



English - Division 10 - Arts, Humanities, Social Sciences - English

Main

Overview

Academic Year 2024 - 2025

Originator Sandler, Scott

Division Division 10 - Arts, Humanities, Social Sciences

Department English

Programs

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Lystrup, Noah
- Salvin, Christina

Annual Update

1. **Academic Year** 2024 - 2025

New Goal

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.

End of Year Status In Progress

Please describe your status (No more than 200 words)

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 have been meeting outside of the department to consider what was suggested and are creating a modified draft.

Planning

Design a portfolio assessment and develop criteria to assess the evidence and depth of prior learning, including considering its relevance to our curriculum and learning outcomes.

Proposed Activity to Achieve Goal Design a portfolio assessment and develop criteria to assess the evidence and depth of prior learning, including considering its relevance to our curriculum and learning outcomes. We will also work on piloting our CPL portfolio, assessing, and re-evaluating.

Responsible Party English Department

Total Three Year Resource Allocation Request 2000

Timeline to Completion Month / Year Have a completed draft by the end of Spring 2025. This will include getting input from the department and finalizing. Pilot CPL for English C1000 for Fall 2025. Look at results and make adjustments.

How Will You Evaluate Whether You Achieved Your Goal Development of a portfolio that is aligned with our program and institutional learning outcomes. Development of a rubric or set of guidelines to ensure some consistency in evaluation. Provide opportunities for student feedback with continuous improvement in mind.

Additional Comments

2. **Academic Year 2024 - 2025**

New Goal

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

End of Year Status In Progress

Please describe your status (No more than 200 words)

We have had two student welcomes/orientations in 2024-25. This involved event designing with faculty, peer mentors, surrounding student support programs, and our dean.

Planning

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 student input/feedback, collection and evaluation of data to consider whether there is any differential in the outcomes. This will include collaboration and communication with our dean and institutional researcher.

Proposed Activity to Achieve Goal Meeting with English faculty, dean, and peer mentors regularly before the semester starts to do our planning. Determine frequency of orientations. Develop assessments and mechanisms for feedback. Develop a plan with our institutional researcher for assessing effectiveness of orientations/welcomes.

Responsible Party English Department, Support Programs, Dean, Institution

Total Three Year Resource Allocation Request 18000

Timeline to Completion Month / Year Prior to Fall 2026, develop welcome. Develop assessment plans with department members and our institutional researcher during Spring 2027. Additional planning and assessment will take place prior to Fall 2027.

How Will You Evaluate Whether You Achieved Your Goal We have conducted the welcomes. We have received student feedback and made modifications. We have secured long-term funding. We have developed a plan for tracking the effectiveness of the welcoming event with our institutional researcher.

Additional Comments

In order to do this work effectively, we need to be able to secure long-term funding for promotion, planning, supplies, food, etc. as opposed to reaching out semester-by-semester.

3. **Academic Year 2023 - 2024**

Previous Goals Provide on-site tutoring supervision in Hollister.

Proposed Activity to Achieve Goal:

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

Responsible Party:

English Department

Total Three Year Resource Allocation Request:

27000

Timeline to Completion Month / Year:

2/25

How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status Canceled**Please describe your status (No more than 200 words)**

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.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

The funding for a 40% Part-Time position was provided by an Equitable Completion Grant managed by our deans.

Planning

N/A

Additional Comments4. **Academic Year 2023 - 2024**

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

Proposed Activity to Achieve Goal:

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

Responsible Party:

English Department

Total Three Year Resource Allocation Request:

27000

Timeline to Completion Month / Year:

2/25

How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status On Hold**Please describe your status (No more than 200 words)**

We have been 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 returns. When this happens, we can continue the development of this work.

Additionally, the new common course numbering template has "foundations of research" embedded within their templates. We will reflect on what this means for our classes as we move forward with our infoliteracy work.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

Yes. We received funding. In the time we had, we began looking at models of how other colleges were approaching infoliteracy. We also began creation of a module. We also started some shared learning around infoliteracy. Before the end of the semester, we developed an Infoliteracy team with our head librarian, department co-chair, one FT English faculty member, and two PT English faculty members.

Planning

When our head librarian returns the plan is to continue with shared learning and to develop modules that we can integrate into Canvas. We would like to pilot this work with select classes in the English Department. The goal would be to create infoliteracy modules that can be used across the disciplines. One of the first things we will be doing when this group resumes its meeting is to create a timeline with benchmark goals.

Additional Comments

We wanted more librarian representation as part of this group, but the library is understaffed, which prevents this from happening.

5. Academic Year 2023 - 2024

Previous Goals 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.

Proposed Activity to Achieve Goal:

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

Responsible Party:

English Department

Total Three Year Resource Allocation Request:

27000

Timeline to Completion Month / Year:

2/25

How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status In Progress

Please describe your status (No more than 200 words)

This goal is ongoing and is being put into writing as a goal in order to hold both our department and the dean accountable. Our dean has been available to discuss goals in bi-monthly meetings with the department chairs. He also attends many of our department meetings, and he has been open to discussing progress there as well.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

No funding was requested.

Planning

We will continue dialoguing and assessing where we are in our PIPR goals. We will continue to look at PIPR goals/status twice during the semester with our Dean. We will share with our dean what is working well, as well as where we are stalled in our progress. We will discuss needs and listen to suggestions.

Additional Comments

There is a history with creating such documents at Gavilan, spending hours creating such documents only to have them shelved until the date arrives to update. This can greatly impact morale. By putting this in writing, we are making commitments to keep these goals on our radar and to work intentionally and with purpose on these goals.

6. **Academic Year 2023 - 2024**

Previous Goals Implement a three year sustainable model for Professional Learning

Proposed Activity to Achieve Goal:

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

Responsible Party:

English Department

Total Three Year Resource Allocation Request:

27000

Timeline to Completion Month / Year:

2/25

How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status In Progress**Please describe your status (No more than 200 words)**

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.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

We requested funding, but it was not offered through PIPR.

Planning

Continue to create opportunities to engage in professional learning work.

Develop a timeline with benchmark goals.

Create sustainable work groups to develop, modify, and assess targeted areas of student support and ongoing shared professional learning.

Additional Comments7. **Academic Year 2023 - 2024**

Previous Goals Refine major requirements and LO alignments to optimize growth of our major and articulation with universities.

Proposed Activity to Achieve Goal:

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

Responsible Party:

English Department

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Timeline to Completion Month / Year:

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How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status In Progress

Please describe your status (No more than 200 words)

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. There have been some challenges with making changes in Curriqnet, but we are a place where we can move forward. We are getting support from our dean to help us with data that is needed to complete this work. We plan to bring the AA-T changes to our Curriculum Committee in early Spring 2025. We should be finished with this goal within this year.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

We did not get funding, and the request remains.

Planning

With funding, we would do outreach to surrounding communities, including high schools. We would promote the major. We would also promote the major through visible recognition of students and their work. This would include showcasing the work of our students through publications, poetry competitions, readings, celebratory events celebrating those in our Major. With funding, we could also create opportunities for teachers to get together based on what they teach (creative writing, literature, critical thinking, etc.) to discuss best practices, assessment, planning, promotion and communication of courses, etc. We would like to compensate our part-time faculty for participating in these work groups.

Additional Comments

8. **Academic Year 2023 - 2024**

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

Proposed Activity to Achieve Goal:

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

Responsible Party:

English Department

Total Three Year Resource Allocation Request:

27000

Timeline to Completion Month / Year:

2/25

How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status In Progress**Please describe your status (No more than 200 words)**

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 have two members of our department who are helping to lead our discussions and activities around 210 works. We are currently exploring a new common assessment. We are also working on a non-credit certificate in basic reading and writing skills.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

We did not receive the requested funds from the last PIPR plan. We still need funding to support time and space for designing and developing a common assessment. We have part-time faculty who are actively involved in helping to lead our examination of 210, and these instructors deserve compensation for this work.

Planning

We would like to meet regularly with our Institutional Researcher to collect and look at data. We will continue to work around 1A and 1A with 210 strategies in department meetings and retreats. This will include the development of common assessments and continued development of non-credit options. We will engage with our embedded tutors around best practices to support our students. We will continue working with MESS and monitoring how the institution is upholding the goals set in our Equitable Placement and Completion Report. We will continue to have faculty dedicated to looking at our support class, who can then support our entire department.

Additional Comments

We have been asking for support with data since even before our last PIPR report was submitted, but because we only had one institutional researcher, it is hard to get the needs of the institution met. Now that we have an additional research analyst hired at Gavilan, we hope to move with greater speed and get more support. We have been asking to look at drop data since that would give us a more complete picture of student success in 1A. There are other colleges that are able to collect such data, and we believe that a similar mechanism can be put into place at Gavilan. There has to be an institutional willingness to make this happen.

Resource Requests

Click Add Item to Enter a Resource Request

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 this year. 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 Department remains at the forefront of DEIA (Diversity, Equity, Inclusion, and Accessibility) efforts at our institution, continually reflecting upon our practices to provide more inclusive and equitable student experiences. This commitment is evident through our active participation in antiracism initiatives and the facilitation of DEIA Community sessions, where we explore critical topics such as student agency, cultural wealth, and mitigating bias in the classroom.

A key highlight this year was the department's professional retreat, which served as an invaluable space for collaborative visioning and planning. During this retreat, we prioritized initiatives such as the development of a Credit for Prior Learning process, the exploration of a Summer Bridge Program, and strategies to enhance student support, including through the examination of non-credit possibilities.

Despite these achievements, the department faced challenges in navigating external mandates, including those related to Common Course Numbering from the Chancellor's office, which has shifted our attention, and which works counter to some of our DEIA work. Additionally, institutional turnover has impacted continuity and progress on certain goals. Finally, we regularly struggle to secure funding for our department efforts.

We are committed to refining our major requirements, enhancing curriculum articulation, developing common assessments, and analyzing the effectiveness of AB 705 strategies, particularly through data-supported examination of our support course, English 210. We are committed to developing a common assessment that aligns with the department's objectives and supports growth in student success outcomes across courses.

Attach Files

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

Attached File