



Administrative Leadership Unit Review (ALUR) Template for FY 2022-23

Date: 3/1/2022

Division: LA

Division Dean/VP: Gibson

Program(s) within your division: Communication Studies, World Languages, Journalism, English, English for Speakers of Other Languages

I. List the programs that fall within your Division.

Communication Studies, World Languages, Journalism, English, English for Speakers of Other Languages

II. Briefly describe any major changes to the Division or Programs' purview and functions during the past year.

1. **Middle College:** Middle College transitioned to the Strategic Partnerships and Workforce Development Division effective July 1, 2021.
2. **Transition to Campus:** As we transitioned back to campus in Fall 2021, we struggled to find faculty wanting to teach on campus; as we returned in January 2022, faculty and classified professionals had varying levels of comfort and concerns with the return. We did our best to support them and provide the District issued personal protection equipment.

III. Briefly describe the major challenges and achievements for your Division over the past year. ACHIEVEMENTS

1. **Forensics:** The Forensics team continued to have success as the students continued to participate and compete in the virtual modality. We supported the students in the program by securing classrooms for them during competitions; this allowed them to connect with their coach and teammates as well as have stable wi-fi.
2. **Partnerships:** The Division continued to maintain strong partnerships with programs on campus (Learning Communities, Promise Scholars, SPWD) in order to support students and explore new opportunities for teaching and learning. Further, we continue to coordinate across the District regarding scheduling and other division items.
3. **ESOL Course Offerings:** We transitioned almost all of the ESOL courses to late start with the exception of one ESOL 400. This allowed us more time to generate enrollment, which led to an increase in enrollment over Spring 21. We are also working on offering mirrored noncredit ESOL courses to serve our non-resident, immigrant, and refugee populations in our community; we hope to offer our first noncredit in Fall 2022.
4. **ESL Connect:** Mylene Foo and the student assistants in ESL Connect continued to provide full wrap-around support for potential students and worked diligently to bring in new students and keep current students enrolled in classes. The dedication and efforts of the ESL Connect team has been central to the increase in enrollment and student support as we transitioned back to campus in Spring 21.
5. **AB705:** English and ESOL faculty continue to work on supporting students and aligning across the District. ESOL faculty have created a guided self-placement for students and have partnered with counseling and assessment to allow students to complete the guided self-placement online.

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- 6. Leadership:** Language Arts faculty and classified professionals continue to hold major leadership roles across the campus, and this leadership did not falter with the virtual modality.
- 7. OER Texts:** Language Arts faculty continue to expand the use of OER textbooks and additional faculty are working on creating OER textbooks in order to increase access and affordability for our students. Faculty have already created, are in the process of creating, and/or using OER textbooks for ESOL, Spanish, Communication Studies, and Creative Writing.

CHALLENGES:

- 1. Transition Back to Campus:** The transition back to campus was a challenge for many faculty as well as students the Division supports. We faced lower enrollment in on-campus courses and were able to adjust by adding additional online sections, which filled quickly. A number of faculty also expressed concern and anxiety with the return though many of them indicated that they were happy to be back as they settled in.
- 2. Enrollment:** The Division continued to see decreasing enrollment with the sole exception of ESOL, which had a modest increase in enrollment.
- 3. ESOL Enrollment:** ESOL enrollment continues to be a concern despite the modest increase over Spring 2021. Our adult school partners were also significantly impacted by the pandemic, and we will be working on reinvigorating this partnership, especially as we begin to roll out noncredit ESOL courses.
- 4. World Languages Program:** We lost our Arabic and Chinese professors as they retired; both courses were experiencing challenges with enrollments. We are strategizing on which languages to offer so that we complement the offerings at our sister colleges.

IV. **List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College’s [M-V-V](#) and [Education Master Plan](#)?**

- 1. Success Rates:** Average 77% success rate for Language Arts classes. We saw a dip from 2019-2021 as Language Arts classes had an overall 72% success rate for 2020-2021. In order to achieve this goal, the Language Arts Division will need to work with faculty to identify teaching and learning opportunities and partnerships to strengthen and innovate the excellent teaching already done within the Division. This goal aligns with the M-V-V for “student success and equity” and “academic excellence.” This goal aligns with the Education Master Plan goals “1: Student Completion” and “2: Transformative Teaching and Learning.”
- 2. Program Expansion:** In addition to expanding online and hybrid offerings in general across the programs in the Language Arts Division, we will also focus on the following:
 - a. OER & ZTC Texts:** Expand the development and use of OER textbooks to increase the affordability of classes within the Division.
 - b. ESOL:** Expand non-credit offerings to level IV; we are offering our first non-credit offerings in Fall 2022 for level III ESOL classes and will need to put curriculum for level IV classes in this semester.
 - c. ENGL/LIT:** Continue to collaborate across the District to align course offerings to avoid duplication and to strengthen enrollment, particularly with face-to-face and online literature courses.
 - d. World Languages:** Expand languages offered by finding another Chinese and/or Arabic language instructor as well as exploring new languages, possibly Italian and French. We also want to expand our partnership with the Dual Enrollment program with additional language offerings. We did not offer American Sign Language this



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academic year in our Dual Enrollment program and would like to find a new instructor who can work well with the high school student population.

- e. **Communication Studies:** Transform the second Communication Studies classroom to a student-ready learning environment and consistently offer online courses to ensure that students have access to a fully online COMM degree.
- f. **Journalism:** Establish a Spanish-Journalism Certificate and explore the feasibility of Journalism in the Dual Enrollment program. Establish ongoing funding to support both the printing costs of the *Viewpoint* and student participation in Journalism conferences; we are currently working with the Foundation to secure ongoing funding to support student engagement at the statewide Journalism conference.
- g. **Forensics:** Institutionalize the funding for the Forensics program to support program growth and student participation in Forensics tournaments locally, state-wide, and nationally. We are working on hosting a forensics tournament sponsored by the NCFA (Northern California Forensics Association) so that we can eventually host our own tournament. This will create better visibility for our program as we continue to build it with the return to campus.

These goals align with the M-V-V for “open access,” “student success and equity,” “academic excellence,” and “community partnerships.” Further, these goals align with the Education Master Plan Strategic Goals “1: Student Completion,” “2: Transformative Teaching and Learning,” “3: Technology and Facilities,” and “5: Strong and Effective Community Partnerships.”

- 3. **Learning Spaces:** Create student ready classrooms by providing furniture and technology that allows students and faculty to engage in active learning. We have already transformed one classroom in building 4 and were in the process of collaborating with BEPP to transform one of the classrooms in building 8. This goal also aligns with the M-V-V for “student success and equity” and “academic excellence.” This goal aligns with the Education Master Plan goals “2: Transformative Teaching and Learning” and “3: Technology and Facilities.”

V. Using the boxes below, list the resource requests that the Division is moving forward for consideration. Please note that the resource requests should be in declining order of priority, as indicated in the upper left corner of each box. For each resource request, describe how it connects with your Division goals, and the potential consequences of not securing the requested resource. In sum, please explain why filling this request should be a priority for the College.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
1	ESL Connect Marketing	Other	ESOL	3500



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Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

This will allow us to continue and expand marketing for the ESOL program to help increase enrollment and do outreach with the community to support Goal #2.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	ESL Connect Student Assistant Funding	Student Assistants/Workers	ESOL & ESL Connect	12000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

ESL Connect is a very high touch operation. Our PSC, Mylene Foo, needs multi-lingual assistance in reaching out to prospective and current students. This is for things ranging from recruitment, to registration, to promoting student services, to reminding students of their needed SEPs, to retention services. These student assistants also essential for fielding calls, directing emails, drafting documents, working in SARS, and assisting students at the ESL Connect Office (in person and virtually). This request also aligns with Goal #2.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	ESOL Marketing	Other	ESOL	2000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

This request will allow the program to continue existing efforts in outreach to K-12 by expanding marketing to the San Bruno District through Peach Jar (their social media app for outreach to parents). This request aligns with Goal #2.



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Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	Journalism Budget Increase for Printing	Other	Journalism	3000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

This request is for an augmentation in its budget by \$2,932.99 to accommodate the increased in the cost of printing 2,000 copies of *Viewpoint* magazine, which is produced in the spring semester by JOUR 320/330/340/350/695 students. This also aligns with Goal #2.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5	Long-Term Conference Funding for Journalism Students	Direct Aid to Students	Journalism	14000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

The Journalism program has had to use funds from the marketing revenues to support student attendance and engagement at the major Journalism conferences. As the sole Journalism program in the District, it is essential that our students get to experience the professional learning and growth at the conferences. This request aligns with Goal #2.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
6	Communication Studies Classroom Furniture	Renovation/ Designated Space	Communication Studies	40000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.



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This request will allow the Communication Studies program to continue exploring culturally relevant pedagogies by designing classroom spaces that support these pedagogies and allow for more student engagement and participation. This aligns with Goals #2 & 3.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
7	Communication Studies Classroom Neat Boards	Equipment	Communication Studies	10000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.

This request will allow the program to successfully offer Communication Studies courses, as well as support the Forensics team and WMLA, in hybrid and hyflex modalities, we need to add technology to our classroom spaces. This aligns with Goals #2 & 3.

If you have additional resource requests, please copy and paste new boxes below, and be sure to update the priority ranking.