



**English and Foreign Languages Department  
Annual Unit Plan for Academic Year 2014-15  
Planning Year 2013**

**STEP I: DESCRIBE YOUR DEPARTMENT/UNIT**

**a. Department Mission/Connection to College 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. Partnerships**

The English Department now collaborates with California City High School in Mojave and Burroughs High School in Ridgecrest in aligning curriculum and offering dual enrollment composition classes to ensure that a greater number of students come to Cerro Coso prepared for



college-level English.

### **c. Special Initiatives for Student Engagement**

**New Last Year:** None

**Continuing:**

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

1. Connection to College Strategic Goals: 1.1, 1.2, 3.1, 3.3, 4.2, and 5.4
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 and 2013-2014 years indicating placement of incoming high-school students has improved.

Last Year's 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.



**Now:**

We are now in our second semester of offering dual enrollment sections of English 70 and 101 at California City High School. We began with one section each of 70 and 101 in Spring 2013, offered one section of 101 this Fall, and scheduled one 70 in Spring 2014. Last semester, Denise Gionta's teaching was evaluated as satisfactory by the department, and we collected data from and assessed her English 70 class. Especially considering that the program at CCHS is entirely new and there have been some unsurprising hiccoughs in communication and standardization between the college and high school, we are generally very pleased with its progress. Unfortunately, immediately before the program began, Annamarie Perez left to pursue employment elsewhere.

**Last Year's Progress:**

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 Burroughs. 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 2013-2014 year indicating placement of incoming high-school students has improved.

**Now:**

This program didn't begin in Fall 2013 as we planned. However, Barbara Walls has now finished employment processing at Cerro Coso and is prepared to teach dual enrollment classes at Burroughs High School. Two English 70 sections are scheduled for Spring 2014. The administration of Burroughs has actively promoted this program in a number of venues to parents and students, and both sections are expected to be fully enrolled. Next semester, Barbara Walls's teaching will be evaluated by the department, and we will collect data from and then assess her English 70 classes.

**STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES**

**a. Progress Made on Program Review**



Year of Last Program Review: The General Education Task Force completed the GE Program Review (Fall 13)

Upcoming: Liberal Arts: Arts and Humanities and Social and Behavioral Sciences Program Reviews (Spring 14)

Progress: Loren Sandvik, Mary Peoples, and I attended the training session offered by the college and then met to plan our program reviews and discuss division of the work. Realizing that last semester's General Education Program Review could be used as a template, a macrocosm of our work on the specific areas in the Liberal Arts, we realized that much of the data and conclusions could be derived from that very recently concluded review. We intend to begin the new reviews in the next few weeks, with a rough draft completed by the end of the semester and a final version by the end of January 2014.

Progress in the last year on Three-Year Strategies (if applicable): NA

Progress in the last year on Six-Year Strategies: NA

**b. Progress Made on Outcome Assessment.**

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Fall 2013	English 70	<p>All three SLO's were achieved only in the 50 percent range, a dramatic drop from the 70 percent and higher ranges we assessed in Fall 2010:</p> <p>Fall 2010            SLO A: 70%            B: 77%            C: 80%</p> <p>Fall 2013            SLO A: 53%</p>	<p>This result is obviously unsatisfactory. The most likely reason for the decline in success is the inclusion for assessment of <i>all</i> sections of English 70—onsite and online, full-time and part-time faculty—with a total number of ten sections. (In 2010 we assessed only five sections, all taught by full-time faculty.) When we compared the rates between full-time and part-time faculty, we discovered a success rate much lower in all sections taught by</p>	Fall 2014

		<p>B: 55%</p> <p>C: 59%</p>	<p>adjuncts. This suggested to us that we need to do a better job of communicating with and monitoring the assignments of our adjuncts. This is already in progress.</p> <p>Another more general improvement that needs to be made to our assessment sessions is additional norming before evaluation of artifacts begins.</p>	
	<p>No other sections were assessed in Spring 2013. Having finished all of our assessments, the department faculty decided to take a break from student learning outcomes assessment.</p>			

**c. Progress Made on Department/Unit Strategies**

<p>Improve Student Success in English Courses:</p> <ol style="list-style-type: none"> <li>1. Connection to College Strategic Goals: 1.1, 1.2, 3.1, 3.4</li> <li>2. Specific internal or external condition(s) the goal is a response to: Comparatively low success rates of students in English classes.</li> </ol>
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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 2011-2012 and 2012-2013 years indicating success rates have increased.

Progress:

Last Year and Continuing: 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.

Now: Improved success rates are confirmed by student performance data from both the 2012-13 and the 2013-2014 years, which indicate that, almost without exception, success rates in the English classes have improved: overall success rates in English classes rose from 53.7 in 2010-11 to 58.2 in 2011-12, and from 58.2 in 2011-12 to 59.3 in 2012-13.

Foreign Languages: Instructional Improvement: Student-Learning Outcomes Assessment

1. Connection to College Strategic Goals: 3.1, 4.2, 4.3

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: Assessments are completed.

Progress:

Foreign language instructors have finished assessments, and all data is now entered into Curricunet.

**d. Department/Unit Strategies for Next Academic Year.**



**Strategy 1: C-ID Approval of Transfer-Level English Courses**

1. College Strategic Objective(s) addressed: 1.1, 1.2, 3.1, 3.2, 4.2, 4.3
2. Action Plan: Revise all pertinent course outlines, attain C-ID approval, and then modify teaching of courses to accommodate new learning outcomes and detailed topical outlines
3. Measure of Success: The course outlines are approved by C-ID
4. Expected Completion Date: Fall 2014
5. Person Responsible: Department Chair and area faculty
6. Which of the following is **primarily** true of this strategy? Choose one.  
 It is designed to improve internal unit operations  
 It is designed to increase student success
7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.  
 Intake       Remediation       First Year       2nd Year/Program Completion       Post-Graduation

**Strategy 2: English for Transfer Degree**

1. College Strategic Objective(s) addressed: 1.1, 1.2, 3.1, 3.2, 4.2, 4.3
2. Action Plan: Create the degree, attain C-ID approval, and then begin offering a regular rotation of English courses required for the degree
3. Measure of Success: The degree is approved, and students begin declaring English as a major

4. *Expected Completion Date: Fall 2014*

5. *Person Responsible: Department Chair and area faculty*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

*It is designed to improve internal unit operations*

*It is designed to increase student success*

7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*

*Intake*

*Remediation*

*First Year*

*2nd Year/Program Completion*

*Post-Graduation*

**Strategy 3: Improve Success Rates in Sections Taught by Adjunct Faculty**

1. *College Strategic Objective(s) addressed: 1.1, 1.2, 3.1, 3.2, 4.2, 4.3*

2. *Action Plan: Do a better job of communicating with and monitoring the assignments of our adjuncts*

3. *Measure of Success: Success rates in adjunct sections improve, which will be measurable through student-learning outcomes assessment in Fall 2014*

4. *Expected Completion Date: Fall 2014*

5. *Person Responsible: Department chair and area faculty*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

*It is designed to improve internal unit operations*

*It is designed to increase student success*



7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake     Remediation     First Year     2nd Year/Program Completion     Post-Graduation

**Strategy 4: Increase Enrollment in On-Ground Spanish Classes**

1. College Strategic Objective(s) addressed: 1.1, 1.2, 3.1, 3.2, 4.2, 4.3

2. Action Plan: Collaborate with counselors, Spanish programs at other community colleges, and local high-school Spanish teachers to more effectively promote enrollment in Spanish classes at Cerro Coso

3. Measure of Success: Enrollments in onsite Spanish sections improve

4. Expected Completion Date: Spring 2015

5. Person Responsible: Area faculty

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake     Remediation     First Year     2nd Year/Program Completion     Post-Graduation

**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	
NA							G	O

**Full-Time Faculty Staffing Justification:**

NA
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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	Funding Source (check <u>one</u> ): G = General Fund, O = Other  G      O	
NA									

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

NA

**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 Sites	1 = High	2	This fund is for basic office supplies, like paper, ink cartridges, staplers, and post-it notes, which support teaching in all basic-skills, college-,	500.00	On-Going	X	



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
				transfer-level English, ENSL, Reading, Speech, and Foreign Language courses. Links to Strategic Plan Goals: 2.2				

**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 Sites	1 = High	1, 2, 3, 4	This fund pays for our subscription to <i>inside english</i> , a journal that promotes excellence in	100.00	On-going	X	



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	
				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: 1.1, 1.2, 2.1, 2.2, 2.3, 4.1				

**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	
NA								

**STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)**