Academic Affairs Department
ADP for Academic Year 2024-2025
January 2024

Executive Summary

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In AY 23, division addressed several goals in optimizing enrollments as it juggled in-person return from the vaccine year of AY 22, the evaporation of interest in synchronous remote delivery, the ending of correspondence education, the much increased appetite for dual enrollment, and--the biggest surprise of all--the sudden prison closures affecting two-thirds of our vigorous and successful program. Around this, the division improved on metrics related directly and indirectly to completion of student ed goals that positioned it do well on the Student-Centered Funding Formula. And it completed its project to create an in-house curriculum management system—at least the COR part—putting the college on a much more stable foundation for curriculum.

The division 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 bolster the early college program that has grown in such leaps and bounds in the last year. It needs to make progress on the unstable campus situation in Tehachapi. It needs to continue to absorb the disruptions in the ISEP program caused by the prison closures and turn those challenges back into opportunities. And it needs to re-establish a functioning and helpful career center to assist students in the transition from college to work.

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 Instruction, the following broad objectives are being set for the 2023-2024 academic year:

- Optimize performance on the Student-Centered Funding Formula – this goal directly addresses all Vision for Success goals. Strategies for this goal include strengthening early college communication and K-12 partnerships, increase enrollment for Native American students from the ESCC area, expand and increase CTE offerings at ESCC, identify and better support first-time and first-generation students at ESCC, systematically examine the cause behind equity gaps in Letters and Sciences, improve workforce programs that respond to local industry, strengthen career pathways to employment, and implement credit for prior learning processes in CTE.
- Tighten up components of the instructional division – by addressing staffing and operational uncertainties in offices across the division, this goal indirectly addresses all Vision for Success goals. Strategies for this goal include creation of an early college office, re-founding the career center with capacity for greater initiative, establishing a Tehachapi summer career camp (summer 2025), making progress on a new Tehachapi campus location, and stabilizing the ISEP program at CCI and expanding it beyond just CDCR.

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 a third of enrollments (just 32.3% in AY 23) and of headcounts (33.8%). Where this disparity is greatest is in the online program, where almost a full three-quarters of enrollments are women (9,874 vs. 3,486 men).

The biggest equity gap in terms of success continues to be Black students. After seeing improvement in (non-incarcerated) Black student success in AY 22 compared to AY 21, last year saw some return to the mean both overall and online. Overall, Black students succeeded at a 63% rate in AY 23 compared to 67% in AY 22, with the college success rate from non-Black students staying even at that time at 79%. Online, Black students declined from the AY 22 high of 61% back to 55%, compared to non-Black students who also saw a decline from 75% to 73%. On a positive note, both the overall and online rates were the second best on record after the Covid-affected year of 2021-22.

Program Review

The division began to dig its way out of the program review hole of AY 22, when only a single instructional program fully completed the program review process all the way through to presentation at College Council. In AY 23, four instructional program reviews were completed representing two functional units (Library and Honors) and eight different degrees and certificates (Web Design x3 and Child Development x 5).

Prior Year Initiatives

Optimize enrollments through effective schedule building and partnering with outreach services – The division worked on several layers in optimizing enrollments as it continued to juggle enrollments in-person and online after the vaccine year of AY 22. While FTES overall dipped from 2,818 in AY 22 to 2,786 in AY 23, the number of in-person FTES (no dual enrollment, no prison) climbed from 465 to 648. At the same time, prison FTES in the ISEP program fell as expected because of the return to in-person instruction—and socially-distanced in-person instruction at that—though more than expected: from 580 in AY 22 to 364 in AY 23. While the announced closing of Cal City prison and of D-yard at Tehachapi wasn't expected to hit until the summer, it nevertheless had a noticeable impact on spring enrollments. Dual enrollment FTES climbed from 152 in AY 22 to 270 in AY 23, a new peak for the early college program. To help with optimizing enrollments, the office of instruction implemented the scheduling mailer during this year, which accompanied both fall and spring semesters, and the outreach department in student services aggressively ramped up a series of calling campaigns.

Improve completion of students ed goals – the division continued to lay a great stress on closing equity gaps through professional development. Both fall and spring flex days featured general and breakout sessions related to culturally responsive teaching and learning as well as strategies for improving accessibility across delivery modes. Included in the flex day offerings were sessions related to hands-on and active learning. While these sorts of trainings bear fruit farther out than the semester they are presented, the most recent SCFF data show large gains in the student success metrics related directly and indirectly to student ed goals:

- Associates for Transfer: **UP** 10% (161 to 177)
- Associates: **EVEN** (222 to 222)
- Certificates: **UP** 68% (111 to 187)
- Transfer Level Math and English: **UP** 200% (50 to 150, though I am skeptical of this very large number … we will wait and see when the dust settles)
- Nine or More CTE Units: **UP** 53% (599 to 914)

Implement college-based systems for curriculum and outcomes assessment – considerable progress was made on this initiative as the college officially decoupled from eLumen: a temporary system was implemented, a database was designed, an interface was constructed, and a workflow was tested. Two courses were successfully piloted at the end of the spring semester for the local COR. Implementation of the POR is scheduled for AY 24.

Build trust and respect throughout the Academic Affairs organization – it turns out that the climate survey task force recommendations did not include anything specific for the office of instruction other than to engage in college-wide activities. In the meantime, the division continued with initiatives to improve communication and transparency, including regular team meetings of instruction office staff and better and more consistent messaging to part-time instructors.

Next Year Initiatives

Annual goals in Instruction are shaped by internal and external factors. Most proximate is the college's strategic plan; for this planning period, the 2021-2024 Strategic Plan is in effect, with its goals to maximize student success and access, narrow student equity gaps, and strengthen organizational effectiveness. Initiatives are also shaped by the most recent educational master plan, a new one having been finalized in AY 23b with key initiatives in the areas of access (ZTC, CVC, tribal grants, Spanish language programs), instruction (BS degree, guided pathways, equitable placement), and outcome and student services (care units, cohort approach, individualized supports, and coordinated communication plan). 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.

Given this nesting set 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 Instruction, the following goals are being set for the 2024-2025 academic year:

- Optimize performance on the Student-Centered Funding Formula – this goal directly addresses all Vision for Success

goals. Strategies for this goal include strengthening early college communication and K-12 partnerships, increase enrollment for Native American students from the ESCC area, expand and increase CTE offerings at ESCC, identify and better support first-time and first-generation students at ESCC, systematically examine the cause behind equity gaps in Letters and Sciences, improve workforce programs that respond to local industry, strengthen career pathways to employment, and implement credit for prior learning processes in CTE.

- Tighten up components of the instructional division – by addressing staffing and operational uncertainties in offices across the division, this goal indirectly addresses all Vision for Success goals. Strategies for this goal include creation of an early college office, re-founding the career center with capacity for greater initiative, establishing a Tehachapi summer career camp (summer 2025), making progress on a new Tehachapi campus location, and stabilizing the ISEP program at CCI and expanding it beyond just CDCR.

Resource Needs

Facilities

Items are listed in priority order. Basic and/or ongoing facility requests related to the work we do—classrooms, office space, vehicle maintenance, etc.—are not independently listed.

Supported regardless of funding

1. TEH: replacement of office chairs (EK)
2. IWV: complete the renovation of the director's office, provide sufficient furniture (OIR)
3. IWV: install retractable shades in art studio rooms (LAS)
4. IWV: accessible on/off switch to the compressed air and vacuum lines at the IWV chem lab (LAS)
5. Mammoth: accessible on/off switch for natural gas lines at lab (LAS)

Supported only on alternative funding

1. Bishop and Mammoth: Replace existing heavy Zoom room furniture with nesting tables and chairs (ESCC)
2. IWV: storage options for CTE promotional materials and non-instructional supplies (CTE)
3. All sites: additional cabinets for nursing skills labs (CTE)
4. IWV: remove old automotive lift in the welding yard (CTE)
5. IWV: remove solar house in backyard of welding lab (CTE)
6. IWV: remove exhaust unit from the north wall of WW 147 (CTE)
7. IWV: Install more 220 V receptacle near demo station in WW 147 and on west wall in WW 198 (CTE)
8. IWV: Install curtain around virtual welder (CTE)
9. TEH: long list of law enforcement academy items (CTE)
10. IWV: Better 2nd floor signage in LRC (LAS)
11. IWV: replacing water fountain in the LRC with a water bottle filling station (LAS)
12. IWV: cell-phone charging station installed (LAS)
13. Edwards AFB: site vehicle (EC)
14. Bishop: site vehicle (ESCC)

Not supported at this time

1. ESCC: walk-up booths for a noise-controlled environment (LAS). Given the estimated cost, it's hard to imagine making this purchase without a) understanding better how they would be used and b) letting the remodel of the Bishop LRC take place first and then see what the traffic is and where the need for such a purchase might exist.

Information Technology

Items are listed in priority order. Basic and/or ongoing technology requests related to the work we do—work computers, lab computers, imaging, etc.—are not independently listed.

Supported regardless of funding

1. College-wide: continued support of department-specific software/applications already in use: Linked-In Learning (BAPS), Lexus/nexus (BAPS), Ed.flicks (CHDV), Canva Pro (LIBR), Visible Body (SCI), Pronto (DE), SPSS (OIR), and Survey Monkey (OIR). Note that some of these may be funded out of SWP, VTEA, or other non-GU001 funding.

2. IWV: secure storage for Swivl and iPads at the CDC when not in use (CTE)
3. Bishop and Mammoth: Convert iTV rooms to Zoom rooms (ESCC).
4. IWV: replace for service faulty/low functioning projector in 330MB (LAS)

Supported only on alternative funding

1. IWV: in-class computers for vocational nursing, medical assisting, and EMTC (ALLH)
2. TEH: 35 laptops in a laptop cart for law enforcement classes (PUBS)
3. IWV: Media cart for the 2-D lab in art (VPA/LAS)

Not supported at this time (see notes)

1. IWV: media cart in the ceramics lab (LAS). Similar to last year, IT has reservations about the durability of a computer components in the ceramics lab. Until this gets worked out, the request remains unsupported.

Marketing

Items are listed in priority order.

Supported regardless of funding

1. TEH: general marketing (EK)
2. TEH: Tehachapi Mountain Festival sponsorship (EK)
3. Bishop and Mammoth: continued general marketing and sponsorship (ESCC)
4. College-Wide: All marketing captured in the LAS unit plans (LAS)
5. College-Wide and ESCC: All marketing captured in the CTE unit plans … though almost all of this can be paid out of SWP or VTEA (CTE, ESCC)

Supported only on alternative funding

1. Early College: marketing

Professional Development

Items are listed in priority order.

Supported regardless of funding

1. $2,1000 for summer faculty online training. (DE)
2. For 22-23, in this category of "regardless of funding" the Instruction division supports college-wide professional development opportunities that are at scale and provide PD to substantial numbers of employees, such as flex day and online faculty training.
3. Ongoing attendance of the IR director and research analyst for the purposes of training and currency. (OIR)
4. Attendance of two classified staff and one librarian to the ALA conference in San Diego, June 27-July 2, 2024. (LAS)
5. Attendance of the Early College Director at an in-state dual enrollment conference opportunity: $1,500. (EC)
6. Attendance of the site director at Strengthening Student Success or similar conference. (ESCC)
7. Attendance of the honors program coordinator, counselor, and students at annual honors conference. (LAS)

Supported only on alternative funding

1. 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, SWP, VTEA, Guided Pathway, Ethnic Studies, ZTC, etc.
2. I *think* the English AUP is saying they don't need money in 24-25—they are requesting it "biennially," and they had a norming session in 23-24. So the request for funds would be for 25-26 if I am reading that right. (LAS)
3. Attendance of the Early College Director at out-of-state dual enrollment conference opportunities. (EC)
4. Attendance of Distance Education Director at Online Teaching Conference in Long Beach, CA. (DE)
5. Attendance of 1 manager and 1 classified staff at professional development conferences as appropriate (not necessarily the same one). (TEH)
6. Attendance of 1 manager and 1 classified staff an out-of-state professional development conference. (ISEP)
7. Attendance of 1 faculty member at online math conference for the purposes of teaching development (LAS)

8. Attendance of faculty members at professional conferences to maintain fluency in current research to contribute to teaching. (LAS)

Other Needs

Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

Multiple

Location:

No Location Specified

Justification:

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

1. Social Work/Human Services and Addiction Studies Faculty Position – IWV
2. Nursing – IWV
3. Information Technology/Cyber Security - IWV
4. Child Development (bilingual) – IWV
5. Law Enforcement Academy – TEH
6. Computer Applications Specialist – IWV

2000 Category - Classified Staff

Multiple

Location:

No Location Specified

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The following positions are supported assuming funding exists:

1. Program Coordinator – Allied Health (this position has already been approved for hire on grant funding and is contingent on funding)
2. Administrative Secretary – Allied Health (this position is supported by grant funds that are being received in 23-24 and good for up to two years)
3. Laboratory Tech I – Allied Health (this position is supported by grant funds that are being received in 23-24 and good for up to two years)
4. Department Assistant III, Early College
5. Program Manager, Career Center

The following requests are not supported at this time:

Teaching Assistant Child Development (bilingual) – not having moved forward with the full-time bilingual Child Development faculty member for AY 24-25, it is unclear how much the Spanish-language version of the program will grow, which is the prime justification for this position. At the moment, the need seems to be met with an embedded student tutor. And it's possible that the need could still be met with embedded tutoring even if the program grows. I'd like to hold off a year as hiring a classified staff person in a tutoring capacity is a sharp departure from our current practice and a potentially long-term commitment.

Library Technician I (Library) – given all the other needs on this list, additional library support for digitizing books and maintaining the currency of libguides, while important, is not as important as some of the others. As we begin implementing the accessibility work, however, it will be crucial to revisit this position next year.

Program Coordinator (Academy) – while this program has the potential for growth, the college just hired a full-time academy director who is working toward but has not yet realizing the potential. In addition, some of the growth envisioned in the justification will take place only once the college has moved to a permanent new location. I would like to revisit this after the facilities questions are addressed and the program has had the chance to get on a firmer footing.

Reclassification requests (various) – at this time, none of the reclassification requests provide sufficient justification of a significant change in work, workload, or work type to justify consideration of reclassifying an employee's current job type. In addition, the Program Technician request states that the employee will submit a JAQ, so it is best to let that process run.

Laboratory Assistant at ESCC (part-time) - given the limited number of hours and the requirement to work at both campus locations, it will be very difficult to develop interest in this position. In the meantime, microbiology at Mammoth in spring 2024 is being handled in a different way (and the position wouldn't be hired before then anyway), so there is some time to consider other possible solutions before hiring a permanent position that we've never had before.

Program Coordinator, Early College - in building out the Early College unit, it seems prudent to take one step at a time, particularly as the program has plateaued a little for the time being. As such, my support is for the department assistant to start with first in 2024-25, before looking at another higher level classified position. This will allow us to see the impact of doubling hours in the EC office (from 40 to 80) and seeing how the work is managed with the addition of dedicated classified staff. I would like to see this position resubmitted next year.

CTE-Designated Admissions and Records Tech I – this position is not in my organization to approve