2. Do the curriculum and scheduling of courses in your discipline provide a coherent sequential path in which your students’ goals of transfer, graduation, and certificate completion can be realized in a timely manner? Please explain what data you use and how you make these evaluations.

**ENGLISH: Yes**

English curriculum for the AA degree is scheduled on a two year cycle which is found on the department webpage: [http://www.lamission.edu/english/aarequirements.aspx](http://www.lamission.edu/english/aarequirements.aspx)

We have submitted an English TMC degree for state approval which will follow the same pattern.

**EDUCATIONAL PROGRAM**

This curriculum is designed to provide an opportunity for the student to complete an Associate in Arts Degree in English.

**ASSOCIATE IN ARTS-ENGLISH**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Descriptions</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>College Reading and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>English 102</td>
<td>College Reading and Composition II</td>
<td>3</td>
</tr>
<tr>
<td>English 205</td>
<td>English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>English 206</td>
<td>English Literature II</td>
<td>3</td>
</tr>
<tr>
<td>English 208</td>
<td>American Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

At least ONE of the following:

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>World Literature I</td>
<td></td>
</tr>
<tr>
<td>Literature and the Motion Picture</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

18

A minimum of 60 units must be completed to earn the Associate in Arts Degree. These are the requirements for the major. Always consult a counselor for information on graduation requirements and transfer information. In choosing your elective, keep in mind the courses required at the universities to which you plan to apply for transfer.

**Proposed Scheduling of Upper Level English Classes (all classes beyond English 102)**
As a rule, upper level English courses will be offered as shown below in the following schedule, so keep this timetable in mind as you plan your courses for the year. Please note that a class is subject to cancellation should enrollment not be sufficient to keep the class open. Also, the department holds the right to offer more sections of a given class in any given semester should there be the need or demand.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 205</td>
<td>English 206</td>
</tr>
<tr>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>English 203</td>
<td>English 208</td>
</tr>
<tr>
<td>Elective</td>
<td>Required</td>
</tr>
<tr>
<td>English 127</td>
<td>English 240</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**COMM ST: Yes**

COMM ST has a new TMC degree for CSU transfer. There are only three upper level courses offered, COMM ST 102, 121 & 151, and they are offered every semester. We would like to develop more upper level courses if more sections of COMM ST are granted.

The degree requirements are found on the COMM ST website:

[http://lamission.edu/speech/default.aspx](http://lamission.edu/speech/default.aspx)

**Major Requirements for New Communication Studies Degree:** (18 units)

**Required (3 units)**

Speech 101  Oral Communication I  3 units

**List A - (6 units):**

Speech 121  Interpersonal Communications  3 units
Speech 151  Small Group Communication  3 units

**List B - (6 units) Select two courses from the following:**

Speech 102  Oral Communication 2  3 units
Humanities 1  Cultural Patterns of Western Civilization  3 units
Anthropology 104  Human Language & Culture  3 units
Linguistics 1  Introduction to Language & Linguistics  3 units
Multimedia 110  Visual Communication  3 units

**List C - Select one course (3 units) from the following:**

English 102  College Reading & Composition II  3 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 103</td>
<td>Composition &amp; Critical Thinking</td>
<td>3 units</td>
</tr>
<tr>
<td>Anthropology 102</td>
<td>Human Ways of Life: Cultural Anthropology</td>
<td>3 units</td>
</tr>
<tr>
<td>Sociology 1</td>
<td>Introduction to Sociology</td>
<td>3 units</td>
</tr>
<tr>
<td>Psychology 1</td>
<td>General Psychology 1</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Total: 18 units**
General Education Requirements (37-39 units):
Students must follow either the CSU GE Breadth Plan (39 units) or IGETC (37-39 units).
Electives: Any CSU transferrable course (3-5 units)
Degree Total: 60 units

**Journalism: No**

Currently, we are not offering journalism. As department chair, I have updated the Journalism 101 ECD which has been submitted to Curriculum for review. There is a need for a discipline expert to work on the updating of Journalism 102 and the creation of relevant Journalism courses to create a Journalism Degree path.

3. **Has the curriculum kept pace with changes and developments in areas that would affect the program, e.g. university articulation requirements, developments in pedagogy, developments at other LACCD campuses, or requirements for commercial/industry skills? Briefly explain.**

   **ENGLISH: Yes** — In addition to the English Degree which is in place, we have submitted an English TMC for state approval. This will allow for students to fulfill both UC and CSU transfer requirements. All ECDs for English are appropriately updated.

   **COMM ST: Yes**

   COMM ST has an approved TMC degree in place. All ECDs for COMM ST are appropriately updated.

   **Journalism: No**

   The courses and degree need to be reinstated, but this can only be done with the support of the institution. I have submitted an updated ECD for Journalism 101 to the Curriculum Committee.

4. **Are the department’s mission, goals, and objectives clearly articulated and communicated to faculty? Briefly explain how you involve your faculty in setting goals.**

   Yes, the goals are clearly articulated and communicated to faculty. Usually goals are set through discussion at department meetings. The flex meetings are especially important in this respect because at flex we are able to gather most of our department members and discuss the goals and themes of the upcoming year.

   Every year there is a theme to which we adhere, such as Improving Accessibility in our Classes, Improving Feedback to Students (the theme of the current year), Creating Success on Less, etc..
The communication of goals is ongoing through email communication, which encourages department discussion through email chains even when adjuncts cannot attend meetings.

5. **Does your department/discipline have an adequate procedure in place to determine whether it is meeting its instructional goals and objectives? Briefly explain this procedure and what data is collected to inform your analysis.**

Yes, we do so as follows:

1. The data summaries on student success and retention which are found on the program review website confirm constant improvement, which reflects our goals, which are all under the umbrella of improved student success.
2. The data collected for the AtD pilot program is also confirmation of meeting our goal of facilitating student success.
3. SLO & PLO assessments are mapped and assessments are up to date. Improvements are based from the analysis of assessments.
   Ex. For English, an analysis of the SLO assessments led us to focus on the discussion and application of best methods for the improvement of teaching MLA standards.

6. **Describe the use of Social and/or instructional media, computers, and other technologies in your current program and any plans in this area for the coming year.**

- Most of our instructors use a Course Management System (CMS) as a supplement to their face to face courses.
- Our department heavily encourages all faculty to email students before the semester begins to greet and set up expectations. Mass emails to classes are used by most to communicate important information to students.
- Course materials are posted on CMSs.
- Course outlines are posted on the LAMC webpage
- All English 21 & 28 classes have an online homework lab component
- Most of our instructors are ETUDES Trained and use ETUDES as their CMS.

Conclusion, our department faculty are computer/internet/technology savvy. The few who are not refer to those who are for guidance.

Future plans: The online offerings for our courses need to be expanded. I constantly encourage faculty to train and develop online shells, but few respond to the call. This is an area which will have to be worked on.

7. **How would you describe the morale and atmosphere within the department/program? How does your department/program promote collegiality among its faculty?**

As a department chair, it is my duty to set the standard in this area. The morale and atmosphere within the department is exceptionally positive. Constantly, I receive feedback from faculty on how they appreciate the collegiality within the department, and our adjuncts constantly tell me that our
department is truly unique in this respect in comparison to other departments throughout the district.

For example, emails from instructors:

“I’m about to praise your leadership talents - but keep in mind that I’ve got plenty of work these days, so I’m not doing this with a “will work for” sign in my hand: I’ve never had an interactive department chair while teaching in LACCD. There were times when that bothered me. I’ve taught in environments where I could have screened cartoons and assigned comic books without anyone taking interest in what I was up to. I’ve never felt that the dept. chairs didn’t care, but rather that they were incredibly stressed. You were a terrific exception. I know some adjuncts like a come-and-go sort of arrangement. I don’t. When I feel direction or constructive pressure from my department, it makes me feel like what I’m doing is worth paying attention to. I felt that way this semester, and it made the job better, from beginning to end.”

“Hi Louise

I wanted to tell you that, after my experiences of this week and last at an LACCD campus which shall remain nameless, I have come to REALLY appreciate your competency, organization, and communicative skills when it comes to dealing with faculty. I have had nothing but headaches and aggravation at this present campus. Basic, "new employee" questions are condescended to or out-right ignored. Evidently, we are supposed to be mind-readers and pioneers

I've taught at several LACCD campuses and have always wanted to come back...except to the one I just started at yesterday. That is saying something. I have never experienced such unprofessional behavior in my 10 years of teaching.

The contrast has caused me to pause and reflect on how collegial and professional faculty and staff are are LAMC. For what it's worth, the experience has made me a better teacher and, frankly, more resilient in the face of administrative chaos.

I don't know if this was a weird or meaningful message to receive, but I felt I needed to communicate the sentiment to you.”

This collegiality is based on mutual respect and the professionalism of our department faculty. Faculty professionalism is reflected in how department members willingly comply with department needs and adhere to policy in a consistent manner. As chair, I adhere strictly to contract assignment guidelines. In addition, I always consult with faculty and try to match department offerings to their availability. Also, I make every effort to offer two assignments to each ranked adjunct who desires 6 units, so that health insurance may be maintained. Expectations are clearly delineated, so that the success of our faculty is assured. Standards are high, and faculty willing meet those standards.
We help each other to succeed and improve as instructors and department members. As chair, I spend a lot of time meeting with faculty to guide them in the use of technology and to clear up any confusion that they may have.

**Ongoing Considerations:**

It would be naïve to think that any work environment is perfect. There are a couple of instructors, who are difficult to work with, but out of 31 department members a couple of difficult people are to be expected. There are two "sticky areas," which I am sure are not unique to our department.

**The upholding of standards:**
Collegiality is not to be confused with holding people to standards. In other words, we do not sacrifice standards in order to create a “fuzzy-lovey” department atmosphere.

My resolve is to make those standards clearly understood, facilitate compliance/feedback and to maintain a professional rapport with faculty at all times.

**The need to listen and take any department discomfort seriously:**
If a faculty member complains, I try very hard to not take the complaint personally and to address the underlying causes of the complaint, so that the person may feel respected and valued. This is an ongoing learning experience for me, but I am giving collegiality the same best shot that I expect from my fellow faculty members to give. I am finding the techniques that I have learned in negotiations and mediation conferences/training to be very useful.

I enjoy trying to constantly improve as a chair in an effort to improve our department.

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**I look forward to our English/Journalism/Speech review with EPC on Apr. 21.**

**Sincerely,**

**Louise Barbato**

**Department Chair of English, Communication Studies & Journalism**