

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Porterville College Mission Statement:

With students as our focus, Porterville College provides our diverse local 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.
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 comprehensive support systems tailored to each student's skill level.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Guided Pathways Framework:

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

Program Mission Statement:

The Language Arts Division supports the mission of Porterville College by teaching English, Spanish, American Sign Language, and linguistics to students at all levels of skill and ability. We are committed to helping students acquire better communication, literacy, and critical thinking skills as a foundation for becoming more reflective, productive, and successful citizens.

Student Learning Outcomes:

Each discipline in the division assesses the course SLOs with individual processes, though all follow Porterville College's common cycle of collecting assessments, analyzing the results, discussing the findings, and implementing changes for improved student success.

American Sign Language

The ASL program has no full-time faculty and due to retirement and adjuncts finding full-time work at other colleges, we currently have two adjunct faculty who are teaching a total of three to four sections each semester. Adjunct faculty are not required to assess SLOs, and our ASL adjuncts already go above and beyond their duties in the recruitment and promotion of ASL classes. Until we have a full-time faculty member in ASL or incentivize outcomes assessment,

PORTERVILLE COLLEGE
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the discipline will continue to struggle to follow the assessment cycle. Our Outcomes Committee representative plans to meet with the two adjunct faculty members in spring 2024 to discuss options moving forward.

English

During COVID-19, English faculty have postponed outcomes work, but in the past two years, they have refocused on assessment through regular Outcomes Fests involving the entire department. In its second Outcomes Fest in fall 2023, English faculty assessed ENGL P101A SLO #2 and ENGL P101B SLO #1 and #2. The participants agreed that in order to assess more accurately, the department needed ongoing norming, especially for the research paper that is a crucial part of English P101A. To that end, the English faculty scheduled three meetings in the spring of 2024. In the first meeting, they developed a common rubric that they will use to assess sample research essays in the second and third meetings. They plan to continue the norming for English P101A and English P101B, the two English courses comprising most of our sections offered.

English As a Second Language

We have selected an ESL class for some semesters and worked on their respective SLO surveys, which was submitted electronically. However, there have been some semesters in which we have missed some SLO surveys.

Linguistics

Though the division only recently began offering LING P100 in 2020, and an adjunct faculty member teaches the course, the SLO assessment for the course is ongoing and consistent. The SLOs are assessed in collaboration with English courses.

Spanish

Spanish faculty members follow a regular schedule of SLO assessments. Spanish P101 and P102 are assessed every spring semester, and Spanish P103 through P106 are assessed every fall semester. Spanish instructors teaching these courses meet at least once per semester to discuss the assessments. So far, no revisions have been suggested.

Program Learning Outcomes:

American Sign Language

The college does not currently offer any degrees or certificates in ASL, but we hope to develop one. Unfortunately, without full-time faculty to oversee the program, we would depend on adjunct faculty to write, present, and implement that curriculum.

English

English faculty recently revised the program learning outcomes for the AA-T degree. Assessment of the new outcomes began in spring 2024 at the scheduled Outcomes Fest. PLOs are assessed by collecting relevant assignments from English P101B and the literature courses,

PORTERVILLE COLLEGE
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analyzing and discussing them as a group, and identifying changes that can be made in order to improve.

English AA-T:

PLO Statement	Describe assessment results and discussion of this PLO	Describe how the results impact your goals and needs going forward
1. Conduct academic research and synthesize it into coherent argumentative research essays at the college level.	This PLO was adopted in the spring of 2024 and has yet to be assessed.	English faculty will assess the outcome in the 2024-2025 school year.
2. Evaluate literature from multiple movements as well as social and historical contexts and appraise the relevance and significance of perspectives and techniques using critical and creative analysis.	<p>Faculty collected assignments and student work from fall 2023 sections of English 101B and various literature courses (English 102, English 104, English 118, and English 113).</p> <p>On February 24, 2024, during the division's Outcomes Fest, faculty members established a rubric based on the PLO. They looked at the assignment prompts to decide what parts of the outcome each assignment asked students to demonstrate. They made a customized rubric for each assignment to assess the student work. When those were finished, they put the customized rubrics into the single whole-outcome rubric.</p> <p>The discussion focused on "creative analysis" and options for assessing that skill. Faculty also debated the importance of keeping "multiple movements" in the statement but having each movement evaluated singularly in individual assignments.</p>	<p>In the future, the rubric will combine "relevance and significance" for both perspectives and techniques. Also, instead of "multiple movements," the rubric will say "one or more movements" because the individual assignment should not ask students to evaluate multiple movements, and faculty can assume that if students are evaluating at least one movement in each literature course, the student is then evaluating multiple movements. Faculty also removed the word <i>multiple</i> from "social contexts" and "historical contexts."</p> <p>During future collection phases, faculty will ensure that at least one of the assignments involves creative analysis. They noted that they all do creative analysis assignments in our classes but didn't bring them as samples because they were irrelevant to many other facets of the PLO.</p>

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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Submission Date:
April 2024

English As a Second Language

Porterville College offers three certificates in ESL: Advanced English As a Second Language, High Intermediate English As a Second Language, and High Beginning English As a Second Language. These PLOs still need to be assessed.

High Beginning English As a Second Language:

PLO Statement	Describe assessment results and discussion of this PLO	Describe how the results impact your goals and needs going forward
1. Write a paragraph on a familiar topic with a topic sentence and supporting details.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
2. Demonstrate knowledge of, and ability to use, correct capitalization and punctuation.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
3. Use grammar structures at the high-beginning level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
4. Apply knowledge of English pronunciation rules at the high-beginning level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
5. Listen to a passage and identify the main ideas and supporting details at the high-beginning level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.

High Intermediate English As a Second Language:

PLO Statement	Describe assessment results and discussion of this PLO	Describe how the results impact your goals and needs going forward
1. Compose essays which have a clear thesis statement, introduction, body and conclusion.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
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Submission Date:
April 2024

2. Use grammar structures at the high-intermediate level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
3. Identify main ideas and supporting details in multi-paragraph reading passages at the high-intermediate level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
4. Apply knowledge of English pronunciation rules at the high-intermediate level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
5. Listen to a passage and identify the main ideas and supporting details at the high-intermediate level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.

Advanced English As a Second Language:

PLO Statement	Describe assessment results and discussion of this PLO	Describe how the results impact your goals and needs going forward
1. Evaluate academic and literary texts.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
2. Compose essays that cite outside sources and which have a clear thesis statement, introduction, body, and conclusion.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
3. Revise writing to eliminate errors in syntax and grammatical construction.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
4. Identify main ideas and supporting details in multi-paragraph reading passages at the advanced level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
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Submission Date:
April 2024

5. Apply knowledge of English pronunciation rules at the advanced level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
6. Listen to a passage and identify the main ideas and supporting details at the advanced level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.
7. Use grammar structures at the advanced level.	PLO has not been assessed.	Full-time ESL faculty will meet with Outcomes Committee representative to create a plan.

Spanish

Spanish AA-T:

PLO Statement	Describe assessment results and discussion of this PLO	Describe how the results impact your goals and needs going forward
1. Demonstrate oral competence in Spanish by using appropriate pronunciation in personal and public situations.	<p>On December 11, 2021, PLO #1 was assessed using the outcomes of a series of oral activities (Virtual Oral Chats) on the publisher's site, Vistas Supersite (vhlcentral.com). Five sections of Spanish P101 offered in fall 2021 were assessed. In these courses, students submitted oral activities in which they had to answer and record some questions a virtual partner asked them so the students could practice their oral skills in Spanish.</p> <p>Professors discussed and reviewed the number of students who successfully submitted the assignment and those who did not. They were very happy with the students' results. They concluded that they need to continue including similar oral activity recordings in future semesters. Still, they also realized that they need to give students more oral practice assignments before they can submit their recordings.</p>	Instructors teaching Spanish P101 courses need to continue adding similar oral activity recordings in future semesters. Also, instructors need to give students more oral practice assignments before they can submit their recordings.
2. Demonstrate written competence by integrating advanced grammar,	PLO #2 assessments were discussed on May 20, 2022, and collected from a quiz and analysis/comprehension questions assigned to students in the two stacked sections offered in	Professors concluded that they need to include more advanced vocabulary and grammar exercises and

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
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Submission Date:
April 2024

vocabulary and idiomatic expressions in compositions.	spring 2022 (Spanish P103/104/105/106). In these sections, students had to demonstrate written competence by integrating advanced grammar, vocabulary, and idiomatic expressions in compositions. Students were instructed to watch a short film in one section on the publisher's site (<i>Enfoques</i>). The name of the film was <i>Clown</i> . After watching the film, students took a quiz and answered some analysis and comprehension questions. In the other class, students listened to an audio activity included in the <i>Enfoques Supersite</i> . After listening to the audio, the students answered some true and false questions and some comprehension and analysis questions.	provide students with more practice summarizing points related to the film/audio sections. They will also instruct the students to pause and replay where important words, structures, or concepts are played.
3. Analyze Spanish-language literary, artistic and educational readings.	<p>PLO #3 was assessed based on different comprehension exercises, a composition analysis assignment, and a quiz. In one Spanish P103/106 class (piggyback class), the students analyzed a short story by Mario Benedetti titled "Idilio." After reading the lecture, students were assigned different comprehension and analysis activities and took a comprehension quiz based on this short story. The short story and the written activities (including a comprehension and analysis quiz) are on the publisher's site: <i>Enfoques Supersite</i> (vhlcentral.com).</p> <p>In this discussion of the assessment on January 7, 2023, the faculty was very pleased with the students' results. Based on these results, they concluded that they need to continue including similar literary readings and comprehension and analysis activities in future semesters. Additionally, they concluded that there is really no need to implement new changes to these types of literary analysis. Students are prepared to make educated analyses of short stories, poetry, and artistic and educational readings appropriate for the level of this class. However, students can improve their literary analysis skills by doing more of these types of exercises and assessments during the semester.</p>	Based on these results, Spanish faculty will include more literary readings (short stories and poems) and analysis and comprehension exercises related to these stories and poems.
4. Recognize and discuss the cultural	Assessment of PLO #4, a series of different comprehension exercises, a composition analysis	Based on these results, they concluded that they

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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April 2024

similarities and differences between their own and Hispanic cultures.	<p>assignment, and a quiz were used to determine if students demonstrated the outcome. A Spanish P102 class was selected to assess this outcome. In this class, students watch a 10-minute video about “la comida latina” (Latin food). After watching the video, students were assigned different comprehension and analysis activities and took a comprehension quiz based on the video. The video and written activities (including a comprehension and analysis quiz) are on the publisher’s site, <i>Vistas Supersite</i> (vhlcentral.com).</p> <p>The assessment was discussed by Spanish faculty on June 21, 2023. The faculty was happy with the students' results. There were 26 students enrolled in this class, and all of them successfully received a passing grade. There were 6 students who received a “B” and 20 who obtained an “A.”</p>	<p>need to continue including similar cultural activities, including comprehension and analysis exercises, in future semesters. Additionally, they concluded that there is really no need to implement new changes to these types of activities because students are prepared to make cross-cultural comparisons thanks in part to these types of cultural and educational activities appropriate for the level of this class.</p>
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Program Analysis and Trends:

Data Review

Language Arts Division

As the gateway to other college-level courses, Language Arts Division course success rates are lower than for courses collegewide; however, the gap has not been more than 6 percentage points in an academic year, and this decreased to 1 percentage point in 2019-2020, a year when an increased gap might have been expected as a result of AB 705 implementation. Considering the number of English 101A sections the division offers, a lower success rate than the college average is also expected. All PC students are encouraged to take English 101A in their first year. Therefore, those courses include more individuals who are not yet ready for the rigor of higher education (academic as well as personal demands). In contrast, other disciplines have more students who have taken college courses and have acclimated themselves to college life, at least to some degree. English faculty strive to match or exceed the collegewide success rate, and if they are successful, their efforts will have a powerful impact on the division’s average.

PORTERVILLE COLLEGE

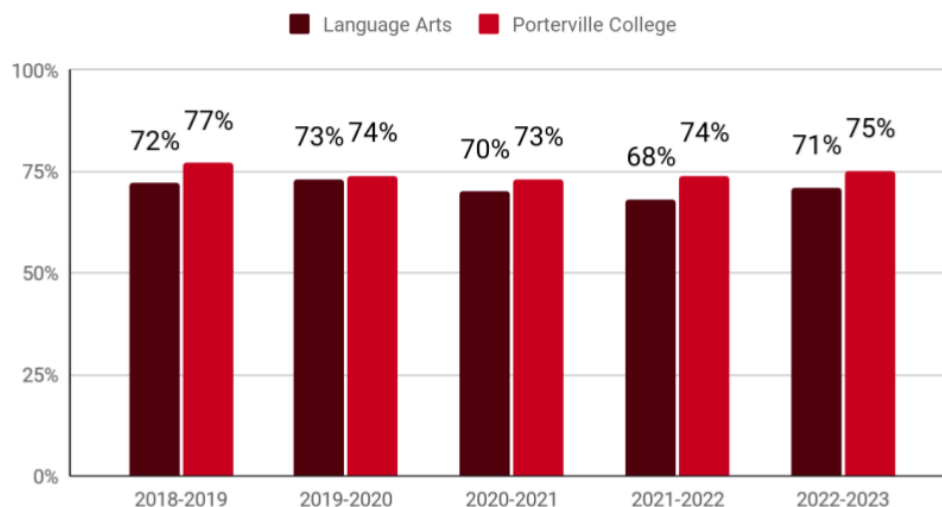
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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Submission Date:
April 2024

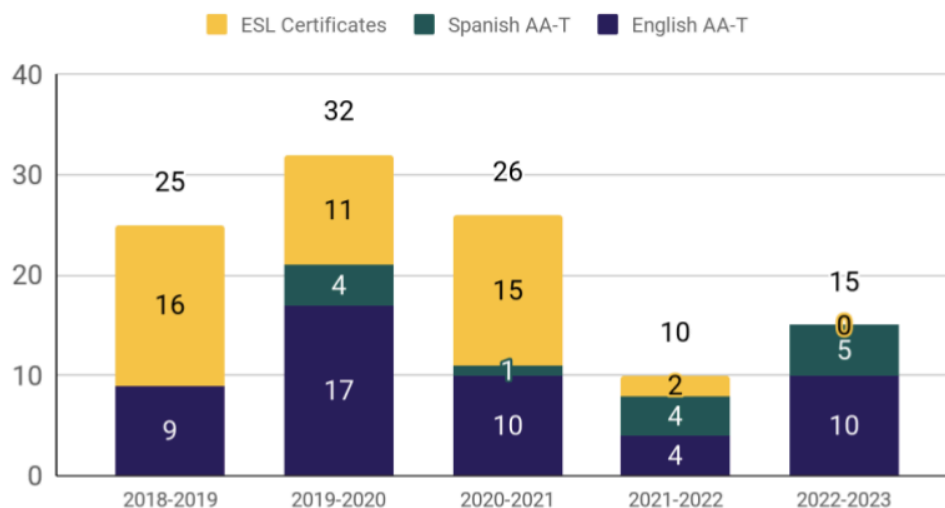
Language Arts vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

Language Arts has three certificates of competency in English As a Second Language ranging from the high beginning to advanced level, as well as two associates in arts for transfer degrees: English and Spanish.

Degrees & Certificates Awarded



Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

The division also offers many of the courses required or eligible as electives in the associate in arts in liberal arts degree and works with the Social Science and Fine and Applied Arts divisions to update and maintain that degree.

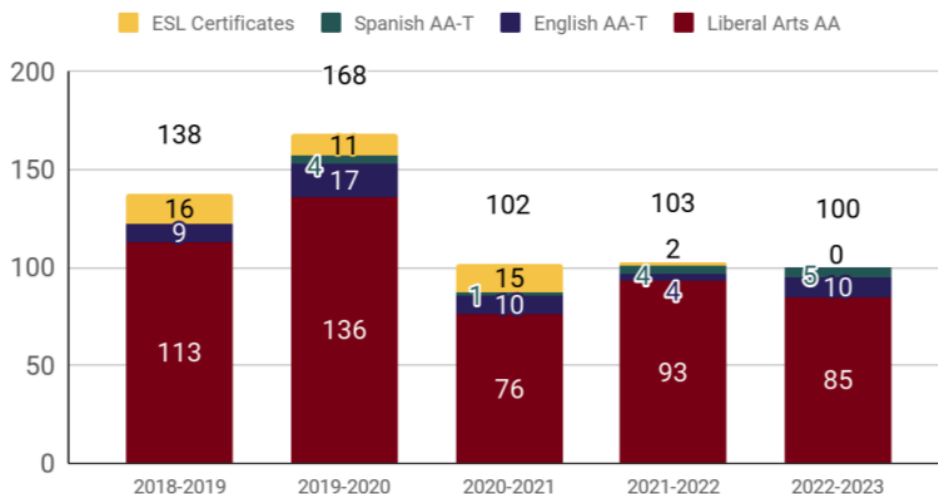
PORTERVILLE COLLEGE PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Degrees & Certificates Awarded

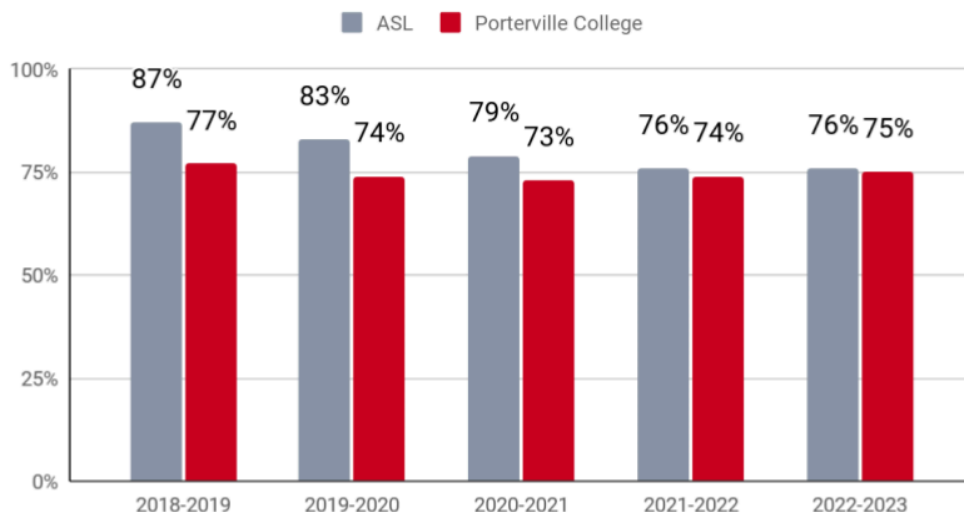


Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

American Sign Language

ASL course success rates are consistently higher than those for collegewide courses, though they have dropped since 2018-2019.

ASL vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

The success rates in ASL courses are fairly similar between Hispanic and White students, but between 2019 and 2022, White students did succeed in ASL courses at a slightly higher rate. The success rates for both ethnicities were the same (76 percent) in the 2022-2023 academic year.

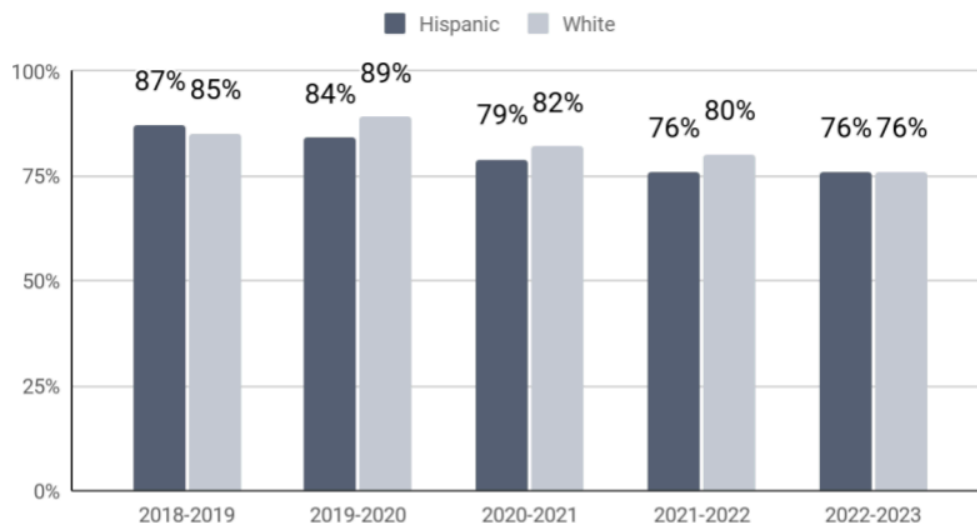
PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
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Submission Date:
April 2024

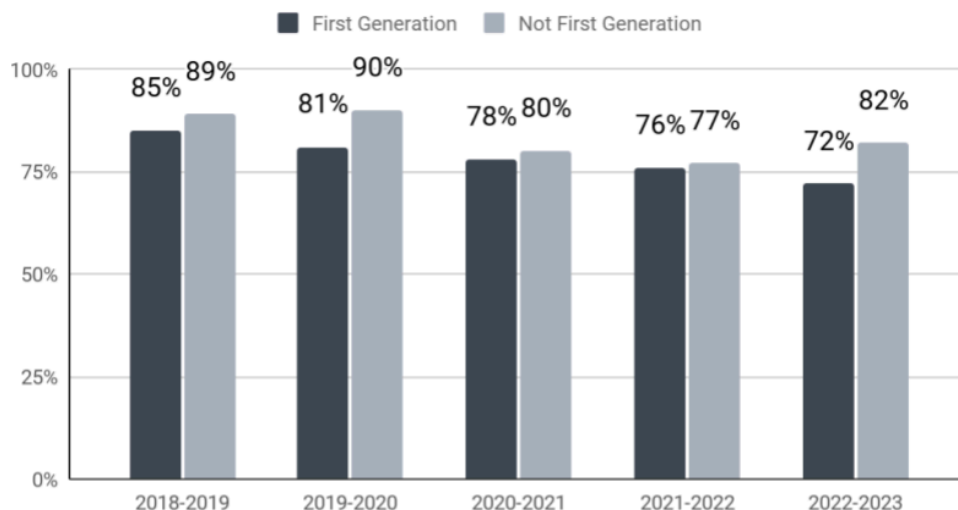
ASL Course Success Rates by Ethnicity



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

ASL courses do have a small but consistent gap in success rates between first-generation college students and those who are not first-generation. Though the gap nearly closed in 2021-2022, it increased exponentially in the 2022-2023 school year. This difference will need to be monitored, and if it remains stagnant or increases before the next program review, it will need to be addressed.

ASL Course Success Rates by First Generation Status



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

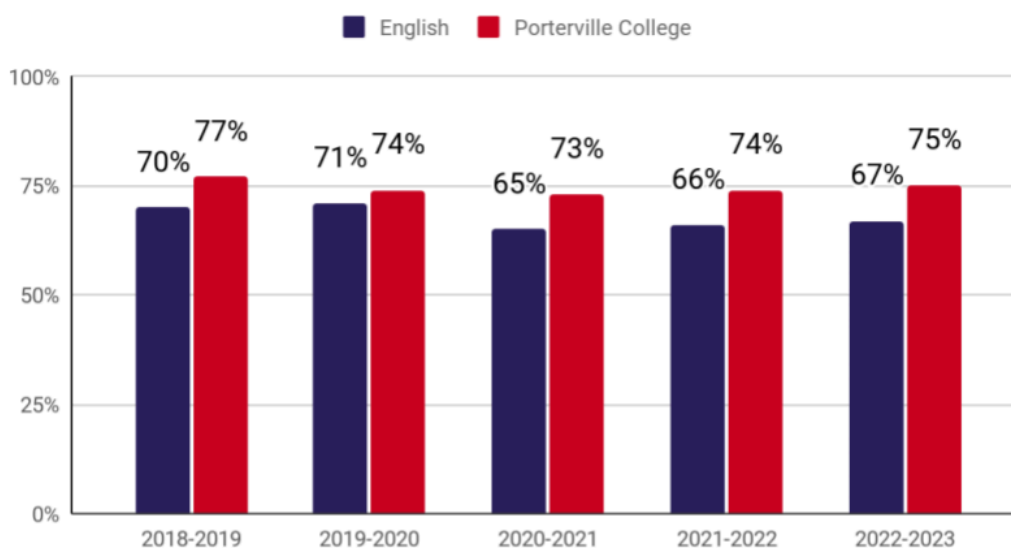
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Submission Date:
April 2024

English

English courses consistently have lower success rates than courses collegewide because at least half of the English course offerings are English 101A. All PC students are encouraged to take English 101A in their first year; therefore, those courses include more students who may not be ready for the rigor of higher education (academic as well as personal demands), whereas other disciplines have more students who have taken college courses and have acclimated themselves to college life, at least to some degree. When English 101A is excluded and examined individually, the success rates for the courses in the English AA-T program are considerably higher.

English vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

English AA-T

The number of English AA-T awards earned rose before the COVID-19 pandemic, reaching 17 in 2019-2020. Though the number dropped to 4 in 2021-2022, it grew in 2022-2023 and will likely continue to go up with English faculty efforts to promote the major.

PORTERVILLE COLLEGE

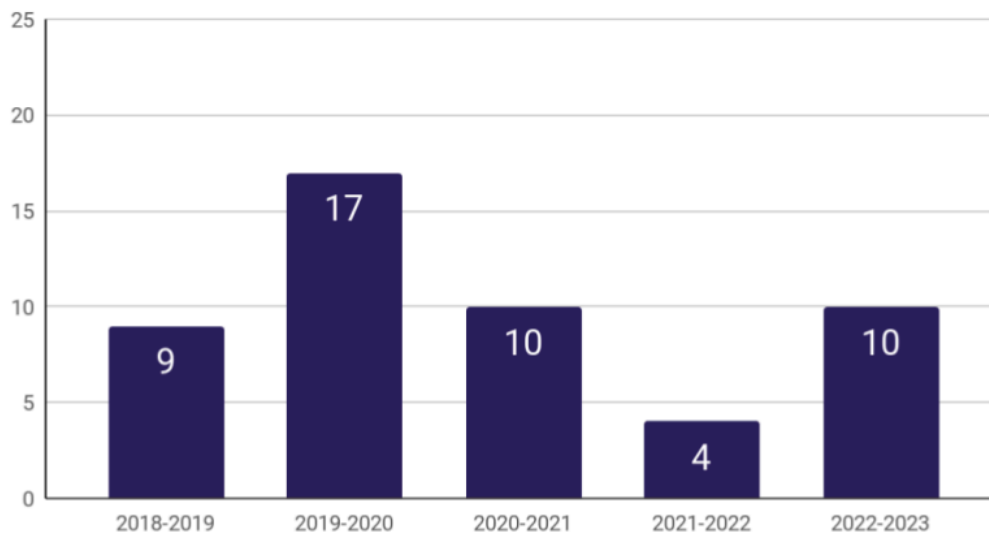
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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Submission Date:
April 2024

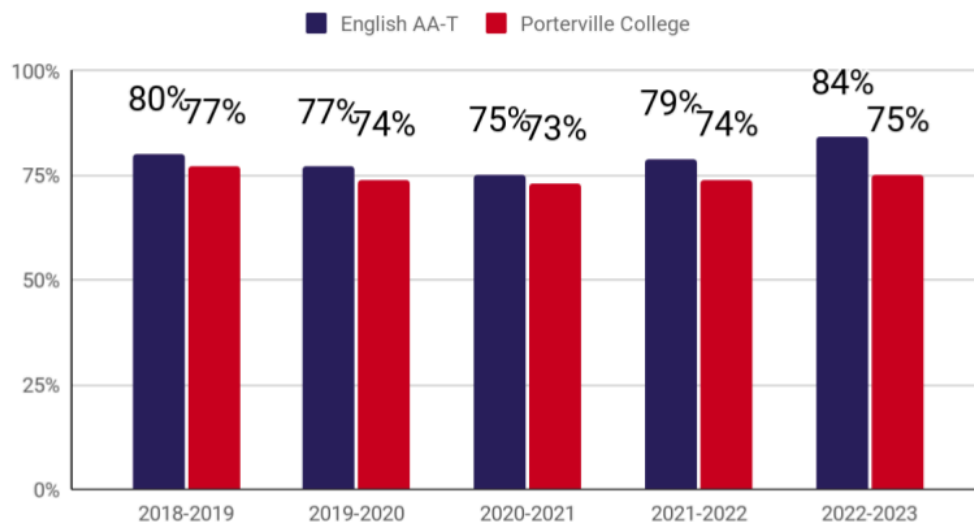
English AA-T Awards



Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

When English courses not included in the degree are excluded, the success rates are above the college average for all courses. The following section will specifically examine the English AA-T and its required elective courses.

English AA-T vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold. Courses included are English P101B and literature courses that are either required or electives for the English major.

PORTERVILLE COLLEGE

PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

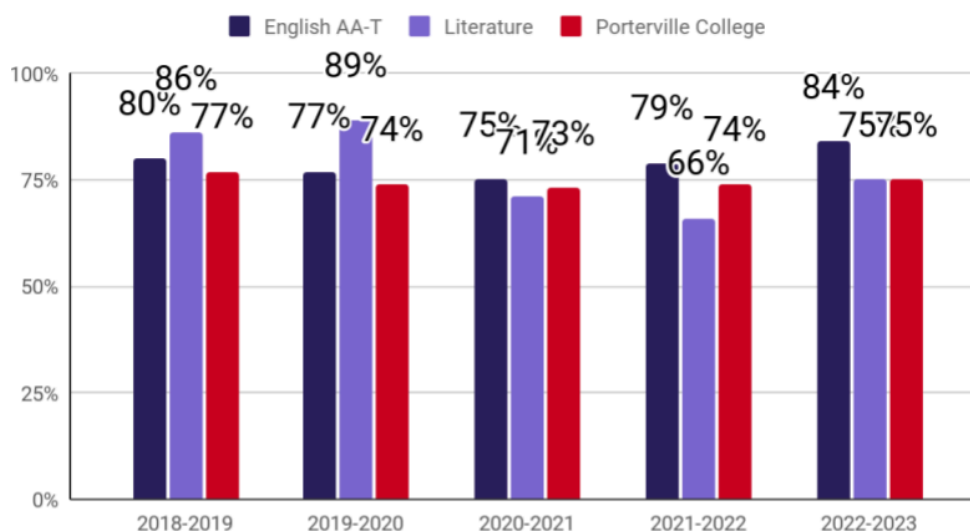
Division Name:
Language Arts

Contact Person:
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Submission Date:
April 2024

Though English 101B is required for the English major, many students take the course to fulfill general education requirements. Students in the various literature courses succeed in those classes at a very high rate; however, the success rate dipped from 2020-2022, following the trend of all courses during the pandemic. Many English majors take more than one literature class each semester, so this data likely includes strong students who are successful in more than one course. Still, students who struggled were likely to take more than one of the literature courses PC offered as well.

English AA-T vs. Literature vs. Porterville College Courses Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

English AA-T course success rates indicate that Hispanic and White students fluctuate in terms of higher success rates and stayed within 3 percentage points from fall 2018 to spring 2021 but changed dramatically in the next two years. In 2021-2022, Hispanic students succeeded in the courses at a rate 11 percentage points higher than White students. In 2022-2023, the rates reversed, and White students succeeded at a rate 5 percentage points higher than Hispanic students. Faculty will need to monitor and revisit the data at the next program review.

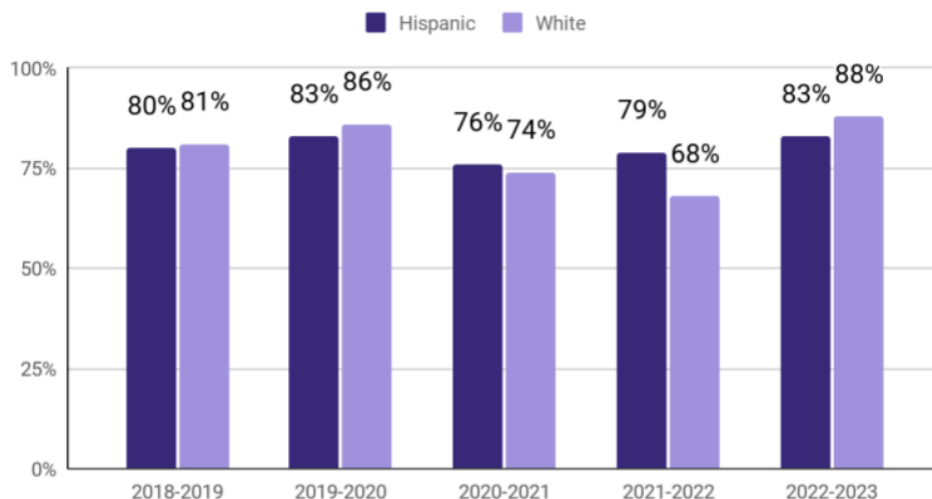
PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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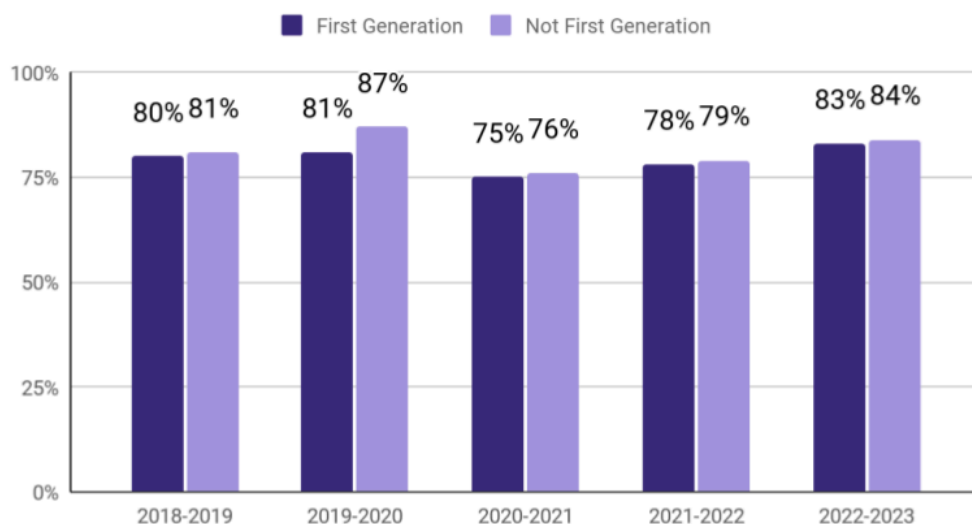
English AA-T Course Success Rates by Ethnicity



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold. Courses included are English P101B and literature courses that are either required or electives for the English major.

A population that English faculty are serving well is first-generation college students. English AA-T course success rates are a single percentage point different every year except 2019-2020. That difference can likely be attributed to the COVID-19 pandemic and students who are not first-generation college students having more tools to continue college remotely.

English AA-T Course Success Rates by First Generation Status



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold. Courses included are English P101B and literature courses that are either required or electives for the English major.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

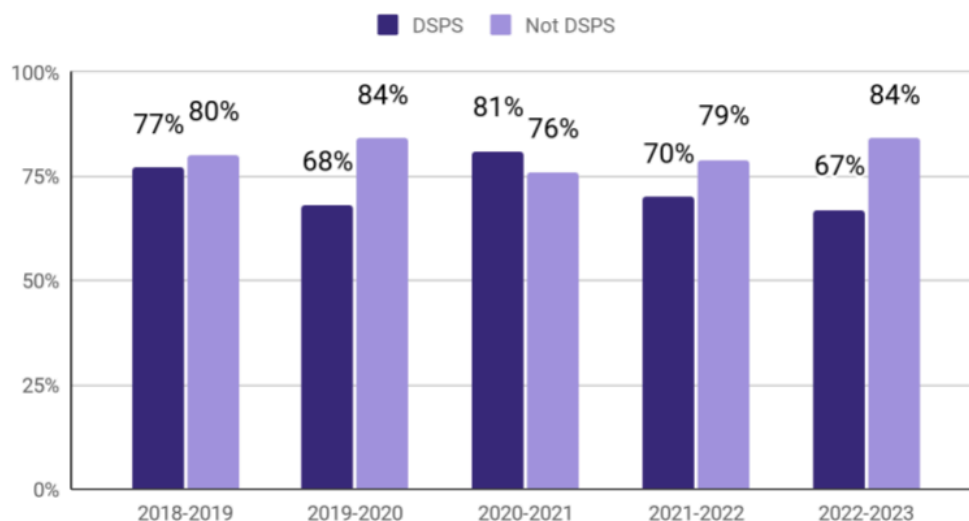
Division Name:
Language Arts

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English has struggled with serving DSPS students. The gap in English AA-T course success rates between DSPS and non-DSPS students has been as low as 3 percentage points in 2018-2019 but has ballooned to 16 and 17 percentage points in 2019-2020 and 2022-2023, respectively. Because disabilities range in accommodations, efforts to support DSPS students have thus far been dependent on individual faculty members and uneven in effectiveness. LAD faculty have a representative on the districtwide committee for accessibility and look forward to learning about improvements they may implement in supporting this population.

English AA-T Course Success Rates by DSPS Status



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold. Courses included are English P101B and literature courses that are either required or electives for the English major.

While success rates in English AA-T courses have been similar between men and women over the past five years, the number of students of each gender is drastically different.

PORTERVILLE COLLEGE

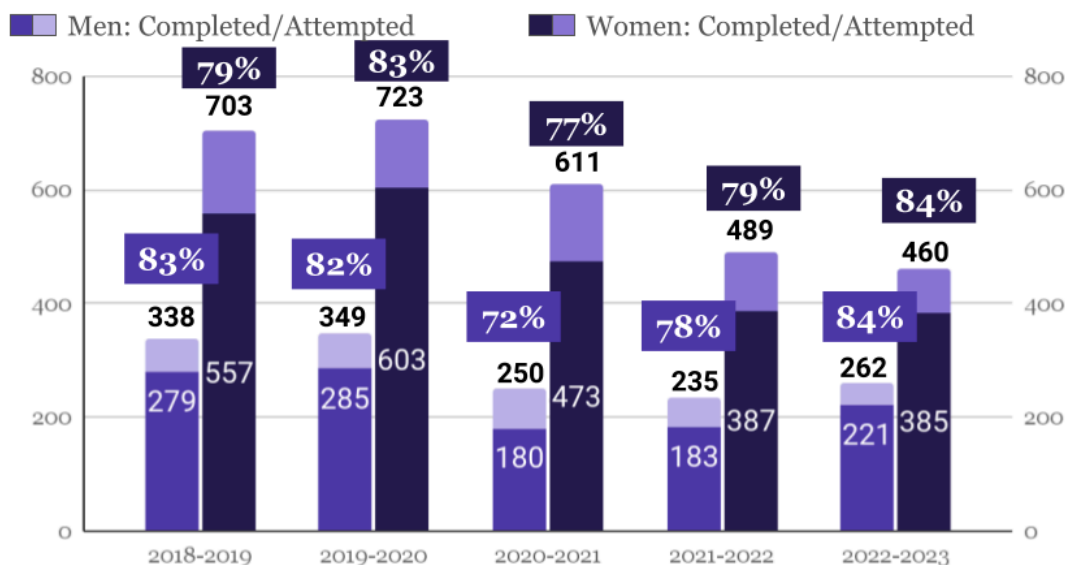
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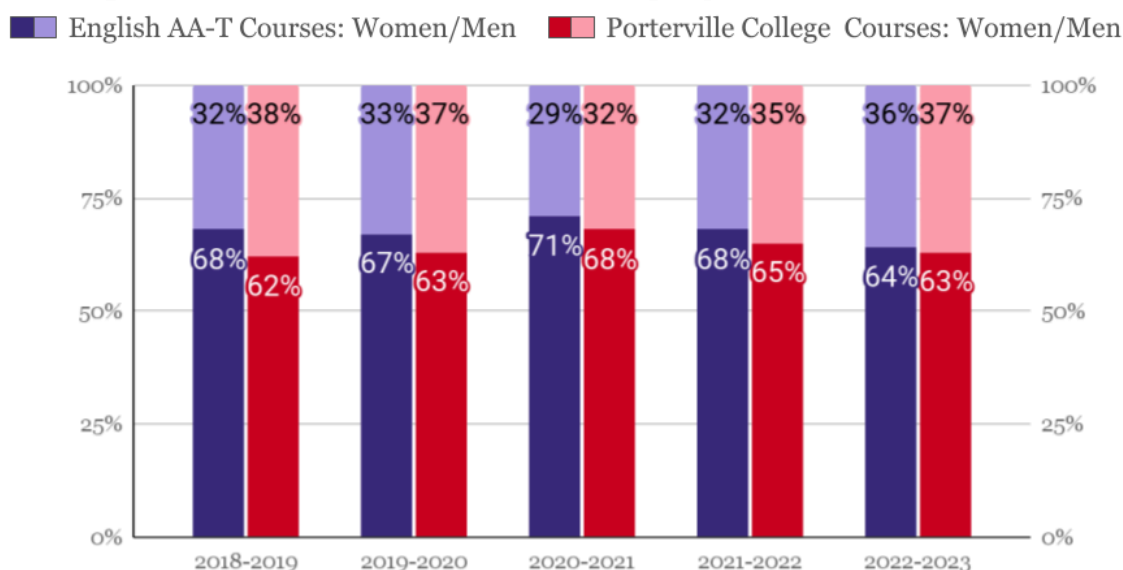
English AA-T Course Success Rates: Disaggregated by Gender



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold. Courses included are English P101B and literature courses that are either required or electives for the English major.

While the composition of the classes (ranging from 29 to 36 percent men) is in keeping with the college population, English faculty might consider efforts to increase the number of men in the program specifically and enroll in Porterville College more generally.

English AA-T Courses vs. Porterville College by Gender



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold. Courses included are English P101B and literature courses that are either required or electives for the English major.

PORTERVILLE COLLEGE

PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
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Submission Date:
April 2024

English 101A: Expository Composition

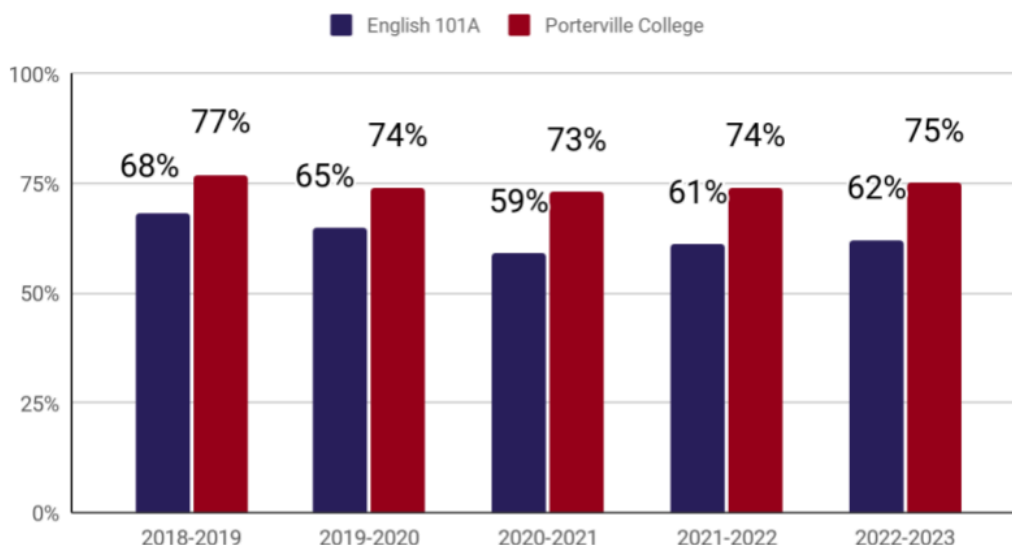
Though not specifically a program or part of the English AA-T, English 101A merits discussion in this review due to its importance in general education and as a foundational course for all college students.



PC English faculty, Reagen the Queen of Everything, and the indispensable Mike Carley hard at work in the first Data Extravaganza on November 18, 2022.

English faculty have made great strides in gathering, interpreting, and analyzing data to inform decisions about English 101A and how to effectively boost course success while maintaining rigor and increasing throughput to higher-level English classes and other programs of study. Instructors gathered armed with green poker visors to sift through the numbers in the first Data Extravaganza held on November 18, 2022. Together, they determined that the ideal average success rate for English 101A is 82.5 percent and were surprised and disappointed to learn that that rate was actually 60.9 percent (average from 2018-2023), a rate shockingly close to the one they had determined minutes before would be a reason to sound the alarms and mount an all-hands-on-deck effort to enact drastic change (60 percent).

English 101A vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

The revelation was made worse when they found those rates were somewhat inflated by dual enrollment, and when those students were excluded, the exposed course success rates were truly horrifying.

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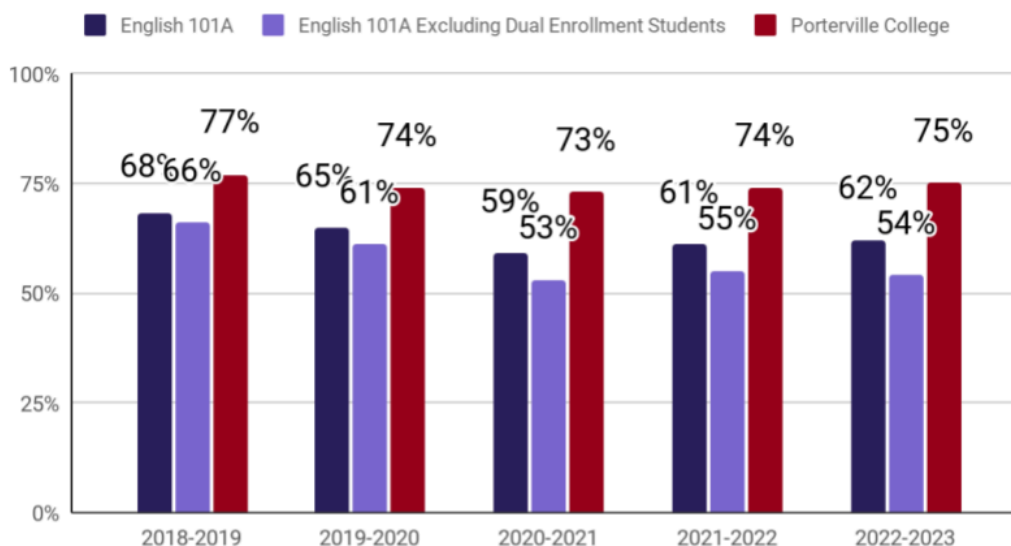
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

English 101A vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

They also were dismayed to discover a whopping 58.6 percentage point difference between the English 101A instructor with the lowest individual average course success rate averaged from 2018-2023, 27.1 percent, and the highest, 85.7 percent. They determined the difference between the lowest and highest individual average course success rate should be no more than 27.5 percentage points.

Data Extravaganza II (April 28, 2023) and III (December 1, 2023) also proved fruitful. At the second iteration of the event, English faculty resolved to reach the following breakthroughs in terms of English 101A:

- lead the Central Valley in transfer-level composition course success rates while maintaining the high standards and expectations they have established
- increase the number of students taking the course and, by extension, return to pre-COVID completion rates
- bridge the gap in success between in-person and online sections
- conduct norming sessions for the research paper students are required to write
- focus on increased success rates for Hispanic students



In Data Extravaganza III, faculty looked at success rates by modality to determine how to move forward in a college landscape forever changed by the shift to online learning during the pandemic and explored the most current enrollment data to establish a plan for targeting efforts in

Rev. 04/2022

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

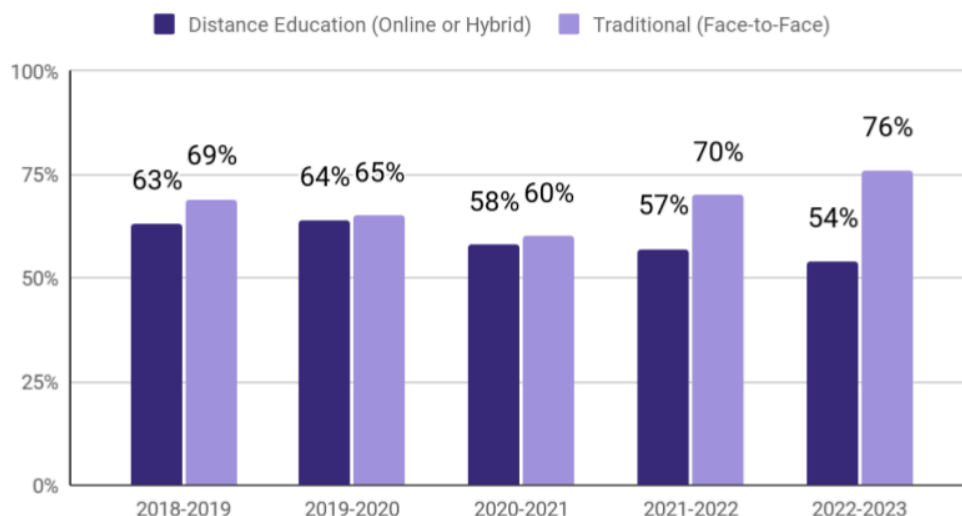
Contact Person:
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promoting English 101A and recruiting more students.

English faculty found a striking difference in the success rates of online and hybrid sections of English 101A as compared to those offered in a traditional face-to-face format. Though the success rate was within 1 percentage point in 2019-2020, it rose to a 16 percentage point difference in 2022-2023.

English 101A Course Success Rates by Modality



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

Course success rates for English 101A reveal equity gaps that faculty will need to work toward closing in the future. For example, White students consistently have higher success rates than Hispanic students. Though that gap decreased to 2 percentage points in 2022-2023, it was at its most prominent of the last five years (14 percentage points) only the year before in 2021-2022.

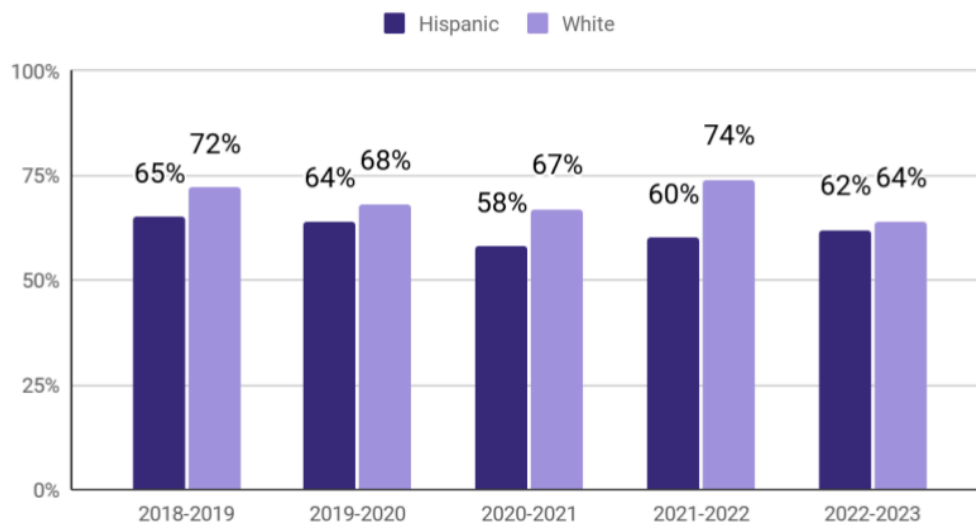
PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

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Submission Date:
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English 101A Course Success Rates by Ethnicity



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

Like the average for all courses collegewide, a gap persists between first-generation and non-first-generation college students. Unfortunately, the gap has grown from 5 percentage points in 2018-2019 and 2019-2020 to 9 percentage points in 2020-2021 and 2021-2022. Though it went down to 6 percentage points in 2022-2023, faculty need to be vigilant in ensuring first-generation college students get the support they need, especially in a course like English 101A, which is often one of a student's first opportunities to navigate the unfamiliar waters of higher education.

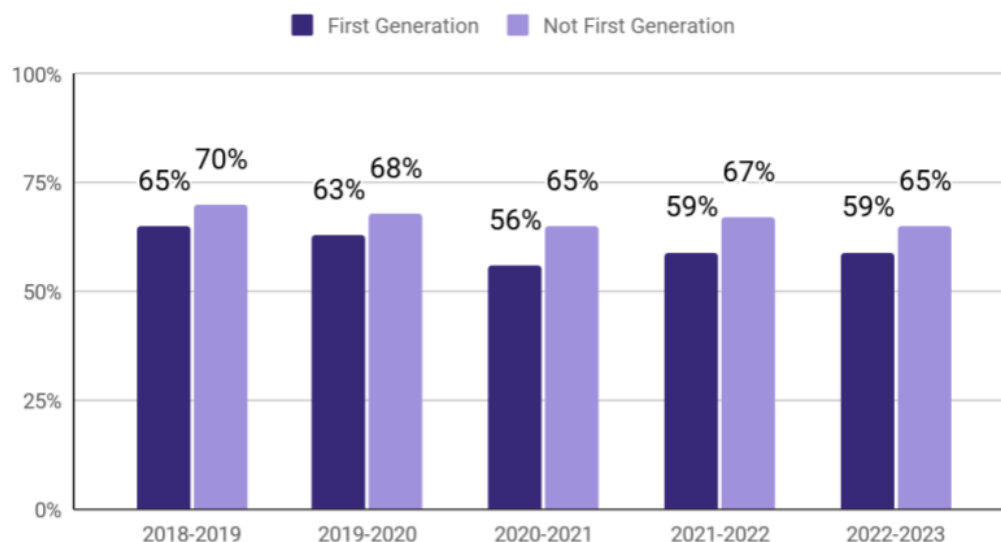
PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

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Submission Date:
April 2024

English 101A Course Success Rates by First Generation Status



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

Finally, though faculty have worked on accommodating DSPS students, an equity gap remains and fluctuates wildly between those students who receive DSPS services and those who do not. The gap was at its largest in 2019-2020 when DSPS students had a course success rate of 46 percent, and non-DSPS students had a rate of 66 percent, creating a 20 percentage point difference. Still, the most recent year shows a 12 percentage point difference, which is unacceptable and should be addressed.

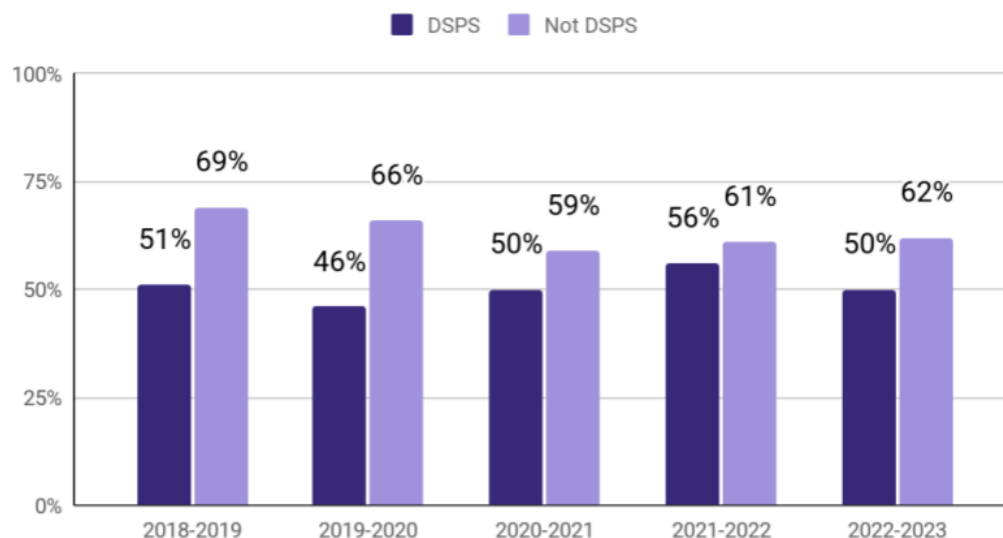
PORTERVILLE COLLEGE
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Submission Date:
April 2024

English 101A Course Success Rates by DSPS Status



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

A data review of English 101A would only be complete by discussing one of the most critical metrics of transfer-level composition: throughput.

The English program has made great strides in recent years to not only give all incoming students access to transfer-level composition in compliance with AB 705 and AB 1705 but to give them as much support as possible to help them succeed no matter their college preparedness or skill level.

Though transfer-level composition completion rates dipped slightly in 2019-2020 and 2020-2021, in 2021-2022, they rose to 70 percent, the highest they have ever been.

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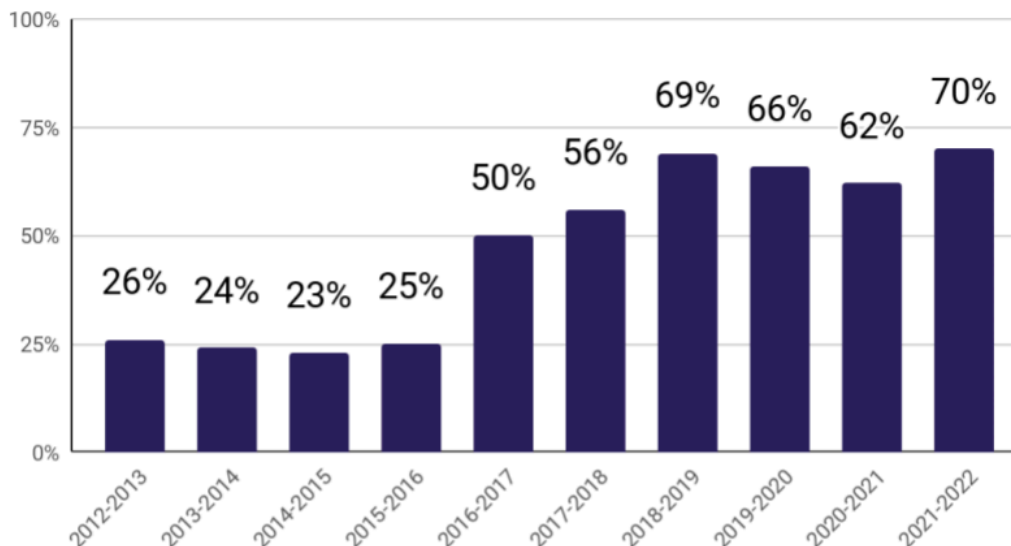
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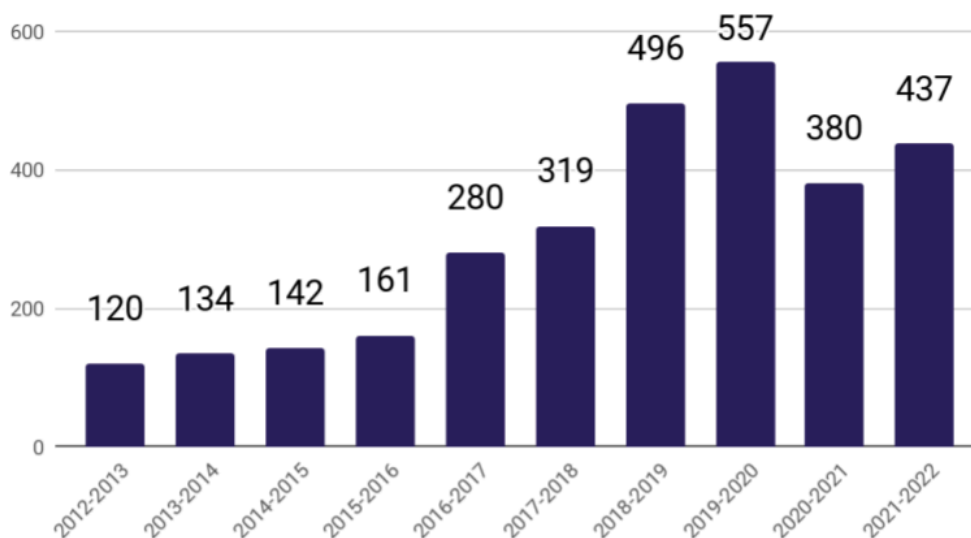
Successful Transfer-Level Completion Rates in English



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

The high success rate coincides with an increase in students completing English 101A. Though the number of students completing in 2021-2022 (437) isn't as high as it was in 2019-2020 (557), the program can expect a dramatic increase if the enrollment numbers continue to rise to pre-pandemic levels and the course success rate remains steady (or goes up).

Successful Transfer-Level Completion Counts in English



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

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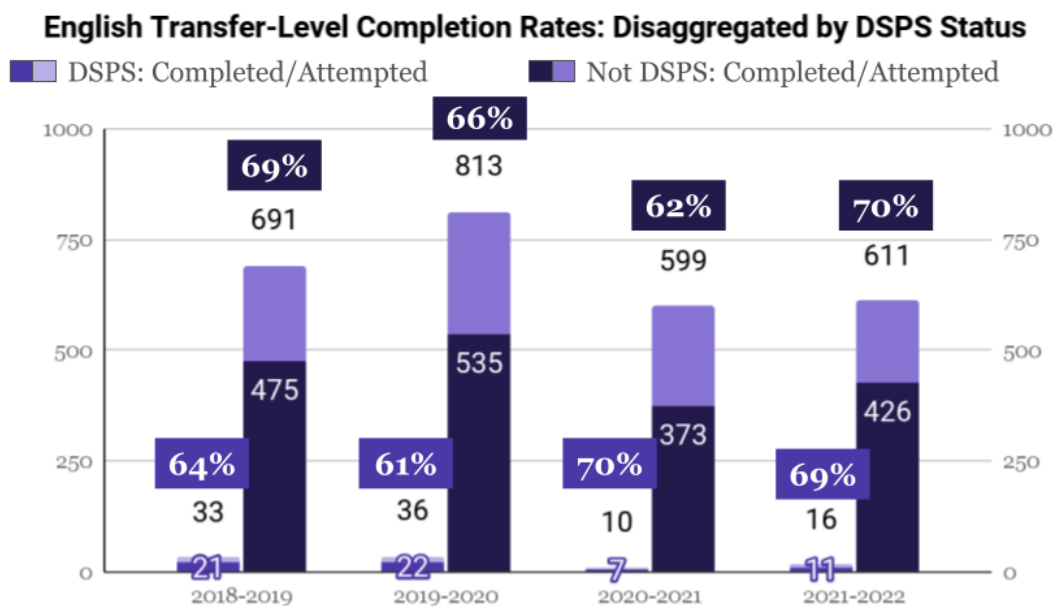
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April 2024

Though completion rates have increased overall, they have yet to do so proportionally for all students. When the rates are disaggregated by DSPS status, a shrinking but consistent difference is apparent (with the exception of 2020-2021, when DSPS students completed at a higher rate than non-DSPS students).



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

The most persistent gap in completion rates might be that between first-generation college students and non-first-generation college students. While that gap decreased to 3 percentage points in 2017-2018, it has grown consistently since then, reaching a peak in 2021-2022 at 14 percentage points.

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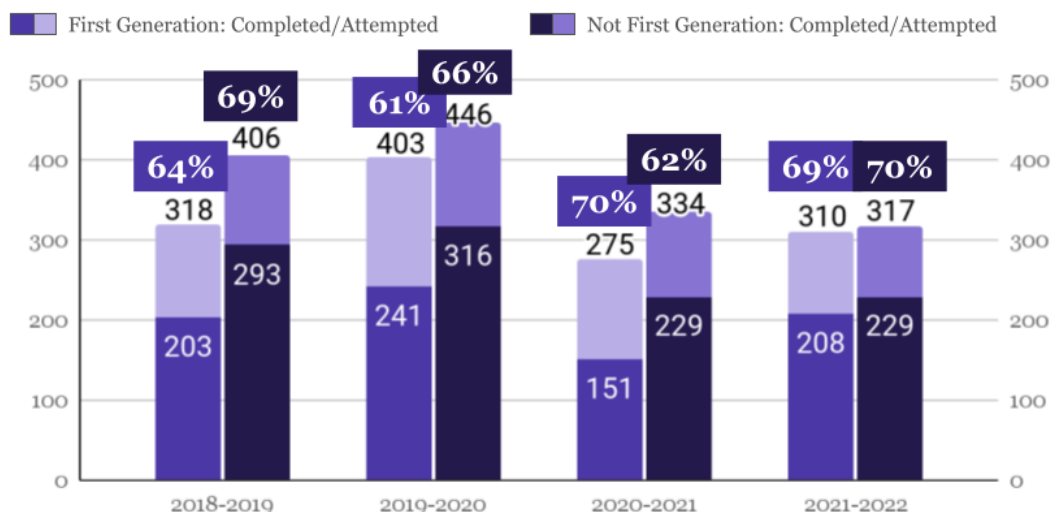
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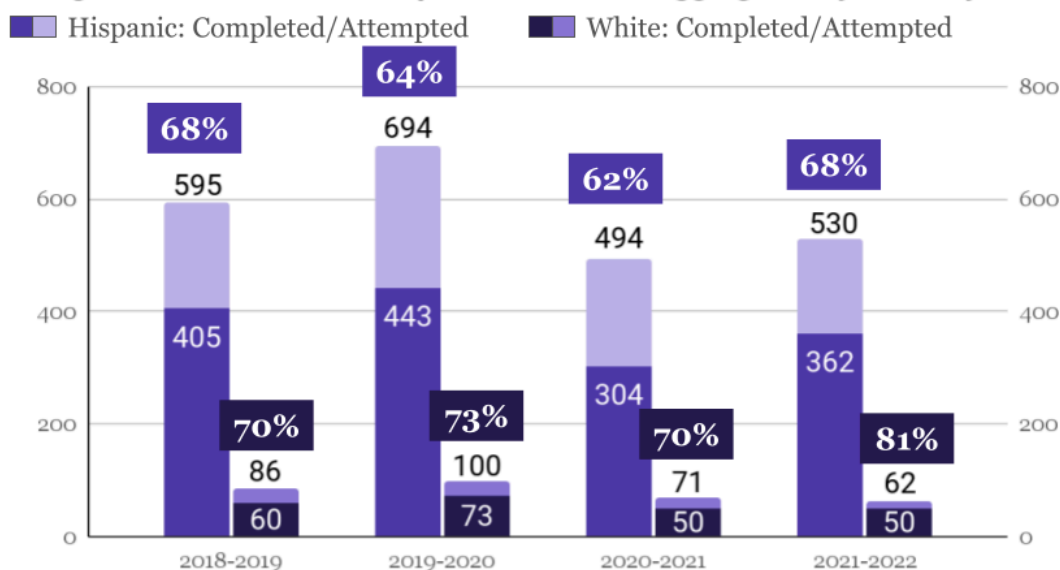
English Transfer-Level Completion Rates: Disaggregated by First Generation Status



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

White students succeeded slightly more than Hispanic students in 2018-2019 (70 percent for White students and 68 percent for Hispanic students), but that difference rose to 9 percentage points in 2019-2020 and swelled to 13 percentage points in 2021-2022.

English Transfer-Level Completion Rates: Disaggregated by Ethnicity



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

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PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

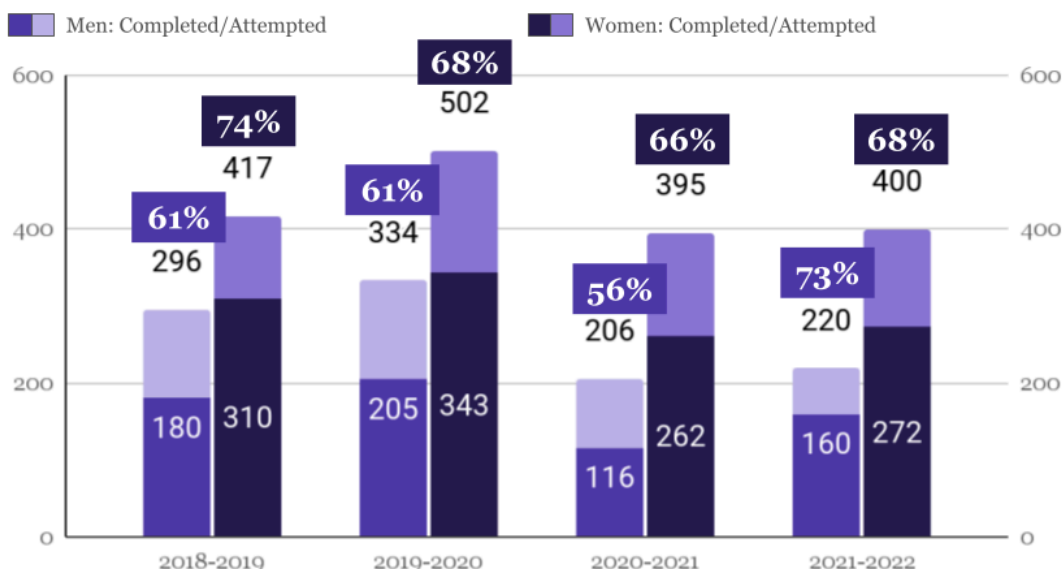
Division Name:
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Submission Date:
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Transfer-level completion rates have fluctuated quite a bit, but there was a noticeable gap between the rates for women and men. From 2018-2021, women completed at a higher rate than men, but in 2021-2022, men completed at a 5 percentage point higher rate than women.

English Transfer-Level Completion Rates: Disaggregated by Gender



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

Students with a high school grade point average lower than 1.9 have a low completion rate in English 101A. Unfortunately, even with corequisite courses, the students do not see the success rates predicted with AB 705 (see the success rates in the chart below).

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA ≥ 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HS GPA ≥ 1.9 and < 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA < 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

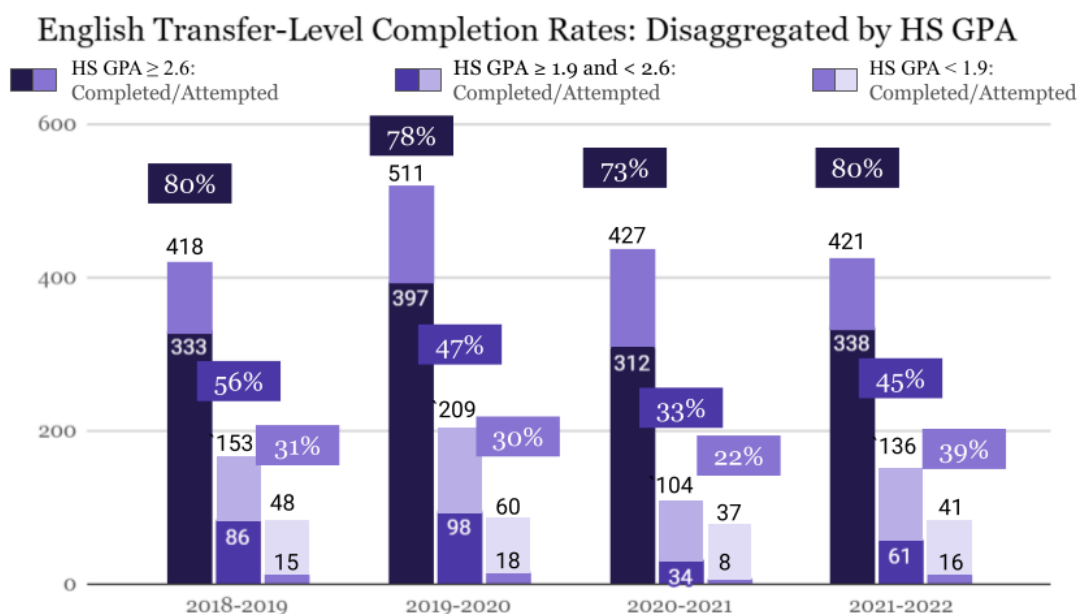
Chancellor's Office Memorandum AA18-40: <https://www.cccco.edu/~media/CCCCO-Website/Files/Consultation%20Council/2019%20Attachments/0718-ab-705-implementation-memorandum-ada>

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

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However, no one could have predicted the pandemic and what it might do to course success rates. The most considerable fluctuation in course success rates is in the middle band of high school grade point average (students between 1.9 and 2.6 GPA). Counselors and academic advisors recommend that these students take the corequisite support course, but they are not required to do so.

The corequisite course is helping our students who enter college with less than a 1.9 high school grade point average. The students who take the corequisite course complete at a higher rate, sometimes as much as 17 percentage points higher, but the transfer-level completion rates dropped in 2020-2021 to their lowest point (26 percent) since the corequisite course's inception in 2017, and the success of those without corequisite support rose steeply to 50 percent. This change likely coincides with teaching the class only online because modality significantly impacts success.

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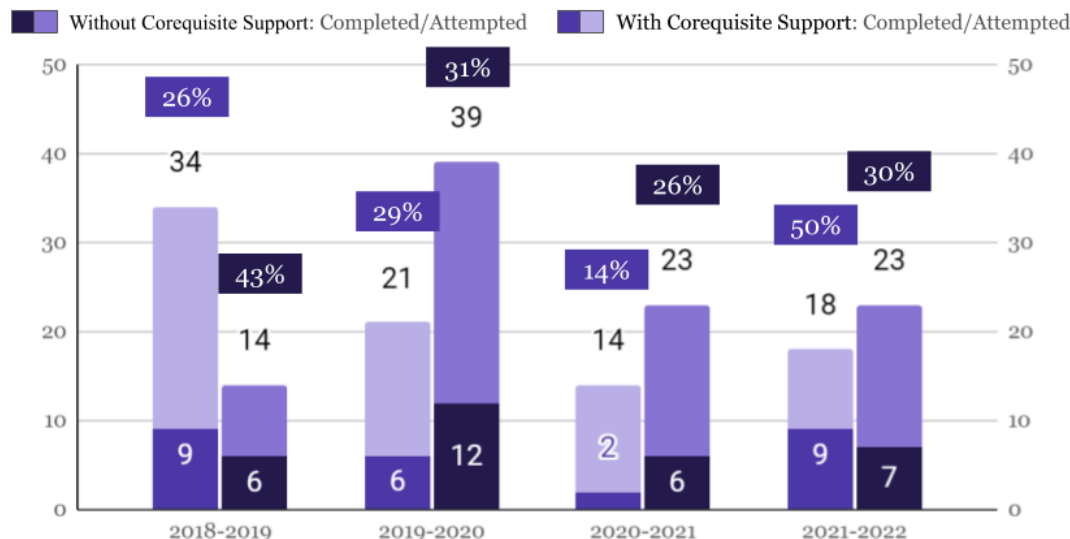
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
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English Transfer-Level Completion Rates for Students with Less Than 1.9 HS GPA: Disaggregated by Corequisite Support



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

English faculty need to figure out how to help these students more effectively, and they have begun to offer more sections of the corequisite course in a traditional face-to-face format.

Though more work needs to be done to improve the completion rates for particular student populations, overall, Porterville College continues to be a leader in California for equitable placement and completion in transfer-level composition. Before any work began on accelerating students' paths to completion, Porterville College ranked at the bottom or near the bottom of colleges in the Central California Region for transfer-level completion rates in English.

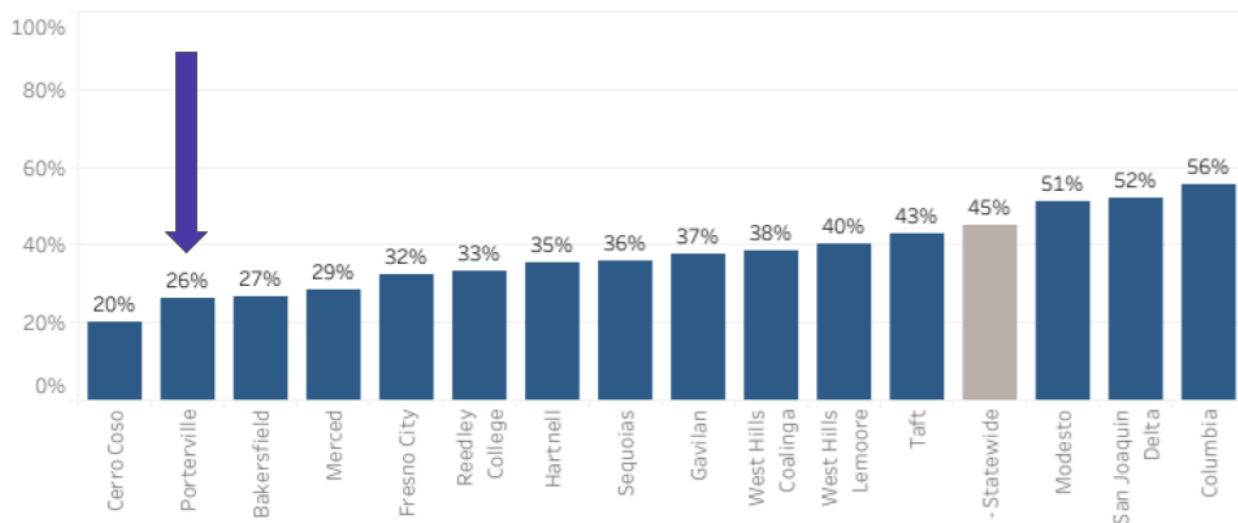
PORTERVILLE COLLEGE PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
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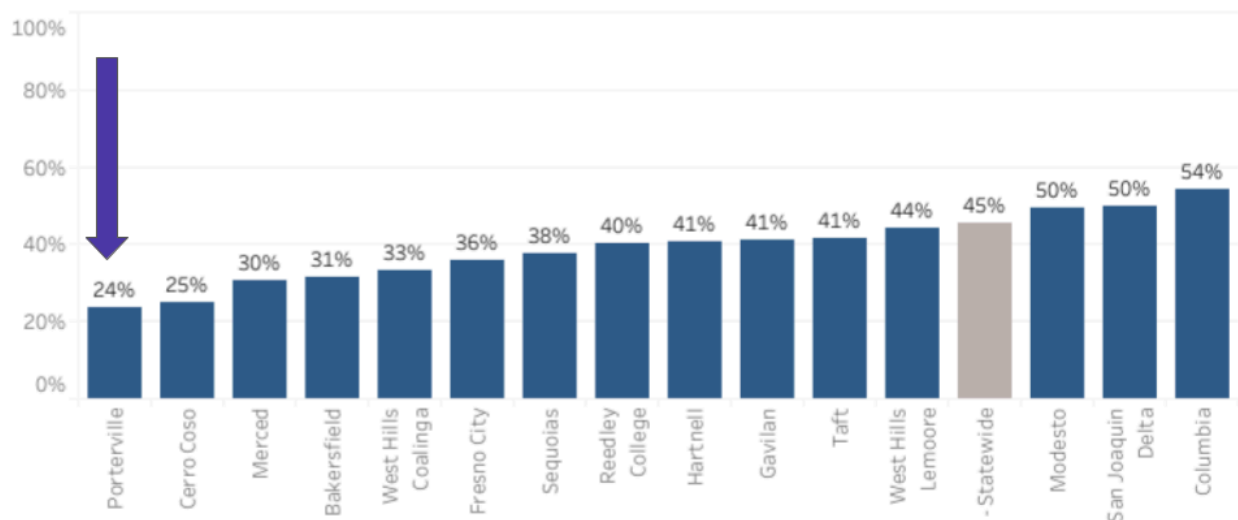
Submission Date:
April 2024

2012-2013 Transfer-Level Completion Rates in English for Central California Region



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

2013-2014 Transfer-Level Completion Rates in English for Central California Region



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

In 2014-2015, Porterville College not only had the lowest transfer-level completion rates in English in the Central California Region, but it also had the third lowest rates in the entire state (including all of California's 115 community colleges statewide).

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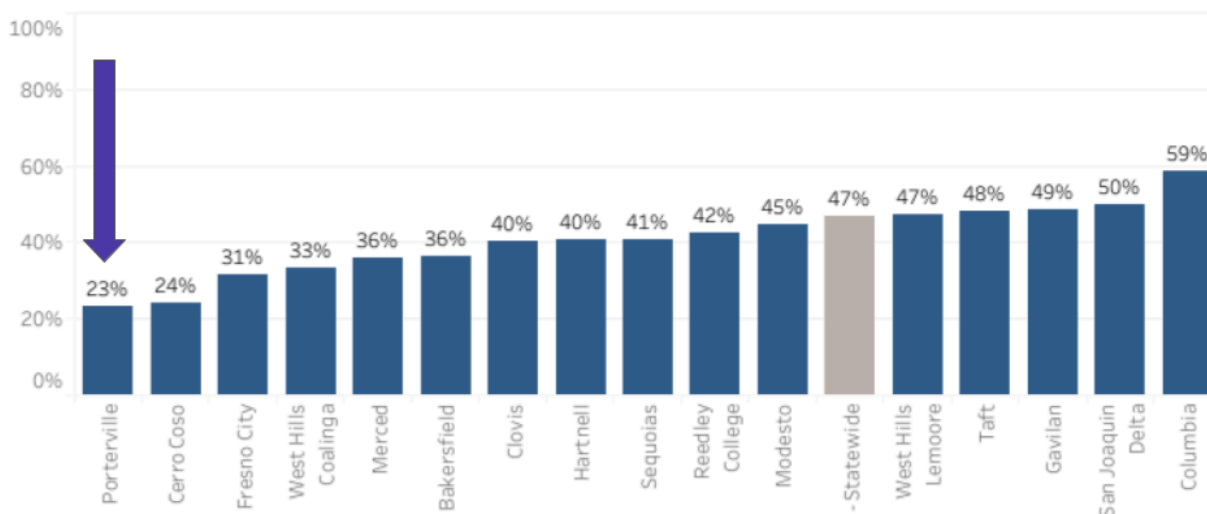
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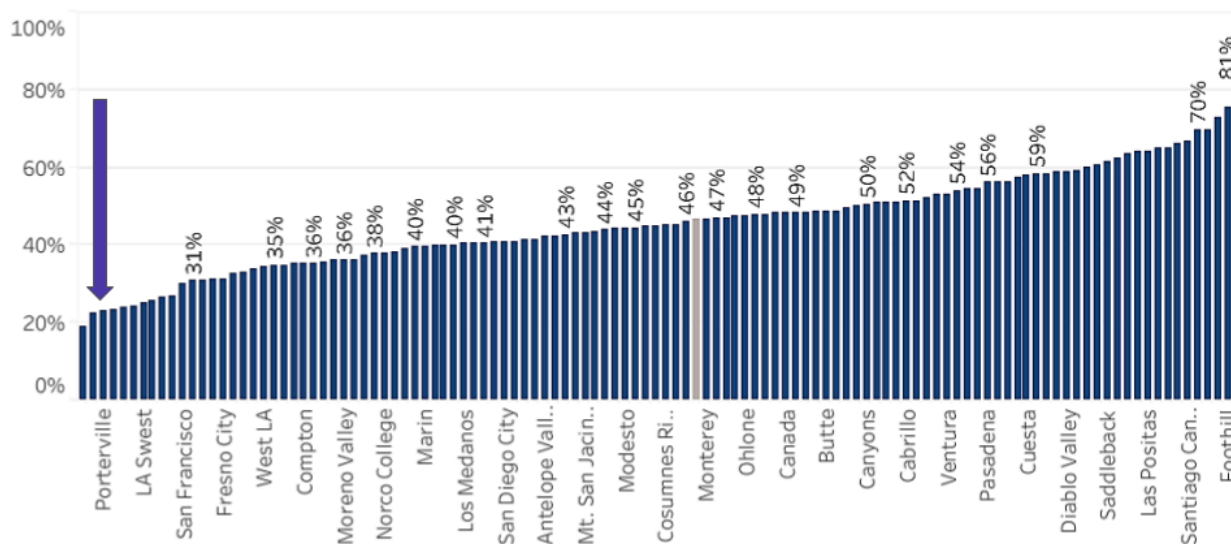
Submission Date:
April 2024

2014-2015 Transfer-Level Completion Rates in English for Central California Region



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

2014-2015 Transfer-Level Completion Rates in English for California



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

Porterville College began to climb in 2018-2019, likely due to the adoption of AB 705 placement policies before the law went into effect and the implementation of the corequisite course.

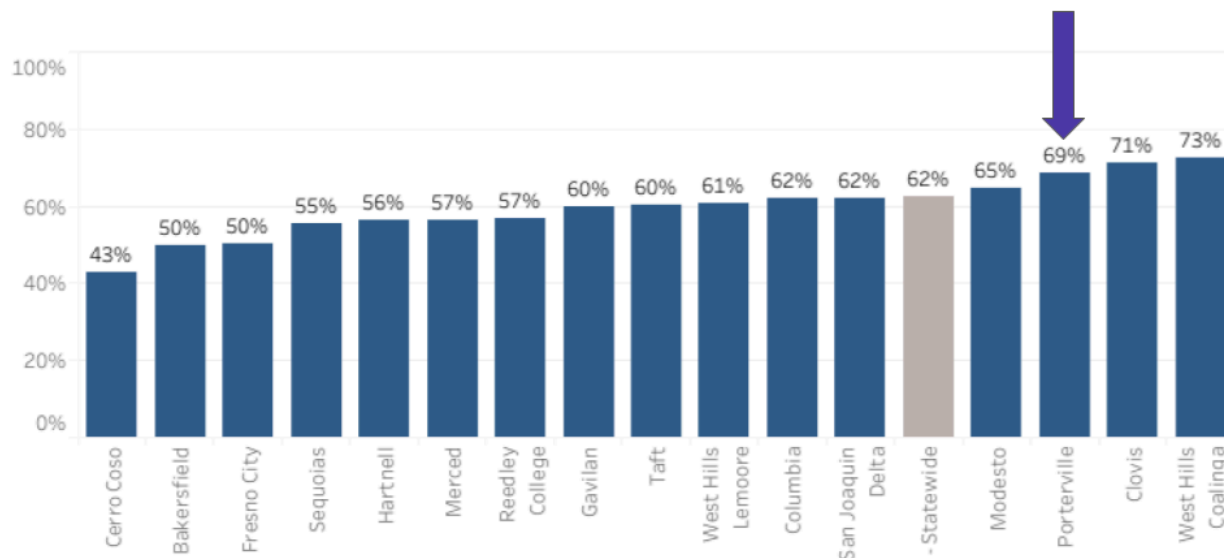
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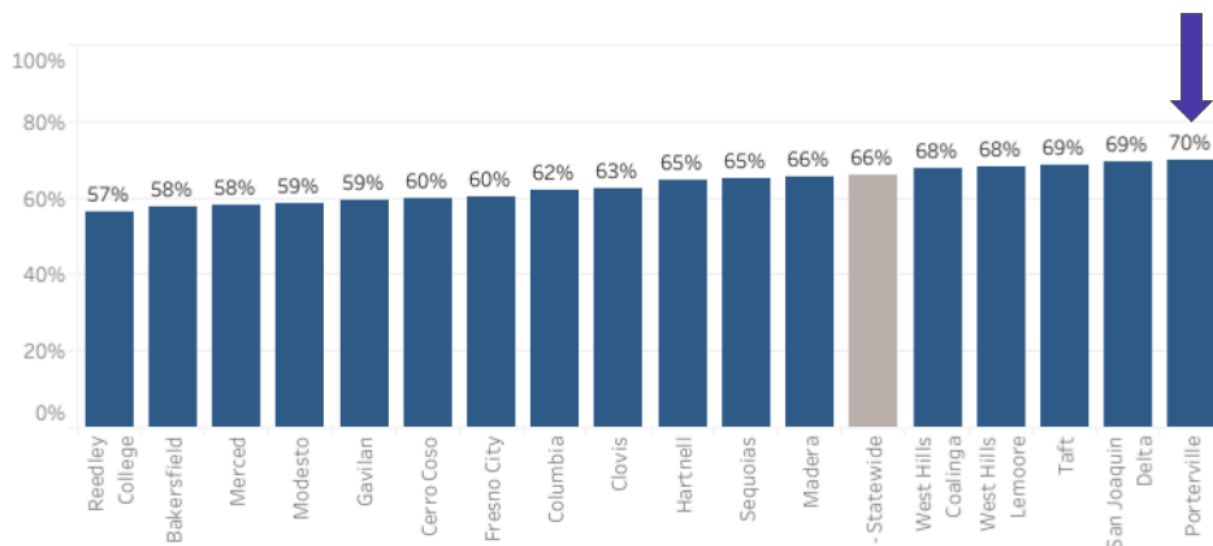
2018-2019 Transfer-Level Completion Rates in English for Central California Region



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

In 2021-2022, Porterville College led the Central California Region in transfer-level completion rates in English.

2021-2022 Transfer-Level Completion Rates in English for Central California Region



Data Source: File provided by Cal-PASS Plus on 11-03-2022; includes data for fall 2011 through summer 2022; The RP Group ran all calculations in R with DisImpact package. https://public.tableau.com/shared/BYKBSZGX2?:display_count=n&origin=viz_share_link. Retrieved March 31, 2024.

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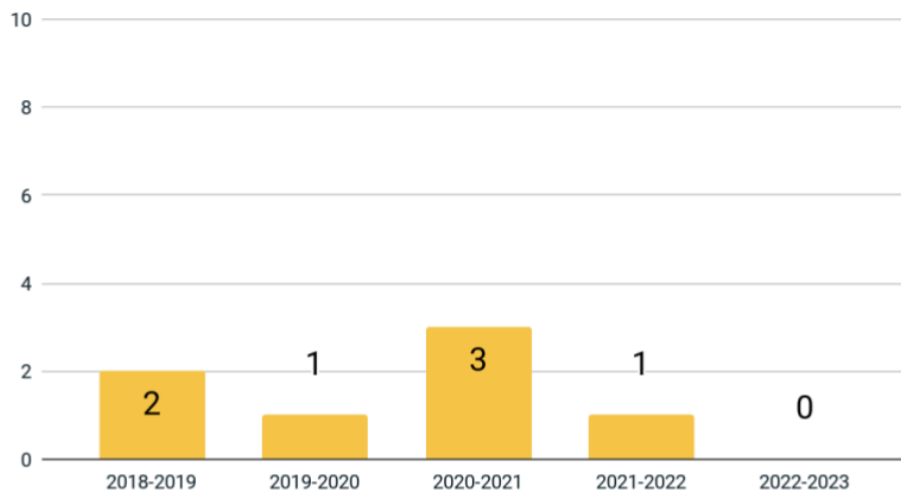
Submission Date:
April 2024

English faculty plan to continue their work to increase completion rates while maintaining rigor in English 101A.

English As a Second Language

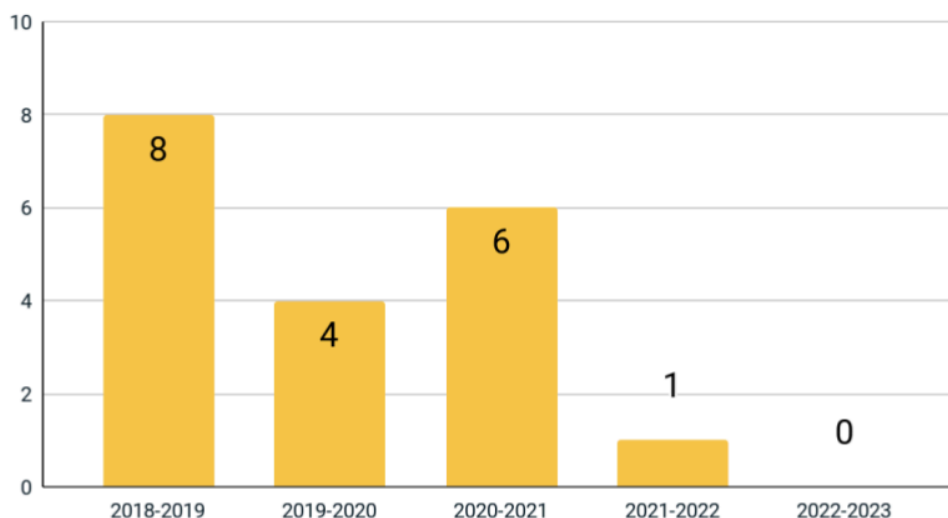
The ESL program awards three certificates of achievement.

High Beginning English As a Second Language Certificates Awarded



Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

High Intermediate English As a Second Language Certificates Awarded



Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

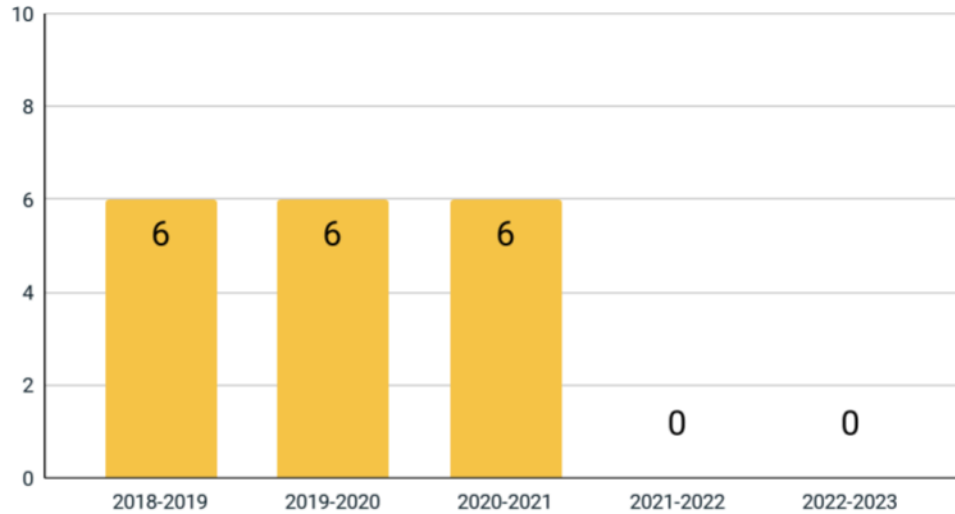
PORTERVILLE COLLEGE
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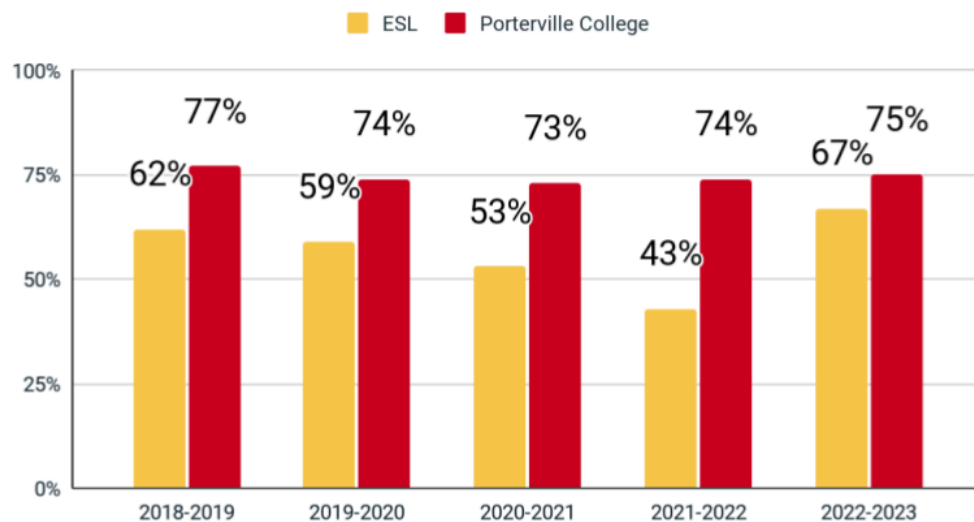
Advanced English As a Second Language Certificates Awarded



Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

Course success rates in ESL are lower than the average course success rates at Porterville College.

ESL vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

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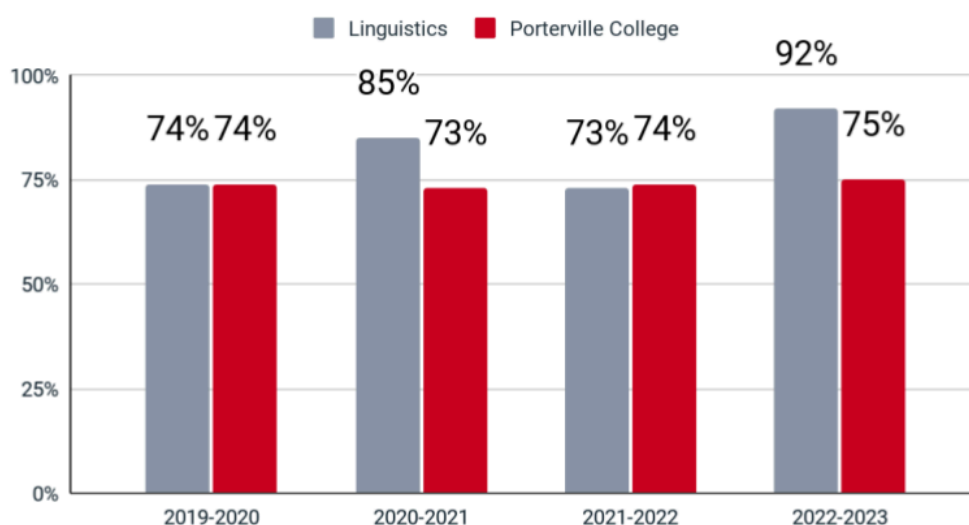
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Linguistics

Porterville College currently offers one course in linguistics: LING P100 Introduction to Linguistics. Course success rates have fluctuated over the past four years. In 2018-2019 and 2020-2021, they were the same as or within one percentage point of those for the courses collegewide. In 2020-2021 and 2022-2023, the course success rates were significantly higher in linguistics than in the rest of the college. Because the college only offers one section of the course each semester, these changes are to be expected. Also, inspection of the data did not reveal any consistent gaps in student populations.

Linguistics vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

Spanish

The Spanish AA-T program is still relatively new, having been approved in 2018. Though the number of degrees awarded dropped in 2020-2021, the number has increased since then and should continue to rise.

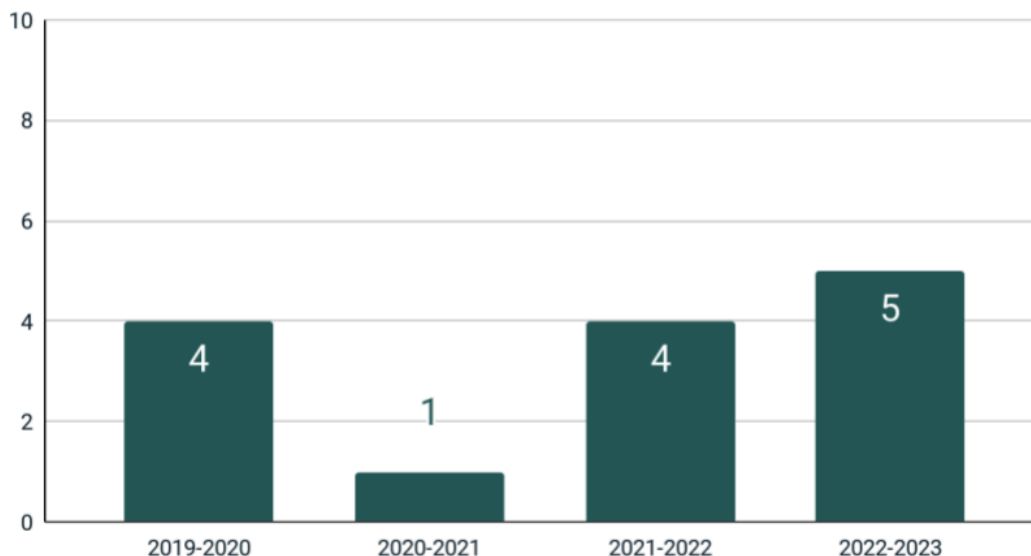
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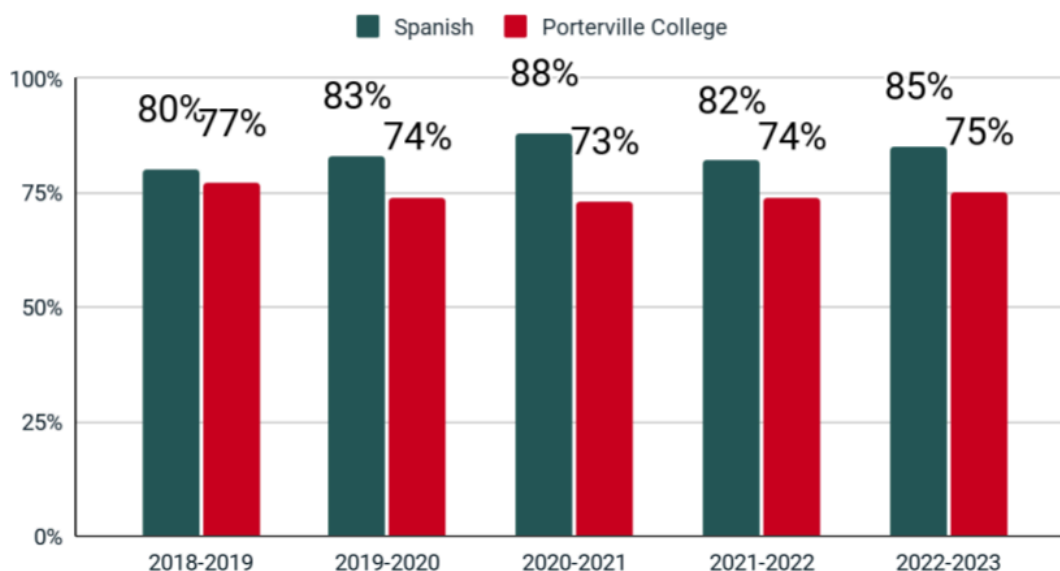
Spanish AA-T Awards



Data retrieved from KCCD Program Review Program Award Dashboard on January 11, 2024

Spanish course success rates are consistently higher than Porterville College courses collectively.

Spanish vs. Porterville College Course Success Rates



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

Hispanic students do better than White students in Spanish classes, and the gap has increased to an 18 percentage point difference in 2022-2023. Spanish faculty will want to address this equity gap in the future and continue to monitor the trend.

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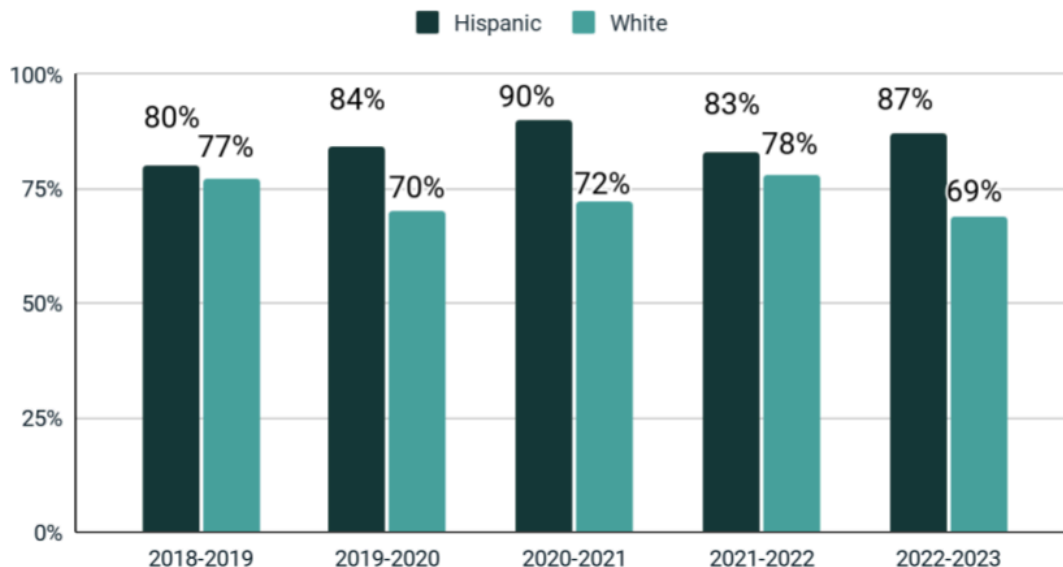
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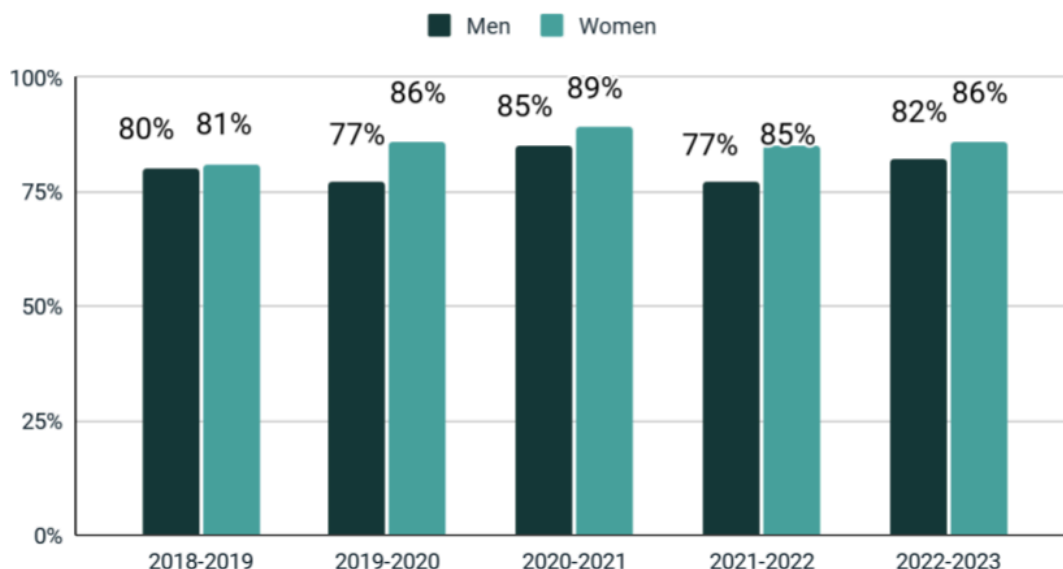
Spanish Course Success Rates by Ethnicity



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

The difference between men and women in terms of success in Spanish courses has varied throughout the past five years, but women have done better every year. Though the disparity has been as low as 1 percentage point (2018-2019), it has been as high as 9 percentage points (2019-2020).

Spanish Course Success Rates by Gender



Data retrieved from KCCD Program Review Course Success Rates Dashboard on January 11, 2024, excludes students with excused withdrawals and students with a fraud hold

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Changes in Program over the Last Three Years

The Language Arts Division currently employs 10 full-time faculty (7 in English, 1 in ESL, 1 in Spanish, and 1 librarian) and 40 adjuncts. One full-time faculty member retired in May 2021, and another retired in December 2021; those two positions have yet to be replaced. The division is spread thin between all of the committees that require a division representative (Academic Senate, Curriculum, Outcomes, Enrollment Management, College Council, and Scholarship), those that the division feels should have LAD representation (Budget, Distance Education, and Strategic Planning), and discipline-specific workgroups (AB 705/AB 1705 and ESL). Continuing without two full-time faculty members has exacerbated the problem of having too many committee obligations for too few people. On a more positive note, we are proud that four full-time faculty members from Language Arts who began at Porterville College in the fall of 2017 earned tenure in 2021.

In the fall of 2021, the LAD faculty began to return to in-person classes. Every semester, we have gradually increased the number of sections taught face-to-face. We try to balance our offerings between student registration trends (which lean heavily toward online asynchronous courses) and student success data (where we see students succeeding at a higher rate in face-to-face classes). Another impediment to our return to campus has been classroom space. Language Arts lost priority access to two classrooms during COVID-19 when the division primarily taught online, and other divisions needed more space. In fall 2023, two more classrooms were taken from the division, leaving limited spaces where our class meetings can take place. Though LAD faculty are encouraged to expand our in-person presence, the campus needs more room to implement this plan.

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. Instructors from the ASL adjunct pool teach these courses, and, unfortunately, that pool consists of two adjuncts. At the time of the last program review, the ASL program was able to offer 15 sections a year (2020-2021). We are currently limited to 10 sections a year for two reasons: limited adjunct course load and students opting for ASL programs at nearby community colleges offering a degree or certificate.

ASL P101 through P104 were denied CSU and IGETC articulation beginning in fall 2025. Unless a faculty member with ASL credentials can write the curriculum for these courses, they are unlikely to articulate in the future. We are also unlikely to have the capability to offer more than 10 sections of ASL per year. Because of the sparse course offerings and lack of a program award, students are directed to College of the Sequoias or Bakersfield College, both of which have a variety of ASL courses and programs that culminate in a degree or certificate.

Unfortunately, the decline of the ASL program is likely to continue. We have yet to have enough students register for ASL P104 to keep from canceling the course even though students themselves petitioned to include the higher-level course in PC's curriculum.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

English

In the past three years, enrollments in English have fluctuated in the same way they have for the rest of Porterville College, with a massive dip in the 2020-2021 school year when they went down to 2,476 (census enrollment) compared to 3,175 in the 2019-2020 school year. Fortunately, enrollments are slowly rising and reaching 2,515 in the 2022-2023 school year.

Though we fully implemented AB 705 in fall 2019, we have had difficulty assessing the results because the COVID-19 pandemic skews data. We continue to offer more sections of English P101A than any other English course, but the number of sections we offer per year has decreased dramatically from 73 in 2019-2020 to 56 in 2022-2023. Also, the number of corequisite support sections has reduced from 10 in 2019-2020 to 6 in 2022-2023. The decrease in sections might be the result of placement automation. Until 2021, students could not register for a stand-alone English P101A section unless they saw a counselor. Now, students are placed according to their self-reported high school GPA through CCCApply. However, this automated placement may mean that students we strongly recommend take English P101A with the corequisite course (those with a high school grade point average between 1.9 and 2.6) may not see a counselor or receive that advice. We also offer English P134A: Introduction to Research for Writing (1.0 unit) to support students in both English P101A work and writing with sources for other disciplines.

After English P101A, we offer the most sections of English P101B, a course required for the English major, but also in high demand because it satisfies the critical thinking requirement for transfer to a California State University and the English communication requirement for a student to transfer to a University of California. The program also offers fourteen literature courses that make up the required and elective courses in the English AA-T. These literature courses are offered on a regular cycle (See Appendix A). The division unanimously decided in spring 2023 that all literature courses will be offered fully online. Though many literature instructors prefer to teach those classes in a face-to-face or hybrid format, the number and variety of English courses students can take through the California Virtual Campus (a course exchange of which PC is a member) is too big of a pull for our students. We have had to cancel classes due to low enrollment. English majors can earn a degree in two years or less. Though the number of degrees awarded had risen, it dipped from 17 in 2019-2020 to 10 in 2020-2021 and then to 4 in 2021-2022. In 2022-2023, the number was back on the rise, climbing to 10 awards in 2022-2023. With increased promotion of the major, we can increase the degrees awarded over the next three years.

English As a Second Language

The ESL program is working on growing the program and making necessary changes to make the classes more convenient for the target population.

Linguistics

The Linguistics program continues to offer one section of LING P100 each semester, a course that meets the Elementary Teacher Education AA-T requirement. Unfortunately, the division only has one person who meets the minimum qualifications to teach this course and she is an

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

adjunct faculty member who is seeking full-time employment. If we lose her, we can no longer offer the course.

Spanish

One of the biggest challenges the Spanish Department has faced is the reduction of units in each Spanish course. Spanish P101 through P106 were reduced from 5 to 4 units beginning fall 2022. As a result, Spanish instructors have been forced to think of new ways to cover the same class material and maintain instruction quality in less class time.

A lab component was added to Spanish P101 and P102 courses due to reduced units in these courses. The lab component in these courses was created partly to ensure the importance of continuing to give PC students the quality time they need to accomplish the goal of learning a second language. During the language lab hours, under the instructor's direct supervision, students work independently or in small groups. The lab allows the students to reinforce the material learned during the classroom lecture sessions by putting them into practice through interactive activities, exercises, projects, and thematically set discussions. At the lab sessions, students have the opportunity to engage in different activities and projects that hone their language skills by working independently and in small groups on the following components:

- Conversational Spanish
- Vocabulary building
- Language skills
- Pronunciation
- Techniques to improve listening, speaking, reading, and writing
- Roleplaying
- Individual and group projects

Another challenge that the Spanish Department has faced with the reduction of units is to get new C-ID, CSU, and IGETC approvals on these courses. Spanish P102 and P104 were submitted two times to C-ID before they got full approval. Also, Spanish P103 through P106 were denied CSU and IGETC approval the first time they were sent. Changes these institutions suggested were made, and these courses will be resubmitted for approval by December 2024.

The state approved the new Spanish AA-T (reflecting the new number of units) on April 14, 2023.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Report on Previous Goals

Goal	Status/Progress
<u>Program Integration</u>	
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.	The coordination and integration of ESL/Spanish/English instruction has stalled due to the pandemic. The three disciplines are moving in different directions, and without a leader to champion this work, discipline faculty members are busy with other priorities.
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.	Language Arts continues to work to promote the English and Spanish majors. The approach has shifted slightly to promote both as a valid stand-alone major or as a valuable dual major to pair with any other discipline. We must develop better tools for our digital age and research what is working at other colleges.
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.	Language Arts faculty were instrumental in founding both the Writing Mentor and PASS leader programs, collectively spending more than a decade running the programs before they began being overseen by Learning Center administration. LAD faculty continue to refer our best students to apply to be mentors, PASS leaders, and tutors, and worked with Literacy Center staff to establish a poetry presence in the Literacy Center through books, posters, and donated magazines. Language Arts faculty will continue to develop an even stronger relationship with Learning Support Services on campus, especially for our adjunct LAD instructors.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal	Status/Progress
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.	We have been bringing speakers to the campus for our PC Writer and Poet Speaker Series. We hold a poetry open mic every spring. The tutors are now centralized in one location so that students can receive tutoring. We have many other ideas for promoting literacy that we would benefit from putting into action (the author lunch, tea party, etc.). We hold a campus-wide open mic every spring celebrating National Poetry Month and Poem in Your Pocket Day, disseminating copies of poems to the entire campus. We installed a Poetry Garden Walk for the month of April. Our faculty are active in the Cultural and Historical Awareness Program (CHAP), coordinating with our local American Association of University Women chapter, spearheading events such as "Unstitching Fast Fashion" that are free and open to the public, and offering students tie-in opportunities with the CHAP theme every year.
<u>English Program</u>	
5. Redesign the 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.	We are proud to have been early to redesign our curriculum to comply with AB 705. Through multiple meetings and workshops, the division carefully adjusted our program offerings 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. We successfully implemented AB 705 for English and ESL.
6. In collaboration with counselors and Student Services, plan, coordinate, and enact a successful rollout of AB705 implementation followed up by monitoring, assessment, and qualitative and quantitative research needed to continue effective collaboration toward continuous improvement.	The rollout of our corequisite was successful, and we fully comply with AB 705. With frequent data and outcomes workshops, the division has made progress in evaluating and monitoring the success rates of students who take the corequisite ENGL P01AX. We are collaborating with the director of institutional research to improve our data collection on the success rates of the corequisite class.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal	Status/Progress
7. Expand norming (grade and college standards alignment), training opportunities, and participation in the corequisite community of practice for English faculty (full-time, adjunct, and dual-enrollment instructors).	English faculty have three norming sessions in spring 2024. We want to establish a culture of norming and continue (though with fewer sessions) each semester. The Student-Centered Teaching Workshop was offered in January 2023 and is scheduled to be offered again in June 2024. New adjunct faculty and high school instructors who would like to teach dual enrollment are required to participate in the workshop before they are approved to join the department.
8. Assess AB 705 implementation using both quantitative and qualitative analysis to promote continuous improvement in the composition program and to maximize student success.	We have used the three Data Extravaganza workshops in part to continuously assess and improve our implementation of the corequisite (ENGL P01AX). The success is also monitored by the Student Placement and Success Workgroup (formerly the AB 705 Workgroup) as well as the AB 1705 coordinator.
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.	The number of dual-enrollment students has increased. In fall 2023, thirteen sections of English 101A were offered, and in spring 2024, thirteen sections of English 101B will be offered. We need to continue monitoring and assessing the success of these students and the rigor of the courses to make sure they are aligned with the course outline of record.
<u>Spanish Program</u>	
10. Create credit/non-credit Spanish classes for CTE and professional students—i.e., Spanish for Healthcare Workers, Spanish for Educators, etc.	This goal has not been achieved mainly due to the reduction of the number of units in all the Spanish courses offered at PC and to the restructuring of the new Spanish AA-T. As a result, Spanish instructors were forced to spend most of their energy and time finding new ways to cover the same class material and to keep the quality of instruction in less class time. However, the Spanish full-time instructor has attended Curriculum workshops to obtain more information about the creation of these courses and the possibility of adding certificates.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal	Status/Progress
11. Collaborate with area schools and community organizations to promote the development of heritage language proficiency, multilingualism, cultural literacy, and a “Lead with Language” approach to career preparation and development.	A group task was formed in 2021 (Lead with Languages). Members of this group include Spanish. ESL and ASL instructors, as well as the Title V director and the dean of instruction. This group has yet to meet recently. Some group members agree that collaboration is still needed to promote “Lead with Languages.” Additionally, the involvement of local high schools and the community will be vital to continue this mission.
<u>ESL Program</u>	
12. Modify the 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.	A self-guided placement test is in place to help students to choose the right learning level. In addition, the ESL sequence program is designed so students can develop their English in the four learning areas: listening, speaking, reading, and writing. Each area is designed in such a way that meets students’ personal needs, interests, and goals.
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.	ESL faculty have been working with PC counseling and the outreach program to make a calendar of activities to visit offsite locations. In addition, certificates of completion have been created, which cover the three different certificates students (basic, intermediate, and advanced) can receive after completing the required courses of the level. The ESL schedule of classes has been advertised through different means, such as the Visalia radio station called “Radio Campesina,” buses, marquees, schools, county offices, and PC community events.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal	Status/Progress
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).	The dean of instruction, the program manager, and ESL staff have visited communities that have shown interest in having PC ESL courses in their sites, such as Proteus, Porterville Adult School, Unemployment Office, EDD, school districts such as Terra Bella School District, Sunnyside School District, Richgrove School District, OLA RAZA, and Earlimart School District. All the ESL courses have been posted on flyers on PC main campus boards, local laundromats, markets, church bulletin boards, and stores every semester.
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.	PC counselors and ESL faculty have made presentations and have been in contact with people from different organizations and entities interested in taking the ESL courses. The communication with offsite locations has been positive and more people know about the ESL courses offered at PC.
16. Increase the number of daytime ESL classes offered on and off campus.	ESL courses have offered ESL morning classes at the Porterville Public Library, OLA RAZA, and Holy Cross Church in Porterville.
17. Collaborate with campus and community partners to provide childcare in the evening for ESL students.	This goal continues to be a challenge for ESL students because they face the problem of not having childcare that helps them with their children while their parents are in school.
<u>ASL Program</u>	
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.	Unfortunately, current LAD faculty do not have the knowledge or the manpower to pursue this goal. The division currently has two ASL adjunct faculty and without a full-time faculty member in ASL, this goal has little chance of coming to fruition.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal	Status/Progress
<u>Language Arts Adjunct Faculty</u>	
19. Provide better working conditions for Language Arts adjunct faculty, including, but not limited to, sufficient office space, appropriate supplies, computers, and telephones.	<p>At present, we have three office spaces designated for all PC adjuncts, one of which doubles as a storage space. Student workers from the Gear Up program use these offices as well which limits availability. Each office comes equipped with a computer. However, there is an ongoing issue with mice feces in the offices. We have already contacted Orkin to address the situation, but there has been no update yet.</p> <p>Given the proportion of LAD sections that are taught by adjunct faculty, this goal needs to be a division priority. We have a difficult time getting adjunct faculty to come to campus because most commute from Visalia or Bakersfield; the least we can do is offer them a mouse-free office space.</p>
20. Provide quality and compensated (to the extent possible) opportunities for orientation, staff development, norming, communication, and participation in division and campus activities.	Efforts toward this goal are ongoing. We have discussed plans to expand and strengthen our department website and to compile a guidebook specifically for LAD adjuncts accessible via the website. A few adjuncts have attended the norming sessions, and their presence is invaluable to the discussions and common understanding throughout the department.
21. Provide compensated office hours for adjuncts who choose to hold office hours on campus.	This issue is still ongoing and has not yet been accomplished. We will continue to work towards office-hour compensation for adjuncts.

Program Strengths

Language Arts Division

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

- The Language Arts Division has regular meetings. For the past two years, the division has met with a combination of face-to-face and Zoom meetings, one in each modality every month. LAD faculty are very much in tune with the rest of the campus because of the frequent meetings.
- LAD faculty have demonstrated flexibility and a willingness to adjust to face-to-face, online, or hybrid classes as needed as we move beyond the pandemic and decipher how

PORTERVILLE COLLEGE PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

students prefer to learn and balance that knowledge with careful monitoring of success data. For example, English faculty prefer to teach the literature classes in a face-to-face or hybrid format, but students were not enrolling in courses taught in those modalities, so they decided that all literature courses need to be offered exclusively online.

- LAD faculty volunteer to promote programs at outreach events such as Senior Day.



Connie Gutierrez, Joy Lawrence, and Melissa Long hand out goodies for Senior Day on October 24, 2023, to promote the English and Spanish programs.

- Many LAD faculty members have participated in Peer Online Course Review (POCR)
- LAD sponsors campus-wide events to bring poetry to students and participate in national events (Poem in Your Pocket Day, National Poetry Month)
- LAD is helping the Literacy Innovation Center with resources in poetry and literature.
- LAD has hosted and will host CHAP events that include our students (for example, the “Fast Fashion” panel with three former English 101A students)

American Sign Language

The ASL program boasts two excellent instructors who go above and beyond for their students, especially because they are adjunct faculty.

English

English faculty have adapted well to the changes from AB 705 implementation. They have led the way with the Student-Centered Teaching Workshop, an innovative approach to the corequisite model of English 101A. They have also increased online success rates in the majority of their classes. English faculty are also proud of the breadth of literature classes and that those classes are taught by various faculty members including adjuncts.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Finally, the English program has worked hard to bridge the transitions from high school to PC and from PC to four-year institutions. The English program expanded its dual enrollment offerings since the last program review and English faculty participated with faculty from UC Merced (December 2 and 3, 2021) and with CSU Bakersfield (March 3, 2023) to create English pathways to facilitate transfer from PC to these universities.

English As a Second Language

The ESL program gives students the opportunity to be exposed to the experience of second-language acquisition, helps students develop their communication skills, and embraces the four learning areas for second-language learners: reading, writing, listening, and speaking. ESL faculty also provides support and resources to overcome language barriers, gives students to look at their future from a different perspective by increasing the possibilities of having access to education and employment opportunities, and provides a clear understanding of the new culture, values, traditions, and language. Finally, the program explores the inner potential of students to learn a second language to create new personal and academic goals, provides students with a sense of community and support, and helps students overcome language barriers to become effective communicators in the community.

Linguistics

We only have one adjunct instructor who is qualified to teach linguistics. Luckily, she is a rare gem qualified to teach English, ESL, and linguistics. Because she is amazing, however, she will likely be wooed to a full-time position elsewhere and Language Arts will be forced to abandon the Linguistics program.

Spanish

The Spanish program has strong collaboration with instructors within the discipline. Constant collaboration and communication between all the instructors in the Spanish program ensures we continue improving our professional knowledge, competence, and skills. For example, on May 9, 2023, Spanish instructors met with a language specialist representative from Vista Higher Learning to receive training on the publisher's site (Supersite) for the new editions of the textbooks used in all the Spanish courses offered at PC.

Spanish instructors have attended numerous webinars related to new teaching methodologies and professional development. For instance, since 2020, the full-time instructor has attended a total of 16 workshops offered by Vista Higher Learning (publisher of the textbooks offered in our Spanish courses):

Webinars attended:

ChatGPT and AI in the World Language Classroom: Friend or Foe?

October 30, 2023

Tentacularity: Strengthening Your Program by Extending It beyond the Department

October 4, 2023.

Mixing It Up: Varying Our Approaches to Engage All Language Learners:

February 28, 2022.

Get Ready for the End of the Semester with the New Assessment Builder:

April 07, 2021.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

You Can Be in Two Places at One time, Part 2: Multimodality Teaching and Learning- Remote Plus Face-to-Face:

July 21, 2020.

Buckle up for an Emotional and Interactive Teaching Experience:

July 16, 2020.

You Can Be in Two Places at One time, Part 1: Multimodality Teaching and Learning- Remote Plus Face-to-Face:

July 14, 2020.

Let Your L2 Students Reach Out to You: Taking Advantage of Remote Teaching and Fostering Authentic Exchange:

June 25, 2020.

Reflecting on the Shift to Remote Teaching:

June 23, 2020.

Part 4- Best Practices to Keep Learning Going!

April 08, 2020.

Part 3- Best Practices to Personalize Your Courses:

April 06, 2020.

Part 2- Best Practices for Remote Assessments:

April 02, 2020.

Part 1- Best Practices to Help Students Develop Oral Proficiency:

March 31, 2020.

Transition to Remote Teaching, Part 3- Without Face-to-Face Class, How Will I Connect With my Students?

March 17, 2020.

Transition to Remote Teaching, Part 2- Best Practices:

March 16, 2020.

Transition to Remote Teaching, Part 1- How do I Start?

March 13, 2020.

Those instructors are also strongly connected to the Spanish majors. They begin the fall semester with a presentation for that population and keeping communication constant throughout the year and working to make sure the students' move to a four-year institution is as smooth as possible. Spanish faculty participated with faculty from UC Merced (December 2 and 3, 2021) and with CSU Bakersfield (March 3, 2023) to create Spanish transfer pathways to facilitate our students' transition from PC to these institutions.

The program has also increased the number of dual enrollment courses it offers in local high schools. Dual enrollment: Spanish P101 and P102 continue to be offered at Porterville high schools. Four courses of Spanish are offered in the fall (two online sections and two in-person) and four courses of Spanish P102 (two online sections and two in-person) are offered in the spring semesters.

Areas for Improvement

Language Arts Division

Though the Language Arts Division has many strengths, there are areas where the division can improve. First, the division would like for full-time faculty to teach the majority of our classes. Currently, more adjunct faculty are responsible for teaching the majority of English and Spanish courses.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Another area of improvement is conditions for adjunct faculty. Their offices need to be accessible, clean, and safe. They should be paid for the work they do outside of the classroom (office hours, outcomes assessment, etc.).

To contribute to student success and equity, LAD would like to increase the offerings in the Lending library, strengthen its relationship with the Literacy Innovation Center, and offer more on-campus trainings and workshops. Also, we would like to more accurately assess our students' needs as far as class modality and scheduling.

The LAD would like to grow its presence on campus by making sure it is represented in key committees and encouraging attendance at college events, such as the scholarship ceremony and commencement.

An area for improvement related to dual enrollment would be a closer collaboration with the instructors and administrators at both PC and Porterville high schools. This collaboration is needed to ensure that the quality of instruction is the same at both institutions and that the course content is respected and followed by the high school. Since high school instructors teaching dual enrollment courses are not evaluated, there is no indication that the items mentioned are respected.

American Sign Language

ASL continues to struggle with filling ASL 103 and ASL 104 because PC does not offer a certificate or degree in ASL. Developing one might go a long way in encouraging students to take the higher-level classes. For these courses to continue, we will need ASL faculty to write their curriculum and work with the articulation officer to ensure these courses will transfer.

English

We have a fantastically broad and diverse array of literature course offerings, especially for a college of our size, but English faculty would like to develop even more classes to stay current and in line with our students' needs and wants. We would also like to expand the program with a research certificate, professional writing certificate, and women and gender studies certificate (all of which are in various stages of the curriculum process). We hope that with these new certificates and literature courses, we will increase the number of English majors in the next few years.

Because English 101A is a vital part of general education for all of our students, we want to improve our success rates for the course as well as continue the norming sessions and outcomes assessment to maintain our standards. English faculty are also eager to promote reading and writing across the curriculum. We want our colleagues in other disciplines to remember that English 101A is not a master course; students need to learn to read and write for different disciplines, and we need to combat the idea that English 101A is a master course.

We also need to make sure that we offer as many sections of English 101A with the corequisite as our students need and that those instructors are meeting regularly to collaborate and support

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

each other. To that end, we need to ensure that the Student-Centered Teaching Workshop is offered consistently (at least once a year) and that the community of practice is re-established and ongoing.

As artificial intelligence becomes more prominent in its use in student work, English faculty need professional development to see how other instructors have approached the issue in the composition and literature classrooms.

Our final area for improvement is to focus on reading. The Community College Survey of Student Engagement (CCSSE) shows that our students don't read outside of the classroom. We hope to find ways to promote reading for pleasure to build a culture of literacy in Porterville.

English As a Second Language

The ESL program needs to be able to offer stationary items to students. Most of these students enrolled in the program are field workers and do not have enough money to buy classroom items, such as notebooks, pencils, and dictionaries, including textbooks they can keep at home for future reference. Also, we should have bilingual instructors for the basic levels. Another area for improvement is to reach out to more communities and community organizations and offer more counselor availability.

Linguistics

Language Arts needs to hire faculty members who can teach in this discipline, preferably full-time. Because a growing number of students are pursuing the Elementary Teacher Education degree, we need to ensure that we have more than one instructor for this course.

Spanish

Though the Spanish program has expanded its dual enrollment offerings, we need to make sure the oversight of instructors is established and maintained. Also, Spanish faculty need to continue seeking professional development to stay abreast of what is happening within the discipline.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goals

Goal(s)	Timeline for Completion	Needed Resources	Person(s) Responsible	Obstacles to Completion (if any)	Mission Statement	Guided Pathways Pillars
Language Arts Division						
1. Expand support for English and Spanish majors, 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 Language Arts at Porterville College. We've gone in the other direction, unfortunately. We need to move some services more online and we need to utilize the program we have more effectively.	Ongoing	Funds for snacks at get-togethers, department pamphlets, and related swag	Melissa Black, Language Arts faculty	Time and energy of both faculty and students	1, 2, 3	3
2. Build connections with high schools and four-year universities.	Ongoing	Staff time and funding for possible staff training	Language Arts faculty; Director of Dual Enrollment; CAPP group; Transfer Center; Articulation Officer	Time and energy	2, 3	3

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal(s)	Timeline for Completion	Needed Resources	Person(s) Responsible	Obstacles to Completion (if any)	Mission Statement	Guided Pathways Pillars
3. Create more collaboration and oversight in dual enrollment.	Spring 2024	Capability to evaluate high school instructors who teach English and Spanish A system for such evaluation	Language Arts faculty	Unable to evaluate the high school instructors who teach English and Spanish classes due to union restrictions High school policies	1, 2, 5	1, 2
4. Strengthen the division's relationship with the Literacy Center.	Ongoing	Funds to co-host events, provide literary magazines, promote aesthetic appreciation of the language arts	Melissa Black, Language Arts faculty	Time and energy	2, 5	3

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

Contact Person:
Melissa Long

Submission Date:
April 2024

Goal(s)	Timeline for Completion	Needed Resources	Person(s) Responsible	Obstacles to Completion (if any)	Mission Statement	Guided Pathways Pillars
5. Build a culture of adjunct inclusiveness by encouraging collaboration and inclusion into the campus community by paying adjuncts for office hours and meeting attendance.	Spring 2026	Funding for office hours and meetings Clean, safe office space for adjuncts	Language Arts faculty CCA	Lack of campus support Adjuncts are stretched for time Adjuncts don't want to attend meetings because they don't feel like part of the community	1	4
6. Increase professional development opportunities including attending conferences, holding a LAD retreat, bringing in speakers (especially on topics like post-COVID student population and artificial intelligence), and sending groups of faculty to colleges who are innovating in areas where we would like to improve or are facing new obstacles. This professional development is as important, if not more important, for our adjunct faculty members who should not only be offered these opportunities, but should be paid for their participation in them.	Ongoing	Funds for stipends, travel, speaker fees, and other costs Staff time	Language Arts faculty		1	4

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7. Address artificial intelligence in our classes.	Ongoing	Professional development Community of practice	Language Arts faculty	Faculty having a safe space to discuss their thoughts and plans for AI use Training on AI tools	1, 2, 3	4
8. Develop learning communities with instructors from other disciplines. These learning communities may involve designing pairs of classes for student cohorts to attend, which could allow for more significant content area enrichment.	Fall 2025	Funding for stipends for participating faculty Coordination with the Office of Instruction for cohort scheduling of courses	Language Arts faculty Faculty in other disciplines	Time to meet and collaborate with colleagues Personal/ professional connections to colleagues from other disciplines	1, 2, 4	3, 4
9. Expand the Lending Library offerings.	Fall 2024	Funds to purchase the books	Chris Ebert and Reagen Dozier		2	3

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10. Take on a bigger role on campus and engage with student life to a greater extent.	Ongoing	Funds to host events such as book fairs Time to collaborate with other faculty to meet goals for the student population	Language Arts faculty	Time and energy	1	3
11. Use of PC CHAP in LAD classes.	Ongoing	Provide annual theme and events schedule in advance to faculty for planning	Melissa Black, Language Arts faculty	Time and energy to redesign courses to match annual theme	1	3
American Sign Language (ASL)						
12. Develop additional ASL curriculum in order to create an ASL certificate and/or degree.	Ongoing	At least one full-time ASL faculty member with curriculum writing experience	Full-time ASL faculty with coordination from the language arts curriculum representative	Lack of full-time ASL faculty	1	1

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<u>English</u>						
13. Increasing course success rates for English 101A.	Ongoing	Continued inspection of data	English faculty	Evaluate resource effectiveness through student utilization data and adjust support accordingly	1	3, 4
14. Continue to track transfer and success data to assess the program, outcomes, and course norms. This matter needs to be clarified with further data collection due to anomalies caused by AB705/COVID-19 fallout in the last several years.	Ongoing	Funding for Data Extravaganza events Stipends for faculty	English faculty Institutional Research	Changing student populations and education standards	1, 3	3, 4
15. Hold regular norming sessions for English faculty in order to standardize the grading of writing assignments.	Ongoing	Funding for stipends to ensure adjunct attendance	English faculty	Time and energy	1	4
16. Design and offer a professional writing certificate.	Fall 2027	Stipend for faculty to research and design based on current direction in the field	Melissa Black, William Hughes	Time to research similar programs	1, 6	1, 2

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17. Add a variety of literature classes, including introduction to LGBTQ literature, literature and medicine, introduction to science fiction, film and literature, popular fiction, and children's literature (CID ENGL 180). Additionally, we would like to cross list some literature classes, such as American Indian Literature, Chicano Literature, Chicano Drama, and Mythology and Folklore with Ethnic Studies.	Ongoing	POCR funding Collaboration with Ethnic Studies faculty	Language Arts curriculum representative Language Arts faculty Ethnic Studies faculty	Lack of training in Ethnic Studies curriculum Lack of full-time Language Arts faculty	1	3
18. Focus on reading by adding 1-unit or 0-unit classes and promoting them.	Fall 2024	Reading instructor to teach the classes	Elizabeth Buchanan Language Arts Curriculum representative	Time and energy for curriculum preparation	1, 3, 4	3

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<u>English As a Second Language (ESL)</u>						
19. Reaching out effectively to promote ESL classes and programs at offsite locations.	Ongoing	Schedule of ESL classes Advertising—flyers, radio and bus advertising	Outreach committee Dean of Instruction ESL faculty Program manager	Available ESL faculty	4	2
20. Build and strengthen partnerships with community organizations, libraries, and counselors.	Ongoing	Calendar of activities where PC counseling and ESL staff participate in community events	Outreach committee Dean of Instruction ESL faculty Program manager	Available ESL faculty	4	2

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Staffing:

Current Staffing Levels

Full-Time		Part-Time	
Faculty	10	Faculty	42
Temporary	0	Temporary	0
Classified	0	Classified	0
Management	0	Management	0

Request for New/Replacement Staff

	Title of Position	Classification (Faculty, Classified, or Management)	Full- or Part-Time	New or Replacement?
Position 1	Replacement English	Faculty	Full	Replacement
Position 2	Replacement English	Faculty	Full	Replacement
Position 3	English	Faculty	Full	New
Position 4	ASL	Faculty	Full	New

Justification:

English Replacement and New Positions

Though English may appear to have an advantage in terms of availability to adjunct faculty, a deeper look at our students' needs shows the opposite to be true. Our students desperately need English 101A with the corequisite course (English 01AX). This option is required for students who come to PC with a high school GPA of 1.9 or lower and is highly recommended for students who report having a high school GPA of 1.9 to 2.6. We have many adjuncts who are trained to teach this course, but if they choose to do so, they cannot get the full adjunct teaching load of 10 units because the corequisite loads at 7 units. We are forcing adjuncts to choose between teaching a class that students need and their own financial well-being. We have some adjuncts who make this sacrifice, but we are really punishing some of our finest instructors with this practice and we still cannot offer enough sections to meet student needs.

English 101A with the corequisite is also vastly more effective when we teach it in a face-to-face format, something only a local adjunct instructor is able to do and the number who are willing to teach on campus has decreased drastically post-COVID. Adjunct faculty cannot teach any more sections of English 101A with the corequisite than they already do. We need more full-time faculty who can each teach two or three sections in a semester. We must offer more sections of English 101A with the corequisite and we must offer them in a face-to-face format or we are doing a huge disservice to our students especially those for whom additional support is most crucial to their success!

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We see this success-rate gap in English 101B and in the stand-alone English 101A sections as well. In English 101B, students in face-to-face sections were 5.7 percentage points more successful in the course on average over the past five years than students in the online sections. In the stand-alone English 101A sections, the difference increases to 8.8 percentage points. A vast number of students need to be in an in-person learning environment and Porterville College cannot adequately provide the necessary number of sections to accommodate our students nor will the college be able to do so in the future without the addition of full-time faculty members.

More than 50 percent of PC English classes are taught by adjunct faculty—even though most of our English full-time faculty teach overloads. Our adjuncts’ working conditions are our students’ learning conditions. While our adjuncts are excellent teachers, their working conditions limit their ability to serve students. Because they are usually teaching at multiple institutions, adjuncts must spend time shifting between the complexities of navigating each separate institution, which takes time away from their teaching. Full-time faculty are able to commit themselves to a single institution, and this commitment improves their working conditions. In turn, students’ learning conditions improve.

Additionally, many of our students need extra support that adjuncts cannot provide. Adjunct faculty are not incapable of providing this support; rather, their working conditions prevent them from doing so. For example, adjuncts do not have paid office hours—which struggling students desperately need. Some adjuncts certainly do meet with students even though they are not paid for it because of their commitment to student success and their own goodwill. However, our students’ success and learning should not rest on the unpaid labor and goodwill of college employees.

Furthermore, the Division anticipates that recruiting and hiring English adjuncts will become increasingly difficult. During the fall semesters, when all community colleges in the area seek to maximize enrollment in transfer-level English in order to maximize throughput and funding, the competition is already fierce. In the summer of 2021, we lost two English adjuncts to full-time positions. Equally problematic, with fewer sections of composition being taught in the spring, adjuncts who cannot find sufficient work to support themselves year-round may be forced out of the profession. Our adjuncts are coveted because many of them take the corequisite training and are immediately poached by other colleges because of their experience.

Currently, we have one “one-full-time-faculty” program (Reading) and one “no-full-time-faculty” program (Linguistics) to maintain. Our lone reading instructor is unable to teach reading courses because her load is filled with college composition with the corequisite. We are facing more dire circumstances with linguistics because we only have one adjunct instructor who is qualified to teach in that discipline. With the popularity of the Elementary Teacher Education degree, we need to offer linguistics courses and can currently only offer a single section. Linguistics at PC is in jeopardy of disappearing if our adjunct instructor, a rare gem qualified to teach English, ESL, and linguistics, is wooed to another college.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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April 2024

To be clear, with a new position with combined qualifications of teaching English and linguistics, we could offer more sections of Linguistics 100 (a course that we are only able to offer one section of that always has a long waitlist) as well as other linguistics options. We will eliminate a frustrating bottleneck for our Elementary Teacher Education majors.

Hiring an individual who can teach reading and English is also a necessary step for Porterville College. Critical reading is vital to higher education and we are not able to offer these courses for our students, many of whom are coming out of a K-12 system that struggled with literacy during the pandemic. Reading courses are not only essential in addressing the needs of a vast majority of our students, the courses are key to growth and expansion.

Porterville College has long pursued the goal of promoting literacy. Reading and synthesizing texts does more than develop critical thinking skills; reading fiction also strengthens our empathy, and this is a skill needed for jobs beyond the arts. Johanna Shapiro, from the Department of Family Medicine at UC Irvine, believes so strongly that reading fiction makes her students better doctors that she implemented a humanities program as part of the training for her students (“Does Reading Fiction Make Us Better People?”). Encouraging literacy is an even greater challenge for our community since there are no bookstores in Porterville. We would like to restart some of our previous events and activities, like handing out books during Senior Day, advising the Creative Writing Club, and open mics to promote Diversity, Equity, and Inclusion (DEI) celebrations, but we don’t have the manpower to restart these events let alone implement new ones.

We need full-time faculty to maintain the English AA-T. Every semester, we offer multiple sections of English 101A, 101B, and 101C, courses that are required in the sequence for our local general education as well as both CSU and UC. English 101B is required for the English degree, but we also must offer at least four literature courses in order to make graduation in two years a viable option for English majors. With the current lack of full-time instructors, we are ill-equipped to do both.

English, reading, and linguistics courses are also required for other awards including the Liberal Arts/Humanities AA-T and the Elementary Teacher Education AS-T. A lack of staffing in English will create a bottleneck stifling many degrees across the college.

English is a foundational subject, and often students take English 101A in their first semester. To that end, we focus on helping first-generation college students navigate the often-confusing waters of higher education and prepare them for the rigor of college and beyond, including transfer to a university and/or professional work.

Our English 101A with English 01AX corequisite course focuses specifically on study skills to help our students be better pupils, not just in English but in all of their classes. Our English 101A composition course teaches active reading, critical thinking, and writing skills that help students succeed in courses across the curriculum. Because many English faculty teach English 101A with a theme, students learn to read and write for various disciplines, including but not

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limited to Business, Criminal Justice, Policing, Nursing, Teaching, Psychology, Biology, and Political Science.

The English department, like the rest of Porterville College, remains committed to supporting underserved populations of students. In our foundational courses, we adhere to PC's mission of providing "quality academic programs to all students," "comprehensive support services to help students achieve their personal, career, and academic potential," "courses [...] to prepare students for employment or to enhance skills within their current careers," and "comprehensive support systems tailored to each student's skill level." We also endeavor to "prepare students for transfer and success at four-year institutions." Our courses help instill the values of adaptability, equity, and success in our students and perpetuate our philosophy of providing "the best possible service to [PC's] students in order for them to meet their individual academic or vocational goals" and encouraging "innovation, creativity, and new ideas."

ASL New Position

ASL adjunct instructors are incredibly difficult to find. Two years ago, we lost two of our four part-time faculty (one to retirement and one to a full-time position elsewhere). We were forced to cut sections in spring 2023 because we could not find instructors. We are in danger of losing one or both of these instructors at any time and replacing them is nearly impossible.

As far as developing the curriculum for an ASL certificate or degree, we can pay one of these two adjuncts a stipend to do that work, but that experience will also make her more desirable for a full-time position (and justifiably so), and we are likely to lose that person with no means to bring the program to fruition— even though an ASL certificate or degree is certain to be popular and even demanded by students.

With the need to meet disability requirements and the rewards of growing an ASL program to help meet those needs, putting our resources toward a full-time ASL faculty member makes good sense for the future. An investment in a single position will reap benefits that permeate numerous and overlapping facets of the college.

Currently, we have a "no-full-time-faculty" program to maintain, and the responsibilities that are overwhelming for programs that have a single faculty member fall on the division chair who does not have the discipline knowledge, experience, time, or resources to maintain the program. Unfortunately, without a full-time faculty member in ASL, the program is not only unsustainable but likely to fade out of existence—a true travesty for students, the college, and the community.

PC began offering ASL 103 and ASL 104 in the fall of 2019. Prior to that time, the division chair received multiple petitions from students requesting that higher-level courses be offered.

There is a large deaf community in the area. The ability of our students to communicate with deaf community members (even minimally) enhances the lives of both groups. Former students tell stories that back this up.

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Also, certificates and/or degrees in ASL (programs that could be developed with a full-time faculty member) will help students fill in-demand jobs in sign-language interpretation both at the college and in the community.

With a certificate and/or degree, we could offer the program in a dual enrollment format giving high school juniors and seniors the opportunity to graduate with an award in ASL, which is a valuable asset regardless of their chosen field.

ASL is one of only two foreign languages we offer at Porterville College. If we do not hire a full-time ASL faculty member and continue to have a difficult time finding adjunct instructors, we may be limited to Spanish as our only foreign language option. While Spanish is a great program and a pathway many students choose, it should not be the only choice.

Unfortunately, if we continue to deny this position at Porterville College, we will lose students, even in our own district. Bakersfield College has four full-time ASL instructors; COS and Reedley each have one. If we do not hire a full-time ASL faculty, we will continue to depend on two adjunct faculty members, and in all likelihood, the program will dissolve. Counselors already send students interested in ASL elsewhere because we are not able to staff the courses and we do not offer an award in ASL. We cannot continue to overlook this void in our program offerings.

Resource Requests

TECHNOLOGY REQUEST

	Technology Need	Justification
Item 1	Captioning service	It takes hours and hours to caption lecture videos. This time could be better spent engaging with students.
Item 2	Laptops for all faculty	Instead of having computers in the office, faculty could take a laptop home, which is especially useful for any faculty teaching online classes.
Item 3	Smartphones for all faculty	Instead of a phone in the office, a smartphone would allow faculty to take calls during virtual office hours.

FACILITIES REQUEST

	Facilities Need	Justification
Item 1	More classroom space	We could offer and fill more face-to-face classes, especially English 101A, but we don't have anywhere to hold them.

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Item 2	Language Arts building	It would be nice to have tutoring services, classrooms, and faculty offices all in one building to show pride in our programs and encourage more students to come for tutoring, office hours, and events (speakers, readings, poetry slams, etc.).
Item 3	Computer convertible desks	Composition instruction is much more effective with computer access for our students and classrooms like LRC 513 are the most efficient in giving our students that access. Considering English 01AX must be taught in a classroom equipped with computers, we will have a difficult time expanding our face-to-face offerings without upgrading current classrooms to computer-access classrooms.
Item 4	Office furniture (desks, bookshelves, etc.)	Many of the LAD faculty offices are not conducive to meeting with students and need to be reconfigured. Many of the offices are arranged such that our backs are to our doors, which is a safety hazard and just plain awkward. Faculty would like to have a say in the size of their desk and available bookshelf/cabinet space so that the office fits each faculty's needs more appropriately.

SAFETY & SECURITY REQUEST

	Safety/Security Need	Justification
Item 1	Locks on doors	This is a huge safety concern that has been ignored for years.
Item 2	First aid kits in the classroom	The basics (bandages, gauze, etc.) should be on hand in every classroom.

PROFESSIONAL DEVELOPMENT REQUEST

	Professional Development Need	Justification
Item 1	Norming sessions	English faculty need to be on the same page as far as grading to avoid the 80 percentage point difference in instructor success rates. Norming sessions need to be held regularly every semester to keep grading consistent.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
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Item 2	POCR program funding	If we are going to offer our literature classes online, we need this funding to get them quality-badged on the CVC.
Item 3	Conferences and workshops	We need more opportunities to expand our knowledge and remain up to date on new teaching methodologies and technology available.
Item 4	Make the Student-Centered Teaching Workshop and the community of practice permanent fixtures at Porterville College.	Because the workshop is required both for instructors to teach the corequisite course and for dual enrollment instructors to teach in the high schools, we need to make sure we offer the workshop regularly so that everyone has that opportunity. We also need to maintain consistent collaboration between faculty teaching the corequisite course with a community of practice.

Budget

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)	0	0	0
4000	\$800	+\$200	\$1,000
5000	\$3,000	+\$7,000	\$10,000
Other	0	0	0

Justification:

The supply budget (4000) needs to be increased due to inflation.

The increase in the professional development budget (5000) is for necessary the work LAD is doing to strengthen student success. A portion will cover the cost of faculty attending conferences. Currently, grant money pays for the English norming sessions and the Student-Centered Teaching Workshop, but both events are necessary, and should that funding be terminated, the LAD budget should provide for their continuation. Finally, the literature courses should be quality-badged through the POCR program, and funding is necessary to provide stipends for faculty work.

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Appendix A

English Course Rotation Chart

Class	Title	Offered	Modality
ENGL P01AX	Expanded Expository Composition	Every semester	F2F; hybrid; online
ENGL P100R	College Reading	Every semester	Online; hybrid
ENGL P101A	Expository Composition	Every semester	F2F; hybrid; online
ENGL P101B	Argumentative Writing and Critical Thinking through Literature	Every semester	F2F; hybrid; online
ENGL P101C	Argumentative Writing and Critical Thinking	Every semester	Online
ENGL P102	English Literature: Beowulf to Pope and the Age of Reason	Every fall	Online
ENGL P103	Shakespeare Survey	Every other even year fall	Online
ENGL P104	English Literature: Romantics to the Present	Every spring	Online
ENGL P112	Forms of Literature: Chicano	Even year spring	Online
ENGL P113	Forms of Literature: Chicano Drama	Every other even year spring; every other odd year spring	Online
ENGL P114	Introduction to Mythology and Folklore	Even year fall; every other odd year summer	Online
ENGL P115	Forms of Literature: Women Writers	Odd year fall	Online
ENGL P116	Forms of Literature: The Short Story	Every other even year fall	Online
ENGL P117	Forms of Literature: American Indian Literature	Every other odd year fall	Online
ENGL P118	The Bible As Literature	Odd year spring	Online
ENGL P119	Forms of Literature: Poetry	Every other even year spring; every other odd year summer	Online

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Division Name:
Language Arts

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ENGL P130	Survey of American Literature 1	Every fall	Online
ENGL P131	Survey of American Literature 2	Every spring	Online
ENGL P134A	Introduction to Research for Writing	Every semester	Hybrid (one meeting f2f with instructor)
ENGL P134B	Academic Format and Citation	Has not been offered	
ENGL P134C	Revising and Editing	Has not been offered	
ENGL P140	Creative Writing	Every other odd year spring; every other even year summer	Online
ENGL P141	Magazine Article Writing	Has not been offered	Online