

Letters and Science Department
Annual Section Plan for Academic Year 2018-2019
November 2017

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
- 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

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 59% female to 40% male. Of the disciplines in the LAS area with at least 100 students served, the span ranges from 50% female to 49% male in Speech up to 71% female to 28% male in Biology and then 34% female to 66% male in Physics. 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 continues to be 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 0-3%--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. Success rates for these ethnicities are 20% lower than the overall in the Letters and Sciences subject area. 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. Caution needs to be applied when addressing this gap as these ethnic groups make up no more than 5% of the students in each subject area.

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 should not be ignored as needing institutional focus for not performing well are low-income students, however, this is not a group that is currently being disaggregated.

Program Review

The following program review which was due in 2016, was completed in early 2017:

1. General Science

The review reiterated the faculty focus of aligning the program with the needs of students transferring to the UC system. Faculty have observed that students in the General Science AA program rarely complete the program before transferring. This is the result of the number of units required for the degree and the classes involved. Students seem to take the science classes and then transfer and complete the general education classes at their transfer school. The conclusion of the review was that the program could greatly benefit by adding emphasis specific for areas of study. In this way, they may be able to lower the units required for completion of the degree prior to transfer. The review also highlighted the difficulties the department has encountered during the current campus construction efforts. The faculty have contributed much and found ways to work with the resources available to minimize the impact of the construction on the student experience.

SLO Assessments

The year 2016-17 saw increases in SLO assessments. Current barriers to achieving 100% are due to scheduling of the classes that still need to have assessment results reported.

Discipline/Department	Assessments Archived	Courses Actively Offered	
ASL	1	2	
English/ENSL	22	25	
French	1	1	
Latin	4	4	
Spanish	6	6	
Speech	1	1	
English SUM	36	39	92.31%
Library	4	4	
Library SUM	4	4	100%
Mathematics	15	16	
Mathematics SUM	15	16	93.75%
Health Science	1	1	
Kinesiology	21	26	
Kinesiology SUM	22	27	80.77%
Biology	9	14	
Chemistry	7	7	
Engineering	2	2	
Geography	1	2	
Geology	1	1	
Physical Science	4	8	
Physics	3	3	
Science SUM	27	37	72.97%
Anthropology	4	4	
Economics	3	3	
dHistory	10	10	
Philosophy	4	4	
Political Science	4	4	
Psychology	6	8	
Sociology	4	4	
Social Sciences SUM	34	36	94.44%
Art	11	13	
Music	8	8	
Visual and Perf Arts SUM	19	21	90.48%
TOTAL SUM	157	180	87.22%

Progress Made on Prior Year Initiatives

Improve Basic Skills Instruction

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. As of spring 2018, the basic skills courses in math and English that had been offered at the local adult schools will no longer be an option. Students who, using multiple measures including high school transcripts and self reported success, are found to be in need of basic skills support will be placed no lower than math 40 and English 40. Those students will provided targeted support through the LAC. In the fall of 2018 English 40 will be eliminated and students will be placed in an English 70 class with a co-requisite course. The co-requisite course has been approved by CIC. In spring of 2019 math 40 will be eliminated and students will be placed in math 50 with a co-requisite course which will go through CIC in the spring of 2018. The math department is re-evaluating this plan to consider eliminating math 50 as well and creating co-requisite courses for math 53 and math 55.

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. Over the past year, the English and math faculty along with the LAC coordinator and the Dean of Letters and Sciences have attended California Acceleration Project workshops focused on the development and teaching of co-requisite courses.

Improve effectiveness and usage the math and writing labs for basic skills students. Writing and math labs usage have continued to be steady with support provided primarily by math and English teaching faculty. The labs have been observed running

at pretty close to full capacity. The labs at ESCC and KRV have shown increased usage. The labs continue to not be well attended by the target population, basic skills students. Discussions continue in the basic skills committee about strategies for increasing student usage of the service.

Implement math and writing labs online. This is still in its infancy due to technological tools and faculty skill with those tools. The LAC coordinator has been using Cranium Café and Zoom to facilitate online support for students. The support has been primarily provided by the LAC coordinator and student tutors. It is reported that one out of six scheduled tutoring sessions takes this form and that. The use of the PLATO software platform is being investigated.

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

This was implemented by full-time faculty in the fall of 2017 and will be implemented by adjunct faculty in the spring of 2018.

English – #1 Early Communication and feedback
Math – #2 Greater Transparency of Expectations
Science – #1 Early Communication and feedback
Social Science – #2 Greater Transparency of Expectations
Kinesiology – #1 Early Communication and feedback
VAPA – #2 Greater Transparency of Expectations
Library – #1 Early Communication and feedback

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

In the spring of 2017 a full-time Anthropology/Sociology instructor was hired. The long term schedule is still in development as the needs at the prison campuses continue to increase as quickly as we can supply instructors. The team of adjunct instructors for this growing area of instruction is increasing significantly.

Initiatives for Next Academic Year

Improve Basic Skills Instruction

Action Plan:

1. Pending investigation of the success of eliminating English 40 and Math 40 and below and the implementation of co-requisite courses for one level below transfer-level courses, begin development of co-requisite courses for transfer level English and math courses.
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 of the math and writing labs at all sites and online

Measure of Success:

Lead measures:

1. CIC approval of co-requisite courses
2. 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(s) Responsible:

Dean, Letters and Sciences
LAC Coordinator
English and Math Department Faculty

It directly addresses a college Strategic Goal or Objective

- Goal 1 – Maximize Student Success
- Goal 2 – Advance Student Equity Measures
- Goal 3 – Ensure Student Access

Support Guided Pathways by working to minimize financial barriers for students

Action Plan:

New legislation has recognized that cost of instructional materials can be a barrier for student access and equity, and as such has required that community colleges identify courses that have zero material costs for the students. By investigating and supporting faculty who consider changing course materials to lower student costs, we can align with the state initiative.

1. Increase the use and participation in OER. We need to complete a current grant that supports the curation of OER materials and provides a stipend to instructors who work to lower the cost of materials by at least 30% using OER materials. Upon successful completion of the grant, we will consider and perhaps apply for a second round of funding.
2. Establish at least on Zero Cost Degree Pathway. Once we can clearly commit to the possibility of building one pathway, we can apply for the third round of funding for grants to support “Z-degrees.”

Measure of Success:

Lead measure:

1. Completion of the current OER grant.

Lag measure:

2. Receiving a second round of funding to support OER growth
3. Receiving a grant to build a Z-degree pathway

Person(s) Responsible:

Dean of Instruction, Letters and Sciences
OER Committee
Department Chairs

It directly addresses a college Strategic Goal or Objective

- Goal 1 – Maximize Student Success
- Goal 2 – Advance Student Equity Measures
- Goal 3 – Ensure Student Access

Increase support and inclusion of adjunct faculty

Action Plan:

Through collaboration with department chairs, it is clear that there are few standing operational procedures for working with adjunct faculty.

1. Develop and distribute a one page welcome letter that shares information about assignments and requested action items that will help ensure successful interaction with their department. This letter will be developed in collaboration with the department chairs and sent out using the postal service shortly after the schedule goes live for each term.
2. Update and make readily available an Adjunct Faculty Handbook.
3. Update and improve access to the Faculty 411 resource.
4. Develop an option survey for adjunct faculty to report feedback on their experience with Cerro Coso.

Measure of Success:

Lead measure:

1. Discussed changes to the adjunct welcome letter are implemented prior to each mailing.
2. Adjunct faculty receipt of the welcome letter.

3. Department chair meetings have review of the handbook on the agendas.

Lag measure:

1. Faculty feedback of experience with Cerro Coso.
2. The handbook is posted to the website and distributed via email.
3. Department chairs feedback of interactions with adjunct faculty.

Person(s) Responsible:

Dean of Instruction, Letters and Sciences
Department Chairs

It directly addresses a college Strategic Goal or Objective

Goal 5 – Strengthen Organizational Effectiveness

Grow capacity to offer general education courses for all campus locations

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(s) Responsible:

Dean of Instruction, Letters and Sciences
Site Directors
Department Chairs

It directly addresses a college Strategic Goal or Objective

Goal 1 – Maximize Student Success
Goal 3 – Ensure Student Access
Goal 5 – Strengthen Organizational Effectiveness

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 – not supported at this time so that a focus can be placed on other needs, no \$ amount identified

Visual and Performing Arts

1. Repair broken windows in instructional spaces, **supported**, no \$ amount identified
2. Install adjustable shades over windows in instructional spaces, **supported**, no \$ amount identified
3. HVAC system serviced, repaired, or replaced so that environment is conducive to learning, **supported**, no \$ amount identified
4. Repair disability access exterior doors to the building so that they operate as expected, **supported**, no \$ amount identified
5. Complete installations of equipment in the sculpture lab, not supported at this time so that a focus can be placed on the other needs.

Learning Assistance Center

1. Space for proctoring at the Tehachapi facility, ?
2. Signage on the 2nd floor of the IWV LRC to support the LAC, **supported**, no \$ amount identified
3. Designated separation of space for writing and math labs on the 2nd floor of the IWV LRC, **supported**, no \$ amount identified

Library

1. Replace defunct and broken "rolling gate" between LRC/Library room and adjacent Community Room with a glass wall, **supported**, \$18000, not sure of funding source
2. A designated work area for the Librarian at the Tehachapi facility: desk, cubicle walls, **supported**, (\$800)

Science and Engineering

1. As construction project continues to displace the science lab classes, unanticipated issues that affect safety and lab feasibility must be addressed such as proper chemical storage and student work surfaces. **Supported**, construction funds? Foundation funds?

Information Technology

Kinesiology and Health Science

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

Learning Assistance Center

1. SARS kiosk for Mammoth and Bishop LACs, **supported**, no \$ amount identified
2. 3 new computers for online proctoring, **supported**, no \$ amount identified
3. 3 noise cancelling headphones for proctoring stations, **supported**, no \$ amount identified

Library

1. Laptop replacements (6 instead of 10 based on usage), **supported**, \$9000, not sure of funding source
2. Laptop computers to support distance librarian support at KRV, Tehachapi, Mammoth, and Bishop, **supported**, \$6000, not sure of funding source
3. Printer and finisher for prison campuses, **supported**, \$1300, not sure of funding source

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

Suggestions include:

- Development of a targeted brochure that combines LAS degrees with information about the honors program.
- Development and postal distribution of projected class offerings prior to the release of the live schedule each term.

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, emergency preparedness, title IX compliance.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

English, Math, Kinesiology, Library, Visual and Performing Arts

Location:

College-wide

Justification:

The Letters and Sciences section supports all faculty requests in its unit plans: English (Tehachapi), Visual and Performing Arts (Tehachapi), Kinesiology (ESCC), Library (Tehachapi), and Math (Tehachapi).

English – In the fall of 2017 there were 31 class offerings at the East Kern sites. Exceptions were made so that adjunct faculty could teach over load to cover the need. There will be 35 class offerings at the East Kern sites in the spring of 2018. Current full-time English faculty are at full load or over and only one is teaching at the Cal City and Tehachapi sites.

Visual and Performing Arts – In the spring of 2018 there will be at least two adjunct faculty with exceptions to teach over load to meet the student demand in East Kern. The demand for courses that are needed for the incarcerated students to complete awards is growing beyond our ability to service.

Math – The projections of student growth in the East Kern area exceed the department's ability to offer classes. For the spring of 2018 there are only 4 classes being offered servicing only one of the prison sites and the Tehachapi Center. This is a significant capacity issue.

Kinesiology – The Kinesiology transfer degree is currently offered at the Bishop and Mammoth campuses. There are no faculty, adjunct or otherwise, available to teach in the ESCC area. The addition of a full time Kinesiology & Health Science faculty will enable ESCC to deliver KINS activity, kinesiology and health science courses to meet the requirements of AA general education and the Kinesiology Transfer AA degree. This position will be needed in order to offer KINS team sport activity courses.

Library – Two initiatives have grown significantly in recent years and the ability to sustain the initiatives is a concern. The first is growth of course offerings in the prisons. As the number of sections at the prison sites increase, the librarian support required has increased dramatically. This is a result of the lack of access to scholarly materials in the prisons due to prohibited internet and technology access. For students in the 14 prison sections currently, getting access to research materials requires most if not all of the search and retrieval to be done by the librarians. As this has grown beyond the capacity of an adjunct, the full-time faculty have filled the need at the expense of other student supports. The second initiative is the imbedded librarian program that has grown significantly as instructors continue to include this student support in their classes.

2000 Category - Classified Staff