updated from the Strategic Plan 2008/09 document completed in July 2009)
- Spot-check unit-level ePIE entry to identify patterns – determine areas of weakness or inconsistent data entry. These may indicate the need for additional process clarification or training. To the extent that the spot-checking reveals units that are having particular difficulty, provide direct assistance/training to those departments.
- Identify several good examples of unit-level ePIE entry, and make these public/transparent.
- Focus next year’s feedback on the unit-level ePIE and PIE process. Create a user survey similar to that used to get feedback on manager/VP summaries. Tabulate the survey data to identify areas in need of improvement.
- Ask units to respond to open-ended questionnaire questions: what did you learn as a result of engaging in the PIE process, what are your next steps and what are your suggestions for improving the ePIE process. The intent is to promote dialogue within units to reflect on the meaning of and value-added by their efforts, as well as to provide useful feedback to IEC in understanding the extent to which the units find the current process useful/worthwhile.
- Provide continued campus-wide emphasis on the use of data in planning and evaluation, including training on and communication of the roles and uses of data through multiple hubs (Professional and Organizational Development, Academic Senate, Research & Institutional Effectiveness Office).
- Recommend that committees improve documentation (e.g. in minutes) of dialogue that is occurring in the completion of tasks and decision-making.
7. Recommendations for Modifications to College Goals

1. It is recommended that the basic skills goal (#10) be re-worded to be more reflective of the conceptual nature of the topic rather than focused on the fiscal components. A suggested re-wording is as follows:
   - College Goal #10: The College will ensure that basic skills development is a major focus in its planning efforts and an adequately funded activity.

2. Academic Senate (Resolution 2009-07) and Academic Mutual Agreement Council (AMAC) are suggesting a new College goal regarding student persistence. The nature of the new goal focuses on term-to-term enrollment. Teams should be asked to review their strategic objectives and if possible to consider one for persistence. Proposed SOs will be gathered from Teams across campus in August and September 2009. Student Preparation and Success (SPAS) should also examine this goal and determine if they can recommend an strategic objective (e.g., is a College-wide strategic objective to improve persistence by 2015 by X% feasible?). Suggested wording for the new goal might be:
   - New College Goal #12: The College will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).

3. Based on this PIE Summary findings and discussions with Dr. Nixon and IEC, the following integrated planning goal is proposed:
   - New College Goal #13: The College will improve integration of campus-wide planning activities.

4. It is recommended that the 2009 to 2010 document with the new and/or revised strategic objectives (SOs) be expanded to more resemble a Strategic Plan. The contents of the plan would include an introduction to explain the nature of the document and a section on PIE and integrated planning and how they are used to help create a scan for the College and used to evaluate the College’s mission. Other sections suggested include the College’s mission, vision, core values and College goals along with the SOs and how they were derived based on a bottom-up approach. The end-of-year final report should refer back to this larger document and indicate changes for next year. An evaluation of the plan and its outcomes and the process used to achieve the plan should also be done. The RIE office should create the new 09/10 Strategic Plan and ask IEC and PAC to provided edits.

8. Supporting Documents

This PIE Summary Report is based on numerous reports, summaries and evaluations. The following documents can be found on the IEC web site [http://inside.mtsac.edu/organization/committees/iec/](http://inside.mtsac.edu/organization/committees/iec/)
- Team-level documents received from the Vice Presidents
- Summary and Evaluation of “Team-level documents received from the Vice Presidents”
- Summary and Evaluation of Committee Accomplishments
- Summary and Evaluation of Data Trends
- Summary of Accomplishments
- Final 2008 to 2009 Strategic Objectives Results
- SLO Annual Report
- Resource Needs Listing