

# UNIT PLAN "PART A"

## Program/Pathway Update

Program/Pathway: Communications

Date: November 15, 2012.

Our Mission: Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

### 1. Assessment of Program Review:

The Communications Division at Los Angeles Harbor College is dedicated to serving the needs of both developmental and transfer students. In order to do so, the Division offers developmental and transfer-level courses, along with advance courses that fulfill certificate, graduation, and transfer requirements. Students in specific departmental courses develop intellectual and cultural awareness, engage in critical and independent thought, and become productive members of the communities served.

### 2. Activities to address program needs:

The Communications Division at Los Angeles Harbor College is dedicated to serving the needs of both developmental and transfer students. In order to do so, the Division offers developmental and transfer-level courses, along with advance courses that fulfill certificate, graduation, and transfer requirements. Students in specific departmental courses develop intellectual and cultural awareness, engage in critical and independent thought, and become productive members of the communities served.

### Activities to address program needs:

- To continue a strong student centered Language Arts Learning Center through our workshops and grammar based activities –English 21 SLO #: Demonstrate appropriate use of grammar, punctuation, paragraph structure in written work; English 28 SLO #4: Produce sentences that are relatively free from grammatical errors which display standard American English and an academic style; English 101 #3: Write freshman-level essays that follow the various stages of essay writing, including pre-writing, thesis development, illustration and support of the thesis using concrete, specific evidence/examples, editing, proofreading and which are free of most errors in syntax, grammar, punctuation, diction, and spelling.
- To continue the Grammar Slam intensive program throughout the academic year to assist at-risk students by providing grammar sentence, and writing skills needed in all English sequenced courses. English 21 SLO #: Demonstrate appropriate use of grammar, punctuation, paragraph structure in written work; English 28 SLO #4: Produce sentences that are relatively free from grammatical errors which display standard American English and an academic style; English 101 #3: Write freshman-level essays that follow the various stages of essay writing, including pre-writing, thesis development, illustration and support of the thesis using concrete, specific evidence/examples, editing, proofreading and which are free of most errors in syntax, grammar, punctuation, diction, and spelling.

- To continue updating the reading and language programs for the Literacy Center to address ESL issues as well as other basic skills needs.

Dev Com 20: SLO #1: students will comprehend written material on several levels of meaning: literal, inferential, and critical. Upon evaluation of the results, several revisions will be made to the instruction and to the criteria for success. In terms of instruction, the Dev Com department will incorporate a unit on authentic non-fiction literature from the *Ten Steps to Building College Reading Skills* textbook and other resources. This literature contains topics of more relevance to the students' interests and also reflects literature they will read in future general education classes. Another task the department will utilize is more collaborative reading group techniques. Such a strategy the department will use is the Jigsaw strategy in which students read short pieces of multi-topic non-fiction literature in small groups and then report to other groups as "experts" on what they have read. Techniques such as these will foster review of reading skills and summary among classmates.

The department will also revise the criteria for success, because after further analysis, each percentage chosen to show improvement was not a reliable and realistic measure. Another method for measuring success may be to observe average growth in each comprehension category or grade level improvement. For either revision that is chosen, the department will consult the Institutional Research department frequently.

- To develop and provide hybrid and online course offerings in foreign language, developmental composition, and literature to meet student demands.

The simplest example of this is the inclusion of new online courses over the past few years; for example, English 240 (Literature and the Motion Picture), and the initial course attracted a healthy number of students who found the class met one of their specific transfer requirements (at the very least, a humanities elective).

The Division, more specifically, the English Department, added an online literary magazine component to English 127 (Creative Writing); incorporating facets of ETUDES to augment his composition classes (implementing quiz/test modules that hold students accountable for some of the more rudimentary readings from the handbook, for example). Other instructors are working on doing the same with our composition and literature classes.

Another development (using ETUDES, blog sites, and so on) is the inclusion of resource sites for our composition students. Much of the material on the resource sites is simply reproductions of handouts (in case students lose handouts, they now have a place to quickly retrieve important information), but there are also useful tips, strategies, exercises, and examples to clarify concepts and enhance student learning. For example, in John Corbally's English 101 resource site on ETUDES includes sample student essays that serve as examples of successful writing. In the past, these resources were scattered across different parts of the campus (most notably, Cathy Landrum has a steel file cabinet in the Writing Lab with folders containing examples), but unless students frequent the Writing Lab, that is not nearly as convenient as having the resources available on the WEB).

And, finally, the Division created an *ad hoc* Tech Soup Committee that has been exploring a range of technologies that may have positive impact on various aspects of the division (in the classroom and in general). The committee has created an English Department Facebook page and two twitter accounts focusing on grammar. These will be piloted in spring 2013.

- To create a journalism worksite where students can produce the newspaper

Journalism 218 SLO #2: Demonstrate ability to post copy, photos, audio, video to the website and SLO #3: Demonstrate working knowledge in page layout and design of the Harbor Tides student newspaper using Adobe Creative Suite 2 software.

- To continue the division’s partnership with Harbor Teacher Preparation Academy beyond the transitions grant project by supporting summer bridge courses in English 21 so that the incoming 10<sup>th</sup> grade high school schools are prepared for English 28 and beyond.

English 28 SLO #1: Write a response to various modes of pre-collegiate level reading with logically constructed, well-supported, and edited essays that exhibit a critical analysis of those readings. English 101 SLO #3 Write freshman-level essays that follow the various stages of essay writing, including pre-writing, thesis development, illustration and support of the thesis using concrete, specific evidence/examples, editing, proofreading and which are free of most errors in syntax, grammar, punctuation, diction, and spelling.

- To establish cultural events that foster the multicultural diversity of students and faculty.  
This activity is based upon Achieving the Dream intervention #3: Cultural Equity.

### **3. How are your program improvements associated with your SLOs:**

A second 3 year plan (2012-2015) for assessing Student learning outcomes has been developed this year. Every course outline has been revised and developed by our respective department faculty committees. The respective committees wanted to establish a better barometer of measurement for each track. Committees integrated and isolated the key student learning outcomes needed for success for each level which will eventually lead to the completion of the degree program and/ or transfer to a university. The anchoring concept that runs throughout the core courses, for example English 21, 28, 101, and 102 and Spanish 1, 2 and 3, is the development of academic skills that lead to reading critically and writing logically. The respective committees have incorporated links of learning expectations as a through line to the core classes with their revised student learning outcomes. These revisions integrated exit and entrance skills into the student learning outcomes to better establish measurements of student understanding. Each section committee has developed at least five measurable student learning outcomes for each section of the aforementioned English track of courses.

In each of the departments, at least five student learning outcomes have been developed and, to date, three or more of the assessments have been measured for each course. Assessment measures have been written in a narrative format. The student learning outcome narrative report reviews committee discussions on appropriate tools and rubrics of evaluation for a particular course. The report gives detailed description of the process and results of the evaluation. The report illustrates examples of student work, and the evaluation process used to determine the student’s success at the next level. Charts and tables show the students’ competence versus incompetence and the percentage of students passing the evaluation of a particular student learning outcome. This data will provide each department the tools to strategize how to better create a course of action for measurable change.

For example, results have been analyzed by each of the student outcome committees that makeup the core tracks of key courses. Each of the narrative reports that have been completed illustrates results and findings of the particular student learning outcome evaluated. From the results and conclusions, committees have implemented teaching strategies based on the recommendations and findings from the reports.

Recommendations have included more class time spent on a particular concept, incorporating new exercises, and employing new teaching strategies to facilitate student understanding and the student's demonstration of that understanding of the selected student learning outcome.

The following are examples of some implementations:

**Recommendations for English 28 SLO # 1: Write a response to various modes of pre-collegiate level reading with logically constructed, well supported, and edited essays that exhibit a critical analysis of those readings.**

- Reading strategies for the purpose of comprehension need to be illustrated for the student at this level. The understanding of vocabulary in context, summarizing the literature through writing, determining the main idea, recognizing key supporting details, and the making of inferences about the literature need to be practiced by the student.
- Even more emphasis needs to be placed on ensuring that students understand that a thesis statement explicitly presents the writer's claim and that specific reasons for that claim need to be demonstrated in their essays. With this in mind, instructors may need more class time discussing which student thesis statements are and are not effective and why. A thesis that is too broad, too narrow, develops more than one idea, or announces the topic must be avoided by the student. The student must understand that the thesis statement is the road map or guide for the essay.
- In many cases even more time needs to be spent by instructors and students examining the difference between vague and specific support. Evidence that is demonstrated through analogy, details, and anecdotes that exemplify evidence of the writer's point, attitude, or opinion should be practiced by the student.
- The results from the assessment demonstrate that students need more practice in setting up a response. An introduction of the writer and article, and a thesis statement that reflects an argument in response to the writer is crucial for the student's success in English 101. Students need to be guided on how to frame a direct quote and the proper use of verbs of attribution for the purpose of evidence and support.
- A good portion of English 28 must be dedicated to the teaching of sentence skills that illustrate formal standard American English. The practice of sentence skills and argumentation can be practiced with more in class essays, or journaling. The writing lab could incorporate learning programs or activities where students can practice their sentence skills and receive extra credit from the instructor. English 21 could be available to all students at all levels as a repeatable 1 unit course in basic sentence skills.

**Program Improvements to Address SLO #1:** The above list of recommendations was addressed by English 28 instructors who required students to commit to a certain amount of hours in the *Language Arts Learning Center* and the *Writing Laboratory*. English 28 instructors either listed a certain amount of hours on their syllabus or provided the student with a **Writing Lab** or **Learning Center** referral. The referrals offer a specific itemized list of issues the student needs to address to master the specific learning outcome. The instructor would check a box the student needed to master: thesis, coherence, organization, reading and annotation, mechanics, fragments, run-ons subject verb agreement, and literary analysis. Students were provided with a one on one tutorial, student directed learning assignments, seminars, and/or lectures in order to master English 28 SLO # 1

**Recommendations for English 28 SLO #4: Produce sentences that are relatively free from grammatical errors which display standard American English and an academic style.**

- The committee felt that students need to incorporate a process for determining sentence boundaries. The process can be illustrated for the student in the classroom, and augmented as a directed learning assignment in the writing laboratory or the literacy laboratory.
- The committee felt that English 28 instructors need to review common errors with fragments, run-ons, and comma splices. This review could be incorporated by illustrating how to use sentence revision practices as an important step of the writing process. Illustrations of content revision and sentence revision strategies could be practiced as a DLA in the writing and reading laboratories on campus.
- The committee realized that part of the first out of class writing assignment in English 28 should require the students to attach to their final copy the writing process they incorporated to write the essay. This would include the pre-writing techniques the student used and the revision techniques the student used to create a final draft.
- The committee would like English 28 professors to establish, in their syllabus, a mandatory five hours in the campus writing laboratories for their students. Students who did not participate in the five hours of directed learning would drop 10% of their overall grade in the course.

**Program Improvements to Address SLO # 4:** To address these recommendations by the committee, instructors incorporated student referrals to the *Language Arts Learning Center* and the *Writing Laboratory*. Also, a non-credit basic skills English course was created to address the aforementioned recommendations. During the summer of 2012, a Grammar Slam was offered to English 28 students who had difficulty mastering English 28 SLO #4. The Grammar Slam reviewed parts of speech, sentence structure, sentence boundaries, and the writing process. Entrance and exit evaluations illustrated 90% student mastery of SLO #4 by students who participated in G

**Recommendations for Spanish 2 SLO #3: Write in Spanish with novice-high fluency and accuracy (as stated in the ACTFL proficiency guidelines) using high-elementary level grammar structures, vocabulary, and syntax**

**Program Improvements to Address SLO #3:** Although students surpassed the achievement score required, the results enabled us to find what area students need more attention, in this case, writing skills. In this assessment, the data suggests improving spelling skills and accent marks. The Spanish instructors will also implement listening exercises to help students identify stress points in words and phrases in order to apply the rules of accentuation.

#### **4. Staffing requirements:**

- A. An instructional assistant for the Literacy Center to provide additional instructional support for students and provide supervisory support tutors and to assist the coordinator

Dev Comm 37 SLO #1: Students will comprehend written material on several levels of meaning: literal, critical, and inferential. Results: Although the SLO criteria was not met, the results have confirmed the characteristics of the basic skills student and have given the department insight into the need of further resource research needed for this population. The majority of students enrolling in Dev Com 037 include special programs and disabilities, first-year, returning, and non-traditional. These characteristics have proved to the department that these are the students who need programs on campus to further address basic skills. As a result, the Dev Com department will develop and implement several programs.

First, the department will continue to provide tutoring support through the use of Directed Learning Activities (DLA). This way, students will receive individual and/or small group support in the lab setting while learning key reading skills. Second, the department will create instructor-based supplements to building students' reading comprehension in content-based courses. For example, the Dev Com 037 instructor will ask for students' class schedules and contact those instructors for subject-specific reading assignments. Finally, students will be assessed using an additional reading diagnostic test for more accurate grade-level measures.

- B. A journalism instructor who can commit to the instituting the student's newspaper:  
Journalism 101 SLO #3: Apply the fundamentals of gathering information and writing a basic news story.  
SLO #4. Comprehend legal and ethical obligations of journalists as determined by California law, federal law and organizations like the Society of Professional Journalists.
- C. A basic skills English instructor to assist in the assessment of English 21 and to assist in the Language Arts Learning Center.  
The five SLOs of English 21 demonstrate the intricate skill work needed to assist students in developing their writing, vocabulary, and reading skills, most specifically SLO #4: Write a 5-8 sentence paragraph using a coherent, explicit topic sentence, supporting information, and a conclusion sentence in various rhetorical modes; and SLO #5: Write a 3-5 paragraph essay using a coherent, explicit thesis, supporting information, and a conclusion paragraph using a rhetorical mode.

#### **D. Technological requirements:**

- a. Maintenance of computers in Language Arts Learning Center
- b. Update of Abode Creative Suite for *Harbor Tides*
- c. Update of software for Literacy Center and Writing Center when housed in LLRC

**E. Facilities requirements:**

- a. A dedicated foreign language laboratory to properly assist students enrolled in Spanish 101
- b. A classroom in LLRC to provide reading and writing workshops for students enrolled in Developmental Communications 37 and English 67.

**F. Implementation plan:**

The Communications Division has instituted two plans within the last three years to address our proposed activities:

1. Each department has created its own goals (2007-2010 and 2010-2013). Each department has identified goals, its planned activities to fulfill such goal, a point person responsible for said goal, and a timeframe. The Foreign Language department, for example, has proposed cultural activities and held its first successful movie showing of *Macario* to more than 50 people in attendance. Most goals noted are at no cost; however, one of the Division's goals is produce the college newspaper, *Harbor Tides*, and the literary journal, *Harbor Lights*. The Foundation has agreed to temporarily fund the newspaper with the agreement that the Division seek outside sponsorship for the future. The *Harbor Lights* has been developed online using Wordpress. The goal is provide a published copy of student work.
2. The Division created three specific adhoc committees in 2012: the Technological committee (Tech Soup) to develop not only a comprehensive Division website but also develop ways to assist students through other social media like twitter and facebook; the Cultural Activities committee to create and provide culturally diverse activities beyond our Poetry Slam; and the Literary Publications committee whose work is to develop the newspaper and literary journal.

**UNIT PLAN "PART B"**  
**Core Personnel/List of Permanent Staff**

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

**Example**

| <b>Assigned Time</b> | <b>Responsibility</b>   | <b>Estimated Cost</b> | <b>Funding Source</b> |
|----------------------|-------------------------|-----------------------|-----------------------|
| .8                   | Division Chair          | 72,775                | Program 100           |
| .2                   | Flex Coordinator        | 18,193                | Program 100           |
| .5                   | Classroom               | 29,900                | Program 100           |
| .8                   | Classroom               | 61,839                | Program 100           |
| 1.0                  | Classroom               | 62,630                | Program 100           |
| 1.0                  | Classroom               | 99,520                | Program 100           |
| 1.0                  | Classroom               | 102,520               | Program 100           |
| 1.0                  | Classroom               | 74,110                | Program 100           |
| 1.0                  | Classroom               | 74,110                | Program 100           |
| 1.0                  | Classroom               | 4,760 (new)           | Program 100           |
| 1.0                  | Classroom               | 4,760 (new)           | Program 100           |
| 1.0                  | Classroom               | 4,760 (new)           | Program 100           |
| 1.0                  | Instructional Assistant | 54,921                | Program 100           |
| 1.0                  | Secretary               | 40,471                | Program 100           |

**1. Total FTEF: 9.8**

**2. Total Hourly: 3.5 X 12 load = 42 hours of inst & 6.3 X 15 load = 94.5**

**94.5 + 42 = 135.5 hours of full time instruction per semester**

**3. Total Hours of release time: 2.2**

**4. Total Cost for Instructors: \$1,399,599**

**5. Total Cost for Administrators: N/A**

**6. Total Cost of Classified Staff: \$97,321**

**7. Total cost FTEP = Full Time Equivalent Personnel: \$1,496,920**

Please attach copy of your current Op Plan.

## UNIT PLAN "PART C" Core Expenses

**Unit:** \_\_\_\_\_

1. All legally required responsibilities: *Required for health and Safety*
2. *Required by board / State/ Federal/ Accreditation standards( list the minimum requirements here)*
3. *Required by licensing agreement*

| <b>Description of activity</b> | <b>Estimated Cost</b> | <b>Justification</b> | <b>Code</b> |
|--------------------------------|-----------------------|----------------------|-------------|
| 358 hours of instruction       | \$563,060             | 6000 FTES            | HCAA1b      |
|                                |                       |                      |             |

**Narrative justification:** 314 hours of instruction per semester (fall 2012 base) – 135.5 full time instruction = 179 hours of adjunct inst per semester X 2 semesters = 358 hours of adjunct instruction

**Total cost:**

## UNIT PLAN “PART D” Essential Activities

**Unit:** \_\_\_\_\_ **Communications Division 2013-2014** \_\_\_\_\_

Prioritized list of unit needs required for program continuance or improvement

| Description  | Est. Cost |
|--|-----------|
| 1. 2 Full time faculty   | \$130,000 |
| 2. Puente Counselor  | \$90,000  |
| 3. Grammar Slam  | \$15,000  |
| 4. Instructional assistant   | \$35,000  |
| 5. Tutors for Literacy Center  | \$25,000  |
| 6. Liaison for non credit ESL students to assist in transition to credit classes | \$5,500   |

**Only place expendable request in this field.**

| Division<br>Prioritization | Description of<br>activity           | Estimat<br>ed Cost | Proposed<br>Funding Source     | Justification                          | Code               |
|----------------------------|--------------------------------------|--------------------|--------------------------------|--|--------------------|
| Journalism<br>instructor   | Commitment to<br>publications        | \$65,000           | Program 100                    | Program integrity                      | HCAA1e2            |
| Puente Counselor           | Co-coordinator for<br>Puente Program | \$90,000           | Program 100                    | Program integrity<br>and matriculation | HCAA1e2<br>HCSS1a2 |
| Grammar Slam               | Assist at-risk<br>students           | \$15,000           | Basic Skills or<br>Program 100 | Student success                        | HCAA10a2           |
|                            |                                      |                    |                                |  |                    |
|                            |                                      |                    |                                |  |                    |
|                            |                                      |                    |                                |  |                    |
|                            |                                      |                    |                                |  |                    |
|                            |                                      |                    |                                |  |                    |
|                            |                                      |                    |                                |  |                    |

**Justification Narrative:** How does your activity support the college Educational Master Plan?

The prioritized division list supports the college’s Educational Master Plan by addressing the following areas:

1. Enrollment management
2. Maximizing flexibility in our offerings
3. Providing Essential Skills throughout our program
4. Instituting technological instruction and use of social media
5. Developing community outreach

## UNIT PLAN "PART E" Non-cost Essential Activities

Unit: \_\_\_\_\_ Communications Division 2013-2014 \_\_\_\_\_

List Non-cost activities here

| Priority | Description of activity                    | Justification                      | Code     |
|----------|--|------------------------------------|----------|
| hat      |  |                                    |          |
|          | Develop reading activities campus wide     | To promote reading                 | HCAA9c   |
|          | Faculty tutors in Lang Arts Learn Center   | To assist with SLO recommendations | HCAA11   |
|          | Develop a Division webpage                 | To promote courses                 | HCAA13a5 |
|          | Develop cultural activities                | To promote cultural diversity      | HCAA5a6  |
|          | Establish a Foreign Language honor society | To promote student success         | HCAA5a4  |

**Justification:** How does your activity support the college Educational Master Plan?

As previously noted, the Communications Division at Los Angeles Harbor College is dedicated to serving the needs of both developmental and transfer student. In order to do so, the Division offers developmental and transfer level courses that fulfill certificate, graduation, and transfer requirements. Students in department courses develop intellectual and cultural awareness, engage in critical and independent thought, and become productive members of the communities served. Every part of our assessment, program review, and unit planning directs itself toward measuring student success through the integrity of our faculty who engage in current and effective professional development. Student success is at the core of who we are as a Division and our planned activities represent our commitment toward that goal.