



# unit **PIE**

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

## Planning for Institutional Effectiveness

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*NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).*



## Planning for Institutional Effectiveness

### Introduction

UNIT	RESEARCH AND INSTITUTIONAL EFFECTIVENESS	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	BARBARA MCNEICE-STALLARD	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	BMCNEICE-STALLARD@MTSAC.EDU 4109	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle. **Please remember** that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

### Institutional Planning Framework

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

#### 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.***

#### Unit Mission

***To increase Mt. SAC's capacity for data-driven decision making by:***  
***-Providing resources and research expertise to support the College to use collaborative inquiry.***  
***-Improving effective information delivery systems and integrity.***  
***-Training the College to use excellent research and evaluation practices.***

***-Providing comprehensive program and services evaluation based on key performance indicators.***

## 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. |

# SectionOne

## Where We Are: A Summary and Analysis of the Current Year 2014-15

### I. Summary Context - Unit Goals for: RESEARCH AND INSTITUTIONAL EFFECTIVENESS

Identify up to ten (10) over arching goals that guided your Unit'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).*

Unit Goal Name	Unit Goal	<a href="#">College Theme</a>
DIALOGUE	RIE will promote and facilitate purposeful college engagement in inclusive, informed, reflective and intentional dialogue about institutional quality and improvement based on reliable information and provide clear inquiry, meaningful interpretation, and broad communication.	D: Cooperation/Collaboration
INSTITUTIONAL EFFECTIVENESS +	RIE will promote and facilitate timely, integrated, ongoing and systematic research, planning and evaluation of the college/s mission, goals and institutional effectiveness based on reliable information and provide clear inquiry, meaningful interpretation, and broad communication.	A: Academic Excellence
MANDATES	RIE will support the college by fulfilling data requested from federal and state agencies, accreditation bodies, and grant offices.	A: Academic Excellence
ASSESSMENT	RIE will support and facilitate the evolution of Institutional Level Outcomes (ILOs), course level outcomes, and program level outcomes. A RIE representative will attend meetings to offer training and support to faculty, staff, and administrators concerning resources such as how to connect SLOs and AUOs with PLOs and ILOs. Also provide feedback to a random group of courses by identifying strengths along with areas for growth.	A: Academic Excellence
DATA INTEGRITY	RIE will collect/maintain/provide useful, objective, reliable and valid data in an understandable format to college stakeholders with extensive measures in data integrity.	C: Secure Resources
PROFESSIONAL DEVELOPMENT +	RIE will participate as learners in a continuing education process.	C: Secure Resources
ROLE ON CAMPUS	RIE will strengthen its role on campus through research, evaluation, and planning services to a variety of campus entities.	D: Cooperation/Collaboration
INNOVATION	RIE will continually seek innovative solutions to meet the research needs of the college, as well as improve office efficiency.	C: Secure Resources
RESOURCE ALLOCATION	RIE will maintain adequate resources to ensure ongoing operational needs and achievement of goals.	C: Secure Resources
CULTURAL CHANGE	Through our activities, RIE will support Cultural Change that improve student achievement and student support services and programs.	A: Academic Excellence

## II. Notable Achievements for: RESEARCH AND INSTITUTIONAL EFFECTIVENESS

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: DIALOGUE
		D. Cooperation/Collaboration
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: INSTITUTIONAL EFFECTIVENESS
		A. Academic Excellence
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: MANDATES
		A. Academic Excellence
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: ASSESSMENT
		A. Academic Excellence
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: DATA INTEGRITY
		D. Cooperation/Collaboration
Med	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: PROFESSIONAL DEVELOPMENT
		C. Secure Resources
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: ROLE ON CAMPUS
		D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: INNOVATION
		C. Secure Resources
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: RESOURCE ALLOCATION
		C. Secure Resources
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: CULTURAL CHANGE
		A. Academic Excellence
High	Please see the attached accomplishments for all goals at the end of this document. This document would not properly display all accomplishments in each box.	Unit: ROLE ON CAMPUS
		D. Cooperation/Collaboration

### III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

Link to Data Sources and Support Options			
Year	Add item	External Conditions, Trends, or Impacts	Data Sources
2014-15	Theme: Mandates -State released new reporting requirements for Student Equity and SSSP. These required a re-configuration of the RIE operations in order to achieve data requirements. For example, all members of the team were required to contribute to the data needs including the creation of training templates for disproportionate impact, to committee presentations, to meetings with Future, Intervention, and Pathway Teams. - Accreditation requires that the College switch to its new 2014 Standards. This change required the creation of many templates and trainings to fully brief the Accreditation Steering Committee and the 100+ Writing Team members. - Accreditation requires institutionalization of outcomes and assessment as required by accreditation - Requirements for research support for writing grants and for conducting research/evaluation for funded grants is increasing. National Science Foundation (NSF) requires the College to have an Institutional Review Board (IRB). Mt. SAC refined its IRB over the last year. - Institutional directives based on external requirements (e.g., President Obama's directive to improve educational outcomes) - State/Federal mandates especially with the Student Success Scorecard and Student Success Act of 2012 (Senate Bill 1456, Lowenthal) as well as the Institutional Effectiveness Partnership Initiative (IEPI).		CCCCCO ACCJC National Science Foundation President Obama
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15	Theme: Staffing Patterns -Staffing Assignments: Some staffing assignments were changed to allow for improved customer service and to align with new mandates (e.g., Student Equity). Staff are more specialized in their research assignments which provides for a continuity of assistance to the project teams which they appreciate. Examples projects/areas include: Basic Skills projects, Outcomes projects, Student Equity projects, grant projects, Institutional Review Board work, administrative functions, college-wide planning, college-wide internal/external surveys, enrollment management, and accreditation to mention a few.		RIE Staff webpage President's Cabinet notes
2014-15	Theme: Changing Landscape - Increasing participation in student learning outcomes assessment on campus - Increasing emphasis on planning and evaluation and its more solid link to resource requests - Institutional surveys are being used more as one piece of data for decision making - Changing technological demands are requiring training to augment skill sets (Banner/Argos and ODSP and SQL Developer) -Increased need/demand for on-demand access to data in a user-friendly format that is dynamic		Minutes from Committee meetings (IEC, PAC)



Year	Add item	Retention and Success Data	Data Sources
2014-15		RIE provides numerous programs with data for their program evaluations to measure retention and student success as well as many other measures (e.g., degree/certificate attainment, transfer) (e.g., Student Equity). Long-term cohort tracking is also used to validate the long-term impact of interventions on specific students (e.g., Summer 2010 Bridge Students versus comparison group). Data is updated for the College periodically on the factbook webpage, but a more streamlined process is needed. RIE is working with IT and Instruction to review the application of Argos for this type of reporting.	RIE Reports
Year	Add item	Critical Decisions	Data Sources
2014-15		<p>Theme: Technology</p> <p>1. Maximizing Technology: Several critical decisions were made to improve RIE's use of technology.</p> <p>a. Argos/RDW/ODS: RIE continued to align itself with the IT department in order to gain the necessary training on these systems. Day-to-day access to one IT expert continues along with periodic meetings every few weeks. RIE strategically prioritizes projects and aligns those with the training needs. A cross-training of team members continues with members working collaboratively on larger projects. RIE is working with IT to switch to the Operation Data Store (ODS) for its data warehouse that has built views of multiple data tables. The Views will increase the efficiency of the data extraction process.</p> <p>b. TracDat: The Team sent one member to the national Nuventive Conference on TracDat to see if its planning processes could be leveraged more for program review. The review of the Argos portal/dashboard capabilities will be considered in this new re-thinking of how data is given to programs for program review.</p> <p>c. DegreeWorks. RIE continues to work with IT to provide feedback on the degreeworks reports and how to access the data. Researchers are continuing to improve their knowledge of what is possible for data captures and uses.</p> <p>d. SARS: The RIE team continues to evolve its understanding of data in SARS (i.e., counseling appointments) which allows the team to be able to better answer related counseling questions on a cohort basis.</p>	End-users' increased need for more data PIE Accreditation
2014-15		<p>Theme: Mandates</p> <p>Data Mandates: RIE is required to complete Federal, State, and Accreditation mandates. In this year, 2014-15, the department has grown by two full-time researchers who were hired to work on Student Equity Projects. The support has been pivotal for part-time researchers to continue to help with Basic Skills projects and a full-time researcher to be hired for enrollment management. There will always be more work to do than person-hours available. The Department's critical decision was to ensure that mandates were done and to ensure that non-mandated project team leads were informed of the their new project deadlines for completion.</p>	Accreditation Grants CCCCO
Year	Add item	Progress on Outcomes Assessment	Data Sources
2014-15		RIE provides research and evaluation support for student learning outcomes assessment. One full-time researcher uses part of her work week to contribute to this work. She is a member of the Outcomes Committee and works closely with the faculty coordinator(s) and the administrator(s) in-charge of advocating for outcomes across the college. The status of program level outcomes was presented at department chair training sessions and via outcomes mapping presentations. The Outcomes Committee reviewed 232 courses up for four-year-review to determine if a full cycle of assessment was completed. For 33 courses, the quality of the outcomes assessment work was evaluated and feedback given to the department chairs. The Committee provided presentations at the Fall 2014 and Spring 2015 Flex Days and it also presented at department chair training during the Winter 2014 intersession. Finally, the committee facilitated the Presidential Awards for Excellence and Innovation in Teaching and Learning by (1) presenting the 2014 awards and (2) selecting the 2015 awards. They also reviewed alignment of the new accreditation standards with their outcomes work. The Outcomes Coordinator, administrator, and Educational Research Assessment Analyst continue to collaborate to prepare for meetings, trainings, and the innovative future of outcomes assessment at Mt. SAC. Part-time employees help as needed.	Accreditation Outcomes Committee Minutes Flex Day Department Training

2014-15	<i>Enter/Discuss your Unit progress on outcomes assessment and how it will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
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## IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

*Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).*

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	RIE hired two full-time researchers supported by Student Equity to work on all research connected with the Student Equity Plan. Secured backfill monies from D. Lamoree's position to hire Professional Experts to help with Basic Skills projects and other projects as needed.	\$ \$200,000.00 Student Equity Other -District	These hires allowed the RIE department to support both major projects fully. Both areas were able to work collaboratively with the researchers and the teams to understand the data and to submit their reports in a timely fashion to the Chancellor's Office. RIE also secured approval to start the hiring process for replacing its vacant Educational Research Assessment Analyst (focus on enrollment management). RIE's scope of work accomplished is attached. (estimated cost only - salary)	Unit: INSTITUTIONAL EFFECTIV A. Academic Excellence
	Plan Status Complete			
High	RIE staff experienced health issues and logistic issues (confidentiality, ergonomic) with their work stations. A remodel of the area was requested and approved.	\$ \$200,000.00 Facilities Mod. Source 2	The final remodel, currently in the final design stage, included improved lighting, improved functionality of workstations, and improved quiet for improved workflow. The number of workstations was increased (now 9) and the number of proper touchdown workstations for part-timers increased (now 3). These changes will dramatically improve the operation of the employees and will allow for more efficient and flexible workspace operations. RIE moved to its temporary workspace in Building #40 and the team looks forward to using its new space sometime in December, 2015. (estimated cost only)	Unit: RESOURCE ALLOCATION C. Secure Resources
	Plan Status 2015-16 Complete			
High	Access to and updated Computers	\$ Source 1 Source 2	Due to RIE's changing staffing patterns and cramped space for part-timers, a desperate plea was answered from IT and Title V to support RIE with new/used computers and a new scanning station. Having this technology was pivotal to the RIE Department's operations and ability to support Student Equity and Basic Skills, to mention a few areas. (unknown cost to IT)	Unit: RESOURCE ALLOCATION C. Secure Resources
	Plan Status 2015-16 Complete			
High	Secure annual funding for CITI training for Institutional Review Board committee members and potential investigators	\$ \$3,000.00 Other - Membership Source 2	RIE was also allowed to commit the College to a yearly training service for its Institutional Review Board (IRB). The CITI training allows the IRB as well as potential principal investigators to be trained using up-to-date course modules that have been vetted to align with the Federal requirements. This has a huge impact on the IRB's ability to provide for standardized training for this important topic.	Unit: INSTITUTIONAL EFFECTIV A. Academic Excellence
	Plan Status Complete			

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained <i>(if any)</i>		Resources Secured <i>(if any)</i>	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority			\$ <input type="text"/>		Select Unit Goal
			Source 1		
	Plan Status	Select	Source 2		Select College Theme

## SectionTwo

### Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

#### I. Planning Context - Unit Goals Assessed and Revised for: RESEARCH AND INSTITUTIONAL EFFECTIVENESS

This table contains your goals as noted in Section One for 2014-15. Review your Unit'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).*

Unit Goal Name	Unit Goal	College Theme
DIALOGUE	RIE will promote and facilitate purposeful college engagement in inclusive, informed, reflective and intentional dialogue about institutional quality and improvement based on reliable information and provide clear inquiry, meaningful interpretation, and broad communication.	D: Cooperation/Collaboration
INSTITUTIONAL EFFECTIVENESS +	RIE will promote and facilitate timely, integrated, ongoing and systematic research, planning and evaluation of the college/s mission, goals and institutional effectiveness based on reliable information and provide clear inquiry, meaningful interpretation, and broad communication.	A: Academic Excellence
MANDATES	RIE will support the college by fulfilling data requested from federal and state agencies, accreditation bodies, and grant offices.	A: Academic Excellence
ASSESSMENT	RIE will support and facilitate the evolution of Institutional Level Outcomes (ILOs), course level outcomes, and program level outcomes. A RIE representative will attend meetings to offer training and support to faculty, staff, and administrators concerning resources such as how to connect SLOs and AUOs with PLOs and ILOs. Also provide feedback to a random group of courses by identifying strengths along with areas for growth.	A: Academic Excellence
DATA INTEGRITY	RIE will collect/maintain/provide useful, objective, reliable and valid data in an understandable format to college stakeholders with extensive measures in data integrity.	C: Secure Resources
PROFESSIONAL DEVELOPMENT +	RIE will participate as learners in a continuing education process.	C: Secure Resources
ROLE ON CAMPUS	RIE will strengthen its role on campus through research, evaluation, and planning services to a variety of campus entities.	D: Cooperation/Collaboration
INNOVATION	RIE will continually seek innovative solutions to meet the research needs of the college, as well as improve office efficiency.	C: Secure Resources
RESOURCE ALLOCATION	RIE will maintain adequate resources to ensure ongoing operational needs and achievement of goals.	C: Secure Resources
CULTURAL CHANGE	Through our activities, RIE will support Cultural Change that improve student achievement and student support services and programs.	A: Academic Excellence

## II. Annual Implementation Plan for: RESEARCH AND INSTITUTIONAL EFFECTIVENESS

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Increase support for College-wide mandates/projects such as data for new and current Grants and Basic Skills. Staffing currently is re-assigned to Student Services thus creating a void in this function for a Senior Research Analyst.	\$ \$72,000.00	When the current Senior Research Analyst was re-assigned to Student Services, it was hoped that some of her time could still be used for College-wide projects/mandates (Basic Skills). That has not been the case. If this position were filled, it would allow for more streamlining of staff training and operations as it pertains to the data warehouse system, Grants, Basic Skills, and accreditation. (Step 1, Range 124=\$6,000/month salary)	Unit: INSTITUTIONAL EFFECTIV
		Staffing		A. Academic Excellence
Ongoing		Source 2		
	Projected Completion 2016-17		Person Responsible B. McNeice-Stallard	
Med	Provide superior support to projects using updated Software: Remark, GIS, SPSS, Display Fusion, ESRI & Maintenance	\$ \$10,000.00	RIE has been functioning for several years on outdated or non existent software. Technology has advanced so much that it is getting difficult to operate some programs under the newer version of Windows Operating Systems. Funds for software upgrades are not in the RIE budget. Adding them would allow the department to operate efficiently.	Unit: INSTITUTIONAL EFFECTIV
		Other - Software		A. Academic Excellence
Ongoing		Source 2		
	Projected Completion 2015-16		Person Responsible B. McNeice-Stallard	
High	In order to support Arise-related projects, Institutionalize the 47.5% Educational Research Assessment Analyst Arise position that ends its grant funding in September 2016 (L. DiDonato)	\$ \$30,000.00	Having a researcher who is assigned to help with the research/ evaluation for the Arise students would provide more substantial and focused measures of the impact of interventions for this population. Researcher is currently 100% on two grants with the College picking up the benefits and extra salary components. (Step 1, Range 107=\$5,066.36/month salary @47.5% + benefits)	Unit: INSTITUTIONAL EFFECTIV
		Staffing		A. Academic Excellence
New		Source 2		
	Projected Completion 2015-16		Person Responsible B. McNeice-Stallard	

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	The Institutional Review Board (IRB) requires a technical skill set not found in the job descriptions of the full-time researchers. The plan is to continue to have a part-time professional expert advise and guide RIE and the IRB in its processes. This position would also coordinate institution-wide surveys (CIRP, CCSSE) as well as write reports and present to committees.	\$ \$20,000.00	The IRB is a very prescriptive function of the RIE department. The IRB is required by the National Science Foundation (NSF) in order for the College to receive grants. The IRB protects the College, the subjects, and the researcher from liability and harm. RIE has used this professional expert in this capacity since the IRB began. Given the plethora of federal directives on the operation of IRBs, this position has been and will continue to be critical to the operation of the IRB and to its impact on the College's liability.	Unit: INSTITUTIONAL EFFECTIV
		Staffing		A. Academic Excellence
Ongoing		Source 2		
			Person Responsible B. McNeice-Stallard	
	Projected Completion 2015-16			
High	To continue to provide office supplies and related items to the RIE staff. As there are more staff, there is a need for more office supplied.	\$ \$2,000.00	RIE suggested that our office supply budget go from ~\$900 to \$2,900 per year. The current budget has been in place for over 5 years and does not align with the current staffing pattern of 6 full-time employees and 3+ part-time employees.	Unit: RESOURCE ALLOCATION
		Other - District		C. Secure Resources
Ongoing		Source 2		
			Person Responsible B. McNeice-Stallard	
	Projected Completion 2015-16			

### III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

# SectionThree

## Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

College Theme Access and Success: Could this be expanded to include more success theme areas. beyond access. As it stands now, it is hard to align this College Theme to the Student Equity Plan's Goals beyond its Access goal.

Allow Unit activities to align with more than one goal.

Enter your name as contributing to and approving of this Unit PIE Plan below. Add rows (+) as needed.

Contributer		Contributer	
Barbara McNeice-Stallard	<input checked="" type="checkbox"/> Approve	Marcell Gilmore	<input checked="" type="checkbox"/> Approve
Annel Tagarao	<input checked="" type="checkbox"/> Approve	Micheline Pontious	<input checked="" type="checkbox"/> Approve
Maria Tsai	<input checked="" type="checkbox"/> Approve	Shannon Rider	<input checked="" type="checkbox"/> Approve
Lisa DiDonato	<input checked="" type="checkbox"/> Approve	Minerva Avila	<input checked="" type="checkbox"/> Approve
John Barkman	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve

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

Please save this form and forward to your Unit's manager by 06/30/ 2015.

Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at [dsciore@mtsac.edu](mailto:dsciore@mtsac.edu)