English
Instruction

Vision/Narrative

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.

Feedback from Supervisor / Dean

Program Objective 1: Institute composition factor for writing-intensive courses

Strategy and Goal(s):

Strategy #4: Recruit and develop staff to foster success for our diverse students in their attainment of educational and/or career goals.
Goal #3: Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees.

IEC Program Review:

No: Getting a student through a transfer-level class necessitates extra time and attention from the instructor, especially when it comes to students who are identified in the equity categories.

Local colleges that do offer comp factor make us less competitive and siphon away adjuncts.

Progress:

Closed: 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.
RESUBMITTED: See Academic Year 2017-18 Program Plan

Activity 1: Give 1.33 faculty credits for each unit of writing-intensive courses

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

Rankings:

Ranker	Comments	Rank
Dean	While this direction is part of a larger campus conversation, it should also have its own focus as the ability of instructors to work effectively with individual students depends upon them having a workload that allows them to do so.	12
Vice-President		
Budget Committee		
President's Council		

Program Objective 2: Hire one full-time English teacher with a reading credential and two additional full-time faculty

Strategy and Goal(s):

Strategy #4: Recruit and develop staff to foster success for our diverse students in their attainment of educational and/or career goals.
Goal #1: Create a staffing plan to better meet student needs after assessing staffing gaps in all departments.

IEC Program Review:

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

Progress:

Closed: 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.
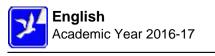RESUBMITTED: See Academic Year 2017-18 Program Plan

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:

Ranker	Comments	Rank
Dean	This Department's courses serve as one of the two gateways for Gavilan College students, and the imbalance between full and part time instructors affects the Department's ability to offer a consistent program and to staff classes. Finding certified reading teachers is so challenging that classes sometimes must be canceled.	12
Vice-President		
Budget Committee		
President's Council		

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:

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*

Rankings:

Ranker	Comments	Rank
Dean	No budget requested.	4
Vice-President		
Budget Committee		
President's Council		

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:

Closed: 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.

RESUBMITTED: See Academic Year 2017-18 Program Plan

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*

Rankings:

Ranker	Comments	Rank
Dean	Not clear if this need is still high as resources are available at the sites and on the main campus.	5
Vice-President		
Budget Committee		
President's Council		

Program Objective 5: Offer faculty training in reading and Integrated Reading and Writing (IRW) pedagogy

Strategy and Goal(s):

Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.
Goal #3: Develop professional development activities for faculty to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.

IEC Program Review:

No: As we move to an accelerated 1A model, our classes have an integrated approach between reading, writing, and research. In order to support the success of classes, all instructors must have the requisite training.

Progress:

Closed: We have a new Reading Taskforce, which is connected to our Acceleration efforts. Reading groups are facilitating tranings with other English Department faculty. In addition, our accelerated model requires more training in integrating reading and writing to ensure student success.
RESUBMITTED: See Academic Year 2017-18 Program Plan

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:

Ranker	Comments	Rank
Dean	This is an ongoing effort.	4
Vice-President		
Budget Committee		
President's Council		

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:

Closed: 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 Canvas 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.

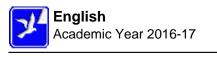RESUBMITTED: See Academic Year 2017-18 Program Plan

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:

Ranker	Comments	Rank
Dean		
Vice-President		
Budget Committee		
President's Council		

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):

Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.
Goal #1: Increase the student success, completion, and transfer rates using reasonable benchmarks specified by the College.

IEC Program Review:

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

Progress:

Closed: 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.
RESUBMITTED: See Academic Year 2017-18 Program Plan

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*

Rankings:

Ranker	Comments	Rank
Dean	These conversations are continuing and may lead to new developments.	4
Vice-President		
Budget Committee		
President's Council		

Program Objective 8: Support Acceleration in Developmental & Transfer Courses

Strategy and Goal(s):

Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.
Goal #1: Increase the student success, completion, and transfer rates using reasonable benchmarks specified by the College.

IEC Program Review:

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

Progress:

Closed: We have developed open-access 200-level classes, and we are implementing a 4 unit accelerated transfer level class in Spring 2018. We have developed English Acceleration Teams in which we are focused on student success throughout the accelerated pathway. Some of the targeted areas of support include research, reading, assessment, Writing Center support, and Whole Student support. We continue to research, develop, and refine student opportunities for accelerated courses. We provide opportunities and incentives for full- and part-timers to attend Professional Learning training.
RESUBMITTED: See Academic Year 2017-18 Program Plan

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.

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

Rankings:

Ranker	Comments	Rank
Dean	Acceleration now exists in three grants and efforts are going forward for a seamless plan in English.	12
Vice-President		
Budget Committee		
President's Council		

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

Strategy and Goal(s):

Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.
Goal #1: Increase the student success, completion, and transfer rates using reasonable benchmarks specified by the College.

IEC Program Review:

No: There are major gaps that exist for our Writing Center in meeting equity goals in that we don't currently have funding nor the infra-structure to serve off-site campuses in an on-going and consistent way. Likewise, developing an on-line component of our programming has been difficult because of infra-structure and funding issues. On-line responses require specific skills and much more training.

Progress:

Closed: 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. RESUBMITTED: See Academic Year 2017-18 Program Plan

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) (Drop-down window would only allow Quantity of 5). 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)

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*

Rankings:

Ranker	Comments	Rank
Dean	The Writing Center is being re-envisioned this year; additional funding will be needed to cover expansion as outlined here.	11
Vice-President		
Budget Committee		
President's Council		