Summary for Arts, Letters, and Social Sciences

Arts, Letters, and Social Sciences Division Review

The Mission of Division Office of the Arts, Letters and Sciences is to advance its programs through effective and efficient services for faculty and students. We provide opportunities for interdisciplinary communication to ensure collegiality, respect, and collaboration to support college wide student success:

- ➢ Provide effective communication between the Division Office and its programs as it relates to student needs, curriculum, policies, procedures, and budget.
- ➢ Produce a comprehensive schedule that meets the diverse and dynamic needs of our students.
- ➢ Inspire a culture of ongoing learning for faculty through meaningful opportunities for professional development.

Curriculum and S.L.O.'s

The themes in curriculum and S.L.O.'s were heavily tied to Associate Degrees for Transfer, prerequisites, repetition and repeatability updates, and changes in course content and outcomes based on student data collected via S.L.O.'s and institutional research. The Student Learning Outcome assessment cycle, which can influence curriculum development, presents challenges in a fiscally constrained environment due to the limits on involving part-time faculty and the challenges of documenting dialogue.

Quantitatively, the division has identified 74 courses for revision, deactivation, or creation and 6 new degrees for development. 4 AA-T degrees have already been completed within the last year, and the 6 new degrees should have a target completion of Fall 2014.

General Data Patterns and Enrollment Management

Many programs noted shifts in the student population that we serve, some brought on as an effect of how the state has shaped our mission and some that mirror demographic shifts in our area. There were increases in the number of students planning to transfer, the number of younger students, and the number of full-time students.

Enrollment management discussions frequently noted that FTEF in programs had fallen due to cuts and that the percentage of courses taught by part-time faculty was often over 50%. Similarly, student completion was impacted by cuts to FTEF for programs as timely completion of many degree sequences became difficult for students to achieve with fewer course sections. Higher student success, especially at the program and college level, may mean more FTEF is needed to offer additional sections

In addition to requests for restoration, it was noted in several program reviews that additional FTEF may be needed to offer new courses that have been developed as part of the AA-T development.

Human Resources and Staff Development

Discussions of human resources focused heavily on the potential need for hiring full-time faculty. Among our programs, 10 faculty positions were identified as forthcoming requests (3 of the requests are already in the process of being hired for next academic year). The faculty positions were generally identified as needs based on the need for replacement for faculty positions left unfilled or based on the ratio of sections being taught by full-time and part-time faculty.

Beyond the faculty positions, there were 6 classified support positions identified as needs. Many of the classified positions stem from unmet lab, facilities, and instructional needs within programs.

Staff development discussions frequently cited the need for further SLO training, support for on-line course development, and increased conference funding as areas of need. The level of funding and the need for longer term development planning may necessitate consideration by the Staff Development Committee of revisions to its policies and processes.

Technology, Facilities, Equipment, and Financial Resources.

Technology, facilities, and equipment limitations are emerging concerns for many programs as the curriculum changes within areas and enrollment growth within general education and basic skills programs are colliding with planning and budgeting challenges. Many programs and degrees have new courses that require specific ongoing software licensing. The limited campus lab space if affecting the growth and curriculum of many programs, including ESL, Foreign Language, Mass Communications, English, Anthropology.

Many programs also identified the need for new or additional reassign time to support the increasing needs of curriculum development, budget development, and staff development within programs.

Lastly, several programs, but particularly the library, are concerned about the end of bond funds. For performing arts programs, unfinished projects from the completion of the performing arts facilities continue to be an issue. For the library, the end of bond funding for library databases presents a college-level budgeting challenge.

Recommendations

- The college should undertake efforts to provide more curriculum support for revisions and AA-T development. Faculty and programs pursuing these degrees are at many different stages of development and are working to overcome different challenges in creating and revising the necessary courses and program.

- A more detailed college to program level budget development process should be outlined as part of the Integrated Planning and Budget Model. The process of approval or discussion of requested increases in program budgets is still somewhat unclear.

- More stable and ongoing S.L.O. Assessment and planning funding for the participation of part-time faculty should be discussed and potentially budget for, as having more consistency for the programs that rely heavily on part-time participation to create meaningful data.

- Studies and support of program-level S.L.O. Assessment should be conducted to help provide better, more robust outcomes and discussion.

- The college should work on more diverse means of supporting program coordination and continue to review the processes by which reassigned time might be allocated or reallocated.

- College Enrollment Management Committee should consider offering more explicit guidance on how additions and restoration of FTEF ought to be made throughout the college.

- The creation of a new instructional building and the refurbishment of vacated buildings should include a close study of the evolving technological and curricular needs of programs going forward rather than only existing needs.

- Classified hiring prioritization should consider integrating the study and discussion of facilities plans and program reviews in making recommendations of when or how to fill position requests.