

# English Department Plan 2011-12

## Long Beach City College

### Dept - English

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**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 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 a standard second-semester general education requirement option (currently, English 2; as of Spring 2010, 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 the student for possible publication.

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, English 105, and English 1. Additionally, the WRSC provides supervised tutoring in English and Reading for all students studying any subject across campus.

**Summary of Access, Productivity & Effectiveness:** Current English Department program data show that the department is serving more students in fewer class sections compared to previous years, even in a time of poor budget conditions. While some of the change may be ascribed to improved enrollment management techniques, the faculty and staff who work in the department should be lauded for their efforts to maximize student contact hours. Following are a few highlights from the data:

- Program load (WSCH/FTE) has increased from 375 in Fall 2006 to 405 in Fall 2008 to 449 in Fall 2010, an overall increase of 16% over the last 4 years.
- The English Department offered 626 sections in the 08/09 year, but these numbers include reading classes, so a meaningful comparison cannot be made. However, 478 sections were offered in the 09/10 year after the Reading Department was formed, and projections for the 10/11 year reveal an approximate 3% reduction down to 464 sections.
- Despite an overall decrease in sections, there has been an overall upward trend in FTES, 1145 in 05/06 to 1354 in 07/08 (up approx. 15%) and then to 1760 in 08/09 (approx. up an additional 23%). Budget reductions finally impacted the department in 09/10 with 1550 FTES (a decrease of approx. 12%), and current projections indicate an additional 3% loss for the 10/11 academic year.

Data also show that the department is serving students more effectively with an overall upward trend in success rate, retention rate, and completion rate from over the last several semesters, particularly when like semesters are compared:

--Success rate: Fall 08-Fall 10, 62% to 68% and Spring 09-Spring 11, 61-65%

--Retention rate: Fall 08-Fall 10, 78% to 82% and Spring 09-Spring 11, even at 81%

--Completion rate: Fall 08-Fall 10, 65% to 73% and Spring 09-Spring 11, 64 to 69%

Summer semester?in part because of the influx of CSU and UC students?trends in general more than 5% upward of the figures above.

Generally speaking, success rates for the core composition courses reflect a gradual increase in student success. For English 1, now a graduation requirement for the AS/AS degree, success rates continue to fluctuate from 64%-65%; for English 105, from 65% to 69%, and for English 801AB, from 60-70%.

Over the last several semesters the department has been serving close to 5000 students each semester, but the demand continues exceed the offerings. In the last 5 semesters, there have been approximately 1500 students

on the wait lists every semester. Scheduling changes have increased and decreased the wait lists for different courses (for example, the English 1 wait lists have decreased slightly, and the English 801AB wait lists have increased a great deal), but the overall number of students unable to enroll in an English course, particularly in a composition course, had remained relatively static. We are nowhere near meeting the demand, and this situation is likely to be exacerbated by the Promise Pathways initiative coming online in Fall 2012 along with the compressed calendar. The trend line for number of sections and FTES needs to reverse to accommodate the pathway students without disenfranchising continuing and other students and to begin to recover from the backlog of students who have been waiting to take an English class. Clearly, the department has done all it can to maximize service; only additional sections can begin to meet students' needs.

#### **Internal Conditions (see Technology**

**Help for list):** Faculty computers are not adequately maintained or replaced by the college. Faculty computers need to be updated with current software for web site development, online course development, and publication. Students increasingly expect smart classrooms, and faculty increasingly rely on technology to deliver course content, yet there is only one smart classroom in the P Building. Media carts are difficult to maneuver in the P Building's small classrooms and are not always available.

#### **Budget**

The budget is predicated on staffing largely through the hiring of hourly faculty, a practice that serves neither the students nor the educational mission of the college. An ongoing budget for learning communities and the appropriate institutional support is needed. Release time is necessary to continue to publish *Jacaranda* and the English Department website, as well as to cover the vital role of assessment and placement. The English Department web site is crucial to student success in a number of ways: it promotes English programs, courses, and opportunities; it provides necessary information about instructor office hours and course descriptions, and it links students to other college information and resources, which will contribute to their success. *Jacaranda* has been published for over twenty years with the assistance of LBCC Foundation funds and release time for the committee chair, who oversees the publication of the annual essay contest winners in a professionally-produced journal. The publication duties are too onerous to attempt while teaching a full-course load in the English Department.

#### **Staffing**

Due to retirements and one death, the English Department has five fewer full-time instructors compared to FY2001-2002, a reduction which has drastic consequences for the department's ability to participate in college-wide committees as well as to teach. Program continuity suffers by the fragmentation of their duties. The ratio of adjunct instructors to full-time instructors violates AB1725, seriously affecting student success in a program central for transfer and graduation (approximately 50% of course offerings are taught by adjunct, and the numbers are even higher at the developmental levels). Although two new full-time faculty joined the department in Fall 2011, an additional faculty member retired suddenly in Spring 2011, and another full-time faculty on personal leave this year is unlikely to return. As LBCC ramps up Promise Pathways and continues to collect more assessment data, full-time faculty are desperately needed to keep up with the department's increasing obligation to college service as well as to providing students with the best possible education available.

#### **Resources**

Department members cannot maintain currency in the discipline without funding for conferences. Department members cannot maintain currency in new teaching technology without funding. We cannot offer competitive online courses without this knowledge. Faculty ability to deliver to students an excellent classroom experience continues to diminish as clerical staffing hours and supply budgets continue to be cut. While enrollment has continued to climb, copy budgets and the like remain stagnant or face cuts.

#### **Enrollment**

P Building rooms typically have 30 seats and regularly verge on Fire Code infringement. Especially at the high demand times of the day, the department needs more designated classroom space. The opening day wait lists have remained constant at around 1500 students since the 09/10 academic year. The institution's failure to meet this demand severely impedes student success, including ability to succeed in other coursework based on skills acquired in English classes, and ability to transfer in a timely manner. This inability to gain a seat means that students' progress through the composition sequence is interrupted frequently, and because seats are filled within two weeks of priority registration, students who fail a class find it almost impossible to continue in the sequence. For example, a student who expected to pass English 105 might have successfully enrolled in English 1, yet by the time she realizes she failed, all of the seats in English 1 are taken; this marginally performing student then often waits a semester to continue in the sequence. Ultimately, the English Department needs a much larger space in which to centralize the majority of its classes as well as faculty office and the Writing and Reading Success Center. Scattering the program all over campus in a variety of buildings poorly supports students in the composition sequence, and it also discourages the English majors/minors community who are so important to increasing our certificate, transfer and degree achievement rate.

#### **Facilities**

Inadequate office space exists for the many adjunct instructors on both campuses to meet with students to ensure their success. This lack of office space means that these instructors have no phones, no desk, no computer, or other professional necessities. Finally, at PCC, we need more space immediately; the lack is affecting the number of classes offered. At PCC, we need more classroom and office space for full-time, as well as adjunct faculty.

#### Equipment

The department needs a number of new podiums/lecterns as they have been wearing out or vanishing over the past decade. Ideally, a technology rack/projector set-up similar to the one installed in P-104 should be available in every room of the P Building. Chalkboards and whiteboards on the PCC campus are sub-standard quality, affecting day-to-day teaching. P-104 needs a new rolling white board. Equipment also needs to be serviced and maintained. The P building is consistently filthy. Instructors have noted unemptied trashcans, dirty chalkboards, and disgusting carpeting throughout. Temperature fluctuations (icy cold to unbearably hot) have caused discomfort among students in every room in the P building; faculty have been forced to dismiss classes early on hot days to avoid possible heat stroke liability, particularly on the west side of the building. Window awnings for shade and working rotating fans would help alleviate the situation, but ideally the heating and cooling systems in the P building need overhaul.

**External Condition-Regulatory/Legislative Changes:** Very little planning occurred to prepare for the influx of students who need to take English 1, now that it is a requirement for the AA/AS degree. Though some small gains have been made, more sections are still needed.

**External Condition- Grants Available:** Various groups within the English Department apply for Foundation Grants each year to fund activities such as the Visiting Writers series and Jacaranda.

**External Condition-Accreditation Recommendations:** Accreditation recommendations have necessitated diverting a significant amount of time and thought away from the regular business of teaching and committee work; faculty are busy writing assessment plans and collecting/analyzing assessment data. Since time is finite, more time spent on these tasks translates into less faculty time for students. Making a significant individual connection with students has been shown to be an important part of their success, yet the demands on faculty time make it increasingly difficult to achieve.

**External Conditions- Other :** The state of the California economy has forced many students to opt for a community college education; for some, they had already begun their journey at a four-year institution. Although the numbers are still anecdotal at this point, a significant number of CSU and UC students are attending LBCC; we are pleased to have them, but they are affecting access to courses like English 1, a continuing problem that will be further exacerbated by the influx of Promise Pathways students. Steps must be taken immediately to insure that students will continue to have access to this important course in upcoming semesters.

**Faculty & Staff :** 24 full-time faculty

50 adjunct faculty (approximate, fluctuates depending on semester)

3 classified staff-2 for English at 105% combined, and one for journalism at 100%

No work experience hours have been budgeted to keep labs P-111 and P-126 open and accessible to students when courses are not meeting in the rooms.

**Names & Titles of Program Review Participants:** Christina Guillen, Diane Gunther, David Lipton, Pat McKean, Kirsten Moreno, David Morse, Allison Murray,

Jennifer Nellis, J-Son Ong, Velvet Pearson, Rodney Rodriguez, Karen Rose, Margaret Shannon, Kenneth Speirs, Anthony Starros, Jeff Wheeler, Laura Wheeler

**2009-2010 SLOs** were written for all courses in the department.

**Accomplishments:** Assessment plans for all English courses were completed on time.

English Majors and Minors Club won several awards in spring 2010:

-Senate Star Award: Matt McGaw, Katharine Foster, and James Toth

-Best Club Member: James Toth

-Student Senate Scholarship: Matt McGaw

-Best Campus Service Project and Academic Advancement Award

The creative writing committee hosted several events:

-Visiting Writers Series, Ellen Bass, Tony Barnstone, and Gordon McAlpine in Fall 2009, and Frank Gaspar and David Gewanter in Spring 2010

-Verdad publication party, Fall 2009 and Spring 2010

-Poetry readings by student groups, Penchant for Poetry, Young Poets Society, and Mnemosyne

-visiting 4th graders participated in creative writing activities in P-104, Fall 2009

Dr. Kenneth Speirs was awarded an NEH summer position in a "Landmarks of American History and Culture Workshop" entitled, "Along the Shore: Changing and Preserving the Landmarks of Brooklyn's Industrial Waterfront."

Dr. Nicole Glick delivered a paper at the Western Association for Papers Conference on Sustainability in Basic Skills Curriculum.

Dr. Jeff Wheeler completed a website to assist in adjunct faculty training.

Dr. David Morse was re-elected as South Representative for the Academic Senate for California Community Colleges; chaired the ASCCC Resolutions Committee; credited as co-lead writer (with Janet Fulks) of the ASCCC's "Data 101" pamphlet; co-authored (with Pamela Watkins) a Senate Rostrum article titled "Ethnic Studies Requirement: Understanding It and Fulfilling It"; presented 12 different workshops at the ASCCC's Fall and Spring Plenary Sessions, Faculty leadership Institute, and Curriculum Institute

Journalism faculty and students worked hard and won several awards:

- Journalism faculty helped welcome hundreds of high school seniors as part of the college outreach program on Saturdays throughout spring 2010.
- LBCC Viking newspaper and City magazine students for the first time in decades were allowed to enter, then earned six university awards through the California Media Advisers and were honored at Hearst Castle on April 17, 2010.
- LBCC Viking newspaper and City magazine students earned about 35 awards from the Journalism Association of Community College regional and state conventions in 2009-2010.
- Journalism students and faculty welcomed hundreds of 4th graders as part of the Long Beach Promise tours on Fridays in 2009 and 2010.
- A dozen students won the first "Front of the Class" awards in individual journalism classes at LBCC in spring 2010.
- Student Christian Millan's photo was selected in a national photojournalism contest.
- Student Michael Simmons earned the college's highest honor, the Viking Award, in fall 2009.
- Adjunct faculty member Cindy Frye was nominated for induction into the LBCC Hall of Fame.
- Pat McKean attended the NISOD international convention in Austin, Texas in spring 2010 to receive his award for excellence and teaching.

**2010-2011** English Department faculty were instrumental in resurrecting the Course Evaluation Subcommittee of the **Accomplishments:** Curriculum Committee, especially including the chair Allison Pop and program reviewer Jeff Wheeler.

An honors addendum was written for English 33 and approved.

David Morse served on ASCCC executive committee and was elected secretary. He was also named to the SB 1143 Chancellor's Office Student Success Task Force and co-authored "Implementing Content Review for Communication and Computation Pre-Requisites," and ASCCC publication. Finally, he has been named chair of the ASCCC Curriculum Committee for 2011-12 and has been recognized by resolution of LBCC Curriculum Committee for assistance in developing LBCC's first transfer degrees.

Viking newspaper and City magazine students won 32 awards from the Journalism Association of Community Colleges in 2010-2011, including general excellence for both the newspaper and magazine.

LBCC Viking newspaper and City magazine students earned the most university level honors, 17, among Community College journalism programs through the California College Media Advisers at the Hollywood awards event in spring 2011. Three of the winners gained first place.

Student Veronica Vega received a top scholarship in New York City from the National Hispanic Journalism Association.

Danielle Williams, Veronica Vega and Daniel Van Hoosier earned the college's highest honor, the Viking Award, in 2010-2011.

Journalism alumni made their marks in the industry and in higher education:

Jillian Sederholm entered the Columbia School of Journalism in New York City; Danny Lee was accepted at the Annenberg School of Journalism, USC; Floyd Hampton Livingston founded the 562live.com website; Josselyn Wheeler was accepted at the Graduate School of CSULA; Tracy Manzer earned Los Angeles Press Club honors for her work as the crime and courts reporter for the Long Beach Press-Telegram; Jessica Terrell works as a journalist in New York; Daniel Van Hoosier and Michael Simmons interned with lbreport.com.

### **Goal: Provide increased access to composition and other English Department courses**

Offer enough sections of composition and other English Department courses so that 1) matriculating students are able to complete the English requirement in two years, 2) students who have begun the English composition sequence may complete it in consecutive semesters, and 3) students may complete the composition sequence before they take other general education courses for which the composition sequence is designed to prepare them, and 4) the seats that have been guaranteed for Promise Pathway students will not displace current and other students.

**Year:** 2011 - 2012

**Start Date:** 08/16/2010

**Goal Status:** In Progress

**Goal Priority:** High

**Rationale:** According to the Deming Report (2007), the persistent shortage of composition sections is a significant barrier to student success. The report cites the fact that when students are unable to enroll in a composition course, they enroll in other GE classes that require writing and do poorly in those classes. Increasing access to more sections will enable students to take composition courses in sequence as preparation for other courses.

The Student Success Plan (2007) refers to the problem that students are unprepared for GE classes because they have not completed in basic skills classes first (more than 95% of entering students assess at or below the English 105 level), but the Student Success Plan does not include any strategy for addressing one of the most serious problems facing our students.

Demand for composition courses in particular had been increasing over the last several years. By fall 2010, there were 1,500 students who tried to but were unable to enroll in English composition classes, and this number has remained relatively stable over the last 3 semesters. These students would fill 53 sections. The number of students who could not enroll in English composition in fall 2010 is 169% greater than the total number of students who graduated in 2006-2007.

Lack of access to English composition courses is a greater barrier to student success than any factor addressed in the Student Success Plan; the college has built this barrier through poor planning and resource allocation. As the college readies the Promise Pathway initiative, past history and current experience seems to suggest that attention to planning has not increased to a level commensurate with the project's importance. If 1700 Promise Pathway students have guaranteed seats in sections, they will take up 56 of the slightly over 200 sections that are offered in the English Department each semester.

**Strategies:**

- Assign additional sections of English 1 to compensate for new graduation requirement and alleviate a backlog that affects students across the institution
- Increase the number of additional sections to accommodate Promise Pathways students based on assessment data
- Increase the number of students who can complete the composition sequence in consecutive semesters, an important factor in overall student completion and transfer rates
- Explore alternative ways of offering such impacted courses as English 1 in order to maximize facility usage and to better support other college classes that require significant student writing
- Use technology efficiently, improving student success rates, by planning for classroom usage that will assign "smart" classrooms to faculty/students who actually use the equipment available in those rooms
- Plan for continuing to offer more sections of these courses after the 16-week semester is adopted, when the extra time allotted to individual classes will effectively reduce usable classroom space by approximately 20 percent
- Plan for the restoration of class sections eliminated during poor budget years
- Design and have in place a method of reducing sections that may be used when and if future reductions are necessary and for adding sections during growth years
- Continue to monitor WRSC curricula, revising SLA offerings as needed
- Pursue equivalent offerings and student access at PCC by developing English Department computer lab space
- Hire a student work-study assistant to open P-111 English computer lab for student use

**Responsible Parties:** English Department, Student Success Committee, Dean of Language Arts, VP of Academic Affairs

**Campus supported by this** Both

**goal:**

**Specify if goal is for** Department/ Program

**department or sub-area:**

**Other Area impacted by this** Institutional Effectiveness

**goal:**

**Other Area(s) impacted by** Facilities, other academic departments

**this goal:**

**Level of Support Needed:** School or VP

#### **Related Resources Needed**

\* Resources Needed Name: Classroom scheduling

**Resources Needed** Assign preference for classroom usage to high-demand classes; eliminate the current first-come on first-run policy

**Description:** for assigning open classroom space

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 0.0000

**Type of Resource:** Facilities

**Requested:**

**Justification for Resource:** The Deming Report identifies a shortage of composition sections as a barrier to student success. Providing

**Request:** more sections will alleviate the current backlog and allow students to graduate, transfer, etc.

**Department Code:** 150100 English

**Requested Funding Source:** Other

\* Resources Needed Name: Faculty professional development

**Resources Needed:** Provide augmented professional development funds so that faculty may stay abreast of the quickly changing

**Description:** educational landscape, particularly in basic skills level composition

**Inter-Level/ VP Level Group:** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 23000.0000

**Type of Resource:** Other

**Requested:**

**Justification for Resource:** Student success depends on students' ability to navigate the composition sequence efficiently; however, at the

**Request:** lowest levels of composition, almost 70% of the courses are taught by adjunct faculty. Most English faculty have academic training in literature or creative writing and would benefit from training that would help them be successful teachers at the most basic levels of composition. As the student population becomes more familiar with technology, faculty will also need to continue to update their own familiarity with technology use in the classroom to retain students' interest.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

\* Resources Needed Name: Hire full-time faculty

**Resources Needed:** Seven full-time faculty members have retired since 2004, and one faculty member who is currently on a leave of

**Description:** absence will likely relocate. Over the same time period, two new full-time faculty have been hired.

**Inter-Level/ VP Level Group:** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 70000.0000

**Type of Resource:** Personnel - Faculty

**Requested:**

**Justification for Resource:** Fewer full-time faculty equate to fewer sections taught by faculty who are invested in program continuity and

**Request:** quality, fewer office hours for student access, and lower rates of student success (persistence, completion, etc.)

**Department Code:** 150100 English

**Requested Funding Source:** Other

\* Resources Needed Name: P Building Technology Upgrade

**Resources Needed:** Upgrade/provide smart classrooms in the P building

**Description:**

**Inter-Level/ VP Level Group:** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 300000.0000

**Type of Resource:** Equipment

**Requested:**

**Justification for Resource:** Faculty who use the technology available in smart classrooms across campus miss it when they teach in the P

**Request:** building. Students are becoming more accustomed to teaching methods that incorporate technology and are by and large more successful in courses in which such resources are available, particularly when their instructor exploits the positive aspect of such resources to the fullest.

**Department Code:** 150100 English

**Requested Funding Source:** Capital Outlay

\* Resources Needed Name: P-111 lab assistant

**Resources Needed:** Restore some hours to a lab assistant for the English Department Computer lab to maintain hardware and

**Description:** software and assist students and teachers who teach and use the lab.

**Inter-Level/ VP Level Group NEW**

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 20000.0000

**Type of Resource:** Personnel - Classified/ Manager

**Requested:**

**Justification for Resource:** Without regular maintenance, equipment breaks down. Without the regular running of utilities and other desktop

**Request:** cleanup, software runs slowly or not at all. Both issues contribute to frustrations among the instructors and students who use the lab space, decreasing its use. Students who work in the lab remain in the building where many of the can seek assistance from their instructors and better perform in their classes.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

\* Resources Needed Name: PCC English Computer Lab

**Resources Needed:** Dedicate English computer lab space at PCC to be shared with Assessment and Reading

**Description:**

**Inter-Level/ VP Level Group NEW**

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 350000.0000

**Type of Resource:** Equipment

**Requested:**

**Justification for Resource:** At one time students had access to a computer lab in GG, but that has been converted into swing space for

**Request:** construction purposes. English and Reading Department students benefit from having access to a lab in which they can remain in close contact with their instructors, receive assistance and work on class assignments. In addition, Assessment had extremely limited testing hours at PCC and would be willing to share such a space with the two academic departments, who have also agreed to share such a space, making it a multi-use facility.

**Department Code:** 150100 English

**Requested Funding Source:** Capital Outlay

\* Resources Needed Name: WRSC Personnel

**Resources Needed:** To compensate for increasing numbers of students enrolling in a larger number English composition courses,

**Description:** more WRSC personnel must be hired and trained to compensate for the increased flow of students in the WRSC.

**Inter-Level/ VP Level Group NEW**

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 50000.0000

**Type of Resource:** Personnel - Classified/ Manager

**Requested:**

**Justification for Resource:** Students face long wait time for service in the WRSC. As participation rates improve, it becomes more difficult for

**Request:** the limited staff to provide supplemental instruction to everyone who needs it.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

**Related Goals**

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**Academic Affairs**

\* Improve rates of student success which includes the following: AA/AS, AA-Transfer, AS-Transfer, Transfer, and Certificates of Achievement.

**Board of Trustees' Goals 2009 - 2011**

\* Measure and improve student success.

\* Improve organizational function, create a greater sense of community, and continue community outreach efforts.

**Educational Master Plan 2005 - 2010**

\* Learning

\* Equity

\* Teamwork and Organizational Development

**PCC**

\* Curriculum: Ensure that the Pacific Coast Campus will provide students with a high-quality, comprehensive, current, innovative and diverse curriculum. Ensure that curricular offerings meet the needs of students whose goals include transfer, associate degrees, certificates, developing their basic skills or preparing for the workforce. Provide for a curriculum responsive to fast-growing industries, to the unique and diverse needs of the community; as well as a strong traditional core curriculum and a strong basic skills curriculum.

Support academic programs that are unique to the campus and support student opportunities for workforce preparation and personal development.

This goal specifically addresses the college mission of "a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment," as well as "the college develops students' college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning."

This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness." In addition, this goal supports the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

- \* Student Success Support: Ensure that the Pacific Coast Campus will provide for comprehensive, well-supported, efficient and effective student success support programs. Provide student success support through a broad spectrum of well-organized, structured, and proven programs and services that address the academic, co-curricular and personal needs of all students who attend the PCC campus and address the unique needs of the PCC campus community.

This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness." In addition, this goal is supported by the Student Success plan, the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

## School of Student Success

- \* Develop and expand the instructional programs and learning assistance offered in Student Success

## Superintendent-President Agenda 2009 - 2011

- \* Student Success
- \* Institutional Effectiveness

## Goal: Increase the number of English and Journalism majors/minors

The English Department should act as a center that promotes all of its courses, activities, and events to students who are majors and minors, or who are interested in such classes as electives. In addition, the English Department should market itself to the institution and the community at large as a vibrant hub for such courses, activities, and events. Producing additional English/Journalism majors may also lead to a more diverse faculty membership.

**Year:** 2011 - 2012

**Start Date:** 08/16/2010

**Goal Status:** In Progress

**Goal Priority:** High

**Rationale:** The UC and CSU systems continue to evolve in response to changes in the budget climate and in the disciplines themselves. A significant mission within the community college is to promote transfer; to a certain extent, department curricula must keep pace with the requirements of its transfer targets. LBCC faculty are currently involved in developing the local requirements associated with this degree.

Students and the community at large remain interested in literature, creative writing and journalism classes and activities. In fact, over the 2009-10 academic year, enrollments in these classes increased, and affiliated activities in the department also saw increased attendance. Fostering these seemingly extra-curricular activities through clubs and events can increase the number of majors and minors in these areas and promote a positive image for the institution in the community at large. Community members who attend an on-campus event may be inspired to enroll in a class or to encourage others to do so. Studies have also shown that students who feel connected to an institution through participating in a well-loved activity are far more likely to complete their studies compared to those who don't.

**Strategies:** -Add and/or revise curriculum to take into account transfer requirements for majors, as well as ongoing changes in the discipline  
-Align course offerings with transfer institutions, including a revision of some literature courses to make them 4 units  
-Restore literature and creative writing course offerings to pre-economic downturn levels to ensure a variety of course offerings, especially to provide enough variety in electives for transfer majors  
-Maintain hardware and software in English Department computer labs and smart classrooms (P-111, P-126, and P-104)

- Disseminate integrated advertising in a variety of formats for department programs and events (English Majors/Minors club, Jacaranda Essay Contest, Marian Sims Baughn Center events, online and print Viking, City Magazine, visiting writers series, etc.)
- Improve and update department website on a continuous basis
- Assign P-104 space to creative writing and literature courses whenever possible
- Pursue NEA grant funding for the Marian Sims Baughn Center

**Responsible Parties:** Department subcommittee chairs

**Campus supported by this goal:** Both

**Specify if goal is for Department/ Program**

**department or sub-area:**

**Other Area(s) impacted by this goal:** Curriculum, Public Affairs, Foundation, Grants office

**this goal:**

**Level of Support Needed:** School or VP

### Related Resources Needed

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\* Resources Needed Name: Department release time

**Resources Needed** Provide 100% release time to the department as a whole, to be divided among key positions within the

**Description:** department (excepting the department head)

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 32000.0000

**Type of Resource** Personnel - Faculty

**Requested:**

**Justification for Resource** The department has a shrinking pool of full-time faculty at the same time faculty across the campus are being

**Request:** asked to increase their professional duties. With one exception for assessment, all release time associated with department positions has been cut. Restoring the release time and putting it under faculty control would allow the department to perform work that is important to student success and changes in the discipline.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

\* Resources Needed Name: Journalism conference funding

**Resources Needed** Supplement faculty professional development funds to allow more faculty in this area to attend more conferences

**Description:**

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 5000.0000

**Type of Resource** Other

**Requested:**

**Justification for Resource** Journalism as a discipline has undergone a radical change related to internet and other technology. Journalism

**Request:** faculty must be allowed to train themselves and keep abreast of fast-moving developments in their discipline to prepare students for the workplace.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Journalism lab software

**Resources Needed** Funding for 50 sets of software in the P125 office and P126 lab would allow journalism students to gain

**Description:** experience with Creative Suites 5 (CS5), which cannot run on the older computer systems. The purchase would be a major advantage for Career and Technical Education students. The software programs related to PhotoShop, InDesign, Illustrator and other media-related projects would be an asset to LBCC journalism students, some based at the PCC.

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 25000.0000

**Type of Resource** Software

**Requested:**

**Justification for Resource** The purchase of this software would be a major advantage for Career and Technical Education students. The

**Request:** software programs related to PhotoShop, InDesign, Illustrator and other media-related projects would be an asset

to LBCC journalism students, some based at the PCC campus.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Journalism writing coach

**Resources Needed** A writing coach would guide dozens of students as they produce specialized assignments for the Viking

**Description:** newspaper and City magazine as well as basic classes. The employee also would help students with critical thinking skills supplemental to the classroom instruction.

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 2500.0000

**Type of Resource** Personnel - Classified/ Manager

**Requested:**

**Justification for Resource** The writing coach would become an essential part of the success of our students because many of them are

**Request:** under-prepared, and current WRSC tutors are not trained in the journalism writing style.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Laptop

**Resources Needed** Journalism program students could use training on a laptop computer to complete assignments in the field.

**Description:**

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 800.0000

**Type of Resource** Equipment

**Requested:**

**Justification for Resource** Professional journalists do much of their work at various sites away from the home office, and training students

**Request:** to work on a laptop in the field would prepare them for the real-life workplace.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Marketing

**Resources Needed** Increase current English Department marketing budget and/or supplement by working with other campus

**Description:** resources

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 10000.0000

**Type of Resource** Other

**Requested:**

**Justification for Resource** Comprehensive marketing will improve enrollment in non-composition English Department courses and promote

**Request:** a positive LBCC image in the community

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

\* Resources Needed Name: Professional development

**Resources Needed** Increase the professional development funds from the institution for all faculty, and increase the department line

**Description:** for conference funds so that faculty may stay abreast of the quickly changing educational landscape.

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 23000.0000

**Type of Resource** Other

**Requested:**

**Justification for Resource** Technology, approached to writing, and cognitive research are only a few of the recent changes that affect

**Request:** teaching and learning in the discipline. Faculty must have the opportunity to keep their teaching methods and discipline knowledge current to better educate the students of the 21st century.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

## Related Goals

## Academic Affairs

- \* Improve rates of student success which includes the following: AA/AS, AA-Transfer, AS-Transfer, Transfer, and Certificates of Achievement.

## Board of Trustees' Goals 2009 - 2011

- \* Measure and improve student success.
- \* Improve organizational function, create a greater sense of community, and continue community outreach efforts.

## Educational Master Plan 2005 - 2010

- \* Learning
- \* Teamwork and Organizational Development

## PCC

- \* Curriculum: Ensure that the Pacific Coast Campus will provide students with a high-quality, comprehensive, current, innovative and diverse curriculum. Ensure that curricular offerings meet the needs of students whose goals include transfer, associate degrees, certificates, developing their basic skills or preparing for the workforce. Provide for a curriculum responsive to fast-growing industries, to the unique and diverse needs of the community; as well as a strong traditional core curriculum and a strong basic skills curriculum. Support academic programs that are unique to the campus and support student opportunities for workforce preparation and personal development.

This goal specifically addresses the college mission of "a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment," as well as "the college develops students' college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning."

This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness." In addition, this goal supports the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

- \* Student Success Support: Ensure that the Pacific Coast Campus will provide for comprehensive, well-supported, efficient and effective student success support programs. Provide student success support through a broad spectrum of well-organized, structured, and proven programs and services that address the academic, co-curricular and personal needs of all students who attend the PCC campus and address the unique needs of the PCC campus community.

This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness." In addition, this goal is supported by the Student Success plan, the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

## School of Student Success

- \* Develop and expand the instructional programs and learning assistance offered in Student Success

## Superintendent-President Agenda 2009 - 2011

- \* Student Success
- \* Economic, Workforce Development, and Community Outreach

## Goal: Ensure and improve consistency and quality of English and Journalism curricula based on SLO and other data

English Department faculty strongly believe that students are entitled to a high-quality education. Maintaining individual course standards and continuity in course sequences requires constant effort and attention from both full-time and adjunct faculty. Full-time faculty need more time to dedicate to this effort, in part to deal with high turnover rates in an already large adjunct faculty membership in the department.

**Year:** 2011 - 2012

**Start Date:** 08/16/2010

**Goal Status:** In Progress

**Goal Priority:** High

**Rationale:** The English Department has lost 7 (possibly 8, pending) full-time faculty members since 2004 (and hired only 2), yet over the same time period, the institution--because of accreditation requirements and other factors--has asked that fewer faculty complete an increasing load of required curriculum-related work. For example, in 2009, the college added Student Learning Outcomes to every course and required each department to assess SLOs in all of its courses.

Having a smaller department membership also impacts the department's ability to offer courses with a clear

sense of continuity. In order to earn an AA degree, all students must take an English class, yet at least half of these classes are taught by adjunct faculty (in the entry class, English 801AB, 65% of the courses are taught by adjunct faculty). The writing skills of English and Journalism students cannot be evaluated by Scantron. More than any other required course, an English composition course is subject to the judgment of its instructor. Maintaining common standards requires frequent interaction among instructors so that students in all classes complete comparable assignments and so that all students are graded according to common criteria. A strong composition program requires strong leadership from full-time faculty.

- Strategies:**
- Devote Flex Days to department training activities
  - Develop a for-pay training program for adjunct faculty
  - Develop increased oversight for composition classes including thorough and ongoing reviews of each course (English 801A, English 801B, English 105, English 1, and English 3)
  - Assign one full-time faculty member the responsibility to lead each of the composition courses. This leadership will include review of syllabi, review of textbooks, review of assignments, review of grading practices, development of final exams, development of assessment strategies, collection of assessment data, evaluation of assessment data, and development of activities to develop department norms within each composition level.
  - On a rotating basis, assign a faculty member 50% release time during one semester in order to carry out in-depth study of, training for, and norming for each of the classes in the composition sequence.
  - Encourage greater participation by full-time faculty in off-campus professional development activities and organizations
  - Increase participation of adjunct faculty in course standards development
  - Assign course scheduling priority based upon participation in professional activities
  - Increase participation in adjunct faculty mentor program through Human Resources

**Responsible Parties:** English Department

**Campus supported by this** Both

**goal:**

**Specify if goal is for** Department/ Program

**department or sub-area:**

**Other Area impacted by this** Human Resources

**goal:**

**Other Area(s) impacted by** Professional development program,

**this goal:**

**Level of Support Needed:** School or VP

### **Related Resources Needed**

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\* Resources Needed Name: Adjunct faculty professional development

**Resources Needed** Increased levels of conference funding would allow adjunct faculty to gain experience and add to the quality of the

**Description:** program

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 20000.0000

**Type of Resource** Professional Development

**Requested:**

**Justification for Resource** Half of the composition sections are taught by adjunct faculty, whose schedules and teaching loads make it

**Request:** impossible for most of them to participate regularly in flex day activities. Maintaining a quality program under such circumstances is difficult, and providing additional training and educational opportunities for adjunct would add to the program's quality.

**Department Code:** 150100 English

**Requested Funding Source:** Other

\* Resources Needed Name: Conference funding

**Resources Needed** Full-time faculty need to attend conferences on important developments in the field, especially related to

**Description:** assessment, cognition, and basic skills

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 23000.0000

**Type of Resource** Professional Development

**Requested:**

**Justification for Resource** SLO and other data will begin to reveal where the department needs to improve how it teaches its courses, particularly in the composition sequence. It will be challenging to bring improvements into the department without the funding that will allow faculty to attend professional conferences on these topics.

**Department Code:** 150100 English

**Requested Funding Source:** Other

\* Resources Needed Name: Department release time

**Resources Needed** Release time will be needed to provide the oversight duties described in the goal.

**Description:**

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 32000.0000

**Type of Resource** Personnel - Faculty

**Requested:**

**Justification for Resource** Ensuring continuity of offerings in the core areas requires a great deal of time and effort and is a task that needs

**Request:** to be shared by a variety of full-time faculty members. Such assistance would help the department head maintain the quality of the composition and other programs.

The release time alluded to in goal 2 would also be used in support of this goal.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

\* Resources Needed Name: Hire full-time faculty

**Resources Needed** Retirements have led to a small department that struggles at times to dole out its increasing workload.

**Description:**

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 70000.0000

**Type of Resource** Personnel - Faculty

**Requested:**

**Justification for Resource** Full-time faculty must be available to fulfill oversight duties that will help maintain continuity in department

**Request:** programs and support student success.

**Department Code:** 150100 English

**Requested Funding Source:** General Fund

## Related Goals

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### Academic Affairs

\* Improve rates of student success which includes the following: AA/AS, AA-Transfer, AS-Transfer, Transfer, and Certificates of Achievement.

### Board of Trustees' Goals 2009 - 2011

\* Measure and improve student success.

### Educational Master Plan 2005 - 2010

\* Learning

\* Equity

\* Teamwork and Organizational Development

### PCC

\* Curriculum: Ensure that the Pacific Coast Campus will provide students with a high-quality, comprehensive, current, innovative and diverse curriculum. Ensure that curricular offerings meet the needs of students whose goals include transfer, associate degrees, certificates, developing their basic skills or preparing for the workforce. Provide for a curriculum responsive to fast-growing industries, to the unique and diverse needs of the community; as well as a strong traditional core curriculum and a strong basic skills curriculum. Support academic programs that are unique to the campus and support student opportunities for workforce preparation and personal development.

This goal specifically addresses the college mission of "a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment," as well as "the college develops students' college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning."

This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention,

excellence, institutional receptivity, and transfer readiness." In addition, this goal supports the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

- \* Student Success Support: Ensure that the Pacific Coast Campus will provide for comprehensive, well-supported, efficient and effective student success support programs. Provide student success support through a broad spectrum of well-organized, structured, and proven programs and services that address the academic, co-curricular and personal needs of all students who attend the PCC campus and address the unique needs of the PCC campus community.  
This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness." In addition, this goal is supported by the Student Success plan, the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

### School of Student Success

- \* Develop and expand the instructional programs and learning assistance offered in Student Success

### Superintendent-President Agenda 2009 - 2011

- \* Student Success
- \* Institutional Effectiveness

### Goal: Update journalism program to reflect current industry standards

A CTE program like journalism must continuously update curriculum, software, etc., to stay current in the industry so 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 program be supported. Support services as well as equipment will improve students performance in these courses.

**Year:** 2011 - 2012

**Start Date:** 08/15/2011

**Goal Status:** NEW

**Goal Priority:** High

**Rationale:** Outdated software and inadequate lab space in the face of increasing enrollments in this program have made it more difficult for journalism faculty to offer a program that prepares students for the 21st century workplace. Faculty in this area need to attend conferences on an annual basis to stay current in the field.

**Strategies:** -Participate in beta testing of assessment process in Fall 2011  
-Maintain hardware and software in English Department computer labs and smart classrooms (P-126)  
-Disseminate integrated advertising in a variety of formats for journalism programs and events, including the online and print Viking and City Magazine

**Responsible Parties:** Journalism committees

**Campus supported by this goal:** Both

**Specify if goal is for department or sub-area:**

**Name of sub-area, if applicable:** Journalism

**Other Area impacted by this goal:** Facilities

**Other Area(s) impacted by this goal:** Curriculum, Public Affairs

**Level of Support Needed:** School or VP

### Related Resources Needed

\* Resources Needed Name: Journalism conference funding

**Resources Needed Description:** Supplement faculty professional development funds to allow journalism faculty to attend conferences

**Inter-Level/ VP Level Group Decision:** NEW

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 5000.0000

**Type of Resource** Professional Development

**Requested:**

**Justification for Resource** Journalism as a discipline has undergone a radical change related to internet and other technology. Journalism

**Request:** faculty must be allowed to train themselves and keep abreast of fast-moving developments in their discipline to prepare students for the workplace.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Journalism lab softward

**Resources Needed** Funding for 50 sets of software in the P125 office and P126 and lab would allow journalism students to gain

**Description:** experience with Creative Suites 5 (CS5), which cannot run on the older computer systems. The purchase would be a major advantage for Career and Technical Education students. The software programs related to PhotoShop, InDesign, Illustrator and other media-related projects would be an asset to LBCC journalism students, some based at the PCC.

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 25000.0000

**Type of Resource** Software

**Requested:**

**Justification for Resource** The purchase of this software would be a major advantage for Career and Technical Education students. The

**Request:** software programs related to PhotoShop, InDesign, Illustrator and other media-related projects would be an asset to LBCC journalism students, some based at the PCC campus.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Journalism mobile technology

**Resources Needed** Journalism program students could use training on a laptop computer to complete assignments in the field.

**Description:**

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** One-time

**Estimated Cost:** 800.0000

**Type of Resource** Equipment

**Requested:**

**Justification for Resource** Professional journalists do much of their work at various sites away from the home office, and training students

**Request:** to work on a laptop in the field would prepare them for the real-life workplace.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

\* Resources Needed Name: Journalism writing coach

**Resources Needed** A writing coach would guide dozens of students as they produce specialized assignments for the Viking

**Description:** newspaper and City magazine as well as basic classes. The employee also would help students with critical thinking skills supplemental to the classroom instruction.

**Inter-Level/ VP Level Group** NEW

**Decision:**

**Fiscal Year:** 2012 - 2013

**Duration:** On-going

**Estimated Cost:** 2500.0000

**Type of Resource** Personnel - Classified/ Manager

**Requested:**

**Justification for Resource** The writing coach would become an essential part of the success of our students because many of them are

**Request:** under-prepared, and current WRSC tutors are not trained in the journalism writing style.

**Department Code:** 150100 English

**Requested Funding Source:** VTEA

## Related Goals

### Academic Affairs

\* Improve rates of student success which includes the following: AA/AS, AA-Transfer, AS-Transfer, Transfer, and Certificates of Achievement.

- \* Improve student readiness for college level work and provide a foundation for successful career and workforce skills.
- \* Improve the student success and completion rates of nontraditional and underrepresented students.

### **Board of Trustees' Goals 2009 - 2011**

- \* Measure and improve student success.
- \* Improve organizational function, create a greater sense of community, and continue community outreach efforts.

### **Educational Master Plan 2005 - 2010**

- \* Learning
- \* Equity

### **PCC**

- \* Curriculum: Ensure that the Pacific Coast Campus will provide students with a high-quality, comprehensive, current, innovative and diverse curriculum. Ensure that curricular offerings meet the needs of students whose goals include transfer, associate degrees, certificates, developing their basic skills or preparing for the workforce. Provide for a curriculum responsive to fast-growing industries, to the unique and diverse needs of the community; as well as a strong traditional core curriculum and a strong basic skills curriculum. Support academic programs that are unique to the campus and support student opportunities for workforce preparation and personal development.

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This goal is supported by the Equity plank of the Educational Master Plan 2005-2010 that includes the goal of "effective access to and equity in educational outcomes for our diverse community will be assured by sufficient and cohesive pathways for access, retention, excellence, institutional receptivity, and transfer readiness." In addition, this goal supports the objectives of the President-Superintendent's 18-month agenda focusing on "Academic Excellence and Student Success," as well as the Board of Trustees goals to "Measure and Improve Student Success," and to "Improve Organizational Function, Create a Greater Sense of Community and Continue Community Outreach Efforts."

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### **School of Language Arts**

- \* Increase students' completion, persistence, and retention
- \* Increase faculty professional development.

### **School of Student Success**

- \* Increase the integration of educational technology tools and resources into various academic environments to increase student learning

### **Superintendent-President Agenda 2009 - 2011**

- \* Student Success
- \* Economic, Workforce Development, and Community Outreach