



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 Assistance Center - Services	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Bailey Smith	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	bksmith@mtsac.edu, x 5669	<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 Learning Assistance Center's mission is to:

****provide a varied and supportive learning environment, through use of resources and instruction***

****assist and encourage students in the transition to successful academic and personal growth necessary for independent learning.***

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 Assistance Center - Services

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
Effective use of technology	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
Aligning outcomes to planr +	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
Effective use of data for pla +	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
Professional development	Involve all LAC members in campus presentations that reflect explicit integration of DE approaches into LAC process (Flex Day, staff get-togethers, etc.)	A: Academic Excellence
Effective use of data for inst +	Use data to strengthen our curriculum, understand who our students are, and understand impact on our students (Instruction Goal I-11)	A: Academic Excellence
Improving access to acader +	Continue to investigate the percentage of students with identified academic need who access tutoring, and whether current resources could absorb efforts to reach more students who need academic support (Instruction Goal I-3)	B: Access and Success
Creating learning environmr +	Continue to provide high quality individual service to encourage and promote a deeper level of learning.	A: Academic Excellence
Maintain facilities	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students.	B: Access and Success
Professional Development	Staff 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.	A: Academic Excellence

II. Notable Achievements for: Learning Assistance Center - Services

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	LARC staff increased collaboration with LAC instruction, including connecting with a math instructor to provide specific tutoring intervention to struggling students, providing additional writing tutoring, communicating with faculty to clarify assignment parameters, and attending committee meetings in each subject area.	Unit: Creating learning environmer A. Academic Excellence
High	Learning Lab liaisons and Learning Lab staff increased marketing and outreach efforts to faculty and students, through Spring Flex Day, Discovery Sessions showcasing technology tools, and a newsletter for the Division.	Unit: Effective use of technology B. Access and Success
High	Tutorial Services replaced a permanent part time Tutorial Services Program Specialist, vacant due to retirement, with a full time Program Specialist, at no cost to the college, by combining savings from two part time vacant positions.	Unit: Improving access to academic A. Academic Excellence
Med	LARC staff supported LAC faculty to promote efficient enrollment into classes, by providing a central area of information on open classes, increasing communication to students, and maintaining up-to-date information for both faculty and students in the first week of each term.	Unit: Effective use of technology B. Access and Success
Med	In collaboration with LAC and college wide faculty, as well as support from the Title V grant, the Learning Lab replaced outdated technology (TV/VCR units, VHS tapes) with computers for student use; outdated DSP&S adaptive equipment and software was replaced with up-to-date software that is more accessible to students; media materials with no captions were cleared out from the lab; and incompatible, outdated software was replaced with web-based software when needed.	Unit: Maintain facilities B. Access and Success
Med	With the efforts of IT and planning in collaboration with IT staff, the Learning Lab supported the installation of over 100 new desktop computers, laptops and printers in the lab and classroom with a minimum of disruption to day to day operations.	Unit: Maintain facilities B. Access and Success
Med	After experiencing long wait times, overcrowding, and an overload on staff time during Fall 2014 finals week due to entire Distance Learning courses required to take exams, Testing Services designed a plan for temporary accommodations of online classes to take final exams in Spring at a separate location.	Unit: Improving access to academic 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: Increase of State minimum wage impacted budgets for hourly staff, including tutors, Supplemental Instructors, and front desk staff	California Labor Code
2014-15		Field Industry Changes: Tutorial Services may no longer issue tutoring certificates to Supplemental Instructors who attend training and gain experience. Certification through the College Reading and Learning Association no longer applies to SI Leaders.	CRLA Certification Guidelines
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Technology: Additional one-time funding for technology allowed for increased purchasing to replace extremely outdated computers, laptops, and printers.	Mt. SAC Instruction, IT Departments
2014-15		Enrollment: Changes in enrollment patterns required an "all hands on deck" approach during registration windows, involving increased communication between faculty, staff, and managers.	Argos reports
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. Both the appearance and safety of the high-traffic hallway have improved. Brighter lighting was also installed, improving safety conditions.	LAC PIE 2010-2014 Facilities documentation
2014-15		Training: LERN instructors are incorporating project-based learning into their students' work with tutors; LARC tutor training now includes helping tutors develop their facilitation skills for projects and groups.	LERN committee meeting minutes
2014-15		Facilities: Due to overcrowding and an overload on staff time during final exam week in Fall 2015, LAC staff created a plan for moving final exam testing to an overflow space in Spring 2015.	LAC Internal Data Reports
Year	Add item	Retention and Success Data	Data Sources
2014-15		In Fall 2014, both Math 50 and Math 51 students who got tutoring were 13% more likely to succeed in their class than students who did not get tutoring. The success rate for English 67 tutored students was 15% higher compared to those who did not get tutoring.	Argos reports
2014-15		Aggregate data from the LAC's Supplemental Instruction program found that students who attended 6 hours or more of SI review sessions during a semester had a success rate of 88%; those who did attend at least 6 hours of SI sessions had a success rate of 75%.	LAC Internal data reports
Year	Add item	Critical Decisions	Data Sources

2014-15	Planning and Assessment: LAC service areas, with the help of RIE, selected an Assessment Rotation Cycle for SAs, AUOs, and SLOs	LAC Assessment Meeting Notes, RIE
2014-15	Enrollment: Looking at enrollment patterns for two TUTOR courses (tutor training) it was decided that the training courses for math and writing tutors would be offered as non-credit only starting Fall 2015. The originally established maximum student number is far too high (30) for these courses and the process for lowering the class size would be unworkable; therefore, these training courses will no longer be offered as credit courses.	Enrollment reports WebCMS for Course Outline of Record
2014-15	Student Success: Testing Services experienced a high volume of distance learning students taking final exams in Fall 2014, resulting in long wait times, a workload issue for staff, and a stressful testing environment. An overflow Testing area has been planned for Spring 2015, with additional staffing, to accommodate these online course students and reduce wait times.	LAC Internal Data Reports
Year	<i>Add item</i> Progress on Outcomes Assessment	Data Sources
2014-15	<ul style="list-style-type: none"> Math tutors in the MARC were observed to determine whether they incorporate study skills into their tutoring sessions with students as emphasized in tutor training. A preliminary analysis of the data shows that tutors are recommending study skills strategies to students about 33.3% (12/36) of the time, or 1 out of every 3 tutoring sessions. It also appears that the more experienced tutors tend to discuss study skills with students more often than recently hired tutors, i.e. tutors working less than a year. These preliminary findings will help plan both the TUTOR 10A (Introduction to Tutoring) and TUTOR 10D (Math Tutoring) course curriculum. 	Internal reports, TracDat
2014-15	Testing Services gathered reports from LAC and distance learning faculty regarding the impact of the re-location of distance learning final exams to an off-site classroom. Informal feedback indicated the decrease in noise, stress, and crowding in the LAC during finals week, a crucial time for students to have adequate study environments. In Fall 2015 students will be surveyed to assess their experience with the off-site testing. Student and faculty feedback will assist in improving Testing Services for both face to face and distance learning courses.	Internal reports, informal faculty feedback surveys
2014-15	<ul style="list-style-type: none"> Students will develop skills for using computer-based resources to successfully complete assignments: a Fall 2014 strategic action, a student survey, resulted in follow up activities that will be done by Learning Lab staff and faculty liaisons, including prioritizing the purchase of software requested by students, and sharing data on student usage with other college departments. 	Internal data on results of SA survey Learning Lab/IT Meeting Minutes TracDat
2015-16 Cont'd.	The LAC met with Research and Institutional Effectiveness to plan a proposal for a research study to determine the cost-effectiveness of academic support; the proposal was funded through the Basic Skills Initiative and will move forward in 2015-16.	Basic Skills Combined Tutoring Proposal 2015-16 Basic Skills Committee Funded Proposals list

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	HP Elite Book 800 Desk - oldest equipment, many systems are 9 years old (PC only) at the Learning Lab	\$ 83,211.00	Computers can now run operating systems and software taught in current computer-related courses (e.g. CIS: Windows 7, Photographics: Adobe Creative Cloud) Computers are significantly easier to configure and maintain, e.g. shut down times can be automated much easier (saving energy costs) and have no hardware failures Computers are now a uniform model, making future maintenance and parts more cost efficient	Unit: Maintain facilities
		Instr. Equipment		B. Access and Success
	Plan Status: Complete	Source 2		
High	HP Z23i 23" IPS Display Monitor for Learning Lab	\$ 27,457.00	Computer and monitor configuration are now at a more ergonomic height for greater safety	Unit: Maintain facilities
		Instr. Equipment		B. Access and Success
	Plan Status: Complete	Source 2		
Med	Replace worn carpet on first floor, Building 6 (Student Success Plan IA, Ed. Master Plan Strategic Objective 9A)	\$	After a few tripping or near-tripping incidents involving faculty and staff in two different departments in Building 6 during Fall 2014, worn-out carpet was replaced with tile flooring in hallway. Appearance of area and safety have improved. Without carpet, there are fewer students sitting on the floor blocking the walkways, also increasing safety.	Unit: Maintain facilities
		Facilities Mod.		B. Access and Success
	Plan Status: Complete	Source 2		
Med	Increased lighting in hallways, first floor, Building 6 (Student Success Plan IA, Ed. Master Plan Strategic Objective 9A)	\$	Better lighting has increased safety and overall appearance of first floor hallway in Bldg. 6.	Unit: Maintain facilities
		Facilities Mod.		B. Access and Success
	Plan Status: Complete	Source 2		

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 Assistance Center - Services

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
Effective use of technology	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
Aligning outcomes to plan +	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
Effective use of data for plan +	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
Professional development	Involve all LAC members in campus presentations that reflect explicit integration of DE approaches into LAC process (Flex Day, staff get-togethers, etc.)	A: Academic Excellence
Effective use of data for inst +	Use data to strengthen our curriculum, understand who our students are, and understand impact on our students (Instruction Goal I-11)	A: Academic Excellence
Improving access to acader +	Continue to investigate the percentage of students with identified academic need who access tutoring, and whether current resources could absorb efforts to reach more students who need academic support (Instruction Goal I-3)	B: Access and Success
Creating learning environm +	Continue to provide high quality individual service to encourage and promote a deeper level of learning.	A: Academic Excellence
Maintain facilities	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students.	B: Access and Success
Professional Development	Staff 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.	A: Academic Excellence

II. Annual Implementation Plan for: Learning Assistance Center - Services

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	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: purchase or lease a new copy machine for Tutorial Services.	\$ 3,755.00	Replacing the copy machine will result in efficient operations and better staff productivity in Tutorial Services and decreased wear and tear on the heavily used LAC department copier. Tutorial Services' 5 year old copy machine is showing wear and tear, with frequent calls for repair and increased "down time". Student demand for tutoring in multiple subject tutoring centers has increased considerably since current copier was purchased; tutor hiring has increased in the LAC and other centers supported by the LAC.	Unit: Maintain facilities
New		Instr. Equipment		B. Access and Success
		Source 2		
		Projected Completion 2015-16		Person Responsible John Cardenas/Lester Lawenko
High	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: all Bldg. 6 LAC 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: Maintain facilities
Ongoing		Instr. Equipment		A. Academic Excellence
		Source 2		
		Projected Completion 2015-16		Person Responsible Bailey Smith/Robin Cash
High	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: install Smart Board or Bright Link technology in 6-122.	\$ 2,200.00	Instructors, counselors, and other presenters who use 6-122 will be able to use a Smart Board or similar projection system to increase student engagement and facilitate instruction; faculty on reassigned time as Learning Lab Liaisons will be able to use the room for training purposes. Room 6-122 was state of the art when the building was remodeled 15 years ago. Since then, the rear-projection system has grown obsolete and the standard for Bldg. 6 classrooms is to have a Smart Board available.	Unit: Maintain facilities
Ongoing		Instr. Equipment		A. Academic Excellence
		Source 2		
		Projected Completion 2015-16		Person Responsible Bailey Smith/Robin Cash
Med	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: provide a college-wide, standard lab printing system.	\$	A common lab printing system across campus will increase consistency and continuity for students and improve essential operations of the college. Students are often delayed and inconvenienced by breakdown of current print system in the Learning Lab; troubleshooting the system takes staff time as well. With multiple print systems across the labs on campus, students don't have a uniform way of paying for printing. A college-wide printing solution is needed.	Unit: Creating learning envior
Ongoing		Instr. Equipment		B. Access and Success
		Source 2		
		Projected Completion 2015-16		Person Responsible

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	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: update scanners for student use in Learning Lab.	\$ \$700.00	Updated scanners will be compatible with newer operating systems. Current older scanners require customized installation to support. To meet the needs of Art students and those doing more detailed work with images, a more advanced scanner would be placed with one of the Mac computers. Two scanners for the two PC stations could handle scanning of books and more basic images or text. Both are compatible with Windows and MacOS, and could be configured to work in different locations.	Unit: Maintain facilities
Ongoing		Other - Supplies		A. Academic Excellence
		Source 2		
	Projected Completion	2015-16		
			Person Responsible	Bailey Smith/Robin Cash
Med	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: install two touch-screen computers for student check-in.	\$ \$3,600.00	Touch screen sign in technology will reduce the current paperwork and staff time burden and allow for better data reporting on LARC tutoring sessions and Testing attendance patterns. Staff are now manually entering tutoring session and Testing Services sign-in information by hand from paper. Electronic tracking of tutoring in LARC and students making up tests in Testing Services will move the LAC towards a paperless, efficient, and robust tracking system for these heavily used student service areas.	Unit: Maintain facilities
Ongoing		Instr. Equipment		B. Access and Success
		Source 2		
	Projected Completion	2015-16		
			Person Responsible	Bailey Smith/Marlene Espina/Barbara Harris
Med	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: secure larger space for Testing Services.	\$	Piloting the use of an overflow space for final exams in Spring 2015 made it clear that removing Testing Services from the middle of the LAC, a high-traffic student use area, is essential for a more productive environment for students, faculty and staff. A larger space to monitor exams, including accommodations for students with disabilities, will provide a more focused, and less stressful, testing environment.	Unit: Maintain facilities
Ongoing		Facilities Mod		B. Access and Success
		Source 2		
	Projected Completion	2016-17		
			Person Responsible	Bailey Smith/Barbara Harris

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	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: upgrade furniture in the heavily used LARC area and replace chairs in classrooms.	\$ \$12,000.00	8 desk chairs are needed to replace furniture in LARC tutoring to maintain a comfortable learning environment. Another 10 classroom chairs are needed to replace broken or "relocated" chairs for LAC classes. 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. Course curriculum in LERN courses in Math, Writing, and Reading is integrated with the support services (tutoring, study areas, whiteboard, instruction) in the LARC. Classroom chairs should have a uniform appearance and be safe for use in heavily scheduled classrooms.	Unit: Maintain facilities
		Facilities Mod		B. Access and Success
New		Source 2		
		Projected Completion 2015-16		Person Responsible Bailey Smith/Marlene Espina
Med	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: purchase additional licenses for Easy Grade Pro software.	\$ \$500.00	Feedback to students from instructors is an important factor in student success; a standard software package for grading will help faculty maintain current records of grades and give students up-to-date information on course progress.	Unit: Maintain facilities
		Other - Supplies		A. Academic Excellence
New		Source 2		Person Responsible Bailey Smith/Robin Cash
		Projected Completion 2015-16		
High	Staff 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: LAC staff will develop skills on how to improve customer service for students and other members of the community.	\$	As identified at the 2015 Management Retreat, establishing and maintaining a high standard of customer service is a high priority for the college. Professional development opportunities around this topic will help LAC staff continue to improve its service to the community.	Unit: Professional developmen
		Prof. Development		B. Access and Success
New		Source 2		Person Responsible Bailey Smith/Robin Cash
		Projected Completion 2015-16		

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	Staff 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: LAC staff will participate in mentoring activities.	\$ []	As identified at the 2015 Management Retreat, strengthening mentoring opportunities is a high priority for the college. Serving as mentors and/or mentees will allow for greater collaboration and interaction with staff, faculty, and managers external to the department.	Unit: Professional Developer
		Prof. Development		D. Cooperation/Collaboration
New		Source 2		Person Responsible: Bailey Smith
		Projected Completion: 2017-18		
Med	Staff 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: LAC staff will participate in professional development about research and assessment techniques.	\$ []	With the selection of an assessment cycle, LAC areas can be more thoughtful and deliberate about what to assess and how to assess it for the most meaningful results. However, assistance will be needed from RIE as to determining what to assess, and the best way to get the desired information.	Unit: Aligning outcomes to pla
		Prof. Development		A. Academic Excellence
Ongoing		Other - Research ar		Person Responsible: Bailey Smith/John Cardenas
		Projected Completion: 2017-18		
Med	Staff 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: LAC staff will participate in off-campus professional learning to become current in best practices.	\$ \$6,000.00	With greater knowledge of current theories and practices of developmental education and learning assistance, LAC staff will be able to implement improvements to student support.	Unit: Professional Developer
		Prof. Development		A. Academic Excellence
New		Source 2		Person Responsible: Bailey Smith/Marlene Espina
		Projected Completion: 2017-18		

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	Continue to provide high quality individual service to encourage and promote a deeper level of learning: convert permanent part time position in Learning Lab to full time position.	\$ <input type="text" value="\$42,000.00"/>	Conversion of hourly funding for Learning Lab staff to a full time position will provide more continuity in services to students. Essential functions at the front desk are currently covered by a sporadic schedule of hourly workers and federal work-study students. Among this population, turnover is understandably high, leading to greater staff time in hiring, training, and coordinating student workers. Growth in usage of the Lab and increased marketing efforts will lead to additional Lab activities and purposes; demand for tutors in the Lab has already grown. One additional full time staff member will increase the capacity of the Learning Lab to serve students.	Unit: Creating learning envior
New		Staffing		B. Access and Success
		Source 2		
	Projected Completion	2016-17		
			Person Responsible	Bailey Smith/Robin Cash
Med	Continue to provide high quality individual service to encourage and promote a deeper level of learning: provide hourly staff for final exam monitoring in Testing Services.	\$ <input type="text" value="\$10,000.00"/>	With appropriate staffing of the currently needed overflow space, students will experience a testing environment that allows for efficient and low-stress completion of final exams.	Unit: Creating learning envior
New		Staffing		B. Access and Success
		Source 2		
	Projected Completion	2015-16		
			Person Responsible	Bailey Smith/Barbara Harris
High	Continue to provide high quality individual service to encourage and promote a deeper level of learning: hire Associate Dean of Online Learning.	\$ <input type="text"/>	Additional management support at the Division level will allow the Dean to strengthen support for faculty and staff throughout the Division;. The Distance Learning program, which is a college-wide program, has grown substantially since the responsibility was given to the Dean of Library and Learning Resources. Given Mt. SAC's growing involvement in the Online Education Initiative, this is a crucial time to bring on a manager who can guide the college into the next phase of Distance Learning.	Unit: Creating learning envior
New		Staffing		A. Academic Excellence
		Source 2		
	Projected Completion	2015-16		
			Person Responsible	Meghan Chen
High	Continue to provide high quality individual service to encourage and promote a deeper level of learning: hire a Director of the Library.	\$ <input type="text"/>	Currently, day to day operations of the Library, including managing classified staff, are the responsibility of the Dean, who has substantial responsibilities at the college, regional, and national levels. Some operational tasks also fall to the Library Department Chair, which is an inappropriate use of faculty time. To align operations with staffing, a Director of the Library is needed.	Unit: Creating learning envior
New		Staffing		A. Academic Excellence
		Source 2		
	Projected Completion	2015-16		
			Person Responsible	Meghan Chen

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	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: remodel current Testing Services space into meeting/work space for LAC.	\$ []	With Testing Services being planned for relocation outside of the department area, the remaining space is needed for a multipurpose room that would serve as a meeting space, study room , and work room, all of which are very much needed for students, faculty, and staff in the LAC. Currently, several faculty share offices, and the LAC has no meeting space in its area--meetings are held in reserved classrooms, or in very small office spaces. Study Groups and Supplemental Instruction sessions must also be held outside of the department in various buildings at the college. A small, multi-use space would ease this situation somewhat.	Unit: Maintain facilities
New		Facilities Mod		B. Access and Success
		Source 2		
		Projected Completion 2015-16		
			Person Responsible Bailey Smith	
High	Maintain adequate, safe, and up to date technology and facilities to ensure a positive and comfortable academic environment for students: construct new Library and Learning Resources building	\$ []	The space for the Library has been woefully inadequate for the size of the college for some time. Lack of study space for students is one of the challenges listed in the Student Success Plan--an expanded Library space would provide much-needed gathering spaces for students. The LAC has outgrown its space as well, which was built without study rooms or meeting rooms for group academic support, and an inadequate area for Testing Services. A new building with input from all constituencies is needed to provide appropriate space and services to students and faculty.	Unit: Maintain facilities
Ongoing		Other - Bond		A. Academic Excellence
		Source 2		
		Projected Completion Other - Add		
			Person Responsible Library and Learning Resources Division	
High	Continue to provide high quality individual service to encourage and promote a deeper level of learning: provide permanent staff for exam monitoring in Testing Services.	\$ \$46,342.00	Permanent part time staff allow for adequate service levels for students, who need access to Testing for make-up of on-campus and hybrid classes, and final exams for many Distance Learning courses. A planned expansion of Testing Services, in collaboration with DSP&S, will require this level of staffing as well to accommodate the increased numbers of students using the service.	Unit: Creating learning enviroir
Ongoing		Source 1		B. Access and Success
		Source 2		
		Projected Completion Select		
			Person Responsible Bailey Smith	

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?

Additional information and clarification on specific guidelines on what to include in the PIE document would be helpful. Each area on campus seems to have different ideas on the purpose of the PIE document and different "insider information" on how to make the PIE more effective. With the proliferation in college plans, and the reliance on PIE for making decisions about resource allocation, departments feel overwhelmed by potential unwritten rules to connect PIE to college plans, accreditation standards, national industry standards, state legislation, and so on. A clear delineation of the purpose and preferred format of PIE will help areas complete the document in a way that is useful and has the most impact, without overloading PIE authors with vaguely expressed, but nonetheless high-pressure, mandates about what to include to increase their chances that resource requests will be granted.

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

Now that my Unit has an assessment rotation cycle, we will need to incorporate that into our planning and keep careful track of each assessment.

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

Contributer		Contributer	
John Cardenas	<input checked="" type="checkbox"/> Approve	Robin Cash	<input checked="" type="checkbox"/> Approve
Marlene Espina	<input checked="" type="checkbox"/> Approve	Barbara Harris	<input checked="" type="checkbox"/> Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.

Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu