

English and Foreign Languages Department

AUP for Academic Year 2021-2022

October 2020

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.

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 and 2020.

The department has also added an ENGL 101S to each section of ENGL 101 to further address equity for students unprepared for ENGL 101. ENGL 101S was first implemented in Fall of 2019 on a small scale. Since Spring 2020, each ENGL 101 class has an ENGL 101S section connected,

taught by the same instructor. The effectiveness of the 101S class is not fully known at this time. Classes were assessed in Fall of 2019, but the total number of students was extremely small. ENGL 101S is scheduled to be assessed again in Fall 2020 and Fall 2021.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

African-American students are performing at 5.9% below the college-wide success rates and 3.6% lower than the English/Foreign Languages department average. This is a 3.7% drop over the college wide success rates from the previous year. However, African-Americans taking prison only classes performed at 3.6% higher than the college-wide average.

Ethnicity: American Indian

Gap Identified:

American Indian students are performing at a success rate 2.3% lower than the college average but performed the same as English and Foreign Languages department average.

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

Filipino, Asian Pacific Islander students are performing at 5.2% above the college average, which is a 2.7% decrease from last year. This change is primarily due to the success numbers of Pacific Islanders. Last year they performed at 0.7% above the college average; this year they performed at 4.8% below the college average. However, the total number of Pacific Islanders in this groups totals 13 students.

Ethnicity: Hispanic

Gap Identified:

Hispanic Students performed at 0.8% below the college average which is consistent with the previous year. However, Hispanic students taking prison only classes performed 5.7% higher than the college average.

Age: 19 or younger

Gap Identified:

Ages 19 and under had the highest retention rates (92.9%) but the lowest success rates (63.8%). The high retention rates may be due to the fact that many students in this age group are taking dual enrollment courses and therefore could not drop the class before the end of the semester. This same fact may relate to the success rates. Many students at below age 19 are under prepared for English composition.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

SLO Assessment

Assessments completed in the prior academic year

The following courses were assessed in Fall 2019 and Spring 2020: ENGL 70, ENGL 101S, ENGL 102H, ASL 101, ENGL 111, ENGL 245, FREN 101, LATIN II, SPAN 101, SPEC 101

Outcomes Assessment: Gaps to be Addressed

ENGL 101S

Type:

SLO

Target Missed/Gap Detected:

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

Analysis and Plan for Improvement:

The student group assessed was very small since this was the first semester the course was offered as an option. Working with the Counseling department, the course is now recommended or strongly recommended for all students who enter Cerro Coso with low college readiness.

Anticipated Semester for Implementing Planned Improvements:

Fall 2020, Spring 2021

Anticipated Semester of Next Assessment:

Fall 2020

Program Review: Actions Taken

English AA-T Degree

Year of Last Program Review:

2019-2020

Actions Taken in the Prior Year to Address Strategies:

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

Strategies Still to be Addressed:

Revise and resubmit the Program Review in Fall 2020

Annual Planning: Actions Taken

English AA for Transfer Degree for the prisons.

The AA-T degree specifically for prison has been suspended at this time since prison inmates cannot take online classes and the English department does not have enough faculty to offer a full degree program in the prison.

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

The English department developed a long-term schedule for all classes in the English AA-T degree. Students can take a combination of on ground and/or online classes.

Z Degree in English

The English department worked with the Cerro Coso librarian and the Open Resource Committee (OER) to implement Zero cost or low cost (\$40 or below) for a majority of classes in the English department and the English AA for transfer degree.

Outcome: A number of courses/instructors have adopted Zero and low-cost textbooks for their classes. However, finding zero and low-cost textbooks for survey classes which require numerous readings is difficult due to copyright laws. Instructors will continue to work on finding low-cost and zero cost textbooks for their students.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Z Degree in English (continued from last year)

Initiative complete. No assistance necessary.

Spanish AA-T degree

The degree has been submitted to the state. The courses have been approved locally and for UC Transfer and C-ID. We are just waiting for the general education approvals.

Outcome: This goal will carry over into next year. The department will begin planning the long term schedule.

Analysis / Evaluation / Revision of English 101S

ENGL 101S will be assessed every fall for two years. The first assessment (Fall 2019) was small and included only limited number of sections and students. The course will be assessed again in

Fall 2020 and Fall 2021.

Outcome: This goal will carry over into next year. The department will continue to assess and evaluate the effectiveness of the class and the mode of delivery.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Spanish AA-T degree (continued from last year)

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.

Advertise to increase awareness and interest in students.

Lead Measure of Success:

The department chair in conjunction with full-time Spanish instructors, and Marketing Department will work to advertise the Spanish AA-T degree, recruit students into the program, and to recruit faculty 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?

Yes

Lag Measure of Success:

The English and Foreign Languages department requests help from the Marketing Department to advertise the new AA-T degree program at our various sites and in town.

The lag measure will be offering at least two Spanish for transfer degree classes each semester.

Person Responsible:

English and Foreign Languages department chair and Dean of Academic Affairs

It addresses a gap in student equity

Successful implementation of the Spanish AA for Transfer degree would increase the number of students taking Spanish courses and provide 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 (continued from last year)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

All ENGL 101S sections will be assessed in Fall 2020 and again in Fall 2021. After each assessment the department will discuss and record the assessment results and effectiveness of the class to see if it meets the needs of the students.

After the Fall 2021 assessment in which the course will have been offered for two consecutive years, the department will again discuss and record the assessment results and the effectiveness of the class. At this time the department will decide to keep the class as is, revise the class or change the format of the class (possibly to an ENGL lab class).

Lead Measure of Success:

Students taking ENGL 101S will pass ENGL 101 at higher rates.

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:

Conduct a comparison study: Students who passed ENGL 101 without ENGL 101S with students who passed ENGL 101 with ENGL 101S.

Conduct a thorough analysis of completion, success and throughput data of subsequent courses.

Person Responsible:

It addresses a gap in student equity

Which strategic goal does this initiative address?

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

Evaluate Resource Needs

Facilities

No additional needs.

Information Technology

No additional needs

Marketing

As the long-term plan is developed for a Spanish for Transfer degree, work with marketing to promote the new program. The program should be active in Spring 2021 or at the latest Fall 2021. The college is awaiting state approval for the final two classes in the program. The program needs to be promoted at IWV campus, in Ridgecrest, and at all college sites. This would involve brochures and large signs promoting the new AA Transfer degree. Approximate cost \$1000.

The English and Foreign Languages Department requests help from the 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 course - \$6000

Research and Data

In order to complete a thorough analysis of completion, success and throughout for ENGL 101S, the department needs data and analysis from the Institutional Research department. The data should be disaggregated by ethnicity and age group. For comparison purposes data and analysis needs to be run for ENGL 101 and ENGL 101S.

Staffing Requests

1000 Category - Certificated Positions

English and Foreign Languages

Location:

EKC Tehachapi

Justification:

The number of English 101 classes offered in the Tehachapi Centered tripled from 2018 to 2020. Additional classes are also being taught in the prison. The elimination of basic skills courses and the addition of supplemental course (ENGL 101S) added to each section of ENGL 101 has created a greater demand for classes and for English faculty.

GAP: English is one of the core classes required for an AA degree and transfer for a UC or CSU. If students cannot complete ENGL 101 in their first year, the college is out of compliance with AB705

and students will not receive their AA for Transfer degree or another degree in a timely manner.

The department currently has seven full-time faculty spread out over three campuses, the Tehachapi Center and the prisons. The department currently has approximately twelve to fourteen adjunct faculty spread out over the various Cerro Coso sites. Courses are offered at all sites including online. Additionally, during the COVID-19 pandemic, rather than cancelling face-to-face classes or transitioning them to online only, the English and Foreign Languages department offered more Zoom classes than any other department.

Although the first day enrollment and enrollment and census is slightly down from the previous year, the number of English courses has increase since AB705 now requires student to complete English and math within their first year. Not only were additional classes added to the original schedule but four additional sections were opened in the 2020 academic year to accommodate students on the wait list.

2019 First Day Enrollment: 4050

2019 Enrollment at Census: 3452

2020 First Day Enrollment: 3931

2020 Enrollment at Census: 3813

Degrees awarded in 2019: 6

Degrees awarded in 2020: 9

2000 Category - Classified Staff