

2019-20 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

The Language Arts Division includes five instructional departments, the Middle College at Skyline College, and the Learning Communities program. In addition, the Women's Mentoring and Leadership Academy was housed in Language Arts though it transitioned to the Strategic Partnerships and Workforce Development Division.

Journalism: The Journalism Department provides students with the opportunity to explore media and careers in media and related fields. The program also

publishes the award-winning Skyline View, the only student newspaper in the San Mateo Community College District. Further, it publishes the Viewpoint, a student led magazine, twice each academic year.

Communication Studies: The Communication Studies Department helps empower students through strengthening their public, group, and personal communication while also emphasizing critical thinking and information literacy. The program consistently has the strongest load and enrollment in the Language Arts Division as well as some of the highest success and retention rates.

English: The English Department includes both composition and Literature classes and gives students the opportunity to improve their writing, reading, and critical thinking skills through non-fiction and fiction texts. The program has effectively met the requirements for AB-705 and now only offers transfer-level courses.

English for Speakers of other Languages: The ESOL Department provides language acquisition instruction to students from our local high schools, international students, students from our local adult schools, and community members. Students in the program have the ability to take courses in listening and speaking; grammar; and reading and writing to prepare them for further course work at the college as well as improved facility with English.

World Languages: The World Languages Department offers courses in Spanish, Filipino, Arabic, Chinese, and American Sign Language and gives students the chance to learn the languages and cultures connected to each language. The program has offered courses in the dual enrollment program in Filipino, Arabic, and American Sign Language.

ESL Connect: ESL Connect serves ESOL students by connecting them to a variety of support services as students matriculate into the college as well as transitioning into transfer-level courses. ESL Connect also facilitates ESL Registration Day each semester to help students apply and enroll in the College, and it also works closely with high school outreach, assessment, counseling, and our local adult schools.

Middle College: The Middle College program provides local high school students with the opportunity to complete 11th and 12th grade at Skyline College while also completing college courses. The program has strong success and retention rates and provides a number of support services with dedicated counseling, retention specialists, and dedicated faculty for the program.

Learning Communities: The Learning Communities program supports the various learning communities at Skyline College so that students can enroll in culturally-based and interest-based cohorts. The Program Services Coordinator



provides support for the students and faculty who are involved with learning communities.

I.C. Profile: Service Area Outcomes

List the current service area outcomes for the unit.

Narrative

Department/Unit:		Language Arts		Date: 06-09-2020	
Assessment Facilitator:		Chris Gibson		Ext.4343	
Assessment Facilitator:				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	Literature Communication Studies English World Languages ESOL Journalism	Expand online course offerings as well as options for fully-online degrees.	Increase participation in CTTL; work with CTTL to increase capacity. Increase online courses	Additional faculty attended the Canvas training, and due to COVID-19, almost the entire Division will be Canvas trained. We have expanded online course offerings in English, Journalism, Communication Studies, and ESOL. We submitted the DE addendum for a high-level ESOL course. ESOL faculty taught the first fully-online grammar course and 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. English and ESOL had a joint meeting to discuss pedagogy, curriculum, and AB-705
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	We have achieved this goal and are still exploring additional multiple measures with high school equivalency exams and adult school

				and high schools to offer an alternative means to placement.	ESOL exit tests. We are also working with counseling and assessment to ensure ESOL students are properly placed.
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. PT faculty play a central role in Middle College. We also need to find ways to help more PT faculty participate in the Comprehensive College Redesign and other major initiatives at the College. As we lose some of the more active and stronger PT faculty to full-time positions at other institutions, we will need to continue to help PT faculty engage in department, division, and college initiatives.
1	1.1	DIV	Increase communication and achievements within Skyline Shines.	Skyline Shines	LA increased Skyline Shines submissions and still needs to continue to have a greater presence in Skyline Shines.
1	1.1	MC	Admit fifth cohort of Skyline Middle College students and expand enrollment.	Successful continuation of Skyline Middle College	The fifth cohort of Middle College was admitted, and we are currently in the transition as Dr. Jones retires. We will have an Interim Director for 20-21 and will need to explore how to engage Jefferson Union High School District to join the program.
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 lost our ACCEL coordinator in Fall 19 and will need to re-establish connections with the new ACCEL coordinator and local adult schools, which have been greatly impacted by COVID-19.
1	1.1	ENGL ESOL	Prepare for implementation of AB705	AB705 requirements	ESOL faculty have received reassigned time to work on placement and multiple measures to ensure we meet students needs and provide effective guidance. Both English and ESOL have met with their counterparts at our sister colleges to align efforts.
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 dual enrollment program.	Increase dual enrollment offerings.	This last year we offered Filipino, Arabic, and American Sign Language courses in the dual enrollment program. We lost our Filipino instructor in Fall 19, and our

					Arabic instructor has retired. Thus, we need to find new instructors to fill these gaps and expand our offerings for local high school students.
1	1.3	ESL Connecte	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. COVID-19 has significantly impacted our ability to do outreach though ESL Connect is working with Skyline's High School Outreach to work with local high school students.

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 did not offer any developmental English classes in 2019-2020. The English Department will need to continue working with ESOL as well as the Educational Access Center to provide additional support for students in both programs. English did adjust the multiple measures to place students with HS GPAs of less than 2.59 into 105.	The increase in access to transfer level English courses will help prepare the College to transition to the full implementation of Meta Majors. The English and ESOL Departments will need to continue refining assessment processes to ensure students are properly placed.
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 2018-2019 was 77.3% compared to 78.5% for 2017-2018. We will need to explore the reason for the slight decrease and review data to identify disproportionately impacted student populations, including the impact of increased online offerings.	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

○ Internal Factors:

- Full-Time 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.
- Online Instruction: The Language Arts Division is continuing to expand online offerings to meet student needs, including the ability to earn fully-online degrees.
- Comprehensive College Redesign: The College Redesign provides great opportunity for students to effectively and efficiently move through the institution to achieve their educational goals. The Division continues to work towards integrating into the Meta Major and has the opportunity to more fully engage in activities and programming connected to Arts, Language, and Communication.
- Forensics Team: The Communication Studies Department had its first successful Forensics season. The students were successful at each event and either won or placed at each competition. Funding was a challenge for this academic year, and Professor Lindsey Ayotte and the Forensics Team was awarded a President's Innovation Fund grant to continue making progress with the team to establish it in the forensics community.
- Middle College Director: Dr. Ray Jones, the Director of Middle College is retiring effective July 1, 2020, and we have begun the search for an Interim Director. We plan on starting the search for a permanent director in Fall 2020.

○ External Factors:

- AB-705: The English and ESOL Departments have been directly impacted by AB-705. For English, we are now in the early stages of assessing data after the first year of full-implementation. ESOL, scheduled to go into full implementation for Fall 20, is still facing challenges with placement and ensuring ESOL students are properly placed into ESOL and/or English.
- Enrollment: Two external factors are impacting enrollment, especially in ESOL: AB-705 and COVID-19. AB-705 has funneled more students into transfer-level English, and ESOL faculty are concerned that students who should be in ESOL classes are being placed directly into English. This emphasizes the need for improved placement processes for ESOL, which

the faculty have already piloted for Fall 20. COVID-19 has the potential to significantly impact ESOL enrollment in conjunction with decreased international student enrollment.

- 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	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Administration 1.0 Dean 1.0 Middle College Director	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 OAll (Middle College) 2.0 Retention Specialists (Middle College)	6.0 FTE	7.0 FTE	7.0 FTE	5.5 FTE	5.0 FTE	5.0 FTE	5.0 FTE	5.0 FTE	5.0 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	3.37 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	14.4 FTE	18.0 FTE	18.0 FTE	19.0 FTE	19.0 FTE	20.0 FTE
Faculty FTE Part time	20.3FTE	23.66 FTE	23.62 FTE	11.57 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	38.57 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.
- Communication Studies Enrollment: Communication Studies continues to be the strongest Department in both Load and enrollment. Many students are pursuing degrees in Communication Studies, and our student-ready faculty have generated interest and enrollment through excellence in instruction.
- 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.
- Online Instruction and Preparedness: With the transition under COVID-19, the faculty did an excellent job of transitioning to the online modality. Many of the faculty have already been Canvas trained and/or used Canvas as a regular part of their instruction, which made the transition smoother for students and faculty. The faculty who did not have Canvas training expressed a general interest and enthusiasm for learning more and engaging in the training in May and Summer 2020 to be fully prepared for Fall 2020.
- English and ESOL Collaboration: the English and ESOL Departments began concerted collaboration this year to better support students from both programs under AB-705. This foundation will prove useful not only as a way to provide student support under AB-705 but also as a means for further enhancing alignment between the programs.

- **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.
 - World Languages Program: Our World Languages program continues to have opportunities in expanding offerings and making progress on an interpreter program. We lost our Filipino instructor this year and have uncertainty as our Arabic instructor retired and Chinese instructor requested at least one semester off. This has a significant impact on the languages we can offer, and while we found an evening instructor for the Filipino classes, we need additional instructors for both Skyline College classes and our dual enrollment classes.
 - ESOL Enrollment: With the decrease in international students, COVID-19, and AB-705, the ESOL Department has concerns over decreasing enrollment. We are working with ESL Connect, Assessment, Counseling, and High School Outreach to address concerns over decreasing enrollment.

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

- 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.
- The collaboration between English and ESOL has created a solid foundation for the two Departments to work together more closely to support students within each program as well as to support students transitioning from ESOL to English courses.

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:

- The Division would like to transform the classroom spaces to meet current pedagogical needs; we have been able to transition one COMM classroom to remove desks and use tables as well as technology for recording student presentations.
- 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. This will be important as we have retirements and lose part-time faculty to full-time positions.
- English will evaluate the effectiveness of English 105 and consider implications for English 100.
- World Languages will solidify and expand its relationship with dual enrollment with local high schools.
- World Languages will offer online courses, including ASL and Spanish.
- World Languages will create an interpreter certificate and align with San Francisco State University's program.
- Communication Studies will continue to expand course offerings in online and hybrid formats and have a fully-online degree.
- Communication Studies will continue to support and lead the forensics team with an annual competition at Skyline College.
- Journalism will expand course offerings in online and hybrid formats and adapt Journalism courses and certificates to meet the needs of the evolving world of journalism and media.
- ESOL will continue to explore course offerings in online and hybrid formats.

- Middle College will increase enrollment and establish a partnership with Jefferson Union High School District.
- Continue 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 ESL Connect and the academic programs in the Division.
- 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.
- Establish ongoing funding to support the forensics team for competition, travel, and other expenses after the President's Innovation Fund expires.

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

The funding requests are rolled up from the individual Department APPs and CPRs, where you can find the information and narratives on each budget request. We will need to prioritize budget requests so that we can identify those which are most central to student success and learning. The COVID-19 impact will influence which budget requests are more pressing.

Associated Objectives

[1044-Budget Increase to Accommodate Cost to Print Magazine](#)

[1165-Classroom Furniture \(4-274\)](#)

[1166-Communication Studies Assessment Retreat](#)

[1119-Full-Time Faculty](#)

[1029-Hire adjunct faculty](#)

[1065-PACE Budget](#)

[1069-Reassigned Time for Placement Post-AB705](#)

[1042-Secure long-term viability of student conference participation through inclusion in CTE funding process.](#)

[1071-Student Assistant Funding](#)

Enhanced Budget with Objectives and Task Detail

[Enhanced Budget with Objectives and Task Detail](#)