

## School of Language Arts School Plan 2011-12

<p>1. Mission</p>	<p>The School of Language Arts educates students about reading, writing, listening, and speaking effectively in preparation for successful entry-level careers or career advancement. The School also considers broadening its students' appreciation of our multicultural and varied society an integral goal.</p>
<p>2. Alignment to college-wide goal</p>	<p>All goals developed by 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 Agenda. Even though some of these goals are more frequently related to the goals developed by the four departments, all goals from the BofT, EMP, and S-PA are correlated at least to a few goals from the four departments. The goals more consistently related to the ones developed by the departments are "Measure and improve student success (BofT)", "Learning (EMP)", "Equity (EMP)", "Student Success (S-PA)", and "Institutional effectiveness (S-PA)".</p>
<p>3. How does School support Dept/ Program goals?</p>	<p>The School of Language Arts has always worked very closely to the departments and the department heads. The school has created a sense of community where the departments share material resources, personnel, and facilities, whenever it is possible. This made all four departments more efficient and effective.</p>
<p>4. Summary of Access, Efficiency and Effectiveness</p>	<p>Since Fall 2009, the School of Language Arts has reduced the number of sections offered as a result of a State mandatory workload reduction. However, student enrollments have decreased only 1.03% between Fall 2009 and Spring 2011 due to the fact that the majority of all Language Arts sections are enrolled up to capacity.</p> <p>Since 2008-09, the School of Language Arts has increased the number of degrees and certificates awarded by 27%.</p> <p>From Fall 2008 to Fall 2010, success rates improved from 61% to 66%, completion rates improved from 66% to 70%, and retention rates improved from 78% to 83%.</p> <p>From Spring 2009 to Spring 2011, success rates improved from 61% to 63%, completion rates improved from 65% to 67%, and retention rates improved from 81% to 82%.</p>
<p>5. Summary of Enrollment Management Efforts, Issues, Strategies</p>	<p>Since Fall 2009, the School of Language Arts has successfully achieved the projected budget, FTES generation, and enrollment targets. The school load (WSCH/FTE) has grown every school year.</p> <p>Enrollments need to be considered at the department or program level to allow for some low-enrolled courses that support specific majors and programs.</p>
<p>6. Evidence of Academic Quality</p>	<p>Flex Day activities for the last several semesters have trained faculty in SLOs, Program Level Outcomes, GEO, 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 (Publishers' sponsored conferences, OnCourse, NADE, CRLA, IRA, CCCC, MLA, AWP, CATESOL, ESL Fall Institute, CB21 Conference, MCLASC, Heritage Speakers conferences, etc.)</p>
<p>7. Identify programs/ activities requiring attention</p>	<p>ENGL, READ, 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.</p> <p>ESL will have to accommodate an influx of new students in the newly</p>

	<p>created ESL reading sequence of courses. ENGL, READ, and ESL will have to accommodate the new cohort of 1,700 Promise Pathways students while maintaining the level of offerings for returning students.</p>
8. Curriculum & Instruction: Emerging needs	<p>In the ENGL department most literature, creative writing, and journalism classes are filled to capacity, indicating a strong interest in these classes from both majors and non-majors.</p> <p>Journalism program course offerings continue to evolve as part of technological changes in the profession, particularly as related to the variety of online delivery systems.</p> <p>Creative writing program events are well-attended (usually standing room only), indicating a strong community interest in the program.</p> <p>With greater emphasis being placed on critical thinking across the curriculum, the Reading Department offers Read 84, which fulfills the critical thinking requirement on Plan B; because both sections of this course are fully enrolled this Spring 2012, this trend is expected to continue.</p> <p>ESL will start offering the new ESL reading courses in Fall 2012 in order to provide a bridge between ESL and Reading department courses.</p> <p>Foreign Languages needs to offer more sections for Spanish speakers.</p>
9. Issues and Concerns regarding Curriculum and Instruction	<p>Serving Promise Pathways students this coming school year is the most important challenge for ENGL, READ, and ESL.</p> <p>More English and Reading sections are desperately needed to ensure that returning students can successfully move through the sequence. Hundreds of students on the waiting list were turned away from most English and Reading sections at the beginning of every semester.</p> <p>Foreign Language needs funding in order to expand the Spanish, Japanese, and Italian programs.</p>
10. Full-time faculty staffing priorities	<ol style="list-style-type: none"> <li>1. ENGLISH</li> <li>2. ENGLISH</li> <li>3. ENGLISH</li> </ol>
11. Part-time faculty staffing (FTEF) trends	<p>All departments continue to rely overmuch on adjunct faculty in the department. Hiring qualified part-time faculty continues to be a challenge due in some instances to the specialized background and small pool of qualified applicants available. Cuts to adjunct pay have made it more difficult to attract and retain qualified candidates.</p>
12. Classified hiring needs/priorities	<ol style="list-style-type: none"> <li>1. Reading Department: Classified Staff Position 45%.</li> <li>2. Reading Department: Classified Coordinator Position for the Reading Success Center</li> <li>3. The ESL department needs to upgrade its Administrative Assistant to Academic Administrative Assistant.</li> </ol>
13. Professional Development/ Training Activities needed	<p>Training in classroom management, basic skills, and teaching students with disabilities is needed.</p> <p>More thorough training in technology is needed as it relates to online teaching and foreign language teaching.</p>
14. Budget account adjustments needed	N/A
15. Infrastructure/facilities issues	<p>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.</p> <p>Smart classrooms, upgrading and/or repairing of current furniture and student desks, and better regulation of heating and cooling are needed.</p>

	Reading needs a Reading Department office. P and M buildings need a major renovation.
16. Access (ADA-compliance) issues?	Wheelchair access should be addressed for all LBCC buildings.
17. Describe outreach efforts and results	The School of Language Arts is involved in Promise Pathways and Seamless Education efforts. School programs and course offerings are advertised in a variety of ways (on each department website, fliers, USPS mail, classroom visits, college fairs, high school visits, etc.).
18. Describe grants initiated	N/A
19. Describe economic development activities	N/A
20. Describe internal and external partnerships	The School of Language Arts is in partnership with LBUSD and CSULB through the Promise Pathways and Seamless Education initiatives. ESL and Reading have worked closely in the development of the new ESL reading series. Reading continues to work closely (developing supplemental learning activities and tutor/instructor training) with English to support the Writing and Reading Success Center and Multidisciplinary Success Center at PCC. Reading is discussing with several departments about including Reading courses as prerequisites or recommended preparation for some courses. The ESL Department's Career and Technical Education Path has a relationship with PIHRA, the Professionals in Human Resources Association. Members of this organization regularly have come to Long Beach City College as guest lecturers.
21. Describe opportunities in the internal and external communities	The Reading Department continues discussions with DSPS and ESL. In addition, they continue to connect with Nursing, Math, and other departments as a way to create a bridge between Reading and other disciplines. The ESL department is having a close collaboration with the Office of International Students to better accommodate the needs of this population.
22. List major accomplishments	All Language Arts courses have SLOs in place. SLO assessment of all Lang. Arts courses is following the schedule established by the ASLO subcommittee. The School of Language Arts is participating in Program Level and GEO assessment. ESL, READ, and ENGL have actively participated in all Promise Pathways committees. Three new full-time faculty were hired by the end of Spring 2011: two in English and one in Foreign Languages (Spanish). ESL brought 39 courses into compliance regarding Carnegie units/contact hours. Foreign Languages brought 3 courses into compliance regarding Carnegie units/contact hours. ESL created four new reading courses. ESL successfully revamped its schedule of classes. READ 4 units-4 contact courses were fully implemented. Faculty from all four departments participated and hosted several academic events that were well attended by students, campus community members, Long Beach community members, and the public at large. Journalism students received many awards in various academic conferences.

23. Areas in need of improvement	<p>Although there is unprecedented enrollment in the Journalism Program, its status as a viable program continues to be a concern; the department should explore alternatives like creating a new department (or program or certificates, etc.) of communications that includes journalism, broadcasting/t.v., and the support of related programs like computers, photography, etc.</p> <p>Non-credit ESL program.</p> <p>Additional qualified tutors are needed throughout the School of Language Arts.</p>
24. Additional comments.	N/A
25. Names & titles workgroup members	<p>José Ramón Núñez (Dean) Co-Chair  Dennis Miller (ESL)  Laurie Potter (ESL)  Delia DuRoss (READ)  Joanne Blore (READ)  Rigo Ibarra (FL) Co-Chair  Cynthia Quintero (FL)  Anita Cano (FL)  Marie-Laure Hinton (FL)  Velvet Pearson (ENGL)  Jeff Wheeler (ENGL)</p>

**Summary Unit:** School of Language Arts

**Goal Priority:** 1

**Goal:** Increase students' completion, persistence, and retention

**Supported Department Goals:** ENGL-Provide increased access to composition and other English Department courses

ENGL-Increase the number of English and Journalism majors/minors

ENGL-Ensure and improve consistency and quality of English and Journalism curricula based on SLO and other data.

ENGL- Update Journalism program to reflect current industry standards.

READ-Expand the Reading program to meet student demand and graduation requirement.

READ-Increase the percentage of students who meet LBCC's reading proficiency requirement through the successful completion of READ 82 and 83.

ESL-Improve access to transformative English language learning opportunities in response to community needs and demographics.

ESL-Increase student completion rates in ESL courses to prepare students for certificate, degree, and transfer-level courses.

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

FL-Increase enrollment and promote transfer in the German program.

**Type of Resource Requested:** Personnel - Faculty  
**Resources Requested:** Hire full-time faculty  
**Estimated Cost:**  
**Year:** 2011-2012  
**Suggested Funding Source:** General Fund  
**Comments:**

**Type of Resource Requested:**  
**Resources Requested:** Transform/create more multimedia classrooms.  
**Estimated Cost:**  
**Year:** 2011-2012  
**Suggested Funding Source:** Other  
**Comments:**

**Type of Resource Requested:** Software  
**Resources Requested:** Purchase 50 licenses of Creative Suites 5 (CS5) for Journalism labs.  
**Estimated Cost:** 25000.0000  
**Year:** 2011-2012  
**Suggested Funding Source:** VATEA  
**Comments:**

**Type of Resource Requested:** Personnel - Faculty  
**Resources Requested:** Hire an hourly writing coach to work with Journalism students.  
**Estimated Cost:**  
**Year:** 2011-2012  
**Suggested Funding Source:** VATEA  
**Comments:**

**Type of Resource Requested:** Equipment  
**Resources Requested:** Purchase 1 laptop for Journalism.  
**Estimated Cost:** 800.0000  
**Year:** 2011-2012  
**Suggested Funding Source:** VATEA  
**Comments:**

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**Summary Unit:** School of Language Arts

**Goal Priority:** 2

**Goal:** Increase by 7% the number of AA degrees and certificates awarded by the School of Language Arts.

**Supported Department Goals:** ENGL-Provide increased access to composition and other English Department courses.

ENGL-Increase the number of English and Journalism majors/minors.

ENGL-Update journalism program to reflect current industry standards.

READ-Expand the Reading program to meet student demand and graduation requirement.

READ-Increase the percentage of students who meet LBCC's reading proficiency requirement through the successful completion of READ 82 and 83.

ESL-Improve access to transformative English language learning opportunities in response to community needs and demographics.

ESL-Increase student completion rates in ESL courses to prepare students for certificate, degree, and transfer-level courses.

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

FL-Increase enrollment and promote transfer in the German program.

**Type of Resource Requested:** Personnel - Faculty  
**Resources Requested:** Hire full-time faculty  
**Estimated Cost:**  
**Year:** 2011-2012  
**Suggested Funding Source:** General Fund  
**Comments:**

**Type of Resource Requested:** Facilities  
**Resources Requested:** Transform/create multimedia classrooms.  
**Estimated Cost:**  
**Year:** 2011-2012  
**Suggested Funding Source:** Other  
**Comments:**

**Type of Resource Requested:** Software  
**Resources Requested:** Purchase 50 licenses of Creative Suites (CS5) for Journalism labs.  
**Estimated Cost:** 25000.0000  
**Year:** 2011-2012  
**Suggested Funding Source:** VATEA

**Comments:**

**Type of Resource Requested:** Personnel - Faculty  
**Resources Requested:** Hire an hourly writing coach to work with Journalism students.  
**Estimated Cost:**  
**Year:** 2011-2012  
**Suggested Funding Source:** VATEA  
**Comments:**

**Type of Resource Requested:** Equipment  
**Resources Requested:** Purchase 1 laptop for Journalism.  
**Estimated Cost:** 800.0000  
**Year:** 2011-2012  
**Suggested Funding Source:** VATEA  
**Comments:**

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**Summary Unit:** School of Language Arts

**Goal Priority:** 3

**Goal:** Develop a culture of global long term planning.

**Supported Department Goals:** ENGL-Provide increased access to composition and other English Department courses.

READ-Expand the Reading program to meet student demand and graduation requirement.

ESL-Improve access to transformative English language learning opportunities in response to community needs and demographics.

FL-Increase enrollment and promote transfer in the German program

**Type of Resource Requested:**

**Resources Requested:**

**Estimated Cost:**

**Year:**

**Suggested Funding Source:**

**Comments:** After classes are assigned during the first run of classes, each department should draw up a list of additional classes needed with highest priority given to those classes that will fill the gap between required classes offered and the number of students projected to need those classes. The department should rank its list, and the school should compile the department lists into a ranked school list.

Assign preference for classroom usage to high-demand/required classes; on the second run of the schedule, classroom assignment should be based on student priority rather than the current first-come first-served policy.

As any additional revenues are discovered in the college, classes should be restored (or added) based upon the school's priority list.

Design and have in place a method for reducing sections when and if future reductions are necessary (and for adding sections during growth years.)

**Summary Unit:** School of Language Arts

**Goal Priority:** 4

**Goal:** Increase faculty professional development.

**Supported Department Goals:** ENGL-Increase the number of English and Journalism majors/minors.

ENGL-Ensure and improve consistency and quality of English and Journalism curricula based on SLO and other data.

READ-Expand the Reading program to meet student demand and graduation requirement.

READ-Increase the percentage of students who meet LBCC's reading proficiency requirement through the successful completion of READ 82 and 83.

ESL-Improve access to transformative English language learning opportunities in response to community needs and demographics.

**Type of Resource Requested:** Other

**Resources Requested:** Increase conference funding for full-time and part-time instructors.

**Estimated Cost:**

**Year:** 2011-2012

**Suggested Funding Source:**

**Comments:**

**Type of Resource Requested:** Other

**Resources Requested:** Increase conference funding for Journalism faculty.

**Estimated Cost:** 3000.0000

**Year:** 2011-2012

**Suggested Funding Source:** VTEA

**Comments:**