

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Scott Sandler

Division: Division 10 - Arts, Humanities, Social Sciences

Department: English

II - CO-CONTRIBUTORS

English Department faculty

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

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).

Overview: The English Program 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 intentionally design curriculum and instruction that support diverse learners. Our goal is to build students' academic skills, confidence, and agency for success at the transfer level and beyond.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

Based on Updated PIPR Plan from 2024-25

1) Develop a Credit for Prior Learning (CPL) draft and assessment process. This process will include clear guidelines for identifying, assessing, and awarding credit for prior

learning. **This goal is cancelled.** We met at a retreat to get feedback from our department members. We were able to draft an initial vision. A department co-chair and PT faculty member met outside of the department to consider what was suggested and created a modified draft. Following this work, our Vice President of Academic Affairs informed us that Credit for Prior Learning is primarily intended for CTE courses and not required for English. In response, the department paused further development of our CPL assessment. We continue to stay engaged with other colleges and representatives from the Chancellor's Office, who are exploring CPL in English. In addition to all of this, there are challenges related to assessing authentic prior learning in the context of AI. We need to consider this further before moving forward.

2) Examine and enhance and institutionalize our pre-semester student orientation/welcoming events.

This goal is ongoing. To build upon what we have started, we need ongoing planning and compensation for PT faculty work. We need to develop a plan for evaluating the effectiveness of our orientations, including gathering student input/feedback. This will require collaboration and communication with our dean and institutional researchers. We will also consider what orientations are being delivered in Math and CAP (Career and Academic Pathway) orientations to reduce duplication of work. For instance, if there are campus resource tours being offered on the same date, we can coordinate with other areas of the college.

3) Provide on-site tutoring supervision in Hollister. **This goal was cancelled in our updated program plan in 2024-25.** Here is what we wrote:

While we have advocated for onsite tutoring supervision in Hollister, providing on-site training supervision in Hollister is beyond the control of this department. This is something that must be supported on an institutional level. We can support tutoring efforts without identifying it as one of our department's goals. We will continue to advocate through the Academic Staffing Committee for a Full-Time faculty member affiliated with the English Department or someone with Writing Center experience. We will advocate for someone who will work with our department and who has a reading/writing/research background, since those are skills that cut across multiple disciplines.

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

This goal is being cancelled. First off, the names of the courses have changed. 1A is now C1000, and 1C is now C1001. We were awarded funding to pursue this in collaboration with our head librarian. In Spring 2024, we put together an infoliteracy working group, including with four members of our English Department and our Head Librarian. We put our work on momentary pause until our head librarian returned. As of the time we are writing this, we are unsure when (or if) she will return. If she returns in Spring, we can continue. If not, we will continue to move forward with this work, but it will take a different form.

5) 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.

This goal is ongoing. This is being put into writing as a goal in order to hold both our department and the dean accountable. We will have discussions with our dean in bi-monthly meetings with the department chairs. Our dean will be invited into department meetings where we will discuss what is supporting or hindering progress in our goals.

6) Implement a three-year sustainable model for Professional Learning

This goal is ongoing but may be modified. We developed a retreat in which we prioritized issues, such as the development of non-credit courses, the need to develop a Credit for Prior Learning portfolio, and the vision for a Summer Bridge program. As part of our professional learning, we carved out space to do this work as a department. This needs to be something that is ongoing. The work we need to get done cannot be accomplished in department meetings. Aside from this time together as a department, part of our professional learning has been through outreach to other colleges, connecting with and learning from others who are doing similar work. We have attended multiple workshops. We still have much more work to do. This work requires ongoing funding for participation in annual Professional Learning events.

7) Refine major requirements and LO alignments to optimize growth of our major and articulation with universities.

This goal is ongoing. We submitted a modification of our English AA-T in 2025, but there were challenges in making these changes in Curriquent due to format changes. Additionally, we were advised to pause due to issues regarding the common course numbering templates. The modifications have since been resubmitted, and we hope it will be approved through the Curriculum Committee in early Spring 2026. We are in the process of eliminating courses from outside our English program to help ensure that more courses within our department will be filled. We changed the 1A and 1C templates based on the common course numbering requirements. We are replacing the English 4 and 5 level courses with 6A, 6B, and 6C. This has already happened through the Curriculum Committee. We have added English 3: Shakespeare.

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

This goal is ongoing. We continue to participate in MESS (Math, English, and ESL Student Success working group). In this space, we review how we are doing in the pledges we have made in the Equitable Placement and Completion Report. We also explore how we are doing collectively in our AB705 efforts. Now that we have more support around data on our campus, we can get the support we need to look at the differences between classes with English 1A and 210 and in our stand-alone English 1A classes. This will help us to see what impact 210 is

having on student completion. We will continue our efforts to look at how we are approaching 210 courses: structure, activities, best practices, etc. We are currently exploring a new common assessment. We are also working on a non-credit certificate in basic reading and writing skills.

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

We have made curricular changes in English in response to mandated common course templates. This included changes in our Course Outline of Records and changes in Student Learning Outcomes. We have submitted modifications to our AA-T, which should be reviewed by the Curriculum Committee in early Spring 2026. We made changes to our literature sequence of classes, as well as eliminated non-English electives (Area C) in order to increase enrollment in the classes for our major. Faculty have and will continue to engage in professional learning focused on antiracist pedagogy and the use of AI in our courses. Reduced funding and institutional support have resulted in the loss of embedded librarian services, which previously enhanced research instruction and student support. We have had 36 English courses supported by embedded tutoring in 2025, which shows an increase since Fall 2024 where only 29 English courses were able to be served.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program 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?

Program success rates have remained relatively stable and are comparable to the college overall, though some data inconsistencies warrant caution. Discrepancies in reported success rates for 2022–23 (72% versus 69.4% from data provided for our previous program plan) raise questions about the accuracy of the data. The program's success rate was 73% in 2024–25, an increase from 72% in both 2022–23 and 2023–

24.

In 2024–25, the program’s success rates mirrored the college-wide rates of 73% success, which is notable given that this is a required, transfer-level course that typically experiences higher attrition rates. It looks like Dual Enrollment courses are part of this data.

2. **(Instructional Only)** Now find your program’s persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Fall-to-spring persistence has remained in the English program has been relatively stable over the past three academic years, measuring 77% in 2022–23, and then holding at 76% in 2023–24 and 75% in 2024–25. During the same period, the college-wide fall-to-spring persistence rates were lower, reported at 61% in 2022–23 and 62% in both 2023–24 and 2024–25. As a result, the English program’s persistence rates exceeded the college average by a substantial margin in each of the most recent three years.

3. 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.

While the data suggest stronger persistence in English compared to the college overall, these results require greater examination. Historically, English persistence has been generally lower than the college average, likely because English is a required, transfer course with very high enrollment and a large proportion of students at earlier stages of their academic pathways.

These persistence figures also do not account for students who dropped prior to or at first census, which may disproportionately affect English and mask early attrition.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program 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)?

We would like to see at least an 80% success rate across the board. Our course/program rates have not yet met this goal.

The data provided to us through the data matrix which we have been asked to use states that our program is at a 73% success rate.

5. 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? (200 words or less)

Both headcount and enrollment have grown in English. In 24-25, the unduplicated headcount rose from 1,835 in 2021-22 to 2,134 in 2024-25. The enrollment number rose from 2,490 in 2021-22 to 2,949 in 2024-25.

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

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

We have supported student success and retention through the use of embedded tutoring. We designed a co-requisite English 210 support class for English C1000, and we are currently experimenting with stand-alone late start English 210. We have scheduled our classes to meet the needs and demands of students.

The department has engaged in sustained collaboration and planning through department retreats, where we worked on developing peer relationships and explored such areas as credit for prior learning, First-Year Experience (FYE), visions for a Summer Bridge program, noncredit-to-credit pathways, and the implications of common course numbering templates for our curriculum. We also collaborated with ESL faculty to envision potential ESL–English 1A cohort and bridge-to-credit models.

Our department supported student success through summer student welcome orientations focused on C1000. Areas of support included helping students navigate college and their first semester. These sessions emphasized Canvas navigation, effective learning strategies and skills, as well as awareness of and exposure to campus resources.

Beyond direct student support, the department has prioritized mentoring and professional development that directly impacts classroom practice. Several department members helped facilitate Truth in Community antiracism workshops, supporting faculty and staff in examining antiracist teaching, deepening pedagogical approaches, and developing actionable insights.

Additionally, we conducted an equity-focused workshop series for writing and reading instructors within our discipline. Guest leaders from across the state guided faculty in examining antiracism in classroom practices and assessment. Through collegial collaboration groups, faculty shared and developed practices such as antiracist syllabus design and explored connections between AI and antiracist pedagogy.

Together, these efforts demonstrate our department's sustained commitment to student success, faculty professional development and mentoring, and equity-centered teaching practices.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

One significant trend is the growing presence of AI in reading and writing instruction. Within our department, perspectives range from prohibition to cautious integration, highlighting the need to develop guidelines around AI use. Increasingly, best practice emphasizes process over product. Any allowed integration of AI should be to support higher-level thinking rather than replace it. In terms of student support, we will continue to discuss how to engage with students we believe may have used AI, emphasizing careful inquiry.

DEIA and culturally responsive pedagogy continue to influence our approach to curriculum, best practices, and assessment.

Reading Apprenticeship practices are a needed source of continued professional learning. RA emphasizes metacognition, collaborative reading, and making disciplinary thinking visible.

In reading and composition, trends include process-based writing, student choice, and multimodal composition (infographics, podcast development, annotated digital texts, e-portfolios, research-based classroom and community dialogue, etc) to increase engagement and relevance.

V - EQUITY

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

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) 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? How can your area help increase disproportionate student success? (200 words or less)?

Asian, White, and Filipinx consistently have higher success rates (64–81%), showing areas of strength. Black and Latinx students, however, continue to have lower success rates (45% and 55% in 2024-25, respectively) and higher withdrawal rates, indicating persistent equity gaps.

Native American and Pacific Islander students have very small sample sizes (12 and 5 students in 2024 and 2025). Clearly, even a single withdrawal or non-success that occurs will dramatically impact the success data for these groups. An example of this is the jump from 21% success in Pacific Islander students in 22-23 to 60% in 24-25.

At first glance, the success rates for women (56%) and men (41%) in 2024-25 look almost the same, suggesting similar outcomes. When looking at the number of students who received grades, however, there was a significant difference: women (924) outnumber men (716) by over 200 students. The difference in numbers could reflect differences in enrollment patterns or retention. If men are underrepresented in the program, it could indicate areas where outreach or support is needed. In either case, the success numbers for both males and females are too low.

2. **(Instruction Only)** 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? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Distance education data show persistent gaps between online and in-person courses, particularly for Latinx students. In English 1A (now C1000), Latinx drop rates were higher online than in-person: in Fall 2024, 19.59% online versus 14.67% in-person, and success rates were 47% online compared to 60% in-person. In Fall 2023, the pattern was similar: 22.02% online drop versus 15.66% in-person, and 40% online success versus 56% in-person. More Latinx students were enrolled online in 1A (217 in Fall 2024; 295 in Fall 2023) than in-person (151 in Fall 2024; 215 in Fall 2023), meaning a larger number of students are affected by these disparities.

In English 1C (now C1001), Latinx students showed similar trends but with slightly lower drop rates overall. In Fall 2024, online drop rates were 18.28% compared to 9.14% in-person, and success rates were higher in-person than online. Fall 2023 data show 20.35% online drop versus 7.0% in-person, again highlighting the achievement gap in online sections.

Gender trends across both courses show smaller but consistent gaps. In 1A, women's online success was 51% in Fall 2024 (48% in Fall 2023) versus 61% in-person in 2024 (62% in Fall 2023), and men's online success was 47% in Fall 2024 (38% in Fall 2023) versus 65% in-person

in Fall 2024 (54% in Fall 2023). In 1C, women's online success was 66% in Fall 2024 versus 77% in-person, and men's online success was 33% versus 77% in-person, showing similar modality gaps.

Black student outcomes fluctuate due to small enrollments. It is hard to draw firm conclusions based on sample sizes. That said, online success rates were lower than in-person, particularly in 1A.

One challenge is the difficulty in drawing conclusions based on online offerings because the distinctions between synchronous, asynchronous, and hybrid weren't a focus in data collection and outcome tracking. Without this level of detail, it is difficult to identify which online formats contribute most to higher drop rates and lower success rates, OR to help us better design targeted interventions that address specific needs of students within each format. For our department specifically, we would need support in making use of new data in alignment with distinct modality definitions and implementing them in overall program review and conversations regarding student success.

That said, the patterns in our data highlight the need for increased structured support for online learners. We will discuss strategies within our department and consult with our Distance Education specialists.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *"Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(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.)*

Our partnerships directly support the college's inclusivity and diversity efforts by expanding access to English education for historically marginalized and underrepresented students.

The English Department works closely with Higher Aspiration to offer a variety of English courses at three different carceral facilities: San Benito County Jail, Elmwood Correctional Facility, and Santa Clara County Main Jail. At the various sites, we offer English 9A, Creative Writing; English C1000, Academic Reading and Writing; and English 1B, Literature and Composition. Through instruction in carceral facilities, the department works to remove barriers to higher education for incarcerated individuals, affirming education as a pathway to equity and social mobility.

Our Puente Program partners with the statewide office from UC Berkeley and networks with other colleges at regional trainings and workshops focused on such areas as environmental justice, linguistic justice, and culturally responsive pedagogy training. Puente training strengthens faculty practices that honor students diverse cultural, linguistic, and lived experiences.

Our department partners with high school outreach events, such as Ram-o-Rama. We are a regular presence for incoming students. We help them learn more about options in our programs, as well as provide guidance in terms of possible classes to take. This work promotes early access and smoother transitions for incoming students.

We partner with the dual enrollment team to ensure that new faculty receive mentoring and support. We have made it clear that our department wants to be involved in the interviewing and onboarding process for dual enrollment faculty.

Our department partners with math and ESL faculty, counselors, and deans as part of the MESS (Math, English, and ESL Student Success) work group. This group focuses primarily on developing AB705 strategies, identifying needed resources, and supporting goals in our Equity Placement and Completion Plan.

Our department conducted an equity-focused workshop series for writing and reading instructors within our discipline. We partnered with guest leaders from across the state to support an examination of antiracism in classroom practices and assessment. These partnerships helped us to explore antiracist practices and classroom and syllabus design.

Our efforts as a department reflect a sustained commitment to fostering an inclusive campus culture where diverse identities and voices are recognized, supported, and valued

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically

been underserved? How do you plan to address EEO outcomes in your employee hires? We are down two full time English teachers and will employ best EEO practices once we are approved to recruit FT. We attempt to recruit diverse PT instructors who face compensation and scheduling inequities, and we support them in our inequitable system.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? YES
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? NO
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

While we have mapped the SLOs to PLOs to ILOs, it has not yet been approved through the Curriculum Committee review. We hope this will occur in early Spring 2026.

Not all SLOs have been assessed. Now that changes have been made in Curricunet, however, we will resume documenting assessments. We plan to update SLO assessment data and reflection for classes being taught in Spring 2026.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

In the most recent English 9A (Creative Writing) assessment of SLOs, while students can analyze individual works of fiction, non-fiction, poetry, and drama, discussion is less effective in synchronous online settings. Whole class Zoom conversations can limit engagement and depth of analysis and discussion. In Spring 2026, we plan to increase the use of small-group breakout discussions and prompts to support focused, interactive analysis and stronger peer-to-peer dialogue. We will know these changes are successful when students actively engage in small-group synchronous discussions and demonstrate

stronger analytical insights. This can be evidenced by how they explicitly build upon peers' comments and how they analyze beyond merely repeating back plot points or offering isolated, disconnected observations about texts. It will be clear that students have met this SLO when they are able to discuss elements of a work (such as structure, voice, or genre) within the context of feedback, discussion, and workshops.

In the most recent English 4A course (British Literature), students struggled most with synthesizing multiple texts, often discussing works separately rather than in terms of how the works speak to and with one another. To address this, we will include more increased scaffolding—such as comparative activities/journals, guided discussion questions, and incremental synthesis activities to help students develop stronger cross-text analytical skills. It will be clear that students have met this SLO when they can synthesize ideas and make meaningful connections across multiple texts in discussion and written work.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

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).

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

We have been assessing since 2018. The reporting mechanism went down, which made it challenging to review SLO data as a department since there was no place on our Gavilan Intranet or on CurriQunet to archive our findings. That has now been addressed and we will resume archiving 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.

VIII - CURRICULUM AND COURSE OFFERINGS 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 will explore non-credit possibilities, but currently there are no plans for additional courses.
2. 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 losing students to elective courses, and/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 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.

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).

Classes are offered so that those students who are able could possibly get ir degree within two years. We created a map with our counseling liaison back in 2019. We will be working on 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 early morning 8 AM options. 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.

IX - PROGRAM AND RESOURCE ANALYSIS

1. 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.

Click Add Item to enter information for each year

Select Year 1: Choose an item.

Number of Full Time Faculty: 6

Number of Part Time Faculty: 17

Number of Full Time Classified Professional: N/A

Number of Part Time Classified Professional or Student Worker: N/A

Number of Full Time Manager, Confidential or Administrator: N/A

Number of Part Time Manager, Confidential or Administrator: N/A

Select Year 2: Choose an item.

Number of Full Time Faculty: **Click or tap here to enter text.**

Number of Part Time Faculty: **Click or tap here to enter text.**

Number of Full Time Classified Professional: **Click or tap here to enter text.**

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 3: Choose an item.

Number of Full Time Faculty: **Click or tap here to enter text.**

Number of Part Time Faculty: **Click or tap here to enter text.**

Number of Full Time Classified Professional: **Click or tap here to enter text.**

Number of Part Time Classified Professional or Student Worker: **Click or tap here to enter text.**

Number of Full Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

2. 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)
Our faculty typically contribute more to the campus community and shared governance than any other department's faculty. We do this as overload if needed, so there is minimal impact to the schedule. Puente and Writing Center are constant reassignments, but they do not impact our department adversely. Our commitment to student success *again* highlights our need for additional FT faculty.
3. Additional Comments: **Click or tap here to enter text.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. 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. Do this for the last three years.**

Select Year 1: Choose an item.

Department Budget: \$500 for speakers, \$500 for supplies

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

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 2: Choose an item.

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

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 3: Choose an item.

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

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

We utilize money to pay writing tutors, but this budget is always a mystery that contains fluctuation, mistakes, and overages. Tutoring budgets are crucial to the success of Gavilan students campus-wide; these budgets are pulled from several funding sources. We also have money for office and instructional supplies as well as guest speakers which are well used for engaging classrooms and student engagement. Typically we have to advocate for our budgets which are often subject to random cuts.

3. 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. (200 words or less)

We should be funded at the level we ask to be funded with Dean support and a clear process and paper trail. Our work benefits all Gavilan's students. This question of program costs is a larger question that involves greater organization and transparency at multiple levels across campus.

XI - INTEGRATED PLANNING AND INITIATIVES

1. 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 program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

In section V, Part III, it asked about partnerships. The response in this section restates what was stated earlier:

The English Department works closely with Higher Aspiration to offer a variety of English courses at three different carceral facilities: San Benito County Jail, Elmwood Correctional Facility, and Santa Clara County Main Jail. At the various sites, we offer English 9A, Creative Writing; English C1000, Academic Reading and Writing; and English 1B, Literature and Composition. Through instruction in carceral facilities, the department works to remove barriers to higher education for incarcerated individuals, affirming education as a pathway to equity and social mobility.

Our Puente Program partners with the statewide office from UC Berkeley and networks with other colleges at regional trainings and workshops focused on such areas as environmental justice, linguistic justice, and culturally responsive pedagogy training. Puente training strengthens faculty practices that honor students diverse cultural, linguistic, and lived experiences.

Our department partners with high school outreach events, such as Ram-o-Rama. We are a regular presence for incoming students. We help them learn more about options in our programs, as well as provide guidance in terms of possible classes to take. This work promotes early access and smoother transitions for incoming students.

We partner with the dual enrollment team to ensure that new faculty receive mentoring and support. We have made it clear that our department wants to be involved in the interviewing and onboarding process for dual enrollment faculty.

Our department partners with math and ESL faculty, counselors, and deans as part of the MESS (Math, English, and ESL Student Success) work group. This group focuses primarily on developing AB705 strategies, identifying needed resources, and supporting goals in our Equity Placement and Completion Plan.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

Opportunities for our program are tied to ongoing professional learning for faculty new to embedded tutoring and who need support with online teaching in various modalities. While AI is clearly a challenge, it also offers an opportunity to rethink our approach to essays by emphasizing scaffolded processes, the inclusion of dialogue or oral components in assignments, and an emphasis on metacognition. It is an opportunity to consider redesigning assignments with a focus on the rhetorical aspects of writing and the intentionality of writing choices. The emphasis on DEIA allows us to revisit our choice of texts and our approach to assignments, curriculum, and assessment. Common course numbering provides an opportunity for department-wide conversations about reading, research, and” academic writing.”

- In terms of threats to our program, we must address the fact that students and faculty in evening and off-site courses often lack access to essential services such as AEC and counseling. The loss of full-time faculty through retirements that have not been replaced has reduced departmental stability and increased faculty overload. Frequent part-time faculty turnover and the absence of a Writing Comp factor further strain the program. Additional Puente instructors are needed to sustain this successful transfer program. We increasingly are serving more students in English C1000 who are in need of and yet are bypassing essential preparatory ESL courses. We will need to address ways to support and offer guidance to these students, which could include guiding them to ESL courses that might support them. AI raises concerns about skill

development, assessment, and trust. With the support of one of our colleagues, we will do more to familiarize ourselves with the AIAS (AI Assessment Scale) Framework. Increased reliance on online texts may unintentionally create access and learning barriers for diverse readers and learners. There is concern that there is pressure to use OER texts which aren't peer-reviewed and often disappointing. Consideration must also be made for the unpaid time-consuming and technical work PT faculty will have to expend on finding texts through OER/ZTC resources, collating their own packet of readings, and making them accessible for students. There are potential inequities that can be developed in the name of equity. For those who are teaching texts online, many are utilizing Hypothesis. If we lose this resource, it will impact student engagement with the texts and collaborative work around annotation. We used to have learning communities in our English Department, as well as an AB705 Jumpstart Program. We would partner with instructors from other disciplines. Learning Communities are part of what are known as high impact practices, which support high persistence and success rates. It was decided that there would no longer be any pay for the work that goes into designing such learning communities. When this happens, you cannot create learning communities with the needed level of intention, and the work that goes into the design of these communities becomes devalued and made invisible. This is why they no longer happen.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

Sustained, accessible professional learning for faculty teaching across multiple modalities has been invaluable in supporting faculty as they design and teach asynchronous, synchronous, hybrid, and in-person courses, and this work must continue post-pandemic. The office hours offered by our Teaching and Learning Center have been especially impactful. This just-in-time individualized support allows faculty to address instructional challenges as they arise. Training through the GOTT courses has been essential in helping faculty and must be ongoing.

Increased attention to Regular and Substantive Interaction (RSI) has been of vital importance both during and post-pandemic. Sabrina Lawrence has worked with our department as we have gone through the RSI rubric together. Her input has helped us strengthen both understanding and implementation. As our department continues to grow, it is essential that RSI remain a recurring focus.

At the same time, the remote environment has highlighted challenges in connecting students to support resources, particularly in asynchronous courses. Without real-time interaction, students may be less aware of or take advantage of available academic, counseling, or basic needs resources. Even though faculty may be able to identify when students are struggling to get work turned in or doing it in a way that aligns with what they are being asked, the lack of real-time interaction can make it much harder to have immediate, relational conversations that clarify what is happening and what kind of support the student needs. This underscores the importance of developing more concrete, proactive outreach strategies.

Finally, data from our online courses reveals a clear equity gap. Latino students continue to experience the highest drop rates online: 22.02% in 2023 and 19.59% in 2024. Although progress has been made, we need to work on closing or narrowing this equity gap. As a department, we will continue to examine strategies for addressing this work, which may include more professional learning around culturally responsive pedagogy, proactive/early interventions, and ensuring that we are addressing expectations in the RSI rubric.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

If the above” threats” identified above remain unaddressed, their impacts are likely to be compounded over time. Limited access to services for evening students will continue to widen equity gaps. Overextended faculty may experience burnout, which can weaken sustained equity efforts and thoughtful assessment practices Gaps in support for English language learners could lead to higher attrition in transfer-level courses. Unresolved tensions around AI may undermine confidence in assessment and strain instructor–student trust. Finally, an overreliance on online texts based on OER and ZTC pressures may unintentionally marginalize students whose learning and processing needs are better supported through diverse instructional formats. For those who are teaching texts online, they can benefit from the program Hypothesis, but there have been concerns about losing this resource, which would impact student engagement and collaborative work around annotation.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit): Enhance and institutionalize our pre-semester student orientation/welcoming events.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): This program goal focuses on student support and completion, especially with our transfer-level courses in mind. This is not about alignment with any single measurable learning outcome.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results:

Mission Statement: Enhancing and institutionalizing pre-semester orientation and welcoming events advances Gavilan College's mission to provide "equitable access and comprehensive support in a welcoming inclusive environment," directly supporting students' academic success from the start of their college experience.

Strategic Plan: Enhancing and institutionalizing pre-semester orientation and welcoming events supports the Strategic Action Plan by increasing community engagement and enrollment through early outreach and connection, while also providing a structured, supportive pathway that helps students successfully achieve their academic goals

- Proposed Activity to Achieve Goal: Refine and implementation of pre-semester orientations and welcome programs that connect new students with academic expectations and support services. This will be offered consistently each term through coordinated departmental collaboration.
- Responsible Party (One Sentence limit): English Department with institutional support for funding, coordination, and resources.
- Timeline to Completion: Semester/Year: This is a goal that will be refined and developed and standardized over time. Our next orientation/welcome will take place in Fall 2026.

- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):

Achievement of this goal will be evaluated through student participation rates in pre-semester orientation events, as well as student feedback on their experience of the orientation/welcome events. We may wish to look at early-term course persistence and success indicators for participating students, but we would need support from our institutional researcher for this.

- **Goal (*One Sentence Limit*): Refine major requirements and LO alignments to optimize growth of our major and articulation with universities.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): This goal does not align with a single course or program SLO, as it focuses on program structure and evaluation rather than student learning outcomes themselves
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/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: Outreach to surrounding communities, including high schools. Promoting Major. Showcasing student success and student work through publications, poetry competitions, readings, celebratory events celebrating those in our Major. Removal of electives outside of our major and modification of courses approved through Curriculum Committee.
- Responsible Party (One Sentence limit): English Department
- Timeline to Completion: Semester/Year: Refining our major is an iterative goal. Curriculum changes should be finalized in Spring 2026.
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): 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
- **Goal (*One Sentence Limit*): Goal (*One Sentence Limit*): Develop and implement a process for assessing whether or not AB705 STRATEGIES are working and modify accordingly.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):

It seems like the question should really be how we will use our SLO data to determine whether AB705-related strategies are improving student success.

This goal does not align with any single SLO. It is about improving success in our program and in our transfer-level courses.

- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/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 (One Sentence limit): English Department with support from Institutional Researcher
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): 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.
- **Goal (One Sentence Limit): Goal (One Sentence Limit): 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.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): This goal is process-oriented and does not align with a specific SLO, as it focuses on program planning and dialogue rather than direct student learning. Its impact on SLOs is indirect.

- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/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 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 (One Sentence limit): Department and Administrators are all responsible for making this work mean something
- Timeline to Completion: Semester/Year: This is an iterative goal. This will be completed once a semester.
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): 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.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

Isn't this something that needs to be done under Academic Staffing Committee, as opposed to PIPR???

1. Request Name (short title): Two Full-Time Faculty
2. Request amount This is the approx. Amount for 1 faculty.
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) *This aligns to all of our goals.*
5. Is this a one-time or ongoing expense? Ongoing

6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☒
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☒
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Choose an item.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions.

We are requesting \$7,500 for Reading Apprenticeship Training

RA training can help in fostering a dialogue/partnership with Writing Center tutors and with instructors across disciplines. It is aligned with Guided Pathways initiatives. For instance, it could help get us out of our silos and engage in more conversation and

co-planning within and across our CAP. It would help us build more capacity around the RA framework within our own department. RA helps us align with Equity principles and initiatives. It supports student learning holistically and models how to truly “meet students where they are at.” As such, it models equity-in-action. The RA framework is a form of “acceleration”: slowing down so that students can eventually be more successful more quickly and in ways that endure. Such support has always been needed, but it is an absolute imperative now that remedial courses have been cut.

We are requesting \$12,000 for development and implementation of a Student Welcome/Orientation program for Fall 2027.

This event is designed to foster early engagement, build community, and support student success from the outset of the academic year. Funding will cover essential components including designed mailers to ensure strong participation, event swag, food and refreshments to encourage attendance and connection, and compensation for faculty time dedicated to planning, preparation, facilitation, and participation in the program. This investment will enable us to create a meaningful, well-organized, and impactful experience that strengthens student belonging and academic readiness.

Click or tap here to enter text.

XV - 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? **Click or tap here to enter text.**

Our department has facilitated numerous training, mentoring, and professional learning opportunities, which include (but are not limited to) the following: • Syllabus development • Reading strategies • Strategies for working with embedded tutors to enhance classes • Shared exploration of Antiracism and DEIA within our classes and instruction • Reading, Writing, and Research strategies. Our department will provide

support in learning outcome documentation and assessment. Our department has had some learning within department meetings around such issues as AI and linguistic justice.

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.

Our department has an urgent need for additional full-time faculty to maintain instructional quality, student support, and institutional compliance. The loss of two faculty through resignation and one through a transition to chairing another department has significantly reduced our capacity to meet student and college needs. Insufficient full-time faculty places us at risk of noncompliance with AB 705 expectations, as well as our ability to meet the expectations of the funding formula. These challenges negatively impact student success not only in English but also in other disciplines that depend on strong transfer-level reading and writing skills. Although part-time faculty play a vital role, they often teach at multiple institutions, limiting availability for out-of-class student support and participation in essential, often uncompensated, professional development. A greater number of full-time faculty would provide stability for curriculum planning, assessment development, and sustained engagement in equity-focused and anti-racist work. Currently, 75% of our instructors are part-time faculty. Multiple full-time faculty members within our department have release time positions, which means fewer full-time faculty in the classrooms.

Strengthening our full-time faculty aligns directly with Gavilan College's mission to provide equitable access, comprehensive support, and an inclusive learning environment that prepares students of diverse backgrounds for transfer success, career advancement, and meaningful community participation. Expanding our full-time faculty advance Gavilan's mission by providing students with consistent, equitable instruction and sustained academic support. Full-time faculty are essential to building curricular coherence and mentoring necessary for strong preparation in transfer-level reading and writing.

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?

One of our chairs is on EEO and works closely with HR to make them do this job well— not only for English but every other department who gets a FT hire.

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

Over the past few years, the program reached several significant milestones, including the expansion to 36 English courses supported by embedded tutoring, up from 29 courses in Fall 2024. The implementation of an English C1000 Orientation over three semesters demonstrated strong attendance, high demand for early onboarding, and meaningful student engagement. We are currently on pause, however, due to insecure funding and a need for more administrative support. Faculty participated in a *Truth in Community* workshop series that focused on antiracist training for teachers of reading and writing. Much of this training was provided by educators from across the state, including guest speaker and facilitator, Keisha Rembert, author of *The Antiracist English Language Arts Classroom*. Department retreats took place in which English instructors worked collaboratively on the planning of key initiatives, including the envisioning of a summer bridge program, consideration of noncredit opportunities, credit for prior learning exploration, and support for our English 210 co-requisite classes. A cross-disciplinary retreat with Math and ESL faculty took place. Part of this retreat included analysis of the impact of AB 705 and AB 1705 on placement procedures, the effectiveness of support courses, and equity gaps within different modalities to improve student success. These collaborative efforts emphasized the interpretation of quantitative data and data gaps related to success and retention, as well as the identification of trends in student persistence, completion, and attrition across instructional modalities, including in-person, hybrid, and online formats. We created new courses based on the demands of common course numbering (CCN).

5. 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.

To improve the effectiveness of PIPR, the timeline needs to be more reasonable. This was introduced to department chairs in November. Because of this, much of the required work must occur during the Winter term, when we are not in session. The time demands of this work are vastly underestimated by those overseeing this process. This creates a significant burden, particularly for chairs overseeing multiple programs, especially when program leads are not required to participate in the process. This is an equity issue.

The work must be accompanied by greater support. Consider reimplementing PIPR liaisons for clarity, guidance, and consistent communication around expectations and questions. This cannot be put on the shoulders of any one person. Successful PIPR work depends on the ability to analyze, interpret, and communicate data effectively. Currently, professional learning focuses primarily on how to access data, which is insufficient. Targeted professional development is needed to build capacity in data analysis. Without adequate support, the goals of PIPR are difficult to achieve in a meaningful and timely manner.

There is a poorly written question. It asks us to align our goals with specific SLOs in mind. It does not consider that requiring alignment to specific SLOs may not be appropriate for many program goals, particularly those focused on program structure or evaluation, whose impact is more accurately assessed through meeting overall SLO and PLO goals.

XVI - 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 program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The English Program is central to Gavilan College's mission of supporting student success, equity, and transfer. Serving a large and diverse student population, the program prepares students for the workplace and four-year colleges and universities by building critical reading, writing, and communication skills. In recent years, the program has undergone significant curricular revision in response to common course numbering mandates, including updates to Course Outline of Records and Student Learning Outcomes. Faculty also revised the literature sequence and eliminated non-English electives to strengthen enrollment within the major. The department has expanded embedded tutoring support, serving 36 English courses in 2025, and continues to explore innovative offerings, such as a stand-alone English 210 and late-start offerings.

According to data provided, our department shows stable success rates, with a 73% success rate in 2024–25, matching the college-wide average. Equity gaps remain a concern. Latinx students, particularly, experience lower success and higher withdrawal rates, particularly in online sections, underscoring the need for targeted interventions and improved support for online learners.

The department demonstrates sustained commitment to professional learning, equity, and innovation through antiracist pedagogy workshops, Reading Apprenticeship practices, AI-informed instructional discussions, and collaboration with campus partners such as with the Puente counselor and statewide office, Higher Aspiration, ESL, counseling, and Guided Pathways-sponsored events, such as Ram-o-rama. Together, these efforts reflect an ongoing commitment to improving student outcomes, strengthening instructional quality, and advancing equity in transfer-level English

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.