

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



## PIE - Humanities & Social Sciences Division Manager

**2020-21**

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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.

**Analysis of conditions and resulting plans, activities, resources, progress and critical decisions.:**

Successes Amidst the Pandemic:

Departments and programs continued to support students and promote student success during a challenging period of teaching and working remotely. Faculty across the division moved all their classes online, submitted courses for DL approval and became SPOT certified. Numerous faculty mentored and supported other instructors throughout the transition.

Faculty in several departments developed new curriculum and revamped their programs. AmLa submitted four new courses and three new certificates. AmLa 1A was approved by UC/CSUs and AmLa 90 was approved for transfer to CSUs. Sign Language began a cohort of Deaf students that want to become interpreters and completed a year-long coaching/consulting relationship with a seasoned interpreter educator and Administrator from Western Oregon University funded by Perkins. They also developed a Deaf Studies Degree and new Interpreting program. Some former classes will be dissolved but the content and curriculum of these classes will be transferred to other existing or new classes. Geography developed a new GIS certificate, a GIS A.S. degree, and 5 new GIS courses that have been submitted for review.

The Forensics team successfully competed in online tournaments and won Silver in the Phi Rho Pi National Championship Tournament. Honors students also excelled as well. Three students were named to the All-California Academic Team, and all three placed in the first team. One student was named a New Century Workforce Pathway Scholar and one student was named a Coca Cola Academic Team Silver Scholar. Thirty-seven students were accepted to present research at the UCI Community College Honors Research Conference and twenty-two presented virtually. 156 students were certified for UCLA TAP by Honors Counselors. This is a 13.8% increase from 2020 (137 students were certified in 2020). 108 students were certified for UCI Honors2Honors. This is a nearly 48% increase from 2020 (73 students certified then). Also 165 students were verified to have completed or will be completing Honors certification for UCI. Last, 17 students earned Honors certification in summer 2020, 66 in fall 2020, and 39 in winter 2021. Additionally, 4 students in Psychology had their research proposal published in the Journal of Undergraduate Psychology Research.

Several departments received grants for their programs. AmLa completed an evaluation of SLOs for writing courses with a RISE grant. Sign Language received \$35,000 in Strong Workforce funding for the 21-22 year to establish mentorships and \$26,850 Perkins funding for the 21-22 year. They were awarded \$21,780 and \$12,033 for the previous two years, as well as a GPS Mini Grant of \$8420. In 2019-2020, 291 students earned an AA-T degree in psychology. The Psychology department held a virtual transfer celebration recognizing these students.

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.

#### Support programs:

Our programs provide invaluable support to students. The Writing Center serves students across campus, including English Learners, and provides 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 compiled a demographic profile of its participants and is working closely with ACES, Counseling and Financial Aid to further assist students. Several students won the highly coveted Gilman scholarships and students continue to reach out to the program to prepare for future study abroad opportunities (to be resumed the next academic year). All of our programs provided excellent support services to students during the past year. The Speech and Sign Success Center (SSSC) successfully transitioned to fully online tutoring and workshops with fantastic success. In Spring 2020, all Honors Center services converted to online services including virtual Honors Center Hours, an Honors Hub in Canvas, online scheduling of Honors Counseling appointments, Zoom workshops, and Honors Scholars Awards Celebration---Virtual Edition video via YouTube. This continued through spring 2021. The Pride Center, Study Abroad, Writing Center, and Teacher Preparation Institute all served students online.

#### Enrollment and Course Offerings:

Prior to the pandemic, 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. However, enrollment dropped from fall 2019 to fall 2020, from about 29,000 students to 22,755 students. The most significant drop was in spring 2020. In spring 2019 there were 24,999 students enrolled and in spring 2020 there were 18,513 students enrolled. We saw a brief surge of enrollment in summer 2020. In summer 2019 there were 6,860 students enrolled compared to 8,081 students in summer 2021.

Over the past year, our division continued to offer all its courses online and serve students remotely.

We were very responsive to enrollment trends and modified schedules based on student demand. In summer 2020 when there was a surge in enrollment, we added 87 sections – an increase of 33% compared to the previous year (349 versus 262 sections). In fall 2020, we scheduled 1022 sections and had over 23,500 students enrolled at the end of the semester. In spring 2021, we offered 920 sections and had over 19,000 students enrolled at the end of the semester.

In terms of scheduling, we keep access as well as program completion in mind. In order to provide more access to students, departments have converted a traditional face-to-face schedule to a mix of face-to-face, hybrid, and fully online classes for the 21-22 academic year. We will continue to offer lab courses, office hours and student support services online, in person and in a hybrid format.

Faculty, staff and managers continued to serve and support students throughout the pandemic. Faculty set up department canvas websites where they share resources with each other and for students across campus. They also referred students to helpful services and throughout the pandemic. Several departments offer free textbooks to students. For example, students no longer have to purchase a book to take a SPCH class as all SPCH classes now use free, OER textbooks and resources.

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.

#### Retention and Success:

Despite the pandemic HSS Division continues to maintain high levels of success in and retention in their courses. The overall success rate increased over 14 percent from 67.9% in fall 2016 to 82% in fall 2020. Success rates were exceptionally high in 2020: 82.5% in winter 2020, 87.1% in spring 2020, 92.3% in summer 2020 and 82% in fall 2020. As is typically the case, success rates were higher in the intersessions. The retention rate has increased from 87% in 2018-19 to 98% in 2019-20. The lowest retention rate was in spring 2020 (86.9%), followed by 90.9% in winter 2020, 99.2% in summer 2020 and 97.6% in fall 2020. Higher than usual success rates may be due to the fact that high percentages of our most vulnerable and disproportionately

impacted students dropped from college.

At the department level, Communication had the highest retention rates and success rates since 2016. Students in PSYC 10, a course with an overall success rate of 73% from 2016-2020, achieved a success rates of 83% (spring) and 89% (fall), a testament to outstanding instructors. We were able to offer lab courses online; both in Psychology and Geography.

#### 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.

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 and programs within the Humanities and Social Sciences Division online.

In addition, the CSU system added an Area F (Ethnic Studies) requirement to their General Education requirements.

##### Internal Conditions:

External conditions had a direct impact on internal conditions in 2020. Due to the pandemic, we had to transition all our courses online, and faculty had to complete FOMAR training in order to teach online. Faculty also had to submit DL amendments in order to continue offering courses online from fall 2021. Last, faculty had to complete SPOT certification in order to teach online offerings from fall 2021.

Online instruction was a challenge for some faculty and students who lacked computers, technology, access to Wi-Fi or the needed skills to teach or learn online. At the same time, increased online offerings provided more opportunities and flexibility for some students. World Language, Speech and Sign courses were offered online for the first time, and the option of synchronous teaching was a great asset. Psychology and Geography labs were effectively offered online, with virtualization of software that students needed. We provided laptops and software for students and faculty, training opportunities and mentorship assistance.

One of the silver linings of the pandemic was the ability to connect with students and faculty online. More students attended workshops at the Writing Center and virtual faculty office hours. More adjunct faculty attended department meetings and faculty attendance during Flex Day increased. Moving forward, we will continue to offer virtual, hybrid and online courses offerings and services to students.

One of the impacts of the external conditions of the CSUs adding an Area F (Ethnic Studies) to their General Education requirements was that an internal condition of Mt. SAC working to meet that Area F requirement with courses offered here. The HSS Division and its programs are directly impacted by this update.

##### 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 and/or part 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 Honors program, SSSC, Pride Center, Study Abroad Program, TPI, Forensics 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. Faculty completed SPOT training and submitted DL amendments in order to continue to teach courses online. We received CARES funding for software and other resources for faculty and students.

The decision to offer classes on campus in fall had a direct impact on course scheduling. Many full time faculty preferred to teach the minimum required number of hours on campus in fall 2021 and to hold virtual office hours. At the same time, we had lost classrooms due to the loss of modular and temporary classrooms, and could not offer as many sections on campus during prime time as we would have wanted to. As a result, some departments scheduled more hybrid courses – for example, History and Communication.

We have many classrooms or facilities that need to be re-envisioned, 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 in terms of audiovisual equipment. Many projectors need to be replaced, and two of our conference rooms lack computers and projectors.

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. We had also received funding to add computers in four classrooms for use by English faculty who reach support courses for ENGL 1A students. Most of the projects have been completed, and the renovation of the PSYC lab is in progress.

As a result of the CSU's addition of an Area F (Ethnic Studies), and Mt. SAC's response to that addition, several departments (e.g., POLI, HIST, SOC) have acted quickly to develop courses to meet these requirements. The HIST department has agreed to house the new Ethnic Studies program, and there is a search for a one-year temporary full-time professor to teach in that program.

#### 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).

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.

As we transition back to campus, it is a challenge to anticipate enrollment trends and develop schedules that best reflect student needs. Many faculty also prefer to teach online, and we have a lack of classroom space, especially during prime times.

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. We typically have at least 20 probationary faculty and schedule approximately 1,000 sections during the primary terms. We oversee ten 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. We are requesting more administrative and management staff to support the daily operations of the division.