

PROGRAM REVIEW REPORT

Name of Program: Language Arts

Division/Operational Area: Language Arts Division

Contact Person: Susan Regier

Submission Date: Spring 2006

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

Porterville College Mission Statement:

Students are our focus at Porterville College. We are committed to providing an excellent educational experience to our diverse community in an environment that fosters student learning and success. In promoting a student-centered learning environment, we commit ourselves to innovation, respect, collaboration, collegiality and participatory governance.

Program Mission Statement:

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

Program Student Learning Outcomes:

The Language Arts Division has been actively involved in the implementation of Student Learning Outcomes. All of the full-time faculty members and many adjuncts have participated in the summer training program and created Student Learning Outcomes for their classes. Additionally, Language Arts has engaged in division-wide discussions of our English program and created common assignments and rubrics. As a result of reviewing the success of our students, we have increased the contact hours in two of our levels of English—English 50 and English 101a.

During the 2004/2005 school years, the Language Arts Division reviewed and updated the course outlines for all classes offered by the division. Close attention was paid to establishing agreed upon, realistic, and measurable expectations for student learning.

During the summer of 2005, our full-time Spanish instructor and two adjuncts in Spanish engaged in dialogue regarding their classes and program and created common assignments, rubrics, and learning goals. Those common student learning outcomes were implemented during the 2005/2006 academic year.

In 2003, using a Title V grant, we began requiring one unit of lab each week for our basic skills classes, English 81 and 82 (Reading) and English 83/84 (writing). The following chart shows the improved success and retention outcomes with the required lab. Data is from Program Review, Course Retention and Success link on PC Research website.

Retention and Success Data for Basic English Classes

	Success	Retention
2002-03 (before lab was	53.8	80.6

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required)		
2003-04 (Title V grant began and lab requirement began)	58.6	81.1
2004-05	59.3	83.8

Analysis of Current Performance:

The Language Arts Division currently operates with ten full-time faculty members and ten adjunct faculty members. The division enrolls approximately 3,649 students per year, in 169 sections, with a retention rate of 84% across all of its courses/disciplines. A broad selection of courses is offered including transfer, developmental, and remedial English, EFL, Spanish, French, and American Sign Language. The Division offers one AA major—English.

The Language Arts program includes a wide range of courses in writing, reading, language, and literature: transfer classes, such as English 101A and 101B; transfer literature courses, such as American literature, British literature, Chicano Drama, Readings in the Native American, Poetry, Bible as Literature, Mythology, Women Writers; EFL courses offering four levels of instruction; reading courses offered at four levels; developmental writing courses offered at four different levels; and American Sign Language courses. We also offer courses in foreign languages, including Spanish and French.

In Spring of 2005, Language Arts offered 11 sections of EFL, 11 sections of Associate level, 27 sections of basic skills, 18 sections of transfer level, and 8 sections of language and American Sign Language.

Until Spring of 2006, the trend seemed to be growth in the Basic Skills level classes; however, this semester the demand for Associate level classes has increased, and Basic Skills demand has decreased.

Program Strengths and Areas for Improvement:

English continues to provide quality instruction to students enrolled in our classes. Students successfully move from remedial to transfer level courses and are able to meet prerequisites for classes outside our division. Since all students need to fulfill the Language Arts requirements, the division's enrollment will grow at the rate the college grows.

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Since our last Program Review in 2003, the Language Arts Division has not been able to hire any new full-time faculty members. In addition, we have had increasing difficulty hiring qualified adjunct faculty; as a result, it is often difficult to offer all the daytime courses at the times students most need to take them. We hope to be able to hire an additional full-time faculty member in English.

The past many years, we have only had one full-time Spanish teacher and two or three additional adjunct faculty. The full-time teacher must always teach an overload in order to cover needed sections. This places an unreasonable burden on her and requires her to consistently teach more classes than are required by our contract. As a result we would like to hire an additional full-time Spanish instructor, which would also allow us encourage growth in the program.

Our ability to regularly and consistently offer American Sign Language classes is impacted by our lack of dependable, qualified adjunct faculty. Students are not always able to progress in ASL as they should because often we must cancel classes that have no instructor. As a result we need to hire a full-time instructor in American Sign Language.

No other instructional division is likely to be affected by the Library building and remodeling to the extent that Language Arts will be. The permanent loss of classrooms LMC 5, LMC 19, and LMC 20, in particular, will need to be dealt with so that comparably equipped classrooms are made available prior to the dismantling of the current LMC classrooms.

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

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Hire one additional full-time English faculty member to improve the offerings to students.	To be on board by Fall 2007.	Funding and prioritization by CLC.	College budget limitations.

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Hire one additional full-time Spanish faculty member	To be on board by Fall 2008.	Funding and prioritization by CLC	College budget limitations.
3. Hire one additional full-time American Sign Language Instructor.	To be on board by Fall 2009.	Funding and prioritization by CLC	College budget limitations.

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Progress on Goal:

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>		<u>Part-time Staff (FTE)</u>		
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	10.33 FTE (10 FT)	Faculty	6.11 FTE (13 PT)	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<p><u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.</p>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	English Instructor	Faculty	Full time	New
Position 2	Spanish Instructor	Faculty	Full time	New
Position 3	American Sign Language Instructor	Faculty	Full time	New
<p>Justification: Position 1: We finding it increasingly difficult to find qualified adjunct faculty. In the last two semesters, we have had to cancel classes due to lack of a qualified instructor.</p> <p>Position 2: Our one full-time faculty member must always work an overload to offer a full complement of daytime Spanish classes. We are unable to hire a qualified daytime adjunct to teach.</p> <p>Position 3: Over the last five years, we have had a tremendous turnover in adjunct instructors in ASL. We share all of our instructors with other colleges: COS, Reedley, and Fresno. We have had to cancel many classes due to the loss of instructors at the last minute. In order to keep the program going and give our students more than one option for completing the graduation requirement, we need at least one full-time faculty person.</p>				

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	5,400	1,600	7,000
4000	660	240	1,000
5000			
Other			

Justification:

(Include justification for each amount of increase requested.)

The budget increase for the 2000 category has to do with Language Arts Mentors. To keep the mentors working a minimum of thirty hours a week for nine months out of the year would cost \$7,000.00. We would also like to add six hours a week during the summer, so summer school students would be able to get help on their papers. Because students only get paid when they work, we feel that we could also make it through the school year on \$7,000.

The budget increase for supplies would return us to the amount we have always received before last year's cuts. Twenty-three faculty members would share \$900.00 in supply money, and \$100.00 would pay our membership in ECCTYC (English Council of California Two-Year Colleges).