

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.

Spanish

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

French

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.

ASL

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.

English

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.

Spanish

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.

French

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

Course Revision of ENGL C101

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

Learning Center Department AUP for Academic Year 2024-2025 October 2023

Describe Department/Unit

Connection to College Mission

The Learning Assistance Center (LAC) is an academic support department that provides students with learning support services that are necessary to grow understanding, confidence, and success.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

The LAC continues to offer Math and Writing Labs, peer tutoring, Embedded Tutoring, and Net Tutor as academic supports for our students. No actions were taken in the last year.

The LAC provides learning support services for various subjects, online and in-person. The equity gaps associated with the LAC's services pertain mostly to access to supports, or those who choose to utilize services.

During the 2022-23 academic year, the populations that the LAC served that are disproportionate to the total makeup of the college are as follow:

- **First Generation** students made up 27.2% of LAC service usage while the same population makes up 33% of the total population (-5.8%).
- **Hispanic/Latino** students made up 45.7% of LAC service usage while the same population makes up 48% of the total population (-2.4%).
- **Economically Disadvantaged** students made up 24.9% of LAC service usage while the same population makes up 27.3% of the total population (-2.3%).
- **Female** students made up 51.9% of LAC service usage while the same population makes up 54.1% of the total population (-2.3%).

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

The LAC made no major adjustments due to outcomes assessment in the past year.

Unrelated to outcomes assessment: the LAC recognized fewer tutor requests being submitted. To simplify the process of requesting a tutor, the LAC introduced a webform in place of the Navigate process. The webform is available in the LAC Canvas Page.

Outcomes Assessment: Results of Last Year's Assessments

SLOs for EDUC C805 are scheduled to be assessed in the Fall 2023

AUOs for the LAC are scheduled to be assessed in the Spring 2023.

Child Development Department
AUP for Academic Year 2024-2025
October 2023

Describe Department/Unit

Connection to College Mission

The mission of the Child Development Program at Cerro Coso Community College is to provide a comprehensive educational program preparing early childhood professionals for careers that foster the growth, development, and learning of young children. The program values equity and is responsive to the interests, aspirations, and capabilities of students. The AS-T Degree in Child Development prepares students for careers in child development, early care and education, psychology, human and social services, administration of programs for children, and related human development fields. Students completing this major fulfill the educational requirements to apply for a California Child Development Permit, as well as for teaching in Early Learning and Care programs licensed by the California Department of Social Services. (Child Development Advisory Committee 9/14/04, revised 10/25/12, revised Spring 2015, reviewed November 2019, revised April 2022)

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

During the 2022-2023 academic year we made small, but continued success in retention and success gaps. The following bulleted items connect to student retention and success:

- Completed Program Review.
- Piloted Associate Teacher COA in Spanish. First cohort completed with 92% success.
- The department now consists of four full-time faculty and seven adjunct faculty who routinely teach. The department now widely represents students in our program and continues work to build meaningful connections.
- In Fall 2022 the department made great strides in meeting the needs of our students and the ECE workforce in California by offering the Associate Teacher Certificate primarily in Spanish, via zoom.
- Added two new Master Teacher Specialization courses, CHDV C133 Trauma and Early Childhood Development and CHDV C233 Trauma-Informed Care in Early Childhood Education. These courses were built using zero cost textbooks and will be offered for the first time in Spring 2023.
- Revised Core 8 courses to reflect and include revisions made to the CAP 8 including new objectives, and topics in the outline.
- The department now has zero cost or OER textbooks for 21 out of the 24 courses. Adoption of OER textbooks for our Core 8, reduced textbook fees from \$1037 to zero cost. This directly benefits students working on an AS-T or Associate Teacher / Teacher Certificates.
- Collaboration with the CDC/Lab School is strong. Swivl and Zoom are used to connect our online students with teachers in the lab school, providing students an opportunity to virtually tour classrooms, and observe quality programming in action.

Data for this AUP is populated using the static sheets provided by the Office of Institutional Research. Data does not always match up with previous AUPs primarily because the previous numbers focused on students who are CHDV majors vs. the static sheets which report all CHDV Programs. We believe this includes students who are not CHDV majors, but who take the four GE courses, or other courses as electives.

Based on data provided by the VP of Instruction, the college's overall online retention is 85% and success is 70% . Child Development's overall and AS-T course online retention is 87% and success is 72% overall and 70% (AS-T courses). The department is on par with the college's overall retention and success.

Online	Retention	Success
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College Overall	85%	70%
CHDV Overall	87%	72%
CHDV AS-T Courses	87%	70%

The department has been closely watching several target demographics. The table below includes data from the 2021-2022 and 2022-2023 academic years.

Demographic	Retention 21-22	Retention 22-23	Retention Change
Male	72%	76%	+4%
Female	85%	85%	n/a
African American	77%	69%	-8%
Hispanic/Latino	86%	87%	+1%
White	83%	85%	+2%
First Gen	83%	83%	n/a
Econ disabled	82%	82%	n/a
Not Econ disabled	86%	88%	2%
DSPS	92%	83%	-9%
Not DSPS	84%	85%	+1%

The department is concerned by the change in retention for African American students. Due to data constraints (college wide online was not broken out) we are unable to compare since CHDV is completely online. It is worth noting a possible trend, noting a 16% drop between retention (86%) and success (70%) in collegewide data.

Retention may also be down due to continued fraudulent enrollments. Success rates have increased in all demographics, as identified in the table below.

Demographic	Success 21-22	Success 22-23	Success Change
Male	48%	56%	+8%
Female	69%	71%	+2%
African American	51%	52%	+1%
Hispanic/Latino	68%	69%	+1%
White	70%	76%	+6%
First Gen	64%	67%	+3%
Econ disabled	63%	64%	+1%
Not Econ disabled	72%	75%	+3%
DSPS	69%	73%	+4%
Not DSPS	68%	70%	+2%

The demographics below help us to understand who is enrolled in the program. The department has taken several steps to support students, particularly moving to zero cost textbooks and advocating for equitable cost (English vs. Spanish version) for students who choose to purchase a print copy.

As noted below, 47% of our enrollment is attributed to first generation students. In the 2023-2024 year Professor Frank Guevara will participate in a Cross Functional Inquiry Team (CFIT) related to first generation students. We look forward to exploring strategies identified by the CFIT.

Demographic	% total 20-21	% total 21-22	% total 22-23
Men	5.8%	5.7%	3.8%
Women	93.7%	93.3%	95.2%
African American	7.7%	5.4%	5.9%
Hispanic/Latino	44%	44%	52.2%
White	32.7%	37.6%	30.6%
First Gen	43.6%	44.7%	47.7%

Econ disadvantaged	35.7%	39.8%	43.3%
Not Econ dis.	64.3%	60.2%	56.7%
DSPS	1.7%	2%	2%
Not DSPS	98.3%	98%	98%

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

No SLO Assessments in prior year.

Outcomes Assessment: Results of Last Year's Assessments

Target Met?

Did Not Assess

No assessments are scheduled for this academic year. The department is submitting program review this year.

Target Met?

Yes

Outcomes Assessment: Missed Targets

N/A - No Outcome assessments.

Type:

SLO

Target Missed/Gap Detected:

N/A

Type of Gap:

Analysis and Plan for Improvement:

N/A

Anticipated Semester for Implementing Planned Improvements:

N/A

Anticipated Semester of Next Assessment:

N/A

Outcomes Assessment: Schedule of This Year's Assessments