

Academic Unit Plan

Division: Communications

Academic Year 2009-2010

Division Chair: Carmen Carrillo

Executive Summary

For the 2009-2010 academic year the Developmental Communications (Dev Com) department was able to implement several successful changes. The department was able to hire and maintain a full-time Dev Com faculty member to teach both day and evening classes, update course outlines, and revitalize the Literacy Center. In particular to the Literacy Center, the department has begun the process of hiring additional reading tutors to better assist Dev Com 037 students, updated outdated literature, and create new interactive Directed Learning Activities to develop a more structured instructional sequence for those enrolled in Dev Com 037 courses.

There are several plans to further revitalize the department. First, the department would like to incorporate a lab component to Dev Com 035 and 020 in order for students to continue practicing the skills taught in class. Second, the Dev Com 037 classes will require additional instructional software in reading comprehension, vocabulary, and phonics skills so that the needs of the ESL and low-level reader are addressed. Also, the department would like to employ a part-time or full-time Instructional Assistant (IA) in the Literacy Center to assist the full-time instructor in tutor training, maintaining the Literacy Center materials and programs, and assist students in the Literacy Center during the afternoon and evening times. Third, the department sees the development of a transferable level reading course that will emphasize the advancement of critical thinking and inferential reading skills.

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. Provide new reading and grammar/punctuation skills development software students in Dev Com 037 classes in the Literacy Center. The new instructional software will benefit returning Dev Com 037 students, ESL students, and low-level readers. The new programs will require a proposal written to request basic skills funding to the Dean of Academic Affairs.
2. Implement a standardized reading assessment for Dev Com 020, 035, and 037. Students in each course will be given an appropriate standardized reading assessment (Nelson Denny, Gates MacGinitie, Stanford Reading Diagnostic Test) and provided with a graded reading level from K-college and interpretations of their literal, inferential, and critical reading abilities. This activity will help students be aware of their strengths and weaknesses in reading comprehension and

allow for the department to measure Student Learning Outcomes consistently with all the different faculty teaching Dev Com. Assistance will be needed from Institutional Research to create a system to score the tests, develop a student summary report and an instructor report sheet. Funding will be needed for obtaining copies of the text booklets for each test used which will be requested via a proposal for basic skills funding.

Replace furniture currently in the Literacy Center including desks and 4 older computers. This activity will allow Dev Com 037 students to access more free study space so they may complete required lab assignments. A grant proposal for basic skills funding will be needed to obtain these items.

3. Employ a full-time or part-time instructional assistant in the Literacy Center. This classified position will assist the literacy center instructor in conducting reading tutor training sessions, helping students with instructional programs, providing one-on-one tutoring support, and maintaining literacy center supplies and instructional materials.
4. Incorporate a lab component in Dev Com 035 and 020. The outside lab component will consist of students regularly attending the Learning Assistance Center labs to complete required supplemental instruction hours in which they will use instructor created Directed Learning Activities. This lab requirement will help reinforce the reading comprehension, vocabulary, and basic writing skills taught in class.
5. Within the next four to five years, the department would like to create a CSU/UC transferable level reading course that will fulfill a critical thinking level general education course such that philosophy and speech communications classes do. This activity will require the department faculty to research all CSU and UC critical thinking/humanities course objectives and SLO's and figure the financial impact this will have on Harbor College.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

The Dev Com department is in its initial stage of analyzing assessments of the course SLO's. This is due to the lack of a full-time Dev Com instructor for the past five years who would be able to oversee the proper assessments to utilize.

Staffing Implications: if any request will require additional classified support or training, please describe its extent.

Instructional Assistant (IA) Literacy Center: The addition of a part-time or full-time IA in the Literacy Center is required in order to maintain literacy center materials and programs, assist in training new reading tutors, provide individual tutorial support to Dev Com 037 students with assignments and software programs, and report any problems to the full-time instructor regarding technical issues and student learning.

Technology Implications: if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

1. Installation of the new software will require the work of the IT department. The new software will be installed using installation disks provided by the company.
2. The computers located in the Literacy Center need a connection established to the printer in the center. The work of the IT department will be required.
3. The cords and outlets around the printer in the Literacy Center are exposed on the floor and require IT to place them in a more secure area to prevent a safety hazard.
4. Three new computers are needed to replace three old ones in the Literacy Center. This will not cause any fiscal impact since the request will be made to IT to look for computers already in storage.

Developmental Communications

Department Rates

Table 1

	Fall 2004	Fall '05	Fall '06	Fall '07	Fall '08
Retention Rate	77.4%	83.3%	89.2%	92.0%	94.2%
Successful Completion Rate	65.5%	62.7%	30.5%	69.5%	67.9%

Table 2

	Fall 2004	Fall '05	Fall '06	Fall '07	Fall '08
WSCH	546 hours	584 hours	337 hours	686 hours	901

Program Review

INTERNAL DATA

Because there has not been a full-time faculty member in the Dev Comm department for over two years, student learning outcomes (SLO) have not been updated and measured. However, as of fall 2009, there have been several modifications to SLO's, assessments, and measurements. First, all SLO's for the Dev Comm courses have been updated so they can be equally measured in a quantitative and qualitative fashion. Second, new assessment measures have been developed and planned for each SLO. Third, the Dev Comm department plans to measure and analyze the results of SLO assessments at the end of each semester in order to write a more complete program review.

PROGRAM STRENGTHS

There are several points of strength in the Dev Comm department. The main strength of the program is the placement of a full-time Developmental Communications instructor who can fully dedicate time to revising and developing the Dev Comm curriculum so it can be at 21st century level. Second, the goal of the department is to provide students with the basic skills in reading, writing, and study skills needed to excel in English 21 and other transfer and vocational level courses. The department accomplishes this goal by offering several reading classes which students are assessed into including ESL reading and conversation,

LA Harbor College

Unit Plan Activity Summary Sheet

Division: Communications/Developmental Communications

Academic Year: 2010--2011

Division Chair: Carmen Carrillo

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)	Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., W5SCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
30	1	1.5 2.3	X	X	To provide appropriate and sufficient instructional media in reading and basic writing skills development.	To purchase new reading and grammar/punctuation skills development software for students in basic skills reading and writing courses.	N/A	<ul style="list-style-type: none"> Program Review: internal data Retention & Success Rates (table 1) 	Literacy Center staff, Essential Skills Committee, Faculty, IT	Est. Cost: \$10,200 Source: Basic Skills and Block Grant
30	2	1.2 2.2 5.1	X		To provide an assessment that effectively measures students' reading abilities and course SLO's.	To implement a standardized reading assessment for Dev Com 020, 035, and 037 to inform students of reading levels and measure course SLO's	N/A	<ul style="list-style-type: none"> Program Review: academic unit plan, internal data Retention & Success Rates (table 1) 	Literacy Center staff, Essential Skills Committee, Faculty, Reading assessment booklets	Est. Cost: \$500.00 Source: Basic Skills Funding
30	3	1.5 2.3	X		To provide students with instructional support via qualified personnel.	To hire additional reading tutors in the Literacy Center to meet needs of Dev Com 037 students with individualized attention and small group attention.	N/A	<ul style="list-style-type: none"> Program Review: Academic Unit Plan, internal data 	Tutors	Est. Cost: \$9,200/year Source: Basic Skills Funding
30	4	1.5 2.4	X		To provide a safe,	To purchase new	N/A		Maintenance	Est. Cost:

					student desks and study tables for the Literacy Center to replace broken and outdated furniture. Wiring around computers and printer areas need to be secured to ensure safety.				staff, IT staff, Essential Skills Committee	\$1,500 Source: Basic Skills funding, block grant
30	5	1.5 1.3	2.4 6.2	X X	To provide students with a learning environment with as most current technological equipment as possible.	N/A	Program Review: internal Data	Essential Skills Committee	Est. Cost: \$6,000.00 Source: Block Grants, Basic Skills funding	
30	6	7.2		X	To provide students with personnel knowledgeable in the discipline area.	N/A	Program Review: Internal Data	Dev Com instructor/Literacy Center Coordinator	Est. Cost: none	
30	7	7.2		X	To provide students with optimal levels of personnel for consistent service.	N/A	Program Review: internal data WSCH Rates: table 2 Success Rates: table 1	Communications Division	Est. Cost: \$35,351.40/ 10 months Program 100	

fundamentals of reading, and basics of reading and writing. Another course the department offers is a reading and study skills class which does not require prior assessment. The third area of strength is the revitalization of the literacy center which has so far included enhancing the programs used in the center, implementing a student self-assessment survey, and creating new instructional activities for students.

PROGRAM WEAKNESSES

The past several years has brought several weaknesses in the program which have begun to be revised as of fall 2009. The lack of a full-time faculty member prevented many changes to be made in terms of proper course outline updates, an underutilized literacy center, technological incorporation in the Dev Comm lecture classes and appropriate literature chosen for the classes. Since the recent hire of a full-time Dev Comm instructor, course outlines including SLO's and assessments have been updated and the literacy center services have improved as explained in the strengths section. In order to make the literacy center a lab more accessible to a the diverse groups of students at Los Angeles Harbor College (i.e. ESL, special needs, basic skills), the full-time instructor and staff are in the process of acquiring instructional software and literature relevant to the adult learner, providing more support in the form of tutors, and creating activities that mirror Directed Learning Activities used at Chaffey College. The department will also emphasize more instructional technologies in the Dev Comm lecture classes. This will be accomplished by Dev Comm faculty developing simple instructor websites for his or her respective course, provide library-research workshops, and utilizing learning software. To also help students become critical thinkers and obtain information literacy, Dev Comm faculty will utilize more authentic literature in the classroom such as short stories, novels, journals, plays, and biographies which reveal topics of relevance to students' lives.