

Letters and Science Department ASP for Academic Year 2020-2021

November 2019

Description Of Section

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
- 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)
- Computer Information Systems (math)
- Human Services (English, psychology, speech)
- Industrial Technology (English)
- Vocational Nursing (biology, information competency, psychology)

Review And Planning

Performance and Equity Gaps Still to be Addressed

Access

Collaboration between faculty chairs, administration, and department faculty has reviewed gaps in gender, ethnicity, and socio-economics. Identified barriers to education in LaS at Cerro Coso continue to be financial insecurity and preparation for college level education. Each department has continued to implement strategies for student success that were identified through an inquiry process, and has worked to implement low cost options for student textbooks.

Overall, LaS saw the greatest number of enrollments in the last five years and the highest retention and success of 88.1% and 74.8% respectively. The enrollment growth is largely attributed to our East Kern growth of a factor of 10 over the last five years and a 30% increase from the previous year. Online, Bishop, Mammoth, and KRV campuses have remained mostly the same over the last five years. The IWW campus has seen a 30% decrease over the last five years with the past year being the first time that the student head count dropped below 1000. This data has been the focus of efforts to determine what changes need to be made to stop the decline at the main campus.

Retention and Success

The disaggregated course completion data for the LaS section was observed through the new Tableau platform and was analyzed as a whole LaS division, as just the IWW campus, and as each department. To identify gaps, differences of 5% or more from the sample's overall retention and success percentages were used. For all of LaS, the age group of 20-24 had a success rate of 5.1% lower than the overall. The other two gaps were for Economically Disadvantaged and DSPS students with 10.1% and 10.5% lower success rates respectively. Economically Disadvantaged students also had 5.4% lower retention rate, which was the only retention rate gap identified for LaS. It is important to note that this was the first time that there was disaggregated data for Economically Disadvantaged students and the data validates what could only be opinion in the past.

For the IWW campus, again Economically Disadvantaged and DSPS students had success gaps. Additionally, there was a retention gap for the age group 40-49, and success gaps for Latino and African American students.

Annual Planning: Actions Taken

Improve Basic Skills Instruction

Initiative would be more accurately described as "Evolve Basic Skills Supports." It is still in progress to determine if we did indeed improve Basic Skills instruction with the changes that were required per AB 705.

As of this fall 2019, students are no longer placed in math or English classes below transfer level. Therefore, we did eliminate the English and math C040 classes. Instead of co-requisite classes for one level below transfer, we built concurrent support for transfer level courses:

- The math department embedded tutors to support Math C141 students. Initial faculty feedback is not positive on this.
- The Math C121 class was changed from a 4 unit lecture course to a 3 unit lecture and 1 unit lab. This effectively increased the student contact hours and the instructor load without increasing the cost for students. Initial observations indicate a lack of consistent delivery of the extra lab time built into the class.
- The English department created an ENGL C101S class that is a 2 unit lecture course. It was intended to provide just-in-time remediation for students who chose to enroll in the class simultaneously with ENGL C101. At the IWW campus, there were a total of 13 students who enrolled in the support class. At ESCC there were almost 4 times as many students. With such low numbers it will be difficult to determine the effectiveness of the class, and it will be necessary to attempt to determine why the enrollment was so low.

We offered to send instructors to CAP workshops. Some of these workshops were canceled. There were breakout sessions offered through lunch and learn and Flex days that focused on the use of educational resources and equity, although not all attended the sessions.

Math and writing labs online have increased in usage as did the onground usage at IWW.

Support Guided Pathways by working to minimize financial barriers for students

Through efforts of the library, more than 100 sections during the last two terms have been offered with low to zero cost textbook options. We were awarded a second round OER implantation grant and continue to work to increase the use of low cost text book options. At this time, little progress was made on building a Z-degree pathway.

Grow capacity to offer general education courses for all campus locations

Progress on the long term schedule has been significant with program pathways being defined for all six transfer degrees. As final changes are being made to the complete long term schedule, we working with CTE and the Office of Instruction to determine the best formats and location to house an official version of the long term schedule. In the spring of 2018 we hired a full-time math instructor for Tehachapi and East Kern; a full-time math instructor for IWV, and a full-time psychology/human services instructor for East Kern. In the spring of 2019 we hired a full-time art instructor for Tehachapi and East Kern, and a full-time art instructor for IWV. We have also worked to establish more efficient and accurate procedures for hiring adjunct instructors who can meet the needs of East Kern and ESCC.

Increase support and inclusion of adjunct faculty

A one-page hard copy welcome letter was developed and mailed to each adjunct faculty member before the start of the last three terms. Each letter was personalized and included 5 actions items with timelines for the adjunct faculty to complete. The unsolicited feedback on this effort was extremely positive from the adjuncts faculty and faculty chair. Before each subsequent mailing, the letter content has been reviewed by faculty chairs and updates were made. This letter has also been shared with and used by CTE and Counseling. The Adjunct Faculty Handbook has been updated twice and was emailed to the adjunct faculty in coordination with the welcome letter. Faculty 411 has continued to be updated and also included as a link with the attached Handbook.

Initiatives for Next Academic Year

Guided Pathways / AB705

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Complete transfer pathways and create how they will be communicated through the website and hard copy marketing material.
2. Evaluate the implementation of ENGL C1010S
3. Evaluate the implementation of MATH C121

Lead Measure of Success:

1. drafts of the pathway visualizations completed by the end of Fall 2020.
2. ENGL C101, ENGL C101S, and MATH C121 enrollment, retention, and success numbers for 201970, 20230, 20250 will be prepared and disaggregated by September 2020.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. Final versions of pathways deployed to the Outreach office and the college website by March 2021.
2. Determination of changes or improvements needed by October 2020 and implemented by December 2020.

Person Responsible:

Dean of Letters and Sciences, Faculty Chairs, English and Math Departments

It addresses a gap in outcomes assessment

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Enrollment Management practices for IWV

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

This will be a two prong approach.

1. Refine schedule building practices to minimize conflicts, increase transparency, and meet student needs.
2. Improve and increase marketing efforts to attract students to take classes at IWV.

Lead Measure of Success:

1. Meeting schedule preparation time line as defined by the Office of Instruction.
2. Increase the number of people providing input to the building process.
3. Draft marketing material for each department.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. A consistent practice is established for building the schedule.
2. An increase in enrollment at IWV.
3. Deployment of marketing materials to the Outreach Office, service area high schools, and the college website.

Person Responsible:

Dean of Letters and Sciences, Faculty Chairs, PIO

It addresses a gap in outcomes assessment

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

Increase support and inclusion of adjunct faculty

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Work to increase participation in flex day opportunities.
2. Continue to refine communication prior to start of term.
3. Work to improve understanding of SLOs, building syllabi, and classroom management.
4. Continue to refine the Adjunct Faculty Handbook.

Lead Measure of Success:

1. Attendance at fall flex day.
2. Collaboration with faculty chairs concerning welcome letters and emails prior to start of term.
3. Revision of the Adjunct Handbook each year.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Person Responsible:

Dean of Letters and Sciences, Faculty Chairs

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

Grow capacity in offering of general education courses and transfer degrees

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Determine gaps in faculty resources, facilities, information technology, equipment, and staffing to serve the needs of the long-term schedules.

2. Move to hire full-time faculty and/or staff, identify adjunct faculty, address facilities issues, and purchase IT and equipment needs as needed.
3. Establish "succession plans" to ensure continuity of offerings especially for faculty teaching in the prisons.

Lead Measure of Success:

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

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. Increases in completion rates.

Person Responsible:

Dean of Letters and Sciences

It addresses a gap in outcomes assessment

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 5: Strengthen Organizational Effectiveness

Resource Needs

Facilities

Kinesiology and Health Science

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

Visual and Performing Arts

1. Install adjustable shades over windows in instructional spaces, **supported again**, \$ 1000
2. Repair disability access exterior doors to the building so that they operate as expected, **supported again**, no \$ amount identified
3. To accommodate all teaching modalities of the Studio Arts and Art History transfer degrees at TEC, two class spaces are needed, one for ceramics and sculpture and one for painting, drawing, and lecture. Both spaces need appropriate equipment to support instruction, **supported**, no \$ amount identified

Science

1. The emergency gas shutoff in MB 331 must be repaired, **supported**, no \$ amount identified

2. Exhaust in chemical storage cabinets needs to be improved, **supported**, no \$ amount identified
3. More shelving needs to be installed in the chemical storage area to prevent stacking of materials, **supported**, no \$ amount identified
4. The glassware dishwasher is inoperable and needs to be replaced, **supported**, \$ 12000
5. An on/off switch for compressed air and vacuum pump needs to be installed in the science prep area so that they only operated when needed to prevent unnecessary vibration and noise during instruction due to mounting location of equipment directly above the instruction spaces, **supported**, no \$ amount identified
6. A dedicated washer and dryer for lab coats in the science area. Possible locations for installation have been identified. **supported**, \$1500
7. The storage sheds at the college observatory require new flooring. **supported**, no \$ amount identified
8. The Autoclave requires a 220V plug on the wall directly behind it to end the need to have a cord across the floor when using the equipment. **supported**, estimated \$800
9. One of the observatory domes came off its track when a bracket broke. This requires repair before students can again safely use that telescope. **supported**, no \$ amount identified

Learning Assistance Center

1. Reduce number of computers and computer pods on second floor of LRC to 30 computers, **supported**, no \$ amount identified
2. Increase open desk space with access to power, some single usage spaces and some collaborative spaces, **supported**, no \$ amount identified
3. Add "talk wall" to southwest wall of LRC 2nd floor along with active learning furniture, **supported**, no \$ amount identified

Library

1. Brodart Sliding Clear View Door Cabinet for RESERVE text collections (72"H x 36"W x 18"D, color: putty): \$500 + tax (x 2--one foreach Bishop and Mammoth), **supported** \$1,100 total
2. Privacy window shades for Librarian office. **Supported**, (\$150)
3. Replacement of 2 stand-up whiteboard directional signs. **supported**, \$160

Information Technology

Library

1. Laptop replacements (8 instead of replacing all 10 based on usage), **supported again**, \$12000
2. Laptops for student use at KRV to update technology available to students at this site. 2 requested. **Supported again**, \$3000

Visual and Performing Arts

1. Replacement of cart projector system with a short throw projector in the ceramic lab, **supported**, no \$ amount identified.
2. 8 student computer stations for student to perform research on visual imagery during lab time. 4 stations at IWV and 2 at TEC. **supported**, perhaps re purposed from downsizing the LAC computers.
3. Imaging software for all VPA computers, **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.

The departments identifying the need for this outreach in their plans specifically include English, Kinesiology, Math, Social Science, Science, Library, VPA, and Honors. **Supported**, no \$ amount identified.

Request again includes:

1. Development of a targeted brochure that combines LAS degrees with information about the honors program.
2. Development and postal distribution of projected class offerings prior to the release of the live schedule each term.
3. Inclusion in efforts to build social media campaigns to advertise AD-Ts.
4. Support for reaching high school students and parents directly or indirectly.
5. Inclusion in promotional item purchases to augment the LaS impact at outreach events.

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, emergency preparedness, title IX compliance.

- Critical will be to continue sending faculty to training and providing collaboration time for successful implementation of concurrent support models for math and English, **supported**, \$10000 CVHEC mini grants can fund this.
- Additionally, as we work to include adjunct faculty at Flex days and department collaboration, we need to compensate them for the extra time, **supported**, \$10000

Research and Data

There are two primary areas in which Letter and Sciences can still use support with research and data support. These needs have not been met in the past year, so they are repeated this year.

1. As has been discussed with the IR department, the Dean of Letters and Sciences used to be able to use Discoverer to pull data that drove enrollment management efforts through class schedule design. Since the retirement of the Discoverer program, access to data in Cognos has been severely limited for the Dean of Letters and Sciences. Either the access needs to be reinstated, or reports need to be built with the specified fields and terms. Such a report has already been sent to and discussed with the IR director in the past.
2. Data requests from faculty chairs to support AUPs, Program Reviews, and departmental efforts to improve offerings and instructional strategies have met with significant delays or non-responses. Efforts to improve the responses to data requests are needed.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

English Faculty - East Kern

Location:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

The number of English 101 classes offered in the Tehachapi Center tripled from 2018 to 2019. Additional classes are also being taught in the prison. With the new AB705 legislation, basic skills courses are no longer being offered. The addition of English 101 classes has left a large number of students on the waitlist. With a faculty member centered in Tehachapi Center, more courses could be offered in Tehachapi and at both prison sites.

Gap: If students cannot complete the English 101 course their first year, the college is out of compliance with AB705 and students will not receive their AA for Transfer degree in a timeline manner.

In Fall of 2019, three new courses were created from the waitlists. The English department currently has seven full-time faculty spread out over three campuses and the Tehachapi Center. The department currently has approximately 12-14 adjunct faculty spread out over the various Cerro Coso sites. First day Enrollment 2018: 3430 Enrollment at Census: 2983 First day Enrollment 2019: 4050 Enrollment at Census: 3452

Library Faculty - East Kern

Location:

CC Online, EKC Edwards/Cal City, EKC Tehachapi

Justification:

Data Justifications:

- Currently, prison reference ALONE is averaging the library department ~10 hours per section
- In AY 17, we had 669 prison reference vs. 377 on-ground; In AY 18, we had 1074 prison reference vs. 425 on-ground
- In 18-19, we staffed 1.8 FTE adjunct hours, with the majority being at EK. Of those, .8 FTE was in instruction (LIBR C100).
- EK Site Director and Campus Manager project that, at minimum, 2 sections of the new 3-unit LIBR C111 class will be offered at CCI each semester going forward (this excludes CAC). This computes to an annual FTE of .8 library instruction for these 4 sections at CCI.
- There is a projected 25% growth at EK in the immediate future with extremely limited library support (none right now since our adjunct accepted full time employment elsewhere)

We have attempted to meet the growing library needs of East Kern with adjunct librarians and have now lost three adjuncts to other full-time opportunities, leaving us to believe that meeting the needs with adjunct librarians is not the most effective method.

Second need continues to grow with the imbedded librarian program that has grown significantly as instructors continue to include this student support in their classes. A full-time Librarian position for East Kern would be able to support the growth in the prisons while also supporting embedded librarian efforts.

A full-time position is supported if possible. If not, then a continued support of adjunct hours is requested.

IWV: 6 hours per week @ \$11,520

KRV: 6 hours per week @ \$11,520

ESCC: 12 hours per week @ \$23,040

TEH/CCI: 18 hours per week @ \$34,560

Chemistry - IWV

Location:

Ridgecrest/IWV

Justification:

The Science department's only full-time Chemistry faculty member retired from the college in May 2019. If a full-time faculty member is not hired as a replacement, then the stability and safety of the Chemistry courses, and their related lab facilities, will slowly deteriorate with time.

Chemistry is a highly specialized and time intensive area of instruction. Because of this position's unique skill and time requirements, attempting to fill this position with only part-time adjunct instructors has proven to be a challenge to maintain a stable program of Chemistry courses. Chemistry also requires high levels of continuously maintained safety standards for the safety of both the students and the facilities.

The science department does not currently have a roster of reliable Chemistry adjunct instructors. For the Fall 2019 semester, the science department is employing four Chemistry adjuncts who are new to the college, and the quality of instruction is not the same level because the level of preparation needed to teach Chemistry may be beyond that of adjunct compensation.

Chemistry courses fulfill the Cerro Coso, CSU, and IGETC "General Education" graduation requirements in the areas of "Physical Science" and "Laboratory Science."

Chemistry courses also provide transfer students with the first two years of Chemistry courses they need to earn a four-year Science Bachelor's Degree.

During the past five academic years, there were an average of 10 General Science Associate Degrees awarded per year.

Philosophy

Location:

CC Online, EKC Edwards/Cali City, EKC Tehachapi, Ridgecrest/IWV

Justification:

Philosophy represents a smaller portion of enrollments and sections offered in the social science department, which is in part because we currently cannot offer on ground courses at IWV, and because there is no one to promote philosophy courses. However, between adding a new section on ground each semester in Tehachapi Education Center, the need for philosophy and ethics courses in the Tehachapi Prison, and the current enrollment in online sections, and possible assignments at the KRV and/or East Kern sites, there will be a consistent load for a new philosophy hire. Also, with the new Logic and Critical Reasoning course designed to provide another, non-literature, option for students to satisfy the critical reasoning requirement for the CSUs, it is anticipated that overall enrollments in philosophy sections will increase moderately.

A Full-time philosophy faculty should further increase enrollments as it would bring more consistency and personality to the instruction of philosophy. It would also create an advocate and discipline area expert for Philosophy within the college, which is certainly needed.

- a. Size of Waitlists in the discipline: 17 total waitlist for the 2018/2019 academic year, 13 total waitlist for the 2017-18 academic year, 25 total waitlist for 2016-17 academic year, 10 total waitlist for 2015-16 academic year.
- b. Department productivity, previous year: 15.2 FTES/FTEF for the 2018/2019 academic year. 14.0 FTES/FTEF for the 2017-18 academic year, 13.7 FTES/FTEF for the 2016-17 academic year.
- c. Number of faculty currently in the department: There are currently 0 full-time faculty in the philosophy discipline.
- d. Number of adjunct faculty: 3 adjunct faculty will be assigned at least one philosophy class in Spring 2020, and there are 4 adjunct faculty that are regularly assigned sections during an academic year. During the previous 5 years adjunct faculty accounted for 100% of instruction for philosophy classes (collegewide average is 36%)
- e. Number of degrees awarded, previous year: As of Fall 2016 the five year average for degrees awarded in Liberal Arts/Arts & Humanities, there is no specific Philosophy transfer degree yet, is 189
- f. Number of students at first day and census, previous year: 565 students on the first day and 478 students by census in the 2018/2019 academic year. 650 students on first day and 538 by census in the 2017-18 academic year. Enrollments have been increasing for the last three year

Physical Science

Location:

CC Online, EKC Edwards/Cali City, EKC Tehachapi

Justification:

In the spring of 2018 one section of physical science was offered at CAC and in the spring of 2019 at TCCI, successfully helping students complete a lab science. Meeting this need at both prisons and the TEC has become increasingly difficult due to facility restrictions and quality of adjunct instructors. Without more lab science options than currently offered students in the prisons will have difficulty completing their Ed Plans. Similarly, without more lab science options, growth at the TEC will be limited. While the biological science requirement can be met with ANTH C121, there is no current regular offering of a physical science. A full-time physical science faculty based in Tehachapi would support the prison growth and the growth efforts at the TEC.

2000 Category - Classified Staff

Library Tech I

Location:

CC Online, EKC Tehachapi, Ridgecrest/IWV

Salary Grade:

Range 36

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

2814.80

Justification:

This request is being put forth again. Instead of a 30 hour/week 9-month position we currently have, we need a 40 hour/week 12-month position. The Tech I performs duties and projects that cannot be performed by the 12 month Library Assistant. Interlibrary Loan, Outreach and engagement, OER assistance, Patron assistance, Prison reference technical functions, collection inventorying--these are crucial tasks that go on hiatus during the summer, to the detriment of the department. With new department initiatives such as prison reference, OER, outreach, enhanced cataloging platform implementation...and ongoing changes to database interfaces, collection maintenance, and data collection and organization, this augmentation is even more crucial this year.