



**Date:** 4/1/2025

**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.**

Communication Studies, English, English for Speakers of Other Languages, ESL Connect, Journalism, World Languages, First Year Experience Learning Community, Kababayan Learning Community, CIPHER Learning Community, UMOJA-ASTEP Learning Community, The Skyline View, The Talisman

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

**Learning Communities:** Over the last year, the Language Arts Division gained two additional Learning Communities with UMOJA-ASTEP and CIPHER. This has increased the workload for both the dean and division assistant with the increase in contracts, events, and forms that we are able to process and support.

**Forensics Program:** The forensics program was discontinued as the Director of Forensics taught abroad in Fall 24 and was on leave using banked units in Spring 25. We currently lack the financial support required to run a robust and full forensics program and will continue to explore how we can bring the program back in a sustainable manner.

**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.** (CPRs are due on a 7-year cycle, 2 PRU's are **required** between each CPR.)**

ESOL has finished and submitted their CPR for the 2024-2025 cohort and is not scheduled to complete a PRU until Fall 27.

World Languages completed their PRU in Fall 24.

English started their three semester CPR process in Spring 25 and will submit the complete CPR in Spring 26.

Communication Studies and Journalism will have their PRUs in Fall 25.

**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?**

In the January 2025 Division Meeting, I had faculty look at their programs to see where they are at with assessments so that they can work on developing a plan to get caught up before Fall 2026.

**World Languages** is at 79.2% complete; the only courses that we need to do are ASL 110 and ITAL 103 (being offered for the first time in a long, long time); we still have Arabic and Chinese courses on the list though we are currently not offering them and thinking about bringing them back. If we do bring either Arabic or Chinese courses back, we will put them on the schedule to be assessed.

**ESOL** is at 73.5% though the program is really at 100% since the only courses not assessed are the non-credit mirrored courses for level 3 (ESOL 530, 553, and 573). No support is needed for this program until we are able to offer the non-credit courses; at that time, the faculty will have a plan for assessing these courses.

**ENGL** is at 81.4% and has a plan in place to get caught up with SLO assessment. English is also going through Comprehensive Program Review, which should help with making progress.

**Communication Studies** is at 63.3% and is also developing a plan to get caught up. This program is also in need of support so that we can make adequate progress in entering SLO assessment data.

**Journalism** is at 100% of SLOs with assessment results.

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

**Accomplishments:**

1. **Classroom and Learning Spaces:** The Language Arts Division has worked hard through the CPR, PRU, and ALUR processes to advocate for new classroom furniture for our students. At the time of this report submission, we have refurnished the Journalism newsroom as well as four classrooms. All Language Arts classrooms have additional white board space with dry erase wall paper and/or additional white boards. We are in the process of getting furniture for the rest of the Language Arts classrooms by the end of the academic year.
2. **ESL Connect:** Mylene Foo 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 move forward in the post-pandemic world and expand our on-campus offerings and services for this academic year. Mylene also works closely with the International Students Program and ESOL Department faculty to maximize enrollment and support students through the matriculation process.
3. **Leadership:** Language Arts faculty and classified professionals continue to hold major leadership roles across the campus, and the Division continues to have highly active faculty across the College.

4. **ZTC/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 ZTC/OER textbooks for ESOL, English, Literature, Spanish, Communication Studies, and Creative Writing. One of our full-time English faculty members successfully migrated the reading and writing rhetoric to a new platform that is both updated and accessible. In addition, the English Department has joined the ZTC grant and is developing a fully ZTC pathway for English majors. Spanish and Communication Studies are in great position to develop their own ZTC pathways.
5. **Partnerships:** We have been working to re-establish a strong partnership with the Jefferson and South San Francisco Adult Schools and have started working on offering an adult school level 2 ESL class on campus to help create a bridge for the students to continue on at the College. In partnership with SPWD, the Journalism program has received support to take students to the annual conference. ESL Connect continues to foster valuable relationships across campus with student services to ensure that our ESOL students are supported throughout their experience at Skyline College.
6. **Innovation and Excellence in Journalism and World Languages:** Our Journalism Program continues to earn awards for their excellence in journalism for their work with *The Skyline View* and *Viewpoints* magazine, and our Spanish professor continues to win awards for her work and partnership with a university in Mexico. Both programs also continue to offer multi-modality classes to expand opportunities for students within the District and in the state.

#### Challenges/Opportunities:

1. **Communication Studies Staffing:** With the transition of Professor Jessica Hurless to the Dean of STEM, the program is short-handed and needs an additional full-time faculty member. We had hired a candidate, Pablo Ramirez, to fill the position, and Pablo tragically passed away on March 1, 2025. With this loss and Professor Hurless' transition, the program desperately needs another full-time faculty member to continue to serve our students in a major General Education area.
2. **Forensics:** Though 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, the program is on hiatus due to Professor Ayotte being off campus this academic year and more importantly a lack of institutional funding. Last May, Skyline held its second tournament on campus, and we hope to be able to rebuild the program with sustainable funding and staffing.
3. **Executive Orders:** With the flurry of executive orders and approach to immigration and immigrants by the new Federal leadership, we have great concern for our immigrant and undocumented students and how our ESOL enrollment will be impacted.

- 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 75% success rate for Language Arts classes. In 2022-2023, we saw a slight increase from the 71% success rate for 2021-2022 as we rebounded to 73% success rates for the Division; however, the success rates dipped to 72% in 2023-2024. 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. For 2023-2024, we saw an increase for success with female students from 75% in 2022-2023 to 72% in 2023-2024 while male students maintained the 71% success rate from the prior year. We need to identify how we can continue support our African-American students (60% success rate which is up from 50% the prior year), Latinx students (65% success rate, which is down from 66% the prior year), Filipino/a students (70% success rate which is down from 75% the prior year), Pacific Islander students (57% success rate which is down from 63% the prior year), and multi-racial students (72% success rate which is the same as the prior year). 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:** Continue to expand the development and use of OER textbooks to increase the affordability of classes within the Division. The English Department has joined the ZTC grant to help develop a fully ZTC pathway, and Spanish and Communication Studies are also in position to add fully ZTC pathways for students seeking degrees in each area.
  - b. **ESOL:** Expand non-credit offerings to level IV; unfortunately, we did not offer our first non-credit offerings in Fall 2024 for level III ESOL classes, and we will look to offer the first noncredit offering in the 2025-2026 academic year. 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 past enrollments. We are also looking at diversifying the instructors who teach literature classes, including full-time faculty.
  - d. **World Languages:** We continue to look at expanding languages offered by finding another Chinese and/or Arabic language instructor as well as exploring new languages. We offered Italian for traveling in Spring 25 as an exploration for bringing transferrable Italian classes in the future; the class had a good start with adequate enrollment and continued interest. We also want to expand our partnership with the Dual Enrollment program with additional language offerings.
  - 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 should have new furniture for the second classroom by the end of the academic year.

- f. **Journalism:** 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 as the financial support from SPWD is not guaranteed moving forward with the uncertainty around federal grants.
- g. **Forensics:** Institutionalize the funding for the Forensics program to support program growth and student participation in Forensics tournaments locally, state-wide, and nationally. In Spring 24, we hosted a second forensics tournament sponsored by the NCFA (Northern California Forensics Association). Without the institutionalization of funding and additional personnel, the forensics program will likely not continue moving forward.

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.”

**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	Communication Studies Full-Time Faculty	Faculty/ Adjunct FTE	COMM	\$86,304-121,488
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
With the transition of Professor Jessica Hurless to Dean of STEM, the Communication Studies Department requires additional full-time faculty to ensure that students have greater access to full-time faculty while the Department also needs another full-time faculty to help keep the program on track with assessment, programming, planning, and supporting students. One of our part-time faculty, Pablo Ramirez, was hired to start a full-time tenure track position in Fall 25, and he passed away on March 1, 2025; thus, the department needs to replace the anticipated hire as soon as possible.				



Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Neat Board	Equipment	World Languages	\$10000
<b>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</b>				
The request concurs with both the college and district's enrollment and access goals, enabling the World Languages program to enhance courses in a multimodal delivery. This directly addresses modernizing the classroom spaces and providing flexibility for instruction.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	ESOL: Video About ESOL Levels	Other	ESOL & ESL Connect	\$9000
<b>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</b>				
We need to make sure students self-assess using the GSP as accurately as possible (Per AB705 and 1705). To do that, students and our partners need to better understand our levels of classes. That means we need a well-made video describing the levels that students can watch prior to doing the GSP. These videos can also be used with counseling, our adult school partners, the ESL Connect, the ISP Office, and the Transition Coordinator.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	Journalism: Moveable Podium	Equipment	JOUR	\$1600
<b>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</b>				
As of the 2024-2025 school year as a result of acquiring a Neat Board, the Journalism Program is offering the 300-level classes that populate the student newspaper in multiple modalities, allowing options for students not only at Skyline College, but also at CSM and Canada and beyond. The newsroom is also being configured with new, flexible furniture to accommodate this change. The only thing missing is a place for the instructor to situate her laptop, which is necessary to run the Neat Board. At this time, the instructor is utilizing makeshift surfaces to do so, without the ability to move locations in the room.				



Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5	JOUR: Budget Magazine	Other	JOUR	\$4400
<b>Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.</b>				
<p>We are asking for the same amount of money as last year, when prices increased for a 32-page, glossy magazine. While the program has accommodated the cost for the magazine each spring, this has only been possible at the expense of printing the newspaper eight times a semester, as was done for the 20 years prior to the pandemic. Additionally, with the students enhancing their website and multimedia presence, the budget has had to incur fees for supporting elements. We would appreciate a bump-up in our printing budget to allow for the magazine to be permanently funded, without sacrificing the number of print newspapers the students can do in a semester.</p> <p>This request expands the knowledge base of the program's graduates. Because the program is, by default, smaller than programs at schools with much larger enrollments (such as schools with 30,000 students), we cannot offer standalone magazine classes. The inclusion of a magazine into the curriculum for the newspaper staff courses allow the program to equitably address this training within the confines of the classes that are already offered. Further, the skills learned by doing the magazine are directly supportive of the role of the program as Career Education.</p>				

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