English and Foreign Languages Department
AUP for Academic Year 2024-2025
October 2023

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 four 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

DSPS: Completion Rate: 92% college, 99% department; Success Rate: 77% college, 82% department. Institutional Research has identified the department as ***doing much better*** at closing this gap than college-wide. The department has continued to work closely with DSPS programs and resources in order to support student completion and success.

Special Admit: Completion Rate: 96% college 99% department; Success Rate: 91% college, 93% department. Institutional Research has identified the department as ***doing much better*** at closing this gap than college-wide. The department works closely with the college's dual enrollment coordinator and includes dual enrollment instructors in department meetings and trainings.

Financial Aid Student: To increase number of zero/low book cost courses, the department has begun work on a Zero Textbook Cost English degree pathway.

Hispanic/Latino: The department opened up dialog with counseling about the possibility of starting a Puente community college program. Instructors continue to choose literature, imagery, and subject matter that reflect the diversity of American culture.

Inmate Ed: The department began talks with the ISEP program director and the LAC coordinator of the possibility of tutoring in

the prison.

<u>Spanish</u>

Native American: The department has encouraged incorporation of cultural content focused on indigenous peoples and communities.

<u>French</u>

African American: The department has encouraged faculty to continue integrating cultural content focused on French-speaking black cultures.

Hispanic/Latino: The department has encouraged French faculty to promote tutoring and has encouraged the college to support the creation of a Puente program.

<u>ASL</u>

Economically Disadvantaged: The gap is no longer statistically significant. The department has encouraged faculty members to consider adopting low- to no-cost book options.

GAPS TO BE ADDRESSED

Inquiry: A precursor to any meaningful measures to address equity gaps requires inquiry into the causes of such gaps. Therefore, the department plans to research possible reasons behind one particular gap mentioned below: the Financial Aid Student. Possible areas of inquiry may include discussions with Financial Aid, Admissions and Records, and Counseling, and polling of English students.

<u>English</u>

Financial Aid Student: Completion Rate: 88% college, 83% department; Success Rate: 74% college, 66% department. Possible Measures: Increase number of zero/low book cost courses and create a Zero Textbook Cost English degree pathway.

Hispanic/Latino: Completion Rate: 90% college, 88% department; Success Rate: 77% college, 69% department. Possible Measures: Continue dialog with college about adopting the Puente Community College Program; continue to choose literature, imagery, and subject matter that reflect the diversity of American culture.

<u>Spanish</u>

Financial Aid Student: Completion Rate: 88% college, 73% department; Success Rate: 74% college, 60% department. Possible Measures: Increase number of zero/low book cost courses.

First-time Student: Completion Rate: 84% college, 47% department; Success Rate: 67% college, 41% department. Possible Measures: Build first-time student-friendly resources and modules within courses; encourage students to use LAC services.

Distance Ed: Completion Rate: 87% college, 79% department; Success Rate: 72% college, 69% department. Possible Measures: Encourage live instructor/student sessions and office time; encourage use of LAC distance ed resources such as online tutoring.

<u>French</u>

Financial Aid Student: Completion Rate: 88% college, 75% department; Success Rate: 74% college, 48% department. Possible Measures: Increase number of zero/low book cost courses.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

<u>Course Revision of ENGL C101</u>

The department moved forward with the deletion of ENGL C101S and the revision of ENGL C101 to closely align with C-ID

standards.

<u>Norming for ENGL C101</u>

To establish consistent grading practices, the department is now budgeting for and scheduling periodic norming sessions with all faculty, including adjunct and dual enrollment instructors.

Outcomes Assessment: Results of Last Year's Assessments

ENGL C141 (Fall 2022)

Target Met?

Yes

ENGL C222 (Fall 2022)

Target Met?

Yes

ENGL C222H (Fall 2022)

Target Met?

Yes

LATN C201 (Fall 2022)

Target Met?

Did Not Assess

LATN C202 (Spring 2023)

Target Met?

Did Not Assess

SPAN C102 (Fall 2022)

Target Met?

Yes

Outcomes Assessment: Missed Targets

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

No targets missed.

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Outcomes Assessment: Schedule of This Year's Assessments

ENGL C245 (Fall 2023)

ENGL C245H (Fall 2023)

ENGL C070 (Spring 2024)

ENGL C101 (Spring 2024)

ENGL C102 (Spring 2024)

ENGL C102H (Spring 2024)

ENGL C221 (Spring 2024)

ENGL C221H (Spring 2024)

ENGL C241 (Spring 2024)

FREN C110 (Spring 2024)

SPAN C211 (Spring 2024)

SPCH C101 (Spring 2024)

Program Review

English AA-T

Year of Last Program Review:

2020

Actions Taken in the Prior Year to Address Strategies:

<u>5-year Strategy 1: Increase English AA-T Students</u>

Description

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

Steps Taken

1. Advertising: Boosted advertisement by sending at least two faculty to visit and share program information with local high schools and their students and to Career Day.
2. Dual Enrollment: ENGL C101, C102, and SPCH C101 are now offered as dual enrollment at most high schools in the service area, including Mammoth, Burroughs, California City, Boron, Mojave, Kern Valley, and Cesar Chavez.
3. Tehachapi: Transferred one full-time English faculty member and hired a selection of adjunct faculty.
4. Prisons: Offered several classes at California Tehachapi Prison.
5. Budget: Secured $400 for marketing.
6. Marketing Assistance: Submitted a request to the college for marketing assistance.
7. Pathways: Began preparing new pathways to completion.

Next Steps

The department will take the following steps:

1. Marketing: Implement new marketing to the high schools.
2. Posters: Print new posters and/or tri-fold brochures, and distribute to all campuses, including high schools and prisons.
3. Career Day: Continue sending faculty to Career Day.
4. Online Tool: Create an informative online marketing tool such as a shared Canvas page that all department faculty can use in their courses.
5. Complete Pathways: Revise and launch pathways to completion for Fall 2024.
6. Research where students are losing momentum or exiting the program, and address issues.

<u>5-year Strategy 2: AA-T in the Prisons</u>

Description

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

Steps Taken

1. Assigned full-time faculty member to Tehachapi Center
2. Offered ENGL C231, C232, C241, C242, C245, C249. 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. The loss of Cal City and the new yard limitations at Tehachapi Prison have set this plan back somewhat. It remains to be seen if offering this program is possible. The department will continue to express interest in expanding offerings.
2. Boost marketing of the program to the prison population, such as handing out tri-fold brochures and other printed material.
3. 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

Complete ENGL C101 and ENGL C101S Revisions to Address AB 705

In Spring 2022 the department revised ENGL C101 to closely align with its C-ID counterpart and AB 705 requirements. In this revision, the department opted to drop the supplemental 1-unit course, instead developing remediation elements directly into the course itself and thus benefiting all enrolled students.

The department is now in the process of transferring over to the new COR. As of Fall 2023, some faculty are already aligned. Full alignment is expected by Fall 2024.

The course will be assessed in Spring 2024.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Norming Sessions

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

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Complete AA-T Pathways

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

The department will complete program pathway mapping for both of its degrees. These maps will be available for students in Fall 2024 and will include the following:

1. English Online CSU
2. English IWV CSU
3. English Online IGETC
4. English IWV IGETC
5. Spanish Online Pathway Option 1
6. Spanish Online Pathway Option 2

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

1. Department faculty attend mapping workshop
2. Draft maps
3. Consult counseling
4. Revise maps
5. Submit maps as complete

Does the department request help developing these instruments?

Yes

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

Pathways launched and readily available for student and advisor use.

Person Responsible:

Department Chairperson

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Guided Pathways practice

Create a ZTC English AA-T Pathway

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Create and submit grant money budget
2. Identify participating faculty and courses
3. Attend ZTC conference or workshops
4. Revise and align English courses to ZTC standards
5. Pass courses through POCR review for best practices and accessibility alignment
6. Identify non-English degree courses that align with ZTC
7. Draft and revise pathway
8. Launch pathway for student use Fall 2026

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

Early observational data consists of completed and submitted elements of the project:

1. Budget submitted and accepted
2. Conference or workshop attended by participating faculty
3. Courses developed and aligned
4. Courses reviewed by POCR
5. Pathway launched for students Fall 2026

Does the department request help developing these instruments?

Yes

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

1. Retention
2. Equity numbers
3. Program completion rates

Person Responsible:

ZTC Subject Matter Expert Faculty Lead

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective

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Evaluate Resource Needs

Facilities

NA

Information Technology

NA

Marketing

Marketing Support

Request

The department asks for assistance with developing an effective marketing strategy for the English AA-T and for funding of print and other marketing materials and advertising.

Estimated Cost: $278.82 for 500 color tri-folds at Vista Print, not including design, shipping, tax.

Funding Requested: $400

Explained by Planning

The department's "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.

The department is now working directly with the Communications and Community Relations Public Information Office to develop a marketing strategy and will continue to request support from the college to implement the resulting strategy, including the creation of items such as but not limited to the following:

- Website content
- New posters for campuses and high schools
- Tri-fold brochures

Assistance with marketing will be a yearly request in order to build and maintain the program's visibility with prospective students.

Supporting Facts and/or Data

Overall Enrollment: Below are pre-marketing campaign enrollment numbers since 2018.

- 2018-19: 2,225
- 2019-20: 2,475
- 2020-21: 2,182
- 2021-22: 1,849
- 2022-23: 2,059

English AA-T Graduation Rate:

- 2018-19: 6
- 2019-20: 10
- 2020-21: 5
- 2021-22: 11
- 2022-23: 4

The department will evaluate the above numbers annually once the campaign has begun in order to ascertain if such marketing strategies boost overall enrollment numbers. Note that a marketing effort is typically a long-term approach, and results may take years to materialize.

Relevance

Healthy declaration and degree-completion rates depend upon potential students learning about how exciting and rewarding our degree can be. Material marketing, when added to our current approach of career day participation and other outreach measure may prove useful for this purpose. We must get information into potential English major's hands if we hope to boost our numbers and grow.

Operational Efficiency

Ready marketing materials and/or purchased marketing space will both add efficiency to and ease the burden of the outreach efforts of counseling and faculty.

Professional Development

In-house Department Training

Request

Support for paid biennial (or annual if need arises) department training sessions

Estimated Cost: $4,827.67 for 4-hour SCA's, travel, and lunch for twenty-one faculty members. (See attached EFL Norming Session spreadsheet for cost breakdown.)

Funding Requested: $0 this year, $5200 the following year (more than the estimate to account for potential number fluctuations and materials needs).

Explained by Planning

The department is dedicated to supporting its twenty to twenty-five English instructors, including full-time, adjunct, and dual enrollment faculty, by offering an annual or biennial departmental training session on topics such as grading standards, course alignment with new CORs, the OEI Rubric, use of online educational resources, teaching in the age of AI, and other discipline-area related matters. Fall 2023 will be the inaugural session devoted to grade norming and the ZTC pathway.

The department seeks travel, food, and compensation funding as well as other support in order to continue meeting its professional development goals.

These PD gatherings will most likely be on a biennial basis unless the need arises for more frequent training.

Supporting Facts and/or Data

See accompanying "EFL Norming Session" spreadsheet for cost breakdown.

We currently have the following English faculty numbers:

- 7 full-time English faculty
- 10+- active dual enrollment English instructors
- 7+- active adjunct instructors

Relevance

Beyond the hiring process, minimal onboarding, and some required online training for dual and adjunct faculty, there is currently no discipline-specific readiness training or contact with full-time colleagues in place. A yearly or biennial event will provide a space for such training and contact.

Operational Efficiency

This event addresses subjects such as grading efficiency/accuracy and teaching best practices that will help instructors to deliver content in a more efficient and effective manner.

Institutional Dues and Memberships

Request

The National Council of Teachers of English Two-Year College English Association (NCTE/TYCA) professional organization membership

Estimated Cost: $500 annually (see the 2023-24 invoice for group membership, the most cost-effective option for our department)

Funding Requested: $500

Explained by Planning

Current departmental initiatives and plans include biennial department training in discipline-specific subjects such as grading and best practices; completion of transfer pathways; and the the creation of a grant-funded Zero Textook Cost (ZTC) pathway requiring POCR certification. Such goals require up-to-date knowledge of the discipline area.

Supporting Facts and/or Data

See the "2023 NCTE Cerro Coso" invoice for last year's green group membership, the most cost-effective option for our department.

Our department is made up of seven full-time faculty members who are expected to serve as discipline area leaders and experts for a growing number of dual enrollment (10+-) and adjunct (7+-) faculty members.

Historically, since before the 2000-01 school year and up to 2022-23, the department budgeted for membership in the English Council of California; however, in recent years this organization has become inactive and has ceased publishing its professional journal. Because of this, budgeted monies remained unused.

Relevance

Beginning in 2023-24, the English Department has joined NCTE/TYCA (https://ncte.org/groups/tyca/), the national parent organization of the English Council. Membership in TYCA brings with it a "green" digital subscription to the nationally recognized quarterly journal, *Teaching English in the Two Year College* (*TETYC*), which publishes theoretical and practical articles across the range of English studies at the two-year college, including composition and rhetoric, developmental education, technical and business communication, reading and literacy, literature, creative writing, language, dual and concurrent enrollment, and equity matters, as well as professional issues.

Operational Efficiency

Group membership in this national organization and a subscription to its journal is an effective way for the department to maintain currency in the field and discuss recent innovations in community college English pedagogy, program implementation, and equity.

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: