

English and Foreign Languages Department

AUP for Academic Year 2023-2024

October 2022

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

Gaps Identified in Last Year's AUP

Economically Disadvantaged

The department has addressed this equity gap in department meetings, with the result that most department faculty have taken measures to reduce book costs in their courses.

For the Spring 2022 semester, 29 out of 78 -- or 37% -- of English and Foreign Languages were considered as zero/low book cost courses. This percentage was calculated by combining the number of standard courses earning the "Zero Book Cost" badge in the schedule with the number of ISEP courses in which zero book costs were met through a combination of instructor choice of OER material, creation of a library of reusable books purchased by the instructor, or textbooks purchased and supplied by the college.

Ages 18-19 and 20-24

The department has continued to address these gaps in the following ways:

- Offering ENGL C101S, a supplemental support class for students who place below the ENGL101 level.
- Incorporating as many embedded tutors in ENGL C101 and SPAN C101 sections as are available.
- Referring struggling students to the various Learning Assistance Center resources such as tutoring, writing lab, and NetTutor.

African American

The department has continued to address this gap in the following ways:

- Choosing literature, imagery, and subject matter that reflect the diversity of American culture.
- Presenting material that appeals to a variety of learning styles.
- Incorporating into Spanish courses cultural topics and practices that reflect the African influence in Latin American and Caribbean Spanish-speaking countries.

DSPS

The department has addressed this equity gap in the following ways:

- Offering ENGL 101S sections with every standard ENGL 101 course.
- Providing embedded tutoring in ENGL 101 when possible.
- Assuring accessibility of course content through the use of accessibility checkers in the Canvas LMS.
- Committing to respecting and honoring accommodations outlined in DSPS forms.

Gaps Identified in This Year's AUP

Data from 2021-2022 school year. This 2023-24 AUP is the first in which the department is tracking equity gaps by subject.

English

Financial Aid Student

- Success: 73% (11,244 out of 15,378) college-wide, 65% (743 out of 1,146) English
- Completion: 86% (13,235 out of 15,378) college-wide, 78% (894 out of 1,146) English

Possible Measures: Continue to increase number of zero/low book cost courses to assist students whose financial aid checks are delivered after the start of the semester.

Hispanic/Latino

- Success: 75% (7,754 out of 10,306) college-wide, 67% (501 out of 751) English
- Completion 88% (9,047 out of 10,306) college-wide, 81% (610 out of 751) English

Possible Measures: Encourage college to support the creation of a Puente program; choose literature, imagery, and subject matter that reflect the diversity of American culture; create a Hispanic/Latino Literature course that can be taught by both English and Spanish faculty and that fulfills the diversity requirement for graduation.

Inmate Ed

- Success: 76% (4,695 out of 6,183) college-wide, 65% (313 out of 481) English
- Completion: 87% (5,406 out of 6,183) college-wide, 72% (348 out of 481) English

Possible Measures: Offer embedded tutoring in prison courses.

Unknown Parents Education

- Success: 76% (5,566 out of 7,340) college-wide, 66% (416 out of 559) English
- Completion: 87% (6,415 out of 7,340) college-wide, 74% (348 out of 481) English

Possible Measures: This gap seems to show that many students are not self-identifying as first/not first generation students. If Cerro Coso adopted strategies to encourage self-identifying in this area, the college may be better positioned to address any clarified gap that presents itself.

Spanish

Native American

- Success: 70% (362 out of 514) college-wide, 20% (1 out of 5) Spanish
- Completion: 88% (451 out of 514) college-wide, 40% (2 out of 5) Spanish

Possible Measure: Incorporate into classes more cultural content focused on indigenous peoples and communities.

French

African American

- Success: 72% (1,460 out of 2,040) college-wide, 25% (1 out of 4) French

Possible Measure: Incorporate into classes more cultural content focused on French-speaking black cultures.

Hispanic/Latino

- Success: 75% (7,754 out of 10,306) college-wide, 52% (24 out of 46) French

Possible Measures: Promote tutoring; encourage college to support creation of Puente program.

ASL

Economically Disadvantaged

- Completion: 86% (4,489 out of 5,249) college-wide, 68% (21 out of 31) ASL

Possible Measure: Reduce book costs.

Speech

No significant gaps.

Latin

No significant gaps.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

ENGL C101S: The department made no changes to this course but is continuing to collect data to inform its approach to revision.

Outcomes Assessment: Results of Last Year's Assessments

ASLC101 (Fall 2021)

Target Met?

Yes

ENGLC231 (Fall 2021)

Target Met?

Yes

FRENC101 (Fall 2021)

Target Met?

Yes

LATNC101 (Fall 2021)

Target Met?

Yes

ASLC102 (Spring 2022)

Target Met?

Yes

ENGLC211 (Spring 2022)

Target Met?

Yes

LATNC102 (Spring 2022)

Target Met?

Yes

SPANC101 (Spring 2022)

Target Met?

Yes

SPANC102 (Spring 2022) Retired faculty member did not provide assessment data for this course.

Target Met?

Did Not Assess

SPANC182 (Spring 2022)

Target Met?

Yes

Outcomes Assessment: Missed Targets

No targets missed.

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Outcomes Assessment: Schedule of This Year's Assessments

ENGL C141 (Fall 2022)

ENGL C222 (Fall 2022)

ENGL C222H (Fall 2022)

LATN C201 (Fall 2022)

LATN C202 (Spring 2023)

Program Review

English AA-T

Year of Last Program Review:

2020

Actions Taken in the Prior Year to Address Strategies:

2-Year Strategy 1: Assessment Training

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

SLOs 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 following training sessions:

- 8/19/2021 “eLumen and Canvas: How to Plan, Connect, and Assess within eLumen and Canvas” (Flex Day)
- 8/20/2021: “Need an Assessment Planned? The Planning Process for Assessment within eLumen” (Flex Day)
- 1/14/2022: “Canvas Rubrics and Outcomes: How to Set Them Up for Your Course”

Next Steps

Continue training as new assessment management systems are developed.

2-Year Strategy 2: SLO Assessment Discussions

Description

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

Measurement of Completion

Faculty will meet at least once per semester to discuss SLO assessment.

Timeline

Fall 2021

Actions Taken

The department now discusses assessment procedures and scheduling as a recurring topic at its meetings. In addition, the chair communicates the process, timeline, and resources directly with instructors whose courses are due for assessment.

The department officially discussed assessments on the following dates:

- 8/20/2021: Department Meeting
- 1/14/2022: Department Meeting

Next Steps

Continue with regular department discussions of SLO assessments.

2-Year Strategy 3: Assessment of ENGL C101, C102, and Literature Courses

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 was exceeding the minimum requirements for assessment as outlined by the state and questioned the reasoning behind assessing courses more than the stated minimum requirements. At the request of the department, the chair reduced excessive assessments that go beyond the college's five-year assessment policy. The department now follows a clear schedule of assessment following a five-year plan.

Next Steps

Continue following the department-adopted five year plan for all courses, including ENGL C101, ENGL C102, and all literature courses.

5-Year Strategy 1: Increase English AA-T Students

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 AA-T graduates by drawing more students into the program and monitoring their progress. The former will be accomplished with strategies such as the following:

1. Better advertisement of the program in more areas.
2. Continued offerings of ENGL C101 and ENGL C102 as dual enrollment classes at the high school.
3. Coordination with counselors to better market the program at local area high schools.
4. Expansion of the program to include classes in the prison system.

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 C101 and C102 are now offered as dual enrollment at most high schools in the service area, including Mammoth, Burroughs, California City, Boron, Mojave, and Kern Valley.
3. Tehachapi: At TEC the department now has one full-time English faculty member and a selection of adjunct faculty 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 take the following steps:

1. Submit a request to the college for assistance in marketing to the high schools.
2. Work with Student Outreach for further assistance in marketing.
3. Print new posters and/or tri-fold brochures, and distribute to all campuses, including high schools and prisons.
4. Send department faculty to speak at Career Day.
5. Create an informative online marketing tool such as a shared Canvas page that all department faculty can use in their courses.
6. Consider which literature courses will most appeal to the prison population, and begin scheduling accordingly.
7. Plan pathways to completion via multiple sites (not just IWV or online).
8. Research where students are losing momentum or exiting the program, and address issues.

5-Year Strategy 2: AA-T in the Prisons

Description

Expand the English AA-T Degree to the prisons in our system.

Measurement of Completion

Hire full-time faculty for Tehachapi Center/prisons so AA-T Program may possibly be offered in the prisons.

Timeline

Fall 2022

Actions Taken

The department has assigned a full-time faculty member to the Tehachapi Center and extended its course offerings in the prisons beyond ENGL C101, C102, and SPCH C101 to include ENGL C231, C232, C241, C242, C245, C249, and LATN C101 and C102. 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

1. Evaluate enrollment, success, and completion.
2. Consider which courses most appeal to the prison population such as Creative Writing, Shakespeare, and Multi-Ethnic American Literature, and begin scheduling accordingly.
3. Consider more effective ways to market the program to the prison population, such as handing out tri-fold brochures and other printed material.
4. Work with paralegal studies faculty to help distribute information and promote the English AA-T as a complementary degree.

Strategies Still to be Addressed:

- 5-Year Strategy 1: Increase English AA-T Students
- 5-Year Strategy 2: AA-T in the Prisons

Last Year's Initiatives

Spanish AA-T degree (continued from last year)

During the Fall 2021 - Spring 2022 Academic Year, the department completed the following actions:

- Ensured Spanish AA-T inclusion in the catalog of courses.
- Recruited two new adjunct faculty members -- one for ISEP and one for online.
- Offered program courses at IWV, online, and Zoom.
- Offered dual enrollment SPAN C101 and C102 at California City High School.
- Attempted scheduling of Spanish for ISEP program.
- Consulted regularly with Director of ISEP on schedule.
- Listed Spanish AA-T program details for the public on department website.
- Advertised rollout of degree with college website banners and posters for campuses.
- Ensured faculty representation at Career Day.

The department's measures of success are to launch the program, to inform the community about the program, and to create multiple pathways of completion for students through a variety of modalities and locations. To this end, all actions mentioned above have led toward completing these measures.

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

Analysis and Evaluation

English 101S was last assessed Fall 2020. The next assessment is scheduled to coincide with the ENGL C101 assessment in Spring 2024. Between these assessments, the department has continued to analyze and discuss placement, success, and completion.

Most department meetings feature 101S/AB 705 as a continuing discussion item, and the department also holds special meetings specifically to focus on this issue. Below are meetings in which the department discussed, reviewed data, and planned a possible revision of the course.

- 3/24/2022: Special dept. meeting with V.P. and Dean of Instruction to discuss revision options.
- 3/22/2022: Special dept. meeting focused on 101S and its direction.
- 2/9/2022: Dept. meeting with disc. of 101S/AB 705.
- 1/19/2022: Dept. meeting with disc. of 101S/AB705.
- 10/7/2021: Dept. meeting with disc. of AB 705/101S
- 8/20/2021: Dept. meeting with disc. of AB 705.

Revision

The department has continued to move, it seems inexorably, toward a revision of the course, acknowledging that such revision requires careful planning and should not be rushed. The department will carry on with data collection and discussions as needed.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Complete ENGL C101 and ENGL C101S Revisions to Address AB 705

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Norming Sessions

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The department will conduct essay-grading norming sessions at least once every two years in order to ensure all instructors are holding students to the same general standards.

Norming sessions will likely include the following elements:

1. Reviewing and revising a department-adopted grading rubric that can be modified/augmented by individual instructors according to the needs of courses and assignments.
2. Reading and scoring sample student essays written at a variety of levels.
3. Discussing and evaluating the results.

This initiative addresses equity gaps by ensuring fairness across multiple course sections regardless of instructor. It further guards against both grade inflation and deflation, ensuring that the majority of instructors meets at an agreed level of rigor.

To be effective, norming sessions must involve all English faculty, including adjunct and dual-enrollment members. Therefore, the department will lobby for the funding of stipends to encourage faculty to participate and will schedule sessions at a day and time most advantageous to participation.

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

General agreement that there are some grading standard disparities within the department.

Does the department request help developing these instruments?

No

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

Post-semester survey of instructors self reflecting on the impact of the norming session on their grading procedures.

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 student equity

Develop an English as a Second Language Certificate Program for Adult Education

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Collaborate with the East Kern director and Language Arts professors to define the needs of the program.
2. Author curriculum of ESL courses.
3. Present new curriculum to CIC in Spring 2023.

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

Data showing community need (potential ESL students currently not being served) for an adult ed. program in California City.

Does the department request help developing these instruments?

Yes

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

Enrollment, success, and completion data.

Person Responsible:

Debilyn Kinzler, Lucila Gonzalez-Cirre, Lisa Stephens

Unit gap or institutional goals addressed:

Evaluate Resource Needs

Facilities

NA

Information Technology

NA

Marketing

The "Action Plan for 5-Year Strategy 1" is to increase the number of students that complete the English AA-T degree by better marketing the program. Several steps have been taken, such as continuing to offer dual-enrollment courses and expanding the program to the Tehachapi and prison campuses.

The department is now requesting support from the college to develop marketing strategies and content such as the following for the college website, the various campuses, and the community:

- Website scrolling banners with links.
- New posters for campuses and high schools.
- Tri-fold brochures.

Equivalent measures for the new Spanish AA-T should also be funded and supported in order to encourage growth.

Professional Development

To address equity gaps, one of our initiatives for the next academic year is to run norming sessions at least once every two years. This initiative supports equity by ensuring fairness across multiple course sections regardless of the instructor. This is particularly important in light of the pandemic, as many of our post-pandemic student are simply not ready for college work.

For this equity initiative to succeed, the department must have buy-in from all instructors, including adjunct and dual enrollment faculty. Therefore, the department is requesting finances for compensation to encourage all faculty members to participate.

English faculty (full- and part-time) currently number 26. Funding should be sufficient to cover all 26 should they decide to participate.

Other Needs

NA

Staffing Requests

1000 Category - Certificated Positions

NA

Location:

Justification:

2000 Category - Classified Staff

NA

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: