

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

PIE - Humanities & Social Sciences Division Manager

2018-19

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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.

1. Summary of Notable Achievements: Over the past year, the departments and programs within the HSS Division have worked to ensure and support student success. This work is evident in several areas:

- 1) Program growth and increased student success
- 2) Collaboration, new initiatives and student support
- 3) Excellent programs

The following are some examples:

Program growth, diversity and increased student success:

The Honors Program continues to grow increasing by nearly 20% from 906 students in spring 2018 to 1087 in spring 2019. Due in part to the Program's equity efforts, Latino students increased by 21% during that same time. The Honors Program continues to increase the diversity of its student population to more closely mirror the general population of Mt. SAC. Demographic data of currently enrolled Honors Program students indicate that for fall 2014-spring 2016, the percentage of Honors students who are Hispanic hovered around 41%. However spring 2019 demographic data indicates that Hispanic students now make up 46.27% of the Honors student population, a more than 5% increase. Since Fall 2016, Honors staff have increased class presentations, targeted emails, presentations and workshops to Hispanic students and special programs such as Bridge, ACES, IDEAS, and DREAM, and collaborated with staff in these special programs to recruit more Hispanic students to bring the ratio more in line with the general Mt. SAC population which is nearly 56% Hispanic.

The Tutors in the Classroom program has been highly successful in supporting students who have been placed in English and AmLa composition under multiple measures. The data from RIE shows that the co-req and accelerated models are the ideal place for the TC intervention to make the most impact, both in terms of student usage and student success rates. In 2018-19, the Writing Center supported 155 sections of English 1A/80 co-reqs (78 sections), AmLa 90 sections (13), Pathways 1A/1C (9 sections), all English Bridge and requested regular English 1A (65 sections). We supported all the co-reqs offered by English as well as all the AmLa 90s offered. (AmLa has also requested support for their AmLa 1A course beginning next year.) In fact, the TC support is considered crucial by faculty in English and AmLa to enhancing success and retention rates in their writing courses. For instance, data from fall 2018 shows 55% of all students (674 unduplicated) in the co-reqs worked with their TC. These students had a 60% success rate as opposed to 45% for those who did not see their TC (a 15% differential). Additionally, working with the TC greatly enhanced retention: 1 in 4 students who did not see their TC dropped the class while 9 out of 10 students who did see their TC completed the course.

In 2018, a total of 2,328 Non-native English speaking (NNES) students accessed one or more of the services of the Writing Center, logging in 5,278.5 hours. In terms of the impact on success, our most recent data indicates that NNES students in English 1A who use Writing Center services have a success rate 30% higher than NNES students in 1A who do not attend the WC. Even more telling is the differential in withdrawal rates as almost 1 in 3 NNES students in English 1A who do not go to tutoring withdraw from the course while less than 1 in 10 NNES students who go to tutoring withdraw from the course. This positive impact on persistence should be underscored, particularly as we challenge students with higher placements under multiple

measures. This data also mirrors the results of students in the co-reqs supported by TCs where almost 30% dropped if they did not see their tutor while only 10% did if they did see their tutor.

In an effort to provide meaningful support for students and as part of a mobile student support initiative, the Writing Center expanded its tutoring program to close equity gaps for our most impacted students. In the Fall semester of 2018, we established satellite tutoring in the Equity Center, supporting the ARISE, ASPIRE, DREAMERS, and OUTREACH programs, and we placed an American Sign Language writing tutor in The Center for Deaf and Hard of Hearing Services. We also placed ELL trained tutors in the International Center. Our culturally sensitive tutors have helped students in critical thinking, reading, and writing. The satellite tutors have tutored 125 students since January 2018. This Spring we are also piloting enhanced hours in these centers during finals week.

Recognizing the expanded research preparation needs for English 1A students placed under multiple measures, the Writing Center revamped its Starting Your Research Workshop to emphasize familiarity with current and relevant research. Writing Your Research Paper Workshop aims to ensure that all students practice digital research methods in a supportive and collaborative environment. In addition, the Center responded to the increased demand for research writing support from the English faculty by offering on demand delivery of the workshop to whole classes. Seventy-four of these workshops were held in the 2017-18 academic year and a total of 999 students attended these sessions. The workshop familiarizes students with using articles, encyclopedia sources, film, and electronic books from the library's databases and supports research writing across the disciplines--especially crucial with impact of the new placement model on prerequisites for courses requiring research.

The Study Abroad program continues to grow exponentially every year. From spring 2017 to spring 2019, student enrollment increased by over 150% (7 students to 18 students). This can be linked to the program's active recruiting efforts which includes circulating digital marketing materials, participating in student fairs, and brokering cross department collaborations (ACES, LLC, and Japanese Club). In addition, classroom announcements are in high demand with faculty requests peaking at 60 this semester alone. Student interest in studying abroad has surged approximately 900% (20 counseling appointments in spring 2017 to 200 appointments/drop-ins in spring 2019).

Several departments increased DL offerings (both # and courses) and honors offerings based on student demand. The Psychology Department continues to grow with 221 AA-T degree-earning students

Collaboration, new initiatives and student support:

The Communication department held Mt. SAC's fourth annual ADT graduation ceremony to celebrate students graduating in their field. ELJ held celebratory events for students receiving their AA-T degrees in journalism and in English.

HUMA 1 was returned to the schedule with plans to expand offerings of this popular course. At present, we are offering 4 sections per semester, with faculty in Art History, English, and History participating

The Communication department has made steady progress in moving all courses to Open Educational Resources (OER) textbooks. Several other disciplines, including Sociology, offer free textbooks online.

The Speech Sign Success Center was extremely active and served hundreds of students throughout the year.

The Geography and Political Science department organized and hosted Earth Day, Constitution Day, and a Political Science club advisor organized a student lobbying trip to Sacramento in Spring 2019.

The implementation of AB 705 has led to a dramatic increase in the number of ENGL 1A sections. In the fall semester, the number of students who passed ENGL 1A doubled over the prior fall. Over 5000 students completed ENGL 1A. Success rates in ENGL 1A increased slightly to approximately 65 percent, and even in ENGL 1A+80 success rates averaged around 55 percent, a dramatic increase in throughput.

ELJD continued offering Dual Enrollment courses at Diamond Ranch High, iPoly and Ganesha High School. The Communities of Practice continued to grow and expand.

AmLa received approval for AMLA 70 & 80, beginning/intermediate and intermediate/advanced integrated writing and reading, from EDC and C&I. This completely aligns our writing curriculum with AB705 mandates to integrate and accelerate directly in transfer-level English. AMLA 1A and ENLG 1AM were approved by their respective departments.

AmLa received Basic Skills carry-over grant funding for professional development for returning and incoming AmLa faculty to train with CAP, RA, Growth Mindset principles. (\$14,000) AmLa also received Student Equity grant funding to cover the cost of weekly/biweekly and pre-semester training for returning and new AMLA faculty to teach the accelerated, integrated AMLA 70,80,90 courses. (\$18,000)

AmLa promoted the use of and contributed to the resources in the Writing Center such as DLAs, Writing Boot Camps, and workshops. AmLa also made use of Tutors in the Classroom (TCs) to support student success.

Through the ESL liaison, AmLa participated in the ESL Career Day and annual VESL retreat in order to facilitate communication so that noncredit students can transition to the AmLa classes. AmLa faculty represented the department in various college-wide councils, committees, and task forces: Basic Skills, AWE Lead Facilitator, SSSPAC, Content Review, LLC Advisory Board, ESL Liaison. They were very active in the development of the new placement process using multiple measures. ELJ continued departmental participation in learning communities and programs for special populations, including Arise, Aspire, Bridge, Dreamers, Honors, Pathways, Pathways to Transfer, and Upward Bound.

The Art History Department secured another (in addition to last year's) important digital image collection (Archivision) to add to their Scholars Resource collection, now accessible via ArtSTOR, housed in the Library. The current collection numbers some 40,000 licensed images for instructor and student educational use.

Psychology faculty continued to mentor students in leadership roles through Psychology Club, including mentoring student research and presenting at WPA (Western Psychological Association) convention, HTCC, SCCUR, and the Bay Area Consortium; Students presented at Research Showcase and received award for best abstract through HTCC

The Communication Department gave out more than \$6000 in student scholarships and \$2000 in speech contest prizes, and hosted the following events:

The Southwest Regional Championship for the Middle School Public Debate Program with over 300 middle school students and 150 judges/parents.

The British National Debate team in the fall

The Black History Month Speech Contest - 50 students entered and 6 finalists competed on informative speeches about American Black History.

Fall and Spring Intramural Speak-a-Rama contests with over 60 SPCH 1A, SPCH 1AH, SPCH 2, and SPCH 8 students competing in an on-campus public speaking contest.

Three communication students presented original research at the National Communication Association conference in Salt Lake City, UT.

The Communication Department hosted the PSCFA Fall Championship (40 colleges and universities attended), the Southwest Regional Championship Middle School Championship (44 middle schools attended), and the ARTA Readers Theater National Championship on campus (10 colleges attended).

The Sociology and Philosophy department sponsored the highly successful, annual Human Trafficking Conference and the Holocaust Speaker event. They also hosted Annual Student Research Showcase and Competition that highlights original research from our students.

In the past year, Writers' Weekend has expanded, coming closer to being a true campus-wide Weekend of the Arts. It is now called Culturama. We have brought students to other campuses such as Cal State San Bernardino and Cal Poly to read their poetry for students there and to engage with faculty, so they feel more comfortable in that environment. In addition, the Writers' Day monthly readings continue to thrive. They have been expanded to include students with interest in literature, so they are no longer single-author readings, but conversations with writers, where creative writers interact with scholars to discuss larger topics. The creative writing club continues to thrive and has been split into two sections: fun and work. The fun club meets every Monday afternoon and just has fun with the concept of writing. We might write a choose your own adventure story or watch a movie about writing. The work club meets Monday evening and moves closer to becoming professional writers. Every single member of the work club has published something this semester. This is vitally important for students interested in an MFA

The World Languages Department created an AA Degree in World Languages and Global Studies, as well as a contextualized Spanish 1 course for First Responders.

Excellent programs:

The forensics team won the State and National Championships with numerous students winning state and national titles. The Mt. San Antonio journalism students attended several state and national conferences and continued to win awards.

The Journalism Program continues its partnership with the Washington Post after a successful three years of being part of the Post's pilot program, making Mt. SAC the only community college to be accepted into this partnership along with USC Annenberg, Columbia School of Journalism, and University of Michigan. SAC Media is entering another two-year partnership with the Washington Post whose Arc Publishing will continue to power SAC Media beginning May 15, 2018-May 15, 2020. The program's student magazine, Substance, will continue its partnership with Medium.

The Honors staff reviewed 572 UCLA fall 2019 applicants from Mt. SAC (list included non-honors and honors students) and certified 128 of them as Transfer Alliance Program Certified/Eligible. 73 of those 128 were admitted to UCLA, a 57% admit rate. This is compared to a 16.8% admit rate for non-TAP Mt. SAC/UCLA applicants (444 applicants with 75 admitted).

UC Irvine Honors to Honors Program Certification: Honors staff also verified that 186 of the 637 fall 2019 applicants to UCI were in the Honors Program. 124 of those 186 were admitted, a 66.6% admit rate. Out of those, 57 were verified by Honors staff as having at least a 3.7 UC transferable GPA and a minimum of 15 units of honors courses completed which makes them eligible to participate in the UCI Honors to Honors Program (guaranteed admission to the UCI Honors Program and for most majors, guaranteed admissions to UCI). All 57 were admitted to UCI. This all compares to the general admissions rate of 40.5% for non-honors Mt. SAC applicants (451 applicants/183 admits).

Mt. SAC's Alpha Omega Alpha Chapter of Phi Theta Kappa (PTK) was one of only 50 chapters internationally to be honored with the 2019 Distinguished College Project Award for their work on the campus' Homelessness Initiative.

Honors student participation in regional and statewide research conferences doubled this year and our students took home many awards. At the Honors Transfer Council of California Conference, two students, Ana "Alex" Arellano and Ajana Orozco earned Exemplary Honors Student Awards and Ajana took home to prestigious Juan Lara Award, presented to just one student in the state who has overcome many obstacles while being highly successful in an Honors Program. Alex was also awarded an Outstanding Abstract Award.

Two Honors students, Angelica Cruz and Marian Huang, were named to the All California Academic Team, First Team and both placed nationally as Coca Cola Scholars, Angelica awarded as a Gold Scholar and Marian as a Bronze Scholar.

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 more than 100 full time faculty and over 250 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). Last, we need new

Tracking Conditions and Trends: a. External Conditions Analysis: Targeting growth:

External conditions continue to drive both growth and the associated challenges in the division. Over the past year, the College has continued to expand course offerings in order to add FTES and obtain more state funding for growth. Due to an improved economy, enrollment has been soft and we had to cancel some short-term, afternoon and evening classes. At the same time, student demand has increased our DL course offerings from 11.5% to 16.8%

Strong student demand remains for certain courses and degrees. The variables of state policies/regulations and changes in industry/disciplines have increased demand in some areas as well as given us some specific direction in defining student success. This has allowed us to more accurately target growth in response to that demand as well as create and sustain support services to help students succeed. However, the issues of lack of space and adequate funding for the expansion of support services continue to challenge our ability to respond to and support demand.

Industry Demands and Discipline Currency:

The forecast from the U.S. Department of Labor, Bureau of Labor stating that employment of interpreters and translators is predicted to grow is still valid since the projection was for the years 2012 - 2022.

To remain current in the discipline of Geography, the faculty would like to develop a more robust program in Geographic Information Systems. This would include hiring a new faculty member to teach introductory and intermediate GIS as well as developing more specific cartography courses. In order to remain current in the discipline, the Political Science faculty developed an online version of Political Science 1.

There has been strong interest and demand for upper level Japanese classes. Technical applications of the language have also been of interest, particularly to the medical field. Four year institutions such as CalPoly and Chapman University have expressed interest in creating a bridge between lower division and upper division language programs (French and Italian in particular).

Enrollment trends:

Changes in the economy have had an impact on student demand for courses, particularly in the afternoon and evening hours when many of them can now find work. Due to increased student demand for online courses, the division has scheduled more DL courses, and faculty have developed curriculum for more courses to be offered online. More faculty have also signed up for, and completed training, on online teaching.

Shortage of adjunct faculty:

Some disciplines (including Sign Language and Interpreting, Psychology and Art History) have had difficulty attracting and retaining qualified instructors, especially in specialty courses. For example, the nearest Art History graduate programs are at USC, UCLA, UCI, UCR, CSU Long Beach, and CSU Northridge. Although CSU Fullerton and CSU Los Angeles offer a graduate degree in Art with an Art History concentration, the programs are not thriving and not producing graduate students (potential instructors) in the discipline.

Changes in placement and assessment:

Passage of AB705 necessitated extensive curricular changes in both English and AmLa courses, including changes in pedagogy and assessment and placement of NNEs on campus. AB705 requires an assessment and placement plan for NNEs to be designed and reported by July 2020. ELJ and AmLa developed new accelerated courses as well as support courses to help students succeed in the English composition sequence. This included the creation of a new freshman composition AMLA 1A course that will be cross-listed with ENGL 1AM (Multilingual). AmLa has embarked in professional development and training for faculty to teach the new, accelerated, integrated AMLA 70, 80 and 90 courses.

The ELJ department has also offered several professional development workshops to faculty to modify their pedagogy and prepare them to teach students who will be placed higher in the English composition sequence than in the past. They have also collaborated with the Writing Center and other support services to better support students.

During the Fall 2018 semester, increased demand for ENGL 1A and ENGL 1C led to the opening of approximated 40 sections in July and August and the hiring of almost 20 new adjunct faculty. However, Winter and Spring enrollments plummeted, largely because of the high pass rate in ENGL 1A in the fall. Enrollment was down 20 percent, which meant that many adjunct faculty lost one or both of their classes. After all the hiring in the fall, there were around 80 adjunct faculty teaching our courses. In Fall 2019, that number will have dropped to around 45.

Changes in assessment and placement for students in the composition sequence has led to an increased demand for tutoring in the Writing Center as more students place higher in the English composition sequence. There is also a higher demand for Tutors in the Classroom in the new accelerated and co-requisite support English and AmLa classes.

The new assessment and placement system also had an impact on the Honors program. With the implementation of an Assessment Questionnaire for English and math placement starting in summer and fall 2018, we found that many more students either entered the Honors Program with ENGL 1A eligibility or already had it completed due to this.

External factors impacting the Honors Program:

An external condition which impacts the Honors Program is the offering of Advanced Placement (AP) and International Baccalaureate (IB) coursework at high schools. The number of students who take these courses and subsequent exams can impact the demand for certain courses when those students choose to attend Mt. SAC's Honors Program. For example, earning IB credit can be problematic from a counseling/advising standpoint in that some universities accept IB credit for ENGL 1A and others do not.

For the past three years, ASSIST, the main source for articulation with CSUs and UCs has not been updated due to an upgrade in

its infrastructure in progress. The new ASSIST is set to be ready by May 2019. This has been challenging for Honors and all counselors to provide the most accurate articulation and major preparation information to students. UCLA indicated that they had to admit less transfers for fall 2019 due to over-enrollment in fall 2018. This impacted the number of UCLA TAP admits this year.

Continued focus on student success and new initiatives to promote student success:

There is a continued focus on student success from the state legislature and Chancellor's Office, and locally Mt. SAC is involved in several initiatives to facilitate matriculation, increase retention and success rates, and increase completion rates of degrees and certificates.

One external factor has been the adoption of the new Student Centered funding formula that emphasizes completion of degrees and certificates. At the same time, more students seek to complete ADT degrees in order to transfer to four-year universities. Most departments have completed mapping of degrees to help students take the appropriate courses for their degrees in the most efficient manner. Departments have also increased offering of core courses in order for majors to complete their degrees. An emphasis on student success has also led some departments to increase the English prerequisites of their general education courses.

A number of initiatives, particularly the Transformation Grant and the Pathways Initiative, have placed a number of demands on the ELJ department as they seek to design and implement the programs and classes driven by these grants, including in acceleration. Our division is also participating in offering dual enrollment courses in local high schools. The pilot program has expanded from English courses to include courses in Sociology, American Sign Language and Political Science. The expansion of the Dual Enrollment program has placed much larger demands on the English Department for staffing of classes on high school campuses. Last year we offered classes at Diamond Ranch High School, Ganesha High School and iPoly High School. In 2018-2019 the program continued to grow. We increased our offerings at Ganesha and iPoly and offered courses at Village Academy and Bassett High School.

Continued focus on outcomes:

In part due to an accreditation visit, there has been an increased focus on outcomes over the past few years. Departments mapped course-level outcomes to program-level outcomes, and made sure to assess course level outcomes on a regular basis. Several departments included adjunct faculty in the assessment of outcomes, and had robust discussions about the results of assessments.

Tracking Conditions and Trends: b. Internal Conditions Analysis: As with external conditions, student demand and the overall scaffolding of student success are significantly affected by internal variables. The most significant of those variables continue to be space to expand our schedules during high demand hours, additional space for our support programs, funding for administrative staffing to support the division office, programs and departments, and funding for maintaining updated technology. In addition, there is a lack of adequate maintenance and signage in several of our areas.

Space/facilities:

Serving nearly 1100 students, the Honors Program is one of the largest student programs on campus. In 18-19, the program grew nearly 20% from 906 students in spring 2018 to 1087 students in early spring 2019. The Honors Center is currently bursting at its seams with students and this cramped space is often a deterrent to students who walk in, see the space overcrowded and then walk out. Part of providing support to students is giving them a place to build community and connect, and if our cramped space is a deterrent to this, then this internal impact needs to be addressed. In addition, because of the space being so cramped due to serving so many students in a small space, the noise level is quite loud at times. Many of our students desire a quieter place to study because of this. Therefore, the program needs additional space to provide the social support and additional quiet study space needed by our students. One such opportunity may be to utilize the classroom next door to the Honors Center for additional space. This would provide space for a quiet study area, additional office space (the faculty coordinator office currently also serves as the staff break room) for both program staff and related staff which could include the study abroad liaison, embedded librarian, possible tutoring rooms, etc.

One student organization, Phi Theta Kappa, is currently supported through the Honors Center with Honors Center staff serving

as advisors and physical space dedicated to this organization. Playing host to this organization creates additional demand on staff time to process fiscal and facilities forms, provide support and advice to members and officers, and to hold officer and general meetings. There is a general lack of space for student clubs to meet.

There is a lack of student study areas in buildings 66 and 26. We would like furniture for students where they can study. Two areas where this would be particularly useful would be in the very large empty hallways on the ground floor and in the hallway facing Temple Avenue on the first floor of 26D, as well as replacing our "Swap Meet" look in the halls outside the ELJ faculty offices.

Additional space is needed for the SSSC, the Writing Center, the Pride Center, and the Study Abroad Program. The Writing Center plays a central role in student success, as is evidenced by nearly every metric. The size of the Center is inadequate for serving the hundreds of students who need the service. We need a much larger space for the Writing Center. The Pride Center is bursting out of its seams, the SSSC Center is often overcrowded, and the Study Abroad program does not have any allocated office space.

There is an ongoing need for office space for adjunct faculty across the division. The lack of adequate office and working spaces for adjunct faculty in buildings 26 and 66 continues to have a negative impact on student accessibility and success. For example, although ELJ has 60+ adjunct faculty, they have very limited workspace for adjuncts as they grade papers, prepare for class, and conference with students. We have one workroom with four computers and one workroom with four fairly crowded tables; the furniture in that room was scrounged from the warehouse. We need more space, both in offices and workspace, for adjunct faculty. We could improve faculty morale and productivity and access to faculty for students if we had more (and better equipped) workspace available. It would be desirable for the College to develop adequate adjunct space so that adjunct faculty can meet their obligation of one hour of office hours without meeting in shared spaces.

The HSS division has insufficient classroom space to meet student demand, especially during prime periods. This has limited our ability to expand course offerings when students want them. For example, ELJ is the largest department on campus, and offers the most sections each semester. However, they only have 22 classrooms assigned to them. This has been an on-going, long-standing obstacle when it comes to adding classes at times that are most in demand for students. The diminishing demand for late afternoon and evening classes could readily be offset if we had more classrooms available during the crucial 9:45 and noon timeslots.

There is a lack of storage space in several departments.

Program Staff/Admin Support:

Being one of the largest student programs on campus, there is a great need for administrative and coordination support in the Honors Program. Currently the program has a 19 hour administrative specialist who is also working an addition 7 hours due to temporary Title V funding which expires in summer 2019. With nearly 1100 students in the program and the program hosting a major student organization, Phi Theta Kappa, a full-time classified staff person is needed at the Coordinator level. This position would not only provide budgetary and advanced administrative/report support, but also assist in coordinating additional support services, workshops, and events for honors students and student organizations to make the program more robust and comprehensive. This position would also help facilitate research conference travel and chaperone as needed.

Demand for counseling continues to exceed availability of counseling/advising appointments. With an increase in honors students in the program, this demand continues to grow as well. Currently six honors counselors provide approximately 41 hours per week of counseling appointments. However the need to have a full-time, dedicated counselor is there as program staff routinely have to refer students to general counseling especially during peak periods. In 18-19, five counselors joined the team replacing longtime Honors Advisor, Linda Diaz who retired in summer 2019. They joined returning counselor Eddie Lee to provide the 41 hours of counseling. Training in UCLA TAP and UCI Honors 2 Honors amongst other Honors topics was needed for these counselors. Because each of these 6 counselors are providing anywhere from 6-8 hours per week of Honors counseling, it would be better to have two or three dedicated Honors counselors to provide consistency to students.

Several areas are in need of additional administrative support. The Writing Center, Journalism, Pride Center and Forensics need administrative support to assist with budgeting and travel. Department chairs also need administrative support to help with budgeting

Technology:

While efforts have been made to maintain faculty computers, there are still technology needs in the classrooms. Computers in some classrooms are outdated and projectors are insufficient for our classes. Having the projector screens placed in the middle of the classrooms is disruptive to students giving speeches using PowerPoint. The bulbs are insufficient in numerous classrooms to adequately teach effective PowerPoint presentation skills in SPCH 1A classes. Numerous faculty have reported difficulty in teaching in our classrooms. Hard-wired technology is limiting our ability to integrate virtual reconstructions and walk-throughs into our history of art and architecture courses. Projectors are outdated and malfunctioning. Technology is insufficient for a visually-oriented discipline. Technology is insufficient in classrooms scheduled for Literature "Introduction to Cinema" and Italian and French "Culture through Cinema" classes.

There is inconsistent wi-fi in building 26. the classrooms in 28B offer limited technology and create instructional barriers.

Maintenance:

There has been a loss of excellence in building 66. Students complain about the condition of the restrooms in our area, there is a lack of study space, so students usually sit on the floor to do their homework between classes, the white boards are poorly cleaned at night, and the desks are not wiped off. Also, in our rooms in Building 66, the temperature is often at the extremes - too hot or too cold - and cannot be regulated with the thermostats in the classrooms

Projectors and screens deteriorating in classrooms and need replacing

Electrical floor connections in building 26 are deteriorating and need replacing.

Over the years, the classrooms in Building 26 have continued to deteriorate. The floors are filthy and never washed, garbage is not picked up, the whiteboards need to be restored, the walls need to be repainted, the desks and chairs are mismatched and broken, the computers are not updated, the projectors and screens are not maintained. Moreover, we need desks for larger students! The desks that are simply a chair with a desk arm are too small for many students. The larger students squeeze into them or they grab the desk and chair that might be in the classroom for a DSPS student. Larger students are embarrassed to ask for this accommodation. We should switch to long desk tables and chairs or have more desk tables and separate chairs in the classrooms.

Signage:

A lack of signage in the 26 complex causes ongoing confusion for students and guests. One example is difficulty in locating classrooms on the ground floor. There needs to be large signage for departments and programs around the courtyard of building 26 much like there is for the Writing Center. Signage is needed for English, Literature and Journalism, Communications, Forensics, SSSC, Pride Center and Study Abroad. We also need permanent signage on the doors of all stairways that clarify that G classrooms are on the ground floor, one level below the first floor. Currently, we put up paper signs, but this is inadequate.

There is also a serious lack of signage in building 66.

Tracking Conditions and Trends: c. Program Planning Dialogue: Degrees and certificates awarded:

In 2017-18, a total of 868 degrees were awarded in the HSS division; up from 698 the previous year.

Psychology continued to award the most ADT degrees per year (233), followed by Sociology (157 degrees), and Communication (62 degrees).

Retention and success data:

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.

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.

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.

Tracking Conditions and Trends: d. Critical Decisions Analysis:

Enrollment management:

Scheduling continues to be data-driven and based on enrollment trends and student demand. Several departments have modified their schedules to offer more sections of core courses required for majors. We increased our offerings of online classes, and faculty developed several new DL courses. Fewer short-term, Friday, evening and afternoon classes were scheduled, due to decreased student demand. Areas of growth are expanding online course offerings and adding more online late-starting courses in specific, targeted areas.

Program Changes:

The Honors Fast Track was offered for a third year with a cohort of 20 students taking 5 Honors classes together (ENGL 1A, SOC 1H, PHIL 12H, MUS 13H and ENGL 1CH). However as was typical for previous years, as the school year passed, some Honors Fast Track students wanted to divert from the 5 classes and take other classes or their schedule conflicted with the winter and/or spring Honors Fast Track class offerings. Therefore after much staff discussion, it was decided to change the Honors Fast Track to a 1-semester, fall only cohort taking ENGL 1AH and SOC 1H each fall. The new name will be Honors Quick Start.

Honors STEM Track (cohort of 20 Honors students taking BIOL 4H and CHEM 50H together) was offered once again. However upon numerous staff discussions and input from the Honors Advisory Committee, the Honors Team decided that it was best to discontinue the Honors STEM Track as it was difficult to fill and many students needed just one or the other of the classes. By offering as a cohort with linked classes, this precluded many other students from enrolling in these courses. The Honors Director contacted both the Biology and Chemistry Departments in spring 2019 to request that they continue to offer these classes to all Honors students in the future but not as a cohort.

For summer 2019, the decision was made to offer an online version of PSYC 1AH, the first time ever. The Honors Program has shied away from offering online courses due to the concern that online offerings would not provide the sense of community that Honors is known for. However, the instructor for PSYC 1AH is the Honors Faculty Coordinator and she will be employing teaching pedagogy to build a sense of community and carefully monitor how the class goes, providing her feedback to Honors staff upon completion.

Changes in placement and assessment:

Passage of AB705 necessitated extensive curricular changes in both English and AmLa courses, including changes in pedagogy and assessment and placement of NNES on campus. AB705 requires an assessment and placement plan for NNES to be designed and reported by July 2020. ELJ and AmLa developed new accelerated courses as well as support courses to help students succeed in the English composition sequence. This included the creation of a new freshman composition AMLA 1A course that will be cross-listed with ENGL 1AM (Multilingual). AmLa has embarked in professional development and training for faculty to teach the new, accelerated, integrated AMLA 70, 80 and 90 courses.

The ELJ department has also offered several professional development workshops to faculty to modify their pedagogy and prepare them to teach students who will be placed higher in the English composition sequence than in the past. They have also collaborated with the Writing Center and other support services to better support students.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: Outcomes processes continue to be more deeply embedded in Division activities. Departments are more engaged in discussing and applying outcomes data and are more than likely that ever to include adjuncts in those processes (thanks to contractual language supporting that participation). The annual PIE planning process includes connecting resource requests with intended outcomes, as well as assessing outcomes based on resource allocations.

Analysis of Curriculum Currency: All departments regularly review and update their curriculum; both courses and programs.

Analysis of Division's Plans, Activities, and Resources: 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.