Letters and Science Department
Annual Section Plan for Academic Year 2017-2018
November 2016

Description Of Section

Mission/Connection to College Mission

The Letters 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 Letters and Sciences section is committed to both traditional and distance delivery.

Instructional departments:

- English and Foreign Languages
- Kinesiology and Health Science
- Learning Resource Center
- Mathematics
- Science and Engineering
- Social Sciences
- Visual and Performing Arts

Learning Support units:

- Basic Skills
- Honors

Programs, primary responsibility:

- Anthropology for Transfer
- Art History for Transfer
- 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)

Review And Planning

Performance and Equity Gaps Still to be Addressed

Equity

Access

When it comes to gender, the Letters and Sciences area is consistent with the college as a whole in serving more female than male students. The college altogether serves 62% female to 38% male. Of the disciplines in the LAS area with at least 100 students served, the span ranges from 51% female to 49% male in Economics up to 69% female to 30% male in Biology. It is very likely that the gap overall is caused by the relatively large number of online courses offered in LAS, which historically show 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 itself, the STEM disciplines show the lowest enrollments of these ethnic groups--generally 1-3%--while the social sciences and humanities tend to show higher.

Success

The disaggregated course completion data for the Letters 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 Letters and Sciences. Numbers are small, however, so caution is needed when looking at these numbers to judge the exact size of the gap.

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 due in 2016 have been completed:

- Learning Assistance Center
- Mathematics

For the learning assistance center, the greatest gaps continue to be operational in nature. With the hire of the Learning Assistance Center Coordinator in 2015, the department is now addressing some of the inadequacies in data collection and departmental progress. Identified areas for improvement are providing tutoring online, providing a mechanism for referral online, refashioning ofSLO's andSLO assessment instruments, developing equitable math and writing labs across the service area, marketing, and implementing consistent data sets.

For math, the department is looking to implement changes to improve the AS-T Math Degree: 1) design an online delivery of Differential Equations course in the program, 2) attract more students into the program and track the progress of those students in order to increase the number of completers of the degree, 3) draw more math majors from KRV, ESCC and the Tehachapi area by putting prerequisite courses to the math program in the curriculum at those sites as feasible, and 4) being that this was the first time this program has been reviewed, improve the student learning and program learning outcome assessment process.

The following program review was due in 2016 but has not been completed

- General Sciences (currently through a second reading at the committee at the time of the filing of this plan but not revised or submitted to Senate and College Council)

SLO Assessments

The year 2015-16 saw increases in SLO assessments--although not as much as the area had hoped. As stated in last year's plan: "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." The irony is that English is the one department that made significant progress on assessments in 2015-16, jumping more than 16 percentage points from 62% to almost 79%. Other departments have signaled that they have

completed first-time assessments but have not had the time to log them into the SLO Moodle.

Discipline/Department	Assessments Archived	Courses Actively Offered	
ASL	1	2	
English/ENSL	20	24	
French	1	1	
Latin	4	4	
Spanish	3	6	
Speech	1	1	
English SUM	**30**	**38**	**78.95%**
Library	1	1	
Library SUM	**1**	**1**	**100%**
Mathematics	15	16	
Mathematics SUM	**15**	**16**	**93.75%**
Health Science	1	1	
Kinesiology	20	25	
Kinesiology SUM	**21**	**26**	**80.77%**
Biology	9	14	
Chemistry	7	7	
Engineering	2	2	
Geography	1	2	
Geology	0	1	
Physical Science	3	8	
Physics	3	3	
Science SUM	**25**	**37**	**67.57%**
Anthropology	4	4	
Economics	3	3	
History	7	10	
Philosophy	2	4	
Political Science	2	4	
Psychology	6	8	
Sociology	4	4	
Social Sciences SUM	**28**	**37**	**75.68%**
Art	9	13	
Music	6	8	
Visual and Perf Arts SUM	**15**	**21**	**71.43%**
TOTAL SUM	*138*	*179*	*77.09%*

Progress Made on Prior Year Initiatives

Improve Basic Skills Instruction

LAC Coordinator. The major progress made on this initiative was successfully bringing on the new LAC Coordinator. This position has not only hit the ground running in terms of focusing efforts on updating and modernizing the LAC's approach to learning support, but has moved to plug gaps in a number of operational areas such as data collection, equitability among sites, and process streamlining. An LAC program review was completed as well, insightfully identifying gaps and clearly setting forth goals for the next five years. As of the 2016-17 academic year, this position will also be the faculty lead for basic skills instruction. One improvement already made has been to reconstitute the basic skills committee (as a sub-group of the Student Success and Support Council), which is now meeting regularly.

Supplemental Instruction. Over the past year, Supplemental Instruction has not proved to be a successful intervention for basic skills success rates. Basic skills has made the decision to move to a math and writing lab model to support basic skills.

Math and Writing Labs. Mixed results here. Writing and math labs were implemented at IWV in the Fall 2015 semester, though made up of teaching faculty instead of student tutors. The labs were expanded to ESCC and KRV in the spring 2016 semester and hours increased at IWV in both the spring semester and then again in the fall. The labs are currently running at pretty close to full capacity. Although the labs have shown to be quite valuable for students, they have not shown to be particularly well attended by the target population, basic skills students. Discussion is underway in the basic skills committee about strategies for increasing student usage of the service.

Begin Targeted Outreach for LAS Programs

Targeted outreach at a section level was not attempted in 2015-16, but the VP/Dean has plans to meet with the Public Relations Manager to develop a Transfer Program brochure, as well as marketing materials for the college's growing number of ADT's.

Initiatives for Next Academic Year

Improve Basic Skills Instruction

Action Plan:

1. Pending investigation of best practices in Spring 2017, eliminate basic skills courses in English and Math 50 and below and establish co-requisite courses in the college-level and transfer-level courses; adjust placement as necessary.
2. Provide professional development opportunities for faculty and LAC coordinator, with the focus on best practices for basic skills instruction, tutoring and tutoring center management, student equity, faculty leadership, and the development and use of educational resources.
3. Improve effectiveness and usage the math and writing labs for basic skills students.
4. Implement math and writing labs online.

Measure of Success:

Lead measures:

1. Implementation of online writing and math labs
2. Removal of basic skills math and writing courses from the Fall 2018 schedule; successful scheduling of co-requisite courses
3. Identification of English and math instructors to teach the co-requisite sections; training in best practices

Lag measures:

1. Benchmarking of success rates for students placed into co-requisite classes
2. Comparison of prior CCCCO Remedial Scorecard rates with success rates of students taking the co-requisite class to determine improvement in the rate of those successfully completing a college-level course within six years (target)

Person Responsible:

Dean, Letters and Sciences

It <u>directly</u> addresses a college Strategic Goal or Objective

Goal 1.2.2: Improve basic skills achievement

Each LAS department will adopt at least one of the college-wide Student Success Factor initiatives

Action Plan:

For 2017-2018, the SSSP Committee is creating college-wide initiatives based on the RP Group's Six Student Success Factors. These initiatives will be based on two of the factors (to be determined) and will come ready-made with action plans, measures of success, persons responsible, timelines, and lead and lag measures.

1. Each department will adopt at least one initiative of at least one of the factors and deploy it as comprehensively as possible throughout the curriculum.

Measure of Success:

1. Measures of Success will depend on the initiative and the factor as provided by the SSSP committee

Person Responsible:

Vice President, Instruction

Other

Benefits depend on the factor and the initiatives adopted by individual departments. Benefits are broadly related to student success but may have milestone, engagement, community connection, and/or equity implications.

Grow capacity to offer general education courses for all campus locations in the East Kern area

Action Plan:

1. Establish long-term schedules for each campus location in the East Kern area, including Tehachapi, the Greater East Kern Area, Cal City Prison, and Tehachapi prison
2. Determine gaps in faculty resources, facilities, information technology, equipment, and staffing to serve the needs of the long-term schedules
3. Move to hire full-time faculty and/or staff, identify adjunct faculty, address facilities issues, and purchase IT and equipment needs as needed
4. Establish "succession plans" to ensure continuity of offerings especially for faculty teaching in the prisons

Measure of Success:

Lead measure:

1. Gaps addressed so that course offerings can adhere to long-term schedules

Lag measure:

1. Improved program completion rates throughout East Kern

Person Responsible:

Vice President, Instruction

It <u>directly</u> addresses a college Strategic Goal or Objective

1.1 Increase Completion

3.1 Grow enrollments

Resource Needs

Facilities

Kinesiology and Health Science

1. Repair/refurbishing college track, **supported**, no $ amount identified, Measure J funded?
2. Tennis court resurfacing, **supported**, no $ amount identified, Measure J funded?
3. Make all areas of gym complex ADA accessible, **supported**, no $ amount identified, Measure J funded?

4. Repair/replace gym bleachers, **supported**, no $ amount identified, Measure J funded?
5. Create outdoor fitness center/yard, not supported -- no specific tie back to department courses, programs, or growth goals, no $ amount identified

Learning Assistance Center

1. Partitioned space (3-desk) for students to take exams without an appointment, not supported at this time

Library

1. One-time purchase of bulk security-strips (IWV), **supported**, $2150
2. Locking cabinet for reserve texts (KRV), **supported**, $1200

Mathematics

1. Whiteboards for the math lecture room and for the tutoring center, **supported**, $1,000, instructional equipment funded?

Science and Engineering

1. Modular building for the duration of the main building construction project, not supported unless project collapses and timeline becomes indefinite.

Information Technology

Kinesiology and Health Science

1. Upgrading of PE 405 to smart classroom, **supported**, no $ amount identified, Measure J funded?
2. Installation of audiovisual capability in fitness classrooms (tv's/monitors, internet/video access, etc.) **supported**, no $ amount identified, Measure J funded?
3. Upgraded speakers/stereo systems for aerobics and dance classroom, **supported**, no $ amount identified, Measure J funded?

Learning Assistance Center

1. 3 new computers for online proctoring, **supported**, no $ amount identified
2. 3 noise cancelling headphones for proctoring stations, **supported**, no $ amount identified
3. 2 barcode scaqnners for SARS kiosks, **supported**, no $ amount identified
4. Laptop for LAC coordinator, **supported but as a replacement to the faculty member's current desktop**, no $ amount identified

Library

1. SARS kiosk outside LRC 631 for collecting data on library instruction, **supported**, no $ amount identified
2. barcode reader for kiosk, **supported**, $50
3. movable computer stand for kiosk, **supported**, no $ amount identified
4. 2 noise-cancelling headphones for library patrons with disabilities, **supported**, $200

Mathematics

1. Upgrading KRV math lecture room to smart classroom, **supported**, $10,000, instructional equipment funded?

Science and Engineering

1. Replacement of 25 laptops in laptop cart, **supported**, no $ amount identified, instructional equipment fund?

Visual and Performing Arts

1. Replacement of wall-mounted monitor in 2-D lab (WW101) with screen and projector system, **supported**, no $ amount identified.

Marketing

Overall, the Letters and Sciences section continues to need exposure for transfer programs offered online and onsite by the college. Suggestions include the development of a targeted brochure that combines LAS degrees with information about the honors program. The departments identifying the need for this outreach in their plans specifically include English, Kinesiology, Math, and Social Science. **Supported**, no $ amount identified.

Honors

Ideas needed about reaching high school students and parents directly or indirectly, **supported**, no $ amount identified.

Professional Development

As always, the Letters and Sciences area needs professional development in all teaching and learning initiatives being undertaken by the college, such as basic skills, student equity, student success, active shooter, emergency preparedness, title IX compliance.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Anthropology/Sociology, Biology, English, Math

Location:

College-wide

Justification:

The Letters and Sciences section supports all faculty requests in its unit plans: Anthropology/Sociology (Tehachapi), Biology (ESCC), English (ESCC), and Math (Tehachapi)

2000 Category - Classified Staff