The Composition and Literature (WR/ENG) SAC presented its program review on May 29, 2015. This administrative response will address:

a) Commendations
b) Work still to be completed
c) Administrative Response to the SAC's Recommendations.

Commendations:

- Coordination of district English/Literature offerings to create and annual schedule to avoid duplication of offerings at campuses.
- Comp/Lit Faculty participation in the DE Taskforce and involvement in the integration of Reading 115 and Writing 115 pilots.
- Movement toward how to "conduct meaningful assessment projects".
- Part-time faculty participation in the assessment process.
- Assessment projects that move toward a "collective vision", greater course coherence and consistency across sections with regards to learning outcomes, while preserving instructor autonomy to get students to achieve those outcomes.
- Acknowledgment that "our literature courses help students learn to read" and the recognition of possible curriculum alignment with Reading 115.
- Acknowledgment of how writing courses "push students to engage one another across their differences in collaborative processes of writing".
- Recognition that "thorough and complex self-reflection is an essential element of effective communication" and a successful student learning outcome of Writing courses.
- The development of an assessment tool that "evaluates both how the students' work met the course outcomes and how this did—or did not—signify their preparation for" the next course in the writing sequence.
- Coordination of the Teaching Symposium that was held on June 5 and the earlier workshop with DE Faculty on February 13th.
- Acknowledgment of Meta-Cognition that "could mean infusing genre-awareness throughout both Reading and Writing curricula".
- Assessment Committee recommendation "that WR 115 instructors emphasize the college's core outcomes of Critical Thinking/Problem Solving".
- Collection of Significant Assignments (COSA) model to determine student readiness for WR 121.
- Composition courses with Community-Based Learning components offered by 34 faculty.
- Internationalization of several sections of WR 115, 121, 122 and 227 and many ENG LIT classes.
- Elimination of WR 115 DL sections.
- SAC willingness to consider the usefulness of course evaluations now that the grade hold has increased the number of students willing to complete them.
- Development of a Working Group focused on issues of race and diversity.

Work still to be Completed:

- You indicate that WR 117: Introduction to Technical Writing and WR 228 are not taught by the Composition/Literature SAC.   We encourage you to contact Shannon Baird, Chair of the Career Technical Education Chairs to have a discussion with the CTE faculty department chairs about the need and purpose of WR 117. Please review the CCOGs at: http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=WR&course=117

  If the decision is made to sunset WR 117, it will need to be done through the Curriculum Office with Sally Earll. For WR 228, please contact Jim Parks, Chair of the Criminal Justice Program to see if the course is a required course for the Criminal Justice program's curriculum.

- *We encourage your SAC to develop a timeline for curriculum revisions that you are planning for the Writing course sequence and to document any changes to alignment.*

- We encourage you to continue your discussion about the role of personal narrative in WR 121. It appears that OWEAC is moving away from personal narrative to outcomes that "emphasizes clear, detailed writing that employs critical reading and thinking, basic research skills and introduction to argument (**WR121 OWEAC Outcomes**) and "focuses on the writing of logical, effective, argumentative prose; use of stylistic elements; awareness and consideration for different audiences; research and documentation skills and critical reading" (**WR 122 OWEAC Outcomes)**.

- The Rock Creek DL Assessment form is about delivery of DL courses. Please consider using the newly renamed document "What works well in online classes at PCC". We encourage you to have your Writing and Literature students complete the survey to get student feedback about instructor presence in online writing courses. Distance Education staff can help you with this.

Recommendations:

1. Faculty Diversity and Cultural Competency

Response: We support the SAC's initiative to institute a Working Group to focus on issues your SAC faces related to race and equity. We appreciate your focus not only on recruitment and retention of more faculty of color and on the ways in which your courses and your instructors can do a better job helping our students of color succeed and continue their progress toward degree or certificate completion and transfer from PCC. We are encouraged that PCC is conducting a College Climate Survey to identify the areas that PCC needs to focus on as it relates to Theme 5 of PCC's Strategic Plan. We encourage you to collaborate with the Campus Multicultural Centers and Office of Equity & Inclusion (OEI).

2. Alignment of Composition Program with DE, ESOL, and ABE/GED

Response: We applaud the curriculum alignment efforts your SAC is undertaking with DE, ESOL and ABE/GED. Your commitment to working collaboratively with these SACs is one of our top priorities and we want you to continue this work if we do not get funded for the First in the World grant proposal.

For example, knowing that the GED test has significantly changed it focus on college readiness, should a student who achieves an "Honors" score on the GED Writing Exam be eligible to place directly into WR 121? Having a discussion with the ABE/GED SAC about this could remove barriers for GED completers, given that the COMPASS placement exam will be phased out. Please refer to information about GED Honors Scores at: http://www.gedtestingservice.com/testers/mygedfaqs#RLA

3. Dual Credit

Response: As you know, the State Legislature and the Higher Education Coordinating Commission (HECC) are very interested in accelerating College Credit opportunities. Two Accelerating College Credit models are gaining political leverage and funding-- the Eastern Promise and Willamette Promise models.

Many of the 51 High Schools in PCC's district are "signing on" to have their High School students earn Writing 121 credit through the Willamette Promise Consortium, transcripted by Western Oregon University as WR 135 (Western's equivalent to WR 121).

It will be important that we get your feedback and for the Comp/Lit SAC to review the Oregon Writing & English Advisory Committee (OWEAC) Policy work on Dual Credit Program and the Learning Outcomes for ENG 104, 105 and 106 in 2011 and the 4-Credit Writing Sequence Outcomes for WR 115, 121, 122 in 2009 and the Pending Outcomes for WR 227.

https://oweac.wordpress.com/public-documents/

There have been recent discussions in OWEAC as a result of the work done by the Willamette Promise Consortium as a credit-based proficiency model (not dual credit):
https://drive.google.com/a/wesd.org/file/d/0B8kUlTRrsHwMRTdmUmJ2eHZUUzA/view?pli=1

and the Eastern Promise:

https://sites.google.com/a/eou.edu/eastern-promise-language-arts/home

https://www.eou.edu/eastern-promise/courses/

Based on what we heard during your Program Review presentation PCC has not been recently engaged with or attended OWEAC meetings. We encourage you to reengage with OWEAC. Here's a link to the upcoming meetings webpage: https://oweac.wordpress.com/meetings/

As High School teachers become qualified to teach WR 121 for dual credit based on the instructor qualifications that the SAC has established, we encourage you to consider distributing the faculty workload to more than 3 FT faculty to conduct classroom observations and assessments of faculty teaching Dual Credit classes. Other SACs have distributed the faculty workload (e.g., Computer Applications Systems and Math). This could be done at the campus level by identifying faculty who can conduct these assessments. There are a greater number of high schools on the west-side of our district. We understand that the workload would be greater for faculty at Sylvania and Rock Creek.

4. Observation and Assessment of Distance Learning Classes

Response: Based on the Quality Matters Rubric that PCC has adopted, our Distance Education Department has tools for the SAC to use for observing and assessing Composition/Literature instructors who teach on-line courses. Quality Matters is also a tool for your SAC to use when reconsidering course design. We encourage you to contact Steve Beining, Manager of eLearning to help with this process. On page 21-22 of the report, you mention the use of the Rock Creek DL assessment form. Please use this form across the district/college adapting it first if needed.

We hope the scheduling DL courses is based on what courses online students need. Division Deans and Faculty Department Chairs are tasked with making equitable decisions about which campuses offers DL courses each term.

5. Instructor Qualifications

Response: We are more than willing to discuss how the SAC recommendations on Instructor Qualifications can impact the political dynamics in Oregon. Requiring new instructors to have at least two years of college-level teaching experience would significantly reduce the pool of qualified and diverse full and part-time faculty to teach our students. We have concerns about requiring prior college teaching experience as a minimum qualification. This would significant limit the number of High School teachers who could teach WR 121 as dual credit.

Of greater importance, is your commitment to instructional quality and to the academic success of our students so they are academically prepared to enter and complete the next course in the Writing sequence.

6. ACCEPT Task Force

*Response: We agree that the EAC is an appropriate arena in which to discuss the work of part-time faculty as long **as it does not involved issues that are in the purview of the Faculty and AP Bargaining Agreement**. Part-time faculty professional development and participation in SAC issues as they relate to curriculum are, indeed quite important.*

7. Communications between Faculty and Administration

Response: The role of the SAC Administrative Liaison is to be the point person between the SAC and the Campus Deans of Instruction, the Dean of Academic Affairs, the Dean of Student Affairs , the Dean of Distance Education and the Vice President for Academic & Student Affairs.

Given that there are over 90 Subject Area Committees, we cannot assign a Dean of Instruction to each SAC. We will continue to meet with various SACs as issues arise. When you request a meeting with us, we prefer a time when all of us can attend, this includes, Kendra Cawley, Dean of Academic Affairs and Loraine Schmitt, Dean of Distance Education who is now part of the Instructional Deans Leadership.

8. Funding Assessment Work

Response: Full-time faculty need to have the ultimate responsibility for Assessment. That doesn't mean that part-time faculty do not also play a critical role in the assessment and student learning process. Our intention is to not further separate part-time and full-time faculty. Assessment of student learning is work that must be done by faculty and is integral to evaluating and improving teaching and learning. Your SAC's assessment work since the last program review in 2010 has greatly improved .It is evident that your SAC understands that assessment work addresses compliance issues around accreditation, so we appreciate the efforts your SAC has made.

We do not understand what you mean in your recommendation about "losing" the money for PT faculty who do not attend SAC meetings. In every SAC, we only compensate part-time faculty who attend the two SAC day meetings during the academic year. Given that these funds to pay part-time faculty are limited to participation in two SAC Day activities, we encourage you to be more efficient and strategic on when deciding howbest to engage part-time faculty in the assessment process.

We applaud you on your assessment work that helped generate "a rubric for a leapfrog process that accelerated 14 students past WR 115 and has formed the basis for revised CCOGs for WR 115". We also support your continued work "towards creating a true WR sequence—not just a list of sequential courses". You mention that one of the problems of your work thus far is having only 24% of the faculty actively participate in this work. We need to see this work continue in a more efficient, cost-effective and strategic way with the understanding that the Comp/Lit SAC will not be able to include ALL part-time faculty these very important assessment projects.

9. **Strengthen Institutional Support for the Humanities at PCC**

 Response: Career Technical Education enrollment comprises about 30% of our credit student enrollment. Lower Division Collegiate/General Education courses and Developmental Education are the courses in which the overwhelming majority of our students enroll. There is no plan at PCC to pull students into STEM courses or careers and away from courses and programs in the Humanities. We support your goal of raising the profile of the humanities for our students and agree that such an initiative could have a dramatically positive impact on the Humanities at PCC.

10. **Strengthen PCC's Dedication to Students and Faculty**

Response: The number of administrators assigned to working directly with faculty has not increased. The calls for federal and state accountability continue to increase without an increase in funding. Given that the Oregon Legislature has given community colleges additional state funding for the 2015-17 biennium, we are committed to hiring additional full-time faculty, but keep in mind many other disciplines have pressing needs as well. During the tremendous student enrollment growth we experienced as a result of the recession in 2008, we added a significant number of permanent full-time faculty positions, especially at the Southeast Campus as a result of its transition as PCC's fourth comprehensive campus. It is important to note that during that same period, the number of academic professionals and classified, or management employees in instruction and/or student services has not increased at the campus or district levels.

11. **Professional Development**

Response: Professional Development is important for all employee groups: Academic Professionals, Classified, both full-time and part-time Faculty, and Management. We will continue to work to identify funds for professional development that holds the greatest promise for supporting the work faculty are doing to improve their courses and their programs that impact student success and completion.

Respectfully submitted on behalf of:

Kendra Cawley, Dean of Academic Affairs

Loretta Goldy, Interim Dean of Instruction, Sylvania Campus

Craig Kolins, Dean of Instruction, Southeast Campus

Cheryl Scott, Dean of Instruction, Rock Creek Campus

Kurt Simonds, Dean of Instruction, Cascade Campus