unitPIE

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

Planning for Institutional Effectiveness

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

unitPIE

Planning for Institutional Effectiveness

Introduction

UNIT	Psychology	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Stacy Bacigalupi	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	sbacigalupi@mtsac.edu/ 6307	✓ 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

Enter your Unit mission statement here if applicable

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.

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

I. Summary Context - Unit Goals for: Psychology

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
knowledge and connection	Increase knowledge of and connection to the discipline of psychology.	A: Academic Excellence
communication	Increase communication/connection between external and internal constituencies (e.g., CSU/UCs, inter- and intra-department)	D: Cooperation/Collaboration
technology	Maintain up-to-date technology, materials, and equipment related to the discipline.	C: Secure Resources
currency	Maintain faculty currency in the field.	A: Academic Excellence
scheduling	Continue to research and implement appropriate course, class, and scheduling structures	B: Access and Success
transfer and degree	Increase student transfer rates and degrees awarded	B: Access and Success
critical thinking	Continue to promote critical thinking throughout all courses.	A: Academic Excellence
outcomes/best teaching	Ensure best teaching practices through the outcomes process.	A: Academic Excellence

II. Notable Achievements for: Psychology

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 for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Held 4th annual Psychology Day event. This is an event where students come to learn about careers in psychology, transferring, volunteer opportunities, and hear about current research in the field of psychology. The goal is to expose students to all aspects of psychology to help inform them about the field. The event was a success again, as most students rated the event as excellent when asked.	Unit: transfer and degree
		B. Access and Success
Med	Held Psychology Department Outcomes Meeting where we discussed SLOs, PLOs, and ILOs, raising student awareness of outcomes, revising outcomes to meet goals of students, and mapping	Unit: outcomes/best teaching
		A. Academic Excellence
Low	Several full time and adjunct faculty were nominated for having a major impact on students intending to transfer (acknowledged at the Transfer Achievement Celebration) and several attended this event as well	Unit: transfer and degree
		B. Access and Success
High	Hired several adjunct faculty to meet the needs of the students. Psychology is growing rapidly, being one of the highest degree-producing disciplines on campus, and the need for faculty has increased rapidly. Hiring adjunct was the only way to ensure students had access to the classes they needed.	Unit: transfer and degree
		B. Access and Success
Med	Created PLOs for the AA-T degree in Psychology, and successfully mapped them to the institution's ILOs. Also, we mapped Psyc 1A to the PLOs and ILOs. Other courses will be mapped this Fall.	Unit: outcomes/best teaching
		A. Academic Excellence
Med	Have maintained consistently high success (79-81% over the last three years) and retention rates (~93% across the last three years) in Psychology classes overall.	Unit: transfer and degree
		B. Access and Success
Med	Department member (Stacy Bacigalupi) served on the Division Research Team. In an effort to increase collaboration among various disciplines and to increase undergraduate research done at Mt. SAC, this meets multiple goals within the department.	Unit: communication
		D. Cooperation/Collaboration
Low	Department member (Michelle Grimes-Hillman) served as Curriculum Liaison. Again, this helps increase collaboration with other areas on campus, as well as ensures students receive the best possible instruction in their courses.	Unit: communication
		D. Cooperation/Collaboration
High	Increased number of students awarded the AA-T in Psychology degree, up from 112 in 2012-2013 to 157 in 2013-2014 (40% increase) and to 199 in 2014-2015 (27% increase from the previous '13-'14 academic year)!	Unit: transfer and degree
		B. Access and Success
Med	Department members (Misty Kolchakian, Katheryn McGuthry, and Chara Powell) served on the campus-wide IRB. Again, this increases collaboration with various areas on campus, but also sets standards and guidelines for research done on campus.	Unit: communication
		D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Med	Many department members attended conferences (including American Psychological Association (APA), Western Psychological Association (WPA), Southern California Conference for Undergraduate research (SCCUR), Southern California Teaching of Psychology (SCTOP), APA Div 36, Student Success Conference, Psych One Conference, CCT, Honors Transfer Counsel Conference (HTCC), Online Teaching Conference, Mentor Conference, the Landmark Education Forum Conference, and "Excellent Educators")	Unit: currency A. Academic Excellence
High	Several faculty mentored many students presenting at various conferences (SCCUR, HTCC, and WPA). Students who presented at conferences were also invited to have their research on display for the Research Showcase. Showcasing student research, these students presenting at conferences is a huge success for them and will increase their transfer success.	Unit: transfer and degree B. Access and Success
Med	Created new streamlined scheduling protocol to ensure a student-focused course schedule for psychology students.	Unit: scheduling B. Access and Success
Low	Department members (Michael Dowdle and Chara Powell) spoke at Mt. SAC's ESL Career Conference. Department member (Gene Ano) spoke at the ARISE retreat, Bridge Program, and High School Outreach Program over the summer.	Unit: communication D. Cooperation/Collaboration
High	Created second pathway for matriculation for AA-T in Psychology (transfer matriculation plan). This was done because we have been seeing trends of students taking certain courses during certain semesters, and the demand does not meet the supply. With the two pathways, and two options to choose from, we hope that students will spread the load, so we can better accommodate their needs. (see attached)	Unit: transfer and degree B. Access and Success
Med	Created two new student clubs affiliated with the Psychology department: Mental Health Awareness Club, and the Psi Beta/ Research Club. The Mental Health Awareness Club is advised by both Mental Health faculty, as well as Psychology faculty, and the goal is to increase awareness and knowledge about mental health issues and concerns among students. The Psi Beta/Research Club is a two-fold: Psi Beta is the National Honors Society in Psychology for Community and Junior Colleges, so this is the Mt. SAC chapter, and the research portion of the club is intended to promote undergraduate research in psychology. We successfully inducted 4 Psi Beta members during the spring semester. This is the first time we've had an active Psi Beta chapter in at least 10 years.	Unit: knowledge and connection A. Academic Excellence
Low	Department member (Stacy Bacigalupi) served as one of the Outcomes coordinators from summer 2014-winter 2015.	Unit: communication D. Cooperation/Collaboration
Low	Department member (Gene Ano) submitted a manuscript to Mental Health, Religion, and Culture.	Unit: currency A. Academic Excellence
Low	Department member (Misty Kolchakian) presented workshops on Food Addiction and the Brain through POD for the Employee Wellness Program.	Unit: communication D. Cooperation/Collaboration

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Low	Department member (Michael Dowdle) offered his distance learning course to participate in the OEI pilot program, and attended the OEI Professional Development event.	Unit: technology
		A. Academic Excellence
Low	Department member (Stacy Bacigalupi) conducted two Best Practices in Teaching workshops; Several full time and adjunct faculty members attended these workshops.	Unit: outcomes/best teaching
		A. Academic Excellence
High	Created SPSS lab for students to practice data entry and analysis for statistics and research methods.	Unit: outcomes/best teaching
		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	Student Success Commissions' change in definition of success to mean students who graduate or receive certificates	State Legislation
2014-15	State's focus on C-ID and AA-T degrees	Chancellor's office
2014-15	Potential for adjunct with specialty training leaving for full-time hiring elsewhere	other campuses hiring
2014-15	Increase cost of SPSS software	SPSS invoice
2014-15	Increased focus on Outcomes for Accreditation	ACCJC/ Instruction office
Year	*Add item* **Internal Conditions, Trends, or Impacts**	**Data Sources**
2014-15	Electrical floor connections in building 26 are deteriorating and need replacing.	Observation
2014-15	Increased demand for courses meeting the AA-T in Psychology requirements (i.e., Psyc 1B, 3, 10)	TracDat/ Argos reports/ observation
2014-15	SPSS licenses must be up-to-date and maintained in order to meet requirements of Psyc 10 and Psyc 3	*Cite Data Sources*
2014-15	Low enrollment in 1-day per week, evening, and online sections	Argos
Year	*Add item* **Retention and Success Data**	**Data Sources**
2014-15	There has been a slight decrease in both success and retention rates within the psychology department. For example, retention dropped from 92.92% in 2012-2013 to 92.04% in 2013-2014 to 91.54% in 2014-2015. Success rates have dropped from 80.86% in 2012-2013 to 80.82% in 2013-2014 to 78.38% in 2014-2015. (This could be due to several reasons: 1. greater proportion of courses taught by adjunct faculty than full time faculty, and 2. additional sections, so more students are able to enroll)	Argos
Year	*Add item* **Critical Decisions**	**Data Sources**
2014-15	Increased focus on course offerings, focusing on core courses for the Psychology major (including Psyc 1A, Psyc 3, Psyc 1B, and Psyc 10)	Argos
2014-15	Hiring of several adjunct faculty to accommodate for loss of full time faculty (retired Fall 2012; not yet replaced), increase in core course offerings, and due to reassignment of full time faculty in the department	Argos
2014-15	Requested 4 full time faculty positions	Argos
2014-15	As a result of student demand for Psyc 3 course offerings during the Spring 2014 term, we decided to offer a section of Psyc 3 during the Summer 2014 term so as to accommodate students	Argos

Year	Add item	Progress on Outcomes Assessment	Data Sources
2014-15		Created program level outcomes and mapped to Institutional Level Outcomes	TracDat
2014-15		Increase in pedagogical discussions in response to outcomes assessment data, via institutionalized bi-annual department outcomes meetings that include all faculty.	department outcomes report sent to outcomes committee for funding
2014-15		Continuing to follow outcomes rotation schedule to ensure assessment and discussion of outcomes to guide pedagogical and curriculum changes.	department outcomes report sent to outcomes committee for funding
2014-15		Successfully included adjunct faculty in the outcomes discussions within the department.	department outcomes report sent to outcomes committee for funding

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
Priority	Replacement student computers (41), teacher computer, and printer for the Psychology lab classroom	$ $55,337.57 — Instr. Equipment / Source 2	Students can continue to use functioning computers to support access to SPSS, statistics program, for both Psyc 10 and Psyc 3 courses.	Unit: technology / B. Access and Success
	Plan Status — Complete			
Priority	Elmos for all Psychology classrooms	$ — Used Division Funds / Source 2	Elmos have been ordered but still need to be installed.	Unit: technology / B. Access and Success
	Plan Status — Complete			
Priority	Current SPSS license and version updates for faculty and Psychology lab classroom	$ $2,567.00 — Lottery / Source 2	Students can continue to have access to SPSS, statistics program, for both Psyc 10 and Psyc 3 courses.	Unit: technology / B. Access and Success
	Plan Status — On-going			
Priority	Purchase of captioning software	$ — Used Dept. Funs / Source 2	This software has been purchased, but has not been implemented yet.	Unit: technology / B. Access and Success
	Plan Status — Complete			
Priority	New 40-seat Psychology lab classroom, with computers, software, furniture	$ — Instr. Equipment / Source 2	This allows us to expand core course offerings in Psychology.	Unit: technology / B. Access and Success
	Plan Status — Select			
Priority	Small SPSS lab with computers and SPSS software for students	$ — Other - IT recycle / Source 2	This allows students to gain access to the statistics software to practice their skills for Psyc 10 and Psyc 3 outside of class.	Unit: technology / B. Access and Success
	Plan Status — Select			

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
Priority	Hired adjunct to teach general classes, but still in need of faculty with experience teaching specialty classes		$ ⬚	This allows us to offer more FTEs to meet student demand of psychology courses.	Unit: scheduling
			Source 1		
	Plan Status	Select	Source 2		B. Access and Success

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 for: Psychology

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
knowledge and connection	Increase knowledge of and connection to the discipline of psychology.	A: Academic Excellence
communication	Increase communication/connection between external and internal constituencies (e.g., CSU/UCs, inter- and intra-department)	D: Cooperation/Collaboration
technology	Maintain up-to-date technology, materials, and equipment related to the discipline.	C: Secure Resources
currency	Maintain faculty currency in the field.	A: Academic Excellence
scheduling	Continue to research and implement appropriate course, class, and scheduling structures	B: Access and Success
transfer and degree	Increase student transfer rates and degrees awarded	B: Access and Success
critical thinking	Continue to promote critical thinking throughout all courses.	A: Academic Excellence
outcomes/best teaching	Ensure best teaching practices through the outcomes process.	A: Academic Excellence
Staffing	Maintain qualified, diverse, expert adjunct and full time faculty to ensure the best instruction for our students.	A: Academic Excellence

II. Annual Implementation Plan for: Psychology

 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	Additional full time faculty to teach statistics, biological psychology, and developmental psychology	$ $240,000.00 Staffing		Will support the expansion of the courses to support ADT Psychology majors.		Unit: transfer and degree
Ongoing	Projected Completion — 2015-16	Source 2		Person Responsible — RFP Process/ Chair(s)		B. Access and Success
High	Door between SPSS satellite lab in 26A-2680 and psychology storage between 2670 and 2690.	$ $500.00 Facilities Mod		Department utilization of storage and teaching materials to facilitate learning.		Unit: outcomes/best teaching
Ongoing	Projected Completion — 2015-16	Source 2		Person Responsible — Jim Jenkins		A. Academic Excellence
Low	Decrease class size of Psyc 3 classes to 30	$ Source 1		Having fewer students will allow for professors to work more closely with the students on their research projects.		Unit: outcomes/best teaching
New	Projected Completion — 2017-18	Source 2		Person Responsible — Stacy Bacigalupi		A. Academic Excellence
High	Compensation for professors to teach Psyc 99 and mentoring student research outside of the classroom	$ Staffing		This would allow for more students to get experience doing research mentored by faculty to allow them to be better prepared for transfer to university.		Unit: transfer and degree
New	Projected Completion — Select	Source 2		Person Responsible — Stacy Bacigalupi		A. Academic Excellence
Low	Reassignment time for a faculty mentor	$ Staffing		This position will help mentor adjunct faculty, orient them to the department, evaluate them, etc.		Unit: outcomes/best teaching
New	Projected Completion — Select	Source 2		Person Responsible — Stacy Bacigalupi		A. Academic Excellence
Med	Psychology building that includes 2 lab classrooms, student lounge, SPSS lab space, adjunct faculty work and storage space ...	$ Source 1		Psychology is growing rapidly. Students need additional classrooms and work space. Faculty need work and storage spaces in order to handle the growth. Ultimately we will be able to add ➕		Unit: Technology/resources
Ongoing	Projected Completion — Select	Source 2		Person Responsible — Jim Jenkins		B. Access and Success
Med	Additional Psychology classrooms	$ Facilities Mod		Psychology is growing rapidly. Students need additional classrooms. Ultimately we will be able to add sections to meet student demand.		Unit: Technology/resources
New	Projected Completion — Select	Source 2		Person Responsible — Jim Jenkins		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
Med	Additional Psychology office space	$ [blank] Source 1	With the growth of Psychology, and anticipating hiring additional full time faculty, we will need more office space. This will ultimately allow the department to offer more classes and meet ⊞	Unit: Technology/resources
New	Projected Completion — Select	Source 2	Person Responsible — Jim Jenkins	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?

I would like feedback on the form as I have completed it. If IEC or other groups on campus need to receive certain information, or information presented in a particular way, that sort of feedback would be helpful. Continued trainings would be useful.

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

I enjoy the trainings and feedback. What kinds of things are helpful to know from the unit level that we should include? This was much better than past PIE planning!

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

Contributer		Contributer	
Stacy Bacigalupi	☑ 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