

Developmental Education
May, 2018

We thank you for your hard work, dedication, and commitment to your discipline, profession, and students. This response contains 4 sections: 1) Commendations, 2) Suggestions/observations, 3) Response to recommendations/areas of SAC needs and 4) Closing comments.

1. Commendations

- *The Program Review document is well written and provides a useful history of recent developments and significant changes within the reading and writing curriculum since the 2012 Program Review.
- *The Program Review discussion provided significant opportunity for dialogue about recent developments and future plans for DE reading and writing curricula.
- *Curriculum work and professional development activities are based on ongoing assessment and research into best practices.
- *The DE SAC were actively engaged in the placement redesign process.
- *The development of the Integrated Reading and Writing courses to address the “leaky pipeline” problem is a significant step in addressing problems of attrition in DE.
- *The collaboration between the DE SAC and Comp-Lit, especially in regards to assessment and curriculum alignment, is an important step toward improved alignment and student success in the composition sequence.
- *The DE SAC’s continued focus on critical reading and information literacy, and the need for these skills to be re-enforced across the curriculum, will continue to be an important component in future discussions regarding the composition sequence, general education, and curricular pathways going forward.

2. Suggestions and Observations

Although the Program Review session provided opportunities for robust dialogue and discussion of the SAC recommendations and the alignment of its work with the goals and priorities of YESS/Achieving the Dream, a presentation more focused on assessment data and activities, the development and assessment of IRW courses, and the alignment for DE Reading, Writing, and IRW courses with WR 115 and WR 121, to frame the discussion, would have been appropriate and appreciated. Also, with several new

instructional administrators in the college, a more thorough review of the recent history could have been helpful.

3. **Recommendations:**

1. PCC Administration should support the DE program in the following ways based on the recommendations of the DE Task Force in order to provide an equitable student experience across the district for DE students:
 - DE advising needs to be built into this program on all campuses—at least two per campus –to provide equitable access and support for developmental students.
 - Reading/Writing Center and Student Learning Center environments need to be offered on all campuses with similar hours/availability. Centers should consider developmental learning in tutor training and programming.
 - Lab/ALC class options should be available at all campuses.
 - Course offerings and enrollment caps should allow for diverse student learning styles and paces.

The Deans are interested in aligning the work of the DE SAC with the identified YESS priorities, specifically in regard to improving student persistence and closing opportunity gaps in developmental and gateway courses. Advising Redesign is also a part of the YESS work. These recommendations put forward by the DE SAC are among those to be considered and evaluated for their measurable impact on student success and persistence. Sylvania DOI Karen Paez and Southeast Interim Associate Division Dean Laura Sanders will lead the efforts around aligning these DE SAC recommendations with the ongoing work of the YESS Team, specifically in regard to additional academic and student supports, and in closing opportunity gaps in the DE reading and writing sequence. More information will follow from Vice President of Academic Affairs Katy Ho.

2. Comp-Lit and DE should be integrated to improve alignment and promote equitable student success.
 - First-year/First-generation student issues could be addressed through “DE” advising that reaches higher-level students.
 - Facilitation by a district-wide administrator will benefit integration and help develop district-wide organizational policies and instructional best practices. .
 - Reading is an essential skill for student academic success. Reading must be valued in reading and writing classes. Efforts to attain proficiency in reading pedagogy should be prioritized.

- Data related to the new placement process should inform integration. The effectiveness of new placement scores and other placement procedures should be evaluated in order to improve retention and completion.
- Professional development and collaboration opportunities will enable implementation of integration. This requires both district wide, dedicated funding and professional coordination as well as attention to scheduling that allows for equitable and meaningful part-time participation.

The Deans are interested in improving collaboration and aligning the curriculum between the DE and Comp-Lit SACs. The DOIs will initiate a year-long process of dialogue and discussion with the leaders of both the DE and CL SACs, with the intention of fully integrating the two SACs at the end of 2018-19 academic year. As with any large SAC, there are issues of leadership, frequency of meetings, sub-committee structures, assessment processes, and organization so as to accomplish the work that needs to be done and tasks that need to be performed in as inclusive, efficient, and timely way as practicable. PCC has experience with the integration of other large SACs, specifically the integration of DE Math within the larger Math SAC in recent years. The Math SAC meets regularly and has a robust structure of subcommittees to tend to the work of its various sequences in pre-college math, algebra, calculus, and statistics, as well as subcommittees working on assessment and the coherence of the entire sequence. The former DE Math faculty, rather than having their voices lost within the larger SAC, assumed leadership roles, especially regarding the development of an alternate pre-college, non-algebra sequence of courses. The integration of those two SACs, and their ongoing work, while not without challenges, has led to a more robust and student-focused dialogue within the Math discipline. Cascade DOI Kurt Simonds and Sylvania Division Dean and SAC Liaison Julie Kopet (note: she is liaison to both the DE and CL SACs) will lead the efforts around the integration of the two SACs, specifically in regard to creating a robust and cohesive structure that accomplishes the necessary work on curricular alignment, assessment, and oversight.

3. WR 115 and IRW 115 should be added to the DE program.
 - Students at the 115 level are DE students, so it is logical that WR 115 and IRW 115 be seen as a DE class. With the change in placement, students now place into the same reading and writing level; therefore, for alignment purposes, having the classes in the same program makes sense.
 - Reading instruction requires a different skill set than instruction in composition, but instructor qualifications for WR 115 specifically relate to teaching composition, not reading.

With the future integration of SACs, and the alignment of Recommendation #1 with the YESS/Achieving the Dream priorities, the work of aligning WR 115 with IRW 115 and within the entire reading-writing and composition sequence will become a responsibility of the integrated SAC, in alignment with the work of the YESS Team. As to the scheduling and staffing of courses, these are already managed by a single FDC at Cascade and Southeast, the two smaller campuses. The Deans recognize the success of these integrated department models at Cascade and Southeast. Rock Creek is also moving to integrate DE and Comp-Lit in a single department. And Sylvania will be actively engaging in conversations about how their teams could benefit from this kind of integration. The Deans believe there could be opportunities for greater collaboration in scheduling, staffing, and operations at every campus. The work of curricular alignment will fall within the scope of the integrated SAC, and the work of staffing and scheduling will fall to the campus FDCs.

4. Closing Comments

It is apparent that the DE SAC is interested in continuously improving its curriculum, course materials, and overall program. We are pleased that you have identified how the DE SAC can partner with the Comp-Lit SAC, YESS Teams, and others across the college to close opportunity gaps. The Deans recognize the DE SAC's depth of experience working with underprepared students and how the DE faculty leadership will be an asset to this spirit of collaboration and focus on equitable student success.

Kendra Cawley, Dean of Academic Affairs
Karen Paez, Sylvania Dean of Instruction
Jennifer Piper, Southeast Dean of Instruction
Cheryl Scott, Rock Creek Dean of Instruction
Loraine Schmitt, Dean of Distance Education
Kurt Simonds, Cascade Dean of Instruction

Admin Response May 2018