

Academic Affairs Department
Annual Division Plan for Academic Year 2016-2017
February 2016

Review And Planning

Performance and Equity Gaps Still to be Addressed

Career and Technical Education (CTE):

1. Although not identified in the section plan, when it comes to access, CTE demonstrates a gender equity gap that is split along department lines: Allied Health, Child Development, and Business/Information Technology show much higher female enrollment than male enrollment; Industrial Arts and Public Services show much higher male enrollment than female.
2. Although not identified in the section plan, when it comes to success, an equity gap shows African American, Native American, and (in some departments), Hispanic/Latino students not performing as well as other ethnic groups.

Distance Education (DE):

1. Marketing segmentation has revealed a gender equity gap specific to online enrollment: female students are more likely to sign up for and succeed in online classes than their male counterparts.
2. Operationally, it has been known for some time the student services provided to online students is not equitable in substance to those provided to onground students: far fewer students who attend online complete all four matriculation elements than those onground, for instance.
3. Equity data needs to be made available by campus

East Kern (EK):

1. Students aged 20-29 and those over 40 fall short of meeting all matriculation milestones.
2. Although not directly addressed in the section plan, it is necessary, as Tehachapi grows, to scale up learning support services such as library, tutoring, and proctoring.
3. Equity data needs to be made available by campus

Eastern Sierra College Center (ESCC):

1. ESCC is not able to meet student demand for student services like EOPS, DSPS, financial aid, and veterans' services
2. ESCC has a need for landscaping services periodically throughout the year to remove weeds at the Bishop campus
3. ESCC's LAC adjunct faculty is funded by general funds for only eight hours per week per campus location
4. Equity data needs to be made available by campus

Letters and Sciences (LAS):

1. In terms of access, Letters and Sciences serves disproportionately fewer male students than female students; and disproportionately fewer African-American and American Indian students than their percentage of the general population
2. In terms of success, Letters and Sciences shows equity gaps for African Americans, American Indians, and socioeconomically disadvantaged students
3. Program reviews completed in 2015-16 show that the Honors program must provide better opportunities for non-IWV students to enter into, complete, and graduate from the program; they also show the Engineering program must be completely revised if it is continue to be offered.
4. Letters and Sciences is at 68% of courses with ongoing SLO assessments--this number needs to come up to 85% by the end of 2015-16 and 95% by 2017-2018.

Kern River Valley Outreach (KRV):

1. ODS data reveals that 83% of the total student population at KRV receives financial aid, compared to 39.6% at IWV; this suggests that KRV's students are disproportionately impacted by the same student equity issues that afflict all

- socioeconomically disadvantaged students: access and success.
- Equity data needs to be made available by campus

Progress Made on Prior Year Initiatives

Increase Student Success

1. Improve Course Success: Implement common writing expectations across Letters and Sciences sections. **In progress.** This goal was discussed in 2015-16 and morphed into a broader goal about the level of writing rigor and library research capacity for 100- and 200-level courses. Expectations have not been drafted; discussion in CIC is ongoing.
2. Improve remedial sequence completion: Scale up transformative change in basic skills: modularization and supplemental instruction. **Completed.** Modularization was tried and, as explained more thoroughly in the Letters and Sciences section plan, eventually abandoned. Supplemental instruction was also tried and immediately encountered difficulties; it remains in practice by the English department through this year at least; results have been mixed. In the meantime, success rates for English and math remedial classes were up in 2014-2015: 3.2 percentage points in English and 0.4 percentage points in math.
3. Improve Milestone Completion:
 1. The success of this goal was not addressed in the CTE's section plan. Class-to-Career guidelines and expectations drafted and program implemented across all CTE sections. **Completed.** Although not offered in all CTE sections, Class-to-Careers is now in its third semester and all of its materials completed and refined.
 2. The success of this goal was not addressed in the CTE's section plan. Procedures for employment tracking developed. Not attempted. No progress appears to have been made on this strategy.
 3. Implement first-week practice of establishing connections with students. **In progress.** Like the writing expectations, this goal morphed into a broader approach in context of student equity: better serving a student's initial experience with the college. The Art department has implemented this practice; other departments are following suit in 2015-2016.
 4. Increase number of students fully matriculated. The success of this goal was not addressed in the East Kern section plan.

Provide a Quality Learning Environment

1. Increase the number of faculty using rich media in online courses. **Completed.** According to the Distance Education section plan, the department developed an astonishing 129 videos, supporting more than 16 faculty and staff in their media production. Success and retention in online classes were dramatically improved: up 2.5 percentage points in retention and 4.1 percentage points in success.
2. Enhance and improved ESCC facilities. **Completed.** A (long) list of enhanced and improved facilities can be found on the ESCC section plan.
3. Enrich the student experience at KRV. **Completed.** The following areas have received focused student attention at KRV: financial aid, matriculation steps, learning resource center services, and Grad Guru. Attrition was considerably reduced from 2013-14 to 2014-15: down from 135 students (9.7% of total) to 89 (6.8%).

Respond to Community Needs

1. Improve recruitment through more effective marketing for all sections. **Completed.** As this was an aggregate goal addressed by multiple sections, please see the different section plans for separate reports on the success of the initiative. The following campuses saw a rise in enrollments from 2013-14 to 2014-15: ESCC Bishop, East Kern, and Main Campus. The following campuses saw a decrease: ESCC Mammoth, KRV, and CC-Online. High school yield went down from 26% to 24%. Adult participation rate went down from 93.8 to 89.5.
2. Increase opportunities for high school students to receive college credits for all sections. **Completed.** Although the numbers won't show it for 2014-2015, most of the work for expanding credit options for students in high school took place during the year but will bear fruit in 2015-2016: dual enrollment classes expanded dramatically in East Kern in 2015-16, from 2 to 22 sections. Dual enrollment classes have begun for the first time at Kern Valley HS. Classes are prepared to start at Burroughs. And MOU's have been signed in the Eastern Sierra area.
3. Expand course offerings to Tehachapi area. **Completed.** Sections in Tehachapi went from 0 in 2013-14 to 10 in 2014-15. FTES went from 0 to 14.2. The beginnings of an evening general education curriculum were established, as well as the securing of a dedicated facility and the hiring of permanent staff. The implementation of a full-time director was pursued in 2014-15 and completed in 2015-16.
4. Increased number of degrees and certificates offered at ESCC. **Completed.** in the 2014-15 year, pathways for six certificate and degree programs were fully established.

Operate at the Level of Sustainable Continuous Quality Improvement

1. Expand training opportunities in distance education. **Completed.** Several training projects were implemented in distance education as detailed in the Distance Ed section plan. One result was an 81.0% retention rate for CC-Online in Fall 2015, the highest fall rate going back six years.
2. Establish consistent data gathering for tutoring college-wide. **Completed.** While not actually finished in 2014-2015, what was completed was the hiring of a full-time LAC Coordinator, who promptly came on and implemented SARS tracking at all campus locations with an LAC; this has dramatically improved the college's ability to get consistent data college-wide.
3. Achieve SCQI level of student learning outcomes assessment. **In Progress.** Sigh. As explained in the Letters and Sciences section plan, the year 2015-15 saw a set-back in SLO assessment. While more and more courses have been assessed, ACCJC changed its official definition of the denominator, which resulted in an official slippage from 77.8% to 68.4%. With more cleaning up of the catalog and with even more courses assessed, Academic Affairs is targeting March 3 2016, for an 85% level and October 3 2016, for a 95% level.

Initiatives for Next Academic Year

Maximize Student Success

Action Plan:

1. Enhance student support services to online students (DE)
2. Increase number and percentage of fully matriculated students at ESCC (ESCC)
3. Increase number of transfer-ready students at ESCC (ESCC)
4. Improve basic skills instruction (LAS)

Measure of Success:

1. Variety of success measures attained for enhancing student support services to online students as detailed in the Distance Ed section plan (DE)
2. Increased number and percentage of students completing all four matriculation components from Fall 2015 to Fall 2017 (late measure, ESCC)
3. Increased number and percentage of students who are transfer ready will increase from Fall 2016 to Fall 2017
4. Improved success rates in English and math basic skills courses across the college (LAS)

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Goal 1: Maximize Student Success

Advance Student Equity

Action Plan:

1. Implement student equity interventions as detailed in the LAS section plan (LAS)

Measure of Success:

1. Variety of success measures attained to implement student equity interventions as detailed in the LAS section plan (LAS)

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Goal 2: Advance Student Equity

Ensure Student Access

Action Plan:

1. Increase the number of educational pathways with high schools in the CC service area (CTE)
2. Develop multimedia and interactive content for college website (DE)
3. Expand dual-enrollment and concurrent enrollment in East Kern (EK)
4. Grow and expand course offerings in East Kern (EK)
5. Improve Letters and Sciences presence in Tehachapi (LAS)
6. Dual enrollment expansion at KRV (KRV)

Measure of Success:

1. One or more educational pathways with local high schools will be developed and courses offered (CTE)
2. At least 20 media and/or interactive media productions will be created for college website (DE)
3. Increased number of dual-enrollment courses offered; increased number of students concurrently enrolled in East Kern area (EK)
4. Increased FTES in East Kern (EK)
5. Basic LRC developed to provide tutoring, proctoring, and library resources; one room furnished to run science and art classes (LAS)
6. Increased number of dual-enrollment classes offered in the KRV area (KRV)

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Goal 3: Ensure Student Access

Enhance Community Connections

Action Plan:

1. Increase the Number of CTE Educational Programs/Degrees/Certificates opportunities at Cerro Coso Community College (CTE)
2. Develop apprenticeship opportunities for CC students directly into the workforce (CTE)

Measure of Success:

1. One or more CTE programs responding to local industry will be approved for delivery (CTE)
2. One or more apprenticeship opportunities will be developed in the CC service area (CTE)

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Goal 4: Enhance Community Connections

Strengthen Organizational Effectiveness

Action Plan:

1. Develop and disseminate college copyright and fair use guidelines (DE)
2. Prepare faculty to teach courses as part of the Online Education Initiative (LAS)
3. Oversee a successful beginning to the KRV remodel project (KRV)

Measure of Success:

1. A handbook of copyright and fair use guidelines will be produced (DE)
2. Variety of measures attained to prepare faculty to teach courses as part of OEI as detailed in the LAS section plan (LAS)
3. Swing space identified; courses and instruction successfully shifted to alternate venue(s) for Spring 2017 semester

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Goal 5: Strengthen Organizational Effectiveness

Resource Needs

Facilities

CTE - The CTE dean supported additional storage for Allied Health; modernization to the Oxyacetylene lab; and various upgrades for public services (firing range and storage for trailer and squad cars). These are all supported at the division level but only with alternate funding (CTE enhancement, VTEA).

DE - Supported: the software and headphone requests for IWV and the new classified position if it approved. Not supported: laptop for the (two) full-time faculty members at KRV.

EK - Supported: locking cabinets for files and reserve texts (\$1800); perhaps instructional equipment monies can pay for the LRC cabinet.

ESCC - Supported: All requests in the "Safety and Compliance" section. All other items to be monitored for need.

LAS - Supported: indicated in section plan. Not supported: indicated in section plan.

KRV - Supported: rental agreement increase (item 1), new KRV furniture (2, perhaps specialized art/science furniture could be paid out of Instructional Equipment fund), KV High School swing space expenses (3), and vacuum (4).

Information Technology

CTE - The CTE dean supported requests for software in CIS-Business, but it is not clear how or why programs that are 100% online—like most in the CIS Business area—require installation of software on college labs.

EK - Supported: two additional computers at Tehachapi to outfit the LRC, media cart, and 2 telephones. (The media cart has already been addressed.)

ESCC - Supported: electrical wiring and mounts for projector at Bishop, stands, and wireless display adaptors. Not supported: document cameras

LAS - Supported: indicated in section plan. Not supported: indicated in section plan.

Marketing

CTE - Intensive print and/or online marketing is needed for all CTE programs. However, it is important to note that these marketing efforts must be carefully planned. As marketing essentially involves issues of access, and as access demonstrates student equity gaps in many CTE programs, it's possible that student equity monies can be used to offset some of the marketing costs.

DE - Supported : all DE marketing strategies and activities developed in the conjunction with the PIO and written down in the online marketing plan

EK - Supported: billboard, movie theater advertisement, and banners (\$12,200)

ESCC - Supported: all marketing requests

LAS - Supported: indicated in section plan. Not supported: indicated in section plan.

KRV - Supported: all marketing requests

Professional Development

CTE - Two types of professional development needed in the CTE area. The first is ongoing training for currency, to be paid for out of VTEA; this is professional development that faculty generally elect to participate in. The second is training that helps faculty address college-important goals, such as developing outreach skills or strategies for addressing equity gaps. Both are required and must be in evidence in any annual professional development plan.

DE - Supported: DE staff presenting at another state or national conference in 2016-2017; resources for training faculty in Canvas (Letters and Sciences goal); the ITC memberships. Not supported: an annual budget for summer training for faculty teaching their first online course.

EK - Supported: management development. Not supported: DiSC training.

ESCC - Not supported: compensation for adjunct faculty to attend professional development UNLESS appropriate alternate funding (such as SSSP or student equity) can be identified.

LAS - Supported: indicated in section plan. Not supported: indicated in section plan.

KRV - Supported: management development. Not supported: DiSC training.

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

None

Location:

Justification:

2000 Category - Classified Staff

None

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: