Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

**Porterville College Mission Statement**:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career, and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

**Program Mission Statement**:

The Language Arts Division supports the mission of Porterville College by providing instruction for students at all levels of skill and ability. We are committed to helping students acquire better communication and critical thinking skills in order to become more reflective, productive, and successful citizens.

**Student Learning Outcomes**:

*Please summarize assessments that have been conducted at both the course and program level for your division including changes to the courses or programs made based on those assessments.*

American Sign Language

The ASL program has no full-time faculty, and the lack of a Division representative has meant that the ASL adjuncts have not been reminded on a regular basis to complete ASL assessment. However, some ASL faculty have assessed SLOs—and ASL faculty discussed and proposed changes to the SLOs for the revision of ASL 102 SLOs in spring 2017.

**PORTERVILLE COLLEGE**
**PROGRAM REVIEW REPORT:  INSTRUCTIONAL DIVISIONS**

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English

In compliance with AB 705 (See Appendix A, "AB 705 Implementation Memo"), English will be offering only the following classes beginning Fall 2019:
   English 101A (some sections with the basic skills co-requisite class 01AX)
   English 101B
   English 101C
   A new integrated reading and writing class one level below transfer
   A new transfer level critical reading course
   A cluster of one-unit basic skills and transfer classes designed to supplement core academic writing skills for use by students across the disciplines.
   Our cycle of literature classes (See Appendix B "Language Arts SLO Assessment Cycle/English Literature Cycle).

As all other classes will be discontinued, this SLO review addresses only the continuing classes.

The English program assesses courses following a set timeline (See Appendix B "Language Arts SLO Assessment Cycle/English Literature Cycle). Each time a course is assessed, all SLOs are assessed and the Language Arts SLO representative compiles the assessments.  The SLOs are discussed at a Division meeting in the semester after the assessment.  If revisions are needed, those revisions are completed in the following semester. Literature classes are assessed at least every other time they are offered.

In the past three years, English has assessed seven of the courses we will continue to offer after Fall 2019.  We have plans to assess five additional classes in Fall 2018.  We have five courses that have never been assessed, but these courses are not currently being offered.

In the past three years, division discussion has led to revisions in the SLOs for English 101A and 101B.

English for Second Language Leearners

Each ESL faculty member assesses one SLO each semester for the class he or she is teaching.  The assessments for classes in the redesigned program were discussed for the first time in Spring 2017. At the beginning of Fall 2018, the college's one full-time faculty member resigned.  Some ESL faculty continued to assess course SLOs during academic year 2017-2018, but there were no discussions during that year. On August 10, 2018 ESL faculty met for a Summit showcasing their work developing instructional materials. At that meeting, the full-time faculty member directed adjuncts to begin to assess one SLO/semester and introduced the SLO assessment form.  ESL faculty will meet to discuss SLOs in Spring 2019.

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Spanish

Spanish faculty follow a regular schedule of SLO assessment—assessing one or two SLOs for each course taught each semester. The full-time faculty member meets with adjuncts to discuss assessments. No revisions have been suggested.

**Program Learning Outcomes:**

ASL
PC offers no degrees or certificates in ASL. We plan to develop an AA degree within the next three years.

English
The English Program has established the following Program Learning Outcomes for its AA-T Degree:

**1.** Implement skills for thinking critically about individual texts.
**2.** Relate texts to the social, cultural, and historical contexts in which they were produced.
**3.** Extend, deepen, and refine research and writing skills, particularly the ability to write correctly documented essays.
**4.** Read literary works from a variety of genres and determine their literary significance.
**5.** Identify and utilize the critical approaches that are most likely to illuminate the meaning of a text.
**6.** Apply the nuances of language in both reading and expression.

Each of these PLOs is assessed using course-level SLOs from English 101B and required and elective literature course to which they have been linked. The English program is behind in PLO assessment due in part to instability in the LAD Outcomes Committee representative position. Starting Fall 2018, we have a faculty member who has made a long-term commitment to the position.

English faculty assessed PLO 1 in Spring 2018. In Fall 2018, we will be assessing Program Outcomes 2 and 3. We will assess Program Learning Outcomes 4 and 5 in spring 2019, and Program Outcome 6 in Fall 2020.

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Spanish
The AA-T Spanish degree was approved in Spring 2018.  We will be establishing Program Outcomes for the degree in Fall 2019.

English for Second Language Learners
The program received approval for four certificates in Fall 2017.  We will be establishing Program Outcomes in Fall 2019.

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**Program Analysis and Trends**:
Trends in the data provided by the Office of Institutional Research for the Language Arts Division are summarized below.

The Language Arts Division

At the time of our last program review in Spring 2015, the Language Arts division employed 7 full-time faculty (six in English and one in Spanish), two full-time temporary faculty in English and twenty-four adjuncts. The number of full-time faculty rose to 10 when we hired a full-time ESL professor and two full-time professors in English in Fall 2015. In Fall 2017 the Division was once again in transition as a result of losing three full-time faculty (two in English and one in ESL) prior to the start of the semester. As the College was already in the process of filling a new position in English, that pool was used to replace the two departing English faculty. Nonetheless, in order to staff the Fall 2017 schedule the College was required to hire two one semester full-time temporary faculty in English and one yearlong full-time temporary faculty in ESL along with to twenty-seven adjunct faculty. In Fall 2017 the faculty reference librarian was added to the Division.  In Spring 2018 we replaced the full-time position in ESL and filled a new position in English. LAD will start Fall 2018 with 12 full-time faculty and 32 adjuncts.

In 2016-17 the Division's census enrollment totaled 4,044, a slight decrease from 2015-16 (4,200). Prior to 2016-17 enrollments had increased incrementally each year since 2012-13 when we had 3,599 enrollments. During that same period the total number of sections offered increased from 147 to 191 with slightly fewer sections offered in the Spring semester than in the Fall. While the number of sections offered in the summer has increased, enrollments have been variable and declined significantly in 2017.

The retention and success rates for individual programs, including disaggregated data, will be discussed in the analyses of the performance of individual programs below.

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American Sign Language

Currently, the ASL program offers two courses—Beginning ASL 1 and Beginning ASL 2. These courses are taught by instructors from the ASL adjunct pool.  In Spring 2018 there are three adjunct instructors in ASL. Since its last program review the ASL program has increased from 8 to 9 sections a year, and census day enrollments have increased from 230 (204-15) to 368 (2017-18).

Productivity in the past three years is consistently high compared to the college average.  In 2016-17, average productivity at the college was 14.4 while it was 18.6 in ASL.  Student retention and student success have also remained consistently high. Over the las three years retention has averaged 92% while student success has averaged approximately 80%.

Females (approximately 72%) continue to enroll in the class at a higher rate than males (approximately 27%). Other groups enroll in ASL in proportions that mirror the demographics of students enrolled in the College.

ASL is a popular program.  In the past three years, students have repeatedly submitted petitions requesting that more sections of ASL be taught at the College, as well as that higher-level courses be included in our curriculum. In Spring 2018 the Division received curriculum committee approval for the next two levels: ASL 103 and ASL 104.

English

In the past three years overall enrollments in English peaked in 2015-16 at 2,602 followed by a slight dip in 2016-17 to 2,496. The scaling up of our accelerated English program over the past three years along with the introduction of multiple measures placement in 2015-16 probably contributed to this dip as both accelerated classes (73X and English 101A with co-requisite) and multiple measures placement enable students to complete their English classes in fewer semesters. Also, with the introduction of the redesigned ESL program, slightly more ESL students are selecting the ESL track.  The number of sections also peaked and dipped in those same three year (moving from 127 to 141 to 132). Productivity declined (13.1 to 12.4), retention rose slightly (from 85% to 86%), and student success has remained steady at 65% over the past five years. This success rate reflects the struggle that many PC students have with reading and writing skills. On the positive side, the English program has all but eliminated the gap in success between distance education and face-to-face classes.

It is particularly noteworthy that neither the acceleration program nor multiple measures placement appears to have impacted retention or success. Overall, these figures show a program that is stable and cohesive despite curriculum changes, the scaling up of the acceleration program, and the use of multiple measures placement beginning in 2015-16. While this shows that we have a strong foundation upon which to implement the requirements of AB 705 by Fall of 2019, we should not

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underestimate the huge impact that AB 705 (which requires the near-elimination of stand-alone basic skills English) will have on the English program and the College.

To better understand the English program and the changes that lie ahead, transfer English and Basic Skills English should be viewed separately.

The transfer English program offers composition courses (English 101A/"Expository Composition" and English 101B/ "Argumentative Writing and Critical Thinking Through Literature"). For the past three semesters, we have offered a very limited number of sections of English 101A with two-unit basic skills co-requisite (4 section in Fall 2017 and 4 sections in Spring 2018)  The co-requisite model is the state's recommended method of implementing AB 705.

The division also offers twelve literature courses that make up the required and elective courses in the C-ID approved Transfer Degree in English.  These literature courses are offered on a regular cycle. (See Appendix C)  This makes it possible for English majors to earn a degree in two years or less. Since the introduction of the Transfer Degree in English the number of English majors has increased from 33 in Fall 2014 to 84 in Fall 2016. We anticipate this increase in majors will result in an increase in degrees awarded. We began to see this increase in Spring 2018 when 10 AA-T degrees in English were awarded.

In the past three years, the Basic Skills program in English has undergone substantial curriculum changes as we have worked to provide multiple pathways to transfer English, accelerate progress through the Basic Skills program, and strengthen the integration of the teaching of reading and writing. Towards that end the English program discontinued stand-alone basic skills reading classes. Students who place into Level 4 writing have had the option of taking English 83R (a six unit integrated reading and writing class that prepares students for level 2), English 50, or English 73X (a six-unit one-semester accelerated pathway to transfer English). Students who place into Level 3 have had the option of taking either English 71 (3 unit class that prepares students for English 50) or 73X.  Students who place into Level 2 writing have selected from English 50, English 73X, or English 101A/01AX.  The latter is a co-requisite class that enables level 2 students to take transfer English with a 2-unit basic skills co-requisite to provide the additional support needed to succeed in transfer-level English.

The redesign of the English program over the past five years means that the English program is well-positioned to implement AB 705. We began using multiple measures to place our students primarily based on GPA in 2015-16. We introduced our first co-requisite transfer English class in the Spring of 2017. And we have been offering a one-semester pathway to transfer English for over five years. Nonetheless, the English program will need to be redesigned again to meet the requirements of the new law.  By Fall 2019 *all* PC students, no matter what their GPA, will be placed into transfer English (English 101A) with some recommended to take English 101A with a co-requisite. The current slate of basic skills classes will be discontinued and replaced by one new

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integrated reading and writing course one level below transfer. The law prohibits placing students into a basic skills class.  However, some students may still choose this option.

English for 2nd Language Learners
At the time of Language Arts program's last review, the Division was in the process of hiring a new full-time instructor after struggling through two years with all ESL classes taught by one adjunct instructor. In 2015-16 that full-time instructor designed and created curriculum for a comprehensive new evening ESL program which enables a beginning student to reach transfer level English in five semesters. That program was launched in Fall 2016 and has since been modified so that all levels of ESL can be taken either for credit or non-credit.  In Fall 2017 our ESL non-credit certificates were approved by the state.  Students can receive non-credit certificates in High Beginning ESL, High Intermediate ESL, and Advanced ESL. With these certificates in place, the college receives funding for ESL non-credit enrollments at the same rate as for credit enrollments.

AB 705 established new mandates for the placement of ESL students and the structure of ESL programs that must be implemented by Fall 2020 (See Appendix C).  We are proud to say that PC's current ESL program appears to meet the new state guidelines.

Since implementation of the new program, total enrollments have skyrocketed. We offered 15 sections in 2014-2015, while in 2016-17 we offered 33 sections. We had 267 enrollments on census day in 2014-2016, while in 2017-2018 we had 541—more than doubling enrollments with the new program.  In the past two semesters we have begun to expand the number of sections, offering classes off site (Porterville Adult School, Strathmore High School) and during the day (Porterville Public Library). In Spring 2019 we anticipate adding other off-site locations (Richgrove, Pixley, Terra Bella). At these offsite locations, ESL will be linked with bilingual child development classes.

With the start of the new program, the 2016-17 retention rate was 87% and the success rate was 73%.  Productivity rates are somewhat low (6.5 in 2016-17), but as more students move up the sequence into the higher -level courses (now beginning to occur) we anticipate productivity will rise.   Another data point that stands out is that in 2016-17 59% of PC ESL students were fully matriculated. This high rate can be attributed to Equity funding of a designated ESL counselor.

On average, slightly more than twice as many women than men enroll in PC's ESL classes, and 95% of the students are Hispanic/Latino. Also of note, in comparison to college-wide averages, the ESL program enrolls significantly more older students. College-wide 34% of the students are 19 and younger, while since the launch of the new program, only 7% of ESL students fall into that category. Most of the ESL students (approximately 40%) are over 40, while 26% fall between the ages of 30-39.

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Spanish

Currently, Porterville College offers nine sections of Spanish each semester, including three sections of Spanish 101, two sections of Spanish 102, and two sections of Spanish 103 piggybacked with Spanish 104. Classes are taught by one full-time instructor and two adjunct instructors.  Census day enrollments have held steady over the last three years.  During this same period, retention and success have remained stable at approximately 89% and 75%.  Productivity has also remained steady at approximately 12.5.

Overall, approximately 60% of the students who enroll in Spanish are women and 40% are male.  This mirrors closely the proportion of male and female students enrolled at the college (female: 60%; male: 39%).  However, 85% of the students who enroll in Spanish are Hispanic/Latino while only 10% are white.  Since 20% of students at the college are white, this suggests that white students are not taking advantage of the opportunity to learn the language that could increase their opportunities for employment as well as community and civic engagement in the Valley.

Over the past three years, Spanish has added three new courses to its program (Conversational Spanish, and the next two levels of Spanish—105 and 106.) The program received approval for an AA-T in Spanish in Spring 2018.

*Program Strengths*

The Division's commitment to collaboration remains a significant strength.   Historically, one of the strengths of the Language Arts Division has been the spirit and practice of collaboration.  Over the past three years, and particularly in 2017-18, this spirit has been severely tested, among English faculty in particular, as we plan for the implementation of AB 705. For this reason, the division has agreed to use Interest-Based Decision-Making in addressing the complex and rapid reforms mandated by AB 705 and the chancellor's office. In keeping with this agreement, all full-time division faculty participated in Interest-Based Decision Making Training on the first day of a two-day summit in April.  On the second day of the summit the English faculty used the process to create a Straw Design for implementation of AB 705. That straw design was used as the basis of the English AB 705 Implementation Plan (See Appendix D). As we move through the AB 705 implementation process both English and ESL faculty remain committed to a collaborative process.

 In the past three and a half years, our collaborative efforts have led to specific changes that we believe have benefited our students:

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- We scaled up English 73X, our one-semester pathway to transfer-level English. All 73X instructors attended a one week training led by Acceleration Coordinator Melissa Long, after which they are invited to participate in an on-going community of practice.
- We initiated and began to scale up a co-requisite model of English 101A in which students are required to enroll in a two unit basic skills co-requisite (01AX) taught by the same instructor, The development of this model is particularly important as the co-requisite model is named in AB 705 as the preferred model for providing basic skills instruction to students who lack transfer level skills.
- We initiated a one week summer Jump Start program (sometimes multiple sessions) for students who want to challenge their placement in English. With implementation of AB 705, PC students will have less need to challenge placement, but may choose to attend to prepare for English 101A. In addition, dual enrolled students challenge their placements through the Jump Start program.
- We expanded our offerings of dual-enrolled and concurrent classes offered in local high schools and the Porterville Adult School. In Fall 2018 we will be offering dual-enrolled English classes at four out of five of our feeder high schools.
- We increased the number of English majors from 33 to 84.
- We received state approval our AA-T Degree in Spanish.
- We redesigned the ESL Program so that top-level students move directly into transfer-level English. ESL enrollment increased from 267 to 459 students.
- We created three non-credit ESL certificate programs.
-  We now offer ESL classes at off-campus sites (Porterville Adult School, Porterville Library, Strathmore High School) and plan to add additional sites in Spring 2019.
- We received curriculum committee approval for the next two levels of American Sign Language— ASL 103 and ASL 104.

Another strength is our close relationship with the Learning Center, the Writing Mentors, and the Peer Assisted Study Program. One English faculty member is the College Reading and Learning Association Tutor Coordinator. Another English faculty member is the English

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writing mentor coordinator. Spanish, ESL, and English instructors hold student contact hours in the Learning Center. In addition, many Language Arts instructors select PASS leaders for their classes—and some are beginning to use embedded tutors. In Fall 2018 most of the Academic Skills workshops sponsored by the Learning Center will be led by Language Arts faculty. These close relationships help the Division to track to the types of writing assignments and writing problems faced by students across the campus.

In addition, English, ESL, and Spanish faculty have increased collaboration with high school, community college and transfer colleagues in our area. This collaboration has led to improved curriculum alignment, shared trouble-shooting, and introduction of best practices. In Fall 2017 PC English faculty sponsored a Summit with local high school teachers. The keynote speaker was director of CSU Bakersfield's Composition program, Kim Flachmann. English and ESL faculty have attended and presented at the annual Building Bridges Conference; California Acceleration Project workshops, institutes, and conferences; Achieving the Dream conferences, and the 2016 Conference on Acceleration in Developmental Education. Our Spanish professor attends annual professional conferences and meetings in the Valley. In 2018 our full-time Spanish and ESL professors attended Community College Language Forum 2018 (sponsored by the Center For Integrated Language Communities) in New York City. Both English and ESL faculty have attended workshops on the implementation of AB 705.

Finally, another strength of our Division is the commitment of faculty to enhanced learning and literacy through individual attention and instruction. We are acutely aware of the number of first generation and generation 1.5 students we serve at PC. (Generation 1.5 students are those whose parents do not speak English or who have limited literacy skills in English. Their children typically do not learn English until they begin their formal education. At the time they enter college, most can speak English; however, because they did not internalize the patterns of English--and frequently, did not internalize the patterns of any language--they struggle with English grammar and sentence structure. As a result, they are unable to write academic English.)  Most of our students have little exposure to or understanding of academic culture. In addition, many of our students are single parents, work full- or part-time, lack reliable transportation, lack appropriate access to technology, and/or may live in households that lack food security.   Faculty awareness of the contexts within which our students live and learn informs our curriculum, instructional practices, and faculty engagement expectations.  We believe each Porterville College student deserves some degree of individualized instruction and support.  We work within the division and in collaboration with Student Services and Learning Support Services to provide such instruction and support.

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**Language Arts Division—Areas For Improvement**

The Language Arts Division is committed to student learning and success as well as to continuous improvement of each program and the integration of the Language Arts programs at PC. Below we have identified areas for improvement in each of our programs and in the integration of our division as a whole followed by the goals we have set for making these improvements. But equally important to the program improvements under our control identified below, the Division has identified some destabilizing influences that require college-wide attention:

1) **Radical fluctuations in funding**. In the last three years the Division has received a near overwhelming rapid influx of funds (Basic Skills Initiative, Student Equity, Basic Skills Student Outcomes and Transformation, etc.). Though we are very grateful for the funds, to make responsible use of these funds in a manner that most benefits our students and programs has taken a great deal of time and energy. However, it now appears that just as forces outside turned on the faucet of funds, those funds will now be turned off—precisely when the funds are most needed for implementation of AB 705 and to meet the campuses completion goals. Such rapid changes in funding are not just demoralizing—they are destabilizing in a manner that could have deep negative impact on the programs we have spent the last three years building—and that will impact PC's overall success and completion goals.

2) **Inattention to team-building and training necessary for successful change.** In the past three years the Division has tried very hard (through twice monthly meetings, acceleration training and community of practice, workshops, summits, etc.) to include full-time and part-time faculty in program planning and implementation of changes. As the number of adjunct faculty teaching our classes increases, the need for opportunities to communicate, learn, and plan together is even more critical. But without funding for adjunct participation and training, we risk having disjointed programs taught primarily by disconnected part-time instructors. Larger colleges may not have a choice, but PC should take advantage of its size to increase support for, and integration of, adjunct faculty in the Language Arts programs.

Program Integration

Language Arts began three years ago to work on integration of our four programs—and in that time we have become even more aware of the importance of that effort. We recognize now that we need to devote more attention to helping students and others recognize the relationship among things learned in the various language arts programs—and, in particular,

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to communicate the importance of literacy, including multi-lingual literacy. Moving forward, the concept "Lead With Language" will help integrate our work.

English

Although we have worked hard to increase communication and collaboration with Students Support Services and Learning Support Services, there is more to be done—and the implementation of AB 705 makes that work even more important. The lack of a PC Writing Center is perhaps the most critical deficit in PC's student learning services. And, as noted above, instability in funding and lack communication and connection between full-time and part-time faculty (though stronger at PC than at most colleges) weaken and work counter to the potential strength of our programs. English also needs to continue to train and support faculty across the campus in adjusting to changes brought about by AB 705.

ESL

The biggest obstacle to the growth of this program is finding qualified adjunct faculty to teach the classes. In fact, the potential growth of this program is limited only by lack of qualified instructors and time and energy for outreach activities. Already the division recruits ESL instructors year round—but we also need to encourage more community members to earn the certificates and degrees that qualify them to teach our courses. And we need to enhance our outreach and enrollment activities.


Spanish

With the launch of the transfer major, the lack of innovative and effective outreach has become a more visible problem. High school students and community members are not yet aware of the program—and we have not sufficiently communicated the importance of developing a high level of skill in a second language and/or in one's native language.

ASL

All instructors in this program are adjuncts. This leads to difficulties in communication and program coherence—as well as the time and energy to do the work needed to offer and AA in American Sign Language. Given our proximity to CSU-Fresno, home to one of the top Deaf Studies programs in the state—we anticipate this would be a popular major.

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**Language Arts Division Goals 2018-2021**

**Program Integration**

**Goal 1**: Coordinate and integrate the teaching of English, ESL, and Spanish in order to better serve the needs of Porterville College Students—including, but not limited to, Generation 1.5 students, ESL Students, Heritage Spanish speakers, English majors, and CTE students who would benefit from instruction in Basic skills English (including ESL) and Spanish.

**Goal 2:**  Expand the number of Language Arts majors by promoting our transfer degrees in English and Spanish while simultaneously promoting proficiency in both languages for English and Spanish majors.

**Goal 3**—Expand support for English and Spanish majors, Student Writing Mentors, Language Arts Tutors, PASS Leaders, and embedded tutors by increasing connectivity and visibility of those students who help support learning and appreciation of the language arts at Porterville College.

**Goal 4**—Lead Porterville College in promoting literacy on our campus and in the community by providing training, programs, and events that promote reading, creative writing, critical thinking, and aesthetic appreciation of the language arts as well as cultural literacy and multilingualism.

**English Program**

**Goal 5:** Redesign English program/curriculum and placement guided by, and in compliance with, AB 705, in order to accelerate progress to transfer courses while, at the same time, preparing students to read, write, and think critically and creatively at the college level.

**Goal 6:** In collaboration with Counselors and Student Services, plan, coordinate, and enact a successful roll out of AB 705 implementation followed up by monitoring, assessment, and qualitative and quantitative research needed to continue effective collaboration toward continuous improvement.

**Goal 7:** Expand norming (grade and college standards alignment), training opportunities and participation in the Co-Requisite Learning community of practice for English faculty (full-time, adjunct, and dual enrolled instructors).

**Goal 8:** Assess AB 705 Implementation using both quantitative and qualitative analysis to promote continuous improvement in the composition program and to maximize student success.

**Goal 9:**  Collaborate with area high schools to offer qualified students college level instruction in English through dual-enrolled or concurrent classes. Monitor and assess the success of these students with the goal of continuous improvement.

**Spanish Program**

**Goal 10:** Create credit/non-credit Spanish classes for CTE and professional students—i.e. Spanish for Healthcare Workers, Spanish for Educators, etc.

**Goal 11:** Collaborate with area schools and community organizations to promote development of heritage language proficiency, multilingualism, cultural literacy, and a "Lead with Language" approach to career preparation and development.

**ESL Program**

**Goal 12:** Modify ESL program (assessment, placement, curriculum, pedagogy) guided by, and in compliance with, AB 705, in order to accelerate progress in learning English while, at the same time, preparing students with the necessary reading, writing, listening, and speaking skills needed to succeed in achieving their goals.

**Goal 13:** Develop and enact a comprehensive outreach and completion plan to educate service area communities about our ESL program, advertise our ESL schedule of classes, enroll an increasing number of students, and award an increasing number of certificates.

**Goal 14:** Coordinate and integrate our program with community partners who offer ESL classes in our service area (including, but not limited to, the Porterville Adult School, Burton and Porterville ELL programs, Proteus, and the Porterville Library).

**Goal 15:**  Increase the number of sites at which we offer ESL classes and increase the number and levels of ESL students we serve at off-site locations.

**Goal 16:** Increase the number of daytime ESL classes offered on and off-campus.

**Goal 17:** Collaborate with campus and community partners to provide childcare in the evening for ESL students.

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## ASL Program

**Goal 18**—Expand the ASL curriculum in order to provide a degree in ASL that prepares students for the Deaf Studies degree offered at CSU-Fresno.

## Language Arts Adjunct Faculty

**Goal 19**—Provide better working conditions for Language Arts adjunct faculty, including, but not limited to, sufficient office space, appropriate supplies, computers and telephones.

**Goal 20:** Provide quality and compensated (to the extent possible) opportunities for orientation, staff development, norming, communication, and participation in division and campus activities.

**Goal 21:** Provide compensated office hours for adjuncts who choose to hold office hours on campus.

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**Goals** (This section is for you to report on progress on previously established goals  If your program is addressing more than 2 goals, please duplicate this page)

**Program Integration**

| Goal(s) | Timetable for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 1.  Integrate English, ESL, and Spanish | On-going | Funds | LAD Faculty Division Chair Transfer Center Coordinator PC Counselors and Educational Advisors | Time Funding |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_x__      Item 2___      Item 3_x__      Item 4__x_      Item 5_x__      Item 6___

Progress on Goal:

The Division has increased campus awareness of the high proportion of Generation 1.5 students who attend PC. We have designed an ESL program that better serves both ESL and Generation 1.5 students. We have created courses for Spanish heritage speakers and are now launching our Spanish major.  In the next three years, we will adopt a "Lead with Languages" approach that communicates to students (in coordination with the PC Transfer center and PC counselors) the importance of native speakers maintaining their native language and cultures, and of English speakers learning a second language to enhance their education and employment opportunities.

____Completed   (Date          )
___X_Revised     (Spring 2018 )

Comments:

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Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| Goal(s) | Timetable for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 2. Promote and Support English and Spanish degrees; ESL Certificates | On-going | Brochures<br><br>Marketing and Outreach Funds | Division Chair<br>Lead Faculty member from each program | Time<br><br>Funding<br><br>Lack of innovative and effective strategies |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x__      Item 2___      Item 3_x__      Item 4_x__      Item 5_x__      Item 6___

Progress on Goal:

____Completed   (Date        )
__x__Revised     (Date Spring 2018 )

Comments:

In the past three years the division has added a Spanish major and three ESL certificates. In that same time we have more than tripled the number of English majors. In the next three years we plan to do more innovative and effective outreach in order to create awareness of the importance of the language arts and the benefits of being multilingual, as well as to identify those students who are seeking vocations or careers that would benefit from our certificates and degrees.

**PORTERVILLE COLLEGE**
**PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS**

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| Goal(s) | Timetable for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 3. Expand support for English, Spanish, and ESL students, student workers (tutors, PASS leaders, mentors, etc.) | On-going | Funds for "branding"- brochures, buttons, etc. | Division Chair Mentor Supervisor Tutor Coordinator | Time Funds Lack of innovative and effective strategies |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x__    Item 2___    Item 3_x__    Item 4_x__    Item 5_x__    Item 6___

Progress on Goal:

____Completed  (Date        )
__x__Revised     (Date Spring 2018 )

Comments:

In the past three years the division has added a Spanish major and three ESL certificates. In that same time we have more than tripled the number of English majors. In the next three years we plan to do more innovative and effective outreach in order to create awareness of the importance of the language arts and the benefits of being multilingual, as well as to identify those students who are seeking vocations or careers that would benefit from our certificates and degrees.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

| Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 4. Expand literacy programs on campus and in community | On-going | Funds | Division Faculty Division Chair | Time and Energy Funds—Summer Writing Academy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4___     Item 5___     Item 6___

Progress on Goal: See below.

____Completed   (Date           )
__X_Revised     (Date Spring 2018        )

Comments:

Over the last three years the division has sponsored a number of literary activities and programs on campus and in the community: 1) Got Lit Club and Harry Potter Club provided students with literacy-based on-campus activities 2) PC students and faculty participated in Porterville Literacy Fair 3) The Division co-sponsored with CHAP readings and programs by several poets and writers—including a PC Faculty Poetry Reading. 4) The Division distributes free books to students on High School Senior Day, 5) The Division celebrates Poem in Your Pocket Day on campus each April, 6) Summer of 2018 PC hosted and co-sponsored with the San Joaquin Valley Writing Project and California Poets in the Schools, the first Porterville Summer Writing Academy for $7^{th}$-$12^{th}$ grade teachers and Porterville area students.  This Academy was the culmination of one of our English professor's sabbatical project.

In the next three years the division plans to 1) initiate the One Book Project on campus, 2) Introduce the "Lead with Language" concept to the community, 3) After a long hiatus, restart the PC Writers group for students who want to write together and share their creative work with others, 4) Make the Summer Writing Academy an annual event, and 5) develop additional programs to promote literacy and multilingualism in the campus and community.

**ENGLISH PROGRAM**

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

| | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 5.  Redesign English program and curriculum for successful implementation of AB 705 | On-going | Staff Development Funds | Division Faculty Division Chair Curriculum Committee AB 705 Coordinator | Time and Energy State mandate with unrealistic timeline and insufficient funding |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__      Item 2___      Item 3_X__      Item 4___      Item 5_X__      Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )


Comments:

See Appendix D: Language Arts English AB 705 Implementation Plan.

While PC English has already developed a co-requisite course for students who choose or need to enhance their knowledge and understanding of basic skills reading and writing at the same time that they are taking transfer-level English, we will be developing other classes that we believe will enhance the learning and success of our students once AB 705 is implemented.  These classes include a 3-unit integrated reading and writing course for those students who choose to this option (no students will be placed below transfer level), a transfer level critical reading class, and a series of one-unit late start classes (research, editing, sentence structure, plagiarism and documentation) that students can choose to take as needed.  We will then need to prepare staff to teach these classes and work with the counselors and other faculty so that students who might be helped by the classes are informed about them in a timely manner.

| Goal | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| 6. Collaborate with Counselors and Student Services in successful roll out of AB 705—particularly in creating and sending a unified message | Spring 2021 | Staff Development Funding | Division Faculty Division Chair VP Student Services AB 705 Coordinator Counselors Ed Advisors Students Service Staff Communications and Marketing Manager | Time and Energy State mandate with unrealistic timeline, insufficient funding, and lack of some lack of clarity on key issues |
| --- | --- | --- | --- | --- |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2_X__     Item 3_X__     Item 4___     Item 5_X__     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

See Appendix A: Language Arts English AB 705 Implementation Plan.

Language Arts already has a healthy collaborative relationship with counseling through the counselor liaison with our division (who attends LAD meetings and completed two days of the LAD training program that prepares English faculty to teach English 101A with a co-requisite), through our work together on student assessment and placement, and through our work together on the Student Success and Equity Committee. With the soft launch of AB 705 in spring 2018 and full implementation in English in fall 2019 and in ESL in 2020, that collaboration becomes even more important. Other states who have implemented similar changes in their composition programs report that one of the biggest challenges was creating and communicating a unified message from the campus to students, high schools, and community. One of the most important tasks of the AB 705 Coordinator will be to create and send a unified message to students.  But in order for that to happen, all counselors and educational advisors, and all English faculty ( full-time and adjunct) need to be able to articulate precisely what we are doing and why we are doing it—and then be able to present options for students in a clear and supportive manner.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

| Goal | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 7. Expand norming, training, and other staff development opportunities for PC English instructors. | On-going | Funded staff development for norming, pedagogical training, and participation in a community of practice. | English Faculty Division Chair Community of Practice Coordinator and Instructional Coach | Time and Energy Funding (particularly for participation of part-time and high school teachers.) |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4___     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

Over the next three years the English program intends to expand staff development opportunities (particularly in areas of norming and pedagogy) for full-time and part-time faculty including high school teachers who teach dual enrolled classes. 1) AB 705 makes it paramount that English faculty be given the opportunity to norm on an annual basis.  By including high school teachers in our norming sessions we can also increase their awareness of college writing standards. 2) We will need to continue to provide opportunities for new faculty to be trained to teach English 101A with co-requisite, and to follow-up training with participation in LAD's own community of practice. 3) One way for qualified students to prepare to succeed as college students is to take dual-enrolled or concurrent classes while they are still high school students.  The success of our dual enrollment program depends on adequate training for high school teachers who meet the minimum qualifications to teach college English. The English faculty have adopted a policy that all teachers of dual-enrolled classes must either have taught at the college level or attended our training for English 101A with co-requisite. Finally, all English faculty who participate in any of its norming or training workshops will be invited to participate in meetings of our community of practice.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

|  | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 8. Assess AB 705 Implementation | Fall 2021 | Staff time for qualitative assessment | Division Faculty Division Chair AB 705 Coordinator Institutional Researcher | Time and Energy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2__X_     Item 3_X__     Item 4___     Item 5_X__     Item 6___

Progress on Goal:

____Completed   (Date        )
____Revised     (Date        )

Comments:

See Appendix: Language Arts English AB 705 Implementation Plan.

English faculty will assess AB 705 Implementation in Spring 2019 so that we can determine if any critical changes are needed prior to full implementation in Fall 2019. Also, our plan calls for both quantitative and qualitative assessment—as the faculty believe it is very important to listen to what students have to say about their experiences in our program. In addition, in order to continue to offer any one-level below English class beyond the first two years, the college will have to document that students who take that class are as likely to succeed as those who enter at the transfer level.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff              Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| Goal(s) | Timetable for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 9. Collaborate with High Schools to offer outstanding dual enrolled classes. | On-going | | LAD Division Chair LAD Trainer Dean | Time Funding |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x___      Item 2___      Item 3_x___      Item 4__x_      Item 5_x___      Item 6___

Progress on Goal:


____Completed   (Date          )
___Revised

Comments:

In order to promote the success of dual enrolled students, high school instructors will participate in training, receive training, and become part of an ongoing community of practice. Success of high school students in the dual enrolled and subsequent PC classes will be carefully monitored.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

**SPANISH**

| Goal | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|------|-----------------|------------------|-----------------------|----------------------------------|
| 10. Create credit/non-credit Spanish classes for vocational and professional students | Fall 2020 | | Spanish Faculty Division Chair Communications and Marketing Manager | Time and Energy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___     Item 2___     Item 3___     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

The Porterville community has a longstanding need for professional, para-professional, and service employees who speak Spanish—particularly in the areas of health care, government, and education (all levels). The division plans to develop curriculum for credit and non-credit classes to fill this need, then promote and launch these classes. This goal is also consistent with the LAD's "Lead with Language" emphasis.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| Goal | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|------|------|------|------|------|
| 11. Collaborate to introduce and promote "Lead With Language." | Fall 2021 | Funds | Spanish Faculty ESL Faculty Division Chair | Time and Energy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date        )

**Comments:**

Spanish plans to collaborate with English and ESL to develop campus and community awareness of the importance of strengthening one's language skills in both one's first and second language and the importance of a second language to leadership in any field.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

**ESL PROGRAM**

| | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 12. Make any changes needed to comply with AB 705 | Fall 2020 | | ESL Faculty Division Chair | Time and Energy Lack of clear guidelines from the state |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__      Item 2___      Item 3_X__      Item 4_X__      Item 5___      Item 6___

Progress on Goal:

____Completed   (Date           )
____Revised     (Date          )

Comments:

AB 705 has specific requirements for AB 705 which must be implemented by Fall 2020 (one year later than requirements for English and Math).  Our program appears to meet the requirements of the law, but LAD will continue to monitor guidelines distributed by the chancellor's office.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                   Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

| | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 13. Develop Outreach and Completion Plan | Fall 2019 | Staff time Funds | ESL Faculty Division Chair Communications and Marketing Manager | Time and Energy Funding for outreach staffing and activities |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

In order to grow the ESL program grows, we will develop a comprehensive outreach and completion plan. The outreach plan will include a calendar for completing and distributing schedules and brochures throughout the service area, as well as for placing print and radio advertisements. It will also include a plan for developing new sites, and for increasing the number of levels offered at other sites.  All materials and plans will introduce and reinforce the goal of completing the program to benefit the most.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 14. Coordinate, integrate, and articulate our program with other area ESL programs | Fall 2020 | | ESL Faculty Dean Division Chair | Interest of other ESL programs in collaboration |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date         )
____Revised     (Date         )

Comments:

PC and LAD will continue to try to collaborate with the Adult School, Proteus, and other local ESL and ELL programs by meeting with administrators—perhaps with the goal of organizing a community ESL Summit for all partners.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

|  | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 15. Increase the number of sites and the number of levels of ESL offered at off campus sites | Fall 2020 | Classrooms at sites Additional Adjunct faculty | ESL Faculty Division Chair | Time and Energy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__      Item 2___      Item 3_X__      Item 4_X__      Item 5___      Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised      (Date          )

Comments:

In Spring 2019 the ESL program anticipates offering off-site classes at the Porterville Library and in Strathmore, Richgrove, and Pixley.  Some of these classes will be linked with bilingual child development classes. Within the next year we would like to add Terra Bella, and to offer at least the first 2 levels of classes at these sites—perhaps through the use of distance education (off-site students participate via video link.)

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

| | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 16.  Increase the number of daytime ESL classes offered on campus and at off campus sites. | Fall 2020 | Class rooms Additional adjunct faculty | ESL Faculty Division Chair | Time and Energy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__      Item 2___      Item 3_X__      Item 4_X__      Item 5___      Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

Currently, PC offers no daytime ESL classes on campus, and only one daytime class off site.  This decision was made to maximize the number of students who can begin and complete the program since most of our current students work during the day.  However, we know that there are students who cannot attend in the evening, and we hope to offer classes to these students as well.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

|  | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 17. Provide childcare for ESL students both on-campus and at off-campus sites. | Fall 2020 | Campus-wide conversation | ESL Faculty Division Chair PC Childcare Center Director | Time and Energy Campus Commitment |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:


____Completed   (Date        )
____Revised     (Date        )

Comments:

Some of our off-site locations provide childcare that makes it possible for ESL students to attend classes. We would like to expand this service to all of our sites. Even more importantly, no evening childcare is provided at PC. This creates a hardship for current students and a barrier to many more. We plan to work with others on campus so that provision of childcare at PC is provided more equitably—i.e. for both daytime and evening students.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

**ASL**

| | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) |
|---|---|---|---|---|
| 18. Expand the ASL curriculum in order to provide an AA degree in ASL | Fall 2020 | | ASL Faculty Division Chair | Time and Energy |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed?  (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

In Fall 2019/2020 we will begin offering the 3$^{rd}$ and 4$^{th}$ levels of ASL.  That brings us very close to offering the necessary curriculum for an AA degree in ASL that will prepare students for careers or transfer—particularly into the Deaf Studies program at CSU Fresno.  The Division Chair will work with the ASL faculty to complete the curriculum and any other requirements for ASL certificate approval.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

**Language Arts Adjunct Faculty**

| 19. Improve adjunct working conditions | Fall 2020 | | Division Chair | Time and Energy |
|---|---|---|---|---|

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

As the number of adjunct faculty in Language Arts grows, more adjunct offices, computers, and supplies become necessary.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| 20. Provide compensation for adjuncts to participate in staff development and campus activities | Fall 2020 | Funds | Division Chair | Time and Energy |
|---|---|---|---|---|
| | | | | |

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

Implementation of AB 705 will require staff development for English and ESL adjuncts. Most classes in both programs are taught by adjunct faculty. AB 705 is as much about knowing who we teach and improving how we teach as it is about what we teach. Staff development in these two areas is paramount. For English faculty, annual norming in grade assignment will be required to maintain equity for our students. It will also be necessary to develop and maintain a shared understanding of the definition of acceptable college writing.

For ESL faculty, frequent meetings facilitate course alignment. Most classes in both programs are taught by adjunct faculty.

ASL currently has no full-time faculty. Part-time faculty should be compensated for work on creation of certificate program as well as discussion of SLOs.

Spanish adjuncts will be need training in the "Lead with Language" and deserve to be compensated for time spent in collaboration on program development and SLO discussions.

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

| 21. Provide compensated office hours for adjunct faculty | Fall 2020 | Funds (possibly from pending legislation) | Dean Division Chair | Time and Energy Funds |
|---|---|---|---|---|

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__     Item 2___     Item 3_X__     Item 4_X__     Item 5___     Item 6___

Progress on Goal:

____Completed   (Date          )
____Revised     (Date          )

Comments:

In the past the state has provided some funds for payment of office hours for adjunct—and such funds may be provided in the 2019-2020 state budget and/or pending legislation. Porterville College has yet to take advantage of this opportunity. LAD proposes that we investigate how to receive these funds, research how they are allocated at other campuses (starting with COS), develop an allocation plan for PC adjuncts, and begin compensation of adjunct hours for as many adjuncts as possible.

**PORTERVILLE COLLEGE**
**PROGRAM REVIEW REPORT:  INSTRUCTIONAL DIVISIONS**

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

STAFFING REQUEST

| **Staff Resources:** | | | |
|---|---|---|---|
| **Current Staffing Levels** Full-time Staff (FTE) | | Part-time Staff (FTE) | |
| Faculty | 12 | Faculty | 32 |
| Temporary | | Temporary | |
| Classified | | Classified | |
| Management | | Management | |

**Request for New/Replacement Staff**
Use one line for each position requested.  Justify each position in the space below.

| | Title of Position | Classification (Faculty, Classified, or Management) | Full or Part Time | New or Replacement |
|---|---|---|---|---|
| Position 1 | ESL/English | Faculty | Full-time | New |
| Position 2 | ASL | Faculty | Full-time | New |
| Position 3 | English | Faculty | Full-time | New |
| Justification: | | | | |

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

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(Address each position requested)
Position 1

The goal of AB 705 is to offer a seamless transition for ESL students from the top-level of ESL to transfer English.  We plan to prepare for success for these ESL students by offering at least one section of English 101A+1AX taught by an instructor who meets the minimum qualifications in both English and ESL.  Currently, we have only adjuncts qualified to teach this class.  The 10 unit maximum load for adjuncts along with the shortage of ESL adjuncts makes it very difficult to cover this class.  In addition, ESL in particular needs a second full-time instructor to provide stability and help carry the responsibilities of a rapidly expanding program.

Position 2

ASL has nearly tripled FTEs over the last three years—from 16.7 to 52.6.  With a full-time faculty member we would be able to provide a much-desired AA in ASL. Although we currently have three adjuncts to teach our courses, several college and school districts in the south valley have begun to offer full-time ASL positions.  This adds to the likelihood that PC will be lose long-time adjuncts who have carried our program for years.

Position 3

In the AB 705 world, program consistency and coherence will become even more important to students success.  That is very hard to maintain when so many sections of our courses are taught by adjuncts. For example, we cannot require adjuncts to take the training to teach our co-requisite class. We cannot require adjuncts to attend norming sessions. And every fall we start the semester with 3-5 untried adjuncts in English—never an optimal position. Finally, every summer the division chair works all summer hiring enough adjuncts to cover the fall schedule of classes. Future Language Arts chairs are unlikely to accept this responsibility.

Also, after implementation of AB 705, we may begin to lose adjunct faculty as fewer will be teaching the maximum ten units. Of those we retain, more will be required to teach in multiple districts with longer commutes.  This does not bode well for our students.

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Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*


TECHNOLOGY REQUEST


Use this section to list any technology needs for your program.  It is not necessary to put a price on these items; that will be done by the IT department.  If you have more than two technology needs, add rows below.

| Technology Need | Justification |
|---|---|
| Item 1<br>Laptop carts in English classrooms | English 1AX (our co-requisite class) works best if taught in a computer classroom or in a classroom where students have access to computers. We will be teaching many more sections of this co-requisite beginning in Spring 2019. In addition, all of our English classes benefit when students have access to computers for lessons on research and MLA—as well as for lessons on drafting, revision, and editing. |
| Item 2 | |




FACILITIES REQUEST

Use this section to list any facilities needs for your program.  It is not necessary to put a price on these items; that will be done by the Maintenance & Operations department.  If you have more than two facilities needs, add rows below.

| Facilities Need | Justification |
|---|---|
| Item 1<br><br>Campus Writing Center (a place where students work on writing and receive assistance) | A state of the art Writing Center with sufficient computers, and space for student to work on writing assignments along with tutoring, workshops, and other learning activities that will enhance learning and success.  As documented in the Facilities Analysis for the Educational Master Plan—PC lacks sufficient space for student learning activities.  Student success and completions in AB 705 makes this deficiency even more acute.  Without basic skills classes, more students will be needing the services provided by a state of the art Writing Center.  Currently, PC is (to our knowledge) the only college in the area that does not have a Writing Center. |
| Item 2 | |

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Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

BUDGET REQUEST
(Do not include staff increases in this section)

|  | Current Budget | Amount of Change | Revised Total |
|---|---|---|---|
| 2000 (Student Worker Only) | 11,000 | No change | 11,000 |
| 4000 | 1550 | +50 | 1600 |
| 5000 |  |  |  |
| Other |  | +31,660 | 31,660 |

Justification:

**4000 change request:** Increase in supply budget is needed to provide supplies for additional faculty in the division (one full-time and approximately 5 adjuncts) and for supplies needed for innovative strategies introduced in co-requisite instructional training/community of practice (easel pad paper, painter tape, post-it notes, index cards, etc.)

**Other:** These additional funds support programs that are vital to the success of AB 705 implementation in English and ESL and preparation for success of future PC students. AB 705 is a mandated change whose successful implementation will directly impact student success, student completion, and college funding.

$4,000
 Annual Norming Workshop described in Goal 7  for all English faculty(full-time and part-time)

$7,500
Stipends for English adjuncts and dual-enrolled instructors to attend English Community of Practice meetings. ($50 for 15 instructors for 10 meetings)

$12,000
Porterville Summer Writing Academy for 7th-12th grade teachers and Porterville area students. Given the educational deficits in our community, preparation for college must begin in the public schools with public school teachers, and PC is well-positioned to lead in this effort.

$ 8,160
ESL Coordinator:
    A) Plan, organize,  and facilitate AB705 Implementation Workshop for ESL faculty
    B) With the Division chair, recruit and train new ESL instructors
    C) Collaborate with Students Services on Outreach and Enrollment of ESL students—necessary to expansion of ESL program to offsite locations
    D) Create Technology Plan for ESL.

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**Appendix A**
AB 705 Implementation Memo, July 2018
https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf

# California Community Colleges

## MEMORANDUM

July 11, 2018                                                                 AA 18-40 | Via Email

> TO: California Community Colleges and Districts

FROM:  Laura L. Hope,
>        Executive Vice Chancellor, Educational Services and Support

>        John Stanskas,
>        President, Academic Senate for California Community Colleges

RE:      Assembly Bill (AB) 705 Implementation

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**A BRIEF HISTORY**
Since the adoption of the Master Plan for Higher Education in 1960, the California Community
Colleges, in addition to their primary missions of academic and vocational instruction, were also tasked
to provide "remedial instruction for those in need of it."  As of 1986, title 5 regulations required that
colleges employ multiple measures, which were often not well-defined, in order to provide placement
recommendations for students. For well over a decade, faculty, staff, and administrators have been
working to design tools and techniques to better support students enrolled in "basic skills" courses and
improve their success. This work can be traced back to the late 1990s and early 2000s when there was a
significant growth in the development of English, English as a Second Language (ESL), and
mathematics course sequences designed to address students' perceived skill gaps in order to help them
be more prepared for college-level course work.  Even then, faculty questioned the efficacy of system
placement processes in a 2004 Academic Senate paper urging the evaluation of placement processes and
the impact on student success. In 2007, the Chancellor's Office published Basic Skills as a Foundation
for Success in the California Community Colleges, a repository of strategies and approaches intended to
improve the delivery of instruction and student services for students deemed "unprepared." This
publication was created by the RP Group and the California
Community Colleges and subsequent efforts were endorsed by the Academic Senate for California
Community Colleges and resulted in a variety of innovative efforts across the state.

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These efforts were well-intentioned and thoughtful, using the best information and research available at the time. Scaffolded course sequences were designed by faculty as a

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**Chancellor's Office, Academic Affairs Division**

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752

www.CaliforniaCommunityColleges.cccco.edu     rev04162018 way to build student success by developing a foundation that would logically lead to transfer-level course success and ultimately college graduation and completion.

Unfortunately, this approach also did not yield successful results as expected. Despite the best of intentions and care for students, the research landscape has shifted as an increasing number of studies indicate that traditional placement practices and course sequences have had unintended consequences including requiring students to retake course material they successfully completed in high school, placing students lower than in courses where they would be likely to succeed (sometimes referred to as "underplacement"), and reducing students' likelihood of completing the gateway course in the discipline (referred to as "throughput"). Due to a variety of complex factors, too few students successfully move through basic skills course sequences and finish transfer-level English and mathematics. A further concern is the likelihood that students of color and low-income students are more likely to be placed into the lowest levels and among the students least likely to persist and succeed.

Efforts like accelerated developmental courses have helped, and the research on such practices shows that more students are likely to thrive when these innovations are scaled; however, those practices are only available to a fraction of California's community college students enrolling in English and mathematics/quantitative reasoning according to the Public Policy Institute of California. Some studies also suggest that accelerated developmental courses produce lower completion gains than models in which students enroll directly in transferable courses with concurrent support.

**INTRODUCTION OF ASSEMBLY BILL (AB) 705**

Assembly Member Irwin introduced AB 705, which was unanimously passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year

2. Minimize the disproportionate impact on students created through inaccurate placement processes

3. Increase the number of students completing transfer-level English within three years

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental

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education reform: assessment and placement, curricular design, co-curricular design, and non-curricular support.  Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment.  AB 705 adds a layer of accountability new to colleges and important for students. In order to demonstrate compliance, colleges are expected to justify their choices and collect data demonstrating efficacy.  Colleges that choose not to innovate in these areas are expected to implement the minimum default parameters set by the system. In this case, local or additional validation research will not be required.  Alternatively, colleges can choose to conduct their own local placement research to ensure their practices comply with the requirements of the law.  For colleges that do choose to locally innovate in these areas, the Chancellor's Office and the Academic Senate will support and encourage those implementation efforts.

As the Chancellor's Office works toward more specificity regarding the implications of AB 705, many faculty and staff have asked about the role of local innovation and validation in light of the default statewide placement rules. If a college adopts the default placement rules, the college is AB 705 compliant but that is the minimum level of compliance.  There are significant opportunities for local customization and innovation in the form, delivery, and/or amount of concurrent support for students enrolled in transfer-level course work.

Colleges may opt to develop their own placement rules. If these rules place students into pre-transfer-level coursework who would otherwise be allowed access to transfer-level coursework under the default rules, the college must collect data to demonstrate students benefit from those local decisions. They will need to demonstrate that those students are highly unlikely to succeed in transfer-level if placed there directly and that the lower placement gives students the best chance of completing transfer requirements in math and English.

Similarly, special programs in which students start in non-transferable coursework (e.g. an accelerated two-semester sequence) are AB 705 compliant if the college is able to demonstrate that the program serves students who are highly unlikely to succeed in transfer-level coursework and that the program maximizes those students' likelihood of completion of the transfer-level English or math (or educational goal appropriate course) within two primary semesters (or three primary quarters). Colleges will still need to honor students' right to enroll in transfer-level courses unless it can be demonstrated that students are highly unlikely to succeed. The burden of proof is not on the student but on the college to demonstrate that transfer-directed students with the lowest likelihood of success in the transfer-level course have a better chance of completing transfer-level coursework if required to enroll in the special program.

Numerous tools already exist for collecting the necessary evidence (such as students high school performance if not already locally collected/available) and conducting the appropriate analyses for doing so under the resources section of the web page for the Multiple Measures Assessment Project. Additional tools and resources to support local research are already being developed to further assist colleges in their efforts and will be rolled out over the summer.  Nonetheless, while the specifics may vary from college to college, the direction of what AB 705 requires is clear. Colleges should be acting now to evaluate and redesign all aspects of developmental education and transfer attainment focused on

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these areas: assessment and placement, curricular design, co-curricular design, and non-curricular support.

**THE GOAL OF IMPLEMENTATION**
The Chancellor's Office views AB 705 as a fundamental approach for the California Community College System to restructure developmental education in ways that will provide more inclusive and expansive access to transfer-level English and mathematics/quantitative reasoning courses and increase the numbers of students who successfully move through these high-stakes gateways.  The evidence demonstrates that increased transfer-level access provides increased success, and so the Chancellor's Office is expecting that college policies and practices will shift to align with the intent of the law. Policies, practices, and pedagogy should reflect that shift in providing more opportunity and fewer barriers.  As the efforts for colleges to locally apply the law continue to be evaluated, this intent will be the primary focus of any System-wide and local validation, monitoring, or review by the Chancellor's Office.  More information on validation processes and disaggregation requirements will be made available as the Implementation Advisory Committee continues the work of planning for implementation. Because the Vision for Success outlines ambitious goals to erase barriers to equitable outcomes, the Chancellor's Office will be monitoring the implementation of AB 705 very closely.

**ASSESSMENT AND PLACEMENT**
Assessment and placement are foundational building blocks for AB 705.  The traditional paradigm in which students are evaluated by a cognitive skills test has changed to one that utilizes high school performance data as the primary means for predicting student success.  This shift may sound nuanced, but, in fact, colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course.  Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity.  High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation.  The shift toward these metrics in placement schema should also allow students to demonstrate other factors that may impact educational performance like motivation, commitment, and maturity.  Colleges will need to develop placement models that align within the framework of the law to address the needs of all students with varying needs, not just recent high school graduates.   In addition, clarifying students' educational goals and ensuring appropriate course selection is especially critical when establishing mechanisms for placement in mathematics/quantitative reasoning courses.
Under AB 705, colleges are prohibited from placing students into a pre-transfer course in mathematics or English unless the following conditions exist:

1. Students must be highly unlikely to succeed in the transfer-level course **AND**
2. Enrollment in the pre-transfer course will improve the students' likelihood of completing the transfer-level course in a one-year time frame.

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The purpose of these standards is to assure that the risk of student underplacement is minimized and the probability of student completion is maximized. These two tenets are most readily understood through the use of the research conducted by the Multiple Measures Assessment Project, MMAP, team in support of the AB 705 Implementation
Advisory Committee.  This research indicates that direct placement into transfer-level English and/or mathematics/quantitative reasoning may best serve many students, particularly those who recently completed high school.  The MMAP analysis represents an (2007-2014) analysis of students who were given a placement recommendation using Accuplacer and then correlated to their high school grade point averages and success in the class in which they first enrolled.  The comparison, and AB 705, identify "throughput" as a baseline metric, meaning that students must have a better completion rate within one year if placed below transfer than the baseline rate from the data analysis. The following data tables demonstrate that a higher percentage of students are more likely to successfully complete a transfer level course in one year than the data from the cohort placed one level below. Hence, more students get through transfer level (throughput) when unfettered from even a single basic skills course using the current curricular and support mechanisms in place.
The following tables provide baseline success rates for students that are within ten years of high school graduation.  Analysis performed by the MMAP team demonstrates that even students with the lowest levels of high school performance are more likely to successfully complete a transfer level course in one year if they are placed directly into transfer level, rather than being placed even one level below given the current structure of developmental education from a system level.
These are what will be known as the "default placement rules," which can be used immediately in order to comply with the requirements of AB 705.  Note that each threshold includes recommendations for concurrent support depending on students' backgrounds and needs.  As noted in previous guidance, the Chancellor's Office recommends that students who have graduated from high school within the past ten years and have a goal of transfer or degree attainment should be recommended to enroll directly into transfer-level courses in English, statistics/liberal arts mathematics, and BSTEM-based mathematics using on the correlations as follows:

| **High School Performance Metric for English** | **Recommended AB 705 Placement for English** |
|---|---|
| **HSGPA ≥ 2.6**<br><br>Success rate = 78.6% | **Transfer-Level English Composition** No additional academic or concurrent support required |
| **HSGPA 1.9 - 2.6**<br><br>Success rate = 57.7% | **Transfer-Level English Composition** Additional academic and concurrent support recommended |

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| **HSGPA < 1.9**<br><br>Success rate = 42.6% | **Transfer-Level English Composition** Additional academic and concurrent support strongly recommended |
| --- | --- |

| **High School Performance Metric for Statistics/Liberal Arts Mathematics** | **Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics** |
| --- | --- |
| **HSGPA ≥ 3.0**<br><br>Success rate = 75% | **Transfer-Level Statistics/Liberal Arts Mathematics**<br>No additional academic or concurrent support required for students |
| **HSGPA from 2.3 to 2.9**<br><br>Success rate = 50% | **Transfer-Level Statistics/Liberal Arts Mathematics**<br>Additional academic and concurrent support recommended for students |
| **HSGPA < 2.3**<br><br>Success rate of 29% | **Transfer-Level Statistics/Liberal Arts Mathematics**<br>Additional academic and concurrent support strongly recommended for students |

| **High School Performance Metric BSTEM Mathematics[1]** | **Recommended AB 705 Placement for BSTEM Mathematics** |
| --- | --- |
| **HSGPA ≥ 3.4  OR** | **Transfer-Level BSTEM Mathematics** No additional academic or concurrent support required for students |

| **HSGPA ≥ 2.6 AND enrolled in a HS Calculus course**<br>Success rate = 75% | |
| --- | --- |

---

[1] Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school. Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course.

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| HSGPA ≥2.6 or Enrolled in HS Precalculus<br><br>Success rate = 53% | **Transfer-Level BSTEM Mathematics** Additional academic and concurrent support recommended for students |
|---|---|
| **HSGPA ≤ 2.6 and no Precalculus**<br><br>Success rate = 28% | **Transfer-Level BSTEM Mathematics** Additional academic and concurrent support strongly recommended for students |

## MEASURING INNOVATION

The thresholds in these tables provide a minimum threshold for comparison for colleges who seek to conduct their own research and develop their own innovations, taking care to use the benchmark rates for students at the same level of high school achievement.  For instance, if a college has an acceleration model that includes the use of a prerequisite course in preparation of a transfer-level English and/or mathematics/quantitative reasoning course, the throughput for those innovations should meet or exceed the percentages in these tables for all students at similar levels of high school achievement.  As title 5 currently allows in 55003(g), colleges have not more than two years to innovate and validate their own innovations and compare the effectiveness of those designs to the tables above.  The primary philosophy in this recommendation is that students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement into the course.

The complexity of the placement process cannot be overstated.  The diversity of student goals, skills, and educational history are all considerations when developing effective placement models. Not all students are matriculants from high school; for some institutions more than half the students are over the age of 25.  Colleges will need to innovate to determine how best to serve returning students.  Similarly, colleges must also serve other populations who may have foundational learning needs, and these students must also be served within the context of AB 705, but their needs may require colleges to consider other curricular supports or reforms.

Many practitioners have inquired about the future of cognitive assessment tests going forward.  AB 705 prohibits colleges from using testing instruments that have not been approved by the Board of Governors.  Currently, the Board of Governors has not approved any testing instruments for placement, despite the claims of some testing companies.  As this work evolves, that situation may change, but colleges should proceed with implementation with the assumption that cognitive skills tests will not be a viable part of the placement process in the foreseeable future for English and mathematics/quantitative reasoning.

Some have expressed concern for DSPS students or EOPS students and the movement toward placing more students directly into transfer, and additional research by the MMAP research team demonstrates that these students, like many others, benefit from direct placement.  Like other students, they are also much more likely to successfully complete their gateway English and mathematics courses when placed directly.  Placement practices, in general, have been more recently informed by the evidence of greater student capacity than we have previously afforded students.  AB 705 invites the California community

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colleges to shift the thinking in favor of what students can do, rather than making assumptions about what students cannot do.

Questions have also been raised about the impact of students who have been given a placement recommendation previous to implementation of new local and state-wide policy.  The Chancellor's Office recommends that students retroactively benefit from improvements to their placement recommendations once colleges implement AB 705 compliant infrastructure.

**CURRICULAR DESIGN**
These placement reforms imply significant curricular reforms, and faculty are encouraged to engage new ways of delivering course material and planning support inside and outside of the classroom. Previous efforts like the BSSOT grants and acceleration have resulted in many effective practices that might be amplified even further with additional resources or design efforts.  The Chancellor's Office and the Academic Senate encourage the continuation of innovative practice that also includes rigorous evaluation of effectiveness to assure that students are successfully reaching and completing transferlevel coursework.  Compression of a 2.5-year traditional sequence into an academic year is not the goal, however.  Rather, the goal is to provide students with the essential skills necessary to be successful in the gateway English or mathematics/quantitative reasoning course and beyond, depending of the students' goals. Faculty should also design pathways that align with the students' overall goals, and administrators should assure that students have access to these pathways based on the distribution of various majors among the local student population.  For instance, if the college educates a large population of students who are non-STEM majors, those students should have access to pathways like liberal arts mathematics or statistics, not just a traditional algebra pathway.  Colleges are also encouraged to innovate and design curriculum that best serves their students.  For example, a practical mathematics course specifically designed for career technical programs that includes elements of algebra, geometry, and perhaps some trigonometry applied to construction trades may best serve some students.  The ASCCC is currently working in partnership with mathematics faculty across the state to create proposals for local consideration.

It is also important to note that the completion of intermediate algebra is not explicitly required for UC transfer.  Colleges have the capacity to verify the "equivalent" skills at the local level, which can be legitimately based on high school performance or course-taking. As colleges adopt a guided pathways framework, revisiting mathematics and quantitative reasoning options and how students select them should be an integral element of the implementation of AB 705.  A recent study by West Ed called Multiple Paths Forward: Diversifying Mathematics as a Strategy for College Success indicates that these options are critical for student success.

Based on the placement recommendations discussed above, a majority of students will be placed directly into transfer-level courses.  For a smaller number of students, direct placement may not be the best path.  Colleges may retain developmental course options, but they may not compel students to enroll in those courses without the conditions permitted in the law.  Faculty should determine which of those courses remain relevant and determine whether or not those courses should continue as credit or noncredit depending on their intent. In order to serve all potential students, colleges may develop more than one transfer mathematics/quantitative reasoning course, and colleges that establish any prerequisite

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courses must be validated according to the framework in this guidance. That framework ensures that those students' throughput is at least as high as direct placement would have been and that students are not blocked from transfer-level courses unless there is evidence that they are highly unlikely to succeed there. Pretransfer offerings should strongly be considered as noncredit.

AB 705 stresses a maximum one-year time frame, and the "clock" for that curricular design should be no more than 2 semesters (or 3 quarters as applicable). The one-year limit begins once individual students begin taking mathematics and English courses that are part of a sequence leading to transfer-level (either credit or noncredit). However, the funding formula favors the completion of transfer-level mathematics and English in the students' first year of enrollment. This emphasis is supported by a variety of research studies that point to this benchmark as a key completion indicator. Optional preparatory activities offered for credit or noncredit, such as "math jams" or "gear up" programs that include refresher information in English or mathematics as well as college success skills do not count as part of the one-year time frame for AB705 if they are not part of a required course.

**CO-CURRICULAR SUPPORT**
Co-curricular support will also be an essential component to curricular redesign efforts. Many colleges have observed significant increases in students' success through cocurricular support models that promote skill and affective development while students are simultaneously enrolled in transfer courses. Typically, faculty have developed additional classroom or learning center options for students that not only focus on practice but on the accelerated acquisition of college-level skills. All of these options, however, should be developed with an eye on maintaining reasonable unit thresholds and out of class time, as AB 705 outlines.

For English, reading skills development will likely play a prominent role in any redesign plans. Although AB 705 does not expressly discuss reading, if reading courses are part of the pathway to transfer level English courses, then they are clearly part of the one-year curricular design sequence. Overall, the community college system has been moving increasingly toward integrated instruction of reading and writing, with fewer than 20 colleges maintaining separate reading departments. The intent of the law is to ensure students' educational progress is not protracted by inappropriate placement into remediation. For colleges with separate reading and English courses, one option may be to consider an emphasis on integrated reading and writing pedagogy within transfer-level English composition and revising course outlines to include reading faculty as disciplinequalified to teach co-curricular support courses or activities. It is important that reading and English faculty collaborate in the creation of a curricular design and support structure that serves the needs of students and complies with the law. Another approach may be to integrate reading instruction into co-requisite and/or support infrastructures for students who may have more of these needs. Additionally, while the demonstration of reading skills is a requirement for students earning a local Associate's Degree, that requirement can be met a number of ways. Colleges are encouraged to explore a variety of best practices to verify that students possess these skills before they graduate.

English as a Second Language (ESL) is not included in this guidance and will be addressed separately as the ESL Implementation Subcommittee continues its efforts. The release of the initial guidance for

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local implementation of AB 705 for ESL students is expected prior to the beginning of the fall of 2018. Full implementation of AB 705 for ESL is required by the fall of 2020.

**NON-CURRICULAR SUPPORT**
Non-curricular support is a fundamental component of redesign discussions and efforts (e.g., counseling, mentoring, and guidance related to students' goals). Work with mindset and affective student support may also be part of the implementation strategy to amplify the effectiveness of reforms related to AB 705. With the implementation of guided pathways, the integration between academic affairs and student services has never been more important.  While colleges often direct support to unique populations, colleges should strive to provide similar support at scale to all students.

**CONCLUSION**
Because of the importance of this transition, colleges should anticipate a Chancellor's Office request for local goals, data collection, and monitoring.  Future efforts related to implementation of the law include regulatory language in title 5 that reflects the basic tenets as well as a revision of the CB-21 coding within the MIS system.  It is also relevant to note that eligibility for both AB 19 and guided pathways funding are contingent upon compliance with AB 705.   Even more than compliance, however, the colleges have an unprecedented opportunity to improve the opportunity and access for students while simultaneously addressing stubborn inequities within our system that disadvantage those students who need educational opportunity the most.  The California Community Colleges are at the very beginning stages of this work together, and moving forward, the Chancellor's Office and the Academic Senate are urging innovative practices, courageous conversation, and rigorous evaluation.

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Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

**Appendix B**
Language Arts SLO Assessment Cycle/LAD Cycle of Literature Classes

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff                    Submission Date: September 5, 2018

*[Note:  The information in this area will repeat on all pages.]*

| Class | Title | Last Assessment | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| ENGL P01AX | Expanded Expository Composition | Never Been Assessed | Revise | Assess | Discuss | Revise if necessary | Revise if necessary | | | |
| ENGL P101A | Expository Composition | Spring 2017 | | | | Assess | Discuss | Revise if necessary | | |
| ENGL P101B | Advanced Composition and Literature | Spring 2015 | Assess | Discuss | Revise if necessary | Revise if necessary | | | | |
| ENGL P101C | Argumentative Writing and Critic | Never Been Assessed | | | | | | | | |
| ENGL P102 | English Literature: Beowulf to Pope and the Age of Reason | Spring 2017 | | Assess | Discuss | Revise if necessary | Revise if necessary | | | |
| ENGL P103 | Shakespeare Survey | ???? | | | | Assess | Discuss | Revise if necessary | Revise if necessary | |
| ENGL P104 | English Literature: Romantics to the Present | Spring 2018 | | | | Assess | Discuss | Revise if necessary | | |
| ENGL P112 | Chicano Literature | ???? | Assess | Discuss | Revise if necessary | Revise if necessary | | | | |
| ENGL P113 | Chicano Drama | Fall 2013 | | | | | | | | |
| ENGL P115 | Women Writers | Never Been Assessed | Assess | Discuss | Revise if necessary | Revise if necessary | | | | |
| ENGL P116 | The Short Story | Never Been Assessed | | | | | | | | |
| ENGL P117 | American Indian Literature | Never Been Assessed | | | | | | | | |
| ENGL P118 | Introduction to the Bible as Literature | Spring 2018 | | | Assess | Discuss | Revise if necessary | | | |
| ENGL P119 | Poetry | Spring 2018 | ???? | We are not on the Course Offerings chart with this one. | | | | | | |
| ENGL P130 | Survey of American Literature | Fall 2017? | Assess | Discuss | Revise if necessary | | | | | |
| ENGL P131 | Survey of American Literature | Fall 2013 | | | Assess | Discuss | Revise if necessary | | | |
| ENGL P134 | Introduction to Research Writing | Never Been Assessed | | | | | | | | |
| ENGL P140 | Creative Writing | ???? | ???? | | | | | | | |
| ENGL P141 | Magazine Article Writing | Never Been Assessed | | | | | | | | |

## Rotation of Literature Courses:

| Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Summer 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 102 | 103 | 130* | 104 | 130 | 112 | 102 | 130 | 104 | 130 | 102 | 131 | 104 |
| 112 | 119 | 112 | 103 | 117 | 140 | 116 | 112 | 113 | 112 | 2 classes f | 112 | 113 |
| 115 | | 118 | 113 | 115 | | 119 | 118 | 103 | 115 | 116, 117, | 118 | 103 |

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**Appendix C**
AA 1841 AB 705 Initial Guidance for Credit ESL Memorandum
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Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*



# MEMORANDUM

July 20, 2018                                    AA 18-41 | Via Email

TO: California Community Colleges and Districts

FROM: Alice Perez
       Vice Chancellor, Academic Affairs

       John Stanskas
       President, Academic Senate for California Community Colleges

RE: Assembly Bill 705 Initial Guidance Language for Credit English as a Second Language

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In preparation for the implementation of Assembly Bill (AB) 705, please review the following guidance on initial steps that colleges can take to begin moving toward compliance for students enrolled in credit ESL with a goal of degree and/or transfer.

WHAT THE LAW SAYS

As stated in the bill, "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above. Education Code §78213 (d)(1)(B) states that colleges "must maximize the probability that. . . a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years."

TIMELINE

Full implementation of AB 705 for ESL is required by the fall of 2020.

IMPLEMENTATION GUIDANCE

Name of Division: Language Arts
Contact Person: Ann Marie Wagstaff          Submission Date: September 5, 2018

*[Note: The information in this area will repeat on all pages.]*

The three-year timeline is identified as six primary terms or nine quarters (as applicable) as it relates to credit English as a Second Language (ESL) instruction. As with the English and math guidance pertaining to the implementation of AB 705, the Chancellor's Office, in consultation with the Academic Senate of California Community Colleges (ASCCC), will be incorporating these recommendations into a package of modifications of the California Code of Regulations (title 5) for consideration by the

Chancellor's Office, Academic Affairs Division

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www.CaliforniaCommunityColleges.cccco.edu          rev04162018  Assembly Bill 705 Initial Guidance Language for Credit English as a Second Language  July 20, 2018

Board of Governors in the near future. Pertinent to implementing AB 705 as it relates to credit English as a Second Language, colleges are strongly encouraged to begin the following:

- Review currently offered credit ESL curriculum and consider integrating skills (e.g. grammar/writing, reading/writing, or reading/writing/grammar). This does not prohibit the offering of stand-alone, elective credit ESL courses such as listening/speaking, vocabulary, pronunciation, grammar, reading or other courses that support language acquisition and lead to academic language proficiency, per AB 705, Section 1(a)(7).

- Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English rather than into developmental English courses

- Ensure that placement into the credit ESL sequence maximizes the probability that students will enter and complete transfer-level English in six semesters (or nine quarters) or fewer

- Begin intentional discussions between credit ESL and English Composition faculty to determine shared goals, specific curricular needs pertaining to successful skills scaffolding, and knowledge-sharing

- Explore credit ESL pathways to transfer-level English that allow for credit ESL faculty to 1) teach English Composition to ESL students or 2) create a credit ESL course that is the equivalent of transfer-level English

- Increase professional development opportunities for credit ESL and English Composition faculty

- Pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and for course-to-course articulation

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- Begin to establish structures that would allow the collection of data for ESL students by educational goal and background

- Begin intentional discussions between credit ESL faculty and your college's Guided Pathways planning and implementation group(s)

ASSESSMENT AND PLACEMENT INTO CREDIT ESL

Education Code §78213 (d)(1)(b) requires colleges to use "evidence-based multiple measures for placing students into English as a second language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years." Guidance for what constitutes evidence-based multiple measures is being developed and will be shared with the field. Until that time, colleges can continue with current placement practices (incorporating existing multiple measures and placement tests).

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MMAP FRAMEWORK FOR STUDENTS WITH FOUR YEARS OF HIGH SCHOOL DATA

Statewide MMAP data modeling demonstrates that ESL students coming from high schools with four complete years of HS performance data (approx. 20-25% of ESL students system-wide) may be eligible for direct placement into college-level English based on their HS GPA. The ESL and English rules are similar in terms of the GPA Decision Rules.

| High School Performance Metric for English | Recommended AB 705 Placement for English |
|---|---|
| HSGPA ≥ 2.6<br>Success rate = 78.6% | Transfer-Level English Composition<br>No additional academic or concurrent support required |
| HSGPA 1.9 - 2.6<br>Success rate = 57.7% | Transfer-Level English Composition<br>Additional academic and concurrent support recommended |

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| | |
|---|---|
| HSGPA < 1.9<br>Success rate = 42.6% | Transfer-Level English Composition<br>Additional academic and concurrent support strongly recommended |

Colleges should be mindful that while some high school senior English language learners (ELLs) may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English but whose language proficiency may still require attention to specific needs that are not met in transfer-level English even with corequisite or co-curricular support.

FUTURE GUIDANCE

The AB 705 ESL Work Group will continue researching placement options for ESL students with fewer than four years of high school data, or no high school data (e.g., adult immigrants, refugees, and F1 Visa students), and the Chancellor's Office will release further guidance by December 2018.

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Appendix D
PC English AB 705 Implementation Plan

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*[Note: The information in this area will repeat on all pages.]*

Language Arts Division: AB 705 Implementation for English (July 2018)

This implementation plan is based on the straw design that the English faculty developed using an interest-based decision-making process on April 14, 2018 during a daylong summit facilitated by consultant Victoria Simmons. All full-time English faculty were present and reached consensus on the features of the straw design—however, the specifics of this implementation plan has yet to be reviewed by division faculty.

The straw design includes four components:
   1) Course creation and revision
   2) Student-Learning Resources Development
   3) Faculty Development
   4) Placement
   5) Next Steps

**Courses**

1. Revise all English curriculum to fully and deliberately integrate reading into course outlines and student learning objectives
2. Create other models of the English 101A P/NP co-requisite (i.e. parallel to 1AX)
   a. ESL emphasis
   b. Others TBD
3. Create a 3-unit transfer level critical reading class
4. Create a series of 1-unit late start classes that give students the option to receive intensive instruction in transfer-level skills:
   a. Research/MLA
   b. ESL
   c. Sentence structure and grammar
   d. Vocabulary development
5. Create a 3-unit basic skills integrated reading and writing option for students who choose to enroll in a class one level below transfer level.

*Rationale:*
   1) *Developing college-level reading and critical thinking skills is necessary in order to write at the transfer level. By emphasizing reading throughout the program we hope to intensify the integration of reading and writing in order to accelerate the learning process. (1, 2, 3, 4, 5)*
   2) *Developing reading skills and having positive reading experiences lay the foundation for life-long learning. (1,2,3,4,5)*
   3) *English is not the primary language of many PC students, and many for whom it is the primary language are Generation 1.5 students. English faculty still have a lot to learn about*

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*how we can support these students in developing transfer level reading and writing skills in a timely and effective manner. The curriculum development above is one attempt to meet the needs of these students. (2,4)*

4) *Some students will choose to place themselves in a basic skills class. This class may also serve as a "retreat" option for those who do not pass English 101A in their first or second attempt. By creating a new course at this level, we can create a basic skills class that fully integrates reading and writing but does not include the emphasis on research writing in our current English 50 class. (5)*

## Student Learning Resources Development

1. Create a PC Literacy Center capable of housing and supporting the following activities:
   a. Workshops
   b. 1-unit late start classes
   c. Writing and ESL tutors/PASS sessions
   d. English faculty who choose to hold office hours in the Literacy Center
   e. ESL, English, and Spanish digital learning tools
   f. Literacy Events, i.e. Author events, Poetry Readings, open mics, etc.
   g. Faculty development events (see below)
   h. Computer access for students who want to write in a place where they can get immediate assistance and guidance with college writing assignments.
2. Expand Embedded Tutoring, PASS Program, and Tutoring Certification Program—Link to major and career exploration.

*Rationale:*
1) *Literacy is not merely a set of static skills. 21st century literacy is a social practice with growing importance to the wellbeing of individuals, communities, and nations. At a minimum it includes the following:*
   a. *Language acquisition*
   b. *Mastery of language standards (what is typically tested and measured)*
   c. *Critical literacy*
   d. *Cultural literacy*
   e. *Digital Literacy*
   f. *Literacy in multiple languages*
   g. *Literacy across the curriculum*
   *What is lacking at Porterville College is a center that not only instructs (and sometimes remediates) basic language skills, but a campus hub that promotes and practices the full spectrum of literacies needed for living a prosperous, responsible, and meaningful life in the 21st century. (1,2)*

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2) *Research shows, that students learn best what they teach others—and that many students learn better from peers than from instructors. (1,2)*
3) *The Language Arts Program Review (2018-2020) commits of all its faculty to the promotion and development of 21 century literacies in our students. (1.2)*
4) *Consider creation of a STEAM Lab in the current Learning Center space. Seek grant funding for purchase of equipment, etc. This Lab could provide comparable space for implementation of AB 705 in math(i.e. workshops, tutoring, PASS sessions, adjunct off ice hours, etc.—as well as provide science programs with an opportunity to purchase equipment for transfer level classes. Current grant funding may be available for this type of project.*

## Faculty Development

1. Continue training for instructors preparing to teach English 101A/1AX.
2. On-going Community of Practice for 101A/1AX instructors (and other instructors who choose to participate)
3. Training for all English in the instruction of reading from reading specialists
4. Training for all English faculty in English 101A instruction for English Language Learners from ESL and ELL specialists
5. Training for all English faculty in applying brain-based research in teaching our students
6. Training for all English faculty in the importance of instruction that demonstrates sensitivity to the affective domain
7. Training for all PC faculty on the integration of reading and writing across the curriculum
8. Paid staff development for adjuncts to create and maintain English program consistency.
   a. Introduction to AB 705 placement and curricular changes
   b. Training in strategies for teaching 101A-1AX—followed by mentoring and community of practice meetings
   c. Training in instructional scaffolding and other means to promote student autonomy
   d. Norming activities (in-class writing, portfolios, etc.) to maintain consistency and rigor in English 101A
9. Compensated opportunities for English faculty to mentor and/or collaborate with each other.

*Rationale:*

1) *The success of AB 705 implementation requires that faculty have the appropriate training and support to make the changes necessary to teach the new curriculum in a manner that maximizes student learning and student success. (1, 2, 3, 4, 5, 6, 7)*
2) *Given the magnitude and abruptness of the change, skepticism about the reforms and resistance to AB 705 implementation is predictable and healthy. The key will be to find ways*

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*to transfer that skepticism and resistance down creative and productive channels. At Porterville College we are fortunate to have the necessary experienced, talented, creative, and passionate faculty (both full- and part-time) to leverage AB 705 into a mechanism for improving student learning and campus climate throughout the college. The more opportunities English faculty have to learn and collaborate together, the more we will maximize this opportunity. On the other hand, lack of opportunities to "thrash it out" and move forward together with creative solutions will be a lost opportunity we may live to regret. (1, 2,3,4,5, 6,7)*

3) *One reason for skepticism and resistance is the fear that the changes will lead to "watering down" our courses and/or to grade inflation. By holding norming sessions with all English faculty we can put into place practices that make grading more consistent and help all faculty to feel more confident about their own grading practices.   (6)*

## Placement

1. Eliminate use of Accuplacer
2. Develop and implement a plan for introducing new placement requirements and PC options to the following:
   a. PC English adjuncts
   b. Counselors and Educational Advisors
   c. PC faculty, staff and management
   d. Students
      i. In-coming High School students
      ii. Returning students
      iii. Dual enrolled students
      iv. Continuing students
   e. Community and PC Service Area
   f. KCCD,CVHEC, and beyond

*Rationale:*

1. *AB 705 prohibits the use of placement exams to place students. And English faculty have low confidence in the Accuplacer exam. (1)*
2. *Other campuses and districts nationwide have reported lack of a unified understanding of placement across the campus and the community has been one of the biggest obstacles to smooth implementation of accelerated programs. (2)*
3. *PC has an opportunity to be a lead-college in effective implementation of AB 705—We are better prepared for implementation than most colleges in the state. We have strong motivation and commitment to work closely with counselors and Student Services. We have Melissa Long.. (2)*

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## Next Steps

1. Develop and staff a schedule that will enable all incoming students an opportunity to complete freshman English in their first year (understanding that the time-line for each student begins with enrollment in the first class of the sequence.)
2. Develop recommendations for students we cannot accommodate with an English 101A class (with or without the co-requisite) during their first semester at PC.
3. Develop a plan for students who need more than one semester to complete English 101A.
   a. Students who choose to take the one-level below course
   b. Students who fail English 101A on their first attempt
   c. Students who fail English 101A on their second attempt
4. Develop a resource repository of university level assignments so that we can prepare students for success in those assignments
5. In collaboration with IR develop an AB 705 follow-up research plan that includes the following:
   a. Research that tracks PC students once program is implemented:
      i. success and completion at PC
      ii. success and completion at other educational institutions
      iii. changes in literacy, reading habits, writing practices, appreciation for the language arts, etc.
   b. Qualitative research that documents how students experience the implementation and how they perceive the changes. (If we do not know what our audience is feeling and thinking, we cannot communicate effectively with them.)

*Rationale:*

1. *Our implementation plan must be one that can be accommodated limitations on classroom space and number of available instructors. (1,2)*
2. *Our implementation must prepare for supporting students who do not pass the class on the first attempt to be successful on their second or third attempt. (3)*
3. *Our implementation plan must begin to compile and archive in a well-organized, easily accessible digital format successful practices, assignments, and projects so that both new and experienced instructors can learn from each other. (4)*
4. *A plan for assessing placement, curricular, and other changes must be in place prior to implementation so that we can continuously improve what is not working or not working to our best capability. This plan will require knowing ahead of time what data needs to be tracked and how, and by whom, it will be tracked. In addition, we must plan to do qualitative research starting in semester 1 of implementation—or, better yet, in spring of 2019 so that we have a base line with which to compare. (5)*

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# PORTERVILLE COLLEGE
## PROGRAM REVIEW REPORT:  INSTRUCTIONAL DIVISIONS

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