

UNIT PLAN "PART A"

Program/Pathway Update

Program/Pathway: Communications _____

Date: January 10, 2014

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:

<ul style="list-style-type: none"> • To continue our commitment to student success by strengthening our Language Arts Learning center and our Writing Lab and by developing additional writing workshops.
<ul style="list-style-type: none"> • To continue Grammar Slam intensive program throughout the academic year to assist at-risk students in all English sequenced courses and to investigate additional means, such as bridge courses between existing composition classes, of insuring students can improve basic skills as needed.
<ul style="list-style-type: none"> • To revise the English 28 Exit Essay to more effectively reflect the skills students need in order to succeed as they move on to English 101
<ul style="list-style-type: none"> • To develop and provide additional hybrid and online courses in both the English and Foreign Language Departments to meet student demands and to insure there are sufficient course offerings to support our English Transfer Degree program.
<ul style="list-style-type: none"> • To develop a division website which will be the launch pad for department resources, a department FB presence, and possibly a Twitter presence. The goal is to have multiple means of communication with students (to be used in or out of class as appropriate) and to make sure that pooled resources are available for teachers and students.
<ul style="list-style-type: none"> • To continue the division's partnership with Harbor Teacher Preparation Academy.
<ul style="list-style-type: none"> • To continue developing and offering cultural events that foster the multicultural diversity of students and faculty beyond the classroom, such as the semi-annual Poetry Night, the 10-Minute Play presentations, and the Harbor Lights online literary magazine, and guest speakers and cultural movies.
<ul style="list-style-type: none"> • To continue updating software programs for the Literacy Center to address ESL issues as well as other basic skills needs.
<ul style="list-style-type: none"> • To create a journalism worksite where students can produce the newspaper
<ul style="list-style-type: none"> • To institute a Foreign Language Honor Society

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.

As assessment data warrants, we may wish to re-address some specific SLO's to insure that they reflect exit skills that will improve student success at successive levels. To this end, the revision of the English 28 Exit Essay will look at a wider range of student skills to make sure students are adequately prepared for English 101.

4. Staffing requirements:

To maintain an efficient and cohesive division, the Communications Division requires the following hires:

- 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
- b. A journalism instructor who can commit to the instituting the student's newspaper
- c. A Foreign Language instructor, preferably one who can teach French and Spanish
- d. Additional tutoring staff for both the Language Arts Learning Center and the Writing Center, which is critical to student success. Since the goal is to make our resources available to an increasing number of students who have basic skills needs, at least one additional tutor or instructional assistant is needed in each area.
- e. At least one, perhaps two full-time English instructors to support the expansion of the Student Success Initiative. Of course, we cannot ignore our existing student population and have all of our seats taken by an elite group of new students, so provisions will need to be made to hire additional instructors to staff to fill additional classes.

5. 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
- d. Maintenance of computers in Language Arts Learning Center
- e. Update of Adobe Creative Suite for *Harbor Lights* (our literary magazine)
- f. A classroom in LLRC to provide reading and writing workshops for students enrolled in Developmental Communications (not strictly English, but we could ask for such things as a computer classroom or a workshop space for English workshops—that sort of thing)
- g. Purchase of a site license (\$70) for Sheppard Software Language Arts Games bundle to be used with Grammar Slam and in the Language Arts Literacy Center to help students with basic skills.

6. 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.

7. 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

Assigned Time	Responsibility	Estimated Cost	Funding Source

- 1. Total FTEF:**

- 2. Total Hourly:**

- 3. Total Hours of release time:**

- 4. Total Cost for Instructors:**

- 5. Total Cost for Administrators:**

- 6. Total Cost of Classified Staff:**

- 7. Total cost FTEP = Full Time Equivalent Personnel:**

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*

Description of activity	Estimated Cost	Justification	Code
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 2014-2015** _____

Prioritized list of unit needs required for program continuance or improvement

Description	Est. Cost
1. 3 Full time faculty	\$200,000
2. Instructional assistant	\$ 40,000
3. Tutors for Literacy Center and Writing Center	\$ 25,000
4. Liaison for non credit ESL students to assist in transition to credit classes	\$ 5,500

Only place expendable request in this field.

Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
Journalism instructor	Commitment to publications	\$65,000	Program 100	Program integrity	HCAA1e2
Instructional Assistant	Assist Literacy Center director	\$40,000	Program 100	Student success	HCAA10a2
Tutors for Writing Center	Assist in student success	\$25,000	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. Providing Essential Skills throughout our program
3. Instituting technological instruction and use of social media
4. Developing community outreach

UNIT PLAN "PART E"
Non-cost Essential Activities

Unit: _____ Communications Division 2014-2015 _____

List Non-cost activities here

Priority	Description of activity	Justification	Code
1	Develop reading activities campus wide	To promote reading	HCAA9c
2	Faculty tutors in Language Arts Learning Center	To assist with SLO recommendations	HCAA11
3	Develop a Division webpage	To promote departments and course offerings	HCAA13a 5
4	Develop cultural activities	To promote cultural diversity	HCAA5a6
5	Establish a Foreign Language honor society	To promote student success	HCAA5a4
6	A book club	To promote reading	HCAA9c
7	Work on getting authors to visit and speak to the school / classes	To promote reading and cultural diversity	HCAA5a6 HCAA9c
8	A Writer's club	To promote critical thinking	HCAA9c
9	An English department-grown handbook to supplement (at lower levels) and even replace (at higher levels) a formal handbook. This could involve links to such things as Chomp-Chomp and have teacher-developed lessons on grammar, essay development, research, and MLA format.	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.