Letters and Science Department
ASP for Academic Year 2022-2023
November 2021

Description Of Section

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:

- 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
- History for Transfer
- Kinesiology for Transfer
- Liberal Arts: Arts & Humanities
- Liberal Arts: Mathematics & Sciences
- Liberal Arts: Social & Behavioral Science
- Mathematics for Transfer
- Political Science for Transfer
- Psychology for Transfer
- Sociology for Transfer
- Spanish 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

Access

Faculty chairs, administration, and department faculty have reviewed gaps in age, gender, ethnicity, and socioeconomics, delivery methods, prison instruction, and dual enrollment and have found that low socioeconomic students have the most significant retention gap at 6% below the LAS overall success rate. 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 enrollment 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 72% female to 26% male in Biology to 36% female to 64% male in Physics. In all other disciplines the disparity is not as great and is more in line with the college as a whole. This is more for information as we are not certain why this trend might be.

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 social sciences and Spanish, while Latino enrollment only increased in biology and social sciences. The oscillation of which disciplines have higher enrollments for different ethnicities could be a result of when they started their academic journey and the preferences of those guiding them.

Success

The disaggregated course completion data for the Letters and Sciences section as a whole show a couple of trends. The first is that once again African American students did not perform as well as other ethnic groups last year when the incarcerated enrollments were excluded. Success rates for African American students are on average 15% 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. The success rates of this subgroup did increase from the previous five years. With the incarcerated students excluded, the African American enrollments are roughly 10% of each of the Latino and White enrollments.

Once again disaggregated data reveals that socioeconomically disadvantages students were a significant sub-group, and their success rate was 12% lower than that of the section as a whole with no other sub-group performing lower. It is possible that financial hardship accounts for the lower success rates of other sub-groups as well, and it is a factor that section efforts can target. It is also believed that during this past year, the pandemic hardships aggravated socioeconomic barriers.

An additional subgroup was identified as struggling with success in all areas of Letters and Science except the Science department. The age group of 20-24 year old students comprised 17% of the enrollments and had a success rate 9% lower than the overall and 4% lower than the next subgroup of 18-19 year old students. This trend throughout the disciplines ranged from 7% lower than the overall in the discipline to 15% lower. Discussions with faculty chairs about this trend led us to consider that these students who took time off from education after high school are most likely working while trying to come back to school and elements of classes such as late work policies could be adversely impacting these students. Some departments have set initiatives for the next year to review these elements and pilot changes to their policies.

Last Year's Initiatives

Guided Pathways / AB705

Supporting students through their education plans is an initiative that will always be ongoing. Progress was made on each action item to varying degrees.

1. Collaboration between the dean and the faculty chairs led to the development of a template to describe 2 year, 3 year,

and 4 year pathways. The template was used to build suggested pathways for each of the transfer programs in the Letters and Sciences. The suggested pathways were then used as a part of the Pathways CFIT to generate resources for student planning in Navigate. To date, these pathways have not been communicated outside of Navigate, and there is still hope that we might be able to use a tool like Program Mapper to make our suggested pathways more accessible.

2. The evaluation of ENGL C101S has been a process that was waiting on throughput data. ENGL C101S is a 2 unit lecture course intended to provide concurrent support for students who had low overall high school GPA or identified need for support through a self placement tool that was created by the English faculty chair in collaboration with the Director of Counseling. Over the course of last year, different deliveries of the concurrent support class were scheduled which could provide insight into what works and what does not. The support class was piloted in online delivery, was piloted as a one day, 2 hour class meeting, was piloted as a 1 hour class meeting just after ENGL C101, and piloted as a 1 hour class meeting just before ENGL C101. The most concerning aspect of this support for those attempting transfer level English for the first time was the low enrollment of those who might benefit from it the most. The class has been low enrolled which has led to collaboration with counseling on placement practices.

3. The evaluation of MATH C121 concurrent support is also a process waiting on throughput data. Concurrent support for this transfer level math class was created by converting the fourth credit unit from lecture to lab. This increased the potential student contact time for all students enrolled in MATH C121 from 4 hours per week to 6 hours per week with no additional financial cost to the students. This approach to AB 705 also eliminated any differences in placement for students as well as scheduling differences in the delivery of the concurrent support. Initial observational data shows that individual instructor use of the extra student contact hours has not been consistent. This will be a threat to validity when we do have throughput data to analyze.

Enrollment Management practices for IWV

1. This process has continued to evolve with the incorporation of historical data and three rounds of review and collaboration available for faculty chairs to work with deans, and to collect input from student services through the counseling department. Using Excel worksheets to illustrate the scheduling of classes on ground at all campuses has helped identify conflicts for students. Using SharePoint has helped streamline workflow to help build a tool for uploading the schedule into the system.

Increase support and inclusion of adjunct faculty

As a section we are not sure if this area of focus will ever be truly completed. However, we have made gains with support and inclusion of adjunct faculty.

1. As the faculty-led professional development Flex days have continued to be hosted via Zoom, adjunct attendance has grown considerably due to the more accessible nature of the virtual professional development. This can continue to be an important Flex delivery mode to ensure access across the service area. We were also able to compensate adjuncts who attended, and we believe that has also helped increase attendance. Unfortunately, while more adjuncts have attended these programs, there has been a lack of opportunity for casual relationship building and collaboration with adjunct faculty outside of inclusion in the virtual department meetings that have coincided with the Flex days.

2. There were not hard copy welcome letters sent to adjunct faculty last year. However, through email, proactive communication with helpful information was sent. The concern is the frequency with which adjunct faculty check their Cerro Coso emails. When possible, their personal email addresses were added to the email communication effort.

3. With the help of Instruction Office personnel, the Adjunct Faculty Handbook pdf document has accurate information. We have begun to work to direct adjunct faculty to Faculty 411. New adjuncts do not have access to Faculty 411 until they activate their email, so we are not sure of the degree to which the pdf or Faculty 411 are being used.

Grow capacity in offering of general education courses and transfer degrees

1. 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.

2. This is an ongoing action item. We hired a Chemistry instructor to fill a vacancy that was created the previous year by an unexpected retirement.

Initiatives for Next Academic Year

Support faculty in meeting state level initiatives

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

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.

Early Observational Data, or "Lead" Measure(s):

1. Participation in departmental collaborations by math and English faculty.
2. Participation in departmental collaborations by the social science faculty.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

1. Increased enrollment in ENGL C101S.
2. Additional math class for transfer.
3. Throughput rate increase for math and English.

Person Responsible:

Dean, and English and Math Department chairs

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Increase potential student enrollments through participation in the CVC OEI Exchange

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Work with faculty chairs to identify appropriate courses for this initiative.
2. Work with faculty chairs to identify faculty interested and willing to participate in this initiative.
3. Work with identified faculty to understand the benefits of participation in CVC OEI and how to work with our POCR team.

Early Observational Data, or "Lead" Measure(s):

1. Identification of at least 10 courses for the initiative.
2. Identification of at least 5 instructors for the initiative.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

1. Successful approval of at least 5 new courses in the CVC OEI Exchange

Person Responsible:

Dean, Faculty Chairs, DE Director, POCR Team

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Increase support and inclusion of adjunct faculty

Is this part of a multiyear initiative?

Specific Action Steps to be Taken:

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 and Faculty 411.

Early Observational Data, or "Lead" Measure(s):

1. Attendance at fall flex day.
2. Collaboration with faculty chairs concerning welcome letters and emails prior to start of term.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

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 Responsible:

Dean, Letters and Sciences; and Faculty Chairs

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Grow capacity in offerings of general education courses for all campus locations

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

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. Investigate Career Development and College Preparation (CDCP) non-credit possibilities in each discipline area.
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

Early Observational Data, or "Lead" Measure(s):

1. At least 4 or more courses identified for companion non-credit courses.
2. At least 2 or more courses identified as possible CDCP non-credit.
3. Gaps addressed so that course offerings can adhere to long-term schedules.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

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

Person Responsible:

Dean, Letters and Sciences; and Faculty Chairs

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Resource Needs

Facilities

Visual and Performing Arts

- Install adjustable shades over windows in instructional spaces, supported again, $ 3000
- Compressed air connection in the ceramics yard, supported, no $ amount identified.
- 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, supported, no $ amount identified

Learning Assistance Center

- modular furniture that would allow the room to be arranged differently for various collaborative and active learning activities: small group study, large group study, hybrid tutoring, quiet study areas, etc, supported, no specified $ amount
- a whiteboard wall on the west wall (across from the LAC service desk) would be really great for group tutoring/study sessions. supported, no specified $ amount

Science

- An on/off switch that is accessible by the instructors to the main vacuum pump that feeds into the lab tables in Main Building rooms 330 and 331. Currently (at least prior to the pandemic), the main vacuum pump must be scheduled in advance to automatically turn on and off at specific times. When it turns on, it vibrates the classrooms and the science offices, supported, no specified $ amount
- Astronomy Observatory: The north-east dome requires repairs or removal. Based on conversations with Cody Pauxtis, it

was decided that this dome should be removed, supported, no $ amount identified
- Astronomy Observatory: The three wooden storage sheds require repair or replacement. Based on conversations with Cody Pauxtis, it was decided that these sheds should be removed and replaced with a shipping container, supported, no $ amount identified

Information Technology

Library

- Eight new library laptops with webcams, Supported, - no $ amount specified as perhaps laptops purchased with COVID $ can be repurposed to the library resources for student use
- Two boom mics for video production, supported, - $300

LAC

- Hybrid tutoring space (much like the ZIPDD classroom cart setup), supported, - $4000

Science

- Software to support biology classes. Labster and Visible Body have become integrated as powerful learning tools in the biology classes. supported, unknown amount as it depends on bulk purchasing.

Visual and Performing Arts

- Upgrade computer in WW101 to ensure compatibility with Adobe Creative Suite and install Adobe Creative suite, supported, no $ amount identified
- Install screen and projector system in ceramics lab, supported, no $ amount identified.
- 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, supported, $8000

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. $15,000.

Request includes:

- Development of targeted brochures and banners for each LAS degree, the honors program, library, and LAC.
- Development and postal distribution of projected class offerings prior to the release of the live schedule each term.
- Support for reaching high school students and parents directly or indirectly.

Additionally:

Library

- We are requesting funding for purchasing some Cerro Coso Library swag: pencils, highlighters, stickers to boost student engagement with their library, Supported, - $600
- Request funds for postage to mail library newsletters to ISEP and new students, Supported, - $2,500

LAC

- The LAC requests the purchase of banners or signs for each LAC to welcome and direct students to services, Supported, - $1,000
- Large LAC logo wall decals (5 coyote head with pencil and glasses) and a set of paw prints (as seen on the 2nd floor of the main building in Ridgecrest), Supported, - $1000

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, and title IX compliance.

- In support of initiative to improve Adjunct Instructor connection and practice, there is a need to ensure stipends for attendance at Faculty Flex events, supported, $10000.
- In continued support of an LAS initiative we need to either bring in training for or send faculty to training for implementation of concurrent support models in math and English $8000.
- 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.

Other Needs

Library (Supported)

- Supplies (general): $250
- Accent Display Table - $5,550, Demco
- Dry erase sign board - $150 (2 @ $75 each), Amazon
- ESCC Supplies (general) : $50
- Tehachapi Supplies (general): $50

LAC

- In the absence of proctoring services for online classes, the LAC requests the purchase of Respondus Lockdown Browser, Supported, - $2295 ($200 one time, $2,095 annually)

Science

- Anatomical models for ESCC, Supported, - $2000

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Library Faculty - East Kern

Location:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

Cerro Coso's Incarcerated Student Education Program (ISEP) program has now grown into its own campus with a Director and designated staff. ISEP enrollment is nearly equal to our online enrollment at the college. While the library makes every attempt to offer equitable library supports to ISEP students, we are unable to do so with only two full-time librarians who are already serving the needs of students across the college's service area, including online. We have also dealt with high adjunct turnover. Additionally, the Tehachapi campus has been underserved by the lack of a librarian at EK.

This Librarian would:

- Provide library instruction and reference assistance to incarcerated students as well as students enrolled at the Tehachapi Education Center. Collaborate with EK faculty on designing curricula that builds information competency skills, an Institutional Learning Outcome.
- Perform collection development and maintenance in collaboration with EK faculty and working with the prison administrators and librarians.
- Offer library instruction and workshops to students at EK and in ISEP courses.
- Ensure OER adoption at the prisons is compliant with Creative Commons Licensing.
- Work with the IWV Librarians to align library programming, services, and access to resources to achieve Accreditation Standard II B (equitable library services to ALL students regardless of location or means of delivery).

Data Justifications:

- Prison reference began in AY 17-18 with 669 prison reference compared to on-ground, which was 377.
- In AY 18-19, we had 1074 prison reference, compared to 425 for on-ground. We also staffed 1.8 FTE adjunct hours in AY 18-19, with the majority being at EK.
- For AY 19-20, prison reference was 540, compared to 224 on-ground.
- For AY 20-21, prison reference was 179 compared to 0 on-ground.
- Both AY 19-20 and 20-21 reflect lower statistics as a result of the library closure due to earthquake damage (on-ground) and the global Covid-19 pandemic that closed the college and moved prison education to correspondence mode, which decreased faculty submitting large batch student research requests.
- At least two sections of LIBR C111 are now taught each semester at the prisons. This amounts to a .4 semester faculty load.
- Prison instructors have a goal of 100% OER adoptions, which will need increased library support to ensure Creative Commons compliance and to help avoid potential copyright violations that could put the District in legal jeopardy.

As we move back into in-person instruction at the prisons, prison reference will grow back to the increased rates we saw before the pandemic. As the prison enrollments continue to grow, the librarian support required will continue to increase dramatically. Without a designated full-time librarian, the lack of access to scholarly materials in the prisons will be an equity concern.

The growth need for full-time librarian services in the last 4 year has grown beyond the capacity of a single adjunct, and we have struggled to retain adjuncts for this area as they leave us for full-time positions at other locations.

The EK site director fully supports and has also again requested this position in the AY 22-23 East Kern Section Plan.

Library – Part-time Instructors

Location:

ESCC Bishop, ESCC Mammoth Lakes

Justification:

ESCC and IWV continue to require librarian support as it always has and therefore, we continue to request adjunct support for those campuses of at least:

ESCC: 16 hours per week @ approximately $20716

IWV: 6 hours per week @ approximately $10350

2000 Category - Classified Staff