

Unit Planning for Instruction
Language, Literature & Communication

For 2007-08 Implementation

Planning parameters at the Institutional level

Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100
- 2% FTE growth over 2005-2006

Section I: Data Elements

1) Enrollment and Demand Data

Student FTE by division (4-year history)

2002-03: 1031.4
2003-04: 946.0
2004-05: 937.6
2005-06: 983.2

Note. FTE has declined from 2002 to 2005, but has shown a strong upturn in the last year, in part due to the change of all writing courses from 3 to 4 credits.

Student FTE by subject (discipline) and course

Student FTE by Subject/Department 2001-6

		F01-02	F02-03	F03-04	F04-05	F05-06	%Ch1yr
	AIL		2.0	5.7	6.2	8.4	35.8%
	ENG	182.3	180.1	157.5	153.7	174.2	13.4%
	FA	6.4	5.3	6.2	5.4	7.1	32.4%
	FL	8.0	21.2	9.3	3.4	1.3	-62.4%
	FR	44.2	42.8	36.7	42.3	50.1	18.5%
	SP	169.5	183.1	176.4	179.5	184.8	3.0%
	SPAN	168.3	166.8	150.0	141.2	143.6	1.6%
	WR	434.8	430.0	404.3	406.0	413.8	1.9%
	DIVISION T	1,013.4	1,031.4	946.0	937.6	983.2	4.9%

Courses required for degrees or certificates

These vary by discipline and are available in the individual plans made by each department.

Unit Planning for Instruction *Language, Literature & Communication*

2) Capacity and Utilization Data

Fill rate of LLC Division (%Full)

2003-04: 91.1%;

2004-05: 88.5%;

2005-06: 85.4%

Note. These numbers represent a trend opposite to that desired. This fall the Division has begun working with an 80% threshold for capacity; results should be apparent when we compare fall 05 with fall 06. In addition, departments are reviewing a mid-term report to at-risk students providing them with feedback on their work and success. Departments are also reviewing the appropriateness of prerequisites for particular courses. Such measures should increase success and retention.

Fill rate by subject (discipline)

CAPACITY - Subject Summary

08/25/2006

Fall, Winter, Spring Only

Dept	Subject	# of Sections			% Full		
		2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
LLC	AIL	3	3	4	94.7%	75.8%	56.2%
LLC	ENG	68	70	71	88.0%	79.6%	74.3%
LLC	FA	3	3	3	82.9%	81.0%	63.8%
LLC	FR	14	15	14	71.0%	80.2%	75.5%
LLC	SP	106	95	94	91.9%	88.0%	87.4%
LLC	SPAN	50	52	50	86.6%	82.2%	85.2%
LLC	WR	247	260	266	94.7%	94.8%	90.8%
LLC Total		491	498	502	91.1%	88.5%	85.4%

Note. The English faculty have make credit, curricular and scheduling changes that should result in capacity increases in ENG and FA courses. Across all courses, enrollments are scrutinized in the week prior to the start of the term; courses that do not appear to meet the 80% threshold are being monitored and, if they look unlikely to fill, cancelled.

Unit Planning for Instruction
Language, Literature & Communication

Student FTE/Faculty FTE ratios Fall 2005

DeptDesc	Subj	tution based	classes (e.g., credit, grants)	other (e.g., "fundamentals", "general", "administration")	total faculty appointments (FTE)	total student FTE Fall 2005	Ratio of Student FTE / Faculty FTE
Lang, Lit & Communication	AIL		0.2				
Lang, Lit & Communication	ENG						
Lang, Lit & Communication	FA						
Lang, Lit & Communication	FR		1.7				
Lang, Lit & Communication	SP		6.5				
Lang, Lit & Communication	SPAN		5.2				
Lang, Lit & Communication	WR		28.7				
		1.3	42.3	0.3	43.8	316.0	7.2

No data for ENG.

3) Student Success Data: LLC Division, 2005-06

Class Completion and Success By Subject								8/18/06
Dept	Co-op in Host Dept / College Now Excluded	Subj	Subject Desc	End Wk2 Total	Finish	Complete Rate	ABCP	Success Rate
650	Lang, Lit & Communication	AIL	American Indian Language	69	46	66.67%	46	66.67%
650	Lang, Lit & Communication	ENG	English	1853	1425	76.90%	1337	72.15%
650	Lang, Lit & Communication	FA	Film Arts	67	50	74.63%	45	67.16%
650	Lang, Lit & Communication	FL	Foreign Language					
650	Lang, Lit & Communication	FR	French	342	273	79.82%	249	72.81%
650	Lang, Lit & Communication	SP	Speech	2083	1757	84.35%	1611	77.34%
650	Lang, Lit & Communication	SPAN	Spanish	1276	1102	86.36%	1019	79.86%
650	Lang, Lit & Communication	WR	Writing	5557	4494	80.87%	4257	76.61%

Unit Planning for Instruction ***Language, Literature & Communication***

Note. Each department is developing a distinct plan for enhancing student retention and success. All include a “best practice” component involving early/mid-term notification to failing students followed by meetings or conferences to support and help the student understand what must be done to succeed in the course.

4. **Expenditures and Revenue, 2005-06**

Expenditures per unit (annual)

Cost-per-FTE by subject (discipline)

Department	Subj	Subject Description	FTE	Subj%	#Sects	Direct CPF	Total CPF
Lang, Lit & Communication	AIL	American Indian Language	8.14	0.89%	5	11,315	20,279
Lang, Lit & Communication	ENG	English	139.87	15.32%	77	6,236	11,176
Lang, Lit & Communication	FA	Film Arts	7.11	0.78%	3	4,918	8,814
Lang, Lit & Communication	FR	French	38.26	4.19%	18	3,912	7,010
Lang, Lit & Communication	SP	Speech	184.83	20.25%	104	4,345	7,786
Lang, Lit & Communication	SPAN	Spanish	143.34	15.70%	54	3,765	6,748
Lang, Lit & Communication	WR	Writing	391.20	42.86%	302	4,666	8,363
Lang, Lit & Communication Total			912.75	100%	563	4,730	8,477

Note that the most expensive subject, AIL, was funded by a 1-year Endowment for 2005-06 only. The 2nd most expensive offering, English (lit and film courses) is taught by FTE faculty exclusively, and many of these faculty have a long tenure at LCC. The next most expensive subject, Film Arts, has eliminated 3 of its 12 offerings, moved faculty into more composition courses for 06-07, and changed its schedule to attract more students.

(AIL courses are not funded this year, because of low enrollments. A committee is working to get the Chinuk Wawa course offered across the state using IP video to other campus sites so that many Oregon students could fulfill their language requirement with an indigenous language. However, we are hampered by the absence of academically qualified speakers of Chinuk Wawa.)

This table does not account for the deficit that has been accruing annually through the payment of tutors for the Languages Department. This practice has been ongoing for at least 6 years and was apparently covered by year-end transfers from ICP, M&S and PT faculty accounts. With such funds becoming categorically restricted, the deficit begins accruing with the new fiscal year.

Unit Planning for Instruction
Language, Literature & Communication

Revenue per unit

Subj	# of Student Credits	Tuition apportioned by credits (\$)	Tuition apportioned by student FTE (\$)	Student FTE included in report	Total Public Resources apportioned by student FTE (\$)	Differential Fees (\$)	Student Fees including ICP (\$)	Other Sources (\$)	Grant Revenue (\$)
AIL	320	21,263		8.1	31,021			50,000	
ENG	7,485	497,361		139.9	533,031				
FA	198	13,157		7.1	27,096				
FR	2,283	151,700		38.3	145,805				
SP	8,520	566,134		184.8	704,369				
SPAN	6,640	441,213		143.3	546,255		17,808	1,431	
WR	19,096	1,268,885		391.2	1,490,824		6,450	3,731	
	44,542	\$ 2,959,713	\$ -	913	\$ 3,478,400	\$ -	\$ 24,278	\$ 55,162	\$ -

Note. The writing classes (around 289 for 4 terms) account for the highest revenues, followed by Speech, Spanish and English (with half the film courses in English, half in FA designator). AIL (Chinuk Wawa) was funded for one year from an Endowment; AIL courses are not offered 2006-07.

4) Division planning parameters

FTE target for disciplines

Goal: 3-5 % FTE increase (983 FTE + up to 50 addition = 1033 FTE, max predicted) based on meeting student demand for transfer courses, the increase in number of 4 credit courses, the cancellation (and redistribution of students) in low-enrolled sections, and the decrease in total course offerings across the division (e.g., UO literature sequences have moved from 3 courses to 2; English lit offerings have followed this change).

Expected budget to work within

\$3,979,822 – bad case scenario (\$263,691) = 3,716,131 minimum

Unit Planning for Instruction
Language, Literature & Communication

Section II: Program Analysis

Language, Literature & Communication Studies Division

1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?

English Department Initiatives 2004-06	Status
Continue composition coordinator reassignment time	Funded, accomplished and ongoing: 04-05 .25 FTE from OISS, .25 LLC; 05-06 .33 from LLC
Convert part-time sections into 4 new FTE positions	Not funded
3→4 credit conversion	Not funded: Accomplished for all writing and film classes; implemented summer 2006
Dedicated instructional specialist position for Writing Center	Not funded
Planned non-instructional time at Friday noon scheduled so all FT English faculty free to meet at that hour	Implemented to extent allowed by scheduling; Spring 2006 for most FT faculty
Technical training for online literature instructors for ENG 104, 105, 106	Not funded; interested faculty attended Moodle workshops; however, CD money was allocated for online development of ENG 104, 105, 106, all completed and taught
Writing assessment project (portfolio assessment, sampled from English classes as well as from across campus)	Not funded
Create unified outcomes for writing courses WR 121-123	Not funded: Accomplished Spring 2005; on division website

Unit Planning for Instruction
Language, Literature & Communication

English Department Initiatives 2004-06	Status
Create additional sections of online writing courses	Not funded; Accomplished for WR 121, 122, 123; 115 under review
Web page developed for film studies	Not funded
Develop Technical Writing WR 227 as online course	Not funded; Accomplished Spring 2006
Convert all writing and film classes to 4 credits	Not funded; Completed Spring 2006, implemented summer and fall 2006
Wireless laptop for department use	Not funded
Create service learning component for WR 227	Funded and completed; course taught spring 2006
Touring Program: Shakespeare-to-go (collaboration with Theater Arts Department)	Not funded

Language Department Initiatives 2004-06	Status
.33 FTE release for French program coordinator	Not funded
Fund Spanish .56 FTE position and convert to 1.0 FTE Romance language position (Fr and Span)	Not funded
Establish first year sequence of Japanese as TB; allot curriculum development money for 2 terms	Not funded, but LCC Foundation funding explored with instructor
First year sequence of AIL (Chinuk Wawa); fund AIL instructor	Implemented: Funded through Endowed Chair grant for 1 year
Reduction in teaching load among FTE Spanish faculty to allow for teaching courses other than the 5 credit mainstays of the program	Not funded

Unit Planning for Instruction
Language, Literature & Communication

Language Department Initiatives 2004-06	Status
1.0 FTE Tech specialist position to assist faculty and students in online course development, effective utilization of lab resources, etc. (Division-wide initiative)	Not funded
Department website development through faculty release time (.11 FTE) and webmaster services	Not funded
Replace old tapes with CDs	Accomplished
CAN-8 training for faculty and development of existing course materials into CAN-8 format for software and computer lab work	Not accomplished
Articulation with OUS foreign language requirement	Verified through course catalog and class schedules
Review and update 100 level course outlines	Accomplished
Correct catalog and course schedule headings	Ongoing
Bring Shakti Gategno to LCC for spring or fall conference	Not funded

Speech Communication Department Initiatives 2004-06	Status
Conversion of entire curriculum from 3 to 4 credits over 2 years	Funded: Completed Fall 2005
Revision of Listening 105 workbook (and tapes?)	Partially funded by CD and division \$; completed summer 2005
1.0 FTE Information Technology Technician	Not Funded
Equipment request for 2 computers with CD ROM and headsets	Not Funded

Unit Planning for Instruction
Language, Literature & Communication

Speech Communication Department Initiatives 2004-06	Status
Smart cart of portable computers for classrooms	Not funded
Program assistant/Assistant Director for forensics team	Not funded
Forensics Team Development; success and retention	No cost
Lead Faculty/Coordinator position; .25 FTE reassignment	Not funded
Development of online tutoring center	Not funded
Online section of SP 130	Accomplished

Other Accomplishments

- Frances Gray, English Faculty, Faculty Recognition Award, Fall 2005.
- Barbara Sullivan, English PT instructor, Faculty Recognition Award, Winter 2006.
- Kate Sullivan, English Faculty, elected VP of OWEAC.
- Barbara Breden, Speech Faculty, awarded funding from Assessment Committee to develop plan for Speech 100, 111.
- Andy Kemp, Speech Faculty, managed 6 forensics scholarships and oversaw the "People Speak" Forum.
- Speech Faculty developed a two-track "Course of Study" outline for advising students who plan to work in communication intensive environments and who may want to major in Communication.
- Spanish articulation with College Now has yielded 26 articulation agreements with area HS (this number continues to grow).
- French articulation with College Now has yielded 13 articulations with HS French programs.
- Development of Supplemental Instruction component (1 cr) for Spanish/French 101.
- Spanish faculty (3) took sabbaticals to Spain and other countries.
- Café Français conversation at Cozmic Pizza 2 hours/week.

Unit Planning for Instruction
Language, Literature & Communication

2. What assessment activities did your unit undertake last year? In this section, please review and revise assessment plans submitted last year and identify the progress made on last year's assessment plan. Attach the revised assessment plan.

ENGLISH

- a. Student & Faculty Satisfaction Survey, Winter-Spring 2006. This survey identified areas of (non)alignment between student perception of needs and faculty's perception of important elements to teach in WR 121.
- b. Student Perception Scheduling questionnaire, Summer 2006; planned again for winter 2007; surveyed student satisfaction with summer schedule of writing classes.
- c. Review of all literature offerings winter 2006, strategic changes made in times and frequency of courses.
- d. Ongoing discussion of the need to support the WR 121 assessment project through portfolio evaluation (\$3000 minimum needed).
- e. Proposal for evaluation of film courses through writing samples judged by independent raters is underway.
- f. Began process of assessment of literature and film studies courses by identifying a single core marker; assessment to be carried (est.) spring 2007.

LANGUAGES

- a. Began work to write outcomes for 100 level courses in Spanish, French, Chinuk Wawa. Completed and on syllabi by Winter 2007.
- b. Currently beginning examination of relationship between course tests and outcomes.
- c. Will examine placement and proficiency issues beginning winter 2007.

SPEECH COMMUNICATION

- a. Review of Speech 100 and 111 in progress, with .25 faculty reassignment to spearhead this work.
- b. Faculty member selected to work with LCC Assessment Team in seminar to develop part of program assessment plan.

Unit Planning for Instruction
Language, Literature & Communication

c. Outcomes are in place and on syllabi for all courses.

3. Based on assessment results or other evidence, what program areas (new or continuing) need attention?

A. English Department

i. WR 121 continues to be a key course around which to organize assessment of student learning. Although faculty now share common outcomes across the writing curriculum, courses are taught from different textbooks and the survey of faculty satisfaction indicates that faculty do not always hold common perceptions of the value of several outcomes. [In 05-06, student success rate for WR 121 is 75.4%; for WR 122, 78.4%, for WR 123, 71.3%]. Assessment conversations or seminars need to continue, important work led by the composition coordinator.

ii. Support needed for campus-wide writing assessment project (pilot);

iii. Continuation of assessment of literature and film offerings (first round completed by spring 2007);

iv. Use and integration of Writing Center within English/LLC and across campus; need for permanent writing center coordinator/English faculty (.75-1.0 FTE);

v. Continued development of hybrid and online courses to offer students a variety of learning modalities;

vi. Reassignment of one faculty member of .22-.33 FTE as English Department lead instructor/coordinator (even more critical with declining office support staff).

B. Speech Communication

i. The faculty has identified Speech 100 and 111 for assessment in terms of LCC's core values. (SP 100 has success/completion rate of 76.5% and 83.9%, while SP 111 has rates of 78.3% and 84.6%). The first round of results will be available Winter 2007.

ii. Faculty will determine whether to institute a writing prerequisite for most Speech courses.

iii. Faculty will review the number of online offerings to determine an optimum ratio of on campus to online classes.

Unit Planning for Instruction
Language, Literature & Communication

iv. The need for a lead faculty is more acute, given the decline in office resources and the increasing demands on fewer administrative staff.

C. Languages

i. Success of first-term 101 students is 56% in French; completion rate is 70%. For Spanish, success in 101 is 74% and completion 83% completion. In 2001 Spanish implemented a strategies component into the Spanish curriculum to assist first term 101 students. Both Spanish and French are involved in a pilot program to investigate the effectiveness of supplemental instruction in terms of student success and retention in 101 courses, working through SAGA. Preliminary results winter 2007; project continuing.

ii. Results of the Focus Group led by the VP of Instruction and summarized to Spanish faculty suggest areas for investigation/assessment. The faculty will take this up winter, 2007.

iii. Both disciplines will have outcomes prepared by winter term, 2007, and placed on their syllabi.

iv. Relationship between outcomes and course tests will be assessed winter 2007.

v. Assessment of first-year printed materials should be considered, based on student feedback from faculty evaluations, student journals, and instructor observation.

4. Overall, what strengths do you believe your unit demonstrated in 2005-06?

- a. Successfully converted all the 3 credit writing and film courses to 4 credits; conversion of literature courses to 4 credits is underway and will be completed by January, with summer 2007 implementation.
- b. A first year course in Chinuk Wawa was designed and taught by the visiting endowed chair;
- c. New intensive Spanish course (101-102) taught summer term;
- d. College Now articulations for French (begun 04-05) now total 13 agreements; for Spanish, begun 05-06, current agreements total 27 and are growing by term; English articulations have been ongoing for many years. Recently they have been standardized by outcomes and grade policy across high schools.
- e. English Department revised its accrual families and certification standards

Unit Planning for Instruction
Language, Literature & Communication

5. Overall, what challenges do you believe your unit faced in 2005-06?

1. For the English Department, the biggest challenge was dealing with the information that writing and lit courses were viewed by the college as having different TLC values.
2. With the retirement of one FTE instructor, the English department increases its reliance on PT instructors who can rarely attend meetings, rarely participate in assessment, and do not share the non-instructional work of the department.
3. Languages has no budget for tutors who are responsible for a large amount of the work that students undertake to earn their 5th credit. The consequence of this ongoing deficit is felt across the division and should be dealt with asap. A dedicated revenue stream needs to be developed or an additional fee structure implemented.
4. Languages has been working without a Lab/Tutor coordinator this year, an event which has caused FTE faculty to increase their work by taking over some lab-related tasks.
5. Spanish continues to work without a .59 position filled. The consequences are similar to those in 2 above, i.e., increasing reliance on PT instructors. Four new PT instructors for fall 06 required a regional search, numerous interviews, and then, following selection, orientation and mentoring into the program.
6. Leadership for the division and within the departments is becoming increasingly difficult as work from the loss of classified employees is realized in the division as well as in other administrative offices; as more and more PT instructors are hired, new instructors come on board almost every term with attendant needs for interviews, orientation, observation, and evaluation—no small set of tasks affecting administration and faculty alike.
7. Lack of wi-fi and Elmos in Center classrooms

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-08?

1. Ongoing need to increase the proportion of FT to PT instructors.

Unit Planning for Instruction
Language, Literature & Communication

2. Lead instructors needed in Speech Communication and English Departments.
3. Languages will finalize in writing their assessment plan.
4. Departments must critically review their offerings in terms of
 - a. the ratio of required to electives courses
 - b. the courses taught by FTE faculty as opposed to PT faculty
 - c. fiscal sustainability.
5. The absence of a budget for the 04 tutors/lab personnel in Languages deserves immediate attention, as a deficit is accruing.