



## Planning for Institutional Effectiveness

*For 2012-13, all department and unit PIE documentation will be recorded on this form. While this work should be done by each department, how the department/division decides to organize its efforts is up to each area to decide.*

*Please remember that all outcomes assessment work for courses, services, programs and general education outcomes **must** be recorded in **TracDat** (<http://tracdat.mtsac.edu/tracdat/>)*

### Institutional Planning Framework

#### Institutional Mission

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

***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**

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

### **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)

**Contact Person: Mary Johnson, Distance Learning Faculty Coordinator**

**Department: Distance Learning/Online Learning Support Center (OLSC)**

**Phone Ext.: 6369**

## **I. ACCOMPLISHMENTS**

Identify accomplishments from the current academic year and the college goal to which they relate.

| College Goal | Accomplishment(s)  |               |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
|--------------|--|---------------|-----------|---------------|-------------|----|----|-----------|---|---|-------------|---|---|-------------|----|----|-----------|-------------------------|--|
| 2, 5, 12     | <ul style="list-style-type: none"><li>Separated out the required components for Series 1 and Series 2 of Moodlerooms (MR) online training and got approval for an additional 6 hours of Salary Advancement Credit (SAC) for faculty completing Moodlerooms Series 2 online workshops. Rationale: the online version of the LMS training took many more hours than the equivalent in-person workshops. This makes the SAC credit equivalent to the in-person workshops.</li><li>Facilitated various face-to-face trainings on various days/times:<table><tr><td>Term</td><td>Workshops</td><td>Learning Labs</td></tr><tr><td>Summer 2012</td><td>18</td><td>11</td></tr><tr><td>Fall 2012</td><td>7</td><td>6</td></tr><tr><td>Winter 2013</td><td>9</td><td>6</td></tr><tr><td>Spring 2013</td><td>0*</td><td>11</td></tr><tr><td>Online MR</td><td colspan="2">ongoing (28 completers)</td></tr></table><p>*Note: Online workshops replaced face-to-face as face-to-face were not filling well during the semester</p></li><li>Created a Flex Day presentation for Best Practices in DL for both Fall and Spring</li><li>Worked closely with IT Dept. on MR issues on various topics, including Meta/Merge of courses, repository, providing information sooner on upcoming new releases, and support issues related to MR</li><li>Purchased a few copies of Respondus for OLSC for use in helping faculty create quiz and exam content for MR</li></ul> | Term          | Workshops | Learning Labs | Summer 2012 | 18 | 11 | Fall 2012 | 7 | 6 | Winter 2013 | 9 | 6 | Spring 2013 | 0* | 11 | Online MR | ongoing (28 completers) |  |
| Term         | Workshops  | Learning Labs |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
| Summer 2012  | 18   | 11            |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
| Fall 2012    | 7  | 6             |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
| Winter 2013  | 9  | 6             |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
| Spring 2013  | 0*   | 11            |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
| Online MR    | ongoing (28 completers)  |               |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |
| 2, 5, 11, 12 | <ul style="list-style-type: none"><li>Participated in the Educational Master Plan meetings</li><li>Kept current with new regulations as they apply to DL</li><li>Attended monthly DL Coordinator’s webinar meetings facilitated by CCC Chancellor’s Office</li><li>Created and facilitated one Dept. Chair training on DL procedures and policies on 5/16/2013</li><li>Provided input to the PIE process</li><li>Created annual DLC Report of yearly activities for the Academic Senate</li><li>Worked with IT to streamline the Student Evaluation process for DL classes</li></ul>   |               |           |               |             |    |    |           |   |   |             |   |   |             |    |    |           |                         |  |

| College Goal | Accomplishment(s)  |
|--------------|--|
|              | <ul style="list-style-type: none"> <li>Created a new process for Classroom visitations for DL Faculty evaluations. Rationale: Streamlined the process so that faculty evaluators and evaluates can set up visitations without requiring internal setup by LMS Admin.</li> <li>Implemented a revised DL Survey on Regulatory Compliance, sent it out to DL Faculty, reviewed and summarized the results, including an action plan, and posted the summary information on the DLC website</li> <li>Developing a workshop of DL Regulations</li> </ul>  |
| 2,12         | <ul style="list-style-type: none"> <li>Converted Skills and Pedagogy for Online Teaching (SPOT) certification from Blackboard (Bb) to MR</li> <li>Reviewed <b>32</b> DL Amendment forms, including <b>28</b> revised and <b>6</b> new DL courses</li> <li>Verified faculty in the SPOT certification process</li> <li>Completed and approved <b>7</b> SPOT applicants for teaching DL</li> <li>Planned winter and summer bootcamp workshops</li> <li>Redesigned and updated online self-assessment tool for student DL readiness</li> <li>Updated the OLSC website and the MR Community course to share information</li> <li>Improved MR Community to include searchable Frequently Asked Questions (FAQ)</li> <li>Improved MR Community to incorporate it as a resource to support help requests from faculty</li> <li>Reviewed status of number of DL courses, certificates, and degrees to determine need for ACCJC Substantive Change Proposal.</li> </ul> |
| 11           | <ul style="list-style-type: none"> <li>Worked with IT to develop new process for conducting DL Student Evaluations online</li> <li>Informed the campus of important new regulations</li> <li>Sent various email messages and portal messages to faculty on DL issues</li> <li>Facilitated DLDiscussions as a place for DL faculty to discuss current issues</li> <li>Facilitated various listserv message boards, including MRAnnounce, MRUsers, and DLFaculty</li> <li>Facilitated the MR Community course for completers of Moodlerooms workshops</li> <li>Added an option for OLSC, MR, or DL help through the Help Desk Ticketing program</li> <li>Met with Faculty Association (FA) on DL topics associated with the FA Contract</li> <li>Explored web-based secure repository for OLSC work for collaboration and remote access (Quickr)</li> </ul>  |
| 2, 5, 11, 12 | <ul style="list-style-type: none"> <li>DL Master Plan completed and sent to C &amp; I for review</li> <li>DL Master Plan approved by the Academic Senate - June 6, 2013</li> </ul>   |

| College Goal | Accomplishment(s)  |
|--------------|--|
| 2, 4, 8      | <ul style="list-style-type: none"> <li>• Attended the Moodle Moot conference in July, 2012</li> <li>• Attended the OTC Conference in June, 2012</li> </ul> |

## II. INTERNAL AND EXTERNAL CONDITIONS

Consideration of internal and external conditions is the basis of department planning and assessment processes.

**Internal Conditions** - Identify internal conditions that have influenced the department goal-setting process. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition.  
*(Internal conditions can include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.)*

Customization of training provided by Moodlerooms (TRAIN program)  
 Additional Distance Learning sections added due to last minute funding increase  
 Server latency issues, technical Moodlerooms problems affecting performance and enrollment into sections caused staffing to be redirected  
 No Success and Retention data available

**External Conditions** – Identify external conditions that have influenced the department goal-setting process. Please note those with the most significant influence. Consider providing, at the beginning of the condition, a one- or two-word theme that relates to this condition.  
*(External conditions can include disciplinary or regulatory changes, changes in technology or legislative changes, accreditation recommendations, enrollment issues, advisory committee input, etc. Some thematic areas might be regulatory, technology, legislative, accreditation, or advisory committee.)*

Regulatory and accreditation standards impact:

- 1) Higher Education Opportunity Act of 2008 tied institutional compliance with all regulations to eligibility for federal student financial aid, specific to distance learning: authentication, state authorization, accessibility/captioning, distance education vs. correspondence education, credit hour.
- 2) ACCJC's Guide to Evaluating Distance Education (August 2012 version) contains new language and practices to support institutional self evaluation of distance education programs.

Budgetary Constraints by State of California

Moodlerooms backups not available when needed

Moodlerooms servers moved from Texas to Virginia

Moodlerooms updates made without our input for timing cause disruption of our Moodlerooms availability

**Critical Decisions** - Describe any critical decisions your department made this year and the reasons for those decisions.

### III. INFORMATION ANALYSIS

Departments should bolster their planning efforts with information, conduct appropriate analyses, and make supportable conclusions. Report the trends you are seeing in your department, what information you used to determine those trends, and the impact of the trends on your department.

| <b>Trends</b> (e.g., In XXX Department, course success increased by 2.4% and retention rates slipped by 3.5%.)  | <b>Information source(s) used</b> (e.g., Success and Retention Rates of Sp. 2011-Sp. 2012.)  | <b>Impact</b> (e.g., The Department faculty retreat will address issue of increased "W" grades.)   |
|---|--|--|
| <p>Federal regulations on distance education affect the college's eligibility for federal financial aid funds due to the Higher Education Opportunity Act of 2008: e.g., State Authorization, Authentication, Accessibility/captioning.</p> <p>Updated accreditation standard (effective August 2012) for evaluating distance education require evidence of comparable services to students, regular and substantive contact, and academic integrity, to name a few.</p> <p>State Authorization is required for all out-of-state students. Procedures and policies are not completely set up in many states</p> | <ul style="list-style-type: none"> <li>• Higher Education Opportunity Act 2008</li> <li>• ACCJC Guide to Evaluating Distance Education (August 2012)</li> <li>• Monthly DE Coordinator's meetings</li> <li>• WCET/WICHE information and website</li> </ul> | <p>Distance Learning program planning needs to demonstrate systematically the college's regulatory compliance efforts through policies, procedures, contract, and monitoring.</p> <p>The Distance Learning/OLSC team needs to prepare the college's response/evidence to meet accreditation standards on distance education.</p> <p>Authorization issues will require research and procedures to comply. This may also require a recommendation to the Academic Senate regarding student impact.</p> |
| <p>Student success rates in DL classes continue to be lower than in regular or hybrid classes. <b>The success rate in 2012-13 is ???% lower than in 2011-12.</b></p>  | <ul style="list-style-type: none"> <li>• Argos reports on DL student retention and success rates</li> </ul>  | <p>The Distance Learning Plan addresses ways to increase student success. The Distance Learning Plan was approved by Academic Senate, Spring 2013.</p>   |

|   |  |   |
|---|--|---|
| Students do not necessarily self-assess themselves accurately   | Anecdotal comments from various faculty  | Students could be more successful if they were better prepared and aware of the rigors of DL delivery   |
| Budget crisis and timing of new systems implementation constrains the ability to buy software for ensuring academic integrity, such as Respondus or Turnitin.com.<br>We are currently piloting office copies of Respondus in the OLSC<br>We are researching the state's agreement with Turnitin to determine if budget allows us to participate | 2012-13 Adopted Budget<br>State-wide news reports on the state's budget crisis<br>Chancellor's Office communications | Need to complete and review the pilot of Respondus to determine need<br>Need to complete review to determine if budget will allow us to participate |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |

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

The outcomes assessment process is a formal process that seeks to identify how well our students are learning and to use that data to improve curricula, teaching, services, and student achievement.

- **Student Learning Outcomes** (SLOs) are a means to determine what students know, think, feel or do as a result of a given learning experience.
- **Program-Level Outcomes** (PLOs) are a means to determine what students know, think, feel or do as a result of progress towards a degree or certificate.
- **General Education Outcomes** (GEOs) are statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements.
- **Administrative Unit Objective** (AUOs) are statements that concern the fundamental functions of an administrative unit and the resulting services provided to clients.)

|  |
|--|
| In your department, is assessment ongoing and systematic?  |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Not sure <input type="checkbox"/><br>Please Explain:<br>Participant evaluation is collected and reviewed for improvement for faculty development workshops.  |
| In your department, is there ongoing and meaningful dialogue about assessment?   |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Not sure <input type="checkbox"/><br>Please Explain:<br>Evaluate DL POD workshops using techniques such as focus groups, pre- and post-assessments, etc.<br>We did not feel that the current POD evaluation form gave us the information we needed, so we developed our own instrument and deployed it in November of 2012.<br>Results: Out of 55 total respondents, 52 (94.5%) reported that they have used the information learned from a workshop.<br>Use of Results: Share results with the Distance Learning Committee. Discuss the implications for improving future workshops and support materials. Revisit, revise, re-survey to gauge our success. |
| Has your department created a course assessment rotation plan to ensure that all courses / services are assessed systematically?   |
| Yes <input type="checkbox"/> If yes, please forward a copy of your plan to your manager with this document.<br>No <input checked="" type="checkbox"/> If no, please explain:<br>As we only have a single AUO, no rotation plan is needed. We will continue to re-assess this AUO annually.   |
| Does your department need additional help to improve its outcomes assessment work?   |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/><br>Please Explain:   |
| How has the assessment process led to the improvement of curricula, pedagogy or services?  |
| Please Explain:<br>We discovered that we get more valuable and complete information from open-ended questions. We determined that more gradebook and learning lab workshops were desired.  |



## V. RESOURCES NEEDED TO ACHIEVE GOALS

Resources requested should support the achievement of one or more college, team, or department goals. Resource type may be in the following categories:

- Rate Driven Increase
- Instructional Equipment
- Staffing
- Facilities Modification
- Technology: Equipment, Software, or Support
- Professional Development Training
- Research Support
- Marketing

**Note: Any department with an “immediate need” for resources resulting from shortfalls in funding that, unless filled immediately, could cause the program to cease to function should request needed funding using the Immediate Need Request Form following the process identified in the college’s Budget Review and Development Process.**

To justify the resource request, please provide supporting information under “Justification of Need,” such as relationship to college and/or department goal(s), outcomes assessment data, or advisory committee input. Please organize requests by resource type and prioritize the requests within each category.

| Rate Driven Increase |   |                       |  |
|----------------------|---|-----------------------|--|
| Priority #           | Resource<br>(Be specific, but not dollar amount needed) | Justification of need | New request  |
|                      |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                      |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                      |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                      |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| Instructional Equipment |   |                       |  |
|-------------------------|---|-----------------------|--|
| Priority #              | Resource<br>(Be specific, but not dollar amount needed) | Justification of need | New request  |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| Staffing Faculty |   |   |   |
|------------------|---|---|---|
| Priority #       | Resource<br>(Be specific, but not dollar amount needed) | Justification of need   | New request   |
| 1                | Assistant Distance Learning Coordinator                 | As more DL is offered, the assistant position will require more time.<br>Request that the 40% reassigned time be a permanent increase | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
|                  |   |   | Yes <input type="checkbox"/> No <input type="checkbox"/>            |
|                  |   |   | Yes <input type="checkbox"/> No <input type="checkbox"/>            |

| Staffing Staff |   |                               |   |
|----------------|---|-------------------------------|---|
| Priority #     | Resource<br>(Be specific, but not dollar amount needed) | Justification of need         | New request   |
| 1              | Instructional Designer                                  | Needed to expand DL offerings | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 2              | Distance Learning Manager                               | More                          | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
|                |   |                               | Yes <input type="checkbox"/> No <input type="checkbox"/>            |
|                |   |                               | Yes <input type="checkbox"/> No <input type="checkbox"/>            |

| Facilities Modification |   |                       |  |
|-------------------------|---|-----------------------|--|
| Priority #              | Resource<br>(Be specific, but not dollar amount needed) | Justification of need | New request  |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|                         |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| <b>Technology: Equipment, Software, Support</b> |   |  |   |
|---|---|--|---|
| <b>Priority #</b>                               | <b>Resource</b><br>(Be specific, but not dollar amount needed)  | <b>Justification of need</b>   | <b>New request</b>  |
| 1   | Moodlerooms (MR) annual license   | DL and traditional classes need an LMS for authentication and a consistent environment for students          | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 2   | MR TRAIN  | Training materials produced and updated by MR needed to help faculty learn MR and be aware of latest updates | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 4   | Captivate Licenses  | More faculty are requesting help with tutorial video creation  | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 3   | Adobe E-learning Suite, includes Captivate, Flash, Dreamweaver, Photoshop, Acrobat, Presenter, Audition, and Bridge | This software helps OLSC staff to help faculty with multi-media needs  | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 5   | New computers in 6-262, including software for multimedia development   | Current computers are outdated   | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 6   | Video camera, audio/microphone, tripod, lighting  | To equip a room for faculty to use to create videos for classes  | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| <b>Professional Development Training (for OLSC team)</b> |  |   |   |
|--|--|---|---|
| <b>Priority #</b>  | <b>Resource</b><br>(Be specific, but not dollar amount needed) | <b>Justification of need</b>                                | <b>New request</b>  |
| 1  | Online Teaching Conference (OTC)                               | N=10, include OLSC team and other DL faculty                | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 2  | Moodle Moot  | Needed to stay informed of new releases and pedagogy        | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 3  | Webinars that have a cost associated with them                 | Topical issues in DL  | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 4  | Distance Education Journals                                    | Subscriptions – needed to keep abreast of current DL issues | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 5  | Just-in-time topical online training, e.g. Lynda.com           | Training when needed on specific applications needed        | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| <b>Professional Development Training (for faculty)</b> |  |  |   |
|--|--|--|---|
| <b>Priority #</b>                                      | <b>Resource</b><br>(Be specific, but not dollar amount needed) | <b>Justification of need</b>                         | <b>New request</b>  |
| 2  | Offer training for faculty on remote access                    | Office hours, synchronous activities with students   | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 1  | Captioning, how-to   | Captioning required by law                           | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 3  | Just-in-time topical online training, e.g. Lynda.com           | Training when needed on specific applications needed | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
|  |  |  | Yes <input type="checkbox"/> No <input type="checkbox"/>            |

| Research Support |  |   |   |
|------------------|--|---|---|
| Priority #       | Resource<br>(Be specific, but not dollar amount needed)  | Justification of need   | New request   |
| 2                | Review of future survey questions  | Improve survey feedback and information gleaned                             | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 1                | Review and support for student survey and focus groups on design and usability of web page information | Improve student experience accessing web pages and finding specific content | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
|                  |  |   | Yes <input type="checkbox"/> No <input type="checkbox"/>            |
|                  |  |   | Yes <input type="checkbox"/> No <input type="checkbox"/>            |

| Marketing  |  |   |   |
|------------|--|---|---|
| Priority # | Resource<br>(Be specific, but not dollar amount needed)    | Justification of need                                       | New request   |
| 1          | Promote DL ("online classes") links on college's home page | Help students find the DL information needed                | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| 2          | Create and post student testimonials (rotating messages)   | Build student awareness of DL skills and preparation needed | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
|            |  |   | Yes <input type="checkbox"/> No <input type="checkbox"/>            |
|            |  |   | Yes <input type="checkbox"/> No <input type="checkbox"/>            |

| Other      |   |                       |  |
|------------|---|-----------------------|--|
| Priority # | Resource<br>(Be specific, but not dollar amount needed) | Justification of need | New request  |
|            |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|            |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|            |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |
|            |   |                       | Yes <input type="checkbox"/> No <input type="checkbox"/> |

## VI. FUTURE PLANS

Please describe your department's plans for the next 5 years given the current conditions. Please try to list only three to five major planning themes (e.g., staffing, facilities, equipment, etc.) along with a short description of each and the connected department and team goals.

| Future Plans  | Team Goal # | Department Goal (state the goal)   |
|---|-------------|--|
| Review web page for user-friendliness to promote student success (DL faculty and Associated Students focus groups)                        | IN-1        | DL Plan Goal B.2: Increase DL student success and retention rates  |
| Moodlerooms themes (course shell graphic layout, colors, font, navigation)  | IN-1        | DL Plan Goal A.1: Increase the number of faculty using the College's Learning Management System (LMS) to engage students |
| Coordinate online teaching tools workshops with other campus entities   | IN-4        | DL Plan Goal A: Student Engagement   |
| Create training for faculty to use visual and audio materials (e.g. informal quality welcome video clips, lighting, microphone, and room) | IN-2        | DL Plan Goal C: Continue to ensure compliance with DL regulations  |
| Promote student readiness surveys (both technical and study skills)   | IN-1        | DL Plan Goal B.1: Improve student awareness of appropriate readiness for online learning                                 |
| Create Exemplary DL course standards, assessment, and awarding  | IN-4        | DL Plan Goal A.2: Promote faculty use of best practices in teaching DL   |

## VII. EVALUATION OF PLANNING PROCESS

The Institutional Effectiveness Committee is interested in assessing the forms & processes that have been established for the college.

|   |
|---|
| What suggestions would you offer to improve the planning process for your department? |
|   |
| What additional information should the College provide to assist your department?     |
|   |

**THIS REPORT IS DUE TO YOUR DEAN / DIRECTOR BY JUNE 28, 2013**

|   |  |
|---|--|
| <b>June 28, 2013</b>  | Department documentation is completed on this form (remember TracDat must be updated for all SLOs/GEOs for courses and programs [degrees/certificates]); departments notify and share report with the division office or appropriate manager and with all members of the department. Please email a copy to your dean/director and retain a copy for department records.   |
| <b>August 2, 2013</b>   | Deans/managers prepare a manager's summary of PIE, submit to appropriate Vice President, and share with department members.  |
| <b>September 6, 2013</b>  | Vice Presidents prepare a summary of PIE input at the team level, submit to IEC, and share with members of the team.   |
| <b>Fall 2013</b>  | IEC reviews all submitted Vice Presidents' summaries and other related documents, prepares a year-end report to President's Advisory Council on progress made in meeting College goals and recommendations for improvement, and communication is given to the campus that the relevant documents are placed on the web and the next cycle is to begin. President's Advisory Council will review the report and make suggestions and approve recommended changes. |
| If you have questions about PIE, please direct them to Jason Chevalier ( <a href="mailto:jchevalier@mtsac.edu">jchevalier@mtsac.edu</a> ) or <a href="mailto:research@mtsac.edu">research@mtsac.edu</a> |  |

## 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>