



## English Instruction

### Vision/Narrative

The English Department has implemented numerous changes over this past year, including the development of a 4-unit accelerated 1A with surrounding support and the creation of English Acceleration Teams to provide pedagogical/best practices support, assessment support, and Whole Student support. We continue to work towards expanding our academic services through the Puente Program and in our Writing Center. In our Writing Center, we have implemented the Gavilan Reading and Writing Fellows Program, which provides a flexible model of support for both instructors and students. The Fellows Program provides opportunities for peer-to-peer engagement in and out of the classroom. We are promoting our new major by strengthening our literature and creative writing offerings. We are working towards increases in basic skills students' persistence and success at the transfer level, but we do face barriers in light of the part time to full time ratio within our department, as well as a need for professional training.

Currently, the number of part-time faculty has stayed disproportionately high in the English Department, with approximately 74.8% 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, diminishes our ability to institute improvements in our pedagogy and course sequencing.

We are committed to expanding our acceleration efforts to address this problem, including the following: a) informed self-placement; b) multiple measures; c) boot camps; c) stretch model (e.g. adding unit to Eng. 1A to provide extra support for basic skills students); etc. We are committed to developing integrated reading and writing, as well as assessment training.

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 Fellow Program, 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 assessment; 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 discrepancies. 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**

The English Department has made amazing progress in developing its acceleration program and can serve as a model for other programs. It is essential that initial efforts continue to be supported to ensure student success.

It would be interesting to know what the English department sees as reasonable increases in retention and completion of English 1A given historically modest outcomes. And given the success of acceleration models, what are the anticipated impacts of multiple measures (reduced number of students needing developmental levels) and what effect on the long term planning of the department? The plan mentions a variety of outcomes, as well as the need for alternative metrics for success. What are these metrics, what is the definition of success on those metrics (i.e., goals), and what goals has the department set for itself in order to meet them? Where does the department want to be on these metrics in one year? Three years? With that in mind, do all of the objectives support these goals? The department should be commended on the detail contained in this plan. Additionally, many of the items fundamentally are indeed budget requests, but do not include actual estimated costs.



**Program Objective 1: Offer Training for faculty in our Fellows Program.**

**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:**

Yes: The Writing Center provided two faculty training sessions for instructors participating in the Gavilan Reading and Writing Fellows Program. In Summer 2017, the center trained 17 English faculty in best practices for working with peer tutors and created opportunities for important conversations about program assessment and collaboration.

Ongoing Faculty and tutor training is essential to the success of our Fellows program and our classes because it helps instructors consider ways to effectively integrate the tutor into their classes, actively use the tutor, and to legitimize the role of the tutor.

**Activity 1: Training for faculty in Fellows Program**

**Personnel Request**

Job Classification	Quantity	FTE	Amount (\$)	Fund Source / Type
Other: <i>Stipends for 25 instructors to receive Fellows Training</i>	1	5%	\$ 6916.00	General Fund / One-Time

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

**Rankings:**

Ranker	Comments	Rank
Dean	This effort continues and has been transformative in identifying program components, creating discipline cohesion, and providing venues for ongoing	12



	learning based on assessment.	
Vice-President		
Budget Committee		
President's Council		



**Program Objective 2: Continue to develop our Web page/presence**

**Strategy and Goal(s):**

Strategy #6: Foster a campus culture of engagement and excellence through improved communication, coordination, collaboration, and participation.

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

**IEC Program Review:**

No: Our webpage was out-of-date and static in terms of its delivery. We felt it was necessary to redesign our department’s webpage with some of the following goals in mind: making sure that we are communicating the vision of our department to all visitors, designing a page that is current and up to date, building a sense of community (through promotion of events and activities both on and off campus), personalize our department and make faculty more approachable, and making our webpage more accessible.

**Progress:**

No: In Summer 2017, We began developing our webpage by providing information about our major, creating some faculty profile pages, and producing a calendar.

The work that it takes to keep our webpage relevant and vital for our students and community is ongoing.

**Rankings:**

Ranker	Comments	Rank
Dean	Effective work has been done in this area	10
Vice-President		
Budget Committee		
President's Council		



**Program Objective 3: Offer assessment Training (including collaborations with our institutional researcher)**

**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:**

Yes: We have established an assessment team as part of our English Acceleration efforts in 2017. We have integrated assessment into our recent department training. We have collaborated with our Institutional Researcher for support. We are creating material for a publication to be shared with department members. We have a new assessment coordinator for our department: Erin Crook. While we have done a lot of the preliminary work, we need funding to make sure that our next steps (such as creating logic models, working on backwards design, looking at best practices around measuring success in classes and programs, implementing classroom assessment techniques, measuring impact of support systems, such as Early Connect, retention specialist, library support, and the Fellows Program, etc.) are inclusive, equitable, and effective.

**Activity 1: English Department Faculty Assessment Trainings (6 trainings)**

**Personnel Request**

Job Classification	Quantity	FTE	Amount (\$)	Fund Source / Type
Other: <i>Stipends for Assessment Training for 15 faculty</i>	1	5%	\$ 4150.00	General Fund / One-Time

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

**Rankings:**

Ranker	Comments	Rank
Dean	Essential for implementation of acceleration and assessment of same	12
Vice-President		



Budget Committee		
President's Council		



**Program Objective 4: Institute composition factor for writing-intensive courses**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**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:**

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:**

Ranker	Comments	Rank
Dean	Students will benefit from more focused attention	10
Vice-President		
Budget Committee		
President's Council		





**Program Objective 5: 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 2016-17

**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:**

Ranker	Comments	Rank
Dean	Essential for program coherence especially with the training required for the new English 1A accelerated format	12
Vice-President		
Budget Committee		
President's Council		



**Program Objective 6: Offer faculty training in reading and Integrated Reading and Writing (IRW) pedagogy**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**IEC Program Review:**

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

**Progress:**

Yes: 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.

**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	Essential for reading component of English 1A	12
Vice-President		
Budget Committee		
President's Council		



**Program Objective 7: Purchase 10 laptop computers for on/off campus use for instructors**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**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, especially 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	This is an old request and the need does not seem to be the same	8
Vice-President		
Budget Committee		
President's Council		



### Program Objective 8: Develop/Grow the Major

#### Strategy and Goal(s):

Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth.

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.

#### IEC Program Review:

No: We have implemented the major, and we are now exploring ways of developing the program to meet the needs of our students. We are considering ways to provide more frequent offerings of literature classes. Currently, American Literature and British Literature are offered once every 2 years. We are also developing a Shakespeare Course, which is recommended at numerous UCs. We are looking for ways to recruit and support the Literature Society.

By expanding the major, we work towards supporting future educators and all in English department related fields. Through the ongoing growth and development of the major, we work to help students move smoothly through their educational pathways.

#### Progress:

Yes: Since the approval of our major, we have focused on creating a student-centered atmosphere around literature and writing. To that end, we have begun the Gavilan Literary Society, which is a club on campus that produces publications and book reviews and sponsors open mic events. This is a club where creative writers and literary lovers can get together to dialogue and create excitement around English and the major. We have also promoted the major by updating our English Department webpage. On our page, we foreground reasons for our major, as well as ways the major can support student success. Instructors also help promote and recruit for the major. We continue to look at course offerings and scheduling to help English majors get through their sequence efficiently. We also research four year colleges/universities to help streamline and support student transfer.

#### Rankings:

Ranker	Comments	Rank
Dean	In line with Guided Pathways	12
Vice-President		
Budget Committee		
President's Council		



**Program Objective 9: Provide appropriate technology for enhancement of English curriculum in all classes.**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**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 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.

**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 Canvas 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	Plagiarism software has revolutionized instruction in the research process	12
Vice-President		
Budget Committee		
President's Council		



**Program Objective 10: Offer Writing Center tutoring at off-sites, and develop synchronous online academic support.**

**Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

**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:**

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) (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*

**Activity 7: Provide off-site tutoring and online support**

**Funding Source: General Fund & Equity**

Personnel Request - *none*

Non-Personnel Request

Specific Item(s) Needed	Amount Requested (\$)	Fund Source / Type
Tutoring for satellite campuses--including online support	\$ 149000.00	General Fund / On-Going
<i>Total Requested</i>	<i>\$ 149000.00</i>	



**Rankings:**

Ranker	Comments	Rank
Dean	Essential for acceleration success	12
Vice-President		
Budget Committee		
President's Council		





## **Program Objective 11: Support Acceleration in Developmental & Transfer Courses**

### **Strategy and Goal(s):**

Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

### **IEC Program Review:**

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

### **Progress:**

Yes: 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.

### **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	The initial program has been created; it will need support as it goes forward.	12
Vice-President		
Budget Committee		
President's Council		



**Program Objective 12: 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 2016-17

**IEC Program Review:**

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

**Progress:**

Yes: We have worked together as a department to provide surrounding support for our 1A efforts. We created EAT (English Acceleration Teams). Some of the areas we are looking at include reading, research, assessment, whole student pedagogy, writing center advisory team, etc. We are collaborating with librarians, as well as our institutional researcher. We are directly following and building upon the recommendation from the last IEC report: "Establish and implement an advisory group, which includes the Director of Institutional Research, to guide development and evaluation of new SI and 4 unit 1A course. "

**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	Critical for student success and persistence	12



Vice-President		
Budget Committee		
President's Council		