

2018-19 Administrative Leadership Unit Review of Language Arts Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

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, ESL Connect, Adult-Education College and Career Educational Leadership (ACCEL), and the Middle College supplement the academic environment and provide a range of services to ensure student access and success.

I.B. Profile: Programs

Which programs or functions are contained within the unit?

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. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

Department/Unit:		Language Arts		Date: 06-03-2019	
Assessment Facilitator:		Chris Gibson		Ext.4343 Email:gibsonc@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 (2018-2019)					
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 2019-20 success levels to previous years.	Summer 2020	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, including scheduled professional development workshops for Division faculty. Advocate for additional full-time faculty.	

II.A. Analysis: Unit Effectiveness

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.

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 expanded online course offerings in English and Communication Studies. We submitted the DE addendum for a high-level ESOL course. ESOL faculty are currently working on creating course shells for levels 3, 4, and 5 grammar classes.
1	1.1	DIV	Increase interdisciplinary interaction in the division among faculty.	Interdisciplinary tenure committee. Division and program agendas.	Interaction among departments has increased. The Division faculty worked together on a student-centered syllabus template. 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 participate on various sub-committees within the Division and participate on college-wide committees. A PT faculty member leads the Adjunct Faculty Teaching and Learning Community, and PT faculty play a central role in Middle College. PT faculty have played roles in the English 105 Community of Practice. We also need to find ways to help more PT faculty participate in the Comprehensive College Redesign and other major initiatives at the College.
1	1.1	DIV	Increase communication and achievements within Skyline Shines.	Skyline Shines	LA increased Skyline Shines submissions and will continue to have a greater presence in Skyline Shines.
1	1.1	MC	Admit fourth cohort of Skyline Middle College students.	Successful continuation of Skyline Middle College	The fourth 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.	Revised version currently available in digital and print form.	Online rhetoric was adopted for use in 2014-15 and continues to be consistently used by the Department. An updated and revised version of the rhetoric is now available, and we will continue to refine and expand sections of the rhetoric. Working with the book store manager, the rhetoric is now bound so that students can rent and sell it back to the bookstore.

1	1.1	ESOL	Align ESOL offerings with Adult schools. Explore the development of bridge programs.	AB 86 agenda items	Alignment has been achieved and resulted in automatic placement for Adult School students. We just passed a Memorandum of Understanding (MOU), so we will need to monitor success of the program. We are continuing to strengthen outreach and partnerships with adult schools.
1	1.1	ENGL ESOL	Prepare for implementation of AB705	AB705 requirements	Plan for ENGL and ESOL adjusting course offerings and sequences to meet the requirements of AB705, which go into effect in Fall 2019 for English and Fall 2020 for ESOL, while also meeting our students' needs. English faculty participated in the AB705 convening with faculty from CSM and Cañada. We will hold a district wide convening for ESOL faculty to build off the work they have done in collaboration with faculty from the other two colleges.
1	1.1	ENGL ESOL COMM World Languages	Support and contribute to the GE structure in MMGP	Support the planning and implementation of GE coursework for MMGP	Increase faculty involvement in the GE work for MMGP; support PT faculty involvement in the GE work for MMGP. Some faculty have shown interest in the thematic bundles, and we will support their work within the thematic bundles.
1	1.3	World Language	Support relationship with Design Tech High School and	Increase on-time concurrent enrollments in DTHS and Terra Nova HS classes.	Solidify the relationship by having an onsite coordinator who facilitates cooperation between

			Terra Nova High School.		<p>DTHS, Terra Nova HS, and the Department.</p> <p>We no longer offer courses at DTHS and offered ASL classes at Terra Nova HS. We will expand our involvement in dual enrollment with World Languages classes at Terra Nova, Westmoor, and Jefferson High Schools.</p>
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. We have supported a number of outreach events in collaboration with ESL Connect and ACCEL and other campus resources.

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

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 and will not offer any developmental English classes starting in Fall 2019. This will allow the Department to be in compliance under AB705.	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 meet the success rate benchmark of 75% or higher; the overall success rate for 2017-2018 was 78.5% compared to 74.3% for 2016-2017.	The Language Arts Division will identify which courses and professors need additional support and professional development to continue to maintain the increase in the overall success rates in the Division.

II.C. Analysis: Unit Environment

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.

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, and the College Success Initiative Co-coordinator, among other leadership positions.
- ii. Professional Development: The Division meetings have incorporated professional development activities as part of the regular meetings. Though a number of meetings were impacted because of assessment and college-wide activities, the Division will continue to make professional development a key part of Division meetings. Further, the Division will begin ongoing professional development opportunities for full-time and part-time faculty.
- iii. ASL: Growth in ASL has been lost from previous years. ASL has been moved to Terra Nova High School with dual enrollment, which means that fewer community college students will need the LOTE/UC language requirement. One faculty member is interested in creating an online ASL course, and we will support him in the process of adding the DE addendum and prepping the course. The Division will offer an evening ASL class and will continue to work with MCPR to create awareness of ASL and other World Languages courses.
- 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 Appetit. Though the HTM courses did not continue for 2018-2019, we will begin the program again in Fall 2019.
- v. Transfer-level English Courses: As a result of the acceleration and increased sections of ENGL 105, the English Department has successfully completed the fifth cohort of the ENGL 105 Community of Practice and now has very few instructors who have not completed the CoP. We now need to explore further opportunities for faculty who completed the CoP to create sustained professional development opportunities that promote students retention, success, and persistence.

- vi. Journalism offerings: The Journalism Department is engaged in two efforts to help grow the program. First, we will offer our first online Journalism class in Fall 2019, which could provide an opportunity to offer more classes online in the future. Second, the Journalism faculty is exploring a certificate for Journalism as well.

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. ESOL students must complete transfer-level English within three years, which means the College will need to work closely with ESOL faculty to ensure students successfully meet this requirement. The English Department adopted the Chancellor's recommendations for placement and will be in compliance when AB705 is implemented in Fall 2019. ESOL faculty have worked on multiple measures and placement guidance to be ready for Fall 2020, when ESOL must be in compliance. The Division is working with the Disability Resource Center, the Student Equity and Support Programs, Math faculty, and the Learning Center to identify ways to support students and faculty with the full-implementation of AB705. The Division will also create ongoing professional development opportunities for English and ESOL faculty to provide the support for faculty teaching students with wider variety of skill levels.
- 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. Middle College is working with administration to identify potential opportunities for growth.

II.D. Analysis: Unit Personnel

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.

Narrative

Position	Staffing Levels for Each of the Previous four years as of July 1				Anticipated total staff needed as of July 1				
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Administration 1.0 Dean 1.0 Middle College Director (2014 start)	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 0.5 PSC (Learning Communities) 1.0 PSC (ESL Connect) 1.0 Transition Coordinator (AEBG) 1.0 OAI (Middle College (2015 start) 2.0 Retention specialist (2015& 2016 start)	6.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE
Classified Staff PT					0.5	0.5	0.5	0.5	0.5
Confidential Staff FT									
Hourly Staff		.25FTE	.25 FTE	.25 FTE	.25 FTE	.25 FTE	.25 FTE	.25 FTE	.25 FTE
Student Workers	1.5FTE	1.5 FTE	1.5FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE
Faculty Reassigned FTE Full time	2.0 FTE	3.37 FTE	4.8 FTE	4.74 FTE	3.8 FTE	3.8 FTE	3.8 FTE	3.8 FTE	3.8 FTE
Faculty Reassigned FTE Part time	0.0 FTE	0.0 FTE	0 FTE	0 FTE	0 FTE	0 FTE	0 FTE	0 FTE	0 FTE

Faculty FTE Full time	21.0 FTE	14.92 FTE	14.41 FTE	15.29 FTE		22.0 FTE	23.0 FTE	24.0 FTE	24.0 FTE	24.0 FTE
Faculty FTE Part time	20.3FTE	23.66 FTE	23.62 FTE	16.2 FTE		12.0 FTE	11.0 FTE	11.0 FTE	11.0 FTE	11.0 FTE
Total Full Time Equivalent Staff	51.8 FTE	52.70 FTE	53.58 FTE	46.98 FTE		49.55 FTE	49.55 FTE	50.05 FTE	50.05 FTE	50.05 FTE

III.A. Reflection: Considering Key Findings

Consider 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.

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; Comprehensive College Redesign; multiple Learning Communities; Curriculum Committee; the College Success Initiative Committee; The Stewardship for Equity, Equal Employment and Diversity (SEED) 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 the Comprehensive College Redesign. 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 Communication Studies.
- 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 English, Communication Studies, and ESOL 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; expanding World Languages course offerings with dual enrollment at local high schools; and relationships between feeder high schools.

III.B. Reflection: Synergy

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.

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 disproportionately impacted 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 the English and ESOL Departments.

III.C. Reflection: Aspirations

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?

Narrative

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

- ESOL will continue work on alignment with Jefferson and South San Francisco Adult Schools.
- English and ESOL 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 dual enrollment with local high schools.
- World Languages will offer online ASL courses.
- World Languages will create an interpreter certificate and align with San Francisco State University's program.
- Communication Studies will expand course offerings in online and hybrid formats.
- Communication Studies will successfully start and expand the forensics team.
- Journalism will expand course offerings in online and hybrid formats and create a Journalism certificate.
- ESOL will explore course offerings in online and hybrid formats.
- Middle College will increase enrollment for 2020-21.
- Create ongoing professional development for faculty across the Division, including online instructors.

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.



- Funding to support the forensics team for competition, travel, and other expenses.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

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.

Narrative

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

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Narrative

Objectives

[972-Budget Increase to Accommodate Cost of Magazine](#)

[968-Chrome Cart](#)

[971-Cloud Software for Journalism](#)

[961-Communication Studies Retreat](#)

[963-ESL Connect Office Assistant](#)

[967-ESL Connect Supplies](#)

[964-ESOL Outreach Staff](#)

[959-Forensics Team](#)

[962-Grad Tutor for World Languages](#)

[966-PACE Funding](#)

[969-Retention Specialist](#)

[973-Student Assistant for Journalism](#)

[970-Supplemental Instructors and Tutors for English](#)