

Academic Affairs Department
Mid-Year Progress Report for Academic Year 2014-2015
June 2015

Mid-Year Progress

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Increase Student Success

1. Improve Course Success: Establish a set of writing guidelines to be used section-wide

(Copied from Letters and Sciences Mid-Year Report.) In progress. 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.

2. Improve Remedial Sequence Completion: Continue to scale up transformative change in basic skills

(Copied from Letters and Sciences Mid-Year Report.) In progress. So far this year, scaling up best practices in basic skills has taken steps backward and forward. Backward, the math department was not able to secure supplemental instructors for classes in either the fall or spring semester and has, in fact, decided to move ahead with acceleration rather than supplemental instruction. Forward, the English department began the fall semester with four classes with supplemental instruction and ended with two but began the spring semester with all eight basic skills classes at IWV and KRV (70 and below) with supplemental instruction. On the other hand, the Achieving the Dream project has identified 'reforming tutoring practices' as one of its interventions to go forward with over the next few years. This led to the proposed creation of a writing and math lab and the hiring (in process) of a dedicated LAC Coordinator. It is anticipated the new Coordinator will take ownership of the tutoring reform in a way that more directly and consistently supports basic skills instruction college-wide. On the instructional end, one hour a week to be completed in the lab will be required in all basic skills English and math courses.

3. Improve Student Retention/Success/Completion/Employment in CTE

(Copied from CTE Mid-Year Report.) Strategies designed to increase the SSCE opportunities that were implemented at the start of the 2014-15 academic year are currently underway. Professional development opportunities and training for CTE faculty in the implementation of best practices, enhancement of on-line courses, SLO's (student learning outcomes) assessment, and adjunct training. SLO assessments and departmental program reviews are pretty much on schedule, with the exception of a few. Those that have been found lacking are currently being addressed.

4. Implement first-week practice of establishing connections with students

(Copied from Letters and Sciences Mid-Year Report.) Pushed to next year. As explained in the Visual and Performing Arts mid-year progress report, 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. Instructionally, this means what happens on the first day, the first two weeks, the first semester, the first year. The enrollment management task force, for instance, called for the Vice President of Academic Affairs to "work with the faculty flex coordinator to provide ongoing faculty professional development on topics related to early-term best practices for reducing attrition and improving retention and persistence, such as effectively using the first day to develop connections, engaging first generation students, raising cultural awareness, and addressing achievement gaps." Administering a first week survey or other get-to-know-you

instrument could be a key part of those practices.

5. Increase Number of Students Fully Matriculated at EK

(Copied from EK Mid-Year Report.) This goal continues to be a challenge for us. Specifically it is getting military students to come in and complete an Educational Plan. Majority of the military students are only here for one or two classes that they cannot complete at Community College of the Air Force(CCAF). Once they complete the courses with us they then transfer them to CCAF and receive their Associates degree through CCAF. What we have been doing and continue to do is convey the same message to all our students about the importance of completing the priority registration process which includes an Educational Plan.

6. Additional Actions for Increasing Student Success

6.1 Increase Retention, Success, and Completion at ESCC

(Copied from ESCC Mid-Year Report.) Progress Made: ESCC has requested disaggregated data on retention, success and completion at ESCC by age, gender and ethnicity; IR is in the process of providing such data. Without disaggregated data, targeted strategies are difficult to develop. Nevertheless, ESCC has implemented strategies to address gaps facing CCCC, assuming that similar gaps exist at ESCC. For example, efforts to increase engagement for Latino/a students at the Mammoth campus and Native American students at the Bishop campus have been introduced, including: Latino/a and Native American Student/Employer Receptions, Native American Perspectives Lunch & Learn Workshops, OVDC Office Hours on Campus, and hiring an LAC adjunct faculty member who is fluent in Spanish. Further, although retention and success data are not yet available for Spring 2015, Fall 2013 to 2014 data is available. Retention increased in Bishop from 87.2% to 90.6%, but declined slightly in Mammoth from 89.6% to 89.3%. Success increased at both sites from 74.2% to 79.3% in Bishop and from 73.9% to 78.5% in Mammoth. In May 2104, ESCC had 38 graduates. For May 2015, ESCC expects nearly 65 graduates. Aggregate data will be compared from 2013-14 to 2014-5 once that data is available. Measure of Success: ESCC Fall 2014 and Spring 2015 Retention, Success and Completion Rates 3 percentage points above Fall 2013 and Spring 2014. Extent of Success: Mid-year progress data looks promising. Spring 2015 data will be available June 2015.

Provide a Quality Learning Environment

1. Increase number of faculty using rich media in online courses

(Copied from DE Mid-Year Report.) Completed. During the first half of the 2014-15 academic year, the Distance Education Department developed 66 videos and supported more than 10 faculty and staff in their media production. In addition, DECT grant funding enabled the department to add closed captions for more than 1,823 minutes of videos in the fall 2014 semester. More importantly, after the department's effort to promote awareness of 508 regulations, ADA compliance, and copyright rules, faculty members have widely accepted addressing these issues as a necessary step in producing future media content.

2. Enhance and improve ESCC facilities

(Copied from ESCC Mid-Year Report.) Progress Made: The Mammoth Campus road and parking lot have been completely redone meeting Town of Mammoth Lakes code requirements. The Mammoth Campus Art Room remodel is nearly completed and is expected to be finished January 2015. The Mammoth monument sign is expected to be completed August 2015. The Mammoth science lab expansion, Mammoth double-classroom split and Mammoth storage shed projects are expected to be completed Augusts 2016. The ICSOS Bishop Beautification Project is completed except for the shade sails. The sails are expected to be installed by August 2015. ESCC has fully implemented the recycling program. ESCC Bishop Custodian I has been hired and Site Operations Coordinator position will be converted to Maintenance Worker beginning January 2015. The Custodian I will be developing a deep cleaning plan by June 30, 2015 and the Maintenance Worker will complete the scheduled maintenance plan by June 30, 2015. Measure of Success: Facilities plans will be completed and implemented. Extent of Success: Facilities plans have been completed and approximately half-way implemented. We expect the remaining plans to be implemented by August 2015.

3. Enrich the student experience at KRV

(Copied from KRV Mid-Year Report.) This year, our focus has been on improving students' experience and engagement on campus by increasing awareness of financial assistance, and encouraging students to apply for scholarships through the CCCC Foundation and other educational foundations. Our site has also been promoting student success tools, such as Grad Guru, the Learning Resource/Assistance Center, and the completion of matriculation steps. Access Programs' students have been participating in field

trips to California State University-Bakersfield, along with other educational destinations. In the upcoming 2015-2016 academic year, a renovation of the campus facility will be completed; therefore, increasing our efforts to improve the student experience.

Respond to Community Needs

1. Improve recruitment through more effective marketing for all sections

(Copied from EK Mid-Year Report.) This goal is still on going. Right now we are in the process of visiting each high school partner and either doing both an orientation/assessment test or just speaking to the seniors about what we offer at our college. I also continue to attend the Edwards Community Alliance Committee as well as I now am a part of the CTE-Advisory/T-PACTS consortium in Tehachapi and the Public Service Academy committee in California City. Career Days are also attended at both California City High School and Desert High School in the Spring.

(Copied from CTE Mid-Year Report.) Faculty Department Chairs along with the Dean of Career Technical Education have worked closely with the Public Information Officer with Cerro Coso College to develop program specific materials, redevelop the CTE brochure, and participate in county fairs/events in order to market the CTE programs. Continual marketing efforts are being undertaken via newspaper advertising to show the citizens of the region CTE at Cerro Coso College is available to assist in their transition into the workforce.

2. Increase opportunities for high school students to receive college credit for all sections.

(Copied from KRV Mid-Year Report.) KRV has begun the initial steps in building a more productive relationship with the local high school (KVHS). My staff and I have participated in events hosted by the high school (i.e., Kern High School District's Principal Partners' Day), in order to show a community presence and support. Our site has also begun administering placement tests and providing the high school counselors with more information about CCCC and our programs. We are in the infant stage of this process. KVHS high school counselors brought 25 students to IWV's Career day in September 2014, where students were exposed to the main campus, etc. (this was the first time in the history of KVHS that this has ever occurred). In addition, CCCC's Dean of Career and Technical Education (CTE), the VP of Academic Affairs, and I have begun taking steps toward partnering with the high school in offering a CTE program of interest on their campus. This year KRV has also begun the initial steps of building a newly formed outreach relationship with Camp Erwin Owens (a non-secure juvenile forestry camp that houses 125 wards between the ages of 14 and 18 committed by the Juvenile Court.). KRV site's educational advisor, Reese Weltman, has conducted outreach activities that focus on matriculation steps for the wards. The steps provided include college orientation, placement tests, and initial student education plans. Currently, our site is in the beginning stages of looking to offer an 8-week Counseling 101 course during the 2015-2016 academic year. This course introduces students to the process of academic and career planning by means of personal and group exercises, along with life skills such as critical thinking, resource management, and personal assessment.

(Copied from CTE Mid-Year Report.) Since his arrival at Cerro Coso College the Dean of Career Technical Education has worked in conjunction with campus managers for the East Kern Center located at Edwards Air Force Base and Kern River Valley Center located at Lake Isabella in developing effective relationships with the K-12 administration across both regions. With input from the Faculty Department Chairs the ground work has been laid to develop and/or expand educational opportunities for high school students to earn college credit either by dual-credit or articulation means.

3. Expand course offerings to Tehachapi area

(Copied from EK Mid-Year Report.) This goal has been completed. We offered 5 classes in Fall 2014 at the high school in the evening. They were Music Appreciation with 17 students, Psychology had 18, Counseling had 9, Math had 6, and English had 7. Overall it was a good first semester. For Spring 2015, we have continued to offer classes. For the spring semester we offered another 5 courses which included Art History with 11 students in it, US History with 12 students in it, English with 5 students in it, American Government with 17 students in it, and then Speech with 22 in it. Again it has been a good semester.

4. Increase number of degrees and certificates offered at ESCC

(Copied from ESCC Mid-Year Report.) Progress Made: ESCC has fully implemented Studio Art AA-T, Kinesiology AA-T, Psychology AA-T and Liberal Arts: Math and Science AA fully on-site (except for PSYC 271, which will be online only) including hiring adjunct faculty, modifying facilities, developing budgets for equipment and supplies, establishing pathways, and promotional campaigns.

Further fine-tuning is underway and is expected to be completed by June 30, 2015. The English Literature AA-T will not be introduced at ESCC, but is available online. Additionally, ESCC raised community funding to support introduction of BIOL 111/122, CHEM 111/113 and PHYS 111/113 in Mammoth, including instructional, equipment and supply costs. Further, Measure C funding will be used to support the expansion of the Mammoth science lab; the remodel will begin May 2015. This will enable students pursuing the UC transfer track to complete all science courses required for transfer in the major to the UCs. ESCC re-introduced POST Academy Levels 3 and 2. ESCC is in the process of introducing the CMA certificate and degree programs in 2015. Measure of Success: Four new certificate or degree program pathways will be fully implemented. Extent of Success: Fully successful - four new degree programs were fully implemented including program pathways by December 31, 2014.

5. Improve KRV image

(Copied from KRV Mid-Year Report.) Community awareness and college image play a major role in current and future student success. Awareness allows community members the ability to understand how important a community college is to their future. Throughout the year, our site has been improving awareness of the college, as well as its image, by having employees present and known throughout the community. Advertising efforts have increased, and open houses at the college have become very well attended. The campus manager has been attending collaborative meetings, chamber of commerce meetings, local job fairs, and administering presentations at local service clubs throughout the different Kern River Valley communities in order to target the goal of increased awareness and improved image. Other outreach activities by our educational advisor, Reese Weltman, have included completing presentations at Owens Valley Career Development Center, manning information tables at Kern Valley High School (KVHS), and providing placement tests for KVHS and Camp Erwin Owen. Lastly, students have been conditioned to no longer loiter or smoke in front of the college entrance, so that the college is more open and inviting to the public and its current students.

Operate at the Level of Sustainable Continuous Quality Improvement

1. Expand training opportunities in DE

(Copied from DE Mid-Year Report.) Building on the sectional plan initiative and the new Director of Distance Education's department action plans, in the first six months of the academic year, the department achieved the following:

- Provided comprehensive training for faculty who needed more preparation for online teaching, with emphases on instructional technologies, media tools, and online learning pedagogy. Thirteen Moodle training sessions, two flex day sessions and four pedagogy webinars were offered to at least 70 faculty member registrants.
- Launched a "Bi-monthly Tips and Resources" email to help a broader faculty body update their pedagogy and technology knowledge. The email has received positive feedback from faculty members.
- Proactively collaborated with faculty, faculty chairs, committee members of PTEC and Professional Development, and staff on projects to support student retention, including developing a Student Moodle Orientation session, implementing prompt and effective communication processes with faculty and students, and standardizing online course themes. The projects launched in the spring 2015 semester, and measurable results are expected by the end of summer 2015.

2. Establish consistent data gathering for tutoring college wide

Completed/awaiting implementation. A group of faculty, staff, and administrators met late in the fall and throughout much of the spring to develop not just a consistent set of data to be gathered for tutoring sessions college-wide but also a standardized form to be filled out for each sessions that addresses tutoring SLO's and also a process for assessing and compiling the SLO data. Since this project did not finish until after the effective beginning of spring semester, it was decided to wait until the fall semester to implement the forms, documents, and processes at all campus locations offering tutoring.

3. Achieve SCQI level of student learning outcomes assessment

Decidedly not completed. Not only did the college not gain any ground on the 95% target for ongoing SLO assessment, it actually lost about 10 percentage points when ACCJC changed its definition of the denominator. Instead of all active courses being offered regularly in some rotation, the new denominator is all active courses in the catalog, period. While the college has worked hard in the last two years—especially this year—to purge the catalog of obsolete courses, enough were in the 2014-15 catalog to result in this decrease. Nevertheless, the college is continuing to make progress on SLO assessments—with almost two dozen more courses being assessed by this year's March 31 compared to last year's.