



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](#).



unit **PIE**

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

Planning for Institutional Effectiveness

Introduction

UNIT	Learning Assistant Center - Instruction	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Ema Burman, Michelle Sampat	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	msampat@mtsac.edu, eburman@mtsac.edu, x 6606	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

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

Institutional Planning Framework

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

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

Enter your Unit mission statement here if applicable

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

- College Goal #1 The college will prepare students for success through the development and support of exemplary programs and services.
- College Goal #2 The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
- College Goal #3 The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

- College Goal #4 The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
- College Goal #5 Students entering credit programs of study will be ready for college level academic achievement.
- College Goal #6 The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

- College Goal #7 The college will secure funding that supports exemplary programs and services.
- College Goal #8 The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
- College Goal #9 The college will provide opportunities for increased diversity and equity for all across campus.
- College Goal #10 The college will encourage and support participation in professional development to strengthen programs and services.
- College Goal #11 The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
- College Goal #12 The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

- College Goal #13 The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
- College Goal #14 The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

SectionOne

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

I. Summary Context - Unit Goals for: Learning Assistant Center - Instruction

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
Online Tutoring	Investigate, evaluate, and implement, where appropriate, online tutoring, support, and equipment (online, hybrid, integrated online, or other frameworks) within LAC course offerings. (Instruction Goal I-5)	B: Access and Success
Outcomes Alignment and F +	Align department SLOs, AUOs, and SAs to future department planning and resource allocation; align CORs to SLO process to ensure currency of curriculum. (Instruction Goal I-8)	A: Academic Excellence
Professional Development +	Use data on student performance to illuminate areas in need of additional funding (faculty/staff development for our department, adequate number of staff/faculty, and tutor facility needs)	C: Secure Resources
Presentations/DE Approach +	Involve LAC staff, faculty, and students in campus presentations that reflect explicit integration of Developmental Education (DE) approaches into LAC process (Flex Day, staff get-togethers, etc.)	A: Academic Excellence
Data Driven Decision-Making +	Use data to strengthen our curriculum, understand who our students are, and understand impact on our students (Instruction Goal I-11)	A: Academic Excellence

II. Notable Achievements for: Learning Assistant Center - Instruction

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	New computers were purchased for the Learning Lab. Classrooms 122 and 132 received new computers. Each classroom received a new printer.	Unit: Outcomes Alignment and Res C. Secure Resources

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	Additional marketing was implemented by the Learning Assistance faculty and staff. Informational booths were placed outside of the building to assist in promoting open courses and Learning Assistance offerings.	Unit: Presentations/DE Approaches B. Access and Success
Med	Skills Development lessons in the areas of study and reading were revised.	Unit: Data Driven Decision-Making A. Academic Excellence
High	Flex Day Presentation: Barbara Gonzalez, Dianne Rowley, and Ema Burman presented READ Courses and Content Area Reading: A Marriage Made in Curriculum.	Unit: Presentations/DE Approaches A. Academic Excellence
High	Parachutes and Ladders Conference: Presenters such as Nic Voge, from Princeton University, presented "Beyond the Lecture: Developmental Education in Action." The conference was organized by the members of the Developmental Education Study Team including the following Learning Assistance faculty members: Jannie Ma, Martha Hall, Sun Ezzell, Dianne Rowley, and Barbara Gonzales.	Unit: Developmental Education Ap A. Academic Excellence
High	In Fall 2015, the Developmental Education team presented a fall follow-up to the 2014 Developmental Education Conference which featured Dr. Yeap Ban Har. The conference focused on faculty implementation from the 2014 conference.	Unit: Presentations/DE Approaches A. Academic Excellence
High	Library Coffee Talk: READ faculty Dianne Rowley, Ema Burman, and Barbara Gonzalez presented engagement strategies for reading to library faculty.	Unit: Presentations/DE Approaches D. Cooperation/Collaboration
High	Faculty Inquiry Workshop: Dr. Lori Walker assisted in facilitating a Faculty Inquiry Workshop.	Unit: Professional Development an D. Cooperation/Collaboration
Priority	New Faculty Seminar: Dr. Lori Walker and Susie Cevallos delivered a presentation on Locus of Control to new faculty. Dianne Rowley delivered a presentation on Developmental Education principals to new faculty.	Unit: Presentations/DE Approaches D. Cooperation/Collaboration
High	Counseling: A presentation on the courses offered by the Learning Assistance reading faculty was delivered to the Mt SAC counseling department by READ faculty Dianne Rowley and Barbara Gonzales.	Unit: Presentations/DE Approaches D. Cooperation/Collaboration
Med	High School Outreach: Learning Assistance READ faculty presented to local high school teachers participating in the college's High School Outreach Conference. Faculty presenters were Ema Burman, Dianne Rowley, and Barbara Gonzales.	Unit: Presentations/DE Approaches D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Martha Hall presented Singapore Math strategies to current math tutors who will be working with LERN 48/49 math students.	Unit: Presentations/DE Approaches
		D. Cooperation/Collaboration
High	Sun Ezzell, Jane Nazzal, and Dan Wheeler continue to organize and host Author's Chair Night for LERN 81 students. This is an event where students can celebrate and present their writing from the Fall and Spring semesters.	Unit: Outcomes Alignment and Res
		A. Academic Excellence
High	Dr. Lori Walker, in conjunction with the PT Kares Program, worked with honor students taking Study Skills courses.	Unit: Outcomes Alignment and Res
		B. Access and Success
High	Summer Reading Book Drive: Learning Assistance Faculty once again conducted a book drive for kindergarten through sixth grade students at Lopez Elementary School in Pomona. This year, other campus departments have donated to collect a higher amount of books than the previous year.	Unit: Presentations/DE Approaches
		D. Cooperation/Collaboration
High	Division Retreat: Learning Assistance faculty participated in planning the Library and Learning Resources Division Retreat. A presentation on curriculum and student successes was presented by Sun Ezzell, Jane Nazzal, and Dan Wheeler.	Unit: Outcomes Alignment and Res
		A. Academic Excellence
High	Faculty Involvement: Learning Assistance faculty involvement is visible throughout the Mt SAC campus. Involvement includes GO Project, TLC, PT Kares, AWE, Matriculation, Outcomes Committee, Faculty Association, Academic Senate, SPAS, Voices, 3SPAC, Basic Skills, FDPC, PDC, DE Study Team, Inland Area Writing Project, ARISE, and Student Equity	Unit: Professional Development an
		D. Cooperation/Collaboration
High	Adjunct Training: The Learning Assistance READ committee provided a summer intersession workshop for all reading adjunct faculty members. The workshop focused on curriculum changes and implementation of the KWL chart across READ 70, 80, 90, and 100.	Unit: Outcomes Alignment and Res
		A. Academic Excellence
High	The full-time and adjunct skills development instructors participated in a winter intersession workshop which updates all skills development instructors on changes to skills development protocol and to update all instructors on the writing, reading, math, and study curriculum available to LERN 61 students.	Unit: Outcomes Alignment and Res
		A. Academic Excellence
Med	Technology: The Learning Lab Liaisons, Carolyn Robindon & Jannie Ma, presented "Discovery Sessions" to the campus. Presentations focused on Moodlerooms, Library Resources, and Google Docs and Google Drive..	Unit: Presentations/DE Approaches
		D. Cooperation/Collaboration
High	Academic Senate 10+1 Award to the Reading Program for work on the Reading Competency.	Unit: Outcomes Alignment and Res
		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		Economy: Increased employment levels may have impacted overall college enrollment thereby impacting enrollment in Learning Assistance courses.	California Employment Development Department Labor Market Information
2014-15		Budget: California Community Colleges were given additional funds for reaching and/or surpassing enrollment targets.	Governor's Enacted Budget at www.ebudget.ca.gov
2014-15		<i>Enter/Discuss External Conditions, Trends, or Impacts that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
2014-15		<i>Enter/Discuss External Conditions, Trends, or Impacts that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Budget: Additional sections of classes were offered during intersessions and semesters to capture growth funds and ensure access to courses required for degree and certificate completion. This, in turn, may have lowered enrollment rates in Learning Assistance courses.	Argos reports
2014-15		Assessment and Placement: A reduction in the Cut Score from 3 to 2 points required for Multiple Measures placement from LERN 81 to ENGL 67 resulted in more students placing into ENGL 67. This impacted not only enrollment rates in LERN 81 courses, but it also adversely impacted success rates in ENGL 67 classes.	2015 RIE report on MM placement. Argos reports.
2014-15		Technology: Additional one-time funding for technology allowed for increased purchasing to replace extremely outdated computers, laptops, and printers.	Mt. SAC Instruction and IT Departments
2014-15		Facilities: After 4 years of requests in the LAC PIE to replace worn and unsafe carpet in the first floor hall outside of the LAC, and three tripping or near-tripping incidents by staff in LAC and Event Services in Fall 2014, the carpet was replaced with rubber tiles. The tiles are peeling at joints and the adhesive is outgassing and causing adverse health impacts which may have additional safety implications. Brighter lighting was also installed, improving safety conditions.	LAC PIE 2010-2014 Facilities documentation, Division Minutes.
2014-15		Training: Learning Assistance instructors are incorporating project-based learning into their students' work with tutors.	Learning Assistance faculty meeting minutes and LARC Committee minutes.
2014-15		Enrollment: Increased demand for LCOM classes: LCOM 80 is currently used in Summer Bridge, Math Pathways, and in other linked courses. LCOM 90 is used with Math Pathways. LCOM 100 is being incorporated into the GO Study Abroad program.	Scheduling requests, Argos reports, Faculty Minutes
2014-15		Technology: Lack of consistent internet access causes use of classroom computers to be frustrating for students and ineffective for faculty.	Faculty minutes, Helpdesk tickets

2014-15	SLO Barriers: A comprehensive longitudinal STDY assessment plan for locus of control is in place, but requires adequate RIE staffing to complete.	Faculty minutes, SLO Use of Results
2014-15	Campus Expectations: Both the Student Equity Plan and the Student Success Plan involve Study Techniques as a method for increasing student success. Faculty developed and updated lab curricula in Study Techniques for use in the Learning Assistance Resource Center as well as piloted new curricular approaches to increase student retention and success.	Faculty minutes, Skills Committee minutes
2014-15	<i>Enter/Discuss Internal Conditions, Trends, or Impacts that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
2014-15	<i>Enter/Discuss Internal Conditions, Trends, or Impacts that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
Year	<i>Add item</i> Retention and Success Data	Data Sources
2014-15	Access and Success: Learning Assistance faculty taught LERN 49, LCOM 80 and 90 courses in Math Pathways. Success rates in these linked courses were significantly higher than unlinked math courses.	Basic Skills Pathways Data
2014-15	<i>Enter/Discuss Retention and Success Data that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
2014-15	<i>Enter/Discuss Retention and Success Data that will inform your PIE Planning this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
Year	<i>Add item</i> Critical Decisions	Data Sources
2014-15	Planning and Assessment: Learning Assistance faculty created an Assessment Rotation Cycle aligning SLOs with the curriculum submission process.	Learning Assistance faculty meeting minutes.
2014-15	Curriculum: Reading faculty revised READ 100 and submitted it for consideration for CSU General Education status in Category A3 - Critical Thinking.	Learning Assistance Department Minutes.
2014-15	Enrollment: Enrollment and completion rates for LERN 61 and 62 courses fell. A determination was made not to offer LERN 62 to try to boost LERN 61 enrollment rates. LERN 62 was not offered during Spring 2015. This did not positively impact enrollment in LERN 61. An enrollment management decision was made not to offer either LERN 61 or LERN 62 in Winter or Spring 2016.	Argos Reports
2014-15	<i>Enter/Discuss Critical Decisions your Unit made this year. Add(+)rows for each item.</i>	<i>Cite Data Sources</i>
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	Data Sources
2014-15	READ 70, 80, 90, and 100: Reading KWL Strategic Action: Full-time and adjunct reading faculty conducted a strategic action examining how KWL (Know, Want to Know, and Learned) is used across the four levels of reading courses: READ 70, 80, 90, and 100. Faculty aligned instruction to ensure that the strategy was appropriately applied in each level.	TracDat, faculty meeting minutes

2014-15	<p>STDY 80: Locus of Control: By the end of the semester, students will experience a higher internal Locus of Control, i.e., their self-perceived belief that they have power over their successes and/or failures in life. The goal was for at least 75% of students who completed both the pre- and post- tests to have a significant increase in internal Locus of Control. The analysis indicates that there were no statistically significant differences between pre and post-survey results with regard to total externality, total achievement, or total affiliation. In all three cases, the post-survey scores did decrease when compared to the pre-survey scores. However, the differences were not enough to be deemed statistically significant, although it came close for total externality. Lack of statistical significance may have been influenced by the low number of cases. With regard to ability, effort, context, and luck, there was one statistically significant difference to report. The context score for the MMCS Achievement Scale did show a statistically significant decrease. When analyzing the 30 cases without regard to section, the mean for context went down from 10.13 at pre-survey to 7.90 at post-survey. This decrease was statistically significant. This statistical significance for context was also evident for one section -- Section 3. No statistically significant changes were found with regard to affiliation. The goal was not reached. This may have been due to the small sample size. Additional surveys have been conducted and RIE is assisting with data analysis.</p>	TracDat, faculty meeting minutes
2014-15	<p>LERN 81: Value Writing: Students responded to a prompt asking them to reflect on the value (work, merit, importance) of writing in their life. Writing faculty have collected writing samples, developed a rubric to evaluate the samples, and are currently scoring them.</p>	TracDat, faculty meeting minutes
2014-15	<p>LCOM 80: 75% of the LCOM 80 students will self-report that they have utilized "study resources," having participated at least five times (almost once a week) in tutoring services and/or self-generated study groups. 60% of the LCOM 80 students utilized a study resource five times or more during the winter intersession. 60% of the LCOM 80 students utilized a study resource five times or more during the winter intersession. 75% of the students utilized a study resource at least three times or more during the winter intersession. 99% of the students reported that they used some type of study resource at least once. 85% of the LCOM 80 students contacted another student in the learning community beyond the classroom. The resource that the students used most frequently was the SI sessions. The results indicate that students are utilizing the "study resources." It appears that the more often that they utilize these resources, the more likely they are to have contact with and build a support network. Although the results were favorable, they did not completely meet our desired outcome. The next SLO should seek to identify why some students used the resources more frequently than others.</p>	TracDat, faculty meeting minutes
2014-15	<p>LERN 48 and LERN 49: Solving an Application Problem Using a Self-selected Strategy: Using a 3-point rubric constructed by LAC Math Faculty, more than 60% of the students will earn an average score of at least 2. Also, less than 20% will score 1 in any of the three categories. The rubric was revised during Fall 2014 and approved during Winter 2015. Solutions to problems are currently being scored.</p>	TracDat, faculty meeting minutes
2014-15	<p>STDY 85A: Emotional Intelligence: Students were assessed to see if, after learning about the four components of emotional intelligence, they can correctly identify and apply the four components to a situation in their personal lives.</p>	TracDat, faculty meeting minutes

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	36 HP Elite Book 800 Desk w/LCD - oldest equipment @6-122, they are 6 years old	\$ 36,206.00 Instr. Equipment	Computers have been updated and are being used by faculty and students across campus.	Unit: Outcomes Alignment and
	Plan Status <input type="text" value="Select"/>	Source 2		C. Secure Resources
Priority	40 HP Elite Book 850 Laptop - to replace non-function laptops	\$ 48,915.00 Instr. Equipment	Laptops have been replaced in 6-136. Student usage has increased as laptops are functioning effectively. Fewer HelpDesk tickets have been generated.	Unit: Outcomes Alignment and
	Plan Status <input type="text" value="Select"/>	Source 2		C. Secure Resources
Priority	8 HP Laserjet M601dn printers - replace classroom printers	\$ 6,871.00 Instr. Equipment	Classroom printers have been replaced resulting in fewer HelpDesk tickets.	Unit: Outcomes Alignment and
	Plan Status <input type="text" value="Select"/>	Source 2		C. Secure Resources

Section Two

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

I. Planning Context - Unit Goals Assessed and Revised for: Learning Assistant Center - Instruction

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
Online Tutoring	Investigate, evaluate, and implement, where appropriate, online tutoring, support, and equipment (online, hybrid, integrated online, or other frameworks) within LAC course offerings. (Instruction Goal I-5)	B: Access and Success
Outcomes Alignment and F +	Align department SLOs, AUOs, and SAs to future department planning and resource allocation; align CORs to SLO process to ensure currency of curriculum. (Instruction Goal I-8)	A: Academic Excellence
Professional Development ; +	Use data on student performance to illuminate areas in need of additional funding (faculty/staff development for our department, adequate number of staff/faculty, and tutor facility needs)	C: Secure Resources
Presentations/DE Approach +	Involve LAC staff, faculty, and students in campus presentations that reflect explicit integration of Developmental Education (DE) approaches into LAC process (Flex Day, staff get-togethers, etc.)	A: Academic Excellence
Data Driven Decision-Making +	Use data to strengthen our curriculum, understand who our students are, and understand impact on our students (Instruction Goal I-11)	A: Academic Excellence
Professional Development	Faculty will participate in professional development opportunities that promote continuous improvement of instructional techniques, providing a positive learning environment, and knowledge of current best practices for the field. (Instruction Goal 10)	A: Academic Excellence
Effective Use of Space	Ensure that space is utilized effectively to support student learning and achievement as well as enable faculty and staff to provide access to curriculum and services that promote student success. (Instruction Goals 1-12)	C: Secure Resources

II. Annual Implementation Plan for: Learning Assistant Center - Instruction

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	Provide access to technology and the curriculum for students and instructors, by ensuring that all classrooms will have updated laptops and carts.	\$ 45,000.00	Functioning laptops that connect to wireless access points will allow instructors to expand the materials they use in their teaching. Classrooms that do not have updated laptops are disrupting instruction--faculty are working with technology that is often non-functional, slow, and unable to connect with internet resources which are increasingly prevalent in the classroom.	Unit: Effective Use of Technolo
Status		Instr. Equipment		B. Access and Success
Projected Completion		Source 2		
			Person Responsible	Bailey Smith/Robin Cash
High	Provide access to technology and the curriculum for students and instructors who are teaching in remote classrooms across campus by purchasing a set of six tablets.	\$ 4,000.00	Faculty teaching READ 90 and STDY courses have been consistently scheduled outside of Building 6. Students do not have the same access to technology or the curriculum and professors have to adjust lessons to accommodate for the loss of access to technology. Purchasing tablets will ensure consistent approaches to teaching the curriculum as well as student access to technology relevant to curriculum.	Unit: Effective Use of Technolo
Status		Instr. Equipment		B. Access and Success
Projected Completion		Source 2		
			Person Responsible	Ema Burman/Michelle Sampat/Robin Cash
Med	increase use and utility of SmartBoard equipped rooms by purchasing two Smart Slate tablets that students or faculty can use to interface with SmartBoards in Rooms 6-112 and 6-131.	\$ 1,000.00	Currently, Instructors and students use SmartBoards in most classrooms in Building 6. The utility of these SmartBoards would increase with the purchase of Smart Slates that interface with the SmartBoards. Faculty would be able to circulate around the classroom, work with groups of students, and illustrate information for the entire class via the tablet. This would increase faculty/student interaction, promote a developmental education approach to curriculum, and improve utilization of technology to support student success.	Unit: Effective Use of Technolo
Status		Instr. Equipment		A. Academic Excellence
Projected Completion		Source 2		
			Person Responsible	Ema Burman/Michelle Sampat/Robin Cash
Med	Maintain a safe and comfortable learning environment to contribute to a positive experience for Basic Skills students by upgrading furniture in the heavily used LARC area and replacing damaged chairs in classrooms.	\$ 5,000.00	Course curriculum in LERN courses in Math, Writing, and Reading is integrated with the support services (tutoring, study areas, whiteboard, instruction) in the LARC. Furniture currently provided to students meeting with a tutor or instructor in the LARC is very old and worn and will soon present a safety hazard. 4 chairs are needed to replace furniture in LARC tutoring to maintain a comfortable learning environment . Replacements for broken chairs are needed in various classrooms.	Unit: Maintain Facilities
Status		Facilities Mod		C. Secure Resources
Projected Completion		Source 2		
			Person Responsible	Ema Burman/Michelle Sampat/Bailey Smith

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	increase student engagement and access to additional educational materials with the installation of a new Epson Brightlink Interactive Projector.	\$ \$2,800.00	Counselors, faculty, and speakers throughout the campus utilize this Room 6-122. It was state-of-the art when Bldg. 6 was remodeled about 15 years ago. Since then, the rear-projection system has grown obsolete. A Brightlink interactive projector would benefit the entire campus.	Unit: Effective Use of Technology
Status		Instr. Equipment		C. Secure Resources
		Source 2		
	Projected Completion	2015-16	Person Responsible	Bailey Smith/Robin Cash
Med	Ensure that students have a safe and welcoming learning environment by evaluating air quality in Building 6 to assure that minimum safety standards are met.	\$ \$2,000.00	Air circulation in Building 6 is lacking. Often putrid smells drift through hallways from student and faculty restrooms. Classroom ventilation is insufficient during the summer and hot months. The lack of fresh air, stench, and stuffy environment is not conducive for learning.	Unit: Maintain Facilities
Status		Facilities Mod		C. Secure Resources
		Source 2		
	Projected Completion	2015-16	Person Responsible	Ema Burman/Michelle Sampat/Bailey Smith
High	Secure additional IT support to Improve the Learning Assistance Center website so students, faculty, staff, and the public can effectively access information and resources.	\$	The Learning Assistance website is difficult to navigate and needs to be updated. At this time, additional support staff are required to redesign the website. This website houses curriculum information, links to course and campus resources, and much more. However, it is very difficult to access this information. Faculty and staff are ready to optimize the website as soon as possible.	Unit: Technology to Support C
Status		Staffing		B. Access and Success
		Source 2		
	Projected Completion	2015-16	Person Responsible	Ema Burman/Michelle Sampat
High	Improve instruction and curriculum to increase student success by being able to utilize RIE assistance in the design and analysis of SLOs.	\$ \$5,000.00	The STDY Retention and Persistence data needs to be analyzed. Learning Assistance faculty are interested in further utilizing RIE to assist in developing more robust SLOs that require advanced analysis to determine effective ways to increase student retention and success.	Unit: Outcomes Alignment and
Status		Research		A. Academic Excellence
		Student Equity		
	Projected Completion	2015-16	Person Responsible	Barbara McNeice-Stallard/RIE
High	Replace outdated faculty office printers so that faculty are able to prepare for classes and complete the work of the college effectively.	\$ \$10,000.00	Some faculty office printers have not been replaced in a decade or more. Printers that are not working effectively impact faculty member's ability to prepare effectively for classes as well as impede the completion of campus work.	Unit: Effective Use of Technology
Status		Instr. Equipment		C. Secure Resources
		Source 2		
	Projected Completion	2015-16	Person Responsible	Ema Burman/Michelle Sampat

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	Purchase software to manage student computers from instructor console in classrooms.	\$ 5,000.00	Most Learning Assistance classrooms have computers for student use. In order to ensure that students effectively use this resource and faculty members are able assist students, software that allows faculty members to monitor and manage student computers is essential.	Unit: Effective Use of Technolo
		Instr. Equipment		
Status		Projected Completion 2015-16		Source 2
			Person Responsible Bailey Smith/Robin Cash	
High	Provide additional custodial support staff to maintain clean classrooms.	\$	Clean classrooms are needed for students to work effectively. Classrooms are cleaned infrequently. This has lead to insect infestations. Staff and faculty have resorted to cleaning classrooms to maintain adequate cleanliness.	Unit: Maintain Facilities
		Source 1		
Status		Projected Completion 2015-16		Source 2
			Person Responsible Facilities	
Med	Reconfigure vacated Testing Services area for use as a meeting and work space.	\$ 15,000.00	When vacated, the Testing Services area would provide a valuable resource for faculty and staff to use as a meeting and work room. Currently, Learning Assistance faculty must reserve a room outside our area to have meetings. There is little space to collaborate. Classroom 6-112 is utilized for faculty, department, and committee meetings. With a dedicated meeting area, classes could be scheduled in 6-112.	Unit: Effective Use of Space
		Facilities Mod		
Status		Projected Completion Other - When Test		Source 2
			Person Responsible Ema Burman/Michelle Sampat/Bailey Smith	
High	Secure a new building for Library and Learning Resources.	\$	The Library and Learning Assistance building is old and outdated. A new building, with modern features, planning space would better serve students. The Library is woefully inadequate for a college this size. Students need space such as quiet rooms to study, computer stations to search for information, and space for photocopiers. Faculty offices are widespread in Learning Assistance which does not support collaboration.	Unit: Effective Use of Space
		Facilities Mod		
Status		Projected Completion Other - As soon as		Source 2
			Person Responsible President	
High	Receive training in research and assessment techniques.	\$	Training in research design would assist faculty and staff in developing well-designed SLOs that, in turn, would improve curriculum design and pedagogical approaches.	Unit: Professional Developer
		Research		
Status		Projected Completion 2015-16		Source 2
			Person Responsible RIE	

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 an Associate Dean of Online Learning.	\$ []	An Associate Dean of Online Learning would serve and support not only the Library and Learning Resources Division with daily management support, but also provide online learning support for the entire campus. To support the Library and Learning Resources Division, a diverse, multi-department division, with planning, day-to-day management functions and operational duties for classified and faculty with a focus on online learning support. the associated dean would also provide campus-wide support for online and distance learning initiatives.	Unit: Effective Use of Data for F
		Staffing		
Status	Projected Completion	2015-16	Source 2	C. Secure Resources
			Person Responsible	Meghan Chen
High	Division Clerk, one full-time, 12 month	\$ []	A Division Clerk is needed to support multi-department division with a 1 to 90 ratio of staff to full- and part-time employees requiring clerical support that includes record keeping and filing related to personnel, district, and regulatory and contractual requirements. The number of faculty and staff in the division, as well as the need to support the daily operations of three departments is difficult for a one-person office. When the secretary is not available there is no division support and the office must close. In the absence of the Division secretary, the Library Department Chair must address student requests and problems. There is a continued need for a division clerk. The need for clerical support from the Division was a primary finding in the 2014-15 Department Chair Survey performed by the Faculty Association Department Chair Task Force.	Unit: Effective Use of Data for F
		Staffing		
Status	Projected Completion	2015-16	Source 2	C. Secure Resources
			Person Responsible	Meghan Chen
High	Paint hallways and classrooms and repair walls.	\$ \$10,000.00	Hallways and classrooms have shabby and damaged walls. 6-132 has a hole in the wall where the door opens. Students and faculty benefit from clean classroom areas. Dingy walls can adversely impact the affective states of students and faculty.	Unit: Maintain Facilities
		Facilities Mod		
Status	Projected Completion	2015-16	Source 2	C. Secure Resources
			Person Responsible	Ema Burman/Michelle Sampat/Bailey Smith

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	Replace old, stained carpet in classrooms.	\$ 15,000.00	Classrooms have old, worn, torn, stained, and smelly carpet. This adversely impacts student performance and may pose a risk of injury if torn.	Unit: Maintain Facilities
		Facilities Mod		
Status	Projected Completion 2015-16	Source 2	Person Responsible Ema Burman/Michelle Sampat/Bailey Smith	B. Access and Success
High	Remove first 3 sections of upper shelving in 6-132 and replace with a whiteboard.	\$ 750.00	The overhanging shelf in 6-132 poses a moderate danger to students who use the counter to work on projects. Replacing the shelves with a whiteboard would increase the utility of the room.	Unit: Maintain Facilities
		Facilities Mod		
Status	Projected Completion 2015-16	Source 2	Person Responsible Ema Burman/Michelle Sampat	C. Secure Resources
High	Create a new position for and hire a Library Director.	\$	A Library Director is needed to work with classified staff in the library. Currently, much of the Dean's time is occupied with staff issues. This reduces the amount of time she can work on other, critical, division-related issues. Other campus operations similar in size and complexity have directors managing the day-to-day operations as well as supervising staff. The library needs a library director to support the staff and the division dean to ensure that student needs are supported at the highest level possible.	Unit: Use of Data for Planning
		Staffing		
Status	Projected Completion 2015-16	Source 2	Person Responsible Meghan Chen	C. Secure Resources
High	Engage in collaborative discussions with faculty across campus to promote student success as students move from developmental coursework to transfer level coursework.	\$ 0.00	Learning Assistance faculty members are committed to promoting student success in developmental courses and beyond. As students move through the math and writing sequences of classes, it is critical for faculty from the various departments to work together to ensure that students are gaining the skills and concepts they need to succeed in the next course in the sequence.	Unit: Presentations/DE Approa
		Prof. Development		
Status	Projected Completion 2015-16	Source 2	Person Responsible Committee Chairs: Reading - Dianne Rowley	D. Cooperation/Collaboration
High	Market Learning Assistance courses to students and faculty.	\$ 1,000.00	Learning Assistance courses promote success in developing math, reading, writing, and study techniques. Students should be encouraged to enroll in and complete their basic skills courses as soon as possible so they can progress through the sequence. Marketing Learning Assistance courses through a website redesign, use of kiosk advertising, creation of graphic representations of the reading, writing, math, and study skills sequences, and campus outreach are needed to promote early completion of basic skills coursework.	Unit: Data Driven Decision-Mal
		Enrollment Manage		
Status	Projected Completion Select	Source 2	Person Responsible Ema Burman/Michelle Sampat	B. Access and Success

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.

Section Three

Recommendations for Improving the Planning Process

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

It was difficult to select one unit goal or college theme when several applied.
 Outcomes information is entered into TracDat, summarized in PIE, and now mapped as well. Is there any way to condense this?
 I wanted to reorder my new Implementation Plan. Is there a way to cut and paste requests to reorder them easily?

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

Engage more adjunct faculty in the PIE process. Ensure that Outcomes assessment informs curriculum development as well as resource requests.

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

Contributer		Contributer	
Michelle Sampat	<input checked="" type="checkbox"/> Approve	Ema Burman	<input checked="" type="checkbox"/> Approve
Barbara Gonzales	<input checked="" type="checkbox"/> Approve	Dan Wheeler	<input checked="" type="checkbox"/> Approve
Carolyn Robinson	<input checked="" type="checkbox"/> Approve	Sun Ezzell	<input checked="" type="checkbox"/> Approve
Susie Cevallos	<input checked="" type="checkbox"/> Approve	Jane Nazzal	<input checked="" type="checkbox"/> Approve
Martha Hall	<input checked="" type="checkbox"/> Approve	Jannie Ma	<input checked="" type="checkbox"/> Approve
Dianne Rowley	<input checked="" type="checkbox"/> Approve	Dr. Lori Walker	<input checked="" type="checkbox"/> Approve
Paul Russell	<input checked="" type="checkbox"/> Approve	Eric Kaljumagi	<input checked="" type="checkbox"/> Approve
Larry Silva	<input checked="" type="checkbox"/> Approve	<i>Add your name as contributing to this Unit PIE and check that you approve</i>	<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