Academic Affairs Department
ADP for Academic Year 2022-2023
February 2022

Executive Summary

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In 2020-21, Academic Affairs made progress on several division initiatives despite the various setbacks, shutdowns, and course corrections caused by the coronavirus pandemic. The college came out of 20-21 in good shape relative to the Student Centered Funding Formula. It ended up slightly higher in FTES compared to 19-20 by 1.8%, and its total of 955 individual degrees and certificates awarded, including 179 ADT's, was Cerro Coso's highest on record. For implementing more and better Career Technical Education programs and industry recognized certifications across the service area, two new programs were submitted to the state for approval: Entrepreneurship (13-unit certificate) and Industrial Process Technician (16-unit certificate). In addition, the public services department has begun the process of disentangling law enforcement classes from the administration of justice degree classes and submitting separate programs to the state. The Academic Affairs office provided a number of professional development opportunities to strengthen culturally responsive teaching–such as the presentations by Lasana Hotep at fall flex and J. Luke Wood at spring flex—and to support faculty to better direct, connect with, nurture, and engage all students, which was especially important last year with all the COVID disruptions. In 20-21, the college achieved an overall course success rate of 79%, its highest ever. As for improving the college's use of institutional data for decision-making, the college used funds from its IEPI grant to support a tremendous amount of work that resulted in more useful program review data and to provide for the college's initial foundational efforts in data visualization.

Nevertheless, the division knows it has continued work to do. It needs to address equity gaps in the access of male students and in the success rates of Black students. It needs to ensure students are not lost during the transition out of COVID. It needs to continue to offer opportunities for professional development in equity and strategies that help student complete education plans. It needs to address if not solve the unstable campus situation in Tehachapi.

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

- Optimize enrollments through effective schedule-building and partnering with outreach services – more art than science, maintaining enrollments coming out of the second year of COVID and in the face of the vaccine requirement will be a high priority.
- Improve completion of students' ed goals – this will be done in two main parts. The first is to continue to lay a great stress on closing equity gaps using professional development across the organization. The second is to embark on intentional efforts to address Guided Pathways pillar 4, ensuring learning.
- Implement college-based systems for curriculum and outcomes assessment – this very high priority for the Academic Affairs division is the result of Cerro Coso's second failed experiment with a curriculum management system. While much of the design work of the transition will take place in spring 2021, the systems will be implemented, monitored, evaluated, and revised as necessary during AY 22-23.
- Build trust and respect throughout the Academic Affairs organization – this will be done largely by continuing to implement the recommendations of the climate survey task force once they are delivered.

Make progress on a new home for the Tehachapi campus – as detailed in the EK section plan, the current campus situation in Tehachapi is unstable. For growth to continue, Tehachapi campus is in need of its own space that is not shared or associated with any other organization.

Review And Planning

Equity

The biggest equity gap in terms of **access** continues to be **males**. When incarcerated students are removed from the equation, male students continue a long-term trend at the college of accounting for just over a third of enrollments (35.5% in 2020-21) and of headcounts (35.3%).

The biggest equity gap in terms of **success** continues to be **Black** students. Although the college saw some improvement in (non-incarcerated) Black student success from 51% in 19-20 to 56% in 20-21, it failed to close the achievement gap compared to other ethnic groups, which also rose five percentage points (75% to 80%). This metric includes over 1,000 enrollments from Black students in 2020-21 so it is not an inconsiderable number (Black students are consistently our third largest ethnic group). Online, Black students performed at a 50% success rate overall, which was better than 19-20's 45%, but again failed to close any gap on the other ethnic groups, who also improved by five percentage points.

Program Review

Academic year 2020-21 continued to see the college make up ground on late and missing program reviews. In the Academic Affairs division, 10 program reviews were completed all the way through the process, presented to academic senate and to college council, and published. This includes two from 2019 (General Education and Human Services), 5 from 2020 (English, Art History, and the three Liberal Arts), and 3 from 2021 (all the Business programs, all the Business Office Technology programs, and Mathematics).

Just as importantly, improvements were made behind the scenes. The program review committee initiated and completed a stem-to-stern review of its template and process, making considerable changes in format and workflow. And the IR office made significant advances in developing data sets that could be delivered in static form to the review writers and embedded into the document without separately hand-entering the data. In addition, the program review committee has committed to working sessions with the review writers to speed up the process and keep them on track, and the year-ahead orientation meetings are still being held.

Prior Year Initiatives

It's fair to say that Academic Affairs 20-21 goals were sideswiped by COVID. The goals were established in December 2019, just weeks before the coronavirus hit. Despite it all, the division was able to make *some* progress on several of its initiatives.

The first goal was to respond more adequately to the Student Centered Funding Formula by staying conservative in FTES generation and improving performance on metrics of the student success allocation. Well, *limiting* FTES generation was not a problem in 20-21. However, despite the setbacks and shutdowns and course corrections caused by the virus, the college came out of 20-21 in good shape relative to the SCFF. It ended up slightly over 50 FTES higher in 20-21 than in 19-20, an increase of 1.8%. In addition, it improved on its highest-ever number of awards in 19-20 with another new highest-ever total in 20-21: 955 individual degrees and certificates awarded, including 179 ADT's. In terms of the student performance part of the SCFF, the college saw more "points" this year than for any prior year, powered largely by a 21% increase in the number of students earning an ADT.

For implementing more and better CTE programs and industry recognized certifications across the service area (goal #2), two new programs were created in the CTE area and submitted to the state for approval: Entrepreneurship (13-unit certificate) and Industrial Process Technician (16-unit certificate). In addition, the public services department has begun the process of disentangling the law enforcement academies from the administration of justice degree classes, bringing the course outlines of record up to date, packaging the courses into separate programs, and submitting them to the state for approval.

For offering professional development opportunities for faculty and staff that focus on directing, connecting, nurturing, and engaging all students (goal #3), this was one of the 20-21 goals least impacted by COVID. The Academic Affairs office provided a number of professional development opportunities to strengthen culturally responsive teaching –such as the presentations by Lasana Hotep at fall flex and J. Luke Wood at spring flex—and to support faculty to better direct, connect with, nurture, and engage all students, which was especially important last year with all the COVID disruptions. In 20-21, the college achieved an overall course success rate of 79%, its highest ever. Even when ISEP and dual enrollment courses are removed, the college success rate for AY 20-21 was 77%, three percentage points higher than the previous high of 74% in 18-19.

And for improving the college's use of institutional data for decision-making (goal #4), while this goal was negatively impacted by COVID to a degree, it also benefitted from the awarding of a second IEPI grant. The focus of the grant was to further build out the IR office, and it helped do two things in 20-21 particular despite COVID: it supported a tremendous amount of work that resulted in more useful program review data, and it paid for foundational efforts in data visualization: software, professional development, and initial template-creating.

Next Year Initiatives

Annual goals in Academic Affairs are shaped by a variety of internal and external factors. Most proximate is the college's strategic plan; for this planning period, the 2018-2021 Strategic Plan is still in effect, with the 21-24 plan nearing completion. Goals are also shaped by the most recent educational master plan, which set three directions 2017-2022: build capacity in Tehachapi and Greater East Kern, promote future enrollment growth from within, and expand equitable services and maximize unique opportunities at all campuses. The accreditation self-study named two quality-focus action items for the period 2018-2025: improving the onboarding of students and improving completion of students' ed goals. The Chancellor's Office established its Vision for Success in 2017 with 5-year goals of increasing degree and certificate attainment, transfer, and gainful employment; reducing excess unit accumulation; and closing equity and regional achievement gaps. In addition, just this month the system has communicated enhanced expectations regarding AB705 and guided pathways.

Given this nesting of mid- and long-term objectives and the current state of the division and the operational and performance gaps identified in the sections and units that make up Academic Affairs, the following goals are being set for the 2022-2023 academic year:

- Optimize enrollments through effective schedule-building and partnering with outreach services – more art than science, maintaining enrollments coming out of the second year of COVID and in the face of the vaccine requirement will be a high priority. The higher the enrollments, the more students there are for supplemental funding and the greater the potential outcomes in degrees, certificates, CTE units, English and math completion, and attainment of a living wage. This goal directly addresses all Vision for Success goals. Strategies for this goal include developing and implementing programming for and increase outreach to 25-39 year and male students at ESCC; increasing ESCC's enrollments; improving access to dual enrollment; researching, creating, and implementing CTE non-credit courses at EK; increasing potential online enrollments through participation in the CVC exchange; and growing capacity in offerings of GE courses at all campus locations.
- Improve completion of students' ed goals – this will be done in two main parts. The first is to continue to lay a great stress on closing equity gaps using professional development across the organization. The second is to embark on intentional efforts to address Guided Pathways pillar 4, ensuring learning. This goal directly addresses all Vision for Success goals. Strategies include supporting faculty in meeting state-level initiatives; developing a Canvas mobile template; implementing the distance education equity plan; developing Cerro-Coso-grown LTI's; increasing success rates and narrowing equity gaps for Latinx and economically disadvantaged students at ESCC; improving equity in the dual enrollment program;
- Implement college-based systems for curriculum and outcomes assessment – this very high priority for the Academic Affairs division is the result of Cerro Coso's second failed experiment with a curriculum management system. After too much lost data, extensive delays, fixed and then UNfixed processes, poor customer service, and inexplicable increases in pricing, the college—led by the curriculum committee and the academic senate—recommended cutting ties with eLumen and returning to a basic self-managed curriculum repository. By keeping the data in-house, the college can develop a centralized database that can also address data needs in outcomes assessment, program review, and program presentation on the website. While much of the design work of the transition will take place in spring 2021, the systems will be implemented, monitored, evaluated, and revised as necessary during AY 22-23.
- Build trust and respect through the Academic Affairs organization – this will be done largely by continuing to implement the recommendations of the climate survey task force once they are delivered. This goal indirectly addresses all Vision for Success goals. Strategies include implementing recommendations from the climate survey task force and increasing support and inclusion of adjunct faculty.

Make progress on a new home for the Tehachapi campus – as detailed in the EK section plan, the current campus situation in Tehachapi is unstable. For growth to continue, Tehachapi campus is in need of its own space that is not shared or associated with any other organization. Exploring options, securing a location, and prepping for a transition to take place in fall 23 is a primary task next year.

Resource Needs

Facilities

Items are listed in priority order

Supported regardless of funding

- KRV: Continue with Lake Isabella campus lease (EK)

- IWV: An on/off switch that is accessible by science instructors to the main vacuum pump that feeds into the lab tables in Main Building rooms 330 and 331 (LAS)
- TEH: Teaching space for painting and drawing separate from the ceramics lab (LAS)
- IWV: Adjustable shades over windows in instructional spaces in the art building (LAS)
- IWV: A whiteboard wall on the west wall (across from the LAC service desk) would be effective for group tutoring/study sessions (LAS)

Supported only on alternative funding

- IWV: new cabinetry in the Allied Health skills lab area for storage of at-risk items (CTE)
- TEH: Dedicated classroom space at the Tehachapi campus for ADMJ programs (CTE)
- TEH: Designated department space at Tehachapi campus (ISEP)
- IWV: Modular furniture that would allow the LAC to be arranged differently for various collaborative and active learning activities: small group study, large group study, hybrid tutoring, quiet study areas, etc. (LAS)
- IWV: Astronomy observatory north-east dome requires repairs or removal (LAS)
- IWV Astronomy observatory three wooden storage sheds require repair or replacement (LAS)

Information Technology

Items are listed in priority order

Supported regardless of funding

- College-wide: Blackboard Ally ($5,400), an accessibility checker that gives faculty insight into the overall accessibility of their Canvas content and suggests solutions to resolve accessibility issues in their Canvas pages, Microsoft documents, and PDFs (DE)
- College-wide: Labster ($6,000), a virtual lab and science simulation tool (DE)
- College-wide: VisibleBody ($4,000), a virtual anatomy educational tool (DE)
- IWV: Professional development for IR staff ($10,000) to support the growing number of data, data management, and data visualization needs at the college level.
- College-wide: Pronto, an instant messaging tool to help faculty and students connect informally or formally via chat and video (DE)
- IWV: Upgrade computer in WW101 to ensure compatibility with Adobe Creative Suite and install Adobe Creative suite
- TEH: Wall-mounted TV for information/announcements, etc (EK)
- College-wide: Respondus ($2,200), a lockdown browser tool that is used in proctoring online exams (DE)
- College-wide: Perusall ($5,000), a tool that allows students and faculty to annotate assigned readings and engage the reading material in a style akin to social media posting (DE)

Supported only on alternative funding

- IWV: Hybrid tutoring cart for the LAC ($4000), just like the ones for ZIPDD classrooms. Possible alternative funding source: HEERF (LAS)
- IWV: Computer stations for student use in the art facility with network access to printers (LAS)

Not supported at this time (see notes)

- IWV: Screen and projector system in ceramics lab (LAS). IT has expressed concerns about the classroom environment's impact on the durability of the equipment. This needs to get worked out and everyone on the same page to be supported at the division level.
- IWV: Eight new laptops with webcams for the Library (LAS), no justification in document or apparent link to any gap or initiative. Traffic in library has plummeted with Covid/vaccine requirement.
- IWV: Two boom-mics for video production for the Library (LAS), no justification in document or apparent link to any gap or initiative

Marketing

Items are listed in priority order

Supported regardless of funding

- TEH: Engage a consulting firm to carry out a professional market study of the Tehachapi community (EK)
- College-Wide: All marketing captured in the LAS unit plans (LAS)
- College-Wide: All marketing captured in the CTE unit plans … though almost all of this can be paid out of SWP or VTEA (CTE)
- ESCC: Postcard mailings and radio and print advertising ($16,000), to increase enrollments on campus, particularly to populations hit hard by Covid (ESCC)

Professional Development

Items are listed in priority order

Supported regardless of funding

- For 22-23, in this category of "regardless of funding" the academic affairs division supports only those professional development opportunities that are at scale and provide PD to substantial numbers of employees, such as flex day and online faculty training.

Supported only on alternative funding

- College-wide: All other professional development captured in the various unit and section plans will be looked for to be paid out of alternative funds. Possible sources include equity funds, SWP, VTEA, Guided Pathway funds, and the new Rising Scholar funds.

Other Needs

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

Across Disciplines

Location:

Justification:

Full-time faculty positions are supported in the following ranking:

- Business - ESCC
- Child Development - IWV
- Library - EK
- Academy Coordinator - EK

Full-time faculty positions not supported at this time:

- Business Office Technology - IWV

2000 Category - Classified Staff

Requests Through the Planning Process

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following requests are supported:

- Associate Dean, Director of Nursing. This position is required if we are to offer an ADN nursing program. It can be paid for out of SWP until the program has had the chance to establish itself (Allied Health)
- ISEP Department Assistant II, increase from 19 hours to 40 hours (ISEP)

The following requests are not supported at this time

DA II Mammoth and DA III Bishop (ESCC) – with enrollments disrupted at ESCC, it does not seem that now is the time to hire not one but two additional positions principally for coverage. The outreach angle is promising, but it's hard to know right now what the needs for outreach will be post-Covid and post-vaccine-mandate.

ISEP Program Director reclassification and Program Coordinator (ISEP) – In laying the groundwork for a permanent ISEP office, last year's plan asked for a program manager and a program coordinator. After extensive discussions, senior management landed on a program director (one step up from a program manager), program technician (one step down from a program coordinator), and a 19-hour department assistant II. It was felt that this clearly differentiated the management/classified workloads identified in the plan while at the same time providing an additional 19 hours a week for whatever clerical tasks might come out of the woodwork in setting up the office. A year later, the ISEP program is asking for an additional 21 hours a week for the department assistant (made full-time), an additional position at the program coordinator level, and the program director position to be upgraded to a Campus Director classification. At this point, I am willing to support the extra hours of the DAII (above). I am proposing to wait on the others as the landscape will change significantly change over the next year: we will be another year into Covid and its impact on correspondence education, the new Rising Scholars program will be implemented (with its own categorical funding), and a baccalaureate program may be in the works. In Fall 2022, we will be in a better position to know what an ISEP Office 2.0 might look like.

Department Assistant III, Office of Institutional Research (IR AUP) – currently, the office is completely empty with both the director and the research analyst positions vacant. The college needs to make it a priority to hire these positions first and reestablish a workflow with a new director before committing to an additional support position.

Instruction Office Specialist

Location:

Ridgecrest/IWV

Salary Grade:

44.5

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

4,530.66 per month, Step 1

Justification:

Explain why the work of this position cannot be assigned to current staff

Years ago there were separate positions in the office of instruction for curriculum support and for scheduling. While the work of the curriculum position was fully subscribed at 40 hours, the scheduling position was less so, and once we onboarded a curriculum management system that automated many of the curriculum tasks (CurricUNET at the time), and when the scheduling technician retired, it was an opportunity to combine the positions. The workload was always substantial for this combined position, a solid 40 hours every week, but manageable. It was that way until fall 2019, when district HR began implementing FLAC. This new process was rolled out in pieces over several semesters and now makes the schedulers the responsible parties to ensure that faculty get paid correctly through extensive backend data coding in Schedule Plus and Banner. This has become a complicated and time consuming process. On top of this, the curriculum management system that once automated a large part of the curriculum process became more and more dysfunctional to the point it has been voted off the island by the faculty in favor of a home-grown system. For these reasons, it has become necessary for the college to return to two instruction office specialist positions.

One will be entirely in support of curriculum, including organizing curriculum files, providing technical review of curriculum, assisting the curriculum committee, maintaining the electronic catalog in Banner for courses and programs, overseeing the development of the annual catalog, and serving as the liaison with the Chancellor's Office curriculum inventory system. These are all tasks currently being done by the single instruction office specialist. With a second position taking over the scheduling work, this position would additionally assume functional responsibility for the curriculum workflow, assist in the development and troubleshooting of the curriculum database, develop tables and queries related to the database, maintain the academic planners in the Navigate system, and ensure the accuracy and consistency of course and program information across the college curriculum system, Banner, Navigate, the college website, and the Chancellor's Office inventory.

The other will be entirely in support of scheduling and payroll. The work currently being accomplished in by the single instruction office specialist includes entering section and session coding for each class offered, ensuring the accuracy of all instructional and non-instructional assignments, managing FOAPALS connected to faculty load, generating and distributing staff assignments sheets according to prescribed deadlines, coordinating classroom scheduling, and updating schedule and staff assignment sheets throughout the semester as necessary. Separated on its own, the position would additionally assume all aspects of schedule building in Banner and ancillary systems, develop and produce a variety of reports and spreadsheets for schedule analysis and planning, serve as the communication lead with staff and students when classes are changed or cancelled, process absence notifications and related paperwork, and collaborate with college human resources, district operations, and institutional research to troubleshoot problems and improve processes. Depending on the workload, the position could also assist with room scheduling for non-instructional and third-party purposes, take on tasks associated with outcomes assessment tracking, provide clerical support for flex days and other professional development activities, and/or assist with other instruction office duties.

Instruction Office Specialist has been chosen for this position in alignment with past practice at KCCD, where the similar scheduling-dedicated professionals (at BC, for instance) are Instruction Office Specialists.

Describe the impact of the college if the position is not filled

The college will lack functional support for a number of its most essential curriculum components. Since scheduling and payroll have to take place, if the position is not filled the scheduling and payroll work will transfer back to (or stay with) the office's single current instruction office specialist, making it impossible to make progress on any of the curriculum items listed at the bottom of the first paragraph and scheduling items at the bottom of the second, but principally not be available to manage the home-grown curriculum management system.

Is a temporary employee currently performing the work of this position (Y/N)

No

How is the work assigned to this position presently accomplished

Some items in the above lists are not being done currently, some items are being done by the curriculum management system, some are being done by the current single instruction office specialist—though some of *those* are being done only as opportunity permits.