

Basic Unit Information

Administrative Unit Name:

Language Arts

Administrative Unit Mission:

The mission of the Language Arts division is to provide students with an array of lower division courses and curriculum that will enrich the lives of our student, support their

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Paul Starer	Language Arts	Dean
Maureen McCarthy	Language Arts	Admin Assistant

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Paul Starer		

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served	6075	6461	6458
Faculty Served	50	52	54
Staff Served	1		
Full-time FTEF	24	22	25
Part-time FTEF	69	68	71
Full-time Staff	1		
Part-time Staff	0		

Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

- a. Describe the faculty, staff and/or students you primarily serve.

We serve students and faculty from the disciplines of Japanese, Spanish, English, ESL, and the Humanities. At all skill levels from developmental to advanced.

- b. Locations/times of service (Day, Evening, Off Campus, etc.)

We run classes from 7:35-9:00 throughout the day both on the main campus and at Middlefield.

d.

- c. How was this tracked?

Banner and PR data provided by institutional research.

- d. What is the trend?

We have seen modest growth in terms of students served in the last three years.

- e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

In the last three years we have piloted the accelerated English program and converted our lowest level ESL classes to noncredit. We have had our ADT approved in English and Spanish is in the works. The Spanish faculty are exploring developing a Spanish course

- f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

Staffing is currently satisfactory for the needs of the Language Arts division.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

- h. What strategies has your AU used to improve support services within the program or department?

We have opened the Teaching and Learning Center which is providing much needed supplemental instructor for students who need reading and/or writing assistance. Use of the TLC continues to increase as word of its existence and service spreads.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

Resource requests typically arise out of the program review cycle of the individual departments in the division. As dean I consult with the departments before the formalize their resource requests so that the departments can understand what the division's needs are and so that there are no surprises when I generate resource requests on behalf of the whole division.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

I have taken advantage of several professional development opportunities while I have been dean. While it is always a struggle to balance the demands of the job and the need for professional development, so far I have been able to strike that balance.

However, if I go back to when I was first hired as dean, I do believe the college could have done more to assist me in learning the ropes of the job. It really was a baptism by fire.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

k. Does your division curriculum committee meet regularly? Yes No

If yes, how often do you meet? Please check all that apply:

Once a quarter

Twice a quarter

Once per month

Other, please explain:

The committee meets more frequently in the fall when there is more curriculum and deadlines to handle.

l. Does your division curriculum committee meet? Please check all that apply:

Face to face

Email/online

Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

Yes

No

n. If yes, where? Please check all that apply:

Division website

Google docs/file sharing

Other, please explain:

o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

Yes

No

p. What is functioning well with the division curriculum committee?

The committee members work well together and are supportive of the efforts taking place in the various departments. So far the committee has successfully considered a number of new courses and revisions of existing courses. I have no complaints about the work of the

q. What resources and/or other support would make this division curriculum

committee more effective?

Training would help a lot. The trick is getting people to participate in the training.

r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

The Language Arts division supports all of the missions of the college, basic skills, transfer, and workforce, and equity is certainly at the forefront of the programs and services we offer. Whether it is our new noncredit ESL courses or our supplemental instruction, or our recently developed Spanish for Allied Health workers class, we are deeply committed to the success of underrepresented students. While we are aware that there is a quantifiable achievement gap in many of our courses, the faculty have been strategizing about ways to address this, and they are eager to work with institutional research to discover how to more effectively address the needs of all under represented

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Both the ESL and English departments work directly with basic skills students. English is still piloting the Integrated Reading and Writing sequence. This approach to basis skills English could potentially close the hole between our lowest level reading class and our developmental writing course

Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The Language Arts division supports transfer in myriad ways. Whether it is our recently approved ADT in English (Spanish is in the pipeline) or the foreign language instruction in Japanese and Spanish, our curriculum touches nearly every transfer student at the

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

Workforce students receive a great deal of instruction and support from the Language Arts division. The Spanish faculty have recently developed a course for allied health students. English faculty help to prepare CTE students with the critical thinking and linguistic ability they will need to succeed in their workforce programs. And the noncredit ESI curriculum has been particularly helpful to students in the Child

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

I have not yet been able to process and reflect upon my AU-SLO's.

- b. What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

I have not yet been able to process and reflect upon my AU-SLO's.

- c. Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

I have not yet been able to process and reflect upon my AU-SLO's.

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

I have not yet been able to process and reflect upon my AU-SLO's.

Section 6: Administrative Goals and Rationale

Administrative unit goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. This is the first year for our AU program review.			

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase number of English ADT Graduates	Short and long term	Transfer is a mission of the college.	Data collected by IR
2. Stabilize and then Grow Enrollment in Foreign Language Classes	Short and long term	Reversing the enrollment declines in FL will help the college with its growth efforts	Data collected by IR
3. Stabilize and grow Enrollment in Noncredit ESL	Short and long term	Successful students in noncredit ESL support the college's equity goal by increasing the number of underrepresented students who are college ready.	Data collected by IR
4. Support Curricular Efforts in English and ESL to Align Course Sequences with Student Needs	Short and long term	Tightening the English and ESL sequences will lead to more successful student matriculation to transfer or CTE programs.	Department minutes and curricular updates and review.
5. Work with Testing to Ensure Students are Properly Placed	Short term	Fair and complaint placement testing is a feature of the 3SP and will improve student success in English and	Student success and placement data from IR.

		ESL courses	
6. Expand Supplemental Learning Opportunities in the TLC	Short and long term	This will support basic skills, transfer, and equity as the TLC contributes to the success of all students on campus.	Review of SI curriculum and the TLC program review data.

Section 7: Resources and Support

Using the tables below, summarize your administrative unit's unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
It's not clear where to put this resource request so:			
We need outreach and recruitment support especially for our noncredit ESL classes.		Goal #3 Grow noncredit enrollment	Sort of.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.This is the first Language Arts AU program review.	

- a. After reviewing the data, what would you like to highlight about your administrative unit?

The Language Arts division is a vital component of the campus community and our faculty are engaged pedagogues and scholars. We are a division that is deeply committed to student success and equity, and our rich and growing mixture of programs and curriculum attest to this.

- b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

Enrollment could be starting to decline in programs like English (too early to tell if a trend is emerging), partially offsetting this decline with growth in supplemental instruction and exploring new locations for course offerings could help. Certain features of the 3SP could impact scheduling decisions, especially if students are tracked into their basic skills classes earlier in their educational careers.

Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

- a. Strengths and successes of the program as evidenced by the data and analysis:
The Language Arts division provided core instruction to all students, and supports the missions of Basic Skills, Workforce and Transfer. The new Teaching and Learning Center and the energy surrounding supplemental instruction, as well as the new ESL non-credit curriculum provide support for our students.
- b. Areas of concern, if any:

The LA faculty would be a great asset to the Basic Skills Workgroup, and their participation in some form of a summer bridge would truly benefit our students. This participation has not been consistent. Given the data from IR, it would be helpful to continue analysis of the pathways to determine if revisions to the sequence and/or the curriculum might increase student success.

c. Recommendations for improvement:

d. Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.