



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 | English as a Second Language (ESL) | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
|--------------------|------------------------------------|---|--|--|--|
| Contact Person | Liza Becker | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| E-mail / Extension | LBecker@mtsac.edu / ext. 5233 | <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

Same as Institutional Mission

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

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|-----------------|---|
| 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: English as a Second Language (ESL)

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 | <u>College Theme</u> |
|-----------------------------|--|------------------------------|
| Academic Innovation | Support innovative teaching and learning projects that include both in class and outside of class activities designed to enhance student success. | A: Academic Excellence |
| Enhanced Student Support | Use evidence-based decision making to plan for noncredit SSSP, Student Equity, and other student support services that lead to college and career advancement. | B: Access and Success |
| Faculty & Staff Leadership | Guide and support ESL faculty and staff in developing professionally as well as in taking on leadership roles, both locally and statewide. | A: Academic Excellence |
| Data-Driven Decisions | Encourage faculty, staff, and students to use evidence-based data for decisions, including the ESL Database and SLO assessment data in planning course of study and measures of student support and success. | A: Academic Excellence |
| Noncredit Advocacy | Promote involvement of faculty, staff, and students in advocacy efforts that support student access into the program, steady persistence, and goal-based student success. | B: Access and Success |
| Facilities & Infrastructure | Seek various sources of funding to secure state-of-the-art technology for teaching and learning as well as more basic needs such as furniture replacement for safety and classrooms to accommodate growth. | C: Secure Resources |
| Secure Staffing | Secure funding to hire additional counselors, administrative staff, and instructional support staff to keep up with the growing mandates required to implement state plans such as WIOA, noncredit SSSP, and Student Equity. | C: Secure Resources |
| Collaborative Partnerships | Collaborate with internal and external entities to meet the changing needs of the immigrant learners. | D: Cooperation/Collaboration |

II. Notable Achievements for: English as a Second Language (ESL)

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 |
|------------------------------|---|------------------------------------|
| Med | Three teams of ESL faculty (8 participants, 7 of them adjunct) conducted classroom-based action research on strategies that promote academic writing fluency, learner autonomy, and career readiness skills with positive results when compared with control groups of students. (Miho, Casian, McLaughlin, Ortega, Hayes, Azpeitia, Cueva, Foisia) | Unit: Academic Innovation |
| | | A. Academic Excellence |
| Med | ESL adjunct faculty designed and piloted workshops that promoted self-reflective learning strategies and vocabulary development skills for reading fluency. (Cueva, Yanuaria) Additionally, several ESL adjunct faculty piloted support programs to improve fluency and promote positive self identity for adult immigrants through such activities as English Lounge conversation groups and ESL Movie Night. (Jacob, Van Dyke-Kao, Drewry, Cueva, Romero) | Unit: Enhanced Student Support |
| | | A. Academic Excellence |
| Med | ESL scheduled tutoring sessions for VESL Career Paths students focusing on integration of computer, career, and English course outcomes toward applied projects and assignments that facilitate college and career success -- e.g., product development and marketing. (BSI Project: Miho & Elhaj) | Unit: Enhanced Student Support |
| | | A. Academic Excellence |
| High | ESL increased open hours for the ESL library and assigned ESL faculty (16 participants) as "librarians" to help ESL students of all proficiency levels to develop habits of reading. Students also had the option of completing book reports (234 students participated in spring 2015). There was a 31% increase in books checked out by students. | Unit: Enhanced Student Support |
| | | A. Academic Excellence |
| High | ESL hired 3 adjunct counselors in preparation for noncredit SSSP mandates that require noncredit student education plans and other services and in preparation for Student Equity Plan implementation in which ESL needs to do increase outreach to targeted populations within the Mt. SAC district. | Unit: Secure Staffing |
| | | B. Access and Success |
| High | Made revisions to the ESL database to more effectively manage enrollment, track student retention, compile and organize student demographic data for various reports and in preparation for the upcoming noncredit student education plan and in preparation for the noncredit student progress indicators (SP/Satisfactory Progress as a measure of success by the Chancellor's Office). | Unit: Data-Driven Decisions |
| | | B. Access and Success |
| Med | ESL adjunct faculty who teach afternoon combo-level ESL classes realigned their curriculum to add high-advanced Level 6 in order to increase access, maximize efficiency of multi-level classes, and accommodate FTES growth mandate (Hannon, Fowler, Vandepas). | Unit: Faculty Leadership |
| | | C. Secure Resources |
| High | Dana Miho, full-time ESL faculty (Year 1) received two awards for her distinguished work on behalf of noncredit students and noncredit faculty: The Debbie Borosch Basic Skills award and the Academic Senate 10+1 award. | Unit: Faculty Leadership |
| | | A. Academic Excellence |
| Med | Collaborated with Welding department faculty to offer an English-Spanish introductory course to welding taught by ESL faculty (Maria Azpeitia) that served as a gateway to a welding certificate. | Unit: Collaborative Partnerships |
| | | D. Cooperation/Collaboration |

| Priority for Manager Summary | Unit Achievements for the 2014-15 Year | Connected Unit Goal/ College Theme |
|------------------------------|---|------------------------------------|
| High | Collaborated with DSPS faculty and interpreter staff to develop a noncredit DSPS course as well as two ESL courses for the immigrant Deaf community. Contextualized course content for ESL-Deaf 1 and ESL-Deaf 2 includes English language development in tandem with American Sign Language learning. | Unit: Collaborative Partnerships |
| | | B. Access and Success |
| High | ESL faculty took on statewide leadership roles: Dana Miho selected to review Common Assessment Initiative for ESL descriptors; Pamela Chui selected as a Technology Integration Mentor Academy; Monica Cueva elected as Community College Level Chair for California Teachers of English to Speakers of Other Languages; Grace Kim selected to present her Mt. SAC-ESL action research results on language identity at an international educators symposium in Korea. | Unit: Faculty Leadership |
| | | Select College Theme |
| High | ESL Director, Liza Becker, advocated for noncredit students and Career Development & College Preparation (CDCP) programs as statewide council leader for the Association for Community and Continuing Education (ACCE) and for the Chancellor's Office as follows: Student Equity Plan reviewer, Noncredit SSSP Funding Formula ad hoc committee, and a Noncredit Outcomes Review Committee on Progress Indicators. | Unit: Noncredit Advocacy |
| | | D. Cooperation/Collaboration |
| High | Dana Miho and Liza Becker attended the AB86 Summit and a follow-up legislative session to provide input on the Adult Education restructuring process (now referred to as the Adult Education Block Grant) and how to best move from planning to collaborative implementation in order to meet the needs of adult learners in our communities. | Unit: Noncredit Advocacy |
| | | D. Cooperation/Collaboration |
| Med | Partnered with Child Development Center to provide child care services for noncredit ESL students by developing and verifying an education plan for the parents that leads to CTE or credit degree/certificate. | Unit: Collaborative Partnerships |
| | | B. Access and Success |
| High | ESL unduplicated enrollment trend over the last three years has increased 20% from 3345 in 2011-12 to 4188 in 2014-15. | Unit: Enhanced Student Support |
| | | B. Access and Success |
| Med | Replaced two-thirds of the aging and unsafe (cracked) chairs in ESL classrooms in Bldg 66/Language Center with new chairs. | Unit: Facilities & Infrastructure |
| | | C. Secure Resources |
| Med | ESL staff actively encouraged new students to claim a portal account in order for them to access their student records, claim student email accounts, purchase parking permits, petition citations, and gain access to campus wifi network. | Unit: Enhanced Student Support |
| | | B. Access and Success |

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 | | Restructuring of Adult Education in the state through adult education (K-12) and noncredit (Community College) regional consortia is providing opportunities as well as challenges. Opportunities for the Mt. San Antonio Consortium includes improved dialog among leadership and faculty, and progress in streamlining pathways for students through articulation and curriculum alignment. Challenges include the limited funding that remains for implementation because of the Maintenance of Effort allocation for K-12 at the 2012-13 rate. | http://ab86.cccco.edu/ |
| 2015-16 New | | Noncredit SSSP funding formula has been drafted but has yet to be disseminated. Current due date for the noncredit SSSP plan is October 30, 2015, and requires local governance review and signature. This timeline is not realistic as most faculty (counselors) are not available in the summer. Additionally, the funding formula prescribes services and accountability that may not be in place for noncredit due to the relatively high counselor-to-student ratio (ESL was 3000:1 in 2014-15). | CCCCO SSSP_Funding_Guidelines_Final_3-12-14 |
| 2014-15 | | Student Equity Plan includes ESL / Basic Skills students in terms of access and course success. | Student Equity Plan |
| 2015-16 New | | Enhanced CDCP rate equalizes the FTES apportionment of noncredit to that of credit rate; it also sets the stage for increased noncredit college and career pathways development in terms of short-term vocational as well as basic skills (ESL and ABE) programs. | title 5 regulations |
| 2014-15 | | Progress Indicators as a measure of "grade" success for noncredit students in the open entry system. | http://www.asccc.org/content/noncredit-progress-indicator-pilot |
| 2014-15 | | WIOA Transition Year: integrated accountability and reporting for college and career readiness and pathways to employability and academic degree attainment. | CDE website |
| 2014-15 | | STAR (Student Teacher Action Research) year-3 participation of adjunct faculty supported with WIA/WIOA funding. Faculty led action research in order to promote data-driven decision making in a variety of topics including language and identity, and using free iPad applications for vocabulary development. | ESL STAR reports |
| Year | Add item | Internal Conditions, Trends, or Impacts | Data Sources |
| 2015-16 Cont'd. | | Growth Mandate and need classrooms on campus to maximize growth in FTES and efficiency in terms of LHE | Cabinet Notes & Instruction Team Minutes |
| 2014-15 | | Anticipated restructuring of roles and responsibilities as Continuing Education Division became School of Continuing Education | Cabinet Notes & Board Minute |
| Year | Add item | Retention and Success Data | Data Sources |

| | | |
|-------------|--|------------------------|
| 2014-15 | Growth trend and efficient FTES/LHE outcomes. | Banner & ESL database |
| 2014-15 | Tracked and managed enrollment using the wait list and by contacting students up to 4 weeks before the end of the term. | ESL database reports |
| Year | <i>Add item</i> Critical Decisions | Data Sources |
| 2014-15 | Hired adjunct counselors in preparation for the noncredit SSSP new funding formula which relies heavily on support services and requires a 1:1 match. | S Equity & BSI project |
| Year | <i>Add item</i> Progress on Outcomes Assessment | Data Sources |
| 2014-15 | Close monitoring of WIA/WIOA Title II payment points assured steady increase over past year | TOPSPRO Reports |
| 2014-15 | Several BSI SLOS tracked including Give Me 20 Reading Program, VESL Career Paths Tutoring, ESL Adjunct Counselor New Student Orientation, and ESL Student Learning Goals outcomes. | Tracdat |
| 2014-15 | ESL Outcomes Team facilitated SLOs at course level as well as program level and selected Student Learning Goals outcomes; shared results of faculty efforts at department workshops. | Tracdat |
| 2015-16 New | Student Equity Outcome identified in 2014-15 and will be tracked in for VESL transitions and outreach to underrepresented Hispanic and adult learners | ESL Database reports |

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 | Classroom chairs (2/3 replacement for Bldg 66; 444 chairs) | | \$ \$67,940.88 | Safety issue, students were snapping chairs and falling, sometimes hurting themselves. We have currently replaced two-thirds of the chairs in Bldg 66, need to replace the remaining chairs. | Unit: Facilities & Infrastructure |
| | | | Lottery | | C. Secure Resources |
| | Plan Status | 2015-16 Complete | Source 2 | | |
| High | Basic Skills student support for college and career preparation | | \$ \$123,637.00 | SLOs were developed and assessed (entered into TracDat) for the following projects: LLC Self-directed Learning Activities; Give Me 20 Library Reading Program; VESL Tutoring; ESL Counseling Support; ESL/VESL Curriculum Development and Retreats. | Unit: Academic Innovation |
| | | | Other -Basic Skills | | C. Secure Resources |
| | Plan Status | Other- Ongoing | Source 2 | | |
| High | Workforce Investment Act (WIA), Title II Literacy - General | | \$ \$509,412.00 | WIA assessment and accountability mandates learning gains through CASAS pre-/post tests and core performance follow-up tracking and reporting for students who have exited the program. | Unit: Data-Driven Decisions |
| | | | Grant | | C. Secure Resources |
| | Plan Status | Other- Ongoing | Source 2 | | |
| High | Workforce Investment Act (WIA), Title II English Learning and Civics | | \$ \$205,418.00 | WIA classroom-based assessments of CASAS pre-/post tests and E.L. Civics competency-based assessments using standardized Civic Objectives and Additional Assessment Plans (COAPPs). | Unit: Data-Driven Decisions |
| | | | Grant | | C. Secure Resources |
| | Plan Status | Other- Ongoing | Source 2 | | |
| Priority | Hired full-time Professor of ESL (Noncredit) | | \$ \$77,056.00 | Instructional Salaries - Regular AE-ESL \$69,072-77,056 | Unit: Secure Staffing |
| | | | Staffing | | C. Secure Resources |
| | Plan Status | 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: English as a Second Language (ESL)

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 |
|-----------------------------|--|-------------------------------|
| Academic Innovation | Support innovative teaching and learning projects that include both in class and outside of class activities designed to enhance student success. | A: Academic Excellence |
| Enhanced Student Support | Use evidence-based decision making to plan for noncredit SSSP, Student Equity, and other student support services that lead to college and career advancement. | B: Access and Success |
| Faculty & Staff Leadership | Guide and support ESL faculty and staff in developing professionally as well as in taking on leadership roles, both locally and statewide. | A: Academic Excellence |
| Data-Driven Decisions | Encourage faculty, staff, and students to use evidence-based data for decisions, including the ESL Database and SLO assessment data in planning course of study and measures of student support and success. | A: Academic Excellence |
| Noncredit Advocacy | Promote involvement of faculty, staff, and students in advocacy efforts that support student access into the program, steady persistence, and goal-based student success. | B: Access and Success |
| Facilities & Infrastructure | Seek various sources of funding to secure state-of-the-art technology for teaching and learning as well as more basic needs such as furniture replacement for safety and classrooms to accommodate growth. | C: Secure Resources |
| Secure Staffing | Secure funding to hire additional counselors, administrative staff, and instructional support staff to keep up with the growing mandates required to implement state plans such as WIOA, noncredit SSSP, and Student Equity. | C: Secure Resources |
| Collaborative Partnerships | Collaborate with internal and external entities to meet the changing needs of the immigrant learners. | D: Cooperation/Collaboration |

II. Annual Implementation Plan for: English as a Second Language (ESL)

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 | Pre-/Post new student orientation survey by ESL Adjunct Counselor on course of study and educational goal in the ESL program | | \$ \$58,240.00 | 30% increase from uninformed goal (pre-orientation) to informed goal (post orientation) aligned with a preliminary academic and/or career educational plan in noncredit ESL | Unit: Enhanced Student Support |
| | | | Other - Basic Skills | | |
| New | | Projected Completion 2015-16 | Source 2 | Person Responsible Liza Becker | B. Access and Success |
| Med | Secure full-time counselor | | \$ \$58,905.00 | New noncredit SSSP mandates student education plans, orientation, assessment, follow-up services, and MIS tracking. New funding formula requires accountability for such services. In order to implement the SSSP, ESL will have to increase counseling support for ESL students; currently, ESL has one full-time counselor and 4,000 students unduplicated students. | Unit: Enhanced Student Support |
| | | | SSSP | | |
| Ongoing | | Projected Completion 2016-17 | Enhanced CDCP | | B. Access and Success |
| | | | | Person Responsible Liza Becker | |
| High | ESL Database Proj/Prog Specialist | | \$ \$19,727.00 | A part-time project specialist is needed to gather data, compile reports for multiple mandates (SSSP, Student Equity, BSI), and maintain a database system. The project specialist will also conduct research on enrollment trends, patterns of success, etc. Noncredit CDCP programs have significant accountability for outcomes and student success; therefore, we need a person who can gather and evaluate data for department and district accountability and decision-making. | Unit: Data-Driven Decisions |
| | | | Enhanced CDCP | | |
| Ongoing | | Projected Completion 2015-16 | SSSP | | C. Secure Resources |
| | | | | Person Responsible Liza Becker | |
| High | ESL Registration Staff (2) | | \$ \$32,866.00 | ESL unduplicated enrollment has increased by 43% over the last 3 years with no increase in staffing support for registration staff. The ESL program requires open-entry and managed enrollment year-round. An increase of 2 permanent part-time registration staff is needed to accommodate the 8AM to 10PM schedule. This position will also support noncredit SSSP match requirements. | Unit: Secure Staffing |
| | | | Staffing | | |
| New | | Projected Completion 2015-16 | Enhanced CDCP | | B. Access and Success |
| | | | | Person Responsible Liza Becker | |
| Med | ESL Student Resource Tech | | \$ \$21,860.00 | WIOA Technology Plan requires support for faculty and students in areas of computer-assisted language learning and use of integrated technology in teaching and learning. Program growth is requiring additional staffing to accommodate timely support for classes located across campus. | Unit: Secure Staffing |
| | | | Grant | | |
| Ongoing | | Projected Completion 2016-17 | Source 2 | | A. Academic Excellence |
| | | | | Person Responsible Liza Becker | |

| 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 | Classroom chairs | | \$ \$66,560.00 | Aging chairs in ESL classrooms (240 chairs in Bldg 66, 280 chairs in Bldg 31A and 31B) are becoming a safety issue. Several students have fallen due to cracked plastic back support. Approximately two-thirds of the current chairs in Bldg 66 were replaced in 2013-14; we need to complete the replacement cycle in Bldg 66 and replace those in the portables. | Unit: Facilities & Infrastructure |
| | | | Lottery | | |
| Ongoing | Projected Completion | 2015-16 | Facilities Mod. | | C. Secure Resources |
| | | | | Person Responsible Liza Becker | |
| High | 2 Additional ESL Classrooms in Bldg 40 | | \$ \$40,000.00 | College is requesting noncredit program growth. We have expanded into Bldg 40 as well as borrowed rooms across campus; ESL needs 2 additional dedicated classrooms to accommodate the intensive schedule (17.5 hrs./week of CDCP courses) and the WIOA grant supported ESL instruction that requires integrated technology along with communicative teaching and learning (i.e., adequate internet connectivity and table/chair setup). | Unit: Facilities & Infrastructure |
| | | | Facilities Mod | | |
| New | Projected Completion | 2015-16 | Grant | | B. Access and Success |
| | | | | Person Responsible Liza Becker | |

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?

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 | |
|-------------------------|---|------------------|---|
| Liza Becker | <input checked="" type="checkbox"/> Approve | Margaret Teske | <input checked="" type="checkbox"/> Approve |
| Dana Miho | <input type="checkbox"/> Approve | Krystal Hong | <input checked="" type="checkbox"/> Approve |
| Lourdes Granda | <input checked="" type="checkbox"/> Approve | Deejay Santiago | <input checked="" type="checkbox"/> Approve |
| Marchelle Nairne-Proulx | <input checked="" type="checkbox"/> Approve | Heidi Alcala | <input checked="" type="checkbox"/> Approve |
| John Pellitteri | <input type="checkbox"/> Approve | Antonio Gallardo | <input checked="" 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