

Date: 4/8/2026

Division: LA

Division Dean: Chris Gibson

Please respond to the following prompts about AY 25-26 by clicking on the grey box:

I. List the programs that fall within your Division.

Communication Studies, English for Speakers of Other Languages (ESOL), English, World Languages, Journalism, Learning Communities (Temporary), ESL Connect

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

This academic year, the Learning Communities have now all moved under Language Arts while the search for the Dean of Equity and Student Support is underway; the program will move to the ESS Division next academic 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. (CPRs are due on a 7-year cycle, 2 PRU's are **required** between each CPR.)**

English completed their CPR for the current Spring 2025-Spring 2026 cohort.

ESOL is scheduled for the next PRU in Fall 27.

World Languages is up for CPR in the Spring 26 to Spring 27 cohort.

Communication Studies completed their PRU in Fall 2025.

Journalism completed their PRU in Fall 2025.

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?**

Communication Studies has 70% of the SLOs assessed with results and has faced significant staffing challenges with two full-time faculty over the last two years transitioning to permanent and acting/interim dean positions; further, the Department successfully completed a hiring process only to have the candidate pass away before he could start. I will work with the department in the last part of Spring 26 semester to develop a plan to make progress and plan on regularly assessing all SLOs.

English has 80.3% of SLOs assessed with results and is working to get caught up with SLO assessment; literature courses had been primarily taught by one part-time faculty member who is no longer in the Department. The English coordinator is leading the department's efforts to get caught up, and the Department is actively working on a plan to successfully assess all SLOs.

English for Speakers of Other Languages has 76.3% SLOs assessed with results though three non-credit courses (ESOL 530, 553, and 573) have no assessment results as they have not yet been offered; ESOL 820 has not been offered for some time though we hope to offer it again in support of high school ELL students and will assess once we offer it again. ESOL has a plan and is working to continue making progress toward getting all active courses assessed.

Journalism has 100% of SLOs assessed with results.

World Languages has 84.4% SLOs assessed with results. The courses with no results are Arabic and Chinese, which we no longer offer and thus are unable to assess.

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

Achievements:

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. We have finally refurnished all classrooms assigned to the Language Arts Division to provide appropriate learning environments for both students and faculty.
2. **ESL Connect:** As our student population and ESOL program have been profoundly impacted by the federal government's immigration policies and activities, Mylene Foo and the student assistants in ESL Connect have continued to excel in providing support for our ESOL students both on campus and in outreach.
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. Language Arts faculty have engaged in leadership in Learning Communities, the Honors Transfer Program, the ANAPISI and APAHE grants, the professional development committee, the professional development coordinator, and other aspects of the campus community.
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. The English Department has worked this last year with the ZTC grant and has developed 6 ZTC thematic Canvas courses while also converting multiple literature courses to ZTC; further, the department is continuing to develop a fully ZTC pathway for English majors and has included both full-time and part-time faculty in this work. Spanish and Communication Studies continue to provide OER/ZTC options for students to increase access and affordability.
5. **Partnerships:** The Language Arts Division continues to build strong partnerships within and outside of the College. The ESOL program and ESL Connect continue to work on fostering the partnership with the Jefferson and South San Francisco Adult Schools and look to



expand the partnership in support of our high school English Language Learners. In partnership with SPWD, the Journalism program has now received the Career Education designation and has again received support to take students to the annual journalism conference. Over the last year, we have also collaborated with Project Change where we offered our first Communication Studies course to support students at Hillcrest Juvenile Hall. We also offered English classes in partnership with the Wu Yee Children's Services in coordination with the District's office of Community, Continuing, and Corporate Education (CCCE).

Challenges:

1. **Federal Immigration Activity:** One significant challenge has been the impact of the Federal Government's immigration activities, which has had a negative impact on our ESOL student population and enrollment. ESL Connect continues to be a tremendous support network for our ESOL students in collaboration with Student Services.
2. **Artificial Intelligence:** Artificial Intelligence (AI) has had a major impact on instruction as faculty have had to adjust to more effectively mitigate the impact of AI on academic integrity. The concerns over AI are particularly pronounced in asynchronous online classes and within the English Department as faculty work to help students develop their skills by adjusting pedagogy to minimize the use of AI.
3. **Experiments with Modalities:** Journalism and Spanish have been working on offering multi-modal classes where students have the option of face-to-face, synchronous, and asynchronous courses. While this has provided the opportunity for students across the District to join *The Skyline View*, it has been less successful in JOUR 110 as most students opt for either face-to-face or asynchronous. Spanish 110 has had greater success in getting students to register for each modality though the increased workload on the faculty is of concern. The English Department would like to start offering at least one literature class a semester on campus as either hybrid or fully face-to-face; however, for Spring 2026, we had to change the modality of Lit 265 from in-person hybrid to asynchronous online due to low enrollment. The class achieved enough enrollment to run once it transitioned to fully online. In addition, faculty will have to start reviewing their degree pathways in consideration of Federal Financial Aid and online degree programs.
4. **Learning Communities:** The addition of the Learning Communities and Program Services Coordinator increased the workload of not only the Dean but also the Division Assistant. It has also been a challenge to secure the contractual obligation of getting an Umoja Village space as well as spaces for the other Learning Communities, which is now in progress.

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 (continuing):** Average 75% success rate for Language Arts classes. Over the last four years, the success rates have moved from 73% in 2022-2023 to 72% in 2023-2024 with a slight increase back to 73% in 2024-2025. As programs continue to engage in reflection and continuous quality improvement in serving and supporting students, the Division will need to engage in further analysis of data to identify courses and student



populations that would benefit from intentional support. Faculty have been working hard on creating greater access through ZTC/OER materials across the Division, which helps eliminate the cost barrier.

We also need to disaggregate the data to determine which particular modalities and programs have greater success and for which particular student populations. Overall, for 2024-2025, we saw an increase for success with female students to 75% compared to 72% in 2023-2024 while male students dipped slightly to 71% success rate from 72% the prior year. We need to identify how we can continue support our African-American students (59% success rate which is down from 61% the prior year), Latinx students (67% success rate, which is up from 66% the prior year), Filipino/a students (74% success rate which is up from 71% the prior year), Pacific Islander students (66% success rate which is the up from 57% the prior year), and multi-racial students (73% success rate which is up from 72% the prior year).

As the College has shifted to more online offerings post-pandemic, additional support and professional development opportunities are needed to help close the gap in success rates between online (70%) and face-to-face classes (75%). All student populations had at least slightly lower success rate in online classes compared to face-to-face classes. Some notable gaps are found with our African-American students (67% face-to-face vs. 56% online), Latinx students (70% face-to-face vs. 63% online), Filipino students (77% face-to-face vs. 69% online), Pacific Islander students (73% face-to-face vs. 59% online), and Multi-racial students (76% face-to-face vs. 70% online). This data demonstrates that we need to work on identifying how we can better support our students of color in our online courses as we strive to meet student demand for online instruction.

This goal aligns with the M-V-V for “student success and equity” and “academic excellence.” This goal aligns with the Education Master Plan strategic goals “1: be an antiracist and equitable institution”; “2: Increase student enrollment by being responsive to the communities we serve”; “3. Ensure that all students have the support and resources needed to achieve their educational goals”; and “5: Foster a thriving learning and work environment.”

2. **Program Expansion (continuing):** As we have continued to meet student needs by offering courses in multiple modalities, 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 increased the number of ZTC/OER courses in collaboration with 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:** Offer level III non-credit courses in a mirrored course format and begin work on expanding non-credit offerings to level IV; unfortunately, we have not offered 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 2026-2027 academic year. We also have the opportunity to work toward collaboration with the local adult schools to offer level II classes on campus for our high school ELLs to help them transition to our credit courses and/or explore other opportunities to collaborate with our adult school

partners. We had hoped to do this for the 2025-2026 academic year and had to put the plans on hold due to staffing and enrollment concerns with our adult school partners.

- 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 we tried for Fall 2025 only to transition the course to online due to low enrollment. We are also continuing to work on diversifying the instructors who teach literature classes, including full-time faculty. For Fall 2026, we will be offering our first ENGL C1001 on campus in more than 10 years as we look to provide more options for students in the second semester of Freshman Composition.
- 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 have now offered Italian for Traveling for three semesters and have seen strong enrollment and interest in the course; in Spring 2026, we submitted Course Outlines of Record for Italian 111 and Italian 112 so that we can begin offering academic Italian and then offering Italian for Traveling as a summer option. We also want to expand our partnership with the Dual Enrollment program with additional language offerings.
- e. **Communication Studies:** While we had a very successful start with the Forensics program with the support of the President's Innovation Fund, the funding was not adequate to institutionalize a sustainable Forensics program. Professor Lindsey Ayotte has served as an acting dean for Summer 2025 and Spring 2026, and this leaves the Department short-handed after Professor Jessica Hurless transitioned to STEM Dean. A successful Forensics program will provide a community for students from all backgrounds and requires funding for reassigned time for a Director of Forensics in addition to funding for 2-3 assistant coaches.
- f. **Journalism:** Journalism now has the Career Education designation, which further solidifies the partnership with SPWD in securing funding to support the program, particularly student attendance at the annual conference. We still would like to explore the feasibility of Journalism in the Dual Enrollment program. We are working to establish ongoing funding to support both the printing costs of the *Viewpoint* to print one edition of the magazine in both fall and spring semesters.

This goal aligns with the M-V-V for "student success and equity" and "academic excellence." This goal aligns with the Education Master Plan strategic goals "1: be an antiracist and equitable institution"; "2: Increase student enrollment by being responsive to the communities we serve"; "3. Ensure that all students have the support and resources needed to achieve their educational goals"; and "5: Foster a thriving learning and work environment"; and "6: Ensure fiscal stability to support the College mission and maintain public trust."

- 3. **Increase Majors and Support for Majors in Degree Bearing Programs:** We have the opportunity in the Division to provide greater outreach and community for degree-bearing programs. It will be beneficial to begin engaging in more outreach opportunities on-campus

by tabling at College events as well as creating opportunities for students to build community via clubs, events, and other activities.

This goal aligns with the M-V-V for “student success and equity” and “academic excellence.” This goal aligns with the Education Master Plan strategic goals “2: Increase student enrollment by being responsive to the communities we serve”; “3. Ensure that all students have the support and resources needed to achieve their educational goals”; and “5: Foster a thriving learning and work environment.”

- VII. Using the boxes below, list the resource requests for FY 26-27 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	ESL Connect Student Assistant Funding	Student Assistants/ Workers	ESOL	8000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
With the impact of Federal immigration activities and policies on the enrollment in the ESOL program, we have an even stronger need to have consistent and ongoing funding for student assistants in ESL Connect. The student assistants provide support for students in different languages and also help connect students to Student Services in wrap-around support. Having student assistants persist with the program also allows for greater continuity in supporting students as we work to increase ESOL enrollment.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
2	Video About ESOL Levels	Other	ESOL & English	9000
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
ESOL faculty have done preliminary work on getting a video that describes each level in multiple languages to provide clear guidance and support for students entering the program. This will help				



students choose the correct level for their needs and should ultimately create greater opportunities for success for our entering ESOL students. It will also provide support for our collaboration with local adult schools as we collaborate to help students identify if they are best served here at the College or local adult schools.

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
3	Budget for Journalism Magazine	Contract Services	Journalism	4312.59
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
This request expands the knowledge base of the Journalism program's graduates. Because the program is, by default, smaller than programs at school's 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.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
4	ESL Connect Marketing	Supplies and Materials	ESL Connect & ESOL	2500
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				
The materials help market the ESL Connect's services to our our current student population so that they are more likely to seek retention services. They are also employed in marketing events off campus to promote our program.				

Order of Priority	Resource Request Title	Type	Program(s) Impacted	Amount \$
5		Choose an item.		
Describe how this request impacts program/division operations, and how it will further completion of the Division goals stated above.				



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