



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 Cal-GETC 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

Ongoing Inquiry with Financial Aid (FA) and Counseling regarding Financial Aid Student equity gaps.

According to FA (10/07/2024), early reporting shows that 45% of our Pell Grant-awarded students receive their grant payment, while 55% do not. The reasons students may not be paid Pell after completing their verification documents may include but are not limited to: not meeting satisfactory academic progress, income is too high, they have a BA degree already, they don't have a high school diploma. There are many factors why non-payment may be happening, all of which are communicated multiple times throughout the semester to students via email and text from FA.

According to Counseling (10/15/2024), "the need may be low or zero-cost textbooks, referrals to Basic Needs, tutoring, Marketplace, Counseling, etc. Suggestions: asking instructors to provide additional resources information at the start of courses as an announcement or within syllabi. The number one issue counseling finds is that students claim they don't know about the resources available to them. Also, students who have education plans are generally more successful; asking students to see a counselor for an education plan as an assignment or for extra credit (towards the first half of class to avoid peak registration) may help.

Measures Taken

- Encouraging OER and other readily accessible materials for financial aid student at the start of the semester (starting Fall 2024).
- Tracking equity gap through several years (starting Fall 2024).
- Adding financial aid resources statement to all syllabi (starting Spring 2025).

Further, the department urges the college to invest in the development of dedicated institutional research and equity support to

create a robust process for identifying gaps, their significance, and effective measures of address.

Gaps Identified

English Financial Aid Student

22-23 Numbers

- Completion Rate: 83% English (88% college) -5% Gap
- Success Rate: 66% English (74% college) -8% Gap

23-24 Numbers

- Completion Rate: 81% English (88% college) -7% Gap
- Success Rate: 64% English (75% college) -11% Gap

24-25 Numbers (Significant Gap)

- Completion Rate: 81% English (90% college) -9% Gap
- Success Rate: 63% English (77% college) -14% Gap

Spanish Financial Aid Student

22-23 Numbers

- Completion Rate: 73% Spanish (88% college) -15% Gap
- Success Rate: 60% Spanish (74% college) -14% Gap

23-24 Numbers

- Comp Rate: 90% Spanish (88% college) +2% Gap
- Success Rate: 81% Spanish (75% college) +6% Gap

24-25 Numbers

- Comp Rate: 89% Spanish (90% college) -1% Gap
- Success Rate: 80% Spanish (77% college) +3% Gap

Outcomes Assessment

Loop-Back Improvements Made

No gaps were identified through the department's assessments; consequently, no improvements were needed.

Schedule of Assessments

ASL C101 American Sign Language I (Effective Fall 2024)

Will Assess This Year

ASL C102 American Sign Language II (Effective Fall 2024)

Will Assess This Year

COMM C1000 Introduction to Public Speaking (Effective Fall 2025)

Not Due to Be Assessed This Year or Last Year

ENGL C040 Improving Basic Writing Skills (Effective Fall 2013)

Not Due to Be Assessed This Year or Last Year

ENGL C070 Introductory Composition (Effective Fall 2024)

Not Due to Be Assessed This Year or Last Year

ENGL C1000 Academic Reading and Writing (Effective Fall 2025)

Will Assess This Year

ENGL C102 Critical Thinking Through Literature (Effective Spring 2022)

Not Due to Be Assessed This Year or Last Year

ENGL C102H Critical Thinking Through Literature: Honors (Effective Spring 2022)

Will Assess This Year

ENGL C141 Introduction to Creative Writing (Effective Fall 2020)

Not Due to Be Assessed This Year or Last Year

ENGL C211 Survey of Literary Genres (Effective Fall 2020)

Will Assess This Year

ENGL C221 World Literature: Antiquity to 17th Century (Effective Fall 2021)

Not Due to Be Assessed This Year or Last Year

ENGL C221H World Literature: Antiquity to 17th Century: Honors (Effective Fall 2021)

Will Assess This Year

ENGL C222 World Literature: 17th Century to Present (Effective Spring 2023)

Will Assess This Year

**ENGL C222H World Literature: 17th Century to Present:
Honors (Effective Spring 2023)**

Will Assess This Year

**ENGL C231 Survey of British Literature: Beginning-1785
(Effective Fall 2020)**

Will Assess This Year

**ENGL C232 Survey of British Literature: 1785-Present
(Effective Fall 2020)**

Will Assess This Year

ENGL C235 Introduction to Shakespeare (Effective Fall 2021)

Will Assess This Year

**ENGL C235H Introduction to Shakespeare: Honors (Effective
Fall 2021)**

Will Assess This Year

**ENGL C241 Survey of American Literature: Beginning-1865
(Effective Fall 2020)**

Not Due to Be Assessed This Year or Last Year

**ENGL C242 Survey of American Literature: 1865-Present
(Effective Fall 2024)**

Will Assess This Year

ENGL C245 Women's Literature (Effective Fall 2020)

Not Due to Be Assessed This Year or Last Year

ENGL C245H Women's Literature: Honors (Effective Fall 2020)

Not Due to Be Assessed This Year or Last Year

**ENGL C249 Multi-Ethnic American Literature (Effective Fall
2020)**

Will Assess This Year

**ENGL C301 Technical Writing for Professionals (Effective Fall
2023)**

Not Due to Be Assessed This Year or Last Year

**ENSL C801 ESL: Reading and Writing for the Workforce
(Effective Fall 2023)**

Not Due to Be Assessed This Year or Last Year

**ENSL C802 ESL: Listening and Speaking for the Workforce
(Effective Fall 2023)**

Not Due to Be Assessed This Year or Last Year

FREN C101 Elementary French I (Effective Spring 2023)

Will Assess This Year

FREN C110 Elementary French II (Effective Fall 2024)

Not Due to Be Assessed This Year or Last Year

LATN C101 Elementary Latin I (Effective Spring 2023)

Not Due to Be Assessed This Year or Last Year

LATN C102 Elementary Latin II (Effective Spring 2023)

Not Due to Be Assessed This Year or Last Year

LATN C201 Intermediate Latin I (Effective Fall 2013)

Not Due to Be Assessed This Year or Last Year

LATN C202 Intermediate Latin II (Effective Fall 2013)

Not Due to Be Assessed This Year or Last Year

SPAN C100 Basic Conversational Spanish (Effective Spring 2021)

Not Due to Be Assessed This Year or Last Year

SPAN C101 Elementary Spanish I (Effective Fall 2025)

Will Assess This Year

SPAN C102 Elementary Spanish II (Effective Fall 2025)

Not Due to Be Assessed This Year or Last Year

SPAN C171 Intermediate Conversational Spanish (Effective Fall 2020)

Not Due to Be Assessed This Year or Last Year

SPAN C180 Spanish for Heritage Speakers I (Effective Fall 2025)

Will Assess This Year

SPAN C182 Spanish for Heritage Speakers II (Effective Fall 2025)

Will Assess This Year

SPAN C211 Hispanic Cinema (Effective Fall 2024)

Will Assess This Year

Outcomes Assessment: Results of Last Year's Assessments

Outcomes Assessment: Missed Targets

Program Review

Name: English and Foreign Languages

Year of Last Program Review

2020

Actions Taken in the Prior Year to Address Strategies

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.

The department plans to increase the number of AA-T graduates by drawing more students into the program and monitoring their progress, to be accomplished with strategies like 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: Created tri-fold for program and placed with counseling.
2. Pathways: Designed and printed student-friendly pathways and disseminated on campus and with counseling.
3. Events: Faculty representation at CC Rocks, High School Career Day, and Fifth Grade "I'm going to College" day.
4. Dual Enrollment: ENGL C101, ENGL C102, ENGL C141, ENGL C211, ENGL C235, and SPCH C101 are now offered as dual enrollment at high schools in the service area, including Mammoth, Burroughs, California City, Boron, Mojave, Kern Valley, Tehachapi, and Cesar Chavez.
5. Tehachapi Campus: Transferred one full-time English faculty member and hired a selection of adjunct faculty.

6. Prisons: Now offering ENGL C141 in addition to ENGL C101, ENGL C102, and SPCH C101 at Tehachapi CCI.
7. Budget: Now budgeting for creative marketing and requesting marketing support from college.

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

Description

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

Steps Taken

1. More Faculty: Two full-time and five adjunct instructors now teach for the program at Tehachapi CCI.
2. Regular Offerings: Consistently running ENGL C101, C102, and C141 at Tehachapi CCI.

2-Year Strategy 2: SLO Assessment Discussion

Description

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

Steps Taken

1. Schedule: Department has developed its own internal SLO assessment schedule for all courses.
2. Discussion: Department now addresses SLO assessments at regularly-scheduled departments meetings at least once per semester.

Strategies Still to be Addressed

1. Disseminate tri-fold in prisons.
2. Look for opportunities to re-integrate more English courses in the prison, such as the previously-offered ENGL C231, C232, C241, C242, C245, C249.
3. Continue scheduling discussion of SLO assessments.

Last Year's Initiatives

Name: Complete AA-T Pathways

Action Plan

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

Lead Measure of Success

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

Lag Measure of Success

Pathways launched and readily available for student and advisor use.

Initiative Status

Completed

Summarize actions taken on this initiative

Department faculty acquired training, consulted counseling, drafted, revising, completed, and submitted all program maps to the college.

Name: Create a ZTC English AA-T Pathway

Action Plan

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

Lead Measure of Success

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

Lag Measure of Success

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

Initiative Status

In Progress

Summarize actions taken on this initiative

The department is in the process of completing this multi-year initiative and will continue to work with faculty to prepare courses for ZTC Pathway launch by Fall 2026.

Initiatives for Next Academic Year

Create a ZTC English AA-T Pathway

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

The ZTC English AA-T Pathway initiative directly addresses the department's ongoing efforts to mitigate equity concerns as outlined in this AUP.

1. Create and submit grant money budget (done)

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

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

The chair has taken the following steps:

1. Agreed upon the budget
2. Drafted the ZTC pathway and submitted to Open Educational Resource Initiative (OERI)
3. Identified needed courses and reached out to potential faculty for participation
4. Attended several OERI events bringing participating community college faculty together for collaboration.

Do you request help developing these instruments? N

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

Successful launch of pathway.

Person Responsible

ZTC Grant faculty lead

What unit gap or institutional goal does this address?

It addresses a Strategic Plan goal or objective; It addresses a gap in student equity; It addresses a 2- or 5- year program review strategy; It addresses a Guided Pathways practice

Create a ZTC Spanish AA-T Pathway

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Action Plan

The ZTC Spanish AA-T Pathway initiative directly addresses the department's ongoing efforts to mitigate equity concerns as outlined in this AUP.

1. Create and submit grant money budget (done)
2. Identify participating faculty and courses (in process)
3. Attend ZTC conference or workshops (done)
4. Revise and align Spanish courses to ZTC standards (in process)
5. Pass courses through POCR review for best practices and accessibility alignment (in process)
6. Identify non-Spanish degree courses that align with ZTC (in process)
7. Draft and revise pathway (in process)
8. Launch pathway for student use Fall 2027 (in process)

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

The chair has taken the following steps:

1. Agreed upon the budget
2. Drafted the ZTC pathway and submitted to Open Educational Resource Initiative (OERI)
3. Identified needed courses and reached out to potential faculty for participation

Do you request help developing these instruments? N

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

Launch of pathway.

Person Responsible

ZTC Grant faculty lead

What unit gap or institutional goal does this address?

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

Dual Enrollment Onboarding

Is this a multi-year Initiative?

Specific Action Steps to be Taken

Action Plan

Onboarding of dual enrollment (DE) faculty poses a certain set of challenges; as high school faculty, DE instructors are employed by the K-12 system while simultaneously teaching Cerro Coso college courses. The department onboards all adjunct and DE faculty with an early introduction to resources such as Faculty 411 and other college resources; however, DE faculty also require additional discipline-area support over and above what may be offered through traditional onboarding. With this initiative, the department proposes a clearer structure for onboarding, sharing of resources, and connection of dual enrollment faculty.

1. Step 1: Create a Canvas Shell for all dual enrollment faculty to access resources, connect with each other, and share best practices.
2. Step 2: Create and curate items such as policies, procedures, how-to's, teaching resources, campus student resources, book suggestions, sample syllabi, assignments, rubrics, discussion forums, free online @ONE courses for Canvas skills development, and more.
3. Step 3: Launch resource and invite instructors.
4. Step 4: Monitor, develop, and revise as needed.

This is a multi-year initiative consisting of resources that will require continued monitoring, revision, and development.

This initiative will include a budget request.

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

1. DE faculty enrollment and usage numbers.
2. Anonymous feedback survey to gauge usage and suggestions.

Do you request help developing these instruments? Y

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

Person Responsible

What unit gap or institutional goal does this address?

It addresses a Strategic Plan goal or objective

Professional Development

Is this a multi-year Initiative?

Specific Action Steps to be Taken

Cerro Coso English Department Convening

Action Plan

The department will host its convening, typically biennially, in order to ensure all instructors are holding students to the same general standards. After Fall 2026, the next will be hosted Fall 2027. The department posts this event in its AUP to mark it as a continually-scheduled event.

Convening sessions will include but not be limited to the following elements:

1. Norming session: Reviewing and revising grading rubric; reading/scoring sample student essays; discussing and evaluating results
2. Artificial Intelligence as a serious challenge to academic integrity in English courses
3. SLO Assessment and results
4. Best practices of the discipline area
5. Departmental and college policies
6. Equity and inclusion
7. Dual Enrollment (DE) and particular needs of the DE instructors and students
8. Zero Textbook Cost (ZTC) and the ZTC English AA-T pathway

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, convenings must involve all English faculty, including adjunct and dual-enrollment members. Therefore, the department will continue requesting funding of stipends and travel reimbursement to encourage faculty to participate and will schedule sessions at a day and time most advantageous to participation.

Annual Building Bridges Conference

Building Bridges is committed to serving as a major vehicle of professional development among English, ESL, and Reading faculty.

Current participants include faculty from Bakersfield College, CSU Bakersfield, Cerro Coso, Porterville College, Taft College, the American Language Institute at CSUB, and Kern High School District. BBC provides college and high school English, ESL, and reading teachers opportunities to connect with publishers and colleagues, attend breakout sessions on a wide range of topics, and share teaching successes with each other and is the main professional development opportunity for English faculty in our service area.

The department encourages all of its faculty, including adjunct and dual enrollment instructors, to attend this event.

Each participating college supports Building Bridges with a \$2000 institutional contribution.

To encourage attendance, the department is also requesting \$1000 for travel (appr. 10 faculty).

Action Plan

Sizeable amount of department faculty attend the 2026 event.

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

Attendance and completion of events.

Do you request help developing these instruments? Y

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

Person Responsible

Chair

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity;It addresses a 2- or 5- year program review strategy

Added Support for AI Detection and Academic Integrity

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

Bolster current AI-checking resources with new tools to help combat the exponentially-increasing cases of AI usage by students in our English courses. Since English, unlike any other discipline

concentrates predominantly on the written composition of its students, a two-pronged approach to additional resources is needed: in addition to integration of Copyleaks into Canvas, a subscription service such as Originality.ai will supplement current systems, increase detection accuracy for English instructors, and support academic disciplinary actions with further, concrete evidence.

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

24-25 and year-to-date cases reported by CC English Faculty *

- **Suspected AI in 24-25:** 148 total; average of 13.5 per respondent
- **Suspected AI in 25-26 to date:** 105 total; average of 9.5 per respondent (on pace for surpassing previous year)
- **Cases reported for disciplinary action in 24-25:** 14 total; average of 1.3 per respondent
- **Cases reported for disciplinary action in 25-26 to date:** 17 total; 1.5 on average per respondent

* These numbers were collected via an email poll. Out of 24 polled, 11 responded. A higher response rate would likely yield higher numbers.

Do you request help developing these instruments? Y

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

Faculty usage numbers; faculty review of usefulness of resource.

Person Responsible

Chair

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective; Other. Explain below
Cultivating faculty support and academic integrity.

Requested Resources

#9 Professional Development: Dual Enrollment Onboarding

Is this a one-time request or an on-going request? One-Time

Amount Requested \$600

Is this request supported in your initiatives or elsewhere? Yes

The "Plan Initiatives for Next Academic Year" section of this AUP provides specifics on this request.

Description/Explanation

Funding Request Explained

SCA for responsible faculty to create and launch resource: \$30 per hour not to exceed 20 hours.

Funding Requested = \$600

Once the initial resource is created, future years will require funding for maintenance.

Monies directly support new DE Onboarding initiative.

Supporting Facts/Data

Onboarding of dual enrollment (DE) faculty poses a certain challenges, requiring additional discipline-area support over and above what may be offered through traditional onboarding. With this initiative, the department proposes additional helpful structures, resources, and connection opportunities to complement and bolster information within Faculty 411.

Impact on the Department/Unit

DE faculty make up 14/32 or 44-percent of English and Foreign Languages faculty as a whole, and current trends point to continued growth of DE. DE faculty comprise a substantial number of our instructors, and the college is obligated to support them.

Impact on Operational Efficiency

A large portion of FTE's come from the college's growing dual enrollment program; therefore, supporting DE faculty and students is an essential financial investment for the college.

#10 Marketing: Creative Marketing Strategies

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$1000

Is this request supported in your initiatives or elsewhere?

None

The English and Foreign Languages 2020 "Action Plan for 5-Year Strategy 1" within the Program Review.

Description/Explanation

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 will work with its dean and the Marketing Department to develop a strategy and will continue to request support from the college to implement the resulting strategy.

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

Supporting Facts/Data

English Major Declarations (excluding excused withdrawals):

- 2019-20: 89
- 2020-21: 92
- 2021-22: 82
- 2022-23: 88
- 2023-24: 70
- 2024-25: 88

English AA-T Graduation Rate:

- 2019-20: 10
- 2020-21: 5
- 2021-22: 11
- 2022-23: 4
- 2023-24: 5
- 2024-25: 8

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

Impact on the Department/Unit

Strong 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.

Impact on 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.

#18 Other Needs: Added Support for AI Detection

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$5000

Is this request supported in your initiatives or elsewhere?
None

This AUP's plan initiatives for next academic year.

Description/Explanation

The Department has voted to request this much-needed support to assist with management of the ever-increasing cases of AI abuse from students in English courses. The requested monies are for two key subscriptions:

- **Originality.ai Enterprise Subscription (a stand-alone service):** 12 month: \$1639
- **Copyleaks Canvas LTI Integration:** 12 month: \$3300 estimated (cost information unknown, to be supplied by admin/DE)

Read about Originality.ai Enterprise here: <https://originality.ai/pricing>

Read about Copyleaks Canvas Integration here: <https://copyleaks.com/learning-management-systems/canvas-plagiarism-checker>

Regarding Originality.ai: Since an important part of the English instructor's job to verify authorship of student work, and since AI has made this nearly impossible, English faculty--out of all college faculty in particular--are in need helpful tools to support their work. Currently, Turnitin AI is the only official service supported, yet Turnitin at times shows false negative AI usage when such usage is clearly evident and flagged by alternative checkers. A **stand-alone**, AI-focused service such as Originality.ai will increase accuracy of detection and bolster evidence when faculty present such cases to suspected students and report to the college.

About Copyleaks: Since AI is being used throughout a Canvas course, including in journals, discussions, exams, and other Canvas-specific assignments, integrated AI-checking is needed that will easily and automatically scan through any Canvas-specific writing assignment. Copyleaks **integrated LTI** service will assist English instructors with checking these day-to-day writing tasks, helping to reduce the growing demand on time such cases are making.

Supporting Facts/Data

24-25 and year-to-date cases reported by CC English Faculty *

- **Suspected AI in 24-25:** 148 total; average of 13.5 per respondent
- **Suspected AI in 25-26 to date:** 105 total; average of 9.5 per respondent (on pace for surpassing previous year)
- **Cases reported for disciplinary action in 24-25:** 14 total; average of 1.3 per respondent
- **Cases reported for disciplinary action in 25-26 to date:** 17 total; 1.5 on average per respondent

* These numbers were collected via an email poll. Out of 24 polled, 11 responded. A higher response rate would likely yield higher numbers.

Impact on the Department/Unit

Added management tools for mounting cases of inappropriate AI usage.

Impact on Operational Efficiency

Increased efficiency using a fully functioning subscription service and an integrated Canvas LTI rather than the more limited free versions on which we currently rely.

Faculty Position Requests

Communications

Locations

Ridgecrest/IWV

Justification

Summary Rationale

The Department of English and Foreign Languages is requesting a full-time IWV-based Communications faculty hire with Rising Scholars and Online load expectations to teach several existing core curriculum COMM C1000 sections and develop a Communications program.

The Communications degree is a popular option for students throughout the state; indeed, a simple Internet search shows that most CCC's offer such a degree, yet currently, due to Cerro Coso's lack of such a program, interested students within our service area must look elsewhere for their education, including to our sister colleges BC and PC, both of whom offer Communications AA-T and Certificate of Achievement (COA) pathways.

Hiring a discipline area specialist to spearhead the creation of a Communications program will allow the college to attract more students in its service area, keep up with statewide student demand, contribute to enrollment growth, and allow the college to offer another transfer pathway for its students. An added benefit of this hire is the freeing-up of teaching load for English full-time faculty who currently teach most COMM sections, enabling them to offer more sections of core curriculum English courses such as ENGL C1000 and C102 in addition English additional program-specific courses.

Current and Past Enrollment

For the past three years, the department has averaged the following COMM C1000 (the only current COMM course) section numbers per semester:

- 4 online
- 1.3 IWV
- 3.4 Rising Scholars

Given that COMM C1000 is a core curriculum course, sections across all sites are typically well-enrolled and rarely, if ever, under capacity.

Further, according to immediate past and current section numbers, the need for more COMM sections is on the rise. In Fall 2025, the department added three more last-minute sections for a total of six online sections in order to serve waitlisted students. This ballooning section amount is taxing our current roster of adjunct COMM instructors and full-time English faculty who take on additional overload to cover the need.

Serving Mission and Strategic Goals

As a core course fulfilling essential Gen Ed and Cal-GETC requirements, COMM C1000 speaks to the college's mission of providing transfer preparation, and since Communications courses teach students to critically analyze ethical dilemmas, practice honest and inclusive communication, and engage meaningfully with a variety of communities, Communications programs also speak to the college's mission to "develop ethical and effective citizenry" (Cerro Coso Mission).

Additionally, establishment of a Communications program speaks to Goal 4 of the college's 2025-30 Strategic Plan to innovate instructional offerings through "new program creation" (Goal 4).

Capacity and Potential

In addition to local and online pathways, a Communications degree is a natural fit for Rising Scholars students seeking a rewarding degree within the prison system. After the initial goal of program creation is achieved, the next step will be expanding the program into the prison system.

Cost and Revenue

In Fall 2025, roughly 105 students on waitlists would not have been served had the department not added three new sections of COMM C1000. A new faculty member could lead to a new program, new classes, and an expanding set of pathways for growth and additional revenue for the college.

Accompanying Data

1. Size of wait lists in the discipline

Average for past three academic years: 38

Waitlists by year:

- 22/23 Year: 13.0
- 23/24 Year: 54.0
- 24/25 Year: 48.0

2. Department productivity, previous year

$\text{FTES/FTEF} = 458/34.1 = 13.43$

3. Number of faculty currently in the department

7 full-time, all English faculty

4. Number of adjunct faculty

- 2 COMM-specific adjuncts
- 16 total for English and Foreign Languages

5. Number of certificates and/or degrees awarded, previous three years

- 2022-23: 5
- 2023-2024: 9
- 2024-25: 9

6. Core curriculum classes

COMM C1000 (Cal-GETC Area 1C - English Communication: Oral Communication;

Local Area D2 - Language and Rationality: Critical Thinking or Oral Communication)

7. CTE classes with workforce data (wage/high demand)

N/A

8. Number of students at first day and census, previous three years

Fall 2022-Summer 2025 (9 semesters)

- First Day: 9,151
- Census: 10,062

Classified Position Requests

No requests found.

English and Foreign Languages AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025	2025	2026	2027	Notes	Increase	If requesting increase of %5 or more			
						Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?	Operational Efficiency?
GU001	English & Foreign Lang	Outreach Materials	English		CI	\$ -	\$ -		\$ -		no				
GU001	English & Foreign Lang	Employee Travel	English		CI				\$1,000.00						
										Travel to annual Building Bridges Conference in Bakersfield.	Yes	AUP	Various faculty from around service area to Ridgecrest for Building Bridges; \$1000 travel (appr. 10 faculty).	Conference allows faculty to share ideas, to talk about good writing, and most importantly, to agree upon what instructors can do to support and encourage the writing success of our students. Impact: well-adapted, well-developed instructors. Topics addressed include equity and diversity, AI, best practices, online engagement, and other discipline area specific areas to support full-time, DE, and adjunct instructors.	Event brings faculty from various institutions together to share innovations and best practices and addresses subjects such as grading efficiency/accuracy and teaching that will help CC instructors to deliver content in a more efficient and effective manner.
GU001	English & Foreign Lang	Employee Travel DO	English		CM	\$ -	\$ 441.48		\$ 685.00		no				
GU001	English & Foreign Lang	Employee Travel DO	English		CS			\$ 1,000.00	\$ 1,000.00		no				
GU001	English & Foreign Lang	Employee Travel DO	English		CB				\$ 185.00		no				
GU001	English & Foreign Lang	Employee Travel DO	English		CK			\$ 143.00	\$ 150.00		no				
GU001	English & Foreign Lang	Employee Travel DO	English		CI	\$ -	\$ -	\$ 685.00	\$ 710.00		no				
GU001	English & Foreign Lang	Employee Travel DO	English		CT				\$ 200.00		no				
GU001	English & Foreign Lang	FoodMeetings	English		CI				\$ 273.00		no				
GU001	English & Foreign Lang	Institutional Dues/Memberships	English		CI	\$ 2,500.00	\$ 2,000.00	\$ 5,200.00	\$ 5,200.00	Building Bridges Conference	no				
GU001	English & Foreign Lang	Institutional Dues/Memberships	Other Gen Institutional Support Srv		CI			\$ 3,000.00	\$ 3,000.00		no				