

Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

PIE - Humanities & Social Sciences Division Manager

2019-20

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Division Mission Statement: The mission of the Humanities and Social Sciences Division is to support students and faculty in pursuit of their academic and personal goals by securing resources and creating structures and programs that provide the highest quality education and equal access to all.

Summary of Notable Achievements: • The Humanities and Social Sciences Division successfully transitioned all 898 sections to remote instruction, serving 22,731 students. This was made possible by the collaboration between faculty within their departments and across our division. Teacher-to-teacher support included preparing trainings on Zoom and Canvas, providing emotional and moral support, and developing a sense of community. All of our support centers transitioned to providing services online: Writing Center, Honors Program, Speech and Sign Success Center, Teacher Preparation Institute, Study Abroad Program, and, serving some of our most vulnerable students, Pride Center. We would not have been able to accomplish this without the expertise of the HSS Division Office staff.

- The Pride Center spearheaded an expanded campus-wide Preferred Name Program. Mt. SAC will now provide students with ID cards that will have a student's preferred name and pronouns. They successfully transitioned their program online to offer students a virtual Pride Center including a virtual Lavender Graduation Celebration.

- The Communication Department experienced a year of recognition, awards, and accomplishments!

- o The department received the 2020 Model Communication Program Award by Western States Communication Association.

- o Dr. Scroggins chose the Speech and Sign Success Center as his nominee for the Academic Senate for Community College's Exemplary Program Award.

- o When the Governor's orders canceled all travel, Daniel Cantrell organized the National Online Forensics Festival: a three-day online competition for 27 schools from six states, 120 students, and 76 judges.

- The Psychology Department held its annual Psychology Day event in fall 2019 with 400 students attending. Twenty psychology students' research presentations were accepted for the Western Psychological Association's (WPA) annual convention. This spring the Psychology Department held its annual transfer/graduation reception via zoom and over 100 students and family members attended.

- The Writing Center did an excellent job of bringing all its services online in March and April. Since campus closed, workshop attendance per session is up, as is attendance to Tutor in the Classroom group sessions. According to data published in the Cabinet notes, the Writing Center had the most number of unduplicated student visitors of any tutoring center since the stay at home order was given.

- Over the past academic year, the Study Abroad program has experienced many milestones and modifications. In fall 2019, ten students embarked on a semester long program in London, England. This was the highest student turnout rate for a London program in years. Of the ten students, four won scholarship awards totaling over \$10,000. Thirteen students enrolled in the spring 2020 semester in Seville, Spain. Eleven prospective students were awarded scholarships totaling \$16,000 - with multiple students winning as many as three scholarships each. During this semester, Mt. SAC Spanish professor, Aaron Salinger acted as Lead Faculty and taught abroad.

Unfortunately three weeks into the Seville semester, COVID-19 forced students into an emergency evacuation. AIFS staff worked tirelessly to ensure our students were able to secure transportation back home on such short notice and procured prorated refunds for their incomplete program. Although it was a difficult transition, all students returned to the States safely and completed their courses online.

- Honors students achieved numerous accomplishments and won many awards in 2019-20. Three students, Amir Abdolvahabi, N. Patience Klein and Bethany Sesti were named to the All-California Academic Team, a statewide honor bestowed on only about 90 community college students. Sixteen of the twenty Students of Distinction were Honors students. Numerous

Honors students were selected to present at research conferences including nineteen students selected to present oral presentations and seven selected to present poster presentations at the UCI Community College Honors Research Conference.

- Honors student Hoang Tran won the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship, a national award given to approximately 45 students each year. Honors counselors certified 137 students for UCLA's Transfer Alliance Program, a 6.2% increase from 2019. And, 72 Honors students were certified for UC Irvine's Honors2Honors Program, an increase of 28% from the previous year. Honors students were accepted to Cornell, Columbia, Stanford and many other competitive institutions
- The AA-T in Social Justice Studies has been approved by the Chancellor's office and the Sociology Department will be housing this new interdisciplinary degree starting Fall 2020. In fall 2019, the Sociology Department organized a Holocaust survivor presentation with over 500 in attendance, and the Philosophy Department organized an Ethics Bowl with several hundred attendees.

Closing the Loop - Analysis of Progress on College Goals: Planning in our division is data-driven and evidence based. We request funding for resources that enhance student success and provide supporting services for faculty and students. The workload in the division office has increased over the last few years with more in-depth enrollment management and increased scheduling, new state initiatives (e.g., guided pathways, dual enrollment and the implementation of AB 705) and providing data and reports to department chairs. Our division is the largest on campus with 115 full time faculty and 275 adjunct faculty. Our budget did not reflect our resource needs, and we need more administrative support.

In 2018-19, the HSS Division received funding for instructional equipment, restoration of the HSS budget, and for an Administrative Specialist III position in the Pride Center. We received \$200,000 in funding for classroom furniture in building 26 to reflect current pedagogical practices. We also received funding to add computers in four composition classrooms and to upgrade the AV system in an Art History classroom. We received one-time funding for tutors in the Speech Sign Success Center, and interpreters to assist deaf professors in the classroom. We hired twelve tenure-track faculty; representing at least new one faculty member per department. This will allow us serve student demand for core GE and degree courses.

Unfunded resource requests include facilities, staffing and instructional equipment needs. The division office and program offices lack space to accommodate existing staffing and student demand. Our departments and programs also need ongoing administrative and clerical support. We need more classrooms, offices and additional space in our programs, in order to expand our class offerings, provide adequate work spaces for adjunct faculty, and expand access to student support services (e.g., in the Writing Center, Study Abroad program, Pride Center and the Speech Sign Success Center).

External and Internal Conditions Analysis: External Conditions

Prior to spring 2020, there were favorable external conditions affecting Mt. San Antonio College and the Humanities and Social Sciences Division. The economy was booming and the College performed well in terms of the Student Centered Funding Formula. Enrollment was slightly up, and Mt. SAC was financially in a very good place. Everything changed with the COVID-19 pandemic that hit California in February 2020. On March 19, 2020, the Governor of California imposed a stay-at-home order, and Mt. SAC's physical campus closed. Instruction transitioned online (where at all possible), and faculty received training to teach students remotely. We were able to transition all courses within the Humanities and Social Sciences Division online.

Internal Conditions

External conditions had a direct impact on internal conditions in 2019-20. Due to favorable budget conditions, the Humanities and Social Sciences Division hired twelve new probationary faculty in fall 2019. Economic growth and more job opportunities resulted in more part-time students who preferred to take some courses online. This resulted in a growth of online offerings within the division, as well as the development and approval of more distance learning course amendments. In the past, Art History, Sociology, Philosophy and Psychology had most courses in an online format. More recently, History, Political Science, Speech and World Languages started offering some courses online. English offered ENGL 1A strictly online for the first time (instead of in a hybrid format), and Sign Languages was committed to developing online courses.

As a result of the implementation of AB 705, the English, Literature and Journalism department continued with its "Community of Practice" that focused on pedagogy and best practices, including growth mindset and the affective domain in instruction. The American Languages department continued with curriculum revisions to prepare English learners to transition to freshman composition (ENGL 1A) within several semesters. They had developed several sequential courses (AMLA 70, 80 and 90) that integrated reading, writing and speaking and would lead to ENGL 1A. Their next step was to develop AMLA 1A, that mirrors ENGL 1A. This course was approved locally. In addition, the American Languages department also developed a rigorous "Community of Practice" training program for faculty who would teach the newly developed courses.

Other departments developed curriculum that reflected the diversity of our students. World Languages developed several new courses, including Spanish of the Barrio: A Socio-Linguistic Perspective, and Korean. Sociology developed courses as part of the Social Justice degree: Introduction to Social Justice and Introduction to LGBTQ Studies. The Social Justice degree was locally approved and later also approved by the Chancellor's Office. It will go into effect in fall 2020.

Program Planning (Equity, Retention and Success): Equity-focus

From an instructional perspective, an equity-focus is aimed at providing all students with the tools, resources and support to succeed in their academic goals. Our division is committed to equity efforts that not only support students, but also faculty and staff. We want to help ensure that managers, faculty, and classified staff in our division have the tools, resources and support to succeed in their work.

Our programs provide invaluable support to students. The Writing Center serves students across campus, including English Learners, and provide Tutors in the Classroom, tutoring services, and Directed Learning Activities to students in English and general education classes. The Honors program provides specialized courses, counseling and academic support in a cohort setting. In recent years, there have been intentional and successful efforts to increase the percentage of Latinx students and students from other underserved groups. The Speech, Sign and Success Center provides tutoring for Speech and Sign students, and serves deaf and hard of hearing students as well. The Pride Center serves some of our most vulnerable students and provides counseling, mentoring and workshops within a cohort setting. The Study Abroad program supports many participants who identify as first generation low income students of color, and assists them in obtaining scholarships that allow them to study abroad. The program is currently compiling a demographic profile of its participants and is working closely with ACES, Counseling and Financial Aid to further assist students.

We are proud of specialized courses and programs in the Sign Language department that serve deaf and hard of hearing students and train future interpreters. Some courses follow a cohort model and provide significant support to deaf and hard of hearing students to complete courses in English and History. We have English courses that serve Dreamers and students in Bridge, ACCESS and other programs. Many of our faculty use equity-focused strategies in teaching and their interaction with students.

In winter 2020, we held a department chair retreat focused on equity. Faculty shared best practices and we also had a presentation by the Pride Center. Since then we have dedicated time to equity discussions and shared practices in monthly department meetings. We also discuss equity with our staff and encourage them to attend equity-related training and workshops.

Division-wide student enrollment has remained steady over the last several years. For example, in fall 2015 there were 29,043 students enrolled in HSS courses. In fall 2019, there were 28,945 students enrolled.

Degrees and certificates awarded:

In 2018-19, a total of 1262 degrees were awarded, up from 868 in 2017-18, and 698 the previous year.

Psychology continued to award the most ADT degrees (317), followed by Sociology (222), Communication (69), Political Science (56), History (48) and English (41).

Retention and Success:

The HSS Division continues to maintain high levels of success in and retention in their courses. The overall success rate increased over five percent from 68.2% in 2013-14 to 71.8% in 2017-18. The success rate decreased slightly to 70.3% in 2018-19. In spring 2019 the success rate was 70.4% and in fall 2019 the success rate was 69.4%. The success rates were higher in the intersessions: 82.4% in winter 2019 and 81.3% in summer 2019.

The retention rate has remained very consistent; fluctuating between 87.0% in 2014-15 and 2016-17, to 87.3% in 2013-14 and 2018-2019. In 2019, retention was higher in the intersessions: 89.8% in summer 2019, 90.9% in winter 2019, and 86.9% in both spring and fall 2019.

Writing Center services:

The Writing Center's diverse and high-quality support services continues to be a significant factor in student success, especially in writing-centered courses.

Analysis of Division's Plans, Activities, Resources and Critical Decisions: Virtually all of the Division's planning focuses on supporting student success. The most significant planning to support this success focuses on securing staff in burgeoning support services, additional full time faculty, increasing scheduling and curriculum options to increase student retention and

matriculation, and additional space to adequately respond to student demand. We also support ongoing professional development of faculty (e.g., through Community of Practice Workshops), and endeavor to provide excellent support services and opportunities to students through the Writing Center, the SSSC, the Pride Center, the Study Abroad Program, TPI, Forensics, Journalism, and student clubs. Planning and decisions are based on student need and are data-driven.

Critical Decisions

Critical decisions related to programs, facilities, funding requests and to the impact of COVID-19 on instruction and the operations of the Division. We made the decision to move Journalism from English and Literature to Commercial and Entertainment Art in the Arts Division, because this better suits the program in the era of technology and interdisciplinary, multimedia collaboration. We have many classrooms or facilities that need to be upgraded or expanded. Most of our programs (Writing Center, Honors, Pride Center, Speech Sign and Success Center and Study Abroad) lack space. Classrooms need to be upgraded; especially where there is a need for computer labs or specialized equipment, such as for Art History or Cinema courses.

In fall 2019, we received funding for instructional equipment to upgrade an AMLA classroom computer lab and provide specialized equipment for a dedicated Art History/Cinema classroom. Apart from Art History faculty, Literature faculty who teach Introduction to Cinema, as well as World Language faculty who teach Culture through Cinema courses in Italian, French and German will utilize this classroom. We received funding to expand and upgrade the Pride Center and to move the Psychology Lab from a modular classroom. These projects are in progress.

In March 2020, faculty within the division had to determine whether they could transition their courses fully online. In several disciplines or courses, this was not ideal, but was still doable. Disciplines that found it more challenging to transition online include Speech, World Languages, American Languages and Sign Language. Faculty spent much time putting their course material online and learning how to use the necessary technological tools. Departments also decided which courses should be available online in future, and started to work on distance learning amendment forms.

Challenges

The greatest challenges this past year had to do with the pandemic, and the shift to remote work and online teaching. Fortunately, the division office was well positioned to make this shift. For the past few years we had been working on developing online folders, scanning and saving all documents electronically, and using Smartsheet to capture information from faculty (e.g., syllabi and office hours). We had also recently streamlined the absence reporting processes and put information on Smartsheet, in a format that is required for Payroll. Prior to the campus closing, we obtained laptops and VPN access for all staff, obtained Zoom accounts and practiced meeting online. We also made sure to compile or store relevant lists of cell phone numbers. Thus the transition to work remotely went very smoothly at the division level.

There were communication challenges during the transition to online teaching; since circumstances changed rapidly and instructions to faculty changed as well. Deans were not always informed of changes, yet had to respond to questions from concerned faculty within the division. This caused some confusion and frustration for all involved. Over time, communication improved and greater clarity emerged. However, the division often remains the first point of contact when faculty have questions or concerns. We spent much time responding to faculty, informing them of new requirements and guidelines, and tracking processes. For example, we had to track which courses would be offered online, make sure departments complete information on Smartsheet regarding online offering, track faculty who completed FOMAR training, etc.

The Humanities and Social Sciences Division coordinated with its various programs in developing a long-term plan to work remotely. We had to ensure that all the technology needs were met for the programs to operate efficiently. We also responded to faculty requests to provide resources to students; such as software for lab courses and online access codes for students in World Languages. Individual faculty and departments requested software and other resources to help them serve their students.

We are proud to report that the division is very responsive to faculty concerns and is also very supportive of its programs. At the same time, it is a challenge to successfully manage all the processes, since we are such a large division. During the fall, we managed 26 probationary teams and scheduled approximately 1,000 sections. We oversee eight departments, 12 department chairs, 115 full-time faculty and 275 part-time faculty. In addition, we supervise six programs that are affiliated with the division. When economic circumstances improve, we will request more administrative and management staff to support the division.