



unit **PIE**

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

Planning for Institutional Effectiveness

Introduction

- I. Unit Information
- II. Institutional Mission
- III. Unit Mission
- IV. College Themes and Goals

Section One

Where We Are: A Summary and Analysis of the Current Year 2014-15

- I. Summary Context: Unit Goals
- II. Notable Achievements
- III. Tracking External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment
- IV. Alignment and Progress on Unit and College Goals: Closing the Loop

Section Two

Where We Are Going: Planning for the Next Three Years, 2015-16, 2016-17, 2017-18

- I. Planning Context: Unit Goals Assessed and Revised
- II. Annual Implementation Plan
- III. Resources Identified in Relation to Planning

Section Three

Recommendations for Improving the Planning Process

NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).



Planning for Institutional Effectiveness

Introduction

UNIT	Child Development	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Doug Hughey and Darlene Landeros	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	dhughey@mtsac.edu / Ext. 4691 dlanderos@mtsac.edu	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle. **Please remember** that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

Institutional Planning Framework

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

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.

Unit Mission

The mission of the Child Development and Education Department is to educate students in Child development (birth - adolescence) and Education and to support them in achieving thier personal, career, and professional goals.

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

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|-----------------|---|
| 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

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|-----------------|---|
| 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

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|------------------|---|
| 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

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|------------------|---|
| 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: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: Child Development

Identify the goals that guided your Unit'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).*

Unit Goal Name	Unit Goal	<u>College Theme</u>
Support student success	Establish and sustain paths and structures for program-to-program transfer	B: Access and Success
Advance academic achievement	Support student completion rates in our program's certificates and degrees	A: Academic Excellence
Career/vocational training	Promote student awareness of the California Child Development Permit requirements and the application process	A: Academic Excellence
Technological support	Employ state of the art technology in the classroom and teaching environment to enhance effective instruction	C: Secure Resources
Support student access	Increase awareness of the Child Development and Education program among potential students and surrounding communities by developing partnerships with local businesses and advisory boards	B: Access and Success
Partnerships in education	Continue and enhance the integral relationship between the Child Development and Education Department and the Child Development Center and Laboratory School	D: Cooperation/Collaboration

II. Notable Achievements for: Child Development

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Priority	An exemplary Child Development Program may be measured by program transfers to a 4-year university, certificates awarded, degrees, and California Child Development Permits obtained. Our program AS-T degree is near approval, 86 certificates have been issued, 52 graduates, and 93 California Child Development Permits have been processed during the 2014-2015 academic year. Full time faculty have been trained as VOC signers allowing them to help students apply for California Child Development Permits, which expedites the permit approval process.	Unit: Support student success
		B. Access and Success

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Priority	The Child Development and Education Department hosted two advisory committee meetings, one in the fall of 2014 and one in the spring of 2015 to build strong relationships with community partners. In addition, full time faculty, Doug Hughey & Kisha Williamson serve as advisory members of the Cal Poly Pomona Child Development Department Advisory board. Quality partnerships between institutions is key to establishing and sustaining academic pathways.	Unit: Partnerships in education
		D. Cooperation/Collaboration
Priority	90% of our Child Development Courses require observations and we now have a beautiful modern ECE lab site to accommodate them. Over 500 students used this facility to complete observation assignments in the fall and spring semesters. The availability of new observation technology has enhanced ECE and other student's ability to conduct research by linking observed behaviors and practices to developmental theory. Having a building that is well equipped allows us to provide an excellent training and education program.	Unit: Technological support
		C. Secure Resources
Priority	Use of the lab school for observation, assessment, and/or teaching practice presents an ideal model program and teaching environment for students in the teacher preparation program, early childhood programs, and or other disciplines. The provision of hands-on experience working with children allows students to connect real world experiences to theory, behaviors or practices. All of these accomplishments cannot be attained without the lab school.	Select Unit Goal
		Select College Theme
Priority	The Child Development and Education Department has full time faculty who are committed to excellence in the field partially indicated by the number of professional development workshops and conferences attended. This year our full time faculty attended 12 conferences and workshops. This helps us stay current in the field and keep curriculum as current as possible.	Unit: Career/vocational training
		A. Academic Excellence
Priority	The Child Development Workforce Initiative (CDWFI) program is in its 3rd year of operation. Student activity and participation remains strong with 130 core members. 4 students received AS degrees, 14 certificates were issued, 12 students earned a California Child Development permit, 257 student used the laboratory to complete assignments or receive tutoring, 78 students completed CPR/First Aid Training, and many high school students participated in content or recruitment workshops.	Unit: Career/vocational training
		B. Access and Success
Priority	The Child Development and Education Department hosted the California Community College Early Childhood Educators (CCCECE) Regional Meeting to create an arena for Community College professionals to examine barriers to men entering the Early Child Development Workforce. Since this has been a continued issue in the field, an educational panel of men in the field were interviewed to consider barriers from a male perspective and how they can be addressed.	Unit: Support student access
		B. Access and Success
Priority	The Child Development and Education Department initiated the Title V grant to support entry level students in obtaining certificates, degree and permit advancement and completion. Sixty-eight students were identified and registered to participate in the 2014-2015 program.	Unit: Advance academic achievement
		B. Access and Success
Priority	The articulation agreements between Adult Education programs and the Child Development and Education Department resulted in 22 student passing the credit by exam and receiving college coursework credit.	Unit: Support student success
		B. Access and Success

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

Link to Data Sources and Support Options			
Year	Add item	External Conditions, Trends, or Impacts	Data Sources
2014-15		Our desire to articulate Education 10 with the Cal State system has greatly increased the need for partnerships with local school districts. While we understand the mechanism for these partnerships, the process is slow moving.	articulation agreement
2014-15		Changes in the state's scope and definition of early education has mandated coursework to address quality infant care and responsive care giving. This mandate for a specialized pathway for qualified infant care givers has motivated the department's efforts to create new curriculum.	State Department of Education, Child Development Division
2014-15		The advent of the implementation of Transitional Kindergarten has lead the department to examine ways to modify current pathways to create teacher preparation programs that will adequately educate and train future practitioners.	State Department of Education, Child Development Division
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		The overall college enrollment rate has dropped forcing the department to cut sections offered (spring 2015). This has caused the Department to re-evaluate our program planning at the expense of curriculum classes and advanced classes.	spring 2015 schedule
2014-15		Full-time faculty - The main internal condition that is negatively influencing the department's goal setting and completion process is the loss of two full time faculty/deptment leaders over the last two years. We were not selected for a new-hire for the 2014-2015 school year, and thus we are having to rely on an increase in adjunct just to meet the teaching load. Adjunct faculty, no matter how carefully hired, require support, training and assessment and have a learning curve before they are fully effective in the classroom. In addition, departmental and campus duties are not shared by adjunct faculty, which stretches the remaining full-time faculty to the limit of both time and energy.	Proposal for new hire process
2014-15		The viability of lab classes has a direct impact on instruction in that the Child Development Center provides a quality workforce training site for ECE students. Currently we offer 7 lab courses, as this is the the maximum capacity of our campus lab school. However, this is not enough to meet the demand of students needing these courses to complete their degree goals. To support academic completion, research is in progress to examine possible alternative methods of providing quality fieldwork experience.	Title V
2014-15		A fiscally sound budget to staff the observation lab for Lab/Tech tutors is essential for the operation of the CDC Observation Lab. Currently, Lab tech/tutors and Lead oversee the child observations laboratory to assure students adhere to observation protocol and ethical practices. The lab/Tech Tutors provide technical assistance and help students during open lab hours to assist in the development of their observation writing skills for courses that require specialized child observations assignments. Grants are good for piloting projects but not to sustain such a critical aspect of instruction.	Title V Perkins
Year	Add item	Retention and Success Data	Data Sources
2014-15		During the 2014-2015 academic year, 86 certificates were issued, 52 students have or will graduate, and 93 California Child Development Permits have been processes. Our efforts to align the California Child Development Permit process, participate in the Curriculum Alignment Project(CAP), and our own nested certificate matrix, have greatly maximized student's successful program completion and/or university transfer.	Banner Department Records
Year	Add item	Critical Decisions	Data Sources

2014-15	The Child Development and Education Department coordinated efforts and accessed funding to make the observation Lab operational. This was a huge endeavor as it necessitated the development of observation protocols, ethical practices, policies to address security and confidentiality issues related to studying people in a lab setting.	Campus Building and Design program
Year	<div>Add item</div> Progress on Outcomes Assessment	Data Sources
2014-15	Enter/Discuss your Unit progress on outcomes assessment and how it will inform your PIE Planning this year. Add(+)rows for each item.	Cite Data Sources

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)		Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Supplies for use in the Classroom and Observation Lab		\$ 3,597.71	Office supplies were provided in all four classrooms and the Observation Lab to support the effective delivery of instruction; ink cartridges were provided for classroom printers, used in the completion of students' projects. Curriculum related materials were supplied in all four classrooms to support students' learning and hands-on activities. These materials are linked to core assignment requirement of curriculum courses.	Unit: Advance academic achie
			Lottery		C. Secure Resources
	Plan Status	Select	Source 2		
High	Supplies - Textbooks		\$ 600.00	California Preschool Learning Foundations as well as California Infant and Toddler Learning and Development Foundation are State resources used to assure quality improvement. They were purchased as reference materials to be use by faculty for course planning and delivery as these supplemental textbooks not offered by major publishers	Unit: Advance academic achie
			Perkins Grant		A. Academic Excellence
	Plan Status	Select	Source 2		
High	Hourly Instructional Aides		\$ 17,950.00	Students taking courses that require observation as well as those taking curriculum courses received support from the instructional aides in observation techniques and handling of laboratory equipment, as well as guidance in systematic writing of observation and successful completion of curriculum related projects.	Unit: Technological support
			Perkins Grant		C. Secure Resources
	Plan Status	Select	Source 2		
High	Conferences		\$ 6,400.00	In addition to the Professional Development offered at Mt. SAC, department faculty attended twelve professional development and training courses offered off campus and out-of-state. By attending these conferences, the department has been able to incorporate the most recent research practices in the delivery of subject matter, resulting in more knowledgeable and successful students.	Unit: Support student access
			Perkins Grant		C. Secure Resources
	Plan Status	Select	Source 2		

SectionTwo

Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

I. Planning Context - Unit Goals Assessed and Revised for: Child Development

This table contains your goals as noted in Section One for 2014-15. Review your Unit'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).*

Unit Goal Name	Unit Goal	College Theme
Support student success	Establish and sustain paths and structures for program-to-program transfer	B: Access and Success
Advance academic achievement +	Support student completion rates in our program's certificates and degrees	A: Academic Excellence
Career/vocational training	Promote student awareness of the California Child Development Permit requirements and the application process	A: Academic Excellence
Technological support	Employ state of the art technology in the classroom and teaching environment to enhance effective instruction	C: Secure Resources
Support student access	Increase awareness of the Child Development and Education program among potential students and surrounding communities by developing partnerships with local businesses and advisory boards	B: Access and Success
Partnerships in education	Continue and enhance the integral relationship between the Child Development and Education Department and the Child Development Center and Laboratory School	D: Cooperation/Collaboration
Adjunct Faculty	Provide material, professional, and human resources to support excellence in adjunct faculty teaching and student support services.	C: Secure Resources

II. Annual Implementation Plan for: Child Development

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
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Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
High	The Child Development classrooms will continue to need materials to support active learning, group projects, and		\$ \$500.00	We expect the student engaged in this learning to develop an idea of how active learning works and also to further develop a sense of the subject in question, for example art, if the class is an		Unit: Support student success
			Instr. Equipment			
Status	Projected Completion	2015-16	Source 2	Person Responsible	Doug Hughey and Darlene Landeros	C. Secure Resources
High	The video materials for CHLD 73, CHLD 5, CHLD 50, CHLD 61, CHLD 64, CHLD 10, CHLD 11 and CHLD 6 (highest-lowest)		\$ \$1,000.00	These are videos that enhance course delivery of the topic in question. Some materials in this vein are provided by media services in the campus library. These are titles that are not		Unit: Technological support
			Instr. Equipment			
Status	Projected Completion	2015-16	Title V	Person Responsible	Doug Hughey and darlene landeros	C. Secure Resources
High	There are several pieces of equipment, such as a die-cut machine, laminator, and appliances such as a microwave,		\$ \$1,500.00	Course assignments, particularly in the curriculum classes, depend on the availability of tools, materials, and examples of finished products to inform and assist the students. The outcome here		Unit: Support student success
			Instr. Equipment			
Status	Projected Completion	2015-16	Lottery	Person Responsible	Doug Hughey and Darlene landeros	A. Academic Excellence
High	The Child Development Department has made a commitment to stay ahead or with the trends in the field of Early Care		\$ \$750.00	We expect our course offerings to be enhanced consistent with current practice in the field. Our professors will be fully informed on the most recent principles and practices of infant care, and we		Unit: Partnerships in education
			Perkins Grant			
Status	Projected Completion	2015-16	Prof. Development	Person Responsible	Doug Hughey and Darlene Landeros	D. Cooperation/Collaboration
Priority	The department would like to utilize the staff room in such a way that will allow for semi-private spaces to be used for		\$ \$2,000.00	A sub-divided faculty area would promote student success by giving adjunct faculty a place to conduct meetings with students in a semi-private setting, thus discussing class performance and		Unit: Adjunct Faculty
			Facilities Mod			
Status	Projected Completion	2015-16	Perkins Grant	Person Responsible	Doug Hughey and Darlene Landeros	C. Secure Resources
Priority	The Department would like to modernize the adjunct faculty workspace by providing four net-worked		\$ \$4,500.00	The outcome here would be that since adjunct carry a disproportionate teaching load in our department, they should be afforded at least minimal support in preparing for class and		Unit: Adjunct Faculty
			Instr. Equipment			
Status	Projected Completion	2015-16	Perkins Grant	Person Responsible		C. Secure Resources
Priority	The department uses one networked printer to accommodate the course preparation needs of all five full-time		\$ \$6,000.00	A new, faster, higher capacity networked printer would greatly improve work performance and task completion for all faculty and the major grants housed in the department.		Unit: Adjunct Faculty
			Instr. Equipment			
Status	Projected Completion	2015-16	Perkins Grant	Person Responsible		C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Increase capability of observation lab to what was originally specified. Purchase additional licenses	\$ <input type="text" value="\$3,000.00"/>	Will provide much needed additional user access for students in the high demand observation courses.	Unit: Support student access
		Source 1		
Status	Projected Completion	<input type="text" value="Select"/>	Source 2	Person Responsible
			<input type="text" value="Enter Name"/>	B. Access and Success

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

SectionThree

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

None at this time.

What suggestions do you have for improving the planning process for your Unit?

Obtain ongoing input from stakeholders; develop a reliable tool for assessing the outcomes of our department goals; collect data related to departmental goals on an ongoing basis.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Doug Hughey	<input checked="" type="checkbox"/> Approve	Darlene Landeros	<input checked="" type="checkbox"/> Approve

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

Please save this form and forward to your Unit's manager by 06/30/ 2015.
Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu