



2013 Annual Section Plan for Academic Year 2014-15

Eastern Sierra College Center

STEP I: DESCRIBE THE SECTION

a. Section Mission/Connection to College Mission

ESCC's mission is to provide outstanding educational programs and services tailored to the students in Inyo and Mono counties. We demonstrate a conscious effort to produce and support student success and achievement through traditional and interactive television delivery.

To accomplish this mission we will provide:

- transfer and career technical education
- remedial instruction
- comprehensive support services
- learning opportunities that develop ethical and effective citizenry
- continuing education that is compatible with the institutions primary mission

ESCC primarily offers the Cerro Coso General Education, IGETC, and CSU General Education tracks on-ground. In addition to these transfer tracks, ESCC offers 10 degrees/certificates fully on-ground. These degrees/certificates are available across seven different departments. Four CTE certifications and three CTE degrees are offered. ESCC offers a range of community and contract education courses available to the public. ESCC hosts and co-sponsors events/programs/courses and rents facilities to support the community.

ESCC also offers the following student services on-ground: Basic Skills, Learning Support Services, Library, Counseling, Admissions & Records and Bookstore. All other student services are provided online or via the IWV campus services.

STEP 2: EXPLAIN YOUR PLANNING

a. Summary of Relevant Program Review and Unit Outcomes Results

ESCC currently does not complete an independent program review, nor does it currently have institutional learning outcomes. All departments/units operating at ESCC are included in the program review and unit outcome reports for those departments/units.

b. Progress Made on Section Strategies

ESCC 2013-2014 Section Strategies Progress Update		
ESCC Strategy #1: Increase revenues. (CCCC Goal #3) (KCCD Goal #5)	- Increase revenues over 2012-13 from one-time facility rentals.	Actively soliciting and streamlining one-time rentals.
	- Increase revenues over 2012-13 from long-term facility rentals.	Working on developing long-term rental procedures.
ESCC Strategy #2: Reduce costs and increase efficiency (CCCC Goal #3) (KCCD Goals #4, 5)	- Reduce utility costs over 2012-13.	Continuing to monitor and evaluate the HVAC system.
	- Reduce salary & benefits over 2012-13.	Eliminated four positions, reduced four positions from 12-month to 11-month.
	- Develop and implement work plans for all staff by June 30, 2014.	Work plans have been developed. Implementation will take place by June 30, 2014.
	- Create two additional community partnerships to implement educational or student support programs for ESCC students by June 30, 2014.	Received donation from the Foulke Family Foundation for \$25,000 to support supplemental instruction. Donation from the Sunset Slager Foundation \$35,000 every two years for success programs, beginning January 2014.
ESCC Strategy #3: Enhance engagement (CCCC Goals #1, 2, 4, 5) (KCCD Goals #1, 2, 3,	- Develop and implement a Faculty Engagement Plan by June 30, 2014.	Faculty engagement plan has been developed. Expect to implement by June 30, 2014.

4, 6)	- Develop and implement a CTE Advisory Committee Plan by June 30, 2014.	CTE Advisory Committee Plan developed and implemented by CTE Dean.
	- Expand Learning Resource Center services and increase utilization of services.	LRC services have expanded. Four science faculty provide 12 hours/week of additional supplemental instruction funded by STEM grant. MATH adjunct added providing 12 hours/week supplemental instruction. Utilization has increased over last fall semester.
	- Expand Student Support services and increase utilization of services.	Working with student support areas at IWV to provide basic training in financial aid and other services to provide basic guidance at ESCC and better referral.
	- Maintain or increase ESCC HS Yield from Mammoth High School and Bishop Union High School.	HS Yield Fall 2013 was up slightly from MHS. BUHS yield was maintained. We expect yield from both schools to be up in Fall 2014.
	- Maintain or increase percentage of ESCC students who are Hispanic/Latino, Native American.	ESCC-Bishop percentage of students who are Native American increased from 12.4% Fall 2012 to 17.6% Fall 2013. ESCC-Mammoth percentage of students who are Hispanic increased from 32.7% Fall 2012 to 35.8% Fall 2013.
	- Increase success, retention and completion rates.	Success and retention is not yet available for Fall 2013 or Spring 2014.

c. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: Increase Retention, Success and Completion at ESCC

1. College Strategic Objective(s) addressed: CCCC Strategic Objective V
2. Action Plan: Retention, Success and Completion rate gap analysis on ESCC Fall/Spring, age, gender, ethnicity; develop and implement strategies to address knowledge or skills gaps to close rate gap, which may include introducing supplemental instruction, faculty professional development, expansion of student tutor program, targeted orientation for at risk groups.
3. Measure of Success: ESCC Fall 2014 and Spring 2015 Retention, Success and Completion Rates 3 percentage points above Fall 2013 and Spring 2014 rates.
4. Expected Completion Date: June 30, 2015
5. Person Responsible: All ESCC Faculty, Staff, Management – ESCC Director will lead initiative.
6. Which of the following is **primarily** true of this strategy? Choose one.
 - It is designed to improve internal unit operations
 - It is designed to increase student success
7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.
 - Intake
 - Remediation
 - First Year
 - 2nd Year/Program Completion
 - Post-Graduation

Strategy 2: Increase Number of Degree Programs Offered On-Site at ESCC

1. College Strategic Objective(s) addressed: CCCC Strategic Objective III
2. Action Plan: Work with department chairs to develop pathways for all new programs, including Studio Art AA-T, English Literature AA-T, Kinesiology AA-T, Psychology AA-T and explore options for Associate Degree in Sciences. Build adjunct faculty pool to support implementation of new programs. Work with M&O to ensure facilities are adequate to support new programs. Coordinate with department chairs to build budgets for equipment and supplies to support all programs. Promote new programs with web, flyers, posters, radio/newspaper advertisements, information receptions and outreach events.
3. Measure of Success: Four new certificate or degree program pathways will be fully implemented.

4. *Expected Completion Date: June 30, 2015.*

5. *Person Responsible: ESCC Director in collaboration with faculty chairs, M&O, PIO, counseling and ESCC Campus Manager.*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

- It is designed to improve internal unit operations*
 It is designed to increase student success

7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*

- Intake* *Remediation* *First Year* *2nd Year/Program Completion* *Post-Graduation*

Strategy 3: Enhance and Improve ESCC Facilities

1. *College Strategic Objective(s) addressed: CCCC Strategic Objective II*

2. *Action Plan: Work with CCCC/KCCD Facilities to implement Mammoth Campus improvements and campus remodel and Bishop Campus ICSOS facility enhancement. Work with M&O to systematically address all issues at Bishop and Mammoth and develop and implement a scheduled maintenance and deep cleaning plan.*

3. *Measure of Success: Facilities plans will be completed and implemented.*

4. *Expected Completion Date: June 30, 2015*

5. *Person Responsible: ESCC Director in collaboration with ESCC Staff, M&O, and Facilities*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

- It is designed to improve internal unit operations*
 It is designed to increase student success



7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

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

STEP 3: EVALUATE YOUR RESOURCE NEEDS

a. Facilities

CRITICAL & URGENT: Health, Safety & Compliance

1. Put Bishop campus water supply system back on line.
2. Repair/replace all parking lot lights (including making them night sky friendly) and fix automated scheduling system on Bishop & Mammoth campuses.
3. Repair all lighting fixtures on Bishop & Mammoth campuses.
4. Install permanent emergency exit signs in all rooms on Bishop & Mammoth campuses.
5. Repair/replace all damaged door/window handles on Bishop & Mammoth campuses.
6. Install ionizing smoke detectors on the lobby ceiling on Bishop campus.
7. Finish audit and repair of automated scheduling system for HVAC (valves, vents and air handlers) on Bishop & Mammoth campuses.
8. Audit, repair and fix automated scheduling system for door security system on Bishop & Mammoth campuses.
9. Find and implement a permanent solution to prevent snow from blowing into the attic on Mammoth campus.
10. Convert space into proper art studio with storage, cleanup and display space on both Bishop & Mammoth campuses.
11. Build art yard and outdoor shed for kiln on Bishop campus.

IMPORTANT: Efficiency, Appearance & Signage

12. Install weather stripping on all doors on Bishop & Mammoth campuses.
13. Install window shading on all lobby windows on Mammoth campus.
14. Repair broken toilets on Bishop & Mammoth campuses.
15. Install external hose bibs on Bishop campus.
16. Install signs on HWY 395 Northbound and Southbound at the HWY 203 exits.
17. Install maintenance, equipment and supply storage for Bishop & Mammoth campuses.
18. Install wiring for washer and dryer on Bishop campus for custodial purposes.

19. Replace carpeting on Mammoth campus.
20. Repair dumpster corral door on Mammoth campus.
21. Install monument signs on the Bishop & Mammoth campuses.
22. Develop landscape & irrigation on Bishop campus.
23. Repair flag pole cables on Bishop campus.
24. Replace sinks in the women's on Bishop campus.
25. Finish wiring all rooms (conference rooms, etc.) as originally designed for power and Internet access on Bishop and Mammoth campuses.
26. Repair/install outdoor benches, tables, garbage cans and bike racks on Bishop and Mammoth campuses.
27. Create additional set of master keys for Bishop & Mammoth campus.
28. Install renewable energy generation system on Bishop & Mammoth campuses.
29. Room signage for classrooms and other spaces.

INSTRUCTIONAL & STUDENT SERVICES: Required to Support Instructional & Student Services Programs

30. Expand Mammoth science lab, adding another prep room.
31. Divide Mammoth large classroom to provide additional space.
32. Develop plan for Mammoth Library College Room.
33. Install kitchen exhaust fan on Bishop campus.
34. Enhancements for Community Room in Bishop.
35. Build flexible auditorium and theater facility on Mammoth campus (possibly as part of Mammoth Arts and Cultural Center).
36. Build culinary facility on Mammoth campus (possibly as part of Mammoth Arts and Cultural Center).

b. Information Technology

1. Install full A/V capabilities in all remaining ESCC classrooms and conference rooms.
2. Clean up wiring in all offices, classrooms and conference rooms.

c. Marketing

1. Develop video clips for marketing and presentations.
2. Additional banners, flyers and tablecloths.

3. Regular advertising.

d. Professional Development

In house professional development – travel for ESCC faculty and staff.

e. Staffing

ESCC will need the following positions:

1. Custodian I, ESCC-Bishop, 11-month, 19 hours/week
2. Learning Assistance Center Adjunct Faculty English, 8-month, 16 hours/week
3. Learning Assistance Center Adjunct Faculty Math, 8-month, 16 hours/week
4. Education Advisor, ESCC-Bishop/Mammoth, 11-month, 40 hours/week
5. Physical Education Full-Time Faculty
6. Art Full-Time Faculty
7. Psychology Full-Time Faculty
8. English Full-Time Faculty

STEP 4: SUBSTANTIATE REQUESTED RESOURCES NOT ALREADY LISTED IN UNIT PLANS (Note: All items must be prioritized.)

- a. **1000 Category.** All temporary or new permanent certificated positions will have been captured at the unit plan level.
- b. **2000 Category.** Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
Custodian I	CB/CM	1	II	31.5	11	20	\$11,278.70	X	
Educational Advisor	CB/CM	1	I, III	46.5	11	40	\$46,479.53	X	
LAC Adjunct Faculty – English	CB/CM	1	I	Adjunct Lab	8	16	\$30/hour	X	
LAC Adjunct Faculty – MATH	CB/CM	1	I	Adjunct	8	16	\$30/hour	X	
Art, Full Time Faculty	CB/CM	3	I, III	Faculty	8	Full Load		X	
Physical Education, Full Time Faculty	CB/CM	3	I, III	Faculty	8	Full Load		X	
Psychology, Full Time Faculty	CB/CM	3	I, III	Faculty	8	Full Load		X	
English, Full Time Faculty	CB/CM	3	I, III	Faculty	8	Full Load		X	

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

Custodian I

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. Position will play a critical role in keeping ESCC facilities clean and safe. This position links to ESCC Strategy 2.

2. Explain why the work of this position cannot be assigned to current staff. Currently, the Site Operations Coordinator provides all of the maintenance and safety work for Bishop and Mammoth and all of the custodial and security work in Bishop. There is more maintenance and custodial work for one full time position. Adding a part time custodian will enable the Site Operations Coordinator to focus primarily on maintenance.

3. Describe the impact on the college if the position is not filled. ESCC Strategy 2 will not be fully achievable without this position as ongoing maintenance and repairs remain undone while the Site Operations Coordinator spends time performing primarily custodial work.



Educational Advisor

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. Position will play a critical role in assisting all ESCC student develop an education plan, refer to additional support services and provide career services. This position links to ESCC Strategy 1.

2. Explain why the work of this position cannot be assigned to current staff. Currently, ESCC only has one counselor who spends two days per week in Bishop and two days per week in Mammoth. Additionally the counselor is not on duty during the summer months or before/after each semester. ESCC currently does not have any career services or other special student services. An educational advisor will enable ESCC to have advising and referral services on each campus daily and coverage during the summer.

3. Describe the impact on the college if the position is not filled. ESCC Strategy 1 will not be fully achievable without this position as we will not be able to adequately work with all students to complete matriculation by developing an education plan.

LAC Adjunct Faculty – English

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. Position will play a critical role in supporting educational and student support programs in the Learning Resource Center. This position links to ESCC Strategy 1.

2. Explain why the work of this position cannot be assigned to current staff. ESCC does not have a full-time English faculty assigned to the LAC. Students consistently request assistance with English.

3. Describe the impact on the college if the position is not filled. ESCC will not have English supplemental instruction available for students.

LAC Adjunct Faculty – MATH

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. Position will play a critical role in supporting educational and student support programs in the Learning Resource Center. This position links to ESCC Strategy 1.



2. *Explain why the work of this position cannot be assigned to current staff.* ESCC does not have full-time MATH faculty assigned to the LAC. Students consistently request assistance with MATH.

3. *Describe the impact on the college if the position is not filled.* ESCC will not have mathematics supplemental instruction available for students.

Physical Education – Full-Time Faculty Justification.

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 Physical Education faculty position will enable ESCC to add a transfer degree programs in kinesiology and additional courses in physical education and health science to its overall schedule. Expanding program options address ESCC Strategy 2.

2. *Explain why the work of this position cannot be assigned to current staff.* The addition of a full time physical education faculty will enable ESCC to deliver activity and health science courses to meet the requirements of AA general education and the Kinesiology Transfer AA degree. This position will be needed when enrollment in activity, health science and kinesiology program courses increases.

3. *Describe the impact on the college if the position is not filled.* If this position is not filled, it will have an impact on ESCC, as offering a transfer degree program in kinesiology via adjunct faculty is likely to lead to a less robust program.

Art – Full-Time Faculty Justification.

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 Art faculty position will enable ESCC to add a transfer degree programs in studio arts. Expanding program options address ESCC goal 2.

2. *Explain why the work of this position cannot be assigned to current staff.* The addition of a full time art faculty to deliver studio, art history and technique courses will enable the art transfer degree to develop and grow on ground at ESCC.

3. *Describe the impact on the college if the position is not filled.* If this position is not filled, it will have an impact on ESCC, as offering a transfer degree program in art via adjunct faculty is likely to lead to a less robust program.



Psychology – Full-Time Faculty Justification.

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 Psychology faculty position will enable ESCC to add a transfer, degree and certificate programs in psychology and human services. Expanding program options address ESCC Strategy 2.
2. *Explain why the work of this position cannot be assigned to current staff.* The addition of a full time psychology faculty will enable ESCC to deliver psychology and human services courses when the psychology transfer degree and human services program develop and grow on ground at ESCC.
3. *Describe the impact on the college if the position is not filled.* If this position is not filled, it will have an impact on ESCC, as offering a transfer degree program in psychology via adjunct faculty is likely to lead to a less robust program. Also, by being able to offer human services courses on site at ESCC will enhance the interest in the program.

English – Full-Time Faculty Justification.

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 English faculty position will enable ESCC to add the English Literature transfer degree. Expanding program options address ESCC goal 2.
2. *Explain why the work of this position cannot be assigned to current staff.* The addition of a full time English faculty to deliver English literature courses will enable ESCC to grow the English Literature transfer degree program. Currently, more adjunct are needed to meet the needs of the existing ENGL offerings in addition to the English literature and creative writing courses required for the transfer degree.
3. *Describe the impact on the college if the position is not filled.* If this position is not filled, it will have an impact on ESCC, as offering a transfer degree program in English literature via adjunct faculty is likely to lead to a less robust program.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
Non-Libr/Mags/Bks/Prdcls	CB	3	1, 2, 3	Purchase local newspapers for business purposes.	100.00	On-going	G	
Non-Libr/Mags/Bks/Prdcls	CM	3	1, 2, 3	Purchase local newspapers for business purposes.	100.00	On-going	G	
Non-Inst Supply&Materials	CB	2	1, 2, 3	Purchase office supplies and materials	2000.00	On-going	G	
Non-Inst Supply&Materials	CM	2	1, 2, 3	Purchase office supplies and materials	1500.00	On-going	G	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
Food/Meetings	CB	2	1, 2, 3	Provide refreshments for events and meetings	1,000	On-going	G	
Food/Meetings	CM	2	1, 2, 3	Provide refreshments for events and meetings	1,000	On-going	G	
Disposal Services	CB	1	3	Disposal services	1,500	On-going	G	
Disposal Services	CM	1	3	Disposal services	2,280	On-going	G	
Pest Control	CB	1	3	Pest control	750	On-going	G	
Pest Control	CM	1	3	Pest control	750	On-going	G	
Oth Equip Maint	CB	1	1, 2, 3	Copier services	500	On-going	G	
Oth Equip Maint	CM	1	1, 2, 3	Copier services	500	On-going	G	
Other Equip Maint	CB	1	3	Well, tank & water monitoring/maintenance	10,000	On-going	G	
Postage/Express Svcs	CB	2	1, 2, 3	Postage	250	On-going	G	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
Postage/Express Svcs	CM	2	1, 2, 3	Postage	250	On-going	G	
Taxes-Licenses/Permits	CB	1	3	Taxes & Fees	100	On-going	G	
Employee TravelDO	CB	2	1, 2	Travel and expenses for meetings and events	1,750	On-going	G	
Employee TravelDO	CM	2	1, 2	Travel and expenses for meetings and events	1,750	On-going	G	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
N/A								

STEP 5: ATTACH COMPLETED WORKSHEETS FOR SECTION-LEVEL BUDGETS



**Science and Engineering Department
Annual Unit Plan for Academic Year 2015-16
Planning Year 2014**

DESCRIPTION OF DEPARTMENT/UNIT

Department Mission/Connection to College Mission

The mission of the Science and Engineering Department is to provide the rigorous science and engineering foundation necessary for students to achieve the skills, knowledge, intellectual curiosity and scientific literacy essential for a wide range of professional, technical and academic careers. For students pursuing careers outside of science, an understanding of the processes and an appreciation for science is provided. The department mission supports the mission of the district and college by striving to provide excellent educational programs, services and opportunities for transfer and CTE students.

STUDENT EQUITY

Student Equity

Science Department

Gender ratios mirror college (62F/38M). The department serves a higher proportion of younger students than the college as a whole (19 and younger: 25% in departments vs. 15% college). African Americans and Hispanics are slightly under-represented in the department vs. the college as a whole (3% and 30% vs. 5% and 36%). Whites are slightly over-represented (53% vs. 47%)

Biology

No apparent equity gaps exist. Females are slightly over-represented compared to the college as a whole (70% vs. 63%). Ethnic representation mirrors college as a whole. Retention and success within the subject is not significantly different than the college-wide rates. Within ethnic subgroups the lowest success rate is for African Americans at 48%; this exceeds college-wide success rates of 41% for the same



sub-group.

Chemistry

No apparent equity gaps exist. Gender and ethnic ratios are not significantly different than the college as a whole.

Engineering

Gender ratios are completely reversed: only 14% of enrollment for 2013-2014 were female vs. 63% collegewide. Younger students are also over-represented vs. the college as a whole. African American and American Indians are completely absent from the subject; Hispanics are under-represented (27% vs. 36% collegewide).

Physical Science

Gender and age ratios roughly mirror the college as a whole. The only significant ethnicity gap occurs with Hispanics who make up only 23% of enrollments vs. 36% collegewide.

Physics

Gender ratios are completely reversed: females make up 30% of the enrollment vs. 63% collegewide. Students 19 and younger make up 42% of the enrollment vs. 15% collegewide. Students older than 40 rarely enroll in the subject.

REVIEW AND PLANNING

a. Progress Made on Program Review

The Liberal Arts: Math and Science Program Review has been completed by John Stenger-Smith (October, 2015). General Sciences Program Review will need to be completed by Fall 2016. Engineering Program's first review will take place Fall of 2015. A member of the Department will participate in Cerro Coso's General Education Program Review. The department will assist and provide input into the GE Program Review.



b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
BIOL C255 Spring 2014	SLO 1. Define key physiological terms and apply basic physiological concepts.	No gap detected 92% correct	None	Spring 2018
BIOL C255 Spring 2014	SLO 2. Relate cellular chemistry to cellular metabolism and functions.	Target missed 58% correct Chemistry is a particular weakness for many Physiology students	As chemistry is not a prerequisite for the course, an attempt is made to provide students with one or two lectures to prepare them for the chemistry required for successful comprehension of human physiology.	Spring 2018
BIOL C255 Spring 2014	SLO 3. Apply the fundamentals of chemistry and cell biology towards an understanding of cell function and cell determination.	No gap detected 78% correct	As chemistry is not a prerequisite for the course, an attempt is made to provide students with one or two lectures to prepare them for the chemistry required for successful comprehension of human physiology.	Spring 2018
BIOL C255 Spring 2014	SLO 4. Apply an understanding of how cell and tissue structures dictate their functions.	Target missed 68% correct	Discipline faculty will discuss ways to improve student success of this SLO.	Spring 2018

BIOL C255 Spring 2014	SLO 5. Describe how the major organ systems function to maintain homeostasis in the human body.	No gap detected 73% correct	Discipline faculty will discuss ways to improve student success of this SLO.	Spring 2018
BIOL C255 Spring 2014	SLO 6. Apply genetics to an understanding of human reproduction, development and disease.	No gap detected 80% correct	None	Spring 2018
BIOL C262 Spring 2014	SLO 1 Compare and contrast cell metabolism and the chemical characteristics of prokaryotic and eukaryotic cells.	No gap detected 73% correct	Discipline faculty will discuss ways to improve student success of this SLO.	Spring 2018
BIOL C262 Spring 2014	SLO 2 Apply the fundamentals of chemistry and cell biology towards an understanding of prokaryotic and eukaryotic cell communication, structure, growth, and division.	No gap detected 73% correct	Discipline faculty will discuss ways to improve student success of this SLO.	Spring 2018
BIOL C262	SLO 3 Describe basic	No gap detected 80% correct	None	Spring 2018

Spring 2014	microbial genetics concepts and the evolutionary forces which act on the genome.			
BIOL C262 Spring 2014	SLO 4 Examine the interaction of microorganisms and humans and their impact on the environment.	No gap detected 80% correct	None	Spring 2018
BIOL C262 Spring 2014	SLO 5 Relate current molecular and biochemical technologies to their uses in medical research.	No gap detected 73% correct	Discipline faculty will discuss ways to improve student success of this SLO.	Spring 2018
BIOL C262 Spring 2014	SLO 6 Compare and contrast different mechanisms used by various pathogens to invade host organ systems and cause disease.	No gap detected 73% correct	Discipline faculty will discuss ways to improve student success of this SLO.	Spring 2018

c. Progress Made on Department/Unit Initiatives

Goal 1

Continue to Build a ranked, all-encompassing, forward-looking list of equipment need by the Science and Engineering Department in the next 5 years taking all disciplines and college sites into account.

1. *Connection to College Strategic Goals:* Strategic Plan 3: Seek opportunities to enhance the development and use of resources.
2. *Specific internal* or external** condition(s) the goal is a response to:* We will likely not achieve the level of equipment availability found at larger colleges, but our students' education should not suffer because they attend a small rural college. Our part time faculty and students often comment on supply and equipment deficiencies.
3. *Action Plan:* We will have focus group meetings with each scientific discipline to focus on needs over next 5 years, followed by a department meeting to prioritize among disciplines.
4. *Measure of Success:* A ranked list of equipment need by the Science and Engineering Department in the next 5 years, with a purchasing schedule and possible funding source.

Progress on Goal 1:

As a department we have failed to achieve this goal. This list does not appear to exist or, if it does, it cannot be located.

Goal 2

Provide data driven success and completion assessments of all courses that have recently had enforceable prerequisites incorporated.

1. *Connection to College Strategic Goals:* Strategic Plan : Success and completion
2. *Specific internal* or external** condition(s) the goal is a response to:* Improving Student success and completion.
3. *Action Plan:* Use data and analyses to determine which courses are in most need of an enforceable prerequisite..
4. *Measure of Success:* Data comparing student success from previous years with those of the most recent 2 semesters with enforceable prerequisites.

Progress on Goal 2:

English 70 became an enforceable prerequisite for BIOL C251 Human Anatomy, BIOL C255 Human Physiology, and BIOL C262 General Microbiology in the Fall of 2013. We have observed the following (very preliminary) results:

BIOL C251 Human Anatomy:

Retention has moved from a 4-year average of 88.4% to 85.9% after the prerequisite.

Success has moved from a 4-year average of 69.6% to 78.8% after the prerequisite (a 13.2% increase in the rate of success).

BIOL C255 Human Physiology:

Retention has moved from a 4-year average of 86.0% to 89.9% after the prerequisite.

Success has moved from a 4-year average of 66.1% to 70.8% after the prerequisite.

BIOL C262 General Microbiology:

We are unable to assess the effect of the prerequisite because this course was not taught before the prerequisite was in place.

Goal 3

Develop a local Cerro Coso College Transfer Certificate.

1. *Connection to College Strategic Goals:* Strategic Plan : Success and completion
2. *Specific internal* or external** condition(s) the goal is a response to:* Track Engineering Students
3. *Action Plan:* Develop a certificate that removes most if not all of the General Education requirements since Engineering is one of the most unit-intensive majors.
4. *Measure of Success:* Data demonstrating completion of this certificate and compare it to the current program. Provide input in to the General Education Program review committee.

Progress on Goal 3:

No progress was made on this goal.

d. Department/Unit Initiatives for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Initiative 1: Develop resources and facilities to support science offerings at all sites.

1. *College Strategic Objective(s) addressed:* **1, 2, 3, and 5**
2. *Action Plan:* **The Department Chair will visit all sites and, with the help of discipline faculty and site managers, assess resource and facility needs at ESCC, KRV, and EKR. Additionally, with the help of site managers, the Department Chair will oversee the summer, 2015, planned remodel of science labs at EKR and ESCC. All sites will be properly equipped with the necessary supplies, equipment, and facilities before courses are offered.**
3. *Measure of Success:* **Labs at ESCC, KRV, and EKR are properly equipped for the courses offered.**
4. *Expected Completion Date:* **Fall 2015**
5. *Person Responsible:* **Department Chair**
6. *Which of the following is primarily true of this strategy? Choose one.*

- It is designed to improve internal unit operations
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

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

Initiative 2: Continue to develop and extend industry and educational partnerships.

1. College Strategic Objective(s) addressed: **3, 4, 5**

2. Action Plan: **Department faculty will establish educational, industry, and government agency partnerships in an effort to develop a pipeline of students, financial support, and student internship opportunities.**

3. Measure of Success: **A least one faculty member from the department will attend the Annual Aerospace Valley STEMposium and other related activities.**

4. Expected Completion Date: **Summer 2016**

5. Person Responsible: **Department Chair**

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

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



Initiative 3: Develop Associate Degrees for Transfer (ADT) for chemistry, biology, and physics.

1. College Strategic Objective(s) addressed: **1, 3, 4**

2. Action Plan: **When state templates become available and there is General Education relief, we will develop the CHEM, BIOL, and PHYS Associate Degrees for Transfer (ADT).**

3. Measure of Success: **The ADT for CHEM, BIOL, and PHYS have been completed.**

4. Expected Completion Date: **Summer 2016**

5. Person Responsible: **Department Chair and fulltime faculty discipline experts.**

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

Remediation

First Year

2nd Year/Program Completion

Post-Graduation



RESOURCE NEEDS

a. Facilities

ESCCM

The science lab at ESCCM will undergo a major renovation/expansion during the summer, 2015. The student laboratory area will be enlarged to accommodate 32-35 students (from the present 24). In addition, a laboratory storage, prep area will be constructed adjoining the teaching laboratory. This expansion has been necessary to support the increase in science offerings that have laboratory components.

KRV

The KRV site will undergo a major remodel during the summer, 2015. The Science and Engineering Department would like to be involved in planning and furnishing the science laboratory. As this is a rented space, laboratory benches will need to be mobile.

b. Information Technology

None

c. Marketing

[Drawing on the information provided in department/unit review and planning, evaluate your next year's needs in this area.]

d. Professional Development

[Drawing on the information provided in department/unit review and planning, evaluate your next year's needs in this area.]

e. Staffing

Science and Engineering



STEM faculty in the ESCC LAC have been very beneficial to developing engagement in the science classes. If STEM funding is available in the future, we hope to continue to allocate a few hours per week per adjunct faculty in the ESCC LAC.

We would like to request a Lab Tech position for the ESCC Science Department. We believe that with the five to six science classes at ESCC, many taught by adjunct faculty, a Lab Tech is essential. We believe that a Lab Tech position could support both the science program and the Studio Arts Transfer Degree at ESCC.

RESOURCE REQUESTS (Note: All items must be prioritized.)

- a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

None							
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Full-Time Faculty Staffing Justification:

None



b. **2000 Category.** Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <i>one</i>): G = General Fund, O = Other G O	
Laboratory Assistant	ESCC	1	1,2,3,5			15		G	

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

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.
We believe that with the five to six science classes at ESCC, many taught by adjunct faculty, a Lab Tech is essential. We believe that a Lab Tech position could support both the science program and the Studio Arts Transfer Degree at ESCC.

2. Explain why the work of this position cannot be assigned to current staff.
Extensive lab setup and cleanup responsibilities exceed the amount of time adjunct faculty are reasonably expected to be available.

3. Describe the impact on the college if the position is not filled.
May impact student success and future enrollments. The science department at ESCC has never had the assistance of a lab tech. We would continue to offer a safe and effective laboratory experience for our students.

c. **4000 Category.** Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Instructional Supplies	ESCCB	1	1,2,3,5	Student success in BIOL 105, 125, 251	2500	On-going	G	
Instructional Supplies	ESCCB	1	1,2,3,5	Student success in GEOG 111	200	On-going	G	
Instructional Supplies	ESCCM	1	1,2,3,5	Student success in BIOL 105, 255, 262	2250	On-going	G	
Instructional Supplies	ESCCM	1	1,2,3,5	Student success in GEOG 111, PHYS 111, PHYS 113	1200	On-going	G	
Instructional Supplies	IWV	1	1,2,3,5	Student success in BIOL 105 (2), 111, 125, 251 (2), 255 (2), 262	7250	On-going	G	
Instructional Supplies	IWV	1	1,2,3,5	Student success in CHEM 101, 111 (2), 113, 221, 223	4250	On-going	G	
Instructional Supplies	IWV	1	1,2,3,5	Student success in PHSC 105, PHSC 125 (3) PHYS 111, 113, 211	3200	On-going	G	
Instructional Supplies	KRV	1	1,2,3,5	Student success in BIOL 105	500	On-going	G	
Instructional Supplies	KRV	1	1,2,3,5	Student success in PHSC 105	200	On-going	G	
Instructional Supplies	EK	1	1,2,3,5	Student success in BIOL 105	500	On-going	G	
Instructional Supplies	EK	1	1,2,3,5	Student success in PHSC 132	200	On-going	G	
Course Field Trips	ESCC	1	1,2,3,5	Necessary to support student success in biology (2) and geography (2) courses	200	On-going	G	
Course Field Trips	IWV	1	1,2,3,5	Necessary to support student success in biology (3), chemistry (6), and physical science (1) courses	500	On-going	G	
Course Field Trips	KRV	1	1,2,3,5	Necessary to support student success in biology (1) and physical science (1) courses	100	On-going	G	
Course Field Trips	EK	1	1,2,3,5	Necessary to support student success in biology (1) and physical science (1) courses	100	On-going	G	
Employee Travel	ESCC	1	1,2,3,5	Necessary to move and maintain equipment necessary for student success	200	On-going	G	
Employee Travel	IWV	1	1,2,3,5	Necessary to move and maintain equipment necessary for student success	100	On-going	G	



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Employee Travel	KRV	1	1,2,3,5	Necessary to move and maintain equipment necessary for student success	300	On-going	G	
Employee Travel	EK	1	1,2,3,5	Necessary to move and maintain equipment necessary for student success	300	On-going	G	

Commercial washer (to be shared with Industrial Science)	IWV	1	1,2,3,5	Necessary to provide safe and hygienic protective lab coats for biology, chemistry (and industrial arts) students	1500	One-time	G	
Commercial dryer (to be shared with Industrial Science)	IWV	1	1,2,3,5	Necessary to provide safe and hygienic protective lab coats for biology, chemistry (and industrial arts) students	1500	One-time	G	
Commercial washer/dryer installation	IWV	1	1,2,3,5	Necessary to provide safe and hygienic protective lab coats for biology, chemistry (and industrial arts) students	500	One-time	G	
UV Gel Scanner	IWV	2	1,2,3,5	Necessary for student learning in biology	500	One-time	G	
Water baths (1)	KRV	1	1,2,3,5	Necessary for student learning in Survey of A&P	400	One-time	G	
Water bath (1)	ESCCB	1	1,2,3,5	Necessary for student learning in biology	400	One-time	G	
Human skeleton model	KRV	1	1,2,3,5	Necessary for student learning in Survey of A&P	600	One-time	G	
Histology slides	KRV	1	1,2,3,5	Necessary for student learning in Survey of A&P	600	One-time	G	
Laboratory furniture	KRV	1	1,2,3,5	Necessary for student learning in Survey of A&P	6894	One-	G	



6 student lab benches K-log Item # DST-430						time		
Human spinal column model	KRV	1	1,2,3,5	Necessary for student learning in Survey of A&P	200	One-time	G	
Ohaus Scout Pro Balance (2) 6000g	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	700	One-time		O ¹
Mass and Hanger Set (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	160	One-time		O
Hooked Mass Set (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	100	One-time		O
Meter Sticks 6-pack (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	60	One-time		O
Pasco Stopwatch (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	60	One-time		O
Super Pulley with Clamp (8)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	240	One-time		O
Braided Physics String (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	50	One-time		O
Projectile Launcher (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	740	One-time		O
Super Pulley Force Table (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	400	One-time		O
2.2 m Classic Dynamics System (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	1080	One-time		O
Ballistic Pendulum Without Launcher (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	1060	One-time		O
Complete Rotational System (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	1870	One-time		O
Smart Timer (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	500	One-time		O



Freefall Adapter (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C111	420	One-time		0
Precision Digital Multimeter Component Tester (6)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	600	One-time		0
Student Power Supply (18V DC, 3Amp) (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	300	One-time		0
Alligator Clip Leads (Set of 10) (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	60	One-time		0
Banana Plug Cord Black (5 pack) (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	40	One-time		0
Alligator Clip Adapters (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	40	One-time		0
Coulomb's Law Apparatus (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	120	One-time		0
Dry Electric Field Mapping Apparatus (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	220	One-time		0
Decade Resistance Box (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	510	One-time		0
Snap Circuits, SC500R Educational, Electronics Training Program (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	400	One-time		0
Basic Current Balance (2)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	360	One-time		0
Coil, Primary & Secondary (4)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	200	One-time		0
Galvanometer (4)	ESCCM	1	1,2,3,5	Necessary for student learning in PHYS C113	110	One-time		0

¹other: private funding



d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
None								

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
None								

Letters and Science Department

Annual Section Plan for Academic Year 2016-2017

December 2015

Description Of Section

Mission/Connection to College Mission

The Liberal Arts and Sciences section is the primary instructional body providing transfer education, basic skills, and honors instruction, it supports career technical education programs that require general education proficiencies, and it delivers learning support services through the library and learning assistance centers. In support of the College mission, the Liberal Arts and Sciences section is committed to both traditional and distance delivery.

Instructional departments:

- English and Foreign Languages
- Health Science and Physical Education
- Learning Resource Center
- Mathematics
- Science and Engineering
- Social Science
- Visual and Performing Arts

Learning Support units:

- Basic Skills
- Honors

Programs, primary responsibility:

- Engineering
- English for Transfer
- General Education Pattern: Local CerroCoso
- General Education Pattern: CSU-Cert
- General Education Pattern: IGETC
- General Sciences
- Kinesiology for Transfer
- Liberal Arts: Arts & Humanities
- Liberal Arts: Mathematics & Sciences
- Liberal Arts: Social & Behavioral Science
- Mathematics for Transfer
- Psychology for Transfer
- Studio Arts for Transfer

Programs, secondary or supplemental responsibility:

- Administration of Justice for Transfer (math, psych and soc)
- Business Administration for Transfer (econ and math)
- Human Services (English, psychology, speech)
- Computer Information Systems (math)
- Vocational Nursing (biology, information competency, psychology)
- Welding Technology (math)

Review And Planning

Performance and Equity Gaps Still to be Addressed

Equity

Access

The state student equity report being prepared late this semester shows that the Letters and Sciences area is consistent with the college as a whole in serving far more female students than male students. The service area as a whole shows that males outnumber females 54% to 46%, but the departments in the LAS area span a range from 56% female to 44% male (lowest gap, Kinesiology) all the way up to 66% female to 34% male (highest gap, social sciences). It is very likely that this gap is caused by the large number of online courses offered in LAS, which historically show much higher female than male enrollment.

Ethnically, the LAS area is again much like the college, showing lower enrollments for African Americans and American Indians than the service population suggests. Within LAS, however, the sciences department shows the lowest level of African Americans participation: 2% vs. 5%.

Success

The disaggregated course completion data for the Liberal Arts and Sciences section as a whole show a couple of trends. The first is that African American students and American Indian students do not perform as well as other ethnic groups. This is a trend across the college, and, while some departments are higher than the overall college average and some are lower, the same trend is equally as clear in the Liberal Arts and Sciences.

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. But a third group that really stands out as needing institutional focus for not performing well are low-income students.

Program Review

The following program reviews were completed in 2014-15:

- Honors Program
- Engineering

For the honors program, which has grown steadily since its inception, the greatest gap is increasing the numbers of student, especially students outside of Ridgecrest, who enroll in and complete the honors program; given the tremendous success of the program at IWV, more students could and should have the opportunity to enter into, graduate from, and complete the program. For Engineering, the program review has recommended the drastic step of discontinuing the program--at least in its current form. Given the low enrollment and the lack of commitment from the employers of engineers in the area, there has been little success of the "okay, one final time" offering of the program in recent years. An engineering program COULD be maintained, but it would be in a very basic form--essentially the classes we already offer: math, chemistry, and physics.

SLO Assessments

The year 2014-15 saw a set-back in SLO assessments--at least in terms of our official numbers. The area has been continuing to make progress on assessing outcomes that had not been assessed before. But this year ACCJC changed its denominator--all courses in the college catalog, not just active courses in the college catalog being offered on a set schedule in some rotation. That means that obsolete courses that had not been offered in years but also not yet out of the catalog were suddenly in the denominator. The result was that LAS slipped from 77.8% to 68.4%. The LAS section was already spending effort to clean up its portion of the catalog, and this has accelerated that process. Moreover, all departments in the section, with the exception of English, have a plan to get to 85% assessment by March 15 and 95% assessment by this time next year:

Discipline/Department	Assessments in CurricUNET	Courses Actively Offered
ASL	1	3
English/ENSL	16	23
French	1	1
Latin	4	4
Spanish	3	7
Speech	1	1
English Sum	26	39
English %	63.9%	

Information Competency	1	1
Library Sum	1	1
Library %	100%	
Mathematics	15	16
Mathematics Sum	15	16
Mathematics %	93.8%	
Health Science	1	1
Physical Education	16	25
Kinesiology Sum	17	26
Kinesiology %	65.4%	
Biology	9	15
Chemistry	7	7
Engineering	3	5
Geography	1	2
Geology	0	1
Physical Science	3	8
Physics	3	3
Science and Engineering Sum	26	41
Science and Engineering %	63.4%	
Anthropology	3	6
Economics	3	3
History	6	10
Philosophy	2	4
Political Science	2	3
Psychology	6	8
Sociology	4	4
Social Science Sum	26	38
Social Science %	68.4%	
Art	9	13
Music	6	8
Theater	0	1
Visual and Performing Arts Sum	15	22
Visual and Performing Arts %	68.1%	
TOTAL SUM	126	183
TOTAL %	68.33%	

Progress Made on Prior Year Initiatives

Implement a first-week survey or practice designed to establish an immediate connection with students

As explained in Midyear Progress Report: "Pushed to next year. [...] This goal--which was to have originated in a collaboration between the VPA department and student services--was subsumed by the broader institutional need for improving the college experience, collecting data on students, and developing a more robust orientation program. Institutional efforts are being aimed more comprehensively at the students' initial experience with the college." This task has taken on another incarnation: as a student equity effort aimed at making students feel welcome. Several departments have listed this activity as a goal for next year in order to make a dent in access and success for those students who are first generation students and therefore most at risk for feeling they don't belong--in particular, African American students, American Indian students, and low-income students.

Establish a set of writing guidelines to be used section-wide

As noted in the progress report: "On the one front, the Social Sciences department has completed and approved a set of guidelines for research papers that can be used as a model. On another front, CIC has undertaken a much more sustained conversation about the level of writing rigor in 100- and 200-level courses. Since most of those courses are in letters and sciences, what needs to happen next is bringing the two strands together: creating a document (most likely short, one or two pages) that indicate some specific expectations of 100- and 200-level writing in the letters and sciences section. A recent conversation among LAS chairs shows there is still great support for this goal and a way has been charted for a May 2015 completion."

The goal has still not been completed. There is no explanation for this other than it did not get done. One of the tasks ahead of the Vice President of Academic Affairs this year (likely a summer project) is to complete a packet for adjunct instructors. While the

Faculty 411 site is nice, it can be overly complicated for 'newbies.' A packet of specific things to know (virtual or otherwise) would be a good first step into becoming an adjunct instructor. That project would be a good opportunity to add this completed goal. So summer 2016 is being targeted as the new completion date.

Continue to scale up transformative change in basic skills

Since this goal essentially covers the entirety of the basic skills area, the Basic Skills AUP provides a complete run down of the success of recent initiatives. Here is a quick summary:

- **Initiative #1.** *Goal:* Analyze data to develop better planning to inform the decision-making process to align with Achieving the Dream and to increase success and retention of basic skills math and English students. *Action:* The college now gets a wide variety of data to inform planning for basic skills. It accesses prepared reports from the KCCD institutional research office (Achieving the Dream, Student Equity, Program Review [Annual Unit Plan] Data), yearly assessments from the Chancellor's Office (Scorecard), and home-grown ODS reports. *Measures:*
 - Student success in all classes at one and two levels below college math, 2013-2014 vs. 2014-2015: UP slightly from 64.5% to 64.9% (CCCCO Basic Skills Cohort Tracker)
 - Student success in classes in all three levels below college English, 2013-2014 vs. 2014-2015: UP significantly from 52.1% to 55.3% (CCCCO Basic Skills Cohort Tracker)
- **Initiative #2.** *Goal:* Continue to implement Supplemental Instruction in basic skills college reading and English courses and introduce supplemental instruction in basic skills math courses. Increase faculty and student training in supplemental instruction. Results: Prior to last year, Supplemental Instruction had been implemented in some basic skills courses already and had shown promise, particularly in Basic Skills English. Over the course of summer 2014 and into fall 2014, Supplemental Instruction was to be implemented for all Basic Skills classes. There were immediately challenges to this implementation, largely in the area of recruiting and training Supplemental Instructors at all campus locations and for all Basic Skills courses. English was moderately successful but math was not able to find any supplemental instructors who could commit for the semester. *Measures:*
 - Success rates in SI sections vs. non-SI sections: English 30: 53.8% vs. 48.2%; English 40: 49.6% vs. 51.1%
- **Initiative #3.** *Goal:* Accelerate English classes two and three levels below transfer. Offer a one-semester, computer based class using a publisher generated program. *Results:* This strategy was written during the time the English department was just starting to offer English 42 and was written in the expectation of continued success. However, the experiment was such a resounding failure that the class was withdrawn--as was the goal. *Measures:*
 - No classes offered
- **Initiative #4.** *Goal:* Professional development basic skills committee will train faculty and students in supplemental instruction. The basic skills committee will conduct continuous trainings and workshops for supplemental instruction student leaders. Results: a number of trainings completed for supplemental instruction (seeAUP for full list) *Measures:*
 - Number of basic skills English sections with SI offered: UP from 1 to 7
 - Number of math sections with SI offered: EVEN from 0 to 0

Initiatives for Next Academic Year

Improve Basic Skills Instruction

Action Plan:

1. Consolidate Establish writing and math labs at all non-IWV sites, including online (SSSP, basic skills, English, LAC, math)
2. Integrate information literacy into basic skills (library)

Measure of Success:

1. Improved success rates in English and math basic skills courses at KRV, ESCC, and online
2. At least 2 critical info lit modules developed; standardized approach to library instruction 'one shots' in student success courses developed; at least 30 new titles purchased for basic skills level to add to library collections; at least three digital literacy workshops run

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Strategic Goal #1.2. It also directly addresses an SSSP intervention.

Implement Student Equity Interventions

Action Plan:

1. Create new Afro-American Studies class (student equity)
2. Work with OVDC to implement strategies for better serving Native American students (student equity)
3. Work with student services to implement immersion courses and coursework (science)
4. Design and offer numerous professional development opportunities related to student equity (student equity)
5. Establish first-day survey (PE)
6. Reduce textbook costs (library, social science)

Measure of Success:

1. New Afro-American studies class developed, approved by board of trustees and Chancellor's Office, and listed in 2017-2018 catalog
2. Strategies implemented for better serving Native American students that were developed in Spring 2016
3. Development of immersion experience and coursework
4. Development and implementation of professional development opportunities related to student equity
5. First-day survey implemented in all PE courses
6. Strategies developed and implemented for reducing textbook costs

Person Responsible:

Vice President, Academic Affairs

It addresses a gap in student equity

African-Americans access and success, American Indians access and success, economically disadvantaged students success, general subgroup success

Prepare Courses to Be Offered in the Online Education Initiative

Action Plan:

1. Run pilots Fall 2016
2. Secure a memorandum of understanding with OEI
3. Get first courses accepted into the OEI exchange
4. Add online tutoring
5. Add online proctoring (LAC)

Measure of Success:

1. Pilots run
2. MOU secured
3. Courses accepted in OEI exchange
4. Tutoring embedded in all Canvas-run courses
5. Proctoring embedded in all Canvas-run courses

Person Responsible:

Vice President, Academic Affairs

Other

Important operational goal

Improve LAS Presence in Tehachapi

Action Plan:

1. Develop basic LRC (LAC)
2. Outfit rooms for science and art (science)

Measure of Success:

1. Basic LRC developed for tutoring, proctoring, and library resources
2. At least one room furnished to run science and art classes

Person Responsible:

Other

Program expansion into Tehachapi

Resource Needs

Facilities

1. LAC: all budget items supported out of GU001 except for lighting for art at ESCC, which is not supported
2. Library: all budget items supported out of GU001 except metal peg board for Bishop, which is not supported
3. Science: Mammoth, KRV, and Tehachapi expansions supported out of GU001 and other funds

Information Technology

1. LAC: Oversized monitor and large print keyboard and statistical calculators supported; all others not supported at this time
2. Kinesiology: request for new printer/scanner in gym supported
3. Library: new computers for Tehachapi supported but only 4 at this time; the new mobile projector and the computers at KRV not supported at this time

Marketing

1. English: brochures and marketing for AA-T supported
2. Kinesiology: marketing for degree at ESCC supported
3. Honors and PTK: continued support, er, supported
4. LAC: all marketing items supported
5. Library: all marketing items supported
6. Math: brochures and marketing for AA-T supported

Professional Development

1. Basic skills: professional development supported for basic skills instruction, tutoring, tutoring center management, addressing student equity gaps, faculty leadership, and the development and use of open educational resources
2. Honors: Conference attendance supported for UCLA TAP meetings; Honors Transfer Council of California meetings, and National Collegiate Honors Council conference supported on alternate funding
3. Library: conference attendance supported
4. Science: department attendance for ACE training supported

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

All New Faculty Positions

Location:

College-wide

Justification:

Full-time: all full-time tenure-track certificated positions proposed in the following annual unit plans are supported: Kinesiology, Math, and Philosophy.

Part-time: the Library proposed 8 hours of adjunct librarian coverage for Tehachapi; this is not supported at this time. The Learning Assistance Center proposed 13 hours of adjunct faculty coverage for Mammoth and Bishop, which is supported--as well as another 4 hours at Tehachapi, which was not on the original budget spreadsheet.

2000 Category - Classified Staff

Various Classified Positions in Unit Plans

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:**Justification:**

1. Library: Increase of the Library Tech I position at IWV from 30 to 40 hours supported for the reasons indicated.
2. LAC: Increase of the LAC Tech I position at KRV from 30 to 40 hours not supported at this time.

Dean of Instruction**Location:**

College-wide

Salary Grade:

Management Salary Grade K

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

\$116,684.96 (step 1)

Justification:

The Dean of Instruction is responsible to the Vice President, Academic Affairs, and has broad accountability, within the participatory governance framework, for planning, directing and evaluating assigned functions associated with maintaining quality instructional and academic programs.

Examples of Duties

1. Interpret and administer District policy regarding assigned academic programs.
2. Interpret and administer College policy with respect to faculty load and scheduling. Provide leadership in the development, revision and interpretation of curriculum, academic programs, catalog and course information.
3. Provide leadership in generating staff development opportunities for faculty and staff.
4. Provide assistance in recruitment, selection, orientation, and evaluation of adjunct faculty in appropriate disciplines.
5. Evaluate the performance of faculty and classified personnel in assigned areas of responsibility.
6. Prepare and monitor administrative budgets and expenditures in consultation with division chairs.
7. Assist in the coordination of fall, spring, and summer scheduling and staff assignments for all areas of responsibility.
8. Provide instructional leadership for assigned academic divisions and work with division chairs in curriculum maintenance and development in areas of responsibility.
9. Act as liaison with District, State, and federal governing bodies regarding College programs and practices.
10. Develop program goals and objectives and monitor outcomes.
11. Market the College and specific academic programs to the College community and the general public.
12. Administer grant and program funds to achieve expected outcomes.
13. Provide leadership in the development and implementation of distance education and information technology systems and services.
14. Serve on College and District committees as appropriate.
15. Other duties as assigned.

Justification: With all of the diverse areas in this section—instructional departments, library instruction, basic skills, honors—a dean position would provide leadership in short-term and long-term goal planning, coordination of program review and outcomes assessment, enrollment management, submission of paperwork to the CCCC and ACCJC, fostering of outreach, and similar duties and responsibilities. Chairs would continue to take the lead on the places we need chairs the most—hiring/screening, evaluations, student complaints, etc. But the dean would provide a level of guidance and focus in addressing all of the college's strategic goals that pertain to the Liberal Arts and Sciences: fostering student success, responding to community needs, effecting continuous quality improvement, promoting professional development.

While this work is currently being done—some by chairs, some by the vice president—it tends to be irregular, inconsistently completed, and squeezed in around other full-time duties and responsibilities, not because it's not important but because the faculty and management's primary duties and responsibilities have to be completed as well. A dean would provide direct focus and leadership in this area, bringing sustained intentionality to this crucial middle management level.

If not filled, a majority of the discipline-level management duties will continue to devolve upon faculty chairs. Both the other KCCD colleges have an complete layer of deans between faculty chairs and the vice president to assist departments in planning, scheduling, professional development, recruitment of faculty, supervision and goal-setting of classified staff, monitoring of budgets, marketing, and administering of grant programs.

Division of Liberal Arts and Sciences:

- 7 departments
- 27 disciplines
- 33 full-time faculty members, 57% of the college total
- approx. 55 part-time faculty members per semester
- 8 classified staff
- 11 degrees
- 5 other instructional programs (basic skills, honors, 3 general ed patterns)
- 2 operational programs (library, learning centers)
- 1600 FTES (2014-15), 59% of college total
- 123 FTEF (2014-15), 59% of college total
- 12.5 avg. section productivity
- 83.1% avg. section retention
- 67.4% avg. section success
- 10 units plans to be written yearly
- 16 program reviews direct responsibility for
- 11 operational budgets totaling approx. \$5,500,000 per year (labor included)