School of Language Arts

Mission:
Through a dedicated and committed faculty and staff, the School of Language Arts provides an engaging learning environment that not only educates students in the art of communication but also supports and nurtures their literacy development in the areas of reading, writing, listening, speaking, and signing. United by the theme of language, the departments of English, ESL, Foreign Language, Reading, and Communication Studies prepare students to achieve their academic, career-related, and personal goals, including successful completion of a degree and/or certificate, transfer to a four-year institution, entrance into the workforce, career advancement, and effective participation in a multicultural society.

Alignment to college-wide goals:
All strategies developed by COMM, ENGL, ESL, FL, and READ are related to at least one goal included in each group of goals from the Board of Trustees, the Educational Master Plan, and the Superintendent-President’s Agenda. Even though some of these goals are more frequently related to the strategies developed by the five departments, all goals from the BOT, EMP, and S-PA are correlated at least to a few strategies from the School’s departments.

The goals more consistently related to the strategies developed by the departments are ‘Measure and improve student success (BOT)’, ‘Learning (EMP)’, ‘Equity (EMP)’, ‘Student Success (S-PA)’, and ‘Institutional effectiveness (S-PA).

How does School support Dept/Program goals?
The departments, department heads, faculty, and staff in the School of Language Arts continue to work collegially and collaboratively. The school has created a sense of community in which the departments support one another and share material resources, personnel, and facilities, whenever possible. This building of community has made all five departments more efficient, effective, and cohesive.

Summary of Access, Efficiency and Effectiveness:
From fall 2012 to fall 2013, the School of Language Arts has experienced significant growth. Total unduplicated head count shifted from 13,560 in fall 2012 to 14,321 in fall 2013. The School of Language Arts continues to demonstrate excellent forward progress in terms of degrees and certificates awarded—from 74 total in 2012-13 to 120 total in 2013-14. In relation to the College-wide success rate average of 65%, the School of Language Arts 6-year average is 66%. In relation to the College-wide retention rate average of 82%, the School of Language Arts 6-year average is also 82%.

Summary of Enrollment Management Efforts:
During the past 6 years, the School of Language Arts has continued to meet and, at times, exceed, the projected budget, FTES generation, and enrollment targets.

The Communication Studies Department has an average WSCH/FTE load of 530.59, which is 92.6% of the Liberal Arts Load and 94.54% of the College Wide load.
The English Department has a WSCH/FTE load of 478.18, which is 83.5% of the Liberal Arts Load and 85.2% of the College Wide Load.
The Creative Writing Program has a WSCH/FTE load of 272.00, which is 47.5% of the Liberal Arts Load and 48.5% of the College Wide Load.
The Journalism Program has a WSCH/FTE load of 407.22, which is 71% of the Liberal Arts load and 72.6% of the College Wide Load.
The ESL Department has an average WSCH/FTE load of 360.68, which is 95.5% of the Basic Skills Load and 64% of the College Wide Load.
The Foreign Language Department has an average WSCH/FTE load of 604.31, which is 90% of the Liberal Arts load and 98.66% of the College Wide Load.
The Reading Department has a WSCH/FTE load of 553.05, which is 96.75% of the Liberal Arts Load and 98.5% of the College Wide Load.

Enrollments need to be considered at the department or program level to allow for some low-enrolled courses that support specific majors and programs.

Evidence of Academic Quality:
Flex Day activities for the last several semesters have trained faculty in SLOs, Program Level Outcomes, GEOs, new program planning methods, and the writing and implementation of assessment plans. Even with limited conference funding, a few faculty manage to attend a variety of professional conferences each year (Long Beach Promise Symposia, Publishers’ sponsored conferences, Reading Apprenticeship, OnCourse, NCA, NADE, CRLA, IRA, CCC, MLA, AWP, CATESOL, ESL Fall Institute, CB21 Conference, MCLASC, Heritage Speakers conferences, UCLA, Communication.)

Identify programs/activities requiring attention:
-ENGL, READ, COMM and FL continue to face challenges with extremely high demand for core classes as well as a poor full-time to part-time instructor ratio.
-ESL will be examining its programs, course offerings, and sequences in relation to lecture/lab configurations that best serve the needs of students while adhering to Chancellor’s Office criteria.
-ENGL, READ, and ESL will have to accommodate the fourth cohort of Promise Pathways students while maintaining the level of offerings for current and other incoming students.
All programs (COMM, ENGL, ESL, FL, and READ) will need to examine current course offerings, sequences, degrees, and certificates in preparation for the move to annual scheduling.

**Curriculum & Instruction: Emerging needs:**
- The Journalism program course offerings continue to evolve as technological changes arise in the profession, particularly as related to the variety of online delivery systems.
- Creative writing program events are well-attended (usually standing room only), indicating a strong community interest in the program.
- The English Department will create innovative curricula designed to meet the needs of students in a 5-week intercession format.
- ESL will continue offering the ESL reading and writing courses in order to provide a bridge between ESL and English and Reading department courses. Legislation regarding immigration reform and adult education may considerably impact the demand for ESL basic skills and vocational courses.
- Foreign Languages continues offering more sections of Spanish for Heritage Speakers and will be introducing Khmer in fall 2015.
- COMM is continuing to work with ADGE to add public speaking to Plan A as a required course for graduation. Plan B and Plan C require a COMM course for graduation and it should also be required for Plan A. Communication is an identified LBCC General Education outcome.
- The Reading Department is in the process of completing the Elementary Education Teaching AA Transfer degree and it is working on updating EWRC 892 to better address the need of students placed in READ 880 and READ 881.
- Sign Language courses continue to carry long wait lists; more sections are needed and a certificate program is under discussion.

**Issues & Concerns re Curriculum / Instruction :**
- Serving the fourth cohort of Promise Pathways students this coming school year and fine tuning the placement process are the most important challenges for ENGL, READ, and ESL.
- More English and Reading sections are desperately needed to ensure that returning students can successfully move through the sequence. In addition, a significant number of underprepared Promise Pathways students were placed into English and Reading courses at more than two levels below college. As a result, additional sections were added to address the influx; however, many students were still turned away. Moreover, several English and Reading courses were cancelled due to lack of qualified instructors to staff them. This is a growing concern as these departments continue to add more sections to the schedule of classes.
- The ESL Department will be examining its programs, course offerings, and sequences in relation to lecture/lab configurations that best serve the needs of students while adhering to Chancellor’s Office criteria.
- The School of Language Arts would like to support more advanced courses offered by the departments despite low enrollment. We need to ensure that students have access to the next level of study and that this coursework will be offered consistently.

**Full-time faculty staffing priorities :**
1. ENGLISH/READING
2. COMMUNICATION STUDIES
3. ESL
4. READING
5. COMMUNICATION STUDIES
6. READING
7. ENGLISH/JOURNALISM
8. ESL

**Part-time faculty staffing (FTEF) trends:**
All departments continue to overly rely on adjunct faculty in the department. Hiring qualified part-time faculty continues to be a challenge due to increased sections offered, especially in the areas of Reading and English, and due to the specialized background and small pool of qualified applicants available.

**Classified hiring needs/priorities:**
1. Academic Administrative Assistant (100%, 12 months) to support the entire School of Language Arts
2. ESL Services Specialist (restore evening position, 45%, 12 months) to assist and supervise staff and ESL enrollment at PCC
3. Senior Office Assistant (increase to 100%, 12 months) to support the Reading Department (50%) and the Communication Studies Department (50%)
4. Instructional Lab Coordinator for the WRSC (restore/increase to 12 months)
5. Instructional Aid (increase from 45% to 49%) at WRSC (also listed in School of Student Success Plan)
6. Instructional Aid (45%, 10 months) at WRSC (also listed in School of Student Success Plan)
Numbers 3, 4, and 5 are cross-referenced in the Student Success School Plan as well.
6. Instructional Assistants to support computer labs at PCC (2 positions at 45%, 12 months)

**Prof Dev/ Training Activities needed:**
- There is a dire need for a more structured and well funded Faculty Professional Development Program. Language Arts would like to have its own FPD funding.
- Training in classroom management, basic skills, interpersonal communication workshops, compressed classes, cognitive apprenticeship, and teaching students with disabilities is needed.
- More thorough training in technology is needed as it relates to online teaching.
Budget account adjustments needed:
N/A

Infrastructure/facilities issues:
- As departments are asked to add additional sections at LAC and PCC, more 1st run priority classes are needed for the School of Language Arts.
- As more Language Arts faculty infuse technology into their curriculum and more classes require technology to support specific curricular needs, computer lab access at LAC and PCC is imperative.
- Ideally, all classes from the same department should be offered in a centralized location near faculty offices, rather than all over campus in several buildings as they are now.
- Smart classrooms, upgrading and/or repairing of current furniture and student desks, and better regulation of heating and cooling are needed.
- P and M buildings need a major renovation.

Access (ADA-compliance) issues:
Wheelchair access should be addressed for all LBCC buildings.

Describe outreach efforts and results:
The School of Language Arts is involved in Promise Pathways, Seamless Education, and Adult Education efforts. Our departments continue to conduct outreach at CSULB and area high schools as well as for LBCC programs. School programs and course offerings are advertised in a variety of ways (each department website, fliers, USPS mail, classroom visits, college fairs, high school visits.)

Describe grants initiated:
N/A

Describe economic development activities:
N/A

Describe internal & external partnerships:
- The School of Language Arts is in partnership with LBUSD and CSULB through the Promise Pathways, Seamless Education, and AB86 Adult Education initiatives. English, Reading, and ESL Departments will continue to work with Assessment and other internal partners to examine data from these initiatives and also explore additional assessment measures.
- Reading continues to work closely with the Writing and Reading Success Center and the Multidisciplinary Success Center by developing supplemental learning activities and tutor/instructor training to support student success.
- The ESL Department’s Career and Technical Education Path has a relationship with the Professionals in Human Resources Association (PHIRA). Members of this organization regularly come to Long Beach City College as guest lecturers.
- Communication Studies works with LB Memorial Hospital to develop a Communication class specifically geared for Nursing students. In addition, Sign Language instructors were hired by Boeing to develop a Sign Language program to on-site employees.

Describe opportunities in int/ ext. communities:
The ESL Department is working with LBUSD as part of the AB86 Adult Education Consortium. In addition, the department collaborates closely with the Office of International Students and the International Students Council to better accommodate the needs of this population.

Major accomplishments:
Communication Studies
Assessed Student Learning Outcomes with full-time and adjunct support and compliance.
Completed faculty evaluations
Completed course review
Conducted contract faculty meetings
Committee memberships: Equity, BAC, CCA rep, Curriculum, Course Evaluation, DPPR, Academic Senate, Book Club, Mentoring Committee
Hired two full-time faculty members
Conducted SLO workshops for Sign Language faculty
Conducted mentoring for adjunct new hires
Conducted an orientation for new adjunct faculty
Faculty representation at NCA conference
Oral Interpretation students performed for the LAC child development center
Paired up an Interpersonal Communication course with a Promise Pathways reading course.
Hired 8 adjunct faculty
Several Communication Studies faculty were selected as EOPS Outstanding Faculty
Sign Language outreach at CSULB
Sign Language successfully completed their SLO assessments for all SLO courses
Program and Course SLO’s completed and "closed the loop."
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.

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.

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.

ESL
Enrolled 2578 students into the ESL classes. Awarded 115 certificates of completion to students who completed the ESL 845, ESL 645 and the 270-series of classes. Total certificates awarded to ESL 845 students: 56. Total of certificates awarded to ESL 645 students: 50. Total of certificates awarded to ESL 270s students: 9. Translated the application for admissions and the entry procedures to the ESL program into Spanish. Introduced 17 non-credit classes in the summer session with over 600 students enrolled. Introduced an 8-week session of six classes in October 2013 with an average of 200 students enrolled. ESL Program Review for 2013-2014: Timely completion of all Routine Course Reviews. Members of the ESL Department participated on the Student Success Committee and College Promise Pathway Committee. The Department continues to research academic strategies and programs for meeting the college-wide needs of Generation 1.5 students. The ESL Department carried out an extensive local community outreach to increase the number of students participating in the non-credit state-approved certificate program as on-going support for the college-wide drive to increase the number of LBCC FTES (ongoing). Organized “Know your College/Know your Colleagues” series in which 3 ESL faculty members presented Increased ESL student enrollment in LBCC Honors program from 0% – 60%. Quadrupled Honors student population. Diversity of Honors students increased from 5% - 85% 25 students participated in juried research conference and over ½ of participants were published in a juried journal 2 Academic excellence scholarships were awarded to conference participants. 50% of Rotary Honors scholarships are ESL students. Created an Honors Program Club (THE) lead by ESL students. Created a Major & Career Exploration & Speaker Series of which 25% of the speakers were non-native English speakers. Established a college transfer mentoring system for LBCC students transferring to 4-year universities. ESL faculty fulfilled Student Learning Outcome/Assessment obligations in a timely manner and continued emphasizing not only the Assessment phase but also the Closing the Loop phase. Participation in periodic revision of the placement rubrics for the Accuplacer Assessment Inventory. Contribution to the college placement process by participation in English department placement readings. Fulfillment of Student Learning Outcome/Assessment obligations in a timely manner. Development of Linguistics I for inclusion with other linguistics classes toward an AA degree program within the department. Preparation for College Committee, Counseling Initiative, Representation on LBCC Title V grant application committee ESL faculty ad-hoc group. The faculty continues its tradition of robust leadership and participation in college service activities. In the 2013-14 academic year, the ESL Department was represented on the following standing college committees, ad hoc committees, interdepartmental committees, and external related committees and organizations: Academic Senate Academic Senate Committee on Committees Academic Senate FACE Committee Accreditation / Faculty co-chair / Standard III.A.: Human Resources Senate Executive Committee (2012 – 2014) ADGE Curriculum Subcommittee Associate Vice-President of the PCC Selection Committee Hiring Committee for ESL Instructor, which led to the hiring of one instructor CCA Council and Committees College Health and Wellness Committee College Promise Pathways Coordinating Committee Course Evaluation Subcommittee CPP Post-Secondary Success Committee Curriculum Committee Ed.D. in Educational Psychology from USC: Dissertation: Designing equity-focused action research: Benefits and challenges to sustained collaboration and organizational change Due Process Committee EEO Representatives on Hiring Committees Enrollment Management Oversight Committee Faculty Professional Development Coordinator Friends of Languages Scholarship/Fundraising Committees FTLC Subcommittee Honors Coordinator Honors Teaching and Learning Symposia Honors Transfer Council of California Institutional Research Advisory Committee. LBCC Equity/Diversity Committee LBCC Foundation Scholarship Committee Level Coordination of ESL Pre-Academic, Academic, and CTE Tracks National Collegiate Honors Council Foreign Language The department Closed the loop for course and program SLO assessment in most of its course offerings, and achieved a 100% proficiency according to ACCJC standards. Furthermore, we started the second cycle of assessment. The Spanish program has finally established a Spanish Club under the leadership of Dr. Cynthia Quintero. In addition, The French and German Programs, under the leadership of Dr. Marie-Laure Hinton and Professor Ingrid Wollank, continued their cultural activities with much success. Three German students received scholarships through the Roland Hoppe Foundation to spend four to eight weeks in Berlin during the Summer 2013 improving their language skills. Due to previous modifications to our class offerings, there was a continual increase in the number of certificate and associate degrees earned. The department hired a full-time professor of Spanish in Spring 2014, Professor Francisca Mejia-Lopez, and a full-time professor of Japanese in Fall...
Again, there was a number of students that received scholarships through the Roland Hoppe Foundation to spend four to eight weeks in Berlin during the summer perfecting their language skills.

The department successfully continues with the second cycle of assessment at the course and program level. READ

The Department met its goal of 71% success rate in our classes.

In response to demand, the Reading Department added 10 sections of classes to the spring schedule. The Department acquired 2 full-time faculty (Judy Conn and Megan Kaplinsky) in the spring and an additional full-time faculty (Valerie Hannah) in the fall.

Prof. Conn, Kaplinsky, and DuRoss are overseeing the Future Teachers Club which ties into the college's upcoming Teacher Education Transfer Degree. Lark Zunich and Tiare Hotra attended the National Association of Community College Teacher Education Program Conference to learn more about the Teacher Education Transfer Degree and make connections with other community colleges with an established program.

Lark Zunich has secured space at both campuses for the Teacher Education Program.

Jennifer Rodden, Lark Zunich, and Joanne Blore attended the Moodle training.

Candace Dickerson and Lark Zunich presented Considering Textbooks and the Reading Process on Flex Day.

The department participated in the LBUSD, LBCC, and CSULB Symposia which focused on Common Core. The Department held a seminar for adjunct faculty to discuss pertinent information such as tests, SLO assessments, and syllabi information.

Tiare Hotra completed the online training and leadership training for Reading Apprenticeship. Judy Conn attended the 3-day onsite training for Reading Apprenticeship and she, Valerie Hannah and Lark Zunich are taking the online training.

Prof. Fabish attended the Basic Skills Alternative Placement Conference.

Prof. Hotra and Zunich participated in the Summer Bridge Program for high school students preparing to attend LBCC in the fall.

Prof. Zunich, DuRoss, Amelotte, and Blore participated on a hiring committee for a full-time reading instructor. Prof. DuRoss participated on the panel for colleges that were visiting to explore the Promise Pathways structure as well as an HR panel for prospective hires.

Prof. Conn participated in the P2 initiative for Achievement Coaches and collected data. Faculty continue to serve on a variety of college committees including Curriculum, Senate, Department Planning and Program Review, CCA, ASLO, Equivalency.

Areas to improve:

Additional qualified tutors are needed throughout the School of Language Arts to aid in student achievement.

Additional Comments:

N/A

Names and Titles of workgroup members:

Lynne Misajon (COMM)
Samira Habash (COMM)
Rodney Rodriguez (ENGL)
Dennis Miller (ESL)
Baruch Elimelech (ESL)
Rigo Ibarra (FL)
Joanne Blore (READ)
Tiare Hotra (READ)
Jennifer Rodden (Interim Dean) Co-Chair

Goal

Increase students' persistence, retention, and completion

Goal Priority: 1

Supported Department Goals:

ENGL-Refine and Revise English Pilot Assessment
ENGL-Writing and Reading Success Center Instructional Specialist Replacement
ENGL-Propertied Access to Classrooms
ENGL-English Classroom Technology Enhancement
ENGL-Composition Program Oversight
ENGL-English/Journalism Computer Labs
ENGL-Online Management Software Improvement
ENGL-Counselor Bridge
ENGL-Curriculum Development to Support Five-week Intersession Demands
ENGL-Journalism Equipment, Material, Websites
READ-Increase Successful Course Completion of Students at Each Level of Initial Placement
READ-Revise and Develop Modules of Instruction for EWRC 892
READ-Complete the Creation of the Elementary Teacher Transfer Degree
READ-Proficiency in Academic Success Strategies (P.A.S.S.)
READ-Increase Student Success in the WRSC
READ-Create a Reading Success Center
READ-Increase the Effectiveness of Placement and Movement Through the Reading Sequence
READ-Hybrid and Online Classes
READ-Increase Equity

ESL-Transfer/Graduation Preparation
ESL-Access for Learning Opportunities
ESL-Generation 1.5
ESL-ESL Student Success
ESL-ESL Learning Center
ESL-Hire Full-time Faculty to Comply with the 75/25 Ratio
ESL-Update FT Offices Technology
ESL-Oral Fluency Development Program

FL-Increase persistence rate from one level to the next appropriate level in all foreign languages.

COMM-Communication Studies Program Growth to Meet Student Demand
COMM-Course Programs Data Review
COMM-Internal Outreach
COMM-Communication Studies AA Degree Course Placement

1. Type of Resource Requested: Personnel - Faculty

1. Resources Requested: Hire full-time faculty

1. Estimated Cost: 500000


1. Suggested Funding Source: General Fund

1. Comments: Full-time faculty positions are needed to continue to offer high quality instruction and maintain the integrity of our existing, expanding, and new programs in our departments.

2. Type of Resource Requested: Equipment

2. Resources Requested: Funding recommended technology requests

2. Estimated Cost: 157000


2. Suggested Funding Source: General Fund

3. Type of Resource Requested: Personnel - Classified/ Manager

3. Resources Requested: Funding recommended classified requests.

3. Estimated Cost: 140000


3. Suggested Funding Source: General Fund

3. Comments: To effectively and efficiently manage the workload generated by individual departments, programs, support services, and the School of Language Arts overall, classified positions are greatly needed and necessary.
4. Type of Resource Requested: Professional Development

4. Resources Requested: Provide Language Arts with a Faculty Professional Development Budget.

4. Estimated Cost: 40000


4. Suggested Funding Source: General Fund

5. Type of Resource Requested: Equipment

5. Resources Requested: Funding recommended instructional materials requests.

5. Estimated Cost: 15000


5. Suggested Funding Source: General Fund

Relationship to Higher Level Goals

Academic Affairs

Goal Type: Goal : Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

Goal Type: Goal : Continue to implement goals and objectives of the Pacific Coast Campus Plan as they pertain to Academic Affairs.

Educational Master Plan 2011 - 2016

Goal Type: Goal : Student Success

Goal Type: Goal : Equity

Increase equity through decreasing disproportionate impact in ethnicity, age, and disability

Goal Priority: 2

Supported Department Goals:

COMM-Communication Studies Program Growth to Meet Student Demand
COMM-Technology Upgrade
COMM-Course Programs Data Review
COMM-Internal Outreach
COMM-Communication Studies AA Degree Course Placement
COMM-Faculty Mentoring
ENGL-Refine and Revise English Pilot Assessment
ENGL-Writing and Reading Success Center Instructional Specialist Replacement
ENGL-Proprietary Access to Classrooms
ENGL-English Classroom Technology Enhancement
ENGL-Composition Program Oversight
ENGL-English/Journalism Computer Labs
ENGL-Journalism Lab Technician Upgrade
ENGL-Online Management Software Improvement
ENGL-Counselor Bridge
ENGL-Journalism Dues and Professional Development
ENGL-Curriculum Development to Support Five-week Intersession Demands
ESL-Transfer/Graduation Preparation
ESL-Access for Learning Opportunities
ESL-Generation 1.5
ESL-ESL Student Success
ESL-ESL Learning Center
ESL-Improve FT/PT Faculty Ration and Comply with the 75/25 Ratio
ESL-Oral Fluency Development Program

FL-Increase persistence rate from one level to the next appropriate level in all foreign languages.

READ-Increase Successful Course Completion of Students at Each Level of Initial Placement
READ-Complete the Creation of the Elementary Teacher Transfer Degree
READ-Introduction to Classroom Teaching (EDUC 20)
READ-Proficiency in Academic Success Strategies (P.A.S.S.)
READ-Increase Student Success in the WRSC
READ>Create a Reading Success Center
READ-Increase the Effectiveness of Placement and Movement Through the Reading Sequence
READ-Hybrid and Online Classes
READ-Increase Equity

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<th>1. Type of Resource Requested:</th>
<th>Personnel - Faculty</th>
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<td>1. Resources Requested:</td>
<td>Hire full-time faculty</td>
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<td>1. Estimated Cost:</td>
<td>500000</td>
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<td>1. Suggested Funding Source:</td>
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<td>1. Comments:</td>
<td>Full-time faculty hires will contribute to equity within the School.</td>
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| 2. Type of Resource Requested: | Equipment |
| 2. Resources Requested:        | Fund recommended technology requests |
| 2. Estimated Cost:             | 167000 |
| 2. Suggested Funding Source:   | General Fund |
| 3. Type of Resource Requested: | Personnel - Classified/ Manager |
| 3. Resources Requested:        | Fund recommended classified requests |
| 3. Estimated Cost:             | 140000 |
| 3. Suggested Funding Source:   | General Fund |
| 3. Comments:                   | The funding of the ESL Evening classified position, in particular, will greatly meet the need of addressing disproportionate impact of students at PCC. |

| 4. Type of Resource Requested: | Professional Development |
| 4. Resources Requested:        | Provide Language Arts with a Faculty Professional Development Budget |
| 4. Estimated Cost:             | 40000 |

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4. Suggested Funding Source: General Fund

4. Comments: Fund through VTEA and General Fund

**Relationship to Higher Level Goals**

**Academic Affairs**

**Goal Type:** General Fund

**Goal:** Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

**Goal Type:** General Fund

**Goal:** Continue to implement goals and objectives of the Pacific Coast Campus Plan as they pertain to Academic Affairs.

**Educational Master Plan 2011 - 2016**

**Goal Type:** Educational Master Plan 2011 - 2016

**Goal:** Student Success

**Goal Type:** Educational Master Plan 2011 - 2016

**Goal:** Equity

**Goal Type:** Educational Master Plan 2011 - 2016

**Goal:** Community

**Close the loop regarding ACCJC SLO’s Requirements**

**Goal Priority:** 3

**Supported Department Goals:**

- ENGL-Writing and Reading Success Center Instructional Specialist Replacement
- ENGL-Composition Program Oversight
- ENGL-Counselor Bridge
- ENGL-Curriculum Development to Support Five-week Intersession Demands
- ENGL-English Majors and Minors’ Essay Contest Promotion
- READ-Complete the Creation of the Elementary Teacher Transfer Degree
- READ-Introduction to Classroom Teaching (EDUC 20) Part of Liberal Studies Education Transfer Degree
- READ-Proficiency in Academic Success Strategies (P.A.S.S.)
- READ-Hybrid and Online Classes
- ESL-Improve FT/PT Faculty Ration and Comply with the 75/25 Ratio
- ESL-Update FT Offices Technology
- ESL-Oral Fluency Development Program
- COMM-Course Programs Data Review
- COMM-Communication Studies AA Degree Course Placement
- FL-Increase persistence rate from one level to the next appropriate level in all foreign languages.

**1. Type of Resource Requested:** Personnel - Faculty

**1. Resources Requested:** Hiring full-time faculty

**1. Estimated Cost:** 500000

**1. Year:** 2014-2015

**1. Suggested Funding Source:** General Fund

**1. Comments:** Departments will continue working to close the loop and set a timely process of continuous SLO assessment.

**Relationship to Higher Level Goals**
Academic Affairs

Goal Type: Goal : Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

Educational Master Plan 2011 - 2016

Goal Type: Goal : Student Success

Goal Type: Goal : Equity

Increase the number of AA degrees and certificates awarded by 10% for the 2014-2015 school year.

Goal Priority: 4

Supported Department Goals:

- ENGL-Refine and Revise English Pilot Assessment
- ENGL-Writing and Reading Success Center Instructional Specialist Replacement
- ENGL-Journalism Program Growth and Development
- ENGL-Propertied Access to Classrooms
- ENGL-English Classroom Technology Enhancement
- ENGL-Composition Program Oversight
- ENGL-English/Journalism Computer Labs
- ENGL-Journalism Lab Technician Upgrade
- ENGL-Counselor Bridge
- ENGL-Curriculum Development to Support Five-week Intersession Demands
- ENGL-Journalism Equipment, Material, Websites
- READ-Increase Successful Course Completion of Students at Each Level of Initial Placement
- READ-Complete the Creation of the Elementary Teacher Transfer Degree
- READ-Introduction to Classroom Teaching (EDUC 20)
- READ-Proficiency in Academic Success Strategies (P.A.S.S.)
- READ-Increase Student Success in the WRSC
- READ-Create a Reading Success Center
- READ-Increase the Effectiveness of Placement and Movement Through the Reading Sequence
- READ-Hybrid and Online Classes
- READ-Increase Equity
- READ-Equipment Replacement
- ESL-Transfer/Graduation Preparation
- ESL-Access for Learning Opportunities
- ESL-Generation 1.5
- ESL-ESL Student Success
- ESL-ESL Learning Center
- ESL-Improve FT/PT Faculty Ration and Comply with the 75/25 Ratio
- ESL-Update FT Offices Technology
- ESL-Oral Fluency Development Program
- FL-Increase persistence rate from one level to the next appropriate level in all foreign languages.
- COMM-Communication Studies Program Growth to Meet Student Demand
- COMM-Technology Upgrade
- COMM-Course Programs Data Review
- COMM-Internal Outreach
- COMM-Community Outreach
- COMM-Communication Studies AA Degree Course Placement

1. Type of Resource Requested: Personnel - Faculty

1. Resources Requested: Hire full-time faculty

1. Estimated Cost: 500000

1. Suggested Funding Source: General Fund

1. Comments: The School of Language Arts increased the number of AA degrees and certificates from 74 awarded in 2011-12 to 74 in the 2012-13 school year to 120 in 2013-14.

2. Type of Resource Requested: Equipment

2. Resources Requested: Fund recommended technology requests.

2. Estimated Cost: 167000


2. Suggested Funding Source: General Fund

2. Comments: The School of Language Arts increased the number of AA degrees and certificates from 74 awarded in 2012-13 to 120 in the 2013-14 school year.

3. Type of Resource Requested: Personnel - Classified/ Manager

3. Resources Requested: Fund recommended classified requests.

3. Estimated Cost: 140000


3. Suggested Funding Source: General Fund

3. Comments: The School of Language Arts increased the number of AA degrees and certificates from 74 awarded in 2012-13 to 120 in the 2013-14 school year.

4. Type of Resource Requested: Professional Development

4. Resources Requested: Provide Language Arts with a Faculty Professional Development Budget.

4. Estimated Cost: 40000


4. Suggested Funding Source: VATEA

4. Comments: The School of Language Arts increased the number of AA degrees and certificates from 74 awarded in 2012-13 to 120 in the 2013-14 school year.

5. Type of Resource Requested: Equipment

5. Resources Requested: Fund recommended instructional materials requests.

5. Estimated Cost: 15000


5. Suggested Funding Source: General Fund

Relationship to Higher Level Goals

Academic Affairs
Goal Type: Goal : Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

Goal Type: Goal : Continue to implement goals and objectives of the Pacific Coast Campus Plan as they pertain to Academic Affairs.

Educational Master Plan 2011 - 2016

Goal Type: Goal : Student Success

Goal Type: Goal : Equity

**Increase faculty professional development.**

**Goal Priority:**

**Supported Department Goals:**

- ENGL-Composition Program Oversight Committee
- ENGL-Counselor Bridge
- ENGL-Journalism Dues and Professional Development
- ENGL-Curriculum Development to Support Five-week Intersession Demands
- READ-Increase Successful Course Completion of Students at Each Level of Initial Placement
- READ-Increase the Effectiveness of Placement and Movement Through the Reading Sequence
- READ-Hybrid and Online Classes
- READ-Increase Equity
- ESL-Transfer/Graduation Preparation
- ESL-Access for Learning Opportunities
- ESL-Generation 1.5
- ESL-Oral Fluency Development Program
- FL-Increase persistence rate from one level to the next appropriate level in all foreign languages.
- COMM-Department Retreat Workshop
- COMM-NCA Lifetime Departmental Membership
- COMM-Internal Outreach
- COMM-Community Outreach

1. **Type of Resource Requested:** Professional Development

2. **Resources Requested:** Provide Language Arts with a Faculty Professional Development Budget.

1. **Estimated Cost:** 40000

1. **Year:** 2014-2015

1. **Suggested Funding Source:** General Fund

2. **Type of Resource Requested:** Other

2. **Resources Requested:** Maintain conference funding for Journalism faculty.

2. **Estimated Cost:** 3000

2. **Year:** 2014-2015

2. **Suggested Funding Source:** VTEA

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