



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## Program Integrated Planning and Review

### Instruction

Program Name:	<b>English Department</b>
Academic Year:	2019-20

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# Gavilan College

## Program Integrated Planning and Review

### Instruction

Academic Year 2019-20

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# Purpose, Standards and Resources

## Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

## Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

## Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept – Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb – March	<b>If needed</b> , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb – May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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## A. Executive Summary

*(Complete this section last).*

1. 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 focus of the English Department has been, and will continue to be, the implementation of AB705. This initiative resulted in an influx of students to English 1A who in the past might have assessed into a pre-transfer level class. In the past year, we've sharply decreased the number of pre-transfer level classes offered, and increased the number of sections of English 1A. To prepare for the flood of students assessing directly into 1A, some of whom are under-prepared for a transfer-level class, we developed a variety of approaches to support student success, including offering different configurations of English 1A, such as late start and compressed sections, sections that are linked to a supplemental lab-based support class, an English Academy (colloquially known as "Boot Camp") offered before the semester begins for students to brush up on their composition skills, increased embedded tutoring, department-wide assessments of the research essay, increased support for information literacy, more informed self-placement measures, and more.

Our goals for the next three years aim to realize higher levels of student success in English 1A. 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. We plan to increase the number of classes utilizing embedded tutors in 1A classes, and 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 classes. Lastly, 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 to.

## B. 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.*

1. 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, build 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.

### Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
  - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Implement the new assessment tool for student placement into English classes.	<p>Since the last IEC report, the Assessment Placement Exam (Accuplacer) is no longer being used. We continue to have conversations with counseling, Math, and ESL around issues of placement and multiple measures.</p> <p>In light of AB705, we have created videos to help guide students with self-placement. In the first round of student placement, we surveyed students and counselors about whether students had watched the informed self placement videos and found that 15% at best had watched them despite their prominence on the assessment website. While our VP has told us the chancellor's office says we cannot require them, there is a workaround; we have consulted with counseling and can develop a placement tool like math which features the videos. We plan to work on this tool over Winter 2020.</p>
Hire additional full time faculty according to five-year hiring plan	Since 2010-11 IEC recommendations, we have hired two FT instructors. We are still in great need of more Full-Time faculty. In 2019-20, our PT to FT ratio is 73% to 26.1%. This has increased since 2018-19 in which the ratio was 68.8% to 30.5%
Complete work necessary to get English Major approved	Since recommendations were made, major has been approved and we continue our efforts to grow the major.
Continue development of distance learning, learning communities, portfolio system and first-year experience to improve student access, retention and success.	<ul style="list-style-type: none"> <li>• We have shown a slow and steady increase in our distance learning enrollments. We are consulting with Wade Grant to get accurate numbers. Either way, there is a real need for substantial and ongoing Professional Learning and</li> </ul>



	<p>mentoring around Distance Learning.</p> <ul style="list-style-type: none"> <li>• We have had numerous learning communities--including with English, Math, Biology, History, and Child Development. We will continue to explore these possibilities.</li> <li>• This semester, we have begun teaching an 8 week 280 with an 8 week 1A. We will consider creating a learning community with these two 8 week classes as part of a cohort.</li> <li>• Portfolios were used in our 250, 250P, 440, and 440P classes. In light of AB705, all of these courses have been deactivated. We have been working on a shared assessment in English 1A around the research paper. This assessment continues to be developed.</li> <li>• For many of our students 1A, may be part of the students' first year. We continue to work to develop and build partnerships around surrounding support, which is so urgently needed for our students. We continue to seek funding to support these efforts and in support of AB705 and Guided Pathway efforts.</li> </ul>
<p>Seek grant funding to help stabilize and improve funding for technology needs, Writing Center expansion, FYE, and S.I.</p> <p>Continue efforts to implement composition factor</p>	<ul style="list-style-type: none"> <li>• FYE signifies differently in light of AB705.</li> <li>• We continue to seek funding for technology needs since our numbers of distance learning students are growing. We continue to explore opportunities for providing more online Writing Center support.</li> <li>• The need to stabilize and improve funding needs for Writing Center expansion and S.I.'s is an even more dire need—not only for our department, but for our institution. Our support needs to match the growth in our 1A classes. The motto from the Chancellor's office is "High expectations with high support." Currently, the Writing Center is being under-funded, which is a barrier to supporting students on our main campus and satellite campuses. The efforts to secure and grow the Writing Center and tutoring is a Guided Pathways concern and needs to be addressed and embraced by our institution.</li> <li>• We continue to lose faculty to other colleges who pay faculty more for writing-intensive classes. The lack of a Writing Comp Factor at Gavilan puts a big strain on our department, so we will continue to advocate for this.</li> </ul>

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

In anticipation of and with the implementation of AB705, we have eliminated reading courses and courses two levels below transfer. We now offer English 1A as open access (in hopes students and counselors will utilize our informed self placement videos) as a stand-alone course as well as with a two-unit support course. English 250/260, writing and reading one level below transfer, have been replaced with English 280, a writing-reading combination course. We also offer English 210 as a stand-alone bootcamp prior to the start of the semester as a two-week intensive prep course.

In response to a period of growth as well as counselor feedback, we now offer our core literature major courses

once a year rather than once every two years (American and British lit).

We have also revamped SI to be the Fellows program detailed in the WC report) in response to predicted student need with AB 705.

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## C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

*To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.*

English AA-T

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

The English Department has had extensive collaborations with community stakeholders.

Examples are as follows:

- Attending and Facilitating workshops with statewide community college organizations, 3CSN and BSILL. Areas of emphasis include Acceleration, Reading Apprenticeship, Habits of Mind, and Growth Mindset.
- Facilitation of Habits of Mind and Growth Mindset sessions with Adult Basic Ed Consortia. The consortia was represented by Gavilan, Cabrillo, Hartnell, Monterey Peninsula Colleges; ESL teachers from Morgan Hill Community Adult School, the Gavilan College Noncredit Program, and student peer mentors.
- Service Learning Programs—including work with local agencies in Gilroy, Morgan Hill, and Hollister. Agencies include Eden Housing Resident Services, Wheeler Manor, Powerschool After School Program, Si Se Puede Learning Center, St. Joseph's Family Center, Jasmine Square Afterschool Program (Discovery Center), Loving and Learning Center, Food Bank of San Benito County, San Benito County Library, and the YMCA.
- Puente Program partnerships with statewide office and in networks with community colleges throughout California.
- Local High School Outreach through the English Department and Puente Program
- Support for working with high school students on Scholarship applications in the San Benito High School District.
- Providing English 749: Writing Workshop Non-Credit Course at the San Benito County Jail. Recruiting, training, and mentoring teachers new to the program. Helping develop partnerships with individuals, such as Valentin Lopez, Chairman of the Amah Mutsun Tribal Band, as well as national and local organizations, such as the MILPA Collective and Healing Broken Circles, each of whom have expertise in developing programs for systems impacted people. Such partnerships are meant to ensure Gavilan's peer-mentoring program for such students (currently under development) is effective in meeting needs and building a thriving community on our campus.
- Hosting explicitly anti-racist mindfulness groups, book talks, and diversity trainings in order to build anti-racist vocabulary and understanding among all Gavilan faculty, with a particular focus on white faculty within the English Department.

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## D. Student and Program Outcomes

### College Goal for Student Achievement

#### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

### Success

The following questions refer to data regarding student achievement.

**Path:** [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

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.

1. 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 (200 words or less)?

Our success rates are not surprising as they match statewide community college English success rates. Rates are markedly lower at the pre-transfer and 1A levels than 1B/1C and major courses, so data needs to be examined by course and category. Due to this year's full implementation of AB 705, we expect success for English 1A to decline due to lack of institutional funding and support services for students.

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

**Path:** [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

2. 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 (200 words or less)?

What we need to compare here is English and Math data over time rather than comparing English to a range of classes like Spanish and History. English and Math are the most difficult classes for students, and they are the classes that all students must take—they are not chosen electives or options but rather requirements with state-set curriculum and placement. Furthermore, since AB 705 is now in effect, there is no point in comparing one-year persistence rates of students in our old sequence as everything has changed.

3. 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:** [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

Within the last few years, our success rates have been hovering between 50 to 55%. This, needless to say, falls well short beneath our goals as a department. We need to see what the results of our newly-implemented AB705 curricular changes are: not just in terms of course completion, but in terms of throughput. Our initial goal is to increase our numbers by 15% within 3 years.

4 – 6: N/A



**Consider addressing success goals in your Three-Year Program Plan at the end of this document.**

## Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. 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)?

**Path:** [GavDATA](#)→Program Review/Equity→D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

What is most concerning in our data is the shift in success rates for Hispanic students. In 2016-17, there was 50% success. Since then, the rate has dropped by 13%. In 2018-19, our success rate was 40%. Some possible strategies include providing more bilingual tutors in our classes, coordinating with the ESL department to discuss best practices and strategies for working with some of our second language learners, and providing more Professional Learning equity training with an emphasis on Cultural Responsiveness and Race. Many of our students are first-generation college students who need more support in navigating college systems. One of the ways to address their needs in a targeted way is through onboarding efforts and wrap-around support through Guided Pathways.

Our success rates for African-Americans have been low as well: hovering consistently around 50% for the last three years. We need to have professional learning that addresses structural racism and whiteness and how that impacts our teaching practices and how we assess. Additionally, we need more cultural diversity in staffing.

Another concern is in our Foster Youth data. The success rate has gone from 56% in 2016-17 to 34% in 2018-19. We will reach out to EOPS leaders to help us better understand our foster youth students and to help build strategies.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

Our EEOC policy is mere lip service to diversity and exists only on paper, not in practice. Our HR department has had no ability to support hiring committees to keep diversity at the forefront. Our recommendations to change the hiring process have been ignored for over five years. The only way equal opportunity is emphasized is in a hyper attention to careful record keeping, use of numbers, and rote practices to avoid lawsuit. This way of approaching diversity is counterproductive to diversifying Gavilan faculty.

9. 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:** [GavDATA](#) → 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)?

There is very little difference in success rates between the online and face to face courses over the past few years. Both classes (according to GavData) hover between 58%-60%.

I would like verification on this data. Does this data include those who withdraw?

10. N/A

## Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

**Path:** [GavDATA](#) → Program Review and Equity → D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate AA and AA-T numbers for Liberal Arts, Language, English, and Humanities.	Goal for Completion	Actual Degree Completion
18-19	149		
17-18	152		
16-17	162		

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

Our goal is growing the major by 5% over the next three years. Our plans to do this include increasing our marketing and recruitment efforts in addition to having our program moved from the Language and Communication cluster to a cluster that is more reflective of what our program entails and the fields it feeds.



**If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.**

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:  No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes:  X No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:  No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:  X No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

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. In some of our literature courses, for example, we unpacked vague language/phrasing. For example, rather than state "demonstrates familiarity with," we stated that students will be able to synthesize, explain, identify, interpret, etc. We continue to look at courses to reduce the number of SLOs where possible and to make sure they are aligned with our PLOs.

We have yet to map all of our SLOs to our PLOs. Our PLOs have been recently been updated and sent through curriculum in 2018. We have begun having 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 will begin next semester 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 develop some best practices in meeting that PLO. We will apply what we have learned the following semester with the possibility of adding one more PLO. Within three years, all PLOs will be assessed.

The new ILOs have recently been adopted and have yet to be placed in Curricunet. We will begin assessing and mapping those next semester.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

### Student Learning Outcomes (SLO)

**Path:** Gavilan College Intranet → [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be?

Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

80% across the board

### **SLO Disaggregation**

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

The results do vary across English classes. The composition classes, English 1A, 1B and 1C, have much lower rates overall than the literature classes that are part of the major requirement. This is not surprising, given that all students who plan to transfer or receive an AS or AA degree must take at least two of the comp classes. These students have varying degrees of preparedness and proficiency with English composition, whereas the students who take the literature classes have specifically chosen the English major, and tend to be much better prepared and more confident.

### **Program Learning Outcomes (PLO)**

**Path:** [Gavilan College Intranet](#) → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Instructional → Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

We will take at least one PLO every semester and look at how it is being addressed in class SLOs, activities, assignments, etc. By focusing on a particular PLO, it is on everyone's radar. We will look at the findings to develop some best practices to meet the PLO. These could be discussed and debriefed at a retreat. In the name of equity, we ask that Part-Timers be paid for attending assessment workshop strategy sessions.

After one semester, we would look at the same PLO the next semester to see what happens after applying suggestions and best practices. We would work together to decide which PLO to address next.

Within a three year period, all PLOs will be assessed.

### **Institutional Learning Outcomes (ILO)**

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

Because our PLOs have recently been updated, we have much work to do around alignment. We 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.

We will begin mapping to ILOs next semester.

22. N/A



**Consider addressing LOs in your Three-Year Program Plan at the end of this document.**



## Curriculum Analysis

1. 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).

We are in the process of revising our English major program to help alleviate student challenges upon transfer. Universities have revised their lower division survey courses, and we're in the process of revising our program to better match these changes. Currently, many of our English majors are not advised to take the appropriate literature courses and then face equivalency challenges upon transfer—and often have to retake coursework already completed at Gavilan because of this.

We have four survey classes that divide British and American literature into periods: early and late British Literature (4A and 4B), early and late American Literature (5A and 5B)—a total of 12 units. Universities, however, are no longer offering all four classes and have reduced these four courses down to 3 (two 3-unit classes and one 4-unit class—a total of 10 units), divided by period and blending both British and American literature into each class. Further, several universities have a Shakespeare course requirement, which we don't currently offer. We plan to revise our survey courses to better match university requirements in addition to adding an elective Shakespeare course to help reduce the challenges our English majors face upon transfer.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

In light of AB705, the following courses have been deactivated or are currently going through curriculum to be deactivated: English 99, English 12C, and English 12D. In the previous semester, we deactivated 420, 440, 250, and 260. We will be deactivating 9C and 9D as well, which have both been on hold.

Our department has a decision-making protocol in place. For any action, such as deactivation, we must seek the input of all of our faculty (both Part-Timers and Full-Timers) before coming to a final decision.

## Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

**Path:** Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

**To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

### Location/Times/Delivery Method Trend Analysis:

3. 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).

We offer English 1A and 1C (required for transfer) at all times (even 7:30AM), days, locations, and delivery methods as well as 8-week sessions of English 1A within the 16-week semester. We have day, evening, and Hollister site English 280 courses. As far as the major goes, we now offer all core courses once a year so that students can finish in two years.



**Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.**

## F. Program and Resource Analysis

### Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

\* **Path:** [GavDATA](#) → Program Review/ Equity → F1. Faculty workload (FTEF) by Full-time/ Part-time → Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19	7	25	FT: 30.5% PT: 68.8%	45.4
2019-20	8	20	FT: 26.1% PT: 73.0%	43.6

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

One of our 8 FTF went on sabbatical during the last three years and did incredible research to bring a race/racism-conscious teaching approach to our department that intersects with trauma-informed teaching and critical pedagogy.

One of our 8 FTF has ongoing Puente release time (20%), another has ongoing writing center release time (60%), and another has PIPR release time (20%). During the Basic Skills grant, three faculty had 20% for three years, and for Title 5, one faculty has had 80-100% ongoing and another 20% for just one semester. 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.

### Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

\* **Path:** [GavDATA](#) → Program Review/ Equity → F2. Enrollment Variables and Trends → Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
2018-19	45.4	409	150	1,477,545.44	1,346,680.36
2017-18	43.6	428	164	1,074,229.00	1,436,312.90

Your Program Cost per FTES average is: \$3,292.61

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Yes, our cost is in alignment, but due to the recent data breach, we do not yet have exact numbers.

## Evaluation of Resource Allocations

4. 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.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Still working on this. Waiting to retrieve information.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
\$12, 328.32	Title V	2018-19 2019-20	2 full-day summer English acceleration retreats	Retreat materials were developed.  Sample curriculum were posted in Canvas for ongoing use.  Department developed a student self-assessment about placement  Provided support for new faculty teaching accelerated classes.  Provided peer mentoring.  New faculty were paid at meeting rate for time working with mentors.
\$1, 800.00	Title V	2019-20	Supported Kyle Hull to attend Strengthening Student Success in Oct.	Facilitated sessions within our department around

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
			2019	<p>Equity</p> <p>Shared trends around statewide data and helped look at how data goes hand in hand with equity efforts.</p> <p>Helped to inform continuing work around data for online Professional Learning courses</p> <p>Helped to increase Professional Learning support by using what he learned to work with the PL team to develop peer to peer faculty observations</p>

## Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) 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: Co-Chair of Guidance Team.
- \* Library: librarians as part of surrounding support for information literacy in the classroom and Learning Commons.
- \* Early Connect: EC Counselor partners with English 1A and 280 classes
- \* Learning Commons: set space for collaborative learning, provide workshops
- \* Writing Center: drop-in tutoring, Fellows support.
- \* ESL Department: Service Learning partnerships with ESL and partnerships built around AB705 development.
- \* Math Department: Partnerships built around AB705 development and new STEM-themed 1A classes designed for STEM majors.
- \* Athletics/Kinesiology: Currently discussing plans for developing classes for student athletes.
- \* Counseling: Partnerships built around AB705 development and multiple measures.
- \* Service Learning Program: Teach Service Learning Classes with support of SL liaisons.
- \* Advises the Gavilan Literary Society: Produces and shares creative writing; social group for English Majors;

community engagement through such activities as book drives.

\* Coordinating with the Future Educators club and with the Child Development department to promote careers in teaching, as well as specialized workshops in the Learning Commons.

\* Coordinating with other departments and programs through the Academic Support Services Group, including peer educators, STEM, counseling, and Career Education



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Other Opportunities and Threats

6. 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, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

### Threats

AB705 has posed multiple threats to student completion:

- Lack of clear, consistent information on placement given to students from some counselors has resulted in some students being improperly placed. Students need to be more informed around self-placement.
- Lack of clear guidelines for placement of ESL students has resulted in students with severe second-language challenges being placed in Eng. 1A.
- Lack of institutional support for implementation of AB705 has resulted in extreme differences in students' level of preparation for the demands of English 1A, coupled with inadequate levels of academic support. This issue includes lack of opportunity to participate in planning related to SEAP activities and funding.
- Writing Center funding has been threatened in the administrative transition as budgets were not transparent.
- Students and faculty in evening off-site courses lack resources and support (AEC, counseling, etc.)
- Lack of full-time faculty in a department with a mandate to serve all students has crippled our effectiveness, particularly as we need to increase student success through effective professional learning, assessment, and academic/student support. Frequent turnover of part-time faculty due to difficult working conditions (such as lack of writing factor, lack of pay for meetings) results in constant need for high level of mentoring (without adequate resources). Quality of instruction is uneven as new faculty are shifted into the program every semester.

### Opportunities

- Active promotion of the English major has provided students with clear direction and support for transfer with our ADT.
- The Writing Center, in coordination with the Learning Commons, provides professional training and on-campus employment opportunities, draws students to our major, and prepares students for future careers and public service.
- A strong literature, creative writing, and film program provides opportunities for our students to develop

aesthetic awareness, create a portfolio of work, and pursue professional-level training.

· Guided pathways could provide our department with opportunities within a robust cluster (not the one currently proposed) for support with career exploration.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

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## G. Career Education Questions

### External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

N/A

### Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

**Path:** Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

N/A

3. What percentage of students is attaining a living wage **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

N/A

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# Appendix

## Optional 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. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

Our department has facilitated numerous trainings and professional learning opportunities, which include (but are not limited to) the following:

- Syllabus development and design for new AB705 courses
- Research paper holistic scoring, assessments, and debrief
- Research paper scaffolding strategies
- Fellows Program orientation and strategies for working with tutors to enhance classes
- Formative and summative approaches to assessment
- Shared exploration of text (Antiracist Assessment Ecologies)
- Reading, Writing, and Research strategies connected to English Department Acceleration Handbook
- Campus Tours

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

- 1) Additional Writing Center support is needed in the off sites. Currently, we have four tutors in Hollister. They are there four days a week in Mornings/Afternoons for 2-3 hours a day. There are no tutors for evening courses. There are currently no tutors at the Morgan Hill site. It is clear that many more students are taking online classes, and yet we don't have the Writing Center support to meet the demands of this increase in online students.
- 2) Increased Library support is needed in the off sites and for evening classes. Currently, librarians are in off-sites for one day a week (4 hours). Librarians can make arrangements with evening students. Because there is such an emphasis on research and information literacy skills, librarian support is crucial. With an increase in English 1A online classes, more embedded librarian support in 1A online classes is needed.
- 3) Ongoing Early Connect support in English 280 and English 1A courses are needed. Currently, this support is available, but there is a concern about how to meet the needs for all classes as we expand. There needs to be support for our Early Connect counselor to meet the demands of our classes. This will not only help with active outreach and interventions for our students, but also supporting them with completing their Education Plans.
- 4) More support for Professional Learning for instructors to work with librarians and Writing Center tutors/fellows is needed. It is not enough to have these support service resources. We need strategies for effectively implementing such support in our class to better support our students. There needs to be more than just one opportunity for Professional Learning per semester.

The above stated needs are clearly tied to the goals in our institution's Strategic Plan, which talks about the need to "increase achievement" and "improve equity." AB705 requires us to provide more robust support. The message from the Chancellor's office is "high expectations with high support." As an institution, we need to ensure the chances for increased success, and if the support is not there, we are decreasing our students' chances for success. We need to align our actions with our values and the value of Guided Pathways. These needs and values are also embedded in our Mission Statement in which we pledge to "engage, empower, and enrich students of all backgrounds," as well as to "build their [students] full academic, social, and economic



potential.”

Improves achievement and equity:

High expectations, high support

Access—institutional support

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

Our department with our former Dean has attempted to work with HR but continues to face what amounts to a non-response. This has resulted in us basically giving up, but we are committed to working with the new Dean to push for positive change in hiring.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Our department is doing an incredible amount of work despite a disheartening lack of support both in and out of the classroom. Most FTF contribute greatly to the campus community while shouldering an increasingly difficult teaching responsibility as our students become less prepared under AB705. We must fight for tutoring funds, funds for professional learning, and full time positions that are even more essential in the new era, all while trying to serve our students. High turnover due to Gavilan’s low adjunct pay (no comp factor) also stretches us thin training new faculty nearly every semester.

## Review Process Feedback

1. 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.

- \* Liaisons were instrumental in supporting us through this process.
- \* Hands-on work in Department Chairs Meeting was helpful—enjoyed time to process and discuss in community.
- \* Some of the data in GavData was highly questionable: including certificates and degrees, percentages of PT to FT, etc. I am concerned that this can impact hiring and more informed advocacy of programs.
- \* Some of the data around certificates/degrees reflect the division rather than the department, so that when it asks about completion goals, I don’t know how to answer that. It doesn’t help me to think about my department, which is what this is supposed to be about.
- \* Some of the questions around set goals with SLOs seemed fuzzy.
- \* ILOs have yet to be updated in Curricunet, so the question asking us if we have mapped in Curricunet forces us to say No.
- \* The Goal-Setting Workshop Grid is really frustrating to work with!

## Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

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<p><b>Goal</b></p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

## Three-Year Program Plan Goal Setting Worksheet

### English Department

**\*\*Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Develop and implement a process for assessing whether or not AB705 STRATEGIES are working and modify accordingly.</p>	<p>Mission Statement: Engage, empower, and incentivize students to complete transfer-level course requirements more efficiently.</p> <p>Strategic Plan: Provide more opportunity and equity for students through structural changes, surrounding support, and shared best practices.</p>	<p>Professional Learning sessions around Learning Outcomes.</p> <p>Retreats for best practices.</p> <p>Solidify a common assessment</p>	<p>English Department</p>	<p>We want Part-Timers to be paid for AB705 meetings and strategy sessions from such funding sources as SEAP or District Funds.</p> <p>Specific amount will be provided by final revision.</p>	<p>12/21</p>	<p>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.</p> <p>Identifying if there are changes in our success rates.</p>

Implement a three-year sustainable model for Professional Learning	Strategic Plan goal 1: Increase student success in English	Use formative and summative assessment, including course success data and research paper swap, to guide sustainable model of professional learning and mentoring, using in-person and online formats.	English Department for implementation	\$65,000 annually from SEAP to support 2 reassign positions (assessment and professional learning leads), pay at meeting rate for research paper swap, and cost of retreats.	Three Years	Evaluate impact of professional learning through assessment of student work (research papers), faculty and student surveys, and course success data.
Refine major requirements to optimize growth of our major and articulation with universities.	<p>Mission Statement: Through articulation efforts and curricular changes, we enrich and empower students by tending to their academic and economic well-being and potential.</p> <p>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.</p>	<p>Writing the Shakespeare class.</p> <p>Writing a combined 4B and 5B course.</p> <p>Development of an action plan regarding which electives to keep and which to change.</p> <p>Moving to a cluster that more accurately reflects the needs of our major.</p>	<p>English Department for course creation.</p> <p>English Department in coordination with Guided Pathways for collaboration on clusters.</p>	Payment of Part-Timers for work on developing courses.	12/20	<p>New courses going through curriculum.</p> <p>Action Plan created around our major.</p>
Increase the number of English Classes	Mission Statement: Fellows can empower	Joint Professional Learning Trainings for	English Department to utilize	Don't know the number at this time.	12/21	The number of embedded tutors in

<p>that utilize the Fellows Program by 20% or more.</p>	<p>students of all backgrounds and abilities by being present to meet their needs. Fellows support and empower students academically by working with them at their own pace.</p> <p>Strategic Plan: An increased presence of Fellows in the English classrooms is tied to achievement, persistence, and equity. Through more “intentional interventions” and through “increased touchpoints,” students have a greater likelihood of success and persistence.</p>	<p>both instructors and tutors</p>	<p>Institutional support (including Guided Pathways efforts) to ensure funding</p>	<p>Payment for Part-Timers to attend Writing Center/ Fellows Trainings.</p>		<p>the classrooms.</p>
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<p>Develop, implement, and assess a framework for including hands-on information literacy support available to all 280 and 1A classes.</p>	<p>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.</p> <p>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 .</p>	<p>Hands-on support to help classes identify and practice research strategies.</p> <p>Hands-on support to help classes identify and practice recognition of credible sources.</p>	<p>Library to provide support</p> <p>Department to utilize support</p> <p>Administration to fund the support.</p>	<p>Don't Know the Number at this time.</p>	<p>12/21</p>	<p>The number of 1a and 280 classes utilizing library support.</p>
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## Signature Page

Program being reviewed: English.

Date: [Click here to enter text.](#)

### How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Scott Sandler		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Lelannie Diaz		12-2-19
PIPR Support Team	Susan Sweeney		