

English and Foreign Languages Department

AUP for Academic Year 2019-2020

October 2018

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 were integrated for all members of the department in Spring of 2018. Data from 2017-18 suggests that the implemented strategies have resulted in across the board improvements. Success rates for African-American students improved by 7%, American Indian students by 8%, all other groups experienced somewhere from a 2%-5% improvement.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

African-American students are performing 6% points below the college-wide success rate. This is a 1% improvement over the previous year, but still shows an need for improvement.

The implemented strategies will continue.

Ethnicity: American Indian

Gap Identified:

American Indian students are performing at a success rate 16% points below the college-wide success rates. This gap represents an increase of 1% from the year before, despite the gain of 8% in the success rate of the previous year. Success rate did not match the increase in the college-wide success rate.

The implemented strategies will continue.

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

Asian/Filipino/Pac. Islander students have a success rate 11% points below the college-wide success rate (an increase of 1%), despite a 3% gain in the success rate over last year.

Implemented strategies will continue.

Ethnicity: White

Gap Identified:

White students have a success rate 6% below the college-wide success rate. This represents an improvement of 2% points over the year before.

Implemented strategies should continue.

Gender: Male

Gap Identified:

Male students have a success rate 11% points below the college-wide success rate. While this represents an improvement of 2% over the previous year, progress is still to be made.

Implemented strategies will continue.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

No gaps were identified by assessment in the past year.

Assessments completed in the prior academic year

No assessments were completed in the previous year.

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

English AA-T Degree

Year of Last Program Review:

N/A

Actions Taken in the Prior Year to Address Strategies:

Data collection for program review will begin in the Spring of 2019. Course SLO assessment will take place Fall of 2018 in English C101, C102, 141, 221 and 221H, and 249.

Strategies Still to be Addressed:

Annual Planning: Actions Taken

Expand foreign language offerings at all sites.

Foreign language offerings have expanded but the effort is on-going. Spanish 180 has been offered consistently. French 101 has been offered both online and in the prison. Latin 101 has been offered online and in the prison. Latin 102 has not been successful as an online offering due to low enrollment.

Improve/Accelerate Student Completion of Basic Writing Courses

AB705 has drastically changed the landscape for basic writing instruction. After Fall 2018, English 40, will no longer be offered. In its place, English 101 will become the standard enrollment for all students, with a co-requisite, English 101S, for those who need additional assistance through "just in time remediation."

Recruiting of High School Students for the English Transfer

This was not attempted.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Increase Language Offerings: Latin 102

Distance education approval for Latin 102 was obtained. As of yet, sufficient enrollment has not been achieved to successfully offer the course online.

Increase Language Offerings: Latin 101 and 102

Latin 101 and 102 have been offered at the prison.

Increase Language Offerings: Spanish

Spanish faculty are exploring options for the Transfer AA degree.

Acceleration of Basic Writing

Accelerated English 70 was scrapped with a more informed understanding of the interpretation of AB 705. A new version of English 70 will need to be developed to complement the new English 101S co-requisite.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

English AA for Transfer Degree for the prisons.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Develop a long-term schedule and recruit faculty to allow the English AA for Transfer degree to be offered at the California City and Tehachapi prison sites.

Lead Measure of Success:

The chair, in conjunction with the Director of East Kern and Kern River Valley, will construct a long-term schedule for offering English classes to complete the degree requirements at the prison sites.

The chair, in conjunction with the Director of East Kern and Kern River Valley, will recruit and/or identify faculty to teach elective English courses in the prison in addition to current writing classes.

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:

The lag measure will be the successful offering of at least two English electives each semester at the prison sites.

Person Responsible:

Chair of English and Foreign Languages

It addresses a gap in student equity

Successfully implementing the English AA for Transfer degree in the prison should increase the numbers and percentages of African-American and Hispanic/Latino completers.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Increase on-line English classes applicable to the English AA for Transfer degree,

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Increase the online courses in List B of the online degree.

Lead Measure of Success:

The addition of two online courses to the long-term schedule in the List B area.

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:

Consistent scheduling of two additional online English courses in the List B area.

Person Responsible:

Chair of English and Foreign Languages

Other

This should allow us to increase the number of completions of degrees in English transfer and aid the college in light of the new funding formula.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access

Z Degree in English

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Insure that Open Resource Textbooks are implemented in sufficient English courses to allow for a zero textbook cost for the English AA for Transfer degree.

Lead Measure of Success:

Identify open resource texts and faculty to use them in a sufficient number of English courses to offer a complete Z degree in English.

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:

Adoption of open resource texts in sufficient number of English courses to offer a complete Z degree in English.

Person Responsible:

Chair of English and Foreign Languages, English faculty.

It addresses a gap in student equity

Socioeconomic status: disadvantaged.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Evaluate Resource Needs

Facilities

No additional needs.

Information Technology

No additional needs.

Marketing

No additional needs.

Professional Development

Professional development will be needed to train faculty to successfully implement the English 101 co-requisite.

Research and Data

We will need data to track the effectiveness of the English 101S co-requisite.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff