



Annual Section Plan 2013-2014 Academic Year

Liberal Arts and Sciences

STEP I: DESCRIBE THE SECTION

a. Program Applicability/Connection to College Mission

The Liberal Arts and Sciences section is the primary instructional body providing transfer education and basic skills 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.

Departments:

English and Foreign Languages
Health Science and Physical Education
Library/Information Competency
Mathematics

Science and Engineering
Social Science
Visual and Performing Arts

Other Units:

Basic Skills
Honors

Learning Success Support Centers

Programs, primary responsibility:

Engineering
General Education pattern
General Sciences
Kinesiology for Transfer
Liberal Arts: Arts & Humanities
Liberal Arts: Mathematics & Sciences

Liberal Arts: Social & Behavioral Science
Mathematics for Transfer
Psychology for Transfer (expected Fall 2013)
Studio Arts for Transfer

Programs, secondary or supplemental responsibility:



Business Administration (econ and math)
 Computer Information Systems (math)
 Computer Science (math and physics)
 Engineering Technology (math)
 Human Services (English, psychology, speech)
 Industrial Technology (English, math)

Vocational Nursing (biology, information competency, psychology)
 Web Design (English, art, music)
 Welding Technology (math)

STEP 2: EXPLAIN YOUR PLANNING

a. Review of 2011-2012 Goals

Formal goals were not set for the 2011-2012 year. However, student success goals for the entire Academic Affairs division for 2011-2012 were the following:

Description

Engage in broad-based dialogue regarding student success and best practices

Effectiveness Measure

Improved student success, retention, and persistence, leading to improvement in transfer to 4-year institutions, completion of terminal CTE certificates and degrees, and placement of students with employers.

Strategies

1. Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.
2. Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.
3. Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.
4. Create a new participatory governance committee focused on Student Success, whose charge would be to oversee and provide guidance to student success efforts through the whole process from initial contact through remediation to degree-transfer completion.

Progress

1. done
2. done
3. done
4. not done

Create better structured programs of study designed for completion and more effectively publicize program information for students

Increased student persistence through and completion of programs; increased percentage of students successfully completing 12 units within one year.

1. Audit all programs college-wide with the purpose of revising programs that are challenging for students to achieve and eliminating obsolete programs that no longer fit transfer or workforce needs.
2. Develop a new program review template for instructional programs that centralizes student performance and SLO achievement and provides for standardized data sets for decision-making and resource allocation.
3. Create pathways of completion for each program and each site it is offered.
4. Revise program information on the College website and in promotional materials to better publicize and more effectively facilitate student entry into and exit out of programs.
5. Integrate program outcomes, completion rates, costs, and gainful employment data with other program information on the college website and in promotional materials so students have all the information they need.

1. done
2. done
3. done
4. done
5. Parts of this done; PLO's integrated into college catalog; gainful employment data available on the web site.

Improve the education of basic skills students

Increased student retention and success in basic skills courses; better student improvement at the next level of sequenced courses in writing, reading, and math.

1. Implement a Student Success (Basic Skills) lab at IWV, KRV, Mammoth, and Bishop to provide supplemental instruction in reading, writing, and math.
2. Add a focus on learning/study skills and self-efficacy skills to the course outlines of record in all basic skills courses.
3. Provide mandatory, focused professional development for all instructors (full- and part-time) who teach basic skills courses.

1. in progress
2. done
3. done

Broadly implement strategies to more actively engage students in learning

Increased student retention and success within courses and more students persisting within programs; increased percentage of students who successfully complete, within one year, courses one level below transfer and then at transfer level, in the areas of math and English.

1. Use SLO achievement data to review courses and concepts within courses that are challenging for students to accomplish.
2. Make more effective use of learning support services such as tutoring and other supplemental instruction in degree and transfer courses.
3. Re-institute proctoring in at least one department as a method for more effectively authenticating student identity in distance education courses.
4. Integrate the CTE Student Success Moodle for tutoring, mentoring, and making course materials available for CTE programs.
5. Establish a pilot cohort model for CTE programs with defined entrance requirements and an application process; this cohort will follow a specific program sequence of courses that will be established via the approved career pathway; a cohort tutor will be assigned to work with the group during specified times.
6. Let departments and individual department initiatives be laboratories for effective student success strategies; use faculty chair meetings as a conduit for reporting-out of successful strategies; compile a 'report card' of successful strategies at the end of the year.

1. ongoing
2. ongoing
3. done
4. done, assessed, determined to be not effective
5. done through C6 grant
6. first part ongoing, report card to be done 2012-2013

<p>Implement a more effective enrollment management process that uses student demand and program design to determine scheduling needs</p>	<p>Fewer added/cancelled sections; fewer DR grades; better student retention and success</p>	<ol style="list-style-type: none"> 1. Build a schedule for student success that reflects student demand and program design; adhere to that schedule. 2. Establish and adhere to first-day login and enrollment procedures that reflect best practices in getting the right students into the right classes at the right time. 	<ol style="list-style-type: none"> 1. done 2. done
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b. Summary Review of recent Program Review Results and Unit Outcomes

Program Review

The following program reviews were due in 2011-2012:

- Library
- Physical Education/Kinesiology
- Art/Studio Arts for Transfer

Because of a belated decision by the IEC, faculty chairs of these departments were not notified until mid-Spring and so the deadline was delayed to October 1. The Library and Physical Education/Kinesiology program reviews have been submitted by the time of this section plan. It was approved by IEC at the October 22, 2012 meeting, with suggestions for improvement, and forwarded to Senate.

Library. The main gaps identified were related to staffing deficiencies. One of the largest issues facing the library department is the challenge of serving all students with a single librarian. Currently, the full time librarian is based in IWV while adjuncts fill in the gaps at the sites. Serving online students, beyond simply providing access to electronic resources, is being neglected. Another gap identified was the lack of institutional support of the Information Competency function. A 6-year plan is for the librarian and library staff plan to coordinate with faculty, collaborate with administrators, and work with other stakeholders to better integrate IC into the College's strategic goals, outcomes, and planning documents.

Physical Education/Kinesiology. The program is going through a substantial shift as it leaves behind an activity-based physical education model and turns toward a kinesiology model focused on the science of human movement. This tracks with a change in the field in the last twenty years and will better



prepare students for transfer (there is an SB1440 transfer degree in Kinesiology) for eventual employment in areas of sports medicine, exercise physiology, athletic training and the like. For its three year goals, the department intends to implement the new degree, carefully monitor assessments for gaps in achievement, and make revisions as necessary. At the same time, it will modify its emphasis in activity courses from fitness to an understanding of movement and bodily performance.

Art/Studio Arts for Transfer. Not submitted.

SLO Assessments

Generally speaking, the year 2011-2012 was spent completing first assessments on a majority of LAS courses and inputting them into CurricUNET. Some courses were not assessed, some courses were being reassessed for a second time after loop back changes had been made. But in general, the section as a whole was engaged in a first round of assessments. In terms of a summary review, a similar response cropped up in almost all the departments: that a particular assessment instrument was insufficient to measure the SLO for which it was designed and required revision, or that particular SLO's needed to be revised. As far as the section is concerned, these are ideal outcomes from the first round of course evaluations: adjusting the fit between SLO's and artifacts and sharpening the assessment tools themselves. For this reason, one of the goals of the section for next year is to consolidate a culture of analyzing student achievement data in program reviews and SLO's. Apart from this, no section-wide trends stood out.

As of October 25, these were the assessment rates of LAS departments:

Discipline/Department	Assessments in CurricUNET	Courses Actively Offered
ASL	0	2
English	15	16
ENSL	3	3
French	0	1
Latin	3	4
Reading	3	3
Spanish	5	7
Speech	1	1
English SUM	30	37
Information Competency	1	1
Library SUM	1	1
Mathematics	15	17
Mathematics SUM	15	17
Health Science	2	2
PE	22	29

PE and Health SUM	24	31
Biology	8	14
Chemistry	7	7
Engineering	1	4
Geography	0	1
Geology	0	1
Physical Science	5	6
Physics	3	3
Science/Engineering SUM	24	36
Anthropology	3	3
Economics	3	3
History	1	8
Philosophy	0	5
Political Science	2	2
Psychology	6	6
Sociology	0	4
Social Science SUM	15	31
Art	10	14
Music	5	9
Theatre	1	2
Visual/Performing Arts SUM	16	25

c. Review of Overall Section

SLO's and Program Reviews

LAS continues to play catch up in program reviews and SLO's. As of the semester break in December 2012, the section should be caught up in program reviews; it is on schedule to not just complete SLO's of all classes in the catalog offered on the schedule in some rotation but also have a schedule developed—department by department—for future assessments. Also, the general education pattern should have its first-ever program review written by the end of Spring 2013.



Having gotten caught up, the goal for 2013-14 is to stay on top of SLO's and program reviews and make the assessments meaningful and meaningfully integrated into planning and resource allocation.

Curriculum and SB 1440 Transfer Degrees

The LAS sub-division is solid, generally well maintained, and up to date in this area. It's a goal of this year (not captured in last year's plans) that by the end of the year all courses not offered on the schedule in some rotation should be deactivated or deleted. The college has added two new Transfer degrees since last year (as noted in the Art and the PE AUP's) with one more (Psychology) currently awaiting approval at the Board before going up to the State (as noted in the Social Science AUP). Based on an anticipated directive by the Chancellor's Office that each California community college is to be 100% compliant in Transfer degrees by Fall 2014, conversations will ensue this year about what the denominator is for that figure, including turning General Science into stand-alone degrees in Chemistry, Biology, and Physics. Also, based on timelines associated with SB 1440, all courses in the Transfer degrees are to be submitted for C-ID approval. Again, that catch-up is to take place this year (2012-13), and so the expectation is to enter 2013-14 with processes in place for further Transfer degree development.

Basic Skills

For the second year in a row, LAS reports needing to fully implement, assess, and improve the college's Basic Skills approach. The innovations driven by the C6 grant has resulted in a partial acceleration, partial reassessment of the College's basic skills direction. In addition, the budget squeeze resulted in a pilot project at Bishop to provide lab-based modularized instruction in lieu of English 30. The data from both initiatives will be closely gathered, analyzed, and used as the basis for improvements going forward. Math has it as their single goal for 2013-14 to support the basic skills committee's decisions about the direction the program will take. Of particular importance, as noted in the Basic Skills AUP, is creating a viable data plan that includes success rates for online courses and courses with lab components.

Outreach

In planning documents written last year (2011-12) for this year (2012-2013), one big theme was the importance of improving college and career readiness by completing alignment of math and English curriculum with local-area high schools. Alignment discussions took off earlier than anticipated with English in 2011-12, and as of the writing of this plan in November 2012, partnerships have been established with Cal City High School and Burroughs High School and discussions taken place with Kern Valley and Mammoth high schools (as discussed more fully in the English AUP). Science and Engineering has been working with local high schools on dual/concurrent enrollment strategies in STEM. The original 2012-13 plans to increase collaboration with local area high schools are on track with math and library.

What needs to happen next year is expand these discussions to include sciences and the arts and broaden the outreach to mean not just curriculum alignment with partners but recruitment throughout the service area. In terms of sciences, this will likely involve both curriculum alignment and outreach/recruitment. The STEM grant has goals that include working with local high schools and developing/supporting programs for high school and



middle school that encourage participation in STEM fields. For art, outreach will mainly involve outreach/recruitment. The college needs to strengthen its relationships with local educational and cultural partners as well as showcase its quality educational programs, not just for PR reasons but also to provide a feeder track of students who understand they can come to the college for low-cost, high-quality education and not have to leave the college's service area.

c. Goals for 2013-2014. If more goals needed, copy and paste additional boxes.

Goal 1: Outreach

1. Connection to College Strategic Goals: 1, 2, 3
2. Specific internal* or external** condition(s) the goal is a response to: various CCSSE results; Student Success Task Force recommendation #1, 'Increase College and Career Readiness'; KCCCD Strategic Goal #2, 'Create a collaborative culture and positive climate'; KCCCD Strategic Goal #6, 'Respond to Community Needs'
3. Action Plan: Initiate or continue meetings as appropriate with particular local-area high schools; initiate community outreach events for those departments and disciplines that would benefit by such activities.
4. Measure of Success: increase number of outreach events in Academic Affairs and increase participation in outreach events by Academic Affairs faculty

Goal 2: Improve Basic Skills instruction

1. Connection to College Strategic Goals: 1, 2
2. Specific internal* or external** condition(s) the goal is a response to: Comparatively low student success and retention rates; continued involvement in the Basic Skills Initiative; accountability expectations of such agencies as CCCCCO and ACCJC/WASC; Student Success Task Force recommendation #4, 'Improve the Education of Basic Skills Students.'; KCCCD Strategic Goal #1, 'Become an exemplary model of student success'; KCCCD Strategic Goal #3, 'Foster a comprehensive and rich learning environment';
3. Action Plan: Implement embedded pre-collegiate instruction in nursing and welding; depending on the success of the pilot at ESCC, implement modularized lab instruction at IWV and KRV in lieu of low level writing courses; phase out reading courses as reading instruction is embedded in writing classes;



4. Measure of Success: improved success, retention, and SLO achievement in nursing and welding courses; improved placement status of students using the modularized lab instruction; fewer sections of reading courses offered.

Goal 3: Consolidate an SCQI culture of analyzing student achievement data in program reviews and SLO's, identifying gaps, and implementing improvements

1. Connection to College Strategic Goals: 1, 2, 4

2. Specific internal or external** condition(s) the goal is a response to: Accountability expectations of such agencies as CCCCO and ACCJC/WASC; KCCD strategic goal #4, 'Strengthen personnel and institutional effectiveness'*

3. Action Plan: Continue to plan and engage in broad-based dialogue regarding student success and best practices; make program review results and SLO updates a continual part of the dialogue at all Academic Affairs committees.

4. Measure of Success: provide at least one professional development opportunity focused on this area; continue to improve scores on Institutional Effectiveness Committee (IEC) report card over 2012 and 2013 levels in program reviews and SLO's completed on time.

STEP 3: EVALUATE YOUR RESOURCE NEEDS

a. Facilities

The Visual and Performing Arts department has repeated its request from last year for a computer lab. At this time, the request remains a low priority since existing computer labs can be used. The Science department continues to fine tune its cohabitation with the remodeled science labs; several issues have been resolved and the department is living with the rest. No specific needs are cited at this time. Basic Skills plans to evaluate its use of the dedicated Student Success Lab (room 710) which may or may not lead to a need for room changes, but no needs are anticipated at this time.

In short, there are little facilities needs this year for LAS.



b. Information Technology

The Basic Skills unit plans to use SARSTRAK as a data-collection program, and this would need some level of technology support though probably minimal. The success labs will be exploring how to make its services available to students through such software as Kurzweil and Firefly; perhaps a district license can be purchased for these costly products. The English department plans to ensure that all faculty members use Turnitin.com as a student authentication strategy; Turnitin is paid for through an institutional license, so it's unclear whether this uptick of usage would result in additional costs. The library requests ongoing subscription fees to support cataloging.

The Visual and Performing Arts department has requested a high-grade printer to support digital photo classes, one of the elective areas for the Transfer degree to be offered at IWV. To go along with this, a software suite of some kind would be required.

c. Marketing

The library has as one of its 2013-14 goals to better articulate the discrete functions of the library and the Learning Success Support Centers; this would lead to a revised college website as well as perhaps a mini-internal information campaign.

The LAS sub-division as a whole would benefit from sustained, low-grade publicity about its transfer degrees. All outreach/recruitment events should get heavier, more targeted publicity.

d. Professional Development

No specific professional development items were identified at the department level.

e. Staffing

The library and science departments are both requesting new faculty hires. See the individual plans for the full justification and rationale.



The Learning Assistance Centers are requesting a variety of classified and student tutors. From the plan: "LAC facilities need to be open during campus hours at all sites to serve all students. This can be accomplished by adding temporary classified tutors in the success labs for our outreach campuses and adding lab aide/tutors for additional assistance. Classified staff can fill the hours not filled by adjunct faculty and they can supervise lab aide/ tutors." The priority marking for these positions is a 2.

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

No budget worksheets are completed at the LAS section level

STEP 5: ATTACH STUDENT SUCCESS INITIATIVES FROM AREA AUP's (as applicable)

Student Success Initiatives to be passed up to Division Plan

STEP 6: ATTACH COMPLETED BUDGET WORKSHEETS FOR ALL DIRECT-REPORT BUDGETS IN SECTION

Budget Worksheets to be passed up to Division Plan