

Academic Affairs Department
Annual Division Plan for Academic Year 2017-2018
January 2017

Review And Planning

Performance and Equity Gaps Still to be Addressed

Career and Technical Education (CTE):

1. In terms of access, the CTE areas show disproportionately low participation rates for **males** in Child Development, **females** in Industrial Arts and Nursing, **hispanic/latino students** in Industrial Arts, and **students under the age of 19** in Allied Health and Public Service.
2. In terms of student performance, the CTE areas show disproportionately success rates for **african american and hispanic/latino students** in Childhood Development and Business and Information Technology and for **students under the age of 19** for Public Services.

Distance Education (DE):

1. In terms of access, DE shows disproportionately low participation rates for **males** (approx. 25-27% gap vs. females)
2. In terms of student performance, the department is still working on reducing the retention and success gap for all students college-wide (approx. 5% and 9% respectively) by building on opportunities presented by the transition to Canvas.
3. Equity data is currently not available by campus.

East Kern (EK):

1. East Kern has traditionally had very strong student retention and success rates, so no gaps here.
2. Equity data is currently not available by campus.

Eastern Sierra College Center (ESCC):

1. ESCC is facing two full-time faculty retirements at the end of 2016-17 that are in crucial positions needing to be refilled
2. ESCC is not able to meet student demand for student services like EOPS, DSPS, financial aid, and veterans' services and is requesting an additional 15 hours per week of adjunct ACCESS faculty.
3. ESCC has a need for landscaping services periodically throughout the year to remove weeds at the Bishop campus
4. ESCC's LAC adjunct faculty is funded by general funds for only eleven hours per week per campus location (up from 8 hours in 2015-16) and is requesting 13 hours per week per campus location.
5. In order to improve, grow, and stabilize the Kinesiology AA-T degree, ESCC is requesting a full-time faculty member.
6. Equity data needs to be made available by campus.

Kern River Valley Outreach (KRV):

1. ODS data reveals that 90% of the total student population at KRV receives financial aid; this suggests that KRV's students are disproportionately impacted by the same student equity issues that afflict all socioeconomically disadvantaged students: access and success.
2. Equity data is currently not 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. The following program reviews were completed in 2015-16: mathematics and learning assistance center. General science and basic skills were scheduled for 2015-16 but are late.

4. Letters and Sciences is at 77.1% of courses with ongoing SLO assessments--this number needs to come up to 85% by the end of 2016-17 and 95% by 2017-2018.

Progress Made on Prior Year Initiatives

Implement Engagement Strategies to Support Student Success, Persistence, and Completion

Improvement Engagement in CTE courses. Possibly attempted. No specific details are available on the action items carried out to address this initiative. During the 2012 base year there were 34 students in the cohort tracked via the Elements of Success project.

- For 2014-15 there were a total of 88 students seeking degrees and a 12.5% increase in success for student completing 12 units in their first term.

Improve Online Student Engagement. The decision of the college to adopt Canvas has had a major impact on the priorities of the department. In the 2015-16 academic year, the Distance Education Department made progress in or changes to its initiative to improve online student engagement. During this reporting period, the department wrote scripts to fix accessibility issues for Moodle. The department created mobile-friendly designs for the CC course template using custom JavaScript. The department withdrew its action plan to develop a Moodle 3.0 training course; instead, it continues to work with faculty members on training for Canvas technology and pedagogy. The department produced 34 ADA-compliant videos. The department has withdrawn its own action plan for analytical reports in Moodle because of the move to Canvas. Several technology tools were identified to enrich online student engagement, including Camtasia, ConferNow, and Articulate Studio; additional tools have become available with Canvas that are seeing broader adoption.

- DE course retention rate: UP from 77.8% in 2013-14 to 81.4% in 2015-16
- DE course success rate: UP from 60.2% in 2013-14 to 63.2% in 2015-16

Increase Scope and Use of ESCC Learning Assistance Center to Support Learning College Culture. ESCC continued to increase the number of student workshops, receptions and other events coordinated through the Learning Assistance Center in partnership with external agencies, foundations, and community members. ESCC expanded attendance at Lunch & Learn sessions by offering sessions less frequently. ESCC increased the use of the Learning Assistance Center through increased collaboration between the Learning Assistance Center faculty and ESCC teaching faculty.

- # of LAC student contacts at ESCC LAC: UP from 650 in 2014-15 to 948 in 2015-16

Improve Basic Skills Instruction. The major progress on improving basic skills instructor was bringing on a new LAC Coordinator, a faculty position that can dedicate time and attention to improving and supporting remedial education. Supplemental instruction had its last gasp in 2015-16; the college has made the decision to move to a math and writing lab model. Math and writing labs have now been installed at four campus locations--IWV, KRV, and ESCC Bishop and Mammoth. While the initial roll-out has seen more non-basic-skills students than basic skills students attending the labs, plans are underway to require/motivate basic skills students to familiarize themselves with the services.

- Basic skills retention rates: DOWN from 85.0% in 2013-14 to 82.1% in 2015-16
- Basic skills success rates: DOWN from 59.8% in 2013-14 to 56.4% in 2015-16
- English basic skills success rates: UP from 48.5% in 2013-14 to 51.0% in 2015-16
- Math basic skills success rates: DOWN from 66.4% in 2013-14 to 60.3% in 2015-16

Address Equity Gaps

Narrow equity gaps at ESCC. ESCC has not been able to verify whether or not equity gaps at ESCC have been narrowed. ESCC has not been able to obtain disaggregated data from IR for the sites based on demographic and other data for success, retention, completion, and other factors. ESCC has assumed that the equity gaps at ESCC mirror the equity gaps at CCCC as a whole. Nevertheless, ESCC has embarked on strategies focused on developing awareness of challenges faced by ethnic minorities as well as challenges faced by gender, and also strategies focused on improving success, retention, persistence, and completion for all student populations.

- No equity data available disaggregated by campus location

Address equity gaps. In 2015-16, the college began developing awareness of student equity, equity gaps, and equity-related issues through a number of activities and programs. A management position was developed and hired to lead the college's efforts in addressing student equity gaps. Guest lecturer Diego Navarro was invited for a series of workshops and seminars throughout

2015-16 that targeted full-time faculty, part-time faculty, and classified staff. Two inquiry groups were convened during spring 2016 to investigate the topics of working more effectively with minority students and with students over the age of 40. In spring 2016, the charge of the Student Success and Support Council was revised so that one of its main functions is to serve as the college's central organ for disseminating best practices in student equity. (No data indicates cohorts too small for tracking.)

Number of Equity Gaps Narrowed: 43

Number of Equity Gaps Widened: 24

- Element A: 12 college-level units in first term, 2014-15 cohort
 - African American (vs. White): **NARROWED** 4.8% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 10.4%
 - Female (vs. Male): **WIDENED** 6.4%
 - 20-29: **NARROWED** 6.9%
 - 30 or older (vs. 19 or younger): **NARROWED** 2.7%
 - EOPS (vs. no EOPS): **WIDENED** 1.0%
- Element B: Persistence Fall to Spring, 2014-15 cohort
 - African American (vs. Hispanic/Latino): **NARROWED** 3.8% percentage points
 - White (vs. Hispanic/Latino): **NARROWED** 4.7%
 - Female (vs. Male): **NARROWED** 6.0%
 - 20-29 (vs. 19 or younger): **NARROWED** 6.2%
 - 30 or older (vs. 19 or younger): **WIDENED** 3.1%
- Element B: Persistence Fall to Fall, 2014-15 cohort
 - African American (vs. White): **NARROWED** 8.0% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 5.0%
 - Female (vs. Male): **NARROWED** 5.5%
 - 20-29 (vs. 19 or younger): **NARROWED** 2.3%
 - 30 or older (vs. 19 or younger): **WIDENED** 3.9%
- Element C: Successful Course Completion in First Year, 2014-15 cohort
 - African American (vs. White): **WIDENED** 9.2% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 2.1%
 - Female (vs. Male): **NARROWED** 2.0%
 - 20-29 (vs. 19 or younger): **NARROWED** 10.6%
 - 30 or older (vs. 19 or younger): **NARROWED** 8.8%
 - Financial Aid (vs. no Financial Aid): **WIDENED** 2.2%
- Element D1: Successful Remedial English Completion within Two Years, 2013-14 cohort
 - White (vs. Hispanic/Latino): **NARROWED** 18.4% percentage points
 - Female (vs. Male): **NARROWED** 17.4%
 - 20-29 (vs. 19 or younger): **NARROWED** 5.6%
 - Financial Aid (vs. no Financial Aid): **WIDENED** 4.9%
- Element D2: Successful Remedial Math Completion within Two Years, 2013-14 cohort
 - White (vs. Hispanic/Latino): **NARROWED** 7.8% percentage points
 - Male (vs. Female): **WIDENED** 0.9%
 - 20-29 (vs. 19 or younger): **NARROWED** 1.9%
 - 30 or older (vs. 19 or younger): **WIDENED** 12.4%
- Element E1: Completion of College-level English in First Year, 2014-15 cohort
 - African American (vs. White): **NARROWED** 11.6% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 3.0%
 - Female (vs. Male): **NARROWED** 0.8%
 - 20-29 (vs. 19 or younger): **WIDENED** 5.7%
 - 30 or older (vs. 19 or younger): **WIDENED** 10.9%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 7.9%
 - EOPS (vs. no EOPS): **NARROWED** 19.3%
- Element E2: Completion of College-level Math in First Year, 2014-15 cohort
 - African American (vs. White): **NARROWED** 6.7% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 2.8%
 - Female (vs. Male): **NARROWED** 2.8%
 - 20-29 (vs. 19 or younger): **WIDENED** 0.7%
 - 30 or older (vs. 19 or younger): **WIDENED** 2.3%
- Element F1: English Gateway Course Enrollment and Completion within Three Years, 2012-13 cohort
 - Hispanic/Latino (vs. White): **NARROWED** 1.7% percentage points

- Male (vs. Female): **NARROWED** 9.3%
- 20-29 (vs. 19 or younger): **WIDENED** 8.4%
- Financial Aid (vs. no Financial Aid): **WIDENED** 5.2%
- EOPS (vs. no EOPS): **WIDENED** 16.8%
- Element F2: Math Gateway Course Enrollment and Completion within Three Years, 2012-13 cohort
 - White (vs. Hispanic/Latino): **NARROWED** 24.4% percentage points
 - Male (vs. Female): **NARROWED** 5.8%
 - 20-29 (vs. 19 or younger): **NARROWED** 24.5%
 - 30 or older (vs. 19 or younger): **NARROWED** 4.9%
 - Financial Aid (vs. no Financial Aid): **WIDENED** 4.9%
 - EOPS (vs. no EOPS): **NARROWED** 1.2%
- 30 College-level Unit Completion in First Year, 2014-15 cohort
 - African American (vs. White): **NARROWED** 2.7% percentage points
 - Hispanic/Latino (vs. White): **NARROWED** 1.2%
 - Female (vs. Male): **NARROWED** 0.7%
 - 20-29 (vs. 19 or younger): **NARROWED** 1.1%
 - 30 or older (vs. 19 or younger): **WIDENED** 0.8%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 2.9%
 - EOPS (vs. no EOPS): **NARROWED** 0.5%
- Completion (Award or Transfer) within Three Years, 2012-13 cohort
 - African American (vs. White): **WIDENED** 1.5% percentage points
 - Hispanic/Latino (vs. White): **WIDENED** 0.6%
 - Female (vs. Male): **WIDENED** 2.5%
 - 20-29 (vs. 19 or younger): **WIDENED** 7.9%
 - 30 or older (vs. 19 or younger): **WIDENED** 4.3%
 - Financial Aid (vs. no Financial Aid): **NARROWED** 1.6%
 - EOPS (vs. no EOPS): **WIDENED** 3.0%

Stabilize Enrollment

Increase Online Student Enrollment. Completed. Following the sectional plan initiative to increase online student enrollment, the department has implemented some of its action plans and revised, withdrawn, or delayed others due to limitations such as the college's restriction on marketing outside of its service area. The department worked with public relations to conduct an assessment on marketing segmentation to identify online education needs and solutions. The department withdrew its action plan to implement an online incarcerated student program, waiting on our partners. Targeted marketing strategies were initiated with the purchase of two opt-in email distribution lists. The action plan to promote faculty training to the California community college community was withdrawn due to the adoption of Canvas.

- CC-Online First-Day Enrollment: DOWN from 2189 in 2013-14 to 18,760 in 2015-16
- CC-Online Census Enrollment: DOWN from 14,590 in 2013-14 to 13,618 in 2015-16
- CC-Online FTES: DOWN from 502.5 in 2013-14 to 423.5 in 2015-16

Increase Class Offering and CTE Programs in East Kern service area. Completed. Each and every semester, East Kern has been increasing class offerings in the areas of general education and workforce training at the Tehachapi site. Class offerings grew from 5 in fall 2014 to 9 in fall 2016, with enrollments growing from 65 to 153. In fall 2016, short-term workforce training was offered for the first time: the EMTC job skills certificate that enrolled 30 students. At the same time, dual enrollment offerings increased in the high schools of Tehachapi, Mojave, California City, and Boron. Keeping pace was the beginning of classes and programs in the service area's two prisons, Cal City Correctional Facility and the California Correctional Institution (Tehachapi). The Cal City prison has grown to four cohorts being served ongoingly; the Tehachapi program is just getting started with one cohort in the level 2 yard. Because of all these changes, East Kern is now the second largest onground campus of Cerro Coso Community College.

- East Kern Census Enrollment: UP from 189 in 2013-14 to 748 in 2015-16
- East Kern FTES: UP from 13.4 in 2013-14 to 90.3 in 2015-16
- East Kern CTE Census Enrollment: UP from 17 in 2013-14 to 168 in 2015-16
- East Kern FTES: UP from 0.00 in 2013-14 (FTES from the 17-student EMTC class apparently not claimed) to 16.1 in 2015-16

Increase Outreach Efforts at East Kern. Completed. High school dual enrollment course offerings have taken off in East Kern. During summer 2015, CCCC concluded a dual enrollment agreement with Tehachapi and Mojave unified school districts, enabling courses to be offered in general education (math) and workforce training (medical assisting). In spring 2016, a similar agreement was reached with Muroc school district, and dual enrollment classes started there in fall 2016.

- East Kern Census Enrollment in dual enrollment courses: UP from 41 in 2013-14 to 223 in 2015-16
- East Kern FTES in dual enrollment courses: UP from 0.00 in 2013-14 to 25.6 in 2015-16

Increase High School Yield within the ESCC service area. Completed. ESCC made progress toward increasing the high school yield in Inyo county. A number of events and activities were designed and conducted to increase high school graduate outreach. ESCC has been expanding its concurrent enrollment programs with four of its five Inyo County high school partners. ESCC now hosts the Bishop Union High School and Palisade Glacier High School independent study programs. ESCC now hosts a number of K-12 events such as 8th grade college day, 5th grade college day, Latino family college night, Native American college summit, and others.

- Inyo County High School Yield: UP from 11.52% in Fall 2013 to 13.98% in Fall 2015 (last year for data)

Begin Targeted outreach for LAS programs. In progress. 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.

Increase Student Enrollment and Persistence at KRV. Completed. Banners and signs were created and placed throughout the community informing current and potential student of enrollment opportunities; an open house was offered every semester to offer community members and students the ability to meet faculty, staff, and current students, along with providing them with the ability to learn about local degree and certificate opportunities. For persistence, KRV has attempted to create a "one stop shop" area where students can access multiple departments all in one area; and a plan was created to target the promotion of matriculation steps.

- KRV Census Enrollment: DOWN from 254 in 2013-14 to 901 in 2015-16
- KRV FTES:DOWN from 154.7 in 2013-14 to 119.5 in 2015-16
- KRV Matriculation Data: 64.5% in Fall 2016 (baseline data, no comparison available)

Increase CTE programs tailored to the KRV rural community. In progress. KRV began to partner with Kern High School District (KHSD) to start offering dual enrollment classes to high school students in the areas of welding (at the Kern Valley High School) and Medical Assisting (at the Regional Occupational Center).

- KRV CTE Census Enrollment: DOWN from 537 in 2013-14 to 226 in 2015-16
- KRV CTE FTES: DOWN from from 66.5 in 2013-2014 to 35.2 in 2015-16

Meet Internal and External Standards for SLO's and Program Reviews

Achieve 90% of courses and programs with ongoing assessment of learning outcomes. The year 2015-16 saw increases in SLO assessments--although not to the extent that the target was met. The college continues to cull obsolete classes from the catalog and make headway on first-time SLO assessments. It has also been signaled by several departments in Letters and Sciences that they have completed the assessments but not archived the data.

1. CTE courses have achieved a level of 91.67% in SLO assessments. **Target met.**
2. CTE programs have achieved a level of 96.55% in SLO assessments. **Target met.**
3. LAS courses have achieved a level of 77.09% in SLO assessments. **Target not met.**
4. LAS programs have achieved a level of 85.71% in SLO assessments. **Target not met.**

Be current on program reviews. Several program reviews were completed in 2015-16, including ones that had been left over from previous years. At the moment, the CTE areas are all caught up. In Letters and Sciences, general sciences and basic skills are past due. General Sciences has presented its program review through two readings at the Program Review committee but has yet to make the requested changes. Basic Skills is in the hands of the new LAC Coordinator and has been deferred a year as he gets up to speed with the subject area.

1. CTE program reviews all up to date. **Target met.**
2. LAS program reviews up to date except for General Sciences and basic skills, both originally due Spring 2016. **Target not met.**

Initiatives for Next Academic Year

Maximize Student Success

Action Plan:

1. Modernize the Industrial Arts Laboratory (CTE)
2. Promote the use of Classroom Salon in Online Courses (DE)
3. Develop Transfer Pathways and Ways to Measure Transfer (ESCC)
4. Improve Basic Skills Instruction (LAS)
5. Each LAS Department will Adopt at least One of the College-Wide Student Success Factor Initiatives (LAS)

Measure of Success:

1. Completion of the modernization project; expansion of Industrial Arts enrollments in Fall 2018
2. At least 10% of online sections using Classroom Salon by Fall 2018.
3. ESCC will identify at least one school in each of the degree programs it offers to develop a relationship with. ESCC will identify ESCC alumni attending that school and alumni of the transfer school who are in the Eastern Sierra service area to build relationships. ESCC will increase the number of transfer scholarships available for ESCC students over the number available in 2015-16. ESCC will develop a method to track ESCC students who transfer whether or not they have graduated from ESCC.
4. Lead Measures: Implementation of online writing and math labs; removal of basic skills math and writing courses from the Fall 2018 schedule; successful scheduling of co-requisite courses; identification of English and math instructors to teach co-requisite sections; training in best practices. Lag Measures: benchmarking of success rates for students completing corequisite classes Fall 2018.
5. Each department adopting at least one of the college-wide student success factor initiatives in 2017-2018.

Person Responsible:

Vice President, Instruction

It directly addresses a college Strategic Goal or Objective

Strategic Goal #1: Maximize Student Success

Advance Student Equity Measures

Action Plan:

1. Develop strategies to assist with equity gaps (CTE)

Measure of Success:

1. Completion of equity strategies by each program; implementation of a CTE/equity faculty training in conjunction with the Director of Student Equity; implementation of at least one outreach event targeting non-traditional student populations; an increase of 5% or more for federal core indicators that are below level for underrepresented and/or non-traditional student populations.

Person Responsible:

Vice President, Instruction

It directly addresses a college Strategic Goal or Objective

Strategic Goal #2: Advance Student Equity Measures

Ensure Student Access

Action Plan:

1. Prepare the college and online course to enter the OEI course exchange (DE)

2. Continue Growth and Expansion in East Kern/Tehachapi (EK)
3. Develop high-school-to-college college and career dual enrollment pathway road maps with East Kern partners (EK)
4. Develop high-school-to-college college and career dual enrollment pathway road maps with Kern River Valley partners (EK)
5. Grow capacity to offer general education courses for all campus locations in the East Kern area (LAS)

Measure of Success:

1. Approval of Cerro Coso online courses into the OEI course exchange program.
2. East Kern census enrollment; East Kern FTES
3. Development of program of study templates during the 2017-18 school year with implementation slated for fall 2018.
4. Development of program of study templates during the 2017-18 school year with implementation slated for fall 2018.
5. Lead measure: gaps addressed so course offerings can adhere to long-term schedules. Lag measure: improved program completion rates throughout East Kern.

Person Responsible:

Vice President, Instruction

It directly addresses a college Strategic Goal or Objective

Strategic Goal #3: Ensure Student Access

Enhance Community Connections

Action Plan:

1. Increase the number of quality Cerro Coso CTE programs.

Measure of Success:

1. Successful submission of at least one program to the state for program/certificate approval; expansion of CTE FTES across the programs.

Person Responsible:

Vice President, Instruction

It directly addresses a college Strategic Goal or Objective

Strategic Goal #4: Enhance Community Connections

Stngthen Organizational Effectiveness

Action Plan:

1. Develop college accessibility plan for online courses (DE).
2. Develop plan for financing ESCC facilities improvements and modernizations (ESCC).
3. Begin the Project to Remodel Kern River Valley Campus

Measure of Success:

1. Development of a college accessibility plan for online courses.
2. Identification, mapping, presentation, and approval of financing options.
3. Successful start to the KRV renovation/remodel during the 2017-18 academic year.

Person Responsible:

Vice President, Instruction

It directly addresses a college Strategic Goal or Objective

Strategic Goal #5: Strengthen Organizational Effectiveness

Resource Needs

Facilities

CTE - Supported: all requests but only out of alternative funding.

East Kern (Tehachapi) - Supported: all requests.

ESCC - Supported: all requests in the "high priority" that are safety/regulation issues. All other items to be monitored for need.

Letters and Science - Supported: as indicated in section plan

KRV - Supported: cabinet, vacuum, copying increase, and all renovation expenses paid for out of measure J. Not supported at this time: campus sign.

Information Technology

CTE - Supported: all requests but only out of alternative funding.

East Kern (Tehachapi) - Supported: web cams w/ microphones, 6 laptops, 2 mounted projectors. Not supported: iTV equipment, 1 mounted projector. (Additional items to be purchased in 16-17: desktop and monitor, 2 mounted projectors.)

ESCC - Supported: clickers, document cameras for art rooms, desktop color printers, and 6 A&R/proctoring laptops (3 at each site). The rest supported on alternative funding.

Letters and Science - Supported: as indicated in section plan

KRV - Supported: all requests.

Marketing

CTE - Supported: all requests but only on alternative funding.

Distance Education - Supported: all requests.

East Kern (Tehachapi) - Supported: all requests.

ESCC - Supported: all requests but only on alternative funding.

Letters and Science - Supported: as indicated in section plan

KRV - Supported: all requests.

Professional Development

CTE - Supported: all requests but only out of alternative funding.

Distance Education - Supported: all requests.

East Kern (Tehachapi) - Supported: all requests.

ESCC - Not supported: adjunct faculty compensation for professional development.

Letters and Science - Supported: as indicated in section plan.

KRV - Supported: all requests.

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

Letters and Sciences Reassigned Time

Location:

Justification:

Looking for the possibility of carving out a .1 or possibly .2 load for a full-time faculty member in Letters and Sciences to act as a caretaker or champion of the general education pattern and Liberal Arts degrees. Currently, there is no ownership of these programs and that means no one to focus on analyzing assessments, identifying gaps, and designing improvements. The Liberal Arts degrees are the three most popular degrees at the college in terms of numbers of completers--188 in 2015-16 alone, accounting for 62% of degrees and 40% of ALL awards. The general education pattern forms the backbone of offerings at all campus locations. For faculty members and faculty chairs, caretaking the programs (such as shepherding curriculum through CIC) and completing the program reviews represents work viewed as over and above contract duties, and no one has stepped forward to advance the three- and six-year goals of the last reviews. But this makes sense given the revolving door nature of faculty chairs in Letters and Sciences--in and out 2 or 4 years at a time? Providing some reassigned time and a multi-year commitment might incentivize a faculty member to make this area a special project. The college's commitment to and guarantee of quality in general education forms one of ACCJC's accreditation standards.

2000 Category - Classified Staff

Staffing Recommendations

Location:

College-wide

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following staffing recommendations in unit and section plans are supported:

- Director of East Kern, from 11 to 12 months
- East Kern Campus Manager, from 11 to 12 months
- East Kern Department Assistant II, from 11 to 12 months
- KRV Learning Assistance Center Technician, from 30 to 40 hours (extra hours at Tehachapi)

The following staffing recommendations are NOT supported:

- East Kern Program Manager (Prison and Dual Enrollment), 40 hours, 12 months, new position
- Allied Health Department Assistant II, 19 hours, 9 months, new position

Staffing recommendations coming up through the section plans that are in another division:

1. East Kern Educational Advisor, from 11 to 12 months
2. East Kern Admissions and Records Assistant, 19 hours, 12 months, new position