Planning for Institutional Effectiveness

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

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

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

Planning for Institutional Effectiveness

Introduction

UNIT	American Langauge Department	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Glenda Bro	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	gbro@mtsac.edu X4588	✓ Summary	✓ Planning	✓ Planning	✓ 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 American Language Department is committed to developing the language proficiency of non-native speakers in writing, reading and speech for success in college classes.

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

I. Summary Context - Unit Goals for: American Langauge Department

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	College Theme
Transition	Transition students so that they will succeed in the next step of their academic or professional pathways.	B: Access and Success
Academic Support	Provide academic support and help further equal access for our students	B: Access and Success
Campus Presence	Be a viable campus presence to support and safeguard our goals through participation and raising AmLa visibility.	D: Cooperation/Collaboration
Professional Development	Encourage professional growth, development and innovation	A: Academic Excellence

II. Notable Achievements for: American Langauge Department

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
Med	Through our ESL liaison, we participated in the ESL department career day and annual VESL retreat in order to facilitate communication so that noncredit students can transition to the AmLa classes.	Unit: Transition
		B. Access and Success
Med	With Basic Skills and ARISE grant money, we continued to offer AmLa faculty tutoring for our students.	Unit: Academic Support
		B. Access and Success

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	Through ARISE grant funding, we offered Conversation Circles in both the fall and spring semesters to provide students a chance to interact and engage outside the classroom.	Unit: Academic Support
		B. Access and Success
High	We 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.	Unit: Academic Support
		B. Access and Success
High	AmLa faculty members represented the department in various college wide councils, committees, and task forces: Academic Senate, Faculty Association, Basic Skills, AWE Lead facilitator, Assessment and Matriculation, Content Review Committee, Student Preparation and Success Council, and the International Student Advisory Committee.	Unit: Campus Presence
		D. Cooperation/Collaboration
Med	We held a year-long 25th Birthday party! We had students make and sign birthday cards, we displayed banners, we made a Board of Trustees presentation in December, and we held a Time-Capsule writing contest.	Unit: Campus Presence
		A. Academic Excellence
Med	Jennifer Leader completed the update of the department web page and is in charge of future updates.	Unit: Campus Presence
		A. Academic Excellence
Med	Various department members participated in the Parachutes and Ladders Conference, LLC Tech week, Student Equity Plan writing, Strengthening Student Success Conference, the Diego Navarro presentation, and ePIE training.	Unit: Professional Development
		A. Academic Excellence
High	Evelyn Hill-Enriquez attended meetings and webinars to provide input for the new Common Assessment.	Unit: Transition
		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	Changes in the Common Assessment will require that we reexamine our course objectives to ensure that our courses match the state ESL standards upon which the Common Assessment rubric and placement will be designed.	Academic Senate and Matriculation guidelines

Year	*Add item* Internal Conditions, Trends, or Impacts	Data Sources
2014-15	Due to budget cuts, it seems there is a loss of an environment of excellence. Students complain about the condition of the restrooms in our area, there is a lack of study space, so students usually sit on the floor to do their homeowrk between classes, the white boards are poorly cleaned at night, and the desks are not wiped off. Also, in our rooms in Building 66, the temperature is often at the extremes - too hot or too cold - and cannot be regulated with the thermostats in the classrooms.	Observation and anecdotal
2014-15	When we have problems with the teacher stations, we have to call two different departments for service: HELP desk for the computer issues and presentation services for the overhead projection system. It seems it would be less confusing and more efficient to have these two services under the same department so that our faculty, especially the adjunct faculty teaching at night, would know where to get help.	HELP desk and presentation services work logs
2014-15	With the new changes required in the Student Services Success Plan, we request assistance from the counseling department in the form of a counseling / AmLa liaison or minimally a Frequently Asked Questions handout which outlines the new changes and requirements for enrollment priority and educational plans that could be shared with our students. Because our classes are often entry classes for many students, we need to have accurate information available to all of our instructors, both full and part time so that we can give this information to our students.	SSSP Plan
2014-15	The decision to cancel classes due to low enrollment for the fall, winter and spring semester was made very early. Our students are often late to register, and many students do not realize that they will need to repeat a class because of an unsuccessful grade. The decision to cancel the classes was made too early to accommodate the needs of these students. When they tried to register for the class, it had already been canceled and there were no other options.	Enrollment data
2014-15	The college pushes out software updates at an inconvenient time. The settings are changed and updates need to occur, but if this happens when students are trying to use the laptops for in-class writing, the work they have done cannot be saved. Many times student work is lost or valuable class time is lost due to this requirement.	Instructor observation

Year	*Add item* Retention and Success Data	Data Sources
2014-15	The average success rates for all of our courses in the Fall of 2014 was 75.9%, compared to a 66.4% Humanities and Social Sciences Division average. Our retention rate for this same period is 94.9% compared to a Division average of 87%. Our department success and retention rates are 5-10% higher.	Argos Reports
2014-15	Our one-unit classes, AmLa 56, 57, 58, and 59, were canceled in the fall of 2014 and were not offered in spring 2015 due to low enrollment.	Enrollment statistics.

Year	*Add item* Critical Decisions	Data Sources

Year		Progress on Outcomes Assessment	Data Sources
2014-15		We know that our success and retention rates are higher than the College averages, but we want to know whether or not the students are successful after they leave our program and go on to other college classes, in particular, English 68 and English 1A.	Argos Reports
2014-15		Because our 1-unit grammar classes were canceled due to low enrollment, we want to investigate the possibility of changing them to an on line learning format or make the decision to deactivate the classes.	Enrollment statistics
Year	*Add item*	Progress on Outcomes Assessment	Data Sources
2014-15		We have completed Outcomes Assessment for AmLa 21S - Accent Reduction. We could not complete Outcomes Assessment for our one-unit classes, AmLa 56, 57, 58, and 59, because these classes were canceled in fall 2014 due to low enrollment and were not offered in spring 2015.	TracDat

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	30 personal computers (desktop) for AmLa computer classroom in the Writing Center		$ $39,054.43	The computers in the AmLa computer classroom were updated fall of 2014.	Unit: Academic Support
			Instr. Equipment		
			Source 2		B. Access and Success
	Plan Status	Complete			
High	32 laptops for 66-222		$ $39,000.00	New laptops were purchased and installed for 66-222. The computers are being used. We now need to buy new furniture so that the classroom can be arranged for optimum learning opportunities.	Unit: Academic Support
			Instr. Equipment		
	Plan Status	Complete	Source 2		B. Access and Success
High	Wiring reconfiguration and new classroom desks for 66-222.		$ $7,500.00	Because of the new laptops, the old wiring is now obsolete and cumbersome. New desks and reconfiguration of the wiring will be more efficient and safe.	Unit: Academic Support
			Facilities Mod.		
	Plan Status	2015-16 Complete	Instr. Equipment		B. Access and Success

SectionTwo

I. Planning Context - Unit Goals Assessed and Revised for: American Langauge Department

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
Transition	Transition students so that they will succeed in the next step of their academic or professional pathways.	B: Access and Success
Academic Support	Provide academic support and help further equal access for our students	B: Access and Success
Campus Presence	Be a viable campus presence to support and safeguard our goals through participation and raising AmLa visibility.	D: Cooperation/Collaboration
Professional Development	Encourage professional growth, development and innovation	A: Academic Excellence
Course Alignment	Examine our writing course objectives to align with CB21 in preparation for the Common Assessment	A: Academic Excellence

II. Annual Implementation Plan for: American Langauge Department

 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
High	We know that our success and retention rates are higher than the College averages, but we want to know whether	$ $5,000.00 Prof. Development	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	Unit: Transition
New	Projected Completion 2015-16	Prof. Development	Person Responsible AmLa Department members	B. Access and Success

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	Because our 1-unit grammar classes were canceled due to low enrollment, we want to investigate the possibility of ☐	$ [ ] Source 1	Offer 1-unit courses in an on-line format or deactivate the courses.	Unit: Transition
Status	Projected Completion — 2016-17	Source 2	Person Responsible — AmLa Department Members	B. Access and Success
High	New full time faculty member	$ $75,000.00 Staffing	A full-time faculty will allow us to maintain a standard of excellence by contributing to curriculum development, program needs for increasing student success, and college-wide awareness ☐	Unit: Academic Support
Status	Projected Completion — 2016-17	Source 2	Person Responsible — AmLa Faculty Members	A. Academic Excellence
Med	Student-friendly study furniture with access to power outlets for electronic equipment in the hallways on the ☐	$ $7,500.00 Facilities Mod	Students will have adequate places to study while they wait for classes. The library is across campus and not convenient for students. At the current time, students sit on the floors in the ☐	Unit: Academic Support
Status	Projected Completion — 2016-17	Source 2	Person Responsible —	B. Access and Success
Med	Investigate the possibility of reducing the enrollment cap of 30 to 25 for our writing classes that are scheduled in the ☐	$ [ ] Source 1	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.	Unit: Academic Support
Status	Projected Completion — Select	Source 2	Person Responsible —	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.

Recommendations for Improving the Planning Process

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

Enter additional information suggestions here.

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

Enter your suggestions for improvement here.

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

Contributer		Contributer	
Glenda Bro	☑ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ Approve
Barbara Mezaki	☑ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ Approve
Evelyn Hill-Enriquez	☑ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ Approve
Nona Stokes	☑ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ Approve
Jennifer Leader	☑ Approve	*Add your name as contributing to this Unit PIE and check that you approve*	☐ 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