2013 Annual Section Plan for Academic Year 2014-15

Liberal Arts and Sciences

a. 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	Science and Engineering
Health Science and Physical Education	Social Science
Library/Information Competency	Visual and Performing Arts
Mathematics	

Other units:

Basic Skills	Learning Centers
Honors	Library

Programs, primary responsibility:

Engineering	Mathematics for Transfer
General Sciences	Psychology for Transfer
Kinesiology for Transfer	Studio Arts for Transfer
Liberal Arts: Arts & Humanities	Cerro Coso Local general education pattern
Liberal Arts: Mathematics & Sciences	CSU Breadth general education pattern
Liberal Arts: Social & Behavioral Science	IGETC general education pattern

Programs, secondary or supplemental responsibility:

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

STEP 2: EXPLAIN YOUR PLANNING

a. Summary of Relevant Program Review and Unit Outcomes Results

Program Review

The following program reviews were completed in 2012-2013:

- Art/Studio Arts for Transfer (2012)
- General Education

Art/Studio Arts for Transfer. The Art program review was a hold-over from 2012 because of a belated decision by IEC in spring 2012. The department was given until Fall 2012 to get the review accomplished. The main gaps discovered were in curriculum and program currency. The local Art degree has had very few completers in recent years. For this reason, the department embraced moving forward with the SB 1440 transfer degree, and the majority of the three-year goals are focused on getting the curriculum updated and aligned with C-ID descriptors and the program off the ground at IWV. A second level of the program roll-out will see digital art become a staple option as well as the program expanded to ESCC. This all happens within three years. Within six years, the program will be fully functional, having graduated several students, and attention turned to consolidating relationships with feeder high schools.

General Education. The college's first-ever General Education program review was completed in 2013. The one real point of issue revealed in the review was whether or not it needs to be as unit-intensive as it currently is. Many areas require two or more courses when one is the minimum. Requiring more courses, especially across all areas, means students have to take more units and therefore have fewer units to spend in areas of interest. The three-year goals were the following: Adopt a formal mechanism for approving or disapproving courses newly proposed as additions to the GE pattern; begin a second round of mapping to sharpen the relation between GELO's and courses required; develop an action plan to improve the success and retention rates in DE sections compared to traditional offerings; resolve the question of how many units the Academic Senate wants to require of its GE pattern; and attain the level of sustainable continuous quality improvement as defined by ACCJC.

SLO Assessments

Generally speaking, there was not much improvement made in the SLO assessment rate in 2012-2013. This is partly so many SLO's were completed in the previous year and partly because institutional efforts were directed toward improving the annual integrated planning cycle. For this reason, one of the goals of the section for next year is a hold-over from the previous year, to consolidate a culture of analyzing student achievement data in program reviews and SLO's. We now know that ACCJC is roughly expecting colleges to have an 85% rate of SLO assessment to be considered "proficient" and a 95% rate to be considered at the SCQI level. The section's goal is to reach the 95% rate by the end of AY 2014-15.

As indicated more fully below, the new annual unit plan template calls for a much fuller summary of SLO targets missed and improvements designed than in previous years. Last year, the section identified 38 SLO's whose target was missed and for which improvements have planned and reassessments scheduled. Each of the Liberal Arts and Sciences units (10 in all) identified SLO gaps in their operations and improvements to be implemented and reassessed.

As of November 13, 2013, these were the assessment rates of LAS departments and subjects:

Discipline/Department	Assessments in CurricUNET	Courses Actively Offered
ASL	0	2
English	13	14
ENSL	3	3
French	1	1
Latin	3	4
Reading	3	3
Spanish	4	5
Speech	1	1
English SUM	**28**	**33**
English %	**84.8%**	
Information Competency	1	1
Library SUM	**1**	**1**
Library %	**100%**	
Mathematics	16	18
Math SUM	**16**	**18**
Math %	**88.9%**	
Health Science	1	1
PE	16	21
PE and Health SUM	**17**	**22**

PE and Health %	**77.3%**	
Biology	7	9
Chemistry	7	7
Engineering	3	4
Geography	0	1
Geology	0	1
Physical Science	3	4
Physics	3	3
Science/Engineering SUM	**23**	**29**
Science/Engineering %	**79.3%**	
Anthropology	3	3
Economics	3	3
History	3	10
Philosophy	0	4
Political Science	2	2
Psychology	6	6
Sociology	0	4
Social Science SUM	**17**	**32**
Social Science %	**53.1%**	
Art	8	12
Music	6	8
Theatre	1	2
Visual/Performing Arts SUM	**15**	**22**
Visual/Performing Arts %	**68.2%**	
Total	**117**	**157**
Total %	**74.5%**	

b. Progress Made on Section Strategies

REVIEW OF SECTION STRATEGIES FOR 2012-2013:

Goal 1: Complete a Program Review of the General Education Pattern

Use the general education task force established in 2011-12 or convene a separate committee to analyze data, create additional data mechanisms as necessary, draft report, and present findings.

Progress: Fully completed. The college's first ever General Education Program Review was presented to Senate in April 2013.

Goal 2: Become a Model for Student Success: Consolidate a Culture of Analyzing Student Learning Outcome Data, Identifying Gaps, and Implementing Improvements

Continue to plan and engage in broad-based dialogue concerning student success and best practices; make SLO updates a continual part of the dialogue at all Academic Affairs and associated committee, such as SLOAC, faculty chairs, IEC, CIC, etc.

Progress: Substantial progress has been made in this area. Improvement has happened principally at two levels, departmentally and institutionally. At the department level, the new annual unit plan template calls for a specific listing of "Targets Missed/Gaps Detected" followed by "Improvements Designed." In the most recent annual unit plans, reflecting activity in 2012-13, Liberal Arts and Sciences departments indicated 38 SLO's whose target was missed and for which improvements have planned and reassessments scheduled. These improvements range from small fixes, such as better emphasizing transformations from the parent functions in order to improve successful achievement rates in SLO 3 of Math 55, to significant department adjustments, such the English department realizing it needs to better communicate with and monitor the work of its adjuncts. All in all, every single one of the Liberal Arts and Sciences units (10 in all) identified SLO gaps in their operations and developed improvements to be reassessed.

Institutionally, the college continues to put a strong emphasis on SLO assessment. In 2012-13, the Student Learning Outcome Committee produced its second annual Comprehensive Assessment Report that is linked on the List of Documents page on the college's planning sub-web. A recommendation from ACCJC on more firmly tying outcomes to the planning process—particularly to resource allocation—led to a variety of improvements including changing the annual unit plan template to more completely capture the gap/improvement loop and changing the program review template to include a full report of program SLO's in the comprehensive review. As of October 1, 2013, an ongoing schedule of SLO assessments have been created for every class. All these improvements will assist LAS departments and units in continuing to make progress on this goal.

Goal 3: Improve Basic Skills Instruction

Comprehensively gather and analyze basic skills SLO and other performance data in Fall 2012 regarding the embedding of soft skills begun in Spring 2012; identify gaps; implement improvements.

Progress: Substantial progress has been made. While the SLO report referenced above was not completed, efforts in basic skills have focused more on transformative instead of incremental change. In English, a new lecture/lab class was written, English 42, that takes the place of English 40 and the second half of English 30 permitting students to accelerate readiness for English 70 by more flexibly focusing on the areas of improvement and skipping more lightly over skills they already have mastered. This course is being run for the first time in Fall 2013; additional sections are planned at both IWV and ESCC for Spring 2014. In math, a pilot project in Spring 2013 taught the concepts of Math 20 and 40 simultaneously with the goal of accelerating some Math 20 students directly to Math 50. Out of that section, 10 students were identified to move ahead, 4 students were enrolled in Math 50 this fall semester, and 1 student successfully completed Math 50 in the summer and enrolled in Math 55 in the fall. The results of their success rates in Math 50 will be determined at the end of the semester.

As far as improvement in performance measures, the following have been drawn from ODS queries, College in Review, and Achieving the Dream reports:

	2010-11			2011-12			2012-13		
	Math	English	Total	Math	English	Total	Math	English	Total
Sections	24	42	67	26	34	60	22	22	44
Retention	86.9%	81.6%	84.1%	89.7%	82.7%	86.5%	87.1%	80.7%	84.4%
Success	59.9%	47.8%	53.5%	60.5%	52.1%	56.6%	68.3%	50.8%	60.7%
Course Progression*	18.8%	15.1%	17.2%	13.3%	22.1%	16.9%			
Dev Sequence Comp**	28.4%	28.0%	28.2%						
Gateway Course Comp**	66.7%	56.4%	60.3%						

* 2-year cohort   ** 3-year cohort

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

Strategy 1: **Implement a first-week survey or practice designed to establish an immediate connection with students**

*1. College Strategic Objective(s) addressed:*1.1, 2.1

2. Action Plan: The survey or practice would be created in AY 2013-14 and be adaptable to a particular class or department needs. It will serve several functions, including 1) communicating to students that contact with faculty is directed, focused, and valued, and 2) generating whatever baseline of information is useful for department/section operation or planning.

3. Measure of Success: Survey or practice first implemented across the section in August 2014

4. Expected Completion Date: Implementation, August 2014; data gathering and analysis, October 2014; reimplementation, January 2015

5. Person Responsible: Vice President, Academic Affairs

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

1. College Strategic Objective(s) addressed: 1.1

2. Action Plan: The guidelines would establish criteria about appropriate introductory, 100-level, and 200-level writing expectations. It would guide not only decisions about reading and writing prerequisites but also determinations about the appropriate level of research support

3. Measure of Success: Guidelines established in writing; expectations communicated to all faculty, full and part-time; manual prepared for distribution to students

4. Expected Completion Date: May 2015

5. Person Responsible: Vice President, Academic Affairs

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: **Continue to scale up transformative change in basic skills**

1. College Strategic Objective(s) addressed: 1.1 and 1.2

2. Action Plan: develop and refine specific strategies to increase student achievement in basic skills classes: supplemental instruction, improved embedding of soft skills, modularized English success lab, faculty holding office hours in the LAC

3. Measure of Success: improved success and retention; improved course progression, developmental sequence completion, and gateway course completion

4. Expected Completion Date: May 2015

5. Person Responsible: Vice President, Academic Affairs

*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

Science: Labs at Bishop and Mammoth still require functional fume hoods and cold water in the eye wash. **If this has not been addressed, it is a safety issue, and must be so immediately.** As KRV gets renovated, the science department needs to be part of the conversation to ensure the facilities are adequate for physical science as well as biology labs. The same is said for any planned expansion to Tehachapi. For now, the facilities at Edwards Air Force Base are non-existent; science lab classes offered in the EK area are taught at California City High School.

Visual and Performing Arts: Both the program review and the last unit plan have mentioned the need for a digital lab. This would be to support the Associate in Arts in Studio Arts for Transfer degree. But the digital arts component is only an elective, and three computer labs elsewhere on campus are underutilized. For this academic year, a photo-quality printer was purchased to support one of the labs. As of right now, the need is met. Beyond that, the department has identified needs for a kiln vent system and lighting for the lecture center for the Music classes, which have now been restarted at the IWV campus.

b. Information Technology

Learning Support Success Centers: This unit has requested a variety of hardware, software and technology accessories: 1) hardware, two computers for the LAC at East Kern, 2) software, Kurzweil scan and read web version and GED software, and 3) accessories, flatbed twain scanner, noise cancelling headsets, and 2-computer VOIP microphone headsets. The need for two computers as well as the noise-cancelling headsets are predicated on a new location, which may happen if the college commits in 2014-15 to establishing a center at Tehachapi; a baseline facility will be needed for learning support services. The Kurzweil scan and read and the scanner are designed to save time and staff resources by reading the tests directly to students; while an efficiency-gainer, usage statistics (for example, the number of students with verified learning disabilities requiring tests to be read to them) is not provided. The GED software is predicated on Adult Education possibly coming to the community colleges, but even if it did, it would not be until at least Fall 2015. Bottom line, none of these technology requests are core. If the college moves aggressively to start a full-service outreach at Tehachapi, then reassessment is needed.

Library: Laptop checkout is one of the most popular services offered by the library. Tablets increase the options and modes for learning to occur. Priority is a 2—the tablets address the department's AUO's but are a nice to have to increase options.

c. Marketing

Marketing is specifically identified in both the Kinesiology and the Art program reviews as a way to promote the departments' new transfer degrees. But in reality ALL the transfer degrees ought to be marketed—those that are available at the physical locations as well as those available online. The degrees themselves are part of a larger PR campaign at the state level (http://adegreewithaguarantee.com/), so the local marketing effort might get some mileage off that:

Administration of Justice (CTE)
Business Administration (CTE)
English
Child Development (CTE)
Computer Science (CTE)
Kinesiology
Mathematics
Psychology
Studio Arts

Secondly, the section's partnerships and outreach efforts can and should continue to be kept in front of our local communities—for example, efforts in the area of science, art, music, honors, and phi theta kappa.

d. Professional Development

While no professional development was specifically identified in any of the unit plans, the Liberal Arts and Sciences section has an ongoing need for training in best online pedagogies, particularly those that increase student engagement. In general, the section has a continual need for professional development in the following areas, particularly with the advent of Achieving the Dream:

Best practices in online pedagogies
Best practices in student engagement (online and onsite)
Current policies and practices
Cultural awareness training
Best practices in learning outcomes design and assessment
Strategies for enhanced data gathering (chairs)

e. Staffing

New faculty members have been requested in art, biology, and library. A new faculty prioritization process was implemented this year that called for a scoring of positions by a group composed of the AS executive committee and the two college vice presidents, instead of a voting by the entire Academic Senate as in the past. The result was that Biology was identified as a clear first choice and need, the remaining positions (including Child Development, Nursing, and Paralegal from the CTE section) with the remaining positions all ranged underneath.

Learning Success Support Centers: A number of staffing positions have been requested by the LAC as part of their goal to maintain equitable services college-wide. In this category goes enhanced student tutoring hours at ESCC, which money should definitely be reserved for (approx. $9000). At this point, all services at East Kern (identified with CE location code) should be on hold until the college determines what its needs are at Edwards and Tehachapi.

One request for the Learning Success Support Centers that should get due consideration is to increase the current Learning Center Technician from 10 months a year to a full 12. The reason for that is….

Finally, it is time for the section to put forward a request for a Dean of Liberal Arts and Sciences. With all of the diverse areas in this section—instructional departments, library, basic skills, learning centers, 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, and the fostering of outreach. 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 leadership 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. 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. Porterville College, after having had a dean/vice-president arrangement similar to what we have now, recently went to a two-dean structure and view it as a great success.

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.**

The section is asking for a dean of instruction (job description same district-wide):

Definition

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. total

Division of Liberal Arts and Sciences:
    7 departments
    30 disciplines
    31 full-time faculty members
    approx. 55 part-time faculty members per semester
    5 classified staff
    9 degrees
    5 other instructional programs (basic skills, honors, 3 general ed patterns)
    2 operational programs (library, learning centers)
    1850 FTES (2012-13), 63% of college total
    130 FTEF (2013-13), 64% of college total
    14.2 avg. section productivity
    83.0% avg. section retention
    65.8% 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)

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 *one*): G = General Fund, O = Other	
								G	O

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.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

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 *one*): G = General Fund, O = Other	
							G	O

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 *one*): G = General Fund, O = Other	
							G	O

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 _one_): G = General Fund, O = Other	
							G	**O**

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 _one_): G = General Fund, O = Other	
							G	**O**

STEP 5: ATTACH COMPLETED WORKSHEETS FOR SECTION-LEVEL BUDGETS