



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	Bridge Program	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Anabel Perez	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	aperez@mtsac.edu /Ext. 5904	<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 mission of the Bridge Program is to provide learning communities to increase student success, self-efficacy, connections to the college, and validate students' as empowered learners.

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: Bridge Program

Identify up to ten (10) over arching goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Engagement	Students will enhance their college experience through participation in the various learning communities offered by the Bridge Program.	A: Academic Excellence
Professional Development	To provide professional development opportunities to the campus community on effective practices to improve student success.	C: Secure Resources
Student Success	Students will achieve academic success (success in bridge courses, retention and persistence) in basic skills and counseling courses (i.e. English, math, Counseling).	A: Academic Excellence
Transition	To provide a successful transition to college for new students.	B: Access and Success
Research	To utilize technology and research to measure student learning outcomes and administrative unit outcomes.	A: Academic Excellence
1st Year Experience	Provide Summer Bridge participants a positive and successful First-year Experience program by providing Learning Community based learning and teaching.	B: Access and Success
Educational Planning	100% of Bridge participants will complete an abbreviated educational plan and comprehensive educational plan.	A: Academic Excellence

II. Notable Achievements for: Bridge Program

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

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme																		
High	Summer Bridge courses continue to have higher success rates than non-Bridge courses:	Unit: Student Success																		
	Summer Bridge 2014 Success Data: <table border="0" data-bbox="205 256 829 542"> <tr> <td>Bridge Program Course</td> <td>Non-Bridge Course</td> </tr> <tr> <td>Coun 1 97.2%</td> <td>Coun 1 93.8%</td> </tr> <tr> <td>Lcom 80 97.8%</td> <td>Lcom 80 88.5%</td> </tr> <tr> <td>Lern 81 94.7%</td> <td>Lern 81 74.5%</td> </tr> <tr> <td>English 67 86.6%</td> <td>English 67 76.3%</td> </tr> <tr> <td>English 68 92.9%</td> <td>English 68 76.7%</td> </tr> <tr> <td>Lern 49 95.5%</td> <td>Lern 49 81%</td> </tr> <tr> <td>Math 50 88.5%</td> <td>Math 50 66.1%</td> </tr> <tr> <td>Math 51 80.6%</td> <td>Math 51 54.8%</td> </tr> </table>	Bridge Program Course	Non-Bridge Course	Coun 1 97.2%	Coun 1 93.8%	Lcom 80 97.8%	Lcom 80 88.5%	Lern 81 94.7%	Lern 81 74.5%	English 67 86.6%	English 67 76.3%	English 68 92.9%	English 68 76.7%	Lern 49 95.5%	Lern 49 81%	Math 50 88.5%	Math 50 66.1%	Math 51 80.6%	Math 51 54.8%	A. Academic Excellence
Bridge Program Course	Non-Bridge Course																			
Coun 1 97.2%	Coun 1 93.8%																			
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Math 50 88.5%	Math 50 66.1%																			
Math 51 80.6%	Math 51 54.8%																			
High	Summer Bridge 2014 retention rates for all courses offered was over 97%. Retention Rates are as follows:	Unit: Student Success																		
	Counseling 1, 99.1% LCOM 80, 99.4% English 67, 100% English 68, 98.2% Lern 49, 97.78% Lern 81, 100% Math 50, 98.1% Math 51, 100%	A. Academic Excellence																		
Med	Registration for Summer Bridge 2015 courses was at an all time high, 375 students (out of 380) or 98.6% were officially registered in banner the Thursday before summer session started.	Unit: Transition																		
	Summer Bridge student participation grew from 362 students in 2014 to 368 in 2015.	B. Access and Success																		
Med	The Summer Bridge Program was the recipient of the the Mt. SAC President's Award for Excellence & Innovation in Teaching & Learning, Outstanding Basic Skills Efforts for effective outcomes assessment work.	Unit: Research																		
		A. Academic Excellence																		
Med	In collaboration with the Arise, ACES, and Aspire programs, successfully hosted a two day Dia de Los Muertos (Day of the Dead) cultural event in the Student Services Annex building, over 250 students and staff attended.	Unit: Engagement																		
		D. Cooperation/Collaboration																		
Med	Bridge Program and Arise Program co-presented at the NASPA (Student Affairs Administrators in Higher Education) National Conference, session title "Developing Bridges of Trust for Asian Pacific Islander and Latino Students"	Unit: Professional Development																		
		C. Secure Resources																		

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	<p>Bridge Program hosted "Address the Affective Domain and See Results" Workshop facilitated by national speaker Diego Navarro. Purpose was to provide professional development to Mt. SAC staff and faculty to better understand and serve students. Topics included: the impact of poverty on student learning, and the importance of measuring the affective domain. There were 57 attendees. Survey results indicate that 97% of respondents Agreed or Strongly Agreed that they understood how the presentation connected to student equity.</p>	Unit: Professional Development
		C. Secure Resources
High		<p>Successful yield of student academic progress reports: Bridge students submitted completed academic progress reports to the Bridge Counselors, Fall 2014: 487 students out of 531 = 91% submitted/Spring 2015: 285 students out of 306 = 93% submitted.</p>
		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		Legislation: SSSP Regulations regarding priority for early registration dates (students who complete assessment, orientation, and abbreviated educational plan) impacted our Summer Bridge 2015 Welcome and Registration event. In the past, our student participants were able to register on the day of the event, since many did not have an educational plan on file, their assigned date was 5 days after the Summer Bridge Welcome. For next year, our Summer Bridge Welcome and Registration event will be scheduled after registration begins to ensure that students are able to register.	SSSP Plan
2014-15		High School Event Conflicts: Our Summer Bridge Welcome and Registration Event was scheduled earlier than usual (May 16 versus June 1) and we experienced a higher level of scheduling conflicts with local high school events such as prom and grad night which lead to less students attending the Summer Bridge event. Next year we plan to connect with HSO for HS calendars to try our best to avoid as many conflicts.	Bridge Program- SB Welcome & Registration RSVP Forms
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Decrease in Summer Bridge Applications: There is a decrease in the number of applicants for the Summer Bridge Program, for Summer Bridge 2015 we received 1,001 applications compared to Summer Bridge 2014 (n=1054) and Summer Bridge 2013 (n=1262). Although we received over 1,000 applications, not all applicants qualify for the program. For Summer 2014, out of 1001 applications, 593 students were admitted (59% acceptance rate) for a class of 380 of which only 362 participated. The follow up to these students is time consuming. This year, we even held 2 Saturday and 7 evening phone banking events. Although our goal was to add an additional learning community for summer 2015 to increase from 13 learning communities to 14, we did not yield enough applicants to be able to successfully fill an additional link, therefore we stayed with 13. As the Bridge Program is encouraged to grow to serve more students, there is a need for a full-time recruitment position to both assist in recruitment of students, and follow up.	Bridge Program - Summer Bridge Database
2014-15		Limited Facilities: Based on the current Summer Bridge Program structure, we are limited to 380 students who can participate in the program. The largest facilities on campus, Sophia Clarke and Design Technology, can only hold up to 400 people each. Including peer advisors, program staff, tutors and faculty, these locations are barely able to accommodate the various groups that are part of the Summer Bridge Program. Additionally, there is a fee associated with the use of the Sophia Clarke Theatre which impacts our budget, if our program grows and we needed to hold additional or multiple events to accommodate additional students, we would have to pay to use this facility.	Summer Enrollment Report (Bridge CRN's)
2014-15		Low number of African American students: the number of African American students who apply and participate in Summer Bridge continues to be low. Summer Bridge number of applications from self identified African American students: 2015: 26, 2014: 20, 2013: 27, 2012: 26. The Summer Bridge Program must enhance the diversity of the students who participate. A goal is to meet with HSO to develop a targeted recruitment plan (look at multi-ethnic self-identified #). This portion was also highlighted as a need on our Student Equity Report to the Chancellor's Office, to increase participation and involvement of special programs to disadvantaged students.	Bridge Program- Summer Bridge Database/Student Equity Report

2014-15	Low success for Math 110: Students who enrolled in the Bridge Program's Math 110 and Coun 7 link continue to have low success rates in Math 110. The success rates is lower than in the non- Bridge course. In the last few years, there has not been a tutor assigned to this course, this is due 1) limited number of math tutors available and 2) Bridge relies on tutors for courses by working with the already existing tutoring centers who may or may not have funding available to cover all Bridge sections.	Course Pass Rates																		
2014-15	Delay in Scheduling Bridge Courses: The process for scheduling Bridge LC courses is taking longer to confirm. Deadline to departments (english, math, lern) should be established a year in advance to work better with: counseling request for 1248 submission, other department scheduling deadlines and processes, and schedule of classes download dates. There needs to be a better communication plan for scheduling Bridge classes, informing faculty of Bridge assignment and decision to unlink courses. Last year, there where a few instances where the faculty was not aware that their course was a Bridge course and a learning community was 'unlinked' without informing the Bridge Program staff. A LC meeting with admins, deans, department chairs, program coordinators need to be scheduled.	Meetings and Emails																		
2014-15	Conflicts with Mt. SAC Events: The spring semester is a busy time with many year end programs and celebrations. This past year, the Students of Distinction event conflicted with the SB 2015 Welcome and Registration event. This causes student staff , other dept. staff and faculty to have to select one event over the other. If dates are provided sooner, we can schedule our event to avoid the conflict.	Mt. SAC Calendar of Events																		
2014-15	New Connect 4 Orientation Format: Students who participated in Connect 4 New Student Orientation were confused about the educational plan they entered in MAP (primarily students who attended orientation prior to being accepted into summer bridge). These students entered summer courses thinking that if they entered courses in summer session, they were applying to the Summer Bridge Program. We had a handful of students call our office letting us know that they entered the summer bridge courses in MAP and therefore thought they were registered for Summer Bridge. Although it was only a handful of students, this should be addressed in next year's Connect 4 NSO process. Additionally, many of the summer bridge students, feel that the abbreviated educational plan in MAP reflect the courses they MUST take and many are worried because those courses are not necessarily what they want to take. It seems we are duplicating efforts because all summer bridge students will develop an abbreviated educational plan which will be entered in MAP. There has to be a smoother way for Summer Bridge to work with Connect 4 NSOs so that students and staff are clear about the processes.	Bridge Phone Calls/ Student Feedback																		
Year	<i>Add item</i>	Success Data	Data Sources																	
2014-15	Summer Bridge 2014 courses continue to have higher success rates than non-Bridge courses: <table border="0"> <tr> <td>Bridge Program Course</td> <td>Non-Bridge Course</td> </tr> <tr> <td>Coun 1 97.2%</td> <td>Coun 1 93.8%</td> </tr> <tr> <td>Lcom 80 97.8%</td> <td>Lcom 80 88.5%</td> </tr> <tr> <td>Lern 81 94.7%</td> <td>Lern 81 74.5%</td> </tr> <tr> <td>English 67 86.6%</td> <td>English 67 76.3%</td> </tr> <tr> <td>English 68 92.9%</td> <td>English 68 76.7%</td> </tr> <tr> <td>Lern 49 95.5%</td> <td>Lern 49 81%</td> </tr> <tr> <td>Math 50 88.5%</td> <td>Math 50 66.1%</td> </tr> <tr> <td>Math 51 80.6%</td> <td>Math 51 54.8%</td> </tr> </table>	Bridge Program Course	Non-Bridge Course	Coun 1 97.2%	Coun 1 93.8%	Lcom 80 97.8%	Lcom 80 88.5%	Lern 81 94.7%	Lern 81 74.5%	English 67 86.6%	English 67 76.3%	English 68 92.9%	English 68 76.7%	Lern 49 95.5%	Lern 49 81%	Math 50 88.5%	Math 50 66.1%	Math 51 80.6%	Math 51 54.8%	Institutional Research Office: Summer Bridge Success and Retention Report
Bridge Program Course	Non-Bridge Course																			
Coun 1 97.2%	Coun 1 93.8%																			
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2014-15	Successful yield of student academic progress reports: Bridge students submitted completed academic progress reports to the Bridge Counselors, Fall 2014: 487 students out of 531 = 91% submitted/Spring 2015: 285 students out of 306 = 93% submitted.	Progress Report Count																		
Year	<i>Add item</i>	Critical Decisions	Data Sources																	

2014-15	Improvement in AWE: Instead of offering 4 English 67 and 2 English 68 sections, for Summer Bridge 2015, we offered 3 English 67 and 3 English 68 sections to better reflect student improvement in AWE.	Placement Test Results
2014-15	Increase in Bridge Alumni: In the past, former Bridge students were not able to continue to utilize the resources that Bridge provides, such as laptop loan, counseling and advising, study space, and study room due to the large number of students who participate in the Bridge Program year after year. We have seen an increase in the request of former Bridge students who would like to continue utilizing the services, especially from students who are not a part of any other program. We decided to change our practice and allow former Bridge students to continue to utilize our resources.	Bridge Program: SARS
2014-15	Renamed Event: Since new students are required to attend the college orientation (Connect 4), to avoid confusing students, we decided to rename the Summer Bridge Program Orientation event to the Summer Bridge Welcome and Registration Event.	SB Program Agenda
Year	<i>Add item</i> Progress on Outcomes Assessment	Data Sources
2014-15	Initiated a longitudinal study (success, retention, persistence) of Summer Bridge students. Outcome: SB 2010 Cohort Study still in process.	Institutional Research Office
2014-15	100% of Summer Bridge 2014 students will complete an abbreviated educational plan. Outcome: 100% of Summer Bridge 2014 students completed an abbreviated educational plan. In order for these students to receive a priority registration date, all SB students needed to have a plan on file making this outcome feasible and necessary.	SSSP - Degreeworks
2014-15	Surveyed Summer Bridge 2014 students who continued with the Bridge Program multiple times throughout the year (summer, fall and spring). Outcome: Institutional Research Office summarized the data, Bridge Program staff still needs to review results.	Institutional Research Office: Summer Bridge Survey
2014-15	Surveyed Summer Bridge 2014 students at the end of the summer session. Outcome: Students were asked to rate themselves before and after summer bridge in a variety of areas (1 = low 5 = high), the largest increases (more than 2) where in the following areas: Sense of direction (+2.06), Ability to form a study group (+2.04), understanding the importance of student support services (+2.14), and understanding how to select and register for classes (+2.73). Understanding why college is important had the least gain of (+1.12) indicating that summer bridge students are already coming to college with a good sense of why college matters.	Institutional Research Office: Summer Bridge Survey

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
Med	Bridge: Purchase one MAC desktop computer and one MAC laptop for student use.	\$ 3,838.26	The current student computer lab is not meeting user needs because it does not have MAC computers for MAC users. The addition of one desktop MAC computer and one MAC laptop will increase the number of students who use our computer services, and will ensure students feel that the Bridge Program is providing services to all users.	Unit: Student Success
	SSSP			C. Secure Resources
	Plan Status: Complete	Source 2		
High	Bridge: Replace 20 laptops with 44 new laptops.	\$ 66,860.66	Requested funding from carry over funds. Current laptops are outdated, large and heavy. Replacement of these laptops would increase the number of students who utilize laptops and would improve the wifi issues the current laptops have. New laptops will also be used as instructional equipment when needed by faculty for student use (such as reviewing on-line college catalog/website, completing registration, submitting career assessments, research on majors, careers, transfer options). Since classrooms with computers are limited on-campus, this lab on the go, would be very useful.	Unit: Student Success
	SSSP			C. Secure Resources
	Plan Status: 2015-16 Complete	Source 2		
Med	Bridge Student Assistants: Front Counter Office Staff	\$ 30,000.00	There has been an increase in student traffic in 9D, front counter student staff are instrumental to ensure that Bridge students receive great customer service and timely services. This level of care and service, ensures that students come back to engage with the Bridge Programs' services and resources.	Unit: Engagement
	SSSP			C. Secure Resources
	Plan Status: Complete	Source 2	- sophia for numbers	
High	Bridge: Purchase 6 IPADS	\$ 4,020.48	Investing in smart tablets will help to: 1) reduce the number of students who wait to use the computer lab if they are only needing to search the web for research purposes, 2) facilitate the registration process for students since students can use the tablet to register and 3) staff can utilize IPAD camera and video functions at program events.	Unit: Student Success
	SSSP			C. Secure Resources
	Plan Status: Complete	Source 2		

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Bridge: Consultants	\$ 4,800.00 Student Equity	Two guest speakers were able to engage with both students and staff/faculty.	Unit: Professional Development
	Plan Status: Complete	Source 2	Students: Ernie G, Comedian and Motivational Speaker, was the keynote speaker for the Summer Bridge 2014 students (n=362). In addition, Ernie G facilitated a student leadership workshop in the fall 2014 semester for 30 students and returned in the spring 2015 semester to conduct an empowerment workshop for 40 students. National speaker Diego Navarro conducted a workshop to 57 faculty and staff on the affective domain, student learning, and student equity issues. 94 % of survey respondents Agreed/ Strongly Agreed that the presentation was useful.	A. Academic Excellence
Priority	Bridge: Student Assistants-Peer Advisors	\$ 36,240.00 Student Equity	Summer Bridge students completed an end of summer program survey and 92.97% responded that they Agreed/ Strongly Agreed that they received mentoring, advising, and role modeling from the Peer Advisor.	Unit: Engagement
	Plan Status: Complete	Source 2		A. Academic Excellence

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: Bridge Program

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
Engagement	Students will enhance their college experience through participation in the various learning communities offered by the Bridge Program.	A: Academic Excellence
Professional Development	To provide professional development opportunities to the campus community on effective practices to improve student success.	C: Secure Resources
Student Success	Students will achieve academic success (success in bridge courses, retention and persistence) in basic skills and counseling courses (i.e. English, math, Counseling).	A: Academic Excellence
Transition	To provide a successful transition to college for new students.	B: Access and Success
Research	To utilize technology and research to measure student learning outcomes and administrative unit outcomes.	A: Academic Excellence
1st Year Experience	Provide Summer Bridge participants a positive and successful First-year Experience program by providing Learning Community based learning and teaching.	B: Access and Success
Educational Planning	100% of Bridge participants will complete an abbreviated educational plan and comprehensive educational plan.	A: Academic Excellence
Give your goal a name.	Define a new goal appropriate to your Unit mission here.	Select College Theme

II. Annual Implementation Plan for: Bridge Program

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
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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	Improve Bridge recruitment efforts to yield more students and increase the number of African American students who participate in the Bridge Program.	\$ 58,944.00	Secure an Outreach Specialist classified position to increase Summer Bridge applications, conduct follow up, connect with local high schools/form partnerships, conduct presentations, attend community events, liaison with HSO staff and during fall and spring semesters to recruit both current Mt. SAC students (in-reach) and new matriculated students (out-reach). For the Bridge Program to expand, a position dedicated to the outreach and recruitment of students is necessary. This will ensure that our learning communities get filled to capacity and will help us serve more students.	Unit: Expansion
Ongoing		SSSP		A. Academic Excellence
		Staffing		
	Projected Completion	2015-16		
			Person Responsible	Dr. Francisco Dorame
High	100% of Bridge students will complete a comprehensive educational plan.	\$ 73,750.00	Request a Full Time Faculty Counselor assigned to the Bridge Program. This position will aid in the goal that all Bridge students complete a comprehensive educational plan. The additional counselor would also teach in learning communities. Currently, we have one full -time Counselor (who teaches 3 classes per semester) and one full-time Counselor/ Coordinator (who teaches at least one class per semester) for 1,100 - 1,300 students a year. The combination of teaching load, committee commitments, department and staff meetings, limits the hours that the current counselors can see student appointments. The additional counselor would be able to provide more interventions (workshops, group counseling, progress checks, counseling and advising/educational plans) to current Bridge students, especially if Bridge is to expand, and specifically to Summer Bridge students who do not continue with the Bridge Program in the fall/spring semesters. This would provide a true First Year Experience for Summer Bridge students who do not continue with the Bridge Program after summer.	Unit: Student Success
Ongoing		SSSP		B. Access and Success
		Staffing		
	Projected Completion	2016-17		
			Person Responsible	Tom Mauch, Dr. Wanda Fullbright-Dennis

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	Increase the number of learning communities offered for both summer and fall/spring semester	\$ []	Meet the expectations of the administration to increase the Bridge program, year by year until 1,000 students can be served.	Unit: Engagement	
Ongoing		Source 1		A. Academic Excellence	
	Projected Completion	Select	Source 2	Person Responsible	Dr. Francisco Dorame
High	Increase the number of under-served students (males, African American, undocumented, and foster/former foster youth) who participate in the Bridge Program.	\$ []	Outreach & Recruit- To target recruitment efforts to these under-served populations	Unit: Transition	
Ongoing		Source 1		B. Access and Success	
	Source 2	Person Responsible	Dr. Francisco Dorame		
	Projected Completion	Select			
High	Marketing materials - brochures, posters, flyers, newsletter, development of videos	\$ \$15,000.00	To create a more competitive and qualified Summer Bridge applicant pool	Unit: Expansion	
Ongoing		Source 1		C. Secure Resources	
	Projected Completion	Select	Source 2	Person Responsible	Anabel Perez/Jolene Chong
High	Promotional Items	\$ \$10,000.00	Outreach and Recruitment efforts to expand Summer Bridge and Fall/Spring Bridge Programs	Unit: Expansion	
Ongoing		SSSP		C. Secure Resources	
	Projected Completion	Select	Source 2	Person Responsible	Anabel Perez/Jolene Chong
High	Professional Development for Staff/ Faculty Conferences	\$ \$10,000.00	Bridge Program staff and faculty receive training to better serve students and improve program.	Unit: Professional Developer	
Ongoing		Prof. Development		C. Secure Resources	
	Projected Completion	Select	SSSP	Person Responsible	Dr. Francisco Dorame
High	On-going faculty professional development and improvement in faculty communication and integration Faculty Stipend	\$ \$21,500.00	Faculty to teach in LC can meet with link partner to integrate assignments, review student progress, develop pro-active student interventions.	Unit: Engagement	
Ongoing		Student Equity		B. Access and Success	
	Projected Completion	Select	Prof. Development	Person Responsible	Dr. Francisco Dorame
High	Renowned Guest Speakers - ex. Laura Rendon, to present on culturally relevant strategies/equity issues and solutions/ best practices.	\$ \$18,000.00	Provide professional development on topics of student equity, under-served student populations, culturally sensitive teaching practices	Unit: Professional Developer	
New		Title V		B. Access and Success	
	Projected Completion	2015-16		Person Responsible	Anabel Perez/Jolene Chong

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	Visit universities and colleges.	\$ <input type="text" value="\$10,000.00"/>	Expose students to transfer options. For many of our students, they have never visited a college/university, this early exposure is necessary to help students start thinking about transferring sooner than later, to help students visualize themselves at a university and for students to learn about transfer requirements.	Unit: Student Success
		Student Equity		C. Secure Resources
Ongoing	Projected Completion <input type="text" value="Select"/>	Source 2		
			Person Responsible <input type="text" value="Anabel Perez/Jolene Chong"/>	

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?

Enter additional information suggestions here.

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

Enter your suggestions for improvement here.

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

Contributer		Contributer	
Anabel Perez, Counselor/Coordinator	<input checked="" type="checkbox"/> Approve	Jolene Chong, Coordinator, Project/Program	<input checked="" type="checkbox"/> Approve
Lyssette Trejo, Counselor	<input checked="" type="checkbox"/> Approve	Sandra Padilla, Educational Advisor	<input checked="" type="checkbox"/> Approve
Sophia Salazar, Clerical Specialist	<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