



manager **PIE**

wgugdELbIE

2014-15
2015-16
2016-17
2017-18

Planning for Institutional Effectiveness

Introduction

- I. Institutional Mission
- II. Division and Division Units
- III. Division Mission
- IV. College Themes and Goals

Section One: **Where We Are—An Analysis and Summary of the Current Year 2014-15**

- I. Planning Context: Division Goals
- II. Notable Achievements
- III. Tracking External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment
- IV. Closing the Loop: Alignment and Progress on College Goals:

Section Two: **Where We Are Going—Planning for the Next Three Years, 2015-16, 2016-17, 2017-18**

- I. Division Goals and Strategic Objectives for the Future
- II. Planning for The Next Three Years
- III. Budget Prioritization

Section Three: **Recommendations for Improving the Planning Process**

- I. Improvements Recommended
- II. Information Request

NOTE: This PIE Form is optimized to be used in Acrobat 10 or later.



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Planning for Institutional Effectiveness

Introduction:

I. Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Your area's program review will be recorded on this form summarizing the current year and documenting planning for the next 3-year cycle.

TracDat is the college's database for recording outcomes. Please update your outcomes work regularly. <http://tracdat.mtsac.edu/tracdat>

II. Division and Division Units: *Select your Area or Division*

DIVISION	Library & Learning Resources	Units: Distance Learning/Online Learning Support Center
Dean	Meghan Chen	Units: Learning Assistance - Instruction, Learning Assistance - Services
E-mail / Extension	mchen@mtsac.edu / 909-274-5888	Units: Library

III. Division Mission

Enter your Division Mission Statement here.

IV. College Themes and Goals

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

Theme A: To Advance Academic Excellence and Student Achievement

College Goal #1	The college will prepare students for success through the development and support of exemplary programs and services.
College Goal #2	The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
College Goal #3	The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

College Goal #4	The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
College Goal #5	Students entering credit programs of study will be ready for college level academic achievement.
College Goal #6	The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

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

College Goal #7	The college will secure funding that supports exemplary programs and services.
College Goal #8	The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
College Goal #9	The college will provide opportunities for increased diversity and equity for all across campus.
College Goal #10	The college will encourage and support participation in professional development to strengthen programs and services.
College Goal #11	The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
College Goal #12	The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

College Goal #13	The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
College Goal #14	The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Section One: *Where We Are—An Analysis and Summary of the Current Year*

I. Planning Context: Division Goals for: Library & Learning Resources

a. Identify the *overarching* goals (informed by Unit goals) that guided your Division's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. Add rows (+) as needed. Delete rows (X). (limit 10 goals)

Roll-Over to see "overarching goal" example

Division Goal Name	Division Goal	College Theme
Improve Student Success Rates	Improve student equitable access to and success rates in basic skills courses, online courses, and courses in which students use library and learning resources.	B: Access and Success
Data-Driven Decision Making	Use data to drive analysis, decision making, and assessment of effectiveness throughout the Division: e.g., curriculum, scheduling/enrollment management, student success initiatives, library materials, work flows, and organizational efficiency and effectiveness.	A: Academic Excellence
Maximize Use of Software Tools	Maximize use of existing software tools for teaching and learning, e.g., Moodlerooms (MR), OCLC WorldShare library management software (WMS), YBP web-based collection development tools, Course Studio, and Group Studio.	C: Secure Resources
Increase Use of LLR	Increase student and faculty use of library and learning resources through effective outreach and marketing: courses, library materials, workshops, online learning resources, supplemental instruction (SI)/tutoring, and campus partnerships.	C: Secure Resources
Outcomes-Resource Alignment	Align department student learning outcomes (SLO), administrative unit objectives (AUO), and strategic actions (SA) to planning and resource allocation.	A: Academic Excellence

II. Notable Achievements for: Library & Learning Resources

Enter a brief summary of your Division's successes for the 2014-15 year in the field below followed by a listing, by theme, of the Notable Achievements. This provides opportunity to highlight your Division's proudest moments for this year. Text boxes will expand as needed. Add rows (+), delete rows (-).

[Roll-Over to see Achievement example](#)

a. Narrative Summary

The LLR Division's achievements demonstrate implementation of learning resources and technology to improve student success, including embedding LIBR and LAC courses and tutoring in learning communities in which student success rates are expectedly higher than students not in such communities. Distance learning student success rates in online classes rose by 10% compared to 2010-11 while success rates in hybrid courses saw a 9% jump in the same period. LLR leveraged technology tools to provide direct support to instruction (e.g., library technology tools and Moodlerooms), and pushed to learn new technological frontiers by participating in the Online Education Initiative (OEI), conducting discovery sessions, and promoting existing tools. The Division engages in making use of existing resources, integrating new technology, and reviewing existing work flows and processes for effectiveness and efficiency. LLR faculty and staff also engage in and contribute to campus-based and state/national professional development so that they may apply best practices in their daily work.

Add Notable Achievement Theme

Student Success

Add Notable Achievement Theme

Select Achievement Theme

Add Notable Achievement Theme

Select Achievement Theme

Achieved a 71.2% pass rate in English 1A for students enrolled in an English Pathways combination of English+LIBR 1A, Counseling, or Learning Communities (LCOM) links compared to a pass rate of 64.5% for non-Pathways students. Achieved a course sequence completion rate of 55.4% for English basic skills course sequences for students enrolled in Pathways compared to 28.3% of their peers not enrolled in Pathways.

Achieved higher success rates for students enrolled in Math Pathways with tutoring/supplemental instruction compared to non-Pathways students: for example, in Fall 2014 first 8-week classes:

Math 50 Pathways saw a 86% success rate compared to 54% for non-Pathways students.

Math 51 Pathways had a 77% success rate compared to 37% for non-Pathways students.

Math 71 Pathways saw a 79% success rate compared to 53% for non-Pathways.

Attained a 5% or higher increase in student retention and success rates in distance learning courses compared to 2010-11.

Add Notable Achievement Theme	Select Achievement Theme
<p>Piloted extended library hours by adding 14.5 hours during the Fall 2014 semester finals week at the request of Associated Students. Offered an additional 5.5 hours for a total of 20 extended library hours during Spring 2015 finals week based on data analysis of the Fall 2014 extended hours.</p>	
<p>Achieved an overall average success rate of 88% for students who attended 6 hours or more per semester of supplemental instruction; students who attended fewer than 6 hours per semester had an average success rate of 75%.</p> <ul style="list-style-type: none"> • 17% higher success rate among Anatomy 10A students who attended tutoring (81% success rate) than ANAT 10A students who did not (64% success rate). • 11% higher success rate for Biology 1 students who attended tutoring (86%) than those who did not (74%). 	
Add Notable Achievement Theme	Student Access and Success
Add Notable Achievement Theme	Select Achievement Theme
<p>Selected as one of 24 pilot colleges for the Online Education Initiative (OEI) Tutoring Staging Group:</p> <ul style="list-style-type: none"> • Piloting NetTutor, a 24x7 online tutoring tool for students in pilot courses (ADJU 1, GEOG 2, PSYC 1A) • Participating in OEI course review process, strengthening online course design rubric, ensuring accessibility • Participating in planning, implementation, and evaluation activities and meetings 	
Add Notable Achievement Theme	Professional Development
Add Notable Achievement Theme	Professional Development
Add Notable Achievement Theme	Select Achievement Theme
<p>Promoted teaching/learning best practices by LLR faculty by providing/conducting/coordinating faculty-focused presentations and conferences: e.g.,</p> <ul style="list-style-type: none"> • Flex Day "READ Courses and Content Area Reading: A Marriage Made in Curriculum" • Parachutes and Ladders Conference "Beyond the Lecture: Developmental Education in Action." • Library Coffee Talk: engagement strategies for reading to Library faculty; • A presentation on Reading courses for Counseling faculty; <p>Implemented "lessons learned" from the DL Mock Review of Spring 2014: Department Chair & Deans training sessions, workshops in semi-annual e-learning training weeks; established procedures for conducting accreditation site visit for distance learning.</p>	

Add Notable Achievement Theme	Technology
Add Notable Achievement Theme	Technology
<p>Online Learning Support Center collaborated with IT to maintain Moodlerooms (MR) as stable as possible to minimize the potential negative impacts on instruction and learning after major upgrades (twice a year).</p>	
<p>Provided comparable student support services to distance learning students through the library's 24X7 online chat library reference service, QuestionPoint.</p>	
<p>Increased outreach efforts to faculty and students by the Learning Lab (faculty) Liaisons about the Lab's resources through Spring Flex Day, Discovery Sessions showcasing technology tools and a newsletter for the LLR Division.</p>	
<p>Added the following library services/features to support student need for technology:</p> <ul style="list-style-type: none"> • Provided color printer and copiers for student use • Implemented credit and debit card options for printing services • Created online options for reserving group study rooms, registering for information competency workshops, and printing workshop attendance verifications. • Expanded WIFI access to better serve the northeast corner of the library including the group study areas • Arranged for print job identification and printing services through the Internet using wireless connections for students-owned devices • Migrated Library web page to OmniUpdate to enable more timely content update. 	
Add Notable Achievement Theme	Organization / Process
<p>Implemented an approval plan process through YBP Library Services using Global Online Bibliographic Information (GOBI) to aid in selecting titles through recommended subject lists based on the library's profile, evaluate titles by using readily accessible book reviews, and check titles already owned by the library using YBP's GOBI integrated interface.</p>	
<p>Learning Assistance Resource Center (LARC) staff increased collaboration with LAC faculty, including connecting with a math professor to provide specific tutoring intervention to struggling students, providing additional writing tutoring, communicating with faculty to clarify assignment parameters, and attending committee meetings in each subject area.</p>	

III. Tracking Conditions, Retention & Success, Critical Decisions and Outcomes Assessment for: Library & Learning Resources

Enter a brief summary for each section based on the 2014-15 year followed by information provided in your Units' PIE forms. Add rows (+), delete rows (-).

a. External Conditions Summary

The State's economic recovery, increased funding support, new laws, and myriad student success initiatives impact LLR planning, budgeting, and operations. Critical instructional and student support operations had a vital infusion of funding to replace dilapidated instructional equipment, repair some ripped carpeting, and replenish library materials. Restoration of some state funding is countered by cost increases in labor such as increase in minimum wage, the new sick leave law, and in rate-driven cost increases to library databases and materials. While participating in and implementing statewide student success initiatives are necessary and can be powerful for students, these initiatives incur a total cost of commitment in terms of planning, collaborating, implementing, and evaluation across the College, for which existing staffing support may not be adequate. The lack of State construction bond delays meeting instructional and learning needs currently unmet by the existing LLR building that needs ongoing cleaning, maintenance, repair, and renovation until a new Library/Learning Resource Center can be built with a new bond. Revised Accreditation Standard IIB and attention on distance education continue to focus LLR efforts on meeting standards.

Economy / Budget	<i>Roll-over to see example</i>	Data Source
Increased employment levels may have had an impact on overall college enrollment thereby impacting enrollment in Library and Learning Assistance courses, which saw record low student demand three years in a row. Although California Community Colleges were given additional funds for reaching and/or surpassing enrollment targets, Library and Learning Assistance courses are not high demand areas based on placement test scores, fill rates, and virtually no demand on waitlists.		County, State Department of Labor employment statistics; news reports by major news outlets, e.g., Los Angeles Times, NPR
State's one-time funding of instructional equipment and Prop. 20 lottery funds brought much needed replacement of non- or low-functioning equipment and replenishment of library resources to keep up with industry/field standards and new curricula. However, this sudden infusion with a mandate to spend down the funds within the year caused a glut of procurement, installation, and processing activities that are challenging to implement in a short time and then assess for outcomes.		Chancellor's Office www.cccco.org
Instructional Equipment and Lottery categorical funding availability enabled purchases to replace dilapidated, non-functioning classroom laptops and to fill some collection gaps in the library created by five years of 24.7% cut each year to the lottery budget (a \$450,000 total reduction).		Chancellor's Office www.cccco.org

<p>Increase of State minimum wage impacted budgets for hourly staff, including tutors, Supplemental Instructors, and front desk staff.</p>	<p>New State law</p>
<p>Yearly rate increases for database subscriptions is an ongoing external condition. Historically, the percentage of change for 2013-14 was 4.2% and for 2014 it was 7.2%. Pricing increases depend on discipline, but the projected range for 2016 is 6.6%.</p>	<p>The Community College League's library consortium</p>
<p>Cost of textbooks continues to be a huge challenge for students as students desperately seek copies on reserve, but space limitations greatly restrict the reserve collection.</p>	<p>SACBookRac, Amazon.com</p>
<p>Statewide initiatives on transfer degrees and bachelor's degrees (as approved locally) affect library collections as determined by the curricula.</p>	<p>SB 1440, Chancellor's Office www.cccco.org</p>
<p>Online Education Initiative (OEI) requires constant, active, and timely response with the pilot group leaders, OEI steering team, vendors (e.g., NetTutor), Distance Education Coordinators, Chancellor's Office, external evaluators, and local faculty and staff. The activities will benefit the College and distance education students throughout the state, but the time and effort required are an increase in workload in the LLR Division and across other college teams.</p>	<p>Chancellor's Office www.cccco.org</p>
<p>A new library building is a Measure RR project with the design phase to begin in 2014-15 according to the 2010 Construction Project List. This project, however, also requires state funding, which is currently not available. The project is now on the future construction projects list.</p>	<p>Measure RR Project List</p>
<p>Students bring their own mobile devices and expect reliable wireless connection and assistance with using their devices to access College/library resources and services thereby needing more faculty and staff training on how to help these students. Demand for mobile friendly interface on College webpages drive the revision of webpages especially to reduce text-heavy information pages and to ensure critical information is readily available to users as Google algorithms favor mobile friendly pages over text heavy pages.</p>	<p>Student complaints about Internet access & slowness</p>
<p>Active shooter disaster preparedness: Multiple active shootings in public spaces and the recent shooting at Santa Monica College prompted an evaluation of the exit options from the library and a practice drill to be conducted in August 2015 when the library is closed to the public.</p>	<p>News reports from major news outlets, e.g., Los Angeles Times, broadcast news</p>

Accreditation: Standard IIB is a revised standard that applies to library and student support services. Although the changes are not major, the IIB team involves every area of LLR Division and all student support services across the college.

Accreditation requirements affecting Distance Education demand constant attention as the College uses the DL gap analysis and DL mock accreditation results from Spring 2014 to strengthen DL courses and pedagogy and to demonstrate how the College is meeting standards.

Accreditation Handbook
accjc.org

b. Internal Conditions Summary

Student demand for LLR courses and for 100% online courses/degrees represent unique conditions for managing curriculum and enrollment. For consecutive three years, LAC and Library courses saw continuing decline in student demand resulting in cancellation of classes that did fill 3-4 years ago and resulting in more efficient scheduling. Student success is evident in learning communities that included LAC and Library courses and tutoring/supplemental instruction. Distance Learning courses also saw increases in student success by 10% in online classes and 9% in hybrid classes compared to 2011-12. However, local policies on how faculty access Moodlerooms and obtain re-certification for online teaching need review and modifications to respond to rapidly changing enrollment conditions and student demands for more online courses/certificates/degrees. An infusion of one-time instructional equipment, scheduled maintenance, and lottery funds availed improvements in support of teaching and learning and safety needs. Ongoing technological improvements still need to be made to increase user access to library resources and online tools, such as single-sign-on on library computers and touch screen capable computers for checking in/out students and reduce paper processes.

Student Demand	<i>Roll-over to see example</i>	Data Source
Cancellation of LIBR 1A, LCOM, and/or STDY courses linked to Math and English Pathways due to low enrollment in courses other than Math or English. Students repeatedly indicated they did not want the auxiliary courses, and low enrollment in such courses impeded enrollment in the linked Math and English courses.		Argos reports on fill rates, waitlist, first classes to fill
Student demand for 100% online degrees and certificates persist, but some general education areas are not available online. Online course offerings declined in 2014-15 compared to the year before. Student enrollment demands uneven: in some divisions such as Business and Library courses, DL classes fill faster while others may not have, e.g., HSS Division. Offerings of online and hybrid sections were reduced due to lower student success rates in these sections compared to traditional sections.		Student survey results from 2013; enrollment reports
Economy / Budget	<i>Roll-over to see example</i>	Data Source

<p>Instructional Equipment and Lottery categorical funding availability enabled purchases to replace dilapidated, non-functioning classroom laptops and to fill some collection gaps in the library created by five years of 24.7% cut each year to the lottery budget (a \$450,000 total reduction).</p>	<p>Categorical Funding</p>	
<p>Regulation / Policy</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>Local policy on mandatory certification before faculty may be assigned to teach online classes and access to course shells in the learning management system (LMS) pose challenges for adding online classes shortly before the start of the semester or hiring substitute faculty in emergency situations.</p>	<p>AP 4105</p>	
<p>Internal Distance Learning Procedures</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>DL procedures are manually implemented and monitored because they are not necessarily integrated automatically with institutional procedures and processes: curriculum proposal and WebCMS “button.” A WebCMS report to anticipate the threshold for meeting Substantive Change Proposal requirements has not been completed. Recent WebCMS difficulties caused major problems and delays in routine curriculum processes; there is talk of exploring other options including CourseLeaf's curriculum management tool.</p>	<p>WebCMS Interface</p>	
<p>Facilities / Maintenance</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>
<p>The aging building with dilapidated conditions are likely to pose safety problems and undermine supportive conditions for optimal teaching and learning, including such issues as worn-out carpeting throughout the building, a major safety hazard; lack of fresh paint inside and out; and maxed out capacity for reliable wireless access to the Internet in a high usage building.</p>	<p>Visual inspection of building; Consultation with IT</p>	
<p>Technology</p>	<p><i>Roll-over to see example</i></p>	<p>Data Source</p>

Additional one-time funding for technology allowed for increased purchasing to replace extremely outdated computers, laptops, and printers. Lack of consistent internet access causes use of classroom computers to be frustrating for students and ineffective for faculty.

- Lack of a streaming video server in a protected file storage service/delivery (we have 3 terabytes now, but that won't be enough). Although a new high capacity server has been purchased in 2014-15, it awaits IT personnel's availability to prepare it for use. Insufficient IT personnel has caused delays in this area.
- Single sign on for library databases via portal and learning management system; librarians, other professors, and students have requested single-sign-on (SSO) for five years.

Changing to online catalog (Course Leaf) - new format for information, expanding to other area such as a curriculum repository.

Previous PIE requests
 Receipt of funding
 Student and faculty comments
 Help Desk tickets

Training

Roll-over to see example

Data Source

LAC instructors are incorporating project-based learning into their students' work with tutors; LARC tutor training now includes helping tutors develop their facilitation skills for projects and groups. Library and DL/OLSC faculty and staff also use what they learned at conferences and webinars to improve effectiveness in their work.

LAC staff meeting minutes

Staffing

Roll-over to see example

Data Source

Lack of sufficient research analysts impede longitudinal outcomes projects from being completed: LERN and STDY courses, library information literacy activities (e.g., workshops).

Dean's emails to LAC faculty requests for Research Dept. support

c. Retention and/or Success

LLR efforts contribute to increased student success and are posed to address achievement gaps in student equity measures. Leveraging library and learning resources, students taking basic skills and online classes saw improved student success. Having access to student equity data informs planning, activities, and assessment focused on increasing student success equitably across student groups.

Student Equity

Roll-over to see example

Data Source

The Student Equity Plan specifies study techniques and library information competency as necessary skills for student success.

Student Equity Plan

By race/ethnicity, most groups had higher success rates in hybrid classes than in online classes with the exception of Pacific Islanders:

- Hispanics success rate in hybrid classes was 14% higher than in online classes, the biggest difference among four racial/ethnic groups.
- African American success rate in hybrid classes was 3% higher than in online classes.
- White students' success rate in hybrid classes was 5% higher than in online classes.
- Pacific Islanders success rate in *online* classes was 7% higher than in hybrid classes.

By disability status, students without disabilities had a 5% higher success rate than students with disabilities.

Argos Report

Student Success

Roll-over to see example

Data Source

Learning Assistance faculty taught LERN 49, LCOM 80 and 90 courses in Math Pathways. Success rates in these linked courses were significantly higher than unlinked Math courses. LIBR 1A and English Pathways showed similarly higher success rates than English courses not linked to LIBR 1A.

Pathways to Transfer + Mt. SAC
= Student Success Report

Success with academic support: Math 50 and Math 51 students who got tutoring were 13% more likely to succeed in their class than students who did not get tutoring. The success rate for English 67 tutored students was 15% higher compared to those who did not get tutoring.

Tutoring Data

Online and hybrid courses:

Retention rates in 2011-12 compared to 2014-15:

- Online classes increased by 5% from 78% to 83%.
- Hybrid classes increased by 5% from 80% to 85%.

Success rates in 2011-12 compared to 2014-15:

- Online classes increased by 10% from 56% to 66%.
- Hybrid success increased by 9% from 62% to 71%.

Argos Report SSR0037-E

LLR Division relied on data and information to improve operations and processes: improving scheduling efficiency, building alternatives to linking courses in learning communities, responding to student demands for courses and services, and implementing technology tools. Units engage in process analysis as

d. Critical Decisions

conditions and technology alter workload, processes, and need for resources. All units in LLR actively engage in planning for outcomes assessment and in mapping them to Program and Institutional Outcomes.

Student Demand	<i>Roll-over to see example</i>	Data Source
<p>Improved scheduling efficiency by using a three-year enrollment trend to conservatively estimate a schedule that will result in higher enrollment and fewer cancellations: cancellations can be very disruptive. Removed LAC and LIBR courses linked to Math and English Pathways due to lack of student demand so the Math and English Pathways result in earlier and higher fill rates.</p> <p>Enrollment and completion rates for LERN 61 and 62 courses fell. A determination was made not to offer LERN 62 to boost LERN 61 enrollment rates. LERN 62 was not offered during Spring 2015. This did not positively impact enrollment in LERN 61. An enrollment management decision was made not to offer either LERN 61 or LERN 62 in Winter or Spring 2016.</p>		<p>Argos Reports on Fill Rates, Number of Attempted Enrollment, Wait List</p>
<p>Developed alternative ways to build library and learning support into learning communities and Pathways: library workshops, supplemental instruction, tutoring and study groups.</p>		<p>Department and Division meetings</p>
<p>Implemented extended library hours in fall and spring semesters at the request of Associated Students, to highly positive student feedback, as a way to support student success because students reported needing a quiet place with computers to finish their projects and study for finals.</p>		<p>Meeting with C. Nguyen, M. Chen, and L. Garrett</p>
Accreditation	<i>Roll-over to see example</i>	Data Source
<p>Redesigning local Distance Learning processes and procedures to strengthen DL: specifying definition of regular and effective contact, accessibility compliance; DL course design rubric; and locally developed online teaching certification program (SPOT).</p>		<p>Distance Learning Committee meeting minutes</p>
<p>Purchased a high capacity server and investigated software interface to make \$100,000 worth of high quality, digital images the College purchased available to Art History and many other disciplines; marketing this resource and other digital/visual library materials to faculty supports student engagement and learning in regular and online classes.</p>		<p>Emails Online Learning Support Center, IT, and Art History faculty</p>
<p>Testing Services provided overflow and extra staff to support proctoring for distance learning students taking final exams in Fall 2014, resulting in reducing wait times, addressing the extra workload, and mitigating a stressful testing environment.</p>		<p>LAC staff meeting minutes</p>
Technology	<i>Roll-over to see example</i>	Data Source

Used webpage analytics to gauge impact of revised Distance Learning for Students webpages.	OLSC Internal Report - H. Aguilera
Implemented QuestionPoint reference and research services for for distance learning students to access a librarian 24X7 thereby providing equal access to these services for distance learning students.	QuestionPoint subscription, Library faculty meeting minutes
Implemented the YBP collection development services. Piloted buying shelf-ready books, also via YBP, using the Prop. 20 lottery funds (one-time) for additional library materials. Integrated these services with OCLC WMS acquisitions processes to decrease book processing time between receipt and on-shelf availability.	YBP subscription, Library faculty meeting minutes (10/1/2014)
Decided to implement the new Moodlerooms Snap Theme in Winter 2016 to reduce disruption to instruction and learning if it were implemented in a major semester and to eliminate disruptions to the current MR look-and-feel used in course shells and to MR Grade Book (a major problem). MR Snap Themes will stabilize course shell layout and design intended to promote optimal learning and demonstrate accessibility.	Online Learning Support Center and IT meeting minutes May 2015

Staffing	<i>Roll-over to see example</i>	Data Source
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Examine library work flows and processes before determining staffing needs and types of positions. Several conditions intersect and need to be analyzed for how they affect current operations and functioning implementation of the integrated library system (OCLC WorldShare Management System) and YBP purchasing system, workload demands due to vacancies, and the recently approved reclassification of library technicians and revised job descriptions.	Job classification study Staff input survey Library and individual staff meetings
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Planning and Assessment	<i>Roll-over to see example</i>	Data Source
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Learning Assistance faculty created an Assessment Rotation Cycle aligning SLOs with the curriculum submission process. LAC service areas, with the help of RIE, selected an Assessment Rotation Cycle for SAs, AUOs, and SLOs. Library faculty and staff plan outcomes for assessment based on major initiatives this year. All units will map their outcomes to Program and Institutional Outcomes.	Outcomes Mapping Plan and Instructions
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e. Progress on Outcomes	LLR actively participates in ongoing outcomes assessment by establishing an assessment rotation, engaging colleagues, planning and conducting assessment strategically to improve curricular integrity, student success, and operational effectiveness. The Division wisely chose to conduct fewer but deeper outcomes assessment activities to demonstrate quality effectiveness while mitigating assessment fatigue.
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Ongoing Outcomes Assessment	Link to Outcomes report <i>Roll-over to see example</i>	Data Source
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Learning Assistance Department:

READ courses examined faculty use of KWL (Know, Want to Know, and Learned) reading strategy across four levels of Reading courses.

STDY 80 assessed for student increase of internal locus of control as a learning outcome; results showed no statistical difference, which could be due to the small sample size of 30 students irrespective of sections. The next step is to determine how to find out if their internal locus of control increased.

STDY 85A assessed for student identification and application of emotional intelligence concepts in a personal situation. Results are being reviewed.

LCOM 80 assessed for student use of college resources as a learning outcome; results showed that students did increase their use of resources, the most highly used was supplemental instruction. The next step is to find out why some students reported a higher usage of college resources than others.

LERN 48 and LERN 49 (Math) faculty are scoring the outcomes assessment results on Solving an Application Problem Using a Self-selected Strategy.

LERN 81 (writing) faculty are scoring and analyzing results of student responses on their value of writing (work, merit, importance).

Learning Assistance Instruction
PIE 2014-15; TracDat

Learning Assistance Services:

Math tutors in the Math Activities Resources Center (MARC) will incorporate study skills into their tutoring sessions.

Students who use computer resources in the Learning Lab will develop skills to use them for learning and completing assignments.

Basic Skills Tutoring programs, including the LAC, will participate in a research study to determine the cost-effectiveness of academic support.

Tutoring Coordinators' Group
meeting minutes

<p>Library:</p> <p>Extended hours were well received overwhelmingly by students across two primary semesters; qualitative data indicate a need to repeat this much needed service to support student success in the final days of each semester.</p> <p>Library workshops outcomes assessment showed student self-report of having learned useful information and tools; student comments indicate positive feedback about their learning and desire to attend more library workshops in the future.</p>	<p>Extended Hours Report; Library Workshop Assessment Report</p>
<p>Online Learning Support Center/Distance Learning:</p> <p>Revamped DL webpages for students: Saw a jump from zero webpage users to nearly 300 after the portal message was sent out. The majority who answered the questions (N=7) said they found the information they were looking for although the sample is very small.</p> <p>Workshop attendees' evaluation feedback on e-learning workshops showed participants were not dissatisfied with them, but the generic evaluation form may not contain questions that should be asked to target effectiveness of the workshops. This will be strengthened as described in the planning section.</p>	<p>Online Learning Support Center meeting minutes; Previous and updated DL webpages for students</p>

IV. Closing the Loop; Alignment and Progress on College Goals: Library & Learning Resources

This section serves as a "reporting" function to describe how your area closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your area's outcomes over the past year? What progress has your area made with the resources provided? Please include progress on plans that did not require new resources if applicable.

Roll-Over to see a "Closing the Loop" example

a. Narrative Summary

LLR Division continues to make efficient use of existing and new resources to address critical needs in the Division: replacing aging equipment, improving facilities for operations and safety, and replenishing library materials. Where possible, the Division also leverages opportunities to use technology tools for efficiency and process reviews. Newly hired employees (librarian, Teaching/Learning Technology Specialist, Program/Project Specialist) have and will demonstrate contributions to student learning and success in the coming year as they started their new positions toward the end of 2014-15.

Closing the Loop Theme

Student Success

Distance Learning: using existing resources (funding for MR contract, MR TRAIN training package with each major upgrade, faculty reassigned time, and manager/staff time), time and effort this year have focused on the quality of DL courses and best practices following the DL mock accreditation conducted in Spring 2014. Extensive faculty, department chair, and deans workshops emphasized DL best practices, use of Moodlerooms, and regulatory compliance. Distance Learning Student Success rates in online classes increased by 10% from 56% in 2011-12 to 66% in 2014-15. Success rates in hybrid classes increased by 9% from 62% in 2011-12 to 71% in 2014-15.

Closing the Loop Theme

Facilities

Received \$10,000 donation from donor Peter Reynolds through the Mt. SAC Foundation for the quiet study room in 2014-15. Received approval of \$100,000 for library renovation projects in May/June 2015. The intended outcomes are to renovate library spaces for improved safe, quiet, and comfortable reading and studying, but the planning and construction phases of this work will take place after January 2016.

Received \$41,000 for rubber tiles to replace ripped and torn carpet in the public corridors of the Learning Technology Center. Installed brighter lights in the hallways. These corridors appear cleaner, brighter, and safer for employees and students; the new flooring and lighting also decreased the number of students who sit or lie down on the floor making the hallways more accessible to users.

Closing the Loop Theme

Staffing

Closing the Loop Theme

Select Activity Theme

Closing the Loop Theme

Select Activity Theme

Closing the Loop Theme	Select Activity Theme
<p>Completed recruitments for new librarian and replacement Teaching/Learning Technology Specialist, both of whom will start making an impact in 2015-16.</p> <p>Hired a new Program/Project Specialist for Tutorial Services to provide critical support for the front counter, a need that has existed for over 15 years, and for tutoring activities embedded in student success initiatives throughout the College, e.g., tutors, supplemental instruction, study groups, and online tutoring.</p>	
Closing the Loop Theme	Funding
Closing the Loop Theme	Funding
<p>Allocation of \$120,000 in Prop. 20 funding partially restored lottery funding lost due to budget reduction years (24.7% cut for 5 consecutive years is about \$450,000). Fulfilled some of the Library resource needs across the curriculum for the purchase of books, databases, Playaway audio books, and electronic resources.</p>	
Closing the Loop Theme	Technology
<p>Instructional Equipment one-time funding supported replacement of old computer equipment and printers in the Learning Assistance Center classrooms restored faculty and students' ability to use the latest software tools without time consuming updates. Laptops have been replaced in 6-136. Student usage has increased as laptops are functioning effectively. Updated equipment also resulted in fewer Help Desk tickets and greater efficiency in maintenance support and parts replacement.</p> <p>Replacement of 9+ year old computers in the Learning Lab resulted in students being able to access software tools necessary for learning and completing assignments (e.g. CIS: Windows 7, Photographics: Adobe Creative Cloud). Computers are significantly easier to configure and maintain, e.g. shut down times can be automated much easier (saving energy costs) and have no hardware failures. Computers are now a uniform model, making future maintenance and parts more cost efficient.</p> <p>Replacement of older 15" monitors in the Learning Lab with 20" monitors better support students' ergonomic needs and allows greater viewing space for all the digital media resources.</p> <p>Library stacks and study rooms in northwest corner of the building now have improved access to Wi-Fi due to IT installation of additional access points in that corner. This improved student access to wireless technology as they use their mobile devices while studying in the library.</p>	

b. Strategic Objectives Assigned to : **Library & Learning Resources**

Your Vice President has assigned the following Strategic Objectives for your area from the Mt. San Antonio College [2014-15 Strategic Plan](#) and identified in the Process Map of Integrated Planning (see Roll-Over below). Not all areas will have a Strategic Objective assigned to them.

Click on the links below to address the components of the Strategic Objectives assigned.

[Link to Strategic Objective 1.1](#)

[Link to Strategic Objective 8.1](#)

Section Two: Where We Are Going—Planning for the Next Three Years

I. Planning: Division Goals and Strategic Objectives for: Library & Learning Resources

a. The following table contains your goals as noted in Section One-I for 2014-15. Review your area's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. Add rows (+) as needed. Delete rows (X).

Division Goal Name	Division Goal	College Theme
<i>Improve Student Success Rates</i>	Improve student equitable access to and success rates in basic skills courses, online courses, and courses in which students use library and learning resources.	<i>B: Access and Success</i>
<i>Data-Driven Decision Making</i>	Use data to drive analysis, decision making, and assessment of effectiveness throughout the Division: e.g., curriculum development and review, scheduling/enrollment management, student success initiatives, library material selection and retention, work flow evaluation and improvement, and organizational efficiency and effectiveness.	<i>A: Academic Excellence</i>
<i>Maximize Use of Software Tools</i>	<i>Maximize use of existing software tools for teaching and learning, e.g., Moodlerooms (MR), OCLC WorldShare library management software (WMS), YBP web-based collection development tools, Course Studio, and Group Studio.</i>	<i>C: Secure Resources</i>
<i>Increase Use of LLR</i>	<i>Increase student and faculty use of library and learning resources through effective outreach and marketing: courses, library materials, workshops, online learning resources, supplemental instruction (SI)/tutoring, and campus partnerships.</i>	<i>C: Secure Resources</i>
<i>Outcomes-Resource Alignment</i>	<i>Align department student learning outcomes (SLO), administrative unit objectives (AUO), and strategic actions (SA) to planning and resource allocation.</i>	<i>A: Academic Excellence</i>
<i>Improve LLR Facilities</i>	Improve existing facilities to maximize space utilization, increase student study and print spaces, improve quality and cleanliness of internal/ external space, improve ergonomic and accessibility features until a new Library/Learning Resource Center building is built (possible inclusion in State bond 2018).	<i>C: Secure Resources</i>
<i>Strengthen Staffing Support for LLR Operations</i>	Secure appropriate staffing levels for LLR Division operations and within its units: managers, faculty, and classified staff positions as urgently needed to support LLR's implementation of college-wide, state-wide student success and equity initiatives.	<i>C: Secure Resources</i>

The following Strategic Objectives are assigned to this area as identified in the Mt. San Antonio College [2014-15 Strategic Plan](#). They inform the planning process for action over the next two years (NOTE*Not all areas will have a Strategic Objective assigned to them.)

b.

# Strategic Objective	Strategic Objective
1.1	Improve successful course completion rates through tutoring and lab support services
8.1	Provide appropriate technology in classrooms to enhance student learning and active engagement in the learning process

II. Planning for the Next Three Years for: Library & Learning Resources

a. Narrative Summary

LLR's major planning themes directly align with the college's student success initiatives and timed with temporary funding infusion to make the most impact on curriculum development, pedagogy, student success interventions, accreditation fulfillment, technological efficiency, and organizational process review and improvement. Urgently demanding attention are the aging/tired/inefficient facilities, outdated equipment, and outdated processes. Also urgent are critical staffing needs to appropriately support a Division that is integrally involved in all student success initiatives and increasingly technologically reliant operations that is changing work flows and processes. Faculty, staff, and managers need ongoing professional development to strengthen our readiness to engage in our work and to meet regulatory, accreditation, and state mandates for student achievement outcomes. The next three years are a rare, critically important window of opportunity to leverage convergent funding resources, however temporary, and apply them strategically for maximum impact on teaching and learning for all students. The detailed plans for these major activities reside in Unit PIEs.

New Plan or Activity

Student Success

To support college initiatives on equitable student success, the LLR Division continues its work in the following ways:

Improve webpages for mobile-friendly interface and ease of accessing just-in-time information for faculty and students. If students can easily access the resources they need when they need them, and if faculty can easily get to the resources they want to use to increase student engagement with learning, the resources are more likely to be used and therefore can be assessed for effectiveness. Webpages should reflect what the users' needs, not organizational structure.

Embed library and academic support resources in teaching and learning, including distance learning courses and learning communities, based on best practices articulated in strengthening basic skills success, developmental education, and online learning literature. These intentional interventions include but are not limited to library orientations/workshops, online reference librarians, supplemental instruction, tutoring, study groups, online tutoring (including OEI's NetTutor), OEI's online Student Readiness Modules, just-in-time study skills/test preparation/exam review workshops, and free Open Educational Resources (OER) that could mitigate cost of textbooks).

Intentional outreach to faculty and students to increase use of LLR is necessary to ensure the resources get to users in a time sensitive manner: library resources, Learning Assistance and Library courses, online tutoring, Moodlerooms tools, routine well-timed messages to faculty and students about key resources they can use, e-learning workshops and a distance learning conference. Ensure targeted outreach to under-served populations defined by student equity measures so that these student groups also reap the benefits of library and learning resources to support their success.

New Plan or Activity

Staffing

New Plan or Activity

Select Activity Theme

New Plan or Activity	Select Activity Theme
<p>Analyze staffing needs and fill vacant positions according to operational needs and most efficient use of resources, including increasing assignment hours or months to reduce reliance on hourly employees for permanent work (i.e., the Learning Lab has gaps in the middle of the day, five days a week) and to strengthen coverage of front counters and routine library duties (i.e., perhaps combining 27.5% and 40% time, 9-month positions into positions so that the employees in those positions have greater interactions and support simply by working more hours with the rest of the department). Analyze and evidence the roles and responsibilities of one manager and faculty leaders (library department chair, DL faculty coordinator and assistant DL coordinator) running the Online Learning Support Center and the Library for duties clarification and appropriate categorization so that management work is done by a manager, faculty work by faculty leaders, and classified work by classified staff.</p> <p>As the library is a technology reliant learning hub for students, the need for technology learning support resembles that which is met by Computer Facilities Assistants (CFA) in the Learning Lab. These technology support needs are different from using library databases or other electronic resources; the needs are with using the student portal for college business, Microsoft Office tools, Acrobat and PDF files, browsers, scanners, printing, email attachments, downloading/uploading documents to Moodlerooms, and login issues.</p>	
New Plan or Activity	Facilities
<p>To maintain the ability to support current instruction, maximize classroom utilization, and enable efficient and safe daily operations, Learning Assistance and the Library require renovations and maintenance: fresh paint inside and out, carpet replacement in the LAC, classrooms, and the Library, small repairs, major cleaning between terms, and HVAC and plumbing review for putrid smell and poor air circulation; complete small renovation projects in the library; conversion of vacating Testing Services to LAC meeting/work room for faculty and staff collaboration.</p>	
New Plan or Activity	Funding
<p>With unprecedented one-time State funding for scheduled maintenance, instructional equipment, and lottery funds for library materials, the Division and its units will have a rare opportunity to upgrade instructional technology, renovate classrooms and the library, and strengthen library collections to support curricular integrity and instruction. Library and LAC classrooms and general study spaces will be reviewed for accessibility, utilization/capacity, cleanliness, and in good order consistent with the College's value of a good, productive learning environment.</p>	
New Plan or Activity	Organization / Process
<p>Analyze operational needs and most efficient use of resources to identify staffing needs: Library, Online Learning Support Center, LLR Division Office. The Library has undergone major changes in integrated library system and work flows while vacant positions are evaluated for staffing needs; daily operational duties fall on a dean with part-time availability to run the library while also directly managing two other complex units and inappropriately fall on a library department chair. Analyze and evidence the roles and responsibilities of one manager and faculty leaders (library department chair, DL faculty coordinator and assistant DL coordinator) running the Online Learning Support Center and the Library for duties clarification and appropriate categorization so that management work is done by a manager, faculty work by faculty leaders, and classified work by classified staff.</p>	

New Plan or Activity

Technology

Classrooms with outdated laptop computers and faculty offices with outdated printers need to be replaced just to support instructional activities.

Classroom computers need synchronized software for faculty monitoring of student activities and for teaching: LAC and Library classrooms.

Library computers need single-sign-on to enable a more efficient, seamless embedding of library resources and online tools in Moodlerooms.

Maximize use of existing software tools for teaching and learning: use of Moodlerooms, library resources (OCLC WMS), digital resources (e.g., ScholarsResource), Smart Slates, online tutoring, 24x7 reference librarian (QuestionPoint), all units' webpages.

New Plan or Activity

Professional Development

Ongoing professional development to support discovery, innovation, and student success initiatives across employee groups is critically urgent: as examples:

Online learning and student success: OEI, Online Teaching Conference, EduCAUSE, TechEd

Developmental education: Student Success Conference, National Association of Developmental Education, learning communities conferences

Library organizations' annual conferences: American Library Association, California Academic Research Libraries, Inland Empire Academic Libraries Cooperative (IEALC).

Develop cultural competencies for responding to diverse students and their learning needs and for fulfilling the College's Student Equity Plan and student achievement goals.

New Plan or Activity

Research and Assessment Skills

Research - Need to have research expertise, guidance, and support to improve the Division's outcomes assessment and use of longitudinal data to drive decision making about curriculum development, enrollment management, student success activities, which will impact planning and operations.

For learning how to ask the "right" research questions and design feasible outcomes assessment projects

For methods in gathering, compiling, analyzing, and interpreting data

III. Budget Prioritization for: Library & Learning Resources

Budget prioritization for the 2015-16 cycle is intended to inform the Instruction Team's prioritization process each July.

1. Download the Budget Prioritization form to your computer using the button below.
2. Use "Save As" to rename the document "2015-16_PIErequests_your division name or acronym"
3. Save to your computer
4. When information on the spreadsheet is complete, click on the "Attach Documents" button below, navigate to the file on your computer, and save. The document will remain attached to your Manager PIE form.

Section Three: Recommendations for Improving the Planning Process

I. What suggestions do you have for improving the planning process for your area?

It was difficult to select one unit goal or college theme when several applied.

Outcomes information is entered into TracDat, summarized in PIE, and now mapped as well. Is there any way to condense this?

I wanted to reorder my new Implementation Plan. Is there a way to cut and paste requests to reorder them easily?

Additional information and clarification on specific guidelines on what to include in the PIE document would be helpful. Each area on campus seems to have different ideas on the purpose of the PIE document and different "insider information" on how to make the PIE more effective. With the proliferation in college plans, and the reliance on PIE for making decisions about resource allocation, departments feel overwhelmed by potential unwritten rules to connect PIE to college plans, accreditation standards, national industry standards, state legislation, and so on. A clear delineation of the purpose and preferred format of PIE will help areas complete the document in a way that is useful and has the most impact, without overloading PIE authors with vaguely expressed, but nonetheless high-pressure, mandates about what to include to increase their chances that resource requests will be granted.

The Unit PIE and Manager PIE Summary forms are a HUGE improvement to previous forms. Glitches that might want to be fixed for the next round: allow for sorting the rows; duplicate category headers exist, but when the "extra" row is deleted, the entire category is gone; prevent elimination of the entire nested rows if a duplicated category is removed.

II. What additional information should the College provide to assist your area's planning?

Engage more adjunct faculty in the PIE process. Ensure that Outcomes assessment informs curriculum development as well as resource requests.

Now that my Unit has an assessment rotation cycle, we will need to incorporate that into our planning and keep careful track of each assessment.

Adopt a quarterly review of the PIE to eliminate last minute tension to complete process.

Thank you for completing the Manager PIE form summarizing 2014-15, and summarizing your area's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Vice President by 08/01/ 2015.

Questions regarding this form? Send an email to Don Sciore, Associate Dean of Instruction, at dsciore@mtsac.edu or Meghan Chen, Dean, Library & Learning Resources, at mchen@mtsac.edu.

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