

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

Name of Division: Language Arts  
Contact Person: Elizabeth Buchanan

Submission Date: February 1, 2021

*[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. ASL faculty discussed and proposed changes to the SLOs for the revision of ASL 102. A meeting will be held with the ASL instructors in Fall 2021.

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English

In compliance with AB 705, since Fall 2019 the Language Arts Department no longer offers basic skills courses. Instead, the following courses are offered:

English 101A (some sections with the basic skills co-requisite class 01AX)

English 101B

English 101C

English 100R (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 "Language Arts SLO Assessment Cycle/English Literature Cycle).

As all other classes have been discontinued, this SLO review addresses only the continuing classes.

The English program assesses courses following a set timeline (See Appendix "Language Arts SLO Assessment Cycle/English Literature Cycle). Each time a course is assessed, all SLOs are assessed and the Language Arts Outcomes Committee 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 eight of the courses we will continue to offer after Fall 2021. We have plans to assess five additional classes in Fall 2021. We have seven courses that have never been assessed, but these courses are not currently being offered.

English for Second Language Learners

A new ESL instructor was hired in Fall 2017 to replace the former instructor in this position. 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. The following courses have been assessed for Fall 2020:

SLO # 2 for Beginning Grammar and Writing and High Beginning Grammar and Writing.

EL2 P091A (CRN: Beginning Grammar & Writing:

- Correctly form and use verbs in a variety of sentences

EL2 P091B High Beginning Grammar & Writing

- Demonstrate knowledge of, and ability to use, correct capitalization and punctuation

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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 along with required and elective literature courses 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. Unfortunately, she was unable to attend SLO meetings in Fall of 2020 because the meetings conflicted with her class schedule.

English faculty assessed PLO 1 in Spring 2018. In early Spring 2021, we will be assessing Program Outcomes 2 and 3. We will assess Program Learning Outcomes 4, 5, and 6 at the end of Spring 2021.

Spanish

The AA-T Spanish degree was approved in Spring 2018. Program Outcomes were established in Fall 2019. In Fall 2019, PLO#1 was assessed for each level of Spanish (101, 102, 103, 104 and 105); in Spring 2020, PLO#2 was assessed, and in Fall 2020 PLO#3 was assessed.

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English for Second Language Learners

The program received approval for four certificates in Fall 2017. In 2018-2019 sixteen certificates were awarded, and in 2019-2020, awarded certificates were approved. Program Learning Outcomes will be established in Spring 2021.

**Program Analysis and Trends:**

Trends in the data provided by the Office of Institutional Research for the Language Arts Division are summarized below.

***Changes in Program over Last Three Years***

The Language Arts Division

The Language Arts division currently employs 10 full-time faculty (eight in English, one in ESL, and one in Spanish) and 39 adjuncts. One full-time faculty retired in May 2020 and another full-time faculty will retire in May 2021. At this time, we do not know if this position will be replaced because English was prioritized as #5. The three full-time faculty who started teaching in Fall 2017 have been recommended to receive tenure. In Fall 2017 the faculty reference librarian was added to the Division, and this person has also been recommended to receive tenure.

American Sign Language

Currently, the ASL program offers four courses: P101 Beginning American Sign Language, P102 Beginning American Sign Language II, P103 Intermediate American Sign Language, and P104 Advanced American Sign Language. These courses are taught by instructors from the ASL adjunct pool. Currently there are three adjunct instructors teaching ASL. Since its last program review the ASL program went from 9 to 10 sections a year, and census day enrollments have increased from 368 (2017-18) to 434 (2019-20).

Productivity in the past three years is consistently high compared to the college average. In 2019-20, average productivity at the college was 12.3 while it was 15.4 in ASL. Student retention and student success has also remained consistently high. Over the last three years retention has averaged 93% while student success has averaged approximately 84%.

ASL continues to be 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.

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English

In the past three years overall enrollments in English peaked in 2018-2019 at 3,691 followed by an 8.3% dip in 2019-2020 to 3391. This can be attributed to the switch from in-person classes to totally online in the Fall 2020 semester. Productivity declined 10.4, retention rose significantly (from 88% to 90%) from 2017-2018 to 2018-2019; however, in the Spring of 2020, a substantial number of students dropped classes because of the transition into AB705 and we are no longer offering basic skills courses. Students had difficulties transitioning to online courses because many had technology difficulties, students and/or family members became ill, etc. Before the occurrence of Covid-19 student success remained steady: 67% in 2017-18; and even higher in 2018-19 at 70%, but went down to 64.9% in 2019-2020. This success rate reflects the struggle that many PC students have with reading and writing skills

The transfer English program offers English 101B “Argumentative Writing and Critical Thinking Through Literature”). For the past three semesters, we have offered a higher number of sections of English 101A with two-unit basic skills co-requisite (13 section in Fall 2020 and 7 sections in Spring 2021). 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 A). 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 64 in 2017-2018 to 110 in 2019-2020. We anticipate this increase in majors will result in an increase in degrees awarded. This increase began in Spring 2018 when 10 AA-T degrees in English were awarded; 17 degrees were awarded in 2020.

The redesign of the English program over the past five years means that the English program has successfully implemented AB 705. We began using multiple measures to place our students primarily based on GPA in 2015-16. Since Fall 2019 *all* PC students, no matter what their GPA, will be placed into transfer English (English 101A). However, some students are placed in English 101A with a co-requisite—English 101AX (a basic skills course); the students placed there must opt out if they decide not to take the co-requisite. This distinction is important because the implementation recommendations do not call for the co-requisite to be required and we decided locally that it should be for students with a high school GPA below 1.9.

English for 2<sup>nd</sup> Language Learners

Since the Language Arts program’s last review, the Division hired a new full-time instructor to replace the instructor that was in this position for a short time. In Fall 2017 our ESL non-credit certificates were approved by the state. Students can receive non-credit certificates in High

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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 were implemented in Fall 2020. 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 continue to grow. We offered 15 sections in 2014-2015, while in 2016-17 we offered 33 sections. We had 402 enrollments on census day in 2018-2019, while in 2019-2020 we had 479. We continue to offer classes off campus (although we were unable to do so in Fall 2020 or Spring 2021).

### 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%. For the past three years, productivity has averaged at 10.5.

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.

### ***Data Review***

#### The Language Arts Division

In 2019-2020 the Division's census enrollment totaled 4,789, which is a decrease from 2018-2019 (4928). This decrease can be attributed to the fact that in March 2019 all instruction was converted to online courses (due to the Covid-19 pandemic). In Fall of 2020 enrollments continued to decrease. Prior to Fall 2020 enrollments had increased incrementally each year since 2012-13 when we had 3,599 enrollments.

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

#### American Sign Language

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Productivity in the past three years is consistently high compared to the college average. In 2019-19, average productivity at the college was 12.3 while it was 15.4 in ASL. Student retention and student success have also remained consistently high. Over the last three years retention has averaged 93% while student success has averaged approximately 84%.

Females (approximately 67%) continue to enroll in ASL classes at a higher rate than males (approximately 32%). Other groups enroll in ASL in proportions that mirror the demographics of students enrolled in the College.

English

In the past three years overall enrollments in English peaked in 2018-2019 at 3691 followed by an 8.3% dip in 2019-2020 to 3391. This can be attributed to the switch from in-person classes to totally online in the Fall 2020 semester. Productivity declined 10.4, retention rose significantly (from 88% to 90%) from 2017-2018 to 2018-2019; however, in the Spring of 2020, a substantial number of students dropped classes because of circumstances surrounding the Covid 19 epidemic. Students had difficulties transitioning to online courses, many had technology difficulties, students and/or family members became ill, etc. Before the occurrence of Covid-19 student success remained steady: 67% in 2017-18; and even higher in 2018-19 at 70% but went down to 64.9% in 2019-2020. This success rate reflects the struggle that many PC students have with reading and writing skills.

Females (61%) continue to enroll at a higher rate than males (approximately 39%).

English for Second Language Learners

Since implementation of the new program, total enrollments continue to grow. We offered 15 sections in 2014-2015, while in 2016-17 we offered 33 sections. We had 402 enrollments on census day in 2018-2019, while in 2019-2020 we had 479. We continue to offer classes off campus (although we were unable to do so in Fall 2020 or Spring 2021).

With the start of the new program, the 2017-18 retention rate was 88% and the success rate was 40%. In 2018-19 this increased to 51% but dropped back down to 43%. This decrease is definitely from the effects of moving classes to online in March of 2019. Productivity rates continued to be somewhat low (6.7, in 2017-2018 but dropping even lower to 3.1 in 2019-2020), but as more students move up the sequence into the higher-level courses (now beginning to occur) we anticipate productivity will rise.

On average, slightly more than twice as many women than men enroll in PC's ESL classes, and 97% 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

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category. Most of the ESL students (approximately 40%) are over 40, while 28% fall between the ages of 30-39.

### Spanish

Overall, approximately 65% of the students who enroll in Spanish are women and 35% are male. This mirrors closely the proportion of male and female students enrolled at the college (female: 60%; male: 39%). However, 81% of the students who enroll in Spanish are Hispanic/Latino while only 12% 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.

Females (approximately 69%) continue to enroll at a much higher rate than males (approximately 31%).

### ***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 2018-2019, this spirit has been severely tested, among English faculty in particular, with the implementation of AB 705. As noted, several times throughout this review, the impact of COVID-19 brought on substantial challenges to the Language Arts Division, as well as the entire college. Before March 2019 there was a limited number of classes that were offered online with just a few faculty members teaching these courses. In just two short weeks, all Language Arts faculty were required to quickly convert their in-person classes to online classes. Faculty members who were not familiar with Canvas were offered two training workshops to help them make the change to online. Online learning continued into the Fall 2020 semester and this will also be carried out into the Spring 2021 semester. Language Arts faculty met this challenge successfully, with some instructors teaching asynchronously while others teaching synchronously through Zoom meetings.

Since the last program review, our collaborative efforts have led to specific changes that we believe have benefited our students:

- We successfully implemented AB 705 for English.
- We started implementing AB 705 for ESL.
- We expanded our offerings of dual-enrolled and concurrent classes offered in local high schools and the Porterville Adult School. In Spring 2021 we will be offering five dual-



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enrolled English classes and two dual-enrolled Spanish at four out of five of our feeder high schools.

- We increased the number of English majors from 84 to 110.
- We have implemented AA-T Degree in Spanish.
- We redesigned the ESL Program so that top-level students move directly into transfer-level English.
- We created three non-credit ESL certificate programs.
- We continue to offer ESL classes at off-campus sites (Richgrove, Poplar, Strathmore, OLA RAZA, and probably Woodville, and Earlimart). Although many of these off-campus sites were closed down due to switching to online courses, we anticipate that they will open up again in the near future.
- We now offer the next two levels of American Sign Language— ASL 103 and ASL 104.
- Porterville Summer Writing Academy was started in 2018. The PSWA is an immersive summer writing experience for middle and high school teachers (2 weeks) and students (1 week). The teachers meet for one week (M-Th, 9-4) and then are joined by the students the following week (M-Th, 9-12:30; teachers meet until 4 both weeks). In summer 2018 and 2019, we scheduled the PSWA for the two weeks immediately following the six-week summer school block. Teachers from all disciplines are invited to participate. In summer 2019, along with English and ELA teachers, we had history, PE, art, home economics, and math teachers. During the first week, as they learn and practice strategies for deepening their own writing practice and applying these strategies within their disciplines, they also work with the master teachers to create the program for the students who will join them the following week. Further details: SJVWP is the vendor, and provides the two master teachers and an established, context-sensitive model from the National Writing Project and the California Writing Project; PC provides the facilities and funds the program; and student and teacher participants not only strengthen their writing/teaching practices but also experience the Porterville College campus in an invigorating and positive way.
- A certificate program – International Tutor Training Certificate (ITTPC) for PC tutors and mentors was established through CRLA (College Reading and Learning Association). An instructor attended the training in the summer of 2017, completed the application, and PC was awarded Stage One, Level 1 of the certificate program. The training program began in Fall 2017. Since that time **15** certificates have been awarded to PC students. In March of 2020 CRLA approved PC for Stage Two, Level 1.
- The Writing Center was implemented in Spring 2019 in Computer Commons A. The following services were provided:
  - Computers will be open to any student working on a paper/writing project who is open to receiving guidance.
  - Writing mentors, writing tutors, and writing instructors moved from the Learning Center to the Writing Center during the time the Writing Center is open.

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- Embedded tutors were able to offer group tutoring sessions
- Instructions were able to hold group tutoring sessions
- English instructors may choose to schedule office hours in the Writing Center on a regular basis or to provide targeted help to particular students or on particular assignments.

Another strength is our close relationship with the Learning Center, the Writing Mentors, and the Peer Assisted Study Program. One English faculty member was the College Reading and Learning Association Tutor Coordinator. Another English faculty member was the English writing mentor coordinator. Spanish, ESL, and English instructors hold student contact hours in the Learning Center and Writing Center. In addition, many Language Arts instructors select PASS leaders for their classes—and some are beginning to use embedded tutors.

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.

Language Arts Faculty have attended and presented at a plethora of conferences and workshops, including:

- One faculty member attended the Online Teaching Conference in June 2020.
- One faculty member was a facilitator for the emergency training in the Spring semester of 2020.
- Two faculty members were presenters (and one of them was the host) at the Quick Tips Online Success series that started in the summer of 2020. Several LAD instructors attended the workshops.
- A faculty member instructor attended the following:
  - Online teaching Virtual Conference
  - SLO Symposium.
  - CA Economic summit
  - Active Learning Conference
  - AB 705 High-Challenge, High Support Classrooms Conference
  - CAPP Grant Conference
  - Cuyamaca Open House
  - Achieving the Dream Conference
- This same faculty member presented at the following:
  - Fall 2020 Flex Day.
  - Strengthening Student Success Conference
  - Coordinator and facilitator for a Student Centered Teaching Workshop
  - Pearson Corequisite Redesign Workshop

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- Central Valley Corequisite English/Math Workshop
- Facilitator for the AB 705 Counselor Training at PC
- CVHEC Executive Meeting
- CAP Workshop
- CVHEC Workshop
- Fresno City College Flex Day
- English Jumpstart, instructor
- Acceleration Community of Practice Acceleration Training, coordinator and facilitator
- Fresno City College Faculty, facilitator and presenter
- Several faculty members attended the Building Bridges Conferences with several faculty presenting at the conferences
- Two faculty members taught the English Summer Bridge in Summer 2020.
- One faculty member attended the annual Conference of the Association of Writers and Writing Programs in Portland in March 2019.
- One faculty member taught a CBEST online (via Zoom) Workshop
- Two faculty members attended the California Acceleration Project (CAP) Conference in February 2020; one of the faculty presented at the conference.
- One faculty member attended and presented at the iLrn Conference in June 2020 and presented her work on using Virtual Reality technology to enhance literature. This focused on her dissertation for her EdD. Her paper was also published in the conference proceedings. This same faculty also had another paper that focuses on Using VR to teach H.D. *The Walls Do Not Fall*. She was accepted to present at the Pacific Coast Conference on British Studies, but the conference was cancelled due to Covid-19.
- All faculty (full-time and adjunct) that did not have online training (before the conversion to online teaching) completed the 20-hour Kung Fu Canvas class- Intro to Teaching in Canvas and the 40-hour Introduction to Online Teaching and Learning.
- Our Spanish instructor attended the following:
  - Transition to Remote Teaching Webinar Series (five-part series) on March 2020.
  - Best Practices for Remote Teaching Webinar Series (four-part series) on April 2020.
  - Summer 2020 Best Practices Webinar Series (five-part series) California Community College Foreign Language Council (CCCFLC) Virtual Conference on October 24, 2020.
  - KCCCD Leadership Academy
  - As a member of the KCCCD Leadership Academy, she attended the Leadership Academy 2020 Annual Legislative Conference on January 25-27, 2020 in Sacramento, California.
  - Best Practices for Protecting Your TechConnect Zoom Meetings and Classes from Uninvited Guests.

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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.

**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, 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:

**Inattention to team-building and training necessary for successful change.** This is a carry-over from the last Program Review and the problems is now exacerbated by COVID-19. The Division continues to try 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.

English

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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.

ESL

At this point, we have enough qualified ESL instructors to teach this Spring 2021 because we will be teaching online, so it does not represent a problem. However, we will face this problem in Fall 2021 because we will provide face-to-face ESL instruction, and we will offer not only ESL classes on campus, but also in offsite locations, such as Richgrove, Poplar, Strathmore, OLA RAZA, and probably Woodville, and Earlimart.

Another problem we face every semester is that we do not provide childcare for the community of ESL learners at the time they attend the ESL classes. Many parents have expressed that concern every semester.

Still another obstacle at this moment is the online format. We have experienced lack of enrollment in the ESL program because many students have expressed that they do not like the online format not only because they do not know how to use the technology, but also because they think that they do not develop their English skills as they wished. Some ESL students have indicated that they will enroll in the ESL classes as soon as PC offers face-to-face instruction.

Finally, outreach and enrollment activities have not produced the desired results because counseling services are not making an impact on the ESL population due to the Covid-19. Our counselors need to talk to potential students, present the ESL program to them, and persuade them that they can benefit from ESL. Reaching out and presenting the ESL program in person on and off campus to improve our ESL enrollment is simply not possible until the Covid-19 crisis is over. We hope that by Fall 2021, counselors schedule appointments at different communities to promote the program and then we will see a difference in the ESL enrollment.

Spanish

Unfortunately, since March of this year, the Spanish Department began to have problems with effective outreach because of Covid-19. Since PC students are not physically attending our Spanish classes, it makes it very difficult for the Spanish professors to offer students direct information about our transfer major and the benefits, and importance, of developing a high level of skill in a second language or in one's native language.

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Although we have tried in different ways (Zoom meetings, email, and Canvas announcements) to communicate the importance of acquiring these skills, the fact that we are in a remote environment has proven to be very challenging.

Once we resume our face-to-face classes, our plan is to address effective outreach again. The Spanish Department will continue presenting to our PC students and to our local communities the numerous and valuable, job and personal opportunities that our Spanish courses and the AA-T Spanish Degree have to offer them.

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 an 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. Since we do not have a full-time ASL instructor, we are very behind on the ASL SLO assessments.

**Language Arts Division Completed and Ongoing Goals**

**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**

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**PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS**

Name of Division: Language Arts  
Contact Person: Elizabeth Buchanan

Submission Date: February 1, 2021

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

**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.

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Submission Date: February 1, 2021

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**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.

**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.

**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)
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**PORTERVILLE COLLEGE  
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Name of Division: Language Arts  
Contact Person: Elizabeth Buchanan

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1. Integrate English, ESL, and Spanish	On-going	Funds	LAD Faculty Division Chair Transfer Center Coordinator PC Counselors and Educational Advisors	Time Funding
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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  Item 5  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 \_\_\_\_\_ )  
 Revised (Fall 2029 )

Comments:

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  Marketing and Outreach Funds	Division Chair Lead Faculty member from each program	Time  Funding  Lack of innovative and effective strategies

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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  Item 5  Item 6

Progress on Goal:

Completed (Date )  
 Revised (Date Fall 2020)

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.

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  Item 2  Item 3  Item 4  Item 5  Item 6

**PORTERVILLE COLLEGE  
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Contact Person: Elizabeth Buchanan

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Progress on Goal:

Completed (Date \_\_\_\_\_ )  
 Revised (Date Fall 2021)

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.

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  Item 2  Item 3  Item 4  Item 5  Item 6

Progress on Goal: See below.

Completed (Date \_\_\_\_\_ )  
 Revised (Date: Fall 2020)

Comments:

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The Division has co-sponsored CHAP readings and programs by several poets and writers—including a PC Faculty Poetry Reading. 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. In the Summer of 2018 and 2019 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<sup>th</sup>-12<sup>th</sup> grade teachers and Porterville area students. This Academy was the culmination of one of our English professor's sabbatical project. An abbreviated version of this academy will be offered in Summer 2021.

**ENGLISH PROGRAM**

	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
5. Redesign English program and curriculum for successful implementation of AB 705	Fall 2020	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  Item 2  Item 3  Item 4  Item 5  Item 6

Progress on Goal:

Completed (Date Fall 2020 )  
 Revised (Date )

Comments:

We have redesigned 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. .

6. Collaborate with Counselors and Student Services in	Fall 2020	Staff Development Funding	Division Faculty Division Chair VP Student Services AB 705 Coordinator	Time and Energy State mandate with unrealistic timeline,
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**PORTERVILLE COLLEGE  
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS**

Name of Division: Language Arts  
Contact Person: Elizabeth Buchanan

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successful roll out of AB 705— particularly in creating and sending a unified message			Counselors Ed Advisors Students Service Staff Communications and Marketing Manager	insufficient funding, and lack of some lack of clarity on key issues
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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  Item 5  Item 6

Completed (Date Fall 2020)  
 Revised (Date )

Comments:

In collaboration with Counselors and Student Services, we have enacted a successful roll out of AB 705 implementation. This will be followed up by monitoring, assessment, and qualitative and quantitative research needed to continue effective collaboration toward continuous improvement.

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  Item 2  Item 3  Item 4  Item 5  Item 6

Progress on Goal:

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Completed (Date \_\_\_\_\_ )  
 Revised (Date Fall 2020)

**Comments:**

We will continue 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. We were able to offer a norming workshop in April 2019. All fulltime faculty attended, along with ten adjuncts.

	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
8. Assess AB 705 Implementation	Ongoing	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  Item 2  Item 3  Item 4  Item 5  Item 6

**Progress on Goal:**

Completed (Date \_\_\_\_\_ )  
 Revised (Date Fall 2020)

**Comments:**

See Appendix: Language Arts English AB 705 Implementation Plan.

English faculty will assess AB 705 Implementation in Spring 2021 so that we can determine if any critical changes are needed. 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.

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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.	Fall 2020		LAD Division Chair  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 Fall 2020    )  
     Revised

Comments:

We have collaborated with area high schools to offer qualified students college level instruction in English and Spanish through dual-enrolled or concurrent classes. The following high schools offer dual enrollment or concurrent classes: Granite Hills High School, Porterville High School, Monache High School, and Lindsey High School. We will continue to monitor and assess the success of these students with the goal of continuous improvement.

**SPANISH**

**PORTERVILLE COLLEGE  
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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	Ongoing		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 Fall 2020 )

Comments:

We need to look for better ways to address this goal because it has proved to be very challenging to find students to take classes that are non-transferable. Since the implementation of Guided Pathways, counselors and advisors are pushing our students to “stay in track” and to enroll in the correct, and only needed, courses that relate to their own education goals in order to avoid students to graduate or to transfer with “too many” units.

To a certain extent, this has hurt our possibilities of creating non-transferable courses. The proof of this is that we have unsuccessfully tried for many semesters to offer Spanish P107, Conversational Spanish, and every time we offer it, it gets cancelled because of low enrollment. The Spanish department has tried many ways to advertise this class (placing fliers around campus, announcing it to our students in our Spanish classes, asking counselors and advisors to send students our way, contacting Career and Technical Education (CTE), and publishing it in the PC social platforms). It is for this reason that we have postpone the creation of vocational classes until we figure a better way to attract students to take these types of classes.

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



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11. Collaborate to introduce and promote “Lead With Language.”	Ongoing	Funds	Spanish Faculty ESL Faculty Division Chair	Time and Energy
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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:

During the last three years, the Spanish Department and the ESL Department have worked together to promote the “Lead with Language” campaign. Since our full-time ESL instructor has taught both ESL and Spanish, we have worked together and have created a partnership to promote our ESL and Spanish courses.

Due to the large percentage of Spanish speakers living in our community, both departments have recognized and promoted the importance of learning a second language, and the numerous benefits that a second language have to offer not only for those students who want to transfer to a four-year institution to continue a career in teaching Spanish or in bilingual education. We have participated at different campus events such as the Annual College and Financial Aid Event, PC Connection Annual Registration Event, Transfer Fair, and High School Senior Day. Additionally, the ESL instructor has promoted our classes at the Porterville Adult School, the Public Library, and the many off-campus locations where he has taught. At all of these events and places, we have talked to our college and high school students and their parents about the Spanish and ESL courses we offer; the numerous and valuable job and personal opportunities of taking these courses to fulfill their educational and vocational needs; how learning a second language can also provide numerous benefits to the diverse needs of students in various fields such as the health care, legal system, customer service, social services, education, and business just to name a few; and how language exposes students to global issues and diversity.

    Completed (Date     )  
    Revised (Date Fall 2020)

**Comments:**

Unfortunately, the Covid-19 pandemic has given Spanish and ESL professors many problems to continue with our “Lead with Languages” campaign. Although we have tried in different ways (Zoom meetings, email, and Canvas announcements) to communicate the importance of learning a second language, the fact that we are in a remote environment has proved to be very challenging.

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**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  Item 2  Item 3  Item 4  Item 5  Item 6

Progress on Goal:

Completed (Date Fall 2020)  
 Revised (Date )

Comments:

In compliance with AB 705, the ESL Self-Guided Placement has been implemented. By being placed in the right level, students will be able to succeed in their ESL academic journey.

	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
13. Develop Outreach and Completion Plan	ongoing	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  Item 2  Item 3  Item 4  Item 5  Item 6

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Progress on Goal:

Completed (Date \_\_\_\_\_ )  
 Revised (Date Fall 2020)

Comments:

The ESL schedule of classes have been advertised through different means, such as the Visalia Radio Station called "Radio Campesina," buses, marquees, schools, county offices, and PC and community events.

	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
14. Coordinate, integrate, and articulate our program with other area ESL programs	Ongoing		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  Item 2  Item 3  Item 4  Item 5  Item 6

Progress on Goal:

Completed (Date \_\_\_\_\_ )  
 Revised (Date Fall 2020 )

Since the beginning of Fall 2020, we have been working collaboratively with Porterville Adult School. We have explored together students' needs, motivations, goals, and interests, so students feel confident about making the transition to college. We have also shared our ESL course outlines to make possible to align the courses offered in both sites.

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	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  Item 2  Item 3  Item 4  Item 5  Item 6

Progress on Goal:

Completed (Date \_\_\_\_\_ )  
 Revised (Date Fall 2020)

Comments:

We have increased the number of the offsite locations where PC can teach ESL classes. Those places are Poplar, Richgrove, CHMA (Comisión Honorífica Mexico Americana) Center, and Pixley. We want to open other sites in Earlimart and Woodville.

	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
16. Provide childcare for ESL students both on-campus and at off-campus sites.	Ongoing	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  Item 2  Item 3  Item 4  Item 5  Item 6

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Progress on Goal:

\_\_\_ Completed (Date        )  
\_\_\_ Revised (Date        )

Comments:

This goal continues to be a challenge for ESL students because they face the problem of not having a childcare that helps them with their children while parents are in school. Not even the Porterville College Childcare Center has been able to help students with the childcare issue because by the time students get out from work, the center is already closed. In addition, many of the ESL students do not meet the requirements for PC Childcare assistance.

**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	Ongoing		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 Fall 2020)

Comments:

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In Fall 2019/2020 we will begin offering the 3<sup>rd</sup> and 4<sup>th</sup> 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.

**Language Arts Adjunct Faculty**

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

Comments:

We have provided better working conditions for Language Arts adjunct faculty, including, but not limited to, sufficient office space, appropriate supplies, computers and telephones.

**Language Arts Adjunct Faculty**

20. Provide compensated office hours for adjunct faculty	Ongoing	Funds (possibly from pending legislation)	Dean Division Chair	Time and Energy Funds
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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:

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\_\_\_ Completed (Date        )  
\_\_\_ Revised (Date        )

Comments:

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

Comments:

LAD proposes that we investigate how to receive 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.

**New Goals**

Although a lot of progress has been made on the goals from the last Program Review, there remains a lot of ongoing work to complete these goals; therefore, the Language Arts Department does not have any new goals for the next three years.

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**STAFFING REQUEST**

<b><u>Staff Resources:</u></b>				
<b><u>Current Staffing Levels</u></b>				
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>		
Faculty	11	Faculty	32	
Temporary		Temporary		
Classified		Classified		
Management		Management		
 <b><u>Request for New/Replacement Staff</u></b> Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification <small>(Faculty, Classified, or Management)</small>	Full or Part Time	New or Replacement
Position 1	English	Faculty	Full-time	New/Replacement
Position 2	English/ESL	Faculty	Full-time	Replacement
Position 3	ASL	Faculty	Full-time	New
Justification:				



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Position 1

A full-time English position is requested because one full-time instructor retired in May of 2020 and another one will be retiring in May 2021.

Position 2

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. This position is a new in that the instructor will be teaching both English and ESL classes, but also a replacement for a full-time instructor that retired in May 2020.

Position 3

ASL FTEs continues to grow—from 52.6 to 60.69. With a full-time faculty member we would be able to provide a much-desired AA in ASL. Also, with the addition of a full-time faculty member, ASL courses would receiving ongoing assessment and continuity. 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.

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*[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.

<u>Technology Need</u>	<u>Justification</u>
Item 1 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. Since Spring 2019, we teach teaching many more sections of this co-requisite. 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. If you have more than two facilities needs, add rows below.

<u>Facilities Need</u>	<u>Justification</u>
Item 1	No requests
Item 2	

**SAFETY & SECURITY REQUEST**

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

<u>Safety &amp; Security Need</u>	<u>Justification</u>
Item 1	No requests

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

Name of Division: Language Arts  
Contact Person: Elizabeth Buchanan

Submission Date: February 1, 2021

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

**PROFESSIONAL DEVELOPMENT REQUEST**

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

<u>Professional Development Need</u>	<u>Justification</u>
Item 1 Online Teaching Conference	This is a conference funded by the California Community College Chancellor's office (though it does still have a registration fee). This conference always focuses on strategies for effectively teaching online. We will continue to have online classes, even when we return to face-to-face teaching, and it's important for us to continue looking for best practices like those found at this conference.
Item 2 College Transition Collaborative	This project has two phases. In the first phase, we will work to understand how faculty and counselor mindsets influence their attitudes about reform and the practices they adopt in this context, and how this relates to students' experience, motivation and academic performance. In the second phase, we will share what we have learned and use it to provide FREE professional development opportunities and resources designed to produce better and more equitable student outcomes.

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

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**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	1,600	No change	1,600
5000			
Other	12,000		+12,000
<p><b>Justification:</b>            \$12,000            Porterville Summer Writing Academy for 7<sup>th</sup>-12<sup>th</sup> 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.</p>			

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

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					
ENGL P101A	Expository Composition	Spring 2017				Assess	Discuss	Revise if necessary			
ENGL P101B	Advanced Composition and Literature	Spring 2015	Assess	Discuss	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					
ENGL P103	Shakespeare Survey	????				Assess	Discuss	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						
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