

# English and Foreign Languages Department

## AUP for Academic Year 2020-2021

October 2019

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### 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 classes with an emphasis in reading. These courses support 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: Actions Taken

The department formally instituted two steps toward 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 in the Fall of 2017 and for all adjunct faculty in Spring of 2018. Data from 2017-19 suggest that the implemented strategies resulted in across the board improvements from 2017-18, but then those improvements stay stagnant or drop in 2019. Another formal action to address equity is to add the English 101S section for students who are placed below the English 101 level, yet enroll in the class. Since the class is first being implemented in Fall 2019, we will not know the results until Spring and then 2020.

#### Student Equity: Gaps to be Addressed

##### Ethnicity: African American

###### Gap Identified:

African-American students are performing 1.7% point below the college-wide success rates. This is a 5% improvement over the previous year. This is partly due to the prison population. African-Americans taking prison only classes performed at 1.2% higher than the college-wide average.

The implementation strategies will continue with 101S classes being added to non-prison population classes.

##### Ethnicity: American Indian

###### Gap Identified:

American Indian students are performing at a success rate 4.4% higher than the college average and 29.9% higher than the English

and Foreign Languages Department average; however, they are still performing at 16% below White/Caucasian students over the same time period.

Early implementation strategies will continue. An English 101S class will be added for all students who come to Cerro Coso with low college readiness. This was first implemented in Fall 2019.

### **Ethnicity: Filipino, Asian, Pacific Islander**

#### **Gap Identified:**

Filipino, Asian, Pacific Islander students have gained a 12% success rate over the previous year. Summer and Fall showed a 100% success rate with Spring dropping to 63%. This percentage is higher than the college-wide average and higher than White students however, the enrollment numbers were 13/18 respectively in 2018-2019 and a retention rate of 9/17 in 2018-2019.

Early assessment implementation strategies will continue. An English 101S class will be added for all students who come to Cerro Coso with low college readiness.

### **Ethnicity: White**

#### **Gap Identified:**

White/Caucasian students performed 1.4% lower than in the previous year. This may be attributed, in part, to the reduction of basic skills courses.

Implementation strategies will continue. An English 101S class will be added for all students who come to Cerro Coso with low college readiness.

### **Ethnicity: Hispanic**

#### **Gap Identified:**

Hispanic Students performed 21% lower than the college average and showed a 3.2% decrease in English from 2018 to 2019. This can be attributed to AB705 and the decline or elimination of basic skills classes. However, Hispanic prison inmates showed only a 1.6% decrease in English from 2018-2019.

Implementation strategies will continue. Additionally, an English 101S class will be added for all students who come to Cerro Coso with low college readiness.

## **Outcomes Assessment: Actions Taken**

### **Assessments completed in the prior academic year**

The following courses were assessed in Spring 2019: C101, C102, C141, C221H, and C249.

## **Outcomes Assessment: Gaps to be Addressed**

### **English 101**

#### **Type:**

SLO

#### **Target Missed/Gap Detected:**

Students struggle

a. analyzing and evaluating university-level texts for content, context, and rhetorical merit.

b. Integrate ideas of others in their writing

c. Find, evaluate, analyze, interpret, and see primary relations among primary and secondary sources, incorporating them into written essays using proper MLA documentation and formatting.

**Type of Gap:**

Other (explain in Analysis). Student unpreparedness in reading, writing, or math. Student unpreparedness in research skills. Student unpreparedness in soft skills (time mgmt, notetaking, etc.).

**Analysis and Plan for Improvement:**

The English department created an English 101S - a supplemental course to assist students in the areas they are not meeting. This course will be recommended or strongly recommended for all students who come to Cerro Coso with low college readiness.

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2019

**Anticipated Semester of Next Assessment:**

Spring 2022

## **Program Review: Actions Taken**

### **English AA-T Degree**

**Year of Last Program Review:**

None

**Actions Taken in the Prior Year to Address Strategies:**

The English AA-T is a new program that has not yet been reviewed.

**Strategies Still to be Addressed:**

Completing the program review in Fall/Spring 2019-2020

## **Annual Planning: Actions Taken**

### **Increase Language Offerings: Latin 102**

Two additional classes of Latin 102 have been added; one at Tachaphi Center and one at Cal City Prison. The department will continue to look for ways to increase Latin 102 offerings including adding online classes.

### **Increase Language Offerings: Latin 101 and 102**

Latin 101 was offered at the prison sites in Spring 2019 and Latin 102 is being offered in the prison in Fall 2019.

## **Increase Language Offerings: Spanish**

The department is still exploring ways to increase Spanish offerings including exploring an AA-T degree in Spanish.

## **Acceleration of Basic Writing**

Because of new legislation, AB705, basic writing classes have been reduced. However, An English 101S class will be added for all students who come to Cerro Coso with low college readiness.

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# **Review of Current Year Initiatives**

## **Reminder of Initiatives for the Current Year**

### **English AA for Transfer Degree for the prisons.**

No additional help needed.

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

No additional help needed.

### **Z Degree in English**

Work with the OER committee to complete this.

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# **Plan Initiatives for Next Year**

## **Initiatives for Next Academic Year**

### **Z Degree in English (continued from last year)**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

Work with the Open Resource Resource Committee (OER) to be sure 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?**

Yes

**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:**

English and Foreign Languages department chair

**It addresses a gap in student equity**

Economically disadvantaged students.

**Which strategic goal does this initiative address?**

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

**Spanish AA-T degree**

**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 Spanish AA for Transfer degree to be offered at all Cerro Coso sites including California City and Tehachapi prison sites.

**Lead Measure of Success:**

The chair in conjunction with full-time Spanish instructor, College Researcher, and other faculty will work to develop long-term schedule and recruit instructors to teach at the prison sites.

**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 offering at least two Spanish for transfer degree classes each semester.

**Person Responsible:**

English and Foreign Languages department chair

**Other**

Successful implementation of the Spanish AA for Transfer degree would increase the number of students taking Spanish classes and provide more successful opportunities for Hispanic/Latino completers.

**Which strategic goal does this initiative address?**

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

## Analysis / Evaluation / Revision of English 101S

Is this part of a multiyear initiative?

Yes

**Specific Action Steps to be Taken:**

All English 101S classes will be assessed and evaluated for retention and success and throughput before and after English 101S to determine whether the class meets the needs of AB705.

**Lead Measure of Success:**

Assess all 101S classes in Fall 2020. Evaluate the effectiveness of the class to see if it meets the needs of AB705.

**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:**

Use Tableau data to assess and evaluate each 101S class. After careful evaluation the class would either be offered again or revised to meet the needs to AB705.

**Person Responsible:**

English and Foreign Languages Department Chair

**It addresses a program review strategy**

**Which strategic goal does this initiative address?**

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

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## Evaluate Resource Needs

### Facilities

No additional needs.

### Information Technology

No additional needs.

### Marketing

As the long-term plan is developed for an Spanish for Transfer degree, work with marketing to promote the new degree. We plan to have the AA-T degree go active in Fall of 2020, so we need to promote this at the college and in town as well as all our sites. This would involve brochures and large signs promoting the new AA-T transfer degree. Approximate cost: \$1000.

The English and Foreign Languages Department requests help from PIO with materials and deployment.

## Professional Development

Ongoing professional development needed to train full-time and especially adjunct faculty to successfully implement the English 101S co-requisite class - \$2,000.

The English and Foreign Languages Department requests \$4000 for registration, travel and training.

## Research and Data

Data needed to track the effectiveness and success of English 101S co-requisite to compare throughput before 101S and after 101S.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### English Faculty - Primarily Tehachapi center and California City and Tehachapi Prison

**Location:**

EKC Tehachapi

**Justification:**

The number of English 101 classes offered in the Tehachapi Center tripled from 2018 to 2019. Additional classes are also being taught in the prison. With the new AB705 legislation, basic skills courses are no longer being offered. The addition of English 101 classes has left a large number of students on the waitlist. With a faculty member centered in Tehachapi Center, more courses could be offered in Tehachapi and at both prison sites.

Gap: If students cannot complete the English 101 course their first year, the college is out of compliance with AB705 and students will not receive their AA for Transfer degree in a timeline manner.

In Fall of 2019, three new courses were created from the waitlists. The English department currently has seven full-time faculty spread out over three campuses and the Tehachapi Center. The department currently has approximately 12-14 adjunct faculty spread out over the various Cerro Coso sites.

First day Enrollment 2018: 3430 Enrollment at Census: 2983

First day Enrollment 2019: 4050 Enrollment at Census: 3452

Degrees awarded in 2018: 6

Degrees awarded in 2019: 6

### 2000 Category - Classified Staff