English and Foreign Languages Department
Annual Unit Plan for Academic Year 2017-2018
October 2016

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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

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

Population:

Age: 40 or older

Analysis and Plan:

Again, the demographic description of students in English classes mirrors the college-wide demographics on the whole. For the 2015-16 year, the percentage of students 40 and older in English classes is 10%, 10 percentage points lower than the College-wide number. This percentage is the same as the prior year.

Last year, the department identified two interventions intended to address these equity gaps--use of an engagement survey in the first week of class and an exploration of ways to allow students to access open access or free course materials in the first week of class. The 2016-17 year is the first opportunity to see if the engagement survey has had an effect.

One department member, Melanie Jeffrey, has spearheaded an effort to obtain a grant for open textbook resources. While awaiting implementation of that grant, department instructors were encouraged to structure courses to allow students to keep up while waiting for textbook funding. Again, this will be the first year to observe whether the intervention had any impact.

The English and Languages department continues to have a significantly lower percentage of students age 30 to 39 than the college as a whole.

Population:

Age: 25 to 39 years

Analysis and Plan:

A previous gap identified was students in 30-39, Again, the demographic description of students in English classes mirrors the college-wide demographics on the whole except in this area. For the 2015-16 year, the percentage of students 30-39 was 14% 6 percentage points lower than the College-wide number. This percentage has improved from the prior year.

Last year, the department identified two interventions intended to address these equity gaps--use of an engagement survey in the first week of class and an exploration of ways to allow students to access open access or free course materials in the first week of class. The 2016-17 year is the first opportunity to see if the engagement survey has had an effect.

One department member, Melanie Jeffrey, has spearheaded an effort to obtain a grant for open textbook resources. While awaiting implementation of that grant, department instructors were encouraged to structure courses to allow students to keep up while waiting for textbook funding. Again, this will be the first year to observe whether the intervention had any impact.

The five aggregate shows a significant gap in both the retention and success of American Indian students than the college as a whole.

Population:

Ethnicity: American Indian

Analysis and Plan:

American Indian students are retained in classes at a 67% rate, 12 percentage points below the college as a whole. The success rate presents an even larger gap. 39% of American Indian students succeed compared to the 57% of American Indian students college wide. Interestingly, the number of American Indian students in English classes is a higher percentage than the college as a whole, albeit a difference between 2% as opposed to 1%.

A difficulty in accessing this gap and identifying an appropriate intervention is the small population and the lack of knowledge as to whether this population is isolated to a particular campus.

The department will investigate this population institute an appropriate intervention--college-wide or site specific.

Outcomes Assessment: Overall Report

The 2016-17 year marks the first year the department has implemented two interventions aimed at the 40 and older population and at the 30 to 39 year old population. This year we can monitor whether or not the student engagement survey had any effect on increasing that population or more importantly, increasing the success rates of those populations as they, in the 5 year aggregate are significantly lower. Students 40 and older succeed at a 60% rate, 13 points lower than the college-wide rate. Students aged 30 to 39 in English classes are somewhat more successful in relation to the college-wide rate, achieving a 59% success rate compared to the college's 69% rate. We will also be able to observe if allowing students open access to resources had an effect as well.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

English C30 SLO 1

Type:

SLO

Target Missed/Gap Detected:

The SLOs for English 30 were revised in the spring of 2015 and were reassessed in the spring of 2016. Students still failed to reach the SLO of writing developed, coherent, unified paragraphs with clear topic sentences.

In the fall of 2016, the English 30 course was deleted due to the Adult Education Initiative. Students placing below English 40 will

need to attend adult school to meet the requirements for English 40.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan:

No plan of improvement can be made as the English 30 course was deleted in the fall of 2016 due to the Adult Education Initiative. Students placing below English 40 will need to attend adult school to meet the requirements for English 40

English C30, SLO 3.

Type:

SLO

Target Missed/Gap Detected:

The SLOs for English 30 were revised in the spring of 2015 and were reassessed in the spring of 2016. Students still failed to reach the SLO of Identify and correct major grammatical errors.

In the fall of 2016, the English 30 course was deleted due to the Adult Education Initiative. Students placing below English 40 will need to attend adult school to meet the requirements for English 40.

Type of Gap:

Analysis and Plan:

No plan of improvement can be implemented as the English 30 course was deleted in the fall of 2016 due to the Adult Education Initiative. Students placing below English 40 will need to attend adult school to meet the requirements for English 40.

English C30, SLO 4

Type:

SLO

Target Missed/Gap Detected:

The SLOs for English 30 were revised in the spring of 2015 and were reassessed in the spring of 2016. Students still failed to reach the SLO of Demonstrate increased beginning-level vocabulary and increased reading comprehension.

In the fall of 2016, the English 30 course was deleted due to the Adult Education Initiative. Students placing below English 40 will need to attend adult school to meet the requirements for English 40.

Type of Gap:

Need for revision to outcomes.

Analysis and Plan:

In the fall of 2016, the English 30 course was deleted due to the Adult Education Initiative. Students placing below English 40 will

need to attend adult school to meet the requirements for English 40, so it is impossible to implement an improvement plan.

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. Work on program review should begin in the 2017-18 academic year. In 2016, the English and Language department recorded the award of its first four degrees to students.

Progress in the last year on five-year strategies:

Progress Made on Prior Year Initiatives

Initiative 1: Promote The English for Transfer Degree

The chair has worked to market the degree in local venues such as the Desert Empire Fair to reach potential college students and has also participated in college campus events coordinated by the Director of Outreach and Student life.

In the fall of 2014, 12 students declared for a degree in English. In fall of 2015 that number rose to 26. An estimate of the current number is 46. The numbers suggest success, but can only be considered a correlation to the Initiative not a result. This will remain an ongoing goal.

Improve Success Rates in Basic Skills English Courses

The course outlines were revised in the spring of 2015. English 30 was assessed in the spring of 2016 (fall of 2015 class). English students still failed to achieve 3 of the 4 revised student learning outcomes. However, in the fall of 2016, the English 30 course was deleted due to the Adult Education Initiative. Students now placing below the English 40 level will complete the necessary requirements for English 40 through Adult Education program.

English 40 still remains to be accessed.

Success rates in English 30 in 2015-16 (42.9%) were lower overall than in 2014-15 (46.2%), and in fact were at an all time low. Again, however, the English 30 course has been deleted.

Success rates in English 40 in 2015-16(53.2%) were slightly lower than 2014-15(55%), but were still higher than the three years preceding 2014-15. A significant trend of the last three academic years shows increased success in the summer offerings of English 40, with success rates higher than the yearly cumulative results. Summer of 2015 saw a success rate of 66.7% compared to a 53.2%, summer of 2014, 64.3% compared to a cumulative of 55%, and summer of 2013, 63.9 compared to a cumulative of 50.2%.

Success rates still need to be monitored for improvement.

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

Outreach to Tehachapi and Cal City Prison has been successful, in large part do to the energies of Lisa Stephens, Director of East Kern and Kern River Valley, and Kristin Hanle, Campus Manager of East Kern Center. Classes in Spanish, Speech, and English have been offered at Tehachapi. English classes have also been offered at Cal City Prison, a sequence of classes beginning with English 70 in spring of 2016 and continuing with English 101 in summer 2016 and English 102 in fall of 2016. Retention and success in this classes has been high.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Expand foreign language offerings at all sites.

Action Plan:

Expand course offering in foreign language to re-vitalize foreign language options at all sites. In the previous year, we have successfully offered Spanish 101 and 100 (Conversational Spanish) at the IWV site. In the fall of 2016, we offered Spanish 180 as an ITV class across the IWV and ESCC sites. We have an opportunity to return to offering Latin as a online course and perhaps French as well.

Measure of Success:

Increased language offerings at the sites and implementation of an online Latin 101 course.

Person Responsible:

Department Chair and relevant foreign language faculty.

It <u>directly</u> addresses a college Strategic Goal or Objective

Strategic Goal #3: Access1. Optimize Student Enrollment, *Grow enrollments

Improve/Accelerate Student Completion of Basic Writing Courses

Action Plan:

Implement a revision of basic writing classes based on the investigation of the 2016-17 academic year.

Last year, I introduced an initiative to improve student completion of basic writing courses by investigating ways to modularize or accelerate English 30 and 40 courses. As a result of the Adult Education initiative, our offering of English 30 ended, with those placing in English 30 being given the opportunity to develop the necessary writing skills to enter English 40 through the local adult education program.

In 2016-2017, the LAC Coordinator have been investigating best practices for improvement for basic skills writing classes, including accelerated programs. This should produce a recommendation for a revision of basic writing classes.

Measure of Success:

Implementation of the recommendation resulting from the 2016-17 investigation of improved basic writing classes.

Person Responsible:

Department chair working in conjunction with the LAC Coordinator.

It <u>directly</u> addresses a college Strategic Goal or Objective

Strategic Goal #1: Student Success, Objective 2. Improve Milestone Achievements, 2nd bullet Improve basic skills achievement.

Recruiting of High School Students for the English Transfer

Action Plan:

Find opportunities to recruit high school students using successful Cerro Coso students and alumni who came from local feeder high schools.

Measure of Success:

Help plan and attend to high school recruiting events with the Director of Outreach and Student Life.

Person Responsible:

Department Chair

It directly addresses a college Strategic Goal or Objective

Strategic Goal #3: Access1. Optimize Student Enrollment, *Grow enrollments

Evaluate Resource Needs

Facilities

None

Information Technology

None

Marketing

Working with the Director of Outreach and Student Life, I will determine if marketing materials are needed.

Professional Development

None

Staffing Requests

1000 Category - Certificated Positions

English

Location:

CC Online, ESCC Bishop, ESCC Mammoth Lakes

Justification:

The current full-time English professor serving ESCC Bishop/Mammoth is retiring at the end of spring 2017. Replacing the position at ESCC Bishop/Mammoth will help meet the needs in supporting students seeking certificate or transfer degrees by staffing required English classes. Currently, the full-time English teaches at least two on-site English course, making up the remainder of courses on line. If ESCC shifts from the current block schedule, more classes could be taught by full-time faculty, but that decision must be made carefully, considering best strategies for allowing students access. A full-time hire could also teach speech increasing the presence of a full-time faculty on-site.

Wait lists in the department still indicates a high demand. Although the number of wait-listed students has declined from the all-time high of 476 in the 2011-12 academic year, the major area of decline has been online wait-listed students. As mentioned above, 476 students were wait-listed in 2011-12, 244 in 2012-13, 200 in 2013-14, 134 in 2014-15, and 124 in 2015-16. The wait lists in traditional classes in those same years was 80, 75, 116, 48, and 65, respectively.

Current productivity of the department stays at about 12%, somewhat lower than the college-wide average.

Currently, there are seven full-time faculty and one faculty member that teaches across the Science and English disciplines, picking up one or two classes, either the IWV site or online. A hire would maintain that number. Currently, there are nine adjuncts teaching English in the department, two of whom are available only to teach online. The remote location of the ESCC sites precludes adjuncts who teach at other sites of also teaching there. At the ESCC Bishop/Mammoth sites we employ three adjuncts.

The department awarded its first four transfer degrees this year, but the degree is new and the number of majors has been rising consistently. In fall of 2014, the first time the transfer degree was offered, there were 12 majors. That number increased to 26 in fall of 2015.

This position would enable a full-time faculty member to provide required core English course for the general education requirement and for the transfer degree.

The number of students at first day and census in 2015-16 was 2,205 and 1,943. Traditional classes showed better retention with 1,193 on first day and 1,333 at census while Distance Education classes showed 1,012 on first day and 810 at census.

2000 Category - Classified Staff