



***2018 Program Review
Developmental Education***



“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”

— Marie Curie

Acknowledgements

Document Authors and Editors

Adon Arnett, Sylvania
Beth Haworth-Kaufka, Southeast
Bill Bogart, Rock Creek
Brent Di Elmo, Rock Creek
Cody Luff, Sylvania
Danica Fierman, Southeast
David Jacobsen, Sylvania
Darcie Kinsella, Sylvania
Deb Edwall, Sylvania
Ethan Bull, Sylvania
Fran Bozarth, Southeast
Jeanette Muehleck, Sylvania
Lara Messersmith-Glavin, Sylvania
Laurel Spillum, Sylvania
Leslie Boyd, Rock Creek
Rebecca Vogt, Southeast
Rob Burns, Cascade
Sherri Kurczewski, Rock Creek
Sonja Grove, Cascade
Susan Iversen, Southeast
Theresa Love, Rock Creek

Presentation Team

Adon Arnett, Sylvania
Bill Bogart, Rock Creek
Danica Fierman, Southeast
David Jacobsen, Sylvania
Laurel Spillum, Sylvania
Leslie Boyd, Rock Creek

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1. Program/Discipline Overview

Discipline overview and program goals

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 and objectives of the Developmental Education (DE) SAC were succinctly defined in 2011 prior to our 2012 Program Review leading to DE SAC unity and – we believe – clarity for other disciplines and administration across the Portland Community College district. Our goals and objectives also directly align with those of two leading national professional organizations, the National Association for Developmental Education (NADE) and the College Reading & Learning Association (CRLA), and they are broad enough to have allowed us to maintain our programmatic focus while also exploring and advocating for emergent national shifts within the discipline.

Here is our mission statement:

The Developmental Education program seeks to stimulate the intellectual, emotional, and social growth of underprepared students in order to help them bridge the gap between DE and college-level courses. By addressing the whole student, we cultivate a sense of empowerment in those who face significant, and sometimes extreme, academic and life challenges, thereby advancing PCC's institutional mandate to increase student retention. In addition to basic reading, writing, and critical thinking skills, we foster other learning and life skills that promote self-efficacy, curiosity, and creativity. Students develop meaningful relationships with the course material, other students in the course, the instructor, student support services, and PCC. Ultimately, through the work we do as a community of teachers and learners, we aim to create a sense of engaged citizenship for future justice and equity at any level of community.

While our goals and objectives have not changed since the last program review, we recognize they are likely to undergo transformation in the next five years resulting from recent curricular adjustments, major changes to the college's placement system that most directly impact our courses, as well as stronger curricular and organizational alignments with the Composition and Literature (Comp/Lit) SAC.

Currently, our SAC is responsible for the following self-paced (ALC), foundational (DE), stand-alone reading and writing courses, and integrated reading and writing courses:

Course #	Course Name	Credit Hours
ALC 50	English Skills Lab	0 Cr.
ALC 51	English Skills Lab	1 Cr.
ALC 52	English Skills Lab	2 Cr.
ALC 53	English Skills Lab	3 Cr.
RD 80	Reading 80	3 Cr.
RD 80A	Reading 80A	3 Cr.
RD 81A	Reading 81A	1 Cr.
RD 82A	Reading 82A	2 Cr.
RD 90	Reading 90	3 Cr.
RD 90A	Reading 90A	3 Cr.
RD 91A	Reading 91A	1 Cr.
RD 92A	Reading 92A	2 Cr.
RD 95	Reading for Enjoyment	3 Cr.
WR 80	Writing 80	3 Cr.
WR 90	Writing 90	3 Cr.
WR 90C	Writing 90C	3 Cr.
WR 91A	Basic Grammar	1 Cr.
WR 92A	Basic Grammar	2 Cr.
WR 93	Basic Grammar	3 Cr.
RD 115	College Reading and Vocabulary	4 Cr.
RD 116	College Vocabulary Development	3 Cr.
RD 117	Advanced College Reading	3 Cr.
DE 21	Introduction to Information Literacy	1 Cr.
DE 31	Learning Skills 1	1 Cr.
DE 50	Vocabulary Building	3 Cr.
ALC 55	Basic Study Skills Lab	0 Cr.
IRW 90	Found Reading & Composition	6 Cr.
IRW 115	Intro Reading & Composition	6 Cr.

B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or administrative response.

Recommendations for our program coming from the 2012 DE SAC Program Review were as follows:

Teaching and Learning

- DE Task Force to explore models of DE based on national research and best practice.
- Strategic look at intake and placement to ensure proper placement of all incoming PCC students.

Current Curriculum, Professional Development, Access and Success, etc.

- Support for fully-functioning Student Learning Centers at each campus with Student Resource Specialists housed within the Centers.
- Professional development for staff in DE related to students with learning disabilities and non-native English speakers.
- An institutional commitment to the DE program.

As described in this program review, there has been significant work in the SAC, as well as college-wide changes, resulting from the above recommendations. Some of the most significant are as follows:

- A DE Task Force made up of faculty and administration from the district that in turn made recommendations on the future of DE at PCC.
- Complete college-wide placement redesign for Writing, Reading, Math, and ESOL leading to the abandonment of ACT's long-used COMPASS product in favor of multiple measures, some of which include use of high school grades, a reading assessment, and the ALEKS math placement instrument.
- Development and implementation of Integrated Reading and Writing courses, IRW 90 and IRW 115, in conjunction with the Comp/Lit SAC.
- Joint Assessments between DE and Comp/Lit.
- Course-level assessments that are used to evaluate attainment of course outcomes.
- Learning Centers at each campus in the district, though funding remains inequitable.

It is important to note that even though there are learning centers at all campuses in the district, their funding structures are incongruent with individual campus needs. Similarly, Student Resource Specialists – or dedicated full-time DE advisors – are established

only at Sylvania and not at Rock Creek, Cascade, and Southeast (which has seen the largest surge in enrollment growth).

2. Outcomes and Assessment

Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success

A. Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.

What is the SAC process of review of course outcomes in your CCOGs to ensure that they are assessable?

Review and revision of course outcomes occur when a theoretical or pedagogical shift happens in our subject area - as with four-credit conversion, prerequisite implementation, or the national move to acceleration and integration. Often this is based on both formal and informal assessment by faculty as well as engagement in current research in fields of developmental education, composition and rhetoric, and learning theory. It is also influenced by the college's most recent strategic initiatives and funding formulas that dictate how little time is allowed for students to learn in developmental courses. At that time, we address the college's current stance on purpose and form of outcomes to adapt course outcomes to College Core Outcomes and expectations. There is not an ongoing or formalized process in the SAC outside of those situations.

Identify and give examples of changes made in instruction to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.) that were made as a result of assessment of student learning.

One of the largest instructional changes that has taken place over the last review period has been the development and institution of integrated reading and writing courses at the 90 and 115 level. This addition to our offerings was the result of multiple intersecting investigative projects (through joint assessment committees, or "Uber Ass Comm"; the DE Task Force; pilot projects at various campuses; and individual and group instructor surveys of current research and best practices). It was also a direct reflection of individual course outcome assessment and norming. For instance, at the WR 90 level, integrated reading and writing classes demonstrate better text incorporation, thus addressing the outcome, "Demonstrate critical thinking in written responses to text."

Another assessment project that has been significant to the development of a shared sense of instructional standards was the examination of the Collection of Significant Assignments (COSA) in RD115. The purpose behind this project was to evaluate the use of a metacognitive reading assessment tool, targeting the core outcome of Self Reflection and the course outcome (Outcome 1) of:

“Proficiently use stages of reading -pre-viewing, reading, review and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks. Refine connections between text, the student’s life, student’s knowledge of the world, and other texts. Examine interactions between relationship, richness, structure, style, vocabulary, and purpose within complex texts. Increase reading frequency. Adjust reading rate to the nature of the material.”

The strong emphasis on metacognitive strategies and reading process is due in part to some instructors’ expertise in the Reading Apprenticeship (RA) method. These instructors engaged in a program to share the RA method across the district through a number of trainings, both intra- and inter-disciplinarily. Many of the strategies employed in RA are likely to be found in nearly all our classrooms, along with the prioritization of metacognition and process, in both standalone and integrated courses.

The question of instructional standardization is key, however. While assessment results tend to point toward some structures (like integration or acceleration) or pedagogical assumptions (like a focus on metacognition), it is difficult to say exactly how these evaluations have an impact on *instruction*, as instructors in our departments operate largely autonomously, and are free to develop course content and approaches so long as the course outcomes are being met. While there are some shared principles and methods, they tend to manifest variously from teacher to teacher. There are few opportunities for SAC members to discuss actual instruction or instructional materials outside of the informal networking that takes place at the cubicle or staff room level, and while there is occasionally discussion of a shared assignment (like the RD/IRW115 Information Literacy Project, developed in conjunction with the excellent PCC Library staff), there is tremendous variability in assignment type and length, as well as instructional delivery.

B. Addressing College Core Outcomes: Update the Core Outcomes Mapping Matrix. For each course, choose the appropriate Mapping Level Indicator to match faculty expectation for the Core Outcome for passing students.

See Appendix B for updated Core Outcomes Mapping Matrix.

C. Assessment of College Core Outcomes

Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes.

Assessment of DE writing courses, particularly WR 90, has improved as knowledge and acceptance of assessment has taken hold in the SAC. Assessment of reading courses, however, was put on a back burner until 2014-15. Extensive work had been done in 2005-2007 to revise RD 115 and the reading sequence (though revised CCOGs for RD 80 and 90 were not approved), so a focus on the writing sequence took understandable precedence. Outside of this reasoning, there was an underlying question about the role of reading in DE as a stand-alone course. Should reading be considered an isolated skill to be developed and assessed, or as a complementary component of literature and rhetorical study as conceived in Comp/Lit? Further, questions of how to assess critical reading and comprehension in an effective, holistic way needed deeper consideration.

While we were working toward understanding the evaluation of student academic work successfully, the vital issue of the whole student still was not being addressed. Faculty of writing and reading (not to disparage other disciplines, certainly) are privy to the stories of our students. As the students' writing and critical reading develops, so does our understanding of who they are, why they're there, and what they have to say. Through the stories of our students and our own from experience and observation, we compile evidence. We begin to see trends and notice anomalies in students' work and studentship and in our own practices. This evidence, though, is not easily measurable or verifiable. Allowing for narrative evidence is akin to evaluating writing for its ideas, not just grammar. Self-reported demographic data may be more reliable, especially if it is the only compiled source; to mitigate this, faculty must continue to keep record of experiences and personal narratives in a way that can be quantified and analyzed.

At two campuses, attempts were made to complement a quantifiable "grade" with holistic, anecdotal description. Faculty were asked to record the final grades of students, along with brief descriptions of what academic and studentship characteristics were shared by those who were given a particular grade. The form also asked instructors to provide general information about why and when students left the class. Faculty found sharing information in this way to be useful to briefly record their observations, particularly about student habits and qualities of success. It also allowed an examination of shared experiences and validated the often intangible work of DE faculty. This meaningful, faculty-based assessment resulted in discussions about how better to help students navigate both academic and support elements of studentship. However, anecdotal evidence as qualitative data is discouraged, which is why this critical component of DE has not been included in the formal PCC assessment projects.

The role of qualitative evidence of the whole student remains a challenge that the DE SAC continues to wrestle with.

The creation of the DE Task Force as a result of DE's program review and the administration's interest in reconceptualizing PCC's DE program influenced the assessment work of both Comp/Lit and DE in 2014-15. As the Task Force began exploring national program models, it became evident that the intersection of DE and Comp/Lit at the 115 level (where DE faculty teach RD 115 and Comp/Lit faculty teach WR 115) required attention and examination. A significant recommendation that reading and writing be integrated was met with concern. Deep-seated questions of territory and values rose to the surface with fears of losing FTE and compromising the integrity of the disciplines. DE had concerns that the "whole student" and a focus on Reading as a discipline would be lost, while Comp/Lit faculty worried that skilled pedagogy of composition and rhetoric would become watered down; both were concerned about diminishing sections for teachers. This, along with vastly different institutional departmental and division structures from campus to campus, fostered tensions when the two SACs assessment committees were informed of the administration's expectation that they collaborate on assessment in 2014-15.

Because Comp/Lit had examined the WR 121 course outcomes thoroughly, and DE had worked on understanding WR 90 outcomes, the two SACs were encouraged to collaborate on the intersecting 115 level. Further exacerbating the situation was the administration's reluctance to commit funding to the effort. It appeared that since a majority understanding of assessment had been reached in the SACs college-wide, the college was decreasing financial support for assessment work. However, with a mandate from the State and the college to redesign Developmental Education (including DE Math), both Comp/Lit and DE felt funding justified for authentic work toward alignment at the 115 level with participation from full and part-time faculty. The administration eventually agreed to direct some funds to the alignment effort.

Since the DE SAC's last program review, much of the assessment work has been done with program redesign in mind. Two significant projects - as well as others - have contributed to the creation and alignment of new courses.

First, we examined the college core outcome of Critical Thinking and Problem Solving in Writing 90. A significant finding related to the course outcome of "Demonstrate critical thinking in written responses to text" was that students in both Reading and Writing 90 courses with a common instructor and peers were more likely to meet the outcome, suggesting inclusion of text evidence in writing is associated with integration of reading and writing. While other findings and recommendations came from this assessment project, this is highlighted for its contribution to program redesign.

2012-13 AND 2013-14

Course assessed: WR 90

Outcomes assessed: Communication, Critical Thinking and Problem Solving

Summary of Project and Findings:

In the pilot year, samples were collected from a text-based, in-class writing sample with a common prompt. The artifacts were normed using a common rubric, then rated and described. Results indicated that a large proportion of students are reaching intended course outcomes by the end of WR 90 and that grading is fairly consistent among faculty, though we don't always have shared ways of articulating the qualities we're looking for in student writing. The group recommended that "anchor" papers - those on which raters agreed on grades and/or qualities - be presented to the SAC in order to facilitate consistency in grading and create a new resource for new and continuing faculty. There was also the recommendation that the SAC develop more consistent expectations for thesis, voice, and response to/integration of texts in WR 90. Also, create working definitions and examples of these concepts that will provide consistency in usage of terms. The assessment also initiated a discussion in the SAC of the appropriate response to significant differences in students' writing skills from campus to campus which may proportionally affect the grading at each campus. The goal would be to develop standards that can be consistently articulated and maintained across the district.

Importantly, while the design of the 2012 assessment incorporated more breadth, it also revealed a need for professional development and outside support for statistical analysis. We had ideas about how to assess student learning but lacked in-depth knowledge of evaluation. This need was supported by the college through grant funding for an assessment expert who analyzed the data and guided us in growing our knowledge about this aspect of assessment.

As a pilot, the process revealed changes for the following assessment year. These included the type of text used and the wording of the prompt to invite writer's engagement in debate. Consideration was also made for the length of time provided in class for the students to write. Rater procedures and interrater reliability were also addressed.

In the following assessment year, a similar process was followed, though we added coding to identify campus and whether students were in a combined RD 90/WR 90 course. Changes to process from pilot recommendations were implemented. The results suggested that combined reading and writing instruction (as well as more contact time with a single instructor and classmates) result in better overall outcomes for text-based student writing. It also seems clear that the SAC needs to develop clearer expectations of the WR 90 course outcomes that requires students to "demonstrate critical thinking in response to text." Our assessment showed that most students aren't

clearly demonstrating it, nor are most students practicing text-based writing in WR 90. In addition, professional development around the SAC's expectations for development may help the minority of low-scoring students achieve passing benchmarks in those areas.

After completing this assessment project, we met with members of the Comp/Lit, ESOL, and ABE/GED SACs to discuss placement and expectations of student writing across our courses. As a basis for discussion, we collected essays from this assessment project as well as essays using the same text and prompt from WR 115 and WR 121. The essays were rated and discussed "blind" of level. As a result, we had a better understanding of alignment.

The second significant project worked to build a shared vision of the 115 level along with Comp/Lit in both Reading and Writing and to lay the groundwork for future assessment of course outcomes and Core Outcomes at this level and in RD 115 in particular. In 2014-15, the SAC undertook a two-part project to examine assignments and their products (COSA) and evaluate the use of a metacognitive reading assessment tool to determine the core outcome of Self Reflection and the course outcome of addressing reading processes (Outcome 1). Significant findings from this project led to recommendations for process-based approaches to reading and writing, genre awareness as an important concept in reading and writing (both Critical Thinking and Problem Solving) and engagement in metacognitive processes in reading (Self Reflection). These contributed to development of curriculum and assessment of integrated reading and writing 115 courses.

2014-15

Course(s) assessed: Reading 115

Outcomes assessed: Critical Thinking and Problem Solving, Self-Reflection

Summary of Project and Findings:

The assessment projects for 2014-15 included a Collection of Significant Assignments (COSA) from WR 115 and RD 115. Artifacts consisting of assignments, texts, and student work were submitted by DE and Comp/Lit faculty across the district. The evaluation of this corpus of assignments and student work reflected intersecting and divergent points of curriculum and instruction between Comp/Lit and DE. The assessment provided points of common understanding to start working from; for example, process-based approaches to reading and writing, integration of sources, information literacy, and genre awareness.

The second component of DE's assessment examined critical reading through CERA, a tool developed through Reading Apprenticeship, a pedagogical approach to processes in close reading. Upon reading a text, students were asked to summarize for comprehension, then provide a metacognitive reflection detailing their reading process.

The evaluation of these samples and some inherent difficulties of norming non-quantitative elements provided an opportunity to discuss and refine procedures for future assessments. The DE SAC had not previously conducted a programmatic assessment of student reading; this focus provided a lens through which we could begin discussing the role of Reading as a discipline and as a critical component of literacy, as well as its effect on shaping critical thinking and creative problem solving.

The COSA and CERA projects were a significant undertaking with recommendations about process-based approaches to reading and writing, genre awareness in both reading and writing, Reading Apprenticeship as framework for metacognitive reading process, and common or transparent assignment design. The CERA project led to a Reading 115 workshop between DE and Comp/Lit faculty to begin addressing the role and function of Reading as a discipline.

Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe.

- **Recommendation:** The SAC should develop more consistent expectations for thesis, voice, and response to/integration of texts in WR 90. Also, create working definitions and examples of these concepts that will provide consistency in usage of terms.
- **Action:** The SAC actively engaged in defining “thesis” as a rendering activity, resulting in a more cohesive understanding of teaching and assessing this characteristic of the outcomes. Despite the activity, it was noted that during the following assessment, there remained disagreement at times about the location of a paper’s thesis. The two assessments varied in the reporting of this characteristic (thesis), so it is unclear whether the clarification of meaning and expectation resulted in improved attainment of outcomes for students.
- **Recommendation:** Combined reading and writing instruction (as well as more contact time with a single instructor and classmates) result in better overall outcomes for text-based student writing.
- **Action:** Redesign and implement integrated reading and writing courses (IRW 90 and IRW 115). These courses, along with a comparison to stand-alone courses, will provide a focal point for future assessments.
- **Recommendation:** Improve transparent assignment design, per COSA assessment.
- **Action:** Participate in MSC assessment project in 2016-17, incorporating transparent assignment design into assessment process so that learning processes, expectations, and outcomes are equitably explicit for students.

- **Recommendation:** Convey the role of Reading as a critical, process-based discipline to all stakeholders (faculty, students, advisors, administrators, etc).
- **Action:** Reading 115 workshop between DE and Comp/Lit faculty to begin addressing the role and function of Reading as a discipline. Ongoing professional development and training to incorporate Reading Apprenticeship practices into curriculum. To fulfill this recommendation district-wide, we found that we needed a more unified response from administrators in support of promoting Reading as a critical discipline at the college.

Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

The thoughtful approach to piloting, assessing, and collaborating to further understanding of student attainment of outcomes and alignment between levels of WR 90 and WR 115 has been an effective outcome of the administration-mandated collaboration between DE and Comp/Lit. The in-depth look at RD 115 outcomes in the 2014-15 and subsequent assessments has also been effective. The results of these assessment projects supported the general direction of the DE program redesign and provided a basis for discussion of thesis and use of outside texts in developmental writing and metacognitive strategies in developmental reading.

However, the overall planning of the assessments has been scattershot, a reflection of precarity within the department, program design, and college SAC structure between DE and Comp/Lit. Because of the lack of cohesion of programmatic assessment and the challenges of the assessment cycle itself, the DE SAC has not examined the Reading sequence (80, 90, 115) from start to finish, nor have we assessed non-core courses, such as DE 21, 31, 50 or WR 93 or RD 116 or 117. As has been reported to the college in the LAC reports, the never-ending cycle of assessment and reporting is a time-consuming endeavor that never quite reaches its aim of close programmatic and course outcome assessment, implementation, and reexamination.

We see these projects as necessary building blocks to more systematic program-wide assessment of developmental learning, reading, and writing. The DE SAC will assess IRW 90 and IRW 115 in comparison to stand-alone 90 and 115 level courses in future assessment cycles, as well as continue to align levels. It is anticipated that, until the college administration decides upon a consistent and coherent SAC structure aligning composition and reading and honoring the valuable role of developmental learning courses, future assessments will suffer similar challenges, thereby affecting instruction and student attainment of both course and College Core outcomes.

Are there any Core Outcomes that are particularly challenging for your SAC to assess? If yes, please identify which ones and the challenges that exist.

Community and Environmental Responsibility: Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

At the 80, 90, and 115 levels, our focus tends to be more on processes, strategies, and the development of studentship and metacognitive skills rather than “content” as seen in many other departments, e.g. history or biology. Our CCOGs reflect the ability to reflect on and implement texts for application in learning, writing, and discussion, but they do not specify what types of texts those may be. Our general purpose is to prepare students for any content with which their academic, professional, or personal life may require them to engage. This is evidenced in the prerequisite status of RD115 for Gen Ed.

That being said, instructors in our SAC are given a great deal of autonomy to select sample texts across a broad interdisciplinary spectrum. Most of our instructors are personally committed to community and environmental responsibility, as well as to fostering the practice and value of critical thinking and information literacy, so this Outcome is generally well met. Due to its invisibility within our structural CCOG descriptions, however, it is difficult to assess directly or in a way that is easy to track or report.

Professional Competence: Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

Our students are taking DE courses precisely because they don't yet demonstrate all of the knowledge, skills, and attitudes that predict success in professional and academic contexts. While all of our courses are geared toward meeting this Outcome, we acknowledge that our students tend to perform at the lower end of this range, by definition. We see college not as a place to test the success of students in this regard, but rather as an opportunity to engage in the kind of development of practices and attitudes that will turn them into successful lifelong learners. By the time they complete their experience at PCC, we hope they will have gained the habits of mind and scholarship that will lead to their professional and further academic success, but it is difficult to measure the future from the beginning of their paths.

3. Other instructional issues

A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

For the five-year period beginning in the 2012-2013 academic year to 2016-2017, while FTE decreased college-wide by 19%, DE experienced a significantly greater decrease, totaling 43% over the same period. As was the case with college-wide FTE, this was experienced differentially at the various campuses; Cascade saw a 63% decrease; Sylvania 36%; and Rock Creek 36%. For the first four years under consideration, no significant programmatic changes or factors under the control of the college are likely to account for the fact that DE experienced greater decline than elsewhere, though individual campus changes could have been influenced by the Southeast expansion. The broader economic trends that impacted enrollment are likely to have affected DE enrollment differently as the lesser-prepared student population saw increased representation during the economic downturn and corresponding decline in the economic recovery.

In the 2016-2017 academic year, the launch of the new multiple measure placement system at the end of fall term led to significant enrollment shifts that will have lasting impact on the DE program. While the college saw only a 2.7% decline in FTE, DE saw a 10.9% decline. Individual course enrollments present the clearest picture of the emerging trends. The placement changes did not affect fall of 2016 enrollments, but the overall trend is toward more students placing in RD 115 or higher and fewer students below that level. RD 115 saw an increase of 2.8 % for the year; RD 80 and 90 saw a decrease of 44.3% and 19.5% respectively; WR 80 and 90 saw a decline of 42.2% and 17.7% respectively. As the number of students who had placed under the old system represents progressively smaller percentages over subsequent terms, the contrast has become starker. The numbers for fall of 2017 and winter of 2018 make this clear. From the Fall of 2016 to Fall of 2017, RD 115 FTE increased by 21%, RD 80 decreased by 64%, RD 90 decreased by 71%, WR 80 decreased by 74%, and WR 90 decreased by 72%. The Winter 2017 to Winter 2018 numbers indicate that RD 115 also dropped by

23% from the previous year, RD 80 decreased by 54%, RD 90 decreased by 75%, WR 80 decreased by 56%, and WR 90 decreased by 72%.

The implications of these shifting trends are already presenting some logistical challenges for the current configuration of DE departments because the majority of our instruction will be focused on the 115 level. The increased number of students placing into RD 115 suggests our fall enrollments are likely to see less relative decline in overall subject-area FTE as new admissions and students seeking to complete prerequisite courses enroll in that course. But because so few students are placing at the 80 and 90 level, winter, spring and summer terms will see sharper declines as fewer students will be moving up from those levels.

B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, how is your SAC addressing this?

Over 2012-2016, the pass rates of all RD courses (through RD 115) improved by an average of 6.6% while pass rates of all WR courses (through WR 121) improved by an average of 6.0%. Comparatively, all the NP rates of all RD courses declined an average of 4.5 % and those of all WR courses declined an average of 3.9%. Possible correlations could be:

- The improvement of the economy: Since 2011, the economy has continued to improve, which means that some of the less prepared students who came to PCC during the economic downturn have returned to the workforce.
- Deletion for non-payment: This requires students to have a payment plan for their courses in place two Mondays before the start of the term. Students who are less prepared for college tend to be deleted from courses.
- Recruitment of high school students: In general, PCC has increased recruitment and enrollment from high schools. Also, the Oregon Promise has brought an influx of students to PCC. That Oregon high schools have raised their graduation requirements could be a factor in this increase in pass rates.

At this point, after the dramatic changes in our placement system, which began in 2015 and were fully implemented in Fall of 2017, combined with the simultaneous implementation of IRW courses at the 90 and 115 levels, it has made it virtually impossible to draw any conclusions from pass rate data between 2012-2016 that are actionable for our SAC. Our SAC's work since our last program review to shift to

integrated Reading and Writing courses has meant creating entirely new CCOGs for the 90 and 115 integrated courses which means that we are not even looking at the same curriculum. As discussed above, pass rates have seemed to improve across the RD/WR sequence from 2012-2016 (with the exception of online RD and WR 90 courses). This does possibly validate work that we've done around assessment and development of new curriculum in our program redesign process.

The curriculum work that we've done to shorten the RD/WR sequence in order to improve student success and "stem the leaky pipeline" of students not entering or completing WR 121 has resulted in our IRW 90 and IRW 115 courses. These courses were implemented in fall 2017 across the college. While we can see the range of pass rates (see Appendix C), we cannot see progress over time since we have only just begun teaching these courses. Ultimately, over time whether these IRW classes yield higher success and retention rates will determine the success of our program and will teach us what changes we need to make to improve student success, retention, and completion.

Another pattern that we see is that although pass rates show improvement in RD/WR 80 and 90 from 2012-2016, we also note that those pass rates remain in the 60-68% range. This is lower than the over 70% pass rates for RD and WR 115. Historically, students at the 80 and 90 levels are often our most vulnerable students facing one or more of the following issues: first generation college students, living in poverty, learning differences, working full-time jobs, raising children. Without taking a deficit perspective, it is important to note that providing wrap-around support, which is not available at PCC for most of these students, might be most effective for improving course pass rates. Exploring the supports provided to Future Connect students, for example, might provide insight for how to improve success rates for DE students without access to structured programming and support. Further, knowing that placement has been adjusted to place student more effectively into the highest-level class that they could possibly succeed in, students may be even more challenged by the demands of these classes; therefore, the college needs to provide wrap-around support for these students in order to help improve success rates.

C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

This analysis is based on the pass rates for 2016-2017. When comparing the enrollment and pass rates of web-based courses and on-campus sections, the data for on-campus sections only reflects the average of those campuses whose DE departments also had instructors who taught online sections. So, for example, because Southeast did not have anyone teaching online RD115, their on-campus pass-rates are not included in the calculation when comparing the online sections to their face-to-face counterparts.

- Reading 115: The total FTE for online offerings in the 2016-2017 year was 542, compared to 1,846 for on campus RD115 at those campuses that offered both.
- The Pass Rates for online sections averaged 60.23% across the district, with campuses ranging from 56.1%-64.8%. The Pass-rates for the on-campus sections averaged 75%, with campus ranges between 74.4% and 76%.
- Writing 90 was only taught online by faculty from Rock Creek Campus. The FTE for 2016-2017 was 91 for those online sections, and 352 for the on-campus sections taught at Rock Creek. The pass rate for online Writing 90 was 57.1%; for on-campus Writing 90 at Rock Creek it was 77%.
- Like Writing 90, Reading 90 was taught online only by Rock Creek faculty. The FTE for online sections was 99; for on-campus sections at Rock Creek it was 284. The pass rate for online Reading 90 was 41.4%; for on-campus Reading 90 at Rock Creek it was 76.1%.

Due to low pass rates in the online Reading and Writing 90 sections, department co-chairs at Rock Creek have put online sections of Reading and Writing 90 on hold. There is concern that a fully implemented new placement system could potentially drive pass rates even lower for online sections if they were to be offered. There has long been concern that online learning demands more self-direction and autonomy of students who, at least in part, are in DE classes to develop those traits. Students who place at the 90-level may need more support around developing these skills than the current model of online delivery enables.

The current discontinuation of 90-level online RD and WR courses prevents a population of students who need access to distance learning from moving forward and is perhaps an equity issue. These students may have a chance of being successful given access to an online 90-level class with adequate resources; the institution would need to provide adequate resources for a significant redesign.

D. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.

Prior to our last program review, DE faculty were concerned about DE student success and spent several years of inquiry and effort on increasing our courses' credit hours from 3 to 4. We wanted students to spend more time in DE courses. This had proven successful with the RD 115 course, which was successfully adopted as a district-wide standard general education prerequisite. We believed we presented a strong case for a 4-credit conversion across our program. Our proposal was ultimately rejected by PCC administration. DE was encouraged to continue investigating best practices other than increasing existing course credit hours.

Around this same time, DE found a new place in the national spotlight, and, unfortunately, the attention was negative. Studies showed college placement exams under-placed significant numbers of students into DE. Under-placed students were often disproportionately students of color or lower-income students, and they were not completing the DE course sequence. National studies reported low success rates. Powerful interest groups like Complete College America suggested that DE is a "dead end." An [article in the NYT](#) called DE "one of the most intractable problems of higher education: the dead end of remedial education."

We saw the dawn of what is called: "The Completion Agenda," a national movement to retain students and increase certificate and degree completion. For example, in 2010, The American Association of Community Colleges and 5 other participating organizations published: "[The Completion Agenda: A Call to Action](#)" In 2012, Complete College America published a joint statement titled: "[Core Principles for Transforming Remedial Education](#)."

It was precisely the desire to see our students complete their academic goals that drove our SAC's work to increase DE course credit hours. Within the context of the national critique of DE and the rise of the "Completion Agenda," DE faculty continued to explore best practices that would ensure that student participation in a DE course meant success through the transfer level courses.

The notion of "acceleration" increasingly crept into the discourse around DE as an approach to supporting students' successful movement to and through gatekeeper courses like Writing 121. The concept of acceleration initially seemed contrary to the goal DE had been focused on: increased time with DE students. We focused on

alignment and assessment as a way to help retain our students and get them through the sequence. We had been struggling for wrap-around services. Acceleration seemed like the exact opposite of what we had been trying to accomplish. How would getting students through the sequence faster also mean they would be more likely to take and pass the transfer level course? Further inquiry taught us that “acceleration” could take multiple forms and did not simply mean “faster.”

We were right. *And* so were they.

As professional educators, we dug into the research. We discovered that acceleration can mean multiple things depending on the program - but in general, it implies “eliminating exit points” and fixing the “leaky pipeline.” Exit points count as students not registering for the next sequence, dropping out in the middle of the term, etc. At PCC, we had many exit points: we lost students before, during, or after WR 80, RD 80, WR 90, RD 90, and RD and WR 115. It should also be noted that DE courses tend to have what is called “exponential attrition,” which means it multiplies as students move through the sequence.

Through our research, we also learned that acceleration would take the form of linking or integrating reading and writing, and immersion, and intensification. We can accelerate through better placement, by providing effective orientations, and addressing students holistically through wrap-around services. We can do this through changing the content and pedagogy of our classes to be more rigorous. We can do this through more effective scheduling of classes, such as block scheduling. In other words, we learned that acceleration is not about speeding students through for the sake of getting them in and out faster, like a drive-through for a fast-food restaurant. Rather, it’s about total redesign at a structural, curricular, and pedagogical level so that students can get to credit-earning courses faster because the design is radically more effective, which is what we had wanted all along, really. At the heart of our desire to increase the credit hours of our courses was to be more effective within the existing 80-90-115 sequence. Acceleration became a way for us to reimagine an entirely new structure for our program.

Looking back to our 2012 program review, we asked for “The formation of a DE task force to re-design the structure of existing classes.” We said:

Among the changes we hope to make, regardless of what the final proposal looks like, will be: to maximize retention through focused wrap-around services; to intensify the DE experience for those students who need it most; to provide more contact time between instructors and students where appropriate; to build learning communities (cohorts) through linked classes; to narrow the number of

“exit points” students have to opt out of DE before they are ready; and to offer faster pathways (acceleration) through DE for high-performing students.

In December of 2012, the Completion Investment Council (CIC) and the Deans of Instruction (DOIs) approved the recommendation for a Task Force, an interdisciplinary body of faculty, staff, and administrators.

The Task Force, as charged and named, handled many tasks, one of which was to examine reputable DE models across the country. We selected programs to review that demonstrated more equitable success for students and/or significantly improved student success. However, while we learned much from our explorations of these programs, it is essential to recognize that many of them primarily serve traditional or full-time college students, may exist at single-campus colleges, and/or function on a semester system, which means implementation at PCC, with its population of non-traditional students, its four-campus structure, and its ten-week quarter system presents significant challenges.

Here are the primary programs at which we looked:

- The ASAP program out of the CUNY system graduates DE students in three years by providing financial, academic, and personal support, “including comprehensive and personalized advisement, career counseling, tutoring, tuition waivers, MTA MetroCards, and additional financial assistance to defray the cost of textbooks.” Block scheduling and a cohort help students get the classes they need with a solid community of students.
- The Baltimore Accelerated Learning Program, which has received national attention, is a program in which a small cohort of DE students are mainstreamed - voluntarily - into a designated section of ENG 101 and required to take a supplemental companion course.
- Berkeley City College’s DE program has only *one* repeatable, integrated reading, writing and thinking, intensified, 7-credit hours course that includes lab time and two instructors. Students in both DE and transfer-level produce the same college-level portfolio, and instructors assess the work.
- Chabot College, a well-studied and very successful part of the California Acceleration Project, has an open-access, one (or two) semester, integrated reading and writing program that is well-aligned with English and focuses on college-level rigor and critical academic literacy skills.
- The Colorado Community College System overhauled their *entire* statewide system, which involved massive coordination and bureaucratic effort. They have created a “College Reading and Writing” course that is presented as an alternative path to the existing model, which looks similar to PCC’s many-leveled separate reading and writing program.

- We interviewed the Lower Columbia College DE coordinator about its integrated RD/WR/CT program. LCC is an outcomes-based system with only two levels of DE (98 and 99), which both meet in the same class with the same instructor who employs differentiated instruction. Students at the 98 level, who are ready based on achieved outcomes, can skip right over 99 and into transfer level. These courses are integrated, thematic, and repeatable.

After reviewing these models, looking at our program, and discussing possibilities, the DE Task Force made a series of recommendations (see Appendix D), including:

- Eliminating exit points and perceived academic barriers through program and curriculum redesign (including embedded student support and rigorous, collaborative professional development).
- Revised placement measures that reflect pedagogy and desired outcomes (multiple measures, access to support services).
- Considering first-year experience/orientation seminar and sustained intrusive advising with DE-trained advisors.
- Centralizing and enhancing Student Learning Centers.
- Intentional scheduling around student schedules and faculty workloads.

Our PCC recommendations looked very much like those made at the [Oregon state-level DE workgroup](#), which published “Developmental Education Redesign: Decreasing Attrition and Time to Completion at Oregon’s Community Colleges,” a project by the 17 Oregon community colleges and the Department of Community Colleges and Workforce Development in 2014, the same year of our final recommendations on reform. The work of the statewide workgroup was aligned with our own DE Task Force recommendations, including the primary reading and writing recommendations of acceleration (i.e. Integrating reading and writing courses, combining levels of reading or writing (i.e. Reading 80 with Reading 90), providing an option of a reading and writing developmental course co-requisite with a college-level course, enhancing the combined course or co-requisite models by creating intentional learning communities so that students experience a culture of success), backwards design, and enhanced student support services.

Based on our own internal work at PCC and the state recommendations, we have made significant changes to our program. The primary curricular change has been acceleration; we now offer Integrated Reading and Writing (IRW) courses on all campuses, accelerating students through the pre-college sequence by eliminating exit points and by working on changing how and what we teach in our courses. We have run and supported various professional development activities to support faculty in these changes, such as workshops, communities of practice, and teach-ins (see Section

5.C.), and we continue to run district-wide assessments, while exploring lecture/lab and ALC components in addition to contextualized learning possibilities. Furthermore, the changes in the placement system have shifted the bulk of our student population up a level in the RD and WR sequence, and thus, we offer very few 80-level courses throughout the year.

One logical outcome from the measurable change in placement trends might be the incorporation of the Writing CCOG into our program as a means of aligning DE best practices with this course. Though many of the students we have typically taught are currently placing into higher-level courses (more students in 115 and 121 than in 80 or 90), many of them are first generation college students, and they are all first-year students. Many of our students have been historically disenfranchised, and now they may be entering college at transfer level. DE instructors have a particular expertise working with students with these characteristics. Our focus is on equity and retention for students who have been historically disenfranchised. We want to offer them well-supported, well-informed, learning experiences that facilitate their success in and out of college. Because students in DE are disproportionately students of color, first generation college students, students in poverty (see Section 4.A.), we want our program to be as well-resourced as the other best-resourced programs in the institution- or perhaps more-resourced with the goal of equitable access to higher education.

E. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

In 2016, the DE SAC requested a moratorium on new sites/approvals until an assessment of the Dual Credit program (RD 115 only) was conducted. Prior to this, dual credit liaisons were by campus, usually department chairs appointed by a Division Dean, but there was very little communication between liaisons about the program as a whole. In 2017, following the review and assessment, the SAC decided that each campus department chair should be the representative liaison for new sites/collaborations.

The following reflects a history of sites and credits awarded:

2012-13	9 students (27 credits)	1 site, 1 instructor
2013-14	104 students (213 credits)	2 sites, 3 instructors
2014-15	134 students (531 credits)	4 sites, 6 instructors
2015-16	132 students (528 credits)	3 sites, 5 instructors
2016-17	120 students (480 credits)	1 site, 4 instructors

All dual credit course and faculty assessments conducted since the beginning of the program were approved. However, only one of three people assessing the courses had actually taught RD 115. As a result, there was no reporting to the SAC and the review of materials and syllabi were insufficient. Upon review, it was determined that there were two major flaws in HS Dual Credit RD 115 curriculum: very little or no evidence of variety of texts, including nonfiction (often resembling a basic high school English lit class) AND very little to no evidence of Information Literacy.

The only current, active site is at Jefferson High School. SAC liaisons and administrators are actively working with Jefferson High School faculty and administrators to align RD 115 curriculum. This is problematic because it is embedded within a year-long Junior English class and the high school faculty report that the open-enrollment/access model at the high school puts too broad a range of skill levels in the class to be able to teach and assess college-level curriculum.

F. Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?

At this time, we have not developed SAC-specific questions for any of our courses. However, the SAC is interested in developing such questions in the future. We imagine specific questions that are aligned at all levels of the courses we offer, from 80-115. Our courses have been in flux due to our program revision, changes in the placement process, and the uncertainty of course ownership and instructors, particularly around WR 115. This has made developing evaluation questions not only difficult but less of a priority for our SAC. Thoughtfully constructed questions that are useful both to individual instructors and to program development will take time. Once our program structure is determined, we would like to engage in this work using an inclusive process, so that all interested faculty who teach the course have an opportunity to contribute.

4. Needs of Students and the Community

A. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how has this impacted curriculum, instruction or professional development?

Using the demographics for Reading courses, which are strictly housed in the DE program, there has been a significant decrease in students of color in DE, but this seems to reflect the overall decrease in enrollment in the entire district. See Tables 1 and 2 for specific numbers. For example, Cascade, a campus that traditionally served a larger portion of our African American students, in 2011-12 had 459 students, but in 2016 only 128. Overall, in fall 2013, PCC had 1,832 African American students, which has decreased in 2016 to 1,333.

It is worth considering that programmatically, including all campuses in our district, our demographics have not shifted dramatically. On a per campus basis, however, there seems to be a shift in that SE Campus's enrollment is increasing in general, in addition to their students of color population. SE is now a majority-minority campus. Between fall 2013 and Fall 2017, the percentage of white students decreased from 55.3% to 44.6%, or minus 6.7%. We wonder if the gentrification of N and NE Portland, and the displacement of low-income students and students of color into East and SE Portland are causing these shifts. While SE Campus's enrollment has decreased along with all other campuses, its African American population has increased beyond Cascade Campus's, which has traditionally served the largest number of PCC's African American students. Noteworthy changes in student demographics at Cascade since the last program review show as much as a 10% drop in African-American enrollment. The number of Asian students has increased a modest 3.6 % while the number of Caucasian students has remained relatively unchanged. Native American and Pacific Islander represent the smallest percentage of DE students. The composition of Foreign National students enrolling in DE classes has changed. More students are emigrating from East African countries of Eritria, Ethiopia, Somalia, Djibouti, Uganda, and Kenya, which has caused an increase in the number of Muslim students of African ancestry. Of particular note is the condition of Hispanic students. Through their writings, many Hispanic students are telling their instructors about their apprehension for themselves and family members with the federal government's policy and actions concerning immigration and DACA.

Table 1. Ethnicity in RD by Campus 2011-2012

2011 – 2012 (RD)								
Campus	RACE/ETHNICITY							
	African American	Asian	Caucasian	Foreign National	Hispanic	Multiracial	Native American/Alaskan	Pacific Islander
SY	124	100	855	102	227	67	29	21
CA	459	56	438	29	145	71	40	10
RC	125	104	935	55	369	72	13	16
SE	192	107	544	15	107	38	19	15

Table 2. Ethnicity in RD by Campus 2015-2016

2015 – 2016 (RD)								
Campus	RACE/ETHNICITY							
	African American	Asian	Caucasian	Foreign National	Hispanic	Multiracial	Native American/Alaskan	Pacific Islander
SY	53	79	449	139	133	68	8	16
CA	128	43	178	32	85	48	9	7
RC	58	104	521	52	224	82	9	17
SE	109	143	305	36	93	70	18	8

Table 3. Gender/Age in RD 2011-2012

2011–2012 (RD – District Wide)										
	GENDER + AGE									
	0-13	14-17	18-24	25-29	30-39	40-49	50+	Female	Male	Unknown
District	1	442	3314	827	775	402	194	3125	2782	47

Table 4. Gender/Age in RD 2015-2016

2015- 2016 (RD – District Wide)										
	GENDER + AGE									
	0-13	14-17	18-24	25-29	30-39	40-49	50+	Female	Male	Unknown
District	1	339	2235	409	326	162	114	1907	1618	61

Furthermore, though the race, ethnicity, age, and gender demographics are useful, they often paint an incomplete picture. For instance, such categories as “Asian” are too broad and do not account for differences in East Asian, Southeast Asian, Asian-Americans and recent immigrants versus those whose families have been in the U.S. for generations. We have access to socioeconomic status information only by our measurements of the number of Pell grants awarded. Pell grant eligibility is determined by the FAFSA. Students whose family income is less than \$50,000/year are eligible, but most money goes to those with much lower family incomes. Those who do not complete a FAFSA, for any reason, are not included in PCC’s count, and therefore our demographic information on students with low socioeconomic status is skewed.

Other relevant demographic factors of our population are not captured by the institution or on a programmatic level either because of lack of ability, lack of institutional resources, or lack of coordination at the district/SAC level for all courses to implement such a large data collection effort (not to mention analysis). Such factors that would be

helpful are: employment information, mental illness, students in recovery, students who have experienced abuse, those from alternative high schools, and more.

In general, demographic changes have not impacted curriculum. We have been undergoing a total revision to our entire program. We've spent years reimagining course structure, curriculum, and pedagogy in light of the national best practices of integration and acceleration. (See "Other Instructional Issues," Section 3.D.) Our SAC has not historically made programmatic changes based on radically changing demographics, as we tend to serve a diverse group of students with a wide range of needs and experiences typical to our discipline. Rather, we look at best practices and national movements that are grounded in research (e.g. the completion agenda).

Because our students have overlapping needs, and campus enrollments change and therefore shift demographics at individual campuses, our SAC advocates for equity of resources for students, such as access to computers, tutors, advisors, full-time faculty, and professional development opportunities. In context of equity and the larger district, we try to examine where students are not getting the same access to resources that other campuses might have.

B. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

Our SAC is committed to providing accommodations for students with disabilities. As requested in the official faculty notification letters through DS, our faculty help students:

- Find notetaking support options such as finding peer note-takers in class and technology-assisted notetaking through recording and assistive technologies.
- By working with sign-language interpreters and requesting captioning on media.
- Converting materials to alternative, accessible formats such as large print.
- Accommodating testing through proctored tests at the Testing Centers and extending time.
- Acquiring special furniture, allowing priority seating and ensure breaks.

In addition, DE faculty implement a variety of other strategies to support students with disabilities. Such strategies include:

- Individualized instruction (e.g. allowing students to choose topics).
- One-on-one time (e.g. many individual meetings).
- Proactive, required, intrusive assignments (required conferences, visits to resource centers, counselors, and advisors).
- Study groups.
- Learning style education and intentional activities for various learning styles (normalizing broad range of learning ability and styles; finding videos, creating visuals, counseling students on optimizing their learning styles and needs).
- Distributing lists of resources, often walking students directly to resource centers.
- Selection of curriculum/materials that appropriate for course level (e.g. Lexile scores).
- Flexibility (e.g. change curriculum mid-term).
- Collaboration with disability counselors (e.g. joint meetings).

Student use of resources offered by DS is varied across the district. Generally, unless there are extreme cases, interactions between DS and faculty is minimal. Anecdotally, many students do not use the formal accommodations when they realize most DE faculty are quite flexible in approaches to help them succeed. Many students do not want to talk about accommodations when instructors encourage them to come in for a meeting, and when asked during conferencing, they report that they are doing okay with the things being done in the class as an entirety.

There are various challenges that can get in the way of helping students with disabilities:

- Notification period: Sometimes, a wave of accommodation forms that asks us to rethink the course (timing is hard because DS can't know who needs accommodations).
- Prevents flexibility: The time it takes to get audio-versions of text, get a video captioned, or converted to an accessible format is too long to meet the class need.
- Volunteer notetaking: This is often an issue in DE when there are not enough strong note-takers or volunteers.
- Lengthy processes, short term: It can take a lot of time to get some students what they need, e.g. receive notification letter (first week), set up a meeting with student (first or second week), then get additional assistance (second or third week), then working again with students (third or fourth week).

- Technology: Some assistive technology changes the nature of the work we do in class. For example, annotation is difficult on a tablet.
- Costly resources: Technology is expensive, and even simple materials like colored paper, which can help students organize their work, requires more expense from the department.
- Number of students with accommodations: When there are numerous students in the same class with different accommodations, and all who require extra support, it can be difficult for faculty to find the additional time, particularly adjunct faculty.

Table 5 represents numbers of students per term per year who had some form of Disability Services Accommodation request who were taking RD 80, RD 90, RD 115, WR 80, WR 90, and all course titles beginning with “DE.” There is no data online for 2012, the data from winter 2013 is likely incomplete, and even though data has been collected for Fall 2016, it does not need to be represented in our program review. See <https://teton.accessiblelearning.com/PCC/SAC.aspx>.

Table 5. Disability Services Accommodation requests

Year	Winter	Spring	Summer	Fall	Total
2012	N/A	N/A	N/A	N/A	N/A
2013	16	113	49	168	361
2014	142	110	34	178	464
2015	104	93	23	105	325
2016	82	63	29	N/A (116)	174

C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

Offerings of online courses within our subject area began prior to 2010 when Math 20 was housed in the DE SAC. Math 20 went online after being developed by several Rock Creek instructors. From those early online math offerings sprung online Reading 115 offerings and eventually online Reading 90 and Writing 90 offerings, though the 90-level

offerings have only come from the Rock Creek campus. Initially, division arose in the SAC about the efficacy of online pre-college and college-level reading and writing courses but because some of our students have no other way to access PCC offerings or higher education in general, the online format remains as part of our Reading 115 offerings. As a SAC, we feel that in order for 90-level online offerings to provide success for our overly challenged students, PCC needs to provide resources for redesign that will more effectively work for our students. It is important to reiterate that the 90-level offerings were halted in 2017-2018 due to low pass rates (See Section 3.C.).

Strategies used by DE faculty to facilitate and increase success in our online courses have come in the following forms:

- Connecting students to on-campus advising and other campus-specific resources like the Women’s Resource Center, Disability Services, and the Veterans Resource Center.
- Recommending the use of online tutoring offered by etutoring.org.
- Embedded assignments that foster connections to other students as well as a focus on mindfulness. For example, some instructors use a module-update approach in which students are asked to reflect on their progress multiple times over the term. An assignment might look like this:

Instructions: Contact the instructor of this course using the “Comments” box below with a response to one or more of the following sometime during the week leading up to the module's close (i.e. preferably Monday through Friday). This contact needs to be only 3-5 sentences but may be longer:

1. An update of your progress
 2. A question about the course or assignment
 3. A reflection of what you need to improve upon in your reading or the course
 4. What you have learned in either the course up to this point or in the current module.
- Frequent online presence and contact via email, discussions, and telephone (Yes, we call our students frequently).
 - Prompt responses to questions via email and discussion tools.
 - Prompt assessment of student work allowing for corrections in thinking and approach before next-level assignments are due.
 - Encouraging use of instructor’s on-campus office hours.
 - Clear course expectations.
 - Flexibility in assignment due dates.
 - Straightforward online course design.
 - Working closely with academic advisors across the district who may have a relationship with a struggling online student.

The challenges of our online students are similar to those of our face-to-face students, though they are compounded by misperceptions of what is required to succeed in the online environment, knowledge of technology required in the online format, and even access to technology. Often, students will enroll in online courses thinking they can simply use a family member's computer (which might be outdated or unreliable), the local county library's, or even their smart phone. Prior to registration, and because they may live too far from a physical campus for assistance, they enroll underprepared for both college and online courses and end up dropping or not succeeding.

D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

As noted in Section 3.D., there is a distinct history of curriculum and other changes made by our program since 2012-2013 resulting from a national completion agenda and trends towards an accelerated DE curriculum. Because of the nature of our program, community groups, transfer institutions, business, and industry do not provide feedback about curriculum or instruction unless the discipline finds its way into the national spotlight as it did between 2012 and now. That said, we do anticipate a state movement for common course numbering as a result of the Developmental Education redesign work and general educational alignment work being undertaken statewide.

5. Faculty

Reflect on the composition, qualifications and development of the faculty

A. Provide information on how the faculty instructional practices reflect the strategic intentions for Diversity, Equity and Inclusion in PCC's Strategic Plan, What has the SAC done to further your faculty's inter-cultural competence, and creation of a shared understanding about diversity, equity and inclusion?

DE instructors from the four campuses have attended many professional development opportunities to support diversity, equity and inclusion:

- Social Justice has been integrated into most classes, as a result of the current political situation in our country, and the Social Justice Committee's work.
- Men of Color national training was attended by several staff.
- Dialogue Arts Project from Brooklyn, NY trained Comp/Lit (DE now part of that team) 30+ faculty from the four campuses at Cascade 5/17. Difficult Conversations about race.
- International Student Resource Fairs supported the Latino community.
- Teacher Learning Center trainings for staff - LGBTQ and students with Disabilities - several staff attended all campuses.
- Title IX training for diversity well-attended across campuses.
- One staff attended Summer Intercultural Institute at Reed College (2016 - Understanding diverse points of view (three days) & 2017 - Understanding White Privilege).

Instructional practices at all campuses have been enhanced by staff training in differentiation skills, specific infusion of multicultural readings from multiple countries to reflect our student population. Curriculum has been thoughtfully improved to mitigate prejudice and white privilege, because all campuses have a strong representation of immigrants from many countries, and the African American population continues to suffer society's lack of attention to those institutional issues. Dreamers, or DACA students, have been welcomed to all campuses, designated as sanctuaries. Curriculum changes in DE include a deeper understanding of these issues, and best practices working with students who are first generation, Oregon Promise, or new to college from high school. The new placement system for PCC has seriously affected enrollment and classroom instruction in DE classes and is being judiciously studied by DE faculty to determine how it is impacting the diversity of our classes.

B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes.

Current Instructor Qualifications at:

<http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>

No changes have been made at this time in PCC's job guidelines officially; however Integrated Reading and Writing 115 classes were piloted beginning in 2016.

Professional development was offered for teachers who required Reading or Writing Pedagogy to allow them to teach the IRW courses. A Master's degree was required to teach Comp/Lit classes (115 and higher), and also Reading pedagogy is now required to teach IRW (not specifying a Master's degree in the past). A Comp/Lit and DE instructor offered three two-hour sessions on IRW best practices, teaching Reading and Writing to interested faculty.

C. How have professional development activities of the faculty contributed to the strength of the program or discipline. If such activities have resulted in instructional or curricular changes, please describe.

Since 2012, the DE faculty have been closely involved with the district-wide examination of and programmatic redesign of Developmental English. This and several activities we have engaged in have enhanced responsiveness to diversity, equity, and inclusion and professional development in reading and writing.

Faculty attended or viewed, "Developmental Education in Oregon: New Directions," from Lane Community College (2013). This training resulted in a focus on the "leaky pipeline" that resulted in programmatic changes including multiple measures placement and integrated reading and writing courses (IRW). Recognition of marginalized groups over-represented in DE and efforts to improve access to transfer-level courses through improved placement and accelerated coursework can ultimately serve the goal of more equitable outcomes.

Following our last program review, faculty led the DE task force for redesign, with broad participation, and this informed much of our professional development activities. This included representation for PCC on the state-wide workgroup, "Development Education Redesign Workgroup" (November 2013-June 2014). It also resulted in organizing the

district-wide workshop: “Rising to the Challenge: Community College Students’ Literacy Learning and Success” (May 2014), attended by both DE and Comp/Lit faculty.

One of the outcomes of the redesign was to pilot and implement integrated reading and writing curriculum at the 90 and 115 level to eliminate ‘exit points’ and create more effective learning experiences. Faculty have been closely involved with both district-wide IRW workgroups and campus collaborations during the roll-out of these courses.

Several faculty also attended the CRLA conference: Integrated Reading and Writing Summit, (November, 2015) as well as the 2016 NW CRLA conference, where DE faculty presented “Nonsense in Context: Making Meaning in Text.” At the former conference, faculty members presented the following workshops: “Strengthening College Reading: Whose Job Is It?” and “Reading Apprenticeship Basics: Start Where You Are.”

The Reading Apprenticeship model, a pedagogical framework which promotes equitable and diverse classroom experiences by creating safe spaces for discourse and promotes individual agency by strengthening reader identity and metacognition, has provided significant professional development opportunities for several faculty members. Many took online training. Core faculty also attended Leadership training at WestEd in Oakland and subsequently presented at the Anderson Conference and facilitated four three-hour workshops that were attended by more than 60 faculty and staff members across the district; additional related presentations by faculty include "College Reading and Information Literacy: Connecting Reading Apprenticeship and Information Literacy Frames" (Metacognition and Mindfulness: Academic Literacies for the 21st Century, Conference, March 11-12, 2016), as well as those mentioned above.

DE faculty have also participated broadly in the Anderson conference, including the presentations mentioned above and “Code-switching in the Developmental Classroom” at the most recent.

Faculty have also worked to forge productive relations within the college that enhance our ability to address issues of equity and inclusion. As a rule, we work closely with Disability Services to serve the needs of those students who benefit from accommodations. Faculty have also worked with the Women’s Resource Center to provide reading tutoring when resources are available.

Another example is the collaboration with RC ESOL around curricular intersections and student success between ESOL level 8 and RD 115, which included 2 workshops for faculty of both departments.

Individual faculty have also engaged in professional development that addresses the goals under consideration. These include the following: completing a certificate program

in online instructional design focusing on adult learners; professional development in instructional strategies for teaching reading; ESL strategies; Literacy the Write Way: Developing writers in all content areas; attending the American Association of Women in Community Colleges conference; coursework in diversity, equity, and adult learning, including “Culturally Relevant Teaching”; AVID training (Advancement Via Individual Determination); attending poverty workshops; and training in Open Education Resources.

A series of three Professional Development trainings were held last spring (2017) for the district Comp/Lit team (now DE and Comp/Lit combined) to prepare them for IRW. There were fourteen participants in each training: Reading, Teaching Reading and Writing Integrated, and Writing. Faculty who attended both Reading and Writing two-hour sessions are now eligible to teach IRW classes. Two have taken advantage of teaching the classes.

DE Professional Development has focused on the following areas:

- Strengthened pedagogy in Reading and Writing within the team.
- Writing Center pedagogy was improved through discussions and training.
- The Integrated Reading and Writing classes have been implemented at all campuses and each term.
- Placement and advising DE students has focused on accelerating students, and reviewing high school transcripts, in place of assessments, when appropriate.
- Instruction and content of all Comp/Literature classes have been enhanced with reading strategies.
- Assessment has been strengthened in reading and writing.
- Text choices and materials have enhanced and improved classroom discussions through adherence to best practices in Reading and Writing.
- Increased awareness of readiness for entrance into 115 courses.
- Increased collegiality between instructors of DE and Comp/Lit; bridging a gap from the past, because of strict adherence to separate disciplines.
- Comp/Lit staff recognition they require more instruction and support from trained reading instructors.

Since the last program review, much has changed in the DE SAC as a result of the DE Task Force, its recommendations, and subsequent professional development activities. To eliminate excessive exit points in the DE sequence, integration of Reading and

Writing and pathways for acceleration led first to the pilots of linked reading and writing sections at the 90 and 115 levels and ultimately to the development of IRW 90 and IRW 115 CCOGs that are now being offered on all campuses. At the same time, the multiple measures placement system has meant that significantly more students are starting their reading and writing course work at transfer-level 115 or higher. The impact of these changes in terms of student outcomes still needs to be measured and evaluated and is likely to take time and college resources. The fact that placement and integration have taken place simultaneously may complicate the task of evaluating the impact of these distinct measures.

As to whether this has “strengthened” our program, it is likely that the accelerated placement alone will address some of the historic inequalities resulting from systems that place significantly greater numbers of students of color and other disadvantaged groups below college-level courses. Addressing this problem strengthens our ability to serve those students. As to whether our program will have the resources and staff to provide adequate support for those students who place higher but may still face the challenges that developmental English has historically tried to address—developing effective college-level communication, thinking and reading; acclimating under-prepared students to the demands and culture of higher education; promoting individual agency and student-ship skills—our ability to answer these challenges will be undermined if dramatic shifts in enrollment lead to the loss of expert faculty who have spent their careers serving and advocating for the students who historically placed in DE but are placing in college-level courses. Paradoxically, as we may become better able to improve completion and success rates for more students by removing some of the obstacles presented by overlong pre-college sequences, we could lose some of our strength and the resources to help many of those students. Much of the expertise resides in our part-time faculty pool, who, as a result of changing placement trends, are experiencing diminishing opportunities that significantly outpace those caused by general enrollment declines. The program and the college will be weaker if measures are not taken to help retain those faculty as a resource for serving our students.

6. Facilities, Instructional and Student Support

A. Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

DE students benefit from classroom space that permits regular social interaction and active learning. They also benefit from being apprenticed to the use of technology in higher education, which is made easier when instructors can get regular access to lab space.

Cascade

Cascade's DE classrooms are well furnished for use of instructional technology and organization into flexible collaborative arrangements. Instructors have computers, monitors, internet access, and projection cameras/screens at the front of all DE classrooms. All DE classrooms have high-speed internet access, and all are furnished with two-person tables and chairs that can be moved around based on the needs of the lesson. Special tables and chairs are made available for students with physical disabilities.

Rock Creek

While access to standard classroom space and technology has remained more or less consistent for Rock Creek DE, technology and computer lab access is more dependent on where the department is physically housed and under which division it rests at a given time (see Section 6.B.).

Southeast

At Southeast Campus IRW 90 and IRW 115 courses are all scheduled in a computer lab classroom to facilitate hands-on learning, incorporating technology into teaching, collaborative learning, and time for students to work on assignments and receive direct feedback. The SE Campus English RD/WR department has two computer lab classrooms that primarily serve Reading, Writing, IRW classes and ALC English Skills classes. As of 2017-2018, these classrooms have been set up in a way to allow for multi-modal uses of the space - with the computers around the edges and tables for collaboration and discussion in the center. These arrangements have required resourcefulness as there has not been funding to provide additional tables or computers for classes larger than 24 or 25. SE Campus RD/WR instructors also have access to three carts of Chrome books that can be signed out for classroom use in any classroom that is not a lab.

All of this lab access at SEC does support the apprenticeship into using technology in higher education. However, the set-up of most lab classrooms - even the two labs configured around tables that have no computers on them - are not entirely conducive to the regular social interaction that most benefits DE students. Most labs have no windows or access to effective airflow. Many labs are also configured in rows. Students are thus situated behind large screens with their backs facing each other. This can contribute to students “hiding” from full engagement with the class or can make it challenging to help students get to know each other.

Sylvania

The College Success Skills (DE) Department. at Sylvania has access to podium classrooms, only one of which is a computer classroom that is “owned” by the department. This classroom only holds 24 which can make it difficult and doesn’t allow for group work as easily. Classroom access has often been problematic during the busiest times of the day/week and will now be especially challenging due to remodeling of one of the Sylvania buildings that the department would normally have access to. This means having to look “outside the box” for classroom space. Lab space for software orientations is at a premium. RD 115 Information Literacy Projects can be scheduled into Library classrooms for those orientations.

B. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

All of the on-campus RD 115 and IRW 115 sections continue to use the library in collaboration with reference librarians as part of the information literacy outcome of our CCOGS for those courses. This typically involves 1 to 3 sessions with librarians as co-facilitators of learning. Librarians recorded teaching over 700 information literacy sessions to DE RD and WR students from fall 2012 to spring 2017.

In online courses, students in some courses use the library in Week 2 of RD 115 with a video tour and opportunity to interact and know of the various resources that the library provides both face-to-face and in an off-campus format (e.g. from home, wi-fi area, anywhere off campus). There is an announcement in the course that offers and informs students of computer labs, tutoring, and student support (SLC). This is also addressed through CPNs with students that are struggling in their progress.

Both on-campus and on-line students use the RD 115 Information Literacy Project guide on the library website, which has been the most viewed guide on the library website for

the last three academic years. The multi-week Information Literacy Project assignment requires that students locate, evaluate, and use a range of online and library subscription services.

Library instruction is key in RD 115 online as it relates to Information Literacy. There is a 4-part project that happens in weeks 4-9. This 4-part project is directly linked to the Week 2 component on library services with the emphasis that what they are learning or being exposed to through the library will be used and applied in their Information Literacy Project in weeks 4-9.

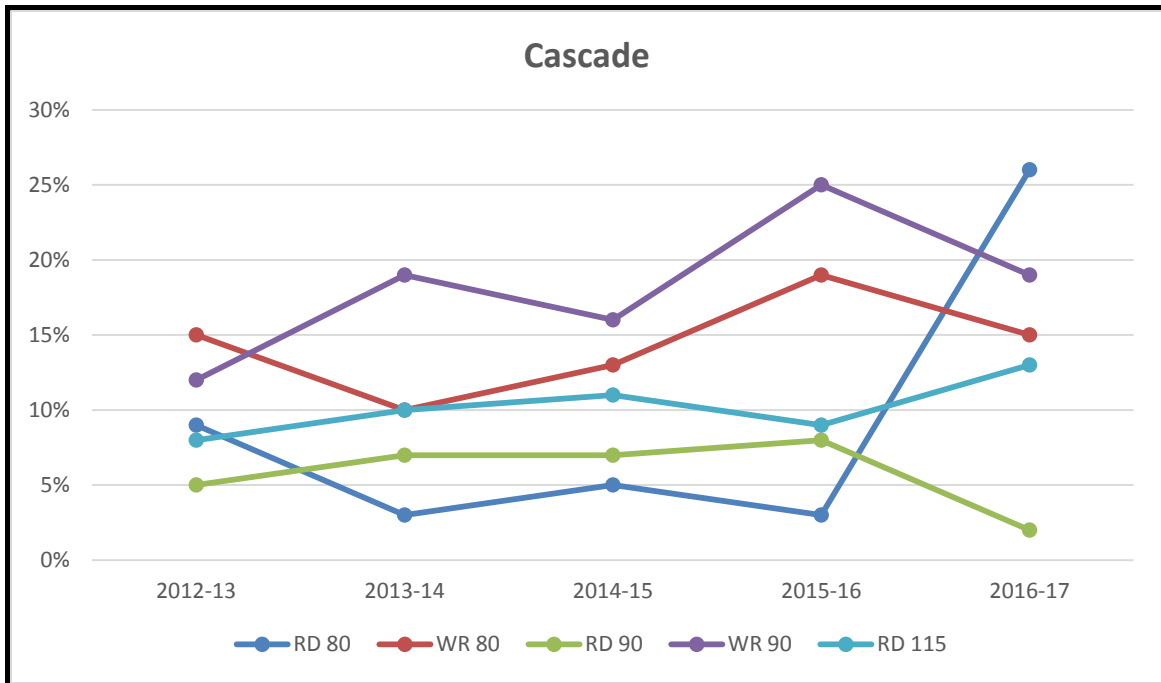
Cascade

In 2012, Cascade Campus had a single, comprehensive tutoring center. Students from all disciplines were served including writing/reading, math, science, and the social sciences. Cascade's English and DE faculty members wanted a more dedicated tutoring center only for writing and reading students. By 2014, funding was secured for a new writing center, and Mark Easby (a full-time Comp/Lit instructor) was named coordinator. The new location was chosen in the former LAPP division office in Terrell Hall 200.

The facility consists of three rooms, seven tables, and nine computers with a printer. Students can meet with tutors or work privately by themselves or at a computer. At maximum capacity, the writing tutoring center can tutor an average of three students every half hour and up to five other students working independently. Students can make appointments or walk-in. The center's hours are from 9 am to 6 pm on Mondays through Thursdays, and 10 am to 2 pm, Fridays. The faculty staffing the Cascade writing center includes one full and five part-time faculty members from the DE and Comp/Lit departments. In addition, five advanced students who maintain minimum qualifications of A grades in WR 121 and WR 122 also work there.

The student population served by Cascade's writing center has grown since its opening. In the first year, 2014, the center reported providing 2,003 half-hour tutoring sessions. That grew to 2,394 sessions in 2015. The number wavered in 2016 to 2,205. Statistics indicate 2017 will be the most successful year to date with 1,102 half-hour sessions provided in just fall term. Figures for winter and spring terms are being formulated. Nearly 65% of students utilizing Cascade's writing center are from Comp/Lit classes, 25% are from Science and Social Sciences, and 10% are from DE.

At Cascade, the Learning Center has typically shown more use for Writing than Reading. However, in addition to increased percentage usage overall (from 15% to 28%), this is the only campus with increased RD 115 usage.

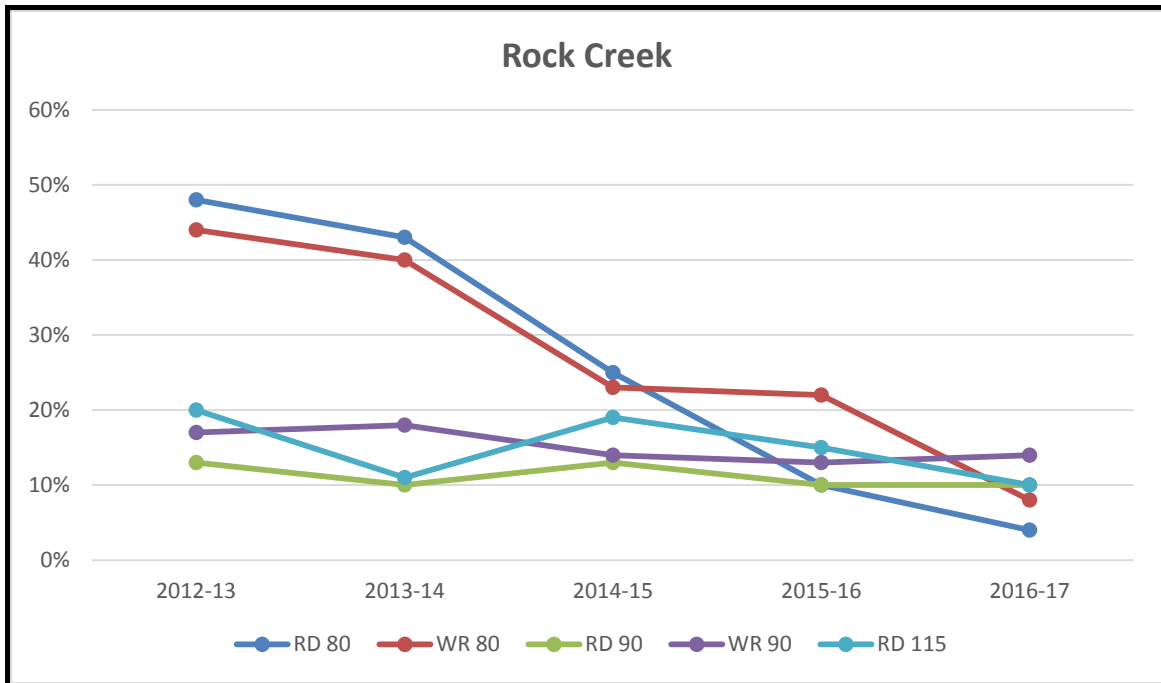


Rock Creek

At Rock Creek, the division has two dedicated computer labs. Each term the dean establishes a schedule so that each 115 class and IRW class has regular weekly access to the labs. This has been a tremendous benefit to RC students, but is likely to be a less available resource after the department moves to the Arts and English Division in the future. The labs have enabled instructors to spend more time providing direct assistance to students as they work on information literacy and writing projects.

In 2014, RC DE moved along with the SLC to a new, smaller space (by 28% less square footage). With faculty adjacency retained and a faculty SLC coordinator, student usage reflected a minimal decline, as expected per space restrictions, but maintained student usage overall. Reading tutoring was offered in the SLC, which facilitated access for our students. In summer 2016, the historic connection between DE and the SLC was eliminated, and the faculty SLC coordinator position changed to an AP position. Currently, RC DE does not have direct collaboration with the SLC on the campus or reading tutoring, but instructors regularly advise students to make use of the resources there and the need to engage students with other information resources.

There has been an overall decline in developmental student usage of the RC SLC from 28% to 14%, including a significant decline for students in the 80 level courses.



Southeast

At Southeast Campus, in addition to collaboration with the library, the division has two dedicated computer labs and access to three carts with class-sets of Chrome Books. These lab resources benefit students and help facilitate their familiarity with using technology for learning in English courses. Through practice in class, students can effectively use out-of-class lab resources in the library, the Multicultural Center, and open labs in Tabor Hall.

Since the campus budget has been tight, library hours were reduced leaving SEC students without a computer lab available before 8 am classes. The IT department responded by opening a lab in Tabor Hall that is usually a closed classroom from 7:30-8:30 in the morning so students can finish assignments and print before classes.

Inequities in campus funding have decreased library (and Student Learning Center) hours, thus limiting student access to tutoring (academic support) and technology use. Inequitable funding from the conception of the campus Reading Writing Center has meant that despite increasing demand, the Southeast Reading Writing Center (RWC) has had to shrink hours instead of increase the availability of academic reading and writing support for student success.

Last year (2016-2017) Southeast Campus became the last of the four main PCC campuses to open a Writing Center for students, though in this case, they called it the Reading and Writing Center. Writing Centers have a long history as a vital campus resource, and there is much data-driven justification for their role in providing support for

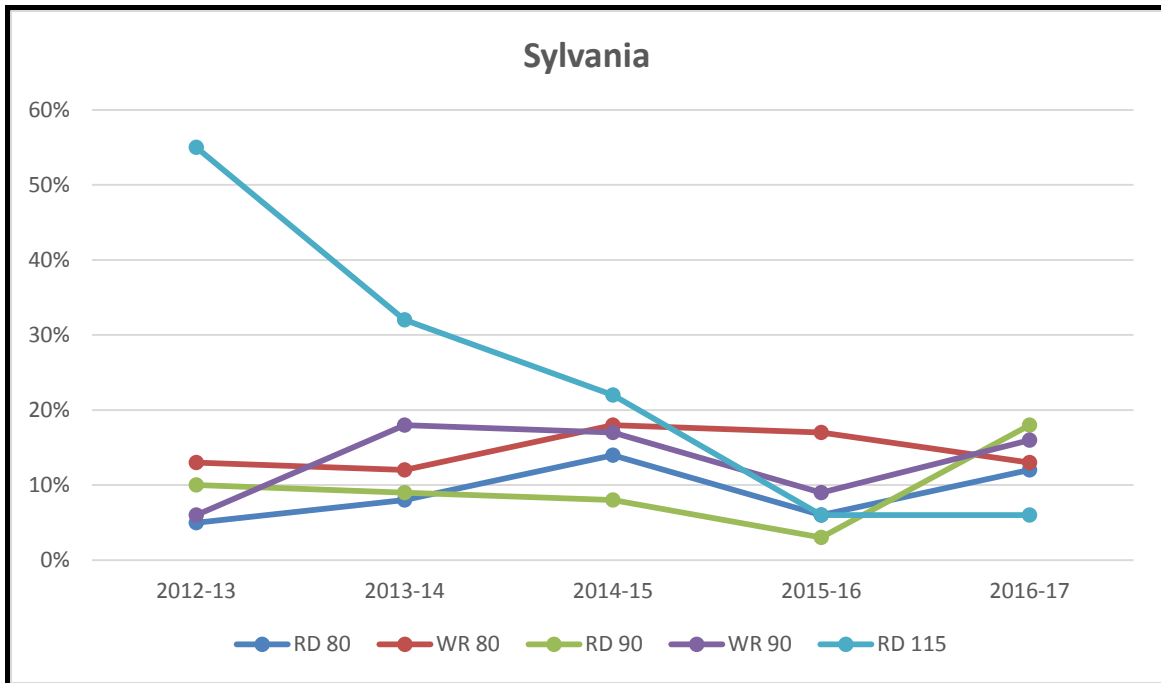
students who need help with writing tasks across subjects. In light of the recent move to focus on integrating the subjects of Reading and Writing, the Southeast campus chose to build on the traditional Writing Center model and created a center that supports college Reading and Writing as integrated subjects and skills that students use in virtually every college class. **Southeast has PCC's first and only Reading and Writing Center and is Oregon's first majority minority campus.** Southeast Campus is the campus with the most students in DE courses, in ESOL courses, and living in poverty. Equitable funding of the SEC Reading Writing Center, and all campus centers that offer support in reading and writing, is critical.

Because no usage data was available prior to the new Center, no trends are reflected.

Sylvania

Until fall of 2016, the Sylvania Student Learning Center's English Coordinator was also a full-time faculty member in the College Success Skills Department, and English Skills Lab (ALC) classes were taught/coordinated as half her load; the other half of her time was dedicated to coordinating the tutoring in the English half of the center. This instructor still does lab classes but is now also teaching regular RD/WR classes in the department. She does not coordinate English tutoring any longer, but an AP position was created to supervise the Student Learning Center as a whole. In addition, as of fall 2017, the College Success Skills Department is now in the English & World Languages Department, and the Student Learning Center is in the Math & College Success Skills Department. Although Sylvania DE is no longer in the same division as the Student Learning Center, there is still reasonable communication between the two departments due to the crossover of the ALC English Skills Lab students meeting in the center and using its resources.

At Sylvania, there has been a significant decrease in RD 115 usage. This may have resulted from curricular changes that diminished the usage of online software students usually accessed in the Learning Center. Students in other courses experienced an overall increase after a significant dip in '15-16. All in all, there was a small decline in usage from 22% to 16%.

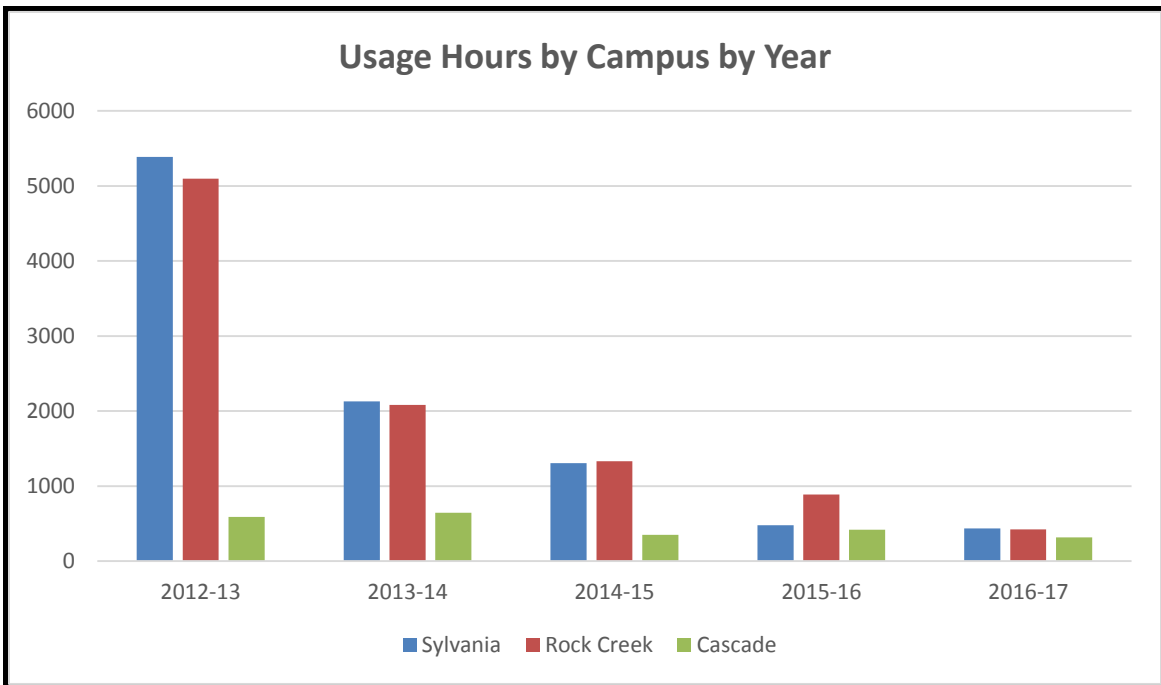
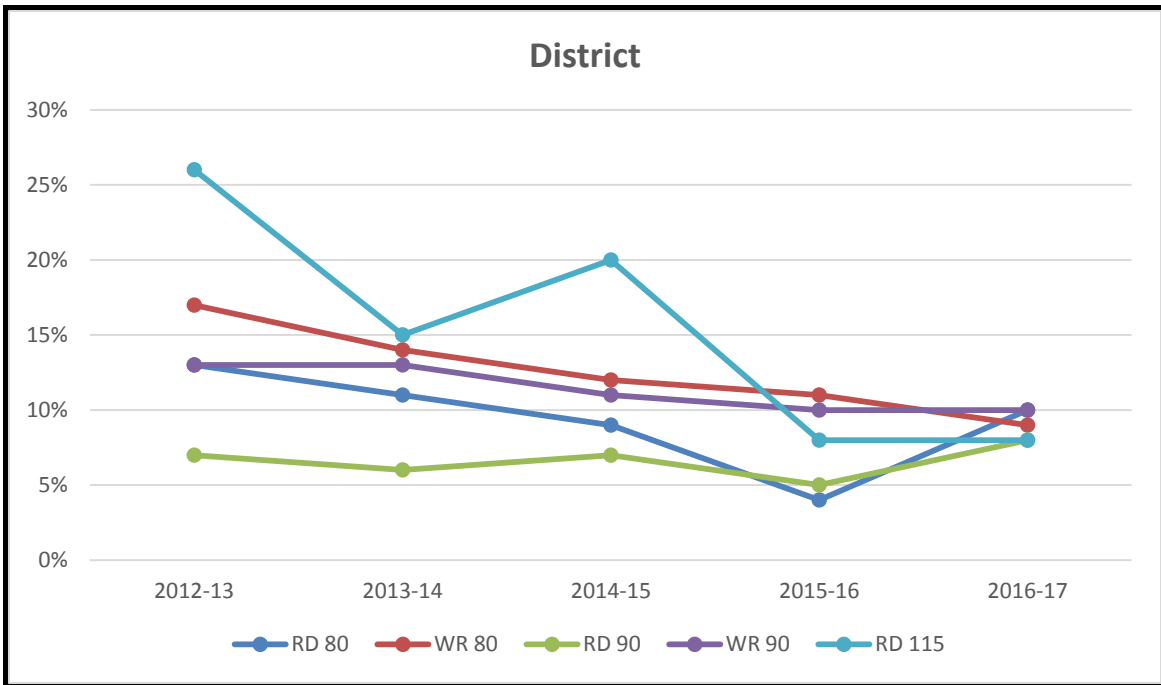


Districtwide

There has been an overall decline in usage of the SLC and hours spent in the SLCs by developmental students across the district. Although no clear correlations can be made for reasons for declines and the data is based on self-reported reasons for visits to the Centers via TutorTrac, the trends may relate to changes in adjacencies between faculty and SLC physical spaces. These also reflect differing configurations by campus and individual instructor choices.

For RD 115, declines are likely a result of increasing collaboration between DE and Library faculty, usage of computer lab classrooms, and less reliance upon software available only in the SLCs. These relate to curricular changes incorporating Information Literacy and moving away from reading drills.

The move toward combined Reading and Writing Centers, especially in light of integrated courses at the 90 and 115 levels, appears to encourage student engagement with the Centers, as seen at Cascade. The district-wide move to AP coordinators should be examined in relation to developmental student engagement with this vital learning resource. Equity in access and services at each campus should also be considered.



C. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership and Student Resource Centers (e.g., the Veterans, Women’s, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

DE students have mandatory academic advising at all campuses, and individualized, comprehensive first-term advising emphasizing readiness for college at all campuses when scheduling allows.

Cascade

DE students at Cascade have varied investment in the campus’ different support agencies. Anecdotal evidence shows Cascade’s DE students are more involved with advising, counseling, and disability services than they are with student leadership or other student sponsored advocacy groups.

Rock Creek

After a year without a dedicated advisor, the Rock Creek DE department now has a permanent hire who advises both DE students and ABE/GED students. The department is reestablishing the practice of having regular advisor visits to classes, particularly at the 90 level. Department chairs meet with the advisor to discuss practices around Path 3 placement and collaboration between advising and DE. The dedicated DE advisor at Rock Creek has long been a first line of defense for assisting DE students, who benefit from more direct access to these services. When DE is moved to the Arts and English division, as is the plan for 2018-2019, it may pose a challenge to this access because the advisor will be split between two divisions in different campus locations.

They also continue to communicate directly with the Disability Services counselors, who advise a significant number of our students.

Last year, full-time DE instructors who had tutoring obligations made arrangements with the Women’s Resource Center to provide regular hours of reading tutoring there. This proved a useful model for collaboration between academic and support services. Currently, funding has not been secured for part-time instructors to provide this reading tutoring, but efforts are underway to do so.

Southeast

Southeast Campus does not have a DE-specific advisor. While they do have LINKS programs (Future Connect, Gateway, and Project DEgree) which provide coaching and advising for participating students, not all of these programs were available 2012-2016.

Sylvania

The Sylvania Campus has two full-time advisors who work primarily with DE students and are intentionally embedded within the College Success Skills (CSS) department. Because advisors' offices are located in the CSS department, advisors and reading and writing instructors can easily access one another. This proximity promotes frequent instructor drop-in consultations and student walkover referrals for support. Advisors regularly visit all DE classes and provide in-depth advising, both when students enter the college (to help Path 3 students decide on placement) and during their time taking classes in the department. Instructors are often able to connect students to support almost immediately, and the dedicated advisors then become a line of connection to other support services. The value of this can't be overstated and should be made directly available to all DE students across the district.

The CSS advisors at Sylvania offer:

- One hour advising appointments to accommodate comprehensive discussion and personalized referrals.
- Individualized holistic ongoing advising emphasizing success strategies.
- Ongoing holistic case management and personalized referrals to support services.
- Walkovers and warm handoffs to support services.

Advisors frequently provide a warm hand-off to colleagues in support services such as Women's Resource Centers and Veterans Resource Centers. Via walkovers, phone calls, and emails, students are supported in their navigation of the college and encouraged to follow through with necessary steps. Intentional, personalized referrals are of particular benefit to DE students as this population often lacks college know-how to use available resources that would increase their persistence (Boylan, Calderwood, & Bonham, 2017; Karp, O'Gara, & Hughes, 2008).

In-class advisor-led learning activities early in the term increase student knowledge of resources, and help-seeking navigation skills and in-class advisor-led midterm writing exercises identify students' challenges. The instructor and advisor collaboration in CSS utilize an early alert model. The key components of the CSS early alert model are shared information, timely referrals, highly-accessible support, and informed follow-up. In the early alert model, instructors make in-person, email, or phone referrals to

advisors as soon as indications of possible student concerns are evidenced. Some of the concerns that prompt instructor referrals to advisors are:

- Absences early in the term
- More than three absences at any point in the term
- Missing homework
- Little to no presence on D2L or MyPCC early in the term
- No textbook by the end of Week 2
- Expression of test anxiety
- Disclosure of problems that the CSS support team is positioned to address

Through timely response to student concerns, at-risk students are connected with advisor support to address the students' needs and improve their grades while there is still time in the term to reverse their unsatisfactory progress. Instructors also refer students to advisors for support with processes such as withdrawing from class and to help students understand their options when they fail a course.

On every campus, DE collaborates with Counseling to support students. For example, at the Sylvania Campus there is a designated counselor who serves as the DE liaison. The liaison counselor is the single point of contact for counseling referrals from instructors and advisors. Whenever possible, the liaison counselor meets with DE students referred to Counseling. This enhances DE's ability to get the most vulnerable students served more quickly.

The Sylvania Student Learning Center makes connections with CSS reading & writing instructors and vice versa by making space for instructors to work as tutors when possible and volunteer and/or do office hours in the center. It doesn't happen as often as it once did, but there are former instructors who tutor in there as well, and that improves communication too. Student Learning Center workshops & tutoring services are promoted by instructors and mentioned in syllabi.

7. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

Improve alignment & collaboration by integrating the SACs (make sure students are gaining what they need at every step)

Advocate for funding to provide at least two DE Advisors at each campus (do our best to make sure students are taking appropriate classes, getting support to overcome obstacles that may cause them to fail/drop out)

Create more tutoring/learning center opportunities (academic support/on campus study environments with instructors & tutors who are readily available to answer questions & provide encouragement & clarification)

Create more professional development opportunities, especially in reading instruction (help us to hone our skills to be as effective & thoughtful in our instructional approaches as possible)

Give more ALC/Lab/Lecture-Lab options (supplemental instruction to fill gaps students may have & alternative learning formats that may work better for some students who don't do as well in traditional classes)

B. What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support.)

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.

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 time participation.

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.

Appendix A

Enrollment in ALC English Skills Lab classes

Enrollment in ALC English Skills Lab classes

All Sylvania	All Sylvania Enrollment					Newberg "NEC" Enrollment Only					
	Term	ALC50	ALC51	ALC52	ALC53	Total	ALC50	ALC51	ALC52	ALC53	Total
	201204	12	11	7	2	32					0
	201301	11	8	10	6	35					0
	201302	11	9	8	8	36					0
	201304	12	14	9	4	39					0
	201401	19	11	12	6	48					0
	201402	24	11	15	6	56	0	1	6	0	7
	201403	2	5	7	0	14	2	5	7	0	14
	201404	23	12	7	6	48					0
	201501	24	24	12	5	65	5	8	4		17
	201502	29	17	22	2	70	1	4	8		13
	201503	3	6	3		12	3	6	3		12
	201504	25	12	12	5	54	0	2	1		3
	201601	16	19	16	10	61	0	7	2		9
	201602	22	20	21	7	70	0	0	1		1
	201603		2			2		2			2
	201604	20	10	11	3	44		3	2		5
	201701	18	7	11	6	42		0	0		0
	201702	27	15	12	2	56		5	3		8
	201703		0			0		0			0

Appendix B

Updated Core Outcomes Mapping Matrix

Updated Core Outcomes Mapping Matrix

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
DE 21	Intro to Information Literacy	1	1	2	1	1	2
DE 31	Learning Skills I	2	0	2	1	2	3
DE 50	Basic Vocabulary Building	1	0	1	1	0	1
WR 80	Writing 80	1	0	1	1	0	2
WR 90	Writing 90	2	1	2	2	1	3
WR 93	Basic Grammar	3	0	2	1	1	2
RD 80	Reading 80	1	0	1	1	0	2
RD 90	Reading 90	2	1	2	2	1	3
RD 115	College Reading	3	2	3	3	2	4
RD 116	College Vocabulary Dvmt	2	0	2	2	2	3
RD 117	Adv. College Reading	4	2	4	3	2	4

Appendix C

Fall 2017 IRW Pass Rates

Fall 2017 IRW Sections

Year	Term	Camp	Subje	Cours	SubCourse	Enrl	ABCP%	A	B	C	P	W	All other grades
2017	fall	SE	IRW	90	IRW 90	26	69%	5	7	6	0	0	8
2017	fall	SY	IRW	90	IRW 90	16	44%	2	2	3	0	1	8
2017	fall	RC	IRW	90	IRW 90	21	71%	2	10	3	0	0	6
2017	fall	RC	IRW	115	IRW 115	26	42%	3	4	4	0	1	14
2017	fall	RC	IRW	115	IRW 115	27	78%	5	14	2	0	1	5
2017	fall	RC	IRW	115	IRW 115	26	77%	11	7	2	0	3	3
2017	fall	SE	IRW	115	IRW 115	26	73%	5	7	7	0	2	5
2017	fall	SE	IRW	115	IRW 115	26	81%	7	13	1	0	0	5
2017	fall	SE	IRW	115	IRW 115	26	85%	13	8	1	0	2	2
2017	fall	SY	IRW	115	IRW 115	25	88%	10	4	8	0	1	2
2017	fall	SY	IRW	115	IRW 115	25	72%	8	5	5	0	2	5
2017	fall	CA	IRW	115	IRW 115	25	80%	7	9	4	0	2	3
2017	fall	CA	IRW	115	IRW 115	26	77%	6	8	6	0	2	4
2017	fall	SY	IRW	115	IRW 115	25	76%	4	10	5	0	3	3
Totals IRW 115									79	89	45	0	

Source: Fall 2017 early ENDT, swrcrf, IRW_Fall2017.xlsx, Jan 2018

PCC Office of Institutional Effectiveness

Total Enrolled IRW 90	63
Total Passed IRW 90	40
*Pass Rate all IRW 90(A,B,C,P)	63%
Total Enrolled IRW 115	283
Total Passed IRW 115	213
Pass Rate all IRW 115	75%

From IE "Success Rates for High-Enrolling Fall 2016 Campus W

WR 121 Fall 2016 Pass Rates all Campus	76.50%
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RD 115 Fall 2016 Pass Rates all Campus	76.50%
WR 115 Fall 2016 Pass Rates all Campus	82.20%

RD 90 Fall 2016 Pass Rates all Campus	73.80%
WR 90 Fall 2016 Pass Rates all Campus	73.20%

*New Placement System used in fall 2017 and so that may affect comparative success rate with 2016

Appendix D

DE Task Force Recommendations

After considering themes and ideas brought forth by the Communities of Practice, engaging DE and Comp/Lit SACs, reviewing current literature, and discussing with other stakeholders, the DE Task Force has developed the following recommendations.

Developmental English Program and Curriculum

Programmatic change is advised in order to eliminate exit points and perceived academic barriers of multiple levels. At the same time, students should be prepared to succeed at the next level with sufficient contact time and rigor in their DE courses. In order to increase the likelihood of students successfully transitioning into transfer courses after completing their DE work, curriculum should be developed collaboratively between DE and Comp/Lit faculty utilizing reverse design principles and incorporating college-level texts, with a strong focus on Reading.

Joint pedagogical and curriculum development efforts are a recommended approach to overcoming curricular and institutional differences between DE and other SACs (including Comp/Lit, ESOL, and ABE) as both faculty and students adjust to contact points in Reading/Writing sequence and in order to become better informed about each other's work. Meaningful professional development focuses on faculty-driven work, at both district and campus levels; engages all faculty, regardless of status or SAC; and provides flexible leadership models. Consideration should be given to sufficient, sustained funding for this work.

Recommended Actions

- Beginning with fall 2014 in-service, plan and implement district-wide and campus-based professional development focusing on pedagogy, with emphasis on Reading Apprenticeship, integration of Reading and Writing, college composition best practices, and studentship and affective components.
- Pilot sections of linked RD/WR courses at 80, 90, and 115 levels incorporating integrated reading and writing curriculum. Support running sections even with lower than usual enrollment. Develop and implement strategies for assessing these sections for future programmatic recommendations.
- Work with SACs to develop lec/lab curriculum options and examine ALC curriculum.
- Develop cohesive curricular and programmatic vision.

Students also need additional academic and studentship skills to succeed, and all students should have access to these resources.

Recommended Actions

- Pilot embedded note taking and study support via Disability Services. Include professional development and training to embed note taking and study support in classes.
- Research other means of embedded study support including some form of tutor support and/or supplemental instruction.

Preparation, Placement and Advising

For DE students, intake and placement are currently insufficient. Current placement measures are not accurate predictors of academic success as they do not reflect pedagogy or desired outcomes. Multiple measures are necessary to assess academic placement and access to appropriate college support services. Sustained institutional resources are necessary to implement these placement measures in an effort to promote student success and completion.

Recommended Actions

- Continue work by DE and Comp/Lit Assessment Committees (UberAssComm) to develop text-based writing assessment platform.
- Critically examine results of Sylvania intake pilot. Research alternatives or modifications as needed.
- Use faculty and institutional data to create student profiles in order to inform work defining student pathways to success.
- Request detailed analysis of student placement trends between disciplines and levels.
- Work with Institutional Effectiveness to gather and analyze data to establish range of or adjust cut scores. Take into consideration state recommendations for such work.

We believe that student preparation is key to success. Students who are not fully prepared to enter college or classes face significant barriers. Rather than create additional obstacles, however, we are committed to guided access. Students, being well informed and advised, should self-place into the Developmental program options.

Recommended Actions

- Collaborate with Prepare advisory group to develop student orientation pathway.
- Work with SACs and Advising to develop DE orientation seminar.

- Advocate for hiring of DE dedicated Advisors and/or Student Support Specialists with assurance of equitable ratio of advisors to DE students on each campus.

Student Learning Centers

There are varying structures in place district-wide for Student Learning Centers (including in nomenclature) and coordinator positions. These divergent structures have elements unique to each campus that should be maintained. However, there is a need to coordinate and systematize the foundation behind the SLCs in order to offer a consistent student experience.

Recommended Actions

- Define relationship between Student Learning Centers and DE.
- Continue district-wide coordination of efforts to offer common student experience in SLCs.
- Explore and make recommendations for tutor training for Student Learning Centers.
- Explore and make recommendations for ways the SLC can support and coordinate supplemental instruction for DE integrated lec/lab and/or lec courses.
- Advocate for district SLC coordinator position.

Scheduling and Employment

Programmatic change impacts students, faculty, and administration on many levels. Different course and sequence configurations may affect and be affected by enrollment. Students' schedules must be taken into consideration, as well as their credit loads and financial options. As scheduling and credit loads change, so do faculty workloads and the opportunities for part-time faculty.

Recommended Actions

- Examine scenarios for enrollment and student FTE.
- Examine scenarios for block scheduling.
- Examine impact on part-time faculty employment and faculty workload.
- Explore additional and/or alternative opportunities within the Developmental program and institution for potentially displaced faculty.