



2016-17 ALUR Divisions (Planning Units)

LA Language Arts

I.A. What is the purpose of the unit and how does it contribute to the mission of Skyline College? (**Profile: Unit Purpose**)

Completed

Not Applicable

Narrative

The Language Arts Division's mission is to empower and transform a global community of learners through the development of critical communication skills.

The Language Arts Division provides a breadth of academic opportunities for students to enter at pre-transfer and transfer-levels to meet their educational goals including preparation for employment, transfer-level curriculum, or transfer to baccalaureate institutions. Services provided in the Learning Communities, English Language Institute, and the Middle College supplement the academic environment and provide a range of services to ensure student success.

I.B. Which programs or functions are contained within the unit? (**Profile: Programs**)

___ Completed

___ Not Applicable

Narrative

Function	Done in Collaboration with (leave blank if this function is not in collaboration with another unit)	Note if this is: development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services
Support student success in all division programs	Library—Information literacy Counseling, Social Sciences, SMT—Learning Communities Middle College—community partnerships, VPI office	Planning and leadership
Hire, evaluate and promote professional development of all division employees	District HR, CTTL	Planning and leadership
Provide support and resource allocation for all programs in division	VPSS, VPI	Resource development, planning
Coordinate the schedule of activities and classes for all division programs and services	VPI office	Planning and leadership
Ensure quality of programs through effective outcomes assessment measures and analysis	VPI, PRIE, IEC	Planning, leadership, advocacy
Develop strategic relationships with partners	Area school districts, schools, Accel network, SMCCD partners	Leadership, development, advocacy, planning

I.C. List the current service area outcomes for the unit. **(Profile: Service Area Outcomes)**

___ Completed

___ Not Applicable

Narrative

Department/Unit:		Language Arts	Date: 09-15-2017	
Assessment Facilitator:		Mary Gutierrez	Ext.4343	Email:gutierrezm@smccd.edu
Unit Mission Statement:		To empower and transform a global community of learners through the development of critical communication skills.		
Current year's assessment plan (2017-2018)				
Anticipated Service Area Outcomes (SAO): What are you trying to do, or what SAO are you planning to assess? NO MORE THAN 2	Assessment Methods: What assessment methods do you plan to use?	Timeframe: When Will Assessment Be Conducted and Reviewed?	Targets/Benchmarks: What is the minimum result, target, or value that represents success at achieving this outcome?	Use of Results: How do you anticipate using the results from the assessment?
1. Increase student success in Language Arts classes to 75% or higher	Compare 2017-18 success levels to previous years.	Summer 2018	Increase to 75% success rate	Determine which faculty need additional support, determine what student support services are needed, and continue professional development opportunities for faculty. Advocate for additional full-time faculty.

II.A. Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives. **(Analysis: Unit Effectiveness)**

___ Completed

___ Not Applicable

Narrative

College Goal	Strategy	Unit	Objective	Measurement Criteria	Update
1	1.1	LIT COMM ENGL	Expand online course offerings in literature, English, and communications.	Increase participation in CTTL; work with CTTL to increase capacity. Increase online courses	Additional faculty attended the Canvas training. We have a high-level ESOL course we need to submit the DE addendum for. We want to start creating hybrid options for some ESOL courses. We need to work with marketing to promote online and hybrid courses.
1	1.1	DIV	Increase interdisciplinary interaction in the division among faculty.	Interdisciplinary tenure committee. Division and program agendas.	Interaction among departments has increased. English faculty attended professional development conducted by ESOL faculty. Further, ESOL faculty have participated in the ENGL 105 Community of Practice. Faculty also serve on tenure review

					committees across departments.
1	1.1	DIV	Increase number of students starting English at the transfer level.	Meetings with high school and adult school partners. Align curriculum with adult schools and high schools to offer an alternative means to placement.	We have achieved this goal and are exploring additional multiple measures with high school equivalency exams and adult school ESOL exit tests.
1	1.1	DIV	Increase engagement of part-time faculty in leadership activities and professional development opportunities	Meeting minutes, assessment materials	PT faculty lead acceleration and portfolio initiatives. PT faculty also participate on various sub-committees within the Division. CoP can be used to increase leadership opportunities for adjunct faculty.
1	1.1	DIV	Increase communication and achievements within Skyline Shines.	Skyline Shines	LA increased Skyline Shines submissions.
1	1.1	MC	Admit third cohort of Skyline Middle College students	Successful opening of Skyline Middle College	The third cohort of Middle College was admitted.
1	1.1	ENGL	Refine online rhetoric text for use in all English composition classes and available for use college wide.	First version currently available. Final version available online by Fall 2015	Online rhetoric was adopted for use in 2014-15 and continues to be consistently used by the Department. We are continuing to refine it and expand sections of the rhetoric.
1	1.1	ESOL	Align ESOL offerings with Adult schools. Explore the	AB 86 agenda items	Alignment has been achieved and resulted in

			development of bridge programs.		automatic placement for Adult School students.
1	1.3	World Language	Support relationship with Design Tech High School.	Increase on-time concurrent enrollments in DTHS classes.	Solidify the relationship by having an onsite coordinator who facilitates cooperation between DTHS and the Department.
1	1.3	ELI	Increase outreach to area adult schools and high schools to increase ESOL matriculation.	Initiate new ESOL relationships in feeder high schools. Deepen relationships with adult schools.	Achieved and ongoing.

II.B. Describe the progress on service area outcomes, conclusions drawn, and expected use of results. (**Analysis: Progress on Outcomes**)

___ Completed

___ Not Applicable

Narrative

Service Area Outcomes	Conclusions Drawn	Expected Use of Results
1. Increase access to transfer level English.	The English Department has successfully increased access to transfer-level English as demonstrated by the reduced numbers of developmental English courses and increased number of first-semester transfer level courses.	The increase in access to transfer level English courses will help prepare the College to transition to the full implementation of Meta Majors. Additionally, the English Department will start the process of assessing both ENGL 100 and ENGL 105 to ensure both classes uphold appropriate academic standards for transfer level courses.
2. Increase student success in Language Arts classes to 75% or higher	The Language Arts Division did not meet the success rate benchmark of 75% or higher; the 2016-2017 overall success rate for Language Arts Division classes was 74.3%.	The Language Arts Division will identify which courses and professors need additional support and professional development to continue to increase the overall success rates in the Division.

II.C. Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues. (**Analysis: Unit Environment**)

___ Completed

___ Not Applicable

Narrative

a. Internal

i. Full-time Faculty Reassigned Time: The Language Arts Division has multiple FT faculty with reassigned time as they fulfill important leadership roles on campus, including Academic Senate, Curriculum Committee, Learning Community Coordination, College Success Initiative Co-coordinator, AFT Union leadership among other leadership positions.

ii. Acceleration Pedagogy: The English faculty continued to place a high priority on acceleration within the English program. The English faculty have conducted communities of practice to provide professional development and support for faculty teaching acceleration pedagogy for English 105. This has significantly increased the number of students beginning in transfer-level English.

iii. ASL: Growth in ASL has been substantial. The growth has drawn awareness to the need for a full-time ASL instructor to provide alignment and curriculum oversight and ASL leadership. There is a need to increase consistency in curriculum and promote communication and cooperation among the ASL faculty.

iv. Non-credit ESL: Ventures with Mexican HE institutions created a new need for non-credit ESOL courses for visiting students. In cooperation with Hospitality and Tourism ESOL faculty have produced curriculum and provided instruction within the local hotel industry and Bon Apetit. VESL partnerships with the Sector Area Navigator provide exciting opportunities for contextualized ESL.

v. Transfer-level English Courses: As a result of the acceleration and increased sections of ENGL 105, the English Department requires a greater number of instructors who have completed or are concurrently participating in the English 105 Community of Practice, which requires additional funds to support PT faculty participation as well as supplies and food.

b. External

i. AB-705: Assembly Bill 705 requires community college districts or colleges to ensure that students have a greater chance of entering and completing transfer-level English (and math) within one year by using one or more multiple measures: high school coursework, high school grades, and high school grade point average. The bill aligns with the multiple measures the English Department has already implemented.

ii. Middle College/ High school relationships: Relationships with South San Francisco, Capuchino, Oceana High School and Westmoor High School have resulted in the Middle College, alignment initiatives, and considerable concurrent enrollments. The Division continues maintaining the relationships and ensuring a successful enrollment process is a work-intensive undertaking.

II.D. Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box. (**Analysis: Unit Personnel**)

___ Completed

___ Not Applicable

Narrative

Position	Staffing Levels for Each of the Previous four years as of July 1				Anticipated total staff needed as of July 1					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
Administration 1.0 Dean 1.0 Middle College Director (2014 start)	1.0 FTE	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Classified Staff FT 1.0 division assistant 1.0 PSC (LA) 1.0 PSC (ELI) 1.0 Transition Coordinator (AEBG) 1.0 OAI (Middle)	1.0 FTE	2.0 FTE	6.0 FTE	7.0 FTE	7.0 FTE	7.5 FTE	7.5 FTE	7.5 FTE	7.5 FTE	7.5 FTE

College (2015 start)									
2.0 Retention specialist (2015& 2016 start)									
Classified Staff PT						0.5	0.5	0.5	0.5
Confidential Staff FT									
Hourly Staff				.25FTE	.25 FTE	.25 FTE	.25 FTE	.25 FTE	.25 FTE
Student Workers		1.5FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE
Faculty Reassigned FTE Full time		1.5FTE	2.0 FTE	3.37 FTE	4.8 FTE	3.8 FTE	3.8 FTE	3.8 FTE	3.8 FTE
Faculty Reassigned FTE Part time		0.0	0.0 FTE	0.0 FTE	0 FTE	0 FTE	0 FTE	0 FTE	0 FTE
Faculty FTE Full time		18.0 FTE	21.0 FTE	14.92 FTE	14.41 FTE	18.0 FTE	24.0 FTE	25.0 FTE	26.0 FTE
Faculty FTE Part time		20.3FTE	20.3 FTE	23.66 FTE	23.62 FTE	18.0 FTE	12.0 FTE	11.0 FTE	10.0 FTE
Total Full Time Equivalent Staff		44.3 FTE	51.8 FTE	52.70 FTE	53.58 FTE	51.55 FTE	51.55 FTE	51.55 FTE	51.55 FTE

III.A. Considering the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement. (**Reflection: Considering Key Findings**)

___ Completed

___ Not Applicable

Narrative

Strengths

- The Language Arts Division does an excellent job of providing leadership in major programs, committees, and initiatives across Skyline College. The Division has faculty who have leadership roles in Academic Senate; Meta Majors & Guided Pathways; multiple Learning Communities; Curriculum Committee; the College Success Initiative Committee; The Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee, and others.
- The Language Arts Division also does an excellent job of collaborating within the Division as well as across campus and within the community. The Division faculty serve on tenure review committees for other departments within the Division, on various college-wide committees, as well as major initiatives like Meta Majors & Guided Pathways. The Division has also done a great job working with local high schools and community partners to help more students successfully transition to the College.

Challenges, Opportunities, and Concerns

- The Language Arts Division faces a major challenge as a result of the leadership roles faculty perform at the College. The Division faculty have a significant amount of reassigned time to successfully fulfill their leadership responsibilities; this places a significant burden on the English Department and even more on the smaller departments like ESOL and Communications.
- The Language Arts Division has a concern about the number of full-time faculty and amount of reassigned time, which indicates a need to hire more full-time faculty in ESOL, Communications, and English to help the Departments spread the workload and enhance student support.
- The Language Arts Division has the opportunity to continue strengthening relationships with local high schools. This gives the Division the opportunity to continue growing Middle College, World Languages' partnership with Design Tech High School, and relationships between feeder high schools.

III.B. Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs. **(Reflection: Synergy)**

___ Completed

___ Not Applicable

Narrative

1. The Language Arts Division has a clear focus on student success; the Language Arts Division faculty demonstrate the overlapping strategies:
 - A focus on effective pedagogy through professional development and collaboration within each Department.
 - A focus on providing flexible course schedules so that students' needs can be most effectively met.
 - A focus on strengthening student retention and success, including underserved student populations.
2. The Language Arts Division has a clear need to increase Full-time faculty and staff to more effectively support students and the initiatives within each Department.

III.C. Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results? (**Reflection: Aspirations**)

___ Completed

___ Not Applicable

Narrative

Over the next 2-5 years, the Language Arts Division would like to accomplish:

- English Language Institute will develop a new name, marketing materials, and presence on campus and within the community to reduce confusion with Silicon Valley Intensive English Program.
- ESOL will continue work on alignment with Jefferson and South San Francisco Adult Schools.
- Communication will pursue additional full-time faculty to support the work of a large department with significant campus leadership commitments.
- English will pursue additional full-time faculty to support the work of a large department with significant campus leadership commitments.
- English will evaluate the effectiveness of English 105 and consider implications for English 100.
- World Languages will solidify its relationship with Design Tech High School.
- Journalism will expand course offerings in online and hybrid formats.
- Middle College will increase enrollment for 2018-19.

To accomplish these aspirations, the Language Arts Division will need:

- Support from the College and Marketing, Communications, and Public Relations office to provide enhanced marketing and materials for the English Language Institute.
- Support from the Division, College, and CTTL to provide and fund professional development opportunities as the Division works to further strengthen pedagogy and increase online and hybrid course offerings.
- Additional FT faculty to provide greater access for students to their professors and to compensate for the large amount of reassigned time for faculty leadership roles. This will allow the Division to continue providing excellent teaching and continue making connections with community partners and high schools.

IV.A. Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more Institutional Goals.

Need help? Contact the PRIE Office for further instructions. **(Strategy for Unit Enhancement: Action Plan and Resource Requests)**

___ Completed

___ Not Applicable

Associated Objectives

 [275-Equipment Needs](#)

 [273-Staff Needs](#)