



## Planning for Institutional Effectiveness

### Introduction

- I. Unit Information
- II. Institutional Mission
- III. Unit Mission
- IV. College Themes and Goals

### Section One

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

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

### Section Two

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

- I. Planning Context: Unit Goals Assessed and Revised
- II. Annual Implementation Plan
- III. Resources Identified in Relation to Planning

### Section Three

#### Recommendations for Improving the Planning Process

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



## Planning for Institutional Effectiveness

### Introduction

UNIT	GRAPHIC DESIGN & ILLUSTRATION	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	STEVE BURGOON	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	<a href="mailto:sburgoon@mtsac.edu">sburgoon@mtsac.edu</a> / x5332	<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

*Enter your Unit mission statement here if applicable*

## 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: GRAPHIC DESIGN & ILLUSTRATION

Identify the 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	<u>College Theme</u>
Accessible Programs	Provide accessible, affordable, and quality graphic design and illustration education programs and services in a timely manner in response to the needs and interests of the individuals and the communities we serve.	A: Academic Excellence
Quality Programs	Provide quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed for personal and professional growth.	B: Access and Success
Workforce Enhancement	Advance the region's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce enhancement.	D: Cooperation/Collaboration

### II. Notable Achievements for: GRAPHIC DESIGN & ILLUSTRATION

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	The process of integrating the former computer graphics courses into the Graphic Design & Illustration and photography programs is 95% completed. Remaining work is to deactivate all GRAP courses via the curriculum process. This integration has tremendously reduced overlap and student confusion between the two programs.	Unit: Accessable Programs
		A. Academic Excellence
Priority	Instituted a Graphic Design and Illustration club named "GRID." The club has an initial enrollment of 12 students. Members are working hard to grow the club via promotions, seminars, fundraising.	Unit: Workforce Enhancement
		D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Secured new iMac computers for the 13-2460 Graphic Design Lab.	Unit: Quality Programs
		C. Secure Resources
Med	Secured 15 new iMac computers for the shared lab - 13-1225	Unit: Accessable Programs
		C. Secure Resources
High	Completed move of shared lab from 13-2425 to a larger space in 13-1225. More students are now able to use the lab at peak hours. Average lab usage is 50 students per day.	Unit: Accessable Programs
		C. Secure Resources
Med	Revise Graphic Design Certificate to offer Level 1 and Level 2. Modify various classes to better reflect industry trends.	Unit: Quality Programs
		B. Access and Success
Med	Hire and train four new adjunct professors.	Unit: Workforce Enhancement
		C. Secure Resources
Low	Successful collaboration with Journalism and Graphic Design students working together on campus magazine Collaboration with Journalism on the Medium, an online new/editorial publication. The publication has won numerous awards. This is primarily a student-driven initiative involving students from Journalism, Graphic Design, and Photography.	Unit: Quality Programs
		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	<i>Add item</i> External Conditions, Trends, or Impacts	Data Sources
2014-15	Changes in Technology: Coordinating advancements in technologies with budgets for hardware, software, and upgrade needs. "Technology, social context, and ways of working with others will change. In order to become and remain relevant in their practice, designers need to continuously learn and develop formal concepts, methods, theory, and techniques." - Juliette Cezzar AIGA	AIGA
2014-15	Reduction in Perkins funding for new technology	Perkins Grant
2014-15	Employment: Employment in the areas of graphic design, illustration, animation, photography, radio and television continue to trend toward self-employed and freelance work. It is estimated that 25% of Graphic Designers are self-employed or freelancers. These positive trends are not captured in employment data. This results in inaccurate assessments of success when compared with more traditional industries.	IBIS World Bureau of Labor and Statistics
Year	<i>Add item</i> Internal Conditions, Trends, or Impacts	Data Sources
2014-15	Staffing: The graphics program formally located in the Business Division integrated several years ago with the Graphic Design program resulting in two full-time faculty. The retirement of one faculty member left a single full-time faculty member. Now, the integration of Computer Graphics with Graphic Design and the retirement of both full-time CG faculty leaves the Graphic Design program with still only one full-time member serving the students from three programs.	Program completions/ student demand/LHE
2014-15	Staffing: Limited funding for student workers/lab assistants continues to hinder student access to computers and software. The need for ongoing "open-lab" time for students increases as technology dependence increases throughout the industry and curriculum. The GD&I programs want to offer increased lab assistance/tutoring to increase student success.	Shared lab Use-logs
2014-15	IT Support: It is apparent that IT support for the Graphic Design & Illustration program is insufficient. It is the quantity of support that is lacking not the quality (competency of current IT personnel). Therefore, Steven Burgoon, the full-time faculty member in the GD&I program manages a majority of the daily IT issues affecting the program..	IT Request Logs, Professor Burgoon's worklog
Year	<i>Add item</i> Retention and Success Data	Data Sources
2014-15	<i>Enter/Discuss Retention and Success Data that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
Year	<i>Add item</i> Critical Decisions	Data Sources
2014-15	ARTC 280 - Commercial Art Studio has not been as successful as anticipated. After discussing this issue with the Advisory committee, the recommendation was to replace the course with a Branding and Identity course.	Advisory Minutes
2014-15	ANIM 100 - Beginning Summer 2015, ARTC 100 will no longer be a required course for Animation students. A new Animation course, ANIM 100 was developed to specifically serve Animation students. This decision will be beneficial to Graphic Design students as well allowing for a more graphic-design-focused ARTC 100 course. However, this decision will likely decrease overall ARTC 100 enrollment by 25%.	Curriculum. Mt. SAC registration records.
2014-15	The Graphic Design & Illustration program is currently in the process of hiring a new, full-time faculty member.	Hiring Committee.

Year	<i>Add item</i>	Progress on Outcomes Assessment	Data Sources
2014-15	Responsibility for outcomes assessment has recently passed from Don Sciore (former faculty member) to Steven Burgoon. Steven is in the process of reviewing past work and developing future outcomes and assessing strategy.		<i>Cite Data Sources</i>
2014-15	Full-time and Adjunct faculty will meet during the Summer intercession to discuss SLO's.		Adjunct faculty meeting minutes
2014-15	Incorporate advisory input in determining relevant outcomes.		Advisory Committee meetings

## 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	15-iMac Computers Shared Student Lab Student Access to Technology		\$ \$24,718.62	Computer Resources: The open student lab has been very successful in providing students with the space, technology and support to work on projects. Approximately 50 students per day utilize the lab facility. This is approximately a 100% increase.	Unit: Accessable Programs
			Instr. Equipment		B. Access and Success
	Plan Status	Complete	Source 2		
High	Student Workers		\$ \$4,737.50	Personnel Resources: The open student lab has been very successful in providing students with the space, technology and support to work on projects. Faculty are reporting better student work on average. Students are reporting more opportunity to learn and complete projects.	Unit: Accessable Programs
			Perkins Grant		B. Access and Success
	Plan Status	Complete	Source 2		
Med	Hardware and Peripherals		\$ \$11,959.03	Printing and Peripheral Resources: The open student lab has been very successful in providing students with the space, technology and support to work on projects. Approximately 50 students per day utilize the lab facility.	Unit: Accessable Programs
			District Budget		C. Secure Resources
	Plan Status	Complete	Source 2		
High	iStockphoto LP		\$ \$3,999.99	Provides stock photography for all Graphic Design & Illustration students for project work. Access to stock photography significantly increases the quality of student work.	Unit: Quality Programs
			District Budget		A. Academic Excellence
	Plan Status	Complete	Source 2		
High	New Faculty Hire		\$	Following outcomes are expected with the hiring of a new, full-time faculty: adjunct faculty support, student certificate and degree support, course consistency in the entry-level course ARTC 100 (13 offerings per year), industry and community involvement, competitions, awards, and shows, articulation with Cal Poly Pomona, intern and job development, and student success tracking.	Unit: Quality Programs
			Source 1		C. Secure Resources
	Plan Status	2015-16 Complete	Source 2		



# 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: GRAPHIC DESIGN & ILLUSTRATION

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	<a href="#">College Theme</a>
Accessible Programs	Provide accessible, affordable, and quality graphic design and illustration education programs and services in a timely manner in response to the needs and interests of the individuals and the communities we serve.	A: Academic Excellence
Quality Programs	Provide quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed for personal and professional growth.	B: Access and Success
Workforce Enhancement	Advance the region's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce enhancement.	D: Cooperation/Collaboration
Vocational Programs	Provide programs and courses that prepare students to enter the graphic design and illustration industry.	A: Academic Excellence
Transfer Programs	Provide graphic design and illustration programs and courses that transfer to Cal Poly Pomona and other California universities.	A: Academic Excellence
Collaboration	Develop collaborative relationships that will benefit student success.	D: Cooperation/Collaboration
Give your goal a name.	Define a new goal appropriate to your Unit mission here.	Select College Theme

### II. Annual Implementation Plan for: GRAPHIC DESIGN & ILLUSTRATION

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 ( <i>if any</i> )	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
------------------------------	-------------------------------------	------------------------------------	--	---------------------------------------

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	Full -time graphic Design faculty hire		\$ \$91,000.00	Currently there is only one FT faculty member in the Graphic Design program. With the growth of the program, a second full-time faculty member is needed	Unit: Accessible Programs
			Staffing		
Ongoing	Projected Completion	2015-16	Source 2	Person Responsible Steve Burgoon	C. Secure Resources
High	Shared Student Lab		\$ \$22,848.00	Currently, the Shared Student Lab is staffed by student assistants that are funded by VTEA. These funds will no longer be available in the next year or two. It is also managed by full-time faculty +	Unit: Accessible Programs
			Staffing		
Ongoing	Projected Completion	2015-16	Source 2	Person Responsible	C. Secure Resources
High	Develop a transfer degree in partnership with Cal Poly Pomona.		\$ \$1,500.00	Mt. SAC is a feeder school for Cal Poly Pomona. Over the past two years, Cal Poly Pomona has been revamping their Graphic Design Program. The objective of this initiative is to work with Cal Poly to +	Unit: Transfer Programs
			Perkins Grant		
New	Projected Completion	2016-17	Source 2	Person Responsible Steven Burgoon	B. Access and Success
Med	Secure new computers for classroom / lab 13-2445.		\$ \$30,000.00	Courses taught in 13-2445 are high-end graphic design and illustration courses requiring powerful computers. The classroom currently has computers that are 4 years old. Within the next two +	Unit: Vocational Programs
			Instr. Equipment		
New	Projected Completion	2016-17	Source 2	Person Responsible Steven Burgoon	C. Secure Resources
High	Advance the Graphic Design and Illustration club including becoming an AIGA club.		\$ \$3,600.00	The vision of the Graphic Design and Illustration club is to become a campus community that supports the students. This can best be done by aligning with AIGA.	Unit: Collaboration
			Perkins Grant		
New	Projected Completion	Select	College Service	Person Responsible Steven Burgoon	A. Academic Excellence
Med	Develop a working relationship with Mt. SAC Marketing.		\$ \$5,000.00	Within all of Mt. SAC the requests for marketing materials surpasses the Marketing Departments ability to produce. Overflow work can be given to students in the Graphic Design and +	Unit: Collaboration
			Budget Transfers		
New	Projected Completion	Select	Source 2	Person Responsible Steven Burgoon	D. Cooperation/Collaboration
High	Full-time, shared lab, hire to manage lab and support students.		\$ \$40,000.00	The Shared Lab has been successful in supporting students. Usage has grown and is expected to continue to grow. A full-time lab manager is necessary to maintain equipment, support students +	Unit: Accessible Programs
			Source 1		
New	Projected Completion	Select	Source 2	Person Responsible Steven Burgoon	C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed <i>(if any)</i>	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
High	New computers for 2425		\$ <input type="text" value="\$30,000.00"/>	This room will be shared by Graphic Design, Photography, and Music to provide space for various classes.		Unit: Accessible Programs
			Instr. Equipment			
New	Projected Completion	<input type="text" value="2015-16"/>	Source 2	Person Responsible	<input type="text" value="Steven Burgoon"/>	A. Academic Excellence

### 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?

The college should provide all the necessary data or easy, intuitive access to it. Faculty should not be expected to be data miners.

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

Enter your suggestions for improvement here.

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

Contributer		Contributer	
Jana Rawling	<input type="checkbox"/> Approve	Tina Howland	<input type="checkbox"/> Approve
Mario Rivas	<input type="checkbox"/> Approve	Don Sciore	<input type="checkbox"/> Approve
Corinne Hartman	<input type="checkbox"/> Approve	Josh Reed	<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)