

Academic Affairs Department
Annual Division Plan for Academic Year 2018-2019
December 2017

Review And Planning

Performance and Equity Gaps Still to be Addressed

Career Technical Education

- Performance Gaps: Allied Health is currently at 86.96% of SLO's assessed. Industrial Arts is currently at 81.82% of SLO's assessed. Child Development is currently showing 62% success rate, 8% lower than the college average. Digital Media Arts is showing a 57% success rate. Business and Information Technology is showing a low number of awards in both BSOT (11 total in 16-17 over four programs) and DMA (1 student over two programs).
- Equity Gaps: **Access.** Allied Health is showing the need to increase participation rates of students under the age of 19 and males. Business and Information Technology is showing the need to increase participation rates of males, particularly in BSOT and PARA. Child Development is showing the need to increase participation rates of males and students under the age of 19. Industrial Arts is showing the need to increase participation rates of women and African American students. Public Safety is showing the need to increase participation rates of students under the age of 19 and African American students. **Student Achievement.** Allied Health is showing the need to increase success rates of African American students and males. Business and Information Technology is showing the need to increase success rates of African-Americans and American Indians throughout the department and Hispanic/Latinos, and males in BSOT. Child Development is showing the need to increase success rates African-Americans, Hispanic/Latinos, and males. Industrial Arts is showing the need to increase success rates of age 19 and younger. Public Services is showing the need to increase success rates of females, African-Americans, and age 19 and younger.

Distance Education

- Performance Gaps: **Accessibility.** One step in addressing accessibility has been making faculty and staff aware of the importance of following accessibility rules, through training on the 508 regulations and how to create accessible course content. **Engaging and connecting course content.** Online course engagement has always been a challenge for faculty because online learning lacks instant feedback for students and instructors, especially if a course is poorly designed.
- Equity Gaps: **Access.** Efforts in previous years have resulted in a 1.1% narrowing of gender gap, from female to male enrollment ratio of 72.3% to 27.6% in 2014-15 to a ratio of 70.4% to 28.7% in 2016-17. Clearly, work in this area remains.

East Kern College Center

- Performance Gaps: None identified.
- Equity Gaps: **Access.** Data success, retention, completion, etc. disaggregated for age, gender, ethnicity, and other demographic factors are not yet available at any of the campus locations. But if East Kern mirrors the rest of the college, then males, African American students, and American Indian students are disproportionately impacted. **Student Achievement.** If East Kern mirrors the rest of the college, improvements are required with for African American students, foster youth, and Pacific Islander students in course completion; American Indian students, African American students, and males in degree and certificate completion, and African American students and American Indian students, low-income students, and students with disabilities in transfer.

Eastern Sierra College Center

- Performance Gaps: **Kinesiology.** ESCC introduced the kinesiology transfer degree program a number of years ago that aligned with all but one course already offered at ESCC to support the nursing program and general education courses. When a long-time adjunct retired last year, ESCC has not been able to offer physical education courses during the spring and fall semesters, impacting students' ability to complete the degree. As of Fall 2017, twelve ESCC students were still declared kinesiology majors. **LAC staffed hours.** From 2014-15 to 2016-17, the LAC staffed hours increased by 41.5% (from 18,375 to 26 hours/week/site). During that same time, student contacts increased by 144.84% (from 650 to 1,548 contacts/year). Last year the ESCC LAC was used by 41% of ESCC's unduplicated students. This staffing occurred on

alternative funding as a pilot. This year, there is 44.2% decline in staffed hours from 2016-17 and has resulted in the LAC being staffed 2 days/week at each site in 2017-18 as compared to 4 days/week at each site in 2016-17. **Access Program staffed hours.** For the 2017-18 academic year, the ESCC EOPS counselor was staffed 15 hours on the Bishop site and 6 hours on the Mammoth site. The unduplicated headcount at each site is approximately the same, around 200/site and the center believes that with more hours in Mammoth, equivalent to hours in Bishop, it will be able to increase the numbers of EOPS students. **Groundskeeper hours.** ESCC does not have a groundskeeper but has monthly maintenance that needs to be performed.

- Equity Gaps: Data success, retention, completion, etc. disaggregated for age, gender, ethnicity, and other demographic factors are not yet available at any of the campus locations. CCCC hired an institutional researcher (IR) in July 2017 and ESCC has requested disaggregated data for Bishop and Mammoth in order to identify ESCC equity gaps.

Letters and Sciences

- Performance Gaps: Kinesiology is currently at 78.57% of SLO's assessed, 12% short of the college target of 90%; Social Sciences is currently at 87.18%; Science is currently at 72.97%; Visual and Performing Arts is currently at 86.36%. Anthropology showed a 55% success rate in 2016-17, 8% lower than the college average of 70%; English showed a 62% success rate; History showed a 61% success rate; Mathematics showed a 60% success rate; Philosophy showed a 55% success rate; Sociology showed a 55% success rate; and Spanish showed a 63% success rate.
- Equity Gaps: **Access.** Letters and Sciences area altogether serves 59% female to 40% male. Of the disciplines in the LAS area with at least 100 students served, the span ranges from 50% female to 49% male in Speech up to 71% female to 28% male in Biology and then 34% female to 66% male in Physics. It is very likely that the gap overall is caused by the relatively large number of online courses offered in LAS, which historically show higher female than male enrollment. Ethnically, the LAS area continues to be much like the college, showing lower enrollments for African Americans and American Indians than the service population suggests. Within LAS itself, the STEM disciplines show the lowest enrollments of these ethnic groups--generally 0-3%--while the social sciences and humanities tend to show higher. **Student Achievement.** The disaggregated course completion data shows African American students and American Indian students do not perform as well as other ethnic groups. Success rates for these ethnicities are 20% lower than the overall in the Letters and Sciences subject area. The same two groups show equity gaps in basic skills. Other groups also struggle in basic skills, as identified in the student equity report: Asian/Filipino students, students with disabilities, and males.

Annual Planning: Actions Taken

Maximize Student Success

Enhance student support services to online students. In progress. The department has developed a platform that supports student services within Canvas, and has also launched pages for student services within the platform. The department is in the process of completing the second phase—making this platform more visibly appealing, interactive, and multimedia-rich.

- DE course retention rate: **UP** from 85.6% in 2015-16 to 88.9% in 2016-17

Increase number and percentage of fully matriculated students at ESCC. Completed. A variety of actions were taken as identified in the annual section plan.

- # fully matriculated students at ESCC: **UP** from 54 in 2014-15 to 87 in 2016-17
- % fully matriculated students at ESCC: **UP** from 36% in 2014-15 to 59% in 2016-17

Increase number of transfer-ready students at ESCC. In progress. ESCC hosted transfer readiness weeks at ESCC, started work with advisory groups and faculty to identify transfer pathways, and established a community application for transfer scholarships and raised funding.

- At this time, we do not have access to the data. CCCC's IR position was filled July 1 and there are many IR requests in the queue. In conversations with IR, we need to develop the appropriate measure for transfer-readiness at ESCC.

Improve basic skills instruction. Completed. Writing and math labs were established and consolidated at all campus locations. While the library did complete some of the action items associated with this initiative (At least 30 new titles purchased for BS level to add to collections), the department is re-addressing this goal. COUNS and PDEV courses continue to support the department's efforts.

- Success rates in English basic skills (I WV): **UP** from 44.1% in 2014-15 to 46.9% in 2016-17
- Success rates in math basic skills (I WV): **DOWN** from 61.3% in 2014-15 to 58.3% in 2016-17
- Success rates in English basic skills (KRV): **UP** from 64.1% in 2014-15 to 75.0% in 2016-17

- Success rates in math basic skills (KRV): **DOWN** from 55.7% in 2014-15 to 51.9% in 2016-17
- Success rates in English basic skills (online): **UP** from 53.1% in 2014-15 to 54.1% in 2016-17
- Success rates in math basic skills (online): **UP** from 68.1% in 2014-15 to 72.2% in 2016-17
- Success rates in English basic skills (ESCC): **DOWN** from 73.0% in 2014-15 to 51.6% in 2016-17
- Success rates in math basic skills (ESCC): **DOWN** from 69.3% in 2014-15 to 55.3% in 2016-17
- Success rates in English basic skills (college-wide): **UP** from 51.4% in 2014-15 to 52.4% in 2016-17
- Success rates in math basic skills (college-wide): **DOWN** from 63.5% in 2014-15 to 63.0% in 2016-17

Advance Student Equity

In 2016-17, the college continued developing awareness of student equity, equity gaps, and equity-related issues through a number of activities and programs. Most of the activity in this area centered around the college's work with the Six Student Factors, which were presented and discussed at adjunct professional development day in November and during spring faculty flex day in January. In addition, the director of student equity took students from under-represented groups to college tours, HBCU tours, and the HACU conference in San Antonio, as well as the A2MEND conference in Los Angeles. Presentations and activities included Kathy Buckley, Odell Bizzell (both at IWV and at the Cal City Correctional Facility), and Ain't I a Woman. Most importantly, the college was approved to offer an Umoja program and began preparations in March, including giving workshops, attending the summer learning institute, and putting together an application process for students. The program enrolled its first students in Fall 2017.

Number of Equity Gaps Narrowed: 38

Number of Equity Gaps Widened: 27

Number of Equity Gaps Staying Even: 1

- Element A: 12 college-level units in first term, 2015-16 cohort compared to 2013-14
 - African American (vs. White): **WIDENED** 0.6% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 2.5%
 - Female (vs. Male): **WIDENED** 3.1%
 - 20-29 (vs. 19 or younger): **NARROWED** 2.1%
 - 30 or older (vs. 19 or younger): **NARROWED** 2.1%
 - No Financial Aid (vs. Financial Aid): **WIDENED** 2.3%
- Element B: Persistence Fall to Spring, 2015-16 cohort compared to 2013-14
 - African American (vs. Hispanic/Latino): **NARROWED** 16.7% percentage points
 - White (vs. Hispanic/Latino): **WIDENED** 1.8%
 - Male (vs. female): **NARROWED** 8.2%
 - 20-29 (vs. 19 or younger): **WIDENED** 2.8%
 - 30 or older (vs. 19 or younger): **WIDENED** 13.0%
 - No Financial Aid (vs. Financial Aid): **NARROWED** 0.9%
- Element B: Persistence Fall to Fall, 2015-16 cohort compared to 2013-14
 - African American (vs. Hispanic/Latino): **NARROWED** 4.3% percentage points
 - White (vs. Hispanic/Latino): **NARROWED** 2.6%
 - Male (vs. Female): **NARROWED** 3.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 1.5%
 - 30 or older (vs. 19 or younger): **WIDENED** 2.6%
 - No Financial Aid (vs. Financial Aid): **WIDENED** 1.4%
- Element C: Successful Course Completion in First Year, 2015-16 cohort compared to 2013-14
 - African American (vs. White): **NARROWED** 3.6% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 2.7%
 - Female (vs. Male): **WIDENED** 1.8%
 - 20-29 (vs. 19 or younger): **NARROWED** 0.3%
 - 30 or older (vs. 19 or younger): **NARROWED** 11.3%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 0.5%
- Element D1: Successful Remedial English Completion within Two Years, 2014-15 cohort compared to 2012-13
 - [not enough African-Americans in cohort to be statistically significant]
 - Hispanic (vs. White): **NARROWED** 0.4% percentage points
 - Male (vs. Female): **NARROWED** 7.8%
 - 20-29 (vs. 19 or younger): **WIDENED** 6.5%
 - [not enough 30 or older in cohort]
 - No Financial Aid (vs. Financial Aid): **NARROWED** 11.4%
- Element D2: Successful Remedial Math Completion within Two Years, 2014-15 cohort compared to 2012-13

- [not enough African-Americans in cohort to be statistically significant]
- White (vs. Hispanic/Latino): **NARROWED** 19.2% percentage points
- Female (vs. Male): **NARROWED** 1.7%
- 20-29 (vs. 19 or younger): **NARROWED** 12.8%
- [not enough 30 or older in cohort]
- Financial Aid (vs. No Financial Aid): **WIDENED** 0.2%
- Element E1: Completion of College-level English in First Year, 2015-16 cohort compared to 2013-2014
 - African American (vs. White): **NARROWED** 16.1% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 2.7%
 - Male (vs. Female): **NARROWED** 1.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 3.0%
 - 30 or older (vs. 19 or younger): **STAYED EVEN**
 - Financial Aid (vs. no Financial Aid): **NARROWED** 1.0%
- Element E2: Completion of College-level Math in First Year, 2015-16 cohort compared to 2013-2014
 - African American (vs. Hispanic/Latino): **WIDENED** 4.0% percentage points
 - White (vs. Hispanic/Latino): **NARROWED** 1.3%
 - Female (vs. Male): **NARROWED** 1.6%
 - 20-29 (vs. 19 or younger): **WIDENED** 7.4%
 - 30 or older (vs. 19 or younger): **NARROWED** 3.8%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 3.9%
- Element F1: English Gateway Course Enrollment and Completion within Three Years, 2013-14 cohort compared to 2011-2012
 - [not enough African-Americans in cohort to be statistically significant]
 - White (vs. Hispanic/Latino): **NARROWED** 20.3% percentage points 2017-2018
 - Male (vs. Female): **WIDENED** 11.6%
 - 19 or younger (vs. 30 or older): **NARROWED** 15.3%
 - 20-29 (vs. 30 or older): **NARROWED** 33.7%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 0.8%
- Element F2: Math Gateway Course Enrollment and Completion within Three Years, 2013-14 cohort compared to 2011-2012
 - [not enough African-Americans in cohort to be statistically significant]
 - White (vs. Hispanic/Latino): **NARROWED** 13.8% percentage points
 - Male (vs. Female): **WIDENED** 2.9%
 - 20-29 (vs. 19 or younger): **WIDENED** 0.4%
 - 30 or older (vs. 19 or younger): **NARROWED** 0.9%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 2.6%
- Element G: Completion of 30 College Level Units in First Year, 2015-16 cohort compared to 2013-2014
 - African American (vs. White): **WIDENED** 1.2% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 0.7%
 - Female (vs. Male): **NARROWED** 0.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 0.6%
 - 30 or older (vs. 19 or younger): **WIDENED** 0.1%
 - No Financial Aid (vs. Financial Aid): **NARROWED** 0.7%
- Element H: Completion (Award or Transfer) within Three Years, 2013-14 cohort compared to 2011-2012
 - African American (vs. White): **WIDENED** 10.5% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 0.6%
 - Male (vs. Female): **NARROWED** 0.8%
 - 20-29 (vs. 19 or younger): **NARROWED** 4.2%
 - 30 or older (vs. 19 or younger): **WIDENED** 7.2%
 - Financial Aid (vs. no Financial Aid): **WIDENED** 1.0%

Ensure Student Access

Develop multimedia and interactive content for college website. Withdrawn. The initiative to develop multimedia and interactive content for the college website was withdrawn. The student service departments found other avenues to develop their multimedia content.

Expand dual-enrollment and concurrent enrollment in East Kern. Completed. East Kern College Center is now offering dual enrollment courses in the following high school districts: Mojave Unified School District and Tehachapi Unified High School District. East Kern has built a partnership/relationship with East Kern high school home schools (i.e. Mojave River, Hope Academy, & Valley Oak), and is now providing concurrent enrollment opportunities with these students.

- # Dual Enrollment sections at East Kern: **UP** from 2 in 2014-15 to 41 in 2016-17
- # Dual Enrollment enrollments at East Kern: **UP** from 41 in 2014-15 to 647 in 2016-17
- # Dual Enrollment FTES at East Kern: **UP** from 3.8 in 2014-15 to 70.4 in 2016-17

Grow and expand course offerings in East Kern. Completed. There has been growth and expansion in East Kern during the 2017-2018. Enrollment and FTES has continue to grow, with East Kern coming in at 200 FTES during the fall 2017. This FTES number is larger than the campuses of Mammoth, Bishop, and Kern River Valley site combined. The prison education program is not only in California City Prison, but has grown and is in four facilities within CCI Tehachapi prison. The upcoming semester will show CCCC providing 57 courses in both prisons, doubling the amount of course offerings the previous semester.

- # FTES in East Kern: **UP** from 39.5 in 2014-15 to 236.3 in 2016-17

Improve Letters and Sciences presence in Tehachapi. Completed. The idea was to develop a basic LRC (librarian and tutoring/proctoring services) and to outfit a room for art and science offerings. Both of these were accomplished.

- Basic LRC developed so that tutoring hours and library hours were offered in 2016-17
- Room 5 at the Tehachapi Education Center was renovated; **6** art and science classes were offered in it from Fall 2016 through Fall 2017

Dual enrollment expansion at KRV. Completed. Discussions are currently being completed with Kern High School District (Kern Valley High School) and Cerro Coso Community College to expand and begin offering dual enrollment mathematics courses and personal development courses. In addition, Kern River Valley expanded the dual enrollment program with Delano High School District.

- # Dual Enrollment sections at KRV: **UP** from 0 in 2014-15 to 4 in 2016-17
- # Dual Enrollment enrollments at KRV: **UP** from 0 in 2014-15 to 80 in 2016-17
- # Dual Enrollment FTES at KRV: **UP** from 0 in 2014-15 to 11.7 in 2016-17

Enhance Community Connections

Increase the Number of CTE Educational Programs/Degrees/Certificates opportunities at Cerro Coso Community College. Completed. During the previous year the Cyber Security program was fully implemented, program pathways for several programs were solidified, development was started on a medical coding/billing program, and a security job skills certificate was created and approved by the governing board. Programs provided through dual enrollment was expanded to include medical assisting in three Delano area high schools. And a CTE adjunct counselor and four Career Education Liaisons who are assisting with Advisory Board improvement.

- Bureau of Security and Investigative Services job skills certificate (5 units) created and approved by CIC and board of trustees in 2016-2017.

Develop apprenticeship opportunities for CC students directly into the workforce. Withdrawn. In the turnover of CTE deans, this goal did not remain a priority.

- Initiative withdrawn

Strengthen Organizational Effectiveness

Develop and disseminate college copyright and fair use guidelines. In progress. Working with librarian faculty members, the department developed a draft copyright handbook for faculty reference. The Vice President of Academic Affairs must still provide feedback and approve the handbook. The final draft is expected to be completed by the end of December; then it will be added to the Faculty 411 page for faculty reference.

- Copyright and Fair Use Guideline Handbooks in draft form awaiting review, revision (if necessary), and publishing/posting/dissemination.

Prepare faculty to teach courses as part of the Online Education Initiative. In progress. It's only been in the last two weeks that the OEI project has put a call out for additional colleges to join the Exchange. For this reason, the initiative is behind. The college's application for the Exchange is due in spring 2018, at which time, an MOU will be secured and courses accepted into the OEI exchange. To date, the following measures have been achieved:

- Local OEI pilot sections have been and are being revised according to the OEI rubric but no formal enumeration of these

sections is currently available.

- Online tutoring is a service available to students embedded into every Canvas shell
- Online proctoring is available to be chosen by faculty members since Fall 2016; in Fall 2017, the college offered 8 sections with fully online proctoring through Proctorio.

Oversee a successful beginning to the KRV remodel project. Not Attempted. The Kern River Valley remodel project has not started. With the passing of Measure J in Fall 2016, there is now complete funding to complete this project, and the hope is it will be completed during the 2018-2019 academic year.

- Initiative not attempted

Initiatives for Next Academic Year

Maximize Student Success

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Develop a Comprehensive Career Pathway Map and Process for all of our CTE Program Pathways (CTE)
2. Improve Accessibility of College Online Courses (DE)
3. Develop Canvas Learning Tools Interoperability (LTI) Apps for the College (DE)
4. Stabilize academic and student support at ESCC in order to support student success and close achievement gaps. (ESCC) (NOTE: the goal as stated in the ESCC Section Plan was to increase and stabilize the academic and student support but is being amended here simply to stabilize.)
5. Improve Basic Skills Instruction (LAS)

Lead Measure of Success:

1. Meetings scheduled and run to coordinate and draft complete program pathways at all campus locations
2. # of faculty trained on the accessibility tools, # of courses using accessibility tools Introduce two Canvas LTIs developed by the college
3. ESCC LAC staffing plan developed and implemented for Fall 2018, ESCC EOPS staffing plan developed and implemented for Fall 2018. (Note: these lead measures have been revised from the submitted ESCC section plan.)
4. CIC approval of co-requisite courses, and identification of English and math instructors to teach the co-requisite sections; training in best practices

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. The development of complete program pathways with on and off ramps that include dual enrollment and prison entry points for all CTE programs.
2. Increased % of accessible course content within Canvas
3. Increased # of engagement activities per student per week count (e.g. discussion, attendance, quizzes, etc.)
4. Increased student success, increased efficiency in identifying and meeting ESCC EOPS needs (Note: these lag measures have been revised from the submitted ESCC section plan.)
5. Benchmarking of success rates for students placed into co-requisite classes, and comparison of prior CCCC Remedial Scorecard rates with success rates of students taking the co-requisite class to determine improvement in the rate of those successfully completing a college-level course within six years (target)

Person Responsible:

Vice President, Academic Affairs

Other

It primarily addresses a strategic plan goal

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Advance Student Equity Measures

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Increase outreach to 25-34 year olds in order to increase FTEs at ESCC (ESCC)
2. Support Guided Pathways by working to minimize financial barriers for students (LAS)

Lead Measure of Success:

1. A. Partnerships with at least one organization in Mammoth and one organization in Bishop have been established by December 2018. B. An action plan for outreach to 25-34 year olds has been developed with each partner by December 2018. C. The action plan has been implemented by December 2019.
2. Completion of the current OER grant.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. The percentage of 25-34 year olds attending ESCC has increased from Fall 2017 to Fall 2020, the number of 25-34 year olds attending ESCC has increased from Fall 2017 to Fall 2020.
2. Receiving a second round of funding to support OER growth and receiving a grant to build a Z-degree pathway

Person Responsible:

Vice President, Academic Affairs

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures

Ensure Student Access

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Increase the Number of Quality Cerro Coso CTE Programs (CTE)
2. Career Technical Education (CTE) Expansion (East Kern)
3. Prison Education – Expansion, Program Structure Improvement and Sustainability (East Kern)
4. Increase Enrollment (East Kern & KRV) in conjunction with the CCCC College Promise (East Kern/KRV)

Lead Measure of Success:

1. Successful submission of at least one program to the state for program/certificate approval.
2. Implementation of a community outreach survey, identification of programs to offer, formation of industry partnerships and advisory boards, submission of ACCJC substantive change proposals
3. Tracking success rates, tracking of FTES, increased learning support services inside the prison.
4. Tracking of FTES, tracking of high school yield, tracking # of students enrolled in the Cerro Coso College Promise

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. Expansion of across program CTE FTES.
2. Increased # of course offerings, programs, and certificates available at Tehachapi
3. Increased # of course offerings and programs, increased enrollment in prison education programs.
4. Increased enrollment at both Tehachapi and KRV, 5% of graduating high school students taking advantage of the college promise and attending CCCC.

Person Responsible:

Vice President, Academic Affairs

Other

It primarily addresses a strategic plan goal

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Enhance Community Connections

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

1. Implement a plan to sustain the ESCC kinesiology transfer degree program or move to eliminate the program. (ESCC)
(NOTE: these actions have been revised from the submitted ESCC section plan.)

Lead Measure of Success:

1. Convene meetings with stakeholders to determine the specific action items to be undertaken to carry out the plan. (NOTE: these actions have been revised from the submitted ESCC section plan.)

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. Either Kinesiology program is sustained with classes schedule for Fall 2019 or the program has been discontinued at ESCC and students notified. (NOTE: these actions have been revised from the submitted ESCC section plan.)

Person Responsible:

Vice President, Academic Affairs

Other

It primarily addresses a strategic plan goal.

Which strategic goal does this initiative address?

Goal 4: Enhance Community Connections

Strengthen Institutional Effectiveness

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Modernize the Industrial Arts Laboratory (CTE)
2. Update Distance Education Operating Manual (DE)
3. Increase support for and inclusion of adjunct faculty (LAS)
4. Grow capacity to offer general education courses for all campus locations (LAS)
5. Improve college-wide data literacy
 1. fine-tune Cerro Coso IR web presence
 2. develop first-generation data dashboards for units, sections, and divisions
 3. develop periodic workshops, seminars, and lunch-and-learns through CC IR
 4. create a data inquiry advisory group to support the mission and function of CC IR
 5. develop and disseminate IR newsletter
 6. get CC IR into the integrated planning cycle

Lead Measure of Success:

1. Completion of the construction project
2. An outline of the updated manual
3. Discussed changes to the adjunct welcome letter are implemented; Adjunct faculty receipt of
4. the welcome letter; Departments discuss handbook at documented department meetings.

5. Gaps addressed so that course offerings can adhere to long-term schedules
6. Lead measures for improving college-wide data literacy:
 1. Web presence developed and promoted
 2. First-generation dashboards designed; input solicited for constituent groups
 3. A number of professional development opportunities designed, promoted, and offered
 4. Data inquiry advisory group created, charge and mission developed, meetings held, goals established
 5. Newsletter designed and promoted
 6. CC IR included in the planning cycle as an annual unit plan (AUP)

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. Increased enrollments in oxyacetylene classes in Fall 2019
2. An updated distance education department manual
3. Handbook posted to the website and distributed via email; adjunct faculty's satisfaction
4. solicited to establish benchmark; department chair satisfaction solicited (Note: these lag measures have been revised from the submitted LAS section plan.)
5. Improved program completion rates throughout East Kern.
6. Lag measures for improving college-wide literacy:
 1. Either web traffic increased to the site or (if a new page) benchmark web traffic established
 2. First-generation dashboards developed, their effectiveness assessed
 3. Professional development opportunities assessed
 4. Data inquiry advisory groups agendas and minutes in evidence
 5. Newsletters disseminated
 6. CC IR AUP completed and posted

Person Responsible:

Vice President, Academic Affairs

Other

It primarily addresses a strategic plan goal

Which strategic goal does this initiative address?

Goal 5: Strengthen Organizational Effectiveness

Resource Needs

Facilities

Career Technical Education: all items supported except those associated with Childhood Development, which are more appropriately asked for and analyzed through the student services division plan

East Kern / KRV: all items supported except those identified below. Permanent Tehachapi Campus not supported at this time. Listed full-time faculty and staff furniture needs as well as student lounge needs supported to the extent they can be backfilled by furniture from the main campus remodel.

ESCC: the following items supported:

- Folding Chair Rack w/Wheels
- Replace Lighting Controls
- Replace Sprinkler Valve Boxes
- Dumpster Door Repair

Other items not supported at this time or not supported without alternative funding.

Letters and Sciences: all items supported that are supported through the section plan except designated separation of space for writing and math labs, rolling gate between LRC and community room at Bishop, and designated work area for librarian at Tehachapi.

Information Technology

Career Technical Education: simulation room video monitoring for Allied Health supported, video projection equipment in Industrial Arts not at this time without more information, the rest seems status quo (?).

Distance Education: purchase of Ally accessibility program highly supported.

East Kern / KRV: the following requests supported: #1, #5 (on alternative funding), #6, #7, and #1 (for KRV). Others seem to have been addressed already (#2 and #4) or need further clarification (#3).

Marketing

Career Technical Education: all items supported, no \$ provided

Distance Education: all items supported, no \$ provided

East Kern / KRV: all items supported

Eastern Sierra College Center: all items supported

Letters and Sciences: all items supported, no \$ provided

Professional Development

Career Technical Education: all items supported through alternative funding

Distance Education: all items supported

East Kern / KRV: all items supported

Eastern Sierra College Center: all items supported, with alternative funding (equity?)

Academic Affairs overall: although not captured in the professional development requests of any particular unit or section plan, Academic Affairs overall will have two huge professional development needs in 2018-19. The first is **accessibility training** for all faculty, whether they teach primarily online or onsite. It is simply against the law to provide students with course materials that are not accessible. The biggest emphasis must be on accessibility online, but accessibility in onground classes is just as important. The second main professional development need for academic affairs is **culturally responsive teaching and learning (CTRL)** in the online environment. It is crucial that the college seek ways to address its equity gaps online, and CTRL is one highly promoted method that has received wide buy-in from faculty across the state. It is important that this training include faculty from all disciplines, including the STEM areas. I am proposing that we budget \$5000 for each of these needs, for a total of \$10,000. Alternative funding might be possible from student equity and/or guided pathways monies.

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

Faculty Requests

Location:

CC Online, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Ridgecrest/IWV

Justification:

The following faculty positions are supported and ranked in order of division priority:

- Math (Tehachapi)
- Business (Tehachapi)
- Human Services (IWV)
- English (Tehachapi)
- History/Philosophy (Tehachapi)
- Music (Tehachapi)
- Kinesiology (ESCC)
- Child Development (IWV)

The following positions are **not** supported at this time:

- Library (Tehachapi)
- Reassigned Time for Prison Education Co-ordinators (EK/KRV)
- Reassigned Time for Adjunct Faculty in ESCC LAC's (ESCC)

2000 Category - Classified Staff

Classified and Management Requests

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following positions are supported at this time:

- Enhancement of Educational Media Design Specialist to support programming (DE)
- Prison Program Manager (EK). Dialogue will have to ensue about this position which might better meet needs as a classified campus manager.

The following positions are **not** supported at this time:

- Department Assistant 2 - Allied Health (CTE)

- Increase of East Kern Campus Manager to 12-month employee status