



**Annual Unit Plan Template
2013-2014 Academic Year
Department of English and Foreign Languages**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Department of English and Foreign Languages at Cerro Coso Community College provides the skills in communicating ideas and information that are at the heart of a program of higher education. In particular, we teach writing and reading classes supporting under-prepared and ESL students advancing to regular level English courses and fulfilling prerequisites required by some departments; degree-level proficiencies in composition and reading; transfer-level skills in composition, reading, and public speaking; and appreciation of language-based arts and humanities. The Department of English and Foreign Languages also feels strongly that students must be more than minimally prepared to succeed in today's university and work place settings.

The mission of foreign languages, including American Sign Language, is to promote student success and critical thinking by providing quality instruction and services. The department has two primary missions in support of the programs as follows:

1. Transfer — The department prepares students for transfer to private four-year, CSU, and UC institutions.
2. General Education — The department provides elective and required courses that can be used to complete degrees in various other departments and programs at Cerro Coso, as well as the General Education degree and the Liberal Arts: Arts and Humanities degree. Many of these courses fulfill the CSU and IGETC transfer requirements.

b. Program Applicability

The Department of English and Foreign Languages at Cerro Coso Community College supports mastery of education, one of the four pillars of our college mission. In support of particular requirements and degrees, the department offers



- 005-099 level courses supporting writing and reading proficiency for AA and AS degrees.
- 100-299 level courses supporting requirements for the college's Liberal Arts: Arts and Humanities AA degree.
- 100-299 level courses supporting requirements for the college's other AA and AS degrees.
- 100-299 level courses supporting writing requirements for the college's general education pattern and IGETC and CSU transfer patterns.
- 100-299 level courses supporting analytical/critical thinking requirements for the general education pattern and IGETC and CSU transfer patterns.
- two 100-299 level course supporting the oral communication requirements for the IGETC and CSU transfer patterns.

c. Partnerships

None.

d. Distance Education

Distance education allows the Department of English and Foreign Languages to serve students who are unable to attend on-ground classes. As with onsite instruction, distance education serves students who seek transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning. Distance education also compels faculty to be innovative since they must consistently confront the challenge of providing quality instruction in a virtual environment. Finally, as with on-ground classes, distance education inspires our students to strive for excellence in achieving their aspirations, our faculty to deliver quality instruction and learning support, and our communities to support economic development. More specifically, distance education allows us to

1. Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
2. Provide basic skills education and student services programs to help students become successful learners.
3. Improve the quality of life of our students and communities through broad-based general education courses.
4. Prepare students with the skills to function effectively in the global economy of the 21st century.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Improve Student Success in English Courses:

1. Connection to College Strategic Goals: 2 and 5.
2. Specific internal* or external** condition(s) the goal is a response to: Comparatively low success rates of students in English classes.
3. Action Plan: Adopt a more uniform approach to early assessment and notification of students who are struggling in English, reading, and speech classes.
4. Measure of Success: Student performance data from the 2012-2013 year indicating success rates have increased.

Progress:

All English full-time faculty members have now adopted a uniform approach to early assessment and notification of students, incorporating early diagnostic assignments with immediate feedback and using Early Alert forms, as well as more effectively managing enrollment in all of their English courses. Improved success rates are confirmed by student performance data from the 2012-2013 year, which indicates that, almost without exception, success rates in the English classes have improved.

A few examples are the following:

1. ENGL 40, which had a **51.3 %** success rate in onsite classes in 2010-2011, had a **51.7%** success rate in 2011-2012 (online increased from 40.6% to 50.7%).
2. ENGL 70, which had a **51.7 %** success rate in onsite classes in 2010-2011, had a **62.2%** success rate in 2011-2012 (online increased 39.2% to 49.4%).
3. ENGL 101, which had a **57.5 %** success rate in onsite classes in 2010-2011, had a **72.2%** success rate in 2011-2012 (online declined from 56.6% to 50.2%).
4. ENGL 102, which had a **63.6 %** success rate in onsite classes in 2010-2011, had a **82.2%** success rate in 2011-2012 (online declined from 71.9% to 58.5%).

The more uneven success rates in online classes may suggest that early assessment and notification have yet to be uniformly implemented by



both full- and part-time faculty. Insisting on the same practices in classes taught by part-time faculty should lead to more consistent rates of increase in both onsite and online English classes.

Work with Local High Schools to Bridge the Gap to College Composition Classes:

1. Connection to College Strategic Goals: 1, 2, 4, and 5.
2. Specific internal* or external** condition(s) the goal is a response to: Low placement of high-school students in English classes.
3. Action Plan: Collaborate with local high schools to better prepare students before they reach college. This will require the sharing of curriculum and course content, including course outlines of record, syllabi, sample assignments, and grading rubrics.
4. Measure of Success: Placement exam results from the 2012-2013 year indicating placement of incoming high-school students has improved.

Progress:

Cal City: We held a series of meetings with California City High School and began sharing curriculum and course content, including course outlines of record, syllabi, sample assignments, and grading rubrics. Then, in consultation with Principal Harold Roney and the high school English teachers, Annamarie Perez and Denise Gionta, we began planning to establish a dual-enrollment program at the high school. The result is that in the spring we will begin offering dual enrollment English 70 and 101 classes at Cal City. Confirmation of bridging the gap between high school and college composition awaits placement exam results from the 2013-2014 year indicating placement of incoming high-school students has improved.

Ridgecrest: We also held two meetings with Burroughs High School in Ridgecrest and began sharing curriculum and course content, including course outlines of record, syllabi, sample assignments, and grading rubrics. Then, in consultation with Principal Dave Ostash and the high school English teachers, Susan Burgess and Barbara Walls, we began planning to establish a dual-enrollment program at the high school. The result is that in the fall we will begin offering a dual enrollment English 70 class at Burroughs. Confirmation of bridging the gap between high school and college composition awaits placement exam results from the 2014-2015 year indicating placement of incoming high-school students has improved.

Foreign Languages: Instructional Improvement: Student-Learning Outcomes Assessment

1. Connection to College Strategic Goals: 1, 4.



2. Specific internal* or external** condition(s) the goal is a response to: State mandate.

3. Action Plan: Finish any outstanding assessments left.

4. Measure of Success: They get done.

Progress:

Foreign language instructors are finishing up assessments, and all data will be entered into Curriconet. A few foreign language classes have yet to be assessed, such as the infrequently offered SPAN 180: Spanish for Native Speakers. All regularly scheduled classes have now been evaluated, however.

b. Review of Overall Department/Unit

The division of the Department of Humanities into English and Social Science has resulted in the congregation in one department of foreign languages faculty—two full-time faculty and four adjuncts—and full- and part-time English faculty. The Department of English and Foreign Languages has ten full-time and about eighteen part-time faculty members.

All regularly scheduled classes in the disciplines of the former Department of English—English, ENSL, Reading, and Speech—have now been assessed and entered into Curriconet. In regard to student success, this process has revealed gaps in a few of our basic skills reading and English classes that need to be addressed, such as ENSL 20-22 and READ 36 and 46, as well as in a few of our transfer classes, such as ENGL 102 and 249. These deficits indicate a clear need to reassess the delivery of some of the material. For example, in ENSL 20-22, the faculty members have agreed that the comparatively low success rate for one of the SLO's is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections. In the READ classes, we have begun phasing out lower level courses like 36 and 46 since their success rates are low and because students aren't required to take them. In the future, through the advice of counselors and consultation of English faculty, only READ 56 will be offered and only as a means of remediation for students who need help with reading comprehension before enrolling in ENGL 70 and 101. In the case of ENGL 102, the faculty members have agreed that the success rates should improve with more emphasis on logical fallacies in all of the ENGL 102 sections. In ENGL 249, the lower success rates in achieving some of the SLO's may be due to the essay form of the final exam, which allows for a wide variety of response (or non-response) to certain aspects of the prompt and may increase with multiple-choice and short-answer questions specifically separating out and targeting these SLO's.



The most recent program review data indicates increases in productivity and success in all of our classes, perhaps because we have become more efficient at enrollment management, teaching to the student-learning objectives of each class, and, in the past year, universally implementing early assessment and notification of students.

What always works well in our department is the extraordinary commitment of highly experienced and effective teachers, but implementation of data-driven decision making is making our teachers even more effective. Student-learning outcomes assessment certainly has transformed the way we organize and deliver the content of our classes, and it has become part of the “culture” of our department. Through their participation in department meetings and assessment sessions, English instructors are now more fully aware of what teaching practices are working and which ones aren’t, and they are making adjustments to the manner in which course content is both delivered and assessed. In addition, increasing awareness of student success rates is compelling us to redesign course content to improve performance in all of our sections.

In foreign languages, student-learning outcomes assessment has also positively influenced the organization and delivery of course content, and through their participation in curriculum review and department meetings, instructors are also learning what teaching practices are effective and making adjustments to the delivery and assessment of course content. For example, in trying to provide for their online students’ needs, instructors experimented with other textbooks and implemented EN LINEA, based on Vistas, their on-campus textbook. For online language acquisition, this publisher offers multiple activities and has added an important feature that instructors did not have before: an oral component. Now students can perform listening comprehension activities with just a headset, and each lesson includes speaking activities in which students record their voices; therefore, the instructor not only can listen to the students’ recordings but also can provide both oral and written feedback. In addition, students can now listen to a variety of cultural listening sections. These changes represent significant progress in foreign language instruction.

Seeking uniformity in foreign language course offerings, instructors need to complete a task that was identified a few years ago. The faculty agreed that French courses should count for the same number of units as Spanish. They increased the unit value of Beginning French I but never changed the number of units for Beginning French II because the course was never offered. Therefore, they will make the pertinent revisions to the CORs and have Beginning French II count for the same number of units as the Spanish courses (Elementary Spanish I and Elementary Spanish II).

A third objective is keeping better track of artifacts since, in some cases, the absence of assessment tools has impeded evaluation of student success.

Finally, the foreign language faculty members have long felt that all languages should have the same graduation requirement for transfer, which is the 102 level. The full- and part-time faculty members in the discipline are unanimously in favor of this goal. However, they are also cognizant that in this budget climate it may not be immediately attainable. Nevertheless, they would like to state their commitment to eventually



accomplishing this goal.

c. Goals for Upcoming Year (next academic year).

Goal 1

Continue to Improve Student Success in English Courses:

1. Connection to College Strategic Goals: 2 and 5.
2. Specific internal* or external** condition(s) the goal is a response to: Comparatively low success rates of students in English classes.
3. Action Plan: Adopt a more uniform approach to early assessment and notification of students who are struggling in English, reading, and speech classes, as well as more effectively managing enrollment.
4. Measure of Success: Student performance data from the 2012-2013 year indicating success rates have increased.

Goal 2

Continue to Work with Local High Schools to Bridge the Gap to College Composition Classes:

1. Connection to College Strategic Goals: 1, 2, 4, and 5.
2. Specific internal* or external** condition(s) the goal is a response to: Low placement of high-school students in English classes.
3. Action Plan: Collaborate with local high schools to better prepare students before they reach college. This will require the sharing of curriculum and course content, including course outlines of record, syllabi, sample assignments, and grading rubrics. It will also be accomplished by successful implementation of dual enrollment programs at high schools in Ridgecrest, Cal City, and perhaps, in the next year, establishing such programs in Mammoth and Lake Isabella.



4. Measure of Success: Placement exam results from the 2013-2014 year indicating placement of incoming high-school students has improved.

Goal 3

Ensure that all faculty members use Turnitin.com as a plagiarism detection Web site and repository for student papers.

1. Connection to College Strategic Goals: 2, 4.

2. Specific internal* or external** condition(s) the goal is a response to: Pervasive plagiarism in college English courses and the need for a repository of all student papers for the purposes of assessment.

3. Action Plan: Communicate this policy to all full- and part- time faculty and then ensure that all instructors are using Turnitin in their English classes.

4. Measure of Success: Confirmation that all English faculty are using Turnitin for papers in their classes.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

- a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on- going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	
N/A								

Full-Time Faculty Staffing Justification:

N/A

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Are alternate funding sources available? G = grant (specify) V = VTEA
N/A								

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*



N/A

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Non-Inst Supplies & Materials	All Camp uses	1 = High	1, 6	This fund is for basic office supplies, like paper, ink cartridges, staplers, and post-it notes, which support teaching in all basic-skills, college-, transfer-level English, ENSL, Reading, Speech, and Foreign Language courses. Links to Strategic Plan Goals: IA, IC, 2A.	800.00	On-going	X	

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Institutional Dues/Memberships	All campus	1 = High	1, 2, 3, 5, 6	This fund pays for our subscription to <i>inside english</i> , a journal that promotes excellence in teaching English courses, providing a forum for discussion of issues in basic-skills, college-, and transfer-level English and serving as a vehicle for writers to express their ideas and challenge assumptions. Links to Strategic Plan Goals: 1A, 1C, 2A, 5B, 6D.	100.00	On-going	X	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O



STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)