

English and Foreign Languages Department

Annual Unit Plan for Academic Year 2018-2019

October 2017

Describe Department/Unit

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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

The department formally instituted a two steps at improving student engagement and success, a student engagement survey and an early diagnostic assignment. These practices became integrated as mandatory practices for all full-time members of the department in Fall of 2017. They will be integrated for all members of the department in Spring of 2018.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

In English classes, African Americans fall seven points below the college-wide success rates for African Americans.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Ethnicity: American Indian

Gap Identified:

In English classes, American Indians fall fifteen points below the college-wide success rate for American Indians.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

In English classes, Asian/Filipino/Pacific Islanders have a success rate ten points below the college-wide success rate for Asian/Filipino/Pacific Islanders.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Ethnicity: Two or More Races

Gap Identified:

Students of two or more races, in English classes, have a success rate ten points below the college-wide success rate for students of two or more races.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Ethnicity: White

Gap Identified:

In English classes, white students succeed at a rate eight points below the college-wide success rate for white students.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Gender: Male

Gap Identified:

Male students, in English classes, have a success rate thirteen points below the success rate of male students college wide.

As the gaps in student success is wide spread across multiple groups, at the suggestion of the Student Equity director, the department will coordinate with the Institutional research to disaggregate data on the effectiveness of the engagement survey and early diagnostic to improve retention and success.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

A review of the elements of writing and MLA was incorporated into English C242 as a result of an SLO gap identified in the assessment of English C241 the previous semester.

Assessments completed in the prior academic year

SLO assessments were completed in English C231 from the Spring of 2015, English C222 from Fall of 2016, English C222H from Fall of 2016, English 241 from Spring of 2016, and English C242 from Fall of 2016. English 241 was the only one to fail to achieve target SLO outcomes in SLO 6 (research appropriate primary and secondary sources and apply documentation skill without plagiarism). The rate of completion for this SLO was 52%, well below the target of 70% and significantly below the successful

completion rates of the other SLOs. The suggested remedy was an incorporation of a review of the elements of the writing process and MLA. That remediation was incorporated into the offering of English C242 for the Fall of 2016. Success rate for that SLO rose to an acceptable 85%.

Outcomes Assessment: Gaps to be Addressed

English C241, SLO 6 (Research appropriate primary and secondary sources and apply documentation skills without plagiarism).

Type:

SLO

Target Missed/Gap Detected:

Students achieved success on this SLO at a rate of 52%, well below the target of 70% success.

Type of Gap:

Student unpreparedness in reading, writing, or math. Student unpreparedness in research skills.

Analysis and Plan for Improvement:

The plan for improvement is to include a review of the writing process and MLA in subsequent classes. This remediation was incorporated into English C242 offered the next semester.

Anticipated Semester for Implementing Planned Improvements:

Spring of 2018

Anticipated Semester of Next Assessment:

Fall of 2018

Program Review: Actions Taken

English AA Transfer Degree

Year of Last Program Review:

N/A

Actions Taken in the Prior Year to Address Strategies:

Strategies Still to be Addressed:

Annual Planning: Actions Taken

Increase Enrollment in On-Ground Spanish Class

Spanish C100, Basic Conversational Spanish, was offered, but with limited enrollment.

Improve Student Completion of Basic Skills Writing Classes

Working with the LAC Coordinator, basic writing faculty participated in an acceleration training at Porterville College in the Summer

of 2017. The decision was made by the department to create an accelerated English 70 class to replace all classes below English 70. Students placing below English 70 will have the opportunity to enroll in a special English 70 class with a concurrent class that will offer intensive work in just in time remediation to allow the students to succeed in English 70.

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

No formal meeting was accomplished. The onus falls on the department chair.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Expand foreign language offerings at all sites.

No assistance is needed. Latin 101 has been successfully offered.

Improve/Accelerate Student Completion of Basic Writing Courses

No assistance is needed. An accelerated English 70 class is in the process of obtaining approval.

Recruiting of High School Students for the English Transfer

None.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Increase Language Offerings: Latin 102

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Obtain distance education approval for Latin 102 online.

Lead Measure of Success:

Approval of Latin 102 online.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Offering of Latin 102 online.

Person Responsible:

Department Chair and Latin adjunct.

Other

Increase enrollment, Strategic Goal 3, Optimize student enrollment.

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Increase Language Offerings: Latin 101 and 102

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Offer Latin 101 and possibly 102 at prison sites.

Lead Measure of Success:

Successful offering of Latin 101 at either Tehachapi or California City prison.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Successful offering of Latin 102 at one or more prison sites.

Person Responsible:

Department Chair and Latin adjunct.

Other

Optimize student enrollment, Strategic Goal 3.

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Increase Language Offerings: Spanish

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Develop a Spanish for Transfer AA degree.

Lead Measure of Success:

Successful identification of a Spanish for Transfer AA degree model already instituted at another college that maximizes the college's current class offering.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Successful creation and approval of Spanish for Transfer AA degree.

Person Responsible:

Department Chair and Spanish faculty.

It addresses a gap in student equity

While this would increase enrollment, part of Strategic Goal 3 below, it will hopefully also address the equity gap in the Hispanic/Latino population.

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Acceleration of Basic Writing

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Offer courses in accelerated English 70 in the Fall of 2018.

Lead Measure of Success:

Successful offering of accelerated English 70 classes in the Fall of 2018.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Higher success, retention, and persistence of students who place below English 70 than occurred with the previous pattern of Basic Writing courses that included English 30 and 40.

Person Responsible:

Department Chair and English faculty.

It addresses a gap in student equity

Basic writing students comprise a large portion of those students whose success rates are low, across all ethnicities.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Evaluate Resource Needs

Facilities

Information Technology

Marketing

Professional Development

As part of offering accelerated English 70 beginning in the Fall of 2018, the department will need to continue to obtain training for faculty in acceleration.

Staffing Requests

1000 Category - Certificated Positions

English

Location:

EKC Tehachapi

Justification:

In the 2016-17 Annual Unit Plan, the department created an initiative to increase outreach and enrollment at the new college sites (Tehachapi, Mojave, and Cal City Prison). Offerings of English and speech at those sites have grown substantially, especially at Cal City Prison. The implementation of classes at Tehachapi prison has also occurred. Currently in the Fall of 2017, the department is offering 31 units in English and Speech at the Tehachapi/EK sites. In the spring, 35 units will be offered. In the Fall, two adjuncts are teaching in the prison, one of whom is teaching .867 of load, well above the .667 for maximum adjunct load. In the spring, 12 units of speech and 19 units of English will be offered at the prison sites alone. Three possibly four adjuncts will be teaching in the prisons. The hiring of a full-time English faculty member would symbolize the college's commitment to the EKC Tehachapi site and allow facilitate the offering of classes at the two prisons, Cal City and Tehachapi.

The size of waitlists for the previous year has declined 124 to 91, but still there is high demand.

Department productivity is slightly higher than college wide for traditional education but lower for distance education and overall productivity college wide.

Currently, there are seven full-time English faculty in the department, two of whom are located in KRV and Mammoth/Bishop respectively. Only one full-time faculty member teaches in the prison.

Currently, there are 11 adjuncts teaching English, two of whom teach only online and three of whom are located in the Eastern Sierra area. In the fall, two adjuncts teach in the prisons. In the spring, three possibly four will teach primarily in the prisons.

In the previous year, 80 Liberal Arts/Arts and Humanities degrees were awarded, up from 71 the previous year. 8 transfer degrees were awarded in English, double the previous year.

This position would enable a full-time faculty member to provide required English and speech core courses for the general education requirement and the transfer degree at the EKC Tehachapi site.

The number of students on first day this year was 2286. The number of students at census was 1977, 86% of the first day enrollment. Again, the greatest decline was in online enrollments.

2000 Category - Classified Staff