GAVILAN COLLEGE

Program Review

I.   Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

	Title	FTE
Administrator	Dean of Liberal Arts and Sciences	1
Faculty - FT	English Instructor	8
Faculty - PT	English Instructor - Adjunct	20
Professional Support Staff	Assistant to Dean/Secretary for Liberal Arts and Sciences	1

II.   **Program Progress (What have you done since your last review)**

A.   What specific goals, curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives and student success during the past three years (For example, scheduling changes, distance learning, ladder concepts, work-based learning strategies, internships, service learning, learning communities, technological enhancements, and other student centered learning pedagogies)?

Strategy 1, Goal 1: Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations.

The English Department created the AA-T in English and established a full-time faculty advisor for the major, for the purpose of outreach, recruitment and orientation of new English majors. We were using the Early Alert system for our pre-transfer level classes, which was an intervention strategy where instructors could alert the basic skills counselor if a student began to fall behind or falter for any reason in the first several weeks of class, and then the basic skills counselor would follow up with the student. This system was discontinued a couple of years ago, unfortunately. Now, many instructors follow up with students themselves, but it is no longer an institutional approach. Most of the follow-through comes from the full-timers, who have office hours and are supported in tasks such as these. The part-timers, who teach the vast majority of our classes, often do not have time or space to follow up with individual students. This is especially true for our reading courses; as of now we have only two full time faculty members who are qualified to teach reading. We have been in the running to get another full time English teacher for several years now, but we have had to delay hiring due to budget constraints and an institutional hiring process for faculty that is vaguely defined and has historically been applied inconsistently.

Strategy 1, Goals 3-6:

3. Increase course and program offerings, as funding allows with a particular emphasis on Transfer Model Curriculum (AA/AS-Ts).

4. Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical program

5. Evaluate alternate delivery of courses and services such as online, hybrid, and High Step. Grow distance education program offerings as appropriate.

6. Use data to plan a complete general education transfer pattern of courses and appropriate basic skills and career technical courses at the Hollister and Morgan Hill facilities, and the Gilroy campus in the afternoons, evenings and weekends

Since our last review, the AA-T for English has been approved. Since that time, we have retooled the rotation of classes needed for the degree, making sure to offer enough sections of each class in any given semester to meet the needs of students at all campuses, whether they are English majors, or just taking classes for general education. For non-majors, we have maintained a wide variety of choices, including night classes, Friday-only classes and online classes. In response to surveys geared toward potential English majors, we have begun offering more flexible scheduling options for both core classes and electives. For example, we have developed a consistent rotation for all our literature classes, inactivating the ones that historically have not attracted enough students, and more frequently scheduling the ones that do fill. We have also begun offering more labs during non-traditional hours, such as on Fridays or in later afternoons, in order to accommodate as many basic skills students as possible at all three campuses. This last feat has been tricky, because too often, our adjuncts are only available during narrow slivers of time during the week (most of them teach at other schools as well), and we don't have enough full-timers in the mix to take up the all the slack. Almost all of our full-timers have at least 20% reassigned time for committee work (PUENTE, IEC chair, Title V grant coordinator, Writing Center coordinator, Senate and GCFA officers, among others), and the ones that don't have reassigned time are teaching classes that are more difficult to schedule, such as learning communities and service learning classes, which are constrained by necessity to certain times of the day/week. Additionally, we suffered the loss of one of our full time instructors to the Humanities program. Hiring another full time instructor would enable us to offer even more classes during non-impacted hours (including intersessions and online), and at all sites, including Coyote Valley, which right now does not have any English offerings.

We have also begun transition to an acceleration model, which allows students to use informed self-placement instead of relying on assessment scores alone. This model moves students through the sequence more quickly, eliminating the need for additional sections of pre-transfer level classes. It affords the students more flexibility, but also requires more support at the transfer level for students who have moved more quickly through the sequence than in the past. Our success rate at the 1A level has hovered at 50-60%. We have tried to address the need for more support by increasing English 1A from three to four units, thereby giving students more 1-1 time with instructors. This model will start in Spring of 2018, and we will gather data to determine if success rates increase with the increased unit.

We implemented an Embedded Tutor/ Supplemental Instruction program, which uses Title V grant money to place trained writing assistants (who are also Gavilan students) in every pre-transfer level class and lab. We had been hoping to get more support for the program, in the form of more training for instructors (especially part timers, who may never have used Supplemental Instruction before) on how to use the writing assistants, and more guidance about what kinds of data to collect, because we feel strongly that having those fellow students available for under-represented and at-risk students has the potential to be a very effective tool. We are unanimously hoping to get institutional support for this program, which is currently at risk of being defunded, with additional support for both instructors and writing assistants. Students, teachers and writing assistants have anecdotal evidence that SI helps students feel more engaged and confident. What we are seeing in the classroom suggests that if properly administered, the SI program could potentially be the single most effective strategy we could have to support student success. With more precise strategies for gathering data, we feel we could demonstrate how SI improves student retention, persistence and, eventually, success rates.

Lastly, we have bulked up our online offerings for transfer level general education courses, doubling or even tripling the number of 1A, 1B and 1C courses available fully online. These classes fill every semester, and generate wait lists. We would like to be able to offer more of them, but it would require another full-time instructor, either to teach the online classes or to help oversee the part-timers who teach online and who require oversight for the first semester or two teaching online.

Strategy 2, Goal 1: Increase the student success, completion, and transfer rates using reasonable benchmarks specified by the College.

The success rate in English classes is only about 60% or a little over, on average, and so we have spent a great deal of our time and energy developing strategies for raising that rate. In addition to the initiatives mentioned above (Acceleration, Supplemental Instruction, Learning Communities, Service Learning, etc), we have also been discussing the best way to use the Writing Center and Learning Commons to increase student success. Because there was a change in leadership for both areas at the same time that those areas moved together into what was the Library Computer Lab, discussions are still ongoing. We expect to have a more concrete plan by the end of Fall 2017 semester, after the coordinators of each area have had time to meet and propose some best practices, and after the department has had a chance to discuss it at more length during our department meetings.

Strategy 2, Goal 2: Use student learning outcomes assessment results to inform program plans and make program improvements.

We are in the middle of revising our program plans to better align with the Institutional Learning Outcomes and with the Course Learning Outcomes. Discussions were held at department meetings during the 2016-2017 academic year, using data gleaned from the most recent Course Learning Outcomes, and we expect to send the new PLOs through curriculum at the beginning of Fall 2017.

Strategy 2, Goal 4: Evaluate student support services to identify successful strategies and remediate gaps that may hinder student success in accordance with instructional improvement goals.

We are continually reviewing the efficacy of our department-wide support services, with varying degrees of success. For example, with the recent pilot program pairing English 1A classes with a unit on Information Competency, we discovered that students were not scoring any higher on the research project, and through surveys and metacognitive activities, we discovered that the majority of students did not find this strategy helpful. We decided to try a different approach to information competency, which is to turn 1A into a four-unit class, with the extra unit specifically designed to address information competency and provide more 1-1 time with students as they work on their research project. There are areas where we could and should have collected more precise quantitative data in order to evaluate a specific service – with the SI program, for example.

In some cases, identified gaps hindering student success are unremediable without more support in the form of compensation for part-timers, and/or more full time faculty to share the tasks of setting criteria, collecting and analyzing data, and proposing solutions.

Strategy 3, Goal 5: Create gathering spaces so students and staff may engage in scholarly interaction

We took over the space that was once the Library Computer Lab and turned it into the Writing Center and the Learning Commons. There is now room for labs to be held for basic skills classes, while at the same time drop-in tutoring, meetings, teacher and writing assistant trainings and/or workshops are occurring. We have quiet study rooms available now for student study groups, for meetings and for individual use. There are laptops and reference books available for student and faculty use, as well as several banks of computers and projectors. We even have a popcorn machine, which is indescribably awesome!

Strategy 4, Goal 1: Create a staffing plan to better meet student needs after assessing staffing gaps in all departments.

We do this on an ongoing basis every semester, balancing teaching load requirements and requests with identified gaps in specific classes, including Distance Ed classes (we do not assign instructors to distance ed classes without some formal training and a mentor to oversee the classes in the first semester or two), Reading classes (statewide regulations set parameters on who is allowed to teach Reading – you must have 12 or more formal reading pedagogy units in order to teach a class that is designated a Reading class), Basic Skills (especially at the 440 level, which is our most remedial level and often contains students with special needs, such as severe learning disabilities or other impediments to learning). Every semester, all faculty supply our department chair with their availability and request for the following semester. The chair draws

up a tentative schedule based on this survey, and sends it out for feedback before finalizing the schedule.

Strategy 5, Goal 1: Develop a faculty, staff, and community driven plan for the expansion of educational programs and related educational specifications (i.e. specific facility needs).

Strategy 6, Goal 1: Improve communication processes among all stakeholders to increase awareness about planning activities, resource allocations, and significant factors affecting the college.

Strategy 6, Goal 2: Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.

Strategy 6, Goal 3: Increase the number of opportunities for cross-disciplinary discussions with special attention to the inclusion of students, classified staff, and part-time faculty.

Strategy 6, Goal 4: Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.

The English Department is very committed to the ideals of shared governance and multi-disciplinary approaches to student success. For example, the coordination of the Writing Center and Learning Commons lies in the English department, and we are currently engaged in discussions about how best to divvy up the duties and purviews of each, in order to maximize student success. Everyone who is a stake holder is invited to share their views, inside the English department or outside.

You will also find English faculty, both part-time and full-time, on all committees that deal with Basic Skills issues, such as Assessment, Equity, etc., and other issues such as student mental health, veteran's issues, etc.

English faculty regularly work with instructors from other disciplines to form learning communities. We have offered learning communities that combine English and Math classes, English and History and English and Child Development. We developed a pilot information competency unit with Library staff for English 1A. Additionally, our participation in and facilitation of cross-disciplinary activities such as Faculty Inquiry Groups, Learning Council and brown bag lunch discussions is ongoing and in evidence every semester. Likewise, we engage the community through our participation in the Service Learning approach, with two or more sections of English 1A or 250 featuring a service learning component that pairs a student with an organization in the community. Our PUENTE program, designed for students who are the first in their family to attend college, engages with faculty in other disciplines with its counseling component, its community mentor component, extra curricular social activities and trips to other colleges. PUENTE has a success rate well above the average for sections of the same classes (English 250 and 1A). Needs assessments demonstrate a desire for more such opportunities for students, and so we are now exploring ways to expand PUENTE from one to two cohorts, thereby making this program available to twice as many students. Many individual instructors take their classes to visit other areas of campus, such as the Student Success Center or Financial Aid, or have their classes attend events scheduled by other instructors, such as guest speakers or

dramatic performances. Some offer extra credit to students who attend these events on their own and others organize and host such events, including inviting guest speakers on topics such as Mindfulness in the Classroom, author Q and A, film screenings with discussions, poetry slams and open mics.

Lastly, the department is now soliciting ideas for improving its website, which is outdated. The new website will feature all info about the major and the course offerings, in-depth instructor biographies, links to relevant sites about composition and literature, a newsletter,

Strategy 7 Goal 1: Research best models of College Life in community colleges, including student government, clubs, and community/service involvement and create a plan for Gavilan.

Strategy 7 Goal 2: Propose a path to achieving the plan above, including resource development, staffing, and other infrastructure costs.

This semester, the English department revived the Literary Club, with one full time and one part time advisor. The club meets once a week to discuss ways to recruit new members and English majors, strategies for success in the classroom, preparation for transfer, to share creative writing and make plans for the creation of a new literary journal.

B. What results have you seen because of these modifications? (Include data if available.)\

The modifications are so recent that we have yet to evaluate the changes that have come from them. We are still in the data-gathering phase for many of these modifications, and so the results are still only anecdotal. We have only just adopted the new Program Learning Outcomes. The Writing Center and Learning Commons are in the process of developing integrated program plans, which will include planned strategies for student success, and plans for evaluation those strategies once they are implemented. Our acceleration program is still undergoing major changes, with the modification of English 1A from three units to four. We have developed written plans for gathering and analyzing future data to evaluate the effectiveness of the Acceleration initiative, the Supplemental Instructor program (we are lobbying for maintained funding for this program, which the department considers to be essential to student success, but for which we do not have evidencing data yet). The passing of the AA-T has increased the number of English majors from 0 to, and we expect to see that number steadily increase with recruitment efforts and publicity.

C. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes?

English Department assigns a full time faculty member as lead for every multiple section course. The leads oversee all sections, including online sections, to ensure consistency in assessments and requirements. Learning outcomes for each section are reviewed on a yearly basis, with major changes in the learning outcomes for our general education classes and for the core major classes. All faculty are invited to participate in these

discussions, in person or via email or iLearn. Basic skills courses are assessed once every semester through the portfolio process, whereby all basic skills students submit a portfolio sampling of their semester's work, which is then evaluated by other instructors. Through this process, faculty members have an opportunity to see what assessments and requirements are being used in other sections, and to discuss how different instructors use different tools and methods to address the same learning outcomes, and with what results.

D. What are the program's methods for evaluating and modifying the contents of course offerings? Please provide examples of the result of this process.

We have a regular rotation for assessing learning outcomes for each course. Lead teachers conduct the assessments, and share results with the department at monthly meetings, where strategies for modifying and improving contents are assessed. Courses that typically have only one section – the literature classes, for example – are assessed by the faculty member who taught the most recent section when the assessment time comes around. The portfolio process, which takes place at the end of every semester, is an ideal time to assess the contents of our basic skills classes, as we are able to see the requirements and assessment tools of every instructor of every basic skills class every semester, and to compare strategies and evaluate for effectiveness. Sharing assessment tools gives each instructor a wider range of options for their classrooms, and sharing the outcomes of these assignments gives us a chance to emphasize the most effective strategies and best practices for addressing each learning outcome for each basic skills course.

E. What staff development efforts has your program undertaken?

Our professional development activities have been many and varied over the last several years. We've brought in guest speakers to do workshops on Reading Apprenticeship and Integrated Reading and Writing, which are pedagogies designed to support students' reading competency across the curriculum, and to strengthen both reading and writing by integrating the two subjects together rather than addressing them as separate pedagogies. We have led or participated in Faculty Inquiry Groups on a wide variety of topics. Current FIGs include Communication, Habits of Mind and Guided Pathways. We have maintained at least one (usually two or three) faculty members on the Teaching and Learning Council. English faculty members have attended dozens of regional conferences on Acceleration, Integrated Reading and Writing, Reading Apprenticeship, Distance Education pedagogy (including training on our current classroom mangagement system, iLearn, and our upcoming system Canvas), Writing Center pedagogy, PUENTE, composition pedagogy, civic engagement, student equity, assessment and multiple measures for assessment, best practices for portfolios, basic skills and information competency. When faculty members attend conferences, workshops or retreats, they are asked to present the findings at department meetings (the notes are made available online and/or via hard copy) to those who cannot attend. We discuss how those findings might apply to our department and our students, and as a group, following our established decision-making guidelines, we implement

such as acceleration, multiple measures for English assessment, portfolio process and integration of information competency into 1A classes. As a group, we evaluate the changes and decide whether or not they need further recalibration, or if they should be ditched altogether. We also provide mentors for new faculty members, both full time and part time, and for incoming department chairs.

F. Is the program currently articulated with regional four-year colleges and universities and district high schools? Does your program currently have an AA-T or AS-T? If not, what are the plans to develop one?

The AA-T for English was approved since our last review, and we are now recruiting majors. Our articulation with regional four years is informal, but based on continuous research. We yearly review the requirements at the local four year schools for transfer students, and adjust our offerings accordingly. For example, when we discovered that many state schools are no longer requiring 1B as a general education requirement, we cut back on sections, and instead beefed up our offerings of English 1A and 1C, which are more universally required at UCs and CSUs. We also look at the curriculum of regional four year schools when developing or modifying courses, making sure the rigor and requirements of our classes are similar to those of the four years. We have discussed ways to make our program articulate more closely with the four years and with local high schools, and are in the process of developing a plan.

G. If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations?

H. How has your program collected information and responded to the needs of the community/field (e.g. advisory council, needs assessment)?

I.   How does the program serve the needs of populations identified as underserved, underperforming or low income in the Equity Plan?
Several faculty have undergone training for assisting students in crisis, especially students with mental health issues, for meeting the needs of our veterans, and for Rapid Response for students who are undocumented. Most of our strategies and initiative implemented over the last several years (acceleration, supplemental instruction, integrated reading and writing, reading apprenticeship) are designed to address the needs of underperforming and underserved students. English faculty have been strong advocates for an institutionalized approach to helping students in crisis, including reinstatement of the Early Alert system, more access to referral services, especially for veterans and students with mental health issues. Our most effective way of serving these populations is to develop a personal relationship with each student, so we can develop progress reports and actions plans tailored for each one. We would like to be

able to do this in a more formal way as part of our plan to gather data to measure student success. It would require institutional support (compensation for part timers or the addition of another full time instructor, especially one specializing in working with traditionally at-risk and basic skills students, and with a credential for teaching reading) for the added administrative work this would require.
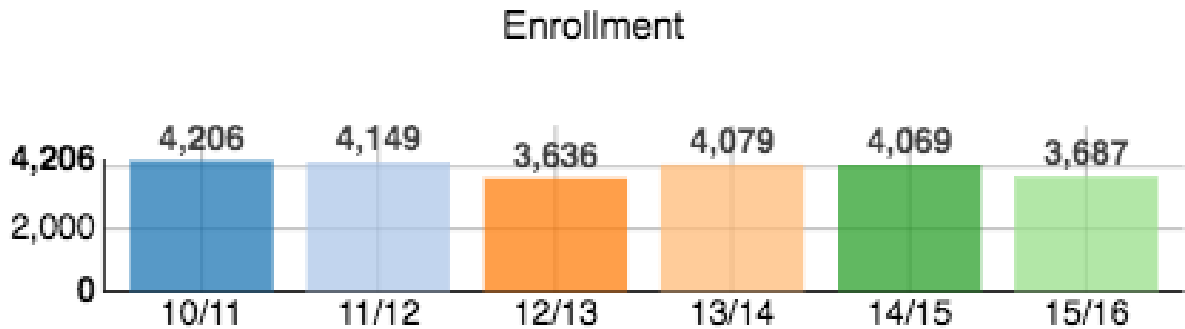
III. Program Data

Provide appropriate analysis for the following sections based on data acquired from the Office of Institutional Research.
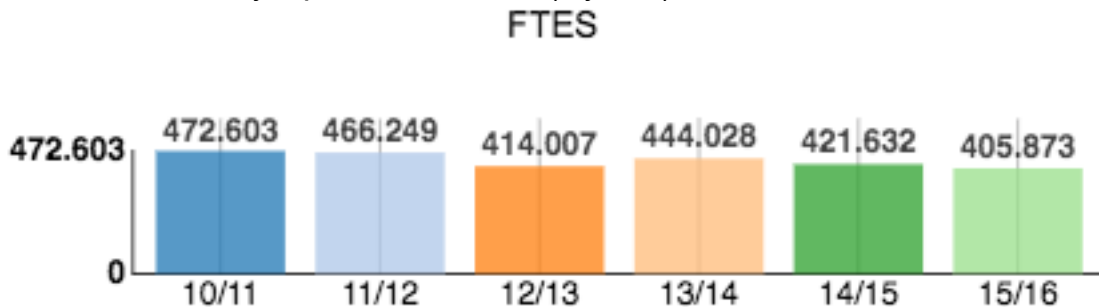
A. Basic description of program.

1. Enrollment and FTES

i. Enrollment by top code and course over time (4 years)

Enrollment

	10/11	11/12	12/13	13/14	14/15	15/16
	4,206	4,149	3,636	4,079	4,069	3,687

ii. FTES by top code over time (4 years)

FTES

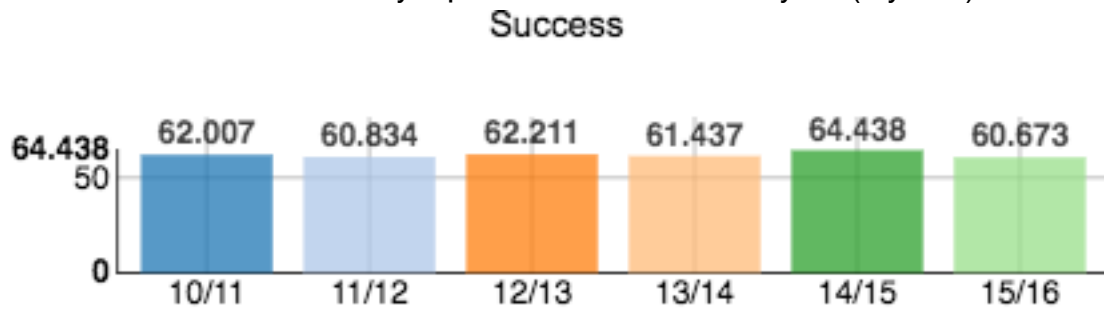|	10/11	11/12	12/13	13/14	14/15	15/16
	472.603	466.249	414.007	444.028	421.632	405.873

iii. Current enrollment by term last available census

2. Student Outcomes

i. Success rate by top code and course and year (4 years).

Success

	10/11	11/12	12/13	13/14	14/15	15/16
64.438	62.007	60.834	62.211	61.437	64.438	60.673

ii. Retention rate by top code and course and year (4 years).

iii. Number of majors by year (4 years).

iv. Number of degrees and certificates by top code and year (4 years).

3. Staffing Data
   i. Faculty Headcount (by contract and hourly) (past 4 years)

   ii. Faculty productivity (Weekly Student Contact Hours [WSCH] divided by Full Time Equivalent Faculty [FTEF]) (past 4 years)

   iii. Current ethnic and gender distribution of faculty

   iv. Contract overload by year (past 4 years)

   v. Program Release Time (past 4 years)

   vi. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant, lab supervisor (past 4 years)

   vii. Student Assistants (tutors, Cal/WORKs, Work Study, etc.) (past 4 years)

B. Provide comments on any salient data above.

C. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable). See sample below.

Operational Costs	10/11	11/12	12/13
Enter your data: e.g. Travel			
e.g. Instructional Supplies			

D. Provide an overview of how budget allocations have changed over the past three to five years.

E. What were the results of any significant additional budget or resource allocations/reductions over the past three to five years?

IV. Trends Affecting your Program (Data-Driven)

A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

Department cohesion is a great strength. We meet as a department at least once a month, for at least two hours, and also hold day-long department retreats at the beginning of every semester to tackle the more complicated issues. In addition, we meet at the end of each semester for another all-day portfolio grading session. Those who cannot make these meetings (part timers all, because they are mandatory for full timers) are kept in the loop via meeting minutes and email updates and discussions, as well as being offered face to face updates with people who were present. We maintain an iLearn shell that all English faculty have access to, that houses all English resources and provides additional opportunities for dialogue. We have developed a protocol for making department decisions that includes a delay time for votes so that all members can weigh in, either verbally at meetings, via email, or by proxy, after issues are introduced. We rely on consensus for our decisions, and we are nearly always able to reach that consensus, mostly because we are so committed to it that we will continue discussion until each issue is thoroughly hashed out. We make a point to welcome all part-timers, by issuing special invites to our meetings, and by providing snacks and time for personal check ins at each meeting. When one of us is experiencing any stresses in our private lives, we can count on our colleagues to be there for us. One example of this is when one of our instructors recently gave birth to her baby prematurely. There was no problem finding faculty members to take over her classes, which included extended regular communication, through email, over the phone and in person, with the original instructor about individual student progress and about the nature of the assignments already given, so as to disrupt the students as little as possible. We organized a meal train with our colleagues and extended it to include the writing assistants too, many of whom work closely with faculty, who share in our sense of community and were glad of the chance to lend a hand. When we discovered that the mother and baby would be stuck in the NICU for an extended period of time, and that the father had to take unpaid time off work to care for the other young children, the department spearheaded a crowd sourced fundraiser to help the family out.

This is just one example. There are other, more mundane ways that we show our solidarity with each other, such as celebrating each other's birthdays, organizing social gatherings outside of work and more. We are not without our differences, but we love each other and support each other in pretty extraordinary ways, both personal and professional.

Another strength is our commitment to shared governance. You will find English faulty on nearly every committee and governance body on campus. We are regulars at brown bag lunches where faculty gather to share ideas and discuss relevant issues. We routinely ask people from other disciplines to attend our meetings when we have a topic at hand that concerns them; for example, we invited counselors and administrators to recent meetings where we discussed moving forward with our acceleration model, so that we would have as many perspectives as possible. Library faculty and the institutional researcher are often among our ranks at meetings, and we also have no problem inviting ourselves to other department's meetings if appropriate.

It is not surprising that our strengths are also at the root of our particular challenges. Because we are committed to include part-timers at every level possible, for example, we run into many obstacles that wouldn't be an issue otherwise.

For example, engaging the part timers in department business has historically been a challenge precisely because we are so committed to making them an integral part of our department workings. Part-timers are transient due to the fact that they can find better wages and more support at other colleges (such as composition factor, which pays more for classes that are identified as Writing Intensive, and which Gavilan does not offer, as well as financial support for administrative and committee work, attendance at department meetings and office hours, etc). We do not offer the kind of support and compensation here at Gav that they can find at other colleges, so retention is an ongoing issue in spite of our best efforts. Part timers that do stick around at Gavilan because they love working with the students and the faculty (and we are fortunate to have a number of them) are not compensated for much of the work they do outside of class, so we cannot make any extra demands on them. Yet the personalized nature of teaching composition, and the fact that English is a requirement for all students, means that regular collegial communication and dialogue is necessary to ensure that all classes are being taught to standard, and to ensure that all students are receiving the support they need. This is especially true in light of the fact that part timers teach the vast majority of our class offerings. Again, we realize that this challenge is not unique to English, but perhaps is felt more acutely in the English department than in some other disciplines, due to the reasons stated above. We have ongoing discussions on how best to keep the part timers as involved as possible, soliciting their feedback on all major department decisions, and inviting them to share their talents and expertise with other faculty, without placing an undue burden on them or expecting them to work without compensation. It is a delicate balance that frequently changes due to the transient nature of our part time pool. We are very lucky to have so many adjuncts that are willing to participate despite the fact that we can't offer the same kind of support that they might get elsewhere.

Even with our trusty cadre of veteran part-timers, then, the full-timers are continually spread thin, trying to do required administrative work like evaluations, Learning Outcome Assessment and committee work, as well as reassigned time for leadership positions on campus such as grant

management and GCFA, Senate and IEC committees. Given the constraints of many of our classes on who can teach them, due to credentialing requirements and work load contract limits, this is one of our main challenges. We are nowhere near the college's stated goal of having 60% of classes taught by full timers.

Our commitment to keeping current with best practices and new techniques also paves the way for challenges. One good example of this can be found in how we assess the new strategies that we're using. Data on some of the initiatives that we are implementing is often qualitative in nature instead of quantitative, have a steep learning curve not just for the students but for the faculty as well, and some of the results take a while to manifest. This is challenging when many of these initiatives rely on grant money that has conditions attached to it (a prime example being the SI program, which was discontinued this year due to lack of quantitative data indicating that it adds to student success). The skills that are being taught in English classes (and which are being evaluated, but not necessarily taught in other disciplines, i.e. composition and information competency) take time to master, and often the results showing improvement in student success rates aren't coming in as quickly as is demanded in order to secure future funding for these initiatives. This is incredibly frustrating; we feel as though we are expected to produce miracles with very limited or circumscribed resources. Adding in the enormous amount of time and care it takes to respond to student work effectively and compassionately – often a single essay can take 10-15 minutes or more to score, and there can be no effective substitute for the individualized attention of the teacher – it's no wonder that instructor burn out is a major challenge for the English Department. Only one of us has taken a sabbatical in the last 20 years, and all of us work far more hours than required by the contractual workload. We realize that we are not alone in this challenge; burn out is nearly universal at an institution like Gav, where so many people wear so many hats, and are so dedicated to supporting students who are so often underprepared and who face so many challenges that are so often unrelated to their academic performance, but which can nevertheless have so tremendous an impact on it.

> B. Provide a brief review of the past three Program Plans and any emerging themes identified in them.

Our past three program plans have all included the following goals: increasing student success (retention and success rates in all classes, but particularly 1A, which is the requirement for transfer and/or graduation), hiring three full time instructors, with at least one in possession of a Reading Credential, offering training in Integrated Reading and Writing, implementing the Acceleration Program, institutionalizing a tutoring/supplemental instruction program, with funds for training teachers and tutors, at the main campus and the off-sites, getting the English major approved, and instituting a Composition Factor (classes with more than 30 pages of polished writing would count for 4 units instead of the standard 3 in an instructor's load). The main emerging theme is that with the exception of implementing the English major, all these goals are ongoing. Some are ongoing because they get put on hold or are not funded (hiring new instructors, for example). Others are ongoing because they continue to be our goals every year – for example, increasing success and retention rates in all our classes. The majority of our requests for funding are denied and so they end up on the next Program Plan. Another emerging

theme is the need to collect data for the purpose of evaluation, in the case of implemented goals, and also for the purpose of justifying goals and requests for funding. Most of our data has been anecdotal and qualitative, which can be valuable, but there needs to be more of a balance between qualitative and quantitative.

C. If not mentioned above, what are some of the needs or challenges facing your program (include support and documentation for your contentions)?

V. Program/Student Learning Outcomes

A. Complete the program/student learning outcome matrix for your program(s). Complete separate matrices for each Chancellor's approved Degree or Certificate. If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results

B. What percentage of course-level student outcomes has your program assessed?

100%,and we are now working our way through the second round.

VI. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

a. Secure money for training in new pedagogies such as acceleration, SI, iLearn and integrated reading and writing, and support these pedagogies with proper data and oversight

b. Create the Learning Commons as a centralized resource for students, and integrate it with the Writing Center

c. Provide equitable tutoring services, preferably SI services, at all the off-sites for basic skills students

d. Develop a strategy for dealing with information competency at the 1A level.

e. Work with faculty across disciplines to implement Integrated reading and writing pedagogy

f. Develop a system for collecting and analyzing data to evaluate the productiveness of new pedagogies

g. Expand Service Learning offerings

h. Improve portfolio system and perhaps expand to English 1a

i. Attract quality candidates for full time job, using SI, comp factor and increased support for training opportunities as incentives

j. Provide services, such as English Boot Camp and Summer Bridge programs, to boost student success rates.

k. Develop a plan for addressing Information Competency requirement

B. **Provide your current Program Plan (required) which should include these goals and objectives.**

Vision/Narrative
English
Instruction

The English Department has increased student success by expanding our academic services through the Writing Center and our strong Puente program. We are promoting our new major by strengthening our literature and creative writing offerings. Through a combination of successful initiatives for first-year students, including acceleration, and supplemental instruction, we have increased success in our pre-transfer courses, with a 20% increase since 2008 (see the Gavilan College Student Success Report of Fall 2013). We would like to see the same increases in basic skills students' persistence and success at the transfer level, but we've identified some barriers to achieving this goal and consolidating our successes:

1) The number of part-time faculty has stayed disproportionately high in the English Department, with approximately 70% of our courses taught by adjuncts now compared to 55% in 2008. The temporary nature of PT faculty, along with the fact that they are not compensated for training and program development, restricts our ability to institute improvements in our pedagogy and course sequencing.

2) Data on the "leaky pipeline" indicates that we lose significant numbers of our students as they drop out or fail to climb the ladder of the developmental course sequence.

We are committed to expanding our acceleration efforts to address this problem, including the following: a) informed self-placement; b) test-prep, boot camps; c) stretch model (e.g. adding unit to Eng. 1A to provide extra support for basic skills students); d) bump-up models (teaching a course to the higher level and providing easy mechanisms for students to move up to a higher course); and e) expanding our successful accelerated courses, integrating reading and writing, and providing scaffolding while increasing the level of challenge.

To improve our program overall, we are also committed to the following: increasing the number of full-time faculty; implementing and improving our portfolio system; expanding our Writing Center and Supplemental Instruction, including services to students in our evening, online, and satellite campus programs; integrating student services with accelerated classes; collaborating with library faculty to reduce plagiarism and improve students' information competency; promoting the use of technology and other non-traditional instructional methods; developing a film major and creative writing certificate; training English and other faculty in reading and Integrating Reading and Writing (IRW) pedagogy; and expanding our service learning offerings and other cross-disciplinary collaborations, including non-credit offerings. We look forward to more shared initiatives with counselors, other programs offering supplemental instruction training, and faculty from other disciplines interested in improving students' reading and writing skills.

Factors that influence our plans are: budget constraints, lack of full-time faculty to sit on various steering committees and develop programs and implement innovative ideas, lack of time and financial resources for training and collaborative efforts, particularly with the part-time faculty.

Finally, because English classes are writing-intensive, requiring 5,000 words that must be evaluated, responding to student work is time-consuming and under-compensated. The 5,000-word requirement, which keeps our classes line with state standards, places an undue burden on English faculty. Many California Community Colleges recognize that this is work must be compensated and thus offer the writing factor. We believe this change would also help us increase student retention and success in writing courses, a critical foundation for students' success. This would help with faculty retention, as well, as we have had a loss of long time and part time faculty due to comp factor pay discrepencies. We propose instituting a differential load for writing-intensive courses, creating a campus climate that recognizes students' need for strong writing skills in pursuing their academic and career goals.

Program Objective 1: Institute composition factor for writing-intensive courses Strategy and Goal(s):
Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16
IEC Program Review:
Yes, this Objective is based from the last IEC Program Review.
Progress:
No: This is a new initiative and based on the need to increase student success in writing-intensive courses such as Eng. 1A and 250. Courses requiring 6,000 or more written, corrected, original words in the semester should be compensated at this rate. The cost of this initiative would need to be calculated based on the number of writing intensive courses offered each semester.
Activity 1: Give 1.33 faculty credits for each unit of writing-intensive courses
Personnel Request - *none* **Non-Personnel Request -** *none*
Rankings:
Program Objective #1995 English Instruction

Program Objective 2: Hire one full-time English teacher with a reading credential and two additional full-time faculty
Strategy and Goal(s):
Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16
IEC Program Review:
Yes, this Objective is based from the last IEC Program Review.
Progress:
Yes: in spring 2014, we hired a new faculty member, Jessica Gatewood, with credentials in reading and writing. The new Title V grant will require extensive involvement of English faculty, including 100% for one instructor, and ideally we would have new FT faculty in place for planning and implementation.
Activity 1: Hire 1 credentialed reading instructor
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 2: Hire 2 additional English instructors
Personnel Request - *none* **Non-Personnel Request -** *none*
Rankings:
Program Objective #1996 English Instruction

Program Objective 3: Implement the English Major Strategy and Goal(s):
Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16
IEC Program Review:
Yes, this Objective is based from the last IEC Program Review.
Progress:
Program Objective #1997 English Instruction

Yes: Our English major has been approved, and students have begun selecting this as a major. A faculty member is leading this initiative with student support, and activities have been held.
Activity 1: Market major and classes to boost enrollment.
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 2: Plan emphases, such as Environmental Studies, or World Lit, etc.
Personnel Request - *none* **Non-Personnel Request -** *none*

Program Objective 4: Purchase 10 laptop computers for on/off campus use for instructors Strategy and Goal(s):
Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16
IEC Program Review:
Yes, this Objective is based from the last IEC Program Review.
Progress:
No: There has been no funding available for hardware for classroom use or online teachers. Those who choose to teach online or include use of technology in their classrooms are responsible for providing their own hardware.
Activity 1: Make laptops and training available for instructors who teach fully online classes, hybrids, or web-enhanced classes, espcecially for adjuncts.
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 2: Purchase laptops.
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 3: Develop a system for lending and tracking laptops.
Personnel Request - *none* **Non-Personnel Request -** *none*
English
Academic Year 2016-17

Program Objective 5: Offer faculty training in reading and Integrated Reading and Writing (IRW) pedagogy Strategy and Goal(s):
Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16
IEC Program Review:
Yes, this Objective is based from the last IEC Program Review.
Progress:
Yes: Lead faculty have been trained in Reading Apprenticeship to offer workshops and faculty inquiry groups. FIGS within the department and in other disciplines have been held. To reach more faculty, we need to continue offering this excellent professional development training which has been successful in all disciplines and will improves success rates in gateway courses. Effective support for students' reading is also a key element of accelerated programs.
Activity 1: Conduct a Summer Reading Apprenticeship Institute for 30 faculty: RA is a proven method for increasing student engagement and success. This would be a cross-disciplinary workshop for the whole campus.
Personnel Request - *none* **Non-Personnel Request -** *none*
Rankings:
Program Objective #2014 English Instruction

Program Objective 6: Provide appropriate technology for enhancement of English curriculum in all classes. Strategy and Goal(s):
Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16
IEC Program Review:
Yes, this Objective is based from the last IEC Program Review.
Progress:
Yes: We have secured funding for Turnitin.com . We have made Turnitin usage mandatory for English 250, 1A, 1B and 1C teachers. All instructors now have Moodle shells for all their classes. We encourage them to use it, provide models and demonstrations on how to use technology in classrooms. We have provided training sessions for developing online curriculum and enhanced technology, but funding and release time continues to be a barrier. Instructors have no real incentives for including technology in their classrooms. Often they must either train themselves, or be trained by volunteers.
Activity 1: Continue funding of Turnitin. Have an advisory team explore the differences between turnitin and VeraCite, as well as look at the features of Canvas. Team would report back and offer recommendations.
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 2: Train instructors to use Moodle and other web technology to offer students a full range of options for submitting assignments, communicating with instructors, and getting class material.
Personnel Request - *none* **Non-Personnel Request -** *none*
Rankings:

Program Objective 7: Increase retention and success in English 1A, which is now a requirement for graduating with an AA degree.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Yes: We have collaborated with library staff by offering non-credit and Writing Center workshops on research skills. We are involved in a year-long information competency FIG (faculty inquiry group to consider methods of scaffolded support for pre-transfer classes. We have collaborated with librarians on course-specific research webpages. We have incorporated information literacy into faculty and tutoirng staff training, and we are developing flexible models to help students meet the information literacy requirement.

Activity 1: Provide training for English 1A faculty in Infolit competency to strengthen research support skills. This would be for 20 Faculty (Not able to put the request for that number in the drop down window).

Personnel Request - *none* **Non-Personnel Request -** *none*

Activity 2: Explore developing a portfolio system for English 1A similar to the one we have for 440 and 250.

Personnel Request - *none* **Non-Personnel Request -** *none*

Activity 3: Create a student focus group to determine what students feel they need in order to pass English 1A.

Personnel Request - *none* **Non-Personnel Request -** *none*

Program Objective 8: Support Acceleration in Developmental & Transfer Courses Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Yes: We continue to develop and refine our strategies for supporting Basic Skills students. We implemented accelerated classes integrating reading and writing at the pre-transfer level, English 260P & 250P. We We provided opportunities and incentives for full- and part-timers to attend Reading Apprenticeship training. We started an Acceleration Task Force to expand the opportunities for students to succeed by avoiding the pitfalls of the "Leaky Pipeline," the long sequence of developmental courses.

Activity 1: Support Accelerated courses and Supplemental Instruction with coordination time and funding.

Personnel Request - *none* **Non-Personnel Request -** *none*

Activity 2: Commit to ongoing research in best practices for basic skills students, and provide training in those best practices.

Personnel Request - *none* **Non-Personnel Request -** *none*

Activity 3: Recruit instructors, both full and part-time, who have experience and innovative ideas for working with Basic Skills students.

Personnel Request - *none* **Non-Personnel Request -** *none*

Activity 4: Provide incentives for instructors to learn more about working with Basic Skills students. Offer summer institute on best practices.

Personnel Request - *none* **Non-Personnel Request -** *none*

Activity 5: Collaborate with other disciplines and other areas of campus to provide the best services for Basic Skills students.

Program Objective 9: Offer Writing Center tutoring at off-sites, and develop synchronous online academic support.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2015-16

IEC Program Review:

Yes, this Objective is based from the last IEC Program Review.

Progress:

Yes: The Writing Center has undergone some changes under the new coordinator. We now offer supplemental instruction in more than 15 English courses, in addition to drop-in tutoring on the main campus. Additionally, we will be offering Winter Training and hiring new staff for Spring.

We hired two new instructional program specialist in Fall 2016 to provide administrative support, develop publicity, support our drop-in tutors, as well as our supplemental instruction tutors.

We are challenged to provide Writing Center services at off-sites or during evening hours due to budget constraints and lack of faculty supervision, but we are working on offering more Writing Center services in Hollister and Morgan Hill.

Activity 1: Expand Writing Center services by training tutors and assigning them more hours at the Morgan Hill and Hollister campuses. Increase availability of drop-in tutoring at those sites. Increase the number of classes that are served through the supplemental instruction program, especially in light of the accelerated model the English Department is currently adapting.

Develop a synchronous online essay response system to better serve evening and off-site students, offer face-to-face Writing Center tutoring at the Hollister and Morgan Hill campuses, and supplemental instruction inside off-site basic skills and accelerated classes whenever possible and requested.

Personnel Request:

30 Tutors (including drop-in and supplemental instructors) This would cover all basic skills and 1A courses.
Amount: $149,000   Fund Source for S.I.s (Equity)/Fund Source for Drop-ins (General Fund)
Program Objective #2018 English Instruction

English
Academic Year 2016-17
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 2: Offer more supplemental instruction in basic skills and transfer-level courses, including "gateways" to majors, like psychology and history
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 3: Implement online tutoring
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 4: Develop more Non-credit classes through the Writing Center
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 5: Continue to improve facility with well-designed dedicated lab, workshop, and study rooms for the Writing Center in the Learning Commons
Personnel Request - *none* **Non-Personnel Request -** *none*
Activity 6: Offer Supplemental Instruction Training for Tutors, including summer course and winter intensives
Personnel Request - *none* **Non-Personnel Request -** *none*

VII. Self Study Summary

The English Department provides instruction in reading, composition, literature, creative writing, information competency and training for Writing Assistants that work in the Writing Center. Reading classes include: English 420 and 260. Composition classes include: English 440, 250, 1A, 1B and 1C. Literature classes include: English 2A, 2B, 2C, 2E, 2F, 2H, 2J, 4A, 4B, 5A and 5B. Creative Writing classes include: English 9A, 9B and 9C. Writing Assistant training classes include: English 12A, 12B, 12C and 12D.

Significant accomplishments in the last cycle have included: Implementation of the English and film majors, establishment of the Learning Commons, establishment of the Supplemental Instruction program, approval for the Acceleration Program, hiring of one fulltime English

instructor with a reading credential, approval to increase English 1A to four units, with the additional unit being an emphasis on information competency

Contribution to student achievement and student learning outcomes:

The English department provides the prerequisites for many of our transfer level classes, and as such provides students with pedagogy in composition and information competency, which are relevant to all classes. We also pair up with other departments and disciplines for Learning Communities and Service Learning Projects, in addition to sponsoring professional development opportunities such as Faculty Inquiry Groups and brown bag lunch discussions. The department coordinates the Writing Center and the Learning Commons, both of which provide resources, tutoring services, quiet study spaces, specialized workshops and printing services for students across all disciplines. We have created training opportunities for all faculty in subjects such as Acceleration and Integrated Reading and Writing.

Resources and Staffing Changes

We have in the last cycle hired one full time instructor with a reading credential, which allows us to staff more reading classes with a full timer. We also lost a seasoned full time instructor to the Humanities department, which decreased our ability to staff transfer level classes with a full timer. Part time instructor pools continue to fluctuate as people come and go, requiring us to engage in continuous training in such areas as Supplemental Instruction, distance learning, integrated reading and writing, acceleration, plagiarism detection software, etc. The full time faculty that we do have are a significant minority, and all but one are consistently taking release time for such activities as grant coordination, IEC, senate and union work, and other assignments. This leaves the vast majority of our classes to be taught by part timers, who are often undertrained and who have no support for critical tasks like office hours, participation in department decision making processes, etc.

Goals for the upcoming cycle

a.   Secure money for training in new pedagogies such as acceleration, SI, iLearn and integrated reading and writing, and support these pedagogies with proper data and oversight

b.   Create and maintain improved English Department website

c.   Create the Learning Commons as a centralized resource for students, and integrate it with the Writing Center

d.   Provide equitable tutoring services, preferably SI services, at all the off-sites for basic skills students

e.   Develop a strategy for dealing with information competency at the 1A level.

f.   Work with faculty across disciplines to implement Integrated reading and writing pedagogy

g.   Develop a system for collecting and analyzing data to evaluate the productiveness of new pedagogies

h.   Expand Service Learning offerings

i.   Improve portfolio system and perhaps expand to English 1a

j.   Attract quality candidates for full time job, using SI, comp factor and increased support for training opportunities as incentives

k.   Provide services, such as English Boot Camp and Summer Bridge programs, to boost student success rates.

l.   Develop a plan for addressing Information Competency requirement

m.   Hire two more full time English instructors

n.   Create a multiple-measure assessment tool to replace current tool