Manager PIE Report



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Humanities & Social Sciences Division Manager

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Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Data-driven Decision-Making: Improve student success in division programs and departments through the collection and use of appropriate valid and substantial data/evidence.

**Goal Status**

Active

**Goal Year**

2021-22

Updates on Goals

**Date of Analysis**

06/14/2022

**Results/Analysis of Progress**

Division faculty are working with others on a five year Competency Based Education CBE grant to explore the success of credit CBE degrees and assess the data as a means to expand CBE opportunities where appropriate. Several General Education HSS courses will involve faculty from several disciplines in the division.

**Reporting Year**

2021-22

**% Completed**

25

Updates on Goals

**Date of Analysis**

07/16/2021

**Results/Analysis of Progress**

We continue to use data to analyze and improve student success. This has been especially important, yet challenging amidst the global pandemic that forced the College to move all programs and services remote.  
  
Enrollment throughout the 2020-2021 academic year changed rapidly, as students navigated remote learning, economic challenges, illness, and other challenges due to the pandemic. As students’ enrollment behaviors shifted, we were responsive to those changes and modified schedules based on student demand. For example, 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.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

07/24/2019

**Results/Analysis of Progress**

The Writing Center has been collecting data for years, and shows significant increase of success rates of students who have tutors in the classrooms, or go for tutoring at the Writing Center. 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. Data from fall 2018 shows 55% of all students (674 unduplicated) in English co-requisite classes 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.

**Reporting Year**

2019-20

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/16/2018

**Results/Analysis of Progress**

We continue to use data to analyze and improve student success. The best example this past year was the decision to change the assessment and placement of students in English composition courses, largely based on self-reported GPA. This decision was based on nation-wide and state-wide research, as well as throughput data for students matriculating from one level to the other. Cut-off GPA scores that are used to place students in ENGL 1A are based on research RIE completed regarding student success.

**Reporting Year**

2017-18

**% Completed**

50

Updates on Goals

**Date of Analysis**

08/15/2017

**Results/Analysis of Progress**

The ELJ department modified course offering based on assessment and placement data. Division-wide, we draw from data to add sections in core areas where student demand is high, in order to increase matriculation and reduce bottlenecks.

**Reporting Year**

2016-17

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Scheduling: Research and implement data-driven course, class, and scheduling structures to maximize student success, retention, completion (including course, degrees, certificate), and matriculation (including transfer).

**Goal Status**

Active

**Goal Year**

2021-22

Updates on Goals

**Date of Analysis**

06/14/2022

**Results/Analysis of Progress**

Ethnic Studies department established with three fulltime faculty. New Area F CSU GE courses created AABS 1, APIS 1, ETHS 1, ETHS 2, LCAS 1.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

07/16/2021

**Results/Analysis of Progress**

We continue to use data for scheduling and enrollment management. This has been especially important, yet challenging amidst the global pandemic that forced the College to move all programs and services remote.  
  
We were able to transition all courses in the Division to remote instruction when the campus shifted to remote instruction in March 2020, and continued to do so throughout the 20-21 academic year. We continue to use research and data to schedule and to manage enrollment into the 21-22 academic year. 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.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

07/24/2019

**Results/Analysis of Progress**

We continue to use date for scheduling and enrollment management. The implementation of AB 705 and adoption of self-placement led to dramatic shifts in student enrollment, in particular in English 1A (Freshman composition). We largely eliminated four English composition courses below transfer level, and increased sections of ENGL 1A and 1C. In Spring 2019, 93 sections were eliminated across these four classes, sections that served 2,127 students in Spring 2018, while the 71 additional 1A sections and 50 sections of 80 only have only amounted to an addition of 1,177 students. We added 71 more ENGL 1A sections but lost about 1,000 students due to the adoption of multiple measures.

**Reporting Year**

2019-20

**% Completed**

50

Updates on Goals

**Date of Analysis**

07/16/2018

**Results/Analysis of Progress**

Our enrollment management practices are based on a multi-year analysis of enrollment trends. We modify schedules to reflect student demand, as well as to facilitate certificate and degree completion.

**Reporting Year**

2017-18

**% Completed**

50

Division Goals

**Goal Name**

Ongoing/Multi-Year Goal

**Division Goals**

Collaboration: Develop and maintain collaborative relationships (inter- and intra-divisional) that support student success within the division.

**Goal Status**

Active

Updates on Goals

**Date of Analysis**

06/14/2022

**Results/Analysis of Progress**

Learning Communities continue to be developed and offered using linked courses in collaboration with several Student Services programs. The Knowledge is Power Learning Community group has ENGL 1A POLI 35 which collaborates with the Center for Black Culture & Student Success and Umoja Aspire students along with HIST 30 and HIST 31. Other Knowledge is Power collaborations involve the ARISE program and El Centro. For example ENGL 1A/80 and SOC 36, ENGL 1C and HIST 9, ENGL 1C and POLI 25 and ENLG 1A and HIST 40. The ACCS 34 ENGL 1A/80 Learning Community is one of the ACCESS collaborations. A collaboration with Rising Scholars includes an ENGL 1A Summer cohort. There is also a SOC 110 LCOM 80 Summer Bridge collaboration.

**Reporting Year**

2021-22

**% Completed**

75

Updates on Goals

**Date of Analysis**

07/16/2021

**Results/Analysis of Progress**

Collaboration has been integral to serving students and helping them succeed amidst the pandemic. For example, it was important to the Forensics Team students to return to campus so that they could prepare to compete in online tournaments. The HSS Division collaborated with Risk Management, the Office of Instruction, Facilities, and Event Services to bring the Forensics Team on campus for practice and the competition. As a result, the team was able to bring home the silver medal from the National Forensic Championship. We also continue to have open lines of communication with all of the department chairs so that we can best serve each of the disciplines, departments, programs, and services so as to support student success within the Division.

**Reporting Year**

2020-21

**% Completed**

75

Updates on Goals

**Date of Analysis**

07/16/2018

**Results/Analysis of Progress**

Faculty in the division collaborate on a broad basis to promote student success. Two examples are campus-wide collaboration to implement the move to multiple measures, and collaboration on academic support services to better serve students and help them succeed.

**Reporting Year**

2019-20

**% Completed**

50