**Porterville College, Language Arts Division**

**Addressing AB 705**

**Straw Design**

**April 14, 2018**

**Courses**

1. More deliberate and formal (written into courses) integration of reading
2. Create a transfer level critical reading class (standalone and/or co-requisite)
3. Create other co-requisites (aside from 101AX), including ESL and reading co-requisites, and explore other models
4. Create other 1 unit classes
5. Research class (1 unit not a full semester)
6. Two semester 101A (research, possible DRC option)
7. Promote student autonomy through instructional scaffolding and other means
8. Consider expanding dual and concurrent enrollment in 101A
9. Figure out unit value for classes (considering adjunct load), consider: 1 unit classes and not full semester and non-credit classes (see Homework item)
10. Stipends for creating course curriculum

**Resources**

1. Literacy center - workshops, classes, tutoring, and mentoring
2. Expand Embedded Tutoring, Tutoring Certification Program, and PASS program

**Faculty Development**

1. More reading training for LA faculty and an in-service from reading specialist
2. In-service for PC faculty on reading and writing across the curriculum
3. More paid opportunities/workload adjustments in order to collaborate
4. Find ways to work with other PC faculty to incorporate writing into their classes to help students to succeed in that writing
5. Fully inform selves about 101A and 101AX co-requisite; begin qualitative and quantitative research on current offerings
6. Paid staff development for adjuncts to maintain consistency of the program
7. Promote student autonomy through instructional scaffolding and other means (under Courses as well)
8. More norming to maintain rigor in 101A class - for example, through a portfolio program

**Placement**

1. Determine how would like incoming students to be placed
2. Plan to effectively communicate with counselors, adjuncts, and high schools prior to fall 2018 (implementation fall 2019)
3. Division chair stipend

**Next Steps**

1. Develop a plan for students who do need more than 1 semester to make their goal
2. Develop plan for students who fail 101A on the first or second attempt
3. Develop a resource repository of University-level assignments for transfer for success in future writing assignments
4. Follow up qualitative data/research on how changes are perceived by students; making sure collecting in a way that is useful to us