**Questions for Language Arts**

**Language Arts Responses:**

1. Reflecting back on your equity success rates, what specific initiatives have had the most positive impact on your success rates? How is your department sharing these effective practices among full-time and part-time faculty members?

The initiatives that have had the greatest impact on equity success rates in the Language Arts Division are those that build connections between and among students, faculty, staff, disciplines, and departments. Specific examples of initiatives that build connections and create a greater sense of community include IMPACT AAPI, LinC, LART, Puente, FYE, Sankofa, the student facilitators who support Partners in Learning, and La Voz. Each of these initiatives is distinct, but they share some practices in common:

* Co-create inclusive, supportive, culturally rich learning environments aimed at empowering all students. Notable transformation occurs when we bring students into the fight for equity, whether sharing his/her own experiences as a victim of abuse/bullying/profiling/harassment/pts or advocating for social justice/rights for undocumented students/gay rights/civility/cultural humility. We empower all students in our classrooms with the confidence to collaborate, communicate and advocate for what matters in their own lives. Students see direct connections between what we do in our classrooms and how what they learn and experience applies to their personal lives and careers.
* Address the needs of specific student groups (AAPI grant supported class, LinC), and supporting multiple modalities for learning (facilitation, collaboration. LinC, debate, on-line, service/civic engagement)
* Offer multiple scheduling options (online/hybrid, day, evening, 1-day, weekend).
* Support students with mentors and peer tutors (generally tutors are our honors students who hold regular hours to tutor/mentor Speech students in the Speaking and Listening Center).
* Provide/direct students to resources/guidance/support services to navigate through challenges in their college/personal lives.
* We routinely share best practices and engage in equity dialogue with our f-t and p-t colleagues at opening day meetings, department meetings, retreats, annual convocations, in the hallways of our offices, and via e-mail.
1. What do your SLO/PLO and Equity assessment results reveal about resources needed to achieve higher student success and retention rates?

Some of the needs identified in assessment results are:

* The time and space to share resources, best practices, and develop lessons and strategies that work with our students. Newer faculty could also use one-on-one coaching before they are officially observed, to share best practices and answer their questions. Often, change is best implemented when the immediate need arises, so a system such as a mentoring program in which the mentors and mentees meet regularly, could provide a natural setting for faculty to discuss issues that arise.
* More classrooms during prime time so we can meet student demand for our courses (in an exit survey students said they needed more classes offered during prime time/we also know this from our program level review).
* Wait until the first day a class meets to cancel low-enrolled sections so economically disadvantaged/marginalized students have access to these classes that would most likely fill as reflected in past department enrollment data/program level review. Economically disadvantaged/marginalized students are denied access to classes when we cancel low-enrolled sections weeks prior to the start of the quarter.
* Improved technological infrastructure and professional development for hybrid/online instruction.
* Resources, guidance/support services and facilities for day/evening/Saturday students.
* “Understanding/patient” bilingual/multi-lingual support staff day/evening/ and Saturday.
* Provide computer/email/app training for students, who are computer illiterate.
1. As you look at the enrollment numbers on your departmental program review data sheets, please tell us what you have done to increase enrollment or, if your department has decreased, please tell us what your plan is for increasing enrollment this coming year?

Enrollment in Language Arts has been growing steadily. The greatest need for additional sections has been at the developmental level in Reading and English. We would like to offer more sections, as we still have not been able to meet student demand, as evidenced by our long waitlists and classes that fill quickly.

However, the College does limit the number of developmental sections offered each quarter. This, in turn, discourages students from taking their developmental classes early on, jeopardizing their success (as noted in the program review). We are hopeful that improving the placement process and the other efforts connected to the 3SP transition will encourage higher numbers of students taking their developmental courses earlier. We also hope the 3SP changes will support our offering sufficient sections of developmental courses to meet the shift in demand.

We have added sections where needed in all programs and have adjusted the sequence and number of offerings in Creative Writing. Likewise, we have adjusted the sequence and number of offerings at different levels in ESL in order to capture more enrollment.

We have hired new part-time faculty in all departments in order to meet the demand. We will continue to add sections and hire faculty in the coming year.

We are also promoting some of our courses through Community Education.

1. What is your budget planning process?  How do you prioritize resource allocation within the division?

With the exception of the printing augmentation, the Division B budget has not changed for the last three years. Because of the limited resources, Division-wide needs have been prioritized, such as entering the schedule into Banner and student office coverage for the Division Office. Faculty and staff development opportunities, such as department retreats, are also priorities. The Division Council has expressed a desire to revisit these priorities and will do so beginning fall quarter.

For each department/program below:

With the “year of reflection” next year, please talk about your Student Success Equity Plan development process, sharing both your best practices for targeted populations as well as key questions or areas of concern in improving your success rates for these individual groups. [Feel free to refer in part to your response to question “1” above.]

* All departments in the Language Arts Division have analyzed equity data for our comprehensive program review.
* All departments in the Language Arts Division will have started equity dialog by the end of spring quarter 2014.

Equity Plan Development Process Overview:

* Language Arts Division reps/liaisons serve on the Equity Action Council.
* The Division Equity Planning Team has been meeting twice monthly during spring quarter.
* 2014 Division Equity Dialogue Events and Activities:

January 17 Speech Department Retreat

January 23 First Division Equity Team Meeting with Veronica Neal

April 18 Convocation

May 2 Second Speech Department Equity-Dialogue

May 10 Division Equity Core Team Training with Veronica Neal

June 6 Reading Retreat

June 6 ESL Retreat

June 17  English Department Meeting

June 20  Journalism Retreat

On June 18, 2014 the Division Equity Planning Team will complete the annual SSEP form and plan for 2014-2015 equity action plan including opening day dialogue.

Best Practices for Target Groups

* Supporting students with mentors and peer tutors (generally tutors are our honors students who hold regular hours to tutor/mentor Speech students in the Speaking and Listening Center) has improved success rates for students struggling to complete our classes.
* Addressing the needs of specific student groups (AAPI grant supported class, LinC), and supporting multiple modalities for learning (facilitation, collaboration. LinC, debate, on-line, service/civic engagement) has directly improved success rates of individual groups.
* Offering multiple scheduling options (online/hybrid, day, evening, 1-day, weekend) has improved success rates for all students (especially working students, students who don’t have access to prime-time classes, and students completing their coursework on-line).

**English:**

**II.C** Congratulations on increasing the number of students who place into Basic Skills then go on to pass EWRT 1A from under 60% in 2008 to 70% currently. Question: Briefly, what are the main causes of this increase, and how will you continue or expand with your best practices for this outcome?

Our success represents a multi-faceted approach and a culture of valuing Basic Skills education that we have built in the department over at least the last 15 years. The elements of our success include:

* A portfolio grading process both of our basic skills courses to ensure that all students are ready for the next level when they move on, and to strengthen a shared evaluation and teaching process—something that is not easy to achieve in a department of around 100 faculty.
* Numerous faculty-led task groups, retreats, workshops and discussions, including the Developmental Task Force, an annual department retreat, lunch workshops and portfolio discussions focusing on building student success in Basic Skills.
* LARTS and cohort programs that build classroom community and help connect students to campus services. The teaching strategies that faculty develop in these programs also fertilize our teaching across the department.
* A rigorous placement process with strong multiple measures so students enter English courses where they can succeed.

All of these elements are critical.

**ESL:**

**II.A.3** What incentives do you offer Part Time Faculty to participate in the Department Share Fair? Are most of your PTF able to attend?

Instead of Share Fare this year, Veronica Neal and Jackie Reza will facilitate a workshop on Equity and Values Based Work for both full and part time faculty in the morning. In the afternoon, we will try to put our values into practice with a discussion of the 263 course outline.

More than half the part-time faculty attended this year’s department retreat on Friday, June 6th. Nearly every full-time faculty member also participated. Part-time faculty who attended are paid a $100 stipend, which DARE was able to sponsor this year.

**II.B and V.B.2** – Portfolios. How helpful for students is it to have portfolios, and how are they “normed”? Is this a group effort?

The portfolios are used in both ESL 263 and 273. Using a rubric, the faculty of each level engage and discuss student writing samples in the portfolio. Currently, we are in the process of revising the 263 course outline. This revision may have an effect on the 273 course outline.

Some instructors find the portfolio valuable while others question the need. Some concerns are how to implement the portfolio process and, at the same time, maintain the integrity, professionalism, and academic freedom of the faculty.

**Journalism:**

**III.B.2** What progress have you made on “cleaning up” your SLOs (e.g., removing defunct courses from ECMS, etc.)?

We are working closely with Mary Pape on cleaning up (consolidating) courses/SLOs in TracDat. We have made a formal request to the curriculum committee to remove JOUR 63 from the catalog (ECMS).

**II.D** What plans to you have for developing a certificate/courses in Digital and Social Media? [e.g., What steps have you taken and whom have you identified to take the lead on this?]

Clarification: The Journalism Certificate and the Digital and Social Media course are separate projects. The department coordinator, in consultation with the Journalism Advisory Board, is taking the lead in developing the course, presenting it first as a Special Topic in Winter or Spring 2015, and then proposing a new course. The department coordinator plans to develop a certificate program and propose it in Spring 2015.

**V.B.2** In this section you indicate a number of staff development needs. Would you please share what you envision the training would look like regarding SLOs, PLOs, and APRUs (when would they best happen, how would it be structured, who would be involved, etc.) to best meet your needs?

The training for SLOs, PLOs and APRUs for the department coordinator has already happened as a hands-on learn-as-you-go exercise. A training day featuring an SLO coordinator to help adjunct faculty to more fully participate in the SLO/PLO process will be planned for 2014-2015.

**Reading:**

**II.B** Are you able to use the bookstore to sell course packs for your classes? What other solutions might you have for the printing crisis?

In the first week of June, the department chair sent out a query over the department listserv to instructors asking them this question. Out of the 11 faculty who responded (nearly half), all but one (whose first quarter was as an emergency hire at the last minute) have been able to prepare and sell a reader through the bookstore.

All of the respondents noted that they have used: a faculty website, Course Studio, e-mail, DropBox, document cameras and the classroom computer, and usually a combination of these. Some expressed interest in Catalyst but had problems getting signed up to use Catalyst. **However, all of the instructors wrote that though they use digital media, they still need to print copies of materials, so consequently, they favor doubling the current printing limit of 20 pages per student.**

They all noted the limitations of these digital formats, which boils down to requiring students to print out what they have been sent electronically, yet students are reluctant to do. Digital displays, when projected onto a screen cannot show a whole page at a legible font size, and it is difficult to annotate a text on one’s cell phone.

The problem is particularly pronounced in the discipline of Reading, in which students are required to *read* multiple lengthy documents consisting of a visually based symbolic system of communication, i.e. words, and perform cognitively demanding tasks such as retaining, organizing, interpreting and synthesizing those documents. To successfully execute such cognitively demanding activities, students require physical access to the text to mark, annotate, highlight, and underline the text to suit the assignments at hand. Without a tactile paper copy they can easily see and physically handle (highlight, annotate, or otherwise mark-up), all the instructors noted, a student cannot participate actively, and hence learns less than his or her wealthier classmates who can afford to print.

**Speech:**

**II.A.3** The Speech department mentions plans to offer multiple scheduling options (online, hybrid, day, evening, 1-day, weekend) – are you able to do this for Fall 2014? If not, how are you planning to work towards this?

Yes.  The Speech Department is offering all of these configurations in fall of 2014.