managerPIE 2014-15 2015-16 2016-17 2017-18

Planning for Institutional Effectiveness

NOTE: This PIE Form is optimized to be used in Acrobat 10 or later.

MT. SAC!
Mt. San Antonio College

managerPIE

Planning for Institutional Effectiveness

Introduction:

I. Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Your area's program review will be recorded on this form summarizing the current year and documenting planning for the next 3-year cycle.

TracDat is the college's database for recording outcomes. Please update your outcomes work regularly. http://tracdat.mtsac.edu/tracdat

II. Division and Division Units: *Select your Area or Division*

DIVISION	Humanities & Social Sciences	Units:	AMLA, Communication, English Lit. & Journalism, Foreign Language, Geography & Political Science
Dean	Jim Jenkins	Units:	History-Art History, Psychology, Sign Language, Sociology-Philosophy
E-mail / Extension	jjenkins@mtsac.edu / 909-274-5100	Units:	Study Abroad, Teacher Prep, Honors, Speech & Sign, Writing Center

III. Division Mission

The mission of the Humanities and Social Sciences Division is to support students and faculty in pursuit their academic and personal goals by securing resources and creating structures and programs that provide the highest quality education and equal access to all.

IV. College Themes and Goals

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

Theme A: To Advance Academic Excellence and Student Achievement

College Goal #1	The college will prepare students for success through the development and support of exemplary programs and services.
College Goal #2	The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.
College Goal #3	The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

College Goal #4	The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.
College Goal #5	Students entering credit programs of study will be ready for college level academic achievement.
College Goal #6	The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

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

College Goal #7	The college will secure funding that supports exemplary programs and services.
College Goal #8	The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.
College Goal #9	The college will provide opportunities for increased diversity and equity for all across campus.
College Goal #10	The college will encourage and support participation in professional development to strengthen programs and services.
College Goal #11	The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.
College Goal #12	The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

College Goal #13	The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.
College Goal #14	The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

SectionOne: Where We Are—An Analysis and Summary of the Current Year

I. Planning Context: Division Goals for: Humanities & Social Sciences

a. *Identify the <u>overarching</u> goals (informed by Unit goals) that guided your Division's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. Add rows (+) as needed. Delete rows (X). (limit 10 goals)*

<u>Roll-Over to see "overarching goal" example</u>

Division Goal Name	Division Goal	College Theme
Data-driven Decision-Making	Improve student success in division programs and departments through the collection and use of appropriate valid and substantial data/evidence.	A: Academic Excellence
Student Learning-Writing	Increase retention and success by creating division-wide criteria for writing.	A: Academic Excellence
Student Learning-Critical Thinking	Increase retention, success and matriculation by creating division-wide criteria for critical thinking.	A: Academic Excellence
Scheduling	Research and implement data-driven course, class, and scheduling structures to maximize student success: retention, completion (incl. course, degrees, certificate), and matriculation (incl. transfer).	B: Access and Success
Student Success-DL	Investigate and mitigate disparity between DL success/retention and traditional success/retention.	B: Access and Success
Planning	Formalize long-range division planning processes to include relevant reports, data, and information, e.g. on student success, diversity, and equity.	D: Cooperation/Collaboration
Learning Outcomes	Research and implement revised PLOs to more accurately reflect outcome success. Research and implement outcomes at all levels of program to establish data-driven foundations for increasing student success.	A: Academic Excellence
Collaboration	Develop and maintain collaborative relationships (inter- and intra-divisional) that support student success within the division.	D: Cooperation/Collaboration
Department/Unit Goals	Facilitate the development of clear department/unit goals and strategic objectives that support student success.	D: Cooperation/Collaboration
Transparency	Maintain transparency in all division processes.	D: Cooperation/Collaboration

II. Notable Achievements for: Humanities & Social Sciences

Enter a brief summary of your Division's successes for the 2014-15 year in the field below followed by a listing , by theme, of the Notable Achievements. This provides opportunity to highlight your Division's proudest moments for this year. Text boxes will expand as needed. Add rows (+), delete rows (-).

Roll-Over to see Achievement example

Several departments/programs within the HSS Division have worked to ensure and support student success. This work comprises several areas related to student success:

1) *increasing placement success:*
   a) Writing Center: Working closely with the Assessment department, the Writing Center established SARS scheduling for the WC workshops. This led to an exponential increase in the AWE Preparation workshop participation in the last two months of the spring 2015 term. After the workshop, students placed in AmLa 43 rather than AmLa 42 and English 68 rather than 67 (e.g., there was a 33% reduction of students placing in English 67 who instead placed into English 68).
   b) Continued **Collaboration** between department faculty, Assessment/Matric, and NHLRC (National Heritage Learners Resource Center) in the creation of assessments to more accurately
     i) place students into appropriate level Spanish courses, and
     ii) separate "heritage" Spanish speakers from "native" non-Spanish speakers (FRLG)

2) *increasing completion success:*
   a) Writing Center: **Tutoring** continues to be a primary driver of student success,
     i) expanded use of **TCs** (Tutors in the Classroom) including Pathways to Transfer, Title V, and Arise: English 67-68-1A) had a combined success rate of 78% (a 15% improvement over the overall average). Even more importantly, these TC-supported accelerated sections improved progress through the complete composition sequence for students by a factor of over 200%.
     ii) Supported by the ARISE-funded **NNES** (non-native English speakers) **tutorial specialist**, part-time, over the past two years, the Writing Center increased the number of AmLa students attending tutoring by 266%. AmLa students attending WC tutoring had success rates of 82%, 86%, and 79% for AmLa 41W,42W, and 43W, respectively. These rates were 6 to 18% above the averages for students not attending tutoring.
     iii) Verb and Writing Boot Camps for ESL and AmLa Students: 216 students attended various workshops in 2013/14 (most current data). 95% of students improved their scores on post-workshop grammar and mechanics tests in comparison to their pre-workshop performance. Met SLO of increase of 10% in verb accuracy between pre- and post-boot camp tests.
     iv) DLAs--274 students in nine sections of 67 participated in the fall of 2014; of those, 211 students (77%) completed DLAs; and of those who completed DLAs, 70% passed English 67, in contrast to the overall average of 59% success in English 67 that semester. DLAs also had a very significant positive impact in students in English 68 as well. In the Spring 2014 term, 310 students completed DLAs, and went on to successfully pass English 68, 71% of the time--a 12% increase over the 59% overall success rate for the term.
     v) Early Alert-- The Writing Center director worked with the Academic Senate's Early Alert Taskforce to develop a plan for piloting an Early Alert program on campus in 2015-16. The taskforce's recommendations were approved this spring and the pilot will launch this fall. It is slated to include a streamlined version of the portal's electronic tutoring/counseling referral system for faculty.vi) VESL and ESL students began attending Writing Center workshops this Spring, 2015.
   b) SSSC
     i) 1299 students visited the SSC for various activities for a total of 10,028 contacts:
       --of the 2257 SIGN students enrolled in SIGN classes, 414 sought tutoring (18% of all enrolled SIGN students). Of those who sought tutoring, 86.2% passed their SIGN course. Of the 1784 students who did not seek tutoring, only 63.6% passed their SIGN course. Students who received SIGN were 35.5% more likely to pass.

a. Narrative Summary	--Of the 6208 students enrolled in SPCH classes, 68 sought tutoring (1% of all enrolled SOCH students). Of those who sought tutoring, 92.6% of them passed their SPCH class. Of those who did not seek tutoring, 85.6% passed. Students who received tutoring were 8% more likely to pass.
	
	--Although the primary method of supporting student success in the SSSC is tutoring, students are actually involved in MANY other activities in the Center that support their success. Other activities included students seeking help in analyzing stories, Assignment Review, Classifier Practice, Conversation Practice, Finger Spelling, General Assignment Help, General Practice Sign, General Practice Speech, Outline, Printing Class Papers, Sign Computer Use (including interpreting practice and exams), Sign Printing, Sign Resources, Sign Study Area, Sign Video Room, Speech Computer Use, Speech Printing, Speech Resources, Speech Study Area, Speech Video Room, Test Prep, Testing, Textbook/Sign Class, Video Tutor
	
	ii) 1.15% of total Speech students saw a tutor. 92.6% of students who saw a Speech tutor passed their class as opposed to 85.6% of students who did not see a Speech tutor passed.
	
	c) Honors
	  i) Seventy-three percent of the honors students who applied to UCLA via TAP were accepted, compared to a 26 percent acceptance rate for Mt. SAC students who applied on their own.
	  ii) A record number of students completed the Honors program and transferred to four year schools this year (200)
	d) AmLa promoted the use of the resources in the Writing Center such as DLAs, Writing Boot Camps, and workshops by creating department resource packets which are distributed to every student in every class at the beginning of each semester. Faculty encourage students to use the resources by requiring students to complete success portfolios as part of the course grade.
	e) Learning communities: Student Services has combined enrollment of ASPIRE, ARISE, and ACES students in English courses including the privately-funded Pathways learning communities
	3) increasing matriculation success:
	  a) **Collaboration** between departments, academic programs, and support services have helped increase the successful matriculation of students from course to course and semester to semester.
	    i) ENGL, HIST, POLI, and PSYC have collaborated to offer the first Title V GE **cohorts** in Fall 2015--four clusters of two links, each with an ENGL 1A or 68 at its core. The goal is to guarantee matriculation from linked ENGL 68 or 1A courses linked to Area 3 and 4 GE courses into subsequent ENGL (from 68-1C) and linked Area 3 and 4 GE courses across 2-3 semesters.
	    ii) Honors has created its first two **cohorts** (20 students each) of Honors College that will guarantee matriculation from inked ENGL 1AH and Area 3 or 4 GE courses to ENGL 1C and additionally linked Area 3 and 4 GE courses across two semesters.
	    iii) ELJ continues to participate in accelerated (privately-funded) Pathway **cohorts** intended to facilitate matriculation from ENGL 67 to 1C.
	    iv) PSYC has created a **cohort** template to accelerate matriculation of students through the major core
	    v) HSS Div, PSYE, Tech & Health Div, and the Psyc Tech program continue to collaborate to make PSYC 1A sections accessible to Psyc Tech students in their last semester of the PYSC Tech certificate program.
	    vi) AmLa continues to participate in the ESL department career day and the annual ESL retreat in order to facilitate transition to the AmLa program
	    vii) The Honors program continues to work with several 4-year schools to maintain transfer agreements,
	  b) 4 Spanish sections participated in the Teacher Prep program for academic year 2014-2015
	  c) SIGN--articulated with two local High Schools and provided testing and placement services for these students and other in-coming students with a signing background. 80 students received college credit and or advanced placement (33 from Ayala H.S. and 47 from Covina H.S.) This is up from 2013-14 which had 52 (37 from Ayala H.S. and 15 from Covina H.S.).
	  d) Honors--Worked with Dean, Humanities, and Title V Grant Coordinator to obtain funding for Honors College and start a pilot program in Fall 2015

e) Continued collaboration between SIGN and SPCH for support of SSSC
4) *increasing access:*
   a) The Division and departments continue student focused, targeted, and streamlined class scheduling that reflect student needs (e.g. required GE and core program requirements)
5) *increasing engagement:*
   a) **Faculty advisors** to clubs and student activities on campus (All departments)
   b) **Specific engagement activities** such as Honors Awareness Week, Journalism Information Session and the Psychology Day opened to all students, as well Constitution Day (HAH/GPS), Earth Week (Prof. Stone), Human Trafficking Conference including LINK (Liberty in North Korea) panel (SOC/PHIL and SIGN), Writers' Day, Hispanic Heritage Month, Cesar Chavez Day, Black History Month and Women's History Month programs (HAH), Sign an Speech Soapboxes (showcasing student performances).
   c) **Student research and presentations:** Several faculty mentored many students presenting at various conferences (SCCUR, HTCC, and WPA) and organized successful Research Showcase on Campus.
   i) A record number of students presented at conferences around California including SCCUR (4), HTCC at UCI (25), and the Bay Area Symposium (2)
   ii) Students who presented at conferences were also invited to have their research on display for the Research Showcase.
   iii) Honors students submitted six abstracts to the Southern California Conference on Undergraduate Research (SCCUR) and presented class research at four different research conferences: SCCUR at UCI, HTCC at UCI, Bay Area Symposium at Stanford.

Add Notable Achievement Theme	Student Success

a) Faculty involvement in **campus-wide/statewide committees and initiatives** to promote student success
   i) GPS and PSYC --OEI
   ii) SOC Scholarship Committee
b) Faculty professional development activities (**on and off-campus**) include publication of articles, books, presentation of conference papers, presentation of conference workshops, and participation in professional organizations nationwide.
   i) SIGN --hosted American Sign Language Teachers Association, Los Angeles Chapter, workshop and meeting on May 9, 2015.
   ii) SIGN --hosted Si5s (written ASL), American Sign Language writing workshop taught by our own Robert Augustus
   viii) Philosophers Diem-Lane and Lane were invited to be the plenary speakers at the Quantum and Nano Systems Application Conference in India in November
   ix) Sociology adjuncts Brooke Tolmasov and Jessica Moss coordinated a workshop on teaching practices and outcomes. The goal is to offer opportunities for everyone to strengthen various areas of their pedagogy. Doing so can make teaching the same courses more interesting and more engaging for the students.
c) Faculty Recognition
   i) History Department adjunct faculty member Amy Kremer received the Giles Brown outstanding thesis award from California State University, Fullerton, for her thesis, Woods, Wolves, and Falcons: The Children's Nature Writing of Jean Craighead George.

Add Notable Achievement Theme	Faculty Success

1) ELJ and PSYC hired two new full-time faculty members, and HIST hired one new full-time faculty.
2) Hired many adjunct faculty to add more sections based on student need (all departments)

Add Notable Achievement Theme	Staffing

Add Notable Achievement Theme	Facilities

1) Secured new (second Psyc lab including computers to respond to rapid growth of majors and ADTs)
2) Remodel of Honors Center including adding an office to allow for counselor privacy

Add Notable Achievement Theme	Organization / Process

1) **Surveys** and **enrollment and tutoring success data** (incl. DLAs, tutoring, TCs) to support development and continuation of effective programs as well as inform modification to schedules to optimize access and matriculation (Honors, Writing Center, PSYC, SIGN, COMM)
2) Continued use of **Division use of data** for enrollment planning and scheduling, especially Argos reports: enrollment fill rates, Degree/Cert completion, as well as degree and general education requirements. The deans, in collaboration with department chairs, developed campus-wide and program specific enrollment criteria for enrollment management, and also developed criteria for evaluating requests for faculty positions. The division uses a comprehensive data-driven approach for scheduling and FTEs allocation in all its processes and draws from data for faculty RTF. Resulting in targeted growth and also being used as basis for Division RFPs.
3) Developing/Reviewing Curricula
   i) Many courses aligned with C-ID; remainder are in process.
   ii) Developing degrees/certificates: A.A. Environmental Studies (POLI)
   iii) Developing new curricula: HIST--History of Latin America, curriculum to specifically address heritage Spanish speakers
   iv) SIGN received approval for SIGN 101H
4) continuing to conduct higher quality, more consistent, and comprehensive adjunct evaluations across all departments.
5) Honors-
   i) Worked with IT to develop Argos reports that eliminated several hours of hand calculations and tracking
   ii) Worked with POD to use online survey system which eliminated several hours of hand written surveys and data collection
   iii) Worked with the VP Instruction, Dean of Humanities, Dean of admissions & Records and IT to get Honors Certified on the transcript after completion of 15 honors units with a minimum 3.2 cumulative GPA
   iv) Worked with Honors Advisory Council (HAC) to require that students admitted to Honors Program take at least two Honors courses before the end of their second Fall Semester in the Program.
   v) Created an online Honors Application making applying to the Honors Program more convenient for students.

Add Notable Achievement Theme	Technology

1) Secured new (second Psyc lab including computers to respond to rapid growth of majors and ADTs)
2) Worked with IT to get **Wi-Fi** in Honors Center for student use

Add Notable Achievement Theme	Program Success

1) The Forensics team had an extremely successful year.
   -Ranked 3rd in the nation at Phi Rho Pi
   -Ranked 1st place Community College at the International Forensics Association held in Barcelona, Spain
   -Competed in China
   -Hosted PSCFA Fall Championships
   -Hosted ARTa
   -Won several state awards
   -Hosted many on campus performances
2) Study Abroad Program
   a) in collaboration with the ACES program (who is funding the project), Dafna Golden, Asst. Coordinator of the program, is facilitating a week-long regional "abroad" program with her ACES Summer 2015 GEOG 1 students to CSU Channel Islands, where they will stay in the dorms and conduct relevant activities within the area. This is the execution of an initial recommendation of the Academic Senate task force articulating the creation of regional and national "abroad" excursions.

Add Notable Achievement Theme	Select Achievement Theme

Enter Notable Achievement Here

III. Tracking Conditions, Retention & Success, Critical Decisions and Outcomes Assessment for: Humanities & Social Sciences

Enter a brief summary for each section based on the 2014-15 year followed by information provided in your Units' PIE forms. Add rows (+), delete rows (-).

a. External Conditions Summary	External conditions continue to drive both growth and the associated challenges in the Division. Over this past year, the most significant conditions continue to be related to student demand for certain courses and degrees. The variables of State policies/regulations and changes in industry/disciplines have actually increased that demand as well as given us some specific direction in defining student success. This has allowed us to more accurately target growth in response to that demand as well as create and sustain support services to scaffold success within that demand. However, the issues of lack of space and adequate funding for the expansion of support services continue to challenge our ability to respond to and support demand.

Student Demand	*Roll-over to see example*	Data Source
The ability to acquire and analyze enrollment as well as completion data has allowed HSS Division to target growth in highest-demand areas such as HIST, POLI, PSYC, ENGL, and SPCH, as well as demand for courses in SOC, SIGN, FRCH, GERM, JAPN, and SPAN.		*Add Data Source*

Regulation / Policy	*Roll-over to see example*	Data Source
State focus on degree and transfer matriculation as well as requirements for education plans has actually helped provide clear criteria by which we can analyze and target growth.		*Add Data Source*
State focus on more clearly defined student success has led to several departments seriously revisiting the issue of adjusting (predominantly increasing) English prerequisites in order to ensure more consistent course success and retention.		*Add Data Source*
Institutional policies and practices have been very supportive of making data available (e.g., access to reports) in order for divisions to make more accurate decisions involving scheduling, hiring, and curriculum development		*Add Data Source*
Institutional progress toward the development of college-wide credit cards is hoped to include access to cards by Forensics faculty who are continually exposed to individual financial risk and significant finance charges as they "carry" costs of travel (sometimes exceeding $20,000) while waiting for their reimbursement paperwork.		*Add Data Source*

Economy / Budget	*Roll-over to see example*	Data Source
As economy picks up, it is getting more difficult to hire adjuncts with specialty training, as they are being hired in full-time positions elsewhere.		*Add Data Source*

Industry Changes	*Roll-over to see example*	Data Source
Profound changes in digital, visual, and hyper-local Journalism has led to new and modified courses in program to great (and even national) success.		*Add Data Source*

Increasing promotion of a more simplified Chinese by the Chinese Government which differs somewhat from traditional Mandarin is cause respective changes in our CHIN curriculum.		*Add Data Source*
Driven by the increasing use of video relay services, increased education for Interpreter certification, and Federal labor market analyses showing strong job growth for Interpreters, the SIGN department continues to see an increase in demand for all levels of SIGN courses.		*Add Data Source*
Staffing	*Roll-over to see example*	Data Source
Departments continue to experience difficulty recruiting qualified adjuncts: a) loss of adjuncts to other FT positions; b) small pools of adjuncts with specialized skills; c) in some disciplines, fewer students with MQs -- including M.A.s		*Add Data Source*
Facilities / Maintenance	*Roll-over to see example*	Data Source
High demand for primetime classes and lack of significance response to expanding late afternoon and evening courses creates a large unmet demand for classrooms (some extra-division classrooms do not contain effective, basic technology).		*Add Data Source*
Technology	*Roll-over to see example*	Data Source
Classroom, faculty, and some student lab computers) are old, and even though I.T. has done an amazing job of swapping old computers for less-old computers, issues with this equipment persist and interfere with learning.		*Add Data Source*

b. Internal Conditions Summary	As with external conditions, student demand and the overall scaffolding of student success are significantly affected by internal variables. The most significant of those variables continue to be space to expand our schedules during demand hours, funding for staffing of support areas, and funding for maintaining updated technology.

Student Demand	*Roll-over to see example*	Data Source
Student demand, and the ability to analyze and understand that demand through access to data, has led to significant increases in courses, majors, and degrees.		*Add Data Source*
Student demand for 1-day per week and late afternoon/evening sections continue to wane while online sections continue to fill much later in the enrollment process (if at all).		*Add Data Source*
Regulation / Policy	*Roll-over to see example*	Data Source
The financial aid process continues to significantly slow down the approval process for students participating in Study Abroad programs		*Add Data Source*
As chair assignments increase (resulting from the increase in division workloads and the chairs' assignment as division "designees"), not only should their reassigned time be increased, but the formula used to establish compensation be based on current data not year-old data.		*Add Data Source*

Economy / Budget	*Roll-over to see example*	Data Source
Although the Learning Assistance Center has been generous in sharing its tutorial budget with the SSSC (Speech and Sign Success Center), its annual support of 1300 students and over 10,000 contacts requires a separate budget line item to allow it to pay for the tutors, support personnel, and supplies it needs.		*Add Data Source*
Lack of institutionalized funding for ENGL 68 tutors and Tutors in the Classroom (especially in light of the significant increase of students placing into ENGL 68) has prevented the Writing Center from scaling the successful support for these students.		*Add Data Source*

Staffing	*Roll-over to see example*	Data Source
The executive management's productive and positive collaboration with Academic Senate has resulted in substantial additions to FT Division faculty ranks.		*Add Data Source*
Even with current hires, significant increases of sections as a result of data-driven, targeted growth have resulted in even higher PT/FT ratios in high-demand areas such as SPCH, HIST, POLI, PSYC, ENGL and other areas such as AHIS, SOC, and GERM.		*Add Data Source*
Lack/loss of funding causing reductions in unit operating hours and inability to hire adequate support personal continue to negatively programs such as TPI, Study Abroad, Honors, and the Writing Center.		*Add Data Source*
UR (Undergraduate Research) "Faculty Coordinator" activities continue to be facilitated by a single, uncompensated, faculty member --Dr. Rebecca Hatch --for almost three years, even though Mt. SAC has a UCR plan that includes the designation of a coordinator. These activities far exceed the 6 weekly supplemental hours.		*Add Data Source*

Facilities / Maintenance	*Roll-over to see example*	Data Source
Classroom Space, especially from 7:30 AM to 2:15 PM, is still difficult to schedule. **This is rapidly becoming the single most important factor in attenuation of growth.**		*Add Data Source*
HVAC--In rooms (office and class), the temperature is often at the extremes and cannot be regulated with the thermostats in the classrooms.		*Add Data Source*
Office Space--The HSS Division has only enough office space for four more faculty members.		*Add Data Source*
Adjunct Workroom Space--even with much-appreciated FT hires, the PT/FT contiues to growin high-demand areas making existing adjunct workspaces less accessible.		*Add Data Source*

Technology	*Roll-over to see example*	Data Source
Classroom Technology--Need for an insitutional plan and committed for maintaining classroom technology including instructor-station computers, projectors, document cameras, etc.		*Add Data Source*
Department Technology--need increased supply budgets to maintain shared department printers.		*Add Data Source*
Software licenses must be up-to-date and maintained with institutionalized funding.		*Add Data Source*

Campus-wide software updates--often occur at inconvenient times when students are trying to use computers and the work they have done cannot be saved.	*Add Data Source*
Technology Communication Confusion--Faculty/Divisions often have to call two different departments for service: HELP desk for the computer issues and presentation services for the overhead projection system.	*Add Data Source*

Training	*Roll-over to see example*	Data Source
Strong need for faculty and staff development re leadership, pedagogy, communication, and meeting facilitation.		*Add Data Source*

Other - Chair Compensation	*Roll-over to see example*	Data Source
Chair Compensation --with increased responsibilities for more complex adjunct evals, facilitation of outcomes processes, long-range planning, data-driven enrollment management and RFP processes, chairs are insufficiently compensated.		*Add Data Source*

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c. Retention and/or Success	The HSS Division continues to maintain both high levels of success (between 73% and 80%) and retention (between 84% and 95%). The Writing Center's diverse and high-quality support services continues to be a significant factor in students success, especially in writing-centered courses.

Other - Student Success and Retention	*Roll-over to see example*	Data Source
Although there is little variation across the last three years, the overall trend for retention and success within the HSS Division is that both retention and success are down slightly, with a slight increase in success this past year: Fall and Spring 2012-13: Success: 78.49% Retention: 88.64% Fall and Spring 2013-14: Success: 77.10% Retention: 88.56% Fall and Spring 2014-15: Success: 77.40% Retention: 87.97%		*Add Data Source*
The only department in the Division who contradicts that trend is AmLa whose retention is steadily increasing and whose overall success rate over the last three years has increased slightly. **AmLa**: Fall and Spring 2012-13: Success: 79.13% Retention: 92.17% Fall and Spring 2013-14: Success: 77.59% Retention: 93.81% Fall and Spring 2014-15: Success: 79.79% Retention: 94.45%		*Add Data Source*
Besides AmLa at +.66, increases of success rates occurred in SOC at +3.66%; GPS at +.3%; PHIL at +2.86%; and COMM at +.14%; with all departments having success rates between 73% and 80%.		*Add Data Source*
Besides AmLa at +2.28, increases of retention rates occurred in SIGN at +.27% and FRLG at +.1%, with all departments having retention rates between 84% and 95%.		*Add Data Source*
English 67 students who were repeating the course and who attended tutoring in the Writing Center had a success rate of 61% as opposed to an overall average for repeaters of 42%.		*Add Data Source*

The Writing Center's support of the Pathways to Transfer program in English via the Tutors in the Classroom program, embedding a tutor throughout the sequence, contributed to that programs highly impressive rates of return in success (71.2%), retention (91.3%) and completion of the sequence (44.4% as opposed to 20% for non-pathways students--an increase of over 100% in student progression through the sequence!)	*Add Data Source*
The Writing Center's workshops continue to be a highly cost effective means to enhance the success and knowledge base of writing students, with over 1,000 students taking the workshops each semester, and overall success rates across the English sequence for these students of over 80%.	*Add Data Source*

d. Critical Decisions	Improved budget conditions have led to a shift from enrollment cuts to targeted FTES growth: a net +4.9% total for HSS Division since 2009/10, with most of that growth occurring over the last 2 years. As opposed to previous years where we had to undergo cuts in our offerings, these last two years we were able to add back some of the cuts we had made and were able to grow in several departments, while we simultaneously cut in others to redistribute FTES to high-demand courses and programs.

Student Demand	*Roll-over to see example*	Data Source
Based on long-term data, we focused FTES allocations on high demand, GE courses with clear growth potential such as SPCH 1A, POLI 1, ENGL 1A and 1C, HIST 1, and PSYC 1A as well as on core courses for the Psychology major and the PSYC ADT.		*Add Data Source*
As a result in these targeted allocations, we have seen sustained, enrolled growth in 7 of our 9 departments: an average of 26.9% over the last three years and 12.6% since last year.		*Add Data Source*
In order to more effectively redistribute FTES, we also planned reductions and/or rotations of courses in 3 areas (2 departments) where demand has been less: an average reduction of 9.4% over the last three years and 9.8% since last year.		*Add Data Source*

Staffing	*Roll-over to see example*	Data Source
Hired several adjunct faculty to meet the needs of the students.		*Add Data Source*
Able to hire 2 new ENGL, 1 new HIST, ad 2 new PSYC FT faculty.		*Add Data Source*
Still need several FT faculty in high demand areas both to replace retired faculty but especially because of continued growth.		*Add Data Source*

Other - Student Success	*Roll-over to see example*	Data Source
To more appropriately support student success, many departments are considering changing (increasing) ENGL prerequisites on their courses (with one department, GPS, actually increasing that prerequisite on POLI 1).		*Add Data Source*
To further support student completion success, the COMM Department voted to align relevant courses with C-ID.		*Add Data Source*

To increase student matriculation success, several departments are participating or have committed to participating in GE and Honors matriculation cohorts.	*Add Data Source*
Departments have commissioned task forces/ad hoc committees to address various issues related to student success including international travel, textbook adoption, linked curricula, and placement issues.	*Add Data Source*

Other - Shared Governance	*Roll-over to see example*	Data Source
At least one department has committed to become more involved on campus in order to have a stronger voice in decision-making that affects our students. (ELJ)		*Add Data Source*

Other - Processes	*Roll-over to see example*	Data Source
With Division support, departments maintain a continued commitment to rigorous adjunct evaluations.		*Add Data Source*

e. Progress on Outcomes	Outcomes processes continue to be more deeply imbedded in Division activities. Departments are more engaged in discussing and applying outcomes data and are more than likely that ever to include adjuncts in those processes (thanks to contractual language supporting that participation). The Division is also in the process of converting its goals into measurable outcomes.

Accreditation	Link to Outcomes report *Roll-over to see example*	Data Source
All departments have mapped PLOs to ILOs and are on progress of mapping SLOs to PLOs and ILOs.		*Add Data Source*
255 courses (95%) have completed outcomes, and 12 (75%) 75% programs have completed outcomes		*Add Data Source*
Increase in pedagogical discussions in response to outcomes assessment data, via institutionalized bi-annual department outcomes meetings that include all faculty.		*Add Data Source*
Departments continue to follow outcomes rotation schedule to ensure assessment and discussion of outcomes to guide pedagogical and curriculum changes.		*Add Data Source*
Virtually all departments have successfully included adjunct faculty in the outcomes discussions within the department.		*Add Data Source*
Outcomes assessment and identification has also led to greater scrutiny in the preparedness and effectiveness of adjunct instructors, improving the overall rigor and quality of teaching in departments.		*Add Data Source*

IV. Closing the Loop; Alignment and Progress on College Goals: Humanities & Social Sciences

This section serves as a "reporting" function to describe how your area closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your area's outcomes over the past year? What progress has your area made with the resources provided? Please include progress on plans that did not require new resources if applicable.

Roll-Over to see a "Closing the Loop" example

a. Narrative Summary	The HSS Division received virtually every piece of equipment (predominantly computers) we asked for this year. We also received funded commitments for more space and 2 more faculty members than we expected. These resources allow us to continue to address student demand for core GE and degree courses. Where are still challenged is in securing resources to fund staffing and reassigned time for college programs housed in the division and support services.

Closing the Loop Theme	Staffing
New FT hires in History (1) and English (2) have increased student access to more consistent delivery of curriculum and consistent access to faculty via office hours.	
In Process--NNES tutor which is institutionalization of Title III position who has been responsibility for increase in student success in writing classes.	

Closing the Loop Theme	Facilities
New 40-seat Psyc lab (in-process) and expansion of smaller SPSS workspace allows Division to address significant increase in Psyc majors and Psyc ADTs (almost 500 over past three years).	
In Process--2 new general HSS classrooms (portables) (completed Winter 2016). This will provide us with much needed classroom space to expand our over-full daytime schedule.	
In Process--4 new FRLG classrooms in new Language Learning building (included in new Business building complex). Not only will this allow us t relocate FRLG classrooms from 26B to this new building, bringing assigned classrooms closer to FRLG faculty offices, but it will provide us with 4 more classrooms for the division. In conjunction with the two new classrooms we will be receiving in the new portables, we will have increased our classroom space by 10%--allowing us to increase our schedule by a similar amount.	
In Process--remodeled space (26D-3411) for Writing Center general tutoring, TC group tutoring, and SSSC tutoring and services (completed 2015-16). This extra will allow for growth of both essential tutoring programs.	

Closing the Loop Theme	Technology
Received and installed either new or replacement computers for 5 computer classrooms.	
Continue to install document cameras in all Division classrooms--purchased all cameras; have 5 rooms left to install.	
Continue to secure lottery funds to support software licenses in Language Learning Lab and Psyc lab (including new Psyc lab). .	
Purchase and delivery of assorted department technology (e.g., USB drives for COMM).	

Closing the Loop Theme	Other - Instructional Supplies
Wallmaps for GPS	

b. Strategic Objectives Assigned to :	Humanities & Social Sciences

Your Vice President has assigned the following Strategic Objectives for your area from the Mt. San Antonio College [2014-15 Strategic Plan](#) and identified in the Process Map of Integrated Planning (see Roll-Over below). Not all areas will have a Strategic Objective assigned to them.

Click on the links below to address the components of the Strategic Objectives assigned.

SectionTwo: Where We Are Going—Planning for the Next Three Years

I. Planning: Division Goals and Strategic Objectives for: Humanities & Social Sciences

a. *The following table contains your goals as noted in SectionOne-I for 2014-15. Review your area's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. Add rows (+) as needed. Delete rows (X).*

Division Goal Name	Division Goal	College Theme
Data-driven Decision-Making	*Improve student success in division programs and departments through the collection and use of appropriate valid and substantial data/evidence.*	*A: Academic Excellence*
Student Learning-Writing	*Increase retention and success by creating division-wide criteria for writing.*	*A: Academic Excellence*
Student Learning-Critical Thinking	*Increase retention, success and matriculation by creating division-wide criteria for critical thinking.*	*A: Academic Excellence*
Scheduling	*Research and implement data-driven course, class, and scheduling structures to maximize student success: retention, completion (incl. course, degrees, certificate), and matriculation (incl. transfer).*	*B: Access and Success*
Student Success-DL	*Investigate and mitigate disparity between DL success/retention and traditional success/retention.*	*B: Access and Success*
Planning	*Formalize long-range division planning processes to include relevant reports, data, and information, e.g. on student success, diversity, and equity.*	*D: Cooperation/Collaboration*
Learning Outcomes	*Research and implement revised PLOs to more accurately reflect outcome success. Research and implement outcomes at all levels of program to establish data-driven foundations for increasing student success.*	*A: Academic Excellence*
Collaboration	*Develop and maintain collaborative relationships (inter- and intra-divisional) that support student success within the division.*	*D: Cooperation/Collaboration*
Department/Unit Goals	*Facilitate the development of clear department/unit goals and strategic objectives that support student success.*	*D: Cooperation/Collaboration*
Transparency	*Maintain transparency in all division processes.*	*D: Cooperation/Collaboration*

The following Strategic Objectives are assigned to this area as identified in the Mt. San Antonio College 2014-15 Strategic Plan. They inform the planning process for action over the next two years (NOTE*Not all areas will have a Strategic Objective assigned to them.)

b.	# Strategic Objective	*Strategic Objective*

II. Planning for the Next Three Years for: Humanities & Social Sciences

a. Narrative Summary	Virtually all of the Division's planning focuses on supporting student success. The most significant planning to support this success focuses on securing staff in burgeoning support services, additional FT faculty, increasing additional scheduling and curriculum options to increase student retention and matriculation, and additional space to adequately respond to student demand.

New Plan or Activity	Student Success
AmLa-- Having fewer students in a short term class will allow the professors to give better quality feedback and a faster turn-around time for graded work.	
GPS --participate in GE Cohorts, ARISE, Aspire, Bridge	
ELJ--The Department plans to review and revise its English 1A course to reflect current pedagogical considerations of the department.	
HSS --Increase GE cohorts and learning communities.	
PSYC--Creation and implementation of PSYC Major matriculation cohorts.	
PSYC--Decrease class size of Psyc 3 classes to 30.	
HSS--convene a Division task force to develop cross-disciplinary critical thinking criteria	
HSS--convene a Division task force to develop cross-disciplinary college-level writing criteria	

New Plan or Activity	Faculty Success
AmLA--Through participation in the Faculty Inquiry Group, we hope to accomplish several things: Work with RIE to collect success data of our students after they leave the AmLa program and go to sequential English classes. Develop a success profile which students are successful and why they are successful. ($5K)	

New Plan or Activity	Staffing
New Plan or Activity	Staffing
New Plan or Activity	Staffing
New Plan or Activity	Select Activity Theme

New Plan or Activity	Staffing
AmLa-- secure 1FT faculty	
COMM--secure at least 4 additional FT faculty	
ELJ--secure at least 6 additional FT faculty	
POLI--secure 3 additional FT faculty	
HIST--secure 3 additional FT faculty (1-African American history; 2 growth)	
AHIS--secure at least 1 additional FT faculty	
PSYC--secure at least 3 additional FT faculty (1-biopsyc)	
SIGN--secure at least 2 additional FT faculty (1 interpreting, 1 ASL-Deaf Studies)	
SOC--secure 1 additional FT faculty	
ELJ--expand PT secretary to FT (increasing cohorts and LCs that use ENGL as core)	
COMM--secure PT secretary	
Writing Center--secure NNES Tutorial Specialist to institutionalize Title position	
HSS--secure Undergraduate Research Faculty Coordinator reassigned time	
HSS--secure Division adjunct mentors reassigned time	
COMM--secure dedicated research analyst	
COMM--Start w/Speech reassigned time coordinator (secure when program is re-initiated)	
New Plan or Activity	Facilities
New Plan or Activity	Facilities

New Plan or Activity	Facilities
New Plan or Activity	Select Activity Theme
New Plan or Activity	Facilities

HSS--benches/chairs in various department hallways for waiting students
COMM--The current tables and chairs are not conducive to a good learning environment. New chairs and tables are needed--26D-1411
COMM--The current open lobby area used by part time faculty is a security hazard for theft. There needs to be a wall with a window and a door that locks.
COMM--secure Larger adjunct work space
COMM--secure department signage (i.e., Writing Center, Honors, TPI)
COMM--secure classroom space to accommodate growth
COMM--remodel classroom tech set-up to allow clear area at front of classrooms
Secure planning for dedicated COMM building
Secure planning for dedicated PSYC building
PSYC--install Door between SPSS satellite lab in 26A-2680 and psychology storage between 2670 and 2690.
SIGN--secure new classroom furniture for 66-201 and 205
SIGN-- secure dedicated Smart classroom w/video capability.
Writing Center--Purchase an L-shaped desk and double wide filing cabinet for new Tutors in the Classroom Tutorial Specialist.
Writing Center--Renovate of AmLa office to convert to WC office space.
AmLa--secure new furniture for reconfigured lab/classroom 66-222
ELJ--secure sled chairs and tables to expand adjunct faculty workroom

New Plan or Activity	Funding
New Plan or Activity	Funding

COMM--secure $100,000 Forensics budget (conference, travel, supplies)

SSSC--secure dedicated budget separate from Tutorial Services (advanced SIGN tutors, fund workshops, increased office support to maintain consistent hours)

Writing Center--secure institutionalized, stable funding for tutoring including massive expansion of TCs as a result of burgeoning cohorts and learning communities, almost all of which have ENGL courses at their core.

New Plan or Activity	Organization / Process
New Plan or Activity	Organization / Process

COMM--secure college credit cards for Forensics faculty to eliminate severe personal financial risk for carrying tens of thousands of dollars of college-activity-related debt on personal credit cards (including incurring interest that is not reimbursed).

COMM--secure a more transparent and efficient Fiscal Services method of awarding scholarships and prize money to our students.

New Plan or Activity	Technology
New Plan or Activity	Technology
New Plan or Activity	Technology
New Plan or Activity	Technology
New Plan or Activity	Select Activity Theme

HSS--secure plan to replace all Division classroom computers (teacher stations)

HSS--secure commitment to reconfigure classroom technology to eliminate failing KVM switches

HSS--ensure classroom projection quality

HSS--maintain lab software (SPSS, AZAR, Rosetta Stone, ESRI)

Writing Center--replace lab computers

New Plan or Activity	Select Activity Theme
HSS--secure replacement of computers in adjunct faculty workrooms	
HSS--secure replacement department and classroom printers	
SIGN--secure Smartboards for 66-201 and 205	
HSS--secure 2 region-free DVD players for overall department use	
HSS--secure i-clickers for one class (35) for division-wide use	

New Plan or Activity	Program Success
New Plan or Activity	Program Success
New Plan or Activity	Select Activity Theme

AmLa -- Offer 1-unit courses in an on-line format or deactivate the courses. (seek alternate successful formats).
FRLG--Revise Liberal Art Degree in Foreign Languages, including addition of conversation, civilization, lit, composition, and cultural curricula.
FRLG--Investigate demand for Korean, Russian, and Urdu.
FRLG--Spanish faculty continue working on the development Spanish ADT program, anticipated completion in the academic year 2015-2016.
FRLG--Develop Spanish 1 and Spanish 2 Hybrid classes'
FRLG--Continue to work on SPAN language placement instrument.
FRLG--Continue to work w/NHLRC to develop heritage speaker curricula.
POLI--Develop a Methods course
POLI--Develop an online Political Science 1 course.
SIGN --Continue developing a Deaf Studies A.A.

New Plan or Activity	Select Activity Theme
HSS--convene a division-wide task force to plan a division-wide summit for Fall 2016	

III. Budget Prioritization for: Humanities & Social Sciences

Budget prioritization for the 2015-16 cycle is intended to inform the Instruction Team's prioritization process each July.

1. Download the Budget Prioritization form to your computer using the button below.
2. Use "Save As" to rename the document "2015-16_PIErequests_your division name or acronym"
3. Save to your computer
4. When information on the spreadsheet is complete, click on the "Attach Documents" button below, navigate to the file on your computer, and save. The document will remain attached to your Manager PIE form.

SectionThree: Recommendations for Improving the Planning Process

I. What suggestions do you have for improving the planning process for your area?

1) Would be helpful to email the chairs and directors with the most current forms when they are revised.

II. What additional information should the College provide to assist your area's planning?

1) More Argos training, specifically related to the types of data required for PIE.
2) Would be helpful to know who to contact to get information about specific areas of planning such as the cosy pf some lomg-term planning.
3) Would like feedback from the many areas we designate in our planning to confirm whether or not the information we are [oviding is accurate and in the correct form for their use.

Thank you for completing the Manager PIE form summarizing 2014-15, and summarizing your area's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Vice President by 08/01/ 2015.
Questions regarding this form? Send an email to Don Sciore, Associate Dean of Instruction, at dsciore@mtsac.edu
or Meghan Chen, Dean, Library & Learning Resources, at mchen@mtsac.edu.

For your convenience, you may lock this form and prevent changes to your work:

1. Click the "Lock this Form" button below, enter password "pie" (lower case/no quotes)
2. To Unlock this Form for further revision, click the Unlock this Form button below.
3. Enter password "pie" (lower case/no quotes)
4. Save the form using the "Save Form" button at the bottom of the page
5. Please lock the form before sending to your VP.

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