Mt. San Antonio College Planning for Institutional Effectiveness (PIE)

Department/Unit:	Office Technology Dept.	Division:	Business & Econ. Development	
Contact:	Beverly Crespo	Ext: 4613	Email:	bcrespo@mtsac.edu
Dean/Supervisor:	Margie Chitwood	Ext. 4600	Email:	mchitwoo@mtsac.edu

Note: Departments with multiple disciplines and/or programs may submit additional PIE packets as needed

Institutional Planning Framework

1. Institutional Mission

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

The mission of the College is

- to provide accessible and affordable quality learning opportunities in response to the needs and interests of individuals and organizations
- to provide quality transfer, career, and lifelong learning programs that prepare students with the knowledge and skills needed for success in an interconnected world
- to advance the State and region's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement

2. College Goals

College goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council, they guide all planning and assessment processes.

The current College goals are as follows:

A.   The College will provide a risk-free environment for the measurement of student learning outcomes (SLOs) under the umbrella of Planning for Institutional Effectiveness.

B.   The College will secure funding that supports exemplary programs and services in a fiscally responsible environment.

C.   The College will prepare students to be critically thinking, socially, culturally, and politically responsible citizens.

D.   The college will ensure life-long learning opportunities that are conducive to the achievement of individual goals.

E.   The college will expand partnerships with business and industry, the community, and other educational institutions to enhance institutional effectiveness.

F.   The College will become a nationally recognized institution of higher education that embraces an atmosphere of self-reflective dialogue in making policies and plans and in communications.

G.   The College will provide a risk-free environment for the measurement of administrative unit objectives (AUOs) related to Planning for Institutional Effectiveness.

H.   The College will use technology to enhance institutional effectiveness through teaching and dynamic learning.

I.   The College will provide an environment for consciousness of diversity while also providing opportunities for increased diversity and equity for all across campus.

J.   The College will embrace an environment of mutual respect and integrity that encourages the exchange of ideas and acknowledges and values contributions made by members of the College community.

3. Internal/External Conditions   Consideration of internal and external conditions is the basis of department/unit planning and assessment processes.

Note: External conditions include disciplinary or regulatory changes, changes in technology or legislative changes, accreditation recommendations, enrollment issues, advisory committee input, etc.

3a. Identify those external conditions that have influenced the department/unit goal-setting process:

The following external conditions that have influenced the department goal-setting process are:
  1. Advisory Council recommendations to meet work force needs
  2. Technology changes requiring upgrading software and hardware

Note: Internal conditions include results of previous SLOs/AUOs assessment, IT data, changes in technology, changes in budget, staffing, resources, enrollment issues, facilities issues, etc.

3b. Identify those internal conditions that have influenced the department/unit goal-setting process. Please include a periodic review of attached data [provided for academic departments only].

The following internal conditions that have influenced the department goal-setting process are:
1. The on campus curriculum approval process delays our much needed program and course updates
2. Fluctuating enrollment challenges our scheduling process
3. Enrollment cut-off standards alienates students and frustrates faculty

3c. List results of previous goal implementation efforts that have influenced the department/unit goal-setting process.

Previously the department set a goal to increase enrollment. This was accomplished through advertising and the development of leveled certificates.

DEPARTMENT/UNIT PLANNING PROCESS
Note: For assistance with the SLOs/AUOs process, please contact the SLOs/AUOs Team Coordinator, Jemma Blake-Judd X3934

4. Department/Unit Goals
Department/Unit goals allow the area to focus its priorities. Prompted in part by college goals and generated by faculty/staff, they guide area planning and assessment.

Goals:

4a. List a MINIMUM OF TWO GOALS to be addressed through the SLOs/AUOs process. Identify their connection to college goals.

1. Level one completers will meet competencies established by the dept.—This is connected to College Goal A

2. OT Dept. Level 1 certificate completers will be prepared for advanced level OT courses.—This is connected to College Goal D

4b. List a MAXIMUM OF THREE goals that will <u>not be assessed</u> through the SLOs/AUOs process. Identify their connection to college goals

1. The OT Dept. will increase retention in our level 1 certificate program (the 4 core classes).—This is connected to College Goal D

2. The OT Dept. will increase enrollments in level certificates.—This is connected to College Goal E

3.

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5. SLOs/AUOs

SLOs/AUOs are a means of evaluating and validating area/program effectiveness. Created and assessed by department /unit faculty/staff, they can inform planning.

Note: *Student Learning Outcomes* (SLOs) are expressed in statements of what students will be able to think, know, do, or feel because of a given educational experience. The purpose of this assessment process is to improve student learning.

5a.

Intended Outcomes (SLOs)	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
Students will be able to:			
write effective business communications	60% of the Admin. Assist. Level 1 participants will achieve at least 80% on the letter writing portion of the final exam of BUSO 5. This final exam will be administered and evaluated at the end of every semester by the BUSO 5 instructors. The evaluation involves an existing rubric approved by the dept.		
touch type effectively	80% of the Admin Assist. Level 1 participants will achieve a score of 30 wpm with a maximum of 3 errors on a 3-minute timed writing assessed by an electronic timed writing program approved by the COMP 1/1B faculty. This		

	exam will be administered and evaluated at the end of every semester by the COMP 1/1B instructors.		
Use core business applications competently	60% of the Admin. Asst. Level 1 participants will achieve at least 80% on the practical portion of the final exam of COMP 12. This exam will be administered and evaluated at the end of every semester by the COMP 12 instructors. The evaluation involves a rubric designed and approved by the dept.		

OR (Most areas will complete either 5a or 5b, but you may complete both if they apply to you.)

Note: *Administrative Unit Objectives* (AUOs) are expressed as statements of what clients experience, receive, or understand as a result of a given service. The purpose of this assessment process is to improve the unit's service.

5b.

Intended Objectives (AUOs)	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results

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Everyone please complete 5c

5c. **Goal Implementation** Goal implementation is a non-evaluative process necessary to achieve the area goals. Determined by faculty/staff, goal implementation facilitates planning.

Department/Unit Goal	Responsible Parties	Implementation Timeline	Status of Implementation
Increase retention	OT Dept.	Each semester	Scheduled class blocks that have been created will be maintained to maintain status quo.
Increase enrollment through advertisement	OT Dept.	Arranged one month prior to each semester	Maintain schedule of advertising every semester.

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6 Resources   Resources support achievement of goals. Requested by department/unit faculty/staff, they directly support plan implementation.

Note: Resources include: research support, budget allocation, training, instructional equipment, marketing, staffing (classified, faculty, and/or management positions), facilities, etc.

Department/Unit Goal	Resources Needed? Yes No	If yes, please list resources needed
Level 1 certificate completers will meet competencies established by the dept.	X	Supplemental instructors/classroom assistants are needed. Tutorial services manager (Megan Chen) should be contacted for further assistance.
Level 1 certificate completers will be prepared for advanced OT level courses.	X	Supplemental instructors/classroom assistants are needed. Tutorial services manager (Megan Chen) should be contacted for further assistance.
The OT Dept. will increase retention in our Level 1 certificate program (the 4 core classes).	X	Supplemental instructors/classroom assistants are needed. Tutorial services manager (Megan Chen) should be contacted for further assistance.
Increase program enrollment in Level 1 certificates.	X	Clerical support to help with marketing efforts.

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7 Signatures

Department Chair / Unit Manager_____   Date:_____

Dean/Supervisor   _____   Date:_____

Thank you for your work in preparing this form. It will help us tremendously.

REPORT DUE TO DEAN OR SUPERVISOR by **DECEMBER 2, 2005**
(See cover memo for description of complete timeline and overall PIE process.)