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. With the recent mandate of AB705, our department has added an English 210 immersion Support Class, which can be offered prior to or concurrently with 1A. We are also integrating our pre-transfer level classes (250 and 260) into a single 3.5 unit 280 class.

We continue to work towards expanding our academic services through the Puente Program and our Writing Center. In our Writing Center, we have implemented the Gavilan Reading and Writing Fellows Program. 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 and by collaborating with counseling to help in mapping. We are revamping the Gavilan Literary Society.

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 development and promotion of informed self-placement. 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

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

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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 (We are budgeting below for 25 faculty. In the drop-down window, it will only allow me to identify up to 5 faculty members.

Personnel Request

Job Classification	Quantity	FTE	Amount ($)	Fund Source / Type
Other: *Stipend*	5	5%	$ 3250.00	General Fund / On-Going

Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean	Essential to the success of the Fellows program	12
Vice-President		
Budget Committee		
President's Council		

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

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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. We posted a flowchart, as well as pages and information dedicated to each of the English Courses.

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

Rankings:

Ranker	Comments	Rank
Dean	Ongoing--important connection to community and students	10
Vice-President		
Budget Committee		
President's Council		

Program Objective 3: Develop/Grow the Major

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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 have begun to implement American and British Literature classes with more frequency so that students can more easily complete the major within a two-year time cycle. We are also developing a Shakespeare Course, which is recommended at numerous UCs. We are exploring ways to offer the list C courses during the Summer semester. 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	This effort links directly to Guided Pathways	12
Vice-President		
Budget Committee		
President's Council		

Program Objective 4: Offer Writing Center tutoring at off-sites, and develop synchronous online academic support.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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. Due to AB705, more of our students will be going directly into transfer-level English 1A. These students will need the support of our Fellows Program to help with retention, success, and persistence. Due to staffing and funding shortages, we are struggling to fill all of our 1A classes with embedded tutors. This goes against the spirit of AB705, as well as Guided Pathways. This support needs to be institutionalized.

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: 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 5: Offer Supplemental Instruction Training for Tutors, including summer course and winter intensives

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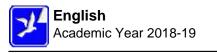   **Non-Personnel Request -** *none*

Activity 6: Provide off-site tutoring and online support

Funding Source: General Fund & Equity

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

Rankings:

Ranker	Comments	Rank
Dean	This kind of support will be central to the success of AB 705	12
Vice-President		
Budget Committee		
President's Council		

Program Objective 5: Offer assessment Training (including collaborations with our institutional researcher)

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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 have created departmental material around professional learning and assessment. While we have done a lot of the preliminary work, we need to continue 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 (2 trainings/1 per semester minimum)

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

Rankings:

Ranker	Comments	Rank
Dean	Resources are needed for the exemplary assessment work in this department.	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 2017-18

IEC Program Review:

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

Progress:

Yes: An English Department Reading group facilitated a traning during an English Department retreat in 2018. Material (which includes a glossary entry, activities, and resources) has been developed and included in our English Acceleration Taskforce (EAT) handbook. This will be updated.

Activity 1: IRW training for faculty. We are budgeting below for 25 faculty. In the drop-down window, it will only allow me to identify up to 5 faculty members.

Personnel Request

Job Classification	Quantity	FTE	Amount ($)	Fund Source / Type
Faculty	5	5%	$ 3250.00	General Fund / On-Going

Non-Personnel Request - *none*

Rankings:

Ranker	Comments	Rank
Dean	This work can be expanded as more data comes in from AB 705 efforts.	11
Vice-President		
Budget Committee		
President's Council		

Program Objective 7: Provide appropriate technology for enhancement of English curriculum in all classes.

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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 require submission of student essays to Turnitin.com.. We have provided training sessions for developing online curriculum and enhanced technology, but funding and release time continues to be a barrier. There is a section in our English Acceleration Taskforce (EAT) handook to help guide instructors in developing and implementing online curriculum. This will be updated.

Activity 1: Continue funding of Turnitin.

      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	Turnitin is a fundamental component of research writing in English classes.	12
Vice-President		
Budget Committee		
President's Council		

Program Objective 8: Support Acceleration in Developmental & Transfer Courses

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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	These efforts will continue to be of highest importance as we implement AB 705.	12
Vice-President		
Budget Committee		
President's Council		

Program Objective 9: 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 2017-18

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 looked at included 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 Info Lit 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*
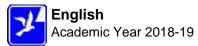   **Non-Personnel Request -** *none*

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

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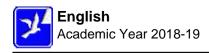   **Non-Personnel Request -** *none*

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	Some items are dated so I have only ranked the focus group.	8

Vice-President		
Budget Committee		
President's Council		

Program Objective 10: Hire one full-time English teacher with a reading and composition background and two additional full-time faculty

Strategy and Goal(s):

Not Applicable: RESUBMITTED: Copied from Academic Year 2017-18

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	The need for full time English faculty has increased with the implementation of AB 705.	12
Vice-President		
Budget Committee		
President's Council		

Program Objective 11: Develop, Implement, and Promote Informed Self-Placement

Strategy and Goal(s):

Strategy #2: Increase student completion and meet institutional goals, improve student services and enhance curriculum and programs.
Goal #1: Increase student, institutional and programmatic outcomes as defined by Institutional Effectiveness, Equity, and other college benchmarks.

IEC Program Review:

No: The last IEC Report recommendation was to "implement the new assessment tool for student placement into English classes." Much has changed since that IEC Review. In light of acceleration and the state mandate AB705, placement models, such as Accuplacer, are defunct. Students are able to use self-reported data through CCC Apply. Our transfer-level English 1A is now open access. Students may still take a pre-transfer level class, but it is not a requirement for entering into 1A. Students need information to help them self-place. With new created pathways, it is incumbent upon the college to proactively reach out to and inform students of their options if they have not passed a pre-transfer level course. A multiple-pronged approach to outreach must also take place for students before they come to our campus.

Progress:

No- None -

Activity 1: Develop informed self-placement support video

Personnel Request

Job Classification	Quantity	FTE	Amount ($)	Fund Source / Type
Classified	2	5%	$ 900.00	General Fund / One-Time

Non-Personnel Request

Specific Item(s) Needed	Amount Requested ($)	Fund Source / Type
Rental Equipment	$ 1600.00	General Fund / One-Time
Total Requested	*$ 1600.00*	

Activity 2: Continue developing plans with English Placement Team (comprised of English faculty, Counseling, MIS, Dean, and input from institutional researcher and A & R).

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

Activity 3: Consultation and ongoing communication with AEC and other campus programs and services.

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

Activity 4: Outreach to local high schools

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

Activity 5: Ongoing professional development around informed self-placement

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

Rankings:

Ranker	Comments	Rank
Dean	Important for AB 705 compliance and ensuring that students place correctly for streamlined pathways.	12
Vice-President		
Budget Committee		
President's Council		