

PIE SUMMARY – 2012-13

Planning for Institutional Effectiveness (PIE): College-wide Program Review and Planning Institutional Effectiveness Committee Mt. San Antonio College March 12, 2014

Executive Summary

Mt. San Antonio College's (Mt. SAC's) institutional integrated planning process of 2012-13 is summarized in this document. All sectors of the college participate in a comprehensive planning process, beginning with unit and department plans, moving to divisions and areas, and then to vice president summaries, which are integrated in this Institutional PIE. This model serves as the institutional mechanism for alignment of the college mission and goals, documentation of evaluation processes, and processes for future planning and resource allocation. While the outcome is maximized efficiency and effectiveness, an inclusive integrated planning process assures that the college is working together to best serve our students.

The PIE process is now a regularly established annual mechanism for planning, evaluating, and documenting accomplishments and challenges. Equally important, it also provides the basis for all budget planning and resource allocation. Unit plans were completed by all areas and forwarded to deans and directors. Vice presidents then summarized their division plans, providing the documents to the Institutional Effectiveness Committee (IEC), which coordinates the process. All vice presidents (Administrative Services, Human Resources, Instruction, and Student Services) completed extensive reviews of their divisions, providing IEC with rich qualitative and quantitative information from which to draw the summaries. Resource requests were prioritized at the unit level and again at the division and Vice President levels. Cabinet decisions for budget increases, additional staffing (faculty, staff and management), facilities requests and technology investments were consistent with prioritized PIE requests.

Mt. SAC's commitment to integrated planning is clearly evident in the PIE process. With participation at all levels, the understanding and implementation of good planning principles is well established and infused into the fabric of the college. Each section of this report demonstrates the planning continuum, goal setting, focused on student learning, recognizing the importance of facilities and technology, and reflecting continued evaluation of efforts to improve.

The Annual PIE Summary contains the following actions:

1. Planning Context and Data Trends

Each unit began the PIE process by examining internal and external conditions which impacted its ability to serve students. Internal condition themes included budgetary restraints, staffing levels, technology, facilities and professional development; external themes included economic climate, external policies and collaborative efforts with partners. Throughout this section, the challenge of reduced resources juxtaposed against increased student demand yields a view of a college attempting to maximize efforts to meet student needs.

As units reflected on the year, they identified critical decisions in the areas of technology, budget, student success, and facilities. Instruction developed new transfer degrees to facilitate transfer to the California State University system, with necessary curricular revisions and scheduling changes made to support student completion of the degrees. Human Resources realigned and refocused resources to increase efficiency and refocus support efforts. Student Services worked to maximize its ability to respond to student needs through a combination of reorganizations and reassignments. In some areas, it became necessary to reduce or restrict services due to reduced staffing levels. Administrative Services implemented multiple technological advances to increase efficiency and meet needs across campus. Staffing decisions throughout the college were carefully measured against loss of service and on-going cost accrual.

Units also reviewed the year and identified trends which had significant programmatic impacts; trend areas included technology, fiscal impact, human resources, student support services, policies, instruction, curriculum, grants and facilities. When reading the full document, it is clear that these trends were the precursors to the critical decisions necessary to navigate the year. Increased demand for technology is a common theme along with budgetary shortfalls. Overall reductions in staffing levels and increased student demand for services created difficult decision-making scenarios. The need for grant support and research data remains central to meeting student need. Finally, the constant demand to provide excellent programs and services for students creates ever-present pressure on our facilities.

The use of data, both qualitative and quantitative, to make important decisions is evident throughout this section. Units rely on multiple reports, developed by the Institutional Research Office and Information Technology department. Both departments have worked to respond quickly and thoughtfully to requests for information support growth, resulting in increased reliance on data for decision-making.

2. Alignment and Progress on College Goals

While the units clearly identified internal and external conditions which represent significant challenges, they also achieved great success in meeting the goals set by the college. Accomplishments reflect a unified effort to support students through creative, energetic, and diligent application of personal and institutional energy. The exceptional list of accomplishments includes the following achievements:

- issued \$352 million of bond funds
- managed 31 active grant projects, totaling over \$16 million
- increased student success in learning community programs
- achieved excellence across a spectrum of programs and services
- awarded 1309 certificates in Continuing Education
- earned high competitive honors by CTE students
- increased partnerships with K-12 districts and business community
- increased campus wireless solutions
- developed project management database (Research office)
- implemented Maintenance Management Computer Program
- automated Annual Benefits Statement for employees
- processed 4,456 requests for accommodations by DSP&S
- increased high school outreach throughout the district
- trained faculty on resources available within our Library
- established the Employee Wellness Program
- completed multiple facilities projects, new and refurbishments
- offered program specific orientations for students
- served 17,476 students in Career and Transfer Center

With these many examples of exemplary efforts to serve students, planning remains the tool necessary to maintain these standards of excellence. Thoughtful use of resources and careful evaluation of future trends and past experience yield strong plans for the future, whether the state remains in the current budget crisis or begins to move towards growth. As units articulated future plans, persistent themes again emerged. The need to maximize human and non-human resources in efficient and cost-effective manners is repeated in all division plans. The need for on-going and regular professional development for all members of the college community is echoed throughout. The reorganization of Professional and Organizational Development (POD) speaks to existing need and demonstrates institutional response to this need. The high priority of student success is another repeated theme, with each team responding from the perspective of its individual responsibilities. Space,

its use and re-use, is an ever-present discussion, with evidence of strong response from Facilities. The emergence of customer service as a college focus reiterates the importance of student engagement and the shared responsibility for meeting this need.

3. Student Learning Outcomes (SLOS)

The college is committed to achieving 100% assessment of all course level, program, and general education outcomes. While progress is evident, it is clear that we continue to have work to complete in this area in order to reach full compliance. The work of the Outcomes Committee, lead by the Outcomes Coordinator, has provided strong leadership throughout this process and continues to be of tremendous value to the college.

Division	<u>Student Learning Outcomes</u>		<u>Program Level Outcomes</u>		<u>General Education</u>	
	<u>At Course Level</u>		<u>(degrees and certificates)</u>		<u>Outcomes Courses</u>	
	Completed Review to Use of Results					
Arts	178 of 213	83.57%	21 of 25	84%	21 of 22	95.5%
Business	230 of 263	87.45%	92 of 102	90.2%	14 of 14	100%
Continuing Education	302 of 320	94.38%	45 of 60	75%	n/a	
Humanities & Social Sciences	217 of 269	80.67%	5 of 7	71.43%	138 of 158	87.3%
Kinesiology, Athletics & Dance	151 of 160	94.38%	5 of 7	71.43%	2 of 2	100%
Library & Learning Resources	26 of 26	100%	n/a		n/a	
Natural Sciences	166 of 199	83.42%	21 of 25	84%	49 of 65	75.4%
Student Services	19 of 22	86.36%	n/a		2 of 2	100%
Technology & Health	265 of 279	94.98%	52 of 67	77.61%	3 of 3	100%
College Total	1554 of 1751	88.75%	241 out of 293	82.25%	229 of 266	86.1%

4. Team Goals

Teams reported significant progress towards meeting goals. The Technology Master Plan was reviewed and updated, and 133 training classes were provided by Information Technology. Development and delivery of excellent curriculum, organized to maximize student access to the schedule, remains a focus of Instruction. As teams evaluated progress, they also took time to assess their goals, which, in some cases, resulted in updating goals to more accurately reflect current needs of students. Student Services and Human Resources developed new goals and will report on progress towards meeting those goals in the next annual report. This evidence of on-going assessment and evaluation reflects a strong commitment to sustainable planning processes.

5. Resources

Imbedded in the PIE process is the request for resources, originating at the unit level, prioritized by divisions, and brought forward to Budget Committee and Cabinet. This inclusive process brings the unique needs of multiple units forward to be considered for funding. In addition, this process illuminates needs which may be met through grant funding and Foundation efforts. All requests are summarized here, providing a view of the varied and many needs of the college. This prioritization process is critical as the college strives to allocate diminished resources in the most effective manner to support the many facets of the institution.

6. IEC Recommendations for Improving the PIE process

Throughout the academic year, IEC demonstrated ongoing evaluation of the PIE process as documented by its meeting minutes. As issues were identified, committee members discussed the situations, brainstormed, and identified solutions. It was through this level of collaborative and self-reflective dialogue that IEC assisted the College and its units with student learning assessments and institutional processes. To continue with the evaluation component, each year, the IEC requests and receives feedback via the VP (team) Summaries on process clarity, utility, ease of use, effectiveness of documents and training, etc. All feedback is applied in adjustments for the following year's PIE process. Any feedback that IEC is not able to address is discussed with the appropriate party to allow for clarification and action as appropriate.

Based on the information from the Vice Presidents' summaries, dialogue within IEC meetings, ad hoc feedback from the campus, and the evaluation of the summaries by the IEC, numerous steps for continuing improvement in the ePIE cycle are recommended. These include:

1. Integrate the department/program goals with the division goals and with the college goals - especially when addressing accomplishments
2. Add a column to the resource requests indicating the first year requests were made by the departments
3. Make unit PIEs available during the Fall semester
4. Reorganize/re-number College goals by themes

5. Unit level resource requests should be classified as Critical, Immediate and Future. Only the Critical and Immediate will be reflected on the Manager's PIE
6. Change the timeline for the PIE process

7. Conclusion

The PIE planning process has become embedded in the college culture; all units actively complete their PIE reports. Managers and vice presidents rely on the expertise of employees at the unit and operational levels to bring forward the current and future needs of the college. It is their creative and dedicated response to their role in student success that provides the backbone for this planning document. The connection of PIE planning to budget allocation further serves to reinforce both the importance of planning and the positive outcome of the process – funding. The work of IEC to guide and inform this process remains critical, and its success is evident.

This document reflects the efforts of many and the commitment of all. IEC thanks the campus community for remaining actively committed to a collaborative, inclusive, transparent planning process. Institutional program review and evaluation is a constantly improving effort, and the committee appreciates attention to details, honest feedback, and continuing commitment to quality and excellence.

INTRODUCTION

The purpose of this document is to summarize the College's annual institutional planning processes and to document progress toward achieving College goals. While planning occurs in a variety of contexts at the level of individual programs and initiatives, the Planning for Institutional Effectiveness (PIE) process represents the mechanism by which local efforts are aligned with the College Mission, goals, and institutional processes for resource allocation. Moreover, it provides a tool by which departments and units can systematically examine their functions and outcomes over time in order to improve capacity and effectiveness at the local level. As efforts are documented annually by the individual units through the PIE process, summaries of their goals and results are compiled by Deans, Directors, and Vice Presidents. These collective efforts and outcomes are ultimately reported in one of four Team Summaries (Administrative Services, Human Resources, Instruction, and Student Services). In addition to the Team Summaries, goals and accomplishments are solicited from the various campus committees. Information from the four Team Summaries and the measurement of Strategic Objectives constitute the majority of the input used by the Institutional Effectiveness Committee (IEC) in preparing this annual summary report.

All four Teams completed PIE summaries this year, and their resulting documents clearly demonstrate significant effort and authentic engagement with the PIE process. The level of accomplishments reported attains greater significance given that the campus is involved in a tremendous variety of major challenges occurring simultaneously.

The following sections of this document summarize

1. The planning context and data trends that are influencing planning and effectiveness (as reported by units, managers and teams)
2. Reported alignment of unit and committee goals and accomplishments with College goals
3. Summary of progress on Student Learning Outcomes
4. Team goals that emerged based on priorities expressed by the units. These goals are pivotal in connecting planning to resource allocation requests.
5. Resources identified in connection with planning and evaluation activities
6. IEC's evaluation of the PIE process and recommended changes
7. IEC's recommendations for modification to College Goals

1. Planning Context and Data Trends

A component of the participatory planning process is for each team to identify and review the internal and external conditions that are affecting its environment. **External conditions** 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, enrollment, or advisory committee. **Internal conditions** include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.

Internal Conditions	External Conditions
<p>Budget Restrictions</p> <p>Campus has increased building space without a proportionate increase to custodial and maintenance accounts</p> <p>Reduced Counseling and other Student Services due to lack of categorical funds</p> <p>Reduced technology budgets increases stress on limited Perkins funds</p>	<p>Economic Climate</p> <p>Decline of funding from State</p> <p>Decline of attendance at fee-based events</p> <p>Reduced Federal program budgets such as VTEA</p> <p>Reduction in employment opportunities for students and graduates</p> <p>Increased demand on EOPS without funding to enlarge the program</p> <p>Inadequate availability of skills in the labor market to fill specialized job openings</p> <p>Increased requirements for matching funds with regard to grants</p>
<p>Staffing Levels</p> <p>Many areas, including the Help Desk and Mail Services have an overreliance on student workers</p> <p>Multiple areas including the Arts Division, Counseling, and Risk Management, cite the need for additional managers</p> <p>Demand for expanded services or expanded hours not met due to an inability to fund desired positions</p> <p>Understaffing causes delays in areas, such as Informational Technology, Fiscal Services, Grants, and Student Services</p>	<p>External Policies</p> <p>Federal and State laws have undergone multiple significant changes which require modifications to our local procedures (e.g.: Affordable Care Act, Student Success Act, Kindergarten Readiness Act, Dream Act)</p> <p>Changes to Title 5 regulations require new procedures and processes (e.g.: repeatability, AA-T degrees)</p> <p>Evolving case law prompts consideration of changes to HR policies</p>

Internal Conditions	External Conditions
<p>Technology</p> <p>A significant portion of network infrastructure hardware is aging and losing reliability</p> <p>Captioning mandates are not fully compatible with existing Blu-ray equipment</p> <p>Classroom and office computers have not been replaced at a sustainable rate</p> <p>Additional technology such as inter-lab networking and campus-wide Wi-Fi desirable</p>	<p>Collaboration</p> <p>Some area high schools no longer allowing access to students</p> <p>Industry standards require that current generation facilities and equipment be used</p> <p>Maintaining relationships with outside companies is a challenge, particularly with regard to maintaining adequate clinical sites for health programs</p> <p>Common Core changes at the high school level provide opportunities for consultation and alignment</p>
<p>Facilities</p> <p>Facilities for Student Services and Instructional Services are insufficient. Issues include privacy for confidential issues, monitored/proctored testing, studying and library research space. Limited space remains for the expansion of administrative programs</p> <p>As smaller computer labs close, pressure is placed on remaining labs</p>	
<p>Professional Development</p> <p>IT staff unable to attend Ellucian summit</p> <p>Limited budget to train Fiscal Services and HR staff</p> <p>Implementation of new technologies, software, and reporting systems creates a need for increased training</p> <p>Increased need for training and awareness of HR policies</p> <p>Increased need for awareness of distance learning and other curriculum policies</p> <p>Travel and conference funding largely eliminated resulting in fewer faculty at discipline enhancing events</p>	

Critical Decisions

1. Technology

All divisions are being asked to respond to new scheduling requests, shifting from a pattern of reducing classes to increasing course offerings. This requires creation of refreshed adjunct pools and evaluation of scheduling patterns to promote degree and certificate completion. Increased use of data is reflected in decision-making. New FTES are being allocated based on student completion need rather than being equally distributed across all divisions.

Special Project/Staff Resassignment: A DSP&S 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.

The rise in on-line purchasing and the decline in the number of vendors who accept traditional purchase orders has required the implementation of procurement cards for use in Purchasing and Accounting.

Implemented the Faculty Load and Compensation (FLAC) module in Banner. .This was a coordinated effort between Information Technology, Human Resources and Payroll, which saved many hours of manual data entry.

Expanded the use of online web timesheets. .These timesheets save Payroll from manually keying in leave hours into the payroll system each month.

With the loss of an experienced employee in Risk Management, it was necessary to reclassify the position in order to recruit someone with the skills necessary to accomplish the job.

2. Budgetary

Hiring of an additional research analyst has bolstered Research and Institutional Effectiveness (RIE) ability to support outcomes assessment in achieving SLO proficiency and sustainability. Planning meetings with Student Services will yield RIE support to the Student Services Task Force measures as well. Technology is continuously evaluated for its usefulness to research efforts across campus.

Vacant/unfilled leadership positions.

Revitalization of classification and compensation study.

Emphasis on staff professional development.

Documentation of Human Resources processes (recruitment, compensation, benefits, etc.) Shift priorities from solely focusing on internal transactions to anticipating and developing methods for responding to current and future College-wide needs. Focus on cross training and information sharing.

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.

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.

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.

Amended Criteria for Priority: With over 1200 students applying 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.

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.

Decided to delay the hiring of the Supervisor, Systems and Operations position due to lack of qualified candidates after two unsuccessful recruiting efforts. Hired a professional expert for 90 days (March – June) to develop reports for DegreeWorks (MAP). This was done to capitalize on the momentum of the MAP launch and the expected demand for data from the system as student educational plans were being developed. Collaborated with Disabled Student Services and Research Institutional Effectiveness (RIE) to temporarily reassign two staff members as programmers to develop specific programs for their areas.

An extensive review of options for maintaining the open Box Office Coordinator position while reorganizing the existing staff for efficiency was conducted. After reviewing several models, we determined that the existing positions filled by classified staff could not be organized into different responsibility areas without incurring additional salary costs. As a result, the position was filled as originally classified.

2. Student Success

New AA-T and AS-T degrees were developed and approved in Art History, Communication Studies, English, Geography, History, Music, Political Science, Psychology, Theater Arts, and Mathematics. CI-D alignment was completed in the majority of departments, however some faculty have lingering concerns about unintended consequences. Curricular changes were made to support student success, such as changes in use of lecture and lab space, new course development, and degree/certificate modifications. For example, CIS and Graphic Design restructured their program to meet the needs of employers and transfer institutions.

Continuing Education changed program name to Education for Older Adults (EOA) to more accurately reflect the program's mission. Learning Communities were designed to support student success. Pilot programs will be assessed for further implementation. The Distance Learning Master Plan was developed and approved by the Academic Senate.

The use of SLO and GEO assessment data is informing curricular and pedagogical change across campus.

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.

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.

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.

3. Facilities

Analysis of existing Library space yielded additional seating space and study rooms without facilities renovation. The Library also successfully piloted an on-line reservation system for use of the study rooms.

Redesign Human Resources lobby to improve service flow.

After several years of waiting, a new maintenance management system has been purchased. Implementation is slow due to lack of support, however progress is being made. This system can be the cornerstone of a good preventative maintenance program for our facilities and infrastructure.

1. Summary of Trends and Impacts (2012-13)

Using various sources of information, departments/units were asked to identify the common information trends, the source(s) that provide evidence for the trends, and their impact on area planning. The following is a summary of those trends based on the Vice Presidents' PIE Summaries.

TREND	SOURCE	IMPACT
<u>Technology</u>		
Increased demand for the use of technology outpaces the supply of technological resources & training of employees and students (College Goal #5)	PIE reports IT request forms Student surveys Server Load	Mandated requirements are not being met (e.g., Multiple measures survey for assessment; Early Alert, Case Management). Learning is being compromised for courses that are highly dependent on technology and faculty training on the new technology. Requirements are not being met that students be notified about regulatory changes and the impact on their student standing – especially for Admissions and Records and Financial Aid. There are longer usage times for students to be on computers using class search functions, thereby negatively impacting other students' ability to access computers. Implementation of approved College Policies and Procedures is often not accurate due to limitations of our student information system. There are bottlenecks during registration. There are delays for mandatory implementation of modifications to the student information system from the Solutions Center.

TREND	SOURCE	IMPACT
<u>Fiscal</u>		
Ongoing Budget Shortfalls (College Goal #15)	Cabinet Notes Budget Enrollment reports PIE reports Award letters and allocations from state and federal government General fund, Basic Skills notifications.	Inability to locate additional resources where data indicates need is the greatest (e.g., Agriculture, Art Gallery). Workload reductions led to protracted delays of student program completion and employment. Program budgets have been reduced resulting in fewer staff, 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. Departments have to make critical decisions regarding the services provided, numbers of students served, hours of operations, and activities to be offered/not offered.
Increases in Workers' Compensation Claims Costs (College Goal #15)	Risk Improvement Action Plan	Increased number of and amount of claims costs generally implies that injuries are more severe requiring more medical care and lost work time. Ergonomic education, proper body mechanics, and safe work practices will be the focus of future trainings.
Unable to Keep Up With Increased Maintenance Demands. (College Goal #9)	Maintenance backlog Faculty Engineers News Record, Observed Construction Costs,	Eventual catastrophic failure of essential building systems. Maintenance of student labs becoming difficulty (e.g., Physics) and is a health and safety issue. There is an unmet new Facility's Needs with this increased deferred maintenance backlog.
<u>Human Resources</u>		
Reduced staffing levels (College Goal #16)	Annual department report – Adopted budget Cabinet Notes, Budget Presentations	In order to submit a large number of high-quality grant proposals each year and still maintain a high return-on-investment, the Grants Office needs additional staffing. Running a large Physics science department without a laboratory technician is not sustainable. There is an inability to meet needs for student support throughout the college. The College has inadequate technical support staff in an environment that requires employees with specialized skill sets
Mandated Clery Report (College Goal #9)	Clery Report	Reportable crimes decreased during 2012 – 2013; however, burglary crimes increased by 6%. The education of locking and securing items throughout the campus community will decrease burglary offenses and eliminate property being stolen from students, faculty and staff.

TREND	SOURCE	IMPACT
Lack of Training and Resources on Emergency Preparedness (College Goal #9)	Feedback received at department & staff meetings Review of POD offerings	Emergency preparedness and occupational health and safety areas are affected by the lack of the needed training. Discussion on type of training, delivery method and measuring value or outcome of training will be a goal of the Health & Safety Committee.
<i>Student Support Services</i>		
Higher student demand for services (College Goal #12)	Fall 2011 Student survey Student discipline files & Public Safety reports Argos and Tutorial Services internal reports Online tutoring platform statistics SARS-TRAK Reports RIE BSI data Log sheets from Student Health Center Counseling reports & Referrals Public Safety Reports	Those who are having difficulty delays services to others. There is an inability to appropriately counsel and advise our students who have severe issues. No program for Foster Youth exists. Reduced access to services and limited student success, including in distance learning classes in which even improvement of 2% over the 2008 baseline seems difficult to achieve. There is a need to re-assess business processes related to enrollment, and the manner in which counseling services are provided
<i>Changes in State and Federal Regulations (College Goal #4)</i>	Federal regulations, directives, advisories State regulations, directives, advisories Policy statements and reports	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. Along with their regular work, having to also monitor these ever-changing Administrative Procedures creates a workload issue and the higher potential for regulations not being addressed in a timely manner.

TREND	SOURCE	IMPACT
	Student complaints	
Enhanced Attention to Legal Issues (College Goal #15)	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	Many Student Services departments are beset by legal challenges to the way in which services are provided, students are treated, and procedures are followed. 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. 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 forwarded to Human Resources. 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. Disabled individuals on campus must receive reasonable accommodations in a timely manner, regardless of whether they are registered students and registered with DSP&S.
<u>Policies</u>		
Requirement to Develop New Programs and Policies related to risk assessment (College Goal #9)	Noise Assessment study Identification of respirator use Annual hazardous materials inventory Vehicle Inventory	Recent risk assessments and program audits have identified areas where it is necessary to implement new Title 8 programs and written policies and procedures. Health & Safety Committee will develop and implement programs to ensure College compliance.
Changes in Policies by Other Institutions (College Goal #4)	Directives, letters, policy statements Communication with transfer colleges Student reports and complaints	Increasingly difficult for students to transfer due to ever-changing requirements and procedures from system offices (UC and CSU) and local campuses. The College's state-wide metrics on transfer will continue to be impacted.

TREND	SOURCE	IMPACT
<u>Instruction</u>		
High student demand for classes needed for degree completion or transfer (College Goal #12)	Enrollment Argos Reports Fill Rates	There is a more immediate need to develop efficient technological means to track students' progress toward degree completion and/or transfer. DegreeWorks will help with some components, but programs wish to have technology they can use with their students to encourage their enrollment and to also manage the department's seat offerings to maximize the achievement of this outcome.
Increased attention to student achievement rates (success and retention) (College Goal #2)	Argos, PIE reports, Success and Retention Rates	The Fashion department needs to assess and evaluate its existing courses to consider adding advisories to their classes. Hospitality and Restaurant Management program will evaluate the specific courses with success rates below 80%.
Research: Gaps in available data in student graduate exit survey, Alumni employment rates and workplace performance (College Goal #3)	Analysis of Programs College Budget cuts	Limited knowledge about students' employment rates and workplace performance makes it difficult to keep programs current. Programs have difficulty meeting graduate and alumni tracking requirements from their accrediting bodies.
Research: Increasing importance of data and using data for informing decisions (e.g., completion and transfers) (College Goal #11)	Meetings across campus and division meetings.	Data gathering and interpretation training needs to be effective.

TREND	SOURCE	IMPACT
Research: Engage employees in examining data from college-wide reports (College Goal #11)	The number of and depth of research requests has increased significantly Research has more complex research studies (e.g., multi-year cohort tracking projects) that require the researcher to cross between three different types of data systems (e.g., ICCISDW, Banner/Argos, RDW) to go backward by 10 years)	Employees are tending to use data/information more for decision-making and/or to validate already made decisions. Employees still need guidance on how to re-think their work. Some are focused on the resource that they need and they make that resource central to their issue. What should be central to their issue, however, is what they are trying to achieve (e.g., improved student success) and how the resource (e.g., more full-time faculty) will allow them to achieve their outcome.
Increased number of English as a Second Language (ESL) students (College Goal #7)	ESL Database	There is a need to increase counseling support for younger college-aged ESL students with potentially different learning styles and academic goals than the traditional ESL learners (85% of whom are 25 – 65 years of age). Students are less prepared for credit courses.
<u>Curriculum</u>		
Keeping up with the evolution of the field (College Goal #8)	Requirements such as creating green programs Advisory Committee Minutes	There is increased pressure to adapt/create curriculum, hire faculty with appropriate background, and acquire specialized facilities.
<i>Assessment Tests may be eliminated due to state-wide common assessment test (College Goal #2)</i>	Results of the AWE Assessment reports on placement testing	Student placement in English writing courses may elevate due to the revision of the AWE. Further review of math prerequisites may provide easier pathways for enrollment (e.g., altering the geometry prerequisite for entrance to higher level courses).

TREND	SOURCE	IMPACT
<u>Grants</u>		
Reduction and elimination of many state-funded and privately-funded grant programs (College Goal #1)	Annual department report, number of active grant projects, and number of new proposals submitted	The Grants Office will strive to submit as many new applications as feasible with the current limited staffing while still monitoring active projects for fiscal and programmatic compliance.
<u>Facilities</u>		
Insufficient Space/Facilities (College Goal #9)	PIE reports Facility requests (small projects) Head counts of attendance at major events Sign-in logs Accreditation guidelines/mandates	Staff members do not have the space, privacy, and safety they need to do their jobs. Students have insufficient space to sit and receive services, study, interact with staff, use equipment. The impact is the 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 insufficient space for a banquet and recognition ceremony. On campus Technology and Health programs are forced to use outside contractors for certification of equipment and student workers to provide equipment maintenance.

2. Alignment and Progress on College Goals

<u>College Goal #1 :</u> The college will secure funding that supports exemplary programs and services.	
Examples of Reported Accomplishments	<ul style="list-style-type: none"> Fiscal Services issued a total of \$229 million in general obligation bonds for Measure RR, and \$123 million in current interest refunding bonds for Measure R. Facilities pioneered the use of the Lease/Leaseback construction delivery method in California Community Colleges. Planned and implemented the transition of the Measure RR building program management from a consultant based to in-house

	<p>delivery method. The estimated cost savings are in excess of \$7 Million over the next four years.</p> <ul style="list-style-type: none"> • Grants Office monitored 31 active grant projects for a fiscal year funding level of \$6,157,631 and a total funding level of \$16,548,343. • Grants Office coordinated the development of 12 new applications for a first-year request of \$1,984,665 and a total funding request of \$5,109,665. • ESL & Adult Basic Education increased the WIA II grant award, based on learning performance, to \$984,056. This was an increase of \$131,429 from the prior year. • Continuing Education Division's advocacy efforts successfully amended the Governor's budget proposal so that funding for regular noncredit programs (EOA and others) was retained at current levels. • Contract Education Training net income increased by 157% over the prior year. • The Nursing Department received a 2012-13 Song Brown grant, which funded clinical teaching assistants, faculty conference and travel, Advanced Simulation Technician training, faculty workshops . • Technology and Health Division Programs received \$238,327 in Perkins funds to support equipment, software, and academic support personal and professional development. • Physics' Robotics team raised substantial funds on campus and with Collegewood Elementary School by providing robotics classes to elementary students. • Continuing Education students raised funds resulting in scholarships for four Adult Basic Education students and six ESL students transitioning to Mt. SAC credit programs.
College Goal #2: The college will prepare students for success through the development and support of exemplary programs and services.	
<ul style="list-style-type: none"> • Examples of Reported Accomplishments 	<ul style="list-style-type: none"> • In Upward Bound, 100% of high school seniors passed the CAHSEE, graduated from high school, and were accepted to college for Fall 2012. • 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%)] • 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

	<p>(75%); Math 71 (65%); LERN 48 (73%); LERN 49 (94%); READ 80 (89%)</p> <ul style="list-style-type: none"> • 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%) • Veterans Services implemented Executive Order 13607 – Principals of Excellence for Veterans by developing educational plans for the majority of student-veterans. <p>Athletics program achieved national and statewide conference success:</p> <ul style="list-style-type: none"> • 2012-13 NATYCAA (National Two-Year College Athletic Administrators) Cup Champions for a record third time • 2012-13 NACDA (National Association of Collegiate Directors of Athletics) Learfield Cup - 3rd place finish - Community College Division • 2012-13 South Coast Conference Supremacy Award Winner • Student Athletes received 13 "Athlete of the Year" or other major awards in Baseball, Men's and Women's Basketball, Football, Men's Soccer, Softball, Track and Field, and Wrestling • Men's Soccer, Men's Basketball and Women's Basketball, garnered State championships. All three teams had record breaking years. Men's Soccer earned a fourth straight championship, Women's Basketball won its sixth overall, Men's Basketball won its first title in school history and both Men's and Women's Basketball won championships in the same weekend for the first time in sport history. • Writing Center (WC) programs have resulted in a 20%-40% increase in student success in English and AmLa writing courses. • Forensics Team garnered the national championship (Phi Rho PI) <p>Journalism</p> <ul style="list-style-type: none"> • The College newspaper earned 1 of 3 first place designations for "First in Class" from American Scholastic Press Association • The College magazine earned a national finalist position for Maggie Award, Western Publisher's Association <p>Music-- Chamber Singers:</p> <ul style="list-style-type: none"> • Won three Platinum Medals at the "Xinghai Choral Competition" in Guangzhou, China
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	<ul style="list-style-type: none"> • Performed at the “ACDA national Choral Convention” in Dallas • Music: • Frontline placed fourth at the Reno International Jazz Festival Music • Jazz Band placed first at the Reno International Jazz Festival Music • Singcopation won first place at the “Next Generation Jazz Festival” in Monterey • Won the Downbeat Magazine award for “Outstanding College Performance” <p>Continuing Education certificate awards for 2012-13 total 1,309 for the division, as follows:</p> <ul style="list-style-type: none"> • ESL Certificates (Beginning, Intermediate, Advanced, VESL): 1082 • GED Preparation Certificates: 141 • Adult High School Diploma Graduates: 35 • Basic Skills Certificates: 14 • Basic Skills Career Readiness Certificates: 64 • Noncredit Short-term Voc (Floral, Office Computer Apps-EOA, Electronics): 16 • Noncredit Health (Acute CNA): 21 <ul style="list-style-type: none"> • Physics’ Robotics team competed using firefighting robots at a region competition and took first and third place.

College Goal #3: The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.	
Examples of Reported Accomplishments	<ul style="list-style-type: none"> • AERO Flying team earned top 2 year school trophy at the Regional Safecon for 22nd consecutive year and the safety trophy 5 of last 10 years . • Industrial Design Engineering student earned first place in technical design at the state level <i>Skills USA</i> Competition and moved on the National competition. • Architecture students earned second place in Leading Edge Design Competition, competing against 4 year schools. • Architecture student received a gold medal in <i>Skills USA</i> regional competition and

	<p>moved on to Nationals.</p> <ul style="list-style-type: none"> • Histotechnology Program received glowing praise and was found to have “no deficiencies” in its accreditation site visit this year. • MENT students achieved 100% pass results on Board exams. • AIRT 89.6% of students passed capstone exam with 93%. • Career and Transfer Center assisted 2,128 students with resume development (a 26.5% increase over 2011-12).

<p>College Goal #4: The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.</p>	
<p>Examples of Reported Accomplishments</p>	<p>Partnerships with Educational Institutions:</p> <ul style="list-style-type: none"> • Counseling Department refocused the annual High School Counselors Conference to include discipline dialogues between Math, English, and Reading faculty with high school English and Math department chairs and achieved a 93% satisfaction rating. • Photography provided darkroom education experience to four High Schools resulting in 81 high school students successfully articulating and earning college credit. • Child Development, through the Child Development Workforce Initiative Grant (CDWFI) provided workshops, field trips, and articulation pathways to local area high school students who have an interest in child development • Career and Technology Education expanded transitions and increased articulation agreements with local K-12 and ROPs • Dance Department held annual high school dance day with over 270 students and six schools in attendance. Twelve classes were taught, culminating with the

	<p>Repertory company performing in the Sophia B. Clark Theatre. A “meet and greet” event was held with dance students, alumni and the high school faculty who could potentially provide internship and future employment for students in the Dance Teaching certificate program.</p> <p>Physics:</p> <ul style="list-style-type: none"> • Faculty went to National American Association of Physics Teachers Conference to develop partnerships with other two year colleges. • Faculty served as representatives on developing the national guidelines for two year colleges. • Faculty served on statewide committees to evaluate common course articulation as part of the C-ID program. • Faculty attended statewide engineering articulation meetings. • Faculty participated in grant writing with Cal Poly Pomona. • Faculty placed several other students in “Research Experiences for Undergraduate Students” programs based on contacts at national universities. • Robotics team provided robotics classes to elementary students at Collegewood Elementary School. <p>Technology and Health</p> <ul style="list-style-type: none"> • Technology and Health programs have 61 active articulation agreements with local high schools and 10 with Regional Occupational Programs. <p>Continuing Education:</p> <ul style="list-style-type: none"> • Language and Culture summer camps increased to 860 kids and 52 adults enrolled, representing growth of 125% and 15%, respectively. • ESL and DSP&S developed a collaborative process to place and transition increasing numbers of ESL students with disabilities, provided faculty training by DSP&S counseling faculty, and provided translated information for ESL registration staff for use during the intake process. • ESL and Language Learning Center provided training to the college community and local adult schools through multiple workshops on effective use of technology in education.
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	<p>Agriculture:</p> <ul style="list-style-type: none"> • Faculty worked with the statewide C-ID program for statewide curriculum and AS-T creation at the state level. • Partnership with Western University College of Veterinary Medicine to provide medical care for our animals and experience for their courses. • Agriculture's partnerships with local high school Agricultural programs provides livestock for Future Farmers of America programs, and helps to support local high school Agricultural programs. • Agriculture hosted Agricultural Field Day for Future Farmers of America programs. <p>Partnerships with Business and Industry:</p> <ul style="list-style-type: none"> • Child Development Center expanded opportunities for direct parent participation and decision-making including advisory and planning committees and additional family events. • Computer Information Systems formed a partnership with Kaiser Permanente to provide CIS students job opportunities working for Kaiser's datacenter help desk. • Hospitality Department initiated an internship program at Embassy Suites in Brea. Fifteen students interned to date and three students were hired post internship. <p>Physics:</p> <ul style="list-style-type: none"> • Department brought guest speakers from Boeing, Peterson Associates, Arclyte Technologies, AML Environmental Engineering consultants, Parsons Brinkerhoff, HRL laboratories, RBF Engineering, and UTC Aero Structure Systems. • Faculty participated in mathematical modeling with Eureka Aerospace. • Faculty organized the JPLUS award recipient and mentored their placement in research at JPL. • Faculty organized a lower division research conference for students to present papers and recruited engineers from industry to serve as judges <p>Agriculture:</p> <ul style="list-style-type: none"> • Worked with Inland Valley Humane Society to train their animal control officers in
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	<p>equine handling and restraint.</p> <ul style="list-style-type: none"> • Partnered with Irvine Animal Care Center (City of Irvine Animal Control) to bring in animals for surgical nursing classes while providing care and surgical services for sheltered animals. • Established partnerships with Rainbird, Hunter, PAPA, Eberhardt Equipment, Dave Wilson Nursery, Vermeer, Rainbow Gardens, Monrovia Nursery, Gail Materials, and Inland Empire Regional Composting Facility. <p>Community Partnerships:</p> <p>Earth Sciences Department:</p> <ul style="list-style-type: none"> • Exploratorium, Redinger Sciences Exploration Center, Astronomy Dome, and Meek Exhibits were completed and opened to the public. • Organized Kepler Scholarship Event that was attended by over 150 people from the community and college. • Grand Opening Event of the Astronomy Observation Dome was attended by over 300 guests and NASA Astronaut, Kathryn Thornton. Free monthly public viewing at the Mt. SAC Observatory is now available. • Agriculture Department hosted Farm Day. • Natural Sciences Division supported and participated in the 2nd Annual Debbie Boroch Science Discovery Day. Attendance was improved over the first year and the event was a very successful outreach to younger students in the community. • Continuing Education students from all programs participated in several service learning projects on behalf of food banks, a homeless shelter, a program for abused women and children, and Mt. SAC students and their families who need books.
<p>College Goal #5: The college will utilize and support appropriate technology to enhance educational programs and services.</p>	

<p>Examples of Reported Accomplishments</p>	<p>Counseling:</p> <ul style="list-style-type: none"> • Completed 4,575 educational plans were completed in MAP (DegreeWorks). • Probation interventions (online Student Success Workshop) were completed by 3,223 students. • Implemented online change of major self-service function for students and 1,498 students have updated their majors. <p>Information Technology:</p> <ul style="list-style-type: none"> • Implemented a more comprehensive wireless solution for the Learning Technology Center and Student Services buildings. • Created a database for use by the Research Office for trend analysis. • Addition of several enhancements to the MountieAPP ie., Financial Aid status, faculty class roster with pictures, and GPS. • Assumed responsibility for the Electronic Message Boards and delivered relevant, current communication across campus. • Launched a redesign of the campus website incorporating technology such as RSS feeds. • Collaborated with Student Services in the launch of the Mountie Academic Planner (MAP aka DegreeWorks). • Implementation of the Faculty Load and Compensation (FLAC) module in Banner, which resulted in data entry efficiencies for the Human Resources and Payroll staff. • Trained and added approximately 240 classified, supervisory, and confidential employees to the Web Timesheet System. • Successfully moved the Adjunct Faculty payroll processing date to avoid STRS penalties and interest charges <p>Vocational Programs:</p> <ul style="list-style-type: none"> • Developed and launched a new electronic VTEA/Perkins student survey to track and report on students in CTE programs. • Perkins began an informational website for faculty and industry partners in which the staff continues to update and maintain. <ul style="list-style-type: none"> • Art Gallery's website has been created (artgallery.mtsac.edu) and they continue to obtain material and information to get it up-to-date.
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	<p>Facilities:</p> <ul style="list-style-type: none"> • Purchased Maintenance Management computer program and began training and implementation process. • Evaluated, selected and procured fleet management software to track vehicle maintenance schedules. <p>Human Resources:</p> <ul style="list-style-type: none"> • Automated the Annual Benefits Statement notification process via the Portal. • Automated notice of assignments for all adjunct and FT Faculty Overloads via the Portal. • Automated the Flex Self-Certification for FT Faculty via the Portal. <p>Library and Learning Resources:</p> <ul style="list-style-type: none"> • Expanded library collections and information competency instruction, distance learning courses, and online academic support services. • Mapped library collection to college curricula through three AA-T degrees, new courses, and collections liaison program. Improved access to media with subscription to “Films on Demand” database; in its first subscription year, there were 6,786 views of video resources. <ul style="list-style-type: none"> • Usage of online tutoring for Math and Science (Chemistry and Physics) more than doubled in 2012-13, with 241 sessions (synchronous and asynchronous). • Fine Arts restructured 1B-12 and 1B-1 labs to support traditional and digital modes of instruction. • Child Development Center transitioned to new attendance tracking and payment software to allow for greater detail and accuracy in data collection and reporting <p>Computer Information Systems:</p> <ul style="list-style-type: none"> • Expanded virtual desktops to all CISB 11 and CISB 15 students allowing them to remotely access course software. • Expanded virtualization to all CIS classrooms in Buildings 17 and 28B. <ul style="list-style-type: none"> • Hospitality integrated use of new software in the Hospitality Accounting course. • Fashion added state of the art advanced technology to certain courses and updated
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	<p>curriculum to reflect progress in technology.</p> <ul style="list-style-type: none"> Information Technology, Distance Learning Committee, and Online Learning Support Center (OLSC) successfully implemented Moodlerooms (MR) through its first of three contract years. <p>Earth Sciences & Astronomy:</p> <ul style="list-style-type: none"> Initiated formation of a Research Lab facility housing two infrared spectrometers, a cryogenic vacuum chamber and two goniometers, and associated electronics and computers, all transferred from NASA's Jet Propulsion Lab. Planetarium staff wrote and produced a new planetarium show, "Deep Space: Binocular Astronomy." Planetarium staff added closed captions for the hearing impaired to the planetarium show "Secrets of the Sun". NASA's "ViewSpace" display was added to planetarium lobby "Mars Rover Lander" interactive display was added to planetarium lobby <p>Physics:</p> <ul style="list-style-type: none"> Implemented computational modeling work in introductory engineering physics courses. Faculty use computer based homework systems in most engineering physics courses. Implemented video analysis in most introductory college and engineering physics courses.
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College Goal #6: The college will provide opportunities for increased diversity and equity for all across campus.	
Strategic Objectives	Status
Examples of Reported Accomplishments	<ul style="list-style-type: none"> Student Health Services designed, implemented and provided training for a new program called "Ally" to support the LGBTQ student community <p>Disabled Student Programs & Services:</p> <ul style="list-style-type: none"> Processed 4,456 accommodations requests (19% increase over 2011-12). Provided 6,068 tram rides (17% increase over 2011-12).

	<ul style="list-style-type: none"> • High Tech Center increased in volume to 564 students (8% increase) • Student Services successfully established the International Student Center with • 330 Arise students initiating an application with the program. • Human Resources expanded scope of diversity employee recruitment sources. • Perkins funded a Joint Special Populations Advisory Committee workshop on campus. • Physics' CORE (Center of Robotics Engineering) had an observable impact on the number and success of minority students completing the engineering program based on enrollment in the terminal physics and engineering courses, and the demographics of the CORE program participants.

College Goal #7: The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.	
Examples of Reported Accomplishments	<ul style="list-style-type: none"> • Counseling and High School Outreach collaborated on the development of a new Connect 4 Orientation that was provided to over 1,600 students • Connect 4: 1,792 students completed placement testing with 1,004 (56%) completing testing at Mt. SAC. • High School Outreach: 1,000 students participated in Test Prep sessions at their high schools. • High School Outreach: 1,476 students completed Orientation and Registration and completed an initial (abbreviated) educational plan, 97% of these students successfully registered for classes, and 71% enrolled as full time students. • High School Outreach: 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. • Student Services established business processes and implemented new California Dream Act application process; 571 records were updated

College Goal #8: The college will encourage and support participation in professional development to strengthen programs and services.	
Examples of Reported Accomplishments	<p>Disabled Student Programs & Services:</p> <ul style="list-style-type: none"> • Training on Deaf Culture was completed by 125 Student Services faculty and staff • 16 general campus faculty completed “Accommodating Students with Disabilities in the Classroom” • Video captioning training was completed by 39 faculty and staff • Health Center conducted QPR crisis/suicide training to 55 staff & faculty10 EOPS staff completed a 2-hour student crisis training provided by the Student Health Center • Over 150 faculty, staff, managers participated in the annual Professional Development Day with training provided on topics such as, working with deaf students, and working with students in crisis <p>Human Resources:</p> <ul style="list-style-type: none"> • Initiated the return of Professional and Organizational Development (POD) to Human Resources • Conducted POD survey and assessed the effectiveness of POD offerings • New Employee Welcome (NEW) implemented through POD • New Faculty Association Series implemented through POD • New Global Opportunities Series (Study Abroad) launched through POD • Obtained approval to hire a Manager of Professional Development and Employee Engagement underway to lead POD activities • VTEA Funded training for photography instructors • Moodle Rooms training was completed by 28 faculty complete • Distance Learning regulations compliance training • Department Chairs Workshop, division and department meetings <p>Library and Learning Resources Division:</p> <ul style="list-style-type: none"> • Trained/mentored Adjunct faculty on use of LAC and Library • Trained faculty and staff on the use of new equipment/tools such as new Smartboards, iClickers, Quickr, and WorldCAT Local and WMS tools • Division retreat for faculty and staff on creating effective outcomes, assessments,

	<p>and assessment plans. Feedback from 50 participants indicated the February 2013 retreat was the best one. The retreat planning team was recognized with a Presidential Award.</p> <ul style="list-style-type: none"> • Research and Institutional Effectiveness (RIE) and Information Technology provided cross training for RIE staff on computer programming (SQL) and data base (MS Access) techniques to interact with the multitude of data tables and millions of student data records and how to best use them for cohort tracking projects • Tech and Health Division: 41 of 50 faculty attended professional development to maintain discipline currency and/or improve instruction • Electronics Department chair authored an Electronic Communications text and lab manual published by Pearson and utilized worldwide

College Goal #9: The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.	
Examples of Reported Accomplishments	<p>Facilities:</p> <ul style="list-style-type: none"> • Expanded the use of the OS1 cleaning program to two additional major buildings - Custodial staff scored a 90% on the 2013 OS1 facilities audit. The score establishes the program as an (OS1) Green Certified Program of Excellence for 2013 • Completed water well refurbishment project resulting in savings of approximately 75 acre-ft. of water (15% savings) and approximately \$40,000 per year, net of the power cost to pump the water • Completed Parking Lot M: Added 320 parking spaces that replenished areas that were taken away due to on-going construction projects, slurry sealed and restriped Parking Lot W <p>Presentation and Event Services:</p> <ul style="list-style-type: none"> • Completed the installation of 22 new digital AV systems in the Design Technology Center. • Presentation Services completed the installation of a comprehensive three-screen

	<p>presentation system for the new teaching kitchen in 19B. This system includes a remote controlled high definition video camera that can be focused on different areas in the food preparation area to allow students to observe work in progress from any location in the classroom</p> <ul style="list-style-type: none"> • Event Services fully implemented the Campus Canopy program this year, delivering and safely deploying 414 canopies for events this year <p>Performing Arts Operations</p> <ul style="list-style-type: none"> • Completed the design and implementation of the most comprehensive and state-of-the-art powerful media system on campus for the new Design Technology Assembly Space <p>Employee Wellness:</p> <ul style="list-style-type: none"> • The Insurance Committee recommended the creation of an Employee Wellness Task Force for the purpose of providing programs to employees to support health and well-being, increasing employee morale, decreasing absenteeism and possibly reducing group health rates. • Free access for all employees to the Mt. SAC Exercise and Wellness Center program along with a variety of exercise class offerings such as Zumba and Cardio Dance was offered • Blue Shield and St. Jude Medical Center sponsored a “Top Loser” weight loss program on campus where individual employees and teams competed for a monetary prize. Informational lunch sessions were provided for employees on the topic of nutrition. <p>Business Division:</p> <ul style="list-style-type: none"> • Grand opening of the Interior Design new classroom and faculty offices in the DTC - Design Technology Building • The Kitchen/Foods Lab was redesigned and remodeled <p>Library and Learning Resources:</p> <ul style="list-style-type: none"> • Increased the number of library study rooms by simply consolidating and reorganizing operations. • Improved wireless access • Improved student and faculty access to Division Office <p>Earth Sciences & Astronomy:</p> <ul style="list-style-type: none"> • Astronomy Observation Dome included installation of 16-inch telescope, six 8' inch
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	<p>telescope monopod stations, and astronomy observatory for instruction, public outreach, and research.</p> <ul style="list-style-type: none"> • Installed an official Weather Station outside Bldg. 7; students can access the station and collect all data required by the National Weather Station • Biology established the Southern boundary of the expanded Wildlife Sanctuary by constructing a fence. • Agriculture added a new irrigation system, cactus garden, residential fruit tree demonstration, drought tolerant turf grasses, turf substitutes, and conifer garden as instructional components to the demonstration garden component of the Agriculture Literacy trail.
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College Goal #10: The college will ensure that basic skills development is a major focus in its planning efforts.	
Examples of Reported Accomplishments	<ul style="list-style-type: none"> • Students (N = 34) who enrolled in a 8-week Basic Skills LERN 49 + Math 50 learning community in the same semester had a 97% retention rate in LERN 49, and all students who progressed into Math 50 had a higher success rate compared to non-linked classes. • Basic Skills students who repeated a course and received 90 minutes or more of tutoring are 14% more likely to pass than their counterparts who do not use tutoring. • Students in MATH 51 (N = 38) who received tutoring increased their ability to solve equations by 62%.

College Goal #11: The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.	
Examples of Reported Accomplishments	<ul style="list-style-type: none"> • BP 3440 and BP 5140 Individuals with Disabilities and Students with disabilities, respectively, were approved by the Board of Trustees

	<ul style="list-style-type: none"> • AP 3450, AP 5140, and AP 5142 were approved through the college governance process related to individuals and students with disabilities, captioning, and alternate media • The Health & Safety Committee and Risk Management reviewed and made recommendations on the following policies and procedures: AP 3510 - Workplace Violence; BP/AP 3550 - Drug Free Environment and Drug Prevention; BP 3500 - Campus Safety; BP 3505 - Emergency Response Plan; AP 4300 - Field Trips & Excursions; AP 4350 - Student Travel Guidelines; and AP 6750 - Traffic and Parking Regulations. <p>Physics</p> <ul style="list-style-type: none"> • Increased collaboration between faculty in engineering, electronics, architecture, and the new Industrial Design Engineering program. <p>Agriculture:</p> <ul style="list-style-type: none"> • Worked with the library to develop their collection of agriculture related resources. • Worked with articulation officers to create and update articulation agreements. • Staff attended Facilities Summit meetings • Agriculture provided opportunities for students to compete at the college level in livestock show teams and turf team. <p>Facilities</p> <ul style="list-style-type: none"> • Expanded the scope of the bi-annual “Facilities Summit” meetings to include the in-house construction program management team, and improved the responsiveness to staff input received at the Summit meetings. The Vice President of Instruction was invited to attend the Spring 2013 Summit meeting where she communicated the importance of classified staff involvement in integrated planning activities.

College Goal #12: The college will engage students in activities and programs designed to increase their term-to-term enrollment (i.e.

persistence).

Examples of Reported Accomplishments

- Hospitality students participated in Regional, State, and National SkillsUSA Culinary Arts competition.
- FCS grant on an ongoing basis sent out newsletters on student success and retention
- Library and Learning Resources offered courses in Learning Assistance and Library to be linked especially in emerging programs such as ARISE and ASPIRE
- “Start with Speech” provided supplemental instruction and tutors to learning communities
- Emergency Medical Services improved retention rates by offering pre-courses and expanded orientation
- Nursing used online technology for student support –Kaplan and Med Com
- Chemistry conducted STEM Program for summer research
- Preliminary data shows that 83% of students who attend over 6 hours of Supplemental Instruction sessions are successful in their courses, compared to an average of 73% success overall

Earth Sciences & Astronomy:

- Won an Astronomy Scholarship grant (jointly with CSU San Bernardino) for two students to take part in a summer research internship
- GEOL 99 students presented posters of their research at professional meetings of the American Geophysical Union and the Geological Society of America

Physics:

- Engineering 1 course provides students with a road map to an engineering career and navigating the engineering transfer curriculum
- Engineering faculty spent a significant portion of their office hours acting as academic advisors for engineering students
- Robotic team participates in a VEX competition, which has a full year calendar and engages introductory students
- Robotic team participated in the Robomagellan competition at the national level

	Fire: <ul style="list-style-type: none"> • Piloted program on applied study skills, critical reading English and math and ethics lessons in five of six core courses • Incorporated a Supplemental Instructor into Fire 3, the course generally regarded as the most challenging of the core curriculum
College Goal #13: The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.	
Examples of Reported Accomplishments	<ul style="list-style-type: none"> • Career and Transfer Center: 17,476 student contacts which included personal statement review, tour participation, and appointments with university reps • Thirty of 160 ACES students were accepted to transfer in Fall 2013 • Four new AA-T degrees (GEOG, POLI, Art History, HIST) were established • Child Development studied the pathway child development students take through the program to solve roadblocks to their completion or transfer • Participated in a state-wide Curriculum Alignment Project (CAP) in order to streamline transfer from the community college to the university • Provided transfer workshops and counseling to child development students seeking transfer to a four-year university through the CDWFI grant. • Nursing completed a Fast Track Articulation agreement with CSU Fullerton to allow students to work on upper division course work during intersessions. • Faculty from many departments have been active in the state C-ID process. C-ID descriptors are working for Math and Biology
College Goal #14: The college will utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.	
Examples of Reported Accomplishments	Research and Institutional Effectiveness: <ul style="list-style-type: none"> • Created and saw the finalization of an Administrative Policy (AP) for an Institutional Review Board (IRB); the committee was formed and began discussions on how Mt. SAC would institute an IRB.

	<ul style="list-style-type: none"> • Provided data for federal grant Title III & V Eligibility. The Title V grant was funded and given bonus points for its in-depth summary data and research perspective • Provided research support to Perkins and ARISE research projects to ensure that objectives are being met and collaborative data inquiry is being used <p>Curriculum Committee processed:</p> <ul style="list-style-type: none"> • new courses - 50 • modified courses - 214 • four-year review courses - 352 • inactivations - 85 • new programs - 12 • modified programs -50 • inactivated programs - 4
<p>College Goal #15: The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.</p>	
Examples of Reported Accomplishments	<p>Information Technology:</p> <ul style="list-style-type: none"> • Re-negotiated the Print Shop Xerox hardware contract and saved \$80,000 • Reduced postage costs saving almost \$100,000 • Eliminated unneeded printers and centralization of copying to Print Services • Migrated the payment gateway from Official Payments to Heartland resulting in significant savings of credit card fees • Improved efficiency in departments by virtualizing servers where possible • Improved application deployment by creating standard computer images • Installed new hardware to improve system capacity and responsiveness • Assisted Financial Aid by automating jobs via Appworks and automating the Cal Grant Payment process • Implemented a process to automatically notify faculty of missing grades at the end of a term • Implemented Faculty Load and Compensation Banner module to streamline

	<p>processing in Payroll</p> <p>Facilities:</p> <ul style="list-style-type: none"> • Return To Work program resulted in a decrease of 21 Workers' Compensation absences • Modified and improved the internal lighting control system campus-wide to reduce energy consumption • Developed and implemented new construction progress reports and documentation procedures suitable for distribution across campus and for web based access • Updated boiler equipment across campus to comply with new Southern California Air Quality Management District (AQMD) requirements. • The in-house management of construction work saved over \$100,000 on the project • Implemented automated demand response software allowing for instantaneous reduction in electricity demand during "brown out" situations or as needed to reduce electricity costs. • College Fee Schedule and AP 6700 were revised to retain more of the general events funding for on campus events that do not generate their own revenue. • Performing Arts Operations Department and Presentation Services implemented high efficiency LED based stage lighting in the Design Technology area. PAC Operations also continued the transition to LED based lighting in the Clarke Theater. • Presentation Services continued the installation of Energy Star compliant amplifiers and other audio visual equipment which directly reduces energy consumption by the new hardware, and also substantially reduces heat loads and cooling costs in the buildings in which they are used. • Fiscal Services successfully transitioned the Auxiliary Services Payroll and Accounting Operations. <p>Human Resources:</p> <ul style="list-style-type: none"> • Successfully reduced Equal Opportunity Employment investigation and resolution costs. • Successfully reduced the costs of administering the disability interactive process
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	<p>for District employees.</p> <ul style="list-style-type: none"> Initiated the process of implementing an “on boarding module” in PeopleAdmin which will streamline the new employee hire process. <p>Library and Learning Resources:</p> <ul style="list-style-type: none"> The Learning Lab absorbed increased student usage (16% increase over the previous year) through a more efficient check in and check out process. Used LibCal to automate self-service library study room reservation instead of students waiting at the front counter. Streamlined online implementation of Distance Learning student evaluations to reduce glitches in Distance Learning Classroom Visitation so that faculty have an easier process to set up their online visitations. Streamlined division processes to improve scheduling process, absence and timesheet reporting, and communications between departments and division, so that duties are more clearly delineated among department chairs, classified staff, and managers. Incorporated college and division deadlines into LotusNotes as reminders for efficiency and productivity. Created departmental email addresses such as LLRdivision@mtsac.edu (Library Learning Resource) so that inquirers may have quicker responses from several staff. <p>Miscellaneous</p> <ul style="list-style-type: none"> Child Development Center successfully transitioned to a weekly tuition rate from an hourly tuition rate which resulted in greater accuracy in budget projections and planning. Vocation Programs streamlined the Perkins application process.

College Goal #16: The college will ensure appropriate staffing to maintain necessary services and support critical functions to implement the college mission.

Examples of Reported Accomplishments	<ul style="list-style-type: none"> • Successfully hired and trained a Budget and Accounting Technician and an Account Clerk III. • Temporarily realigned responsibilities of existing full time employees to cover the functions of the Assistant Director, Fiscal Services; Purchasing Manager; Payroll Coordinator; Budget and Accounting Technician; and Purchasing Specialist vacant positions. • A permanent box office coordinator was filled in April 2013, following two extensive recruiting and interview processes • Successfully hired a VP Human Resources • Animation, Photography, GD&I, Radio: Student assistants through VTEA promoting open lab time, mentoring, lab assistance <p>Fine Arts:</p> <ul style="list-style-type: none"> • Hired a replacement faculty for a Fundamentals of Drawing position • Hired replacement Lab Technician • Music hired a replacement Band Director • Photography hired a full-time replacement faculty • Earth Sciences & Astronomy hired an Astronomy Lab Technician with joint funding from the Jim and Eleanor Randall Foundation and Mt. SAC general fund to assist with astronomy classes, the telescope, observatory and planetarium programs
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Planning for the Future

In Mt. SAC's previous PIE Summary, the main issue was the budget crisis. With the improvement in budget, the issues switch to **improved efficiency of operations balanced with growth in human and non-human resources** (College Goals #15, 16). Examples include filling vacant or growth staffing positions in various areas including Information Technology, DSP&S, Counseling, and Human Resources. Other areas have continued to survive without staffing and need to fill new positions due to many reasons (e.g., Grants Department).

Teams are continuing to **maximize efficiency while balancing costs/impact and offering needed services** (College Goals #15, #1). All Teams continue to improve upon programs such as DegreeWorks, payroll direct deposits, timesheets, online budget transfers, IT single sign on, hazardous communication program, Transfer Mentoring Program, automate financial aid loan program, health education, and benefits program.

Teams continue to cite **professional development** as a major planning need (College Goal #8). Training areas of focus include: occupational health and safety, emergency preparedness, various DSP&S and Upward Bound staff training needs, HR Managers' legal training, on demand HR training on multiple topics (e.g., Employee Assistance Program; employee services; benefits; Equal Employment Opportunity, Diversity Awareness and Inclusion; and internal and external HR compliance), maintain currency within professional field (e.g., Business, Nursing), learning outcomes assessment, curriculum review, e-learning technology, and grant writing workshops.

All teams support **student success** in various ways from ensuring healthy and safe facilities to hiring exceptional employees, and to provide outstanding student learning support services (College Goals #2, #14, #10, #12, #13). For future planning, examples of focused areas include: further review of the efficacy of the student placement tests with respect to Disproportionate Impact, pre-test for placement, impact of Bridge study groups, helping students improve efficiency of their use of services, improved curriculum, evaluation of modes of delivery, improved number of students achievements (i.e., degrees, certificates, transfer), evaluation of student learning, and improved services and data reporting accountability related to the Student Success and Support Act.

Again this year, a planning focus on the **physical plant** was mentioned by the Teams (College Goal #9). There is an increased need for **space and reconfiguration of existing space**. Administrative Services is concerned with the increased workload on their staff as a result of new buildings as well as maintaining and growing parking areas. The expanded use of technology across campus means an increased need for repositories related to Measure R and RR. DSP&S needs additional space and careful planning for the High Tech Center. In essence, all Teams are trying to improve their planning related to advocating for technology and using technology more efficiently to support the physical plant.

New this year is the increased focus on **customer service** (College Goal #15). Numerous evaluations are planned to examine current customer service and improve upon it. **Employee Wellness** was another theme that came through this year; the College's new program is working very well and there is a need to investigate and plan for programs related to employee health and wellness (College Goal #15). Some grants were also planning for **institutionalize of their programs** (e.g., ARISE) (College Goal #15). **Team Collaboration** was also evident as Teams planned for future initiatives such as addressing the new Student Success and Support Act (College Goal #11).

3. Summary of Progress on Student Learning Outcomes

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 Objectives (AUOs)** are statements that concern the fundamental functions of an administrative unit and the resulting services provided to clients.)

The following is an overall summary of the outcomes status for the College based on the outcomes reports from August 13, 2013 reports found at <http://www.mtsac.edu/instruction/outcomes/slo/Reports.html>. The data indicates that the College is completing cycles of assessment to and through to determining how to use the results for program improvement purposes. The quality review work of the Outcomes Committee will help areas determine how to improve upon their efforts.

Qualitative Measures (August 13, 2013)

Division	Student Learning Outcomes At Course Level		Program Level Outcomes (degrees and certificates)		General Education Outcomes Courses	
	Completed Review to Use of Results					
Arts	178 of 213	83.57%	21 of 25	84%	21 of 22	95.5%
Business	230 of 263	87.45%	92 of 102	90.2%	14 of 14	100%
Continuing Education	302 of 320	94.38%	45 of 60	75%	n/a	
Humanities & Social Sciences	217 of 269	80.67%	5 of 7	71.43%	138 of 158	87.3%
Kinesiology, Athletics & Dance	151 of 160	94.38%	5 of 7	71.43%	2 of 2	100%
Library & Learning Resources	26 of 26	100%	n/a		n/a	
Natural Sciences	166 of 199	83.42%	21 of 25	84%	49 of 65	75.4%
Student Services	19 of 22	86.36%	n/a		2 of 2	100%
Technology & Health	265 of 279	94.98%	52 of 67	77.61%	3 of 3	100%
College Total	1554 of 1751	88.75%	241 out of 293	82.25%	229 of 266	86.10%

Quantitative Measures

ASSESSMENT: Please describe how your Team is conducting assessment in an ongoing and systematic (i.e., an ordered process with a timeline) manner?

INSTRUCTION

Divisions report that most programs have established systematic processes of assessment for Student Learning Outcomes at the course and program level, as well as general education outcomes. Most programs have established rotation-cycles, many in a three to four year cycle aligned with curriculum, while the CTE programs are including outcomes assessment results as part of annual advisory meetings to monitor and inform program planning. A trend across some divisions is the active inclusion of adjunct faculty members in the assessment and discussion. It is clear that additional funding and an established process be created for including adjunct faculty in SLO conversations, including for those departments that have one to two adjunct faculty who are responsible for creating all of the work.

Exemplars include:

- **Continuing Education Division** states that programs use varying means and multiple measures to assess. All programs collaborate on division-wide surveys of students and employees on an annual basis. The Language Learning Center yearly looks at the statistical results of student surveys as well as attendance and class reservations.
- **Communication Department** has a departmental SLO committee and coordinator who report monthly at department meetings. The outcomes coordinator is their process leader, responsible for becoming educated in outcomes, representing their department campus-wide, maintaining the outcomes portion of their department program review, managing their outcomes rotation plan, and leading outcomes dialogue at department meetings. She works closely with the department chair on program review and facilitates all assessments, including substantial faculty support for part-time faculty.
- **Library and Learning Resources Division** – All areas in the Library and Learning Resources Division (LLR) conduct regular (by semester and/or annually) outcomes assessment on instruction and services provided. Course level SLOs are assessed in a rotation schedule and reflect an alignment with curriculum review/approval timelines. Library instruction workshops and reference desk interactions are assessed for impact on student learning. All services have ongoing LLR Division's annual retreats focus on planning and outcomes assessment; each year's retreat is an improvement over the previous based on suggestions from faculty and staff participants.
- **Natural Sciences Division** reports that while many departments began the process with formulaic assessments in order to meet accreditation standards. Now departments are interested in authentic assessment which will help generate improved success for students. All departments have met accreditation goals.

ASSESSMENT: Please describe how your Team is conducting assessment in an ongoing and systematic (i.e., an ordered process with a timeline) manner?

ADMINISTRATIVE SERVICES

- The Risk Management department receives quarterly and annual reports from its insurance providers for workers' compensation claims, claims filed against the College and property loss claims. Trends are identified and the result may be to implement a new program, process, or procedure to mitigate risk or liability in the future (i.e., recognition of increased costs in workers' compensation program). A form has been created to solicit input from employees concerning unsafe or hazardous working conditions.
- Technical Services, which hosts thousands of events, state that their best form of assessment is successfully meeting the requirements of time sensitive events. For most of the major events that we support, they conduct either an internal review of the event, or a post-mortem with their customers to determine the various successes and failures of the event.
- Public Safety department is constantly assessing policy and procedure in an effort to maintain consistency.

STUDENT SERVICES

Every 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. Every 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.

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

- 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.
- 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.

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

INSTRUCTION

In most division programs, assessment strategies and outcomes discussion take part regularly in department and/or division meetings as agenda items. Departments that have course “committees” for curriculum and SLOs report especially productive discussions.

Exemplars include:

- **ABE** Faculty meetings are monthly or on a semester basis, and ABE program staff include SLO/AUO assessment and evaluation in weekly meetings.
- **Math** and **Physics** have had some very good discussions, which have led to substantive curricular changes.
- **Agriculture**, which must assess frequently to meet CTE standards from its advisory committees, has also had significant success with some of the SLO work that has been completed.
- **EOA** has an annual faculty SLO meeting, including adjunct NTFA pay, as well as semester faculty meetings in which student outcomes are discussed and analyzed, are ongoing and institutionalized.
- **ESL** holds three to four faculty meetings each semester to discuss SLOs, course measurable assessments, midterms/finals and grant-based outcomes called EL Civics. Additionally, faculty have out-of-class assignments to analyze and redesign specific project-based assessments and their accompanying rubrics as well as to review course content. Each year, the program also participates in a program-level SLO that evaluates the extent to which faculty integrate the division’s Student Learning Goals into their daily teaching and learning. The Language Learning Center (LLC) Advisory Committee looks at the statistics and considers the implications, the LLC staff review the statistics and discuss the meaning at a yearly meeting, and language chairs are contacted to discuss ways of improving the survey results.
- The **Honors Program** and **Writing Center** constantly assess their services and draw from data to measure administrative outcomes as well as student success. Both units report that they have ongoing and meaningful dialogue about assessment. The Honors Program states that their Faculty Coordinator is constantly working with faculty to develop an appropriate and viable assessment instrument. They discussed this instrument at their faculty workshop last fall and will continue the discussion this fall. In addition, the Honors Faculty Coordinator has worked diligently with the science and math faculty to develop a realistic rubric for those disciplines using inquiry and analysis as the backbone of the assessment. At the Writing Center, senior staff meetings are used to discuss assessment results and plan programs, trainings, and changes based on these discussions.
- **Library And Learning Resources Division** piloted an assessment plan worksheet to help areas plan all the assessment activities of the division; the dialogue took place at division management meetings and at the division retreat.

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

ADMINISTRATIVE SERVICES

- **Technical Services** state that classified staff drives the vast majority of the changes and innovations regarding operations, as they are on the front line of customer service and they are in the best position to know how they performing. Managers meet with all classified staff on a routine basis to discuss new ideas and approaches for improving our service to customers. Most of our major initiatives, such as the replacement of the box office software system, the move to standards based digital audio transport and the transition to LED lighting have been driven by these internal reviews of processes and procedures.

STUDENT SERVICES

Course assessments are done in only two departments: **DSP&S** 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.

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

INSTRUCTION

All Divisions report that programs are assessing outcomes on a regular basis. Some programs have formal plans that are based on the curriculum review timelines, which was the method suggested at the Division Chairs' meeting, and some departments have plans which have been based on the order that the work had been done previously: for example, those courses with the oldest SLOs are now being revamped. The initial order may have been random. In all cases, the plans will insure that all courses undergo systematic review and updating of SLO and GEO work.

Exemplars include:

- **Technology and Health Division**, which has made significant improvements in the tracking of SLOs. A program-specific grid was developed by Jemma Blake-Judd and is updated and distributed monthly to each department chair. It captures curriculum due dates,

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

planned SLOs assessments and program completion numbers in one handy spot!

STUDENT SERVICES

There is no rotational system to review/assess services, as it is done annually. **DSP&S** and **Counseling** do not have an assessment rotation plan developed.

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

INSTRUCTION

Overall: Divisions indicated that the current resources for improving outcomes assessment are working well. **Research and Institutional Effectiveness**, the **Outcomes Coordinator**, and **Information Technology** were all cited as helpful. There is a need for further training (e.g., authentic assessment, reasonable rotation plan, GEOs, program outcomes, quality assessment review) as well as the need for more resources to include adjunct faculty in the process. When there is only one full-time faculty member in the department, outcomes assessment in a collaborative manner is impossible.

It is challenging to get adjuncts to attend extra meetings due to time constraints, other teaching or work obligations, and lack of financial compensation. There are cases where only adjunct faculty members teach particular courses, and their input is needed in the development of outcomes, the assessment of outcomes and the analysis of results. There is currently no common procedure in place to compensate individual adjunct faculty who develop outcomes, complete assessments or analyze data. It may also be helpful to come up with criteria for funding not only adjuncts for participating in assessment activities, but also where appropriate, students. In departments where assessment remains incomplete, direct feedback and proactive intervention is needed to meet Accreditation Standards.

The **Continuing Education Division**, with 100% adjuncts, continue to need district support for hourly pay of adjuncts for SLO work.

ADMINISTRATIVE SERVICES

Clerical and management support is needed in **Risk Management**, **Technical Services**, and **Facilities Planning and Management** to improve and

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

expand upon the outcomes assessment process. Technology is also a tool which is not being utilized well in **Risk Management** and **Facilities and Planning**. The use of technology for collecting specific type of data will improve upon our ability to track and use data more efficiently.

STUDENT SERVICES

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.

Exemplars include:

<u>INSTRUCTION</u>	
<i>Continuing Education Division</i>	(Curricula) ABE faculty have increased their levels of engagement and participation in course and certificate assessments and review of courses and curriculum. As a result, two new English courses, two new ASVAB courses, and four credit-by-exams have been developed. In addition, ABE staff has refined processes for AD progress policy based on an ongoing assessment of student

	<p>progress. This had led to an increase in courses completed in the Adult Diploma Program. EOA curriculum review and SLO data analyses revealed the need for six new vocational courses and two new certificates, in addition to certificates modified to meet student's needs.</p>
<p>Humanities & Social Sciences Division</p>	<p>(Curricula)</p> <p>American Language - This year, for example, we were able to use the results of our reading SLOs to revamp reading course requirements. Moreover, results from the AmLa 22 Interpersonal Communication SLOs will be used to refine course objectives to (1) reflect increasing speech time length and (2) the need to concentrate on correct grammar for language functions and sentence structures. Similarly, results from the AmLa 24 Idiomatic English SLOs will be used refine course objectives to emphasize the use of idioms in speaking and to include the assessment of speaking in the "Methods of Assessment."</p> <p>Communication - The department added a list of SPCH 1A course-level outcomes and multiple student assessment instruments to the 7th edition of our SPCH 1A workbook/textbook (2012)</p> <p>(Pedagogy)</p> <p>Communication - Assessment Pilots. The department piloted ten different outcome assessment methods and instruments in SPCH 1AH prior to using them widely across all 50 sections of SPCH 1A to make sure they were effective and yielded meaningful results (2010)</p> <p>Start with Speech - The department evaluated the outcomes of the basic public speaking course to determine the appropriateness of the course for a learning community designed for incoming students (Started 2010; also in new Title V Grant).</p> <p>Sign Language - In the more advanced ASL courses assessments have been used to verify improvement achieved by the adjustments in pedagogy. We were able to determine a significant improvement in the production of non-manual grammar (facial expression) was achieved through exemplifying not only the correct production but also the incorrect production. Students got a better handle on how to do it right after seeing it done wrong.</p>

	<p>(Services)</p> <p>Communication - SSSC Outcomes Assessment. Though not mandated (or even requested), the department decided to conduct outcomes assessment in our new tutoring center as a means to understand its utility for students and make improvements to our services.</p> <p>Honors Program - As a result of our student surveys, we have been able to consider new modes of delivery for courses, develop a cycle of course offerings, open discussion with departments where students would like to have more honors opportunities, and develop curriculum in new areas such as literature, business, and foreign language. While we are still in the testing mode for our program SLOs, our program AUOs have led to trying new modes of delivery and our PLOs have provided data that has led to better program planning in terms of course offerings and enrollment management decisions.</p> <p>Writing Center - Workshop presentations have been revamped to better highlight key SLOs. Also, conversations with workshop instructors from other departments have also occurred in order to norm the presentations depending on different faculty members so that outcomes are still adequately addressed. Lackluster DLA success data in the fall of 2012 has also led to a more aggressive, interventionist approach to training tutors for DLAs.</p>
<p>Library & Learning Resources Division</p>	<p>(Curricula)</p> <p>Learning Assistance Department - Reading faculty established a student reflection assignment on their use of vocabulary strategies to strengthen student learning of strategies after analyzing results from vocabulary assessments. Study Techniques faculty developed lessons that explicitly teach students how to implement strategies on gaining locus of control after class assessments on this topic.</p> <p>Library Department - Results from five library workshops show that student learning is better because of focus on fewer concepts as opposed to lessons that cover many concepts and multiple resources. The results were compared with that of customized one-shot sessions and led to the transition from such customized sessions to topical workshops that any librarian can teach and that students from any class may take.</p>

	<p>(Services)</p> <p>Students' feedback on online tutoring in math revealed that their biggest obstacle was not knowing how to use the platform. Staff created step-by-step instructions and screen casts, and it may have contributed to the jump in usage data.</p> <p>A faculty survey results showed 94% used what they learned in the e-learning workshops and informed our plans for additional workshops on Moodlerooms (MR) Grade Book and one-on-one help in MR learning lab.</p> <p>A student survey using flip chart papers on easels for one week in the Library revealed that students' top priorities were quiet and more study rooms. The results informed our facilities plan to repurpose space to increase the number of study rooms and to add tables and chairs in a semi-quiet space, calling it "The Quiet Room" without any construction. The results also confirmed the need to construct a true quiet study room for 50-60 students out of current space; this approved project will begin construction in December 2013.</p>
Natural Sciences Division	<p>(Curricula)</p> <p>Agriculture - both the Horticulture and Animal Science Advisory committees reviewed SLO work to insure that students were being prepared for the jobs that await them. Attention was given to particular areas where students could improve and changes were made to the COR (Course outline of Record) to address concerns raised by the Advisories after reviewing and discussing the assessments.</p> <p>(Services)</p> <p>Physics - SLOs were one of the primary factors in making the choice to move from separate lab and lecture sections of PHSC 7 and 7L to an integrated delivery of lecture and lab and a new course, PHSC 9. Changes in delivery method or pedagogy often are discussed in the wake of valuable assessment.</p> <p>All of our departments use SLO work, and GEO work to make adjustments to courses so that the measurable objectives are met with both the content covered and the delivery or instructional method used. SLOs have verified the value of "hands-on" activities not only in CTE programs, but also in lab sciences, like Physics.</p>

Technology & Health Division	<p>(Pedagogy)</p> <p>Electronics - In the semester following the first SLO for the ELEC 61 course, the instructor implemented the use of results into his course, by increasing the rigor of the final exam project and by allowing more time to complete it. Instead of 75 minutes to complete the project, they were given 150 minutes to complete a slightly more rigorous project during their final exam. The average score of the project was 79%, which was up from 71% the previous semester.</p> <p>Radiologic Technology - Based on results of a previous SLO assessment in RAD, faculty members made a change to course 61A. They had been assessing identification of parts of the x-ray circuitry and found student learning was below set criteria in 2009 & 2010. They decided to spend more time discussing X-ray circuitry during class and added a class assignment on the topic in hopes of increasing student understanding and success on the assessment. As a result of the changes, this year they found there was a significant increase in the results of student assessment: 94 % of students achieved > 85% on the exam in 2013 as compared to 71% in 2009!</p>
<p style="text-align: center;"><u>HUMAN RESOURCES</u></p>	
<p>(Services)</p> <p>When projects are implemented, teams work with end users to develop the detailed specifications for a project. The team also solicits informal internal and external feedback to determine if the project meets the stated needs and requirements. Written signoff is required. This continuous feedback loop with project users is key to ensuring communication flows between the department and the user community. The results have been increased communication, a common understanding of project goals, and more satisfaction with the end result (IT, Facilities).</p>	
<p style="text-align: center;"><u>ADMINISTRATIVE RESOURCES</u></p>	
<p>(Services)</p> <p>Information Technology - we have surveyed our customers about our services and they have indicated that they are happy with the services we provide. The feedback that we receive usually indicates a quality issue in the service and those are addressed as they come up. One service that has been repeatedly requested and we have not been able to provide is expanding the helpdesk hours. We have proposed combining some positions that will allow for this service.</p> <p>Technical Services - through our internal assessment process, we determine the need for new, web based box office software that was successfully implemented during the past year. Through staff based initiatives, we are now working with Fiscal Services to expand the use of our</p>	

new software to include web based student club due payments, freeing fiscal services staff for more important tasks, and we are also expanding the use of this software to facilitate contract use of facility payments via credit card, allowing the more efficient and reliable collection of rental payments.

STUDENT SERVICES

(Curricula)

DSP&S - is reviewing its particular *curricula* to establish new courses that are more aligned to meet the needs of their students.

(Pedagogy)

Bridge and Counseling - work to review their *pedagogy* to incorporate experiential learning, study groups, intrusive counseling, and educational planning.

(Services)

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*.

4. Team Goals

Progress Toward Achieving Team Goals

Based on unit/division-level planning efforts, Vice Presidents were asked to provide a brief analysis of progress and challenges encountered towards meeting Team goals as well as to recommend revisions. Overall, the Teams were able to achieve progress toward many of their goals. For example:

Administrative Services

- **AS5: The Technology Master Plan (TMP)** was reviewed and updated during 2012-13. The TMP was approved by the Information Technology Advisory Committee (ITAC) on June 3, 2013 and presented to President's Advisory Council (PAC) on August 28, 2013. IT is

working with campus constituents and the College budget process to implement the action plan identified in the TMP. The next time the TMP is scheduled to be reviewed and updated is 2014-15.

- **AS7: Information Technology** offered 133 training classes for staff and faculty across campus to learn Banner, Argos, OmniUpdate, Lotus Notes, and other software applications.
- **AS12:** Expanded the scope of the bi-annual “Facilities Summit” meetings to include the in-house construction program management team, and improved the responsiveness to staff input received at the summit meetings. Completed the transition of the Measure RR building program management from a consultant based to in-house delivery method. The estimated cost savings are in excess of \$7 Million over the next four years. Improved quality and customer service are expected outcomes. Pioneered the use of the Lease/Leaseback construction delivery method in California Community Colleges. The expected outcomes are improved quality construction, a significant reduction in construction change orders, greater accountability for contractors, architects, engineers and other service providers, and reduced cost of construction.

Student Services

- **SS1:** The goal is being met by almost every Student Services department. The origin of the goal was to clarify the “Access” or “A” part of our APS model. Programs reported accomplishments related to increase in numbers served for specific services; successful pass rates in defined learning communities; persistence rates.
- **SS2:** This goal was designed to meet the “Participation” aspect as part of our APS model. The two main programs that focus on student involvement are Student Life and International Students. The CCSSE study measures a part of student engagement on campus.
- **SS3:** For the programs that have an instructional component (Bridge, ARISE, ASPIRE, EOPS, DSP&S) this goal is appropriate. The positive impact from learning communities has been clearly documented for Bridge, ARISE and ASPIRE. These programs work closely with instructional units to implement tutors in the classroom, supplemental instruction, tutoring, study groups and follow-up services.
- **SS4:** There is moderate progress in this area, based on the available access to research support. Of data that has been collected, the results have been noteworthy.
- **SS5:** Professional development and technical training has been provided at the individual and department level. Most notably, Student Services meetings and the annual Student Services Professional Development Day provide dedicated time to providing extensive and

uniform training. Depending on budget availability, some staff have been able to attend technical training – especially staff in Financial Aid, International Students, TRiO programs, and Counselor Conferences.

- SS6: These activities and processes take place on a natural basis as part of each department's/program's work, as well as across the division.
- SS7: Routinely, many programs and departments amend procedures, or develop new ones based on the functioning of their departments or on regulatory changes. Compliance is a focal point for many Student Services areas, especially Admissions and Records, Financial Aid, Student Health Services, Student Life, DSP&S, EOPS/CARE, CalWORKs, DSP&S, ARISE and, TRiO programs.
- SS8: Some Student Services areas have focused a lot of their work to meet this goal – DSP&S, Student Life, Financial Aid, Admissions and Records.
- SS9: This goal is a primary concern for almost every Student Services program/department. As a division, Student Services has authored a paper requesting technological assistance and has met with IT. A pilot effort to develop electronic case management between DSP&S and IT will enable all of Student Services to eventually have a more efficient infrastructure to support monitoring and reporting.

Human Resources

The division adopted new goals and will report on progress in the next assessment planning cycle (HR 1 -10).

Instruction

- IN1: The Team continues to improve communication among stakeholders, including students, faculty, staff, advisory committee members, industry representatives, and the general public.
- IN2: Each Division on the Team strives to provide and maintain state-of-the-art instructional technology, equipment, facilities, and infrastructure for safety, currency, effectiveness, and to accommodate growth through careful planning and assessment.
- IN3: Staffing needs are and will continue to be addressed through the PIE process and other existing College-wide processes. All needs are made in an effort to enhance delivery of instruction and instructional services.
- IN4: The Team continues to encourage faculty and staff to participate in ongoing professional development and hopes that these efforts will be enhanced with positive improvements to the College budget.

- IN5: Faculty continue to be encouraged to examine and expand curriculum to meet the needs of our students and to improve overall effectiveness in success and completion.
- IN7: The Team will continue to work collaboratively to secure funding to support the ongoing operational needs of its programs.
- IN8: PIE will continue to be the core of the unit-level planning and evaluation process.
- IN9: The Team continues to explore opportunities for external funding and the development of partnerships especially in CTE areas.
- IN10: The Basic Skills Coordinating Committee continues to provide opportunities for the campus to propose new and innovative ways to improve success for our basic skills students.
- IN11: The Team will continue to use both local and State-wide data to make decisions directly impacting student success and achievement.

Challenges Toward Achieving Team Goals

Many challenges were faced. There was a clear indication that inadequate resources across all departments made it much harder to impossible for Teams to achieve progress toward some of their goals. As such there was a clear need to improve efficiency of programs and services to account for reduced resources available.

Administrative Services

Note: This goal is related to the implementation of the Custodial OS1 Program.

- AS4: Difficult to Implement – Lack of Custodial Staff

Student Services

SS1: With funding cuts, the ability for Student Services to meet this goal was negatively impacted. Services have been curtailed or eliminated; wait times have increased. Concerns continue about the impact on competition for courses on under-represented and under-served students.

SS2: Many Student Services programs are required to document students' participation in their programs, but we do not have a good tool in which to measure student involvement across the campus. This goal needs to be re-thought and potentially embraced as a college-wide goal. One suggestion would be to develop a campus goal for increasing students' knowledge about requirements and procedures.

SS3: 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.

SS4: Progress is greatly inhibited and prevented due to the lack of research staff. Without this support, this goal cannot be met. Concerns related to lack of research support and the subsequent need are clearly documented in the Resource section.

SS5: Some departments have not kept up regular meeting and training schedules due to being short-staffed and due to having a lack of resources.

SS6: No department or program has listed this as a related goal nor have they reported on any specific progress in this area. This goal appears to be more of an underlying principle than a particular, strategic goal. It is an expected function.

SS7: This goal is not addressed by all programs/departments in their PIE reports, but is addressed in the reporting and monitoring done as part of state or federal compliance reporting, audits, annual reports. Some of this work is done through the governance process and is therefore not captured in individual department PIEs.

SS8: This goal has not been addressed by all programs/departments yet this goal is a division-wide goal, essential to the role of Student Services at the college.

SS9: Concerns and frustrations continue with the lack of progress in this area as fully documented in other sections of this PIE. Additionally, the burden of maintaining regulatory and legal compliance needs to be clarified and addressed. “Improving services to students” appears to have been over-looked in our inability to make sufficient progress toward achieving this goal.

Human Resources

No updates due to new goals

Instruction

IN6: As the College budget improves, the Team will continue to provide support for academic enrichment.

Team Goal Changes for 2012-13

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~~ Maintain Enterprise Application System Training/Implementation
- AS-8 Develop Purchasing Card System
- AS-9 ~~Provide~~ Maintain 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—12~~Evaluate and implement a maintenance management system
- ~~AS-14—13~~Expand the use of electronic document imaging to reduce the utilization of paper

Note: AS-4 was described as difficult to implement due to lack of custodial staff

Human Resources Team

- HR -1 Excellence: Develop and maintain human resources professionals' knowledge, skills and competencies in order to effectively assist the College in attracting and retaining a highly qualified and engaged workforce (faculty, managers, and staff), and align HR staffing and service delivery to effectively support College objectives (HR-1).
- HR-2 College-wide Excellence: Develop and maintain College-wide HR knowledge, skills, and collaboration with HR to ensure effective use of HR programs and resources in order to attract and retain a highly qualified and engaged workforce (faculty, managers, and staff).
- HR-3 Employee Benefits Programs and Services that support the needs of College Employees.

- HR-4 Transparency: Ensure effective management of the College's human capital by developing, maintaining, and promulgating relevant and easily accessible College-wide practices and procedures for attracting, retaining and developing a highly qualified and engaged workforce.
- HR-5 Valid and Equitable Classification and Compensation Programs and Practices: Develop and maintain effective compensation strategies to attract and retain a highly qualified and engaged workforce (faculty, staff, and managers).
- HR-6 Professional Development and Employee Engagement: Maintain a highly informed, engaged and effective workforce (faculty, staff, and managers) through promoting professional development opportunities and physical and mental well-being.
- HR-7 Equal Employment Opportunity, Diversity Awareness and Inclusion: Develop and maintain an environment of inclusion, diversity awareness, collaboration, and consensus building amongst the Colleges' diverse workforce.
- HR-8 Compliance: Ensure compliance with all College-wide, as well as other applicable State, Federal, and local Human Resources laws, regulations, and generally accepted best practices within the California Community Colleges.
- HR-9 Positive and Productive Labor-Management Relations: Cultivate a labor relations culture focused on good faith, fair dealing, and accomplishing the mission, goals and values of Mt. SAC.
- HR-10 A High Performance Workforce: Maintain a high performance workforce focused on achieving the goals of the College.

Instruction Team

- IN-1 Enhance communication among ~~and between internal and external~~ stakeholders, including students, faculty, staff, 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 and innovative modes of delivery ~~for currency~~ to remain current 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.~~

New: IN-12. Increase support for student success and achievement through the development and maintenance of instruction, support activities, and enrollment management.

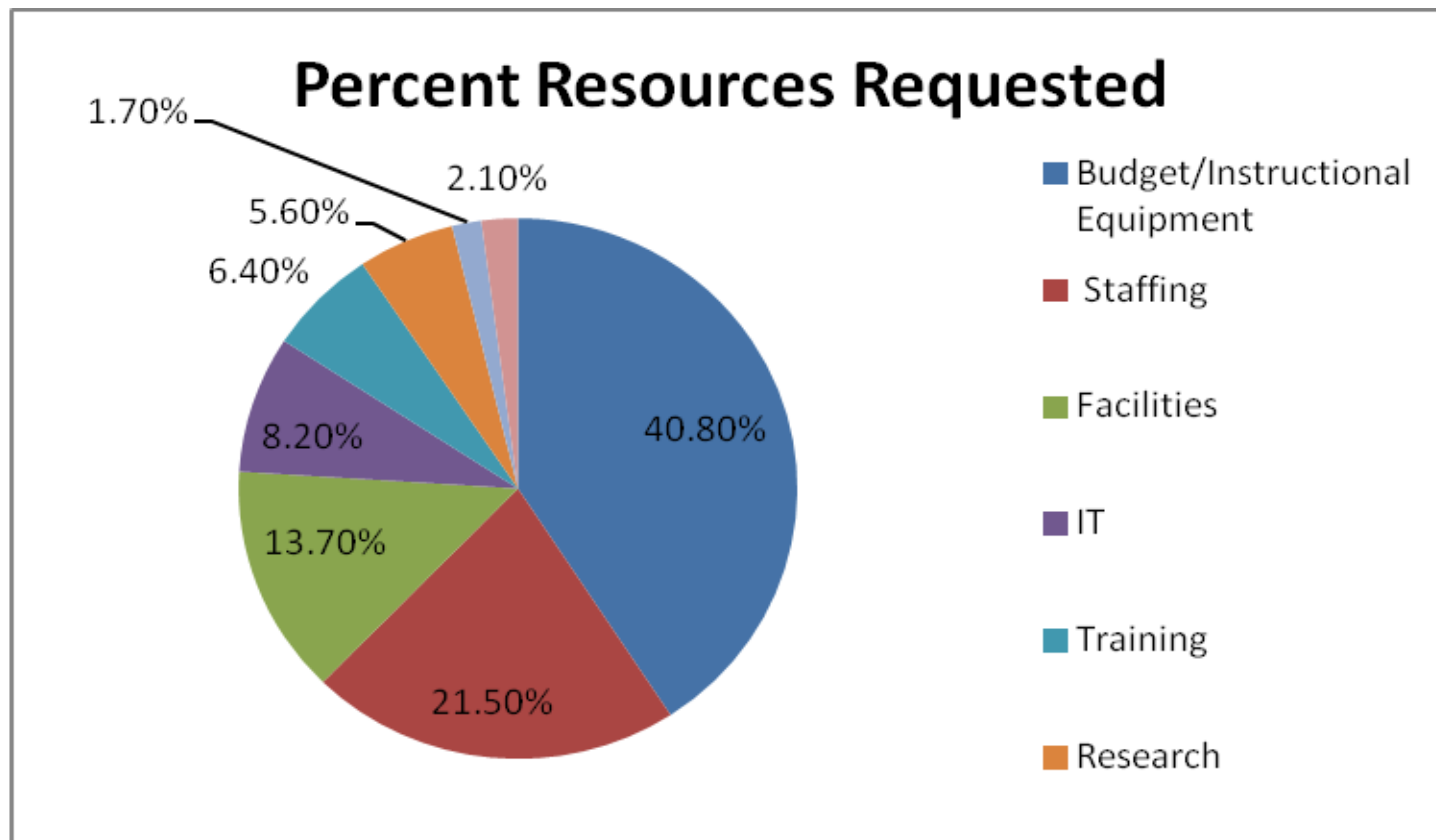
New: IN-13. Establish a culture of collaborative inquiry that promotes meaningful assessment and documentation for both internal and accreditation purposes.

Student Services Team

Subsequent to PIE Process, Student Services met and reviewed all of the team's findings and re-wrote the goals. Progress and challenges are also incorporated in other sections of the report.

5. Resources Identified in Relation to Planning and Evaluation

The IEC members assigned to this task reviewed the resource request summaries that were compiled from the VP PIE summaries. A total of 867 requests were made in the nine categories listed below. Based on these notes, the team created a listing of the major resource categories and identified some major themes within each. The IEC members categorized the resource requests into the following groups:



Rate Driven

Team	Examples
Administrative Services	Funding to renew generator maintenance contract, increase funding for contract security services used to support campus events, computer aided dispatch system for statistical information to assist with Clery mandates of reporting.
Instruction	Increase number of classes, curriculum materials, Adobe campus agreement, possible future college requirement of Division's rental of Sophia Clarke Theatre and Recital hall for events, sports official fees, sports entry fees, modular classrooms, lease agreements, fuel costs.
Student Services	Annual increase in maintenance agreements and service contracts, increase in faculty reader pay, increased costs for bus transportation.
Human Resources	None

Budget/Instructional Equipment

Team	Examples
Administrative Services	Replace six field production tripods on video truck, technology equipment refresh for classrooms and labs.
Instruction	Computers, software, sports equipment, projectors and screens, printers, scanners, desks, Health Care Services equipment, smart boards.
Student Services	Purchase tablets (iPads),
Human Resources	None

Staffing

Team	Examples
Administrative Services	One FTE Custodian for Child Development Center, Manager Occupational Health & Safety.
Instruction	Full time and adjunct faculty, clerical support, hourly tutors, student workers, softball coach, accompanist, part time researchers, faculty accreditation coordinator, learning lab assistant for testing services, Associate Dean for LLR online learning, data base developer, permanent ABE counselor, budget for reassigned time.
Student Services	One FTE Counselor, one FTE Educational Advisor, Test Administration Clerk, Clerical Specialist, Caseworker, Transfer Specialist, Testing Coordinator, Tutorial Coordinator, Financial Aid Specialist, Foster Youth

	Resource Center Coordinator, Outreach Specialist, Student Hourly budget.
Human Resources	Align staffing resources to support department/work group service delivery model (adequate numbers of staff with the appropriate job knowledge and scope of responsibility)

Facilities

Team	Examples
Administrative Services	Parking Lot D asphalt and restriping.
Instruction	Building dedicated to Business Division, upgrade AC's in old buildings, renovation of Studio theatre, refurbish TV studio, modify Gym Building 3 facility, more classroom space in Bldg. 6 renovation, permanent office and student space for EOA program, Building 40 modification for classrooms, new Language Learning Center building/location.
Student Services	Lack of sufficient space, classrooms, better security, better traffic flow, offices, space for the Deaf and Hard of Hearing program, signage, sound proof walls/windows in offices and meeting rooms, relocation of Lost and Found to Public Safety.
Human Resources	Renovation of POD and HR reception area, identify appropriate, private spaces for legally mandated lactation/nursing at multiple locations across the campus.

IT

Team	Examples
Administrative Services	Technology Support for the implementation of the maintenance management system and fleet management system, computer aided dispatch equipment.
Instruction	Computers (iPads), software, video related equipment, AVID server, closed captioning equipment, scoreboard, printers, 3-D scanner, budget for Institutional Review Board training (campus-wide).
Student Services	Technical assistance, equipment software, projector, piloting of eFiles Case Management System, Electronic Medical Records (EMR) System, install wireless internet in Student Life Center (9C).
Human Resources	Financial resources to standardize and automate recurring HR and Professional Development (POD) process, computers for POD.

Training

Team	Examples
Administrative Services	Intermediate and Advanced Excel training, on-going POST training.
Instruction	Consumer related workshops, restoration of Professional Development funds for full-time faculty, online training, instructions for captioning video training, training on new Student Success and Support Act data reporting, funds for Accreditation mandated conferences.
Student Services	Banner training, planning retreat for Counselors, mandatory training meetings for interpreters and captioners, IT training related to database.
Human Resources	Funding for professional development opportunities for Human Resources, Benefits, and Professional and Organizational Development (POD) staff.

Research support

Team	Examples
Administrative Services	None
Instruction	Track Nutrition/Food Science/Dietetics transfer, accurate numbers relating to completion, employment survey, research on student success and persistence, SLO Researcher, assessment of aggregate tutoring resources on campus.
Student Services	Program researcher, Basic Skills progression research, placement test identification and referral research.
Human Resources	Employee engagement, satisfaction, and needs assessment survey.

Marketing

Team	Examples
Administrative Services	Continue to supply information to students, faculty and staff about public safety information.
Instruction	Banners for advertisements, public relations for small programs, publishing 2D animation and gaming books, promotional materials, scoreboard with advertising panels, team media guides, marketing resources for special events, online tutoring and distance learning readiness survey links, student testimonials, communicate success of non-credit students.
Student Services	Marketing materials, Mt. SAC View books, Connect 4 Brochures Student Services Guides.
Human Resources	Branding and systematic communication.

Other

Team	Examples
Administrative Services	Contract dispatch services with Cal Poly Pomona.
Instruction	Hospitality and Honorarium funds, replace DVD's with closed captioned DVD's, piano tuning services, full field tarp, assistance with video productions, institutionalize funding for BSI tutors and tutors in the classroom, repair and upgrades of machinery in various Technology and Health programs.
Student Services	Access fund for disabled individuals being served outside of the classroom.
Human Resources	Physical space and supplies, contracted instructors, financial resources for providing services for students, applicants, employees, visitors, guests, and other seeking disability accommodations, financial resources for third party investigations of EEO issues, funding of contractors/vendors for updating the College.

6. IEC Recommendations for Improving PIE Process

The following are the questions that the Vice Presidents (VPs) answered about the PIE process. Their responses are based on what their managers stated in their Managers' PIEs as well as their own experiences completing the VP PIE document. Managers' PIEs are based on their experiences with PIE as well as their unit/departments' experiences.

1. What suggestion can you offer to improve the VP Summary?

Student Services

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.

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.

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...

Outcomes Assessment: By far the most ineffective aspect of the report. It is 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.

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.

Administrative Services

N/A

Human Resources

Focus Human Resources’ (HR services, benefits, EEO, professional development) goals and objectives that impact College-wide success, in addition to conducting an internal needs assessment.

Provide the ability to revise/adjust team goals early in the process – on the form, and then to tie resource requests to those goals. Ask that strategies and outcomes be identified for each goal to make the goals tangible and realizable.

Instruction

No changes should be allowed to this process after August 1 of each year. Chairs need time to review and understand the process and then implement throughout the year. Begin the process in the fall semester

Document Structure/Content:

This form is infinitely superior to the TracDAT approach to PIE. This is a document that is workable and wieldable. A question is whether the needs requests are only reviewed by the division (and then digested for the next level of management), or whether some of them, such as marketing, facilities management, and research, will be reviewed by—and perhaps prioritized within their own calendars—by the relevant departments. A strong case could be made for some elements of extractable reporting to relevant departments on campus since not all resource requests are grantable by, or the sole purview of, the relevant division.

Process Support:

It would also be helpful to have workshops or trainings for newer chairs or faculty members working on PIE documents, and to provide examples of completed PIE reports.

Business Division

Child Development: We would suggest exploring improvements in the ease of use of this form. It does not allow any editing changes, for example in "External Conditions" I was forced to use bold print and could not change this, and throughout the form no additional cells can be created if one should need to do so

CIS: This PIE form should be made available early in the school year so that the chairs can use it to "log" needs and requirements as they become evident during the year. The form should also contain specific examples for each section. The form should not change often. Some sections of the form should be easily expanded or should permit chairs to add more sections.

ID: When starting the process for class scheduling so far in advance we are not able to implement lessons learned from the current semester.

FASH: Offer the department an idea (annually) of how much funding will go into making the improvements listed by each department. Offer the College a TRANSPARENT process whereby everyone knows what type of funding will be prioritized.

Bus Division: Doesn't really address division needs and doesn't address divisional process. Need the e-PIE process to split all sixteen college goals into chunks and then each year we focus on one chunk. This would make it more manageable.

We would like to start the process during the fall semester.

Kinesiology, Athletics & Dance Division

A review of possible options with schedule and deadlines for documents.

Library & Learning Resources Division

Having 16 college goals organized under major themes is helpful. I think we need to decide if the managers' and VP summaries should be organized under these broad themes and/or under each of the 16 goals. I have included both so that my VP can see two "slices" of my division's work because each provides a useful perspective.

Also, please bring back a listing of college goals by goal number since we're expected to align our report with specific goal numbers. Please consider using letters or numbers to identify the college themes and goals under each theme for identification/reference purposes and explicitly stating that the sequencing using letters or numbers does not indicate order of importance. It is distracting and time consuming to keep looking through the scrambled college goals under each theme to pick out ones that apply to our activities. College goals can be a separate document with a link to it on an easily identifiable location on the college website.

The instructions under each section of PIE are instructive in guiding how we should think about presenting our information and how we should strengthen our planning process. Specifically, thinking about accomplishments from what resources we got is a hard habit for people to break. I do assert that it is legitimate to talk about garnering resources as an accomplishment in terms of evidence of resource allocation based on planning and assessment for outcomes. While that's potentially adding yet another page to this form, I see having a "close the loop" section with three to five examples of how our planning ties to resource allocation as a crucial gap to address.

Section VI Future Plans should go before Section V Resources Needed to Achieve Goals. To me, Future Plans reflect our department or division goals, and to carry them out, resources are needed. Having the Resources section last also helps for us to locate on our PIE summary when it comes time to prioritize the lists based on funding source.

Section VI Future Plans' instructions ask planner to list three to five major planning themes, but the examples of themes are focused on resources to get, not on the College's planning agenda, e.g., specific themes under Educational Master Plan, Student Success Plan, Distance

Learning Plan, etc. I think this section is an important opportunity to direct attention to goals we need to achieve, not resources we need to get.

Natural Sciences Division

Most importantly - there is no place to state the current year's department goals. There should be a place to list the yearly departmental goals at the beginning of this document, right after the Accomplishments section and before the Internal/External Conditions (which may prevent us from reaching those goals). Please add a table for the Departmental Goals.

Another major issue is the length of the resource requests. Because, "if it isn't in PIE, you may not get funded," Departments list of resources needed is exhaustive. It would be more practical to be able to summarize for the VP what the nature and scope of the requests are, but leave the details in the Department PIE, and have that "count" towards meeting the obligation to include the request in PIE.

Also, make the form available, or keep the format compatible with previous year. That way, PIE can be a year round process and not an end of the year burden.

2. What additional information should the College provide to assist your Team?

Student Services

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.

Hire more staff. Many of the programs are under-staffed and unable to meet the needs of their students due to cuts in staffing levels.

More research data needed (Assessment Results and Use of Results)

Administrative Services

N/A

Human Resources

N/A

Instruction

Arts Division

Comprehensive reports and training for the chair and lead faculty. Increase access to Argos by program leads, for those departments with more than one program such that separate PIE reports must be prepared.

The College should continue to share the overall college vision, goal projections, and any forecasted changes in order for our department to stay aligned with its goals. We would like to see the college give our department the freedom to define its own way of measuring success. (ie, Student Completion rates, transfer rates, jobbing out, testing out, portfolio completion, and interning).

Business Division

If the form changes, the training to fill out the form should happen in Fall semester, not three weeks before the deadline.

Easily accessible and accurate reporting with lists and explanations of what reports exist and how to apply the information.

Provide faculty with a centralized database or website that includes the type of data or statistics that the college seems to want us faculty to include in this report in section III (Information Analysis). Argos is one option, but it's not very user friendly and it has some limitations. Update the Enrollment and Research Reports on the RIE website, some of the data listed is pretty old. It would be helpful to have updated data on that section of the site.

Make e-Pie a two-way-process. We write these reports every year and we hardly ever hear back from anyone about them. I think it would be appropriate for the managers and administrators who receive this report to make it a habit of contacting every department to discuss our e-PIE reports and communicate how some of our needs will be address, what kind of support will be provided, and what requests may or cannot get fulfilled and what plans the college has of making these resources available.

Provide transparency as to how PIE funding is allocated with justifications, rational, etc.

Natural Sciences Division

A dedicated non-faculty person to enter info into TracDat. Provide a standardized SLO Report form that departments can use to submit their reports to this person.

Library & Learning Resources

Consider putting all planning documents under a simple webpage called “College Planning” under which all plans and forms could reside instead of the current locations which requires knowledge about the organizational structure to find the documents. For example, employees would have to know that Institutional Effectiveness Committee is responsible for PIE to know where on the college webpage to find the instructions and forms.

Another example: employees would have to know that Educational Master Plan falls under Instruction Office, Student Success Plan falls under Student Services, Distance Learning Plan falls under Distance Learning Committee, etc.

The locked PIE summary form is helpful for the most part. However, there are funky problems like if you change something in the subject heading of a table, then you cannot individualize it again if you want to separate out the section. Example: for “Staffing” table, we wanted to separate out a table for each category, “Staffing – Faculty,” “Staffing – Classified,” and “Staffing – Manager”. After I put “Faculty” in the header row, that word “Faculty” appeared in every other grayed out header row I copied and pasted to make a new table. Also, the fact that I am writing suggestions not to the question “What additional information should the college provide to assist your area?” anything beyond #1 got placed in an “headless” part of this table, but there’s no way to move items #2 and #3 in this textbox to the right place.

IEC Plan for Improving the PIE Process

1. Integrate the department/program goals with the division goals and with the college goals - especially when addressing accomplishments.
2. Add a column to the resource requests indicating the first year requests were made by the departments.
3. Make unit PIEs available during the Fall semester.
4. Reorganize/re-number College goals by themes.
5. Unit level resource requests should be classified as Critical, Immediate and Future. Only the Critical and Immediate will be reflected on the Manager's PIE.
6. Change the timeline for the PIE process.