

Academic Affairs Department

ADP for Academic Year 2021-2022

December 2020

Executive Summary

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In 2019-20, the Academic Affairs division made progress on several goals. The incarcerated student education program was stabilized in 2019-20 allowing student services and instructional services to play catch-up after the program's explosive growth in the prior 4 years while focus was put on the growth of the Tehachapi Ed Center. The ISEP program stayed at slightly fewer than 540 FTES for the second year in a row. The Tehachapi Ed Center grew from 63 sections serving 516 enrollments in 2018-19 to 68 sections serving 912 enrollments in 2019-20. New programs in the career and technical education area were created and some established programs revitalized and renovated to make them more modern, relevant, and appealing to students and employers, including Medical Billing (new), Medical Coding (new), Digital Media Marketing (new), Cloud Computing (new), Linux Operating Systems (new), Paralegal Studies (revised), Law and Public Policy, and Society AS-T (new). In addition, prerequisites were reduced in some CTE programs, and the POST academies were started back up after two years of having been decertified. Progress was made on the Distance Education Accessibility Plan as more and more faculty made their online courses accessible through UDOIT and other support tools provided by the Distance Education office. Program pathways were clarified and improved: sequence of course-taking was systematically reviewed by departments; the long-term schedule, which had not been comprehensively revised in six or seven years, was given a complete refresh; and the presentation of program information on the college website was revised to be more visually appealing and easier to navigate. And professional development opportunities for cultural responsive teaching and learning were provided in a number of forums, including both flex days.

Nevertheless, the division continues to see equity gaps in the access of male students and in the success rates of Black students. It knows it needs to stabilize the incarcerated student education program once and for all. It knows it needs to continue to offer more opportunities for professional development in equity and strategies that help student complete education plans. And it knows it must do this in context of a return from COVID and the challenges engendered by the Student Centered Funding Formula.

Given these major priorities and the current state of the division and the operational and performance gaps identified in the sections and units that make up Academic Affairs, the following broad objectives are being set for the 2020-2021 academic year:

- Establish ISEP long-term sustainability – consolidate the functions, staffing, and organization of the ISEP program, the college's third largest instructional unit behind CC-Online and the Main Campus, into a long-term institutional commitment.
- Fight COVID to at least a draw – come out of the coronavirus era with the college reasonably well-positioned vis-à-vis the Student Centered Funding Formula.
- Build trust and respect throughout the Academic Affairs organization – learn from the feelings and perspectives that earned Cerro Coso low marks on the last Climate Survey and implement changes that will result in better trust, respect, and morale.
- Improve completion of students' ed goals – continue to lay a great stress on closing equity gaps through professional development across the organization to strengthen culturally responsive teaching and learning and continue to clarify the path, especially surrounding career goals, and to offer PD opportunities for faculty and staff that focus on directing, connecting, nurturing, and engaging all students.

Review And Planning

Equity

The biggest equity gap in terms of **access** continues to be **males**. When incarcerated students are removed from the equation, male students continue a long-term trend at the college of accounting for just over a third of total enrollments (33.61% in 2019-20) and a third of total headcounts (35.24% in 2019-20). This is despite efforts at ESCC and in certain CTE programs to attract more male students—in fact, over the last five years, headcount of female students in CTE has risen 13% while non-incarcerated male students has declined 2%; at ESCC, male student enrollment remained steady. Also in the last five years Latino students have surpassed **white** students and become the clear non-incarcerated ethnic majority at the college (45.20% vs. 38.84% in 2019-20).

The biggest equity gap in terms of **success** continues to be **Black** students without a doubt. Academic year 2019-20 saw the second straight year of decline in (non-incarcerated) Black student success from its high of just over 60% in 2017-18 to 51.3% in 2019-20, the gap compared to other ethnic groups rose in that time from 15% in 2017-18 to just over 23% in 2019-20. This metric includes over 1,100 enrollments from Black students in 2019-20 so it is not an inconsiderable number (Black students are consistently our third largest ethnic group). Online, Black students perform even more poorly, at a 45.4% success rate overall, a 25% gap compared to all other ethnic groups. In spring 2020, non-incarcerated Black students were hit harder by the coronavirus: in terms of percentage of total enrollment, twice as many Black students received EW's compared to either white or Latino students (6% vs 3%)

Program Review

Academic year 2019-20 was better than the prior year in terms of completing scheduled program reviews. Compared to the disaster in 2018-19 when just 1 program made it through only a first reading at the program review committee, 8 program reviews completed a first reading in 2019-20, 6 programs made it through both a second reading and the next step (whether to the academic senate or straight to college council), and 3 were published. This is still insufficient.

The IEC committee will continue to work with the program review committee (which had a turnover in leadership between academic years), college council leadership (which had turnover in leadership), and the institutional research office (which is committed to generating layers of accessible data, not just one source) to get the tardy program reviews completed and finalized through the process. As indicated last year, a major problem has been the lack of completed outcomes assessment. The “two-year-out meeting” to apprise program review writers of the timeline—not one but two years prior to due date—which was first implemented in 2019-20, seems to have been successful and will continue to be a support feature.

Prior Year Initiatives

In 2019-20, Academic Affairs made progress on its division initiatives. The incarcerated student education program was stabilized in 2019-20 allowing student services and instructional services to play catch-up after the program's explosive growth in the prior 4 years while focus was put on the growth of the Tehachapi Ed Center. The ISEP program stayed put at slightly fewer than 540 FTES. Completion of Comprehensive Ed plans increased from 22% in 2017-18 to 48% at Cal City Prison and from 7% to 36% at Tehachapi CCI. The Tehachapi Ed Center, in the meantime, grew from 63 sections serving 516 enrollments in 2018-19 to 68 sections serving 912 enrollments in 2019-20. This was due mostly to the hybrid early college model, allowing the college to run classes during the day at the Ed Center for general population students while leveraging a base of concurrent students from the local high school.

New programs in the career and technical education area were created and some established programs revitalized and renovated to make them more modern, relevant, and appealing to students and employers, including Medical Billing (new), Medical Coding (new), Digital Media Marketing (new), Cloud Computing (new), Linux Operating Systems (new), Paralegal Studies (revised), Law and Public Policy, and Society AS-T (new). In addition, unnecessary prerequisites were removed from the LVN and Paralegal programs, ensuring students are able to complete their course of study more quickly. The POST academy was reestablished after a tremendous amount of work by faculty and staff, and the first offering was rolled out in spring 2020, one section each of ADMJ C142 and C143. And 2019-20 saw the first full year of the newly revised Information Technology degree and certificate (formerly Computer Information Systems), resulting not only in 752 total enrollments but over 20 completers.

Accessibility of all online courses were improved. A Distance Education Accessibility Plan was developed and implemented in January 2019. The accessibility plan commits the faculty to make their online courses accessible by the end of Fall 2020, with support from a tool called UDOIT available in Canvas, one-on-one training and workshops on accessibility offered by the Distance Education office, email distribution to the faculty listserv includes accessibility training and resources to ensure instant awareness of available accessibility information, and guidance and help in submitting course sections to the peer online course review (POCR) process to align their courses with the Online Education Initiative (OEI)'s course design rubric and gain access to an accessibility expert. Although in the past year faculty members made strides toward accessible content for all their online courses, the goal for 100% accessible courses has been pushed back to Fall 2021.

In 2019-20, program pathways were clarified and improved. All program pathways at all campus locations were systematically vetted by departments. The long-term schedule, which had not been comprehensively revised in six or seven years, was given a complete overhaul and posted to the G drive for access by deans, faculty chairs, and counselors working with students. In addition, the presentation of program information on the college website was revised to be more visually appealing and easier to navigate. Big “Apply Now” buttons were posted on the college webpage header to be available at all times and also on each program page for instant access.

Finally, professional development opportunities for cultural responsive teaching and learning were provided in a number of forums,

including a day-long presentation by Kevin Kelly and the Peralta Equity Initiative team in spring 2020 that focused on presenting an equity rubric to increase equity learning across the curriculum and applying equity criteria to course level assignments.

Next Year Initiatives

Annual goals in Academic Affairs are shaped by a variety of internal and external factors. Most proximate is the college's strategic plan that is being revised in spring 2021. Next is the most recent educational master plan, which set three directions 2017-2022: build capacity in Tehachapi and Greater East Kern, promote future enrollment growth from within, and expand equitable services and maximize unique opportunities at all campuses. The accreditation self-study named two quality-focus action items for the period 2018-2025: improving the onboarding of students and improving completion of students' ed goals. The Chancellor's Office established its Vision for Success in 2017 with 5-year goals of increasing degree and certificate attainment, transfer, and gainful employment; reducing excess unit accumulation; and closing equity and regional achievement gaps. In addition, the system has communicated expectations regarding AB705 and guided pathways.

Given these major priorities and the current state of the division and the operational and performance gaps identified in the sections and units that make up Academic Affairs, the following broad objectives are being set for the 2021-2022 academic year:

- Establish ISEP long-term sustainability – the incarcerated student program has grown to be the third biggest entity at the college behind CC-Online and the Main Campus, all as a sub-division of East Kern with a temporary program manager at the helm and no 100% dedicated classified staff. It is a high priority to come out of academic year 2022 having consolidated the functions, staffing, and organization of the ISEP program into a long-term institutional commitment.
- Fight COVID to at least a draw – come out of the COVID era with the college reasonably well-positioned vis-à-vis the Student Centered Funding Formula. This is a modification of the 20-21 goal to respond more adequately to the SCFF and will be done by focusing on such items as offering more and better CTE programs; increasing outreach to aged 25-39 male students at ESCC; increasing on-ground curricular options at ESCC by developing adjunct capacity; growing capacity to offer general education courses at all campus locations; and providing professional development to Academic Affairs managers about the post-COVID educational environment.
- Build trust and respect throughout the Academic Affairs organization – this will be done by establishing more regular check-ins at the operational team level throughout Academic Affairs; increasing support and inclusion of adjunct faculty; and implementing principles of collaborative leadership at East Kern.
- Improve completion of students' ed goals – this will be done in two main parts. The first is to continue to lay a great stress on closing equity gaps through professional development across the organization to strengthen culturally responsive teaching and learning—for example, continued flex day activities, development of an equity rubric for online classes, and a focus at ESCC of increasing retention and success for Latino students. The second is to continue to clarify the path, especially surrounding career goals, and to offer PD opportunities for faculty and staff that focus on directing, connecting, nurturing, and engaging all students—particularly part-time students in the middle of educational programs. This will be done by continuing to get online courses POCR-certified; designing and implementing LTI's; increasing support for faculty initiatives through professional development; continue to decrease economic barriers for students; and grow capacity to offer general education courses for all campus locations. An important focus of both parts of this goal will be engaging adjunct faculty members in the work.

Resource Needs

Facilities

Given the chronic instability of the Student-Centered Funding Formula and the unknown effect of the coronavirus on the college's fiscal situation, Academic Affairs' budget forecast will largely be status quo for 2021-22 except as noted. Items are listed in priority order.

Supported regardless of funding

1. IWV: Locking mechanism at the CDC that allows only those who are supposed to be at the center in the center when children are present if no permanent staff solution is viable (CTE)
2. IWV: Repair disability access exterior doors to the art building so that they operate as expected (LAS)
3. TEH: Additional classroom space for Art (EK and LAS)
4. KRV: Whiteboards (2) for tutoring in the LAC space at the new KRV location (LAS)
5. TEH: Office space for law enforcement academies (CTE)
6. TEH: High capacity/high volume copier equal to what's in the print shop at IWV (CTE)

Supported only on alternative funding

1. IWV: Install adjustable shades over windows in instructional spaces in the art building (LAS)
2. IWV: Repair/replace welding air lines in WW198 and WW147 (CTE)
3. IWV: Better lighting in WW147 above the welding booths (CTE)
4. IWV: Complete installations of equipment in the sculpture lab (LAS).
5. IWV: Remove vacuum exhaust unit from the North wall of WW147 (CTE)
6. IWV: Remove old automotive supplies from above tool room in WW198 (CTE)
7. IWV: Remove center office in Oxy/Acetylene welding lab (CTE)
8. IWV: Remove solar house in backyard of welding lab (CTE)
9. IWV: Remove automotive lift in backyard of welding lab (CTE)
10. IWV: Repaint classrooms and offices (CTE)
11. IWV: Create dedicated classroom for Information Technology program (CTE)

Information Technology

Given the chronic instability of the Student-Centered Funding Formula and the unknown effect of the coronavirus on the college's fiscal situation, Academic Affairs' budget forecast will largely be status quo for 2021-22 except as noted. Items are listed in priority order.

Supported regardless of funding

1. College-wide: Annual subscription to the communication tool Pronto (DE)

Supported only on alternative funding

1. TEH: Wall-mounted TV for information/announcements, etc. (EK)
2. College-wide: Subscription to Lexis-Nexis (CTE)
3. IWV: A class set of touchscreen laptops for student use in the MATH C121 labs. (LAS)
4. IWV: Software to support the chemistry classes (LAS)
5. IWV: Two class sets of FitBit fitness trackers or equivalent device for students to record and submit activity data. (LAS)
6. IWV: Upgrade computer in WW101 to ensure compatibility with art software programs (LAS)
7. KRV: Wall-mounted TV for information/announcements, etc. (EK)
8. IWV: Install screen and projector system in ceramics lab (LAS)
9. IWV: Computer stations for student use in the art facility with network access to art printers (LAS)
10. EAFB: High-capacity printer (EK)
11. KRV: High-capacity printer (EK)
12. IWV: Computers and smart room set-up for a dedicated classroom for the Information Technology program (CTE)

Marketing

Given the chronic instability of the Student-Centered Funding Formula and the unknown effect of the coronavirus on the college's fiscal situation, Academic Affairs' budget forecast will largely be status quo for 2021-22 except as noted. Items are listed in priority order.

Supported regardless of funding

1. TEH: Facebook advertising, campus displays, and other marketing—an annual request (EK)
2. ESCC: Postcard mailings and radio and print advertising—an annual request (ESCC)
3. LAS: Exposure to transfer programs onsite and online (LAS)

Supported only on alternative funding

1. College-Wide: All marketing captured in the CTE unit plans are supported on alternative funding (CTE)
2. ESCC: Billboard on 395 (ESCC)

Professional Development

Given the chronic instability of the Student-Centered Funding Formula and the unknown effect of the coronavirus on the college's fiscal situation, Academic Affairs' budget forecast will largely be status quo for 2021-22 except as noted. Items are listed in priority order.

Supported regardless of funding

1. College-wide: Emergency preparedness (CTE, DE, EK, ESCC, LAS)
2. College-wide: Summer online faculty training academy—an annual request (DE)
3. College-wide: Equity/culturally responsive teaching and learning (CTE, LAS)
4. College-wide: Student success strategies (CTE, LAS)
5. College-wide: Concurrent support models for English and Math (LAS)
6. OIR: Specific activities to receive trainings on IR-related software, trends, best practices; travel to give presentations rather than receive them not supported (IR)
7. College-wide: Higher education trends after COVID

Supported only on alternative funding

1. IWV: Certifications in Kinesiology-related activities to increase varied offerings (LAS)
2. EK: Purchase 12 copies of the Gallup StrengthsFinder 2.0 as the basis of site-specific PD activities (EK)
3. ESCC: Administrators and staff attend American Association of Hispanics in Higher Education Conference
4. DE Office attend Online Teaching Conference, June 2021
5. EK: Manager of East Kern and Tehachapi attend ACCCA conference in 2021 and the National Alliance of Concurrent Enrollment Partnerships (NACEP) conference (EK)
6. EK: Director of East Kern and Prison Program Manager attend Alliance for Higher Education in Prison 2021 Conference (EK)

Research and Data

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

English

Location:

Ridgecrest/IWV

Justification:

There was some confusion about where a replacement position should be captured in the planning process, so this position, which was the intention of the department all along, was missed in the English AUP and in the Letters and Sciences ASP. The elimination of basic skills courses and the addition of supplemental course (ENGL 101S) added to each section of ENGL 101 has created a greater demand for classes and for English faculty. GAP: English is one of the core classes required for an AA degree and transfer for a UC or CSU. If students cannot complete ENGL 101 in their first year, the college stands to miss out on crucial SCFF dollars—low-hanging fruit. Moreover, students may not receive their AA for Transfer degree or another degree in a timely manner. The department currently has seven full-time and approximately twelve to fourteen part-time faculty spread out over four physical campuses, the prisons, and online. This position would be located at the Ridgecrest/IWV campus where a vacancy has opened up due to a retirement. Although the first day enrollment and enrollment and census numbers are slightly down from the previous year, the number of English C101 courses has increased since AB705 to address the funding formula incentive as well as the state-wide drive for students to complete English and math within their first year. Not only were additional classes added to the original schedule but four additional sections were opened in the 2020 academic year to accommodate students on the wait list. At a load of .400 for one paired offering of 101 and 101S, more instructors than ever are needed.

- 2019 First Day Enrollment: 4,050
- 2019 Enrollment at Census: 3,452
- 2020 First Day Enrollment: 3,931
- 2020 Enrollment at Census: 3,813

- Degrees awarded in 2019: 6
- Degrees awarded in 2020: 9

Various

Location:

Justification:

All other full-time faculty positions are supported in the following ranking

1. Nursing
2. Information Tech/Cyber-Security
3. English at IWV
4. Philosophy
5. Child Development
6. English at Tehachapi
7. Library

In addition, the following reassigned time load requests were made:

1. Faculty Lead positions within the Incarcerated Student Education Program—CTE, Letters and Sciences, and Library at 0.100 each (EK). Supported
2. ADMJ Director position from 0.200 to 0.400 (CTE). Supported as part of a larger look at the mechanism for compensating the ADMJ director role

2000 Category - Classified Staff

Various

Location:

EKC Tehachapi, Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following requests are supported, see notes:

- Dean of Career Technical Education, replacement position (CTE)
- Industrial Arts Teaching Assistant, increase to 12 months, remain 30 hours (CTE). Support a temporary increase only in Summer 2021 to assess need.
- Director, Incarcerated Student Education Program, enhanced replacement position, originally prison/dual enrollment program manager (EK).
- Program Coordinator, Incarcerated Student Education Program, new position (EK). In a conversation subsequent to the posting of the section plan, the vice president of instruction and the East Kern site director have agreed that the position, especially if paired with the Director position, would be adequately served by a high-level clerical support position such as a

Department Assistant III. If a Director is providing the administration and coordination of the unit, there is no need for those duties to fall to a second person in the office, which is the main difference between a Program Coordinator and a DA III. The position justification largely stays the same: specialized clerical work requiring a broad knowledge of an assigned program or functional area. DA III Salary Grade: 38.0, 12 months, 40 hours, \$38,290.92.

The following request is not supported at this time

- East Kern Campus Manager, increase to 12 months (EK)
- Library Tech II, 19-hour, 12 months (LAS).