

Portland Community College

Composition and Literature

Program Review

2015

# Table of Contents

Click Section Title to Jump to that Section

1. <a href="#">Introduction and Overview</a>	3
2. <a href="#">Assessment</a>	6
3. <a href="#">Other Curricular Issues</a>	17
4. <a href="#">Needs of Students and Community</a>	24
5. <a href="#">Faculty</a>	35
6. <a href="#">Facilities and Support</a>	39
7. [No Section 7 for LDC Programs]	
8. <a href="#">Recommendations</a>	52

## [Appendix](#)

Appendix 1 :	2015 Assessment Rubric
Appendix 2:	Dual Credit by High School
Appendix 3:	Honors Writing
Appendix 4:	Distance Learning: ENG and WR Offerings
Appendix 5:	Campus-by-campus DL-F2F Comparison
Appendix 6:	Distance Learning Survey, Fall 2013
Appendix 7:	DL Literature Questionnaire
Appendix 8:	F2F Literature Questionnaire
Appendix 9:	Rock Creek DL Assessment Form

## 2015 Academic Program Review—Composition and Literature SAC

### (1) Introduction and Overview

**A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?**

The educational goals of Composition and Literature at PCC are rooted in communication, rhetoric, civic engagement, and critical thinking: skills that have long served as the basis for higher education. Program faculty seek to ensure access for PCC students to the benefits of a liberal arts education. This mission is particularly important as national trends define education increasingly in terms of its perceived usefulness to the workforce. As Martha Nussbaum describes in her 2010 book, *Not for Profit: Why Democracy Needs the Humanities*, “With the rush to profitability in the global market, values precious for the future of democracy, especially in an era of religious and economic anxiety, are in danger of getting lost.” Composition and Literature courses serve the needs of the college at large and also prepare students to be active, engaged citizens in their communities.

The program goals align with the missions of key national organizations, most notably the NCTE (National Council of Teachers of English): “The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.” The program also supports the mission of the CCHA (Community College Humanities Association), which is “dedicated to preserving and strengthening the humanities in two-year colleges.”

The goals of our programs in Composition and Literature are broad and widely transferable, and there is strong harmony between the objectives of our programs and the college’s Core Outcomes. For example, a course outcome in Writing 122 supports three of PCC’s Core Outcomes (Communication, Critical Thinking, and Self-Reflection): “Students will articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion.” Also, fifteen of our literature courses meet the official cultural literacy designation for the AAOT, and all of them support PCC’s Core Outcome of Cultural Awareness.

The Composition and Literature SAC offers courses in three main areas: Composition, Creative Writing, and Literature. PCC’s offerings in these three fields are extensive and diverse. PCC’s Composition courses are required for all transfer AA and AS degrees, as well as many CTE program and certificates. WR 115 (Introduction to Expository Writing) is a prerequisite for general education courses and a requirement for many CTE programs. WR 121 and WR 122 (English Composition 1 and 2) are the core of PCC’s transfer Composition sequence. WR 227

(Technical/Professional Writing I) is a course that many students choose to take instead of WR 122 as part of an AA or AS degree.

PCC's Creative Writing program features nine courses in Creative Writing: beginning and advanced levels of Fiction, Poetry, Creative Nonfiction, Scriptwriting, and Editing and Publishing. All four PCC campuses promote Creative Writing by offering a range of courses throughout the year, culminating in WR 246 (Editing and Publishing) in the spring term, a course which involves the production of literary magazines, chapbooks, art books, and/or web publications. The journal *Alchemy*, produced by students and faculty at Sylvania, was honored in 2014 with a Gold Crown Award from the Columbia Scholastic Press Association and also received a 2014 CCHA Literary Magazine Division Award.

PCC's Literature program is respected for both its breadth and depth. We have nearly 40 courses in our catalog, covering an impressive range of material, although some of these courses are not frequently offered due to enrollment concerns. All Literature courses enable students to cultivate an appreciation and respect for the great diversity of human experience.

***B. Please summarize changes that have been made since the last review.***

The goals and objectives of PCC's programs in Composition and Literature have not changed since the last Program Review in 2010. Though the SAC's primary goals and objectives are unlikely to change before the next Program Review in 2020, the SAC will engage potential areas of change in response to two closely interrelated factors:

1. The development of college-wide Assessment practices.
2. The need to redesign the college's Developmental English program.

Both of these factors are addressed in later sections.

Though the goals and objectives of the program have not changed, program offerings have shifted with the downturn in enrollment, especially since 2013. In 2010, our department chairs were responding to a rapid enrollment increase, which led to more sections of Writing 115 and Writing 121 being offered and more faculty being hired. Now with enrollment decreasing, our chairs are monitoring course numbers on a daily basis; they often face pressure from higher-level administrators as they try to limit the negative effects of canceled classes on faculty and students. They struggle to keep dedicated faculty employed, and they struggle to maintain a healthy range of course offerings in a college environment that emphasizes the bottom line. They strive to maintain the integrity of our program mission despite changes in enrollment and administration. For example, with the decrease in enrollment, the faculty chairs have begun to coordinate district literature offerings and to create an annual literature schedule in order to reduce duplication and to provide the widest range of course offerings.

SAC members are actively discussing the causes of decreasing literature enrollment, and developing innovative ways to promote and advertise the program. Recently, the SAC passed a Literature Focus Award that will create an incentive for students who are interested in literature. Faculty also continue to develop new courses, to update existing courses, and to offer more courses online.

In curriculum development, program administration, and college service, SAC members are actively involved in the work necessary to make organic changes that grow from our expertise as educators and that respond to the needs of our students and the communities we serve.

***C. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.***

The most significant changes in our program stemmed from the most recent Developmental Education Program Review, which led to the establishment of the DE Task Force. Members of our SAC have participated actively on the Task Force and are now involved in DE program redesign. Faculty from both SACs are involved in pilot courses involving the integration of Reading 115 and Writing 115. The connections established between the SACs are sure to strengthen both programs long-term.

## 2015 Academic Program Review—Composition and Literature SAC

### (2) Assessment

**A. Course-Level Outcomes:** *Identify and give examples of changes made in instruction to improve students' attainment of course outcomes that were made as a result of assessment of student learning. Where key sequences exist (for example, MTH, WR, RD, ESOL), also include information about any assessment-driven changes to improve student success at each level.*

The Comp/Lit SAC has experienced major shifts in its attention to assessment in the last three years, including learning how to conduct meaningful assessment projects. Our most successful assessment project was that conducted in 2013-2014. This project was a success in that it pointed out key areas of our program that we need to work on; however, 2013-2014 was deemed an "exploratory" year of assessment, which means that the findings are not reliable enough to prompt changes to CCOGS. Our findings, no doubt, have had substantial impact on individual pedagogy. Along with those impacts, we are pursuing the improvement of students' attainment via creation of clearer and more coherent course outcomes.

The major result of our assessment work in the last three years has been in presenting assessment results – and the recommended practices they encourage – to our SAC at SAC meetings. Each year, we have involved the SAC in a "mini-assessment" so that everyone is engaged in the work of building a more cohesive program, without which meaningful changes to instruction are impossible—especially in a SAC as large as ours. Our goal is to collaborate on a collective vision for our writing program, one that reflects current research on best practices and what we as instructors and as a SAC know about how students learn to write. Part of that collective vision will be a redesign of our current CCOGs based on SAC agreement on the level of consistency we want among all sections of a particular course. Once that vision has been articulated via a set of concrete pedagogical tools (e.g., the inclusion of targeted outcomes on each major assignment), recommendations for changes to classroom practices across the district (based on future assessment results) will become feasible.

We are currently involved in the assessment project that will lead to the revision of the CCOGS for our WR 115-121-122 sequence. In the fall of 2015, our Assessment committee will propose changes in our WR 115 CCOGS for our SAC's approval. At that point, we will likely move on to revising our CCOGS for WR 121 and WR 122.

Ultimately, assessing student work from courses taught by a SAC as large (in number and in variety of courses) as ours has led to us making targeted choices. We have focused much of our energy on our WR sequence. But we have also spent some time assessing our literature sequence (ENG 104, 105, 106). In 2012-13, we assessed the following course outcome in these classes: "Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary

text.” We found that in our sample only a quarter of the essays used outside sources while more than half of the papers used MLA citation. This discovery led to a debate within the committee about whether or not citing secondary sources in these introductory literature courses should be a prominent outcome. This is also a project for further examination, but one that we see as secondary to our current focus on the WR sequence.

### **B. Addressing College Core Outcomes**

- Describe how each of the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes. <http://www.pcc.edu/resources/academic/core-outcomes/index.html>
- Update the Core Outcomes Mapping Matrix. <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html> (You can copy from the website and paste into either a Word or Excel document to do this update).
- For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcome for passing students. The SAC should consider the Core Outcomes in the context of the discipline/program. Suggestions of how the Core Outcomes might be demonstrated are offered as sample level indicators for each Core Outcomes (see link in Bi). More appropriate indicators for your program or discipline may need to be developed by the SAC.
- In addition, please note with a single asterisk courses in which these outcomes have been intentionally assessed as part of the SACs annual assessment work, and a double asterisk courses in which these outcomes are expected to be a part of every faculty member's routine student evaluation/grading.

### **CO1- Communication**

This is a fundamental outcome for our writing courses, all of which deal with communication. As students move through our main sequence of WR115-WR121-WR122, they develop specific competencies in communicating with academic audiences, though all of our courses focus on the ability to communicate with the multiple audiences students encounter in their lives; each CCOG develops students' ability to “write for a variety of purposes, audiences and contexts.”

On the other side of our program, our literature courses help students learn to read and consider the experiences of others. As the CCOG for ENG 104 puts it, students “engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment.” Such engagement with the experience of others has been shown to improve one’s ability to communicate effectively.

### **CO2- Community/Environmental Responsibility**

On the literature side of our program, students encounter specific questions about community responsibility (by studying literary texts about diverse communities: African American, Native American, Working Class) and about environmental responsibility in courses such as Literature

of the Northwest and Wilderness Literature, as well as those English 104/105/106 courses whose instructors include these themes in the texts chosen.

Our course outcomes engage deeply with community responsibility not only in how students communicate with various communities, but in their emphasis on writing as a process in which students are responsible for supporting the intellectual development of their peers. In various writing courses, students are required to occupy diverse perspectives in order to craft effective arguments; thus, they increase the responsibility they take for the claims put forth in their lives. In addition, many instructors choose themes and readings for their Composition courses that address issues of community and environmental responsibility.

### **CO3- Critical Thinking/Problem Solving**

Critical thinking/problem solving is a foundational tenet of all of our composition, creative writing, and literature courses. Critical thinking and problem solving are at the core of the educational enterprise, and they have been for countless generations. Our composition courses engage these traditions in contemporary contexts and in ways that are responsive to the circumstances of our students' immediate realities and their abilities to be lifelong learners in world where contexts and media are always changing. Because our courses foreground metacognition, they offer students the ability to apply the skills honed in class to a variety of situations in life. Specifically, in requiring students to engage in the effective application of critical questions, our courses help students develop transferable critical thinking skills.

The particular situations are different, but in each of these courses, the skills of analysis and problem solving—both understanding what others think and developing self-understanding—are foundational. We teach students to recognize particular problems in context, and to use that situation to solve that problem with sensitivity and respect.

### **CO4- Cultural Awareness**

Our literature courses cover a wide array of cultural awareness for our diverse body of students in courses like: Women's Literature, Latin American Literature, Native American Literatures, African American Literature, Asian American Literature, and International Working Class Literature. The process of encountering both familiar and unfamiliar texts in the college setting helps place and complicate students' senses of themselves as culturally placed.

While the CCOGS of our WR sequence do not touch on cultural awareness explicitly, the courses push students to engage one another across their differences in collaborative processes of writing. Reflective cultural awareness is an essential foundation for any writer or rhetorician who intends to reach out to readers who come from a multitude of diverse backgrounds and who may hold different assumptions than the writer. Audience awareness is a key focus for writing, and it is taught to varying degrees through the entire writing sequence.

The CCOGs for WR227 explicitly state the diversity of audiences for which we train our writing students to prepare: "[a] number of different audiences who have diverse educational, cultural, and linguistic backgrounds, and who have various levels of expertise."

### CO5- Professional Competence

As mentioned above, all WR courses engage students in writing for multiple audiences, including professional audiences, and in peer review students learn to engage with peers professionally through respectful collaboration. As one example, in WR 227, Technical/Professional Writing I, students develop job portfolios (resumes, cover letters), grant proposals, and various professional documents (often in the context of Community Based Learning). WR 227 enhances intercultural communication within the workplace.

For students who want to work in the literary arts or humanities, our literature and creative writing courses develop baseline skills in these fields.

### CO6- Self-Reflection

Our courses foreground self-reflection. All of our introductory literature courses push students to “articulate ways in which the text contributes to self-understanding,” whether that text is by an author from 2,000 years ago or today. The Comp-Lit SAC recognizes that thorough and complex self-reflection is an essential element of effective communication in any time and place.

Our writing courses provide spaces for self-reflection, as students at all levels write reflective essays. This is also true in Creative Writing courses where students often create final portfolios articulating how their creative work has developed as a craft.

## MATRIX

We recognize there should be some changes in the Mapping Matrix, particularly in the core composition sequence (WR 115, WR 121, and WR 122). However, these changes need to be made with a holistic college-wide perspective to increase alignment. Any changes we might make to our Matrix should be done through collaboration and discussion with our colleagues in DE, ABE/GED, and ESOL.

We have added newly created courses to the Mapping Matrix (WR 239, ENG 220, ENG 230, and ENG 237).

### KEY

Blue = courses where student work has been assessed for LAC

Red = outcomes that should be changed on the matrix

Green = new courses that need to be added to the matrix

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
WR 115*	Intro to Expository Writing	**2	3	**2	3	2	**4
WR 117	Intro to Technical Writing (NOT TAUGHT BY THIS SAC)	-	-	-	-	-	0

WR 121*	English Composition	**3	3	**3	3	2	**4
WR 122	English Composition	**4	4	**4	4	2	**4
WR 123	English Composition	**4	4	**4	4	2	**4
WR 180	Composition Conf & Tutoring	4	4	4	4	2	4
WR 185	English Grammar	4	0	3	2	2	3
WR 214	Business Communications II	4	0	4	2	3	2
WR 227	Technical/Professional Writing I	4	2	4	2	3	2
WR 228	Police Report Writing (NOT TAUGHT BY THIS SAC)	-	-	-	-	-	-
WR 239	Creative Writing (Text and Image)	4	3	3	4	-	4
WR 240	Creative Writing (Non-fiction)	4	3	3	4	-	4
WR 241	Creative Writing (Fiction)	4	3	3	4	-	4
WR 242	Creative Writing (Poetry)	4	3	3	4	-	4
WR 243	Creative Writing (Script-Writing)	4	3	3	4	-	4
WR 244	Advanced Creative Writing (Fiction)	4	3	3	4	-	4
WR 245	Advanced Creative Writing (Poetry)	4	3	3	4	-	4
WR 115	Advanced Creative Writing (Editing & Publishing)	4	3	3	4	-	4
WR 247	Advanced Scriptwriting	4	3	3	4	-	4
WR 280A	CE: Technical Writing	4	0	4	2	3	2
WR 9599	Professional Editing	4	0	4	2	4	3
WR 9600	Technical/Professional Writing II	4	0	4	1	4	3
WR 9601	Graphics for Technical/Professional Writers	4	0	4	1	4	2
<b>Course #</b>	<b>Course Name</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>
ENG 104*	Intro to Literature (Fiction)	3	3	4	4	1	3
ENG 105*	Intro to Literature (Drama)	3	3	4	4	1	3
ENG 106*	Intro to Literature (Poetry)	3	3	4	4	1	3
ENG 107	World Literature – Western	4	-	4	4	1	3
ENG 108	World Literature – Western	4	-	4	4	1	3
ENG 109	World Literature – Western	4	-	4	4	1	3
ENG 195	Film Studies: Film as Art	3	3	4	4	1	3
ENG 196	Film Studies: Directors	3	3	4	4	1	3

ENG 197	Contemporary Themes & Genres	3	3	4	4	1	3
ENG 201	Shakespeare	4	-	4	4	1	3
ENG 202	Shakespeare	4	-	4	4	1	3
ENG 203	Shakespeare	4	-	4	4	1	3
ENG 204	Survey of English Literature	4	-	4	4	1	3
ENG 205	Survey of English Literature	4	-	4	4	1	3
ENG 206	Survey of English Literature	4	-	4	4	1	3
ENG 207	World Literature - Asian	3	3	4	4	1	3
ENG 208	World Literature - Asian	3	3	4	4	1	3
ENG 209	World Literature - Asian	3	3	4	4	1	3
ENG 211	Contemporary African Literature	4	4	4	4	1	4
ENG 212	Biography	4	4	4	4	1	4
ENG 213	Latin American Literature	4	3	4	4	1	4
ENG 214	Literature of the Northwest	4	4	4	4	1	4
ENG 215	Literature of the Holocaust	4	4	4	4	1	4
ENG 220	Literature of Comics and Graphic Novels	4	4	4	4	1	4
ENG 222	Images of Women in Literature	4	4	4	4	1	4
ENG 230	Environmental Literature	4	4	4	4	1	4
ENG 237	American Working Class Literature	4	4	4	4	1	4
ENG 240	Intro to Native American Literature	4	4	4	4	1	4
ENG 244	Intro to Asian American Literature	4	4	4	4	1	4
ENG 250	Intro to Folklore & Mythology	4	4	4	4	1	4
ENG 253	Survey of American Literature	4	3	4	4	1	3
ENG 254	Survey of American Literature	4	3	4	4	1	3
ENG 255	Survey of American Literature	4	3	4	4	1	3
ENG 256	African American Literature	4	4	4	4	1	4
ENG 257	African American Literature	4	4	4	4	1	4
ENG 258	African American Literature	4	4	4	4	1	4
ENG 260	Intro to Women Writers	4	4	4	4	1	4
ENG 261	Literature of Science Fiction	4	4	4	4	1	4
ENG 265	International Political Poetry	4	4	4	4	1	4
ENG 275	Bible as Literature	4	4	4	4	1	4

### **C. Assessment of College Core Outcomes**

*(Provide a link to the full text of your annual reports, and summarize them here).*

#### 2009-10

No report. SAC developed approaches to assessment.

#### 2010-11

Focused on WR 121. One class each from CA and RC, two from SY and two online. Focused on creating an assessment process geared towards core outcomes (CO<sub>1</sub>, CO<sub>3</sub>, and CO<sub>6</sub>) and course outcomes.

Results: Students scored between basic and competent on each of these outcomes. Students scored higher in self-reflection than in critical thinking. These results posed to the SAC important questions about how we teach and assess critical thinking/problem solving in our writing sequence.

#### 2011-12

Focused on information literacy and its relation to critical thinking/problem solving. The committee again focused on assessing core/course outcomes simultaneously. This year, the focus was on WR 121 and ENG 104 simultaneously. Sample was 20 student essays from the classes of committee members. Again, the committee focused on the core outcomes CO<sub>1</sub>, CO<sub>2</sub>, CO<sub>3</sub>, CO<sub>4</sub>, and CO<sub>6</sub> for WR121; in ENG 104, they assessed CO<sub>1</sub>, CO<sub>3</sub>, CO<sub>4</sub>.

Results: Development of a rubric that would focus on the relationship between form and meaning that would potentially be used in all of our courses. In WR 121, students scored higher in CO<sub>1</sub> and CO<sub>3</sub> than in CO<sub>2</sub>, CO<sub>4</sub>, and CO<sub>6</sub>. In ENG 104, the scores were significantly higher for all of these outcomes than in the WR 121 scores. The committee concluded that ENG 104 was a strong class that augmented student achievement of college core outcomes.

The committee felt that the assessment project needed to be restructured so as to better serve the needs of the SAC.

#### 2012-13

### ORGANIC ASSESSMENT

The committee again assessed WR 121 and ENG104/105/106, adding more literature courses to increase the sample. The main core outcome assessed was CO<sub>2</sub>, Community and Environmental Responsibility and the course outcome "write clear and coherent essays that develop ideas and incorporate evidence in support of a thesis," which related to previous work on information literacy; research practices and use of secondary sources were also assessed. The committee incorporated a good deal of contemporary scholarship on assessment practice, including Bob Broad's well-known work on holistic, locally informed assessment.

This process was transformational for whole-SAC involvement in assessment. Based on the holistic process of developing a shared language around assessment, the committee concluded that the whole SAC needed to participate in assessment. During the Fall 2013 in-service meeting, the committee shared two essays with the SAC, provoking a powerful hour-long discussion about the role of the personal narrative in WR 121. We learned that all SAC members value teaching students the development of the thesis, but not all agree about how certain genres (i.e., personal narrative) encourage students to generate thesis, evidence, and logical development.

The committee recommended increased professional development based on our discussions. Because of funding support for assessment work, PT involvement in the committee increased.

The committee established a pair of questions that has continued to guide our work and shape of vision of what assessment can be: "What consistency do we want to create, and what autonomy do we want to preserve?"

#### 2013-14

As a result of the work of 2013-14, the committee embarked on a process of revising our outcomes for our composition sequence to increase coherence, while maintaining diversity and instructor autonomy. The committee set out a six-year plan, which involves two years looking at WR 115. This was the first year.

In the Spring 2013 SAC meeting, we surveyed faculty about what students needed to learn in WR 115. The two primary categories articulated by the SAC were the ability to write a strong, cohesive paragraph (which the assessment committee tied to CO1) and the ability to use writing to facilitate learning (CO3). The assessment process pointed to interesting tensions around the indivisibility of those pursuits.

Our Assessment Committee examined: other WR 115-like classes at a range of institutions, a selection of faculty syllabi from all campuses, institutional data on WR 115 completion, a student survey, and (of course) student work.

The exploratory year yielded a sense that students were achieving the college outcomes, though in a surprising variety of ways. Based on this variety of work, we made recommendations regarding how the course sets up the WR 115 sequence and how it operates in the college.

We made a number of clear recommendations to faculty at our SAC in-service: we acknowledged that our course is vexed and that many other institutions also struggle with WR 115. We made direct recommendations about syllabi, particularly including direct references to support resources and emphasis on studentship skills. This assessment opened up an essential—and heretofore ignored—conversation about how we frame this important course. This assessment also opened key spaces for collaboration with the DE Assessment Committee and the DE Task Force.

The committee has discussed what modes of intervention would be useful to improve student attainment of the outcomes; for instance, changed outcomes and/or shared curricula.

## 2014-15, the Year of the COSA

### WR 115 COSA

Previous assessments had looked at single objects from students. But since one assignment seldom captures all the learning outcomes in a course, our SAC and our committee felt strongly that we needed to gather a larger sample to fully assess a course. Thus, the COSA ("Collection of Significant Assignments") was born.

In Fall 2014, we collected 56 COSAs representing 15 sections of WR 115 from across the district. The Assessment Committee then examined COSAs for particular students to see if, looking at a larger sample from a student, we might see evidence of more of the course and college outcomes.

Our assessment tool evaluated both how the student's work met the course outcomes and how this did—or did not—signify their preparation for WR 121, the next course in the sequence for any students headed towards a transfer degree. [See Appendix 1: the COSA/Leapfrog Rubric.]

### Collaboration with DE

Representatives from the Comp/Lit and DE Assessment Committees have met on multiple occasions during 2014-15. Our faculty colleagues in DE conducted a similar project this year: a RD 115 COSA collection. The process of gathering, analyzing, and discussing points of overlap between the COSAs from WR 115 and RD 115 has been insightful and productive.

A Teaching Symposium is planned for June 5, 2015. It will utilize the joint work of the Assessment Committees as a basis for building dialogue around the particular experiences and expertise of our faculty members in preparation for Integrated RD-WR 115 pilots. Following the Symposium, the work of this year's Assessment Committees will continue to inform recommendations for integration in 2015-16.

Our joint work has raised a larger and important question about how community college faculty can stay current in their fields. Professional development can best inform collaborative assessment projects in the future when there is solid grounding in current scholarship on pedagogy and curriculum. Ensuring that instructors can stay current is an important issue for both SACs, and it provides a potential area for cross-SAC collaboration.

### **Findings—WR 115 and RD 115, Significant Overlaps and Disconnections**

- **"Metacognition"**: We see a consistent emphasis in both SACs on students' meta-awareness of reading and writing as processes and as socially constructed activities. In terms of integrated courses, this could mean infusing genre-awareness throughout both Reading and Writing curricula.
- **"Response"**: Responding to texts is a significant area of overlap. Summary, however, is more common on the RD 115 side, even though many WR 115 instructors assign "Summary-Response" papers. Clarifying how we teach summary and response, or representation and interpretation, seems essential in an integrated curriculum.
- **"Information Literacy"**: Treatment of information literacy appears to be a significant gap. All RD 115 are expected to involve an Information Literacy Project. However, WR 115 is ambiguous in terms of the expectations for Information Literacy. Clarifying the

parameters and expectations of a “115 Research Paper” will help the Integrated pilots. Aligning these expectations with the “121 Research Paper” seems essential in order to effectively “reverse design” what we do in 115 and below.

Potential recommendations for integration might include:

- Process-based approaches to reading and writing
- Introducing genre awareness as an important concept in reading and writing
- Inquiry-based writing curricula at the 115 level (e.g., Bruce Ballenger-type approaches)
- Engagement with Reading Apprenticeship as a framework for metacognitive conversations about reading process
- If not common assignments, then at least a common element—like identifying the targeted course outcome(s) of an assignment—on all assignment sheets

***For each of the College Core Outcomes:***

- *Briefly describe the assessment design and processes that have been used to determine how well students are meeting the College Core Outcomes*
- *Summarize the results of assessments of the Core Outcomes*
- *Identify and give examples of changes that have been made to improve students’ attainment of the Core Outcomes that are based on the results obtained from assessment.*

**CO1- Communication**

Each of our yearly assessments in all courses has touched on the core outcome of communication. As courses about communication in writing, the courses we’ve assessed—WR 115, WR 121, ENG 104/105/106—address the outcomes of communication: with multiple audiences, in teaching writing as a process, in encouraging students to examine their own writing reflectively.

**CO2- Community/Environmental Responsibility**

Our AY 2012-13 assessment considered whether or not the student work samples demonstrated an attempt to engage the degree of Community and Environmental Responsibility that the college strives to encourage in all of our students. When looking for evidence of this degree of responsibility, we found that several students emphasized environmental responsibility in their essays, prompting us to consider more holistic strategies for cultivating this sense of responsibility across the college in the future. We also saw this evidence of environmental responsibility as an opportunity to connect the work students do in our courses with other courses across the college curriculum that more explicitly engage issues of sustainability.

**CO3- Critical Thinking/Problem Solving**

Our AY 2013-14 assessment project assessed CO1 and CO3. We found these two outcomes to be tightly intertwined, as we wrote in our year-end LAC report: “Writing—clear communication, clear research skills—is a key part of professional competence in nearly every

field that requires interacting with anyone else.” There was a clear correlation in scoring of student samples between students who were engaged in high-level problem solving and successful communication. Our 2013-2014 assessment revealed the importance of critical thinking in WR115, not to the exclusion of teaching grammatical fluency/conventions and formal structure, but in support of those skills. Our Assessment Committee recommended that WR 115 instructors emphasize the college’s core outcome of Critical Thinking/Problem Solving.

#### **CO4- Cultural Awareness**

The “reading” component of all assessed courses clearly engages the cultural awareness outcome. This is most obvious in the ENG 104/105/106 sequence, in which the CCOGS require that students “Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.” It is also present in the WR 115/121/122 sequence where students must communicate with diverse audiences.

#### **CO5- Professional Competence**

Writing skills, in particular communication and information literacy skills, are a key part of professional competence in nearly every field that requires interacting with others. While we have not assessed for this outcome, it is clearly connected to our work on CO1, 2, 3, and 4. That said, most of our writing and literature courses stress professional competence to some degree as part of individual student assessments.

#### **CO6- Self-Reflection**

All of our courses encourage students to examine their own writing reflectively. Our assessments of WR 115, for instance, show that nearly all sections use personal narrative reflection and/or journaling as a significant assignment. In our literature courses students examine how their experiences might compare to those of others--particularly in the ENG 104/105/106 sequence, which the CCOGS require students to “Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.”

In our 2014-2015 assessment, we moved from single-document assessment to a C.O.S.A. (Collection of Significant Assignments) model. Some of these C.O.S.A.s contained overall self-reflections, which were assessed to determine the student’s readiness for WR 121.

## 2015 Academic Program Review—Composition and Literature SAC

### **(3) Other Curricular Issues**

#### **Developmental English Redesign:**

Comp/Lit is currently involved in significant curriculum development at the pre-WR 121 level through collaborative work with members of the DE SAC and the DE Task Force. The long-term goal is to have more students who place into developmental English courses successfully complete WR 121 in a timely fashion.

Work currently being done focuses on developing two kinds of pilot courses: a linked RD 115/WR 115, in which each course is taught by a different instructor, but shares common assignments and articulated curricula, and an integrated RD/WR 115, in which one instructor teaches both RD and WR as co-requisites, incorporating both subjects.

Additional work in support of these curricular goals in collaboration with members of the DE SAC includes revisiting the placement exams and cut scores and developing recommendations and best practices for effective placement; joint meetings of Assessment Committees to assess student writing; working towards a process that allows students to “leapfrog” into WR 121; and campus and district-wide trainings, gatherings and workshops, ranging from Reading Apprenticeship to best teaching practices to portfolio assessment.

Significant institutional obstacles exist to accomplishing this goal, including state numbering of courses, the impact on prerequisite requirements, an effective placement mechanism, logistics of scheduling, differences in instructor qualifications between the DE and Comp/Lit SACs, and faculty workload.

#### **Dual Credit:**

As noted in the table below, the Composition and Literature SAC offers ten courses through Dual Credit in high schools throughout the metro area. Most students take WR 121, WR 122 or ENG 104 (Intro to Fiction), although a few schools offer ENG 105 (Intro to Drama), ENG 106 (Intro to Poetry), ENG 195 (Film as Lit), ENG 213 (Latin American Lit) and ENG 254 (American Lit). The SAC has designated three faculty as liaisons with the high school teachers, and one faculty member travels to the schools to do onsite assessments once every three years. The Dual Credit office also schedules meetings between PCC and high school faculty twice a year, and the writing and literature instructors join in a breakout session to examine syllabi and discuss classroom issues and course content.

Best practices include SAC review of instructors’ syllabi and the onsite observations. We hope to share the work of the SAC assessment committee with the high school instructors at the

spring meeting. The possibility of including both the teachers and their students' work as part of the SAC's assessment process has been considered.

The SAC welcomes additional dual credit agreements. Teachers in the high schools must meet our instructor qualifications (which, in general, exclude the MAT or MEd as related degrees). Important differences are class sizes and student loads, which are generally lower at PCC, and conference requirements. The SAC is concerned that greater student numbers, heavy workloads, and lack of access to a college Writing Center may preclude the kind of close attention that PCC faculty are able to devote to students and their written work. High school teachers have noted that conferences are difficult given their tight schedules and lack of private space for holding conferences.

Academic Year	# Students	# High Schools	# Courses
2010-2011	348	12	9
2011-2012	412	12	9
2012-2013	432	13	9
2013-2014	336	15	10

*(See 2014-2015 Dual Credit Articulation by High School in the appendix for a complete list of writing and literature courses offered by each high school)*

### **Service Learning, Honors, and Internationalization:**

Community Based Learning: Thirty four (34) of our faculty have participated in Community-Based Learning. Since the inception of the Program, students in the following courses have been provided the opportunity to learn about social issues and make a difference in their communities: WR 115, WR 121, WR 122, WR 123, WR 222, WR 227, WR 246, Eng 105, Eng 213 and Eng 215.

Honors: The SAC has offered Honors WR 121 and WR 122 since Fall 2010, initially at Cascade and Sylvania, and after Spring 2012, also at Southeast. Enrollment has remained relatively stable in Honors WR 121, which has been offered every term at Cascade and/or Sylvania, and once a year at Southeast. After several terms of low enrollment in Honors WR 122, it, too, has become more stable in 2014-15.

The SAC subscribes to the mission statement of the PCC Honors Program: "The Honors Program at PCC provides a space for motivated students to work toward achieving their academic goals in an atmosphere of cooperative challenge. This atmosphere will include dynamic student-centered classes, cohort building opportunities, leadership opportunities,

and a highly visible sense of community among students and faculty members. The quality of Honors Program coursework will be sustained by maintaining close relationships among Honors Faculty and the Honors Council, within the oversight of the PCC Curriculum Committee." (*See Information Pertaining to Honors Writing in the appendix for course descriptions and enrollment in honors writing sections by campus from Fall 2010 to Spring 2015*)

Internationalization: To meet the growing needs for a globalized education, our SAC has demonstrated a willingness and dedication to internationalizing its course curriculum. Some of the ways that this dedication has been demonstrated by faculty members attending seminars and workshops (NEH grants, CIEE seminars and East-West Center summer institutes, for example), serving on college-wide committees (Asian Studies and Internationalization Committee), and bringing their students to lectures, films, and workshops that address a host of global trends and issues. Specifically, in a recent survey asking faculty to detail what courses they had internationalized since our last program review, those who responded noted they had not only internationalized several sections of WR 115, WR 121, WR 122 and WR 227, but also many of our literature classes: ENG 104, 106, 107, 197, 204, 205, 213, 215, 238, 246, and 266. Our challenge remains to continue our efforts, involving additional faculty in this college initiative.

### **Distance Education:**

**To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc.)?**

#### **Writing Offerings in 2013-14**

*Writing classes are defined as WR 115, WR 121, WR 122, WR 222, WR 227*

**78%** of Writing classes were offered in the **classroom**.

**20%** of Writing classes were offered **online**.

**2%** of Writing classes were offered in the **hybrid** format.

**0%** of Writing classes were offered using **interactive television**.

Of the 1,124 CRNs generated for Writing classes during this period, 152 CRNS were offered in the classroom with no online counterparts.

One Creative Writing class (WR 242/245) has been offered as a hybrid.

*(See "Multiyear Lit and WR offerings different modalities" in the Appendix for a more detailed comparison.)*

#### **Literature Offerings in 2013-14**

**79%** of Literature classes were offered in the **classroom**.

**17%** of Literature classes were offered **online**.

**.9%** of Literature classes were offered in the **hybrid** format.

**4%** of Literature classes were offered using **interactive television**.

Of the 109 CRNs generated for Literature classes during this period, 51 CRNS were offered in the classroom with no online counterparts.

*(See "Multiyear Lit and WR offerings different modalities" in the Appendix for a more detailed comparison.)*

### For courses offered both online and on-campus, are there differences in student success?

Considering the varying goals students have when enrolling in each modality, creating a comprehensive assessment of the success rate for students who take DL courses compared to students who take classes on campus is challenging; therefore, this review will use data that compares passing rates for courses offered in both modalities as the measure of student success.

*\*Unfortunately, data that parcels out the number of students who received a "W" in Writing or Lit classes offered both online and on-campus is currently unavailable, so we are unable to compare retention rates for each modality.*

### District-wide success rates for 2013-14 Writing courses offered both online and on-campus

The overall **on-campus** passing rate for Writing classes is **77%**

The overall **online** passing rate for Writing classes is **64%**

#### WR 115

The **on-campus** passing rate for WR 115 classes is **75%**

The **online** passing rate for WR 115 classes is **60%**

#### WR 121

The **on-campus** passing rate for WR 121 classes is **71%**

The **online** passing rate for WR 121 classes is **63%**

#### WR 122

The **on-campus** passing rate for WR 122 classes is **75%**

The **online** passing rate for WR 122 classes is **56%**

#### WR 227

The **on-campus** passing rate for WR 227 classes is **83%**

The **online** passing rate for WR 227 classes is **76%**

*(See "Campus by Campus DL F2F Comparison" in the Appendix for a more detailed comparison.)*

### District-wide success rates for 2013-14 Literature courses offered both online and on-campus

The overall **on-campus** passing rate for Literature classes is **77%**

The overall **online** passing rate for Literature classes is **69%**

#### ENG 104

The **on-campus** passing rate for ENG 104 classes is **80%**

The **online** passing rate for ENG 104 classes is **78%**

#### ENG 105

The **on-campus** passing rate for ENG 105 classes is **62%**

The **online** passing rate for ENG 105 classes is **44%**

#### ENG 106

The **on-campus** passing rate for ENG 106 classes is **86%**

The **online** passing rate for ENG 106 classes is **77%**

*(See "Campus by Campus DL F2F Comparison" in the Appendix for a more detailed comparison.)*

### **If so, how are you, or will you address these differences?**

With a few exceptions and in varying degrees, on-campus courses have higher passing rates than online courses. At this point, we cannot identify specific reasons for this discrepancy, since we do not have enough data to pinpoint meaningful differences in delivery that would contribute to passing rates.

- Since “W” grades were used in calculating the passing rates, we will ask Institutional Effectiveness to gather more specific data showing the drop-out rates for DL and on-campus Writing and Literature classes in order to compare retention rates and perhaps identify the reason for the differing passing rates. In looking at course-specific data, we will also be able to distinguish courses with higher withdrawal rates and identify possible causes and solutions.
- In a Fall 2013 survey of online students from *all disciplines*, 57% of online students cited that their instructor offered office hours or time for help outside of the class, and 25% of online students reported that their instructor’s presence was only “somewhat evident” in the class. Furthermore, 23% of students reported that they were encouraged but not required to have student-to-student interaction. (See “*F2013\_DL Student Survey*” in *Appendix*.) This survey was not specific to our program, so it is unclear if this is true for online Writing or Literature students. Therefore, we will conduct surveys of our Writing and Literature students to compare the impact of instructor presence and student interaction in our on-campus and online classes.

### **What significant revelations, concerns, or questions arise in the area of DL delivery?**

#### **Concerns**

**1. Writing 115:** SAC members have expressed concern about Writing 115 offered in an entirely on-line format. The distance learning form of delivery makes it difficult to verify the authenticity of student work. F2F WR 115 classes generally require students to write in class and complete an exit exam (in class) before taking WR 121.

WR 115 courses scheduled in the most recent academic year (2014-15):

- Fall: 2 sections
- Winter: 3 sections
- Spring: 2 sections

The Rock Creek department chairs are eliminating WR 115 DL sections beginning in Summer 2015 in accordance with SAC vote. Doing so will reduce the number by five sections for the year.

**2. Literature courses:** Several literature courses have been designed for DL in the past five years. Concerns have been raised by faculty that literature courses offered via distance learning encourage students to enroll online rather than enrolling for an on-campus literature class, especially if the course is the same offering during the same term. Online literature courses fill rapidly while some on-campus literature courses have struggled to meet enrollment

requirements. Recent data show, however, that the distance learning courses do not conflict with the on-campus courses in terms of student choice. (See the Appendix for "DL Literature Questionnaire" and "F2F Literature Questionnaire," that show the survey questions used to collect this data.) Department chairs from each campus now confer about literature offerings, working to balance the total number of literature classes offered each term, as well as the variety of courses offered.

### Revelations

**1. Quality of student experience:** SAC members have expressed concern about distance learning writing and literature classes in terms of the class discussions, group activities, weekly engagement, and frequent feedback and interaction with the instructor. In response, the standards and practices for DL courses are assessed using an evaluation tool specifically designed to address these concerns. (See "Rock Creek DL assessment form" in Appendix.)

Additionally, during 2014-15, the PCC Distance Learning Advisory Council has designed a document to guide the college's online course design and delivery: "Effective Standards & Practices for Online Course Design and Delivery." The document aims to provide:

- An explanation of effective practices and standards one can expect in online classes.
- Guidance for new and experienced online instructors.
- An opportunity for reflection and dialogue about online teaching at PCC.
- Alignment with PCC values and institutional goals.

**2. Student Preparedness for DL courses:** Students now must complete the module "PCC Virtual Backpack: The Start Guide for Online Learners" before enrolling in an online course. The aim of the Virtual Backpack is to orient students to the online learning environment and prepare them to employ successful tactics for the specific demands of DL courses.

**3. Low Retention Rate in DL courses:** (to be completed after looking at data). Partly addressed by new payment plan requirement.

### Course Evaluations:

The SAC voted in Spring 2013 not to develop questions for the student evaluations. The subcommittee charged with responding to what were then new online evaluations noted a number of reasons that the evaluations themselves might be unreliable: the committee's research indicated that students' inclination to complete online evaluations depended, among other factors, on network speed, whether or not the course was in students' major areas of study, students' current grades, and the number of surveys students had to complete. The committee also reiterated a more general concern within the SAC that students tend to post more extreme (both positive and negative) comments online and that only students responding at the far ends of the spectrum would bother to post evaluations at all. Finally, the SAC expressed concern that the process of moving to online evaluations was top-down and

that faculty were inadequately represented by the Federation when it agreed to implement them.

Currently, SAC members differ in their feelings about, and use of the online course evaluations. Anecdotal accounts suggest that some faculty don't read the evaluations now that they are online and that they are suspicious of marketing language that promotes the evaluations as a way that students can make their voices heard. On the other hand, several chairs report that they do use the evaluations, their own and those of part-time faculty, and find the easily accessible history of student responses valuable. A record of positive student responses, for example, may enable faculty and chairs to respond to students who represent themselves as presenting the complaints of an entire class.

Before this year (2014-2015), it was difficult to get significant response rates from students without the promise of extra credit or some other form of persuasion (which possibly increased the evaluations' unreliability). The temporary grade hold, however, has increased the numbers of students willing to fill out the surveys for the past two terms. Hence, the SAC may be able to determine more fully the evaluations' usefulness in the coming year.

## 2015 Academic Program Review—Composition and Literature SAC

### **(4) Needs of Students and the Community**

**Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes? If so, describe.**

#### **Technical Writing**

We looked into a technical writing certificate program based on many student requests over the years for such a thing. As part of the process, we found that employment for tech writers is expected to grow 17% from 2010 to 2020. However, the president of Society of Technical Writers (STCWVC) said that employment opportunities here are less robust than they were 10 years ago. This program may find new life in the future if our departments were allowed to hire full-time tech-writing faculty to lead the efforts. It could be a feeder program into PSU's tech writing master's degree. However, given the current job market in Oregon and its overabundance of qualified, and in many cases overqualified, technical writers, a certificate would not give our students the edge we were hoping it might.

#### **Literary Events and Performances**

Writing and English faculty have worked extensively with students and community groups to develop programming for literary events and community performances. Our faculty took leadership roles in the *PCC Reads* program, which promoted the reading of a single author across the college and culminated with an author visit in the spring. Between 2009 and 2014, this program brought several influential writers to the college and into our classrooms: Sherman Alexie, Heidi Durrow, Rebecca Skloot, Jean Kwok, and Ursula K. LeGuin. These events have facilitated conversations about race and gender issues across the district.

Our faculty actively facilitate the development of community and cultural events that use writing and literature to engage the immediate needs of our campus neighborhoods and communities. For example, when helping to coordinate an event near Cascade Campus featuring Michelle Alexander and her pivotal work, *The New Jim Crow*, or when developing the new Asian American Writers Series at Southeast Campus, our faculty engage diverse community organizations in order to forge strong connections between socially conscious literature and socially conscious community groups. If PCC continues to support literary and cultural events on our campuses, and if it continues to work with Literary Arts and Multnomah County Library to support the annual *Everybody Reads* program, our English and Writing faculty will continue to bring the literature to our students and to bring our students to the community performances.

## What strategies are used within the program/discipline to facilitate access and diversity?

SAC members invest tremendous amounts of energy into facilitating access and diversity within our discipline. In addition to promoting diverse and accessible course materials, faculty members have contributed to these important goals in many ways—from participating in the faculty diversity internship program, to coordinating curriculum and cultural events that involve collaboration with ASPCC and the Multicultural Centers, to sponsoring clubs devoted to enhancing access and diversity.

Faculty also do outreach work to support diversity programs and initiatives in the district. For example, two faculty at Cascade served as tutors for the Portland Teachers Program in 2013 and 2014. They were given release time by a retention initiative through the Dean of Instruction. Faculty at Cascade have also participated in the PDAR program (Purposeful Dialogues About Race), the CRTA book group (Culturally Responsive Teaching and Advising), and the AWARE group (Anti-Racist White Educator Group). This is obviously important work.

However, while the SAC has long been committed to the principles of access and diversity, the fact is that African American, Native American, and Pacific Islander students pass our introductory and prerequisite courses at significantly lower rates than students from other ethnic backgrounds. During the five years since the 2010 Program Review, these groups of students have passed WR 115 and WR 121 at rates which are consistently 10-15% lower than other students. Whereas the overall average pass rate in WR 115 and WR 121 is roughly 75% across the district, these numbers drop to 60-65% for African American, Native American, and Pacific Islander students.

Students from these communities disproportionately test into Developmental English, a fact that amplifies the stakes for the SAC's involvement with Developmental Redesign – the more developmental courses taken by students from these groups, the less likely they are to successfully complete WR 121, even when they earn As and Bs in the pre-transfer courses. This “exponential attrition” is evident for students of all ethnic backgrounds, but it is especially pronounced for African American, Native American, and Pacific Islander students.

Creating stronger systems for the support and success of our students from historically disenfranchised populations demands a multi-tiered approach to improving support and wrap-around services, working with faculty and staff colleagues across the district, and prioritizing diversity issues in practical ways to improve retention and completion. The SAC needs to have some complex conversations about how to strengthen practices that facilitate greater access and diversity.

**Source:** Pass Rates for [WR 115](#) and [WR 121](#). PCC Office of Institutional Effectiveness. April 12, 2015 and April 30, 2015.

## Have there been any notable changes in instruction due to changes in the student populations?

Our SAC was asked this question and responded with anecdotal reports about their methods, practices and strategies to address a range of student needs. These responses spoke to issues of student readiness, various obstacles they may face, as well as the means by which we have been helping them succeed.

A consistent shift has been in the instructors' growing use of technology to increase student access to materials and assist them through the writing process:

*"For conference sign ups, I used to post a sheet of paper at my cube. Now, I use a Google doc and emails for conference sign up. Some students appreciate being able to request a conference in the middle of the night, at their convenience."*

*"I am asking them to spend a lot more time in the lab in my writing classes so that it's easier for them to draft essays and confer with me and peer readers. I also find that many don't own printers, so they turn in all work via Google Docs."*

These technologies also allow the students to balance school with the various, often quite overwhelming, necessities of their lives:

*"I've moved all of my writing classes online in the last five years to accommodate students who are working and parenting."*

*"I have strict deadline policies set in my syllabus, but I also make my online students know that I entirely understand that 'life happens' If they are upfront about needing an extra day or even an extra week for an assignment, I'm open to negotiation. If they get in touch with me after the fact, I am still open to negotiating some sort of brief due date extension or curtailment of deducted points if the student proposes a new and reasonable due date and sticks to it."*

Our instructors continue to acknowledge the importance of students being able to communicate who they are and what they value in their work:

*"I have switched to a community-based learning model so that students can bring their own expertise and experiences (through work, parenting, incarceration, learning a new language, etc.) to their writing and to empower them to become advocates for the issues that matter to them."*

*"In my WR227 I have noticed an upswing of students returning to academia from previous careers (many from the military) and students who are working full time and taking the course for professional development (I've always had these students, but the numbers have seemed to increase).*

*I invite student contributions to class discussions based on their own workplace observations (What have they noticed about the shift from print to electronic correspondence? Do they use memos in the workplace and for what purposes? If they have ever screened resumes to hire employees, what do they look for?).*

*I encourage students to write proposals responding to a problem or opportunity in their real-life workplace. I also encourage students to submit those proposals; many have, and have had them accepted. I have noticed increasing numbers of veterans in my classes over the years, and several have written proposals that involve how veteran affairs are handled at PCC. I've encouraged students to use the Veteran's Center as a resource for this, as the VC has become a stronger and more funded presence on campus.*

*As my classes contain more international students and non-native English speakers, I hope to increase the 'writing across cultures' and 'multicultural communication' aspect of the class. I'm currently assessing the WR227 DL class of a part-timer who has told me that he's done this as well, also in response to changing demographics."*

The needs of our international students, who often come straight from ESOL courses, are also being considered. A number of instructors have been implementing vocabulary-strengthening work, and endeavoring not to take for granted the challenges many of these students face. These methods do, of course, help all students:

*"Originally, when teaching WR 121, I didn't include specific vocabulary work or specific instructions on how to use the required textbooks to their best advantage. Now, I do."*

*"I teach WR 115, 121, and 122. In my writing classes, I have started focusing a lot more on understanding vocabulary and English/American idioms. So many readings are full of words and phrases that seem pretty basic to a native English speaker, but totally throw international students for a loop (that's an example of one!). For example, we read an essay by Annie Dillard called "The Death of a Moth." It's a standard freshman composition essay, but I realized that many of my international students didn't know what a moth was, and therefore totally missed the metaphor of the whole essay when we read it together in class. I try to start each discussion by checking in with my students to see what words or phrases were unfamiliar or confusing. While this is a great practice for native English speakers as well, I have made it a much larger component of the class now that 50% or more of my students are non-native English speakers. I also always offer subtitles when watching films so that dialect and fast speech don't hinder students from understanding the content."*

*"I have increased my focus on close reading of the texts we discuss as a way to understand and use language. Analysis through close reading is the primary goal of my courses. This is crucial training for all students, in particular those who are still learning the foundations of English."*

*"In my WR 115 class, I moved from a single exit exam determining P/F to three timed writing exams of which students must pass two. This helps all students and especially bilingual/ESOL/first generation college/students to perform better."*

*"PCC has quite a large and vibrant international community, which translates into a much more interesting classroom experience for all involved. I sometimes teach from a book called "Re-Reading America" and one of the sections deals with the concept of the American Dream and its influence on how we view our experiences and expectations for life in the US. In the past, discussions about this topic were limited to the student's definitions of the American Dream (house, car, 2.5 kids, picket fence . . . ) as Americans. However, with so many international students the definitions are much more varied. The students from refugee communities discuss safety, and the freedom from fear, others have discussed opportunity or access to education. Defining the American Dream was always part of my planned classroom discussions, but I have found that those discussions are so much more interesting and seem so much more relevant when international voices are brought into the discussion."*

*"With the growing demographic of students coming from diverse backgrounds (socio-economic, cultural, racial, gender identification, physical ability) it is best to remove assumptions that people make of each other. Though often hard to admit, many enter the classroom with biases and false assumptions, consciously and subconsciously."*

*"I always did an icebreaker exercise in my Poetry Creative Writing class that is an instructor lead exercise, often referred to as an "I Am Poem" or "Pride Poem." I read a series of questions to the students, and they actively fill in the blanks. They remain focused and actively participate as I read the questions.*

*We read and share our responses one at a time. We toss a ball to the next person who we want to go next, as sometimes when the poems get emotional, it lightens up the mood. We hear stories of immigration, gender stereotyping, racial struggle, socio-economic inequity, family, motherhood, addiction, activism, creative interests, grief, and struggle. Gaining a sense of self and others through their own stories, its sets the tone of diversity and equity from the first day.*

*I now do this exercise in all the courses I teach; what I once held taut as a Creative Writing exercise has surpassed into all classes, easing false assumptions about who we are and to set, from day one, cultural competency in the classroom."*

Many of our instructors emphasize the importance of teaching our students how to be students, how to be in college, what it all means. Many are first-generation college students, some are right out of—or still in—high school, or have been out of school for a very long time, so returning to basic study skills is vital:

*"One of the larger realizations that I have had is that a number of students really have no idea how to be a student in any real way, even when their intent is good. As a result, I do use some class time to help with that."*

*"Due to the 'economic downturn' and the State of Oregon's lack of investment in quality education, students entering my classes at PCC the past five years have often been ill prepared for college-level work. Assigned readings in Literature are often deemed too difficult and writing quality in Literature, Composition, and Creative Writing classes has been significantly diminished. The problem, sadly, seems to be systemic, one which a 10-week Composition class can remediate only so much."*

*"From the curriculum side of things, I encourage discussion of what it means to be in college, what the point of college is, and what it takes for varying students to be successful in college according to the institutions in which higher education currently resides."*

One of the most pressing shifts in student performance has been noted by some of our instructors: as the culture transforms, technologically as well as ideologically, various problems arise. Some of our instructors have noted a decline in student abilities, readiness, attention, and focus:

*"I'd say that the most profound changes I've seen in students are related to the way they are so strongly under attack from their own culture compared with my students a couple of decades ago. They live with punishing conservative agendas that turn education into statistics, consumer culture has continued to run expansively amok, and their everyday technologies invite them to dehumanize themselves in myriad ways.*

*To accommodate, I've needed to double-down on an emphasis on core humanities values: exploration, compassion, dialogue, reason, etc. These are less known by my students than right/wrong duality, disaffection, unsupported opinion, silence, and exiting from discomfort via technological devices. I find that their tendency to confuse information with wisdom affects their ability to think, write and speak clearly and meaningfully. They are both overly sure of themselves and at the same time fundamentally de-selfed. My basic concern about them is that they don't know who they are, but they don't know they don't know who they are.*

*They've been robbed of individuality, but are seemingly unconcerned about this theft. Forces outside themselves tell them what to value (meaning largely what to buy to 'count' as 'someone') and they still imagine they are making their own choices.*

*More than ever I think they need teachers to help them reflect on fundamental questions about what it means to be human."*

Others were more sanguine about the level of student preparedness, and have adjusted their methods accordingly:

*"I have increased the level of complexity/difficulty of assignments, in response to the increased expertise and confidence I have come to see evidenced in my students work (while simultaneously attempting to scaffold assignments so I'm not just throwing more work at them)."*

### **Connections with Student Services**

In addition to the responses above, from instructors, we sought creative and critical thoughts on instruction from people here at PCC who work with students in different capacities from ours. Various colleagues in student services were asked the following questions:

1. What do students tell you that they need from a writing class?
2. What would you like to tell writing instructors about the students you see?
3. What would you like to know from writing instructors, perhaps answers to questions students ask you or questions you have when advising students about writing?
4. What might writing classes provide that would make your job easier?
5. How should instruction be informed by student demographics?

The most substantial responses came from the advisors at Cascade campus, including Jim Fasulo and Dorothy Badri. The advisors urge us to work on the problem of accurate placement into writing classes, so that students who "narrowly place into WR 121," for example, might be steered with the aid of a strong diagnostic test at the beginning of the term, into a class where they are more likely to be successful.

On the topic of how changing student populations might affect our responsibilities as instructors, one advisor writes:

*"Writing instruction should note that students from different socioeconomic backgrounds may not have had much opportunity to write with enough regularity to be prepared for WR 121 level work in a short period of time. Thus, a student who starts in developmental writing, who hasn't had much writing practice, would stand to benefit from the 'Writing and grammar essentials' of this course prior to the start of their journey as academic writers."*

**Describe the methods used to ensure that faculty are working with Disability Services to implement approved academic accommodations.**

[The following responses, to varying degrees, also apply to the previous question in Needs of the Students and Community: *What strategies are used within the program/discipline to facilitate access and diversity?*]

Our SAC was asked about its experiences with Disabilities Services and the students who require these accommodations. We responded with anecdotal reports about various methods, practices and strategies to address a range of student needs. We also included concerns about DS protocol and suggestions for change.

We reported mostly positive experiences with Disability Services. Our SAC appreciates the presence of this resource and things usually run smoothly:

*"In my experience, it usually works fine. I receive the DS form the first week of classes and find that most DS students approach me about their needs. I have had exams proctored without any difficulties, and most students have volunteered fairly readily to take notes for others. In other words, I do not have any complaints with the current system."*

*"I have great experiences with OSD and love having signers in my classes. It's fun to have their energy and riff off of weird signs for weird concepts. I also have had good experiences with assistants who took notes for a student with a brain lesion."*

*"I appreciate that the student is proactive in the accommodation with the testing center and begins the process of setting up a proctored exam. The system is easy and streamlined, via email to upload exams and set up testing agreements. This digital process makes it more efficient."*

*"I have had consistently positive experiences with signers in my classes. Their flexibility and good natured helpfulness is always welcome. They work well with me and the students, so it never seems to require much effort on my part."*

*"Since our courses are not test-centric, the primary accommodation is with signers. I have always been pleased to work with them and do whatever I can to make the process smooth for everyone involved."*

*"My only involvement with DS beyond an email letting me know the students that have accommodations is the two women who came into my class last term to type notes for one student. They were excellent, and very, very professional."*

Some of us offered commentary on what we do to accommodate students in need of this resource, and thereby collaborate with Disability Services:

*"I always check all my D2L lecture documents for accessibility issues. I check them the way I was taught in my D2L training. We were taught to have patterned headings (Heading 1, Heading 2, etc.), to not use colors that are problematic for the colorblind, to always announce links, etc."*

*"In my online class I'm flexible with these students over due dates and I'm available for different forms of direction-giving (over the phone, via email, etc.). Finally, I always include the ADA Statement on my syllabus."*

*"I strive for universal design in all my courses, attempting to pre-empt the need for special accommodations by making sure all my notes are accessible as word docs or PDFs on D2L, showing videos that have captions, allowing students to make audio recordings of class, and anything else that may anticipate the needs of students with documented disabilities and verified accommodation requests. The more universal the design, the more likely that my class will offer the same benefits in terms of greater accessibility to all students, such as the (rather large) population of students who could be eligible for accommodations, but have yet to go through the hoops of Disability Services before registering for my class. If a student has any need for accommodation beyond what I've hard-wired into my course design—such as additional time for writing in-class essays, or the need to stand up during class due to chronic pain from continual sitting, or whatever else might appear on the list of accommodations that I get at the start of the term--then of course I make sure that students are encouraged and supported in doing these things. I make a point to have a personal conversation during the first week of term with all students for whom I have received a message from OSD."*

*"I have not had much contact with Disabilities Services over the last few years. However, this term one of my students, who is a veteran, requires some accommodations for learning. These include being allowed to take pictures with his phone of my PowerPoint slides (as a rule, I do not allow students to use technology in my class), the use of an ergonomic chair, and being allowed to stand and walk around at the back of the classroom when the need arises."*

*Disabilities Services contacted me during the first week of the term, notifying me about the student's need for these accommodations. They were also helpful this term in replying to an inquiry I made about students using service animals in class."*

Our SAC also expressed various concerns, complaints and recommendations:

*"I have had many students with DS accommodations in the last year and there isn't any universal solution, which is why it's sometimes difficult. Each student has his or her own needs and anxieties about those needs.*

*"I find it frustrating, as an online instructor, to get a form that lists a student's needs, but no longer conveys what the disability is. Earlier this term, I got a few cryptic notices about a student from OSD, and I actually called the office to find out what the student's disability was. The email seemed far more detailed and lengthy than most in terms of the needs, so I wanted to be sure, if the student happened to be blind or hearing challenged, that my class met the required standards. In short, I was trying to go the extra mile as an instructor to help the student feel extra comfortable in my class. I didn't know if I was allowed to contact the student about said disability(ies), so I didn't email the student to find out how I could help even though I would have liked to. Instead, I called OSD. The woman who answered the phone was quite cross with me for asking about the student's disabilities--at first, until she realized that I was completely in earnest, and that I was actually trying to be more helpful than most instructors. At this point in the conversation, she said that she would contact her supervisor. I never heard back, so I called again. This time, I got VM. Of course, I left a message. A few days later, I received a call-back VM, which I returned, and then never heard anything else.*

*I find the privacy policy on this type of thing to be counterproductive and I can remember when the disability was listed on the email form, which was quite helpful. I feel frustration with the system, since it is making it harder for me to do my job effectively as an online instructor."*

*"Since I mostly teach online these days, I don't deal much with OSD. They send me notification about students who are registered for accommodations, and none of them ever seem to apply since I wouldn't need to give handouts early, recruit a note taker, set up time and a half for tests. I did have some people with accommodations in the fall and that was uneventful. I never did communicate with OSD beyond the student giving me her form the first week.*

*The forms are clear, though the whole note taker thing is odd. Sometimes there isn't anyone who can take decent notes for another person, and that seems less than ideal for students who need that.*

*Finally, I wonder if OSD has considered educating teachers about what to do when students who are not registered with OSD tell us all about their disabilities and what they need/prefer/struggle with. Is there a direct referral process or way to assure students that they will not have to pay through the nose for testing to even get "diagnosed" and registered?"*

*"Working with OSD in person (Harry Zweben on Cascade campus) has been a good experience for me, but working with their system is not always a good experience. I understand the accommodations that include allowing students to come and go from the class as they wish/need or to request extensions on work, but these are easily abused and can be disruptive to others in the class. The request for a peer note-taker is rarely useful at the WR 115 level, as these students do not have the skills to take notes that other people can use. Instead, I will post my own notes on the course homepage for everyone in the class to access. The requirement that OSD needs to get material with a three-week notice to make audio versions means that I cannot be flexible in my daily decisions about teaching and handouts."*

*"In general, I find it very easy to work with Disabilities Services and the Testing Center, and students are usually willing to talk about how we can implement their accommodations. Sometimes, though, when I need to give an accommodation my consideration—but it isn't required—I have a hard time meshing it with the way my class works. I am asked increasingly to be flexible about attendance, but in all my courses, students really do need to come to class."*

*"I truly commend the work that our OSD does with our students, and I have generally had good experiences when I needed to call for information. I have heard from a colleague that while the OSD provides work to her students in various media, it sometimes takes enough time to be a challenge. My personal concern with OSD is with the form students carry. As far as I can tell, it is a generic form with many different accommodations, only a few of which pertain to any given student. This seems likely to cause confusion. It seems very important to me that both students and instructors are absolutely clear which accommodations are necessary, and this seems simple enough to generate using software. I am also concerned about the "recommended" accommodations, particularly for late work and missing class. It seems likely that the student will read those and assume their instructors will overlook absences and late work and the instructor will think it is his or her decision. I am certain we could be clearer about this. Perhaps we could say that a student with these types of concerns could be late with work twice and could miss, say, three classes. More missing work or missed class might indicate that the student would be better off repeating the course."*

*Near the beginning of the term, an email from Disabilities Services arrives. It often has too little information for me to know how to help the student. It does, however, provide some talking points to discuss with the student in person, which is, in the end, helpful. That face-to-face conversation is when I begin learning what will and won't help that student in my classroom."*

## 2015 Academic Program Review—Composition and Literature SAC

### (5) Faculty

#### A. Composition of faculty

##### *Rationale for size and distribution of faculty*

The size and distribution of the faculty in our subject area are driven by community and student need, as well as degree, certificate, and transfer requirements.

Writing and literature faculty members live throughout the college's geographical boundaries and serve all PCC campuses. We have a growing presence at the Southeast Campus, as well as our satellite Centers in Willow Creek, Hillsboro, and Newberg. Distance learning expands our faculty and student population well beyond PCC's traditional borders.

##### *i. Full-time faculty*

In the past, each full-time writing and literature faculty member has taught courses at the ratio of 2/3 composition/writing to 1/3 literature. However, due to declining enrollment, this is not always the case. Full-time faculty are teaching more terms with a three-composition load. With the exception of a few administrative appointments, each full-time faculty member is chosen from a national pool of approximately 350 applicants. Each full-time faculty member has, of course, specific formal academic education and training: the minimum requirement is a master's degree in an appropriate field with substantive upper division and graduate literature coursework.

##### *ii. Part-time Faculty*

Generally, each part-time faculty teaches one or two writing classes. Contractually, a part-time faculty member may teach a maximum of two writing classes each term, with the additional possibility of one literature class during one term of a four-term year. Part-time faculty members are drawn from a Human Resources job pool of over 300 qualified applicants.

Part-time faculty undergo an assessment every three years; full-time faculty are assessed every five years.

##### *iii. Faculty turnover*

Anticipated faculty turnover and changes are dictated by funding. Currently, the state legislature does not seem to promise future increases in funding. Still, for the sake of our students and the overall health of our educational institution, our SAC continues to support the hiring of more full-time members. The SAC believes that the best method for improving

student success and retention is through dramatically increasing the proportion of full-time faculty.

*iv. Reliance on adjunct faculty*

Overall, our SAC is relying more on our part-time colleagues. In the last five years, in particular, we have seen a significant increase, and the SAC believes this to be both unfortunate and disturbing to the degree that this does not comply with [NCTE standards](#) regarding the overuse of adjunct faculty. While we honor and respect these colleagues, PCC must be committed to increasing the number of full-time faculty, in an equitable manner, on all of our campuses. Without a sizable percentage of full-time faculty, our institutional mission and goals are severely compromised.

The part-time faculty (drawn from a nationally sought pool of over 300 applicants) is held to the same educational and experiential requirements as the full-time faculty. Given the increasing competition in the national job market, the qualifications of the part-time faculty are steadily rising above the minimum of a master's degree.

For the 2013-14 academic year, full-time faculty taught only 29% of writing classes across the district (of 912 sections taught) which is lower than the overall college average of 35%. When we look across the district at particular FT/PT ratios, we see a greater disparity at specific campuses. For example, at Sylvania, 37% of Writing classes were taught by full-time faculty (44% of all credit classes at Sylvania are taught by full-time faculty). At Rock Creek, only 21% of Writing sections were taught by full-time faculty (compared to a full-time teaching rate of 33% overall for the Rock Creek campus); and at the Extended Learning Campus, which includes Southeast, only 16% were taught by full-time faculty (compared to a full-time teaching rate of 22% overall for the ELC).

It should be pointed out that our SAC, across the district, teaches a relatively small number of Literature classes (84 sections for 2013-14, and a much smaller number for 2014-15). Full-time faculty have traditionally taught these classes, so we therefore have a very high percentage of full-time faculty teaching those classes (89% across the district).

**Source:** "Faculty Teaching Ratios by subject—details," 2013-14 Program/Discipline Profiles, Office of Institutional Effectiveness. [[http://www.pcc.edu/ir/program\\_profiles/](http://www.pcc.edu/ir/program_profiles/)]

*v. Faculty composition as a reflection of the diversity and cultural competency goals of the institution.*

Although PCC does create an atmosphere that welcomes ethnic diversity—via the topics and authors assigned in coursework, public readings, cultural events, etc.—the composition of our department faculty could better reflect the diversity of the population we serve.

As of November of 2014, out of 40 full-time faculty members, six identify as belonging to

underrepresented populations (15% of our full-time faculty). Out of 134 part-time faculty across the district (some of these faculty may be counted twice if they teach at two campuses), ten identify as belonging to an underrepresented population, and 16 are listed as unknown. Assuming these 16 are white, this means that roughly 7% of our part-time faculty identify as being members of these groups. Overall, this means that only 9% of English and Writing faculty represent ethnic minorities. We are a 91% white faculty. Although there has historically been a larger white population in Portland than in other major US cities, just as there has historically been a larger white population in the Pacific Northwest than other regions, the city and the region are growing progressively more diverse. Currently, 26% of Portland metro area residents identify as ethnic minority.

In spite of demographic concerns, many SAC members work to foster greater cultural awareness, responsiveness, and competency across the college. Our faculty contribute to multicultural programming, multiethnic curricula, Diversity Internship programs, and groups that foster greater tolerance. That work is important, but if PCC's faculty breakdown were more representative of the communities we serve, there would be a greater proportion of minority faculty teaching Composition and Literature.

## **B. Instructor Qualifications**

Current qualifications for "English and Writing Instructor," last revised August 2011:

**Education: MFA, MA, or PhD in English, Rhetoric and Composition, or equivalent interdisciplinary degree (e.g., Comparative Literature, American Studies, Humanities, Linguistics) with a minimum of 30 upper-division and graduate quarter credit hours in Literature, Rhetoric and Composition, or a combination of the two, with a minimum of 9 graduate quarter credit hours in these areas.**

It has been nearly four years since the instructor qualifications were last revised. Prior to this iteration, the instructor qualifications were last revised in the mid-1990s.

The instructor qualifications for transfer level English and Writing courses are once again the subject of much discussion both within and beyond the SAC. There are issues that we need to define more clearly than we have thus far, such as the statewide push for greater dual credit. The SAC needs to discuss and further clarify the degree of university training and college-level teaching experience that qualify instructors to teach our classes.

As part of this Program Review, a discussion arose within the SAC about the possibility of narrowing and streamlining the instructor qualifications. Do we expect new instructors to have at least two years of college-level teaching experience? Furthermore, how do we quantify two years of experience, given that most graduate student instructors teach only one class per term? Indeed, do we require our new instructors to have studied and practiced the craft of

teaching college composition during their graduate studies? Do we continue to consider candidates with interdisciplinary degrees, such as Gender Studies and Ethnic Studies, as long as the candidates have upper-division or graduate coursework in Literature, Creative Writing, and/or Rhetoric? The SAC will engage these questions and seek clarity in the immediate future.

### C. Professional Development

A recent survey of full- and part-time faculty finds that a majority considers professional development essential to teaching effectiveness and morale. More than 50% of respondents rated professional development a 10 out of 10, noting that conferencing and publishing activities enable them to stay current in their fields, refresh their enthusiasm for the subject matter, and improve curriculum by applying new ideas, texts, and approaches. For example, instructors reported that conferences gave them ideas for examining the dynamics of a sentence, using more analytical approaches, working with veterans, and assessing student writing. A few instructors stated that a conference presentation provided ideas for the campus literary magazine, and another teacher caught the attention of a publisher after multiple conference presentations.

PCC instructors annually attend both local and national conferences, including Conference on College Composition and Communication (CCCC), Association of Writers and Writing Programs, Two-Year College English Association (Pacific Northwest), Community College Humanities Association, and Modern Language Association. Their publications have recently appeared in the journals *American Literature*, *Tin House*, and *The Colorado Review*, and in books published by Oxford University, the University of Iowa, and Columbia University.

Despite these impressive accomplishments, problems with the current funding model have discouraged some faculty from pursuing professional development activities. Currently, full-time faculty and part-time faculty with assignment rights are eligible to apply for up to \$500 for professional development funding every two years. However, these funds fall woefully short of the costs of a typical academic conference. For instance, the recent four-day CCCC conference in Tampa, Florida had a \$171 registration fee and nightly hotel rate of \$200, for a total of \$771, not counting airfare, ground transportation, and food. These funding gaps mean that PCC instructors who attend conferences must often do so at their own expense; other instructors skip conferences entirely, given the sheer out-of-pocket costs. Not only do these funding gaps create financial challenges, they diminish the quality of teaching at PCC by cutting faculty off from new approaches, ideas, and colleagues, in turn diminishing enthusiasm and morale.

2015 Academic Program Review—Composition and Literature SAC

## (6) Facilities and Support

### Index

1. Clerical and Administrative Support
2. Classrooms, Computer Labs, Faculty Offices
3. Faculty Production Lab
4. Library Support
5. Teaching Learning Center
6. Community Based Learning
7. Media Service
8. Campus Student Support Services
9. Recommendations

### 1. Clerical and Administrative Support

**Cascade**—The English Department is supported by the Liberal Arts and Pre-College Program Division Dean and facilitated by an English Composition/Literature Chairperson. The department has three Instructional Administrative Assistants (classified).

**Rock Creek**- The English Department is supported by the Communications and Humanities Dean and two English Department co-chairs. The Division office has two department Administrative Assistants (classified) and two part-time clerical assistants (casual).

**Southeast**- Southeast's English Department is supported by the Liberal Arts and Pre-College Division and facilitated by an English Department Chair. It is supported by three Instructional Administrative Assistant Positions.

**Sylvania**- The Sylvania English Department has a Division Dean of English and World Languages, a Writing Chair, a Literature Chair, a Departmental Administrative Assistant, an Assistant Administrative Assistant, and a Part Time Clerical Assistant. The computer lab is staffed by one Part Time Classified and two to three casual employees.

## 2. Classrooms, Computer Labs, Faculty Offices

### a) Classrooms

**Cascade-** has four dedicated classrooms, two of which can hold 32 students and two of which can hold 27 students. The main auditorium on campus is used for film studies classes. All Cascade classrooms are equipped with podiums, projectors, and visual presenters. All classrooms are equipped with whiteboards. Classrooms meet ADA requirements for student access. No faculty spaces are configured for faculty with disabilities.

**Rock Creek-** has four dedicated classrooms in which to schedule on the ground Lecture/Discussion/Workshop classes. Two are large enough to hold 30 students; two are smaller, but can hold 25. All are equipped with podiums that allow projection of DVDs as they also have a computer screen and all have Elmo projectors in various stages of working order. All are functional. There is also a tiered media room for the Film classes large enough to handle 35 students. Classrooms meet ADA requirements for student access. No faculty spaces are configured for faculty with disabilities.

**Southeast-** All SE classrooms have podiums in good working order and have overhead projectors in good working order. Classrooms meet ADA requirements for student access. No faculty spaces are configured for faculty with disabilities.

**Sylvania-** All Sylvania classrooms are equipped with podiums, projectors, and visual presenters. Most Sylvania classrooms are equipped with whiteboards, although there are some rooms that still have blackboards. Sylvania has a viewing classroom where all film studies classes are scheduled, although it is shared with art history. Sylvania has a videophone room dedicated to hearing-impaired faculty. Classrooms meet ADA requirements for student access. No faculty spaces are configured for faculty with disabilities.

### b) Computer Labs

**Cascade-** has two writing classrooms that contain computers and one classroom that has laptops. These rooms are all dedicated writing classrooms.

**Rock Creek-** Has access to a computer classroom in which we can schedule writing classes. There is currently one computer classroom that is designated specifically for our department, and can be scheduled for up to 15 classes per term. We actually schedule about an average of seven or eight per term.

**Southeast-** has one computer lab designated for all levels of English instruction, including courses within the purview of Comp/Lit, DE, ESOL, and ABE/GED.

**Sylvania-** has one computerized classroom for WR 115 with 24 student stations circling a ring of desks, a computer podium and a projector. Sylvania has a computer lab (language lab) with

30 student stations, language learning software, ESOL internet links, microphones, and fonts for Asian languages. Although language and ESOL classes have priority, English composition and Literature classes can be scheduled there, and students taking these classes can use open stations. The computer lab is staffed by one Part Time Classified and two to three casual employees.

### c) Faculty Offices

**Cascade-** has 13 faculty offices. Seven offices are shared for full time instructors and six offices are shared for part time instructors. All offices have doors. There is a conference room available for private meetings.

**Rock Creek-** has a total of nine spaces for full-time faculty: five individual offices for full-time faculty and four individual cubicles for full-time faculty. Additionally, five total spaces are reserved for part-time faculty: one shared cubicle (2 desks) and four shared cubicles (1 desk each).

**Southeast** -Faculty office space is ample in the recently opened space at Southeast. Faculty have two conference rooms available for private meetings, but only the department chair has an office with a door.

**Sylvania-** has 50 faculty spaces, most of which are cubicles. Fourteen cubicles are shared spaces dedicated to Part Time faculty.

### **3. Faculty Production Lab**

**District-** the lab provides hardware and software for faculty and staff in a lab housed in each of the three main campus libraries (Sylvania, Rock Creek, and Cascade) and in the Faculty Room of Southeast Campus. There are also student multimedia labs available at Sylvania and Rock Creek. The lab also has digital cameras, digital video cameras and laptops for checkout by faculty, staff and students.

**Sylvania-** In 2014 there were 40 English and ESOL faculty members who utilized the production lab at Sylvania. From 2013-14 there were 27 English and ESOL faculty from Sylvania attended training workshops (15 in 2013 and 12 in 2014).

### **4. Library Support**

The library supports faculty by helping students with topic development, identifying information needs, providing a variety of document sources, explaining search strategies and helping students cite sources. The staff seeks the advice and input of faculty for library collections and services. Before each library class tour they request a list of student research

topics or the class assignment, to tailor their presentations specifically around the needs of the students.

The librarians help keep faculty abreast of the new databases, software and new services offered by the campus staff and outside services.

The Library Prize Competition is sponsored by the Friends of the Library and is awarded to PCC students whose work illustrates exemplary levels of research, writing ability and the best use of library resources.

#### Library Instruction Session and Students by Subject: **Writing (WR)**

Campus	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Session	Student	Session	Student	Session	Student	Session	Student	Session	Student
Cascade	48	1006	53	1091	48	1042	68	1578	56	1347
Hillsboro	6	118	5	101	4	79	5	110	1	23
Newberg	0	0	0	0	1	24	0	0	0	0
Rock Creek	62	1267	82	1684	90	1915	120	2769	96	2276
South east	28	573	28	640	37	800	34	768	41	983
Sylvania	105	2278	73	1548	63	1455	63	1550	42	991
Willow Creek	0	0	0	0	5	117	6	139	4	94
<b>Total</b>	<b>249</b>	<b>5242</b>	<b>241</b>	<b>5064</b>	<b>248</b>	<b>5432</b>	<b>296</b>	<b>6914</b>	<b>240</b>	<b>5714</b>

#### Library Instruction Session and Students by Subject: **English (ENG)**

Campus	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Session	Student	Session	Student	Session	Student	Session	Student	Session	Student
Cascade	1	16	0	0	1	18	2	25	2	33
Rock Creek	0	0	0	0	0	0	1	28	0	0
Southeast	0	0	0	0	1	28	0	0	0	0
Sylvania	1	21	0	0	2	42	1	35	0	0
<b>Total</b>	<b>2</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>88</b>	<b>4</b>	<b>88</b>	<b>2</b>	<b>33</b>

## 5. Teaching Learning Center

**Cascade-** has two instructors as coordinators, one full-time and one part-time. The Teaching Learning Center at Cascade invites members of Cascade's diverse community to participate in events and discussions that explore our work and mission, and how they are accomplished.

**Rock Creek-** Many English SAC faculty have served as center coordinators and are regular presenters in the centers. At Rock Creek, one English faculty member was awarded \$200 in conference funding during the 2013-2014 year.

**Southeast** -English faculty are the most engaged department at the campus in TLC activities, serving on the advisory committee and regularly presenting at and attending TLC sessions. Currently, the TLC is coordinated by a Comp/Lit SAC member.

**Sylvania-** the only English and ESOL funding awarded from Fall 2013 to the present was for part-time faculty attending the Anderson Conference in January and the PT Faculty institutes in the spring. At Sylvania, no English or ESOL faculty presented in the TLC from Fall 2013 to the present. In Fall 2013, 12 English Faculty and two ESOL Faculty attended sessions. In Winter 2014, one English Faculty attended a session. From 2014-2015 there were no English or ESOL participants.

## 6. Community Based Learning

Participation of English Faculty 2009-2015				
Sylvania	Rock Creek	Cascade	Southeast	Total
<u>5</u>	<u>2</u>	<u>1</u>	<u>5</u>	<u>13</u>

Since 2009, thirteen (13) of our faculty have participated in the Community Based Learning Program, previously Service-Learning. Since 2009, students in the following courses have been provided the opportunity to learn about social issues and make a difference in their communities: WR 115, WR 121, WR 121H, WR 122, WR 210, WR 227, WR 228.

**Southeast-** Two SE instructors participated in community-based learning in 2013-2014, involving approximately 75 students.

**Sylvania-** From Fall 2013 to the present, Sylvania had one class incorporate service learning into its curriculum (as an optional component).

## 7. Media Service

**Cascade-** Media Services department is to provide all audio visual support necessary in the classroom to facilitate the instructional goals of PCC. Cascade campus has two full time classified assistants and a half time classified assistant.

**Rock Creek-** Media services provides audiovisual support in the classrooms and at events to facilitate the use of computers and projectors in meeting our educational goals. Currently, Rock Creek has two full time and one half-time supported by some casuals.

**Southeast** -The media services professionals at SE provide high-quality work and are responsive to faculty requests.

**Sylvania-** Media Services at Sylvania is located in the campus library, providing audio and visual equipment and technical assistance for classrooms, and has three employees, two full time and one part time.

## 8. Campus Student Support Services

### a) Academic Advising

**District-** PCC advisors help students maximize their college experience, whether they are new, returning, or currently enrolled students. The mission is to support students' intellectual growth, empower students to clarify and attain their diverse academic, personal and professional goals, foster student retention, and promote students' success.

**Southeast** - In its transition to a comprehensive campus (Fall 2014), Southeast has added advising services support. The advising professionals at SE provide high-quality work and are responsive to faculty requests.

### b) Placement Testing

**Cascade-** has one coordinator (classified), one testing lead (classified), two testing assistants (classified), and five casual part-time XXX. PCC uses Placement Testing to determine students' academic skill level for appropriate course placement. Most new PCC students are required to take the Placement Test to determine their skills in reading, writing and mathematics. Placement test scores can demonstrate satisfaction of prerequisite, or required skill levels for enrollment in many PCC courses.

**Rock Creek-** College placement testing at Rock Creek is conducted in Building 9, Room 118, although students with accommodations have access to two other rooms: a reduced

distraction room (Bldg. 9/Rm 107) and a moderately reduced distraction room (Bldg.9/Rm118, sectioned off). Occasionally one of the counselor's offices is also used for testing.

**Southeast** -In the fall of 2014, Southeast Campus provided CPT for 1,147 students, ESOL placement for 205 students, and Disability Services support to 212 students.

**Sylvania** -During Fall 2014, Sylvania Placement Testing provided CPT for 1,020 students and ESOL placement for 205 students. 97 students took 289 exams using testing accommodations approved through Disability Service.

### c) Counseling

**Cascade**- professional counselors help students deal with personal or career concerns that may be impacting their academic success. Counselors also assist with decision-making, goal-setting and personal development. Counselors provide advocacy, and, as faculty members, they teach counseling and guidance classes. Cascade campus has one Department Chair (AP) and three Counselors.

Cascade Career Counseling has one full time coordinator (AP) and one full time assistant coordinator (AP), one full-time office assistant (classified) and one part-time (AP) employment specialist, one tech (casual), one office staff, and 4fourwork/study students. They help students with career decision-making, educational planning to support career goals, and self-assessment tools for interests, skills, values and personality type.

**Rock Creek**- Career Counselors assist a diverse population of learners to develop and accomplish personal, educational and career goals in an atmosphere that encourages the full realization of each individual's potential. Rock Creek has three full-timecounselors and one part-time counselor.

**Southeast** -In its transition to a comprehensive campus (Fall 2014), Southeast has added counseling services support, with one full-time and two part-time counselors.

**Sylvania**- Counseling and Academic Advising at Sylvania currently share the same office space. Next year, the two will be separated into different rooms. There are seven full-time academic advisors, six part-time advisors, and eight personal and career counselors, six full-time and two part-time.

### d) Disability Services

**Cascade**- DS Technicians, Interpreters, Transcribers, and Aides complete critical tasks to ensure equal access in classrooms, labs, and throughout the campus. They have one full time coordinator (classified), one part-time accessibility aide (casual), two full-time faculty counselors and one technology specialist ( classified), who is on campus part-time.

**Rock Creek**- Disability Services provides formal accommodations for our students, such as note takers, liaisons, in-class aides, and alternative testing options. There are currently three specialists based at Rock Creek; other counselors and specialists are available, but not based at RC.

**Southeast** -In its transition to a comprehensive campus (Fall 2014), Southeast has recently added disability services support. The disability services professionals at SE provide high-quality work and are responsive to faculty requests.

**Sylvania**- Disability Services provides formal accommodations for our students, such as note takers, liaisons, in-class aides, and alternative testing facilities.

#### e) Multicultural Services

**Cascade**- The campus has a new center that is staffed by a coordinator, an assistant coordinator and an office assistant supported by four student employees. The Cascade Multicultural Center was founded to support the recruitment, retention, and holistic (academic, leadership, professional) success of students of color and to promote diversity, inclusion, and equity campus- and district-wide.

**Rock Creek** - The Multicultural Center works to create an environment for students of color that supports their cultural identity and their personal and academic goals. It currently has an assistant coordinator and an administrative assistant, as well as five student positions.

**Southeast** -In its transition to a comprehensive campus (Fall 2014), Southeast has added a full time coordinator and student positions in a Multicultural Center.

**Sylvania**- For the 2014-15 school year, the Sylvania Multicultural Center employs one full-time coordinator, one full-time assistant, one program assistant, seven student staff members, and a project assistant (currently, only funded for this year).

#### f) Queer Resources

**Cascade**- has the Q club that meets regularly and is staffed by a Diversity Retention Coordinator.

**Rock Creek**- The Queer Resource Center's mission is to facilitate a campus community that intentionally advocates for, supports, and empowers students, faculty, staff, and alumni of all sexualities, sexes, gender identities, and gender expressions. It currently has two part-time coordinators, a part-time committee chair, four advocates, and one work-study student.

**Southeast** -Southeast has added a student coordinator and student positions in the Queer Resource Center.

**Sylvania**- Queer Resources and Programming at Sylvania is staffed by a full time program specialist and a part time assistant.

#### g) Women's Resource Center

**Cascade**- has a full time coordinator (AP), one full-time office assistant (classified) and one part time assistant (casual), supported by one office staff person, along with six student advocates. Along with providing services such as crisis intervention, peer advocacy, limited academic advising, child care information, and scholarship information, they also run the Project Independence Program, the Women's Leadership Program, and The Passage.

**Rock Creek**—Women's Resource Center. The Women's Center provides services that support the academic achievement of women and promote a campus community that is safe, inclusive, and equitable. It currently has two full-time professional staff and eight student advocates.

**Southeast** -In its transition to a comprehensive campus (Fall 2014), Southeast has added a full-time coordinator and student positions in a Women's Resource Center.

**Sylvania**- The Sylvania Women's Resource Center has a full time coordinator, seven student advocates, and a full-time program assistant, who also provides support for the Illumination Project and the Transitions Program.

The Sylvania Illumination Project is a student leadership and education program designed to address issues of oppression through classroom and community presentations utilizing interactive theater. It is a program of the Sylvania Women's Resource Center, and is also sponsored through the Sylvania Multicultural Center and the Sociology and Theater departments. It is staffed by one full time project coordinator, a project assistant coordinator, and several student assistants.

#### h) Veterans Services

**Cascade**- has one part-time student Veterans Coordinator and the Center is supported once a week by a member of the Veterans' Administration. The Mission of the Veterans Resource Center is to connect Veterans with PCC's resources as well as community resources to increase awareness of veteran-specific issues on the college campus to create a safe, relaxing, and non-judgmental environment for veterans to socialize, speak freely, and connect with other veterans, advocates, family, and friends.

**Southeast-** In its transition to a comprehensive campus (Fall 2014), Southeast has added a student coordinator and student positions in a Veterans Resource Center.

**Rock Creek** -The Veterans' Resource Center provides a safe space for veteran students to receive peer networking support services and resources to assist their successful integration into an educational community. The Veterans Resource Center has a part-time coordinator, four work-study positions (supported by Veterans Affairs), nine Vet Success on Campus positions, one federal work/study position (graphic designer), and one Jobs and Internship student.

**Sylvania-** The Sylvania Veterans Resource Center offers computer workstations and a place for student veterans to socialize, discuss confidential matters, and get connected to resources at PCC. It is staffed by one full time coordinator and four part-time student positions. The Veterans Services office at Sylvania helps guide student veterans through the process of receiving Veterans Education Benefits, and is staffed by two full-time positions and two to three student workers.

#### i) Writing Center/ESOL

**Cascade-** has a new Writing Center that opened in the fall semester of 2014. It helps students from all disciplines and writing levels. It is coordinated by one full-time English faculty member and is staffed by seven adjunct faculty members, two non-faculty members, and four student tutors. In the fall 2014 and winter 2015 semesters, the Center conducted a total 1,340 half-hour tutoring sessions.

Cascade also has Voluntary Literacy Tutors (VLT) helping students in ABE, GED and ESOL. The VLT is staffed by one half-time employee (AP). There are also classes in grammar that are run twice a week by one full-time employee (AP) and the same employee conducts one-on-one tutoring for ESOL students in the Writing Center. The same employee also conducts classes in Pronunciation four times per semester

**Rock Creek-** The Rock Creek Writing Center helps PCC students from all disciplines and writing levels. Since the last Program Review, the Writing Center has moved into a larger space that is more conducive to its purpose. It has two coordinators (English faculty), fourteen tutors, and two work/study students to help with data collection and office tasks. During Fall 2013, the Writing Center served 952 students, with composition students accounting for 63% of the total served. During Fall 2014, the writing center served 861 students, with composition students accounting for 55% of the total served. Each quarter, the Writing Center presents Mighty Pen workshops for students, with each workshop focusing on a particular aspect of writing. It also conducts a quarterly Best Essays Contest for WR 115 and WR 121 students.

The writing lab of the ESOL Department has a coordinator and 8-10 tutors (depending on the number of hours budgeted for tutoring). During the 2013-2014 year (four quarters), the writing

lab served about 950 students. Students from ESOL classes enter our WR 115, WR 121, and literature classes.

***Southeast***- Southeast has several Writing tutors who work within the Student Learning Center, a new facility that opened in Fall 2014. In 2013-14, prior to the migration of Writing tutors from the old Tutoring Center in Mt Tabor Hall to the new SLC in the Library, 186 individual students visited the center for a total of 475 hours.

***Sylvania*** - The Sylvania Writing Center helps students with their writing for any and all classes, as well as scholarship essays and resumes. The majority of its visitors come for help with composition classes. The center is coordinated by a full-time faculty member who serves a three-year term. The center is staffed by nine part-time writing instructors, and between three to six student tutors. The student tutors enroll in Writing 180, a one-credit class taught by the coordinator, which covers writing and tutoring skills specific to the center.

In the fall term of last year, the Writing Center hosted approximately 420 visits by just under 200 students. In the Winter Term of this year, the Writing Center hosted approximately 550 visits by approximately 250 students. This means that most students return to the Writing Center at least once (and in the case of one student, twelve times!) in a term.

The Writing Center hosts occasional readings by faculty, student, and visiting writers, which attract classes, staff, and individual students interested in literature.

#### j) Student Learning Center

***Cascade*** - The Student Learning Center (SLC) is a student support service offering tutoring in Math, Chemistry, Biology, Physics, ESOL, and computer tutoring. Study space and group study rooms are also available. There are two full-time coordinators (AP) and one part-time employee (classified). In computer tutoring there is one fulltime employee (casual) and three instructor tutors supported by one computer literacy coordinator (classified).

***Rock Creek*** - The Student Learning Center (SLC) is a student support service offering tutoring (Most Disciplines) and flexible schedule developmental education classes. (Reading, DE Writing is in the Writing Center) A computer lab, student study space and group study rooms are also available. Tutors include faculty and students and the schedule includes Drop-in for one-to-one or group tutoring with faculty and peers.

***Sylvania***- The Sylvania Student Learning Center (SLC), located in the library, provides free drop-in tutoring to students in English, Math, Accounting, and other subjects within an open study area. It also offers self-paced English and Math Lab classes. During Fall 2014, the SLC served 1952 students over 9,224 visits. English tutoring attracted 397 students, while 97

students came for self-paced English Skills Labs, 135 for English Conversation partners, and 145 for speed reading.

#### k) Sylvania Transitions Program

The Sylvania Transitions Program provides a supportive learning community for single parents, displaced homemakers, and other students in transition. It is staffed by one full-time coordinator and a student mentor.

### **9. Recommendations**

#### **Rock Creek**

*Clerical and Administrative Support:* For consistency, replace the two casual part-time clerical assistants with one full-time classified instructional administrative assistant.

*Classrooms:* An issue facing our classroom space is the lack of a well-functioning media room for the Film classes. We have a room that is tiered and large enough to handle 35 students, but the chairs have flip out desks, are outdated and uncomfortable.

Lighting is a problem because the lights can only be controlled from one place in the Room which is far away from the podium and they are not nearly flexible enough to allow viewing of film with just enough light for taking notes.

The stairs that comprise the tiers are not lit and are a hazard in the dark. The fix has been to tape CAUTION tape on them, which is not functional in the dark.

The room would be ideal if it were fitted with tables that could seat 4-6 students on either side of a center aisle, with space for smaller aisles against the walls, small task lights, which could be focused on note taking attached to the tables, and sconces on the walls, which would provide safety lighting (as they do in movie theaters.) Floor lighting sunk into the risers on the tiers would be much safer.

*Computer Classrooms:* We need more computer classrooms. Requests from faculty members asking to be assigned to our one computer room cannot be accommodated. It would also be ideal to have a space that is specifically designed to be both a lab and a classroom. We have to squeeze the two together in Bldg. 3/233, and it is a bit awkward.

### Southeast

Office Space: More private meeting space will benefit faculty and make it easier to comply with FERPA privacy rules.

Counseling: More counseling support would benefit students.

Disability Services: Need for disability support has increased rapidly, and more services at SE would benefit students.

### Sylvania

Computer Classrooms: A computerized classroom for WR 122. As students begin writing papers that demand more research and become more proficient at peer reviewing drafts, computer access becomes an even more valuable teaching tool in the classroom.

Disability Services: a subject area accessibility study for writing courses, with one possible aim being the production of an "accessibility guide" for face-to-face and online writing instructors.

## 2015 Academic Program Review—Composition and Literature SAC

### **(8) Recommendations**

#### **Faculty Diversity and Cultural Competency**

Questions of faculty diversity and cultural competency (or, better yet, cultural responsiveness) present the SAC with issues that speak not only to the immediate issues of serving our diverse communities, but also to historical issues of ethnic exclusion and racial oppression in Oregon. As the entire nation is faced with difficult conversations about race and power, so too does our SAC find itself engaging this often difficult conversation. Furthermore, as recent chains of all-college emails have demonstrated, the language employed by some PCC faculty and staff when speaking about minority issues not only demonstrates ignorance, but also creates a hostile environment for minorities at all levels of college operations. These communications raise questions about the degree to which English Instructors who specialize in language, rhetoric, and culture can use their expertise proactively to engage these conversations. They also raise questions about the degree to which such proactive efforts will receive ethical and material support from the college.

Some SAC members have recently taken the initiative to institute a Working Group focused on issues of race and diversity. One of the many topics that this Working Group may explore is the issue of best practices for recruiting and retaining a diverse faculty. Efforts to diversify faculty experience and expertise can develop in conjunction with campus Multicultural Centers and district Office of Equity and Inclusion.

#### **Alignment of Composition Program with DE, ESOL, and ABE/GED**

The issue of “alignment” engenders major questions for Comp-Lit faculty, but it also creates rich opportunities for collaboration with our colleagues who teach pre-transfer level Reading and Writing, including faculty from the DE, ESOL, and ABE/GED SACs. Because the question of what constitutes “Readiness for Writing 121” informs the work of our colleagues in these other SACs, our faculty can help to articulate the expectations for successful college-level work in ways that lead to better alignment, better programs, and better experiences for our students along “the pipeline.”

#### **Dual Credit**

The SAC can use the dual credit connections meetings to review ongoing work of the SAC assessment committee and include high school teachers’ assignments, rubrics and student work as part of the ongoing assessment process.

## **Observations and Assessment of Distance Learning Classes**

The SAC needs to clarify whether we should refine our processes for observing and assessing instructors who teach online courses for the first time.

## **Instructor Qualifications**

In the near future, the SAC will engage questions of minimum qualifications for instructors to teach transfer-level Composition at or through PCC. There are many factors and stakeholders in the larger discussions around dual credit, statewide placement practices, and the new Smarter Balanced assessment mechanism. The redesign of Developmental English, both at PCC and across the state of Oregon, is another factor that influences this discussion. Because the larger dynamics between legislators, superintendents, and our college administration leave us with a nebulous understanding of the big picture, our faculty will seek greater clarity about these issues as we consider potential revisions to instructor qualifications.

## **ACCEPT Task Force**

The challenges our part-time colleagues face have been well documented, but it is important to note that a number of reasonable recommendations regarding institutional climate and professional development have been made by the ACCEPT task force of the Educational Advisory Council whose charge was to explore part-time faculty issues and make recommendations. Specific recommendations focus on ensuring adequate training and support, participation in decision-making, and having professional development opportunities available. As a SAC with many part-time faculty, we recognize that PCC must proactively pursue a better institutional environment for our PT professionals, and we hope the recommendations by the ACCEPT task force will be implemented.

The SAC affirms that the EAC is an appropriate arena to discuss these issues now and in the future.

## **Communications between Faculty and Administration**

There has recently been a good deal of turnover within the upper levels of the PCC administration, and this instability has caused communications between faculty and administration to suffer. For example, recent miscommunications between the Deans of Instruction and faculty regarding the process for redesigning the Developmental English program illustrates the need to change. Uncertainty and lack of clarity become impediments for progress on all sides.

The SAC recommends that faculty and administration work together to clarify how we can most effectively communicate. At the most recent SAC meeting, it was suggested that one of the Deans of Instruction could serve as a point person between the SAC and the upper administration.

## Funding Assessment Work

The SAC's Assessment Committee has done strong work in recent years developing a meaningful and organic approach to the assessment process that is grounded in our values and expertise as educators. Both the SAC and the college administration recognize the significance of part-time faculty input in the assessment process – because part-time faculty teach between 65% and 75% of the composition courses that have been the focus of recent assessment projects, the participation of part-time faculty with the Assessment Committee has been absolutely essential. The SAC recommends that faculty and administration work together to increase part-time faculty participation in future assessment projects.

Full-time faculty have recently done a tremendous amount of work with the Assessment of Learning Outcomes. However, if this work is to have a genuine effect upon developments in pedagogy and curriculum, we cannot expect that the work of full-time faculty will simply ripple outwards and lead to changes in instruction for part-time faculty members who teach the majority of our classes. We need robust participation from part-time faculty in order for such changes to happen organically and to develop into sustainable practices.

The Assessment Committee has been generously funded in recent years by the Deans of Instruction, and these funds have been used solely to compensate part-time faculty for their work. However, it has been made clear to us that the well is dry, that the Deans of Instruction will not be able to fund part-time faculty participation in the assessment process in 2015-16 or beyond. The SAC strongly recommends that the administration works with us to identify and institute a more stable and sustainable funding mechanism for faculty who serve on the Assessment Committee.

Additionally, the SAC has been told that SAC in-service stipends are the only money available for future part-time work with the Assessment Committee. If this is indeed the case, then the SAC recommends that the administration enables us to be creative with how and when these in-service stipends are utilized: e.g. enabling greater flexibility with the full allotment of SAC day funds, allowing us to spend them as needed to pay PT faculty to engage in assessment, or allocating multiple hours to faculty who participate in SAC governance *and* assessment work (instead of “losing” the money for PT faculty who do not attend SAC meetings).

We recommend that the administration should perceive such ideas regarding the timeframe for using SAC day funds as a good faith effort on behalf of the faculty to work within the parameters given to us while simultaneously using the available funds in a way that is meaningful to our program and will ultimately assist us in developing a shared pedagogical vision, something that can only benefit our students. However, we believe that the best course of action is for the upper administration to reconsider its position on funding part-time assessment work, rather than putting faculty in an either-or position that causes us to consider establishing structures that further separate PT and FT faculty.

## **Strengthen Institutional Support for the Humanities at PCC**

As is the case at many colleges and universities, at PCC in recent years English and other humanities enrollments have been dropping and humanities programs suffer from a diminished profile on our campuses. Though the Great Recession brought many more students to PCC, the reason was first and foremost to increase students' ability to get a job and thus improve economic conditions. This single-mindedness toward career preparation makes many humanities courses seem superfluous. The career/technical programs are now front and center, with clear, tangible results in the job market. Furthermore, the well-funded, multifaceted push to get more students pursuing careers in STEM tends to pull still more students away from the humanities.

Additionally two critically important and beloved District-wide humanities endeavors lost funding in recent years. Art Beat, the premier celebration of the arts and humanities at PCC, which ran annually for over twenty years, was cut from the budget as was the very successful PCC Reads program that saw dynamic, meaningful conversations as well as author visits take place across campuses.

Allowing these trends to continue can diminish our students' chances of receiving a well-rounded education and achieving Core Outcomes to which the college is committed. Many of our students come from economically disadvantaged backgrounds—backgrounds that have often made access to the humanities far more difficult than it often is for students from more privileged economic backgrounds. Reducing opportunities in the Humanities at PCC risks sending the powerful message to our students that they are not as deserving of the Humanities as students of privilege. This message runs counter to the larger vision of access and opportunity that is so central to PCC's mission. It also risks silencing important new voices from the community college environment.

We as a SAC are both pleased and encouraged by the broad support from across the college, including, most critically, the PCC Foundation, for the recently submitted National Endowment for the Humanities Challenge Grant in the context of the newly created PCC Humanities Initiative. Such a commitment was a major step for PCC, given the recent trends here and throughout the country. While we are hopeful about the outcome of the grant, we recommend that, irrespective of the outcome, the administration continue to explore ways to support faculty in helping to raise the profile of the humanities for our students—through additional grant possibilities and the reallocation of budget money to support humanities initiatives across the District.

## **Strengthen PCC's Dedication to Students and Faculty**

All PCC programs, by definition, fall under the overarching administrative layers of our institution. In recent years, both the number of administrative positions has increased, as has the number of top-down administrative policies. Faculty, staff, and our union have been given little say in these decisions.

Having faculty autonomy reduced, having an increasing number of decisions that directly affect pedagogy made by people who do not teach, and having our worth as academic professionals undermined and questioned has resulted in a demoralized, less passionate, less involved teaching community. Add to this the effects of the increasingly lopsided FT/PT ratio, such as reduced collegiality and interaction, and it becomes still clearer that this sort of institutional environment is unhealthy and may negatively affect our students.

To improve our program's ability to serve our students, our institution needs to reconsider the corporate paradigm that has become increasingly engrained in the college's operations. Portland Community College's reputation speaks to its recognition of the importance of education over artificial goals created to meet artificial standards. While these fundamental goals may not be spoken of as often due to pressures from various state and national trends, we would like to reassert our commitment to the intrinsic value of education, to the fact that our students will become not just wage earners but also policy makers, future administrators, and curators of our society.

### **Professional Development**

Given the problems with the current funding model at PCC, many instructors find professional development opportunities substantially limited. This funding gap diminishes the quality of teaching and therefore needs to be remedied.

First, the Comp/Lit SAC calls for an increase in funding, including the ability to apply annually and access to at least \$1,000 per award. Part-time faculty with assignment rights should have equal access to this funding and be encouraged to apply. Second, the SAC seeks greater involvement in the decision-making process for funding to improve transparency. Finally, the SAC calls upon PCC administrators to foster a culture in which professional development activities receive the appropriate respect and support that they deserve, given their substantial impact upon teaching and morale.

2015 Academic Program Review—Composition and Literature SAC

## Appendix

Page numbers in parentheses identify where the following items are referenced in this Program Review.

1. Assessment—COSA/Leapfrog Rubric (14)
2. Dual Credit Articulation by High School (18)
3. Information Pertaining to Honors Writing (19)
4. Distance Learning—Multi-year ENG and WR offerings, different modalities (19,20)
5. Campus by campus DL - F2F Comparison (20,21)
6. Distance Learning survey, Fall 2013 (21)
7. Distance Learning—Literature Questionnaire (22)
8. Face-to-Face Learning—Literature Questionnaire (22)
9. Rock Creek DL Assessment Form (22)

**OVERALL ASSESSMENT**

<b>Passing COSA</b>	Writing strengths outweigh writing weaknesses.
	Explain:
<b>Passing with reservations COSA</b>	Writing strengths are about equal with writing weaknesses. Student likely needs more work on _____.
	Explain:
<b>Failing COSA</b>	Writing weaknesses outweigh writing strengths. The student would benefit from taking WR 115 again in order to develop _____.
	Explain:

**DETAILED ASSESSMENT**

<b>Outcome</b>	<b>Insufficient</b>	<b>On Target/Proficient</b>	<b>Exceeds Expectations/ Accomplished</b>
<b>Create a conversation between others' ideas and one's own</b>	Work misrepresents ideas and/or does not use others' ideas with rhetorical purpose.	Work uses others' ideas with some control, mainly in order to support a point.	Work demonstrates strong rhetorical purpose, using others' ideas to develop and support an original perspective.
<b>Develop ideas/engage in a line of inquiry in support of a thesis</b>	Paragraphs are underdeveloped and/or disorganized and do not clearly connect to a thesis. Work exhibits redundancy in ideas.	Paragraphs are coherent and used as a tool to develop ideas and support a thesis or claim, with some exceptions.	Paragraphs are coherent, sustain a line of inquiry, and are strategically used as a tool to develop ideas and communicate a thesis, claim, or central theme.
<b>Demonstrate audience awareness through the use of language, sentences, and other conventions</b>	Use of grammar and conventions detracts from the writing's success, including the reader's ability to understand the writer's ideas.	Use of grammar and conventions does not impede understanding; writing exhibits an emerging sense of voice and style according to rhetorical situation.	Writer demonstrates precision in the use of language and conventions according to the rhetorical situation; use of grammar enhances the success of the writing.
<b>Acknowledge and/or cite sources</b>	Writing exhibits confusion between the writer's and others' ideas and/or shows signs of plagiarism; a Works Cited is not included.	There is differentiation between the writer's ideas and others' ideas, but the use of citation lacks control; includes a Works Cited.	There is clear and correct attribution of ideas and effective use of source citation; includes a correctly formatted Works Cited page and in-text citation, with rare exception.

# Appendix 2 - Dual Credit

## 2014-2015 Dual Credit Articulation Details for English and Writing

As of February 5, 2015

### Central Catholic High School

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 104 Introduction to Literature (Fiction) (4)	AP English	Arin Wallenius	0	0
ENG 106 Introduction to Literature (Poetry) (4)	AP English	Arin Wallenius	0	0
WR 121 English Composition (4)	English IV	Taren Taylor	0	0
WR 121 English Composition (4)	English IV	Liz Danek	0	0

### Franklin High School

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 104 Introduction to Literature (Fiction) (4)	Adventure Lit, World Lit and Film	Tim Hardin	0	0

### Grant High School

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 104 Introduction to Literature (Fiction) (4)	Contemporary American Fiction	Paige Battle	0	0

### Jefferson High School

#### Winter Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 121 English Composition (4)	Senior English 7/8	Philip Rafferty	0	0

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 122 English Composition (4)	Senior English 7/8	Philip Rafferty	0	0

### Jesuit High School

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 106 Introduction to Literature (Poetry) (4)	Intro to Literature (Poetry)	Megan Mathes	0	0

## Appendix 2 - Dual Credit

### Lakeridge High School

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 122 English Composition (4)	AP English Language and Composition	Joanna Stein	0	0

### Madison High School

#### Winter Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 241 0	Creative Writing- Fiction (4)	English 7-8	Erin Tillery	0

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 121 English Composition (4)	English Composition	Daniel Fredgant	0	0
WR 121 English Composition (4)	English Composition	Daniel Fredgant	0	0

### Newberg High School

#### Spring Trimester 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 105 Introduction to Literature (Drama) (4)	Literature of an Author I/Shakespeare	Drea Ferguson	0	0
WR 121 English Composition (4)	Literature of an Author II/Shakespeare	Drea Ferguson	0	0

### Riverdale High School

#### Fall Term 2014

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 121 English Composition (4)	English Composition	Holly Finnerty	19	76

### Rosemary Anderson High School

#### Winter Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 106 Introduction to Literature (Poetry) (4)	Intro to Literature (Poetry)	Allison deFreese	0	0
ENG 195 Film Studies: Film as Art (4)	Film as Art	Allison deFreese	0	0

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 195 Film Studies: Film as Art (4)	Film as Art	Allison deFreese	0	0
ENG 213 Latin American Literature (4)	Latin American History & Culture	Allison deFreese	0	0
WR 115 Introduction to Expository Writing (4)	Introduction to Expository Writing (Online)	Allison deFreese	0	0

## Appendix 2 - Dual Credit

### Rosemary Anderson High School (continued)

#### Not Offered in 2014-2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 104 Introduction to Literature (Fiction) (4)	Introduction to Literature (Fiction)	Allison deFreese	0	0
WR 121 English Composition (4)	Senior Honors Writing	Allison deFreese	0	0

### Sherwood High School

#### Fall Term 2014

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 121 English Composition (4)	Composition	Matthew Kolbet	30	120

#### Winter Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 121 English Composition (4)	Composition	Matthew Kolbet	0	0

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 121 English Composition (4)	Composition	Matthew Kolbet	0	0

### Westview High School

#### Winter Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
ENG 254 American Literature from 1865 (4)	Survey American Literature	Elizabeth Neely	0	0

#### Spring Term 2015

Courses Offered	High School Course Title	Instructor	Duplicated Students	Credits Earned
WR 122 English Composition (4)	Writing 122	Elizabeth Neely	0	0

## Information Pertaining to Writing in PCC’s Pilot Honors Program

### Honors Program Vision Statement

The Honors Program at PCC provides a space for motivated students to work toward achieving their academic goals in an atmosphere of cooperative challenge. This atmosphere will include dynamic student-centered classes, cohort building opportunities, leadership opportunities, and a highly visible sense of community among students and faculty members. The quality of Honors Program coursework will be sustained by maintaining close relationships among Honors Faculty and the Honors Council, within the oversight of the PCC Curriculum Committee.

### Writing Courses offered:

#### WR 121H English Composition: Honors

This is the Honors version. Focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis. Prerequisites: 3.25 GPA and placement into WR 121, or completion of WR 115 and RD 115. Audit available.

#### WR 122H English Composition: Honors

Honors WR 122. Focuses on argument as a means of inquiry, clear and appropriate writing style, and critical reading. Explores ideas and issues through discussion and writing. Students compose analytical, argumentative, and/or expository essays with appropriate documentation. Students will explore principles of classical and neoclassical rhetoric theory while becoming confident members of the academic community. Prerequisites: WR 121 and 3.25 GPA. Audit available.

### Enrollment Trends

#### FALL 2010

---

WR 121      SY      26

WR 122      SY      19

#### WINTER 2011

---

WR 121      CA      19

WR 122      SY      21

#### SPRING 2011

---

WR 121      SY      13

WR 122      CA      9

APPENDIX 3 – Writing Courses in PCC’s Pilot Honors Program

**FALL 2011**

---

WR 121 SY 25

WR 122 SY 20

**WINTER 2012**

---

WR 121 CA 22

WR 121 SY 22

WR 122 SY 13

**SPRING 2012**

---

WR 121 SE 12

WR 122 CA 17

**FALL 2012**

---

WR 121 SY 24

WR 121 CA 26

WR 122 SY 9

**WINTER 2013**

---

WR 121 SY 16

WR 122 SY 12

**SPRING 2013**

---

WR 121 SE 11

WR 122 SY 9

**FALL 2013**

---

WR 121 SY 17

WR 121 SY 16

**WINTER 2014**

---

WR 121 CA 16

WR 121 SY 9

WR 122 SY 14

APPENDIX 3 – Writing Courses in PCC’s Pilot Honors Program

**SPRING 2014**

---

WR 121 SE 18

WR 122 SY 22

**FALL 2014**

---

WR121 SY 29

WR121 CA 26

WR122 SY 20

**WINTER 2015**

---

WR121 CA 23

WR122 SY 25

**SPRING 2015**

---

WR121 SE 21

WR122 SY 12

WR122 CA 21

## APPENDIX 4 – Multi-year ENG and WR Modalities

### 2013-14 CRNS by Subject, Course and Modality

Subjects that offered some DL

The following details the number and percent of courses taught on-campus and through various distance education delivery methods.

The "All 2013-14 CRNS " line provides the subject level distribution summary and includes all courses taught for that subject during the 2013-14 time period.

The course level detail lists only those courses taught on-campus and via distance learning or distance learning only.

The ". . .Courses with no DL CRNs" line is the sum of all courses with no distance learning sections.

### English

	Classroom		Web DL		Hybrid CLWEB		ITV		Total CRNs
	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	N
All 2013-14 CRNS	86	78.9	18	16.5	1	0.9	4	3.7	109
ENG 104	24	80	5	16.7	1	3.3	.	.	30
ENG 105	3	60	2	40	.	.	.	.	5
ENG 106	7	70	3	30	.	.	.	.	10
ENG 107	.	.	1	100	.	.	.	.	1
ENG 208	.	.	.	.	.	.	4	100	4
ENG 212	.	.	1	100	.	.	.	.	1
ENG 213	1	33.3	2	66.7	.	.	.	.	3
ENG 216	.	.	1	100	.	.	.	.	1
ENG 260	.	.	3	100	.	.	.	.	3
ENG No DL	51	100	.	.	.	.	.	.	51

### Writing (All Levels)

	Classroom		Web DL		Hybrid CLWEB		Total CRNs
	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	N
All 2013-14 CRNS	878	78.1	223	19.8	23	2	1124
WR 105	3	50	3	50	.	.	6
WR 115	142	91	11	7.1	3	1.9	156
WR 121	268	73.6	85	23.4	11	3	364
WR 122	140	68.3	63	30.7	2	1	205
WR 222	.	.	8	100	.	.	8
WR 227	42	48.3	40	46	5	5.7	87
WR 242	15	93.8	.	.	1	6.3	16
WR 245	13	92.9	.	.	1	7.1	14
WR No DL	152	100	.	.	.	.	152

## APPENDIX 4 – Multi-year ENG and WR Modalities

### English

	Classroom		Web DL		Hybrid CLWEB		Total CRNs
	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	N
All 2012-13 CRNS	97	83.6	18	15.5	1	0.9	116
ENG 104	25	75.8	7	21.2	1	3	33
ENG 105	6	75	2	25	.	.	8
ENG 107	.	.	1	100	.	.	1
ENG 212	.	.	1	100	.	.	1
ENG 213	.	.	2	100	.	.	2
ENG 254	2	66.7	1	33.3	.	.	3
ENG 260	1	25	3	75	.	.	4
ENG 261	8	88.9	1	11.1	.	.	9
ENG No DL	55	100	.	.	.	.	55

### Writing (All Levels)

	Classroom		Web DL		Hybrid CLWEB		Total CRNs
	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	N
All 2012-13 CRNS	891	78.2	221	19.4	28	2.5	1140
WR 105	7	70	3	30	.	.	10
WR 115	145	90.1	12	7.5	4	2.5	161
WR 121	277	73.3	86	22.8	15	4	378
WR 122	139	65.9	69	32.7	3	1.4	211
WR 222	.	.	7	100	.	.	7
WR 227	32	46.4	33	47.8	4	5.8	69
WR 240	10	90.9	.	.	1	9.1	11
WR 248	7	87.5	.	.	1	12.5	8
WR 90	118	91.5	11	8.5	.	.	129
WR No DL	156	100	.	.	.	.	156

### 2011-12 CRNS by Subject, Course and Modality

### English

	Classroom		Web DL		Hybrid CLWEB		Total CRNs
	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	N
All 2011-12 CRNS	112	87.5	15	11.7	1	0.8	128
ENG 104	29	80.6	6	16.7	1	2.8	36
ENG 105	9	75	3	25	.	.	12
ENG 107	.	.	1	100	.	.	1
ENG 207	.	.	1	100	.	.	1
ENG 212	.	.	1	100	.	.	1
ENG 213	3	75	1	25	.	.	4
ENG 260	3	75	1	25	.	.	4
ENG 261	5	83.3	1	16.7	.	.	6
ENG No DL	63	100	.	.	.	.	63

### Writing (All Levels)

	Classroom		Web DL		Hybrid CLWEB		Total CRNs
	# of CRNs	% of Row	# of CRNs	% of Row	# of CRNs	% of Row	N

## APPENDIX 4 – Multi-year ENG and WR Modalities

All 2011-12 CRNS	957	80.8	203	17.1	25	2.1	1185
WR 105	8	72.7	3	27.3	.	.	11
WR 115	152	88.9	16	9.4	3	1.8	171
WR 121	290	74.2	86	22	15	3.8	391
WR 122	160	72.1	58	26.1	4	1.8	222
WR 222	2	33.3	4	66.7	.	.	6
WR 227	31	50	28	45.2	3	4.8	62
WR 90	133	94.3	8	5.7	.	.	141
WR No DL	181	100	.	.	.	.	181

For additional PCC courses see: <https://drive.google.com/a/pcc.edu/file/d/0B02usUwh7ZwDOU5QdWVoMkZpOEU/view?usp=sharing>

APPENDIX 5 – Campus-by-campus DL-F2F Comparison

**Fall 2013 - Spring 2014 ALL Credit DL Courses by Campus**

*16 pages - includes all courses taught "On-campus and DL" and "DL only"*

Pass rate = (A+B+C+P grades)/Total grades including W

Campus	Subject	Course	On-Campus		Distance Learning	
			Enrollments	Pass%	Enrollments	Pass %
Cascade	ENG	104	83	74%	75	72.0%
Rock Creek	ENG	104	141	86%	48	83.3%
ELC	ENG	105	13	62%	48	43.8%
Rock Creek	ENG	106	44	86%	74	77.0%
Sylvania	ENG	107		NA	24	87.5%
Sylvania	ENG	208		NA	14	85.7%
Sylvania	ENG	212		NA	23	60.9%
Rock Creek	ENG	213		NA	25	84.0%
Sylvania	ENG	213		NA	25	72.0%
Rock Creek	ENG	216		NA	24	87.5%
ELC	ENG	260		NA	23	56.5%
Rock Creek	ENG	260		NA	24	79.2%
Rock Creek	WR	105	49	90%	69	76.8%
ELC	WR	115	550	72%	138	60.1%
Rock Creek	WR	115	867	78%	140	58.6%
Cascade	WR	121	1,256	67%	95	69.5%
ELC	WR	121	812	69%	431	59.2%
Rock Creek	WR	121	1,755	77%	866	61.9%
Sylvania	WR	121	2,209	70%	500	58.8%
Cascade	WR	122	631	67%	138	55.1%
ELC	WR	122	318	81%	177	44.6%
Rock Creek	WR	122	988	78%	473	57.3%
Sylvania	WR	122	1,010	73%	359	68.2%
Cascade	WR	222		NA	64	48.4%
Sylvania	WR	222		NA	73	78.1%
Cascade	WR	227	100	77%	116	62.9%
ELC	WR	227		NA	151	74.2%
Rock Creek	WR	227	255	88%	234	77.4%
Sylvania	WR	227	476	84%	289	89.3%
ELC	WR	242	14	57%	15	60.0%
ELC	WR	245	3	67%	3	66.7%

Notes:

CRNS must have a subject and course that is taught DL at PCC to be included in this report.

NA in the percentage column means there were no crns meeting the column criteria.

No Dual Credit crns are included in this report.

Passing consists of A,B,C,P grades.

Only Sylvania, Cascade, Rock Creek and ELC crns are included.

Blank grades are not included.

Credit only.

College DL passing rate is 68.2%  
and the on-campus passing rate for comparable courses is 72.5%.  
College lower division transfer DL passing rate is 68.6%  
and the on-campus passing rate for comparable courses is 75.4%.  
College career technical education transfer DL passing rate is 71.3%  
and the on-campus passing rate for comparable courses is 75.9%.

NA in a percentage column means there were no crns meeting column criteria.

Source: SWRDLNP

**Fall 2013 PCC Distance Learning Survey (N=1,384 )****When I have need or needed help with my online class (select all that apply):**

I call, chat with, or email the Student Help Desk.	16.8%
I contact my instructor.	73.7%
I post my question in the Online Student Resource Center.	7.7%
I ask for help in my class discussions.	39.6%
I contact an advisor.	4.9%
Not applicable (for example, I did not need or ask for help)	18.3%
Other	7.1%

**What is your educational goal? (Select all that apply):**

Complete a certificate program at a community college	19.2%
Obtain an associate degree at a community college	52.3%
Transfer to a college or university to obtain a bachelor degree (for example, BA, BS)	55.5%
Obtain or update job-related skills	18.8%
To take classes mostly for self-improvement/personal enjoyment	9.3%
Change careers	15.3%
Other	3.2%

**Do you intend to meet your academic goal by taking all or virtually all of your courses online?**

Yes	36.9%
No	45.9%
Not sure/don't know	16.7%

**If you are currently taking a course at PCC in which ALL or ALMOST ALL of the course is online, please indicate the reason. (Select all that apply):**

The convenience over more traditional on-campus courses.	57.2%
It is easier for me because of my current work schedule.	52.1%
It is easier because I am taking care of family members (for example, children or	28.2%
It is easier because I have problems traveling to campus.	19.5%
I simply like taking distance learning courses instead of more traditional on-campus	23.2%
Distance Learning courses allow me to speed up the completion of my degree.	12.0%
My first choice would have been a more traditional on-campus course, but it is not	27.0%
Other reason(s)	13.1%

**The instructor's presence so far in your online class is:**

Often evident	67.3%
Sometimes evident	24.8%
Infrequent or extremely lacking	7.6%

**"I am confident that I know how to contact my instructor."**

Strongly agree	86.8%
Somewhat agree	10.2%
Somewhat disagree	1.8%
Strongly disagree	0.9%

**Student-to-student interaction in the class is:**

Required	66.0%
Not required but encouraged	22.5%
Made available but not encouraged	7.6%
Not made available	0.6%
Don't Know/Unsure	3.0%

**"I am confident that I understand what is expected of me in my distance learning course."**

Strongly agree	77.6%
Somewhat agree	17.1%
Somewhat disagree	3.5%
Strongly disagree	1.4%

**Has your instructor offered office hours or time for help outside of class?**

Yes	57.1%
No	11.8%
Not sure/don't know	30.6%

**least once?**

Yes	20.0%
No	75.7%
Not sure/don't know	4.3%

**"I feel confident that I will succeed in my distance learning course this term at PCC."**

Strongly agree	72.3%
Somewhat agree	17.2%
Neither agree nor disagree	4.5%
Somewhat disagree	3.0%
Strongly disagree	2.8%

DL Literature Questionnaire

1. How many terms have you completed at PCC so far? \_\_\_\_ **term(s)**

2. Put an “**X**” next to any WR classes you have taken at PCC.

\_\_\_ **WR 80**    \_\_\_ **WR 90**    \_\_\_ **WR 115**    \_\_\_ **WR121**    \_\_\_ **WR122**    \_\_\_ **WR227**

---

3. Have you taken or are you currently enrolled in any other Literature courses at PCC, **yes or no?**

\_\_\_

4. If so, list them below:

5. Do you plan on taking a Literature class again in the future, **yes or no?** \_\_\_

6. If so, which one(s)?

7. Have you taken or are you currently enrolled in any Creative Writing courses at PCC, **yes or no?**

\_\_\_

8. If so, put an “**X**” next to any CW classes you have taken at PCC.

\_\_\_ **Fiction**            \_\_\_ **Poetry**            \_\_\_ **Scriptwriting**            \_\_\_ **Nonfiction**  
          \_\_\_ **Word and Image**                            \_\_\_ **Publishing**

---

9. How did you first hear about this course? Put an “**X**” next to any that apply.

\_\_\_ **poster/flyer**            \_\_\_ **another student**            \_\_\_ **another instructor**  
          \_\_\_ **an advisor**            \_\_\_ **class schedule**                            \_\_\_ **other:**

10. What factor most impacted your decision to take a Literature class at PCC? Choose one:

\_\_\_ **the instructor**            \_\_\_ **the subject matter**            \_\_\_ **convenience of time/day**  
          \_\_\_ **met a requirement**            \_\_\_ **needed a class**            \_\_\_ **other reason:**

11. If this course met a requirement, could you specify what requirement it fulfilled?

\_\_\_\_\_

*\*more questions below*

12. *At which campus, do you take most of your classes?*

\_\_\_ **Sylvania**    \_\_\_ **Rock Creek**    \_\_\_ **Cascade**    \_\_\_ **Southeast**    \_\_\_ **Other:**

13. *How many classes have you taken at each of the other campuses?*

**Sylvania**\_\_\_    **Rock Creek** \_\_\_    **Cascade**\_\_\_    **Southeast**\_\_\_    **Other:** \_\_\_

14. *What is the main factor in your decision to attend a particular campus? Choose one:*

\_\_\_ **location**            \_\_\_ **specific classes**            \_\_\_ **parking**  
      \_\_\_ **instructor**            \_\_\_ **“rate my professor” ratings**

---

15. *Have you taken any classes online before, **yes or no**? \_\_\_\_\_*

16. *Have you taken or are you currently taking any face-to-face classes, **yes or no**? \_\_\_\_\_*

17. *What factor most impacts your decision to take a class on campus or online? Choose one:*

\_\_\_ **convenience**    \_\_\_ **subject matter**    \_\_\_ **ease**    \_\_\_ **comfort level**

18. *If this class were offered only as a face-to-face class, would you have been **more likely** to take it, **yes or no**? \_\_\_\_\_*

*Put an “X” next to the explanation that best characterizes the reason for this decision:*

***\*In general, I prefer...***

\_\_\_ *face-to-face* classes            \_\_\_ *online* classes

***\*Taking a Literature class face-to-face feels more...***

\_\_\_ *intimidating*    \_\_\_ *challenging*    \_\_\_ *personal*    \_\_\_ *communal*    \_\_\_ *time-consuming*

***\*Taking a Literature class online feels more...***

\_\_\_ *intimidating*    \_\_\_ *challenging*    \_\_\_ *personal*    \_\_\_ *communal*    \_\_\_ *time-consuming*

Literature Questionnaire

1. How many terms have you completed at PCC so far? \_\_\_\_ **term(s)**

2. Circle any WR classes you have taken at PCC.

**WR 80**  
**WR227**

**WR 90**

**WR 115**

**WR121**

**WR122**

---

3. Have you taken or are you currently enrolled in any other Literature courses at PCC? **Yes No**

4. If so, list them below:

5. Do you plan on taking a Literature class again in the future? **Yes No**

6. If so, which one(s)?

7. Have you taken or are you currently enrolled in any Creative Writing courses at PCC? **Yes No**

8. If so, circle them:

**Fiction**

**Poetry**

**Scriptwriting**

**Nonfiction**

**Word and Image**

**Publishing**

---

9. How did you first hear about this course? Circle any that apply:

**poster/flyer**

**another student**

**another instructor**

**an advisor**

**class schedule**

**other:**

10. What factor most impacted your decision to take a Literature class at PCC? Circle one.

**the instructor**

**the subject matter**

**convenience of time/day**

**met a requirement**

**needed a class**

**other reason:**

11. If this course met a requirement, could you specify what requirement it fulfilled?

(turn over)

12. *At which campus, do you take most of your classes?*

**Sylvania                      Rock Creek      Cascade      Southeast      Other:**

13. *How many classes have you taken at each of the other campuses?*

**Sylvania**\_\_\_      **Rock Creek** \_\_\_      **Cascade**\_\_\_      **Southeast**\_\_\_      **Other:** \_\_\_

14. *What is the main factor in your decision to attend a particular campus? Circle one.*

**location                      specific classes                      parking**  
**instructor                      “rate my professor” ratings**

15. *Have you taken or are you currently taking any classes online? Yes      No*

16. *What factor most impacts your decision to take a class on campus or online?*

**convenience                      subject matter                      ease                      comfort level**

17. *If this class were offered only as an online class, would you have been **more likely** to take it? Yes      No*

*Circle the explanation that best characterizes the reason for this decision.*

***\*In general, I prefer...***

*face-to-face classes                      online classes*

***\*Taking a Literature class face-to-face feels more...***

intimidating                      challenging                      personal                      communal                      time-consuming

***\*Taking a Literature class online feels more...***

intimidating                      challenging                      personal                      communal                      time-consuming

**Communications and Humanities Division**  
**English Department**  
**Instructor Assessment Form for DL Writing**

**Instructor:**

**Date of Observation:**

**Course:**

**HOME PAGE**

Is the homepage inviting and distinctive?

Are there helpful links to instructor information, to the course, and services?

Does the instructor post weekly news and reminders?

Are all links working?

**FIRST WEEK MATERIALS**

Is the syllabus clear and designed in accordance with the CCOG and Dept. guidelines?

Contains current CCOG Course description, grading policies, contact information, office hours , email policy, ADA information, plagiarism, late work and absentee policies.

Is the calendar of course assignments and readings clear and designed in accordance with the CCOG and Dept. guidelines?

Are the students provided a rubric for and examples of robust Discussion posts and responses?

Is there an Instructor Introduction and a forum for students to introduce themselves to the class?

Does the instructor greet each student with a personal response?

**CONTENT**

**Course Materials**

Does the content meets CCOG outcomes and English Dept. guidelines?

Does the instructor link readings, essays, discussions to outcomes and communicate this to students?

Are the students provided with clear expectations, directions and guidelines for the essays and other assignments?

How does the instructor replicate the two student conferences in the DL format?

Are the lessons organized in such a way that shows evidence of a) goals, b) sequence, and c) connection to previous and future lessons?

**Presentation of Course Materials**

Is content professionally prepared and proofread? Is it visually appealing and colorful?

When outside sources are used, is content cited?

Do students receive an instructor lecture each week or does the instruction rely heavily on outside websites and links? Does the content make effective use of audio files and pertinent links?

Does the instructor provide clear models and/or explanations on a level and in a manner accessible for the students?

Does the instructor demonstrate understanding of the concepts being taught and provide accurate information to students?

**Organization of Course Materials**

Are students provided with clear navigation through the module? For example, does the instructor make use of embedded links? Are topics clearly organized and labeled consistently within and among modules?

Is each topic clearly related to the week’s assignment and discussion?

Are students oriented each week with an agenda of activities, a summary of the last class and a brief preview of what’s to come?

**DISCUSSION**

Does the instructor model a respectful and professional manner and tone in all communication with students?

Does the instructor participate frequently in discussions, guiding and encouraging conversation between students, asking questions, injecting humor and good will, etc.?

Are the discussions robust and rigorous and directly connected to the readings and the essay assignments?

Are students required to not only post but also to respond to others in the class?

Do students receive prompt, supportive, and specific feedback to their discussion posts?

Are students “in class” each week for an equivalent of four hours of class time?

**FOSTERING COMMUNITY**

Does the instructor maintain a classroom social environment conducive to teaching and learning, respond effectively to disruptive students, demonstrate strategies for handling quiet/talkative students?

Are students and instructor addressing one another by name and signing their names to every communication?

Is there a “water cooler” forum for informal conversation?

Does the instructor assign small group workshops, partnering, and/or required responses to classmates?

**ASSIGNMENTS AND GRADING**

Are essays graded in such a way that demonstrate effective evaluation techniques including in-text and marginal notes that are meaningful to the student’s learning, end notes that summarize the instructor’s assessment of the essay, including an explanation (or rubric) of the final score or letter grade for that essay?

Are assignments appropriately aligned with the outcomes for the course and designed to assess student’s mastery of related skill sets?

Do students receive grades on major assignments in a timely fashion in order to utilize feedback in completing the next assignment?

**CONFERENCES AND BEST PRACTICES**

Instructor conducts regular office hours or arranges regular opportunities for student contact outside of class.  
YES NO

Instructor schedules two conferences for each student each term.  
YES NO

Instructor attends at least one college or dept. meeting per year.  
YES NO

Instructor responds in a timely manner to PCC students and administration.  
YES NO

**STUDENT EVALUATIONS**

**NOTES**

*Recommendation for Follow-up Assessment:*

OBSERVER’S NAME: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

OBSERVER’S SIGNATURE: \_\_\_\_\_

I have read the above and I am aware that this document will become part of my personnel file. I also understand that I may write a response to this evaluation for inclusion in my personnel file.

INSTRUCTOR’S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

INSTRUCTOR’S SIGNATURE: \_\_\_\_\_