

Letters and Science Department

ASP for Academic Year 2024-2025

November 2023

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 also supports career technical education programs that require general education proficiencies and delivers learning support services through the library and learning assistance centers. The Letters and Sciences section is committed to traditional, distance, incarcerated, and dual enrollment delivery in service of the college mission.

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 Cerro Coso
- 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 Sciences
- Mathematics for Transfer
- Political Science for Transfer
- Psychology for Transfer
- Sociology for Transfer
- Spanish for Transfer
- Studio Arts for Transfer

Programs, secondary or supplemental responsibility:

- Administration of Justice for Transfer (math, psych and soc)
- Business Administration for Transfer (econ and math)
- 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

Department chairs, faculty, and administration have reviewed data provided by Institutional Research on gaps by age, gender, ethnicity, socioeconomic status, deliver methods, prison instruction, and dual enrollment and have found that economically disadvantaged and Hispanic/Latino students generally experienced lower completion rates than students from other demographics. Each department is developing strategies to increase student success in their courses. One department is developing a Zero Textbook Cost (ZTC) pathway, while others are exploring the possibility of doing so in addition to their current promotion of Open Educational Resources (OER).

The gender distribution of enrollments in Letters and Sciences is consistent with the college as a whole, where there are more female than male students. Enrollment by gender is roughly equal in English and Foreign Languages, Library, and Mathematics. Male students outnumber female students in Social Science and Kinesiology, while female students comprise the majority of students in Visual & Performing Arts.

Letters and Sciences reflects the ethnic composition of the college, with African American and Hispanic/Latino students being generally underrepresented in some, but not all, disciplines. Sciences courses tend to see fewer African American and Hispanic/Latino students, while those two populations were represented or overrepresented in fields like Social Science, Kinesiology, and English and Foreign Languages.

Success

The disaggregated course completion data for Letters and Sciences shows that American Indian and African American students did not perform as well as other ethnic groups when prison education was excluded. Success rates for American Indian students are 18 points lower, and African American students 15 points lower when compared to the overall Letters and Sciences population. These rates are lower than the rates for these two ethnicities in past years.

Disaggregated data for economically disadvantaged students indicates that their success rate was 7 points lower than those of not economically disadvantaged students. This is an improvement when compared to the 11 and 15 point deficits of previous years. This might indicate that hardships inflicted by the pandemic may have eased but not disappeared.

A subgroup that struggled with success rates was the age group of 25-29 year old students, whose success rates in all subjects save the sciences were 6 points lower than the 30-34 and 20-24 groups they were sandwiched between. This is an interesting data point, since students in the 20-24 age group identified in the Letters and Sciences Annual Section Report from two years ago had success rates that were significantly lower than their adjacent age groups. Assuming at least some of those students from two years ago are now captured in the 25-29 age group, this suggests that factors that had impeded their success continue to obtain, or that those factors have lingering effects even if they were no longer true. This is worthy of further investigation and inquiry.

Last Year's Initiatives

Support faculty in meeting state level initiatives

1. Progress was made on mapping pathways for each program in Letters and Sciences in collaboration with faculty chairs. The program pathways were completed in October 2023, and is set to be published on the college website after review by Counseling.
2. The evaluation of MATH C121 concurrent support after non-transfer math classes were eliminated is ongoing. Individual instructor use of the extra student contact hours has not been consistent, but is offered alongside increased tutoring support from the Learning Assistance Center.
3. Four (4) ethnic studies courses (ETHN C121, C141, C151, and C210) to satisfy Area F are listed in the college catalog, and

two (ETHN C141 and C 210) are consistently offered from semester to semester.

Increase potential student enrollments through participation in the CVC OEI Exchange

All Letters and Sciences online courses are now participating in the CVC OEI Exchange.

Increase support and inclusion of adjunct faculty

Supporting and inclusion of adjunct faculty, as with our support of full-time faculty, is a project that cannot ever be completed. However, we have made and will continue to take important steps to increase our support and inclusion of adjunct faculty.

1. Adjunct attendance numbers at the faculty-led professional development Flex Days, which continues to be hosted on Zoom, continue to remain strong. The use of Zoom ensures access across our expansive service area for all faculty who may otherwise be unable to attend for reasons of geography. We continue to compensate adjuncts who attend, which has also helped increase attendance. The flipside of the relative ease of access via Zoom, however, is the lack of opportunities for more frequent and more engaged and engaging interactions and relationship building moments that Flex Days is meant to offer and facilitate.
2. Faculty 411, as a resource for all faculty, adjunct and full-time alike, is in need of updating. As a definitive and authoritative source of information and support for faculty, an update would certainly be welcome.

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

1. The college currently offers non-credit companion classes to on-site classes for adult learners in art (Drawing and Ceramics, both at the IWV campus), music (Community Orchestra at Bishop and Mammoth and Community Concert Band and the IWV campus), and ESL (Reading and Writing for the Workforce, offered at Cal City Chamber of Commerce and the Tehachapi Education Center). Offerings in other subject areas (such as Kinesiology), or an expansion of current offerings, should certainly be part of the ongoing discussion. In line with the state chancellor's push to expand the reach of adult education, Letters and Sciences will also explore more options for pathways between non-credit and credit courses, such as ESL to CTE or certificate and transfer pathways.
2. Letters and Sciences must take steps to ensure a pool of instructors who are able to teach in ISEP, particularly in light of recent and sudden departures of faculty from ISEP. Needs are particularly acute in art and the sciences to meet the needs of degree students, but Spanish, psychology, and sociology, are also areas of need where developing succession and back-up plans would be helpful.

Initiatives for Next Academic Year

Cerro Coso Community College History Project

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Collect, compile, organize, and analyze documents, photos, and other artifacts of the college's history from its establishment in 1973 to the present.
2. Identify and develop projects and collaborations with community partners and members, to disseminate the findings in appropriate and engaging ways and in public and private fora that represent and serve the communities in our service area.
3. Host guest speakers and community events that highlight the longstanding commitment of the college to serving the community as a deeply embedded educational and cultural institution with a deep history in Ridgecrest and its surrounding areas. This would exemplify the college's goal of providing educational and cultural events and experiences to the communities it serves.

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

1. Work with relevant primary sources is begun, and a team is identified and assembled.
2. Potential projects, community partners, and ways of disseminating the findings are identified and resources appropriately.

Does the department request help developing these instruments?

No

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

1. Building a schedule of community events, speakers, creation of a website on the history of the college, and so forth.
2. Organization of events and delivery of tangible work products such as a website, exhibit, or history.

Person Responsible:

Dean, faculty, staff, other managers and educational administrators

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective

Increase Letters and Sciences Representation at Annual Career Days

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Increase faculty participation and presence at tables and to give more recruitment and outreach presentations to visitors.
2. Develop promotional materials and tools to increase the visibility of Letters and Sciences and its constituent departments and disciplines, leading to improved understanding of their educational value and increased enrollment.

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

1. Increased participation of faculty in Career Day.
2. Development of promotional and marketing materials.
3. Surveying attendees on their attitudes towards Letters and Sciences disciplines and their perceived utility and career relevance.

Does the department request help developing these instruments?

Yes

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

1. Increased student engagement in the form of enrollment and declarations of a major in Letters and Sciences.

Person Responsible:

Dean, faculty chairs, faculty

Unit gap or institutional goals addressed:

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

Examine the causes behind the equity gaps identified in institutional data

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Work with faculty chairs and departments to identify equity gaps in completion and success rates to investigate.
2. Develop a plan with specific metrics and instruments to investigate the causes of the equity gaps, including students voices in the work.
3. Determine appropriate responses, resources, and support to remedy the gap.

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

1. The establishment of an investigative approach within Letters and Sciences to tackling the issue of why given gaps in equity persist.
2. Soliciting feedback from students to serve as the foundation for further planning and action.

Does the department request help developing these instruments?

Yes

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

1. Narrowed equity gap data from Institutional Research in the equity gaps investigated.

Person Responsible:

Dean, faculty chairs, Director of Equity and Inclusion

Unit gap or institutional goals addressed:

It addresses a gap in outcomes assessment, It addresses a gap in student equity, 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?

Yes

Specific Action Steps to be Taken:

1. Increase participation in Flex Day activities.

2. Improve and refine support, outreach, and communications prior to start of term.
3. Improve understanding of SLOs, syllabus building, and classroom management.
4. Revise and update the Adjunct Faculty Handbook and Faculty 411.

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

1. Attendance at Fall Flex Day.
2. Development with faculty chairs on effective strategies to support the needs of adjunct faculty.

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. Documented support strategies for adjunct faculty based on needs.
3. Adjunct syllabi with up-to-date SLOs.

Person Responsible:

Dean 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

Resource Needs

Facilities

Visual and Performing Arts

- o Install retractable shades in instructional spaces, particularly the 2D and ceramics labs. (cost not provided)
- o Dedicated teaching spaces for painting and drawing and the ceramics lab at TEC. This is necessary to grow the art program in Tehachapi (cost not provided)

Library

- o New water fountain with bottle filling option (cost not provided)
- o Cell phone charging station (\$500)

Learning Assistance Center

- o Updated signage at the stairs to identify the functional areas on the second floor: Cyber Security/IT Lab, Learning Assistance Center, Classrooms LRC 709/710, Faculty Offices, Distance Education, SGCC/Student Club Hub, and Computer Access/Study Space (cost not provided)

Science and Engineering

- o An accessible on/off switch to the compressed air and vacuum lines at the IWV chemistry lab (330 MB). Currently, the compressor/pump runs on an automated schedule that turns on during class instruction and produces an audible hum and vibration in the northeast corner of the main building. (cost not provided)
- o Accessible on/off switch for natural gas lines at Lab room 212 in Mammoth (cost not provided)

Information Technology

Library

- o Canva Pro License for outreach, social media, and instructional design. (\$120/year)
- o Online Public Access Catalog (OPAC) to increase accessibility to library collections (cost not provided)

Visual and Performing Arts

- o Media carts for the 2D and ceramics labs (cost not provided)

Science and Engineering

- o Replace or service projector in 330 MB, as it is very dim; remote control also no longer operational (cost not provided)

Marketing

Letters and Sciences seeks enhanced visibility and exposure for its transfer programs at all locations. Departments identifying the need for this outreach in their plans include Kinesiology, Honors, English, and Visual and Performing Arts.

English and Foreign Languages

- o English AA-T marketing pamphlet (\$400)

Library

- o Library newsletter to increase engagement and retention based on equity gap data, particularly to first gen students (\$2500)

Visual and Performing Arts

- o Assistance from PIO in promoting gallery exhibitions

Professional Development

Letters and Sciences 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.

English and Foreign Languages

- o Biennial department training sessions on grading standards, course alignment with CORs, and other discipline-related training (\$5200; requested only for alternating years that end in an odd number)

Mathematics

- o Send one full-time faculty member to attend an online math conference or teaching development (cost not provided)

Library

- o Accessibility training in support of district-wide accessibility initiative (cost not provided)
- o ALA conference attendance (6 days) for 2 full-time classified staff (\$3395.71 for 1 person, \$6355.71 for 2 people)
- o Librarian conference travel to ALA (\$3500)

Honors

- o Conference attendance for Honors program coordinator and counselor, and/or Phi Theta Kappa faculty advisors (cost not provided)

Kinesiology

- o 3-5 professional development opportunities per year (cost not provided)

Social Sciences

- o Attend academic and professional conferences to maintain fluency in current research to contribute to teaching (\$3000)

Other Needs

Learning Assistance Center

- o Adjunct faculty member to serve as embedded tutor in the CHDV program (cost not provided)

Library

- o General supplies at IWV (\$500)
- o General supplies at Tehachapi (\$100)
- o General supplies at ESCC (\$100, split evenly between Bishop and Mammoth)
- o Databases: subscriptions now aligned with a single FY to a single annual purchase in July and increase at ~5% annually (\$57,750)
- o Books (\$25,000)
- o Site travel to ESCC to maintain collections and coordinate LRC operations (\$2000)
- o CCL membership (\$150)
- o OCLC ILL renewals (\$700)
- o Choice subscription (\$200)

Science and Engineering

The requests below are all one-time in nature except for lab gloves, which must be purchased annually.

- o 4 pH meters (\$2068.20)
- o 2 spectrophotometers (\$4348.78)
- o 4 melting point apparatuses (\$6,376.04)
- o NMR spectrometer (\$45,700)
- o 10 monocular microscopes + 10 binocular microscopes (\$20,790)
- o PCR thermal cycler (\$4,524)
- o 2 autoclaves for Bishop and Mammoth for microbiology labs (\$21,448)
- o 3 infrared sterilizers (\$575)
- o Laboratory grade refrigerator for Bishop (\$4,300)

- o Glassware and basic equipment needed for organic chemistry to ensure safe completion of experiments in organic chemistry CORs (\$10,000)
- o Lab gloves, which are essential to instruction, are not funded except from the maintenance/repairs budget line item, which when used to purchase gloves, cannot be used to maintain and repair equipment (\$1,300 annually)

Social Sciences

- o Examination booklets (blue books) for in-person class exam use, which will last multiple years (\$350)

English and Foreign Languages

- o Membership in the National Council of Teachers of English Two-Year College English Association (NCTE/TYCA) (\$500)

Visual and Performing Arts

- o Purchase 15 throwing wheels to properly support instruction at TEC, Bishop, and Mammoth, as well as to replace broken wheels at IWV (\$31,500)
- o Replace broken CNC plasma table for metal art and fence panel project (\$15,000)
- o Extractor fan and air purifier at TEC for health and safety in the ceramics lab; additional storage equipment and power tools (\$6000)
- o Needs assistance in revising its teacher aide and lab tech positions to accurately reflect the duties and skills associated with each position and to make a successful hire that can support IWV operations.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

2000 Category - Classified Staff