



Planning for Institutional Effectiveness

Institutional Planning Framework

Institutional Mission

The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

College Themes and Goals

To Advance Academic Excellence and Student Achievement

- Prepare students for success through the development and support of exemplary programs and services. (Goal #2)
- Improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals. (Goal #3)
- Utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels. (Goal #14)

To Support Student Access and Success

- Increase access for students by strengthening recruitment opportunities for full participation in college programs and services. (Goal #7)
- Ensure that basic skills development support services as well as success and progression through basic skills courses are college priorities. (Goal #10)
- Engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence). (Goal #12)
- Ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer. (Goal #13)

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

- Secure funding that supports exemplary programs and services. (Goal #1)
- Utilize and support appropriate technology to enhance educational programs and services. (Goal #5)
- Provide opportunities for increased diversity and equity for all across campus. (Goal #6)

- Encourage and support participation in professional development to strengthen programs and services. (Goal #8)
- Provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community. (Goal #9)
- Utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs. (Goal #15)
- Ensure appropriate staffing to maintain necessary services and support critical functions to implement the college mission. (Goal #16)

To Foster an Atmosphere of Cooperation and Collaboration

- Improve the quality of its partnerships with business and industry, the community, and other educational institutions. (Goal #4)
- Improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus. (Goal #11)

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Student Services Mission

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

Student Services Vision

Your success; Our passion

Student Services Division Goals

SS-1: Ensure that pathways and services are appropriate, coordinated, available, efficient and well-defined for students to pursue and meet their educational and career goals.

SS-2: Provide avenues through which students can be involved in the campus community.

SS-3: Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.

SS-4: Conduct dynamic research to measure outcomes and student success.

SS-5: Provide opportunities for professional development and technical training to all staff.

SS-6: Exercise inclusive planning processes to make budget decisions and share and distribute resources.

SS-7: Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations.

SS-8: Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies and regulations.

SS-9: Work collaboratively to advocate for technological and infrastructure support to improve services to students.

I. ACCOMPLISHMENTS

Note: the following accomplishments incorporate the division goals (SS) and the department goals in an attempt to see and show the connectivity between goals and accomplishments.

College Goal #	Division Goal	Department Goal	Accomplishment(s)
Advance Academic Excellence and Student Achievement #2: exemplary programs #3: career/vocational training opportunities #14: use assessment data to guide planning and decision-making	SS-1: ensure pathways and services appropriate to meet student goals	Career/Transfer #4: students will acquire employment acquisition skills Health Center	2,128 students were assisted with resume development (a 26.5% increase over 2011-12) Designed, implemented and provided training for a new program called "Ally" to support the LGBTQ student community
Support Student Access and Success #7: Increase access by strengthening recruitment #10: Basic skills support services and progression	SS-1: ensure pathways and services appropriate for students to meet educational goals	Arise Aspire	Arise students' successful pass rates in basic skills learning communities: English 67 (100%); English 68 (66%); English 1A (70%); Math 50 (89%); [Math 51 (39%)] Aspire students' successful pass rates in (basic skills) learning communities: English 67 (73%); English 68 (54%); Math 50 (61%); Math 51 (65%); READ 90 (70%); Speech 1A (97%); History 31 (84%)
	SS-3: provide services that support student learning in an effort	Bridge #3: student success in Bridge courses, retention, persistence. #1: enhance college experience through participating in learning communities	Bridge students' successful pass rates in basic skills learning communities: English 67 (91%); English 68 (84%, 75%); LERN 81 (94%, 79%); Math 50 (89%, 64%); Math 51 (75%); Math 71 (65%); LERN 48 (73%); LERN 49 (94%); READ 80 (89%)

College Goal #	Division Goal	Department Goal	Accomplishment(s)
#12: Increase student persistence #13: Maximize university transfer through articulation and counseling	to ensure continued enrollment in subsequent terms	High School Outreach #4: 5% increase in number of Connect 4 students completing Orientation and Registration	1,792 students initiated the Connect 4 program by completing placement testing with 1,004 (56%) completing testing at Mt. SAC 1,000 students participated in Test Prep sessions at their high schools 1,476 students completed Orientation and Registration and completed an initial (abbreviated) educational plan 97% of students completing Orientation and Registration Assistance successfully registered for classes, 71% enrolled as full time students
		High School Outreach Assessment Financial Aid	563 411 Information Sessions were held for new students with a 74% satisfaction rate and a reported better understanding of matriculation steps, financial aid, the student portal, and placement testing
		Arise	Successful program activities: Tutoring, Study Hall, Group Counseling; Commitment Ceremony; Leadership Retreat; Milestones Ceremony; Cultural Night
		Aspire #3 increase student retention	Successful program activities: monthly student success workshops (200 attended); counseling appointments (500)
	SS-1: ensure pathways and services appropriate for students to meet educational goals	EOPS/CARE	85% of EOPS/CARE students persisted from Fall to Spring 72 EOPS/CARE students graduated with Associate degrees 60 EOPS/CARE students received CTE certificates 69 EOPS/CARE students successfully transferred
		EOPS/CARE	820 (100%) of EOPS/CARE students completed an educational plan (MAP)
	SS-3: provide services that support student learning in an effort to ensure continued enrollment in subsequent terms	CalWORKs #3 increase students' access to counseling and educational planning	Over 1100 contacts provided to students (averaging almost 2 contacts per eligible student)
		Upward Bound	100% of high school seniors passed the CAHSEE and graduated from high school and were accepted to college for the Fall of 2012.
		Financial Aid	Implemented Executive Order 13607 – Principals of Excellence for Veterans by developing educational plans for the majority of students
		DSPS #2: Facilitate students' opportunities to gain knowledge, skills, experiences to persist	4,456 accommodations requests were processed (19% increase over 2011-12) 6,068 tram rides were provided (17% increase over 2011-12) 564 students used the High Tech Center (8% increase)
		SS-7: improve efficiency and compliance with regulations	ARISE #1: enhance database/ Tracking to monitor student data
CalWORKs	County Department of Social Services Program Audit 100% successful – no findings		

College Goal #	Division Goal	Department Goal	Accomplishment(s)
		DSPS #4 Keep current in technology, laws, and regulations related to students with disabilities	BP 3440 and BP 5140 regarding students with disabilities were approved by the Board of Trustees AP 3450, AP 5140, and AP 5142 were approved through the college governance process related to students with disabilities, captioning, and alternative media
		Financial Aid	Implemented federal policies and regulations related to Ability to Benefit, Pell Lifetime Eligibility Usage (LEU) and Loan program.
	#SS-1: ensure services are available and efficient for students to meet their educational and career goals	Career/Transfer #3: provide current and accurate transfer admissions information	17,476 student contacts, personal statement review, tour participation, appointments with university reps
		ACES	30 of 160 students were accepted to transfer for Fall 2013
		Counseling #2 Implement Student Success Initiatives, including educational planning, probation	4,575 educational plans were completed in MAP (DegreeWorks by counselors) 3,223 students on first level probation completed probation interventions (online Student Success Workshop)
		Counseling #5 meet student demand and provide comprehensive counseling services	52,182 counseling sessions and orientations were conducted by department counselors
Foster Atmosphere of Cooperation and Collaboration #4: Improve partnerships #11: Improve dialogue between departments, committees, teams, employee groups	#SS-9: work collaboratively to advocate for technological and infrastructure support	Admissions and Records #1: improve degree audit system #4: create effective working relationships across campus	Implemented online change of major self-service function for students. Went live in March and 1,498 students have updated their majors.
		Admissions and Records #4: create effective working relationships within SS Financial Aid	Established business processes and implemented new California Dream Act application process in conjunction with Financial Aid. 571 records were updated
		Counseling, HSO C-#3: revise orientations	Counseling and High School Outreach collaborated on the development of a new Connect 4 Orientation that was provided to over 1,600 students
	#SS-8: educate campus regarding student procedures, policies	Admissions and Records #2: improve campus awareness and use of ARGOS to measure KPIs #4: create effective working relationships across campus	Hosted 4 “data mining” workshops for faculty, managers, and staff regarding awarding of degrees and certificates.
	#SS-1: ensure pathways for	Admissions and Records #5: communicate effectively with	Developed and sent 123,138 messages regarding the upcoming changes to enrollment priorities.

College Goal #	Division Goal	Department Goal	Accomplishment(s)
	students are appropriate	students regarding policy changes High School Outreach	Refocused annual High School Counselors Conference to include discipline dialogs between Mt. SAC math, English, reading faculty with high school English and math department chairs with a 93% satisfaction rating
	#SS-8: educate campus regarding student issues and concerns	ACES, Aspire, Bridge	Conducted "Support Programs: The Building Blocks of Student Success" at Parachutes and Ladders conference on campus. Collaborated on Financial Aid Literacy Workshops (ACES took lead) along with Arise and Financial Aid
DSPS #3: Facilitate acceptance and understanding of students with disabilities		125 Student Services faculty and staff completed training on Deaf Culture. 16 faculty completed "Accommodating Students with Disabilities in the Classroom." 39 faculty and staff were trained on captioning their own videos	
Health Center		Provided classroom presentations to almost 1,500 students 9,311 nurse walk-in visits completed 3,240 clinician visits completed Conducted QPR crisis/suicide training to 55 staff/faculty	
	#SS-5: provide opportunities for professional development	EOPS/CARE #2: Create a security plan for staff/students	10 EOPS staff completed a 2-hour student crisis training provided by the Student Health Center
		Student Services	Over 150 faculty, staff, managers participated in the annual Professional Development Day (retreat) with training provided on working with deaf students, working with students in crisis,
	#SS-2: provide avenues through which students can be involved in the campus community	Student Life	Conducted a student voter registration drive culminating in 1,000 student registrations
		Admissions/International	Successfully established the International Student Center. Prior to this, international students had no specific location/space to receive services.

II. INTERNAL AND EXTERNAL CONDITIONS

Internal Conditions	
Department	Internal Condition
Admissions, Counseling, Financial Aid	Increased need for staff technical training
Admissions/International, Arise, Aspire, Assessment, Counseling, DSPS, EOPS/CARE, CalWORKs, Financial Aid	Inability/delays to institute IT-dependent programming related to multiple measures survey and student placement, early alert warning and notification system to students. Lack of an electronic case management and tracking system is resulting in under-reporting and excessive staff time conducting manual processing. Dependency on collaboration with IT based upon regulations and federal requirements in order to maintain compliance as well as to best serve students (International, Financial Aid).
Arise, Aspire, CalWORKs, Career/Transfer, Counseling, DSPS, EOPS/CARE, High School Outreach	Facility challenges: inability to serve the students seeking services due to inappropriate facilities, insufficient space for student privacy (counseling), inadequate furniture, lack of large meeting space (in excess of 400)
Aspire, Bridge, Counseling, DSPS, EOPS/CARE	Reduction in funding has reduced the amount of counseling support services , counseling courses, specialized programs and services. Loss of funds due to reductions in Basic Skills funding, loss of categorical dollars.
Admissions/International, Aspire, Assessment, CalWORKs, Counseling, DSPS, EOPS/CARE, High School Outreach	Inadequate staffing – inability to meet student demand for services and to provide sufficient support services to students. Result has been over-reliance on student workers and long waits to see staff, delays in making program awards, delays in students receiving critical information related to results and decisions (petitions, appeals) and delays in providing critical services for students, if at all. In some cases (international students), the counseling delays have an immediate, negative impact on students due to strict federal regulations related to their enrollment.
Bridge	Inability to offer courses (learning communities) due to competition for courses from instructional departments (English).
Admissions/International	Lack of availability of courses: International students are required to maintain full time enrollment status and to follow their educational plans. Lack of available courses frequently jeopardizes the legal status of our international students.
Admissions/International	Confusion over hiring of international student workers: Due to confusion over the hiring process for international students, many students have not been able to partake in student employment on campus.
Career/Transfer, DSPS, EOPS/CARE, Financial	Increased staff workload due to insufficient staffing, delays in filling vacancies, loss of administrative support (Associate Dean, Counseling and CalWORKs Director) resulting in sharing of duties and responsibility in serving students.

Internal Conditions	
Aid, High School Outreach	
DSPS, Financial Aid, Veterans	Increase in student volume has created increase in staff workload – same or fewer number of staff doing more work.
Arise, Bridge, EOPS/CARE, High School Outreach	Lack of research support , or insufficient support, to track outcome measures, success rates, program compliance.
Health Center	Changes to college policies have created higher work load (smoking ban).
Financial Aid, DSPS, Health Center, Student Life	Increased numbers of challenging students with multiple needs requiring a network of services for financial assistance, psychological assistance, and discipline issues.
Student Life	Change in Fiscal Services Policies with the dissolution of the Auxiliary Services accounts has resulted in increased workload with no additional staffing. Instead of accounting processes through the Auxiliary, these functions have fallen on existing staff to take on this new assignment.
External Conditions	
ACES Upward Bound	Changes to federal regulations and federal funding reductions (sequestration) have reduced program budgets and re-focused program activities and program reporting requirements. Loss of \$18,000 from ACES; loss of \$20,000 from Upward Bound.
Financial Aid	Changes to federal regulations regarding the loan program, Veterans, and eligibility for Pell grant (Ability to Benefit, Pell Lifetime Eligibility Usage) has required excessive amount of staff time for training, amending procedures, amending programming, developing communications and notification processes to students.
Admissions/International	Homeland Security: U.S. Immigration and Customs Enforcement (ICE) is developing a revised Student and Exchange Visitor Information System (SEVIS) which re-emphasizes the critical need for an automated solution. Implementation of fsa/Atlas has been stalled.
Admissions and Records, Counseling, DSPS	State Legislative Changes: New regulations on enrollment priorities and practices (Title 5 58108) and on course repetition rules, have required changes to college policies and procedures (AP 55041, AP 55040; AP 5055) as well as changes to the way students enroll and transactions are processed. Regulatory Workload: Petition and waiver procedures have a tremendous impact on staff time. Pressure for timely solutions exacerbates the situation.

Admissions and Records, Assessment, Counseling	State Student Success Act of 2012 is requiring modifications to existing policies, procedures, practices and communication and notification systems to students. These changes necessitate significant requirements for designing, planning, programming, drafting of changes to procedures, and training. These new requirements have a fixed timeline for implementation and have substantial ramifications for college funding and how services are provided to students.
CalWORKs	Regulations from Department of Public Social Services from three counties (Los Angeles, Riverside, and Orange) require excessive amounts and different forms of documentation. This creates multiple demands on staff times and demands technological solutions that are presently non-existent.
Career/Transfer, Counseling, EOPS	Statewide budget challenges and changes to the transfer admission process for CSU and UC impact the numbers of students who need additional, technical assistance in understanding and exercising transfer options.
Career/Transfer	State's poor economy has created a more competitive job market. Fewer employment opportunities are available for Mt. SAC students and local employers are unable or unwilling to participate in career and employment fairs and recruitment events.
Counseling	Volatility of state budget has led to decrease in funding and decrease in services provided to students.
DSPS	ADA Regulation Changes: new regulations demand changes to policies and procedures, including the accommodation of service and comfort animals
DSPS	Increase in disabled student population: On top of the increase in the population, more DHH students and more multiple disability students requires increased and enhanced services with less funds and insufficient staff.
EOPS	State's poor economy has resulted in increased demand for services without any ability to expand the program and to accept and serve the poorest community college students on campus due a substantial loss funding of the categorical budget.
High School Outreach	K-12 Policies: less access in outreaching to high students due to classroom demands and unwillingness to excuse students from class.
Admissions/International	International Issues: many international students are unable to receive their I-20's in sufficient time due to visa denials or difficulties and slow mail process.

Critical Decisions –	
Department	Decision
Financial Aid, Health Center, High School Outreach, Student Life/Dean of Student Services	Reorganizations: Due to college budget cuts and staff vacancies, four Student Services departments/units reorganized in order to combine resources, fill vacancies and create positions more in alignment with the departments' goals and work processes. It is important to note that none of the reorganizations restored staffing levels, rather, supervision was re-created and work was disbursed.
DSPS	Special Project/Staff Reassignment: A DSPS Alternate Media Specialist was shifted to a position with IT in order to develop a prototype for a case management system using existing college software.
Admissions/International	Student Insurance Requirement: Instituted a new practice whereby international students are required to purchase insurance through a vendor approved by the Board of Trustees. This ensures adequate coverage for accidents, illnesses and medical emergencies for students living abroad from their families in the U.S.
Aspire, EOPS/CARE	Restrict Student Program Enrollment: Due to reduced funding and insufficient staff to provide necessary and adequate services, programs declined to accept all interested and eligible students.
Bridge	Inability to Offer English Bridge Program: Due to the inability to locate classrooms that fit the scheduling design of the English Bridge program (two 8-week courses); the program has been halted for now.
Bridge	Amended Criteria for Priority: With over 1200 students applied for only 252 spots (a reduction of 100 from 2011-12), the criteria for entry into the Summer Bridge Program was changed to prioritize students who placed into basic skills levels in both English and math and who graduated from district high schools.
High School Outreach	Prioritized Service Area: Concentrated outreach efforts to high schools within the college boundaries, prioritizing only feeder high schools to participate in Connect 4. High schools who refused to allow access to their seniors were not included in Connect 4.
High School Outreach	Elimination of Seniors Day: Due to budget constraints, the annual Seniors Day program was not held. This program was a critical part of the College's outreach to local high school seniors who intended to matriculate to Mt. SAC. A scaled down, Saturday version was offered with limited success.
Student Life	Security Concerns/Closure of Office: Staff decided to no longer allow the office to remain open if only one staff member was present due to security concerns.

III. INFORMATION ANALYSIS

Trends	Information source(s) used	Impact
<p>Inability to Provide Services to Students: The poor economy has increased the numbers of multi-challenged students seeking services at the same time Student Services programs/departments have been riddled with local budget cuts and reduced federal and state funding.</p>	<p>PIE reports of numbers of students served and numbers of staffing (reduced) to document increased demand for services with decreased staff. Award letters and allocations from state and federal government documenting reduced funding. Budget documentation – general fund, Basic Skills notifications. Assessment results (placement testing). Year-end reports detailing program activities.</p>	<p>Program budgets have been reduced resulting in fewer staff and fewer hours and less services to provide to increased numbers of students who are facing increasing challenges due to lack of availability of classes, lack of personal income, lack of preparedness for college.</p> <p>Departments have had to make critical decisions regarding the services provided, numbers of students served, hours of operations, activities to be offered/not offered.</p> <p>Increase in FAFSA applications (Pell) and BOG Fee Waiver applications (20%).</p> <p>No program for Foster Youth exists.</p>
<p>Long Wait Times to Receive Services: More students have sought a college education due to the poor economy at the same time staffing ratios have been reduced.</p>	<p>SARS appointment schedules Student complaints received</p>	<p>Students are not able to see a counselor, receive a financial aid award, a Veterans benefit certification, complete an educational plan, receive a response to a petition, receive disability assessment and receive placement test results in a timely manner thereby jeopardizing their student status, student enrollment, progress toward goal attainment and ability to cover college costs and pay fees and purchase books.</p>
<p>Multiply-challenged Students Requiring More Specialized Services: Students seeking assistance from Student Services, or being referred to Student Services, arrive at the college with multiple issues from poverty, homelessness, hunger, psychological issues, disabilities and overall instability.</p>	<p>PIE reports Log sheets from Student Health Center Counseling reports Referrals Student Discipline Reports Public Safety Reports</p>	<p>Increased demand and emergency response necessary to address students in crisis, misbehavior, psychological concerns. Increased numbers of students with challenges have led to increased numbers of student discipline cases and referrals for mental health counseling and financial aid emergencies. Mental health visits increased by 8% (897). 50% of patients seen in the Health Center are uninsured.</p>
<p>Students Not Receiving Appropriate Services: The counselor to student ratio is almost 1:1800, making it near impossible to provide the level of services necessary through traditional means. Newer methods have not been very successful, either. There is a pressing need for new strategies.</p>	<p>Referrals Team/department meeting discussions</p>	<p>Online Orientation not sufficiently providing new students the information they need.</p> <p>Re-assess business processes related to enrollment, manner in which counseling services are provided</p> <p>Assess efficiency of current systems</p>

Trends	Information source(s) used	Impact
		Establish better infrastructure and procedures
<p>Changes in State and Federal Regulations: State and federally-imposed regulatory changes are a constant. Changes are due to government concerns with numbers of eligible students receiving financial assistance, numbers of students taking space in community colleges, direction to increase the number of completers, graduates, transfers.</p>	<p>Federal regulations, directives, advisories State regulations, directives, advisories Policy statements and reports Student complaints</p>	<p>Ever-changing regulations require staff to be ever-vigilant, to re-train staff, to develop new directives and procedures, and to work through the laborious governance process to make necessary changes to college Board Policies and Administrative Procedures.</p> <p>Critical changes related to Enrollment Priorities, Student Success Act Requirements, California Dream Act implementation</p>
<p>Changes in Policies by Other Institutions: Transfer universities continually change the admission criteria for transferring students, despite agreements and state laws.</p>	<p>Copies of directives, letters, policy statements Communication with transfer colleges Student reports and complaints</p>	<p>Increasing difficulty for students to transfer due to ever-changing requirements and procedures from system offices (UC and CSU) and local campuses.</p> <p>Lack of transfer acceptances; curtailment of spring term admissions; lack of clarity whether priority for AAT/AST holders will be honored.</p>
<p>Insufficient Space/Facilities: Staff consistently submit concerns and requests for more space, to remodel space, to create more space to serve students, for students to study, and for safety and improved working conditions for staff.</p>	<p>PIE reports Facility requests (small projects) Photos of crowded labs and study spaces Head counts of attendance at major events Sign-in logs</p>	<p>Staff do not have the space and privacy they need to do their jobs. Students have insufficient space to sit and receive services, study, interact with staff, use equipment.</p> <p>Curtailing of events due to lack of space to house students and their families (Bridge Orientation, Bridge Closing Ceremony, Transfer Achievement Ceremony). Financial Aid is able to hold the Scholarship Ceremony at a local hotel due to the sponsorship of the Foundation. Student Life holds their awards ceremony off campus due to sufficient space for a banquet and recognition ceremony.</p> <p>Staff feel un-protected with current designs of building and office lay-out.</p>
<p>Insufficient Technology Support and Solutions: Many Student Services programs are required to check and maintain student eligibility records, to track and monitor student progress, to track services and time spent with students, and to</p>	<p>PIE reports IT request forms Student surveys</p>	<p>No implementation of fsaATLAS for Admissions/International. No implementation of Multiple Measures survey. No implementation of Early Alert.</p> <p>Lack of case management system to track student</p>

Trends	Information source(s) used	Impact
<p>maintain accurate and auditable records. Additionally, through the PIE and SLO process, all programs are required to monitor outcomes based on research.</p>		<p>involvement in program activities, service utilization, student eligibility, mandated contacts, mandated services, outcome measures.</p> <p>Students are requesting more services to be available online (applications, appointments, service requests).</p>
<p>Increased use of the web page, portal, social media to communicate with students: Student Services programs are utilizing various means of communicating with students to keep them informed of their statuses or of critical information about college policies and procedures.</p>	<p>Web page changes Hits to the web pages Copies of notifications sent to students via their portals and postings to Facebook</p>	<p>Requirements that students be notified about regulatory changes and the impact on their student standing – especially for Admissions and Records and Financial Aid.</p> <p>Critical information for students about specific programs, eligibility, ability to make appointments.</p>
<p>Potential changes to procedures will have an impact on services to students, and students' access to courses: A statewide assessment is planned for implementation that will impact the College's use of its "home grown" writing and adapted math placement tests. Department review of the AWE has commenced.</p>	<p>Assessment reports on placement testing Results of the AWE</p>	<p>Student placement in English writing courses may elevate due to the revision of the AWE.</p> <p>Further review of math prerequisites may provide easier pathways for enrollment (e.g., altering the geometry prerequisite for entrance to higher level courses).</p>
<p>Campus-wide decisions that alter how students receive information and register for courses: College-based decisions are not always communicated widely across the campus and planning for these changes is not always timely.</p>	<p>Information that Class Schedules will no longer be printed for general student use.</p>	<p>Enhanced requirements that programs spend more time educating and training students on accessing online information like the Class Schedule.</p> <p>Longer usage times for students to be on computers using class search functions, thereby negatively impacting other students' ability to access computers.</p>
<p>Transcript Evaluation Process: Coordination between Admissions and Records and Counseling is necessary to improve work flow and efficiency.</p>	<p>Numbers and dates of incoming transcripts and dates of when transcripts were evaluate and posted</p>	<p>Students cannot be properly evaluated and counseled due to a backlog of evaluating of transcripts and posting of results as well as incomplete records.</p>
<p>Increasing Demands for Accommodations: The number of students requesting classroom accommodations has sky-rocketing causing demands on staff time and demands for facilities.</p>	<p>Argos reports Faculty referrals DSPS Accommodation Request forms MIS data DSPS Program data and reports</p>	<p>DSPS is stretched to be able to provide adequate and timely accommodations as required by law, causing concern for both the student and the college.</p> <p>Testing accommodations alone have resulted in high costs to the department budget due to lack of facilities and the need to have test proctors in multiple locations at the same time.</p> <p>Deaf and Hard of Hearing (DHH) students have increased</p>

Trends	Information source(s) used	Impact
		along with the need for additional services, and more interpreters in classrooms – often needed more than one interpreter per class meeting.
<p>Request for Involvement and Sharing of Expertise and Information: Student Services staff, especially managers, have been requested to assist in college discussions, trainings, and planning.</p>	<p>Emails and other written invitations Meeting notes from committees, task forces Agendas for programs</p>	<p>The campus requirement to ensure that disabled persons have equitable access and are treated fairly has resulted in the DSPS Director consulting with Facilities, Human Resources, Instructional Departments, Student Life, Student Health Center, and Veterans program. Student Life staff continuously work with Public Safety on procedures, forms, and recommendations on student discipline and removal from campus.</p> <p>Student Life staff are called upon to provide feedback to faculty on numerous referrals for cheating/plagiarism and other student conduct issues.</p> <p>Requests from local high schools for Financial Aid presentations have increased by 15% resulting in over-time work for staff.</p>
<p>Inefficiencies in External Programs Used by the College: Programs are often dependent on modifications to Banner/Elucian in order to implement college policies and procedures. The College's contract and use of outside programs necessitates work-arounds due to implementation irregularities.</p>	<p>Staff documented inconsistencies, errors College policies/procedures Student complaints and reports</p>	<p>Implementation of approved College Policies and Procedures is often not accurate due to limitations of Banner/Elucian.</p> <p>Delays for modifications due to statewide policies are slow from the Solutions Center.</p> <p>Residency determination through CCC Apply creates numerous errors that have major ramifications when students are incorrectly classified as non-residents. This creates problems for students not understanding the error, for staff time to monitor and work with students to correct the error and an over-reporting of non-resident students.</p>
<p>Enhanced Attention to Legal Issues: Many Student Services departments are beset by legal challenges to the way in which services are provided, students are treated, and procedures are followed. Legal questions, student complaints and grievances and student discipline issues have multiplied.</p>	<p>Student discipline referrals Student discipline reports, notices, hearing notes, communication with students OCR (Office of Civil Rights) reports and letters and responses Subpoenas for records</p>	<p>Due process requirements must be followed in a timely manner but enhanced numbers of discipline cases and time involved to resolve them have created backlogs and challenges to providing due process.</p> <p>All Student Services and college department staff must be fully trained to know how to refer students depending on their concerns – discrimination complaints must be immediately</p>

Trends	Information source(s) used	Impact
		<p>forwarded to Human Resources.</p> <p>College policies and procedures, wording in college publications must constantly be updated to ensure compliance with the law.</p> <p>All Student Services and college department staff must be fully trained in how to handle requests for legal information, whether by subpoena or demanding requests. Compliance with FERPA and the legal system is essential.</p> <p>Disabled individuals on campus must receive reasonable accommodations in a timely manner, regardless of whether they are registered students and registered with DSPS.</p>

IV. OUTCOMES ASSESSMENT (SLO / PLO / GEO / AUO)

Please describe how your Team is conducting assessment in an ongoing and systematic (i.e., an ordered process with a timeline) manner?
<p>Annually in the Fall, the Student Services managers meet to review the prior year's PIE, SLOs and other planning issues. Assessment of outcomes is reviewed with each department sharing their accomplishments and their goals for the year. Annually, in the Spring, the entire Student Services Division meets to continue the assessment/planning process both collectively and departmentally. At both meetings, discussions focus on goals and outcomes as well as changes to existing procedures, practices, services to more effectively meet the needs of students.</p> <p>Throughout the year, departments and programs will meet to review their service utilization, to review the provision of services and new developments. These discussions inform the department of necessary procedural changes. Various forms of data and reports are reviewed in addition to first person observations and experiences. Student feedback, both formally and informally is routinely used to assist in making improvements to programs, services, procedures and policies.</p> <p>For Counseling, all course level SLOs have been assessed through Use of Results. Assessments are more consistent with AUOs which don't count toward Accreditation.</p> <ul style="list-style-type: none"> • The majority of assessments are based on static data such as the number of eligible students, the number of students served, and the number of students provided a particular service. • Specific grant-funded efforts such as Upward Bound, ACES, and Arise have established goals and objectives that must be consistently measured and reported on to the federal Department of Education.

- Specific categorical programs such as EOPS, CARE, CalWORKs, DSPS are governed by strict regulations that specify which services can be provided and by whom. Annual reporting accompanies the program planning process to the state Chancellor's Office.
- Other departments receive funding from categorical sources (Matriculation, Basic Skills) with prescriptions as to how the funds will be utilized (Assessment, Aspire, Counseling).
- The Student Health Center is strictly governed by state regulations due to the restricted nature of their funds (100% supported by student fees).
- The work that Student Life does is frequently dependent on priorities established by the Associated Students as well as by college policies and procedures governing student complaints, grievances and discipline.

Please describe how your Team has ongoing and meaningful dialogue about assessment?

Course assessments are done in only two departments: DSPS and Counseling. Other dialogue about assessments are done at the above-cited meetings. Motivation to continue course SLOs wanes because it is seen as duplicative of the measurable course objectives.

Please describe your Team's course assessment rotation plan to ensure that all courses/services are assessed systematically?

There is no rotational system to review/assess services. It is done annually. DSPS and Counseling do not have an assessment rotation plan developed.

Please describe how your Team needs additional help to improve its outcomes assessment work?

There continues to be substantial confusion about how to write SLOs and how to develop appropriate assessments. Faculty especially are in need of training regarding assessment and SLOs. There is little motivation to continue this faculty-driven work.

Most Student Services assessments are heavily dependent on data and research that is unavailable. Thus, assessments mostly focus on review of administrative data (course completion, grades, goal attainment), satisfaction surveys and informal discussions with students, faculty and staff. We are working to attempt to establish Service Area or Student Success Outcomes that would more appropriately measure outcomes for service-focused programs (Student Services, Tutoring, Library, Honors, etc.). However, this attempt has been ongoing since the inception and there is still no recognition or movement in establishing an option outside of the SLO or AUO.

For your Team, how has the assessment process led to the improvement of curricula, pedagogy or services? Please separate your answer by these three themes.

Programs and services within Student Services utilize various means to assess student satisfaction, student success, and student utilization of services. Persistence, retention and successful pass rates are key measurements. Student completion of goals (certificates, degrees, transfer) is another critical means of measuring success. There is no sophisticated research model within Student Services that has the capacity to measure the correlation between specific services and pedagogical methodology to student success in the course, reaching their goals, or attaining successful grades.

Improvement in curricula, pedagogy and services are based on intensive dialogue with key stakeholders (faculty, program managers, staff and students). A continuous improvement model is utilized to review whether changes to specific courses or services should be made.

- DSPS is reviewing its particular *curricula* to establish new courses that are more aligned to meet the needs of their students.
- Counseling is having discussions to review the profiles of students enrolling in their courses.
- Bridge and Counseling work to review their *pedagogy* to incorporate experiential learning, study groups, intrusive counseling, and educational planning.
- Aspire, Arise, and ACES work, often collaboratively, to review the unique needs of African American, Asian Pacific American, and Latino students' educational needs and to implement successful strategies and *services*.

The college has a need to have more counseling course options available, especially for pairing with discipline-specific courses in learning communities. Because of limited options, some students are not able to participate in particular learning communities because students have already completed the paired counseling course.

V. RESOURCES NEEDED TO ACHIEVE GOALS

Rate Driven Increase			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 Assessment	Annual increase in maintenance agreements and service contracts	Maintenance of scanners, copier, testing units necessary to meet Assessment/Placement Test requirements	Yes <input type="checkbox"/> No X <input checked="" type="checkbox"/>
1 Assessment	Increase in faculty reader pay based on step increases and other salary adjustments	The AWE is wholly dependent on faculty readers to read and rate the placement recommendations	Yes <input type="checkbox"/> No X <input checked="" type="checkbox"/>
1 High School Outreach	Increased cost for bus transportation	Local high schools have not been able to support the transportation costs for their students to be bused to the college to complete placement testing. Insufficient funds exist to equitably provide access to this service for all feeder high schools.	Yes X <input checked="" type="checkbox"/> No <input type="checkbox"/>

Instructional Equipment			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 Bridge	Purchase tablets (iPADs)	Utilization of smart technology for instructional purposes: increase student engagement; develop research and critical problem solving strategies; enhance effectiveness of small group assignments	Yes X <input checked="" type="checkbox"/> No <input type="checkbox"/>

Instructional Equipment			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
		Will facilitate better use of over-loaded computer labs Facilitate the registration process by being able to help more students quickly and in any location on campus	

Staffing			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
2 Aspire	1 FTE Counselor 1 FTE Educational Advisor	An established system of counseling and advising is needed as the program does not have any permanent staff for this purpose. The program has had to limit the number of students served due to insufficient staffing	Yes <input type="checkbox"/> No X <input type="checkbox"/>
3 Aspire	1 P/T Researcher	No ability to perform ongoing, high quality assessment of services, student outcomes, and further research into barriers to success.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 Assessment	1 P/T Test Administration Clerk	Placement testing numbers reflect the student demand experienced across the campus. Two previous, vacant positions are still unfilled.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 Bridge	Change 1 P/T Clerical Specialist to 1 FTE Clerical Specialist	The Bridge Program is serving 1400 students a year with only a part-time clerical staff person. The front counter is unstaffed half the time the office is open. Clerical tasks cannot be completed due to lack of a full time position. This has meant a heavier workload burden for faculty assisted by student workers.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
2 Bridge	1 FTE Counselor	A prior Title V grant counselor provided assistance in organizing learning communities and completing educational plans. The additional counselor would focus as a retention specialist by working with students who are not progressing, following up with students as they transition throughout their first year in college.	No
1 CalWORKs	Change 1 P/T Caseworker to 1 FTE Case Worker	Ancillary, attendance monitoring and progress reports are time sensitive. More staff hours are required to complete the job.	Yes
1 CalWORKs	Adjunct Counseling	Increase hours to assist students on probation and to offer more access to counseling support	No
2	Tutoring Support	Increase access to specialized tutoring to assist students on	Yes

Staffing			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
CalWORKs		probation	
1 Career/Transfer	1 FTE Transfer Specialist	Increasing demand for transfer assistance, increasing complexity of transfer requirements and processes, increasing activities for students related to transfer. At present time, there is only ONE Transfer Specialist to staff the Transfer Center, meet with students, meet with university representatives, schedule tours and activities.	No
1 Counseling	1 FTE Counselor	To accommodate the growing needs of students and various counselor-dependent programs such as Learning Communities, Veterans, International Students.	No
1 Counseling	1 FTE Associate Dean, Counseling	This position was approved to be filled until the college underwent the budget cutting process. There is no direct administrative support for some of Student Services' most high profile programs: Bridge, Aspire, High School Outreach. The Dean already has direct reports for Counseling, Articulation, Career and Transfer, Upward Bound and ACES and has had to take on oversight for Bridge, Aspire and High School Outreach. Additionally, the Counseling Division is a large and complex division and requires an Associate Dean to assist with the management of the division functions.	NO
3 Counseling	1 FTE Clerical Specialist	Counseling is open 11 hours/day for four days a week and 8 hours on Fridays with only two clerical specialists to manage the front counter, make appointments, schedule orientations, provide information to students, trouble-shoot student issues and answer phones. An additional position is desperately needed to provide consistency and support so that students receive timely assistance.	Yes
1 DSPS	1 FTE Counselor	DSPS has experienced a 37% increase in student appointments and a 27% increase in drop-ins. Student appointment wait times are 4-6 weeks . This does not allow for the timely provision of accommodations.	Yes
2 DSPS	1 FTE Testing Coordinator (classified) [shared position with LAC]	Accommodated placement testing and accommodated course test proctoring has grown by 10% to a total of 5,029. This coordinator will share responsibilities with the LAC testing functions.	Yes
1 DSPS	Classification of staff with particular expertise	Compensation schedules for interpreters and captioners must be reassessed. These individuals are currently hired as professional experts in an effort to hire and compensate them at the competitive	Yes

Staffing			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
		rate. The college is in danger of not being able to provide hearing impaired interpreters and to conduct required captioning unless a more permanent solution is developed.	
1 DSPS	1 P/T Receptionist/Clerical Specialist	Access for students to disabled student services is impacted due to the lack of clerical/receptionist staff. Disabled students take courses during the day and evening, yet the office is unstaffed in the evening hours due to lack of staff availability, leaving disabled students without equal access to services. The amount of staff time per student in DSPS is much higher due to the nature of the student being served, thereby necessitating more staff support.	Yes
3 EOPS	1 FTE Tutorial Coordinator	Student Success Initiative requires services for students to succeed. More need for tutoring hours.	No
1 EOPS	1 FTE Counselor or adjunct counselors	Student Success Initiative requires educational plans and counseling service for students. More need for counselors	Yes
1 Financial Aid	50% funding for 1FTE Financial Aid Specialist for Veterans	Lateness in processing Veteran files delays payment from the VA. Only one position processes these forms for over 800 student veterans. Substantial over time has been accrued in the attempt to keep up with the timely processing of these required documents.	Yes
2 Financial Aid	1 FTE Financial Aid Specialist for Outreach/Scholarship Program	Increased demands and requests for presentations related to financial aid, California Dream Act and scholarships have resulted in existing staff having to work overtime to the tune of \$50,000. More proactive student workshops related to financial literacy, scholarships, understanding satisfactory academic progress and financing college would assist students in reaching their goals in a more timely fashion.	Yes
3 Financial Aid	1 FTE Financial Aid Business Analyst	This position will assist with ensuring compliance with federal guidelines, compliance with audit guidelines, reporting and tracking of student eligibility, debt, payment/repayment/refunding, goal attainment, and federal reporting related to Gainful Employment reporting, and the like. This position will also develop and maintain business processes related to the analysis, awarding, disbursement, notification, business transactions, monitoring of eligibility and other documentation requirements. With a \$42 million Pell program, compliance monitoring is essential.	Yes

Staffing			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 Financial Aid	1 FTE Academic Counselor for the Veterans	There is not a particular, dedicated counselor to work with Veterans. At the present time, counseling services are coordinated through the Counseling Center. In accordance with Executive Order 13607, each student veteran must have a full educational plan when applying for their benefits (in advance of receiving benefits). The best practice recommendation is to have a designated counselor within the Veterans office to work specifically with Veterans who often have a unique educational, training, and personal background.	Yes
3 Financial Aid	1 FTE Foster Youth Resource Center Coordinator	To plan for a future Foster Youth Resource Center, a coordinator position is requested. Mandates and services related to foster youth are not in place at Mt. SAC due to lack of resources, including lack of dedicated staff and dedicated space. This population has many rights, but they are largely overlooked.	Yes
1 High School Outreach	Increase .475 clerical specialist to 1 FTE	Increase in work load, number of schools being served, number of students being served and numerous activities to assist with, including the 411 Information Sessions and the Information Counter requires a full time support staff position. When outreach specialists are in the community and at high schools, the entire office is uncovered part of the time. The building is open from 7:45 a.m. to 7:00 p.m. and students are frequently greeting at the Information Counter with a "closed" signed due to lack of staffing.	No
2 High School Outreach	2 FTE Outreach Specialists	In 2011, HSO had 5.5 outreach specialists. Currently, there are only 3.5 staff along with a higher demand. (see above) Specialists not only cover high schools and the Information Counter, they also cover the Information Booths to start up the semesters, conduct presentations on financial aid, AB 540/Dream Act, college-going, and other topics to community groups and high schools. Staff frequently represents the college at community fairs and events held in the evenings and weekends. Staff is critical to assisting Financial Aid with Cash For College and Bridge with the Bridge Orientation. In order to assist new students in meeting the requirements under the new Student Success Act, additional positions are critical.	No
1 High School Outreach	Convert .475 outreach specialist to 1 FTE	See above	No

Staffing			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 High School Outreach	Student Hourly Budget	Funds are needed to support the Student Ambassador program and student workers to assist with the Information Counter coverage.	Yes
1 Student Life	1 FTE Student Specialist	Position will provide needed assistance with processing of student discipline cases by providing direct assistance to the Director and the Dean to document meetings, and hearings, compile related documents, and to monitor adherence to due process timelines.	Yes

Facilities Modification			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
2 Arise	Lack of sufficient space to accommodate growing numbers of students seeking service. Lack of sufficient space for staff to work confidentially with students.	Program goals and targets cannot be met due to the restriction in the numbers of students who can have physical access to services, based on the limited facilities. Student and staff privacy and safety is compromised due to insufficient space and lack of a secure facilities design.	Yes X No X Depends on the program
1 Bridge	Classrooms for the English Bridge	Presently, there are no designated classrooms for English Bridge classes. Due to the design of the courses (two 8 week courses in one semester), the time block has presented difficulties in scheduling. Thus the English Bridge effort is not being offered.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 CalWORKs	Increase available office space	Private offices are necessary for counseling and discussing private issues	Yes X <input type="checkbox"/> No <input type="checkbox"/>
3 CalWORKs	Modify entrance to provide better security	Need to provide greater safety for staff and to secure equipment	Yes X <input type="checkbox"/> No <input type="checkbox"/>
1 Career/Transfer	Modify entrance to facilitate better traffic flow	Students currently enter the center with no access or visual of staff.	No
1 Counseling	Two additional counseling offices	There are insufficient offices to house all of the full-time counselors and adjuncts. Permanent, full-time counselors will need to share their offices with adjuncts if no additional offices are secured. In order to meet the demands of the Student Success Act, more counseling sessions will be added, thereby exacerbating the situation.	Yes

Facilities Modification			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 DSPS	Sufficient space for the DHH (Deaf and Hard of Hearing) Program – Bursar Office relocation	80 interpreters work out of one office cubicle. The DHH program at Mt. SAC is the largest in the State of California. One manager, one counselor, two senior interpreters, and staff who coordinate accommodations need sufficient space in order to work with students, coordinate the assignment and oversight of interpreters. Relocation of the Bursar Office is planned and the vacated space would accommodate the needs of the DHH Program while providing privacy and an identifiable and accessible space.	Yes
1 DSPS	Testing Center [shared with LAC]	Many DSPS students are not being accommodated for proctored testing needs during mid-terms and finals (high demand times) due to lack of testing space. The Learning Assistance Center is unable to assist due to a reduction in staff funding. A joint use location would ideally resolve this situation, along with the testing coordinator.	Yes
1 EOPS	Counselor Office Space [shared with CalWORKs]	Creation of two additional, enclosed counseling offices to provide sufficient space for adjunct counselor and CalWORKs Director.	Yes
1 Financial Aid	Lack of workspace for staff	There is no vacant work area in the designated Financial Aid office. With projected growth in student enrollment and subsequent expansion of efforts like the Veterans program and Foster Youth, there will be no work space to enable staff to meet with and serve students as well as to conduct the assigned work.	Yes
1 Financial Aid	Inappropriate configuration of front counter; lack of privacy; ergonomic concerns	The front counter is much higher than the work surface and the height of the chairs employees must sit at. This disparity causes neck and shoulder problems. Additionally, federal regulations require that students' information be kept confidential. Due to the current configuration, sensitive and private conversations are readily overheard by other students.	Yes
3 Financial Aid	Foster Youth Resource Center	Request to establish designated space where foster youth may receive required services and support. At the present time, there is no designated space and there is no identifiable office on campus to direct these students to for assistance. The majority of foster youth are unidentified and therefore are missing out on benefits due to them.	Yes
2 High School Outreach	Signage	There is no signage denoting the High School Outreach office	Yes
2 High School	Additional work space; more privacy	Two work stations have no privacy from the front counter such that the staff cannot complete any of their work without constant interruptions. The staff is	Yes

Facilities Modification			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
Outreach		separated into three different areas and work at cramped and poorly lit work stations.	
3 Student Life	Sound proof walls/windows in offices and meeting rooms	Activities and loud music held in the courtyard of the Student Life Center impair staff and students from conducting business and performing office work. There are no other areas for students to conduct these activities, so the only other option is to increase the ability to have noise reduction in work and meeting spaces.	Yes
2 Student Life	Relocation of Lost and Found to Public Safety	There is insufficient space for Student Life to continue to house the Lost and Found for the campus. Bulky clothing items, equipment, bikes, skateboard, and the like make this move necessary.	Yes

Technology: Equipment, Software, Support			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 ACES	Technical assistance to implement TRIO database system "Blumen".	Blumen is approved by the Department of Education for the annual reporting of TRIO programs.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 Arise	Equipment, software, support to implement an attendance and participation tracking system.	Governmental requirements to track program data by student. Technological solutions are necessary.	Yes X <input type="checkbox"/> No <input type="checkbox"/>
1 Assessment	Computer equipment replacement for office staff	Equipment is outdated and in need of upgrading	Yes X <input type="checkbox"/> No <input type="checkbox"/>
2 Assessment	New testing software	Current testing software has limited capabilities	Yes X <input type="checkbox"/> No <input type="checkbox"/>
1 Bridge	Technical assistance to make the Summer Bridge application an online process	Almost 1500 students apply to the Summer Bridge program annually. At the present time, technology is not being utilized to maximum capacity as the process is manual.	Yes
1 Bridge	Expansion of SARS to the Bridge program	Enable Bridge students to utilize SARS to schedule appointments with designated counselors	Yes
1	Laptop and projector; iPad	Need mobility of technology for events and presentations in various	Yes

Technology: Equipment, Software, Support			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
Career/Transfer		locations – including off-campus	
2 Counseling	Instructional Materials	Counselors are requesting Myers Briggs Testing Instrument (MBTI) and Strong Interest Inventory (SII) for use with students.	No
1 Counseling	Technical Support	Assistance with the implementation of Cynosure – the online orientation and probation intervention system.	Yes
1 Counseling	Programming and Implementation	Early Alert System has yet to be implemented. The planning process spanned five years through the prior Title V grant which ended several years ago. No progress in the implementation has occurred.	Yes
1 DSPS	Piloting of eFiles Case Management System	Collaboration with IT to reassign a DSPS staff member to develop and pilot an e-files case management system using APEX.	No
1 Health Center	Electronic Medical Records (EMR) System-- implementation and related training	Purchase and establish an electronic health records system so that patient will have access to services; provide installation and training to staff	Yes
2 Health Center	6 laptops	Access to computers for providers to use EMR	Yes
1 High School Outreach	2 laptops; 2 projectors 5 iPads	IT has deemed all 5 HSO laptops as unusable and unable to be updated. Laptops and projectors are essential for staff to have when they are conducting presentations at high schools or in the community. Almost all processing and access to information is done electronically through the web page and portal. Not having the availability to demonstrate electronic access to Mt. SAC, make presentations, review requirements for matriculation, staff are highly impaired in their work.	Yes
1 Student Life	Install wireless internet in Student Life Center (9C)	Lack of reliable wi-fi access has not enabled Student Life and the Associated Students to conduct events that are dependent on wireless access. The new program in place to check student payment of the activity fee during events is negated due to lack of access. IT has recommended six access points be purchased with an estimated cost of \$4,620 for hardware and \$2,100 for installation (total \$6,720)	Yes
1 Upward Bound	Assistance in installation and use of BLUMEN database system	The federal government requires that an approved database system be used to collect data and submit electronic report to the	

Technology: Equipment, Software, Support			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
		Department of Education	

Professional Development Training			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
2 Assessment	Banner training specific to needs of the department staff	Current training provided is irrelevant to the needs of the department	Yes <input type="checkbox"/> No <input type="checkbox"/>
1 CalWORKs DSPS EOPS High School Outreach Student Life	Conference and training funding	Attendance at conferences and meetings to be training on regulatory changes, required documentation, process issues, program changes, new developments in the field	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 CalWORKs	Software Training (Access)	Enhance staff's ability to use existing software to improve program processes	Yes X <input type="checkbox"/> No <input type="checkbox"/>
1 Counseling	Planning Retreat for Counselors	Implementation of SB 1456 – the Student Success Act is largely dependent on the planning and implementation activities of counseling. Funding for planning and trainings are essential.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 DSPS	Mandatory training meetings for interpreters and captioners	Because there are no funds to compensate these individuals to participate in mandatory training meetings, 100% attendance is not achievable. Training costs would include compensation and other costs related to hosting the day-long meeting.	Yes
1 High School Outreach	IT training related to ACCESS database	Staff are in need of specific training in order to set up and utilize systems that will allow for the collection and tracking of student participation in various activities as well as report development.	Yes

Research Support			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
2 Assessment	Additional assistance needed for research projects	Required research for SSSP	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 Bridge	Program researcher	The need to develop and implement a long-term research plan. On a yearly basis the success data for Learning Community courses are provided. However, more in-depth analysis has not been available to further research the success factors of FYE programs like Bridge. Federal research groups like MDRC have had a keen interest in the Bridge Program but our inability to provide more in-depth research analysis has negatively impacted our status as a leading college on the national student success scene.	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 Counseling	Program researcher	With the implementation of SB 1456, it is vital that a researcher be assigned to Counseling to assist with MIS data and tracking of student data. The new allocation formula is dependent on accurate data collection. Additionally, assistance with other areas is necessary (Bridge, Aspire, Upward Bound, Career and Transfer, and High School Outreach).	Yes X <input type="checkbox"/> No <input type="checkbox"/>
2 DSPS	Basic Skills Progression Research	In order to fully measure program outcomes, DSPS needs data about the progression of disabled students through basic skills courses.	Yes X <input type="checkbox"/> No <input type="checkbox"/>
1 DSPS	Placement Test Identification and Referral Research	Many students have 'undiscovered' disabilities. Further analyses of testing results may lead to potential detection and subsequent referral for assessment of particular learning disabilities. Assisting students to identify their learning needs is one, positive step toward improving achievement rates and lowering probation and dismissal rates.	Yes
3 Financial Aid	Assistance with assessments	Financial Aid staff are not trained in conducting assessments although they view these as important tools. Due to the large size of their operation, the department needs to constantly assess their efficiency, productivity and effectiveness. Without collecting the right data to study, they will not be able to pinpoint the necessary "pain points" upon which to improve.	Yes
1 High School Outreach	High School Research Reports	High school administrators and board members expect detailed reports regarding the college's outreach efforts with their students and the progress their students are making at Mt. SAC. Assistance in compiling these reports is essential to fulfilling the college's partnership requirements with our local school districts. Additionally,	No

Research Support			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
		these report enable staff to assess their outcomes and effectiveness and develop plans for improvement and change.	

Marketing			
Priority #	Resource (Be specific, but not dollar amount needed)	Justification of need	New request
2 Assessment	Information hand-outs	Need to improve professional look of handouts provided	Yes X <input type="checkbox"/> No <input type="checkbox"/>
2 Counseling	Marketing materials	Increase campus awareness of counseling services	Yes <input type="checkbox"/> No X <input type="checkbox"/>
1 High School Outreach	Mt SAC View Books; Connect 4 Brochures Student Services Guides	Insufficient copies are made available and there is no budget to reproduce. 42 high schools are served as well as in-district outreach, career fairs, tours, etc. Approximately 10,000 potential students are reached annually.	Yes <input type="checkbox"/> No X <input type="checkbox"/>

Other			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
1 DSPS	Access Fund for disabled individuals being served outside of the classroom	When deaf or blind students participate in extra-curricular activities on campus, under ADA, the college is required to provide interpreting and other communications assistance. Additionally, visitors and the general public who participate in activities sponsored by the college must also be provided with accommodations. This fund would cover the extra costs associated with accommodating these individuals.	Yes
2 Health	Office Equipment: copier, LCD monitor	Updated equipment necessary to maintain services to students and to implement health education component.	Yes X <input type="checkbox"/> No <input type="checkbox"/>

Other			
Priority #	Resource (Be specific, but no dollar amount needed)	Justification of need	New request
Center			

VI. FUTURE PLANS

Future Plans	Team Goal #	Department/Division Goal (state the goal)
Admissions and Records: improve the awarding of transfer credits in a more timely fashion by adding a fourth evaluator position. This will also assist in the annual "scribing" that is required with the implementation of DegreeWorks (MAP).	SS-1 SS-7 SS-9	1: Improve the helpfulness and overall usefulness of the campus' degree audit system (MAP) for a broader spectrum of the campus community. 4: Create and sustain effective working relationships both within Student Services and across the campus.
Admissions and Records/International: hire additional staff to follow up with students who apply to ensure they have the information they need and to better coordinate their arrival in the U.S.	SS-1 SS-6 SS-7	n/a
Arise: begin program institutionalization. By 2014-15, the grant will be in its fourth year, with the end of the grant in September of 2016.	SS-6	n/a
Aspire: increase funding and staffing.	SS-1 SS-6	1: Identify a funding source to maintain exemplary, consistent services without the restrictions of Basic Skills funding to ensure all students receive proper support. 2: Secure appropriate staffing in order to provide quality service to our growing student population.

Assessment: further collaboration with High School Outreach and Financial Aid to improve the 411 Information Sessions	SS-1 SS-9	5: Participate in and provide support to the continued development of the 411 sessions
Assessment: continue to conduct research to assure effective placement of students (including the piloting of new prompts and rubric for the AWE).	SS-4	1. Continue to conduct research on the effectiveness of placement tests 2. Conduct research on the effectiveness of multiple measures 4. Implement a new rubric developed and approved by the English and AmLa faculty
Assessment: develop and implement a prep-test effort in collaboration with English and Math departments to assist students in being better prepared to take the placement tests	SS-1 SS-7	6. Develop handout and online information page on pre-testing resources for students
Bridge: Measure the effects of study groups and the long term effects of the Summer Bridge Program. Monitor Summer Bridge students who do not continue with Bridge during their freshman year	SS-4	3. Students will achieve academic success (success in Bridge courses, retention, persistence) 5. To utilize technology and research to better measure student learning outcomes
Bridge: Expand the Summer Bridge Program to 14-15 links	SS-1 SS-3	1. Students will enhance their college experience through participation in the various learning communities offered through the Bridge Program 4. To provide a successful transition to college for new students.
Bridge: Develop a Learning Communities Institute to be offered in 2014	SS-1 SS-5 SS-8	2. Faculty who teach in the Bridge Program will enhance their knowledge of effective practices to enhance student success.
Bridge: Goal to have all Summer Bridge program students develop an educational plan in MAP	SS-1	6. To utilize technology and research to better measure student learning outcomes 4. To provide a successful transition to college for new students.
Career/Transfer: Expand transfer services to include a Transfer Mentor Program, regular and systematic training of counselors and advisors, development of online workshops and online transfer advising/chat	SS-1 SS-2 SS-5	1. Continue to improve tracking and reporting of Career and Transfer Services' student contact, activities and events in order to measure student use of services, satisfaction and learning outcomes. 2. Ensure student, faculty and staff awareness of Career and Transfer services, activities and events 3. Provide students accurate and current information regarding transfer admission requirements to UC and CSU, private and out-of-state universities
Career/Transfer: Restore on-campus recruitment and interviewing by employers	SS-1 SS-2	4. Through one-on-one appointments and workshops with Career Services Job Developers/Employment Specialists, students will develop professional employment acquisition skills including resumes, interviewing skills, and/or connections with employers.

Counseling: Address and implement the Student Success Act—SB 1456		2. Plan to address and implement the stipulations of the Student Success Initiative (SB 1456) which includes tracking students' course of study, educational plan, probation, and the 100-unit limit by Spring 2014. 3. Revise online and in-person orientations: Create a more interactive process that takes student development issues into account 6. The department will coordinate a retreat to discuss the Student Success Initiative (SB 1456) and create committees that will address each component of the initiative.
Counseling: Staffing increase (manager, faculty, staff) to meet state mandates and the growing needs of students and increase the number of counseling offices		1. Hire Associate Dean, Counselors and additional classified staff.
DSPS: Staffing – review the organizational structure and related staffing needs; provide training; explore expansion of Interpreter Mentor Program.	SS-5	4.Keep current in technology, laws, and regulations relating to students with disabilities in higher education
DSPS: Facilities—continue search for additional space, continue careful planning for the High Tech Center and DSPS classrooms in the Student Success Center building, continue to pursue vacating Bursar Office space for DHH, continue to pursue a centralized testing center.	SS-9	5.Maximize efficiency and effectiveness 3.Facilitate acceptance and understanding of students with disabilities
DSPS: Efficiency—piloting and development of an e-files case management system	SS-9	5. Maximize efficiency and effectiveness
DSPS: Student Success—continued efforts to assist students in becoming more responsible in their use of services and being able to advocate for their needs	SS-1 SS-2 SS-8	2.Facilitate students' opportunities to gain knowledge, skills and experiences in order to persist, move forward and succeed
DSPS: Funding—involvement statewide and through professional organization CAPED to lobby for increased funding	SS-9 SS-7	3.Facilitate acceptance and understanding of students with disabilities
EOPS: Continue to request a full time tutoring coordinator position	SS-3	1.Full time Tutoring Position: provide year-round tutoring services for EOPS/CARE students
EOPS: Create a staff and student comprehensive security plan		2.Safe Environment: create a staff/student comprehensive security plan
Financial Aid: Automate Loan Program	SS-9	
Financial Aid: Implement a Financial Literacy Program Campus-wide	SS-1 SS-8	
Financial Aid: Communication Plan to Financial Aid	SS-7	

applicants		
Financial Aid: Implementation of CA Dream Act	SS-1 SS-7	
Health Center: Establishing the satellite Health Center	SS-6 SS-9	1.Establishing a satellite Health Center
Health Center: Increase the use of modern technology for greater efficiency, to improve health education component, to assist students in accessing information through a mobile app, and to improve access to information and student records	SS-3 SS-8 SS-9	2.Increase the use of modern technology
High School Outreach: Hire 2 additional full time specialist		5.Hire two additional full time specialists to accommodate higher demands and responsibilities of HSO
High School Outreach: Work with RIE on an annual, detailed reports		
High School Outreach: Redesign the work space		6. Redesign the HSO Student Services sign so that the department may be found by student visitors to campus. Additionally, redesign the HSO office space so that specialists sitting behind the information counter can have more privacy to complete their HSO related duties.
Student Life: Remodel 9C Council Room and Front Counter to Student Life Office for safety reasons	SS-9	
Student Life: Utilize OmniUpdate to change web pages	SS-9	
Student Life: Complete scanning of all student discipline and grievance files	SS-9	
Upward Bound: Family engagement – implement a parent component	SS-3	3.Identify ways to increase student retention
Upward Bound: Professional development of staff	SS-5	2.Train and assist with professional development of staff

VII. TEAM GOALS

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
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TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
SS-1: Ensure that pathways and services are appropriate, coordinated, available, efficient and well-defined for students to pursue and meet their educational and career goals.	This goal is too broad and needs to be further refined. This goal is clearly being met and addressed by almost every Student Services department. This goal was intended to address access issues and to ensure that our procedures assist rather than hinder students.	
SS-2: Provide avenues through which students can be involved in the campus community.	This goal can be further expanded beyond student involvement in the campus community -perhaps by focusing on increasing student knowledge about requirements and procedures.	
SS-3: Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.	This goal was developed to be the link between the instructional aspects of Student Services and the services aspects. As such, it ends up applying only to specific departments. The inclusion of “continued enrollment in subsequent terms” matches the college’s persistence goal, but the tie to “student learning” does not apply to all departments. Suggest a separate goal related to persistence and perhaps another goal specific to student learning.	
SS-4: Conduct dynamic research to measure outcomes and student success.	This goal remains important to Student Services, but the main reason why it is rarely reported on is that this is an area of needed assistance. Without research support, we are unable to reach this goal. This is well-documented within the Resource section.	
SS-5: Provide opportunities for professional development and technical training to all staff.	This goal remains appropriate.	
SS-6: Exercise inclusive planning processes to make budget decisions and share and distribute resources.	This goal should be removed. It is more of an underlying principle than a particular, strategic goal. As such, it is more aligned with a college goal than a specific division/area goal.	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
SS-7: Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations.	This goal should probably be retained. It is not addressed by all programs/departments due to the differing nature of work. A lot of this work is done through the governance process and is therefore not captured in individual department PIEs.	
SS-8: Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies and regulations.	This goal should probably also be retained. Again, it is not addressed by all programs/departments due to the differing nature of work, but it is nevertheless an important, overall function of Student Services.	
SS-9: Work collaboratively to advocate for technological and infrastructure support to improve services to students	This goal is widely addressed across Student Services but should be rewritten to expand “improve services to students” with “and to maintain regulatory and legal compliance and reporting functions.” Additionally, “infrastructure support” is not understood and should either be clarified or eliminated.	
		A new goal related to “develop and maintain support services and program activities that lead to student success” is probably warranted. This would then cover students’ goal attainment, graduation, transfer, successful course completion, etc.

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
		<p>A new goal related to “work collaboratively with other departments on shared and mutual areas of concern and common areas of service” is warranted as this is an overarching goal for Student Services. The accomplishment cited in the development of Financial Literacy Workshops is key to this - this was developed and implemented by three, NON-Financial Aid programs and will now serve the entire campus while addressing a federal standard as well as a student need.</p>
		<p>A new goal related to meeting and addressing “regulatory and legal compliance through the provision of appropriate and adequate services by trained managers, faculty and staff” is probably warranted due to the high number of programs and departments that are impacted by state and federal laws and guidelines.</p>

VIII. EVALUATION OF PLANNING PROCESS

What suggestions would you offer to improve the planning process for your department?

The Student Services Team spent many hours reviewing our past PIE reports, and reviewing the report formats. After many discussions with campus leaders, including with IEC, we believed we had support to utilize a different format, more suited to our needs. However, apparently that approval was never solidified. Here are the specific comments related to this particular reporting form:

1. **Department/Program Goals:** An improvement would be to integrate the department/program goals with the division goals and with the college goals –especially when addressing accomplishments. This is the only section in which Student Services deviated on the Vice President’s report. Please review our section I-Accomplishments to see how much richer this section is by linking the accomplishments back to the program’s goals, the division’s goals and the college goals. This enables the college to look at the alignment between college goals and division goals and for the division to look at its alignment with its department goals.
2. **Internal and External Conditions/Critical Decisions:** There is still considerable confusion as to what is internal and what is external. The Critical Decisions section should be tied to the reporting of internal or external conditions – then you can easily capture the impact of the condition. There is considerable confusion as to what a critical decision is as well.
3. **Information Analysis (Trends/Information Sources/Impact):** For many, this section was a recapitulation of the internal/external conditions. The Information Sources section does not appear to provide any meaningful information. Perhaps, “impact” can be tied to “critical decisions” which can be tied to internal/external conditions And internal/external conditions can be tied to trends.... In other words combine II and III.

Examples:

Internal Condition or Trend	Impact of Condition or Trend	Critical Decision Caused by Impact (if any)
External Condition or Trend	Impact of Condition or Trend	Critical Decision Caused by Impact (if any)

4. **Outcomes Assessment:** By far the most ineffective aspect of the report. Very difficult to summarize. This section appears to be solely focused on Instruction and is therefore not totally relevant to other areas. This section appears to be more of a questionnaire than a report. Perhaps what would be more helpful is either a tally or examples of departments/programs that have completed through assessment and use of results for SLOs and AUOs. PLOs and GEOs do not pertain to Student Services.
5. **Resources Needed to Achieve Goals:** Probably adding a column to check what year this item was included in PIE for that department. There was no section to address operating costs such as supplies, printing, etc.

Future Plans: This has the potential to be more helpful, especially if tied to III-Information Analysis. In other words, after conditions and trends and impacts have been presented, what does this mean for the future? Perhaps even relocating this section next to III would be helpful. By tying this section to the department’s goals, which is good in and of itself, the problem is that many departments simply made their future plan their goal or vice-versa. Rethinking this section would be a good idea.

IX.ADDITIONAL COMMENTS

In the space below, share any additional comments that may not have been captured within the sections above.

Completing this “exercise” is actually a helpful thing to do as a Vice President. The manner in which it has to be done, the report form, and the structure are still difficult. Narrative summaries would be good and maintaining the Resource Request section as a separate report would be helpful. Reporting and tracking of SLOs/AUOs appears to have fallen off with this revised reporting structure. After completing this, I do not have a good understanding of where the Student Services departments are relative to their SLOs and AUOs. In addition to not knowing how to write SLOs and AUOs, most do not know how to write goals either.

This process needs to be one that can be fully embraced and usable for various departments whose staff are already stretched to the limit and confused about the college’s planning process.

The following is an “Executive Summary” of what I have culled from compiling 17 different PIE reports into one:

- Change is constant – especially in recent years with the massive federal and state changes (external conditions).
- Budget cuts and lack of funding have taken its toll and many programs are under-staffed and unable to meet the needs of their students due to cuts in staffing levels.
 - Some departments have had to make critical decisions to not serve as many students due to inefficiencies in lack of staffing and even lack of facilities.
 - Other departments have reorganized, stopped offering specific services, and have longer wait times for students to receive assistance
- Research continues to be a great need for all areas. In many cases, departments were unable to advance in their SLO/AUO work due to lack of research data (Assessment Results and Use of Results). Outcome measures are very difficult to discern, thus Student Services is handicapped in our ability to demonstrate that the services provided are having direct, positive impact on students’ success.
- There have been significant accomplishments, especially with the various learning communities models implemented between Student Services and Instruction.
- Student Services managers, faculty and staff need further training in goal development and SLOs and an alternative to SLOs for support services areas.
- Space issues and need for facilities modification is a high priority. Student Services was largely left out of the Educational Master Plan related to facilities. As programs have continued to expand and new services have been developed, there is insufficient space, especially confidential space, in which to work with students and to provide students with the support services they need.
- Student Services departments operate as well-oiled machines that operate on a team concept – pulling together for the good of the cause, and working hard to support each other. Despite the challenges, lack of funding, lack of facilities, and the complex nature of the students we serve, progress is being made, excellent services are being provided, and programmatic changes are based on evidence-based analyses.

VIII. ADDENDUM

Team Goals

Team goals were developed by reviewing and summarizing goals articulated at the department/unit level and aligning priorities with resource distribution mechanisms. Each department/division/work unit is part of one of the following 4 teams: Administrative Services, Human Resources, Instruction, or Student Services. Therefore, each unit should indicate where/how its individual goals align with both the College and Team goals that are appropriate to the unit.

Student Services Team

- SS-1. Ensure that pathways and services are appropriate, coordinated, available, efficient and well-defined for students to pursue and meet their educational and career goals.
- SS-2. Provide comprehensive and coordinated services to enable students to reach their goals.
- SS-3. Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.
- SS-4. Conduct dynamic research to measure outcomes and student success.
- SS-5. Provide opportunities for professional development and technical training to all staff.
- SS-6. Exercise inclusive planning processes to make budget decisions and share and distribute resources.
- SS-7. Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations.
- SS-8. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations.
- SS-9. Work collaboratively to advocate for technological and infrastructure support to improve services to students.

Administrative Services Team

- AS-1. Develop a College-wide Sustainability System
- AS-2. Develop Emergency Preparedness Procedures and Provide Training.
- AS-3. Develop and Make Available College Data Information/Reports
- AS-4. Implement Custodial OS1 Program
- AS-5. Develop and Implement Master Planning Facilities/Education/Technology/Utilities
- AS-6. Develop Title 8 written programs and provide employee safety training.
- AS-7. Develop Enterprise Application System Training/ Implementation
- AS-8. Develop Purchasing Card System
- AS-9. Provide Academic/Student Technology Support
- AS-10. Protect Investment in Facilities/Infrastructure
- AS-11. Update Campus building, architectural, and classroom technology standards.
- AS-12. Evaluate/update construction project delivery methods including major capital, small projects, and safety.
- AS-13. Evaluate and implement a maintenance management system.
- AS-14. Expand the use of electronic document imaging to reduce the utilization of paper.

Instruction Team

- IN-1. Enhance communication among and between internal and external stakeholders, including students, faculty, advisory committee members, industry representatives and the general public.
- IN-2. Provide and maintain state-of-the-art instructional technology, equipment, facilities and infrastructure for safety, currency, and effectiveness and to accommodate growth.
- IN-3. Address staffing needs to maintain and enhance delivery of instruction and instructional services (including replacement, growth, and contribution to technical or disciplinary currency.)
- IN-4. Encourage and support participation of instructional personnel in ongoing professional development to improve instruction and service to students.
- IN-5. Update curriculum and expand successful modes of delivery for currency and to improve effectiveness.
- IN-6. Support and expand opportunities for academic enrichment, including provision of guest lecturers, visiting artists, as well as student participation in regional, state, and national competitions and events.
- IN-7. Secure funding to support ongoing operational needs of programs (supplies, accreditation, transportation, travel, etc.).
- IN-8. Encourage and support unit-level participation in planning and evaluation processes including PIE, SLOs, GEOs, and accreditation self-study (to establish a culture of meaningful assessment and documentation for both internal and accreditation purposes).
- IN-9. Expand opportunities for external funding and acquisition of other supporting resources through pursuit of grants and partnerships.
- IN-10. Increase support for basic skills activities that benefit an increasing number of students across the College.
- IN-11. Strengthen the ability to access data on student success and achievement through the development and maintenance of effective instructional support activities and course delivery models.

Human Resources Team

- HR-1. Provide campus-wide training to educate staff on District Policies and Procedures.
- HR-2. Strengthen the district's professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.
- HR-3. Promote a healthy work environment that nurtures personal and professional development.
- HR-4. In accordance with the California Community Colleges State Chancellor's Office new requirements, communicate the Equal Employment Opportunity plan to the campus community. Provide regular and ongoing training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.
- HR-5. Promote the newly proposed wellness program for employees campus-wide.
- HR-6. Provide an Employee Assistance Program (EAP) to assist employees in addressing personal issues which often impact their ability to effectively function in the workplace and to provide education through campus-wide training.

<http://www.mtsac.edu/governance/committees/iec/forms.html>