

English and Foreign Languages Department

AUP for Academic Year 2022-2023

October 2021

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 its programs: 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 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. 4. Spanish AA-T — Similar to the AA-T in English, the AA-T in Spanish provides a pathway for students who plan to complete a Bachelor of Arts at a CSU. With the completion of the Spanish AA-T, students will possess foundational knowledge and skills that constitute the core content of the first two years of many four-year programs in Spanish.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Actions Taken Last Year

English 101S

In the 2021-22 academic year, the department continued to run and monitor the recently-implemented ENGL 101S supplemental learning course offered with sections of ENGL 101. This course is designed in response to AB-705 goals: to decrease the time students spend completing the freshman composition requirement and to increase completion and success rates.

In the year prior to 2021-22, ENGL 101S was only being piloted with a select number of 101 sections, and some of these S courses were not taught by the same ENGL 101 instructors. Following assessment, the department began running the supplemental S course with every ENGL 101 section and insured that each S course was taught by the same 101 instructor.

Embedded Tutors

To further address gaps, in 2021-22, the department began utilizing embedded tutors within ENGL 101 and 101S whenever such tutors were available.

Continued Planning and Assessment

In Fall 2021 the English Department met with counseling, administration, and an institutional research technician to discuss the

effectiveness of ENGL 101 and 101S. Following the review of data, the department began making plans for revising the COR's to improve the courses. A course revision is now under way, using the honors model in order to make placement in ENGL 101S mandatory (instead of elective) for students who place at that level.

Gaps to be Addressed

Economically Disadvantaged Economically disadvantaged students are performing at an 80% retention rate (10% below college-wide) retention rate and a 62% success rate (17% below college-wide). Factors including increasing educational costs and pandemic uncertainties (employment instability, educational disruptions due to pandemic protocols) may be contributing factors.

To address this gap, the college offers a food pantry at IWV to ease the financial and nutritional burden of economically disadvantaged students. The department has sought to lower book costs through the use of OERs whenever possible.

Future addressment: The department will continue to seek ways to lower book costs when feasible.

Age 18-19

The 18-19 age group is performing at an 83% retention rate (7% below college-wide) and a 66% success rate (13% below college-wide)

To address this gap, the department has created and is now running ENGL 101S, the supplemental support class for ENGL 101, and began using embedded tutoring in many of its ENGL 101 offerings.

Future addressment: The department plans to revise ENGL 101S to eliminate loopholes in placement and boost success rates; utilize embedded tutoring in ENGL 101 and S courses; refer struggling students to the Learning Assistance Center.

Age 20-24

The 20-24 age group is performing at an 83% retention rate (7% below college-wide) and a 61% success rate (18% below college-wide).

Past actions to address this gap are the same as for the 18-19 group: the department has created and is now running ENGL 101S, the supplemental support class for ENGL 101, and began using embedded tutoring in many of its ENGL 101 offerings.

Future addressment are also the same as the 18-19 group: the department plans to revise ENGL 101S to eliminate loopholes in placement and boost success rates; utilize embedded tutoring in ENGL 101 and S courses; refer struggling students to the Learning Assistance Center.

African American

African-American students are performing at an 81% retention rate (9% below the college-wide) and a 66% success rate (13% below college-wide).

To strengthen engagement of African American students, the department will choose texts, images, and lessons that reflect the diversity of American culture, including the African American perspective, and present material that appeals to a variety of learning styles.

Examples of such choices include but are not limited to:

1. Open source images in Canvas' Unsplash generator that reflect diversity in student life and culture.
2. Short stories and poems focusing on or written from a variety of ethnic perspectives.
3. Issues of focus that appeal to a diverse audience and include voices from a variety of genders and ethnicities.
4. Lessons that use a multi-layered approach to offering content (text, audio, video, image) to appeal to a variety of learning styles.

DSPS

DSPS student are performing at a 73% retention rate (17% below college-wide) and a 55% success rate (22% below college-wide).

To support DSPS, the department will continue offering ENGL 101S sections with each ENGL 101 course, provide embedded tutoring in ENGL 101 when possible, and commit to allowing accommodations outlined in DSPS forms.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

In academic year 2020-21, the department assessed SLO's in the following courses:

- ENGLC101S: Academic Support for Freshman Composition
- ENGL C141: Creative Writing
- ENGL C232: Survey of British Literature: 1785-Present
- ENGL C235: Introduction to Shakespeare
- ENGL C235H: Introduction to Shakespeare Honors
- ENGL C242: Survey of American literature I: Beginning-1865
- SPAN C180: Spanish for Heritage Speakers I

The following was scheduled for assessment but was not assessed:

- SPAN C211: Hispanic Cinema

SLO's in all but ENGL C101S met their targets. For ENGL C101S, the department is currently planning a course revision to address issues in placement and boost outcomes for future students.

ENGL 102 was assessed prior to 2020-21, and though SLO's all reached their targets, some were found to be redundant. Based on these findings, the department revised ENGL 102 to reduce and combine SLO's.

Outcomes Assessment: Results of Last Year's Assessments

ENGL C101S	Target(s) met?
Employ critical reading strategies for active reading of a variety of text types.	No - 65% (70% target)
Identify, evaluate, analyze, interpret, and synthesize primary and secondary sources.	No - 65% (70% target)
Apply scaffolded principles of the writing process (planning, drafting, instructional feedback, revision, and editing) to strengthen English C101 compositions.	No - 55% (70% target)
Apply revision strategies based on instructor feedback.	No - 68.97% (70% target)
Totals	64% (70% target)

Target Met?

No

ENGL C141	Target(s) met?
Demonstrate the use of literary techniques in the production of original works in different genres such as fiction and poetry.	Yes - 92.31% (70% target)
Analyze and evaluate professional and student texts.	Yes - 100% (70% target)
Apply feedback and criticism from a workshop in order to revise creative writing.	Yes - 92.31% (70% target)
Actively participate in the dialog of critique essential to a community of writers.	Yes - 92.31% (70% target)
Totals	Yes - 94.23% (70% target)

Target Met?

Yes

ENGL C232	Target(s) met?
Read actively and critically a selection of literary works of English literature from the Romantic Period to the present.	Yes - 95.83% (70% target)
Identify key elements of literary genres in order to analyze and interpret texts.	Yes - 95.83% (70% target)
Relate literary works to their historical, cultural, and aesthetic contexts.	Yes - 95.83% (70% target)
Define, identify, and analyze literary and dramatic techniques in the works.	Yes - 95.83% (70% target)
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.	Yes - 93.94% (70% target)
Research appropriate primary and secondary sources and apply documentation skills without plagiarism.	Yes - 95.83% (70% target)
Totals	95.42% (70% target)

Target Met?

Yes

ENGL C235	Target(s) met?
Read actively and critically a variety of Shakespeare's works.	Yes - 87.50% (70% target)
Identify key elements of Shakespearean genres in order to analyze and interpret the texts.	Yes - 87.50% (70% target)
Relate Shakespeare's works to their historical, cultural, and aesthetic contexts.	Yes - 87.50% (70% target)
Define, identify, and analyze literary and dramatic techniques in Shakespeare's works.	Yes - 87.50% (70% target)
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.	Yes - 87.50% (70% target)
Research appropriate primary and secondary sources and apply documentation skills without plagiarism.	Yes - 87.50% (70% target)
Totals	87.50% (70% target)

Target Met?

Yes

ENGL C235H	Target(s) met?
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Read actively and critically a variety of Shakespeare's works.	Yes - 100.00% (70% target)
Identify key elements of Shakespearean genres in order to analyze and interpret the texts.	Yes - 100.00% (70% target)
Relate Shakespeare's works to their historical, cultural, and aesthetic contexts.	Yes - 100.00% (70% target)
Define, identify and analyze literary and dramatic techniques in Shakespeare's works.	Yes - 100.00% (70% target)
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.	Yes - 100.00% (70% target)
Research appropriate primary and secondary sources and apply documentation skills without plagiarism.	Yes - 100.00% (70% target)
Construct a project reflecting intensified study beyond the scope of the non-honors class.	Yes - 100.00% (70% target)
Totals	100.00% (70% target)

Target Met?

Yes

ENGL C242	Target(s) met?
Read actively and critically a selection of literary works of American literature from 1865 to the present, including diverse voices.	Yes - 100.00% (70% target)
Identify key elements of literary genres in order to analyze and interpret texts.	Yes - 100.00% (70% target)
Relate literary works to their historical, cultural, and aesthetic contexts.	Yes - 100.00% (70% target)
Define, identify, and analyze literary and dramatic techniques in the works.	Yes - 100.00% (70% target)
Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.	Yes - 100.00% (70% target)
Research appropriate primary and secondary sources and apply documentation skills without plagiarism.	Yes - 100.00% (70% target)
Totals	100.00% (70% target)

Target Met?

Yes

SPAN C180	Target(s) met?
Apply the rules of punctuation, spelling, capitalization, syllabification, and written accents.	Yes - 80% (70% target)
Identify cognates and problem areas due to English/Spanish language interference.	Yes - 90% (70% target)
Use the learned vocabulary, idioms, verb tenses, and correct grammatical structures both orally and in composition.	Yes - 90% (70% target)

Interpret readings by relating the content to knowledge of Hispanic culture, history, and literary works.	Yes - 100% (70% target)
Discuss and compare a variety of Hispanic cultural aspects, such as geography, history, art, literature, traditions, etc.	Yes - 100% (70% target)
Totals	92% (70% target)

Target Met?

Yes

SPAN C211	Target(s) met?
Not assessed.	Not assessed.

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

ENGL C101S - 1. Employ critical reading strategies for active reading of a variety of text types.

Type:

SLO

Target Missed/Gap Detected:

65% - 5% below threshold

Type of Gap:

Need for revision to performance target. Need to alter/refine course content.

Analysis and Plan for Improvement:

101S was designed to have mandated placement and to be paired with the 101 taught by the same instructor. However, scheduling wasn't pairing 101/101S students with the same instructor, making accurate assessment difficult. In addition, the numbers of students assessed was small, again making statistically reliable conclusions difficult. Finally, since 101S students are the most at-risk students, challenges are to be expected.

The department met in Fall 2021 to discuss these challenges and issues. The course is now under revision to close placement loopholes and strengthen student success.

Anticipated Semester for Implementing Planned Improvements:

Fall 2022

Anticipated Semester of Next Assessment:

Spring 2024

ENGL C101S - 2. Identify, evaluate, analyze, interpret, and synthesize primary and secondary sources.

Type:

SLO

Target Missed/Gap Detected:

65% - 5% below threshold

Type of Gap:

Need for revision to performance target. Need to alter/refine course content.

Analysis and Plan for Improvement:

See analysis in SLO 1.

Anticipated Semester for Implementing Planned Improvements:

Fall 2022

Anticipated Semester of Next Assessment:

Spring 2024

ENGL C101S - 3. Apply scaffolded principles of the writing process (planning, drafting, instructional feedback, revision, and editing) to strengthen English C101 compositions.

Type:

SLO

Target Missed/Gap Detected:

55% - 15% below threshold

Type of Gap:

Need for revision to performance target. Need to alter/refine course content.

Analysis and Plan for Improvement:

See analysis in SLO 1.

Anticipated Semester for Implementing Planned Improvements:

Fall 2022

Anticipated Semester of Next Assessment:

Spring 2024

ENGL C101S - 4. Apply revision strategies based on instructor feedback.

Type:

SLO

Target Missed/Gap Detected:

69% - 1% below threshold

Type of Gap:

Need for revision to performance target. Need to alter/refine course content.

Analysis and Plan for Improvement:

See analysis in SLO 1.

Anticipated Semester for Implementing Planned Improvements:

Fall 2022

Anticipated Semester of Next Assessment:

Spring 2024

Outcomes Assessment: Schedule of This Year's Assessments

The department has revised its assessment schedule to streamline the process and reduce unnecessary assessments. The following is the revised tentative schedule through Fall 2024 when the next program review is to be drafted.

Fall 2021

- ASL C101
- ENGL C231 - English AA-T course
- FREN C101
- LATN C101

Spring 2022

- ASL C102
- ENGL C211
- ENGL C249 - English AA-T course
- FREN C110
- LATN C102
- SPAN C101
- SPAN C102
- SPAN C182

Fall 2022

- ENGL C141 - English AA-T course
- LATN C201
- ENGL C222 - English AA-T course
- ENGL C222H - English AA-T course

Spring 2023

- LATN C202

Fall 2023

- ENGL C245 - English AA-T course
- ENGL C245H - English AA-T course

Spring 2024

- ENGL C070
- ENGL C101
- ENGL C101S
- ENGL C102 - English AA-T course
- ENGL C102H - English AA-T course
- ENGL C221 - English AA-T course
- ENGL C221H - English AA-T course
- ENGL C241 - English AA-T course
- SPCH C101

Fall 2024

- None

Program Review

English AA-T

Year of Last Program Review:

2020

Actions Taken in the Prior Year to Address Strategies:

Action Plan for 2-Year Strategy 1

Description: Department chair and full-time English faculty, especially one desiring to be department chair, should attend eLumen trainings on PLO and SLO assessment.

Measurement of Completion: SLO and PLOs will be assessed at least once, preferably twice before the next program review cycle. Faculty will attend training on eLumen to better understand the program, where material is housed, and how to locate it.

Timeline: Spring 2020 – Spring 2022

Actions Taken: The new Fall 2021-22 department chair attended the 19 August 2021 Flex Session, “eLumen and Canvas: How to plan, connect, and assess within eLumen and Canvas” and the 20 August 2021 flex session “Need an assessment planned? The planning process for assessment within eLumen” presented by the SLO coordinator. The department discussed assessment scheduling during its Fall 2021 meetings, and the chair has met with the SLO coordinator twice to discuss revision of the assessment schedule. The chair has revised the department SLO schedule.

Next Steps: Based on its newly adopted schedule, the department will now assess all courses no more than every five years unless course scheduling requires a sooner assessment. Additionally, the college will be ceasing use of eLumen; this change will require training in the new assessment process for the entire department.

Action Plan for 2-Year Strategy 2

Description: Develop a regular schedule for faculty to meet and discuss SLO assessment.

Measurement of Completion: Faculty will meet at least once a semester to discuss the SLO assessment

Timeline: Fall 2021

Actions Taken: The department met during the Fall 2021 to discuss needed SLO assessments and procedures.

Next Steps: The chair plans to address the topic of SLO assessment at quarterly department meetings.

Action Plan for 2-Year Strategy 3

Description: Regularly assess ENGL C101 and ENGL C102 and all literature classes.

Measurement of Completion: Assess ENGL C101 and ENGL C102 on a regular basis to meet state assessment requirements. Assess all literature classes each time they are taught to meet the state assessment guidelines.

Timeline: Fall 2021 – Fall 2023

Actions Taken: The department has exceeded the minimum requirements for assessment as outlined by the state and has discussed the reasoning behind assessing courses more than the stated minimum requirements. At the request of the department, the chair has reduced excessive assessments that go beyond the college's five-year assessment policy.

Next Steps: Literature and composition courses will now be assessed according to a five-year schedule. The chair will monitor and adjust slated assessments as needed when new course schedules are adopted.

Action Plan for 5-Year Strategy 1

Description: Increase the number of students that complete the English AA-T degree by better marketing the program.

Measurement of Completion: The department plans to increase the number of completers of the program by drawing more students into the program and monitoring their progress. The former will be accomplished with better advertisement of the program in more areas, continued offering of ENGL C101 and ENGL C102 as dual enrollment classes at the high school, coordination with Cerro Coso Counselors to better market the program at local area high schools, and expansion of the program to include classes in Tehachapi Center and the prison. The department will continue to discuss strategies to increase the number of completers in the program. The department will also research or provide inquiry into where students are stopping out or losing momentum in the program.

Timeline: Spring 2020 – Spring 2024

Actions Taken:

1. Advertising: The department has boosted advertisement by sending at least two department faculty members to visit and share program information with local high schools and their students.
2. Dual Enrollment: ENGL 101 and ENGL 102 are now offered as dual enrollment at most high schools in the service area, including Mammoth High School, Burroughs High School, California City High School, Boron High School, Mojave High School, and Kern Valley High School.
3. Tehachapi: At Tehachapi Educational Center, the department now has one full-time English faculty member and a selection of adjunct members and since Spring 2020 has been offering English and Speech courses at this campus.
4. Prisons: The department now offers several classes at California City Prison and Tehachapi Prison.

Next Steps: The department will submit a request to the college for assistance in marketing to the high schools and reach out to counseling for ways to boost the visibility of the program. If the college were to hire a marketing specialist, such a person could assist with this endeavor and would likely increase marketing success.

To continue boosting completion rates, the department will communicate with students who have declared the major (e.g. messages via Navigate; maintaining an easy-to-read multiple-year course plan on the department website) and plan a logical offering of degree courses accessible to all students (not just IWV or online).

Action Plan for 5-Year Strategy 2

Description: Expand the English AA-T Degree program to the California City and Tehachapi Prison

Measurement of Completion: Hire full-time faculty for Tehachapi Center and prison so AA-T Program may possibly be offered in the prisons

Timeline: Fall 2022

Actions Taken: The department has hired a full-time faculty member for the Tehachapi Center and has extended its course offerings beyond ENGL 101, 102, and SPCH 101 to include ENGL 211 (formerly 111), 245, 232, SPCH 101, and LATN 101, 102. Many of these classes fulfill required areas of the program and bring the college closer to offering a complete English AA-T schedule in the prisons.

Next Steps: The department will now work closely with the Program Director of Incarcerated Student Education to ensure that a minimum array of courses is scheduled to meet AA-T requirements.

Strategies Still to be Addressed:

The department is addressing all strategies as outlined in the 2020 English AA-T Program Review.

Last Year's Initiatives

Z Degree in English (continued from last year)

The action plan as stated is to work with the Open Educational Resource (OER) Committee to create a zero textbook cost pathway for the AA-T degree.

Since the adoption of this initiative, department faculty have designed and offered sections of the following courses at zero book cost: ENGL C101S, ENGL C102/H 222/H, C231, C232, C241, C242, SPCH C101.

These developments place the department within striking range of declaring a Z Degree, with only one course from List B of the English AA-T still requiring conversion (ENGL C141, C235/H, C245/H, or C249).

The department will pursue the development of at least one more Z course from List B to be ready by the 2023-24 academic year. If no such course develops, the department will consider withdrawing this initiative.

Spanish AA-T degree

The action plan as stated is to 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.

The Spanish AA-T was approved by the chancellor's office in Spring 2021 and is now listed in the addendum of the 2021-22 catalog of courses. Program courses are offered in some form according to the following schedule to allow participating students to complete the program within two years.

- **Year 1 Fall:** SPAN C101: Elementary Spanish I; SPAN C102: Elementary Spanish II; SPAN C180: Spanish for Heritage Speakers I
- **Year 1 Spring:** SPAN C101: Elementary Spanish I; SPAN C102: Elementary Spanish II; SPANC182: Spanish for Heritage Speakers II; SPANC211: Hispanic Cinema
- **Year 2 Fall:** SPAN C101: Elementary Spanish I; SPAN C102: Elementary Spanish II; SPAN C180: Spanish for Heritage Speakers I
- **Year 2 Spring:** SPAN C101: Elementary Spanish I; SPAN C102: Elementary Spanish II; SPANC182: Spanish for Heritage Speakers II

All program courses are currently offered online, some are offered live or in hybrid form at the Indian Wells Valley (IWV) main campus, and some are offered as live dual enrollment courses in select high schools. Spanish courses have yet to be offered in the prisons.

Program faculty will now consult with the Director of Incarcerated Student Education for the best way to extend the program to the prison system. Further, the program also will work to recruit new faculty to teach in the prisons and other college sites as needed. Finally, the department will add Spanish AA-T information prominently to the English and Foreign Languages Department website to boost visibility.

Analysis / Evaluation / Revision of English 101S

The action plan as stated is that all English 101S classes will be assessed and evaluated for retention, success, and throughput before and after English 101S to determine whether the class meets the needs of AB705.

The department is now running an ENGL C101S course with every section of ENGL C101, with the instructor of the 101 teaching the accompanying S course. S courses have been assessed and the results discussed. In Fall 2021 the department met with counseling, administration, and an institutional research technician to study the retention, success, and throughput data. The department in a subsequent meeting has determined the honors model to be the best pathway forward for closing placement loopholes and boosting success; a course revision is now under way and will be submitted to CIC in Fall 2021.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Spanish AA-T degree (continued from last year)

Analysis / Evaluation / Revision of English 101S (continued from last year)

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Complete ENGL C101 and ENGL C101S Revisions to Address AB 705

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Tentative Timeline:

1. **Fall 2021:** Department meets with administration, counseling, and institutional research to address data and discuss options; department meets to formulate plan; ENGL C101 and ENGL C101S revised to close placement loopholes and address assessment concerns; placement data requested from Counseling Department.
2. **Spring 2022:** Revised courses clears CIC.
3. **Fall 2022-Spring 2023:** Department teaches new courses once articulation is complete.
4. **Spring 2023-Fall 2023:** Class taught; latest placement data reviewed; adjustments made as necessary.
5. **Fall 2023:** Class taught; latest placement data reviewed; adjustments made as necessary.
6. **Spring 2024:** Department assesses course; reviews placement data; adjustments made as necessary.

Early Observational Data, or "Lead" Measure(s):

The department is basing its work on data provided by the CCC Chancellor's Office via the Transfer Level Gateway Completion Dashboard and by the college's Department of Institutional Research.

The department also requests placement data from the Counseling Department in order to ascertain whether the placement system is working, as it should.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Completion, success, throughput, and placement data.

The department needs continued assistance from Institutional Research and Counseling to assess how well we are meeting the requirements of AB705 and validating our placement process. As part of this, we require completion, success, throughput, and placement data for students placed into ENGL C70, 101, and 101S.

Person Responsible:

Department Chair

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in outcomes assessment, It addresses a gap in student equity, It addresses a Student Equity and Achievement Plan goal

Evaluate Resource Needs

Facilities

None.

Information Technology

None.

Marketing

1. Design and production of fliers and posters for Spanish AA-T.
2. Cerrocoso.edu banner for English and Spanish AA-T's.
3. Spanish AA-T information, images, and content added to English and Foreign Languages website.

Professional Development

Travel and registration expenses for retreats and conferences.

Other Needs

None.

Staffing Requests

1000 Category - Certificated Positions

None

Location:

No Location Specified

Justification:

None.

2000 Category - Classified Staff

None

Location:

No Location Specified

Salary Grade:

None.

Number of Months:

None.

Number of Hours per Week:

None.

Salary Amount:

None.

Justification:

None.