

Letters and Science Department
Annual Section Plan for Academic Year 2019-2020
November 2018

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

There are two clear areas that indicate possible barriers to education in Letters and Sciences at Cerro Coso. Collaboration between faculty chairs, administration, and department faculty has reviewed gaps in gender, ethnicity, and socioeconomics. Each department has implemented strategies for student success that were identified through an inquiry process, and has worked to implement low cost options for student textbooks.

Letters and Sciences gender distribution is consistent with the college as a whole in serving more female than male students. The college altogether serves 57% female to 42% male. Of the disciplines in the LAS area with at least 100 students served, the span ranges from 63% female to 37% male in Biology and then 36% female to 64% male in Physics. The trend this year was that in all areas the disparity between the gender enrollments decreased.

Letters and Sciences continues to be much like the college ethnically as well, 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. There was a trend of increased enrollments for African Americans in the humanities and biology, while Latino enrollment only increased in chemistry and Spanish.

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 on average 18% 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 the Letters and Sciences leadership team has discussed as needing institutional focus for not performing well are low-income students. Unfortunately, this is not a group that is currently being disaggregated.

Program Review

The following program reviews were completed in early 2018:

1. Kinesiology
2. Library
3. Basic Skills (was postponed from 2016 and was the first time it was reviewed).

The Kinesiology program review highlighted that while student athletes are the primary groups in this program, the rigor of required science classes has proved to be a barrier for completion. There is a currently a concern about the number of enrollments in PHED classes compared to the number of classes that the full-time faculty need to teach. The review recognized that new innovative classes could increase total enrollments in the program, and highlighted the efforts to move completely to OER in an effort to remove any financial barriers for students in the program.

The Library program review highlighted how efforts and delivery of services have evolved in the past three years to provide more services and support online as well as in the prisons. The Library has been a leader in OER efforts, and has been increasing faculty support through a burgeoning embedded librarian program. The review also emphasized the need for increased adjunct, if not full-time, librarian coverage for continued expansion online and in East Kern.

The Basic Skills program review highlighted that the program existed because of statewide efforts to help students remediate before entering transfer level course work and supported the below transfer level courses in math and English. Three years ago, several of these classes were relegated to the local adult school and the basic skills efforts on the college campuses focused on tutors and learning labs. With the advent of AB 705, these below transfer level courses are being phased out. This could mean the end of the basic skills program or a re-invention to provide concurrent support in the transfer level courses.

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.

Progress Made on Prior Year Initiatives

Improve Basic Skills Instruction

Replace basic skills courses in English and Math with co-requisite courses in the college-level and transfer-level courses; adjust placement as necessary. As of fall 2019, student will no longer be placed in math or English classes below transfer level. To support this effort, the math department plans to use embedded tutors to support Math C141 students. The Math C121 class has been submitted and approved by CIC this fall with a change from a 4 unit lecture course to a 3 unit lecture and 1 unit lab. This effectively will increase the student contact hours and the instructor load without increasing the cost for students. The English department has submitted an ENGL C101S class and it has been approved by CIC. This is a 2 unit lecture course that will provide just-in-time remediation for students who choose to enroll in the class simultaneously with ENGL C101.

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.

Provide professional development to help with the development and implementation of concurrent supports for math and English faculty. Faculty in both disciplines attended California Acceleration Project conferences and trainings while developing the concurrent support options. Simultaneously, administration participated in the CVHEC math taskforce to help develop guidance for AB 705 compliance.

Improve effectiveness and usage math and writing labs on site and online. This effort has moved out of its infancy by standardizing the use of Zoom to facilitate online support for students, and faculty using their office hours to staff the labs.

Support Guided Pathways by working to minimize financial barriers for students

Through efforts of the library, more than 40 sections during the last two years have been offered with low to zero cost textbook options. The first OER implementation grant was successfully completed and we are waiting on the awarding of a second round OER implantation grant. At this time, little progress was made on building a Z-degree pathway.

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 spring and fall 2018 terms began. 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. The Adjunct Faculty Handbook was updated and emailed to the adjunct faculty in coordination with the welcome letter. Faculty 411 was updated and also included as a link with the attached Handbook.

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

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. 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

Increase support for faculty initiatives through professional development

Action Plan:

1. Work with faculty flex coordinator to sustain and improve upon flex day offerings.
2. Work with faculty chairs to determine and provide support and collaborative opportunities for faculty to make necessary changes to comply with AB 705.
3. Work to increase participation in Lunch-n-Learn presentations.
4. Continue to update Faculty 411 to be a current and relevant resource.

Measure of Success:

Lead measures:

1. Participation surveys from flex days to identify the most successful offerings.
2. Participation in CAP offerings by math and English faculty.
3. Present at a lunch-n-learn to learn more about the PD delivery model.
4. Addition or modification of at least one section in Faculty 411 per month

Lag measures:

1. Increased participation in flex days.
2. Full implementation of AB 705.
3. Lunch-n-learn participation rosters

Person(s) Responsible:

Dean, Letters and Sciences
English and Math Department Faculty
Faculty Flex Coordinator
DE department

It directly addresses a college Strategic Goal or Objective

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

Support Guided Pathways work through a refresh of the long term schedule

Action Plan:

1. Work with faculty chairs and departments to review the current matrix and make additions, changes, and deletions.
2. Work to represent program pathways as suggested course sequences from the long term schedule.
3. Work to include zero cost textbook options in the long term schedule as they continue develop.
4. Continue to refine the scheduling process and worksheets to facilitate the development of a yearlong schedule plan.

Measure of Success:

Lead measures:

1. A complete updated course offering matrix that include the prisons and summer possibilities.
2. Completed suggested sequence of courses for AD-Ts.
3. Increase in the number faculty developing OERs for their classes..
4. Early distribution of scheduling worksheets that are data driven.

Lag measures:

1. A completed up-to-date course matrix.
2. Infographic representation of suggested course sequences that ready to display on the website.
3. Progress toward a complete Z-degree.
4. Repeatable process for building a year-long offering of courses.

Person(s) Responsible:

Dean, Letters and Sciences
Faculty Chairs
Curriculum Specialist

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:

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.

Measure of Success:

Lead measures:

1. Attendance at fall flex day.
2. Collaboration with faculty chairs concerning welcome letters and emails prior to start of term.
3. Build pages for SLO guidance in the Adjunct Handbook.

Lag measures:

1. Confidence in flex day model for adjunct faculty.
2. New versions of the welcome letter each term based on review of previous effort.
3. Adjunct Syllabi including the most up-to-date SLOs..

Person(s) Responsible:

Dean, Letters and Sciences
Faculty 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
Goal 5 – Strengthen Organizational Effectiveness

Grow capacity in offerings of 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 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?
- 4. 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 again**, no \$ amount identified
- 2. Install adjustable shades over windows in instructional spaces, **supported again**, \$ 1000
- 3. HVAC system serviced, repaired, or replaced so that environment is conducive to learning, **supported again**, no \$ amount identified
- 4. Repair disability access exterior doors to the building so that they operate as expected, **supported again**, 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. Signage on the 2nd floor of the IWV LRC to support the LAC, **supported**, no \$ 800
- 2. As online tutoring increases, more space is needed to facilitate online sessions. 3 cubical rooms in the LAC would meet this need, **supported**, \$ 2000
- 3. Lockers in the LAC to secure personal items for PearsonVue testing. **Supported**, \$500
- 4. 3 proctoring stations at TEC. As enrollment increases in the EK area, more students will need to take proctored exams at the TEC. **Supported**, \$ 2000
- 5. Whiteboards (10) for tutoring in the LAC space at TEC and classrooms at the prisons. As enrollment increases and we make the necessary curriculum changes for AB 705, concurrent supports such as tutoring at both the TEC and the prison facilities will increase. **supported**, \$700
- 6. Library tables (2) for the LAC space at TEC are needed for previously stated reasons. **Supported**, no \$ 1000

Library

1. Replace defunct and broken "rolling gate" between Bishop campus LRC/Library room and adjacent Community Room with a glass wall, **not supported at this time**, \$18000, not sure of funding source
2. A designated work area for the Librarian at the Tehachapi facility: desk, cubicle walls, ergonomic chair, **supported**, \$1500
3. Bookdrop for IWV main building. There was one before the construction project. **Not supported at this time**, \$4000
4. Privacy window shades for Librarian office. **Supported**, (\$150)

Information Technology

Learning Assistance Center

1. 10 headsets for online proctoring across the sites, **supported**, \$ 1200
2. 4 Online tutoring stations, one for TEC, one for Mammoth, one for Bishop, and one for KRV, **2 supported at this time**, suggested that we test 2 stations and add 2 more the following year, \$3000
 - Desktop computer
 - Digital drawing pad
 - webcam
3. 8 noise cancelling headphones for student access to digital content, **supported**, \$ 200
4. 8 TI84x calculators for tutoring in statistics at the sites, **not supported**, \$800
5. 2 ipads or laptops for student use at KRV, **not supported**, \$3000

Library

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

Visual and Performing Arts

1. Replacement of wall-mounted monitor in 2-D lab (WW101) with screen and projector system, **supported**, no \$ amount identified.
2. Upgrade computer in WW101 to ensure compatibility with art software programs, **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.

Request again includes:

- 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.
- Inclusion in efforts to build social media campaigns to advertise AD-Ts.

Support for 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.

- New and potentially critical will be to either bring in training for or send faculty to training for successful implementation of concurrent support models for math and English, **supported**, \$4000.
- Kinesiology requests support for goals through training in certifications that will allow for increased desirable offerings, **Supported**, \$4000 - if not using training for salary advancement in which case faculty will incur costs.

Research and Data

There are two primary areas in which research and data support can help the efforts in Letters and Sciences.

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 and terms. Such a report has already been sent to and discussed with the IR director.
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

1000 Category - Certificated Positions

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

Location: Tehachapi / East Kern

Justification:

Social Science – The projections of student growth in the East Kern area exceed the department’s ability to offer classes. Philosophy classes fill to capacity when offered and are needed for incarcerated students to complete education plans. Also needed to complete education plans are political science, history, and economics. Political science is a class that meets two areas of the IGETC and therefore could be the a very efficient way to help our incarcerated students graduate and begin work on four-year degrees before leaving the prison system. Political science is currently not being offered in East Kern. Economics in East Kern is currently a limited offering based on adjunct availability. History in East Kern is also limited based on adjunct availability. Philosophy is at capacity currently with adjunct faculty. Instructors inform that East Kern student are going through other colleges for these classes because we cannot offer them. A philosophy instructor and an instructor who can teach two of the three (political science, history, and/or economics) will support the growth initiative for the Tehachapi Ed Center. 2 full time positions requested: Philosophy– **Supported**; Political science/History/Economics – **supported if possible**, otherwise plan for the following year.

Visual and Performing Arts – In the spring and fall of 2018 there were adjunct faculty with exceptions to teach over load to meet the student demand in East Kern, and an adjunct faculty had to be recruited after the fall term started to cover the demand. The online offerings continue to fill and the upper level courses at IWV have been at capacity. The demand for courses that are needed for incarcerated students to complete awards is growing beyond our ability to service, as is serving TEC and KRV. 2 full time positions requested: Studio Art for East Kern/ Prisons – **Supported**; Studio Art for IWV campus – **supported if possible**, otherwise plan for the following year.

English – In the spring of 2017 and the fall of 2018 there were increased 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 more class offerings at the East Kern sites in the spring of 2019, and after the spring of 2019, the primary adjunct faculty member teaching at TCCI will be leaving the country to pursue a high degree. Current full-time English faculty are at full load or over and only one is teaching at Cal City and one at the Tehachapi Ed Center. A full-time English faculty based in Tehachapi would support the prison growth and the growth efforts at the TEC. **Requested**

Science – In the spring of 2018 one section of physical science was offered at CAC, 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. **Requested**

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 17 prison sections currently, getting access to research materials requires most if not all of the search and retrieval to be done by the librarians. The 100% growth of this need in the last 4 terms has grown beyond the capacity of a single adjunct. The second initiative is 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. If not a full-time position, then an increase in adjunct hours is requested. **Increase in adjunct hours is supported.**

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

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. This has been requested before. At this time, focus will be on IWV and East Kern growth where there more than sufficient full-time faculty to meet the need. **Not supported at this time.**

2000 Category - Classified Staff

Library – The Tech I performs duties and projects that cannot be performed by the Assistant, such as ILL and book processing and, currently, this crucial Technical position does not work summers--which is when projects like weeding and inventorying take place. With new department initiatives such as prison reference clerical work, OER collection growth, marketing/communication/engagement efforts, the migration to ExLibris (which opens up a new data land of technical librarian work), and the data initiative that will put the library department on an intensive cyclical review of library data, this position augmentation is viewed as crucial. Request for increase from 30 hr/week for 9 months, to 40hr/week for 12 months. **Supported partial** - 30hr/week for 12 months.

Library & LAC – The LRC Technician position for TEC identified and justified in the LAC Unit Plan will also perform some Library functions such as printing articles for prison reference; maintaining and checking out the RESERVE collection, as well as supporting the recruitment and scheduling of tutor support for students at that campus site. Request LRC Technician 30hr/week for 11 months. **Supported partial** - 30hr/week for 9 months.

Science – To support new full-time faculty for the ESCC campus and the growth in East Kern, the IWV Science Lab Tech must travel to the sites. Such growth without growth in the support structure will necessitate decreasing the services provided for IWV courses, faculty, and students. The current situation is that the position has a flex schedule that does not allow for full coverage at IWV and support of the sites. It is therefore requested that the Science Lab Tech position be increased from 1300 hours to 1400 hours. **Requested**