



Planning for Institutional Effectiveness (PIE) VICE-PRESIDENT'S SUMMARY 2011-12



INTRODUCTION

This Vice-President's Summary is designed to showcase the major themes from unit planning efforts. It is an opportunity to review your area planning and indicate the common topics that are affecting your area as a whole.

A set of reports from units that report directly to you will be e-mailed to you shortly after the deadline for submission of unit ePIEs passes (June 30). A set will also be placed in the 'Document' tab of your ePIE account. Please remember that the ePIE information will not be complete if your units are using the paper version of PIE; in that case, you will need to collaborate with them to gather what you need. The following table relates each report to its corresponding section in the Vice-President's Summary. Use these reports and the Manager's Summaries in conjunction with any other information to which you have access to respond to the sections in the Vice-President's Summary.

REPORT	MANAGER'S SUMMARY SECTION
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The college mission statement, college goals, and team goals are listed on the next page and serve as a reference for this report.

This Vice-President's Summary is due electronically to Virginia Burley, chair of the Institutional Effectiveness Committee, at vburley@mtsac.edu by **September 2, 2012**. Additionally, please email a copy of the Summary to your managers. Contact Virginia Burley at x. 5414 with questions relating to the Summary and Kate Scott (x. 5562) with questions relating to either the reports or to ePIE.

Sincerely,
The Institutional Effectiveness Committee

COLLEGE MISSION STATEMENT

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

COLLEGE GOALS

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

1. The college will secure funding that supports exemplary programs and services.
2. The college will prepare students for success through the development and support of exemplary programs and services.
3. The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
4. The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
5. The college will utilize and support appropriate technology to enhance educational programs and services.
6. The college will provide opportunities for increased diversity and equity for all across campus.
7. The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
8. The college will encourage and support participation in professional development to strengthen programs and services.
9. The college will provide facilities and infrastructure that support exemplary programs and consider the health and safety of the campus community.
10. The college will ensure that basic skills development is a major focus in its planning efforts.
11. The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.
12. The college will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).
13. The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.
14. The college will utilize assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.
15. The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.
16. The college will ensure appropriate staffing to maintain necessary services and support critical functions to implement the college mission.

Team Goals

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

Student Services Team

- SS-1. Ensure that pathways are available, efficient, and well-defined for students to pursue their educational goals.
- SS-2. Provide avenues through which students can be involved in the campus community.
- SS-3. Provide comprehensive and coordinated services to enable students to reach their goals.
- SS-4. Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms.
- SS-5. Assure that services provided by the division are designed to provide students with the tools and information required to successfully attain their educational and career goals.
- SS-6. Conduct dynamic research to measure outcomes and student success.
- SS-7. Provide opportunities for professional development and technical training to all staff.
- SS-8. Exercise inclusive planning processes to make budget decisions and share and distribute resources.
- SS-9. Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations.
- SS-10. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations.
- SS-11. Work collaboratively to advocate for technological and infrastructure support to improve services to students.

Administrative Services Team

- AS-1. Develop a College-wide Sustainability System
- AS-2. Develop Emergency Preparedness Procedures and Provide Training.
- AS-3. Develop and Make Available College Data Information/Reports
- AS-4. Implement Custodial OS1 Program
- AS-5. Develop and Implement Master Planning Facilities/Education/Technology/Utilities
- AS-6. Develop Title 8 written programs and provide employee safety training.
- AS-7. Develop Enterprise Application System Training/ Implementation
- AS-8. Develop Purchasing Card System
- AS-9. Provide Academic/Student Technology Support
- AS-10. Protect Investment in Facilities/Infrastructure

- AS-11. Update Campus building, architectural, and classroom technology standards.
- AS-12. Evaluate/update construction project delivery methods including major capital, small projects, and safety.
- AS-13. Evaluate and implement a maintenance management system.
- AS-14. Expand the use of electronic document imaging to reduce the utilization of paper.

Instruction Team

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

Human Resources Team

- HR-1. Create an institutional approach to address faculty, management, and staff recruitment, assessment, and retention efforts.
- HR-2. Strengthen the district's professional development program through a cohesive organizational approach to assist employees in maintaining excellence in their professions.
- HR-3. Promote a healthy work environment that nurtures personal and professional development.

HR-4. In accordance with the California Community Colleges State Chancellor’s Office new requirements, communicate the Equal Employment Opportunity plan to the campus community. Provide regular and ongoing training to assist employees in developing sensitivity to ethnic, racial, physical, and lifestyle diversity.

I. ACCOMPLISHMENTS

Using the *Accomplishments report*, identify the top 5 to 10 major accomplishments for your area/team and their alignment with college goals. Accomplishments are items that have been achieved as of the writing of this summary and since you last did PIE. Expand as needed.

COLLEGE GOAL(S) (LIST BY #)	PREVIOUS YEAR ACCOMPLISHMENTS
1, 2, 6, 7, 8, 10, 11, 12	AANAPISI GRANT: Received a \$2 million Department of Education grant to improve services and the success rates of Asian American and Pacific Islander students.
5, 13, 15	ADMISSIONS and RECORDS/TRANSCRIPTS: Initiated students access to online processing of electronic transcripts; initiated “rush” transcript request process.
5, 8, 11, 13, 15	ADMISSIONS and RECORDS/COUNSELING/DEGREE WORKS: Initiated DegreeWorks audit process for processing graduation petitions; initiated training for counselors and advisors; began pilot testing of educational planning using DegreeWorks.
2, 4, 5, 11, 12, 15	COUNSELING/CAREER: 14,827 new students completed orientation; interventions were initiated with 3,800 students on first level probation with 87% completing a student success workshop; 67% increase in employers participating in the career fairs (total of 57); staff reviewed 1,681 resumes to prepare students for entry into the workforce.
13	TRANSFER: For UCs, Mt. SAC transfers increased by nearly 25% to 396 in 2010-11. We moved from 12th in the state in UC transfers out of all the community colleges to 8th in the state. For CSUs, Mt. SAC transfers increased by nearly 78% to 1,350 in 2010-11. We moved from 9th in the state to 5th in the state. Combined CSU/UC transfers from Mt. SAC increased by 62% to 1,746 in 2010-11. We moved from 7th in the state to 6th in the state. Almost 1,000 students and family members attended the Transfer Achievement Celebration.
1, 2, 5, 11, 12, 15	MAA: Initiated Medi-Cal Administrative Activities program to inform and assist students to gain access to Medi-Cal services, with reimbursements returned to the college.
2, 5, 6, 12, 15	DSPS-DHH: Provided 25,368 hours of interpreting and captioning services to Deaf and Hard of Hearing students using over 50 interpreters, 8 captioners and 3 interns; initiated an online scheduling program to better track and match interpreters to students and their classes.

	EOPS/CARE: 88.5% of EOPS/CARE students persisted from Fall 2011 to Spring 2012, a 12% increase over the prior year with 86% of students also attaining a GPA between a 2.00 and 4.00.
1, 2, 4, 5, 11, 12, 15	FINANCIAL AID/AID LIKE A PAYCHECK (ALAP): Awarded \$44,500,338 in grant and loan funds to financially needy students. Processed 34,601 FAFSA applications and 26,455 Board of Governors Fee Waiver applications. Continued partnership with TICAS and MDRC, assisted by IT and Fiscal Services, to conduct a national pilot testing exemplary model to study the impact of controlling disbursement of Pell grants funds in order to increase student success rates.
1, 2, 4, 8, 11, 12	STUDENT HEALTH CENTER: Received a \$305,000 grant to increase suicide prevention programs targeting high-risk populations; training is coordinated on campus and with local school districts as well.
5, 7, 11, 15	STUDENT ACTIVITIES: Collaborated with IT to implement a scanning system to enable students to better access activities using their student ID card; eliminated the printing and mailing of stickers to students who have paid their activity fee.
1, 2, 4, 12, 13	UPWARD BOUND/ACES: Received a \$1.46 million Department of Education TRIO grant to continue funding the Upward Bound program that serves students at Ganesha High School (Pomona) and La Puente High School. 85% of ACES students have a current, completed educational plan on file.
1, 2, 4, 12, 15	VETERANS: Completed 2,068 veterans certifications enabling students to receive \$361,284 in Chapter 33 assistance. This is a 6% increase over the prior year.
2, 6, 7, 8, 10, 11, 12, 13, 14	BRIDGE: 1,034 students competed for only 350 seats in the 2011 Summer Bridge Program with 96% persisting to the fall 2011 semester. Almost 50 linked learning communities cohorts were offered throughout the year, with successful pass rates ranging from 100% for LERN 81 and 97% for English 67 in the summer and 73% for English 1C and 90% for READ 90 during the academic year.
2, 4, 5, 6, 7, 10, 11,15	HIGH SCHOOL OUTREACH/ASSESSMENT: Outreach and assessment collaborated with our local high school partners to pilot the placement testing of high school seniors on campus at Mt. SAC versus at their high schools. Initial feedback has been highly positive with students being able to access online testing services on campus that are not available if they test at their high schools.
1, 2, 4	INTERNATIONAL STUDENTS/PROGRAMS: Improved matriculation and orientation services for international students which resulted in a net increase of students over the past 5 years (44% increase). Mt. SAC was selected by the American Association of Community Colleges (AACC) to host a delegation of Chinese college leaders.

II. INTERNAL AND EXTERNAL CONDITIONS

IIA. INTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the **major internal conditions** affecting planning in your area. Internal conditions are conditions that exist within your area over which you may or may not have an influence. Please only list 5 to 10 for your team.

- Reduced budget has meant reduced staffing levels, inability to hire and fill vacancies. Less staff are doing more and dealing with more complex and difficult student situations and increased regulations.
- Block scheduling impact on scheduling of services (e.g., DHH interpreters).
- DegreeWorks implementation – amount of time taken away from other functions to test and implement
- Increase in student mental health issues has impacted higher demand for services, crisis intervention and increased discipline cases, increased staff time to address complex cases and more discipline cases.
- Increased enrollment and higher demand for services – especially services for special needs students – disabled, low income individuals.
- Archaic, manual processes (e.g. paper student files).
- Lack of technology (e.g., archival system, outdated computers, lack of ability to submit forms online (need for smart forms).
- Increased complexity of student needs and ever-changing procedures has created misinformation and uncertainty.
- Lack of facilities for large group meetings/workshops with students, private counseling spaces, lack of privacy for staff to meet with students on sensitive and confidential issues, monitored/proctored testing areas for students, work space for staff (e.g., 70 interpreters share one cubicle).
- Lack of classes to guarantee international students can meet their required full time loads.
- Lack of clarity and communication from Human Resources and Fiscal Services results in tremendous workload burden, redoing work, confusion and frustration.
- Lack of research capabilities to measure outcomes and to complete reports greatly impacts abilities to conduct meaningful assessment and to determine what is effective and ways to improve.

IIB. EXTERNAL CONDITIONS

Using the *Internal/External Conditions report*, identify the **major external conditions** affecting planning in your area. External conditions are conditions that exist outside of your area over which you may have little influence. Please only list 5 to 10 for your team.

- More needy families and students who are out of work, destitute for basic necessities (living arrangements, food to eat) in addition to trying to meet school costs and attend classes regularly.
- Workforce layoffs and poor economic conditions have major impacts on students and creates more demands for services due to students' multiple and complex issues.
- Transfer requirements and financial aid regulations are ever-changing impacting the ability to provide accurate and timely information as well as negatively impacting students' ability to meet their educational goals. Pell limit will have a negative impact on transfer students who are unable to transfer. Students without high school diplomas, especially older adults, are not able to receive federal financial aid.
- Capacity limitation issues at transfer institutions make the transfer process complex, confusing and frequently inaccessible.
- Legislation -- AB 743 (common assessment) SB 1440 (transfer) and SB 1456 ("student success" requirements, education plans) will have a direct impact on Student Services with no additional funding or support.
- Title 5 Regulations (repeats, enrollment priorities) directly impact students and staff workload with no additional support for staffing.
- Inability to plan to fully implement AB 130/131 for AB 540 students due to no advisories from state Chancellor's Office.
- Other colleges are not providing services, so students are coming to Mt. SAC to receive services.
- Federal laws and regulations are in conflict with state regulations (e.g., documentation requirements for DSPS).
- Continuous changes in federal regulations (veterans, financial aid, disabled students).
- Greater reporting demands to the state and federal government with no ability to respond either due to technology limitations, research limitations or staffing.

IIC. Critical Decisions

Describe the critical decisions your area made this year and the reasons for those decisions. *Example: Departments may revise curriculum and distance learning workload due to interpretation of the faculty contract.*

- What it feels like in Student Services having to face increased student demand with students in crisis with multiple issues and lack of resources to assist: *Defibrillate or don't – you have 5 seconds to decide*
 - Deciding whether to cap the size of the program (serve less students) to preserve the integrity of the program based on limited budget and limited staff.
 - This impact was felt largely in Aspire, EOPS and Bridge. They were forced to cap the numbers of students to be served due to lack of staff, space, and resources.
- Which services to downsize, transfer to others or eliminate in order to address loss/lack of funding, loss/lack of staff.
 - All departments are grappling with the increase in demand for services by more students and the lack of staff, space and resources to support providing services at a level of quality. Financial Aid, Veterans and DSPS have been hardest hit due to the lack of positions and the overwhelming volume of new applicants. Since these are mandated services, with legal and state and federal reporting requirements, not providing timely and accurate services jeopardizes the college both legally and financially.
- Realign services to enhance participation and student success
 - High School Outreach conducted a pilot project to have students test at the college to improve access to the technology needed for placement testing and to streamline staff and high school resources.
- Reorganizing departments due to lack/loss of staff and lack/loss of funding (Counseling, Financial Aid and High School Outreach)
- Facilities relocations
 - Looking at space needs and deciding which programs to combine and share space (e.g., Aspire and Bridge; ACES and AANAPISI), which programs to move to temporary quarters and how to expand space for unhoused programs (e.g., international students).

What is one major aspect you learned about your team from doing this review of internal/external conditions?

Our staff (managers, faculty, staff) are being squeezed. There are less resources (both human and dollars) and our students are coming to us with complex, multiple needs, frequently in a state of crisis, and we are being forced to make serious decisions that will not please anyone and leaves the staff feeling inadequate, unsupported and frustrated. To top all of this off, laws, regulations and other initiatives are creating a direct impact on our ability to stay efficient, accurate and legal. ADA regulations require us to provide accommodations to growing numbers of disabled individuals whether or not they have registered with our DSPTS program. Yet DSPTS lost 50% of their state categorical budget three years ago with no hope of it ever being restored. Staff are tired and are mentally exhausted from dealing with students whose personal issues impact our workload. There is a substantial increase of students with mental illness and other personal stresses who are unable to cope. These students take up multiple resources, an incredible amount of time, and frequently are not easily resolved.

The state Chancellor's Office is shoving regulations, audit requirements, and Task Force on Student Success regulations at us at the same time they are unable to provide us with the adequate funding and technical support to implement these requirements.

The college budget situation has directly impaired our ability to perform at a standard of excellence our students and community demand and expect from Mt. SAC.

The need for Mt. SAC to continuously look at ways to share and integrate resources and to collaborate on problem-solving is critically important. All college departments and teams are in the same situation and solutions frequently seem few and superficial. As recommendations are to be made regarding service levels to students, the campus leadership needs to fully understand the critical role that Student Services plays in the student success equation.

III. INFORMATION ANALYSIS

Using various sources of information including the *Information Analysis reports* and department/unit information, identify the common trends, the source(s) that provide evidence for the trends, and their impact on area planning.

TREND	SOURCE	IMPACT
Needier students; higher demand for services – especially psychological counseling	Intake records, student case notes from DSPS, Health Center, Counseling, EOPS, CalWORKs, Bridge, ACES, etc. Galvin Group Final Report on the Evaluation of the ‘Other Disabilities’ DSPS Reporting Category (2012). Mt SAC MIS reports. Disability Compliance for Higher Education newsletter.	Impact on staff – takes longer time, and stress on staff to deal with difficult students, staff feel threatened, delays services to others, creates longer appointment wait times
Offices shifting toward paperless process and e-files	Research reports, comparison to other departments who have received assistance in becoming paperless. Galvin Group Final Report on the Evaluation of the ‘Other Disabilities’ DSPS Reporting Category (2012). Student Services Data Management Plan (embedded into this report).	Departments do not have the technology or the support to make the transition to paperless; staff continue to spend inordinate amounts of time processing paperwork manually
Increase in student discipline issues due to high levels of student stress and an increase in unstable students enrolling in college	Student discipline files and reports from Student Life, Public Safety and other offices.	Increased workload on staff and inability to perform other job assignments; stress of employees dealing with
Service quantity versus quality	SARS appointment records, department reports	Rushing through services or cutting out some services due to lack of staffing
Inability to keep up with technology to learn, receive training, have up-to-date equipment	High Tech Center Training Unit (Cupertino); software vendors; IT staff reports	Slower productivity,
Increased customer (student) demand for technological advancements	Department meeting notes, internal communications, external audits, state and federal advisories	Lack of electronic processes and forms; appearance that we are inefficient

Moratorium on travel and conference	President's email announcement 8/1/12	Low staff morale, inability for staff and management to participate in professional organizations ; lack of collegial working relationships and sharing of information and best practices with colleagues from other colleges
Increasing complexity of transfer requirements and transfer process	SB 1440 Report; CSU Chancellor's Office; UCOP; individual university campus communications	Inability to appropriately counsel and advise our students, more demand for counseling, students running out of options, students caught between the Pell grant limit and inability to transfer
Loss of educational access for certain segments of our society	Higher Ed Amendments removing ATB for students without high school diplomas	Lower skilled workers who are wage earners and can benefit from our career programs will be unable to attend college due to lack of financial assistance
Economic downturn impacting student needs	Labor market information and student appointments	Increased demand and complexity of needs in many Student Services areas with students needing more time to address complex employment, financial and personal difficulties due to current economic status.

IV. OUTCOMES ASSESSMENT

To answer the following questions (see below), consider all the measurement and assessment efforts occurring in the unit-level including SLOs, GEOs, and AUOs. Other sources of data include discussions with departments and program/course-level information in ePIE. Where available, use the **Program Level Outcomes** report, the **Course-level Outcomes** report, and the **ePIE Transparency report to** answer the following questions.

1. What is your assessment of the overall progress in your unit(s) relative to SLOs, GEOs, and AUOs implementation and assessment? Identify any specific areas that need additional assistance in meeting the target objectives.

There is a feeling among the Student Services Team that the College does not value the SLO/AUO process related to Student Services. Part IV of the Unit/Department PIE worksheet seeks information about “Course-level SLOs and GEOs” and “Program-level SLOs (for all areas with a degree or certificate).” These are clearly important to the college and its accreditation. However, as developed, they do NOT pertain to Student Services at all. Therefore, there is no recognized place for SLOs in Student Services that are not directly tied to a course or a degree or certificate.

Because of this disconnect, Student Services programs have entered AUOs when they meet the test as SLOs. In some cases, Student Services programs have removed their SLOs and have only used AUOs. Not encouraging and not providing a structure to capture and record the outcomes of Student Services SLOs is short-sighted and not in line with accreditation standards. Learning takes place outside the classroom and it is essential for this to be recognized and included.

*The role of Student Services in developing and reporting outcomes vis a vis SLOs continues to be perplexing, especially when compared to accreditation standards. There is an expectation that Student Services develops and measures outcomes related to SLOs and uses a process that best records our outcome data. In the last accreditation visit, the following statement was included in the Accreditation Evaluation Report, **“The biggest concern is that the program review [PIE] too closely mirrors instruction’s process; this does not allow for the differences that students services present.”** (p. 30) In another section, the following was stated: “Mt. SAC Student Services has developed an AUO and SLO process. A majority of the departments have SLOs and appropriate assessment plans and initial assessment results. Two offices, Admissions and Records and Financial Aid, are missing SLOs and assessment results.” (p.32) Therefore, the uniqueness of Student Services related to SLOs and PIE are noted as well as the point that there should be more accountability toward Student Services departments all having SLOs (witness the reference to Admissions and Records and Financial Aid).*

A report on Student Services SLOs and AUOs is appended at the end of this PIE summary, even though it was not called for in this section.

2. Identify key examples where assessments by your unit(s) have led to the implementation of specific changes or produced measurable improvements.

See attached report “Student Services Summary of SLOs and AUOs” embedded into this document.

V. RESOURCES NEEDED TO ACHIEVE GOALS

Resources requested by department/unit faculty, staff, and management support plan implementation toward the achievement of identified goals. Resources may include **budget, facilities, staffing, research support, training, marketing, equipment, etc.** To justify and endorse the department/unit goals, please provide supporting information, including outcomes assessment work, advisory committee minutes, and the like. Please prioritize the requests. (note: one table per priority) **Completed Team Category Prioritized lists should be included as part of the VP Team submission as well as should be sent directly to the person/group responsible for that category of work.** For example, facilities requests should be sent to the Facilities Advisory Committee for their review and that committee should respond with a re-evaluation of where your Team’s priorities are aligned with other Team’s priorities. At the end of the next fiscal year, this group should provide your team with an update as to what they were able to accomplish. This updated list should be used as part of your Team’s next year’s review of resource requests and prioritization.

PLEASE ALSO PRIORITIZE YOUR REQUESTS (E.G., RESEARCH #1, STAFFING #2, ETC.)

PRIORITY #	TEAM GOAL(S) connected with this resource need (re-state it): <i>(SS-1) Ensure pathways are available, efficient and well-defined for students to pursue their educational goals; (SS-3) provide comprehensive and coordinated services to enable students to reach their goals; (SS-4) provide services that support student learning in an effort to ensure continue enrollment in subsequent terms; (SS-5) assure that services provided by the division are designed to provide students with the tools and information required to successfully attain their educational and career goals.</i>			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$’S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1 Aspire Bridge Counseling DSPS EOPS CalWORKs	Counseling hours (full time and adjunct)	Insufficient counseling is available to meet the student demands, especially in developing educational plans that incorporate recent changes in transfer, graduation and financial aid. <i>(CCC and CSU AA-T information; SB 1440, DegreeWorks, Higher Ed Amendments).</i>	YES for some; NO for others	Budget Staffing
1 Aspire Assessment Bridge CalWORKs	Staffing support	Insufficient staffing (clerical support) to assist students, conduct intake, collect data, monitor student files, answer phones, work at the front counter, process paperwork, respond to	NO	Budget Staffing

Counseling DSPS Financial Aid High School Outreach		requests. Many of these departments are frequently unstaffed due to lack of funds and staffing shortages. <i>(SARS reports, Chancellor's Office Audit Finding (2012) for DSPS requires increased oversight of required approval and clearance for services and case management; Advisory Committee meetings; CalWORKs reporting requirements from LA County).</i>		
1 DSPS	Alternate Media Specialist	Increase in alternate media requests; inappropriate to rely on student workers to assist in this technical area; timely production of alternate media is a federal and state mandate. <i>(Alternate Media annual report, student employee hiring documents, ADA-related laws and regulations).</i>	NO	Budget Staffing
1 Aspire Bridge EOPS	Tutoring, Supplemental Instructors, Tutors in the Classroom	Student Services programs continue to grow and most programs have lost all their funding or most of it to provide these services to eligible students requiring academic support. <i>(College budget, department budgets and payroll sheets, activity reports by programs).</i>	YES for some; NO for others	Budget Staffing
1 DSPS	DHH Interpreters office space	No designated space for over 50 hearing impaired interpreters to meet with program staff, coordinate assignments, organize work and submit paperwork. <i>(Floor plans showing lack of space; previous PIE reports and internal communications; college Facilities Master Plan did not fully address non-instructional needs).</i>	NO	Facilities
2 Bridge DSPS	Dedicated classroom space	Programs are not able to schedule classes due to the uncertainty and lack of classrooms dedicated primarily for	NO	Facilities

		use by Student Services programs. <i>(CMPCT meeting notes, internal memos, College Facilities Master Plan did not fully address non-instructional needs).</i>		
1 Health center	Mental health counseling office space	Trends indicate that students with mental illness will continue to increase. The Health Center is unable to increase services and respond to these demands due to lack of private office space. <i>(Floor plans showing existing space; prior PIE and internal memos and discussions with Facilities. College Facilities Master Plan did not fully address non-instructional needs).</i>	NO	Facilities
2 Bridge	Faculty reassigned time	Faculty leads to interface with instructional departments are necessary for scheduling, recruitment and training of faculty, and organizing and conducting collaborative sharing and integration of curricular and pedagogical approaches. <i>(College documents regarding the elimination of support for this by the Faculty Association and the College Administration; documentation of appeal by the Bridge faculty. Internal communications documenting the need and the performance aspects).</i>	NO	Budget
1 Career/Transfer	Transfer specialists (staffing)	The college has created a college-wide goal focusing on transfer (CG-13). At the present time, there is only ONE transfer specialist to be able to work with students, arrange for visitations and transfer fairs, conduct transfer tours, and staff the transfer center. <i>(PAC minutes related to college-wide goal on</i>	YES	Budget Staffing

		<i>transfer; HR records related to sole assignment of one staff member).</i>		
2 High School Outreach	Outreach specialists (staffing)	The program has lost 50% of its staff and is no longer able to provide the outreach services relied upon by our partner institutions. This directly impacts college goals # 4 and #7. <i>(HR and budget reports documenting loss of staffing; Joint Board Dinner Reports; High School Counselors conference reports).</i>	YES	Budget Staffing
1 High School Outreach	Transportation (bussing)	High schools are no longer able to assist in covering transportation costs for students to participate in matriculation efforts. <i>(Correspondence from high school officials; college budget reports documenting loss of funding; data from pilot testing of high school assessment testing).</i>	NO	Budget Transportation

PRIORITY #	TEAM GOAL(S) connected with this resource need (re-state it): (SS-6) Conduct dynamic research to measure outcomes and student success.			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$'S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1 Aspire Bridge	Research position assigned to Student Services	In order to meet the requirements of PIE and program requirements, outcomes-based research is required. <i>(Accreditation Evaluation Report, prior PIE summaries, Student Services Team Goal, internal communications, Student Services Data Management Plan).</i>	NO	Budget Staffing Research
1 All Student Services departments and programs	Technical assistance with SLOs	In order to maintain compliance with accreditation requirements and the college processes related to program review, technical assistance and training is needed to enable Student Services managers to further understand how to develop meaningful and appropriate program SLOs. <i>(Prior PIE summaries; department SLO reports).</i>	NO	Research
1 All Student Services departments and programs	Research assistance	Assistance in devising questionnaires for PIE and to compile results regarding satisfaction and evaluation of programs and services. <i>(Department PIE reports, Accreditation Evaluation Report).</i>	NO	Budget Staffing Research
1 Bridge	Dynamic research	Mt. SAC's learning communities/Bridge program continues to garner wide acclimation for our success. More in-depth research is required and necessary to fully measure the program outcomes and to make necessary improvements and to be able to publish our results. A comprehensive research plan is needed. <i>(CLASS Project, Roadmap Project, MDRC requests,</i>	NO	Budget Staffing Research

		<i>community college student success consultant requests, internal discussions and prior PIE summaries).</i>		
1 Admissions DSPS EOPS Financial Aid Counseling High School Outreach	Student Success Research	New state requirements are necessitating the tracking, monitoring and achievement of results related to specific populations of students and specific regulatory changes (e.g., enrollment priorities, ed plans, Pell limitations) will require extensive research efforts. <i>(Title 5, SB 1456, Higher Ed Amendments, Student Success Task Force)</i>	YES	Budget Staffing Research
2 Assessment	Common Assessment Research	The state will be instituting “Common Assessment.” In order to comply, Mt. SAC will be required to conduct extensive research. <i>(AB 743, Student Success Task Force, SB 1456).</i>	YES	Budget Staffing Research

PRIORITY #	TEAM GOAL(S) connected with this resource need (re-state it): (SS-11) <i>Work collaboratively to advocate for technological and infrastructure support to improve serves to students.</i>			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$'S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1 Assessment DSPS EOPS/CARE Student Life	Electronic imaging and retrieval system (paperless)	Inordinate amount of resources are being are being misused due to the inefficient nature of programs. Not being able to utilize an electronic scanning, storage and data retrieval system is impairing program productivity and redirecting critical resources away from directly serving students. <i>(Student Services Data Management Plan; meeting notes; email communications)</i>	NO	Budget IT
1 Aspire DSPS EOPS/CARE Student Life AANAPISI	Computerized case management system	Programs are not able to manage case file notes on students and to retrieve important data due to the cumbersome nature of handling massive paper files. <i>(Student Services Data Management Plan; meeting notes; email communications, DSPS Audit Finding).</i>	NO	Budget IT
1 Counseling	Technical Assistance	Develop and implement the Early Alert System. <i>(Title V Grant Reports, Accreditation Evaluation Report, meeting notes)</i>	NO	IT
1 ACES	Technical Support	Assistance in installing the new TRIO database (BLUMEN) with an interface to Banner <i>(Federal EDGAR reporting requirements)</i>	YES	IT
1 Assessment	Equipment Purchase (scanner)	Scanner is needed to image and store AWE writing samples <i>(Internal communications)</i>	YES	Budget; IT

1 Admissions Counseling Financial Aid	Student notification and communication	Recent regulatory and legislative changes will require efficient and timely notification and communication with students (e.g., Pell limitation, probation status, 100 unit limit status). <i>(Meeting minutes, Chancellor's Office advisories, Title 5 sections, Federal DOE advisories and mandates, Student Success Task Force)</i>	YES	Budget IT
1 Student Life	Wireless connectivity	Connectivity to the internet in the Student Life Center is impaired, thereby limiting student access. Six access points need to be purchased and installed. <i>(EIWOS reports, communication with IT staff)</i>	YES	Budget IT
1 Student Life	Room temperature/climate	The Student Council Room becomes exceedingly hot, especially in the afternoons as students are meeting (due to the western windows). No positive response has been received despite continuous reports using the college's EIWOS system. <i>(EIWOS reports and email communications).</i>	YES	Facilities

PRIORITY #	TEAM GOAL(S) connected with this resource need (re-state it): <i>(SS-8) Exercise inclusive planning processes to make budget decisions and share and distribute resources; (SS-10) Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies and regulations</i>			
	RESOURCES NEEDED (BE SPECIFIC, BUT NO \$'S NEEDED) & IMPACT OF OBTAINING RESOURCE	JUSTIFICATION OF NEED: DESCRIBE INFORMATION YOU HAVE TO SUPPORT REQUEST (Argos Rpt, Advisory Group, Service Level, Outcomes Assessment, etc.)	NEW REQUEST (YES, NO)	DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)
1 ACES Bridge Counseling EOPS DSPS	Operational support – instructional materials, equipment (computer work stations for students)	Unstable funding has dramatically impaired many programs. Funding that was once available was removed or cut leaving the programs scrambling for dollars to operate their programs. <i>(Budget reports documenting loss of funds)</i>	Some YES Some NO	Budget
2 Counseling DSPS EOPS Financial Aid	Training support	Loss of travel and conference have negatively impacted staff's ability to participate in training opportunities that would allow for a fuller exchange of information sharing and discussion among staff members. <i>(President's notification to the campus and budget reports documenting loss of funds and conference/meeting announcements).</i>	Some YES Some NO	Budget
1 Counseling Financial Aid High School Outreach International Students AANAPISI	Marketing resources Improved web pages	Develop materials to assist students in better understanding services available and how to access them. <i>(Draft International Students Development Plan and other internal communications and requests, meeting notes)</i>	NO	Marketing and Communication

VI. Planning for the Future

Using the *Planning for the Future report* and Managers responses to this question, what are your Team's planning themes for the 2012-12 academic year.

PLANNING FOR THE FUTURE (PLEASE NOTE RELATED COLLEGE GOALS)	COLLEGE GOAL	TEAM GOAL
Critical decision points regarding the ability to provide certain services based on high student demand, complex student needs and lack of sufficient resources	1, 2, 4, 6, 7, 10, 12, 13, 15, 16	1, 2, 3, 4, 5, 6, 8, 9
Keep current with changing laws, regulations (AB 1440, SB 1456, AB 453, Title 5 regulation changes related to BOGW, Enrollment Priorities, Course Repetitions, ADA)	8	1, 3, 5, 6, 7, 9
Increasing efficiency due to streamlined processes backed by electronic case management and document imaging and storage	5	9, 11
Enhanced use of technology (DegreeWorks implementation, access to Argos reports, Early Warning System, Multiple Measures Survey, Online Orientation, updated web pages, cleaner portal messages)	2, 5, 12, 13, 15	6, 7, 9, 11
Continued advocacy for staffing and space needs	16	1, 3, 5, 7, 10
Developing more robust outcomes measurements and carrying out a research agenda to have quantitative analyses of program outcomes and measures of success	14, 15	6, 8, 9

VII. TEAM GOALS

Based on unit/division-level planning efforts, provide a brief analysis of progress and challenges encountered towards meeting Team goals. Would you recommend any revisions to the team goals?

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
	<p><i>Departments continue to enhance efficiency and attempt to keep pathways open for students but this has become increasingly challenging due to the severe reductions in staffing and loss of budget. Student success rates are continuing in some programs and are not measurable in others due to the lack of research assistance. Web pages continue to be wholly under-developed due to lack of staffing assistance. (see SS-4)</i></p>	<p>SS-1. Ensure that pathways and services are appropriate, coordinated, available, efficient and well-defined for students to pursue and meet their educational and career goals. [combines former SS-1, SS-2, SS-5]</p>
<p>SS-2. Provide avenues through which students can be involved in the campus community.</p>	<p><i>Student clubs continue to provide great avenues for student involvement on campus, however, some student activities sponsored by Student Services have had to be curtailed due to lack of staffing and budget (e.g., Seniors Day, cut-offs for entry into EOPS and Bridge). The LEAD program has had outstanding participation and SLO outcomes measures demonstrate the effectiveness of this program. Bridge, Aspire, EOPS, DSPS, ACES students continue to be very involved in campus activities either through their programs or through participation in club activities. The Student Services Fair and Join-A-Club have been an outstanding vehicle through which students learn directly about services and student activities.</i></p>	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
SS-3. Provide services that support student learning in an effort to ensure continued enrollment in subsequent terms. [formerly SS-4]	<i>Learning Communities (Bridge, Aspire) programs are unable to expand due to lack of facilities, lack of budget, and lack of course sections from instructional departments. Tutoring hours are very limited for EOPS and DSPS students due to lack of funding.</i>	
SS-4. Conduct dynamic research to measure outcomes and student success. [formerly SS-6]	<i>Research needs continue to be unaddressed largely due to lack of staffing and lack of available data due to the paper case management files. Additionally, it was pointed out in the Accreditation Evaluation Report (p.30) “Student services assessment of outcomes seem to rely heavily on student surveys. The team observed certain limitations in measuring outcomes.” This is further documentation of the need to enhance the research/outcomes measurement capability within Student Services. The Bridge program is one of the most highly touted programs on campus yet research documenting the quantifiable outcomes of the program is woefully inadequate.</i>	
SS-5. Provide opportunities for professional development and technical training to all staff. [formerly SS-7]	<i>The annual Student Services Professional Development Day continues to provide critical training to staff and faculty. Sessions are provided that range from memory improvement and stress management to healthy cooking and eating to dealing with difficult individuals. Technical training has been made available to faculty and staff through department training retreats as well as participation in professional conferences and meetings. Many faculty, staff and managers also participate in college-sponsored training, including serving as presenters. Considerable concern exists due to the college decision to eliminate travel and conference funding.</i>	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
<p>SS-6. Exercise inclusive planning processes to make budget decisions and share and distribute resources. [formerly SS-8]</p>	<p><i>Student Services managers, representing their departments and programs have fully participated in college budget exercises including the painful loss of categorical backfill funding. Updates regarding the college budget process are made at regularly scheduled Student Services Division meetings. Department/program planning meetings and retreats have focused on increasing efficiency with less resources and reorganizational proposals. However options have become more difficult due to rapidly diminishing resources.</i></p>	
<p>SS-7. Recommend changes to policies and procedures to improve efficiency, ensure equitable treatment of students, and to maintain compliance with state and federal laws and regulations. [formerly SS-9]</p>	<p><i>Leadership from Admissions and Records, Counseling, Financial Aid, DSPS and Student Life have continued to work on developing language for policies and procedures to ensure the rights of students as well as to improve efficiency while maintaining compliance with laws and regulations. Changes to financial aid eligibility, implementing college policies related to captioning, implementing new regulations related to course repeatability, have been huge undertakings by these departments. Some of these discussions have proven to be trying and challenging due to campus-wide differences of opinions.</i></p>	

TEAM GOAL	PROGRESS/CHALLENGES IN MEETING GOALS	PROPOSED CHANGES/ ADDITIONS/DELETIONS TO THE TEAM GOALS ITSELF
SS-8. Create opportunities to educate the campus and community regarding key student issues and concerns, procedures, policies, and regulations. [formerly SS-10]	<i>Student Services managers and faculty have been actively participating in faculty flex programming, New Faculty Seminar and other efforts through POD to provide information to college personnel regarding specific student issues as well as particular changes to policies and procedures. Presentations have focused on disabled students, accommodations, disruptive and unstable students, and veterans. More efforts need to be placed in this area, especially as budget cuts force changes to the ways in which services will be delivered.</i>	
SS-9. Work collaboratively to advocate for technological and infrastructure support to improve services to students. [formerly SS-11]	<i>The Student Services Data Management Plan was originally developed in December, 2009 and updated in September, 2010. It has been presented to management from IT and RIE on several occasions with limited progress to date. The challenges continue to exist and are key aspects of our annual PIE submission. The plan is embedded into the end of this PIE summary.</i>	

VIII. ADDITIONAL COMMENTS

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

This format does not allow Student Services programs to show trend lines related to students served, services provided, staff to student ratios, budget shifts and staffing levels. These data were previously part of the Student Services Program Review when we were allowed to develop and submit our separate report. Although there is nothing preventing us from continuing to record this information, we believe this data would be critical to the college's understanding of Student Services. Additionally, Student Services Program Review contained a gap analysis and KPIs (Key Performance Indicators) linked to department goals. This is not a part of the current PIE process.

IX. EVALUATION OF VICE-PRESIDENT'S SUMMARY PROCESS

The Institutional Effectiveness Committee is interested in assessing the forms and processes (i.e. the PIE process, the Vice-President's Summary, etc.) that have been established as planning guides for the college. Please comment on the following components:

1. What suggestions can you offer to improve the Vice President's Summary?

Compiling and completing the Vice President's PIE Summary is a daunting, time-consuming, exhausting and challenging process. Estimated time toward completion is about 20 hours. I am hopeful that our continued improvement will enable us to connect the dots between the college goals/college strategic actions and the work we do in our programs/departments that is reported through the PIE process. Because this has become so perplexing to me, I attempted to sketch out a diagram to help myself see how things are related as well as unrelated. Appended to the end of this report is this diagram. I encourage you to review this "sketch" and see if you can assist me in connecting the dots between all of these processes.

The main difference between the Vice President's Summary and the Unit/Department Worksheet is Section IV Outcomes Assessment (SLOs/GEOs/AUOs). The Vice President's Summary does not provide for the reporting of this critical information related to SLOs and AUOs. Rather, there are 2 questions that are posed with regard to what our assessment of the progress is, areas of needed assistance and some narrative examples. While this is helpful information, I'm sure, the entire focus and progress on SLOs/AUOs is not captured. I know that someone is retrieving this from TracDat, but having an update that is more substantial in PIE makes sense to me. This is why I have created a separate table to demonstrate at least one AUO/SLO from each of our program/department areas. It is appended to the end of our PIE Summary.

The Unit/Department PIE does not capture the department's goals except under section IV for AUOs and Strategic Actions and Section V on Resources. There is no narrative reporting of department goals. However, the top line of the table box for research requests asks the respondent to connect the department goal with the resource need and that the respondent is to "re-state it". This is the only location of the department's goals and is not necessarily comprehensive as it is only tied to resource requests. The Vice President's Summary ignores the department goals for resource requests and asks the respondent to list the team goals.

The table format for reporting of SLOs and AUOs in Section IV (unit/department PIE form) does not provide for dates and current status. This is critically important as some SLOs/AUOs are new, some are continuing, and some have already been met. It is not clear which ones should be reported. No means of assessment/measurement are required for Strategic Actions. They are very critical but seem to be dangling and disconnected to the process. I think the tie

between department goals and strategic actions is critical, but this linkage is not provided for through our current PIE process.

Please consider redoing the formatting of Part V. It is not clear what “priority” means – whether it is a multiple listing of the highest priorities to the lower priorities or whether it is a numerical ranking from 1 to x. There is a lot of information required in an abbreviated space. I’m not confident that I have completed these sections correctly. The last column on the right says “DEPT/AREA TO GET THE REQUEST (E.G., BUDGET, STAFFING, ETC.)” The problem with this is that “STAFFING’ isn’t a department. I was unclear as to what to put in this column.

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

Feedback. We do not get any specific feedback. Just like a student turns in a paper for a critical assignment, the student hopes to receive feedback and a favorable grade. I’m not necessarily asking for a grade but at least some constructive feedback as to what we are doing well, what we need to improve on, what is not clear, etc. This will enable us to improve in our reporting for the next year’s PIE process.

X. TIMELINE

September 2, 2012	Vice-Presidents prepare a summary of reports they have received to take to budget allocation discussions; VPs submit summaries via e-mail to Ginny Burley, Chair, Institutional Effectiveness Committee (IEC).
October 2012	IEC reviews all submitted summaries to prepare a year-end report to PAC on progress made in meeting College goals, and communication is given to the campus that the relevant documents are placed on the web and the next cycle is to begin.

Student Services Summary of SLOs and AUOs by Reporting Department/Program

<i>Dept/Program</i>	<i>SLO</i>	<i>AUO</i>	<i>Comment</i>
ACES CG: 12 SSG: 1, 3, 4, 5		75% of all participants served will persist from one academic year to the next or graduate or transfer.	No outcomes specified to date.
Admissions and Records CG: 12 SSG: 5, 11	After communicating with and notifying students of the change in college policy and their particular course repetition status, students will understand the policy change and improve their successful course completion.		Results indicate that students who repeated the course during the Winter 2012 and Spring 2012 terms improved their pass rates by over 5.5% (the pre-notification pass rate was 57.17% compared to the post-notification pass rate of 62.72%).
International Students (Admissions and Records)	None	None	This is the first time that International Students is reporting as a separate program.
Aspire CG: 2, 6, 7, 12, 15 SS: 1, 3, 4, 5		Aspire students will meet with a counselor or advisor to develop an educational plan.	76% of Aspire students met with a counselor or advisor in 2011-12. Additional monitoring efforts will be initiated in 2012-13 to raise this percentage.
Assessment CG: 2, 4 SS: 1, 3, 5		High school students participating in assessment at Mt. SAC will place higher into English courses than those who test/have tested at the high school.	This was implemented in the Spring of 2012 and outcome data is not yet available.
Bridge CG: 8 SS: 7	Faculty members who attend the Learning Communities Institute will learn pedagogical strategies to be able to implement at least one strategy within a year's timeframe.		Over a two-year time frame, 95% (2010-11) and 100% (2011-12) of faculty attending the training indicated that they planned to implement at

			least one strategy within the year.
Career/Transfer CG: 13 SS: 1, 3, 5	Upon attending a Transfer 101 workshop, students will be knowledgeable of admissions requirements to the CSU and UC and will be able to identify the minimum requirements.		Criteria for Success: 85% of students will be able to identify the minimum requirements for admission to CSU or UC. New SLO planned for 2012-13.
Counseling CG: 2 SS: 1, 5	Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.		This is a GEO rubric. The criterion was met with 69 of 70 students meeting this. More sections will be assessed to increase the sample size and analyze what information students were missing and then make necessary modifications in the assignment.
DSPS CG: 10, 12, 14 SS: 3, 4	Students will create mnemonic products that demonstrate an effective use of their chosen mnemonic strategy for material they are planning to memorize from another class.		8/4/09: Criterion not met. 53% of the examples received ratings of 3 (adequate) or better. Planned actions are to intervene earlier with students whose initial examples are weak and to enlist assistance of other students.
EOPS/CARE CG: 6, 12 SS: 1, 3, 5	CARE students who participate in CARE orientation will be more knowledgeable and better prepared to successfully navigate the EOPS/CARE program requirements.		New SLO. Criteria for Success: 70% of students surveyed will demonstrate a high level of knowledge of program requirements.
Financial Aid CG: 2, 12	Prospective borrowers attending Entrance Loan Counseling		New SLO. Criteria for Success: 90% of participants

SS: 3, 5	Sessions will be knowledgeable of the limitations and repayment requirements of subsidized and unsubsidized loans.		will be able to correctly respond to the post-test regarding the repayment requirements.
Health Services CG: 15 SS: 1, 5	Patients will understand follow-up instructions, including the use of medications, referrals and home care provided at the time of the visit.		Out of the 584 follow-up phone calls made, 45% of patients required further assistance and information. Weaknesses in the referral network have been identified and updating and expansion of referrals has been initiated.
High School Outreach CG: 4,7 SSG: 1, 3, 5		Students participating in the Connect 4 program will be taught how to register on their own thereby increasing the percentage of students who register for Fall.	Data Summary: 88% of Connect 4 students who registered did so on their own and on their assigned date. Use of Results: Further review the outcomes of this program change to determine whether this will become a permanent change.
Student Life CG: 8 SSG: 2, 4	Students completing the LEAD certificate will have an understanding of group dynamics, including conflict resolution and group decision-making.		Means of Assessment: Pre-post survey. No data available yet.
Upward Bound CG: 1, 4 SSG: 1		75% of Upward Bound students will persist throughout the school year and into the next academic year through graduation from secondary school.	Summary of Data: 100% of program participants have graduated from high school and have passed the CAHSEE.

Student Services Data Management Plan

Goal

To provide a coordinated plan to structure data collection and report formation related to specific Student Services programs and needs. Establish a “macro” approach that is usable by other departments from which to pull data and/or elicit reports. Therefore, one over-arching job can be run and data can be pulled into separate folders by departments for their own use/analysis (rather than customizing reports for each department).

Status

Many Student Services departments have separate database systems that they maintain to capture data that is required for their programs (such as program eligibility criteria, specific services rendered). At the present time, these programs must do this on their own because 1) we do not have a case management system and 2) the data does not exist in Banner.

Many Student Services departments are using the SARS system to both schedule and track student appointments as well as other student data.

Many Student Services departments have little to no understanding of “Banner Reports.” Many departments have developed specific “Banner forms” for data collection, but this is under-developed.

Some Student Services departments must manually enter required MIS data elements due to the nature of the information not being available anywhere else.

The Challenge

- How to minimize the extra, manual work that certain Student Services departments must undertake in order to complete required reporting and to measure student and program outcomes. (EOPS, CARE, CalWORKs, DSPS)
- How to present a coordinated plan to IT so that programmers aren't meeting separately with each department to determine criteria needed for reporting, research, etc.
- How to identify the data elements/fields that each program/department needs that are not available in Banner.
- Should students be identified in “attributes” or as “cohorts”?
- How to enable departments and programs to have access to sufficient data to create their own reports via Argos.

Programs/Departments

Caseload Programs with specific eligibility and regulatory criteria:

- EOPS
- CARE
- CalWORKs
- DSPS
- Veterans
- SSS (new TRIO grant) [Student Support Services]

These programs typically need to track things such as:

- *Eligibility*
- *Participation/service utilization (often times itemized)*
- *Staff contacts (#, purpose, staff level—faculty, peer, tutor, etc.)*
- *Outcomes (grades, units, satisfactory progress, graduation, transfer)*
- *Length of time in program; # terms in program*
- *Educational Plan*
- *Student Contract*
- *Referrals*

Programs with defined groups of students:

- Bridge
- Financial Aid
- High School Outreach
- Aspire
- Pathways
- Transfer
- International students
- Veterans
- High School Special Admits

These programs do not operate on a caseload basis, but students do have identifying characteristics or qualifications of program participants. Typically, these programs will need to track things such as:

- *Student demographics (name, background information such as educational goal, educational history, student status or other criteria)*

Internal Data
Reports/Systems

External Reporting
Requirements

Banner Reports	MIS
Argos	Financial Aid (FISAP)
SARS	SSS
Degree Works (MAP)	LA County (CalWORKS)
?Data Warehouse?	Veterans

Numbers participating in particular events
Outcome data – number of graduates, transfer active students, new students

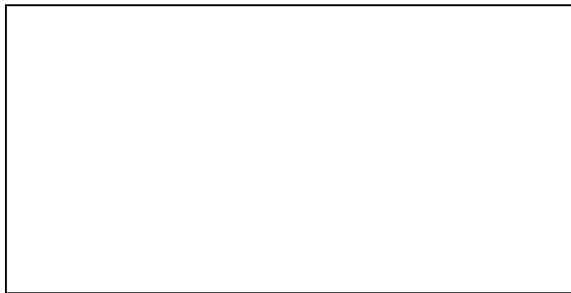
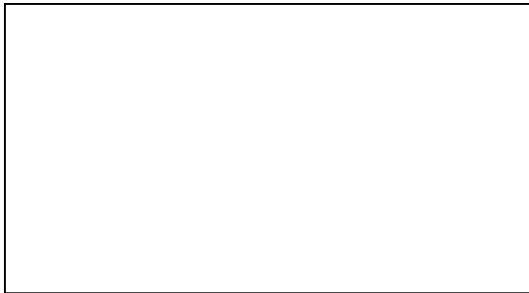
Programs/Departments with research needs:

- o Counseling (probation)
- o Assessment (multiple measures; disproportionate impact)
- o Career (placement data)
- o Financial Aid (student success rates)

Reporting Requirements

At the present time, many Student Services departments are attempting to identify and track students in Banner. Very few are able to create and pull out reports from Argos that meet their program needs. There is a great deal of data in SARS, but SARS and Banner don't talk to each other. We have great hopes for DegreeWorks (Mountie Academic Plan—MAP) and are unclear of the status of the Data Warehouse. If any particular programmatic or research need arises, at the present time, a request is either made directly to IT or to Research and Evaluation (or both).

Certain programs, mostly categorically funded, have additional reporting requirements which are required by external agencies (Chancellor's Office, federal Department of Education, L.A. County, etc.)



Student Identification

Each program/department needs to have a process by which to identify specific students enrolled in their program/department. These students more often than not must meet certain eligibility requirements to be in the program. Some students

“voluntarily” enroll in the program, but through a process become identified as that type of student (Bridge, Aspire). After being identified as enrolled in the program, there may need to be additional layers of identification or differentiation by status such as active vs. inactive; eligibility for specific services; cohort year.

Certain departments should have the ability to develop a report about a defined group of students (e.g., first time freshmen in 2007 who graduate by 2010; all students as of fall 2009 who marked transfer as a goal; all students who tested into English 67 and completed English 1A within 3 semesters).

Student Demographics

Each program/department must track (or would like to track) student demographics such as:

Criteria	Data Found
Ethnicity	CCC Apply
First generation	CCC Apply
Educational goal; major	CCC Apply
Student enrollment type (FTF, reentry, etc.)	CCC Apply
Low income (depending on definition)	BOGW status, Pell status – available through Financial Aid reports
Disability status	DSPS eligible—DSPS report; Department of Rehab (where found?)
Placement Test level	Banner
VATEA data: SSI or TANF Displaced homemaker Parent of minor child	Supplemental survey when register – in Banner – how to retrieve?
First time college	CCC Apply
Basic skills student (definition based on placement test scores)	Assessment Reports for placement testing in English, Reading, Math, (AmLa)
Probation Level I	Banner Report?
Transfer goal	CCC Apply
Former Foster Youth	Financial Aid Database
Veterans status	CCC Apply and ?

Eligibility Criteria

Outside of data available in Banner through CCC Apply and other sources, the following criteria are examples of specific information that Student Services programs must gather on their own. At the present time, there is no “home” for this data to reside in Banner. The eligibility criteria can be for students entering the program—what they need to be eligible that must be documented as well as eligibility criteria to remain actively enrolled in the program.

- Dates entering/exiting the program by program (some programs have multiple programs – like CalWORKs/TANF)
- Upper unit limit/semester limit (EOPS)
- Disability status (DSPS)
- Service eligibility (DSPS)
- First generation status (available in CCC Apply)
- High school graduation status (available in CCC Apply)
- Limited English status (available in CCC Apply somewhat)
- Academic standing (available in Banner)

Service Utilization

Many programs are required to track the specific services that are provided to students enrolled in their programs. Service utilization can be based on the number of times a service was rendered and the length of time. It can also be based on a check-off system as to whether it was completed (ed plan, contract). Common services are:

- Counseling and advising contacts – coding for the type of counseling/advising and the length
- Tutoring contact – coding for the subject matter and length
- Educational Plan (EOPS, CalWORKs, DSPS, Financial Aid, Matriculation)
- Contract
- Progress Reports
- Accommodations (DSPS) = approximately 20 (state requirement)
- Orientation (Matriculation requirement)
- Transfer – university representative appointments (via SARS)
- High School Outreach (application, test, orientation, Connect 4 – via Argos)
- Job Search – appointments and workshops attended (via SARS)

Research

Student Services has a goal to further develop its research capabilities to measure how well our services are impacting student progress and achievement as well as to attempt to determine whether our programs are indeed doing what they were designed to do.

In order to conduct easy, common “research” based on queries in Argos, we would need to define certain parameters for GROUPS such as:

- Students completing basic skills courses
- Students completing groups of courses like the “Golden Four”
- Units completed by students that are degree applicable, CSU transfer, UC transfer
- Grades and GPA that is based on semester and overall cumulative for all college versus just Mt. SAC and degree applicable and transfer level
- Service utilization based on student category (type of disability)

Some of the research interests are:

- Persistence/retention rates of students in specific programs
- Progress in basic skills course completion and advancement to degree and transfer level courses
- Transfer (actual) rates
- Graduation rates
- Certificate completion
- Job placement rate of A.S. and certificate completers
- Impact of probation interventions
- Outcomes of multiple measure placement recommendations

KEY QUESTIONS

- What reports exist in Argos?
- To identify specific cohorts of students, which should be used, Banner Attributes or Banner Forms?
- Can Student Services programs have expanded Banner Forms for ease of tracking?
- If service data is entered into SARS can SARS talk to Banner and also populate MIS to reduce the double/triple manual entering of data?
- If information is set up to enter into a Banner Form can a Banner Report be developed (e.g., accommodations) to be run to capture this information for required reporting?
- If information is in Banner, how can Argos be organized to enable departments to run their own reports/conduct their own research?
- If Degree Works can track graduation and certificate completion, and if Degree Works will interface with Banner, can this information be organized and extracted through Argos or through separate Banner Reports?
- Is there a possibility to establish separate data bases for Student Services that are in Oracle to interface with Banner?

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