

PROGRAM REVIEW REPORT

Name of Program: Language Arts

Division/Operational Area: Language Arts Division

Contact Person: Susan Regier

Submission Date: Fall 2009

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

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

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 participated in the summer training programs and created Student Learning Outcomes for their classes. Language Arts has completed Student Learning Outcomes for 100% of our active courses and has begun the assessment process. 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 increased the contact hours in two of our levels of English—English 50 and English 101a.

During the 2008/2009 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. All course outlines with Student Learning Outcomes have been submitted to Curriculum Committee as of Fall 2009.

As of Spring 2009, Language Arts Division has completed program level Student Learning Outcomes for the English major and the mapping of the major through course offerings. The following are the agreed upon Learning Outcomes for the degree in English. Upon completion of a degree in English, the student will be able to:

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

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In the coming semesters, the Language Arts Division will continue the process of evaluating and accessing the results of Students Learning Outcomes in individual courses and will review our program SLOs.

Analysis of Current Performance:

The Language Arts Division currently operates with ten full-time faculty members and seventeen adjunct faculty members. The division enrolls approximately **4,791** students per year, in **200** sections, with a retention rate of **87.5%** and a success rate of **65.8%** across all of its courses/disciplines. A broad selection of courses is offered including transfer, developmental, and remedial English, EL-2 (English for Second Language Learners), Spanish, 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, Chicano Literature, Readings in the Native American lit, Poetry, Bible as Literature, Mythology, Women Writers; developmental writing courses offered at four different levels; and American Sign Language courses. We also offer courses in foreign languages, including Spanish on a regular basis (French has been offered in the past). EL-2 (formerly EFL/ENSL) courses have been offered at four different levels; recently EFL/ESL courses were revised and renamed EL-2 (English for Second Language Learners) to provide a more consistent program. We will begin offering EL-2 classes Spring 2010.

In Spring of 2009, 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. The number of students enrolled in Basic Skills and pre-collegiate courses has been inappropriately skewed—to be lower than is correct—by the incorrect cut scores being used to place students in Reading and Writing Courses. We have recently validated new cut scores which will go into effect, and are in the process of establishing a prerequisite for English 71. As a result of the validation, which indicates that we need a writing and reading course lower than our current lowest level 4, Language Arts is currently in discussion of whether to introduce a lower level, Level 5.

As a result of the Basic Skills Initiative and the new graduation requirements, there is a greater demand for Basic Skills and pre-collegiate level courses, and a need for additional sections of the transfer level English 101a, which has become the graduation requirement. Fall 2009, we introduced an experimental course—English 78—which is a combination reading and writing course we hope will better prepare students to continue through the course sequence successfully. This course has proven very effective and will be submitted to the Curriculum Committee to make it a permanent course.

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Program Strengths and Areas for Improvement:

The Language Arts Division 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. Language Arts courses are also important for improving the literacy level of the entire city of Porterville. Numerous K-12 teachers in the area are former students of Porterville College and continue to make an impact on the community.

Since our last Program Reviews in 2003 and 2006, 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 at least one additional full-time faculty member in English.

For the past many years, we have only had one full-time Spanish teacher and two or three additional adjunct Spanish 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. If we plan on continuing to offer a viable ASL program at Porterville College, we need a full-time instructor who can interact with the deaf community and find qualified adjuncts to teach our classes.

Language Arts anticipates the retirement of at least two full-time faculty members within the next two years. The replacement of those faculty members is essential to our ability to continue to provide enough core courses, basic skills, and reading classes to meet student needs.

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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 2010.	Funding, and prioritization by Academic Senate.	College budget limitations.
2. Replace retiring faculty members.	To begin the fall following their retirement.	.Funding and prioritization by Academic Senate	College budget limitations

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

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Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Hire one additional full-time Spanish faculty member	To be on board by Fall 2012.	Funding and prioritization by Academic Senate	College budget limitations.
4. Hire one full-time American Sign Language Instructor.	To be on board by Fall 2013.	Funding and prioritization by Academic Senate.	College budget limitations.

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	21.8 FTE (10 FT)	Faculty	17.5 FTE (17 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	English/Reading Instructor	Faculty	Full-time	Replacement
Position 3	Spanish Instructor	Faculty	Full time	New
Position 4	American Sign Language Instructor	Faculty	Full time	New
Position 5	EFL/ESL/EL-2 instructor	Faculty	Full-time	New
<p>Justification:</p> <p>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. We anticipate the retirement of at least two faculty members in the next two years. With the change in the graduation requirement for English and the continuing need for basic skills classes, we recognize the need not to just replace retiring faculty, but to increase the number of full-time English faculty.</p> <p>Position 2: Replacement of retiring faculty. We do not have enough qualified adjunct faculty to take over the classes of any retiring faculty. It is urgent that they be replaced upon retirement in order to just maintain the number of classes we currently offer. Any reduction in current staffing would negatively impact the entire campus since English is a prerequisite for many classes on campus.</p> <p>Position 3: 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 4: 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 foreign language graduation requirement,</p>				

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we need at least one full-time faculty person.

Position 5: We have recently updated and changed our EFL program to EL-2. We recognize that we need to be able to offer additional courses—especially at the basic skills level—to our student population. We currently have one faculty with 2/3 assignment as an EFL teacher and one adjunct EFL/ENSL instructor. In Spring 2009 we offered our ENSL P090 class to Richgrove students, as requested by the district. Fall 2009, we were unable to offer that service due to budget constraints even though there is a hug demand for us there. We need more faculty members to be able to offer the number of classes our students and community need to be successful.

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	5,400	1,600	7,000
4000	1,000		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.