



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	Language Learning Center (LLC)	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Peggy Marcy	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	pmarcy@mtsac.edu /5010	<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

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|-----------------|---|
| 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

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| 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

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| 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: Language Learning Center (LLC)

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>
1. Use of Data	Use data collected from students and faculty to a) improve services, b) improve materials, and c) make plans.	A: Academic Excellence
2. Academic Innovation	Support student learning by promoting innovative programs in the LLC	A: Academic Excellence
3. Communication	Increase effectiveness and consistency of communication among stakeholders.	D: Cooperation/Collaboration
4. Student Services	Support access to high quality student services to meet needs of diverse noncredit populations.	B: Access and Success
5. Facilities	Provide physical structure that will promote student learning.	C: Secure Resources
6. Professional Development	Implement and promote professional development initiatives.	A: Academic Excellence
7. Collaborative Partnerships	Collaborate with internal and external entities to meet student needs.	D: Cooperation/Collaboration
8. Hardware	Secure funding to perform maintenance on computers, scanners, printers, ELMOs, and other hardware used in the LLC.	C: Secure Resources
9. Software	Secure funding to maintain licenses for vital software; research what is available.	C: Secure Resources
10. Staffing	Secure staffing to assure academic innovation and continue database and web development.	C: Secure Resources

II. Notable Achievements for: Language Learning Center (LLC)

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	LLC Azar Grammar Software: Humanities purchased licenses for Azar grammar software for this year. It is necessary for this to become a yearly budget item because AMLA classes use this software and it is only available via yearly licenses now.	Unit: 9. Software
		C. Secure Resources
High	LLC Rosetta Stone and Tell Me More Software: Continuing Education and Humanities helped purchase online licenses for Tell Me More and Rosetta Stone software through lottery funds which has been eagerly received by students. It is necessary for this to become a yearly budget item because these software are only available via yearly licenses now.	Unit: 9. Software
		C. Secure Resources
High	LLC Website Move: The LLC successfully moved its website and databases to the main college website servers. This improves reliability of the site and provides an updated and uniform design. The move could not have happened without the assistance of the ESL programmer.	Unit: 3. Communication
		B. Access and Success
Med	LLC Computers Installed: Webcam computers were installed throughout the Open Lab (most of them used computers from ESL labs). This was an important improvement because many instructors use the webcams for oral exams either as a class or as independent study, so now instructors are able to use and assign webcams without worrying whether the Smart Lab was being used.	Unit: 8. Hardware
		C. Secure Resources
High	LLC New Building Approved: The new Business and Computer Technology building plans have been approved by DSA. This includes the new LLC. Building starts Fall 2015. Impact: Larger lab and closer to language classes will result in a need for more faculty hours and another permanent part-time for consistency and excellence.	Unit: 5. Facilities
		C. Secure Resources
Med	LLC Testing Facility: The three CATS (Computer Assisted Testing Services) computers were replaced by used ESL computers.	Unit: 8. Hardware
		C. Secure Resources
High	LLC ESL Tutoring: ESL Tutoring using Self-Directed Learning Activities (SDLA) has started in the LLC thanks to a Basic Skills Grant. It has been added to the Passport Rewards program.	Unit: 2. Academic Innovation
		A. Academic Excellence
Med	LLC Wifi Access: A wifi access point was installed in the LLC enabling mobile app support.	Unit: 8. Hardware
		C. Secure Resources
Low	LLC Student Services Fair: The LLC participated in the Student Services Fair for incoming students before Fall 2014 began.	Unit: 3. Communication
		B. Access and Success

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	LLC ADA Equipment Upgrade: Replaced our 15 year-old Optelec low vision magnifier with a new one with touch screen and text to speech after receiving input from DSPS.	Unit: 4. Student Services
		B. Access and Success
Low	LLC New Headsets: New headsets and new headset cords were purchased and installed in Open Lab and Smart Lab as needed.	Unit: 8. Hardware
		C. Secure Resources
Low	LLC Revised Passport Rewards website and videos: to a) replace versions made from expensive software with free resources and b) represent the updated online version of Tell Me More, which is also called Rosetta Stone Advantage.	Unit: 3. Communication
		B. Access and Success
Low	LLC Student Survey: According to the LLC Student Survey Spring 2015, 94.3% of students are satisfied with the materials to study in their language and 97.4% are satisfied with the help they get when they have questions. This is consistent with previous years, but down almost 3% from Spring 2012.	Unit: 1. Use of Data
		A. Academic Excellence
Low	LLC Faculty Experience Survey: According to the LLC Faculty Experience Survey Spring 2015, 100% of instructors responding strongly agreed that a) they got appropriate help from LLC staff and b) the technology in the Smart Lab met the language learning needs of their class.	Unit: 1. Use of Data
		A. Academic Excellence
Low	LLC Tech Week: had 93 workshop attendees (down from 103 in Spring 2014). 100% of LLC Tech Week Survey Spring 2015 respondents said that they learned a useful new tool, skill or strategy and 43.8% had already implemented in the class or office something they learned from tech week as of Week 12 of the semester.	Unit: 6. Professional Development
		D. Cooperation/Collaboration
Low	LLC Passport Rewards Survey: According to Passport Rewards students responding to survey Spring 2015, 89% feel they have seen improvement in their language skills because of Passport Rewards involvement with 39% saying speaking skills were most improved.	Unit: 1. Use of Data
		A. Academic Excellence
Low	LLC ESL Tutoring Exit Surveys: of SDLAs completed showed 87% of participants were very satisfied with the program and 75% thought it was very true that the program was helping them improve their English.	Unit: 1. Use of Data
		A. Academic Excellence
High	LLC Passport Rewards Active Participation: skyrocketed with the move to online Rosetta Stone and Tell Me More with 152 Spring 2015 compared to 98 Spring 2014 (50% increase).	Unit: 1. Use of Data
		B. Access and Success
High	Campus-wide student survey indicated the LLC is the second highest resource used by International Students for language development and support.	Unit: 1. Use of Data
		B. Access and Success

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	LLC Teacher-of-Record Recognition: Mark Osea was chosen as a participant in the SanFACC Mentorship program 2014-15.	Unit: 6. Professional Development
		D. Cooperation/Collaboration
Low	LLC CATS Testing: Administered over 100 tests in 2014-15 with an average commission of \$45 brought the college about \$4500.	Unit: 7. Collaborative Partnerships
		D. Cooperation/Collaboration
Low	LLC Visitors: Two administrators from Marshall B. Ketchum University, Fullerton toured the LLC in consultation for designing their language lab.	Unit: 7. Collaborative Partnerships
		D. Cooperation/Collaboration
Low	LLC VHS Removal: Boxed all VHS tapes on shelves and donated all VHS machines; updated DVD collection.	Unit: 8. Hardware
		C. Secure Resources

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		LLC: Rosetta Stone purchased Tell Me More. Both software now only offer yearly online licenses.	http://www.rosettastone.com/education
2014-15		LLC: Azar grammar software was lost to the LLC and Writing Center as they moved to online licenses only.	http://myenglishlab.com/azar.html
2014-15		LLC: 2 of our scanners and 2 of our color printers are not compatible with Windows 7.	http://www8.hp.com/us/en/troubleshooting.html
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		LLC Server: The LLC's server #1 has become a security issue from being so old and is out of space to update. The result is that we will lose ELLIS (ESL and AMLA) software and the server version of Rosetta Stone when it is moved to a new virtual server.	**LLC Report: ELLIS was installed by company as beta trial. We do not have software to re-install.
2014-15		LLC Space on Server: The LLC server folders are running out of space for audio and video files and need to be moved to a new server.	Server Properties
2014-15		LLC Security: Theft of computer items becomes more of a threat, i.e. the Learning Lab had RAM stolen from a computer and we had a check-in computer stolen. Security cameras would be helpful.	LLC report to security; LAC Director reporting to Accreditation Committee
2014-15		LLC Social Event Staffing: The LLC is moving into more social events for language learners based upon the LLC Advisory Committee's suggestions and LLC Student Survey results. These programs will continue to make the LLC relevant to students and create more FTEs; however, they require more planning and communication which is difficult without a full-time teacher-of-record.	2015 LLC Student Survey Results; May 2015 LLC Advisory Committee Minutes
2014-15		LLC Social Event Database Programming Needs: The LLC is moving into more social events for language learners based upon the LLC Advisory Committee's suggestions and LLC Student Survey results. These programs will continue to make the LLC relevant to students and create more FTEs; however, they require more adjustments to the LLC databases and website which requires a programmer devoted to the ESL and LLC programs.	2015 LLC Student Survey Results; May 2015 LLC Advisory Committee Minutes
2014-15		LLC Social Media: Social media is a growing method of language learning tips and tools as well as a communication format. The LLC's Instagram and Facebook accounts are growing slowly but steadily.	mtsac.edu/llc (bottom of page)

2014-15	LLC ESL Orientations: The continued loss of computer and server-based software means that orientations become more about telling than doing, i.e. the students cannot login and follow along; therefore, especially ESL orientations need to change.	http://myenglishlab.com/courses-focus-on-grammar.html
Year	<i>Add item</i>	Retention and Success Data
2014-15	LLC: Students in LLC Passport Rewards program (Fall 2014) averaged almost twice as many attendance hours as non-participants: 22.9 avg. attd. hrs vs. 12.4 avg. attd. hrs. These numbers are almost identical to Fall 2013.	Fall 2014 Total Attendance Argos Report and Passport Rewards Report
2014-15	LLC: Research shows an 80.6% passing rate for language students using the LLC versus 64.6% passing rate for language students who did not use the LLC according to a report from Mt. SAC Research Fall 2013.	Research Report "OUTPUTlanguage labv 3.482014" by Annel Medina
2014-15	LLC: A comparison of elementary level foreign language classes shows a combined average passing rate of 71.2% while the average passing rate for students in the Passport Rewards program is 92.5% according to a report from Mt. SAC Research Spring 2014.	Research Report "PRcomparison" by Annel Medina
Year	<i>Add item</i>	Critical Decisions
2014-15	<i>Enter/Discuss Critical Decisions your Unit made this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
Year	<i>Add item</i>	Progress on Outcomes Assessment
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>

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	LLC: Rosetta Stone Advantage for Higher Education Site License (100 licenses)		\$ \$10,710.00	96 of the licenses have been distributed; inactive ones will be re-assigned to a new student for Fall 15. Outcomes: represents over 380 total hours of engaged work in the software and a jump from 77 Passport Rewards stamps to 378. Use of Data: It is important for these licenses to be renewed each year because the modern upgrade of the software is very appealing to the students and engaging. Future Impact: It will be necessary to monitor attendance hours and see if there is an impact since this is online software. Also, this requires more LLC staff time to oversee and specialized skills which benefit from permanent part-time staff.	Unit: 9. Software
			Lottery		C. Secure Resources
	Plan Status	Complete	Source 2		
High	LLC: Rosetta Stone Language Lessons V3 for Higher Education (249 licenses)		\$ \$14,082.50	249 of the licenses have been distributed; inactive accounts have been deactivated and re-assigned as necessary. Outcomes: Among Rosetta Stone users (minus ESL and AMLA), there was a 50% increase in active participation in Passport Rewards. Students have been actively engaged in it for over 494 hours during Spring 2015. 92.5% of Passport Rewards participants pass their language class as opposed to 71.2% of non-participants. Use of Data: It is important for these licenses to be renewed each year because the modern upgrade of the software is very appealing to the students and engaging. Future Impact: It will be necessary to monitor attendance hours and see if there is an impact since this is online software. Also, this requires more LLC staff time to oversee and specialized skills which benefit from permanent part-time staff.	Unit: 9. Software
			Lottery		C. Secure Resources
	Plan Status	Complete	Source 2		

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	LLC: Azar Grammar Interactive Online Licenses (100 licenses)		\$ <input type="text" value="\$4,321.09"/> Lottery	100 of the licenses have been distributed and need to be "cleaned" each semester to allow re-use. The LLC has assumed management of these licenses, but most of them are for the AMLA lab in bldg 26B and the Writing Center. Outcomes: Over 92 hours of use in half a year. Use of Data: We are still exploring ways to increase AMLA use of these licenses. Impact: Without this software, there is nothing else available in the LLC for AMLA students to practice grammar.	Unit: 9. Software
	Plan Status	Complete	Source 2		C. Secure Resources
Med	LLC: Purchased Optelec low vision magnifier with touch screen and text to speech after receiving input from DSPS.		\$ <input type="text" value="\$4,027.55"/> Other -Add: District	Optelec machines are used to magnify textbooks, handouts and other printed materials for low vision students. This replaced a 15 year-old version that was no longer working. This also has text to speech in English, French, Spanish, Italian and German.	Unit: 4. Student Services
	Plan Status	Complete	Source 2		B. Access and Success
Med	LLC ESL Tutoring (Self-Directed Learning Activities for Noncredit ESL): Assessing		\$ <input type="text" value="\$20,186.00"/> Grant	Levels 4-6 Noncredit ESL students completing two or more SDLAs in the LLC with the Faculty-Tutor will have a 5 % higher class success rate compared with a similar cohort of students not participating. Assessment: Passing rates of Levels 4-6 noncredit ESL students completing two or more SDLAs in the LLC with the Faculty-Tutor will be compared to those not participating during Spring 2015 semester. Outcomes: 11 active participants from Levels 4 and 5 had a 100% passing rate compared to 68% passing rate for their class cohorts who did not do ESL Tutoring in the LLC.	Unit: 2. Academic Innovation
	Plan Status	2015-16 Complete	Source 2		A. Academic Excellence
Med	LLC ESL Tutoring (Self-Directed Learning Activities for Noncredit ESL): Create SDLAs		\$ <input type="text"/> Source 1	The Faculty-Tutor will design 30 or more new SDLAs appropriate for Levels 4-6 (at least 15 pertaining to oral communication) that meet ESL needs and incorporate LLC software and media. Outcomes: More than 30 SDLAs have been completed already. One student has successfully accomplished all of the SDLAs.	Unit: 2. Academic Innovation
	Plan Status	Complete	Source 2		A. Academic Excellence
Med	LLC ESL Tutoring (Self-Directed Learning Activities for Noncredit ESL): Survey		\$ <input type="text"/> Source 1	The LLC will survey noncredit ESL learners who use the LLC to find their priority target learning areas. This information will be combined with SLO data from the ESL Department indicating specific needs for advanced ESL students to gain more confidence in oral communication skills, specifically in pronunciation and vocabulary development. Outcomes: This was the beginning of SDLA creation; however, about one-third of the SDLAs created have come from ESL Tutoring participants' suggestions and requests. Therefore, they feel buy-in to the program while getting their felt needs met.	Unit: 1. Use of Data
	Plan Status	Complete	Source 2		A. Academic Excellence

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
Low	LLC Passport Rewards Instructional Videos		\$ <input type="text"/> Source 1	The LLC will produce short videos, similar in style to In Plain English, explaining to students how the Passport Rewards program works. This was successfully completed as well as another version was created for the updated online software and one for the ESL Tutoring which is also part of Passport Rewards. This significantly improved student understanding of the Passport Rewards program.	Unit: 3. Communication
	Plan Status	Complete	Source 2		B. Access and Success
Low	LLC Passprt Rewards Efficiency		\$ <input type="text"/> Source 1	Students who register for the LLC Passport Rewards program will be surveyed to determine ways of improving the ratio between students who sign up for Passport Rewards and those who actually participate. Outcomes: Student surveys indicate that the main reason for joining Passport Rewards is to improve in their target language, but over 50% of students said they joined because their Professor offered extra credit for it. 89% feel they have seen improvement in their language skills because of Passport Rewards involvement with 39% saying speaking skills were most improved. Use of Data: Clearly professors believe in the value of the program and their support is leading to the success. The LLC implemented deactivation of accounts that were inactive for 2 weeks or longer, so this helped motivate student activity.	Unit: 1. Use of Data
	Plan Status	Complete	Source 2		A. Academic Excellence
Low	ESL-LLC Lab Technician		\$ <input type="text"/> Source 1	The Lab Technician will be responsible for recruiting ESL and AMLA students for the LLC Passport Rewards Program seeking at least 5 % of ESL/AMLA students registered for the LLC participation with 6 - 10 Stamps for their LLC Passport each semester. Outcomes: Fall 2014 saw a combined total of 7% of ESL and AMLA students actively in the Passport Rewards program. This met our criterion of 5%. Use of Data: AMLA students seem to be more interested in Passport Rewards as the program becomes more established. ESL students apply in large numbers, but most fail to be active. Perhaps understanding of the process and software is the issue.	Unit: 1. Use of Data
	Plan Status	Complete	Source 2		A. Academic Excellence
High	LLC Website Upgrades		\$ <input type="text"/> Source 1	The LLC website must move from the old server it is on. At the same time, it needs to be integrated into OmniUpdate and the newer web servers at Mt. SAC. Outcomes: This was completed with help from the ESL database programmer and Mt. SAC website programmers. Impact: Feedback from students and faculty is that it is much easier to find the information they need.	Unit: 3. Communication
	Plan Status	Complete	Source 2		B. Access and Success

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
Med	LLC Tech week Effectiveness		\$ <input type="text"/>	By attending faculty workshops in the LLC, attendees will learn at least one new skill, technique, site, or app which they will then use in the classroom. Outcomes: 100% of LLC Tech Week Survey Spring 2015 respondents said that they learned a useful new tool, skill or strategy and 43.8% had already implemented in the class or office something they learned from tech week as of Week 12 of the semester. Use of Data: Tech Week appears to impact teaching in positive ways, so shall continue.	Unit: 1. Use of Data
	Source 1				A. Academic Excellence
	Plan Status	Select	Source 2		
High	LLC Passport Rewards Success Rate		\$ <input type="text"/>	Students who actively participate in the Passport Rewards program will have at least 5 % higher rate of passing in their language class than students not participating. Outcomes: This criterion was met. Note that only elementary levels of foreign language classes were included in this data. 92.5% of Passport Rewards participants pass their language class as opposed to 71.2% of non-participants. Use of Data: It is exciting to see that the Passport Rewards has such a positive impact on student grades.	Unit: 1. Use of Data
	Source 1				A. Academic Excellence
	Plan Status	2015-16 Complete	Source 2		
High	LLC Student Attendance and Success		\$ <input type="text"/>	Students who attend the LLC will have a success rate in their language class at least 5 % higher than students in the same class not attending the lab. Outcomes: Criterion met. Research shows an 80.6% passing rate for language students using the LLC versus 64.6% passing rate for language students who did not use the LLC. Use of Data: This information needs to be communicated to professors so that they do more to encourage their students to come to the LLC.	Unit: 1. Use of Data
	Source 1				A. Academic Excellence
	Plan Status	2015-16 Complete	Source 2		
Med	Increase budget for faculty (teacher of record)		\$ <input type="text" value="\$23,000.00"/>	Language Learning Center supports noncredit ESL as well as credit students including AMLA and Foreign Languages (rated as a top resource for International Students). Currently, there is a heavy reliance on student workers. As we grow and schedule back hours that were reduced during the recession we need to schedule faculty (instructor of record) with content expertise rather than classified staff and student workers.	Unit: 10. Staffing
	Staffing				A. Academic Excellence
	Plan Status	2016-17 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: Language Learning Center (LLC)

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
1. Use of Data	Use data collected from students and faculty to a) improve services, b) improve materials, and c) make plans.	A: Academic Excellence
2. Academic Innovation	Support student learning by promoting innovative programs in the LLC	A: Academic Excellence
3. Communication	Increase effectiveness and consistency of communication among stakeholders.	D: Cooperation/Collaboration
4. Student Services	Support access to high quality student services to meet needs of diverse noncredit populations.	B: Access and Success
5. Facilities	Provide physical structure that will promote student learning.	C: Secure Resources
6. Professional Development	Implement and promote professional development initiatives.	A: Academic Excellence
7. Collaborative Partnerships	Collaborate with internal and external entities to meet student needs.	D: Cooperation/Collaboration
8. Hardware	Secure funding to perform maintenance on computers, scanners, printers, ELMOs, and other hardware used in the LLC.	C: Secure Resources
9. Software	Secure funding to maintain licenses for vital software; research what is available.	C: Secure Resources
10. Staffing	Secure staffing to assure academic innovation and continue database and web development.	C: Secure Resources

II. Annual Implementation Plan for: Language Learning Center (LLC)

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
Med	LLC Language Partners		\$ <input type="text"/>	The LLC will create an internal language conversation partners program to promote language acquisition. This will be another branch of Passport Rewards. Needs: A database programmer is	Unit: 2. Academic Innovation
			Source 1		A. Academic Excellence
New	Projected Completion	2017-18	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	
Low	LLC International Movie Night		\$ <input type="text"/>	The LLC will host at least 3 International Movie Nights each semester to promote cultural understanding and social engagement with the target languages. Needs: A full-time	Unit: 2. Academic Innovation
			Source 1		B. Access and Success
New	Projected Completion	2015-16	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	
Low	LLC Tech Workshops for Students		\$ <input type="text"/>	The LLC will create and provide at least 2 technology workshops for students each semester to assist with the completion of language learning assignments. Needs: A full-time teacher-of-	Unit: 4. Student Services
			Source 1		B. Access and Success
New	Projected Completion	2017-18	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	
Low	LLC Drop-In Appointments for Students		\$ <input type="text"/>	The LLC will offer drop-in appointments for 1-3 students on Fridays and Saturdays in order to provide technical assistance necessary for completing language learning assignments.	Unit: 4. Student Services
			Source 1		B. Access and Success
New	Projected Completion	2017-18	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	
Med	LLC Language Quote Contest		\$ <input type="text"/>	The LLC will have a language quote contest Fall 2015. The winning quote (as chosen by the LLC Advisory Committee) will be engraved at the Front Desk of the LLC in the new building.	Unit: 3. Communication
			Source 1		D. Cooperation/Collaboration
New	Projected Completion	2015-16	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	
High	LLC Orientations for ESL		\$ <input type="text"/>	Due to changes implemented by software publishers and upgrading of servers, the traditional method of ESL Orientations appear to not be beneficial any more. New options will be	Unit: 3. Communication
			Source 1		B. Access and Success
New	Projected Completion	2015-16	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	
High	LLC Pronunciation Software		\$ <input type="text"/>	Due to changes implemented by software publishers and upgrading of servers a major pronunciation software, ELLIS Master Pronunciation, is being lost. The LLC is coordinating with AMLA to	Unit: 9. Software
			Source 1		C. Secure Resources
New	Projected Completion	2015-16	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	

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
Med	LLC iPad Purchase and Integration		\$ <input type="text"/>	The LLC seeks to purchase 5-20 iPads for implementation. Free language apps, including recording audio, will be installed on the iPads. These can be used when there is a waiting list as well as for 	Unit: 8. Hardware
			Source 1		
New	Projected Completion	2017-18	Source 2	Person Responsible <input type="text" value="Peggy Marcy"/>	C. Secure Resources

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?

None

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

None

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

Contributer		Contributer	
Peggy C. Marcy	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Liza Becker	<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