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 <u>directly</u> 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 OVCDC 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 CCCCO 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)