2014-15
PIE 2015-16
Vice President PIE 2016-17
2017-18

Planning for Institutional Effectiveness

Introduction:

SectionOne: Where We Are—An Analysis and Summary of the Current Year 2014-15

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

SectionThree: Recommendations for Improving the Planning Process

NOTE: This PIE Form is optimized to be used in Acrobat 10 or later.

2014-15
2015-16
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Planning for Institutional Effectiveness

Introduction:

I. 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.***

Your area's program review will be recorded on this form and should include analysis and summary for the current year and document planning for the next 3-year cycle.

II. Team, Divisions, and Division Units:

Team	Student Services	Assessment & Matriculation, Counseling
Leader	Audrey Yamagata-Noji, V.P.	Disabled Student Programs & Services, Enrollment Management
E-mail / Extension	ayamagata-noji@mtsac.edu / 909-274-4505	Financial Aid, Student Services

III. Team Mission

> ***Through teamwork, passion and collective experiences, Student Services is dedicated to serving students and helping them achieve excellence and success.***

IV. 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.

I. Planning Context: Team Goals for: Student Services

a. *Identify the <u>overarching</u> goals (informed by Unit goals) that guided your Division'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). (limit 10 goals)*

Roll-Over to see "overarching goal" example

Team Goal Name	Team Goal	College Theme
Support Services	SS-1 Services: Develop, maintain and improve student support programs and services that are integrated and coordinated to promote student success and engagement.	A: Academic Excellence
Student Learning	SS-2 Student Learning: Provide the most relevant, dynamic curriculum, workshops and information sessions to assist students in being informed, engaged and prepared to meet their educational goals.	A: Academic Excellence
Research	SS-3 Research: Collaborate with Information Technology and Institutional Effectiveness to develop and improve data gathering, assessment of services, and longitudinal data in order to measure and improve student success, meet compliance and substantiate our work.	D: Cooperation/Collaboration
Technology	SS-4 Technology: Through the effective use of technology, develop and improve communication to increase students' college knowledge and access to available campus services, and improve processes to maximize efficiency of administrative and programmatic operations.	D: Cooperation/Collaboration
Training	SS-5 Training: Create opportunities for faculty and staff to develop new knowledge and to improve existing skills sets.	C: Secure Resources
Policies	SS-6 Policies: Review, update and/or create college board policies and administrative procedures to ensure currency, equity, and compliance with state and federal mandates.	D: Cooperation/Collaboration
Campus Collaboration	SS-7 Campus Collaboration: Conduct awareness campaigns and trainings to educate the campus community regarding key student issues and concerns, procedures, policies and regulations.	D: Cooperation/Collaboration
Staffing and Resources	SS-8 Staffing and Resources: Provide appropriate space and security to address program needs and staff safety and provide adequate staffing and alignment of workloads to improve service delivery to students.	C: Secure Resources

Fiscal Resources	SS-9 Fiscal Resources: Student Services will work collaboratively to obtain new sources of funding to adequately meet the service needs of a diverse student population.	C: Secure Resources

II. Notable Achievements for: Student Services

Enter a brief analysis and summary of your Team's successes for the 2014-15 year in the field below followed by a listing , by theme, of the Notable Achievements. This provides opportunity to highlight your area's proudest moments for this year.
Text boxes will expand as needed. Add rows (+), delete rows (-).

Roll-Over to see Achievement example

a. Narrative Summary	Many programs and services were expanded to serve more students (Bridge, CalWORKs, EOPS, DSPS/DHH, Veterans Resource Center, High School Outreach); new programs were initiated such as the Dream Center and Foster Youth services (REACH); technological enhancements were under development (Admissions, Counseling, DSPS); cross-collaboration resulted in achievements related to Financial Literacy, Transfer activities (ACES, Arise, Aspire, Career/Transfer) and VAWA/TItle IX (Student Health Services, Student Life); SSSP and Student Equity Plans were developed and submitted (Counseling, Assessment, Admissions); new interventions for test information and test preparation were implemented/piloted (Assessment, Arise); collaborative partnerships with community and government agencies enabled more students to receive services (Health Services, Veterans, CalWORKs, High School Outreach, DSPS).

Add Notable Achievement Theme	Student Access

+	Aspire: The Aspire Program organized and conducted the college's Black History Month program including the Phillip Maynard Speech Contest with 300 students participating in the speech contest. Program students participated in the UCLA Black Bruin and Black College Expo for the first time. DSPS: In conjunction with the Health and Safety Committee, worked to have the college purchase Emergency Evacuation Chairs to be used for multi-story buildings. EOPS: The program accepted 130 new students, increasing their program by 10%. High School Outreach: 605 high school students from 19 high schools participated in Seniors' Day -- a 39% increase over 2013-14. Student Services: A new effort to support AB 540/Dream students was established. Support services included specialized workshops, field trips, and assistance in applying for The Dream.US scholarships.

Add Notable Achievement Theme	Student Success/Program Success/Retention and Completion

ACES: 92% of ACES students persisted from Fall 2013 to Fall 2014, surpassing the grant goal of 75%; 95% of students are in good academic standing with a 2.00 GPA or higher.

Arise: In conjunction with the Math Department, piloted a "Math Boot Camp" with 38 students during the summer of 2014 to better prepare under-served students to take the Math Placement Test and to improve their successful completion of math courses. 50% of the students who enrolled in math for the fall of 2014 earned a passing grade.

Bridge: Summer Bridge 2014 retention rate was over 97% and success rates continued to surpass students' pass rates in non-Bridge Courses, most notably in English 68 (Bridge: 93%; Non-Bridge: 77%), Math 51 (Bridge: 81%; Non-Bridge: 55%), Math 50 (Bridge: 88.5%; Non-Bridge: 66%).

Bridge: The Bridge Program was the 2014 recipient of the Mt. SAC President's Award for Excellence and Innovation in Teaching and Learning.

CalWORKs: 20% more students earned AA/AS degrees compared to the prior year with 64 students (30% increase) being named to either the Dean's or President's List.

CalWORKs/Career Services: Developed and implemented the first Workforce Readiness Conference for CalWORKs and CARE students which included development of soft skills, resume development and interview preparation.

Career Services: Continued the development of the Mountie CareerSource to provide both students and employers electronic access for employment opportunities. There was a 12% increase in employer participation.

Transfer: A total of 1,130 students attended the Transfer Achievement Ceremony.

Counseling/Advising: In compliance with the Student Success Act and the SSSP Plan, the Counseling department completed 11,567 in-person and on-line orientations for new students, provided probation intervention to 9,202 students, conducted 3,733 online counseling sessions, provided counseling services to 51,470 students and completed 16,662 abbreviated and comprehensive student education plans.

EOPS/CARE: 88% of students who participated in EOPS/CARE tutoring services successfully passed one or more classes in which they were tutored.

International Students: Accepted 310 new, matriculated, international F-1 visa students. International Education Week included a global perspective panel, cultural sharing, and an international/global culture fair.

Student Health Services: 26 workshops and events were presented serving 5,522 students including 11 events related to sexual violence. The Center (clinic) established an Ebola sterile room as a preventive measure.

Student Life: 94 students participated in Character Development Workshops as a behavioral intervention related to student discipline cases. Attendance in LEAD workshops increased by 114%.

Upward Bound: Students attained high achievement with 92% earning a GPA of 2.5 or higher, 100% of students achieved proficiency on high school academic performance testing, 69% of students who graduated completed the A-G course pattern, and 94% of graduating seniors enrolled in college for the fall term. The program surpassed all of the established grant goals.

Add Notable Achievement Theme	Facilities

DSPS: The temporary Center for Deaf and Hard of Hearing Services opened during the spring of 2015 offering educational, linguistic and social support for DHH students.

Add Notable Achievement Theme	Professional Development

+	Bridge: The program hosted a workshop for 57 faculty, staff and administrators with Diego Navarro entitled "Address the Affective Domain and See Results." Student Health Services: All licensed professionals in the department completed certification on the Columbia-Suicide Severity Rating Scale (C-SSRS) to enhance their abilities to address students with suicidal ideation.
	Add Notable Achievement Theme	Partnerships

+	CalWORKs: Initiated a partnership/MOU with South Bay Workforce Investment Board to enhance the program's work study efforts. High School Outreach: Increased the attendance of high school counselors, teachers, and Special Education coordinators to 115, with survey results indicating that 100% felt the information would assist them in helping their students transition to college and 98% reported being more knowledgeable about resources available at Mt. SAC. The Principal's Breakfast was reactivated with 22 in attendance and 100% stating that the event was worth their time and that they would recommend participation to others. Student Health Services: Collaborated with the East Valley Community Health Center and Covered California to assist students in accessing health benefits. There has been a 52% increase in students who have Medi-Cal coverage and a corresponding decrease from 44% to 31% in students who are uninsured. This collaboration also provides free, weekly, rapid HIV testing. Student Life: Held a Transportation Fee Election to establish the free bus ridership Foothill Transit Class Pass project as an ongoing service to all credit students. Student Services: Entered into a partnership with TheDream.US which resulted in three students receiving $25,000 scholarships for transfer and 12 students receiving $12,500 in scholarships to attend Mt. SAC.
	Add Notable Achievement Theme	Innovation

+	DSPS: Launched a new effort to improve social interaction and executive functioning for students on the autistic spectrum. The Acquired Brain Injury Program Specialists developed a concussion screening instrument. ACES/Financial Aid: Developed and conducted Financial Literacy event for almost 500 students (291 for fall; 200 for spring) to assist students in better understanding how to manage their finances, what credit scores mean, and how to avoid indebtedness. Arise: Conducted monthly Fale Fono meetings and initiated "#AriseFamilies" with 50 students in order to improve student engagement.
	Add Notable Achievement Theme	Improved Efficiency

+	Admissions and Records: Worked with IT to develop a "look-up" system for campus employees to view students' statuses with respect to completing SSSP requirements. Similarly, worked with IT to develop an SSSP status view in the student portal. Admissions and Records: Improved transcript processing and educational advising by including transfer credits int the electronic education plan (MAP). Assessment: Working with IT, the Student Success Inventory (multiple measures) was made accessible to students through their portal and was incorporated into the assessment process. Financial Aid: Enhanced the Pell Grant Recalculation at Census process to inform students of overpayment in real time. Student Health Services: The department completed the reorganization of all emergency medical supplies into three sheds, strategically located on campus in emergency zones. The emergency medical supplies were evaluated and new supplies were purchased.

Add Notable Achievement Theme	External Compliance/Agency Approval

+

ACES: Achieved 15 out of 15 Prior Experience points based on meeting the mandated program objectives; submitted grant renewal

Admissions and Records: Successfully implemented new registration priorities based on new, statewide mandates in the summer of 2014, ahead of the fall 2014 required implementation date.

Assessment: Full approval was granted by the state Chancellor's Office for the college's Math Placement Test and for use of the California Chemistry Diagnostic Test.

Student Health Services: Developed and distributed 20,000 Sexual Violence Prevention cards and "Consent: Get Some" cards to students on campus in compliance with the 2013 Violence Against Women Act.

Student Services Leadership: Managers, faculty and staff from Student Services led the campus in developing the college's Student Success and Support Program (SSSP) Plan and the Student Equity Plan. Both plans were approved by the state Chancellor's Office with a nomination of the Student Equity Plan as a best practice among community colleges.

Add Notable Achievement Theme	Select Achievement Theme

+ *Enter Notable Achievement Here*

III. Trends Tracking for Student Services

Enter brief analysis summarizing each section based on the 2014-15 year followed by information provided in your Manager and Unit PIE forms.
Add Theme row (silver+), add Trend row (gold +); delete rows (-).

a. External Conditions Analysis	All Student Services programs and departments are greatly impacted by external laws and regulations at the federal, state, and county level. Therefore, policies, processes, documentation and reporting as well as the manner in which support services are designed and provided must constantly be updated, developed and/or revised. Policy and procedural changes in other systems (university and K-12) also have a direct impact on the manner in which Student Services incorporates the impacts and provides services to students.

Regulation / Policy	*Roll-over to see example*	Data Source
The development and implementation of the college's Student Success and Support Program Plan and the Student Equity Plan has created immense, increased workload measures with insufficient staffing to implement required activities and efforts. Counselor:student ratios continue to be high and are exacerbated by SSSP requirements. Programs effected: Admissions, Assessment, Counseling, EOPS, DSPS, Bridge, ACES, Arise, Aspire, CalWORKs.		Student Success and Support Program Plan; Student Equity Plan, Education Code and Title 5 Guidelines; Chancellor's Office Advisories

Grant Requirements/Status	*Roll-over to see example*	Data Source
At least three Student Services departments/programs are directly impacted by federal grants and must continue to make sufficient progress (quantifiable goals) and apply for renewals of grant funds. Budgets are restricted as the amount of funding is insufficient for the requirements of the grant. The ACES program will be unable to fully fund program operations by year 3 of the new grant. Year to year, programs are dependent on Congress approving an appropriate of funds which may/may not be as stipulated in the grant.		Department of Education--TRiO (SSS-ACES; Upward Bound); AANAPISI (Arise)

Regulation / Policy	*Roll-over to see example*	Data Source
Increased regulatory compliance will continue to create substantial workload for existing staff, resulting in a compelling need to hire new staff to provide services and to assist with coordination and tracking. (Admissions and Records, Assessment, CalWORKs, Counseling, DSPS,EOPS, Financial Aid, International, Student Life, Veterans). CalWORKs must follow directives from four different counties in addition to the state. Federal changes related to SEVIS (International), Veterans Administration, DACA, and VAWA/Title IX have necessitated extraordinary amounts of time for staff to learn of the changes, receive training, train others, configure implementation by collaborating with IT, and implement.		Education Code, Title 5 Guidelines, state Chancellor's Office, County Directives, Federal DOE Directives and Regulations, Veterans Administration, Homeland Security/SEVIS

IT and Research Needs	*Roll-over to see example*	Data Source
Due to program requirements, regulations, and plan development, many Student Services programs and departments must track specific student needs, services provided to students, eligibility criteria, and outcome measures.		Federal and state regulations, guidelines, program plans, SSSP and Student Equity requirements

Student Notification and Tracking	*Roll-over to see example*	Data Source
New regulations require that students be notified in a timely manner about their academic standing, enrollment priority, and financial aid eligibility. This requires collaborating with IT to develop the PopSels, messaging, and other parameters and tracking of related outcomes.		SSSP and Student Equity Regulations, BOGW and Title IV regulations

Articulation	*Roll-over to see example*	Data Source
Articulation with transfer institutions is constant due to continuous changes in transfer course acceptance policies related to program majors, IGETC, General Education patterns and the impact of new AAT degrees. Additionally, CSU and UC system priorities and declaration of impact of certain majors must be articulated and developed to train counselors and advisors and share information with students. The changing admissions requirements, standards, and priorities continues to impact programs whose work is to provide accurate guidance to students. In some cases, program outcomes require students to be accepted (Upward Bound, ACES).		CSU Reports UC Reports Ingersegmental Coordinating Council Reports Curriculum & Instruction meeting notes Regional and statewide meeting notes

Student Demand	*Roll-over to see example*	Data Source
Changes in students' demographic profiles have created extraordinary demand for increased support services, specialized support services, which comprise extensive amount of staff time. Some programs have been unable to keep up with the increased student demand due to the technical, eligibility aspects of the program (Financial Aid, Veterans, TRiO, DSPS).		SARS Reports MIS Data Program Reports

Economy / Budget	*Roll-over to see example*	Data Source
Fluctuation in funding, especially for categorically funded projects, makes planning and budgeting difficult. Inability to plan ahead; inability to know what funding needs to be requested. Late allocations frequently result in concentrated pressure to spend down funds by end of the fiscal year. Especially impacted: DSPS, EOPS, CARE, CalWORKs, SSSP, Student Equity. EOPS and FInancial Aid (BFAP Administrative Allowance) did not receive an increase in funding for 2014-15 as did DSPS and SSSP (formerly matriculation).		Chancellor's Office notifications for funding

Grant Sunsets	*Roll-over to see example*	Data Source
The Arise program is funded by the federal AANAPISI project and will sunset in September of 2016. At present time, the college is not eligible to apply for AAPNAISI-Part A grant funds because we are in receipt of a federal Title V/Hispanic Serving Institutions grant. Either the positions and operational costs of the grant is funded by the college and institutionalized or additional funding (AANAPISI-Part F) becomes available and we are successful in obtaining the grant, or the program will terminate.		Federal Register Department of Education Advisories
Required Licensure	*Roll-over to see example*	Data Source
DHH interpreters must be cerified by the Registry for Interpreters of the Deaf. Pending state and federal regulations and legal (OCR) cases demand appropriate and adequate accommodations from students by licensed/certified interpreters. Additional tools to assess interpreter skill levels are necessary.		Office of Civil Rights Advisories Chancellor's Office Title 5 Workgroup Federal Register DHH Program Information
Lack of Guidance; Inefficiencies at State Level	*Roll-over to see example*	Data Source
The state Chancellor's Office lags in providing forms, templates, guidance and clarification on regulations, policies and procedures. Delays in receiving plan templates (SSSP, Student Equity) have a direct, negative impact on the college's ability to proactively develop the plans and monitor compliance and outcomes. Delays have caused placement tests not to receive approval in a timely manner. Allocations are delayed, causing departments to scramble to develop expenditure plans over a shortened time span (less than 12 months).		State Chancellor's Office Communications, Advisories, Directives, Approvals
Local High School Requirements; Schedules	*Roll-over to see example*	Data Source
High School Outreacn and Upward Bound have had difficulty delivering services to students due to the change in high school schedules -- many begin their school years in July and end in May. Additionally, some high schools do not cooperate with the college in enabling access to outreach to students appropriate for enrollment at Mt. SAC. Lack of sufficient technology connections had a negative impact on enabling high school students to apply to the college online at their high schools.		HIgh School Web Sites Reports from HSO

b. Internal Conditions Analysis	New initiates have created a "catch 22" situation in which Increased student needs and lack of sufficient staffing has created difficulty in implementing support services. Complicating matters is a lack of sufficient facilities that will exist even after the opening of the new Student Success Center and the planned Equity Center. There has never been a Student Services Facilities Master Plan and Student Services needs are frequently overlooked. Student Services dependence on IT for technology implementation creates a major impact on the manner in which services are delivered and program accountability is managed.

Staffing	*Roll-over to see example*	Data Source
Extreme delays and complexity with hiring procedures has negatively impacted employees' working conditions and the ability to provide necessary and timely services to students. Services to students have been delayed and workload imbalances have occurred. Compliance with state directives (e.g. Student Success and Support Program--SSSP) is negatively impacted due to lack of staffing. Other personnel issues have impacted staffing loads with many programs hindered from providing services. At least one program ceased to serve students for a particular amount of time. The following departments have been highly impacted: Aspire, Counseling, DSPS, Financial Aid, CalWORKs, Heath Services, Career/Transfer, Student Life.		Emails; HR reports; Cabinet Meeting Notes; Department PIE reports; MIS reports

Facilities / Maintenance	*Roll-over to see example*	Data Source
Lack of private offices for counseling/advising functions, sufficient workspace for staff, and reception areas for students exist in the following departments: Counseling, DSPS, EOPS/CARE, CalWORKs, Financial Aid, Transfer, International, Assessment. The following departments will have facilities needs addressed with the opening of the Student Success Center during the Spring of 2015: Aspire, ACES, Bridge, Veterans, DSPS High Tech Center. Other programs will continue to have serious over-crowding, lack of privacy, and inability to increase staffing and services due to lack of work stations.		Student Services Department PIEs Emails, report, plans related to facilitiies issues/needs; CMPCT meeting notes

Technology	*Roll-over to see example*	Data Source
Delays in implementing APEX for DSPS electronic file management has greater continued inefficiencies and paper processes. Many departments were directly impacted by needing to set up scanning stations, train staff and implement the new OnBase system. Many departments have been negatively impacted because they do not have a client-based efiles system for case management and program data tracking. These departments must either track all student information manually or use archaic stand alone systems that duplicate data that is available on Banner.		eTranscript Communications IT Communications on OnBase Department PIE reports ASAG Committee meeting notes SSSP Plan
Admissions and Records must continue to develop plans to fully implement the receipt of electronic transcripts.		*Add Data Source*
Early Alert and progress reports continue to need development.		*Add Data Source*

Efficient and effective electronic communication with students needs to be enhanced through more dynamic systems similar to the Sherpa system at Saddleback. Implementing a dashboard system and being able to push out messages and check lists to students will greatly enhance student success.		*Add Data Source*
Focus on Enrollment Growth	*Roll-over to see example*	Data Source
Tracking of enrollment/growth, making predictions, and preparing reports are all critical tasks that the Admissions and Records department must do to assist the college in completing the 320 Attendance Accounting Reports as well as advising the campus leadership on enrollment numbers that will impact funding and budget.		320 Attendance Accounting Reports; 320 Report Meeting notes; IT and Fiscal reports and communications
Interdepartmental Collaboration	*Roll-over to see example*	Data Source
Scheduling learning communities efforts depends on mutual agreements and cross-collaboration between Student Services and Instruction. Delays and confusion have caused courses not to be scheduled or delays in being able to advertise/recruit students to enroll. Much of this has come from the college's Enrollment Management processes.		Internal communications
New Staff Training; Learning Curves	*Roll-over to see example*	Data Source
As new staff are hired, each department must make time to develop training. So many of the Student Services programs are technical in nature, that new staff may have baseline skills necessary for the position but may not have the programmatic knowledge essential to effectively perform their jobs. Especially impacted are Financial Aid, Admissions and Records, and DSPS.		Internal communications
Student Demand	*Roll-over to see example*	Data Source
Increase in volume for particular programs have created backlogs, long wait times for students to be assisted, lack of access to services and the need to work overtime. This is especially true with Financial Aid, Veterans, DSPS-DHH, EOPS, Health Services. Some programs (Veterans, DSPS) can not afford long delays due to the imminent problems related to receipt of benefits and compliance with federal and state laws/regulations.		Program Reports Department PIEs SARS Internal communications
Marketing	*Roll-over to see example*	Data Source
Over time, all Student Services progams, including Student Services as a division, have depleted all collateral/marketing materials. Due to the emphasis on redesigning the web page, the Marketing and Communication Department continues to be unable to assist in the development of critical brochures, posters, hand-outs, program information.		Internal communications
Technology	*Roll-over to see example*	Data Source

More and more students do not own computers and are unable to complete homework, research papers, and other course requirements. Many labs on campus limit time and/or charge fees. Open computers in the Student Services Center are old and have limited functionality. Some programs are attempting to purchase laptops for use in program offices and/or for check out. Lack of access to technology for low income students has become a major detriment to student success.	Department reports Internal communications Departments PIEs

c. Retention/Success Analysis	Retention and Student Success have been largely impacted by three elements: sufficient staffing, adequate facilities, and the ability to implement interventions appropriately and in a timely fashion.

Student Success	*Roll-over to see example*	Data Source
Bridge Program successful course pass rates continue to be higher than non-Bridge courses, most notably: LERN 81 (94.7% compared to 74.5%); English 68 (92.5% compared to 76.5%; Math 50 (88.5% colmpared to 66.1%; Math 51 (80.6% compared to 54.8%).		RIE Report
Student Success	*Roll-over to see example*	Data Source
Completion of Academic Progress Reports. For Bridge, average of 92% of students submitted completed progress reports.		Bridge Program Data Collection
Student Success	*Roll-over to see example*	Data Source
58 CalWORks students earned AA/AS/AAT degrees--a 20% increase.		CalWORKs Data Collection
Student Success	*Roll-over to see example*	Data Source
SSSP Compliance: 11,567 orientaitons completed in person and online in 2014-15. Probation Intervention provided to 9,202 students in 2014-15. Online counseling provided to 3,733 students in 2014-15. 16,662 students received electronic education plans.		SSSP Plan MIS Data SARS Data Banner and Argos Reports
Student Success	*Roll-over to see example*	Data Source
DSPS students' transfer rate is far below that for other non-DSPS students and will need to be addressed.		RIE Student Equity Plan
Student Success	*Roll-over to see example*	Data Source

Arise Math Boot Camp conducted a small pilot in the summer of 2014 to provide students with math review and math test preparation. Many students have been delaying their enrollment in math and instead attempting to take math requirements through out-of-state online education programs. The Summer Pilot was instrumental in further refinement of the Summer Math Boot Camp for 2015.	Arise Math Boot Camp Report

Student Success	*Roll-over to see example*	Data Source

With the rewriting of the rubric for the AWE, student placement rates in English have risen dramatically. Students and faculty believe the changes have led to greater accuracy in placement.	Assessment Committee meeting notes Assessment Data Reports

d. Critical Decisions Analysis	Decisions were made that had a negative impact on various programs and departments that hindered their ability to fully serve students.

Staffing	*Roll-over to see example*	Data Source

Personnel issues and transitions negatively impacted the Aspire program from fully functioning in 2014-15. DSPS and Student Health Services joined forces to create a bridge for students with mental health issues visiting Student Health to DSPS for classroom accommodations, and additional services	Internal communications Confidential documentaion

Facilities / Maintenance	*Roll-over to see example*	Data Source

With the renovation of the stadium, special year-end events like Commencement and Transfer Achievement Ceremony will need to be relocated. Although the college has relocated Commencement to the Citizens Business Bank Arena in Ontario, Student Services has not been consulted nor involved in any planning. At present, there is NO substitute location for the Transfer Achievement Ceremony.	CMPCT Meeting Notes

Student Communication	*Roll-over to see example*	Data Source

Development of email and portal messages to students were necessary to be in compliance with SSSP and other new state regulations related to notifying students about the probation status, enrollment priority, and potential loss of the Board of Governors Fee Waiver.	Communications between A&R and IT regarding student notifications

Student Interventions	*Roll-over to see example*	Data Source

Student Health Services impelemnted a post-positive TB test intervention to provide education to students who tested positively. Nurses worked with students who were injured to understand after care. All student tutors were required to complete TB testing	Health Services Department Report and PIE

Capping of Student Services	*Roll-over to see example*	Data Source
The EOPS program again made a determination that they could no longer serve more students and thereby capped the program (closed off the program to further students). The Aspire Program had to curtail almost all programming due to extensive staff absences.		Department PIE Internal communications

Required Student Fees	*Roll-over to see example*	Data Source
The International Students Program implemented a required medical coverage fee to ensure that all students were fully covered. Student Life and the Associated Students worked to organize awareness of the proposed Student Transportation Fee which was passed by the majority of students voting.		Board of Trustees agenda items

Student Services Procedures	*Roll-over to see example*	Data Source
In order to encourage more students to complete Test Information Sessions, Student Services modified their advisories regarding steps/procedures to enroll. After submitting the applications, students are guided to complete Test Information Sessions. Additionally, Assessments formalized the completion of the multiple measures survey by posting it to the web, encouraging students to complete this prior to completing assessment/placement testing.		Brochures Schedule of Classses Fliers Assessment Committee meeting notes

e. Progress on Outcomes Analysis	Student surveys, analysis of program participation data, and external validations (federal and state certifications of reports submitted) enabled Student Services to continue to make progress toward stated outcomes.

Assessment Results	Link to Outcomes report *Roll-over to see example*	Data Source
Bridge Program students pre-post survey: largest gains in Sense of Direction, Ability to Form Study Groups; Udertanding the importance of Student Support Services; Understanding How to Select and Regiser for Classes.		Bridge Survey Report

Support Services	Link to Outcomes report *Roll-over to see example*	Data Source
New Student Orientation content and structure revised as a result of analysis of assessment results (surveys) and through input discussions with staff and faculty.		Counseling Department Report on Orientations

Assessment Results	Link to Outcomes report *Roll-over to see example*	Data Source
ACES program met their required program goals/federal targets for their students: 92% persisted from fall 2013 to fall 2014; 95% were in good academic standing		Annual APR for ACESE

Assessment Results		Data Source
For High School Outreach, there was a 300% increase in participation in Seniors Day due to changing the date and providing bus transportation. 95% of stuents reported being aware of services available to them at Mt. SAC, 89% reported being more aware of the college's academic programs of study. The outcomes of the 2014 Connect 4 efforts was that 92% of seniors registered for fall of which 61% were full time. Staff will continue to work with counseling to review the scheduling and offering of orientations to students as a part of Connect 4 to enable the program to have greater continunity.		High School Outreach PIE

Student Demand		Data Source
Student Health Services completed 13,210 clinic visits thereby further justifying the need for additional space in the new Student Success Center building currently under construction.		Health Services PIE

Student Demand		Data Source
Student Health Services partnered with East Valley Community Health Center and Covered California to assist students in enrolling. A Patient Health Questionnaire was used to screen students need for mental health counseling. Healthy Relations workshops demonstrated that 100% of students understood the definition of unhealthy relationships and 91% described desiring to make a lifestyle change.		Student Health Services reports

IV. Closing the Loop: Alignment and Progress on College Goals: Student Services

This section serves as a "reporting" function to describe how your team closes the loop and connects planning to budget allocation:
- *How did the prioritized college resources connect to your team's outcomes over the past year?*
- *What progress has your area made with the resources provided?*
- *Please include progress on plans that did not require new resources if applicable.*

Enter analysis and summary of your team's progress toward "closing the loop" on previous goals, activities, and/or resources in the field below. Include how outcomes were met.

Roll-Over to see a "Closing the Loop" example

a. Analysis and Summary	Some progress has been made in technological advancement/enhancements but the list continues to be long; additional funding has been received which has helped certain departments to expand necessary services (counseling, DSPS); many programs reached notable success rates; smaller facilities projects continue to be unaddressed and unsupported.

Closing the Loop Theme	Funding	-

The college is required to provide accessible services and accommodations for disabled individuals be they students or members of the external community. Additionally, certain extra-curricular activities and assignments (Associated Students Senate), or extended curricular assignments (field trips) cannot be funded out of the DSPS-DHH allocation. The addition of the Access Fund ($12,500) has enabled greater services and accommodations to be provided to disabled individuals.

Closing the Loop Theme	Program Success	-

DSPS was able to hire three new staff to assist in serving students: receptionist/clerical assistant, and 2 senior interpreters. These new positions have enabled the program to more adequately address the educational needs of disabled students.

Closing the Loop Theme	Student Success	-

Several Student Services departments focused on improving transfer rates. Field trips, enrolling in transfer preparatory classes (especially in science), and linking particular courses were strategies that were utilized. (ACES, Bridge, DSPS)

Closing the Loop Theme	Technology	-

Many Student Services departments received funding to upgrade program computers or to purchase new laptops for student use. (Bridge, Counseling, ACES, Arise, High School Outreach)

Closing the Loop Theme	Student Success	-

Many Student Services departments expressed the need for counseling services to meet the needs of their students and to become compliant with requirements related to SSSP. (Counseling, ACES, Aspire, Arise, Dream, Foster Youth, Veterans, EOPS, CalWORKs, DSPS).

Closing the Loop Theme	Technology	-

Admissions and Records and Financial Aid continued to coordinate their efforts with IT to address issues such as: degree audits, class search functionalities, wait list notifications, time ticketing for registration appointments, scribing for DegreeWorks/MAP, implemeting the updated version of CCC Apply and developing and implementing business processes related to SSSP and Title IV regulations. DSPS continues working on alternate media and assistive technology for implementation across the campus.

Closing the Loop Theme	Student Success	-

Some departments desire to look to student course success and potentially revamp courses, course pairings, and instructional support services. (DSPS, Bridge, Arise)

Closing the Loop Theme	Student Success	-

Arise has worked to implement two strategies for student success with initial succcess: "#arisefamilies" and "Fale Fono." Both program interventions hold great promise for continuation/expansion as they have had initial success in raisng students' cultural identity awareness, a rise in student's self confidence, increased persistence and the development of students' leadership skills.

Closing the Loop Theme	Program Success	-

High School Outreach noted a remarked growth in both Seniors Day and Connect 4 by providing bus transportation and meals for students. Continued funding in this area will prove beneficial to enhancing our enrollment yield of local high school graduates.

Closing the Loop Theme	Facilities	-

(add something about facilities - new SSC Bldg, Designated space for DHH Center and testing center, Equity Center, etc...)

Closing the Loop Theme	Other - Efficiency	-

DSPS saved 451 hours of staff time by changing DSPS accommodated testing procedures.
DSPS increased efficiency in the hiring and compensation of classroom note takers by changing their processes.

b. Strategic Objectives Assigned to : | Student Services

The following Strategic Objectives are assigned to your area from the Mt. San Antonio College _2014-15 Strategic Plan_ and identified in the Process Map of Integrated Planning (see Roll-Over below). Baseline data from has been identified from 2013-14 to measure progress in the coming year(s). These links connect directly to the TracDat, the college's performance and planning tool integrating strategic objectives with the planning process.

 Click on the links below to review progress or address the components of the Strategic Objectives assigned.

Link to Strategic Objective 1.1	_Link to Strategic Objective 2.2_	_Link to Strategic Objective 3.1_
Link to Strategic Objective 3.2	_Link to Strategic Objective 3.4_	_Link to Strategic Objective 3.5_
Link to Strategic Objective 4.1	_Link to Strategic Objective 5.1_	_Link to Strategic Objective 5.2_
Link to Strategic Objective 5.3	_Link to Strategic Objective 6.2_	_Link to Strategic Objective 7.2_
Link to Strategic Objective 7.3	_Link to Strategic Objective 8.3_	_Link to Strategic Objective 8.4_
Link to Strategic Objective 9.1	_Link to Strategic Objective 10.1_	_Link to Strategic Objective 12.1_

I. Planning: Team Goals and Strategic Objectives for: Student Services

a.*The following table contains your goals as noted in SectionOne-I for 2014-15. Review your area'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).*

Team Goal Name	Team Goal	College Theme
Support Services	SS-1 Services: Develop, maintain and improve student support programs and services that are integrated and coordinated to promote student success and engagement.	A: Academic Excellence
Student Learning	SS-2 Student Learning: Provide the most relevant, dynamic curriculum, workshops and information sessions to assist students in being informed, engaged and prepared to meet their educational goals.	A: Academic Excellence
Research	SS-3 Research: Collaborate with Information Technology and Institutional Effectiveness to develop and improve data gathering, assessment of services, and longitudinal data in order to measure and improve student success, meet compliance and substantiate our work.	D: Cooperation/Collaboration
Technology	SS-4 Technology: Through the effective use of technology, develop and improve communication to increase students' college knowledge and access to available campus services, and improve processes to maximize efficiency of administrative and programmatic operations.	D: Cooperation/Collaboration
Training	SS-5 Training: Create opportunities for faculty and staff to develop new knowledge and to improve existing skills sets.	C: Secure Resources
Policies	SS-6 Policies: Review, update and/or create college board policies and administrative procedures to ensure currency, equity, and compliance with state and federal mandates.	D: Cooperation/Collaboration
Campus Collaboration	SS-7 Campus Collaboration: Conduct awareness campaigns and trainings to educate the campus community regarding key student issues and concerns, procedures, policies and regulations.	D: Cooperation/Collaboration
Staffing and Resources	SS-8 Staffing and Resources: Provide appropriate space and security to address program needs and staff safety and provide adequate staffing and alignment of workloads to improve service delivery to students.	C: Secure Resources
Fiscal Resources	SS-9 Fiscal Resources: Student Services will work collaboratively to obtain new sources of funding to adequately meet the service needs of a diverse student population.	C: Secure Resources

Give your Team Goal a Name	Define your Team Goal here	Select College Theme

b. The following Strategic Objectives (these links appeared in previous section) are assigned to this Team and identified in the Mt. San Antonio College [2014-15 Strategic Plan](#). They inform the planning process for action over the next two years (NOTE*Not all areas will have a Strategic Objective assigned to them.) This table is only for reference. No additional information is needed here.

# Strategic Objective	Strategic Objective
1.1	Improve successful course completion rates through tutoring and lab support services
2.2	Improve currency and relevance of CTE SLOs through use of data from leavers, graduates, and employers
3.1	Active courses will have at least two course-level SLOs and an ongoing cycle of evaluation and improvement with wide reporting of result
3.2	Course-level SLOs will be mapped to GEOs, degrees and certificates
3.4	Student learning and support activities will have defined SLOs and an ongoing cycle of evaluation and improvement with wide reporting of results
3.5	Widespread dialogue takes place about assessment results and identification of gaps, such dialog leading to aligning institution-wide practices and allocation of resources to support and improve student learning
4.1	Identify and implement effective strategies, activities and interventions that improve access and persistence for ethnic, gender, and disability groups at the college
5.1	Improve students' basic skills course sequence completion through targeted interventions, cohort pathways, and accelerated course scheduling
5.2	Increase the number of basic skills students who participate in basic skills interventions
5.3	Students taking assessment tests for placement will be fully prepared for each test. (Student Preparation & Success Council)
6.2	Provide web services that are effective and well utilizedby by students to assist them in achieving transfer success
7.2	Develop and submit high-quality proposals for a variety of grant opportunities from local, state, federal, and private funding agencies
7.3	Improve student access and success through direct student scholarships

# Strategic Objective	Strategic Objective
8.3	Improve college-wide ARGOS user reporting functionality and capabilities
8.4	Students and prospective students will have access to key sources of information through accessible, user-friendly, state-of-the-art communication technology and will be trained in how to access and effectively use this technology
9.1	Mitigate disproportionate impact based on gender, race/ethnicity, disability, age, emancipated foster youth status, or economic status for student access, retention, degree and certificate completion, ESL and basic skills completion, and transfer
10.1	Provide faculty, manager, and staff professional development opportunities for implementation of best practices in teaching and learning, and customer service
12.1	Meet service levels of key operational processes within available resources

II. Planning for the Next Three Years for: Student Services

a. Narrative Summary	Implementing significant and appropriate services to improve student success continues to be a major focus for all Student Services programs and departments; professional development remains a critical need across all programs; technological, research, and facilities need continue to be high priorities; college policies and procedures need to be addressed based on state/federal requirements; and communication strategies and marketing/outreach materials are needed.

+	New Plan or Activity	Technology [SS-4]	-

Address students' technology needs by providing more loaner laptops and student computer workstations.

Expand and continue to support software programs such as Simplicity for the Mountie Career Source and career counseling (MBTI).

Continued development of electronic file management for various programs (DSPS, CalWORKs, EOPS)-- those using OnBase as well as those departments needing a different-type of tracking system (Student Life for club management). Assistance for programs implementing program management software (ACES, Upward Bound, Health Services)

+	New Plan or Activity	College Policies and Procedures [SS-6]	-

New policies related to individuals and students with disabilities, Violence Against Women Act (VAWA), Title IX/OCR, and Clery Act. Policies wil need to be developed, training will be scheduled and completed, and reporting requirements and campus announcements/ warnings clarified and put into place. Investigative procedures will also be clarified. Student disciplinary procedures is a part of this as well.

+	New Plan or Activity	Student Success [SS-1]	-

Expansion of program efforts will be undertaken, especially for specialized target populations named in the Student Equity Plan (Aspire, Arise, Bridge, Low Income, Basic skills students, single parents).

Expansion of specialized efforts to meet the increasing, diverse needs of students (also included in Student Equity Plan): Foster Youth (REACH), Dream (AB540/DACA), Veterans, Minority Males, limited English proficient students.

+	New Plan or Activity	Professional Development [SS-5]	-

Professional development opportunities will be organized campus wide to better inform and share strategies with staff, faculty, and managers, especially related to specific student populations.   Collaborative efforts with the Academic Senate will be undertaken to ensure sharing of pertinent information of value to the faculty.

Staff, faculty and managers will be provided with opportunities to attend off-campus trainings and professional development opportunities

Required training will be coordinated across the campus for VAWA/Title IX.

Departments will continue to have planning meetings/retreats.	
Student Services will continue to have regular division meetings and an annual Planning/Training Day focused on updates on regulations, cross-department sharing, and planning/discussions related to PIE and strategic goals and objectives.	

+	New Plan or Activity	Student Success [SS-1]	-

Counseling services to meet the multiple needs of students: need for more full-time counselors, need for more adjunct counselors, need for counselors to assist with the development of education plans, need for counseling to assist students with life challenges.

Further development of targeted efforts to increase more equitable transfer success rates -- more under-represented students. (DSPS, Aspire, Career/Transfer, Arise, Bridge)

+	New Plan or Activity	Student Success [SS-7]	-

Collaborative and cross-departmental efforts will continue to be developed ranging from Financial Literacy workshops/training to leadership development efforts.

Collaborative and cross-departmental efforts to develop and implement parent components (Upward Bound, Counseling, Bridge).

Increase and improve student development efforts to address cross-cultural identity, develop courses and trainings to address diversity, leadership skills, and to increase students' agency, sense of direction and self-efficacy.

+	New Plan or Activity	Communication Strategies [SS-1; SS-2]	-

Need for specialized marketing materials. These materials will assist students in knowing how to enroll at the college and how to access services design to assist them to reach success. Clarification of requirements related to SSSP.

Development and implementation of both outreach and inreach interventions. Will further develop Student Ambassadors and develop a campus-wide "Success and Persistence" initiative under the Student Equity Plan and SSSP Plan.

Targeted efforts to increase enrollment in Summer Bridge and to grow the number of African American students participating.

Improve Mountie Information Sessions with proper planning, improved content, marketing, and evaluation of efforts.

+	New Plan or Activity	Student Success [SS-1]	-

Transfer efforts will be re-focused to ensure a broader, intentional, and linked approach to increase the transfer rate of historically under-represented student groups (Student Equity Plan).

+	New Plan or Activity	Student Success [SS-1; SS-2]	-

Targeted efforts to address the student success needs of underserved students (limited English proficient, reentry, minority males).

Develop interventions to increase recognition of achievement at particular momentum points.

+	New Plan or Activity	Student Success [SS-2; SS-7]	-

Develop a campus-wide discussion and direction to address students' lack of access to textbooks.

+	New Plan or Activity	Student Success [SS-2]	-

Further develop test preparation sessions in Math (especially) and English. Increase students' participation in test information sessions.

+	New Plan or Activity	Research [SS-3]	-

Advocate for a full-time researcher assigned directly to Student Services to assist with implementation and outcomes tracking related to SSSP, Student Equity, SLO/AUO, and PIE outcomes measurements.

+	New Plan or Activity	Technology [SS-4]	-

Continue to work with IT on the implementation of efiles management systems, OnBase document scanning, and implementation of eTranscripts.

Continue to work with IT to improve electronic communications with students, early alert systems, and multiple measures assessment.

Implement a robust system to inform students of their academic progress (dashboard indicators).

+	New Plan or Activity	Staffing and Facilities [SS-8]	-

Improve processes working with HR on the posting and hiring of employees. Develop staffing plans to complement new provisions of SSSP and Student Equity.

Continue to advocate for the Student Services Division Facilities Plan which details the current and future needs for the housing of staff and programs and services serving students. Confidentiality is a critical component as is supportive study/meeting places for students. Continue working on the Equity Center, International Student Center, the new Campus Center and a new building in place of 9C.

+	New Plan or Activity	Funding [SS-9]	-

Work collaboratively with other Student Services programs in planning and accessing SSSP, Student Equity, and New Resource Allocation requests for funding.

III. Budget Prioritization for: Student Services

1. Download the Budget Prioritization form to your computer using the button below (if needed).
2. Save to your computer
3. When information on the spreadsheet is complete, click on the "Attach Documents" button below, navigate to the file on your computer, and save. The document will remain attached to your Vice President PIE form.

I. What suggestions do you have for improving the planning process for your team?

Suggestions:
Have regular PIE development sessions throughout the year (not just one time) to review how to complete.
Have follow-up session to review after PIE submitted.
PIE template needs to be ready for dissemination at the beginning of the Fall semester to assure proper planning for completion throughout the year. Completion of certain portions of the PIE should be completed during the Fall semester-- prior year accomplishments, goals, resources secured, etc.
The current PIE process does not match organizational planning methods and frameworks.
More time for planning.
Great form -- but still took many hours to complete. Unclear as to which sections will prepopulate (in the future).
What happens when SLOs and AUOs are rewritten?
When will the form be ready for 2015-16?
No place to attach division goals.
More regular training throughout the year -- PIEs should be worked on throughout the year.
More concentrated time to increase staff/faculty understanding and engagement.

Section One/III Trends/Success Data and Trends/Outcomes Assessment difficult to differentiate with Section One/IV Progress on Goals. Unclear where to put items. Consider keeping trends related to External Conditions/Internal Conditions/Critical Decisions and not include Success Data and Outcomes Analysis. These latter two do not fit. Keep Alignment and Progress ONE/IV tied to Success Data and Outcomes Analysis.

Section One/IV Closing the Loop: Many (unfortunately) did not understand how to complete this based on 2013-14 PIE, and used this instead as planning. Therefore it became confused with Two/II. Very little substantive information included in One/IV.

Section One/IVa Closing the Loop/Progress on Goals: very difficult to report and summarize. Directions for UNIT PIEs read as if you ONLY report how a department did based on college resources that were provided. It isn't clear what is meant by "college resources" -- was this just if New Resource Allocations were received? What if new funds weren't provided/received? Therefore, only item that received funding are being reported. If the goal is to follow-up on progress for Resource Allocations, then that should be made clear. However if the goal is to report progress on unit and college goals, then they should be reported differently. Very few departments actually received funding from the colleges New Resource Allocation process from 2013-14. Many reported new resources received in 2014-15 (not 2013-14) when more funds were made available. Many did not even report if new funds were received in 2013-14 as this was so confusing. Many reported things that didn't seem to meet the instructions (as they did not deal with resources). The drop down items for this section adds somewhat to the confusion. Unsuccessful efforts appear not to be encouraged for inclusion and were, therefore, excluded from the VP PIE Summary.

Section One/IVb Strategic Objectives: this section was NOT completed as 1) there were strategic objectives that were not assigned to Student Services or shouldn't have been assigned to Stuent Services; 2) there was nothing to update as the most recent work on strategic objectives related to completing the 2013-14 baseline information. Furthermore, strategic objectives do not tie directly into PIE as they are based on a college-wide look and PIEs are based on individual department looks.

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Section Two/I and Section Two/II should be flip flopped. After reviewing plans for the next 3 years, review division goals . Section Two/I Strategic Objectives-- this would have been more helpful if it was viewable under Section One IVb.
Section Two II) Annual Implementation Plan/Planning for the Next Three Years: Unit PIE calls this section "Annual Implementation Plan" and directions to units say "This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success." However, the VP Summary is called "Planning for the Next Three Years" and lists "New Plan or Activity" only and doesn't tie to a college goal, unit goal, or division goal. Thus, the VP Summary doesn't appear in alignment with what was provided in the Unit PIE. The VP Summary format is clearer than the Unit PIE format for this section.
This section was difficult to use due to the format. I had to keep adding more lines to type in the information. In doing so, I thought I was scrolling down on the right hand column and I instead deleted all that I had entered -- and I don't recall what was there that I deleted!
Summarize suggestions your area has for improving the planning process

II. What additional information should the College provide to assist your team's planning?

Asking to report on Strategic Objectives does not work when that process is out of sync with the PIE process. At this point in time, only baseline information was being reported on Strategic Objectives so reporting on any progress on Strategic Objectives was not really possible.

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

Questions regarding this form? Send an email to Don Sciore, Associate Dean of Instructional Services, at dsciore@mtsac.edu
or Meghan Chen, Dean, Library & Learning Resources, at mchen@mtsac.edu.

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