Mission: The English Department affirms the college's commitment to the belief that reading and writing are central to any student's education. Writing is a fundamental means of developing critical thinking, communicating ideas, comparing cultures, understanding experiences, arguing positions, reevaluating beliefs, celebrating creativity, and exploring the limits of the self. Our aim is to offer students not only a chance to build specific skills, but also the opportunity to experience the value of those skills in a context of challenging academic dialogue.

Description: The department consists of five distinct areas: Composition, Literature, Creative Writing, Journalism, and the Writing and Reading Success Center (WRSC).

The Composition Program offers students lower division courses required to complete the Associates Degree and for transfer to four-year colleges and universities. Additionally, the department offers courses essential to the development of reading, writing, and critical thinking, skills students need to succeed in transfer-level college courses, in the completion of certificates, and in the workplace.

The Literature program serves two distinct purposes: 1) It provides students with two choices for a standard second-semester general education requirement option (currently, English 2 and English 4), and 2) It provides English majors and minors, as well as non-majors, with a variety of lower-division literature courses, ranging from traditional surveys of historical periods and/or genres to special topics such as women's literature or mythology. The language and literature sequence as described in the curriculum guide prepares students for baccalaureate study in English, Comparative Literature, and Liberal Arts.

The Creative Writing program gives students an opportunity to practice the craft of creative writing in a workshop-based atmosphere and familiarizes them with the process of publication and appropriate markets in a variety of forums. The Creative Writing sequence as described in the curriculum guide prepares students for baccalaureate study in English, Comparative Literature, and Liberal Arts, and prepares students for possible publication opportunities.

The Journalism program offers students lower division courses required to complete the Associate's Degree and for transfer to four-year colleges and universities. Additionally, the program offers courses essential to the development of reading, writing, and critical thinking, skills students need to succeed in transfer-level college courses, in the completion of certificates, and in the workplace.

The Writing and Reading Success Center provides Supplemental Learning Assistance for English 801 A/B and English 105. Additionally, the WRSC provides supervised tutoring in English and Reading for all students studying any subject across campus.

Summary of Access (see Help for details): All English programs have increased access to course offerings since 2011-12. Access was level at the LAC campus--where classroom space is minimized--but increased at the PCC campus as well as online.

Summary of Efficiency (see Help for details): English Department efficiency increased from 2011-12 to 2013-14. While English FTEF WSCH increased 8% in the same years (12,420 to 13,500), all English WSCH increased 16% (41,456 to 49,248).

Summary of Effectiveness (see Help for details): While Average Retention in English courses increased from 2011-12 to 2013-14 by 4%, Average Success decreased overall by 3%. Thus, in 2011-12, the difference between Retention and Success was 12%, whereas in 2013-14 the difference rose to 19%.

Summary of Equity (see Help for details): From 2011-12 to 2013-14, the gender gap lessened in English Unduplicated Enrollment from 14% more females to only 8%. In the same years, Ethnic Unduplicated Enrollment increased 9% to mirror more closely college and community demographics.

Additional Analyses (Optional): Regarding decreased Effectiveness, the beginning of this decrease coincides with the year that Promise Pathways alternative placement was initiated and increased along with the continued use of this assessment and placement pilot. While this assessment pilot has certainly allowed a small percentage increase of capable students to lessen their time to succeed in transfer level English composition, it has also had a very detrimental impact on many more students in all courses (not just English 1) since it sends many more less prepared students into classes they are unprepared to take. Since the alternative placement model places students into English 1 even though their likelihood of success may be as low as 50-60%, this model assumes that it will continue to produce inefficiencies of 30-40%. Much more careful study and more thorough data is required in order to provide a meaningful and more prudent analysis for all students affected by such assessments, and we must have further conversations about the role reading assessment plays in our placements.
Because the Educational Master Plan targets 15% of students to complete transfer-level English in their first year, and given that in 2012-13, only 11.7% of students met this mark; and using the same assessment measure in place from 2014-15, we will need to increase the number of sections of English 1 offered by about 30% in order to make it possible for us to reach that target. But increasing English sections to obtain such a number makes less sense than revising the assessment measures to place students more carefully and sensibly at the same time as we, as an English Department, continue to innovate with our Curriculum, develop support through the Writing and Reading Success Center, develop and expand early alert programs, and expand our Compressed course offerings.

**Internal Conditions (see Help for list):** Staffing: Recent hires of four full-time English faculty members has helped to bring the FON closer in line to the 75:25 ration. While we feel that it will be important to hire more full-time English faculty in near-future years, we feel that the tremendous growth in numbers of full-time faculty and having 7 probationary faculty to train and acclimate merits our focus on evaluation and training of these faculty. At the same time, the Journalism program is in dire need of one full-time faculty hire due to the fact that only one full-time faculty member has been obligated for the past 7 years with all of the work in this program. For the Journalism program to grow and develop and to meet the needs of an ever changing and important transfer program, it is vitally necessary that we hire a full-time Journalism instructor for 2014-15. Equally important will be to hire a full time faculty member as Instructional Specialist to run the Writing and Reading Success Center where new curriculum, coursework, and Supplemental Learning and tutoring will be developed in coming years.

Enrollment: Because of the extreme increases in hiring of hourly Adjunct instructors (we have hired 20+ instructors every year since 2011-12) to meet the college demands to garner FTES as well as provide more access to students to important Basic Skills and transfer level English courses, the English Department requires more support and training for new and continuing Adjunct Instructors.

Facilities: Inadequate office space for adjunct instructors continues to be a problem for the English Department. The need for office space and adequate office technology--telephones, computers, and basic office equipment such as copiers--has not been addressed since growth in Adjunct hires began in 2011-12. Equally, classroom space at the LAC campus has become a severe problem for English classes at optimal class hours. The English Department has only eight rooms propertied to English and three classrooms/labs propertied to Journalism at LAC. While English was provided more and adequate classrooms at the PCC campus for the 2015 spring semester, classroom space at the LAC campus will remain problematic for us to be able to meet the demands of students who need classes during the morning and mid-day hours. Even though we maximize the use of classrooms through offering Friday and Saturday only classes as well as classes during evening hours, we have found that the majority of students on waiting lists for classes during morning and mid-day hours will not or cannot take the Friday or Saturday only classes nor the evening class offerings. In order for us to meet more demand for morning and mid-day class offerings, we will need at least ten more classrooms propertied to us for the morning and mid-day hours.

**External Conditions (see Help for list):** The passage of legislative funding for education, new grant possibilities, and other external factors have and are impacting the work of the English Department. While many of these factors have led to growth in access, retention, as well as faculty hires and some clerical support, a greater worry has arisen based on the larger percentage difference between retention and success. Decrease of success in relation to the increase of retention has been seen for the effect it is having in classroom teaching needs--instructors having to adjust teaching practices and curriculum in order to address less prepared students--while more students are being less successful in their first semesters of taking English courses. It is essential that the English Department work with Administration to revise and refine the pilot Assessment project implemented in 2012-13 in order to more productively place students into English courses that will allow students to be successful in their English coursework. As an additional refinement of this process, the English Department must also focus on its present curriculum and course sequencing. Rather than implementing haphazardly and without planning and foresight such endeavors as PENGL (Promised Pathways English)--which is, incidentally, a very time and work intensive project that will be very difficulty to scale and reproduce for a large population of students--it will be more essential and productive that English faculty continue to develop programs in coursework (five-week intersession preparation and development courses, Writing and Reading Success Center curriculum and support practices, etc.) that will be scalable and sensible. Focusing attention on more sophisticated and reliable student placement into English courses as well as more productive and manageable support programs will be essential to students' success for years to come in English courses.

**Faculty & Staff:** Twenty-eight (28) full-time faculty

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Eighty-five (85) adjunct faculty (approximate, fluctuates depending on semester). This number may increase, but it is important that we hold the number to a manageable number that can be trained and supported adequately in years to come.

Three (3) classified staff- two (2) for English at 105% combined, and one (1) for journalism at 100% (seeking an increase in this position from 10 to 12 months beginning July 1, 2015).

One (1) Writing and Reading Success Center Lab Coordinator (100% at 11 months but seeking 12 months to begin 2015-16), and one (1) Instructional Aid (45%) and seeking an additional Instructional Aid.

**Names & Titles of Dept Planning Participants:**
Natalie Burgess, Sheng-Tai Chang, Jason Casem, Geneva Chao, Berlyn Cobian, Jeff Epley, Anthony Gargano, Nicole Glick, Lisa Fitzgerald, Christina Guillen, Diane Gunther, Jennifer Liddell, David Lipton, Pat McKeon, Kathryn McMurray, Kirsten Moreno, David Morse, Darya Myers, Allison Pop, Jennifer Nellis, J-Son Ong, Velvet Pearson, Rodney Rodriguez, Karen Rose, Margaret Shannon, Anthony Starros, Jeff Wheeler, Laura Wheeler

**2011-2012 Accomplishments:**
The English Department has been fully compliant with Routine Review for 2011-2012.

The Department has also recently begun to hold a series of informational and training meetings regarding the Department's goal to refine and improve its use of SLOs. These meetings are being held at both the LAC and the PCC campuses.

We have also stationed two full-time faculty at the PCC campus in fall semester 2012, will be adding a third full-time instructor there in spring 2013, and will be holding regular Department training and coordinating meetings at both the LAC and PCC campuses.

We have recently met our Title V obligations to remove repeatability for this 2012-2013 academic year.

Professor Allison Pop attended and co-presented a session at the Curriculum Institute, July, 2012.

The English Majors and Minors Club president, Toney Acero, published his first collection of poetry and held a reading at the Baum Center. He dedicated the book to several of his professors at Long Beach City College.

Professors Allison Pop and Margaret Shannon provided numerous workshops on Writing the Personal Statement for UC.

Two of our English majors presented papers at the Community College State Honors Conference at UC-Irvine in April, 2012.

One of our English Majors has been selected to be this year's Student Trustee to work with the college's Board of Trustees.

Professor David Morse has continued his important work with the State Academic Senate. Included in his accomplishments are the following: Elected for a second term of Secretary for the Academic Senate for California Community Colleges (ASCCC); Chair of ASCCC Curriculum Committee; Co-Chair of Chancellor's Office System Advisory Committee on Curriculum; Statewide lead for English discipline in Course Identifier (C-ID) system; Lead Writer on ASCCC paper on class size and limitations.

The Journalism Program also has continued its excellence in achievement: Viking photo adviser and Journalism lab technician Jim Truitt earned the college's top employee award as an Outstanding Colleague before retiring in June 2012; LBCC Journalism students successfully transferred to CSULB, Fullerton, Dominguez Hills, UC, Santa Barbara and other universities; every seat in every Journalism class was filled in fall 2011, spring 2012, and fall 2012; Viking newspaper and City magazine students won 53 awards from the Journalism Association of Community Colleges in fall 2011, spring 2012, and fall 2012, including general excellence for both the newspaper and magazine each semester; student Benjamin Diaz earned a Dow Jones Newspaper Fund internship at the San Francisco Chronicle after training in Austin, Texas; Alumna Jillian Sederholm became the social media editor for Newsday Long Island in New York; Alumna Anne Roberts' book, "Soul Food for the 21st Century," was published after editing by faculty member Patrick McKeen; Journalism faculty members welcomed Board of Trustees members, CCA leadership and various other Long Beach City dignitaries as guest speakers in Journalism classes; Viking editors toured the LA Times in summer 2012; students Grace Orozco and Clara Cordeiro earned the college's highest honor, the Viking Award, in 2011-12; LBCC Journalism students earned the Front of the Class Awards, Outstanding Journalism Awards, Samuel Bendix Memory Magazine Student Awards, Dr. John Fylpaa Student Life Journalism Awards and Cees Kendall and Mac McKeen memorial scholarships in December 2011 and May 2012; Journalism students and faculty welcomed hundreds of 4th graders as part of the Long Beach Promise throughout the 2011-12 year; students visited USC's Journalism program on Saturdays in 2011 and spring 2012; Students Alex Campbell, Tonia Ciancanelli, Michelle Bond and Benjamin Diaz attended the American Copy Editors Society national convention in New Orleans, L.A. during their Spring Break; professor Patrick McKean was a speaker at Millikan High School's Career Day in May 2012; Viking newspaper editors
visited the Associated Student Body Cabinet meeting in fall 2011 and spring 2012 to foster better relations between the student press and student government.

**2012-2013 Accomplishments:** The English Department and Journalism Program has been fully compliant with Routine Review for 2012-2013.

The English Department worked with Administration and Institutional Effectiveness to pilot a new Assessment project based on multiple measures for incoming students in the Promise Pathways program.

**2013-2014 Accomplishments:** The English Department and Journalism Program has been fully compliant with Routine Review for 2013-2014.

The English Department implemented a pilot program of Compressed English courses in which students are able to take and complete two English Composition courses in one semester. This first year of Compressed course offerings focused on students taking one of three sequences: English 801A to 801B; English 801B to English 105; and English 105 to English 1. For spring 2015, we plan to expand these offerings in order to increase the student samples and more fully judge the success of students taking these courses.

The English Department developed PENGL courses (Promised Pathways English) for students in the Promised Pathways program who showed statistical promise to persist but less clear skills to succeed. These courses provided for an additional assessment on the first day of classes, smaller class size, with greater potential for students to succeed at either the English 105 or English 1 class level in their first attempt.

The English Department piloted a series of Brown Bag training and Faculty Professional Development offerings. We found great success in attendance at all of these offerings among both full-time and adjunct instructors. For 2014-15, we have planned a more robust and focused series including offerings on Assessment, Compressed Course analysis, College Services, grade norming and syllabus alignment, and many more vital professional development topics.

Outreach: The English Department implemented the first phase of Outreach to students for its Literature and Creative Writing Programs. A Creative Writing and Literature Brochure explaining the programs and their affiliate Transfer Degree components was composed and distributed to students across the English course offerings. Additionally, a listing and description of related course offerings for the coming semesters has been created and distributed for each future semester to be distributed along with the Brochure. This is a first phase of Outreach to students in order to increase awareness of the benefits of those programs to students in their educational goals and to increase the numbers of students taking these courses and also choosing Creative Writing and/or Literature for their Associate Degree for Transfer.

Faculty and Classified staff in the Writing and Reading Success Center have collaborated on refining and devising the Supplemental Learning Assistance Curriculum for English 801 A/B and English 105. Additionally, faculty and staff continue to work together to develop new methods of delivery of this curriculum in the form of Workshops, Directed Study Groups, and other potential new methods of delivery for all students in English courses.

Professor Jason Casem developed a three-hour Workshop series for the Success Centers that is being piloted at the PCC campus. This series is a focused attempt to provide students with skills and behaviors when faced with brainstorming, organizing, and writing essays.

City magazine and Viking newspaper students both earned numerous honors from the Journalism Association of Community Colleges for state and regional competitions. They also were honored by the Associated Student Body. Numerous students gained Front of the Class Awards, scholarships and other recognition at the fall, spring and summer awards events.

Chris Villa welcomed hundreds of fourth-grade students as part of the Promise Pathways program. He and Patrick McKean also reached out to 30 high school newspaper and yearbook advisers and visited three high school classrooms in an effort to recruit students to LBCC.

Newspaper and news website adviser Patrick McKean again was named a winner of the “extra mile” award for volunteer efforts for helping to organize the Journalism Association of Community Colleges state convention in Burbank and the regional conference at CSU Fullerton.

Full-time faculty member Patrick McKean was selected as the Rouche award winner from among more than 1,000 LBCC faculty
members and attended a national conference in Anaheim in April. He also attended a conference in New York City on numerous journalism topics including social media.

The Journalism Program is receiving final approval for a new course, Social Media in Journalism, Journalism 40, and continues to urge approval of a second magazine writing course, Journalism 7.

Journalism lab technician Chris Viola successfully wrote grants to obtain funding from the California Newspaper Publishers Association and the LBCC Foundation.

The Creative Writing Program has continued to offer and develop both open-mic nights in the Marian Sims Baughn Center for Literary Arts as well as to support guest writers to present their writing achievements to students, faculty, and the LBCC community.

The English Department combined the Jacaranda and Drury Awards for Creative Writing projects in order to provide for more submissions to these award ceremonies. The outcome of this ceremony created a well-attended and celebratory atmosphere in the May awards ceremony.

The Creative Writing Program has continued and extended its series of Open Mic and visiting authors series for 2014-15. This series continues to be a very vital and dynamic program involving students, faculty, and the community at large to provide a forum for presenting new and continued works developed within and in relation to LBCC's Creative Writing Program.

The English Department maximized classroom usage space in the P-Building and also provided other forms of access to students needing English courses: Friday- and Saturday-only courses, more evening courses, and increased offerings at the PCC campus in Literature and all composition courses.

The English Department has placed four full time faculty at the PCC campus to provide more access to students and staff at PCC to full time faculty. The Department Head has also provided weekly office hours at the PCC campus to more fully participate in PCC campus Master Plan needs as well as to be more accessible for on demand needs.

The English Department increased offerings in its introductory Creative Writing course (English 26) from one per semester to three per semester, as well as increased English 2--the Introduction to Literature--offerings from two courses to at least five per semester. These offerings also included offerings at the PCC campus. These increased offerings have also been instrumental in increasing enrollments and offerings for next level Creative Writing and Literature courses.

English faculty exemplify an impressive presence on various College committees and in numerous service programs: Sheng-Tai Chang became CCA Rep in spring 2014; Darya Myers has become ASLO Rep fall 2014; Rodney Rodriguez and Darya Myers are LAC Reps on Academic Senate; Jeff Wheeler participated on Routine Review; Allison Pop continues in her position in Curriculum as Course Evaluation Chair and on Routine Review; Anthony Starros continues in his seat with the Distance Learning Task force; Berlyn Cobian was appointed to serve on the Institutional Resource Development Advisory Committee; Nicole Glick continues her work with Enrollment Management; Lisa Fitzgerald continues to lead Assessment design for English; Diane Gunther--upon returning from her sabbatical--replaced Velvet Pearson as Grievance Chair for CCA; Velvet Pearson is on sabbatical for this year working on a project to increase student success in basic skills; Jennifer Nellis continues her work with the CCA PAC; David Morse continues his work on the state level as president of the ASCCC; Karen Rose continues her work with the Phi Beta Capa student society; Laura Wheeler continues to teach from and revise her grammar book developed during her 2012-13 sabbatical project specifically for LBCC students; Jeff Wheeler spent numerous hours as Faculty Co-Chair for the Accreditation Steering Committee to accomplish the final drafting, writing, and faculty awareness campaign of the Self-Evaluation Report for Accreditation; Darya Myers continues as Puente English instructor; Margaret Shannon continues to support students in Puente, STAR and many other writing projects; Jason Casem continued his work as principle STAR instructor; Velvet Pearson is acting as C-ID Reviewer; Allison Pop is the new Primary Reviewer for English Curriculum, 2014-15; Allison Pop was the faculty co-chair for the Standard IIA category on the LBCC Accreditation Self-Evaluation Report while Jeff Wheeler, David Morse, and Rodney Rodriguez also served on subcommittees and wrote significant portions of this report; Nicole Glick was appointed by the State Academic Senate and the Chancellor's Office to the Online Education Initiative's Basic Skills Task Force; Rodney Rodriguez was also appointed by the ASCCC to the California Assessment Initiative English/Reading Task Force.
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<tr>
<th>Projects/Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>Dept_Plan - English - Refine and Revise English Pilot Assessment - Refine and revise the English Pilot Assessment begun in 2012-13 to more sensibly and effectively place students in English Composition courses in order that students will be likely to succeed in first attempts at English courses. EMP GOAL supported (hold CTRL to select multiple)*: EQUITY - A. Student Success</td>
<td>Resources: Faculty Stipends</td>
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<tr>
<td>Start Date (use 8/1/year - see help text): 08/01/2015</td>
<td>Itemized Description of Resources: Four faculty stipends of $500 each (Ten hours per stipend at $50 per hour contingent on deliverables) to study and research the most effective multiple measures for revising the 2012-13 English Alternative Assessment Pilot.</td>
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<td>End Date (use 7/31/year - see help text): 07/31/2016</td>
<td>Resource Requested Category: Other (please provide details in &quot;additional comments&quot; section)</td>
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<tr>
<td>Project/Strategy Status: NEW</td>
<td>Estimated Cost: 2000</td>
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<td>Rationale: Because of the growing disparity between student retention and success in English courses, it is imperative that the English placement procedure based on the Alternative Placement introduced as a pilot in 2012-13 be revised to more carefully and sensibly place all students in English course levels in which they will be challenged but have probable chances for success. Responsible Parties: Vice President of Academic Affairs, Vice President of Student Services, Vice President of Institutional Effectiveness, Dean of Language Arts, English Department Head</td>
<td>Additional Comments: These will be one-time stipends provided to four qualified English full time faculty to assist in researching both internal and external data toward making data-based recommendations to improve the English Assessment Pilot.</td>
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<td>Campus supported by this goal/project/strategy: Both</td>
<td>School/VP Decision re Resource Needed: NEW</td>
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<td>Specify if project/strategy is for dept or program: Department</td>
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<td>Name of program or area of concentration: English Department</td>
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<td>Other Area impacted by this goal/project/strategy: Institutional Effectiveness</td>
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<tr>
<td>Dept_Plan - English - Writing and Reading Success Center Instructional Specialist Replacement - Hire a new Instructional Specialist Full Time faculty member to manage the operational, curricular, and pedagogical functions of the Writing and Reading Success Center. EMP GOAL supported (hold CTRL to select multiple)*: STUDENT SUCCESS - C. Quality of Academic Resources: Full Time Faculty Hire</td>
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<tr>
<td>Success Center Instructional Specialist Replacement - Hire a new Instructional Specialist Full Time faculty member to manage the operational, curricular, and pedagogical functions of the Writing and Reading Success Center. EMP GOAL supported (hold CTRL to select multiple)*: STUDENT SUCCESS - C. Quality of Academic Resources: Full Time Faculty Hire</td>
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<tr>
<td>Itemized Description of Resources: Full Time Faculty Hire to Run the Writing and Reading Success Center for both the English and the Reading Departments. (Please see Reading Departments plan for complimentary request.)</td>
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<td>Resource Requested Category: New Positions (Faculty, Classified, Division)</td>
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* Please note that the EMP GOAL supported and the Responsible Parties are marked for the corresponding entries.
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<th>Programs and Services</th>
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<td><strong>Start Date (use 8/1/year - see help text):</strong> 08/01/2015</td>
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<td><strong>End Date (use 7/31/year - see help text):</strong> 07/31/2016</td>
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<tr>
<td><strong>Project/Strategy Status:</strong> NEW</td>
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**Rationale:**
The Writing and Reading Success Center (WRSC) hired an Instructional Specialist in 2008 to create and run the WRSC in its new creation from the previous Writing and Reading Center. Both the English and Reading Departments have an interest in having this important hire actualized for the 2015-2016 academic year given that both Departments' faculty members—who have had a hand in managing the WRSC (Rodney Rodriguez from English in 2008-2012, and Jennifer Rodden from 2012-2014)—have accepted positions of supervision and management in other realms of their department and college, respectively. Both the English and Reading faculty feel that a new Instructional Specialist hire with the qualifications to help support the continued work of the WRSC but also the need to facilitate smart and effective innovation is essential to the WRSC as it develops to support Long Beach City College's and its students' educational goals with respect especially to Reading and Writing skills.

**Responsible Parties:**
Vice President of Academic Affairs, Dean of Language Arts, English Department Head, Reading Department Head,

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
English Department and Reading Department

**Other Area impacted by this goal/project/strategy:**
Faculty Professional Development

#### Dept_Plan - English - Journalism Program

**Growth and Development - Hire one new Journalism full time faculty member to fortify support for Journalism Program's Growth and Development.**

**Resources:**
- Full Time Journalism Faculty Hire
- Itemized Description of Resources: Full Time Faculty Hire

**Resource Requested Category:**

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<td>EMP GOAL supported (hold CTRL to select multiple)*: STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
<td>Faculty Replacement Positions</td>
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<td>Estimated Cost: 100000</td>
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<td>Project/ Strategy Status: NEW</td>
<td>School/ VP Decision re Resource Needed: NEW</td>
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**Rationale:**
The Journalism Program has had only one full time faculty member for the past seven years to manage the important development of this program. Given the fast moving changes occurring in the world of Media and Journalism, and given the need to both invigorate and fortify the Journalism Program during this time of information exchange, it is vitally important to bring in another full time faculty member to the Journalism Program for the 2015-2016 year.

**Responsible Parties:**
Dean of Language Arts, English Department
Head, Journalism Coordinator

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Program

**Name of program or area of concentration:** Journalism

**Other Area impacted by this goal/project/strategy:** Faculty Professional Development

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<tbody>
<tr>
<td>EMP GOAL supported (hold CTRL to select multiple)*: STUDENT SUCCESS - B. Student Goal Attainment</td>
<td>Dept_Plan - English - Propertied Access to Classrooms - Gain access to ten (10) LAC classrooms during morning and mid-day class hours to reduce wait lists at this important demand time.</td>
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<tr>
<td>Start Date (use 8/1/year - see help text): 08/01/2015</td>
<td>Resources: Ten (10) LAC classrooms propertied to the English Department during morning and mid-day hours.</td>
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<td>End Date (use 7/31/year - see help text): 07/31/2016</td>
<td><strong>Resource Requested Category:</strong> Buildings and/or space not part of 2020 Unified Master Plan</td>
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<td><strong>Estimated Cost:</strong> 0</td>
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<tr>
<td>Rationale: Given that the English Department has</td>
<td>School/ VP Decision re Resource Needed: No funding needed</td>
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maximized its present propertied classroom space at both the LAC and PCC campuses, but also given that the majority of students on wait lists continue to need morning and mid-day class start times, it is essential that ten more classrooms be allocated to the English Department for morning and mid-day classroom usage in order to meet the demand of student scheduling needs.

**Responsible Parties:**
Vice President of Academic Affairs, Vice President of Institutional Effectiveness, Dean of Language Arts, Office of Academic Services and Scheduling

**Campus supported by this goal/project/strategy:**
LAC

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
English Department

**Other Area impacted by this goal/project/strategy:**
Facilities

| Dept_Plan - English - English Classroom Technology Enhancement - Install computers, doc cams, projectors, and new screens in P-Building classrooms. | **EMP GOAL supported (hold CTRL to select multiple)**:  
EQUITY - A. Student Success  
EQUITY - B. Equitable Student Access  
RESOURCES - C. Facilities and Technology Plans  
STUDENT SUCCESS - A. Student Preparedness  
STUDENT SUCCESS - B. Student Goal Attainment  
STUDENT SUCCESS - C. Quality of Academic Programs and Services |
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<tr>
<td><strong>Start Date (use 8/1/year - see help text):</strong> 08/01/2014</td>
<td><strong>End Date (use 7/31/year - see help text):</strong> 07/31/2015</td>
</tr>
<tr>
<td><strong>Project/ Strategy Status:</strong> In Progress</td>
<td><strong>Rationale:</strong> The technology readiness and condition of most Building P classrooms is not only embarrassing and unsafe for students and faculty but most</td>
</tr>
</tbody>
</table>

**Resources:**
New media equipment

**Itemized Description of Resources:**
To upgrade seven Building P classrooms with new technology, the English department requests seven (7) Dell laptops, seven (7) Document Cameras/Visual Presenters, seven (7) Multimedia Projectors with HDMI connections, seven (7) Projector screens, seven (7) Control units and housing cabinets, and seven (7) guest connections for HDMI and VGA cables.

**Resource Requested Category:**
New equipment

**Estimated Cost:**
250000

**School/ VP Decision re Resource Needed:**
Dept still requests funding
Projects/Strategies

<table>
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<tr>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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</table>

importantly impedes institutional goals. English department faculty use and reliance on technology has been increasing rapidly over the past few years. As a result, more faculty members are requesting multimedia carts for use in Building P classrooms, which has resulted in safety concerns for students and faculty. First, the cord which to plug in the multimedia cart is a tripping hazard. Even if the cord is tapped down, the bump still presents a possibility for a stumble or fall. The Building P rooms are small and multimedia carts are large enough to obstruct the point of exit for a row of students, which may violate the fire code. Not only are the multimedia carts large but also cumbersome to roll from class to class. Many faculty members use a multimedia cart for more than one classroom a day, so they must roll the cart from class to class. The current overwhelming demand has also resulted in storing unsecured carts in classrooms, hallways, and the English department office. In addition to the multimedia cart issues, most projector screens in Building P classrooms do not stay down and spring back with such force that could result in injury. Not only is it embarrassing to continuously try to pull down a projector screen until it sticks, the screens hang so far off the wall that they create a physical barrier to instruction. Once a faculty member pulls down a screen, he or she is either trapped on one side near the podium or restricted by the screen to teach from the podium.

Installing updated media in all P Building classrooms will reduce the above problems and provide greater ease for instructors and students to employ present pedagogical methods based on present technologies.

Responsible Parties:
Dean of Language Arts
Campus supported by this goal/project/strategy:
LAC
Specify if project/strategy is for dept or program:
Department
Name of program or area of concentration:
English Department
Other Area impacted by this goal/project/strategy:
Facilities
If Other select above, please specify:

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IITS

Dept_Plan - English - Composition Program
Oversight - 1. Provide 50% release time to one full time faculty member to oversee faculty teaching in the Composition sequence courses English 801, 105, 1 and 3.
2. Form a committee comprised of full-time and adjunct faculty members who regularly teach English 801, 105, 1 and 3 to oversee faculty teaching in these courses. Provide Stipends to compensate committee for Oversight duties.
3. Develop increased oversight in English 801, 105, 1 and 3 courses through an ongoing review of syllabi, textbooks, assignments, grading standards, and assessment strategies in order to develop department norms and best practices.
4. Review syllabi, textbooks, assignments, grading practices, assessment strategies, and Writing and Reading Success Center activities in order to develop department norms.
5. Collect and evaluate placement and SLO data for all students in English 801, 105, 1 and 3.
6. Oversee and evaluate the practices of adjunct faculty via the faculty review process.

EMP GOAL supported (hold CTRL to select multiple)*:
COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Start Date (use 8/1/year - see help text):
08/01/2015
End Date (use 7/31/year - see help text):
07/31/2016

Project/ Strategy Status:
In Progress

Rationale:
In order to maintain the integrity of the Composition program and to support student success in the Composition sequence, this Committee with provide curricular, faculty professional development, and general support to all instructors teaching courses in the sequence. At comparable institutions, a faculty

Resources:
Release time for three full time faculty members.
Itemized Description of Resources:
50% release time for one faculty member from full-time teaching load to lead the endeavor.

Resource Requested Category:
Faculty Replacement Positions
Estimated Cost:
24000
Additional Comments:
$24,000 per semester for adjunct faculty to replace release-time class.

School/ VP Decision re Resource Needed:
NEW

Resources:
Stipends, adjunct faculty
Itemized Description of Resources:
Ongoing training program to achieve composition sequence quality and consistency.

Resource Requested Category:
Department-wide Training or Professional Development beyond what is normally available
Estimated Cost:
10000
Additional Comments:
Estimated 5000 to 10000 per academic year, depending on amount of stipend and how many participants.

School/ VP Decision re Resource Needed:
NEW
member is assigned the responsibility of coordinating training and norming sessions in order to assure common standards in each of these four courses that are taught by dozens of different faculty members. The assigned faculty would be responsible for reviewing course syllabi, textbooks, assignments, grading standards and SLO assessment strategies and for coordinating the development of standard rubrics and assignment models for the courses.

Continuous training and assessment must be fostered among all faculty to improve and ensure the consistency and quality of the composition sequence. Continuing to train new full time and adjunct faculty and to enhance the professional capabilities of veteran instructors continues to be a challenge, given the lack of pay for adjunct office hours and professional development. Maintaining standards is becoming even more challenging with the sudden rise in course offerings from 2011-12 to 2013-14. Contingency plans must be formulated to intervene and assist less-successful students before mid-semester, to assist students who ultimately are not successful in the course, and to evaluate data collected during the Promise Pathways assessment pilot. As the impact of the 2012-13 English Assessment Pilot on the composition program is assessed, a strongly committed group of faculty will need to continuously monitor student progress and suggest adjustments to curriculum, teaching strategies, and assessment.

**Responsible Parties:**
Dean of Language Arts, English Department Head, Office of Institutional Effectiveness, Matriculation Specialist

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Composition Program

**Other Area impacted by this goal/project/strategy:**
Institutional Effectiveness

<table>
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<tr>
<th>Projects/Strategies</th>
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<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>Dept_Plan - English - English/Journalism</td>
<td>Computer and structural equipment</td>
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<tr>
<td>Computer Labs - Upgrade P126 computer lab with new computers for Journalism and English</td>
<td>Resources:</td>
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</thead>
<tbody>
<tr>
<td>courses. Redistribute lab usage of P126 and P111 to accommodate both English and Journalism courses.</td>
<td>Itemized Description of Resources: 1. To upgrade P126, the English department requests 28 Dell laptop or desktop computers and the associated cables and hardware for the lab. 2. Any necessary tables and/or chairs to accommodate spacing for 28 computer stations. 3. If P126 cannot accommodate this number of computer stations, then outfitting the room with as many possible computer stations up to at least 26 will be adequate.</td>
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</table>
| EMP GOAL supported (hold CTRL to select multiple)*:  
- EQUITY - A. Student Success  
- EQUITY - B. Equitable Student Access  
- RESOURCES - C. Facilities and Technology Plans  
- STUDENT SUCCESS - A. Student Preparedness  
- STUDENT SUCCESS - C. Quality of Academic Programs and Services |  |
<p>| Start Date (use 8/1/year - see help text): 08/01/2015 |  |
| End Date (use 7/31/year - see help text): 07/31/2016 |  |
| Project/ Strategy Status: In Progress |  |
| Rationale: Students taking English courses and instructors teaching them no longer have easy access to a computer lab to assist in pedagogical skills needed to achieve educational and career goals. The English department lab was once located in P111 and was used by instructors and students on a daily basis. When the school was undergoing construction and had limited classroom space, the English department lab was turned into a classroom. Therefore, English students and instructors could no longer use P111 as a lab. Currently, P111 has had some computer upgrades and continues to be used as a classroom for Journalism students, but it is no longer a lab for English courses and students. Upgrading P126 as a computer lab while redistributing the use of both P111 and P126 to more equally distribute use of both labs between English and Journalism classes will improve student success through technology for both programs. |  |
| Responsible Parties: Dean of Language Arts, English Department Head, Journalism Coordinator |  |
| Campus supported by this goal/project/strategy: LAC |  |
| Specify if project/strategy is for dept or program: Department |  |
| Name of program or area of concentration: English Department and Journalism Program |  |
| Other Area impacted by this |  |</p>
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<tr>
<th>goal/project/strategy:</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tr>
<td>Dept_Plan - English - Journalism Lab Technician upgrade - Increase the employment classification for the Journalism Lab Technician from 10 months to 12 months. The employee could serve the wider needs of the entire English Department, such as during Summer and Winter intersessions, the new Essay Contest, and new English Computer Lab. <strong>EMP GOAL supported (hold CTRL to select multiple)</strong>: COMMUNITY - A. Internal Community of Students, Faculty and Staff EQUITY - A. Student Success STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
<td>Resources: Increased Percentage for an Existing Position Itemized Description of Resources: Journalism Lab Technician position raised in classification from 10 to 12 month position. <strong>Resource Requested Category</strong>: Increased Percentage for an Existing Position <strong>Estimated Cost</strong>: 8000</td>
<td><strong>School/VP Decision re Resource Needed</strong>: NEW</td>
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<td>Start Date (use 8/1/year - see help text): 08/01/2014</td>
<td>End Date (use 7/31/year - see help text): 07/31/2015</td>
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<tr>
<td>Project/Strategy Status: NEW</td>
<td>Rationale: The large number of students and wider Program and English Department needs require a full-year employee who can assist with the technological needs of students, faculty and staff. Responsible Parties: dean of Language Arts</td>
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<tr>
<td>Responsible Parties: dean of Language Arts</td>
<td>Responsible Parties: dean of Language Arts</td>
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<td>Campus supported by this goal/project/strategy: LAC</td>
<td>Specify if project/strategy is for dept or program: Department</td>
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<tr>
<td>Specify if project/strategy is for dept or program: Department</td>
<td>Name of program or area of concentration: Journalism Program and English Department</td>
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<tr>
<td>Dept_Plan - English - Online Management Software Improvement - Research, test, and purchase a new Online Management Software system that will improve the management information capabilities for the Writing and Reading Success Center and all Success Centers --and other information gathering entities-- across the campus. <strong>EMP GOAL supported (hold CTRL to select multiple)</strong>: STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
<td>Resources: New Online Management System Itemized Description of Resources: Estimated $2500 per license but with multiple licensing for LBCC, total cost will be more put probably less per license. <strong>Resource Requested Category</strong>: New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)</td>
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<td>Start Date (use 8/1/year - see help text):</td>
<td>End Date (use 7/31/year - see help text):</td>
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<td>Project/Strategy Status:</td>
<td>Rationale:</td>
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<td>Responsible Parties:</td>
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<td>Specify if project/strategy is for dept or program:</td>
<td>Name of program or area of concentration:</td>
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### Rationale:

Tutortrac, the Online Management System (OMS) used at LBCC for over 10 years, has been a problematic system for as long as the Success Centers have been in existence. This OMS has been unreliable and slow in all important operations and services of logging in students, managing information about student use, and being a viable and reliable system. On a daily basis, this system is slow and slows down even more when student access to Centers becomes greatest; this system goes down more than once during given days, providing extra work for later data input as well as less reliable data in the long run; and the updates requested of the company have been less than helpful nor has the company been able to respond in a timely fashion with needed fixes nor modifications to assist with our local needs.

A different, more powerful, and modifiable OMS is needed to enhance the productivity and functionality required by all of the Centers and entities at LBCC that need to manage and maintain student use of given facilities and Centers.

### Responsible Parties:

- Associate Dean Student Success
- Dean Language Arts
- English Department Head
- Reading Department Head

### Campus supported by this goal/project/strategy:

Both

### Specify if project/strategy is for dept or program:

Program

### Name of program or area of concentration:

Writing and Reading Success Center

### Other Area impacted by this goal/project/strategy:

Other

### If Other select above, please specify:

Other Success Centers and Labs Using Tutortrac

### Dept_Plan - English - Counselor Bridge - Open dialogue between counselors and faculty to promote enrollment in creative writing and

### Resources Needed & Additional Comments / Resources Needed

<table>
<thead>
<tr>
<th>Estimated Cost:</th>
<th>50000</th>
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<td>School/ VP Decision re Resource Needed:</td>
<td>Funded</td>
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</table>

### Project/ Strategy Progress Updates

#### Impact of resource received & Follow-Up

### Start Date (use 8/1/year - see help text):

08/01/2015

### End Date (use 7/31/year - see help text):

07/31/2016

### Project/ Strategy Status:

NEW
Projects/ Strategies | Resources Needed & Additional Comments / Resources Needed | Project/ Strategy Progress Updates | Impact of resource received & Follow-Up
--- | --- | --- | ---
literature courses. Offer Flex activity between English department and counseling to clarify new course numbering system for creative writing to encourage enrollment in creative writing and literature courses as electives. **EMP GOAL supported (hold CTRL to select multiple)*:** EQUITY - A. Student Success STUDENT SUCCESS - B. Student Goal Attainment **Start Date (use 8/1/year - see help text):** 08/01/2014 **End Date (use 7/31/year - see help text):** 07/31/2015 **Project/ Strategy Status:** In Progress **Rationale:** Historically, creative writing and literature courses have maintained healthy enrollment; however, fall 2013 saw a decline in numbers. Strong creative writing and literature programs with a healthy student following and community will enhance the college community's profile in both the liberal arts as well as the greater Long Beach community's aesthetic richness. **Responsible Parties:** English Department and Counseling Department faculty **Campus supported by this goal/project/strategy:** Both **Specify if project/strategy is for dept or program:** Program **Name of program or area of concentration:** Creative Writing and Literature Programs **Other Area impacted by this goal/project/strategy:** IITS (Instr & Info Tech Svcs) **Dept_Plan - English - Journalism Dues and Professional Development - Provide funding for organizational memberships in professional journalism groups for student mentors, scholarship, networking, job-shadowing, field trips, guest speakers and other benefits. Provide conference funding needed for full-time and part-time faculty and support staff **EMP GOAL supported (hold CTRL to select multiple)*:** EQUITY - A. Student Success STUDENT SUCCESS - C. Quality of Academic Resources: Faculty Training and Development **Resources:** Faculty Training and Development **Itemized Description of Resources:** 1. Funding for memberships dues 2. Funding for conference attendance **Resource Requested Category:** Department-wide Training or Professional Development beyond what is normally available **Estimated Cost:** 3000 **School/ VP Decision re Resource Needed:** NEW
### Programs and Services

**Projects/ Strategies**

**Start Date (use 8/1/year - see help text):**
08/01/2014

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/ Strategy Status:**
NEW

**Rationale:**
To continue what LBCC’s Executive Vice President said is “The best journalism program among California Community Colleges,” the program needs upgrades, support and funding for various projects. Students successfully complete Journalism courses to transfer and for gaining employment and ongoing funding is required.

**Responsible Parties:**
Dean of Language Arts

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Program

**Name of program or area of concentration:**
Journalism Program

**Other Area impacted by this goal/project/strategy:**
Faculty Professional Development

---

### Resources Needed & Additional Comments / Resources Needed

**Dept_Plan - English - Curriculum Development to Support Five-week Intersession Demands - Develop Curriculum that will support and meet student demand for English course work during five-week intersessions.**

**EMP GOAL supported (hold CTRL to select multiple)*:**
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2015

**End Date (use 7/31/year - see help text):**
07/31/2016

**Project/ Strategy Status:**
NEW

**Rationale:**
Because the English Department curriculum has not been updated to meet the demands of five-week intersessions now existent in the College

**Resources:**
Faculty Stipends

**Itemized Description of Resources:**
Ten faculty stipends of $1000 each (20 hours at $50 per hour contingent on deliverables) to create five week intersession English course work for both regular English classes as well as open-entry, open-exit Supplemental Learning Assistance courses to be offered through Writing and Reading Success Center.

**Resource Requested Category:**
Other (please provide details in "additional comments" section)

**Additional Comments:**
These stipends will fund the creation of new and innovative courses and learning support for students taking English courses. The main goal is to update English coursework for new five-week intersessions as well as to provide new and more effective curricula in the Writing and Reading Success Center.

**School/ VP Decision re Resource Needed:**
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Calendar, it has become necessary to create new, innovative curricula that will be able to assist students in these sessions toward completion of English coursework.

**Responsible Parties:**
English Department Head, English faculty

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
English

**Other Area impacted by this goal/project/strategy:**
Institutional Resource Development (Grants)

| --- | |
| Provide DVDS, videos and other audio-visual material for showing in all our journalism classes, from classics to modern pieces. | Itemized Description of Resources: |
| Provide funding for payment to support archives of 86 years of Viking newspaper and 34 years of City Magazines with a searchable database. Most material has been scanned in. Funding to maintain website needed. | 1. Provide new photographic and computer equipment, maintenance, cleaning and repairs. |
| Provide funding for Viking newspaper website since free service has expired after 13 years. | 2. Provide DVDS, videos and other audio-visual material for showing in all our journalism classes, from classics to modern pieces. |
| | 3. Provide funding for Viking newspaper website since free service has expired after 13 years. |

**EMP GOAL supported (hold CTRL to select multiple):**
COMMUNITY - A. Internal Community of Students, Faculty and Staff
EQUITY - A. Student Success

**Start Date (use 8/1/year - see help text):**
08/01/2014

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/ Strategy Status:**
NEW

**Rationale:**
To continue what LBCC’s Executive Vice President said is “The best journalism program among California Community Colleges,” the program needs upgrades, support and funding for various projects. Students successfully
complete courses to transfer and for gaining employment and ongoing funding is required.

**Responsible Parties:**
Dean of Language Arts

**Campus supported by this goal/project/strategy:**
LAC

**Specify if project/strategy is for dept or program:**
Program

**Name of program or area of concentration:**
Journalism Program

Dept_Plan - English - English Majors and Minors’ Essay Contest Promotion - Through a student-driven promotion, we will engage and energize more English students to submit their best essays for the department Essay Competition. While faculty encourage submissions, the English Majors and Minors Committee, as well as the Essay Contest Committee both agree that the student voice is much more compelling to their peers.

**EMP GOAL supported (hold CTRL to select multiple):**
COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2014

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/Strategy Status:**
In Progress

**Rationale:**
This plan was discussed and supported by both the English Majors and Minors Committee and the Essay Competition Committee on Flex day, 2013. The club has also shown continual interest and commitment to supporting department activities, and has demonstrated their excellent organizational and execution skills. By promoting the contest and its solicitation of fiction and non-fiction works, the club members will provide more peer-to-peer motivation to

**Resources:**
Department Head Support

**Itemized Description of Resources:**
Department Head will promote the support of classroom faculty to allow English Majors and Minors Club Members to visit classrooms and to discuss the Essay Contest and promote it to other students.

**Resource Requested Category:**
Other (please provide details in "additional comments" section)

**Estimated Cost:**
0

**School/VP Decision re Resource Needed:**
Not funded

**Resources:**
Promotional Materials

**Itemized Description of Resources:**
Creation, printing, and distribution of promotional materials.

**Resource Requested Category:**
Advertising (beyond normal budget)

**Estimated Cost:**
100

**Additional Comments:**
$100 for creation, printing, and distribution of promotional materials.

**School/VP Decision re Resource Needed:**
NEW
enter the contests, and club members will themselves develop other communication and marketplace skills that will benefit them in their careers.

**Responsible Parties:**
Faculty Advisors, Student Club members, and classroom faculty cooperation.

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
All English Department Programs

**Other Area impacted by this goal/project/strategy:**
Community Relations & Marketing

### Dept_Plan - English - Student Writing Showcase: Essay Contest Revised
1. Eliminate Expository category from Jacaranda Contest because of low submission rates
2. Replace Expository with a new category designed to encourage and showcase writing from the developmental-level English courses (English 801 A/B and English 105), tentatively called “Emerging Writers.”
3. Coordinate Jacaranda reception with the Drury Awards for Creative Writing
4. Integrate publicity and activities with English Majors and Minors Club
5. Unify access to winners of all English Department student writing essay contests by coordinating online links, etc.

**EMP GOAL supported (hold CTRL to select multiple):**
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2014

**End Date (use 7/31/year - see help text):**
07/31/2015

### Resources:

**Advertising**

**Itemized Description of Resources:**
1. Increased funding to increase awareness and recruitment of student entries in all essay contest categories.

**Resource Requested Category:**
Advertising (beyond normal budget)

**Estimated Cost:**
2000

**Additional Comments:**
This Project will require more and concentrated advertising and support in order to develop greater awareness of the benefits of this initiative.

**School/ VP Decision re Resource Needed:**
NEW

**Start Date (use 8/1/year - see help text):**
08/01/2014

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/ Strategy Status:**

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Completed

**Rationale:**
For years, the Essay Contest has been a gathering place not only for students who excel in writing, but also for their families to recognize their accomplishments, for administrators to interact with both English faculty members and high-achieving students, and for the community to see the work of the English Department at both the reception and online in the journal. This project will build upon this foundation and bring together different levels of writers, as well as diverse genres. Such acknowledgment of students’ accomplishments serves both the school and the community by providing more access points to accomplishment and more developed and polished representations of success in various modes of writing and thinking.

**Responsible Parties:**
Full Time and Adjunct faculty, some Clerical support and Administrative assistance and input.

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Creative Writing, Literature, and Composition.

**Other Area impacted by this goal/project/strategy:**
Institutional Resource Development (Grants)

### Resources Needed & Additional Comments / Resources Needed

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<thead>
<tr>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tr>
<td>NEW</td>
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<tr>
<td>Resources:</td>
<td></td>
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<tr>
<td>Grants</td>
<td></td>
</tr>
<tr>
<td>Itemized Description of Resources:</td>
<td></td>
</tr>
<tr>
<td>1. Foundation grants used for student awards in Essay Contest</td>
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<tr>
<td>2. Scholarship Office funds Drury Awards for Fiction and Poetry</td>
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</table>

**Resource Requested Category:**
Other (please provide details in "additional comments" section)

**Estimated Cost:**
2000

**Additional Comments:**
Provide more grant funding to accommodate great needs to students and faculty for awareness and access to Essay Contest processed and programs.

**School/ VP Decision re Resource Needed:**
NEW

### Dept_Plan - English - Computer equipment and software - Replace 5-year-old computers and upgrade software in journalism and English labs

**EMP GOAL supported (hold CTRL to select multiple):**
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
EQUITY - B. Equitable Student Access
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2012

**End Date (use 7/31/year - see help text):**

#### Resources:

**Hardware purchases**

**Itemized Description of Resources:**
41 computers at $1,400 each totals $57,400

**Resource Requested Category:**
Upgrade and/or replacement of equipment

**Estimated Cost:**
57400

**Additional Comments:**
Bulk or educational discount could apply to decrease overall, one-time cost.

**Resources:**

**Hardware purchases**

**Itemized Description of Resources:**
41 computers at $1,400 each totals $57,400

**Resource Requested Category:**
Upgrade and/or replacement of equipment

**Estimated Cost:**
57400

**Additional Comments:**
Bulk or educational discount could apply to decrease overall, one-time cost.

Resources:

**Software purchases**

**Itemized Description of Resources:**
41 sets of software at $300 each totals $12,300.
Specific software includes updated MS Word, PhotoShop and InDesign.
### Project/ Strategy Status:
- Completed

### Rationale:
Computer technology and related software will allow journalism students to learn on software and equipment that will prepare them for current workplace standards and practices. English students will also have access to an updated lab in which to meet with their instructors and to prepare their work, and especially important tool in research-oriented classes like English 1. Journalism is a program that requires modernized software and technology to maintain currency with developments in the field, from social networking and online outlets to audio, video, and other components. Finally, the Journalism Program has outgrown its original lab (24 seats) and now also holds some classes in the English lab (30 seats), which causes access issues for the entire department.

### Responsible Parties:
- Dean of Language Arts, English Department
- Head, Journalism Program Coordinator

### Campus supported by this goal/project/strategy:
- LAC

### Specify if project/strategy is for dept or program:
- Department

### Other Area impacted by this goal/project/strategy:
- IITS (Instr & Info Tech Svcs)

### Dept_Plan - English - CTE Professional Development - Apply for and receive VTEA professional development conference funding.

#### Start Date (use 8/1/year - see help text):
08/01/2012

#### End Date (use 7/31/year - see help text):
07/31/2013

#### Project/ Strategy Status:
- Completed

#### Rationale:
Journalism, a CTE program, is part of a rapidly changing industry that requires faculty and staff to stay current by attending regional, state and national conferences. This currency ensures that students will continue to complete certificates and degrees. Since increasing these completion rates is an important goal for the college, it is vital that faculty and staff in the journalism

<table>
<thead>
<tr>
<th>Resource Requested Category:</th>
<th>New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Cost:</td>
<td>12300</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td>Most training may be included as regular faculty and staff activity after initial installation costs.</td>
</tr>
</tbody>
</table>

### Resources:
- Conference funding beyond the usual amount granted to adjunct and full-time faculty

#### Itemized Description of Resources:
- Registration: $500
- Transportation: $700
- Lodging: $600
- Meals: $200

### Resource Requested Category:
Department-wide Training or Professional Development beyond what is normally available

#### Estimated Cost:
2000
<table>
<thead>
<tr>
<th>Projects/Strategies</th>
<th>Resources Needed &amp; Additional Comments/Resources Needed</th>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>program gain the professional development experience they need to stay current in the discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Parties:</strong></td>
<td>Dean of Language Arts, English Department Head, Journalism Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Campus supported by this goal/project/strategy:</strong></td>
<td>LAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Specify if project/strategy is for dept or program:</strong></td>
<td>Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Name of program or area of concentration:</strong></td>
<td>Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dept_Plan - English - WRSC Curriculum Revisions - Coordinate and simplify Writing and Reading Success Center (WRSC) curriculum. EMP GOAL supported (hold CTRL to select multiple)*: EQUITY - A. Student Success EQUITY - B. Equitable Student Access STUDENT SUCCESS - A. Student Preparedness STUDENT SUCCESS - B. Student Goal Attainment STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date (use 8/1/year - see help text):</strong></td>
<td>08/01/2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End Date (use 7/31/year - see help text):</strong></td>
<td>07/31/2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project/Strategy Status:</strong></td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>Continuing budget challenges and possible changes to the composition curriculum also necessitate changes to curriculum in the WRSC. From a pragmatic perspective, funding cuts may require this simplification. Also, as faculty consider the composition curriculum as a whole, and especially English 1 in relationship to Promise Pathways, it could turn out to be better for students if offering were limited to the most successful activities (DLAs and workshops). Tutoring would continue to the extent the budget allows.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Parties:</strong></td>
<td>Dean of Language Arts, Dean of Student Success, English Department Head, WRSC Instructional Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Campus supported by this</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Dept_Plan - English - Brochure for Creative Writing and Literature Courses - Advertise upcoming courses as a way to generate student interest, inform Counseling department, and promote and boost the programs' success.

### EMP GOAL supported (hold CTRL to select multiple)*:
- COMMUNITY - B. Partnerships with Business and Industry
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

### Resources Needed & Additional Comments / Resources Needed

<table>
<thead>
<tr>
<th>Resources</th>
<th>Itemized Description of Resources</th>
<th>Resource Requested Category</th>
<th>Estimated Cost</th>
<th>School/ VP Decision re Resource Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Printing and distribution costs both in paper and electronic form.</td>
<td>Advertising (beyond normal budget)</td>
<td>250</td>
<td>NEW</td>
</tr>
<tr>
<td>Faculty Non-Instructional</td>
<td>Faculty labor beyond contract pay.</td>
<td>Other (please provide details in &quot;additional comments&quot; section)</td>
<td>500</td>
<td>NEW</td>
</tr>
</tbody>
</table>

### Additional Comments:
Stipend for faculty work to produce and distribute the brochure.

### School/ VP Decision re Resource Needed:
NEW

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### Rationale:
Creating a brochure to be distributed in print to faculty, students, and other departments, such as Counseling, will promote the viability of Creative Writing and Literature courses and pique the interest of students who may be unsure of course offerings. Many students may not know the types of courses that are taught, their transferability, and their general education plan alignment. The brochure will be printed and published on the department website as well to increase the sight access points for both programs.

### Responsible Parties:
Faculty and Clerical support.

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### Start Date (use 8/1/year - see help text):
08/01/2014

### End Date (use 7/31/year - see help text):
07/31/2015
## Projects/ Strategies

### Resources Needed & Additional Comments / Resources Needed

<table>
<thead>
<tr>
<th>Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Positions</td>
<td></td>
</tr>
<tr>
<td><strong>Itemized Description of Resources:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 full-time instructor positions</td>
</tr>
</tbody>
</table>

**Resource Requested Category:**
New Positions (Faculty, Classified, Management)

**If requesting faculty, specify number:**
4

**List Faculty requests by priority & discipline:**
English Department with one of the positions possibly having a Journalism equivalency.

**Estimated Cost:**
400000

**School/ VP Decision re Resource Needed:**
NEW

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### Project/ Strategy Status:

- **Completed**

**Rationale:**
- With the influx of Promise Pathways students (and additional English 1 sections), the demand on faculty has been overwhelming. The lack of preparedness is apparent in this new student population, and faculty has been discussing the excessive number of hours it is taking to accommodate the needs of these students. Likewise, the 75/25 gap between full- and part-time instructors remains vast. More full-time faculty would allow students to access instructors during office hours, providing them with a more established and constant person to help them achieve the Student Success goals as stipulated within the Educational Master Plan.

**Responsible Parties:**
Dean of Language Arts

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### Campus supported by this goal/project/strategy:
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
English Department

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### Impact of resource received & Follow-Up

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