



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	The Writing Center	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	David Charbonneau	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	dcharbonneau@mtsac.edu/4559	<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

The Writing Center is dedicated to helping Mt. SAC students across the curriculum improve their writing and critical thinking skills. We believe that our role is not to "fix" students' writing or guarantee a particular grade but to guide them through a process of growth and development as writers. We believe that every writer needs a non-evaluating reader and that one-on-one, collaborative instruction is highly effective in meeting the unique

challenges academic writing poses. We further believe that writing is at the core of critical thinking—indeed, knowledge in all disciplines is developed and verified through writing—and that the Center has a key supporting role to play in empowering students to construct knowledge both on campus and in the community at large. In this effort, we see the Writing Center as collaborating with faculty and support staff at Mt.SAC to help students develop the foundational skills that make such academic success and lifelong learning possible.

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: The Writing Center

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	College Theme
Expansion of TC program	The goal was to expand the number of sections of English, writing intensive courses, and accelerated sequences that were supported by TCs and thus enhance success rates for these courses.	B: Access and Success
Expansion of services for NI +	The goal was to expand the efficacy, usage, and availability of Writing Center services to Non-native English speaking students, including AmLa students.	B: Access and Success
AWE Prep.	Provide effective preparation for those taking the AWE to place students in their highest appropriate level.	B: Access and Success
Expansion of the Directed L +	The goal was to expand the number of effective interventions with Basic Skills students by working with the English department regarding the development, assignment, and assessment of various directed learning activities offered in the Writing Center.	B: Access and Success
Technological Assistance	Provide updated software and hardware in the computer lab and computer classrooms to support and enhance learning for ALL students.	C: Secure Resources

II. Notable Achievements for: The Writing Center

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
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Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	The Writing Center successfully expanded the involvement and efficacy of Tutors in the Classroom (TCs) to newly developed cohorts in Pathways to Transfer, Title V, and ARISE. Supported by TCs in Spring 2014 and Fall 2015, Pathways to Transfer English sections (English 67-68-1A) had a combined success rate of 78% (a 15% improvement over the overall average). Even more importantly, these TC-supported accelerated sections improved progress through the complete composition sequence for students by a factor of over 200%. Meanwhile, TC-supported ARISE sections of English 68 had an average success rate of 78%--an improvement of 15% on the overall average; and Title V supported sections of English 68, English 1A and 1C had overall success rates of 83%, 88% and 91% respectively.	Unit: Expansion of TC program
		B. Access and Success
High	Supported by the ARISE-funded NNES tutorial specialist, part-time, over the past two years, the Writing Center increased the number of AmLa students attending tutoring by 266% (from 135 students in 2012/13 to 366 students in 2014/15). During this same period, AmLa Directed Learning Activities (DLAs) were developed with the aid of the NNES tutorial specialist, leading to 153 AmLa students completing DLAs in 14/15. Finally, and most excitingly, the improved training of WC peer tutors from the NNES tutorial specialist, led to significant success differentials for AmLa students attending WC tutoring. AmLa students attending WC tutoring had success rates of 82%, 86%, and 79% for AmLa 41W, 42W, and 43W, respectively. These rates were 6 to 18% above the averages for students not attending tutoring. The trainings of staff provided by the NNES tutorial specialist had a direct impact on success rates that prior to these trainings had been previously statistically insignificant.	Select Unit Goal
		Select College Theme
High	Working closely with the Assessment department, the Writing Center established SARS scheduling for the WC workshops FROM THE ASSESSMENT desk _as students sign up_ for the test. This led to an exponential increase in the AWE Preparation workshop participation in the last two months of the spring 2015 term. Spring attendance for the workshop was 301 students. Previous assessment of the workshops in 2014 established that the 90 minute workshop had a significant impact on improving placement with the largest shifts in before and after placement resulting from students after the workshop placing in AmLa 43 rather than AmLa 42 and English 68 rather than 67 (e.g., there was a 33% reduction of students placing in English 67 who instead placed into English 68). The Writing Center, supplemented by the coming Equity funded staffing, has the potential to give this workshop to thousands of students a semester and thus substantially improve the accuracy and efficacy of English placement at Mt.SAC.	Select Unit Goal
		Select College Theme
High	The Writing Center's partnership with English in the assignment of Directed Learning Activities (DLAs) in English 67 bore fruit in terms of enhanced success for those students participating in the pilot. 274 students in nine sections of 67 participated in the fall of 2014; of those, 211 students (77%) completed DLAs; and of those who completed DLAs, 70% passed English 67, in contrast to the overall average of 59% success in English 67 that semester. DLAs also had a very significant positive impact in students in English 68 as well. In the Spring 2014 term, 310 students completed DLAs, and went on to successfully pass English 68, 71% of the time--a 12% increase over the 59% overall success rate for the term.	Select Unit Goal
		Select College Theme
Med	The Writing Center director worked with the Academic Senate's Early Alert Taskforce to develop a plan for piloting an Early Alert program on campus in 2015-16. The taskforce's recommendations were approved this spring and the pilot will launch this fall. It is slated to include a streamlined version of the portal's electronic tutoring/counseling referral system for faculty.	Select Unit Goal
		Select College Theme

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	The decision on the part of the BSI committee to not fund English 68 since the course is "degree applicable" continues to make it extremely difficult for the Writing Center to secure funding to fulfill requests for embedded tutors in English 68 sections. TC support of English 68 and above has a six year history of generating success rates that are 12-25% above the overall course averages in English 68, 1A, and 1C, but the lack of eligibility for basic skills funds and, in general, the lack of a separate institutionalized budget line for the TC program in the Writing Center has prevented scaling the support for these sections to the demand and to the need. A separate allocation for this program either through district funds or student equity monies would have a direct impact on success and matriculation through the top 3/4s of the English composition sequence.		TC data prepared by REI, available in TRACDAT.
2014-15	The change in the scoring of AWE exams in 2012-13 that resulted in more students being placed out of LERN 81 into English 67 seems to have a ripple effect for the last several semesters on success rates not only in English 67 overall but on English 67 sections supported by a TC. Whereas historically, the presence of a TC in an English 67 classroom improved success averages from 8-10%, this advantage disappeared in the data for the last year, after 6 years of consistent positive impact. The recent decision by the academic senate to return to the same number of multiple measures (three) used prior to 2012-13 in deciding placement may rectify this statistical aberration. However, the evidence is increasingly clear that English 67 students require an external obligation to motivate sufficient participation in the TC program to actually have the program make a significant impact. The fact is "basic skills students don't do optional" and those programs are most successful, including Bridge, which generate a climate of expectation of participation. Certainly, this includes, but is not limited to, actually requiring participation of students in academic support services, or giving the impression of such a requirement. The Writing Center is considering only providing TCs in English 67 to those faculty who commit to such an approach of required participation.		Data on placement results prepared by REI, available in TRACDAT.
2014-15	With the full time Tutorial Specialist to coordinate the TC program, the Writing Center's number of supported TC sections in 2014-15 grew to 60 sections, impacting over 1700 students. This has necessitated the request for more space both for large group workshop sessions and small group or one-on-one tutoring sessions since the WC space is not sufficient for these tutoring activities in addition to our regular tutoring and DLA services. In addition, the two classroom spaces in the WC need to be dedicated to instructors' usage and workshop delivery. A separate classroom-like space is needed for the large group sessions the TC's conduct, often involving an entire class. The decision to support the remodeling of 26D-3411 by the administration to this purpose will effectively address this need.		Cite Data Sources
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15	Enter/Discuss Internal Conditions, Trends, or Impacts that will inform your PIE Planning this year. Add(+)rows for each item.		Cite Data Sources
Year	Add item	Retention and Success Data	Data Sources

2014-15	<p>The Writing Center continued to have a significant impact on success and retention data throughout its programs, tutoring, DLAs, Workshops, and Tutors in the Classroom. Three data points deserve to be highlighted. First, English 67 students who were repeating the course and who attended tutoring in the Writing Center had a success rate of 61% as opposed to an overall average for repeaters of 42%. (This success rate virtually matched the overall average for English 67 students for the same term of 62%, showing that tutoring could help students who had already failed the course once succeed at the same average as students who had no such history of failure and giving the lie to the oft-heard canard that students who go to tutoring would have been successful without tutoring since they're the kinds of students who succeed.) Secondly, the Writing Center's support of the the Pathways to Transfer program in English via the Tutors in the Classroom program, embedding a tutor throughout the sequence, contributed to that programs highly impressive rates of return in success (71.2%), retention (91.3%) and completion of the sequence (44.4% as opposed to 20% for non-pathways students--an increase of over 100% in student progression through the sequence!) Third, the Writing Center's workshops continue to be a highly cost effective means to enhance the success and knowledge base of writing students, with over 1,000 students taking the workshops each semester, and overall success rates across the English sequence for these students of over 80%. In addition, the results discussed above in the achievements section regarding the growing impact of our AWE Preparation workshops show the capacity of academic support to contribute to legislature-mandated initiatives regarding effective placement of students.</p>		BSI data prepared by REI, available in TRACDAT.
Year	Add item	Critical Decisions	Data Sources
2014-15	Enter/Discuss Critical Decisions your Unit made this year. Add(+)rows for each item.		Cite Data Sources
Year	Add item	Progress on Outcomes Assessment	Data Sources
2014-15	Enter/Discuss your Unit progress on outcomes assessment and how it will inform your PIE Planning this year. Add(+)rows for each item.		Cite Data Sources

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
Priority	33 personal computers (desktop) and printer for computer classroom 26B-1563C	\$ \$34,730.78	Aging laptops were replaced with desktop computers before the spring 2015 term. Faculty and students have been pleased with the responsiveness and lack of keyboard malfunction issues with the new desktops.	Unit: Technological Assistance
		Instr. Equipment		C. Secure Resources
	Plan Status Complete	Source 2		
Priority	Additional space and furniture for tutoring	\$ \$131,693.00	A facilities planning team was formed with a project leader and discussions began regarding the disposition of the space in 26D-3411 as well as necessary equipment and furniture. As of 6/15/15, we are currently waiting for a determination regarding the ability to split the space so that it can more effectively be used as a combination of individual tutoring and group tutoring to support the TC program (which has no other space in which it can conduct its group tutoring sessions).	Unit: Expansion of TC program
		Facilities Mod.		C. Secure Resources
	Plan Status Pending	Instr. Equipment		
Priority	5 computers and printer	\$ \$5,991.02	[Received and waiting for remodeling mentioned in previous item in order to be put into service.]	Unit: Expansion of TC program
		Source 1		B. Access and Success
	Plan Status Complete	Source 2		
Priority	Full-time Tutorial Specialist Position - Tutors in the Classroom	\$ \$66,000.00	Please see this position as listed below. The Writing Center is eagerly awaiting clarification of the status of this position so that we may begin to implement the programs and achieve the outcomes this position will support.	Unit: Expansion of services for
		Staffing		B. Access and Success
		Source 2		
	Plan Status Complete			

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: The Writing Center

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
Expansion of TC program	The goal was to expand the number of sections of English, writing intensive courses, and accelerated sequences that were supported by TCs and thus enhance success rates for these courses.	B: Access and Success
Expansion of services for N ⁺	The goal was to expand the efficacy, usage, and availability of Writing Center services to Non-native English speaking students, including AmLa students.	B: Access and Success
AWE Prep.	Provide effective preparation for those taking the AWE to place students in their highest appropriate level.	B: Access and Success
Expansion of the Directed L ⁺	The goal was to expand the number of effective interventions with Basic Skills students by working with the English department regarding the development, assignment, and assessment of various directed learning activities offered in the Writing Center.	B: Access and Success
Technological Assistance	Provide updated software and hardware in the computer lab and computer classrooms to support and enhance learning for ALL students.	C: Secure Resources

II. Annual Implementation Plan for: The Writing Center

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	Expand TC program support to more English 68 and transfer-level writing courses in the humanities and social sciences ⁺		\$ \$48,000.00	Currently, the majority of TC funding comes from the Basic Skills grant. As the decision has been made by the BSI committee to not fund English 68, these sections are in jeopardy of losing TC ⁺		Unit: Expansion of TC program
New	Projected Completion		Source 1	Person Responsible	David Charbonneau/Amy Azul	B. Access and Success
	Other - Add		Source 2			

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	Hire a full time Non-native English Speaking Tutorial Specialist to deliver workshops, bootcamps, directed		\$ \$66,000.00	The expected outcome would be the continuation and expansion of the current part-time professional expert under the ARISE grant who's support from ARISE ends this summer (2015). The expected		Unit: Expansion of services for
			Student Equity			
New	Projected Completion	Other - Add	Source 2	Person Responsible	David Charbonneau	B. Access and Success
Med	Purchase an L-shaped desk and double wide filing cabinet for new Tutors in the Classroom Tutorial Specialist.		\$ \$3,500.00	Improved efficiency of TC and DLA program record keeping and administrative functions. Ability to maximize small office space to permit conferences with and mentoring of tutors and students.		Select Unit Goal
			Other - Add			
New	Projected Completion	Select	Source 2	Person Responsible	David Charbonneau	Select College Theme
High	Describe the new plan, activity, or intervention your Unit will be pursuing		\$	Discuss expected outcomes for this plan and assessment criteria for success. This refers to learning, service, organizational structure, structural elements, or institutional outcomes		Select Unit Goal
			Source 1			
Ongoing	Projected Completion	Select	Source 2	Person Responsible	David Charbonneau	Select College Theme
Med	Renovation of AmLa office to convert to WC office space		\$ \$15,000.00	The Writing Center currently has three part-time instructors in one 10x10 office space. The hiring of new staff under student equity to support and expand our services for NNES students will		Unit: Expansion of services for
			Facilities Mod			
Status	Projected Completion	Select	Source 2	Person Responsible		B. Access and Success
Med	Replacement of computers in the Writing Center lab		\$ \$45,000.00	These computers are approaching the five year mark. Computers in the classrooms of the WC have already been replaced, but these computers have not.		Unit: Technological Assistance
			Instr. Equipment			
New	Projected Completion	Select	Source 2	Person Responsible		Select College Theme

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?

Clarification of Student Equity positions as detailed in President's budget. We would like to get going on hiring and staffing and expansion of services for NNES students.

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

Now that we have a form that is sensible, it makes much more sense to actually use this as a template for the planning process. In future years, I will be sharing this with my team and asking them to draft portions relevant to their areas of operation and responsibility.

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

Contributer		Contributer	
David Charbonneau	<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