PART A: Language Arts Accomplishments and Ongoing/New Activities
The Language Arts Division has articulate and creative faculty and support staff who prepare students in language and study skills to reach their goals through the English, English as a Second Language, World Language, Sign Language, and Speech/Communication Studies disciplines combined with the Library, Learning Connection, and Service Learning Programs which serve the entire campus. We hope to foster in students a life-long love of learning and confidence in their reading, writing, speaking, listening, and critical thinking as they prepare to be engaged citizens of the world. Our 07-08 goals—maintain academic integrity through well-rounded offerings, grow student support services, provide ongoing disciplinary and cross-disciplinary dialogues about learning—were aligned with the Institutional Planning and Budget Council’s 07-08 Priority Objectives, and they were accomplished with rigor. Pragmatically, in addition we coordinated a range of moves and leveraged resources through partnerships and grants.

Maintain academic integrity through well-rounded offerings and visibility: We have increased enrollments in our electives, late-start, online, and off-site offerings. We have new choices for Saturday and evening students in ESL and new late-start developmental sections, including grammar, in English; a new hybrid Spanish 1A course and an increased number (9) of online English sections; a broad range of courses in all division disciplines at the San Leandro Center totaling 3.8 FTEF; and summer and Friday intensive courses in world languages. This is attributable in part to our new English elective committee; new English online committee; and faculty outreach to address community needs. Spanish 2A and 2B were approved for the AA graduation requirement in Writing and Critical Thinking; the entire conversation sequence in Chinese and Spanish was updated; and new courses were developed in Chinese 1A and 1B, English 24, and a third-semester Sign Language 66. After attending the Western States Communication Convention, Patti Keeling took a lead in exploring more opportunities for integrating distance learning into speech courses.

Working with Counseling and Matriculation, Shoshanna Tenn and others have revised the Prerequisite Challenge process, updating forms. We also articulated processes with the PACE Learning Community for hiring, evaluating, and mentoring faculty.

Service Learning has become a component of courses taught by over 20 instructors in varied disciplines, offering students a range of opportunities to participate in hands-on community service experiences integrated into the academic curriculum. With the lead of Susan Gill and Clara McLean, this year’s SERV 85 promoted longer-term student-led projects, such as the Student Voter Outreach project. The project has expanded to working with 50 community partners.

Our Speech Communications Department continues to gain state and national recognition. Christy Warda compiled and directed a reader’s theatre at the National Championships in Chicago and at our own Speech Night. Forensics Director Jason Ames led the program to state and national tournaments, with gold, bronze, and silver medals, and we hosted our second annual “Gladiator Invitational” regional tournament.

Grow student support services: We have revitalized our learning support services under one umbrella, deemed the Learning Connection, with pilots in progress planned with active instructor involvement for Tutorials, Writing Reading across the Curriculum (WRAC) Center, Math Lab, the Language Center, Peer Advising, Peer Led Team Learning, and Learning Assistants. We continue to work closely with all disciplines to develop new programs and processes and to solve problems.
have developed new forms, created a web page, and improved ways of tracking and assessing students using SARS. We have piloted new tutor training courses, both general and subject specific, enrolling more than 100 student assistants, and piloted a partnership with CSUEB.

Speech Communications and World Languages have been instrumental in the design and development of a Communication Lab and a World Language Lab and have created spaces and new materials for students. During spring 2008 world language faculty have worked within their Program Review to expand all World Language courses to include a lab hour as expanding opportunities for students to use interactive audio and visual programs and to practice in conversation groups.

The library collections have been renewed and we hosted library events and displays to encourage more faculty and students to use the library. With Hayward Public Library, we were awarded “The Big Read” grant from the National Endowment for the Arts to engage diverse audiences within the community in reading together. Debbie Soares, our new Circulation Librarian, has implemented new circulation processes based on training and development of features in the online catalog.

Provide ongoing disciplinary and cross-disciplinary dialogues about student learning: We mentored 10 division untenured faculty through the tenure review process and Dennis Chowenhill offered monthly workshops for all new faculty on campus through the new faculty learning community. We additionally offered 5 workshops for English and monthly level meetings for ESL, targeting adjunct faculty. World Languages developed an oral report rubric, reported to each other experiences of using the rubric during fall 2007, and are working on a writing assignment rubric.

The division has offered campus wide leadership in addressing needs of basic skills students. English made progress on the goal of increasing the number of full-time faculty who teach basic skills: for 08-09, 74% (17 out of 23) of our full-time English faculty taught basic skills courses (ENGL 101A, 101B, or 102), totaling 61% (57 out of 91) of the basic skills courses offered for fall 07 and spring 08. Katie Hern developed a website on her research on student “sustainability” in a basic skills class and currently co-chairs the newly formed Basic Skills Committee, which has completed a Self-Assessment with much input from the campus. Cindy Hicks and Dennis Chowenhill lead the Learning Connection and Tutoring Support combined with a burgeoning Center for Teaching and Learning. Sean McFarland and Tom Dewit, with Carnegie funds and EMC support, developed 4 films listening to students’ perspectives about Literacy, Daraja, Distance Education, and Student Support Services, providing new ways to make our work “visible.” Steve Woodhams, Barbara Worthington, and Angie Magallón were active in planning Staff Development, Convocation and Flex activities and a large number of division faculty facilitated campus-wide workshops.

With funding from a Faculty Work Experience grant from the state, we collaborated with the film production, theater, and music faculty and other partners on the development of a new multimedia film program.

Coordinate moves: In Spring 2008 we submitted the PFF to the state for the building 100 project, and we continue to plan for centralized learning support programs through Academic Services. Our first successful move was the Language Center from 800 to its new location in 2351. We moved classes out of buildings 800 and 900, identifying and readying 4 additional classrooms in other buildings. During Summer 2008 we moved the WRAC Center and Learning Skills, and with a move coordination team planned other campus-wide moves. In Winter 2008, we moved out of building 700 into the Villas, our temporary space, and have identified new offices for faculty in the new Instructional Office Building. We have finalized plans for classroom buildings 300 and 500. Moves have gone smoothly due to thoughtful planning, advertising to students, and utilization of shared resources.
Part B: Language Arts Division Priorities for Next Two Years

The priorities listed below are all integrated, as each is related to the others and they might evolve together in a cyclical process—professional development might involve looking at data with colleagues and identifying needs to strengthen student support and implement curricular changes. However, for planning purposes, each will be stated as distinctive with its own sets of activities and resources required. The order proposed below is not chronological, but is prioritized.

Increase professional development opportunities: Refocus English faculty on success and equity issues through series of retreats. Mentor new adjuncts in Speech, World Languages, and ESL. Research and develop service level Student Learning Outcomes in the library. Develop Faculty Inquiry Groups (FIGS) based on needs of the disciplines as well as some interdisciplinary groups (e.g., Reading Apprenticeship, Tutoring, Distance Education, Trying New Instructional Practices, Library Information Competency). Create Center for Teaching and Learning website.

Resources needed: For English, supplies ($800) and stipends for adjunct faculty ($1200), stipends for facilitators (based on 6 hours). Additional monies as number of FIGS increase. Hire Administrative Assistant for the Learning Connection ($45,000).

Use data: As a subset of professional development, review data on student retention, success, and persistence, disaggregated by race and ethnicity, across disciplines to see needs. Collect and analyze data on how students progress through the English curriculum.

Resources needed: Costs of conference attendance for participation in California Benchmark Project and other trainings for using data. ($6,000).

Expand and strengthen support for students: Maintain and grow the CHARLIE website, develop the Communications Lab and the World Languages Lab. Develop new testing schedules for ESL students and devise referral system to labs. Increase tutorial support for new disciplines/areas. Develop new Learning Communities, as needed (e.g. library course with Daraja, English course paired with GE course).

Resources needed: Hire Administrative Assistant for the Learning Connection (as above) plus 1 CAH reassigned time for a faculty member for CHARLIE, 2 part-time Instructional Assistants ($20,000), 3 CAH reassigned time each for Speech and World Language faculty, 3 CAH for Learning Community Coordinator and/or stipends for faculty teaching in a learning community for planning and integration of curriculum, 3 CAH for Making Visible Project Coordinator.

Develop and implement curricular changes: Develop new offsite courses and learning support. Develop new online courses with high integrity. In each discipline, develop Articulated Assumptions. Expand Sign Language, French and Chinese offerings. Restore Forensics program to former competitive and funding levels. Build the Service Learning program.

Resources needed: 3.8 FTEF for San Leandro Center. Increase number of full-time faculty by 2 in English each year, by 1 in ESL, 1 in Speech, and 1 in Sign Language for Fall 2009. Increase FTEF in Sign Language, French, and Chinese as new courses developed. Provide additional resources for Forensics ($5,000) and 3 CAH for an Assistant Forensics Coach. Hire a Program Assistant for Service Learning and define spaces for program support.