Visual and Performing Arts Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

The mission of the Visual and Performing Arts Department is to provide instruction for the development and nurturing of creative and aesthetic expression necessary for intellectual development through visual and performing arts. This mission dovetails with Cerro Coso Community College's overall mission to create a comprehensive collegiate learning environment, to prepare students for transfer to 4-year institutions, and to serve lifelong learners.

The department's Studio Arts for Transfer degree prepares students for transfer to the California State University system to earn a baccalaureate in Arts, Studio Arts, Fine Arts, Art History, or Art Education. Upon successful completion of the Studio Arts for Transfer program, students will know how to analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a viewer or creator. They will also demonstrate proficiency in basic art techniques. The program is appropriate for students going on to professional art school, as well as those completing their studies in fine arts, design fields (such as graphic and media arts, industrial and product design), art education, or art therapy. The Music program of the department offers elective courses in music that serve the development of a traditional liberal arts education and contribute to general education and the honors program.

Student Equity

Student Equity

The Trend Data from Institutional Research & Reporting (for the period 2009-10 through 2013-14) indicate that for all subgroups for which disaggregated data was collected, as well as for the overall student population, student success and retention rates in the Visual and Performing Arts department are higher than college-wide levels. Within the department, gaps of greater than 5%, compared to overall department rates, occur in the following groups:

• Retention rates are lower for African American students (75%, compared to the overall rate of 87%).
• Success rates are lower for African American and American Indian students (46% and 68%, respectively, compared to the overall department rate of 74%).

The Visual and Performing Arts department offers courses that specifically address issues of diversity and equity, including Appreciation of Jazz, History of American Popular Music, and Introduction to Art. These courses provide us the opportunity to open new pathways of understanding and encourage underrepresented groups at our campuses, and through distance education.

Nonetheless, although the retention and success rates for students in the Visual and Performing Arts are higher than the college's overall rates, the trend lines for subgroups in the department mirror those of the college as a whole. Interventions designed to increase the rates of retention and success for under-represented groups are currently being discussed by the Student Success and Support Council, and the Visual and Performing Arts Department will support the overall college effort to address these gaps.

Review And Planning

Progress Made on Program Review

Visual and Performing Arts

Year of Last Program Review:

2012

Progress in the last year on Three-Year Strategies:

1. Sustain high level of efficiency in course offerings.

Progress on this strategy is significant and ongoing. With the adoption of the Studio Arts for Transfer degree, the number of courses offered within VPA, particularly electives, has been significantly reduced, with the result that all courses offered support degree completion.

In addition, all course outlines of record for Music were submitted to CIC with appropriate C-ID student learning outcomes and content included. All MUSC CORS have been updated and have completed the CIC process. On-ground music courses are currently being rotated with MUSC C101 and MUSC C101H being offered in the fall semester, and MUSC C118 and MUSC C173 rotated each spring semester, providing more opportunities and a broader curriculum to students. All courses are IGETC courses, and therefore contribute to degree completion and 4-year transfer.

2. Stabilize and refine the core course offerings and the elective offerings for the new degree.

Progress on this strategy is significant and ongoing. The scheduling of both core and elective courses now follows the program pathways established for the Studio Arts for Transfer degree.

3. Collect a full round of SLO data. Fully process and analyze this information.

Completion of this strategy is imminent. During the last cycle of SLO data collection in 2012-13, data was collected, analyzed and recorded in Curricunet for 13 of 21 art classes (61.9% complete), with an additional data file for 1 class completed, but not yet entered into Curricunet, for a total completion percentage of 66.7%. The next cycle of SLO data for the majority of courses offered in the VPA is scheduled for spring of 2015. Both full time and adjunct faculty in the department are working collaboratively to coordinate the collection of SLO data across all sections offered in the spring.

4. Create a digital lab conducive to the output of art products.

Little progress has been made on this strategy. While faculty firmly believe that access to and education in digital topics in the arts is critical to providing our students with the best foundation for future success, the size and scope of this goal will require more extensive and long range planning. As a first step, a request for funds for a photo quality printer that can provide both high quality reference imagery and output portfolio quality art products, as well as a 3D printer, is included in this unit plan.

5. Develop and deploy specific online course offerings.

Progress on this strategy is significant and ongoing. An online Art C121 course is currently being built, and faculty are preparing to begin development of an online offering of Art C111. Completion of course building for online offerings of Art C121 and Art C111 will decrease the number of core courses in the Studio Arts for Transfer degree that must be completed on campus, thus facilitating degree completion for students with limited access to our campuses that provide full studio production facilities.

Several non-studio art courses that can be offered online are currently moving through the curriculum process, to support a proposed Art History for Transfer degree. These include: revisions of Art C105, Art C106, and Art C106H, as well as the development of Art C107, and Art C108. With the addition of the two online studio courses outlined in the previous paragraph, completing the course building for online offerings of these courses will fully support an Art History for Transfer degree that can be completed online by students throughout our service area and beyond.

6. Increase the number of degrees awarded.

Completion of this strategy is imminent. The full transition from the Fine Arts and Art degrees to the new Studio Arts for Transfer degree has encountered some obstacles, most notably the need to take courses through the curriculum process twice in order to meet state approval. The Studio Arts for Transfer degree is now sufficiently well established to support degree completion, and VPA faculty are working with both students and counselors to encourage greater numbers of students to complete the Studio Arts for Transfer degree. VPA faculty have coordinated meetings between self-identified art major students and counselors, in order to assist these students in the degree completion process. From the recent round of such meetings, 5 students have indicated that they expect to graduate with a Studio Arts for Transfer degree in spring of 2015. VPA faculty will continue to arrange and facilitate these meetings, which we feel will have a significant impact on student completion rates.

7. Host informal meet and greet sessions, orienting new art students.

Little progress has been made on the formalization of this strategy. All VPA faculty encourage students to engage in the arts on an individual, class by class level, as well as inform students about the Studio Arts for Transfer degree. However, additional coordination between faculty needs to take place in order to develop a regular schedule of events that orient new art students to the

degree, our facilities, and our faculty.

Progress in the last year on Six-Year Strategies:

1. Increase student recruitment to yield more dedicated art students.

Little progress has been made on the formalization of this strategy for the Studio Arts for Transfer program specifically, although VPA faculty regularly participate in the college's overall efforts to recruit students.

For Music, there is a continued effort by the music department to recruit new students for performance classes through a combination of speaking with instructors and students at our local K-12 schools, encouraging concurrent enrollment among high school students, promoting our program through public performances on and off campus, advertising both in our local newspapers and on the CC website, participation in campus activities such as Career Day and graduation, and working closely with counselors to inform students of the reinstatement of the music performance classes. Music course offerings have also been expanded within our East Kern service area with a MUSC C101 course now being offered at Tehachapi High School, and a dual enrollment MUSC C101 course being offered at California City High School. Of the five new courses that are currently being offered at THS, MUSC C101 fared relatively well with a final enrollment of 17. We were able to provide our instructor at THS, Heather Kinkennon,with a portable piano keyboard that could be stored in a cabinet on campus.Since this was a last minute addition to the schedule, and therefore was not included in the original music budget, the keyboard was paid for through the generous donations of our concert patrons. We hope to continue being part of this important expansion into East Kern.

MUSC C141 Community Band, and MUSC C151 Choir have been reinstated within the music curriculum, providing more opportunities for students in the VPA area. These courses provide cultural events both on and off campus, with at least one major concert performed on campus each semester. Community performances include such events as the choir's performance at the Town Christmas Tree Lighting Festival, and the Band performing for our school graduation, and with local performing groups such as the Ridgecrest Musical Enrichment Society, which raises money for music programs in our local K-12 schools.

CORs for MUSC C141 Community Band and MUSC C151 Choir were updated with the new designation of "Activity," which allowed us to add repeatability to these courses. While this has helped in maintaining minimum enrollment in these hard-to-fill courses, there is still a large segment of the band and choir that consists of older community members who had previously reached their maximum repeatability, and therefore, could not benefit from the newly added "repeatability." In order to capture these students, community education classes were run simultaneously with the "for-credit" classes, thereby helping to capture these students as part of our total enrollment. We have had great success in enrolling these students through community education classes, with 16 students currently enrolled in community education band, and 9 students enrolled in community education choir. Most of the community education students are older students who have lived in the Ridgecrest area for many years, working and teaching in our community, so their voices and involvement in our college are crucial assets to the music program, and the college as a whole.There is a continued effort by the music department to recruit new students for these types of performance classes through a combination of speaking with instructors and students at our local K-12 schools, encouraging concurrent enrollment among high school students, promoting our program through public performances on and off campus, advertising both in our local newspapers and on the CC website, participation in campus activities such as Career Day and graduation, and working closely with counselors to inform students of the reinstatement of these performance classes.

2. Establish contact procedures and relationships with area feeder schools.

Some progress has been made on this strategy for the Studio Arts for Transfer degree program, though formalization still needs to be established. Individual VPA faculty have participated in outreach events with area schools, and will continue to do so.

See Item 1, above, for additional details regarding this initiative as it relates to Music.

3. Produce a tri-fold marketing brochure.

No progress has been made on this strategy.

4. Recycle students from one medium area to another.

Progress on this strategy is significant and ongoing. Individual VPA faculty promote all classes offered within the department, regardless of medium and instructor. Some faculty have coordinated visits to others classes, where an introduction to different mediums is offered to students.

5. Encourage cross-medium interaction among faculty and students.

See number 4, above.

Progress Made on Outcome Assessment

Evaluate artistic works; MUSC C101.

Type:

SLO

Semester Assessed:

Fall and Spring, 2013-14

Target Missed/Gap Detected:

In 2012-13, it was noted that although the the target level of 80% achievement of this SLO was met by students, only 70% of students participated in the assessment tool. Thus, the weight for the assignment was increased to 20% in order to encourage greater participation and completion of the assignment. Upon completion of the 2013-2014 academic year, this outcome was reassessed among all MUSC C101 courses that were offered. The increase in weight for this particular writing assignment motivated more students to submit the assignment, as 80% of all MUSC C101 students submitted, and successfully completed this assignment. All MUSC SLOs will be reevaluated in Spring 2015.

Analysis and Plan:

N/A

Complete SLO data collection and analysis for all VPA courses.

Type:

AUO

Semester Assessed:

2013-14

Target Missed/Gap Detected:

Analysis and Plan:

One of the strategies outlined in the last program review for the VPA was the completion of collection and analysis of a full round of SLO data for all courses offered. As noted in the Progress Made on Program Review section, VPA currently has achieved 66.7% completion of this goal. However, we are continually working toward developing a structure of SLO data collection and analysis that will result in regular SLO data collection for all VPA classes. The next cycle of SLO data collection for the majority of courses offered in the VPA is scheduled for spring of 2015. Both full time and adjunct faculty in the department are working collaboratively to coordinate the collection of SLO data across all sections offered in the spring.

Progress Made on Prior Year Initiatives

Implement and stabilize offerings in the Studio Arts for Transfer degree.

Progress Made:

The Studio Arts for Transfer degree is in place, and the scheduling of both core and elective courses now follows the program pathways established for the degree.

Begin the process of facilitating a student's ability to make a significant connection with another person in the Department as soon as possible (from Terry O'Banion's Six Principles That Support Student Success).

Progress Made:

As noted in the Progress Made on Program Review section, all VPA faculty encourage students to engage in the arts on an individual, class by class level, as well as inform students about the Studio Arts for Transfer degree. In addition, all VPA faculty spend a great deal of time working extensively with individual students in the studio (lab). The result is that art students and instructors develop strong, collaborative working relationships throughout the course of a semester.

However, additional coordination between faculty needs to take place in order to develop a regular schedule of events that specifically target students new to art, so that these working relationships can be initiated as early as possible in the student's college experience.

Conduct a thorough inventory of supplies and equipment related to future course offerings, and identify future supply and equipment needs for classes, instructors, students and sites.

Progress Made:

Physical inventory of equipment and stationary tools is complete for the IWV campus, as well as the Bishop campus. Kern River Valley does not have large equipment or stationary tools. The inventory of such equipment for the Mammoth campus is not complete.

An inventory document for consumable supplies has been created for each class offered at the IWV campus, and quantities entered. Inventory documents for consumable supplies have been created for the Bishop campus, and quantities entered. It should be noted that the quantities of consumables change on a weekly basis. The VPA Teaching Assistant will continue to create and populate inventory records as time and access permits.

Initiatives for Next Academic Year

Increase the number of students graduating from Cerro Coso Community College with a Studio Arts for Transfer degree.

Strategic Plan Goals Addressed:

1,2,3,4

Action Plan:

Identify Studio Arts majors at the earliest possible time each semester. Department faculty will deploy a first day questionnaire (or other early survey document) that allows students to self-identify as Studio Arts majors; these questionnaires will be used to compile a list of Studio Arts majors department wide. Department faculty will use the list to plan and provide enhanced support to, and "shepherding" of, these students.

Department faculty will work directly with major students and counselors to facilitate student matriculation and degree completion. Counselors have indicated a desire to have information about counseling services integrated into class time in all Cerro Coso classes. Faculty in the VPA plan to not only provide information about the existence of such student support services, but to schedule in-class workshops in which counselors visit studio classes and discuss education plans with individual students. We believe that the studio environment is one in which students feel supported, comfortable and motivated, and thus sponsoring matriculation endeavors within this environment will be an effective means of encouraging degree completion.

Measure of Success:

Students will graduate with a Studio Arts for Transfer degree.

Expected Completion:

Ongoing, with indications of success in the fall of 2015.

Person Responsible:

VPA department chair holds primary responsibility, with the support of all VPA faculty.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake

Develop an online Art History for Transfer degree.

Strategic Plan Goals Addressed:

1,3,4

Action Plan:

Take courses required for an Art History for Transfer degree through the CIC and approval process, then take the degree through the CIC and approval process. Develop the necessary curriculum and build Moodle websites for the new classes required for the degree. The completion of this initiative will provide more opportunities for degree completion for our students at all campuses, but could be especially advantageous for students at ESCC, KRV, Tehachapi and California City/Edwards (as well as students outside of our immediate service area). Additionally, local students can, if they choose, take advantage of the classes within this degree that are offered on campus.

Measure of Success:

Completion and launch of an online Art History for Transfer degree.

Expected Completion:

Summer 2016

Person Responsible:

VPA department chair holds primary responsibility, with the support of all VPA faculty.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Increase percentage of courses with completed and current Student Learning Outcomes assessments.

Strategic Plan Goals Addressed:

1,4

Action Plan:

All VPA faculty, including adjuncts, will work collaboratively to develop a regular schedule of SLO data collection and assessment for both Studio Arts and Music.

Measure of Success:

100% of courses offered in the VPA have completed SLO assessments entered into Curricunet.

Expected Completion:

Summer 2016

Person Responsible:

VPA department chair holds primary responsibility, with the support of all VPA faculty.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Complete the installation of new light fixtures in the Lecture Center.

Strategic Plan Goals Addressed:

2

Action Plan:

Install all new light fixtures in the Lecture Center, focus lights, program into Bijou DMX system. Remove old roll-down screen from Lecture Center, and repair stair lighting.

Measure of Success:

All new fixtures are correctly installed, focused, and programmed. Screen is removed, and stair lights repaired.

Expected Completion:

Spring 2015

Person Responsible:

Tom Foggia

Designed:

It is designed to improve internal unit operations

Student Experience:

Increase awareness of and participation in course offerings in Music.

Strategic Plan Goals Addressed:

3

Action Plan:

Provide more music events both in the community and on campus that bring together CC faculty and the community at large, with the goal of bringing greater awareness to our outstanding music faculty and new course offerings at CCCC.

Measure of Success:

Presentation of musical performances at such venues as the Maturango Museum, Parker Center for the Performing Arts, CLOTA, and on campus. Music faculty at Cerro Coso will present a faculty music recital on campus.

Expected Completion:

Fall 2015

Person Responsible:

Tom Foggia

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake

Resource Needs

Facilities

Music currently uses MB146 for all of its courses except MUSC C141 – Community Band, which requires the Lecture Center. All music facilities needs are being met, with progress currently being made to upgrade the light system in the Lecture Center, remove the old, unsafe screen, and repair the stair lights. In the 2013-14 AUP, funding of $5000.00 was requested to upgrade the lighting system in the Lecture Center. Funds were provided for 2014-15, and three bids were submitted, with the winning bid going to PNTA Lighting. This purchase order included10 ETC Par 4 fixtures, 9 ETC Source Four Jr. Ellipsoidal fixtures, safety cables, mounting clamps, bulbs, and 20 Amp Twist Lock plugs for all 19 fixtures.The light fixtures and all accessories have just arrived, and the music department will install, focus, and program all new fixtures into the Bijou DMX lighting system in the Lecture Center. Studio arts needs the band saw to be wired in; currently, we are not able to use the band saw because it has no power supply. An additional outlet for the table saw is required; currently, we are using a combination of extension cords and alternating the table saw cord with the radial arm saw power cord. An outlet needs to be installed for the TIG welder; there is an electrical box for the welder on the wall, but no power plug. The dust abatement ducting needs to be raised; currently it obstructs paths of movement through the wood shop. The automatic door opening provided for students with disabilities on the west wall needs repair, as it currently does not function. The left side of the automatic door opening on the east wall does not auto-unlock. The gas plumbing for the forge is not connected; currently, the supply line is capped off. One of the clerestory windows in the Ceramics lab is cracked, and should be repaired or replaced.

Information Technology

VPA faculty require a basic digital graphics editing program to be installed on all instructor's stations, as well as that of the Teaching Assistant. One faculty member has access to Adobe Photoshop on her office computer, however, there are no other computers in VPA with image editing capabilities. A professional quality image editing program such as Adobe Photoshop is not necessary for all VPA computers; what is needed is a basic image editor that can crop, resize, adjust tone and color, sharpen, apply effects filters, create simple graphics and text, as well as read and output to a few standard image formats.

Marketing

Our current Publicity and Marketing Department has done an excellent job promoting the events presented by the music department, and combined with our connections to local K-12 instructors, all of the music department marking needs are being met. Music faculty will continue to participate in local music events offered within the community and on the CC campus in a continued effort to draw more students to music course offerings. VPA faculty are working with the Director of Distance Education to develop marketing materials specific to the online classes currently being offered, as well as the proposed Art History for Transfer degree.

Professional Development

With a new round of SLO assessments looming in 2015, personal development classes on SLO assessment may prove valuable for our adjunct instructors. There is a continued effort among full-time faculty within VPA to educate and assist our adjunct instructors in the collection of, and analysis of SLO assessments.

Staffing

Staffing is anticipated to remain the same for the next academic year as the current academic year.

Resource Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

Indirect Instructional Temp

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Salary Grade:

Piano Accompanist

Number of Months:

3

Number of Hours per Week:

1.8 hours per week for 16 weeks. Not to exceed 30 total hours, or $530.00 per semester.

Salary Amount:

$530.00, Ongoing from General Fund.

Detailed Rationale:

This position supports classroom instruction for Choir; a specific skill set is necessary; and Choir class cannot run without a music accompanist.

4000 Category - Supplies and Equipment

Instructional supplies and materials; music classes.

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

1500.00, Ongoing from General Fund.

Detailed Rationale:

Music classes require instruments, music scores and materials. These supplies directly support instruction.

Instructional supplies and materials; studio art classes.

Location:

ESCC Bishop

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

1500.00, Ongoing from General Fund.

Detailed Rationale:

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the Bishop campus, these materials include, but are not limited to: clay, glazes, firing supplies, modeling tools, plaster, mold making supplies, wood, metal, hand tools, safety equipment, paints, pencils, and paper.

Instructional supplies and materials; studio art classes.

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

15,000.00, Ongoing from General Fund.

Detailed Rationale:

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the IWV campus, for online classes, as well as supplementation of all other campuses, these materials include, but are not limited to: clay, glazes, firing supplies, modeling tools, plaster, mold making supplies, wood, metal, plastic sheeting, hand tools, safety equipment, inks, paints, pencils, and paper. It should be noted that the Clay Abatement fund request present in previous budgets has been removed from this AUP; we feel that the relatively small number of students whose needs the abatement fund is designed to address can be accommodated through this instructional supplies and materials request.

Instructional supplies and materials; studio art classes.

Location:

Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

500.00, Ongoing from General Fund.

Detailed Rationale:

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the KRV campus, these materials include, but are not limited to: paints, pencils, paper, clay, modeling tools, plaster, mold making supplies, wood, metal, hand tools, and safety equipment.

Instructional supplies and materials; studio art classes.

Location:

ESCC Mammoth Lakes

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

1000.00, Ongoing from General Fund.

Detailed Rationale:

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the Mammoth campus, these materials include, but are not limited to: clay, glazes, firing supplies, modeling tools, plaster, mold making supplies, wood, metal, hand tools, safety equipment, paints, pencils, and paper.

With the anticipated completion of the art studio renovation at the Mammoth campus, additional supplies will be necessary to support a base level of materials required for ceramics production; thus this request has been increased over the previous year's budget request.

Instructional supplies and materials; studio art classes.

Location:

EKC Edwards/Cal City

Priority:

Medium

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

200.00, Ongoing from General Fund.

Detailed Rationale:

Studio arts classes require a multitude of materials in order to provide students with hands on experience in art production. At the California City campus, these materials include, but are not limited to: paints, pencils, paper, foam core, modeling wire, small hand tools, and adhesives.

Instructional supplies and materials; music classes.

Location:

ESCC Mammoth Lakes

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

500.00, Ongoing from General Fund.

Detailed Rationale:

Music classes require instruments, music scores and materials. These supplies directly support instruction.

Non-instructional supplies and materials; studio arts classes.

Location:

ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

1500.00, Ongoing from General Fund.

Detailed Rationale:

This budget item supports the maintenance of equipment in multiple labs across campuses. These materials and supplies include, but are not limited to: blades, motors, switches, bearings, and hoses. These materials and supplies are necessary to have on hand in order to maintain and repair the numerous pieces of equipment used by students.

5000 Category - Service, Utilities, and Operating Expenses

Piano Tuning

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

$300.00, Ongoing from General Fund.

Detailed Rationale:

This resource is necessary for the support of Choir and the music program as a whole.

6000 Category - Capital Outlay

Photo quality color printer

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

500.00, One-time from General Fund.

Detailed Rationale:

Students in drawing, 2 dimensional design, 3 dimensional design, and painting classes require the ability to print both reference and final output images in both black and white and color, at high quality and in large format. Much of the planning and preparation for art production necessitates the use of reference imagery. For example, drawing students often must use an image as a stand-in for live figures or objects. The quality of the images needs to be quite high, in order to sufficiently replicate the experience of drawing from life. Thus, tonal quality, range of color, clarity and detail in the reference images is of high importance, as is accessibility. These aspects of printing capacity are also necessary for image output, so that students can produce final art products of high quality.

3D printer

Location:

Ridgecrest/IWV

Priority:

Medium

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

3000.00, One-time from General Fund.

Detailed Rationale:

3d printing is the process by which a digital file is used to produce a physical object. A 3D printer will both provide instructors with the capacity to produce dimensional visual aids for use during instruction, but more importantly, will allow students to create prototypes, models, and art products utilizing innovative technology. While this technology is still in its early stages, in the next few years 3d printing will likely have a significant impact on numerous aspects of art production, design, engineering, interactive education, small business production, product customization, and manufacturing. This capacity can be deployed across all art

related topics, including sculpture, 3 dimensional design, and drawing, as well as art history. In addition to supporting the immediate production needs of art students, access to and experience in utilizing 3d printing technology will give students a unique and specialized skill set that will serve them in their future art education and art production endeavors.

Library Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

The library's mission is to support the college's educational programs and diverse communities by providing quality services, instruction, and collections that will:
Ensure access by all Learning Resource Center users to current, quality information regardless of format.
Facilitate the integration of new technologies into research, teaching, and learning.
Provide appropriate technology and information resources to enhance user access and to expand student educational opportunities.
Provide an environment conducive to discovery, student engagement, and self-learning.

The library department's Administrative Unit Outcomes (AUOs) are:
• Provide materials and services that support the college's programs and the research interests of students, staff, and faculty
• Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
• Optimize technology to enhance Information Competency instructional interactions across multiple modalities

The library department's Program Learning Outcomes (PLOs) are: Having participated in a variety of library instruction sessions, orientations, and/or workshops, 75% of students will be able to:
• Devise research strategies to successfully locate a variety of relevant information resources for their research papers and projects
• Evaluate information using critical thinking skills and problem solving in order to determine reliability, validity, authority, and point of view
• Use information ethically and effectively by identifying proper citation format and integrating sources into research papers and projects
• Recognize different areas of the physical and online library and identify the services offered in each area

Student Equity

Student Equity

Since the IC C075 course is one small component of the overall library program, the disaggregated data provided for the IC C075 course is not sufficient for an overall discussion about student equity in the library department. Disaggregated data on student usage of library materials would be key data for such a discussion, and obtaining such data is not possible at this time.

That said, here is a description of gaps related to under-represented groups and other identified sub-populations that appeared in the data for IC C075:

Headcount

Headcount in the IC C075 course over the past 5 years closely mirrors college-wide headcount trends in terms of gender, age, and most ethnicities. Hispanic/Latino headcount in the IC C075 course has increased over the past 5 years; however, when comparing Hispanic/Latino headcount in IC C075 with the college-wide headcount, we see around a 10% difference--with fewer Hispanic/Latino students enrolled in IC C075 than the overall headcount college-wide.

Another interesting 5 year trend: Students taking IC C075 are much more likely to have completed matriculation components compared to the overall # of students college-wide. In AY13/14, 92% of students in IC C075 had completed their Student Ed Plan and 83% of students in IC C075 had completed all matriculation components. College-wide, these numbers are 58% and 49% respectively.

Success and Retention

With regard to gender, age, matriculation, and most ethnicities, success and retention rates of students who took IC C075 over the

past 5 years closely mirror the college-wide rates, with success numbers in IC C075 around 7% higher than the college rates.

The exceptions are American Indian and African American students. Success rates of Native American students who took IC C075 over the past 5 years were 46%--which is 10% lower than the college wide rate. Also, while African American students have higher success in IC C075 than the college rate, this group lags behind other ethnicities.

The majority of Native American students are at the Eastern Sierra site. The department is in discussion about possible reasons for this gap.

Review And Planning

Progress Made on Program Review

Library

Year of Last Program Review:

2012

Progress in the last year on Three-Year Strategies:

Goals 1 and 2 are being tackled. Information Competency skill-building among Basic Skills students is being approached in several ways: library tour is included in certain PDEV and COUN 101 classes but not consistently. More consistency needed to ensure all sections get similar support; library instruction (online and on-ground) helps BS students taking upper division classes requiring research; new collection on college prep and college skills has been developed; however, more development in this area is needed (see this year's goals). Library instruction is being scaled out and standardized at the sites and online, with the help of adjunct librarians; however, more alignment with the LAC is needed to ensure Information Competency platform is permeated into this crucial student service area. Goal 3 seeks to enhance the library's print collections, which is being done with the assistance of an adjunct librarian who has added a significant number of new print titles to the collection with input from faculty.

Progress in the last year on Six-Year Strategies:

Goal 1—to increase the institutionalization of information competency at the college—is being addressed. A "curriculum map" has been developed and is being used to inform library instruction planning. Goal 2 is being attempted—an additional librarian is needed. The library department chair will continue to request this position in planning documents.

Progress Made on Outcome Assessment

All 6 SLOs for IC C075

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

Citing sources and selecting variety of types and formats of information sources.
Assessment process--gaps in ensuring assessment was uniform across all sections.

Analysis and Plan:

IC C075 course revision (including SLO revision) in AY 2014/2015

Possibly give students a choice to select a pathway through the course, allowing them to embark on researching in a specific FIELD (nursing research, legal research, science, humanities)?
Assessment
Use of a single instrument to assess SLOs
Course project that is worked on piecemeal throughout the course, scaffolding students through the research and outlining process.

Will reassess in Spring 2017

All 4 library PLOs

Type:

PLO

Semester Assessed:

2011

Target Missed/Gap Detected:

Gaps detected: lack of standardization of library programming across sites and online; fault found with assessment instruments used.
Not all sites could even conduct PLO assessment because they are still in the process of developing library programming.

Analysis and Plan:

New Assessment tools being developed. New Plan for PLO assessment being developed. Adjunct coverage at sites will help standardize PLOs.

Planned assessment: Fall 2014

Both Library AUOs were assessed.

Type:

AUO

Semester Assessed:

2011

Target Missed/Gap Detected:

Gaps detected: faculty and students at sites unaware of library services.

Analysis and Plan:

Adjunct librarian coverage at sites to publicize library services and provide instruction. New website improvements

Planned next assessment: Fall 2014

Progress Made on Prior Year Initiatives

Assessing/weeding/updating IWV Print Collections

Progress Made:

Library staff, under the direction of an adjunct librarian, completed the first phase of weeding the print collection, identifying areas that need additional focus. It was determined that a "Weeding Plan" would need to be created as the department moves forward with collection maintenance efforts, and this has been identified as another AUP strategy. The print collection at IWV (and at ESCC as well) is constantly be updated with input from librarians and faculty, with faculty recommendations prioritized. A form has been added to the website that allows faculty to make recommendations electronically.

Articulate the discrete functions of the two entities comprising the LRC with an aim to increase collaboration

Progress Made:

In working towards this strategy, it has become apparent that there are multiple foundational challenges that need to be addressed by the college as a whole:

Lack of Unified Direction and Planning:
A big challenge in defining the distinct functions of the LRC and achieving more alignment and collaboration between the LAC and Library is that there is a gap in planning and direction. Due to the fact that the site LRCs are 1-room centers with oversight from several different parties (Library chair, Site Director, LAC faculty lead, VP of Academic Affairs, various other chairs), with different visions for the LRC, several gaps and overlaps come to the forefront.

The main campus (IWV) LRC, comprising both Library and LAC, is not under direct leadership by someone immersed in the day to day functions of the library or learning assistance center, per Academic Senate recommendations. As such, there is no overarching LRC mission that seeks to align the Library and LAC (both crucial "learning resources") and no encompassing LRC administrative unit outcomes to give direction to the LRC as a whole. The Library is a department with a chair and with an established Mission. It has administrative unit outcomes that define its role as the hub of engagement, enrichment, teaching, and learning for all members of the college. The LAC appears to lack this level of definition and planning despite its role in achieving some of these outcomes. Enfolding the LAC and the Library into an overall strategic plan for the LRC is necessary in order to give shape and structure to the alignment, cooperation, and collaboration that needs to occur between the two LRC entities. The platform of Information Competency, along with other crucial college success skills, should be intentionally woven into the outcomes of the Library as well as the LAC. Students from the basic to advanced levels seeking help in the LRC would benefit from learning assistance linked intentionally with library resources/collections, programming, and instruction.

The Library's Program Review goal to better institutionalize Information Competency requires a re-alignment of the Learning Resource Center with more intentional planning involving both the LAC and the Library. Currently there are several barriers to reaching this goal.

Imbalanced Staffing and Administrative Support:
It has been a challenge for the Library department to plan for adequate librarian coverage at the sites for numerous reasons. First, there has not been a uniform decision about the minimum weekly hours the 1-room LRCs should be open and who should staff them. Should the decision be based on FTEs? Usage data? Or should it be based on a commitment to provide LRC coverage no matter what? If the 1-room LRCs are open for 24 hours per week, how should coverage be balanced in terms of Librarian and LAC faculty? If LAC faculty is the main position, what should the min. qualifications be?

As it currently stands, the site LRCs have a different staffing model than what is used at the Main campus (and each site uses a different staffing model), which makes it difficult to sustain standardized programs and procedures and collect data. Staffing decisions are shared by several parties with unaligned visions. The Library department chair hires, trains, directs, and evaluates the adjunct librarians working at the sites. However, with no full-time LAC faculty leader/chair, LAC coverage at the sites seems to follow a non- standard assignment and evaluation process with a lack of consistent and specific goal-related program development. The composition of LAC faculty coverage (in terms of qualifications, subject background, and training) has been inconsistent. There is no formal training in place to ensure maximum coordination and cooperation between LAC faculty and Librarians.

Further examples of this imbalance are: at KRV, the request moving forward is for more Librarian coverage and less LAC faculty coverage, with Librarian being the core LRC lead. At ESCC, however, the preference has been to staff the LRC primarily with LAC faculty instead of adjunct Librarian and some duplication of services is occurring. Outside funding has been procured to provide additional LAC faculty hours so that the LRC can be open more weekly hours. While providing additional assistance to students is always positive, there is an unavoidable overlap on library programming by the better-supported, more visible (yet, as aforementioned, ambiguously defined) LAC program. This is an important concern since there are minimum qualifications for Librarians working in a college LRC.

Another reason why it has been a challenge to plan for adequate librarian coverage at the sites is that there is a misconception about the scope of what librarians do. They provide assistance outside of the classroom to students across all disciplines and across all skills levels. They are able to scaffold information competency skills beginning at the Basic Skills level through the upper-division, advanced level. Librarians link students to learning resources and they, themselves, are critical learning resources. The Academic Senate's "Standards of Practice for California Community College Library Faculty and Programs " clearly identifies this important role. The justification that the LRCs be staffed with LAC faculty and not Librarians does not recognize the scope of the librarian's function in the LRC.

Solutions:
One solution would be to have an LRC chair or director that oversees both Library and LAC operations. This position would provide the leadership necessary for a comprehensive LRC that aligns the LAC and Library college-wide while considering the needs and goals of all stakeholders. Also, a full-time LAC faculty lead is needed. Additionally, chairs of the departments providing LAC adjunct faculty should have more oversight into the planning, staffing, evaluating, and running of site LRCs. This planning and coordination should involve the library chair to ensure an institutionalized Information Competency platform and the integrity of the library department. Coordinated alignment, standardization, and direction of both LRC entities is needed.

Moving forward with Librarian coverage is clearly needed at all sites so that students have equitable services and programs. The site adjunct librarians have been instrumental in scaling out library programming and services to the sites to ensure the Library program learning outcomes are met. They engage with students and faculty inside the LRCs; they give workshops and Lunch & Learns; they link students to the collections; and they give Library Instruction to classes.

Although the above problems make scheduling adequate librarian hours a challenge, perhaps the library department could focus efforts on providing additional librarian instruction and support to students at the sites using technology. Embedding in online classes and in Moodle-fied on-ground sections as well as providing assistance via iTV, phone, email, and chat technology are solutions to continue to explore in providing students with expanded Library services.

Explore the potential impact of transliteracy on Information Competency and Basic Skills programming

Progress Made:

With the input from the High School Librarian, the department dialogued about the digital literacy skills needed for students to be Information Competent, including the ability to create and produce new knowledge using new Web 2.0 technologies and the ability to collaborate in online environments. It turns out that the ACRL Standards for Information Competency are being revised to include such skills and the department will embark on a revision of the IC C075 course during AY 14/15/16 to align the SLOs with these new standards.

Initiatives for Next Academic Year

Revise and Update IC C075 to align with new ACRL standards for Information Competency

Strategic Plan Goals Addressed:

1

Action Plan:

Upon the publishing of the new ACRL Information Literacy Standards, the department will convene to align the IC C075 SLOs with the new standards and discuss the format of the class, including unit value, topical outline, transferability, etc. In fall 2015, the new course will move through CIC.

Measure of Success:

In 2015/2016 the course will move through CIC.

Expected Completion:

Fall, 2015 (end of semester)

Person Responsible:

Librarians in the department

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year

Continue to increase library instruction and support in online classes and Moodle-fied on-ground sections

Strategic Plan Goals Addressed:

1,2

Action Plan:

Using Information Competency Curriculum Map, coordinate with online and on-ground instructors with Moodle-fied courses on needed library supports and activities that can be embedded into Moodle.

Measure of Success:

Add a variety of "library supports" to a minimum of 3 (new) online courses and to 3 on-ground courses with an accompanying Moodle. At least 2 of these efforts focused on CTE courses with no previous library supports.

Expected Completion:

Spring 2016

Person Responsible:

Library Chair and Library adjuncts

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Post-Graduation

Increase Faculty Resources Available on Library Website

Strategic Plan Goals Addressed:

1

Action Plan:

Work with faculty to continue to develope "Course Guides" for specific courses and programs that include learning resources for specific courses and assignments.
Curate print and electronic collections in the area of OERs, Professional Development, Online Teaching and Learning, Pedagogy, SLO Assessment, Copyright, etc.
Provide tutorials on Embedding Reading Lists and Films into online class LMS directly from Library Databases.
Provide links for requesting titles and scheduling library instruction.

Measure of Success:

Work with faculty to continue to develope "Course Guides" for specific courses and programs that include learning resources for specific courses and assignments.
Curate print and electronic collections in the area of OERs, Professional Development, Online Teaching and Learning, Pedagogy, SLO Assessment, Copyright, etc.
Provide tutorials on Embedding Reading Lists and Films into online class LMS directly from Library Databases.
Provide links for requesting titles and scheduling library instruction.

Expected Completion:

Spring, 2016—ongoing

Person Responsible:

Library Chair, Librarians, Library Technicians, Instructional Faculty

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Remediation

Promote Library Collections and Databases (especially those with low usage), to increase usage, student enrichment, and engagement.

Strategic Plan Goals Addressed:

1,2

Action Plan:

Identify parts of the collection that are underutilized. Network with faculty to promote use of certain databases. Network with Mammoth Joint Use Library to provide training of their staff on our resources to direct students to. Network with LAC lead on ways to promote databases in LAC.

Measure of Success:

5% increase in usage of under-used databases by Spring, 2016.

Expected Completion:

Spring 2016.

Person Responsible:

Librarians in the department, library staff, faculty.

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Post-Graduation, Remediation

Resource Needs

Facilities

New 3M Security gates for the main Library (~$23,000). Our gates are ~10 years old and the average lifespan is ~10 years. Last year we had to get an expensive repair done and the company advised us we'd need to purchase new gates in the near future. M&O thought this would come out of their budget. New 3M Security gate for the Bishop Library (~$13,000). The Library used to be locked when it was unstaffed. The Site Director decided to keep the Library/LRC open all hours, even when unstaffed, because the computer lab was moved into that room so that the computer lab could be rented out as a community room. We have experienced some theft of library materials because the collection is not secure. Gates are needed as well as barcodes on all existing volumes at the Bishop site. OR Another possibility: Locking book shelves (~$8,000). Decrease the size of the Bishop collection by half and get locking book-cases to house a more intentional, targeted collection (of books that actually get used: Art books, RESERVE text books, Local History/Local Authors collection, Nursing books) OR Lock the door to the Bishop Library/LRC when not staffed and move some of the computers to a different "computer lab" location. (~$0).

Information Technology

Camtasia/Snagit bundle and writing pad to use with Camtasia for video production ($180) for screen casting and annotating screen shots so that library staff can create videos on how to use the databases and other resources. These videos would need constant updating because database interfaces change often. The department would like to be able to create interactive videos with embedded quizzes. Electronic writing pad for using with Camtasia to make videos ($70).

Marketing

Banner signs for the 1-room LRCs at the sites that designate the distinct services offered within. Research, Library, Databases, etc. These would need to be part of the site director's/site manager's overall design plan for the site and the 1-room LRC to ensure consistency. There needs to be a more inclusive conversation happening at the college about what gets marketed and promoted when and via what channels. Library marketing and promotion needs to be aggressively included in all site and college administration's marketing strategies. The library offers workshops and needs help marketing our databases and collections. Workshops should be pushed via GradGuru and other channels. The databases should be promoted via the college news page (especially when we get new ones) and within Inside CC as well. Exhibits also need to be marketed more intentionally by the parties involved with college news.

Professional Development

Librarians and Library Staff need development in the following subjects/areas: Moodle for embedded librarians and IC C075 instructors, copyright, creative commons, video creation, social media, privacy, soft skills, affective domain learning. Staff need additional training on Ebscohost, databases/ebooks.

Staffing

The Library department is requesting a full time faculty Librarian position. The department is requesting that the current 30 hour/week, 9 month Library Tech I position be changed to a full time, 12 month position. The department is requesting that the current 19 hour/week, 12 month Library Assistant II position be changed to a 30 hour/week, 10 month position.

Resource Requests

1000 Category - Certificated Positions

Librarian--Student Engagement

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Estimated Amount of Funding Requested:

50,000/year, Ongoing from General Fund.

Detailed Rationale:

The library is a department that has made strides in integrating student support into academics at point of need through our Library Orientations and our Embedded Librarian program. However, with 1 full time librarian and .6 adjunct librarians (who primarily work at the sites), the department is simply unable to provide services and programming to all our students.

Current LRC Staffing:
Librarian to student ratio at Cerro Coso: 1.6 to serve a headcount of 8,493 students.

There is 1 full time librarian who is responsible for overseeing library functions across a 5-campus college with a large online

program. This aspect of the job entails overseeing site library operations across 5 sites and overseeing collection development and maintenance across sites and online. This single librarian is also responsible for assisting all students at the main campus and online with one-on-one reference questions and library instruction to classes, which is an impossible feat, despite innovative programming. This solo librarian is also the department Chair. There has been an increase in administrative tasks that chairs are responsible for, so hours that should be spent interfacing with students are being chipped away at by administrative duties.

In previous years, the focus of the college has been on access. The focus has shifted to success and retention. There is a push at the state level to increase student support at community colleges—to provide more services and programs to help students stay in college and be successful. Librarians are key resources in this endeavor in that they provide high-touch, high-engagement academic support to students at all levels across all academic disciplines. Librarians have evolved to be experts in optimizing technology, so they can offer this high-engagement support across multiple modalities, including online. Our college clearly needs to increase the librarian to student ratio.

Work that currently isn't getting done:

Basic coverage of the physical library: At IWV, the Library is open 56 hours per week. 1 full time librarian has ~30 available weekly hours in the contract to provide assistance to students on the physical IWV campus. This does not include online support. At Bakersfield college, the library is not open unless it is staffed by a librarian because they have the minimum qualifications to provide reference services. There are 26 hours per week at IWV unstaffed by a librarian.

CTE library support: Currently, library programming efforts have focused on Liberal Arts and Sciences. There is a crucial need to offer equitable support and programming to the CTE students, especially ADJ, BSAD, BSOT, HRCS, PARA. There are currently 89 classes on the books in the CTE area that include research requirements. (Curriculum map). Currently, the library is only supporting 10 via programming (~8%).

LAS: Although library programming has focused on the Liberal Arts and Sciences courses, there are still areas untouched by library support. 95 LAS courses list research as a requirement in the COR (Curriculum map). Of these, library support is currently being provided in 27 (28%).

Site Library Coverage: The LRCs at ESCC are staffed by a Librarian 8 hours per week and LAC faculty 24 hours per week. If the college decides that Librarians should provide the bulk of the faculty coverage at the site LRCs, there could potentially be a need for a full-time librarian position at ESCC alone. At KRV, the Librarian is the preferred faculty to staff the LRCs for the bulk of the time the centers are open. An adjunct currently provides 12 hours of coverage at KRV. There are too many inconsistencies in terms of Site LRC staffing (including LAC staffing decisions) to factor into this justification.

Online Library Coverage (Embedded Librarian Scalability): The library department's efforts to provide learning resources and assistance for the college's high number of online students via the highly popular and successful "embedded librarian program" cannot be scaled out to meet the needs of online students and instructors without additional librarian coverage. The embedded librarian program has been clearly linked to increased success on research assignments in online classes as well as increased levels of engagement in the oft-isolating realm of online learning. Students and instructors have both highly valued the service in surveys administered by the department as part of assessment strategies. Students are performing better on research assignments, as reported by online instructors comparing grades across semesters. Between Spring, 2012 and Spring, 2013, there was a 47% increase in online sections with embedded librarians. The embedded librarian program has substantially increased the amount of Research and Reference transactions in the library department. On-ground reference transactions have decreased 14% over the past Academic Year while online reference transactions increased by 71 %. The library department has programs in place that are increasing usage of library resources; however, the momentum can't be sustained without an additional full time librarian.

Library website: Library staff has made many improvements to the library website to increase the number of instructional elements to ensure access for all; however, much more work is needed. Course Guides developed for individual classes are needed; more video tutorials are needed. An additional librarian is necessary to take on some of this important work.

IC C075: In an academic year, an average of 13 sections of IC C075 are offered and taught primarily by 4 adjunct librarians. A new full time librarian position could absorb some of this work into his/her load.

2000 Category - Classified Staff

Library Tech I: Change position from 30 hour/wk 9-month position to a 40 hour/wk 12- month position

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Salary Grade:

36 Step 1

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

8115.00 (salary amount for requested 3 additional months per year), Ongoing from General Fund.

Detailed Rationale:

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan:
The Library's mission to create an environment of learning and engagement and ensure access by all to quality information regardless of format depends largely on classified staff—to provide coverage at the library circulation desk and to catalog and maintain information sources. Since 3 full time library staff retired over the past 5 years, we have not fully replaced the staff required to run the library and achieve its mission. We only have 1 full time library worker + 1 30 hour/wk, 9 month worker + a 19 hour/week worker. This is a skeletal crew. Breaks are often not covered. Any illness results in closure (it is a miracle this hasn't happened more often). Staff feel compelled to work while ill so as to not disrupt operations. Vacation time is cashed out instead of used.

2. Explain why the work of this position cannot be assigned to current staff.
Staff not in positions that allow for overload. Logistically unable to work extra hours to cover breaks, illness, etc.

3. Describe the impact on the college if the position is not filled.
Current projects are not getting done in a timely manner such as eBook weeding, bibliographies targeted to faculty, catalog maintenance. Staff will not get appropriate breaks per their contract; closure of library in the event of someone calling in sick, especially in summer.

Library Assistant II: Change current position from a 19 hour/wk 12-month position to a 30 hour/wk 10-month position

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Salary Grade:

31.5 Step 1

Number of Months:

10

Number of Hours per Week:

30

Salary Amount:

Currently, the position costs ~13,000/year. Adjusting it to 30 hour/wk x 10 months = ~16,240/year., Ongoing from General Fund.

Detailed Rationale:

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan:
The Library's mission to create an environment of learning and engagement and ensure access by all to quality information regardless of format depends largely on classified staff—to provide coverage at the library circulation desk and to catalog and maintain information sources. Since 3 full time library staff retired over the past 5 years, we have not fully replaced the staff required to run the library and achieve its mission. We only have 1 full time library worker + 1 30 hour/wk, 9 month worker + a 19 hour/week worker. This is a skeletal crew. Breaks are often not covered. Any illness results in closure (it is a miracle this hasn't happened more often). Staff feel compelled to work while ill so as to not disrupt operations. Vacation time is cashed out instead of used.

2. Explain why the work of this position cannot be assigned to current staff.
Staff not in positions that allow for overload. Logistically unable to work extra hours to cover breaks, illness, etc.

3. Describe the impact on the college if the position is not filled.
Current projects are not getting done in a timely manner such as eBook weeding, bibliographies targeted to faculty, catalog maintenance. Staff will not get appropriate breaks per their contract; closure of library in the event of someone calling in sick, especially in summer.

4000 Category - Supplies and Equipment

Non-Inst Supplies & Materials

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

150.00, Ongoing from General Fund.

Detailed Rationale:

Minimum supply budget for purchasing materials needed for ongoing library services including book processing, mending, reports, etc.

Non-Inst Supplies & Materials (Marketing

Location:

ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

150.00, One-time from General Fund.

Detailed Rationale:

Banner signs for LRC—to increase visibility and direction.

Facilities Equipment

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

2

Estimated Amount of Funding Requested:

23,000.00, One-time from General Fund.

Detailed Rationale:

New 3M Security gates for the main Library

Facilities Equipment

Location:

ESCC Bishop

Priority:

High

Strategic Plan Goals Addressed:

2

Estimated Amount of Funding Requested:

8,000.00, One-time from General Fund.

Detailed Rationale:

Locking cabinets for the collection (~$8,000) or 3M security gates (~$13,000)

5000 Category - Service, Utilities, and Operating Expenses

Employee Travel

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

400.00, Ongoing from General Fund.

Detailed Rationale:

Site visits. Job description calls for regular site visits to
standardize library services cross-campuses. CCL Directors annual meeting. Previous
years' travel expense was $600. This was cut as a
response to "budget crisis". At minimum of $400.00 is
needed.

Institutional Dues/Memberships

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

150.00, Ongoing from General Fund.

Detailed Rationale:

Our institutional fee for our membership to the Council of Chief Librarians and OCLC.

Licensing/Maintenance Svcs

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

11,100.00, Ongoing from General Fund.

Detailed Rationale:

Subscription dues to OCLC, and Horizon cataloging. OCLC allows us to provide Interlib-rary loan, cataloging; Horizon is our automated book data-base

Software Licensing/Maintenance Svcs

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

250.00, One-time from General Fund.

Detailed Rationale:

Camtasia license/snagit bundle and writing stylus for video production to improve library instruction and access to resources

6000 Category - Capital Outlay

Library books and ebooks

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

19,000.00, Ongoing from General Fund.

Detailed Rationale:

Budget required to sustain minimum collection development for all campuses since TTIP monies halted. Projection includes an increase to accommodate the purchase of ebooks, which are no longer purchased through consortium (which used to come out of our periodicals budget). Ebooks are, in general 20% more expensive than their print versions but allow access to more students at all locations. Projection also includes replacement costs of books lost and/or weeded. The new Library Weeding plan calls for a replacement amount on a 5 year cycle.

Magazines & Periodicals (Online subscriptions)

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

38,000.00, Ongoing from General Fund.

Detailed Rationale:

Keeps our current database subscriptions, allowing
students and faculty at all locations and in all disciplines
access to key library e-resources.
This request factors in an increase in cost due to one of the main databases going up in price and other cost increases.

Mathematics Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

The Mathematics Department at Cerro Coso Community College plays an important role in preparing students to achieve their educational goals. We offer math courses from the remedial level to transfer level as well as an online math degree. Our curriculum supports the mathematical needs of other disciplines and programs. We help our students develop logical reasoning and problem solving skills which form a foundation for their careers and future study. The Mathematics Department at Cerro Coso Community College offers classes which improve basic skills and support the requirement for the AA and AS degrees, vocational/technical programs, and transfer to the university. We have entered into agreements and developed equivalencies with the California State Universities (CSU) and University of California (UC) systems. When our students transfer to the CSU or UC system, credits they earn in the mathematics department are transferable. This is also an indication that these transfer students from Cerro Coso Community College will be successful in completing higher degrees. The Mathematics Department offers courses at the Indian Wells Valley (IWV), Kern River Valley (KRV), Eastern Sierra College Center (ESCC), South Kern (SK), and Tehachapi sites as well as online . Three full-time faculty serve the IWV campus. One full-time faculty serves the KRV and Tehachapi campuses, and one full-time faculty serves the ESCC campus. Courses offered at SK are taught by adjunct faculty.

Student Equity

Student Equity

There were several noticeable gaps in remedial math progress with the most noticeable gap existing in the the demographic of ethnicity. African American and American Indian had Proportionality Indices in the combined cohorts of 0.57 an 0.74 respectively. In regards to gender, females scored slightly above the cohort group while males scored lower than the cohort group with an index of 0.89. So there does appear to be a gender gap in the remedial math sequence. However, the most noticeable gaps exist for age 40 and older students. In this category, retention in Mathematics was about 7 percent less than the collegewide retention rate. While the collegewide success rate was 71% for age 40 and older students, the math success rate was only 58% for this same age group. The Math Department will address this apparent age related performance gap and begin discussions about how improvents in retention and success might be increased for 40 and older as well as students who have been away from academic math for some time.

Review And Planning

Progress Made on Program Review

Math and Science Liberal Arts

Year of Last Program Review:

Progress in the last year on Three-Year Strategies:

Communicated with the Science Department about the Long Term Schedule of math courses pertinent to the Liberal Arts Degree

Specific math course Student Learning Outcomes have been aligned with the Math and Science Liberal Arts Degree Program Learning Outmes

Progress in the last year on Six-Year Strategies:

Progress Made on Outcome Assessment

Math 20 -
In this Basic Skills Math Course, all of the learning outcomes exceeded the 70% target with the exception of SLO number 5 involving the conversion between fractions, decimals and percents and employing this skill to real-life examples. The assessment done in the previous year had three outcomes that were slightly below the 70% target. In 2013 these outcomes were finding sums, differences, products and quotients of fractions and mixed numbers which missed the target by 2%, solving problems involving addition, subtraction, multiplication, and division of decimals missing the the target by 1% and lastly, converting between fractions, decimals, and percents which scored 3% below the target. For spring 2014, this last outcome as mentioned above, outcome 5, missed the target by about 6% which is dramatically lower than the 3% gap in 2013. It is apparent that some meaningful practical applications of converting between fractions, decimals and percents should be integrated into the lessons for this outcome by all instructors of this course.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

Math 20 SLO # 5, 63.6% / 6.4%

Analysis and Plan:

Math 20 SLO 5 - Spend more class time demonstrating conversions between fractions, decimals and percents. Instructors will include real-life examples that employ this skill in class presentations.

Math 40 -
All on ground sections of PreAlgebra were assessed and every outcome contained more than 70% of the students successfully completing the outcome. In addition, this was the first year in which learning and self- efficacy skills were formally assessed.

Last year there were two outcomes that scored below the 70% target. These were the outcomes that students employ basic graphing techniques and that they add, subtract, and multiply polynomials and evaluate algebraic expressions. By implementing some of the strategies discussed among department members in 2013/14, the success rate for these outcomes in spring 2014 has climbed to 74.5% for the outcome of operations with polynomials. Likewise, the success rate for employing basic graphing techniques was 75.9% for spring 2014.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

No SLO gaps

Analysis and Plan:

There is no plan for improvement needed at this time.

Math C141 -

The outcome "recognize the equations of exponential functions and logarithmic functions, describe their graphs and use their properties algebraically and via calculator methods" scored quite low but this is due to the fact that no partial credit was awarded. In 2013, this outcome missed the target as well but by only 1%.

There was some improvement from the previous assessment in the first two outcomes. In 2013, the outcomes of being able to use function notation, perform function evaluation, and apply composition of functions and being able to demonstrate how to find the domain of a function and the inverse of a one-to-one function missed the target by 2% and 1% respectively. One instructor attributes the success in spring 2014 of this outcome to class handouts where students work the problems out on paper under the guidance of the instructor instead of just watching.

However, due in part to no awarding of partial credit, the outcomes of being able to apply multiple approaches to problem solving and being able to perform basic operations with matrices and determinants scored under the target in the spring of 2014 at 52% and 65% respectively. Problems such as these beg to have partial credit awarded as some students when solving a word problem were able to generate and solve the equation correctly but a success was not counted due to the fact that they did not state the answer to the original question. Similarly with determinants and matrix operations, which involve a tremendous number of calculations, students who made even one computational error did not have their results recorded as a success.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

SLO # 5 - 57.8 % / 12.2 %

Analysis and Plan:

SLO # 5 - Allocate more class time for practice with graphing. Also, in order to count each student as successful in this outcome, it was required that the student complete a multi-step problem perfectly. So even thought the student may have been able to complete more than 70% of the problem correctly, if ALL steps were not correct, it was not counted as a success. In subsequent assessments, the department may want to consider the awarding of partial credit as a means of measuring this skill.

Math C141 - SLO # 7 Perform basic operations with matrices and determinants; solve systems of equations by multiple methods.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

SLO # 7 - 65.0% / 5.0 %

Analysis and Plan:

SLO # 7 Again, there should be some room for partial credit in evaluating this skill, perhaps in the form of a rubric instead of an all or nothing approach as was done. With this current assessment, even one computational error eliminated the student as being counted as successful in this outcome and working with matrices and determinants does involve a large number of successive computations.

Math C141 - SLO # 8 Find limit values through exploratory numerical methods and through application of basic algebraic principles.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

SLO # 8 - 67.6% / 2.4 %

Analysis and Plan:

SLO # 8 Introduce the idea of a limit a little earlier in the course so that students obtain more practice employing the concept of a limit. For many students this is a new topic entirely and it has been traditionally squeezed into the course schedule at the end of the course. Even so, the results show that the students are close to the 70% success rate.

Math C141 - SLO # 9 Apply multiple approaches to problem solving using algebraic, graphical, and numerical methods to solve applied problems in other areas of mathematics, natural sciences, computer graphics, and computer animation.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

SLO # 9 - 52.0% / 18.0 %

Analysis and Plan:

SLO # 9 Allow more class time and give more examples that involve the solving of applications.

Math C255

SLO # 4 Demonstrate the interrelationship of real world situations to the ODE's and modeling associated using formula development, direction fields, and phase lines.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

Not Assessed.

Analysis and Plan:

The department will need to discuss whether they want to keep this SLO as part of the curriculum or not and if changes are not made to the COR then it will need to be assessed.

 Math C255

Results of the outcomes were much higher this spring than in the previous assessment. The class size was substantially smaller than in a previous year which may or may not of had an effect on the scores. The instructor did not assess the outcomes "Perform computations and graphical interpretations using computational and mathematical software" and "Demonstrate the interrelationships of real world situations to the ODE's and modeling associated applications using formula development, direction fields, and phase lines." However, all of the other 7 SLOs in Curricunet as well as two additional SLOs not in Curricunet had results in the high seventy, eighty and 90 percents.

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

SLO #4 and #9 Not Assessed

Analysis and Plan:

While the instructor did not assess this particular outcome, the instructor did opt to teach and assess two additional outcomes not in Curricunet, (computing Laplace Transforms and finding equilibrium points using properties of non-linear ordinary differential equations.) In future assessments, it will be stressed that all outcomes in Curricunet must be assessed.

Progress Made on Prior Year Initiatives

The Department of Mathematics plans to continue its close alignment with the Basic Skills Committee. The department will review and discuss student success strategies made by the Basic Skills Committee. The department seeks to implement such strategies sh

Progress Made:

 The department has continued to maintain its close alignment with Basic Skills by having a full-time math faculty member attend regularly scheduled Student Success Committee meetings. This math faculty member has also been part of the Data Team which over the past year has collaboratively reviewed student success data, surveyed instructors in regards to teaching strategies to increase retention and success and identified trends in data for several disciplines including math.

Math faculty have attended "Strengthening Student Success" workshops to gain insight about innovative practices used by other community colleges in the state to augment student success. In seeing the emphasis that some other colleges are placing on core math curriculum, two of the math faculty are now discussing how we might integrate something similar at our college. However, this is just in the dialog state at this point.

The department has written Learning Skills and Self-Efficacy skills into the CORs for two Basic Skills Math Courses and has assessed these soft skills in on-ground sections.

The Math Department continues to run an accelerated Math C020/C040 combination course to move students through the remedial math sequence as efficiently as possible.

Continue to offer on-site and online Calculus I, II, III, Differential Equations, and Linear Algebra.

Progress Made:

The department continues to offer Calculus I, II, and III every semester alternating between on-ground delivery at IWV and online delivery. Differential Equations continues to be offered once a year but in an on-ground delivery only. Linear Algebra is currently being offered only online. The sequence of higher level math courses has now been written into a long term schedule which the department foresees as being reliable and consistent in the future.

The full-time faculty teaching load is currently not well represented for the on-ground higher level math courses. In future semesters the department will seek to have a full-time faculty member teaching at least one on-ground class at the Calculus level or higher. Currently, these higher level math courses are taught on-ground exclusively by adjuncts.

Initiatives for Next Academic Year

Objective 1.1: Increase the percentage of students who successfully complete 12 units within one year using 2011-12 as the baseline year.

Strategic Plan Goals Addressed:

1

Action Plan:

The department has discussed and identified the need to keep at least one section if not more of Math C020 Basic Arithmetic in order to provide entry access to all students. In order to meet the goal of increasing the percentage of students who successfully complete 12 units in the remedial math sequence within one year, the department will continue offering a Math C020/C040 combination class in the fall of 2015. Students enrolled in Basic Arithmetic who are identified early as being able to complete PreAlgebra will be given extra assignments which are equivalent to those of a regular Math C040 PreAlgebra course. If successful, these students can enroll into Math C050 in the spring and take Math C055 over the summer allowing them to complete 12 units within one year.

The department would also like to look at placement scores and ensure that students are being placed appropriately into Math C020 and C040.

Measure of Success:

Track the number of completions in the Math C040/C050 sequence through spring and summer sessions.

Expected Completion:

Fall 2016

Person Responsible:

Steve Rogers / Yihfen Chen

Designed:

It is designed to increase student success

Student Experience:

First Year, Intake, Remediation

All Full-Time Instructors Provide 3 Hours Per Week of One-to-One or Small Group Math Tutoring in the LAC

Strategic Plan Goals Addressed:

1

Action Plan:

Objective 1.2: Continue to provide students with easy access to tutoring by having the full-time faculty conduct at least 3 hours per week of their office hours in the LAC. Many students are still not aware of this service and the plan is to formaly announce to students in Math C055, Math C121, C141, and C142 that these services are readily available.

Measure of Success:

The success of this strategy can be measured by following a 3-year cohort group and looking for an upward trend in transfer level enrollments as well as transfer level completions at Cerro Coso College. Data of this type is already being collected so no new process needs to be implemented.

Expected Completion:

Fall 2016

Person Responsible:

Steve Rogers

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Remediation

Resource Needs

Facilities

Some math instructors are still being scheduled in classrooms with chalkboards in the East-Wing. The Math Department would like to see all East-Wing classrooms be equiped with whiteboards.

Information Technology

More full-time and adjunct math faculty are requesting classrooms with smartroom technology. The Math Department requests that all East-Wing classrooms be outfitted with this technology.

Marketing

The number of students pursuing the online math degree is small. It is suspected that there are many students who would pursue this degree but who are simply not aware of it. The department is currently considering ways of marketing this online degree or at least making its existence known to potential students outside of our immediate service area.

Professional Development

This year the department sent two full-time math faculty to the "Strengthening Student Success" Conference in Costa Mesa. These two faculty members were able to attend workshops where they could see first hand what other community colleges are doing to address topics such as acceleration, retention and completions in the math sequence. These two instructors have already begun discussions on implementing new strategies but will need to follow up with more discussion across the entire department. All full-time and adjuinct math faculty continue to attend scheduled flex day activities as well as pursue professional development activities on their own.

Staffing

The Math Department provides instruction in several courses which are prerequisite courses for required courses in other programs. Elementary Algebra, Math C050, is a prerequisite course for courses in Biology, Electronics, and Business while Intermediate Algebra, Math C055, is a prerequisite for courses in Biology, Chemistry, and Computer Science. The 100 level math courses such as Elementary Probability and Statistics, Math C121, fulfill the mathematical concepts or quantitative reasoning requirements for several departmental programs including Kinesiology, all of the Liberal Arts, and Psychology. Currently the Math department has been able to continuously offer these supporting courses at various time blocks, at various campus sites as well as in both an on-ground and online delivery. There is a long term schedule that students can rely on for a consistent and sequential offering of these courses from year to year. However, the Math Department is currently understaffed with full-time faculty, with many of the upper level courses being taught by adjuncts. The department currently also struggles to cover the majority of its Basic Skills Math courses with full-time faculty where interventions, best practices and teaching strategies would have the most impact in moving students successfully through the remedial math courses. In light of the fact that the department endured the resignation of one full-time faculty member in the fall of 2014, it is vital to hire a full-time tenure-track math faculty in order to sustain the level of support provided to various departments that the college has relied upon in the past.

Resource Requests

1000 Category - Certificated Positions

One Full-Time Math Instructor

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

Full-Time Tenure Track Salary, Ongoing from .

Detailed Rationale:

The Math Department provides instruction in courses which are prerequisites and required courses for several programs. In order to continue to offer these courses onground consistently in a logical semester sequence during regularly scheduled time blocks, the Math Department foresees an immediate need for another full-time Math Instructor.

The online math courses in the remedial sequence routinely have waitlists of 20 or more students.

Currently, the department is surviving by employing the services of several math adjuncts. However the on-ground ratio of full-timers to adjuncts should be higher. It currently is 50:50 at bothe the Iwv and Eastern Sierra campuses.

There should also be more full-time presence in the area of Basic Skills Math Instruction since improving completion and acceleration through the remedial math sequence is one of the department's top priorities.

The department currently has all of the higher-level math courses being taught by adjuncts and this is also a concern if the department wishes to see growth in the number of math majors.

2000 Category - Classified Staff

Location:

Priority:

Strategic Plan Goals Addressed:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

, from .

Detailed Rationale:

Not required at this time

Location:

Priority:

Strategic Plan Goals Addressed:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

, from .

Detailed Rationale:

4000 Category - Supplies and Equipment

Ten TI84 Plus Calculators

Location:

Kern River Valley

Priority:

Medium

Strategic Plan Goals Addressed:

2

Estimated Amount of Funding Requested:

$1000, One-time from .

Detailed Rationale:

It is important for students taking Statistics to be able to have at their disposal an appropriate technology to insure success and in order to get the most out of a Statistics course. The emphasis can be placed on interpretation of results as opposed to the meaningless memorization of formulas. This class is a requirement for several programs at the KRV campus however many students typically enrolled in this course are unable to afford the prohibitive cost of owning their own graphing calculator. The current math instructor at the KRV site excells at teaching using this technology. The calculators could be rented out to students for $10 per semester which would save the students money and the calculators could be reused annually.

5000 Category - Service, Utilities, and Operating Expenses

None needed at this time.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

6000 Category - Capital Outlay

None needed at this time.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

Counseling Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

The goal of the Counseling department at Cerro Coso Community College is to facilitate student development in the areas of basic skills, career and academic planning and completion, and transfer preparedness to four year institutions. The counseling staff is committed to providing quality services and meeting the changing needs of our diverse student populations at all sites by continued involvement in college wide activities, outreach programs in the community, and implementing new strategies that focus on increasing student retention and success.

Student Equity

Student Equity

One of the gaps indicated in the Achieving the Dream data was found in students between the ages of 20-24 and 25-39 year olds not meeting any or most of the pipeline milestones (transfer, transfer prepared, degree/certificates, 30 unit milestone, persistence, remedial math and english progress, course success). Another achievement gap identified in the disaggregated data indicates a lower percentage of students who were identified as economically disadvantaged, disabled, of African American or American Indian students were unable to complete the enlish or mathematics sequence of classes. Counseling has reviewed and discussed possible ways to address some of the issues that impact students during the early experience with the college and impact these achievement gaps. We identified actions that could better guide student's in their preparation for college through the student orientation and assessment process. Orientation information will be revised to highlight the importance and impact of appropriate placement in english and mathematics classes has on a student's progress and success in classes. Changes will also be implemented in the assessment process by redesigning the preparatory information given to students prior to their taking the college placement exam. Students will also be provided with options on determining english and mathematics placement besides taking the college placement exam. More extensive pre-test preparation resources will be provided to students with strong encouragement to prepare for the test so their performance accurately reflects their current skill level. It is hoped these changes help students better prepare for the rigor of college classes before entering the classroom. Additionally, students will be provided more comprehensive information about resources and student success classes following assessment. Students placed in remedial level english and mathematics courses will be directed to enroll in a student success course to strenghten their overall study and academic skills as well as provide educational support and planning providing students with a educational pathway to completion.

Cerro Coso College has a growing Hispanic population of students as confirmed through the California Community Colleges Chancellor's Office Data Mart statistics. As a result, counseling has reassessed our current services to determine how to better serve our growing Hispanic population. Counseling has begun to provide more materials translated into Spanish. Starting fall 2013, Counseling offers one on one counseling services with a spanish speaking counselor. During our annual High School outreach, an informational workshop for prospective students and families is offered in spanish. And to address some of the cultural needs of students, a Latino club has been sponsored through Student Government. There continues to be a need for english as a second language course, more campus activities that provide opportunities for engagement for Hispanic students, and more written materials and resources need to be translated into spanish. Counseling will continue to assess needs and expand services offered in spanish as well as raise campus awareness of how to better serve this population of students.

Review And Planning

Progress Made on Program Review

Counseling

Year of Last Program Review:

2014

Progress in the last year on Three-Year Strategies:

Action Plan: Continue to partner with other student service groups and faculty to provide more comprehensive services to students in the delivery of core component activities.
• College Strategic Objective(s) addressed: Increase student success by providing educational planning and resources needed to complete educational goal. 1.1,2.1.
• Collaboration of Counseling staff with other student service staff, faculty and the SSSP
committee
• Development of new strategies in enhancing core component services and integration of student services staff and faculty into established core component activities
• To be addressed as Counseling services continues to implement mandatory core components during the next two years

Action Plan: Implement mandatory completion of core components.
• College Strategic Objective(s) addressed: Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
• Requires Board action to change Board policy, district resources to identify students who have not met all core components, and counseling staff to reach out to students and provide them the opportunity to complete core components
• BANNER identification of students completion of core components
• To be initiated and implemented within the next two years

Action Plan: Implement Degree Works for counseling staff use with students.
• College Strategic Objective(s) addressed: Increase student success by providing educational planning and resources needed to complete educational goal.
• Collaboration of district staff, Director of Admissions & Records, and counseling staff to implement
• Requires completion of setting up Degree Works data and templates, training on use of Degree Works, trial use with small group of students, then scale up to use for all students
• All implementation steps implemented by end of spring semester 2015

Action Plan: Develop online SEP and workshop, online V.A orientation.
• College Strategic Objective(s) addressed: Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
• Counseling staff responsible for development of online workshops
• Use of Comevo platform to deliver workshops
• Complete SEP workshop by end of spring semester 2015

Progress in the last year on Six-Year Strategies:

Action Plan: Increase counseling staff to provide increased student contact time and deliver core components to all first-time students and continuing students.
• College Strategic Objective(s) addressed: Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
• Requires Counseling staff to make case to increase staffing to college planning committees. Use SSSP budget to fund new positions.
• Once approved, complete hiring process
• To be accomplished in the next 3 years

Action Plan: Create One-stop Student Services Center. Co-location of student services will allow for increased collaboration, efficiency, and consistency in services provided. Facilitates students' ability to move through enrollment processes more quickly and efficiently.
• College Strategic Objective(s) addressed: Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
• Requires student services staff participation in the planning and development of One-Stop Center
• Requires redesigned space in main building of the IWV campus
• To be completed in 6 years

Action Plan: Continue ongoing search for technological tools that can streamline counseling facilitation of new student orientation, assessment process, educational and career planning, and in providing support services and resources at the beginning of the student experience at Cerro Coso.
• College Strategic Objective(s) addressed: Provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist students in being more successful in their classes. 1.1,1.2.
• Counseling to continue researching best practices and continue to develop strategies that will expedite the first-year experience without jeopardizing the quality of service
• Professional development opportunities and opportunities to collaborate with college staff, faculty and relevant college committees dedicated to improving student services
• Ongoing process for next 6 years

Progress Made on Outcome Assessment

Implementation of Degree Works for counseling staff to use with students to increase student success and completion of educational goals.

Type:

AUO

Semester Assessed:

Fall 2014

Target Missed/Gap Detected:

Actions necessary to fully implement Degree Works not completed. Templates for Degree Works mostly completed. Degree Works functional and ready to use. Currently planning to hold last counseling staff training in use of Degree Works. Will then initiate use with a small population of students in a COUN101 course. Will complete ability to use Degree Works with all students starting spring 2015 semester.

Analysis and Plan:

Pending Degree Works implementation by end of spring, 2015

Develop online SEP and Probation/Disqualification workshops, online V.A orientation. Develop FAQ page on website to facilitate directing students to workshops and expedite other counseling services.

Type:

AUO

Semester Assessed:

Fall 2014

Target Missed/Gap Detected:

Goal was: to provide quality services to more students, especially those services that provide new students with resources, understanding of college processes, and educational planning that will assist them in being more successful in their classes. Actions to be taken included research online platforms and programs that could be used to develop online workshops including VA orientation. Develop FAQ web page. Complete online delivery of SEP, Orientations, and Probation/Disqualification workshops.

Progress made to date: Online orientation fully implemented and process developed to indicate student completion of orientation into BANNER. VA orientation not yet developed. Online probation/disqualification workshop completed and also fully implemented so completion of workshop recorded in BANNER. FAQ's developed related to transfer information and posted on CC website under Transfer Center. Online SEP workshop in development.

New online approach to providing a comprehensive approach to moving students through the matriculation process is being

developed. Partnership with the Educational Advisory Board (EAB) in development of an online "onboarding process" for students has been purchased and through collaboration with EAB staff expect full implementation by fall 2015.

Analysis and Plan:

Current online workshops are providing equal access to completion of matriculation components for all students. Full implementation of all online workshops and the EAB project to be completed by beginning of fall 2015 semester. Will gather data of usage at that time for review.

Progress Made on Prior Year Initiatives

Complete implementation of Pilot program, Smarter Measures, assess data and report out.

Progress Made:

Prior year initiative: Complete implementation of pilot program called Smarter Measures. Project was based on instructional services request to develop a tool to determine student readiness to take online classes at Cerro Coso and provide feedback to students regarding skill recommendations to improve their success in online classes. 353 students took the Smarter Measure assessment from Oct 1, 2012 through Jan 25, 2013 (registration period for spring 2013). No apparent correlation between completing the assessment and retention or success in online courses was found. Data analysis was not comprehensive in determining definitive correlation. Data was insufficient to assess due to the varying factors of mixed course loads of on ground and online, and the inability to obtain qualitative data of course readiness. Overall, it was agreed upon that the assessment tool was staff intensive to successfully implement, and did not achieve the goal of preparing students for online classes. Recommendation to find other method to assure student is prepared to successfully navigate online course environment.

Complete CTE project of providing counseling support in determining and facilitating student completers in designated CTE programs.

Progress Made:

Prior year initiative: Search for completers in CTE programs to increase number of program completers. Search was done using capstone classes for CTE programs or identifying cohorts of students within the programs. Search by counseling staff for CTE certificate completers demonstrated that there were greater numbers of completers than the number of those students who elected to request an evaluation to complete their program. Counseling staff contacted those students not initiating the completion of program process to encourage and facilitate the awarding of a certificate or degree for those students. Counseling staff also contacted those students close to completing awards, certificates and degrees to go over the remaining courses they needed to complete their goal. Results were an increase of 55 CTE awards (36% increase) compared to previous year. This is the highest number of CTE awards in the past 10 years.

Fully implement all group workshops (Extended orientation, SEP, Probation/Disqualification, Athlete and Veteran). Increase overall participation by increasing incentives for students to participate in workshops.

Progress Made:

Prior year initiative: Fully implement all group workshops (Extended orientation, SEP, Probation/Disqualification, Athlete and Veteran). The goal of the workshops is to provide more students the same quality of information and service as individual appointments would while freeing up more counseling staff time to meet student need. Two new athlete orientations were offered in the fall and spring semesters and were well attended. One VA orientation was offered but only one student attended. Discussion is focused on an online orientation to best serve this population. Participation in group workshops has been increasing during the past three years. It is apparent that some students will need an online option in order to fully meet all matriculation components.

Counseling staff have determined that directing students to workshops is an effective way to increase student participation. Students will be scheduled for workshops after reception staff determine what matriculation components or probation issues students need to complete when they request counseling services. Counseling reception staff will also do individual outreach to students to remind them of completing matriculation steps in order to obtain priority registration. The counseling department will develop a culture of expectation that students will need to attend all matriculation workshops in order to obtain priority registration. Goal achieved in increasing the number of students served through workshops for the year. Data kept by counseling reception staff indicates the following: 2010-2011=172 students served, 2011-2012=211 students served, and 2012-2013=314 students served. Counseling department will continue to identify strategies that steer students to completion of all matriculation components.

Initiatives for Next Academic Year

Full implementation of Education Advisory Board initiative

Strategic Plan Goals Addressed:

1,2

Action Plan:

Develop online intake process with assistance of EAB staff. Implement online intake process starting fall 2015.

Measure of Success:

Compare number of students completing matriculation components in 2015-2016 with prior years.

Expected Completion:

Spring semester, 2016

Person Responsible:

Director, Student and Counseling Services

Designed:

It is designed to increase student success

Student Experience:

First Year, Intake

Change over to SARS alert to increase support for students at risk in class

Strategic Plan Goals Addressed:

1,2

Action Plan:

Complete development of SARS alert templates in fall 2014 semester. Implement SARS alert use of faculty starting spring 2015 semester.

Measure of Success:

Survey students to assess student follow up after receiving SARS alert. Assess student actions taken as a result of receiving SARS alert.

Expected Completion:

Fall semester, 2015

Person Responsible:

Director, Student and Counseling Services, counseling staff

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Remediation

Engage faculty in campaign to increase student completion of all matriculation components

Strategic Plan Goals Addressed:

1,2

Action Plan:

Implement use of class interventions by counseling staff to increase student awareness of matriculation processes and solicit faculty support in student completion of matriculation components. Find additional ways for faculty to participate in core components of the matriculation process; example: faculty participation in on ground orientations.

Measure of Success:

Expected Completion:

Spring semester, 2016

Person Responsible:

Director, Student and Counseling Services

Designed:

It is designed to increase student success

Student Experience:

First Year, Intake

Administer Student Experience Survey to gather student input on intake process for new students

Strategic Plan Goals Addressed:

1,2

Action Plan:

Develop survey. Administer fall 2014 semester. Review survey data spring 2015 semester.

Measure of Success:

Expected Completion:

Spring, 2015 semester

Person Responsible:

V.P. of Student Services, Director, Student and Counseling Services

Designed:

It is designed to improve internal unit operations

Student Experience:

First Year, Intake

Resource Needs

Facilities

Increased funding and expectations of delivering the core components of matriculation to all students is providing the opportunity to hire more counseling staff. This will create the need for more office space which must take into consideration the student need for confidentiality. The remodel of the main building to create a One-Stop Shop for all Student Services offices is planned to be completed in 3 years. Counseling staff will be relocated within the next year to allow for the remodel. Consequently, the next couple of years will be difficult for counseling staff due to insufficient office space and the temporary relocation of staff. It is unknown at this point what facilities needs will be required outside of replacement of student counseling file cabinets and staff chairs.

Information Technology

Will need computer set up for proposed additions of staff of SSSP Program Director (IWV site), full time counselor (IWV site), and educational advisor (ESCC site).

Marketing

Will need to coordinate development and production of new informational/instructional materials related to scaling up completion of all components of the matriculation process. Coordination of campaign to inform students and community about intake process and resources. Continue to collaborate with public relations manager in promoting counseling events and outreach activities. Continue collaboration in use of Grad Guru to disseminate important dates and activities at Cerro Coso. Continue collaboration in development and design of web pages used to inform students and community about counseling services and activities.

Professional Development

Provide faculty training in the area of matriculation components and SARS alert process available at all sites.

Staffing

The Student Success Act created a new categorical funding source starting in fall, 2013. Student Success & Support Program (SSSP) funding is categorical funding so it comes with requirements and accountability. The funding is specific to providing matriculation services, counseling and advising services, and services to at risk students. The funding is significantly more than we have had for many years. But, there are requirements, regulations and mandated reporting and accounting that must be completed in order to receive the funding. These associated requirements have increased the work load substantially for the Counseling department. This past year we hired a second DAII to help with directing students to services and with the inputting of data required by the State. We have also added another adjunct counselor to the counseling staff at the IWV site. Additional staffing is necessary to fully implement all of the required components of the new legislation. So the following staffing requests are being made: • Hire a full time Program Director to coordinate SSSP services funded fully with SSSP funds • Hire a full time counselor located at the IWV site funded fully with SSSP funds • Hire educational advisor located at the ESCC site funded by multiple sources which could include SSSP funds • Add additional office support staff at KRV site to enter student data in BANNER and facilitate new student intake process

Resource Requests

1000 Category - Certificated Positions

Program Director

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Estimated Amount of Funding Requested:

$96,922, Ongoing from Other.

Detailed Rationale:

The new SSSP categorical program has mandatory matriculation requirements that must be provided college wide, documented, and reported. This position would support appropriate oversight of counseling staff providing SSSP services and implementation of matriculation services at each site. Position would assist in timely completion of required reporting to the State Chancellor's Office and oversight of the SSSP budget. The Student Success Act requires community colleges provide all matriculation components to new and continuing students as well as support activities targeted for students at risk such as students on probation or disqualification. Currently, our rate of fully matriculated new students is at 21%. To substantially increase this rate of completion will require coordination of efforts of all matriculation processes and staff.

Full time Counselor

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

$76,450, Ongoing from Other.

Detailed Rationale:

The Student Success Act mandates completion of all matriculation components by new students as well as educational planning for all students. Counseling staff are the principal providers of matriculation processes. Educational planning is one of the components that requires one on one meetings with students in order to complete the process.The current level of staffing is not sufficient to provide services at all sites. An additional full time counselor located at the IWV site will provide support for students attending our IWV campus and our online students. Counseling currently employs three adjunct counselors for a total of 55 counseling hours per week. The hiring of a full time counselor allows greater continuity of services to students and institutional participation in shared governance.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

2000 Category - Classified Staff

Educational Advisor

Location:

ESCC Bishop, ESCC Mammoth Lakes

Priority:

High

Strategic Plan Goals Addressed:

1,2

Salary Grade:

46.5

Number of Months:

11 months

Number of Hours per Week:

40

Salary Amount:

$74,000, Ongoing from Other.

Detailed Rationale:

The ESCC site currently has one full time counselor to serve both sites. New requirements to provide full matriculation services to all students attending the ESCC sites increases the workload of the current position. 31% of new students attending ESCC were fully matriculated during the 2013-2014 year. Additionally, an educational advisor could provide assessment services and financial aid assistance to students. Currently, there is no dedicated position at the site to deliver these services. A full time staff member appropriately trained in providing student support services provides students the opportunity to complete registration processes, matriculation components, and filing for financial aid support.

4000 Category - Supplies and Equipment

File cabinets for storing student files (6 to 8 cabinets)

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

$700.00, One-time from General Fund.

Detailed Rationale:

Over the past years and several relocations of file cabinets, many of the cabinets have been damaged and broken and have become unsafe and impractical for use. The Counseling department located in Ridgecrest has not had new files in at least 8 years. For safety reasons new cabinets are necessary to meet the needs of maintaining student files.

5000 Category - Service, Utilities, and Operating Expenses

6000 Category - Capital Outlay