

# English and Foreign Languages Department

## Annual Unit Plan for Academic Year 2016-2017

October 2015

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### Describe Department/Unit

#### 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.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

**The English and Languages department has a significantly lower percentage of students age 40 and older than the college as a whole.**

##### Population:

Age: 40 or older

##### Analysis and Plan:

The demographic information of students in the English Department mirrors that of the students of the college as a whole except in areas of age. The initial numbers represent the department's demographics. College-wide numbers are in parentheses: Age 40 & older: 11% (20%).

At the fall 2015 English and Foreign Language Department meeting, two interventions intended to address these equity gaps were identified: Employment of a student engagement survey in the first week of classes department-wide and exploring ways to allow students access to open access or free course materials at the start of classes. The intention of the first intervention is to promote student awareness of the connection to the college. The second aims to allow students to keep up at the start of class while waiting for funds books and materials.

**The English and Languages department has a significantly lower percentage of students age 25 to 39 than the college as a whole.**

**Population:**

Age: 25 to 39 years

**Analysis and Plan:**

The demographic information of students in the English Department mirrors that of the students of the college as a whole except in areas of age. The initial numbers represent the department's demographics. College-wide numbers are in parentheses: Age 30-39: 14% (29%)

At the fall 2015 English and Foreign Language Department meeting, two interventions intended to address these equity gaps were identified: Employment of a student engagement survey in the first week of classes department-wide and exploring ways to allow students access to open access or free course materials at the start of classes. The intention of the first intervention is to promote student awareness of the connection to the college. The second aims to allow students to keep up at the start of class while waiting for funds books and materials.

## Outcomes Assessment: Overall Report

### Outcomes Assessment: Gaps Identified in Prior Year's Assessments

#### English 30

**Type:**

SLO

**Target Missed/Gap Detected:**

In Spring 2014, the English department concluded an assessment of both basic skills classes, English 30 and 40. English 40 assessed fine, but 30 sent up red flags. The department concluded at the time that the success rates were so abysmal that a major overhaul of the course outlines was in order. One of the surprising conclusions was that in the flurry of curriculum work that was done prior to this period in all of the classes in the department above English C040, scrutiny of the basic-skills course outlines was neglected.

As a result, the course outlines of record for English 30 and for English 40 were completely overhauled in spring 2015. The first semester with the new curriculum is Fall 2015. The revised courses are to be reassessed in the Spring of 2016 reviewing classes from Fall 2015.

**Type of Gap:**

Need for revision to outcomes. Need to alter/refine course content.

**Analysis and Plan:**

Assessment will indicate if revising the Student Learning Outcomes addressed the gap found when assessing English 30.

## Progress Made on Program Review

### English for Transfer Degree

**Year of Last Program Review:**

N/A

**Progress in the last year on two-year strategies:**

The degree was approved in the summer of 2014 and has yet to undergo a program review. The number of students for those in the English degree for Fall of 2014 is 12. While this is lower than the number for the 5 year mean, this is the first accurate number of those in the major.

**Progress in the last year on five-year strategies:**

N/A

## **Progress Made on Prior Year Initiatives**

### **C-ID Approval of Transfer-Level English Courses**

All transfer-level courses outlines were revised and approved by C-ID in late summer of 2014, except English C221 and C222. English C221 and 222 have been submitted to C-ID and are awaiting approval.

### **English for Transfer Degree**

The AA-T in English was approved by the state in late summer 2014. We now have a pathway for the degree and various marketing materials, such as posters, pamphlets, and a link on the Cerro Coso website. Fall of 2014 the English Department had a much more robust presence at the Desert Empire Fair. As of Fall 2014, there are 12 declared English majors at Cerro Coso.

### **Improve Success Rates in Sections Taught by Adjunct Faculty**

The mid-term report for Academic Year 2014-2015 reported little new data to indicate improvement of decline, since few classes taught by adjunct have been assessed. As assessment continues, more data will be forthcoming.

### **Increase Enrollment in On-Ground Spanish Classes**

Our on-site enrollment in Spanish classes at IWV and Eastern Sierra are still in the teens , 18 at IWV and 16 at ESCC. The class offered at Tehachapi has only 8. For the Spring schedule, to further promote on-site enrollment, we will be offering Spanish 101 and 100 (conversation) in the evening in order to promote interest.

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## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Increase Enrollment in On-Ground Spanish Class**

**Action Plan:**

Offer an Expanded Spanish offering at IWV site, allowing enrollment in both Spanish 101 and 100 (Basic Conversational Spanish).

**Measure of Success:**

Continued, improved enrollment in on ground Spanish 101 and successful offering based on enrollment of Spanish 100.

**Person Responsible:**

: Faculty Chair and relevant Spanish faculty

**It directly addresses a college Strategic Goal or Objective**

Strategic Goal 3, Objective 1: Grow enrollments.

## **Improve Student Completion of Basic Skills Writing Classes**

### **Action Plan:**

Investigate and if feasible, implement, the modularization of the classes below English 70 into low unit, short-term classes focusing on a specific outcome(s) addressed in English 30 and 40.

### **Measure of Success:**

The first measure of success would be identifying programs with a modular basic skills program. The second measure would be a successful roll out of skills classes addressing the outcomes met by English 30 and 40 including creation of applicable CORs and scheduling of classes. This is an admittedly ambitious goal that may have to be achieved over more than one year.

### **Person Responsible:**

Faculty Chair

**It addresses a gap in student equity**

Improve success rates for EOPS and DPS students, particularly in Basic Skills. This equity gap is also addressed in Strategic Goal 2, Objective 1.

## **Foster Connection with Local Feeder High School English and Foreign Language Programs**

### **Action Plan:**

Meet at least once a year with English and Foreign language teachers at Burroughs High School to facilitate the concurrent enrollment classes and encourage enrollment of Burrough's graduates at Cerro Coso Community College and work to eventually expand to the other campus sites.

### **Measure of Success:**

At least one formal meeting a year, first with Burroughs High School and expanding to other sites.

### **Person Responsible:**

Faculty Chair

**It directly addresses a college Strategic Goal or Objective**

Strategic Goal 3, Objectives 1 and 2: Grow enrollments.

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## **Evaluate Resource Needs**

### **Facilities**

N/A

## Information Technology

No new technology has been requested at this time.

## Marketing

Brochures and posters for marketing the AA-T in English are produced in house. This year, the faculty chair will work on addressing a more comprehensive marketing plan.

## 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.

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## Staffing Requests

### 1000 Category - Certificated Positions

### 2000 Category - Classified Staff

**Location:**

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**