Administrative Leadership Unit Review (ALUR) Template for FY 2023-24

Date: 03/01/20232

Division: LA

Division Dean: **Chris Gibson**

Please respond to the following prompts by clicking on the grey box:

I.   **List the programs that fall within your Division.**

English for Speakers of Other Languages (ESOL) & ESL Connect; Journalism; World Languages; Communication Studies; and English.

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

There have not been any major changes to the Division's purview and fucntions during the past year.

III. Review the Improvement Platform's "General Information Summary" dashboard for program review completion and **note which programs within your division are (a) missing a CPR/PRU for their designated year, and are (b) scheduled for a CPR and/or PRU next year.**
   a. No program is currently missing the CPR/PRU. Communication Studies is currently in CPR and working toward completing it.
   b. English, Journalism are scheduled for the PRU for Fall 23.

IV.   Review the Improvement Platform's "Course SLO/ PSLO Assessment" dashboard for your division and **note progress on course SLO assessment (for instructional/ student service programs with courses) or program SLO assessment (for student services programs) for the current three-year cycle? Which programs may need your support, and how will you support them?**

The Language Arts programs all have courses that still need SLOs assessed in order to fully complete the cycle; part of this is due to the pandemic, so now we will review the cycles and begin working towards having all SLOs assessed for each active course. Some programs have courses that we no longer offer or are new courses not yet offered, and I will work with each department to make sure that we fully complete the assessment cycles.

1. Communication Studies
    a. We have only one active course that needs assessment, COMM 172, and I will work with the Director of Forensics to develop a plan for assessing the course.
2. English/Literature
    a. Our English courses are current with assessment for part of the SLOs, and we are currently working to get caught up with the Literature course assessments since we have 5 Literature courses that need to have results entered/be assessed. I will work

with the English Department Coordinator to review the schedule and begin assessing courses as they are offered.

3. English for Speakers of Other Languages
    a. ESOL has three courses that have all SLOs assessed during this cycle, so I will work with the department to review the schedule and ensure that all SLOs are assessed by the end of the cycle.
4. Journalism
    a. Most courses in Journalism have some of the SLOs assessed, so we now need to identify the SLOs that still need assessment and create a plan to ensure they are all assessed by the end of the cycle.
5. World Languages
    a. World Languages has most of the courses assessed with only FILI 120 missing assessment. Thus, I will work with the World Languages Program lead and the FILI instructor to ensure that we assess FILI 120 the next time the course is offered.

V. **Briefly describe the major challenges and achievements for your Division over the past year.**

    Accomplishments:

    1. **ESOL Enrollment**: one major and important change is the significant increase with enrollment with the ESOL program. After experiencing decreased enrollment before and through the bulk of the pandemic, the program has seen a significant increase in enrollment as we have fully transitioned the program back to campus, which directly meets our ESOL student needs. ESOL enrollment for Spring 23 on census day was 226 compared to 119 enrollments at census for Spring 22. The excellent work of ESL Connect under PSC Mylene Foo and our student assistants have allowed us to see this growth by supporting students through the matriculation process.
    2. **ESL Connect**: Mylene Foo, Skyline College's classified employee of the year for 2021-2022, and the student assistants in ESL Connect continued to provide full wrap-around support for potential students and worked diligently to bring in new students and keep current students enrolled in classes. The dedication and efforts of the ESL Connect team has been central to the increase in enrollment and student support as we transitioned back to campus in Spring 21 and expanded our on-campus offerings and services for this academic year.
    3. **ESOL Course Offerings:** We continued to offer ESOL courses as late start in addition to some regular start courses. This allowed us more time to generate enrollment, which led to an increase in enrollment over Spring 22. We also expanded our offerings in Spring 23 after paring down the offerings over the last few years. We continue to have interest in offering mirrored noncredit ESOL courses to serve our non-resident, immigrant, and refugee populations in our community; we hope to offer our first noncredit in Fall 2023.
    4. **Forensics:** The Forensics team continued to have success as the students continued to participate and returned to in person competition under the guidance of the Director of Forensics, Lindsey Ayotte. This April, Skyline will hold its first tournament on campus.
    5. **Leadership**: Language Arts faculty and classified professionals continue to hold major leadership roles across the campus, and this leadership did not falter with return to campus.
    6. **OER Texts**: Language Arts faculty continue to expand the use of OER textbooks and additional faculty are working on creating OER textbooks in order to increase access and

affordability for our students. Faculty have already created, are in the process of creating, and/or using OER textbooks for ESOL, Spanish, Communication Studies, and Creative Writing.

Challenges/Opportunities:

1. **World Languages Program:** We lost our Arabic and Chinese professors as they retired; both courses were experiencing challenges with enrollments. We are strategizing on which languages to offer so that we complement the offerings at our sister colleges. We are also looking at how we can re-engage with dual enrollment to help expand our World Languages offerings and enrollment.
2. **Partnerships:** We are working to re-establish a strong partnership with the Jefferson Adult Schools and have already had a meet and greet between our ESOL faculty/ESL Connect and Jefferson administration, faculty, and staff. We also want to re-establish our partnership with dual enrollment by offering courses at our local high schools, including modern languages and communication studies.

VI. **List and describe the major goals for your Division – What will the Division focus on achieving over the next 1-3 years? How do your Division goals align with the College's M-V-V and Education Master Plan?**
1. **Success Rates:** Average 77% success rate for Language Arts classes. We saw a slight dip from the 2020-2021 overall success rate of 73% as Language Arts classes had an overall 71% success rate for 2021-2022.   In order to achieve this goal, the Language Arts Division will need to work with faculty to identify teaching and learning opportunities and partnerships to strengthen and innovate the excellent teaching already done within the Division.

   We also need to disaggregate the data to determine which particular modalities and programs have greater success and for which particular student populations. Further, since we have almost identical success rates across genders, we need to identify how we can better support our African-American students (51% success rate), Latinx students (63% success rate), Filipino/a students (72% success rate), Pacific Islander students (64% success rate), and multi-racial students (71% success rate).   This goal aligns with the M-V-V for "student success and equity" and "academic excellence." This goal aligns with the Education Master Plan goals "1: Student Completion" and "2: Transformative Teaching and Learning."
2. **Program Expansion**: In addition to expanding online and hybrid offerings in general across the programs in the Language Arts Division, we will also focus on the following:
   a. **OER & ZTC Texts:** Expand the development and use of OER textbooks to increase the affordability of classes within the Division.
   b. **ESOL:** Expand non-credit offerings to level IV; unfortunately, we did not offer our first non-credit offerings in Fall 2022 for level III ESOL classes, and we will look to offer the first noncredit offering in Fall 23. Then, we will need to put curriculum for level IV classes in this semester.
   c. **ENGL/LIT:** Continue to collaborate across the District to align course offerings to avoid duplication and to strengthen enrollment, particularly with face-to-face and online literature courses. We want to return to offering literature classes on campus, which has been a struggle with enrollments.

    d. **World Languages:** Expand languages offered by finding another Chinese and/or Arabic language instructor as well as exploring new languages, possibly Italian and French. We also want to expand our partnership with the Dual Enrollment program with additional language offerings. We did not offer American Sign Language this academic year in our Dual Enrollment program and would like to find a new instructor who can work well with the high school student population.

    e. **Communication Studies:** Transform the second Communication Studies classroom to a student-ready learning environment and consistently offer online courses to ensure that students have access to a fully online COMM degree. We also are now moving toward helping Communication Studies faculty begin using the technology for recording and assessing student speeches and presentations.

    f. **Journalism:** Establish a Spanish-Journalism Certificate and explore the feasibility of Journalism in the Dual Enrollment program. Establish ongoing funding to support both the printing costs of the *Viewpoint* and student participation in Journalism conferences; we are currently working with the Foundation to secure ongoing funding to support student engagement at the statewide Journalism conference. We also want to upgrade the furniture and tech in the Journalism classroom (8-110) to provide a modern and more effective classroom layout for the newspaper staff and courses.

    g. **Forensics:** Institutionalize the funding for the Forensics program to support program growth and student participation in Forensics tournaments locally, state-wide, and nationally. We will be hosting a forensics tournament sponsored by the NCFA (Northern California Forensics Association), and we have the goal of hosting our own tournament. This will create better visibility for our program as we continue to build it with the return to campus.

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

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

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

College. (To see a list of requests submitted by your programs, please follow the separate instructions for downloading from the Nuventive Platform.)

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
1	Smart Board	Equipment	Journalism	$10000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.
The request concurs with both the college and district's enrollment and access goals, enabling the journalism program to offer courses in a multimodal way. This mobile smart board is especially important for the classes that make up *The Skyline View*, courses that are not a practical fit for a regular classroom. The mobile smart board will allow us to give remote students "access" to the newsroom while also modernizing the Journalism newsroom so that students are able to have easier facility working with online resources in the production of the newspaper.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
2	Flexible Classroom Furniture	Rennovation/ Designated Space	Journalism	$13000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.
This request aids in preparing journalism students for a flexible and collaborative work environment. The current furniture relies on hardwired rectangle desks with desktops that do not reflect how students--and the workforce--collaborate. Further, a major goal of the journalism department is to make *The Skyline View* experience accessible to those who are not on campus through offering it in a multimodality sequence. As a result, the newsroom itself needs to transform to enable students both in the room and at home to work together. The traditional set up of everyone working in their own immovable space is no longer practical. With the anticipation of a smart board in the room, the flexible furniture will enable different configurations depending on who is "in" the space--those F2F and those from remote settings.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $

3	Updated Furniture and Classrooms	Rennovation/ Designated Space	ESOL	$40000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.
This request addresses our goals to make our department more welcoming and accessible, which will aid in retention and success. This goal exemplifies Skyline College's priorities of Campus Climate that reflects a 'students first philosophy' and connects to the priority of Academic Excellence with its commitment to well-equipped programs and an educational climate that values creativity, innovation, and freedom of intellectual exploration, discovery, thought, and exchange of ideas. This goal also connects to the SMCCCD mission to provide developmental education in language required for the successful completion of educational goals.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
4	Furniture	Rennovation/ Designated Space	Communication Studies	$90000

Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.
Communication Studies pedagogically requires students to interact and engage with one another (dyads, small groups, and large teams) regularly. The individual desks prevent this type of interaction from happening. Additionally, the classroom spaces need to be flexible enough to allow for a clearing of the furniture to do physical delivery and nonverbal communication exercises. When thinking about culturally relevant practices that advance equity, the physical classroom space is crucial to building welcoming and trusting spaces for all individuals, abilities, and body types, so as not to increase the anxiety that accompanies public speaking and social interactions. For example, when a student is unable to fit into a desk it becomes a form of fat-shaming that can increase social-anxiety. Furthermore, a square table has an inherent nonverbal power dynamic with the westernized, masculine, "head of the table" position, whereas round tables do not engage students in that power dynamic. When examining the demographics that we serve, they come from collectivistic cultures, which mean round tables would support their communication styles and value systems more. This furniture update would allow us to address some of the unconscious equity issues and fully implore culturally relevant Communication pedagogy.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $

5	Magazine Budget	Supplies and Materials	Journalism	$3000

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

While students at larger schools get experience in magazine writing and production through standalone courses, the Skyline journalism program must work efficiently within the confines of a small program. We currently must carve out the cost of magazine production from the current budget which has not seen an increase in upwards of 20 years. This request fits in with academic excellence by giving students in a small program access to experiences that will increase their workforce skills.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount $
6	ESL Connect Student Assistants	Student Assistants/ Workers	ESOL/ESL Connect	$12000

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

With student assistants, the ESL Connect office can remain open and serve students from multiple language backgrounds, thus supporting Skyline's students-first philosophy as well as the District's mission #4 to Provide developmental education in language skills required for the successful completion of educational goals. It supports the CCCCO's vision for success commitments to Focus relentlessly on student success, Always design and decide with the student in mind, Pair high expectations with high support, and Enable action and thoughtful innovation.

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