



**English and Foreign Languages Department
Annual Unit Plan for Academic Year 2015-16
Planning Year 2014**

DESCRIPTION OF DEPARTMENT/UNIT

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 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 three 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.
3. English AA-T — The recently approved AA-T in English creates a pathway for students who plan to complete a Bachelor of Arts in English at a California State University. With the completion of the degree, students will possess foundational knowledge and skills that comprise the core content of the first two years of many four-year programs in English.

STUDENT EQUITY

Student Equity



In addition to the perennial, state-wide phenomenon of lower success rates in English classes than in other departments, recent data reveal a number of gaps in success among specific population groups. The numbers below represent data from the five year period from 2009-10 to 2013-14. The initial numbers indicate success rates in English; those in parentheses indicate success rates for Cerro Coso as a whole:

Female versus male: 59% and 57% (65% and 67%);
Age 30-39: 58% (67%)
Age 40 and older: 59% (71%)
African Americans: 38% (41%)
American Indian: 46% (56%)
Hispanic/Latino: 56% (62%)
White: 62% (69%)

Also, according to data gathered as part of the Student Success Score Card, a performance measurement system that tracks student success at all 112 California community colleges, the overall success rate in basic skills classes at Cerro Coso was significantly below average. The percentage of credit students tracked for six years through 2012-13—who started for the first time in 2007-08 below transfer level in English and completed a college-level course in the same discipline—was 24.8% at Cerro Coso. The averages for the same population groups at our sister colleges, Bakersfield College and Porterville College, were 30.5 and 32.3.

Interventions intended to address these gaps are currently under consideration by various committees, most actively the Student Success and Support Council, but implementation awaits a broader conversation at the college, including a discussion of the potential efficacy of various remediation plans.

REVIEW AND PLANNING

a. Progress Made on Program Review

Year of Last Program Review: 2014 Liberal Arts: Arts and Humanities Program Review

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

1. In the area of requisites, the English Department has now converted all writing and reading levels to actual courses: e.g., Reading Level 1, Writing Level 1 = ENGL C101.
2. The department has begun a second round of assessment of all English courses.
3. Assessments now include all sections taught in the department, both onsite and online, by both full- and part-time faculty.
4. By creating the AA-T in English, we have increased alternatives to the Liberal Arts degree, which will significantly reduce the number of students seeking degrees in the Liberal Arts. We are now considering how to best advise future students since we have concluded that the AA-T in English will provide better preparation for transfer and that, as a result, Liberal Arts majors now should be declared only for the following reasons: 1. as preparation for elementary school teaching; 2. as preparation for transfer to private schools with requirements different from those of UC and Cal State universities; 3. as preparation for students who plan on transferring to California State University (CSU) or University of California (UC) for a major in education or for a major that Cerro Coso does not offer; and for terminal AA students who do not intend to transfer.

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Spring 2014 ENGL C040	A. Structure the standard five-paragraph essay in different modes with clear organization, thesis, topic sentences, keywords, and sufficient, logical supporting details.	Satisfactory: 75% Unsatisfactory: 25%	None needed.	Fall 2015
	B. Identify and correct major and minor grammatical errors.	Satisfactory: 63% Unsatisfactory: 37%	All English 40 sections need more targeted emphasis upon grammar.	
	C. Marshal evidence from pre-college-level fiction	Satisfactory: 63% Unsatisfactory: 37%	All English 40 sections need more targeted emphasis upon reading.	

	and/or non-fiction to support an essay's main idea.			
Spring 2014 ENGL C030	<p>A. Write developed, coherent, unified paragraphs in a variety of modes, such as exemplification, compare/contrast, cause and effect, etc., with clear topic sentences, subtopic sentences, paragraph unity, coherence, and development.</p> <p>B. Construct five-paragraph essays with beginner level skill including statement of thesis.</p> <p>C. Identify and correct errors in parts of speech, run-ons, and fragments and employ varying sentence structures</p> <p>D. Read actively, distinguishing among topics/main ideas, determining claim and support, and identifying transition words.</p>	<p>Satisfactory: 29% Unsatisfactory: 71%</p> <p>Satisfactory: 57% Unsatisfactory: 43%</p> <p>Satisfactory: 29% Unsatisfactory: 71%</p> <p>N/A</p>	<p>Even after acknowledging that the population of English C030 students is inherently less likely to succeed in any college class, including English, the department faculty agreed that these success rates are so abysmal that a major overhaul of the course outlines is in order. One of the surprising conclusions of this assessment session—and one of the reasons for the strikingly low success rates in the class, we think—is that the SLO's of ENGL C030 are actually more challenging than those of C040. This finding applies particularly to the first two learning outcomes in the classes but also might include SLO C, which is more specific than the corresponding learning outcome in ENGL C040. We also discovered that a paper artifact could not be used to assess SLO D, which is the reason that outcome is not included in the data.</p> <p>It now has become clear that in the flurry of curriculum work last year in all of the classes in the department</p>	Fall 2015

			<p>above English C040, scrutiny of our basic-skills course outlines was completely neglected. As a result of these conclusions from the assessment session, the English faculty have decided that the COR's of both English C030 and C040 need to be significantly revised—and as soon as possible. The group responsible for this work will consist of all basic skills faculty.</p>	
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c. Progress Made on Department/Unit Initiatives

Concluding Reports:

Strategy 1: Continue to Improve Student Success in English Courses:

- 1. College Strategic Objective(s) addressed: 1.1, 1.2, 3.1*
- 2. Action Plan: Adopt a more uniform approach to early assessment and notification of students who are struggling in English classes.*
- 3. Measure of Success: Student performance data from the 2012-2014 year indicating success rates have increased.*
- 4. Expected Completion Date: Fall 2014*
- 5. Person Responsible: English faculty*
- 6. Which of the following Is **primarily** true of this strategy? Choose one.*

X It is designed to improve internal unit operations

X 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 *X Remediation* *X First Year* *X 2nd Year/Program Completion* Post-Graduation

Concluding Report:

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 2011-2012, 2012-2013, and 2013-14 years, which indicate that, almost without exception, success rates in English classes have improved.

See below the following increases in success and retention in Cerro Coso's English classes:

2011-12

Total Retention and Success: 78%, 58%

Traditional: 84%, 64%

Distance Ed.: 72%, 53%

2012-13

Total Retention and Success: 79%, 61%

Traditional: 87%, 68%

Distance Ed.: 72%, 55%

2013-14

Total Retention and Success: 81%, 63%

Traditional: 85%, 65%

Distance Ed.: 77%, 60%

Strategy 2: Continue to Work with Local High Schools to Bridge the Gap to College Composition Classes:

1. College Strategic Objective(s) addressed: 1.1, 1.2, 3.1, 3.2, 3.3, 4.2, 5.4

2. 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.

3. Measure of Success: Placement exam results from the 2012-2013 year indicating placement of incoming high-school students has improved.

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.

X It is designed to improve internal unit operations

X 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.

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

Concluding Report:

We now have robust dual-enrollment programs at California City High School and Burroughs High School in Ridgecrest, with alternating English 70 and 101 sections each semester at Cal City and two English 70 sections every spring at Burroughs.



See below the placement exam results from the last four years indicating data gathered from students graduating from Burroughs and Cal City into all levels of English composition at Cerro Coso:

BHS AND CAL CITY HS PLACEMENT TEST REPORT																			
2010 THROUGH 2014																			
ACADEMIC YEAR	# STUDENTS TESTED	READ 36	% READ 36	READ 46	% READ 46	READ 56	% READ 56	NO READ	% NO READ	ENGL 20	% ENGL 20	ENGL 30	% ENGL 30	ENGL 40	% ENGL 40	ENGL 70	% ENGL 70	ENGL 101	% ENGL 101
2010-2011	134	4	0.03%	25	19%	33	25%	72	54%	1	0.01%	21	16%	29	22%	46	34%	37	28%
2011-2012	291	18	0.06%	81	28%	87	30%	105	36%	3	0.01%	65	22%	90	31%	94	32%	39	13%
2012-2013	194	1	0.01%	43	22%	60	31%	90	46%	1	0.01%	24	12%	54	28%	74	38%	41	21%
2013-2014	158	5	0.03%	26	16%	49	31%	78	49%	2	0.01%	18	11%	48	30%	61	39%	29	18%

These numbers do not indicate a significant increase in success in terms of the levels of English into which Burroughs and Cal City students have placed over the past two years. However, it turns out that, despite the identification of placement results as a measure of success in previous unit plans, the department has concluded that these actually aren't the best indicator for dual enrollment programs. A better measure of success is the now steady stream of students from Burroughs and Cal City who are eligible for ENGL C101 and C102 at Cerro Coso precisely because they passed the college composition classes at the two high schools before they matriculated. This group of newly eligible students over the past two years provides strong evidence that the dual enrollment programs are successfully bridging the gap to college composition.

Strategy 3: Ensure That All Faculty Members Use Turnitin.com

1. College Strategic Objective(s) addressed: 2, 4.

2. 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.

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

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

Concluding Report:

All English faculty members are now required to use Turnitin.com as a plagiarism detection Web site and repository for student papers. This requirement is now written into our Department Procedures document, and it has been repeatedly communicated to all instructors in the department, including adjunct faculty. Confirmation of total departmental subscription was attested at our last two assessment sessions, in early Spring 2014 and early Fall 2014, which required random sampling of papers through Turnitin.com from all sections of each class, those taught by both full- and part-time instructors.

d. Department/Unit Initiatives for Next Academic Year.



Initiative 1: Promote The 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: Begin marketing the degree in local venues like the Desert Empire Fair and high schools in our college communities, creating promotion materials like posters and pamphlets and scheduling visits by English faculty at appropriate promotion sites.

3. Measure of Success: More students declare English as a major.

4. Expected Completion Date: Fall 2015

5. Person Responsible: Department Chair and faculty.

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

X It is designed to improve internal unit operations

X 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.

X Intake

Remediation

X First Year

X 2nd Year/Program Completion

X Post-Graduation

Initiative 2: Improve Success Rates in Basic Skills English Courses

1. College Strategic Objective(s) addressed: 1.1, 1.2

2. Action Plan: Revise the course outlines of basic-skills English courses—ENGL C030 and C040—to make them articulate more effectively with each other, increase the reading and grammar emphases in both classes, and then reassess all ENGL C030 and C040 sections.

3. Measure of Success: Success rates in basic skills English courses increase.

4. *Expected Completion Date: Fall 2015 (but also ongoing)*

5. *Person Responsible: Basic skills 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

Initiative 3: Increase Outreach to and Enrollment at New College Sites (Tehachapi, Mojave, and potentially, Cal City Prison)

1. *College Strategic Objective(s) addressed: 3.1, 3.2, 3.3, 5.4*

2. *Action Plan: Schedule English and foreign language classes at these sites.*

3. *Measure of Success: Course availability and enrollment increases at these sites.*

4. *Expected Completion Date: Fall 2015*

5. *Person Responsible: Department Chair*

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

RESOURCE NEEDS

a. Facilities

NA

b. Information Technology

No new technology has been identified at this time, but we have had conversations with Rebecca Pang, the Director of Distance Education, about potential future needs.

c. Marketing

Some funds probably would be useful to successfully market the new AA-T in English, but we haven't had any specific discussions about marketing strategies or potential costs. We should have a better idea by next year.

d. Professional Development



Many of the English faculty members are extremely active in professional development, but no specific funds have been identified as necessary to support them.

e. Staffing

NA

RESOURCE REQUESTS (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

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	500.00	On-going	G	



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
				support teaching in all basic-skills, college-, 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 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	100.00	On-going	G	



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

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								