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.

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

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

Program Mission Statement:

The Language Arts Division supports the mission of Porterville College by providing instruction for students at all levels of 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. The Language Arts Division 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.

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 were submitted to Curriculum Committee as of Fall 2009. During the 11/12 academic year, Language Arts has been systematically checking and updating all course outlines through the Curricunet process. We will finish all course outlines in Curricunet during fall 2012.
As of Spring 2009, Language Arts Division 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 evaluate their literary significance;
5. Identify and utilize the critical approaches that are most likely to illuminate the meaning;
6. Apply the nuances of language in both reading and expression; and
7. Apply research and writing skill to create in-depth, scholarly, documented essays.

In the coming semesters, the Language Arts Division will continue the process of evaluating and assessing the results of Students Learning Outcomes in individual courses and will review our program SLOs. We have developed an assessment cycle and have agreed to assess all SLOs for each class that is being assessed on the cycle. We will also be assessing our English major outcomes during the 2012/2013 school year.

**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 4,519 students per year, in 142 sections, with a retention rate of 83.4% and a success rate of 63.4% 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 began offering EL-2 classes Spring 2010.

In Fall of 2011, Language Arts offered 7 sections of EFL, 14 sections of composition and reading one
level below transfer, 13 sections of transfer level composition, 3 literature class, 18 sections of composition and reading at the basic skills, 8 sections of Spanish, and 2 sections of American Sign Language. Since our last review we validated new cut scores which went into effect, and established prerequisites for English 71 and 83. Although the validation also indicated that we need writing and reading courses at a lower than our current lowest level 4, Language Arts has decided not to pursue that option during our current budget difficulties. Instead, we are currently working on a way to create targeted programs to help students improve to college level courses.

As a result of the Basic Skills Initiative, the new graduation requirements of 101a, and the cut-back of admitted freshman into the CSU system, there has been a greater demand for pre-collegiate level courses, and a serious need for additional sections of the transfer level English 101a. In Fall 2009, we introduced a new course—English 83R—which is a combination reading and writing course we hope will better prepare students to continue through the course sequence successfully. We are confident that this course will prove to be very effective in helping basic skills students be successful in higher level courses and will be requesting results from the Institutional Research Office to confirm.

**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 Review in 2009, the Language Arts Division has not been able to hire any new full-time faculty members; however, we have replaced 2 retiring teachers and are currently in the process of replacing a third retiree. 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 need 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.

In order to offer a true English as a Second Language program for our students—many of whom are second language speakers—we would need to hire at least one more full time faculty member in addition to our current EL-2 teacher. This program would allow us to concentrate more fully on the needs of our numerous second language students and to design course programs to accelerate their success in tradition English classes.

Language Arts anticipates the retirement of at least one additional full-time faculty member within the next two years. The replacement of faculty members is essential to our ability to continue to provide enough core courses, basic skills, and reading classes to meet student needs.
Name of Program: Language Arts
Division/Operational Area: Language Arts Division
Contact Person: Susan Regier
Submission Date: Spring 2012

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

**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)

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the success of second language students by offering a more traditional ESL program with courses targeted at second language difficulties</td>
<td>Fall 2014</td>
<td>Funding and prioritization by the Academic Senate</td>
<td>College Budget limitations; curriculum revisions staffing needs</td>
</tr>
</tbody>
</table>

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

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

Progress on Goal:

____ Completed  (Date ___ )
____ Revised   (Date ___ )

Comments:
**STAFFING REQUEST**

<table>
<thead>
<tr>
<th>Title of Position</th>
<th>Classification (Faculty, Classified, or Management)</th>
<th>Full or Part Time</th>
<th>New or Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position 1: English Instructor</td>
<td>Faculty</td>
<td>Full time</td>
<td>New</td>
</tr>
<tr>
<td>Position 2: English Instructor</td>
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<td>Full-time</td>
<td>Replacement</td>
</tr>
<tr>
<td>Position 3: Spanish Instructor</td>
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<td>New</td>
</tr>
<tr>
<td>Position 4: American Sign Language Instructor</td>
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</tr>
<tr>
<td>Position 5: EFL/ESL/EL-2 instructor</td>
<td>Faculty</td>
<td>Full-time</td>
<td>New</td>
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</table>

**Justification:**

Position 1: We are 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 one faculty member in the next two years. With the change in the graduation requirement for English, the increase in freshmen who would have attended a CSU, 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.

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.

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 Spanish.

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, 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 would like to create an actual ESL program to provide for the needs of many of our students who are second language students. We currently have one faculty with 2/3 assignment as an EFL teacher and one adjunct EFL/ENSL instructor. We need more faculty members to be able to offer the number of classes our students and community need to be successful.

We are in desperate need of a printer which is networked to LA faculty offices. We have been using this one for at least 8 years. It is not feasible for LA faculty to run to graphics for small print jobs like one or two pages. This one is one its last leg and although it still works, it is not making clean copies any more.
## BUDGET REQUEST

<table>
<thead>
<tr>
<th>Category</th>
<th>Current Budget</th>
<th>Amount of Increase</th>
<th>Revised Total</th>
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<tbody>
<tr>
<td>2000</td>
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<tr>
<td>Other</td>
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</table>

### 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.

The supply budget of $600.00 must be used to furnish supplies for 10 full-time and 17 adjunct faculty. It is also used to buy four printer cartridges each year for the two networked printers. Each cartridge runs around $75.00, which takes approximately ½ of our current budget.