

Division Themes and Trends Summary

Division: Language Arts

Date: Wednesday, April 10, 2014

Departments Reporting:

Academic Year: 2014 cycle,
reporting on 2013-2014

English, ESL, Modern Language (Spanish and Chinese),
Reading, Film, Communication Studies

In attendance: James Carranza, Yaping Li, Kristi Ridgway, Jamie Marron, Jing Wu, Kathleen Steele, Teeka James, David Laderman, Brandon Smith, Nancy Paolini.

Student Learning, Section II, Summary of Student and Program Data

II.A. Student Learning Outcomes Assessment

Areas for improvement

ENGL: Sentence Fluency

ESL: Grammar and paraphrasing

Spanish: heritage speakers' literacy development

Chinese: Avoiding using technology as a crutch.

READ: simplify SLOs and create appropriate assessment.

FILM: In-depth understanding and breadth

Comm Studies: Students are performing well overall. Outline writing assessment is in process.

II.B.1. Student success and demographic variables

ENGL: Success is fairly consistent year-to-year. Retention dropped slightly. African-American and Pacific Islander students are lowest achieving for three years—and they have higher withdrawal rates.

ESL: No Clear trend—increase in Filipino success rates.

Modern Language: Fewer Hispanic students in Spanish—more in Chinese, which is the only other choice for Spanish speaking students. And we see an increase in concurrent HS. Indian and Southeast Asian.

READ: Overall success rates are consistently higher each year. Af-Am success is lowest. Men enroll at a higher rate. Women succeed at a higher rate.

Film:

Comm: high success overall. Af-Am success is at 70% for the last three years. COMM is focusing on Umoja this year. A Pacific Islander program is underway.

TREND: Af-Am and Pacific Islander success is low and has been. Our departments are directly involved in intervention strategies and programs in support of student success.

II.B.2 Course delivery mode

TREND: Online course success rates are and have been significantly lower in Comm, ENGL, Film, ESL, READ for the past few years.

The departments typically offer one or two sections per semester, so the sample size is too small to get a statistically significant measure.

Outlier: Chinese is on the rise.

Sections IV and V: Additional Factors and Institutional Planning

I.V. Additional Factors

ENGL: Outreach to HS faculty and created AA-T degree.

ESL: International Student population is placing at level 3 and higher, making the program top heavy. ESL has added sections. Added a high level ESL reading course. Sts. tend to be younger, more immature. There are a number of impacts to address. We have concerns about disenfranchisement of local students. AB 86 partnerships may help to further align us with adult school.

Modern Language: The elimination or cancelation of foreign languages at high schools. HS students are coming to CSM to get classes they can't get in their HS.

CHIN: With the increase in concurrent HS students we're finding more parental interference.

READ: Enrollment is dwindling. READ gets lost in college-wide course options that are available. The number of unprepared students continues to grow. Lab only courses have been streamlined. Logistics between faculty and aides is difficult.

FILM: Repeatability regulations have

COMM: We have been working with Counseling and International Students to support better placement into classes.

THEME—in conversation, we discussed international education related issues. There are a variety of challenges Language Arts faculty are concerned about.

1. International students are more prevalent and seem to self-place inappropriately.

2. We need to continue to monitor potential disenfranchisement of local ESL and non-ESL students is an additional concern.

V.A. Results of Previous Plans and Initiatives

Staff requests have been held up for months, creating strain on programs. English has discontinued PT mentoring for lack of FT faculty to fulfill department responsibilities. All departments report an imbalance in "teacher related" admin, which could be better used in activities directly supporting teaching and learning.

TREND: We've been able to implement plans and meet our objectives.

V.B. Program Vision

All departments discussed a variety of programs and initiatives faculty are participating in—RA, Habis of Mind, Umoja, SI, Mana (Pac Isl), Grammar workshops, collaboration with International Students, BSI, and Honors Project.

ENGL: Interested in participating in programs in support LGBTQ awareness.

THEME:

Continue curriculum development, professional development, centers support. Be campus resources and collaborate with programs across campus when possible.

Modern Language needs to reestablish TBA in Chinese.

V.B.1 Future faculty and staff development initiatives and professional enrichment

THEMES:

Technology/Online/DE training is needed at a variety of levels.

Continue and augment relationships across campus to incorporated basic skills.

Need for funds to support PT/FT collaboration in curriculum development.

NEED for travel and lodging expenses coverage in professional development.

V.B.2 Future collaboration across student services, learning support centers, and instructional programs

THEMES:

Support for campus-wide activities.

Funds for publicity for departments and resources.

Course- or program-dedicated counselors to support basic skills students.

Develop online support modules.

Increase collaboration with student services to make resources more readily available.

V.B.3 Long-range planning, categorized by resources (i.e. faculty, equipment and technology, instructional materials, etc.)

THEME:

All departments are losing significant numbers of FT faculty in fewer than six years. SERIOUSLY. We're seeing more turn-over in PT faculty which creates an inordinate amount of time in screening, evaluation, mentoring, etc.

New hires are backfilling retirements. We aren't gaining ground.

TREND: Level of FT staffing has become so low, we need a mechanism to compensate adjuncts for non teaching duties, orientations, training.

Foreign Language: Because HS feeders are offering a minimal number of languages, students have a much greater need. Students must fulfill their transfer language requirements, so they are coming here to take courses.

V.C. Plans and Actions to Improve Student Success

ENGL: Research SLO assessment methods to improve them. Adjust Lit offerings.

COMM: Need equity in staffing in Labs.

Read: need fulltime hire. Assess streamlined SLOs.

ESL: Continue collaboration with Adult School and International Ed. Committee and SI. Bring awareness to the needs of ESL students across campus.

THEME:

Adjuncts need technology/equipment support.

General Comments: