Letters and Sciences
Annual Section Plan for Academic Year 2021-2022
November 2020

About the Letters and Sciences 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 traditional, distance, incarcerated, and dual enrollment 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:

- Learning Assistance Center/Tutoring/Proctoring
- Honors

Programs, primary responsibility:

- Anthropology for Transfer
- Art History for Transfer
- English for Transfer
- General Education Pattern: Local Cerro Coso
- General Education Pattern: CSU-Cert
- General Education Pattern: IGETC
- General Sciences
- History for Transfer (NEW)
- Kinesiology for Transfer
- Liberal Arts: Arts & Humanities
- Liberal Arts: Mathematics & Sciences
- Liberal Arts: Social & Behavioral Science Mathematics for Transfer
- Political Science for Transfer (NEW)
- Psychology for Transfer
- Sociology for Transfer (NEW)
- 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)
- Cyber Security (math)
- Human Services (English, psychology, speech)
- Information Technology (math)
- 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. Faculty chairs, administration, and department faculty have reviewed gaps in gender, ethnicity, and socioeconomics, and have found that low socioeconomic students have the most significant success gap. 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 enrolment is consistent with the college as a whole in serving more female than male students. However, there continue to be differences among the disciplines. Of the disciplines in the LAS area with at least 100 students served, the enrollment spans ranges from 71% female to 27% male in Biology to 37% female to 63% male in Physics. The trend again 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, 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 Latino students did not perform as well as other ethnic groups last year when the incarcerated enrollments were excluded. Success rates for these ethnicities are on average 13% lower than the overall in the Letters and Sciences. 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. Over the last 5 years, the success rates of these subgroups has been increasing. It is important to note that with the incarcerated students excluded, the African American enrollments are roughly 10% of the Latino and White enrollments.

This year, for the first time, socio economic status could be disaggregated and the data reveals that the Letters and Sciences faculty hypothesis that this could be a significant sub-group is in fact true. This success rate for students identified with low socioeconomic status is 8% lower than that of the section as a whole with only the African American sub-group performing lower. It is possible that financial hardship accounts for the lower success rates of other sub-groups, and it is a factor that faculty efforts can target.

Progress Made on Prior Year Initiatives

Increase support for faculty initiatives through professional development
Action plan:
1. **Work with faculty flex coordinator to sustain and improve upon flex day offerings.** This of course has been affected by the current working conditions. However, the flex committee was empowered to develop the fall flex program as needed in a virtual environment. The sessions were mostly faculty led and were relevant to supporting faculty through the current challenges that they have been facing. The attendance was greater than the previous flex day and the feedback about the keynote experience was very positive.
2. **Work with faculty chairs to determine and provide support and collaborative opportunities for faculty to make necessary changes to comply with AB 705.** Faculty continue to work to determine the best way to provide concurrent supports for the students who need it in ENGL C101 and MATH C121. The current working conditions created new and hopefully temporary challenges. English faculty teaching the ENGL C101S co-requisite class have been frustrated with the fact that the students who most need the extra support are not enrolling the class. Math faculty teaching MATH C121 have been trying different approaches to make the extra 3 lab hours the most effective.
3. **Work to increase participation in Lunch-n-Learn presentations.** Little progress has been made on this action item as a result of efforts by the dean. However, it is reported that attendance at lunch-n-learns when promoted by the presenter on the day of the presentation is higher than the previous year.
4. **Continue to update Faculty 411 to be a current and relevant resources.** The Canvas shell was updated this summer with current information, and reorganized to incorporate suggestions from the Ped-Tech committee. The next part of this item is to build new content to support Navigate and Zoom.

2020-2021 Letters and Science Annual Section Plan

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.** This was completed with the adoption of new courses this past summer. Currently we are using the new matrix to build the course schedule.
2. **Work to represent program pathways as suggested course sequences from the long term schedule.** This was completed and has been incorporated into Navigate.
3. **Work to include zero cost textbook options in the long term schedule as they continue develop.** As zero cost textbooks is a faculty adoption preference, it is not appropriate to include in the long term schedule. However, this action item translated into evolving how we work to comprehensively and accurately identify the sections that faculty will teach with a zero cost textbook option.
4. **Continue to refine the scheduling process and worksheets to facilitate the development of a yearlong schedule plan.** The recent build process for the spring 2021 course schedule was just completed in the most efficient effort by faculty and the instruction office in the past three years.

Increase support and inclusion of adjunct faculty
Action plan:
1. **Work to increase participation in flex day opportunities.** As a silver lining of the current COVID situation, the necessity to take the fall flex day into a virtual environment naturally made attendance at the program more accessible to our adjunct faculty.
2. **Continue to refine communication prior to start of term.** There were not hardcopy welcome letters sent to adjunct faculty this fall term, and likely will not be this spring. However, through email, proactive communication with helpful information continues to be sent. The concern is the frequency with which adjunct faculty check their Cerro Coso emails.
3. **Work to improve understanding of SLOs, building syllabi, and classroom management.** Outside of a couple of flex presentations and the initial email communication, we have not accomplished this as we envisioned we might a year ago.
4. **Continue to refine the Adjunct Faculty Handbook.** With the help of Instruction Office personnel, this pdf document has accurate information. We have begun to work to incorporate the document into Faculty 411 with the hope that we will be able to have a sound way to ensure adjunct faculty access to Faculty 411.

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.** This was completed by the East Kern administration. The Office of Instruction still needs to incorporate these schedules into the long-term schedule matrix and provide time for faculty chair feedback.
2. **Determine gaps in faculty resources, facilities, information technology, equipment, and staffing to serve the needs of the long- term schedules.** This item evolved with the advent of scheduled Zoom classes and the canceling of many lab and activity classes. We have been able to support the faculty needs for Zoom delivery and we are still learning how to support faculty needs for correspondence instruction. This item has also evolved from identifying where we need new faculty to identifying how we can keep the adjunct faculty we have when there are fewer assignments.
3. **Move to hire full-time faculty and/or staff, identify adjunct faculty, address facilities issues, and purchase IT and equipment needs as needed.** This is an ongoing action item. This year we were able to hire a Chemistry instructor to fill vacancy that was created the previous year by an unexpected retirement.
4. **Establish "succession plans" to ensure continuity of offerings especially for faculty teaching in the prisons.** This is an ongoing action item.

Initiatives for Next Academic Year

Increase support for faculty initiatives through professional development

Action Plan:

1. Work with faculty chairs to determine and provide support and collaborative opportunities for faculty to make necessary changes to comply with AB 705.
2. Work with faculty to develop and implement courses that satisfy the new Area F – Ethnic studies
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 in departmental collaborations by math and English faculty.
2. Participation in departmental collaborations by the social science faculty.
3. Communications in support of offered lunch-n-learn sessions.
4. Addition or modification of at least one section in Faculty 411 per term.

Lag measures:

1. Increased enrollment in ENGL C101S.
2. Additional math class for transfer.
3. Throughput rate increase for math and English.
4. Lunch-n-learn participation rosters.

Person(s) Responsible:

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

It <u>directly</u> addresses a college Strategic Goal or Objective

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

Decrease economic barriers for students

Action Plan:

1. Work with faculty chairs and departments to analyze costs for students in their classes beyond tuition costs.
2. Work librarians to continue support of OER adoptions once the current grant support ends.
3. Revisit possible Z-degrees.

Measure of Success:

Lead measures:

1. Department discussions about the current costs of materials for students
2. Identify ongoing incentive for faculty to develop OERs for their classes.
3. Identify barriers to Z-degrees.

Lag measures:

1. Decreased materials costs for students in each department.
2. Increase in number of classes using OER or zero cost text materials.

2020-2021 Letters and Science Annual Section Plan

3. Identify a possible Z-degree.

Person(s) Responsible:

Dean, Letters and Sciences
Faculty Chairs

It <u>directly</u> 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

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 <u>directly</u> 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. Work to expand the Advanced Learner Initiative to all departments by creating non-credit companion classes to on-site classes for adult learners.
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. Courses identified for companion non-credit courses.
2. Gaps addressed so that course offerings can adhere to long-term schedules.

Lag measure:

1. Companion non-credit courses added to the live schedule.
2. Improved program completion and success rates.

Person(s) Responsible:

Dean of Instruction, Letters and Sciences
Site Directors
Department Chairs

It <u>directly</u> addresses a college Strategic Goal or Objective

Goal 1 – Maximize Student Success
Goal 2 – Advance Student Equity Measures
Goal 3 – Ensure Student Access
Goal 4 – Enhance Community Connections
Goal 5 – Strengthen Organizational Effectiveness

Resource Needs

Facilities

Visual and Performing Arts

1. Install adjustable shades over windows in instructional spaces, **supported again**, $ 1000
2. Repair disability access exterior doors to the building so that they operate as expected, **supported again**, no $ amount identified.
3. Complete installations of equipment in the sculpture lab, **supported again**, no $ amount identified.
4. Separate teaching space for painting and drawing from the ceramics lab at TEC. This is in the EK Section plan as well and is supported here. This is necessary to grow the art programs successfully in Tehachapi.

Learning Assistance Center

1. Whiteboards (2) for tutoring in the LAC space at the new KRV location. **supported**, $600

Information Technology

Kinesiology and Health

1. Two class sets of FitBit fitness trackers or equivalent device for students to record and submit activity data. This supports the current classes during COVID and will be a necessary part of the curriculum in newly developed activity classes. , **supported**, $ 5000

Mathematics

1. A class set of touchscreen laptops for student use in the MATH C121 labs. 24 Surface Gos with a cart like adult ed purchased to support the use of PLATO in the service area, **supported**, $ 8000

Science

1. Software to support the chemistry classes. ChemDraw is ubiquitous and standard software in organic chemistry. It is used to write organic chemistry equations, exams, worksheets, and to generate nuclear magnetic resonance (NMR) spectra for students. **Supported**, $2000

Visual and Performing Arts

1. Upgrade computer in WW101 to ensure compatibility with art software programs, **supported**, no $ amount identified
2. Install screen and projector system in ceramics lab, **supported**, no $ amount identified.
3. Computer stations for student use in the art facility with network access to our printers. These would provide students with the means to perform research on visual imagery and other art topics without having to leave the building.

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

Annual Unit Planning and Program Review can be more meaningful and effective when data collection, data analysis, and research is provided to departments.

For this next year, in addition to AUP and PR, the requests by the Library, English, and Math departments will be crucial for their initiatives.

Staffing Requests

1000 Category - Certificated Positions

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

Location: Tehachapi / East Kern

Justification:

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

increase enrollments as it would bring more consistency and personality to the instruction of philosophy. It would also create an advocate and discipline area expert for Philosophy within the college, which is certainly needed. – <u>Philosophy Instructor</u> - **Supported**

1. Size of Waitlists in the discipline: 17 total waitlist for the 2018/2019 academic year, 13 total waitlist for the 2017-18 academic year, 25 total waitlist for 2016-17 academic year, 10 total waitlist for 2015-16 academic year.
2. Department productivity, previous year: 15.2 FTES/FTEF for the 2018/2019 academic year. 14.0 FTES/FTEF for the 2017-18 academic year, 13.7 FTES/FTEF for the 2016-17 academic year. 2020-2021 Social Science AUP 5
3. Number of faculty currently in the department: There are currently 0 full-time faculty in the philosophy discipline.
4. Number of adjunct faculty: 3 adjunct faculty will be assigned at least one philosophy class in Spring 2020, and there are 4 adjunct faculty that are regularly assigned sections during an academic year. During the previous 5 years adjunct faculty accounted for 100% of instruction for philosophy classes (collegewide average is 36%)
5. Number of degrees awarded, previous year: As of Fall 2016 the five year average for degrees awarded in Liberal Arts/Arts & Humanities, there is no specific Philosophy transfer degree yet, is 189
6. Number of students at first day and census, previous year: 565 students on the first day and 478 students by census in the 2018/2019 academic year. 650 students on first day and 538 by census in the 2017-18 academic year. Enrollments have been increasing for the last three years.

English The number of English 101 classes offered in the Tehachapi Centered tripled from 2018 to 2020. Additional classes are also being taught in the prison. 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 is out of compliance with AB705 and students will not receive their AA for Transfer degree or another degree in a timely manner. – <u>English Instructor for EK</u> – **Supported**

1. The department currently has seven full-time faculty spread out over three campuses, the Tehachapi Center and the prisons.
2. The department currently has approximately twelve to fourteen adjunct faculty spread out over the various Cerro Coso sites. Courses are offered at all sites including online. Additionally, during the COVID-19 pandemic, rather than cancelling face-to-face classes or transitioning them to online only, the English and Foreign Languages department offered more Zoom classes than any other department.
3. Although the first day enrollment and enrollment and census is slightly down from the previous year, the number of English courses has increase since AB705 now requires student 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.
   2019 First Day Enrollment: 4050
   2019 Enrollment at Census: 3452
   2020 First Day Enrollment: 3931
   2020 Enrollment at Census: 3813

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 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 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.

1. Currently, prison reference ALONE is averaging the library department ~10 hours per section.
2. At least two sections of LIBR C111 are expected to be taught each semester at the CCIs.
3. Continued growth at EK will result in increased need for LIBR C111 courses taught and increased prison reference.
4. The EK site director fully supports this position and included it in her AY 19-20 Section Plan.

If not a full-time position, then an increase in adjunct hours is requested. **Adjunct hours are supported.**
IWV: 6 hours per week @ $11,520
ESCC: 12 hours per week @ $23,040
TEH/CCI: 24 hours per week @ $46,080

2020-2021 Letters and Science Annual Section Plan

2000 Category - Classified Staff

Library – Library Tech I – The Tech I performs duties and projects that cannot be performed by a 12 month Library Assistant. Interlibrary Loan, Outreach and engagement, OER assistance, Patron assistance, Prison reference technical functions, collection inventorying--these are crucial tasks that go on hiatus during the summer, to the detriment of the department.

With new department initiatives such as prison reference, OER, outreach, enhanced cataloging platform implementation and ongoing changes to database interfaces, collection maintenance, and data collection and organization, this augmentation is even more crucial for next year.

The Library has been without a longstanding 19-hour/week Library Assistant II position, which has been a victim of the hiring freeze since fall 2019, and has negatively impacted the department. Perhaps a Library Tech I could be considered as an alternative to the Library assistant once hiring resumes.