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LOS ANGELES HARBOR COLLEGE

College 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.

Communications Division

Unit Plan

2015 – 2016

Carmen Carrillo
Division Chair

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Unit Plan “Part A”

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:

- To continue a strong student centered Language Arts Learning Center through our workshops and grammar based activities
- 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.
- To continue updating software programs for the Literacy Center to address ESL issues as well as other basic skills needs.
- To develop and provide hybrid and online course offerings in foreign language, developmental composition, and literature to meet student demands.
- To create a journalism worksite where students can produce the newspaper
- To continue the division’s partnership with Harbor Teacher Preparation Academy beyond the transitions grant project.
- To institute a Foreign Language Honor Society
- To establish cultural events that foster the multicultural diversity of students and faculty

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

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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

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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 Adobe 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:

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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.

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Unit Plan “Part B”

		Approx. Yearly Cost (2014-15)
Divisions Core Personnel/Permanent Staff	13	
Resulting # of sections to be assigned permanent staff per semester*	65	\$1,300,000
Reassigned time per semester (in section equivalents)	0	(13x5@\$5,000
Remaining sections to be assigned permanent staff per semester*	65	per sem.)
*as part of regular full load		

Discipline: Developmental Communication		Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	1	
Resulting # of sections to be assigned permanent staff per semester*	5	\$100,000
Reassigned time per semester (in section equivalents)	0	(1x5@\$5,000
Remaining sections to be assigned permanent staff per semester*	5	per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)
DEV COM	20	FUNDAMENTALS OF READING AND WRITING	6	2	2	0		2	2	0		
DEV COM	35	READING I: FUNDAMENTALS	3	1	0	1	D	1	0	1	D	\$0
DEV COM	76	ENGLISH AS A SECOND LANGUAGE READING - CONVERSATION II	3	1	0	1	D	1	0	1	D	\$0
DEV COM	037Y	COMMUNICATIONS LABORATORY	1	1	1	0		1	1	0		
DEV COM	037Z	COMMUNICATIONS LABORATORY	2	1	1	0		1	1	0		

Discipline: English		Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	11	
Resulting # of sections to be assigned permanent staff per semester*	55	\$1,100,000
Reassigned time per semester (in section equivalents)	0	(11x5@\$5,000
Remaining sections to be assigned permanent staff per semester*	55	per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)
ENGLISH	21	ENGLISH FUNDAMENTALS	3	5	1	4	2	5	1	4	2	
ENGLISH	28	INTERMEDIATE READING AND COMPOSITION	3	14	11	3	2	14	11	3	2	
ENGLISH	30	READING FOR PLEASURE	3	1	0	1	2	1	0	1	2	
ENGLISH	31	COMPOSITION AND CRITICAL READING	5	0	0	0		0	0	0		\$0
ENGLISH	67	WRITING LABORATORY	1	1	1	0		1	1	0		
ENGLISH	73	BEGINNING COLLEGE READING AND WRITING	5	0	0	0		0	0	0		\$0
ENGLISH	83	COLLEGE CONVERSATIONAL ENGLISH AS A SECOND LANGUAGE	3	0	0	0		0	0	0		\$0
ENGLISH	84	COLLEGE ENGLISH AS A SECOND LANGUAGE I	5	1	1	0		1	1	0		\$20,000
ENGLISH	85	COLLEGE ENGLISH AS A SECOND LANGUAGE II	5	1	1	0		1	1	0		\$20,000
ENGLISH	86	COLLEGE ENGLISH AS A SECOND LANGUAGE III	5	1	1	0		1	1	0		\$20,000
ENGLISH	101	COLLEGE READING AND COMPOSITION I	3	12	11	1	2	12	11	1	2	\$220,000
ENGLISH	102	COLLEGE READING AND COMPOSITION II	3	6	5	1	2	6	5	1	2	
ENGLISH	127	CREATIVE WRITING	3	1	1	0		1	1	0		\$20,000
ENGLISH	137	LIBRARY RESEARCH AND BIBLIOGRAPHY	1	1	0	1	2	1	0	1	2	\$0
ENGLISH	185	DIRECTED STUDY - ENGLISH	1	1	1	0		1	1	0		\$20,000
ENGLISH	203	WORLD LITERATURE I	3	1	1	0		1	1	0		\$20,000
ENGLISH	204	WORLD LITERATURE II	3	1	1	0		1	1	0		\$20,000
ENGLISH	205	ENGLISH LITERATURE I	3	0	0	0		0	0	0		\$0
ENGLISH	206	ENGLISH LITERATURE II	3	1	1	0		1	1	0		\$20,000
ENGLISH	207	AMERICAN LITERATURE I	3	1	1	0		1	1	0		\$20,000
ENGLISH	208	AMERICAN LITERATURE II	3	1	1	0		1	1	0		\$20,000
ENGLISH	209	CALIFORNIA LITERATURE	3	1	1	0		1	1	0		\$20,000
ENGLISH	211	FICTION	3	1	1	0		1	1	0		
ENGLISH	212	POETRY	3	0	0	0		0	0	0		
ENGLISH	214	CONTEMPORARY LITERATURE	3	0	0	0		0	0	0		
ENGLISH	215	SHAKESPEARE I	3	0	0	0		0	0	0		\$0
ENGLISH	218	CHILDRENS LITERATURE	3	1	1	0		1	1	0		\$20,000
ENGLISH	219	THE LITERATURE OF AMERICAN ETHNIC GROUPS	3	0	0	0		0	0	0		\$0
ENGLISH	234	AFRICAN-AMERICAN LITERATURE I	3	1	0	1	2	1	0	1	2	\$0
ENGLISH	239	WOMEN IN LITERATURE	3	0	0	0		0	0	0		\$0
ENGLISH	240	LITERATURE AND THE MOTION PICTURE I	3	1	1	0		1	1	0		\$20,000
ENGLISH	251	THE SHORT STORY	3	0	0	0		0	0	0		\$0

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Discipline: ESL	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	0
Resulting # of sections to be assigned permanent staff per semester*	0 \$0
Reassigned time per semester (in section equivalents)	0 (0x5@\$5,000)
Remaining sections to be assigned permanent staff per semester*	0 per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":		Approx. Yearly Cost (2014-15)
ESL	003A	COLLEGE ENGLISH AS A ESL III: WRITING AND GRAMMAR	6	0	0	0		0	0	0		
ESL	003B	COLLEGE ENGLISH AS A SECOND LANGUAGE III: WRITING AND GRAMMA	3	1	0	1	2	1	0	1	2	
ESL	003C	COLLEGE ENGLISH AS A SECOND LANGUAGE III: LISTENING AND SPEA	3	1	0	1	2	1	0	1	2	
ESL NC	005CE	ENGLISH AS A SECOND LANGUAGE	12	1	0	1	2	1	0	1	2	
ESL NC	020CE	ENGLISH AS A SECOND LANGUAGE - 1	12	0	0	0		0	0	0		

Discipline: French	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	0
Resulting # of sections to be assigned permanent staff per semester*	0 \$0
Reassigned time per semester (in section equivalents)	0 (0x5@\$5,000)
Remaining sections to be assigned permanent staff per semester*	0 per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":		Approx. Yearly Cost (2014-15)
FRENCH	1	ELEMENTARY FRENCH I	5	1	0	1	2	1	0	1	2	
FRENCH	2	ELEMENTARY FRENCH II	5	0	0	0		0	0	0		

Discipline: Japanese	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	0
Resulting # of sections to be assigned permanent staff per semester*	0 \$0
Reassigned time per semester (in section equivalents)	0 (0x5@\$5,000)
Remaining sections to be assigned permanent staff per semester*	0 per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":		Approx. Yearly Cost (2014-15)
JAPAN	21	FUNDAMENTALS OF JAPANESE I	3	0	0	0		0	0	0		
JAPAN	22	FUNDAMENTALS OF JAPANESE II	3	0	0	0		0	0	0		

Discipline: Journalism	Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	1
Resulting # of sections to be assigned permanent staff per semester*	5 \$100,000
Reassigned time per semester (in section equivalents)	0 (1x5@\$5,000)
Remaining sections to be assigned permanent staff per semester*	5 per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":		Approx. Yearly Cost (2014-15)
JOURNAL	101	COLLECTING AND WRITING NEWS	3	1	0	1	2	1	0	1	2	\$0
JOURNAL	105	MASS COMMUNICATIONS	3	1	0	1	2	1	0	1	2	\$0
JOURNAL	218	PRACTICAL EDITING	7	1	0	1	2	1	0	1	2	\$0



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Discipline: Spanish		Approx. Yearly Cost (2014-15)
Disciplines Core Personnel/Permanent Staff	2	
Resulting # of sections to be assigned permanent staff per semester*	10	\$200,000
Reassigned time per semester (in section equivalents)	0	(2x5@\$5,000
Remaining sections to be assigned permanent staff per semester*	10	per sem.)

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":		Approx. Yearly Cost (2014-15)
SPANISH	1	ELEMENTARY SPANISH I	5	3	1	2	2	3	1	2	2	\$20,000
SPANISH	2	ELEMENTARY SPANISH II	5	3	3	0		3	3	0		
SPANISH	3	INTERMEDIATE SPANISH I	5	1	1	0		1	1	0		
SPANISH	4	INTERMEDIATE SPANISH II	5	0	0	0		0	0	0		
SPANISH	8	CONVERSATIONAL SPANISH	2	0	0	0		0	0	0		
SPANISH	12	CONTEMPORARY MEXICAN LITERATURE	3	0	0	0		0	0	0		\$0
SPANISH	21	FUNDAMENTALS OF SPANISH I	3	1	0	1	2	1	0	1	2	
SPANISH	22	FUNDAMENTALS OF SPANISH II	3	1	0	1	2	1	0	1	2	\$0
SPANISH	25	SPANISH FOR SPANISH SPEAKERS 1	5	1	1	0		1	1	0		
SPANISH	101	SPANISH LANGUAGE LABORATORY	2	1	1	0		1	1	0		

New facilities funded from Program 100 essential for the delivery of sections taught by permanent staff	\$0
None listed	
New equipment funded from Program 100 essential for the delivery of sections taught by permanent staff	\$0
None listed	
Supplies funded from Program 100 essential for the delivery of sections taught by permanent staff	\$0
None listed	

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Unit Plan “Part C”

Offerings denoted as “C” above: that is, offerings mandated by law or other binding requirements per semester but not assigned to division permanent staff because no regular instructor is technically eligible for the assignment.

Discipline	Course #	Course	Units	Fall 14 sections offered:	Spring 2015 sections offered	Approx. Yearly Cost (2014-15)
		None listed as 'C' above				

New facilities funded from Program 100 essential for the delivery of sections taught by permanent staff	\$0
None listed	
New equipment funded from Program 100 essential for the delivery of sections taught by permanent staff	\$0
None listed	
Supplies funded from Program 100 essential for the delivery of sections taught by permanent staff	\$0
None listed	

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Unit Plan “Part D”

Offerings denoted as 'D' in Part B along with essential non-instructional assignments and new equipment or supplies not provided for above, prioritized by the division as provided for here offerings denoted as 'D' in Part B.

Number of Items	Approx. Yearly Cost (2015-16)
15	\$55,000 (11@\$5,000 including supplies est. per sem.)

Activity/Item Listings include all “Other Essential Activities” from each unit plan, along with currently unfunded ‘Core’ activities/items						Approx. Yearly Cost (2014-15)	Division priority	Rationale/ Supporting Information	2012 – 13 Educational Master Plan Master	Supported by Data/SLOs	Program Review Recommendations	TOTAL
Foreign Language Computer Laboratory						\$40,000/start \$1,500/yr	1	Foreign language environmental scan		Spanish 101 SLO#2	Emerging need from program review	
Journalism Instructor						\$65,000	2	Commitment to publications				
Tutors for Writing Center						\$25,000	3	Assist Literacy Center Director				
Instructional Assistant for Literacy Center						\$40,000	4	Assist in Student Success				
Planned “D” offerings carried over electronically from Part B as noted there accordingly.												
Discipline	Course #	Course	Units	Fall 14 sections offered:	Spring 2015 sections offered							
DEV COM	76	ENGLISH AS A SECOND LANGUAGE READING - CONVERSATION II	3	1	1	\$5,000						
ENGLISH	30	READING FOR PLEASURE	3	0	0	\$5,000						
ENGLISH	137	LIBRARY RESEARCH AND BIBLIOGRAPHY	1	0	0	\$5,000						
ENGLISH	234	AFRICAN-AMERICAN LITERATURE I	3	0	0	\$5,000						
ESL	003B	COLLEGE ENGLISH AS A SECOND LANGUAGE III: WRITING AND GRAMMA	3	0	0	\$5,000						
ESL	003C	COLLEGE ENGLISH AS A SECOND LANGUAGE III: LISTENING AND SPEA	3	0	0	\$5,000						
JOURNAL	101	COLLECTING AND WRITING NEWS	3	1	1	\$5,000						
JOURNAL	105	MASS COMMUNICATIONS	3	1	1	\$5,000						
JOURNAL	218	PRACTICAL EDITING	7	1	1	\$5,000						
SPANISH	21	FUNDAMENTALS OF SPANISH I	3	1	1	\$5,000						
SPANISH	22	FUNDAMENTALS OF SPANISH II	3	1	1	\$5,000						