Program Review All Fields

English [1]

Main

Overview
Academic Year 2022 - 2023

Originator Sandler, Scott

Division Curriculum Division 10 - Liberal Arts and Sciences

Department English

Program English

Program Type Instructional

Co-Contributors

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Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).
A pillar of our program, English 1A, builds students' skills and agency for university success. The English department has long been at the cutting edge of creating optimal learning environments that embrace diversity and utilize student-centered teaching methods. Our major prepares students to think critically in a multicultural world with practice in the oral and written communication skills needed to succeed in a variety of careers in fields such as education, government, and business. The mission speaks of "students of all backgrounds and abilities," and with this in mind, we have developed ethnic-studies courses, which are in the process of being approved.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:
Response and follow-up to previous program reviews

1. **1) Develop and implement a process for assessing whether or not AB705 STRATEGIES are working and modify accordingly.**

   Our department is actively involved in the AB705 working group in which assessment is discussed.   We wanted to incorporate an Early Alert/Early Connect program connected to our transfer-level courses. We lost our Early Connect program, and we are just beginning to pilot an early alert program through Starfish. We have made curricular changes in response to AB705, such as creating a co-requisite course for English 1A and revising our English 1C course with research in mind. We need the support of our institutional researcher to look at data so that we can better see and understand the differences between courses with 210 and without it, as well as to see the differences between classes with embedded support and without it..

2. **2) Implement a three-year sustainable model for Professional Learning**

   We have crafted a proposal for working on anti-racist pedagogy in 2021. This has yet to be approved. We have conducted regular retreats. We have not created a three-year PL model as of yet.

3. **3) Increase the number of English classes that utilize the Fellows Program by 20% or more.**

   In 2019, when we completed our last PIPR plan, 41 of our English 1A classes had embedded tutors in them. In our 22-23 academic year, we increased the number to 49 classes. We have reached our short-term goal.

   We will continue to work to increase embedded support in English 1A and 1C classes. In light of AB705, it is important that every 1A and 1C instructor have the ability to provide a class with embedded tutoring.

4. **4) Refine major requirements to optimize growth of our major and articulation with universities.**

   We are in the process of modifying our electives (Area C) in order to increase the number of students in our courses. We have reduced the number of British and American Literature courses from 4 to 3. This, in part, will help increase the number of students in our courses. While crafting Ethnic Studies courses and Literature courses, we have been aligning our efforts to what is happening in surrounding 4-year colleges and universities. We have also been working regularly with our articulation officer.

5. **5)   Develop, implement, and assess a framework for including hands-on information literacy support available to all 280 and 1A classes.**

   We no longer have English 280, so this goal will change. We have been engaged in discussions in small groups to discuss information literacy skills. We are currently in the process of developing a Focused Inquiry Group (FIG) around Information Literacy Threshold Concepts as a framework for examining research and engagement with sources.

Have the services of your program changed over the past three years? Please explain (300 words or less).

In response to AB705, we have made curricular changes in English 1A and English 1C so that we could more effectively scaffold students into research and reader response skills. In 2020, we modified parts of our course outline of record--including making changes to our Student Learning Outcomes. Additionally, we provided objectives for numerous English courses within the last year. We have added some new courses, including two ethnic-studies courses to meet the Ethnic Studies AB 1460 requirement for the CSUs. In order to build our literature program and to mirror trends we see taking place in local 4-year colleges, we have shifted our literature course and sequence design. We moved from four classes to three. The three (6A, 6B, 6C) take a trans-atlantic approach to looking at American and British literature together. As part of these efforts, we worked with our articulation officer. Finally, we are in the process of eliminating some non-English electives (Area C) in order to increase enrollment in the classes for our major. Since COVID, we have also been teaching in different online modalities (asynchronous, synchronous, and hybrid). Ongoing Professional Learning is needed.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?
Success rates are lower than the college average. Our Department Success Average in 21-22 was 57.3% compared to the overall success average of 69.4%. This is not surprising given how students struggle in English programs statewide. In looking at our transfer-level classes, we must also consider the high volume of students who must take those courses compared to other courses on our campus. The English department has the highest number of sections offered of any program at Gavilan. Fall 2022 included a total of 61 sections, and the fill rate for the term was 79%, compared to the college average of 69%. When tracing our rates from 2019-22, it is clear that English 1A, 1B, and 1C all experienced a downward trend from before the pandemic to the current year 2021-22. Success in Literature courses is also lower. Success in Creative Writing jumped 17% higher since 2019. Retention data rates in English remain consistently high: from 82.2% in 2019 to 81.4% in 21-22. This falls just a few percentage points lower than our college-wide average. When considering retention rates, it is important to note that there is no data looking at drops before census or those who have withdrawn at a later date.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate
Our 2021-22 retention rates are 81.1% and the college average is 86.8%. If we are being asked for division data, I am not sure how to locate that. What would be more helpful might be to compare English and Math data over time rather than compare English to a range of classes like Spanish and History. English and Math are the most difficult classes for many transfer-level students, and they are the classes that all students must take—they are not chosen electives or options but rather requirements.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
We have developed a working group from our department to discuss ways to improve success in our English 1A and English 1C work group. This might include some curricular and learning outcome changes. We have a working literature group who gets together to discuss and share best practices, as well as seek ways to better promote our literature classes. We will continue to engage in professional learning around equity and culturally responsive pedagogy. We are currently removing classes from List C from our course requirements as a way to help fill classes. We are actively involved in such onboarding events, such as Smart Start and Ram-O-Rama. Our embedded Early Alert support for English was removed and relocated to STEM just

before shelter-in-place. We are currently piloting classes with Starfish and providing feedback in order to enhance that support. We will seek institutional support to ensure that those English 1A and 1C courses that need embedded support are able to receive it.   We will continue to seek training to work with students who struggle with motivation and/or trauma. We have created a proposal for Anti-Racist Professional Learning in our English Department, and we will continue to pursue those efforts.

What will help with developing goals and interventions is assistance from our Institutional Researcher to answer the following questions:

1) What is our success rate in English 1A with the co-requisite 210 and without it?

2) What is the success rate with and without embedded support (librarian, tutor/fellow)?

3) What is the success rates for those faculty who get to attend Professional Learning events and those who don't.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.
In 2021-22, our English courses total enrollment was 2,476 students.

This is an Instructional program. We don't consider ourselves a service.

We have supported student success and retention through the use of embedded library and tutoring services. We have designed a co-requisite support class for English 1A. We have scheduled our classes to meet the needs and demands of students.

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
The success rates for our Hispanic students are concerning. Pre-pandemic, the rate was 61.2%.
By 2021-22, the success rate dropped to 56.9%. It is not clear whether or not the change in modalities had a disproportionate impact on our students, or if it was the effect that COVID had on families and

motivation. Strategies include providing bilingual tutors in classes, coordinating with the ESL department to discuss best practices and strategies for working with second language learners, and providing Culturally Responsive Professional Learning. Many of our students are first-generation students who need support in navigating college systems. Success rates for African-American students are also of concern. Between 2019-21, the rate hovered between 50%-55%. In 2021-22, the numbers shifted upward to 58.8%.   Anti-racist pedagogy needs to be funded. It will help us examine structural racism and whiteness and its impact on teaching practices and assessment. This work requires funding for part-time faculty.   In terms of gender data, the male success data has dropped markedly from 62.5% in 2019 to 54.2% in 2021-22. The female success rate has dropped from 63.5% pre-pandemic to 58.8%. There is more we need to do for all of our students, including increased wrap-around AB705 support. Additionally, we need more cultural diversity in staffing. We need more institutional research support in order to examine the many variables that might contribute to our success rates. It is important to point out that the success data we have is incomplete, insufficient, and potentially misleading by not capturing those students we lose prior to first census. There is no mechanism in place for disaggregating this data and identifying those populations most disproportionately impacted.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.
Several faculty have invited diverse writers, speakers, and activists to their classes and opened the events to the entire campus. Our department developed a Black Lives Matter solidarity statement, which lives on our website, and shared it with other departments and at our Board Meeting. This endeavor has prompted us to engage with students and colleagues in conversation around racism--both at Gavilan and at their K-12 experiences. We are currently in the process of developing an Anti-Racism-informed curriculum and common assessment. We are working on strategies for more diverse and representative faculty and staff. Recently, we developed two Ethnic Studies literature courses.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?
In our Asynchronous classes, our success dipped from Fall 2019 (64.78%) to Fall 2022 (61.41%). In 2019, we were not offering Synchronous classes. In Fall 2022, our synchronous success rates are 55.56%. Our Face-to-Face classes dipped slightly from 66.41% in Fall 2019 to 62.43% in Fall 2022. There are numerous mitigating factors to consider when it comes to determining interventions: WIFI and access issues, their intention (or not) of taking a class in a particular modality, the ongoing impact of COVID, the possible need for more hands-on orientation, increased online support services, etc. We need to evaluate ways to prepare students for online and to gauge the kind of environment they need.   There are many variables that may impact motivation and effort. There needs to be institutionalized faculty training. We need to hear directly from students about their experiences in our courses and within all teaching modalities.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?
No

Are your SAOs up to date in curriQunet?
Yes

Have your SAOs been assessed in the last five years?
Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?
English does not have SAOs (Service Area Outcomes). I assume that we are being asked about our SLOs (Student Learning Outcomes).

Every semester, we review SLOs according to our 3 year cycle. We work to sharpen the language of our outcomes to make sure that the verbs underscore the concrete, observable nature of the outcomes. Within the last two years, we have made significant modifications to English 1C, and in response to that, we brought together a group of faculty--both part-time and full-time--to re-evaluate the expectations and learning outcomes .

Within the last two years, there has been a required addition of Student Objectives in CurriQunet. English faculty have been creating new objectives both within English Department meetings, as well as in small groups.

We continue to look at courses to reduce the number of SLOs where possible and to make sure they are

aligned with our PLOs. While reducing our learning outcomes, we work to ensure that the outcomes are not so dense that it becomes hard to identify meaningful interventions.

Our PLOs were updated and sent through the curriculum in 2018. We continue to have conversations about which PLOs are being met and which ones are not being met. We will continue this work in a more systematic way to assess PLOs. We need to start by taking at least one PLO and looking at how it is being addressed in course SLOs, activities, assignments, etc.

We will look at the findings to either develop some best practices in meeting that PLO. We will also determine if any PLOs need to be added, withdrawn, or modified. Within three years, all PLOs will be assessed. After re-examining our PLOs, we will work to align these with ILOs in CurriQunet.

Outcome Assessments

Services Area Outcomes (SAO)
Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?
In response to SLOs (Not SAOs) 80% across the board.

Institutional Learning Outcomes (ILO)
How do your SAO support the college ILOs? Be specific (200 words or less).
This is easier to answer if talking about our PLOs. Our SLOs vary depending on the type of course we are discussing: composition, critical thinking, literature, creative writing, etc. Our learning outcomes are aligned with the college's ILOs. The PLO that discusses conducting research to support critical inquiry aligns with ILO A (thinking critically and creatively) and ILO B (Communicate effectively). Our PLO that says, "Compose stylistically appropriate essays that develop and defend an original thesis" aligns with those same ILOs. We have PLOs that address collaboration and using writing for personal and civic engagement. These align with ILOs C (Practice Social Responsibility) and D (Cultivate Well Being).

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?
We have been assessing since 2018. The reporting mechanism went down, which made it challenging to review SLO data as a department since currently there is no place on our Gavilan Intranet or on CurriQunet to archive our findings. We are assessing and will continue to map SLOs to PLOs. We will make sure that each class addresses at least two or more of our PLOs. We will do this both at the time of SLO assessment updates and when focusing in targeted ways on particular PLOs. This academic year, we will align our PLOs to our ILOs.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).
There are currently no plans for additional courses. We will be considering a possible enhanced English 1C course, but this has yet to be determined.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
We will look at classes which have not been taught over the last three years and consider possible reasons. We will consider whether it is an issue of updating/revising the course or if it is an issue of not having the

bandwidth as a department to teach the course. Before deactivating any course, we will consider whether or not there is likely to be a student demand for that course. This will include looking at requirements at four-year colleges and universities. We will ask ourselves how deactivation of a course would or would not impact our program or major. As a department, we have a decision making protocol in place, which we would follow to ensure everyone has a voice prior to deactivation. Upon deactivating courses that could impact other programs, we will communicate.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).
Classes are offered so that those students who are able could possibly get their degree within two years. We created a map with our counseling liaison in 2019. We are currently revising our two-year map. Our Department is always looking for ways to enhance course delivery that will best support our students. We have implemented late-start classes, as well as offered an early morning 8 AM option. We ensure that there are opportunities for evening students both on the Gilroy and Hollister sites.   Transfer-level courses are all offered both online and face-to-face.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2020**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   1500

   Full Time Faculty
   7

   Part Time Faculty
   14

   Full Time Staff
   0

   Part Time Staff
   0

   Full Time Mgr/Admin
   0.00

   Part Time Mgr/Admin
   0.00

2. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

   Full Time Faculty

   Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

3. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

4. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

5. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020

FT = 33.30%

PT = 66.70%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

One of our 7 Full-Time Faculty has ongoing Puente release time (20%) and another has ongoing Writing Center release time (60%). One of our FTF is a co-lead for Onboarding through Guided Pathways. One of our PTF has release time for Guided Pathways Lead. Impact on the classroom is not huge, particularly as our faculty often teach overload when they have release time. Impact of release time is huge—it has helped us prepare for and navigate statewide changes, new curriculum, and campus-wide initiatives. Future impacts will be the same—a lot of work done both in and out of the classroom by each FTF and one notable part-time faculty member.

Additional Comments

We recently had one FTF member retire and her position has yet to be refilled.

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?
No

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2021 - 2022**

    Total Number of student contacts

    Total allocated budget

    Total spending

    Total cost per student (Student Contact/ Total Spending)

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Guided Pathways Teams: Onboarding, completion, Career Experience and Exploration.

* Distance Ed Committee.

* Attending and Facilitating workshops with statewide community college organizations, such as 3CSN, Skyline Institute, @One. etc.

Learn from one another and alongside one another. Debrief with one another, identify strategies and needs.

• Puente Program partnerships with statewide office and in networks with other colleges.

Work with Puente counselor to deepen relationship and establish expectations. Continued exposure to Culturally Responsive Pedagogy Training.

• Local High School Outreach events through Start Smart, Ram-o-Rama and other opportunities.

Be a regular presence for incoming students. Help them learn more about options in our programs, as well as provide guidance in terms of possible classes to take.

• Support for working with high school students on Scholarship applications..

Provide scholarship workshops on campus and in San Benito Community. Support student success, scholarship opportunities, and transfer.

* Health and Safety Committee

Stay actively involved to promote safety strategies and to shine a light on safety needs both on the Gilroy and Hollister campuses.

* Visiting Writers, such as Jaime Cortez

* Inspire students through exposure to local artists and writers while promoting DEI through a robust, diverse reader series.

* Pinnacles/National Park Services and Representatives.

Build relationships with students and colleagues. Better understand the Hollister community and services through the joy of hiking together.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Threats

- In spite of a history of no dialogue or engagement outside of our own department around PIPR, and in spite of the broken structure of PIPR/RAP, we must find a way to make all of the time we put into this work mean something/

- Lack of clear, consistent information on placement has resulted in some students being improperly placed. Students need to be more informed around self-placement.

- There has been inadequate academic support to meet the demands of AB705 changes.

- Lack of opportunity to participate in planning related to SEAP activities and funding.

- Writing Center funding has been inconsistent and needs to be institutionalized.

- WC supervision needed in Hollister.

- Librarian needed in Hollister.

- Students and faculty in evening off-site courses lack needed services (AEC, counseling, etc.)

- Lack of full-time faculty has crippled our effectiveness, as we need to increase student success through effective professional learning, assessment, and academic/student support.

- Frequent turnover of part-time faculty.

- Lack of Writing Comp Factor.

Opportunities

- Active promotion of the English major has provided students with clear direction and support for transfer with our ADT.

- Expanding PASS.

- Developing Puente STEM and creating a Hollister presence.

- Continued growth through equitable and inclusive classroom and department practices.

- Develop varied modalities with institutional support and professional learning.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?
1) Students can now sign up for appointments and Zoom conferences online with Writing Center tutors. Before the pandemic, students had to drop in during Writing Center hours. The expanded hours mean more students can get served. These expanded hours and services online mean we can also do a better job of supporting our Hollister students.

2) Since the pandemic, there has been more robust tutoring and library support in both synchronous and asynchronous classes. Students had more flexibility in how they could communicate with librarians post-pandemic.

3) GOTT classes are offered to instructors to prepare them for teaching in a variety of modalities and for humanizing their online courses.

4) The tool Hypothesis has enabled more active annotation and engagement with online texts.

5) The pandemic brought about the lending laptops program. for those who were not able to afford it. This started out as part of the CARES team, and it remains ongoing.

6) There is increased flexibility in modalities. If a teacher should contract COVID that instructor would have a backup plan by going online.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?
1) It is important to continue the GOTT classes. This would mean stipends for those attending GOTT classes.

The GOTT classes translate to better prepared instructors and better served students.

2) During the Pandemic, we lost many students. With AB705, we look at throughput rate and grades at the end of the semester. We need to be able to collect data from those students who have dropped. We need some mechanism to find out what factors into why they drop. Some schools like Cabrillo are capturing this data...We need to better understand which students are not getting served or getting the support they need. In order to do this, we need more training in collecting both quantitative and qualitative data.

3) We need to recognize that many of our transfer-level students learn better with face-to-face instruction. While we want to keep online opportunities, we also need to be sure to have ample face-to-face offerings for our students, especially at the 1A and 1C levels.

4) It is hard to isolate reasons why some students are successful or unsuccessful in particular modalities because of a lack of data. By not capturing trends or specifics, it is hard to implement effective interventions. Without support, we are in danger of making assumptions about what interventions are needed.

4) During the Pandemic, many students struggled with motivation, anxiety, and trauma. We need training to know how to better support our students around such issues.

5) When face-to-face, we are able to walk students to the services they need. It has become harder to connect students to services they need when online.

6) During the pandemic, many of us became more flexible in accommodating students (for instance, loosening due date requirements). That said, some students struggle when their classes are not structured enough. The question of how flexible we should be is a challenging discussion and one that we need to continue to have.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?
Our department has facilitated numerous training and professional learning opportunities, which include (but are not limited to) the following:
• Syllabus development and design for new AB705 courses
• Research paper scaffolding/high-structure strategies
• Fellows Program orientation and strategies for working with tutors to enhance classes
• Shared exploration of text (Antiracist Assessment Ecologies)
• Reading, Writing, and Research strategies

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

The disparity in our department between PT to FT is high despite the shrinkage in the number of courses we offer.

A majority of our courses are being taught by part-timers--59% of our English 1A courses and 67% of our English 1C courses. Fewer FT faculty impacts department stability in terms of time to plan, build curriculum, develop assessments, and

engage in anti-racist training. Fewer FT faculty results in more overextended faculty who become less able to serve the college and the department as fully as we would like. Additionally, one of our FT faculty retired and has not been replaced. More faculty would enable us to fulfill the college's mission of engaging and empowering our students, which gets harder to do the more a department is stretched thin.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Our Department co-chair is working with HR on improving hiring practices, providing anti-bias training, and developing a cluster hire initiative in support of the Latinx Community.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

In 2020, our English Department crafted a Black Lives Matter Solidarity Statement, which was positively recognized across campus and with the board. In that statement, we shared a number of commitments, such as the need to "listen, learn about, honor, and understand the backgrounds and cultures of Black, Brown, Indigenous, Asian and Pacific Islander, and other students of color, and include this learning in our classrooms." To uphold that commitment, our department developed a proposal for engaging in Anti-Racist professional learning.

In 2021, Jessica Hooper and her class helped facilitate a Poetry Contest. There were submissions from Gavilan writers from across campus. Prizes and Recognitions were awarded, and we were able to showcase the students' work.

In light of AB705, a group of English 1C faculty have begun a work group led by Tiffany Palsgrove and Philip Avila. The group has been looking at models of 1C in surrounding community colleges, has been examining deeply the concept of research, and working on potential curricular changes and pedagogical approaches. This work is ongoing.

Erin Crook and Mia Vodanovich have been part of a learning community combining English and Athletics. The program is called PASS (Partnership for Achieving Student-Athletes). This learning community works to nurture a community of student learners and to provide a community of inclusiveness.

The English Department has been heavily involved in AB705 examination. This group is comprised of Math, English, ESL instructors, counselors, and admin. The goal's mission is to work in integrated ways to best support our students, as well as to identify student needs and potential interventions.

Our department is well-known for the partnerships we have created on campus, some of which include: Human Resources, Starfish Team, our Writing and Tutoring Center, ASGC leadership, the Meaningful Assessment Committee, and various groups developing Guided Pathways.

Lastly, it is important to point out the resiliency of our department during the time of the pandemic. Like our students, we also struggled with access and WIFI issues, and we also deeply felt the loneliness brought on by COVID. In response, our English Department had optional days to learn alongside one another around such topics as Zoom Fatigue and best practices in online pedagogy. We are proud of how the members of our department persevered in spite of such highly unique challenges.

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Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.
* There were Service Area questions within instructional programs, which created some confusion.
* There were questions asking about division data, which was confusing.
* Under "Program and Resource Analysis, it would only allow us to provide data up to 2020.
* I wasn't sure how to fill out the Program Productivity tab.
* Some of the questions had word limits that wouldn't let us answer more completely.

Goals

Three-Year Program Plan Goals

1. **Develop and implement a process for assessing whether or not AB705 STRATEGIES are working and modify accordingly.**

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
Mission Statement: Engage, empower, and incentivize students to complete transfer-level course requirements more efficiently. Strategic Plan: Provide more opportunity and equity for students through structural changes, surrounding support, and shared best practices.

Proposed Activity to Achieve Goal**
10-15 hours per semester on activities, such as Professional Learning sessions around Learning Outcomes. Retreats for best practices. Solidify a common assessment

Responsible Party
English Department

Fund amount requested. If a collaboration, what % required from each partner?
We want Part-Timers to be paid for AB705 meetings and strategy sessions from such funding sources as SEAP or District Funds.

9000/semester

Total Three Year Resource Allocation Request
27000

Timeline to Completion Month / Year
2/25

How Will You Evaluate Whether You Achieved Your Goal
Identification of which Learning Outcomes we are meeting, as well as where we need to channel our efforts. Coming up with an action plan based on findings. Identifying if there are changes in our success rates.

2. **Implement a three year sustainable model for Professional Learning**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Strategic Plan goal 1: Increase student success in English

   Proposed Activity to Achieve Goal**
   Use formative and summative assessment, including course success data and assessment strategies and tools to guide sustainable model of professional learning and mentoring, using in-person and online formats.

   Responsible Party
   English Department for implementation

   Fund amount requested. If a collaboration, what % required from each partner?
   Fund amount is $9,000 per year.

   Total Three Year Resource Allocation Request
   27000

   Timeline to Completion Month / Year
   2/25

   How Will You Evaluate Whether You Achieved Your Goal
   Evaluate impact of professional learning through assessment of student work (research papers), faculty and student surveys, and course success data.

3. **Refine major requirements and LO alignments to optimize growth of our major and articulation with universities.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Mission Statement: Through articulation efforts and curricular changes, we enrich and empower students by tending to their academic and economic well-being and potential. Strategic Plan: Refinement of the major will help to increase achievement by helping students get through their English Major pathway more quickly and making sure they get the classes they need for transfer.

   Proposed Activity to Achieve Goal**
   Revision of area C (Electives), Outreach to surrounding communities, including high schools. Promoting Major. Developing Plans before Pandemic of showcasing student work through publications, poetry competitions, readings, celebratory events celebrating those in our Major, and continued work through the 1A/1C group.

   Responsible Party
   English Department

   Fund amount requested. If a collaboration, what % required from each partner?
   10,000 per year

   Total Three Year Resource Allocation Request
   30000

   Timeline to Completion Month / Year
   9/25

   How Will You Evaluate Whether You Achieved Your Goal
   Number of declared English Majors, Number of Attendees to Panels of Professionals and alumni who were once English Majors, Completion of Area C revision, Number of events held, Number of student publications

4. **Develop, implement, and assess a framework for including hands-on information literacy support available to 1A and 1C classes.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Mission Statement: Librarian support helps students more actively and efficiently identify and engage with credible sources, as well as empower students through the nurturing of critical thinking skills and a scholarship identity. Strategic Plan: More hands-on Librarian support in English classes will help with achievement by boosting persistence around research. Equity around research include offering "increased touchpoints" for students and helping to develop self-advocacy habits .

   Proposed Activity to Achieve Goal**
   Create a Focused Inquiry Group for developing information literacy support. Hands-on support to help classes identify and practice research strategies.

   Responsible Party
   English Department and Library

   Fund amount requested. If a collaboration, what % required from each partner?
   5,000 per semester

   Total Three Year Resource Allocation Request
   15000

Timeline to Completion Month / Year
9/24

How Will You Evaluate Whether You Achieved Your Goal
Number of Meetings of Information Literacy FIG, Archived activities to support Information Literacy,
Creating a Plan for Information Literacy report.

5. **Provide on-site tutoring supervision in Hollister.**

   **Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu
   /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results**
   Strategic Plan: Provide more opportunity and equity for students through structural changes,
   surrounding support, and shared best practices.

   Proposed Activity to Achieve Goal**
   Creation of Position and Placement at Hollister site.

   Responsible Party
   Administration

   Fund amount requested. If a collaboration, what % required from each partner?
   Part-time Program Specialist for 20 hours a week. 30,000 per year.

   Total Three Year Resource Allocation Request
   90000

   Timeline to Completion Month / Year
   3/24

   How Will You Evaluate Whether You Achieved Your Goal
   We have a position in place in Hollister

6. **In an effort to centralize dialogue as part of the PIPR process, our department will meet at least
   once a semester with our dean. Together, we will monitor and examine which goals have been
   met and which have not. We will work to identify contributing factors. Additional discussions
   will include which goals require modifications and what mechanisms are needed to track
   student and faculty needs in order to meet our goals.**

   **Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu
   /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results**
   Assessing the results of the goals and needs of our department as laid out in the PIPR is what is
   needed to fulfill Gavilan's mission to "enrich and empower students by tending to their academic and
   economic well-being and potential." There are some goals and needs which require administrative
   support.

   For this to mean something, there needs to be a more integrated and concerted effort in response to
   PIPR plans. This is also echoed in the Strategic Plan: "Provide more opportunity and equity for
   students through structural changes, surrounding support, and shared best practices."

   Proposed Activity to Achieve Goal**
   We are told to provide annual updates, but there are no mechanisms in place to do this. As a
   department, we will consult the PIPR Report at least once a semester to consider what is being
   addressed and what is not by our Department, as well as by the institution. We will have at least one
   consultation per semester around PIPR-specific needs with our Dean.

   Responsible Party

Department and Administrators are all responsible for making this work mean something

Fund amount requested. If a collaboration, what % required from each partner?
Whatever funding we request never seems to be explicitly considered.

Total Three Year Resource Allocation Request
0

Timeline to Completion Month / Year
Ongoing: Once per semester

How Will You Evaluate Whether You Achieved Your Goal
We will look at which goals have been met. Modifications of goals might also indicate progress. We will track those needs we have that have been discussed and addressed. We will share out with campus stakeholders.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
The primary focus of the English Department has been, and will continue to be, the implementation of AB705. We have eliminated pre-transfer level classes, replacing them with an enhanced 1A option that features a 2 unit supplemental class, English 210. We've increased the number of sections of English 1A in a variety of modalities and configurations, such as late start and compressed sections, online and hybrid, both synchronous and asynchronous, and increased embedded tutoring.
Our goals for the next three years are designed to facilitate higher levels of student success in English 1A (and 1C secondarily), especially post-COVID. We will develop a formal plan for assessing the efficacy of our new strategies. Working with the new institutional researcher, we will gauge how effective these strategies have been, and take steps to refine and/or add other measures for student success, particularly in the demographics specified in our equity plan. We plan to develop a framework for improving hands-on information literacy support that can be integrated into all 1A classes that wish to use it. We're developing a three-year plan for professional learning, with a focus on part-timers, who teach the bulk of our 1A and 1C classes. All our goals emphasize equity and equitable practices in pedagogy, student support, curriculum and professional learning. We will update curriculum for English 1A and 1C to reflect current trends in higher ed designed to increase student success. We are focusing on revising the SLOs of those classes, and on aligning them to our PLOs and to the latest ILOs. We plan to retool the requirements of the English major to more smoothly integrate with the four-year schools our students are most likely to transfer into. Lastly, we want to see a more robust and permanent tutoring presence at the Hollister site.

Attach Files

Attached File