



General Information

Important Information

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Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? *

- Administrative
- Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
- Student Services

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? *

- Yes
- No
- Not applicable

Who is your Vice President? *

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009-

Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Catorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

Important Update

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Program Information

Name of Program (Academic Programs should be listed per discipline)

English

Please provide a brief description and any significant change in your program since the last program review cycle.

- 1) The pandemic led to all English classes moving online from the end of March 2020 until Fall 2021. English faculty had to scramble to become online certified and figure out how to teach composition effectively.
- 2) The Writing and Reading Center was dismantled after years of waning support from administration and on recommendation from a Program Vitality Review; the newly established Academic Success Center began working to get up to speed to handle the students' needs via tutoring (online, embedded, and in person), directed learning activities, and workshops.
- 3) The English Department continues to grapple with responding to AB 705, legislation that requires students to take and complete transfer-level English and math classes within their first year of college.
- 4) New legislation--AB 928-- requires the 23-campus California State University and nine undergraduate campuses of the University of California system to establish a joint singular lower-division general education pathway for transfer. This most likely will lead to students needing to take and pass both ENG G100 and ENG 110 within their first year of college.
- 5) English faculty have been reading, discussing, and implementing grading-for-equity practices and assignments to better encourage retention and student success.
- 6) We lost two full-time faculty who brought both expertise and diversity to our department: one faculty member retired (Dibakar Barua) and the other (Ryane Granados) left the teaching profession for creative endeavors.

What are your program's strengths?

- 1) Due to AB705, the increase in access to transfer-level courses has led to a dramatic increase in the number of students completing math and English courses. Particularly, there has been a significant increase in English throughput rates (successful completion of a transfer-level course within one-year). Hundreds more students at Golden West College have completed college writing with our new composition sequence than with our old basic skills sequence.
- 2) In fact, according to data on the Completion Dashboard, provided by the Chancellors office, transfer level completion rates in English have gone up from 43% to 63% statewide in the last 10 years. According to the same dashboard, at Golden West College, transfer level completion rates went from 45% to 73% in the last ten years
- 3) Side note: According to PPIC, in fall 2019, 61 percent of first-time English takers in the state completed college composition in one term (also known as the one-term throughput rate). This stands in stark contrast to just four years prior when 27 percent of first-time English students were able to achieve this important early milestone. In all, 57,000 additional students in the state successfully completed college composition in one term in fall 2019 relative to fall 2015.
- 4) Nearly all full-time English faculty are Canvas Level 2 certified to teach online. Many of our part-time faculty are trained to teach online, too.
- 5) Our department prides itself on its student-centered instruction and grading for equity: many of us are ditching the 100-point grading method in favor of portfolio and outcomes-based grading for the required essays.
- 6) Our English department was a strong implementer of AB705: we moved quickly to respond to data and remove our remedial courses and have been recognized statewide for this (see attachment). Colleges that removed remedial classes are associated strongly with improvements in completion of college composition. We are AB705 leaders in the state. There is a strong relationship between increases in access and increases in throughput rates in college composition.
- 7) Each semester, our English department hosts a department symposium to discuss best practices and innovative approaches to our curriculum. The part-time faculty are encouraged to attend and present on topics, too.
- 8) Our English Department Canvas shell keeps all faculty--full and part-time--informed of the most recent CORs, sample syllabi, assignments, lesson plans, department meetings, student equity plans, and more.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

- 1) English is increasingly under the scrutiny and purview of legislators: we continue to respond to AB 705 and will need to respond to AB 928, legislation that was signed into law in Oct. 2021 and that will force a general education pathway upon all community colleges and our English department.
- 2) White and Asian American students continue to be more likely to succeed than their Latino and African American peers in our classes. Yes, hundreds more students have completed college writing with our new composition sequence than with our old basic skills sequence (amazing!) but we still see persistent gaps in success with white and Asian students having higher success numbers than Black, Pacific Islander and Latinx students. We need to eliminate these gaps (these gaps persist college wide, not just in our department).
- 3) Due to AB 705, our department is tasked with meeting the needs of severely underprepared students in English 100 and 100S: Freshman Composition and Freshman Composition with Support. Since students can self-place, we are seeing students of all language and writing abilities in every course. This has been exacerbated by the loss of a well-supported ESL department. The English department is feeling the backlash of this in unexpected ways that leave many students in limbo.
- 4) We are working with the Academic Success Center to create the best system of tutors, workshops, and specific learning activities for students in English classes. These measures are needed to fill the void left by the Writing and Reading Center that was previously staffed by faculty and English-department recommended tutors.
- 5) Losing two full-time faculty of color has left the department with few faculty members to reflect the faces and experiences of our diverse student body: closing our disproportionate impact gaps is helped by having diversity within the faculty ranks.

INSTRUCTIONAL PROGRAMS

Do any of the courses in your program have a CTE TOP code?

- Yes
 No

What type of awards does your program offer?

- Certificates
 AA/AS Degree
 Associate Degree for Transfer

Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3-years ago	2-years ago	1-year ago
Certificates	* N/A	* N/A	* N/A
Associate Degrees	* N/A	* 1	* N/A
Associate Degrees for Transfer	* 40	* 29	* 34

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).

* Three years ago, degrees were auto awarded after Admissions & Records, along with Counseling, reviewed the criteria for students and auto awarded degrees to students. That accounts for the anomaly of higher number of awards in that year.

While the following year the number dropped to 29, the actual five-year trend, omitting Year 3 (when all departments experienced an anomaly in ADTs awarded), the trend has been upward: 21, 27, (40) 29, and then 34.

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.

Please note: For programs with earned credit, please use FTESr/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

FTES/FTEF ratio from 3 years ago

* 29

FTES/FTEF ratio from 2 years ago

27

FTES/FTEF ratio from last year

* 25

Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency

The GWC's English department's average enrollment per section is less than the college's for several reasons: (1) our composition class cap has been negotiated to be 30, which is still 10 more than recommended for composition courses by the Association of Departments of English: "The number of students in each section should be fifteen or fewer, with no more than twenty students in any case. Class size should be no more than fifteen in [college] developmental (remedial) courses." (2) With a cap for the composition classes at 30 and a 35-student cap for our literature classes, 27-28 students per section accounts for full sections and some normal attrition that occurs.

Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?

* In department meetings, updated course outlines, and department symposiums, faculty are encouraged to use readings, materials, and discussion prompts from diverse viewpoints in their classrooms, both virtual and face-to-face. English faculty also attend college workshops that focus on becoming allies to our college's distinct populations: autistic students, veterans, undocumented students, foster youth, and our LGBTQ+ population. We also will continue to seek out faculty members--both full and part-time--who engender cultural diversity in all its many forms.

Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.

* Faculty rose to the challenge of teaching online, and since having had two weeks in March 2020 to shift to teaching online, faculty have become more proficient in online instruction. We have been fortunate indeed to have an incredible staff of online instructors to teach all of us, and we continue to use the resources provided by the college online instruction department.

One other success is that many faculty and students have discovered that they actually enjoy online instruction.

One immediate challenge related to teaching all composition online has been discouraging plagiarism in a learning environment that seems to encourage copying and pasting without citing.

The most substantial challenge of teaching online has been making online lessons as engaging, rigorous, and fun as our in-person classes.

Program Review Curriculum

After a thorough review of your courses, provided by CCI...

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?

- * Yes
 No

For classes where the date of revision is more than 6 or more years for a transfer-level-course or 3 or more years for a CTE course, revisions for all such classes to CCI are required within the next two academic years.

- * I understand

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)

- * Yes
 No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

- * Yes
 No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

Do you have active courses that are not part of a degree or certificate?

- Yes
- No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Once we finalize the above, we will make multiple options available for faculty to complete.

How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)

The program SLOs are key components to courses we teach, and we assess the pSLOs by assessing the cSLOs every semester: cSLOs are directly matched to pSLOS.

The department chair chooses SLOs to be assessed each semester for ENG G100 and ENG 110. Literature course SLOs are determined by the faculty teaching them, and assessments are uploaded each semester for all courses. Discussions occur as are needed.

OUTCOME 1:
compose essays of various lengths, up to ten pages, that are guided by thesis statements.

OUTCOME 2:
produce writing for different purposes, which may include description, cause and effect, classification, definition, comparison and contrast, textual analysis, argumentative research, and creative fiction or non-fiction.

OUTCOME 3:
support thesis statements with different types of proof: logic, anecdote, textual interpretation, research.

OUTCOME 4:
edit and revise their own writing to reflect knowledge of correct English grammar, spelling, punctuation, manuscript format, and other literary conventions.

OUTCOME 5:
find, evaluate, and selectively present appropriate researched evidence in the course of an essay.

OUTCOME 6:
summarize texts, compare them to other readings and ideas, recognize that a single text may be interpreted in more than one way, and discuss them in terms of genre categories.

OUTCOME 7:
comprehend college-level texts that represent a variety of genres and rhetorical strategies such as irony, understatements, parody, and more.

OUTCOME 8:
articulate generic differences between poetry, narrative fiction, and drama.

OUTCOME 9:
demonstrate familiarity with some canonical works and/or authors of English and American literature.

Program Review Goals and Requests for Funding

Requests – If you are requesting any of the following, they *MUST* be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

1) Previous Goal: Successfully meet the challenge of preparing our students to read and write at the college-level needed to succeed in their classes. Because ENG G100: Freshman Composition is now the entry-level course, we will have students of all different learning levels present in our classes. To meet that challenge, we will need to have ongoing trainings both on and off campus, as well as support meetings on campus and faculty resources posted on Canvas in our department shell.

Outcome: At Golden West College, transfer level completion rates went from 45% to 73% in the last ten years. Hundreds more students at Golden West College have completed college writing with our new composition sequence than with our old basic skills sequence. However, although our completion/throughput rates have increased, our success rates have gone down. Of course, this is to be expected since we have SO many more students going through the system. However, the dip in success rates cannot be ignored. According to our GWC data - our English 100 success rates have dropped from 72.6% to 63.3% (3-year-trend).

2) Increase of course offerings to include both online sections of ENG G100 and ENG G110 to improve student access, increase enrollment, and support the creation of GWC Online degree. We will need to train interested faculty to teach online as effectively as in-person.

Outcome: The pandemic effectively took care of this goal! ALL English classes moved online in March 2020, and for Spring 2021, we are permanently retaining 25- 30% classes fully online or half online via hybrid

courses

3) Participate in Dual Enrollment programs in partnerships with local high schools. The department has already taken preliminary steps. In February 2019, we invited high school English faculty to meet with our faculty. While students and parents are eager for the opportunity to earn college-English credits free of charge, high school teachers are fearful of losing their jobs. We reassured them that this is not the case and that we want to work with them and their curriculum so as to give their students maximum support and opportunities.

Outcome: Work is going forward to have English part of dual enrollment courses. No doubt, by our next program review, we fully expect to be reporting on this goal.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Goal 1 (Required)

Description of Program's Goal

*Hire new full-time faculty:

Although our department appears to have more full-time faculty than many others on campus, every student at GWC must take English 100 or 100S to transfer or receive an AA. We are serving thousands of students a year in Freshman Composition, not to mention the courses that fulfill the critical thinking requirements for transfer, and the courses that support English majors. In this light, our department is actually very small. Additionally, with the loss of our basic-skills English courses (098 and 099), due to AB 705, our department is tasked with meeting the needs of severely underprepared students. We need additional full-time faculty committed to helping students of vastly different entry skills in the same course to succeed and pass English 100.

What actions will the program take to accomplish this goal?

*We will complete faculty requests and submit these requests to the GWC Senate and college president.

What metric will you use to measure your goal?

*The hiring of 1 or 2 full-time faculty members.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Goal 2 (Required)

Description of Program's Goal

*Increase Success Rates:

Although our completion/throughput rates have increased, our success rates have gone down. Of course, this is to be expected since we have SO many more students going through the system. However, the dip in success rates cannot be ignored. According to our GWC data - our English 100 success rates have dropped from 72.6% to 63.3% (3-year trend).

What actions will the program take to accomplish this goal?

*--Provide professional development for faculty, both full-time and part-time faculty, to address how to increase success rates.
--Give input and support to the Academic Success Center to help our students do well in their English classes.
--Communicate through department symposiums and Canvas shell various assignments, lesson plans, and best practices to improve success rates.

What metric will you use to measure your goal?

*English 100 success rates.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation

- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Please describe the type of Professional Development required.

- *--Participate conferences, workshops, and symposiums.
- *--Communicate findings and practices to other faculty from those conferences, workshops, and symposiums.

When do you plan to implement this Professional Development.

*Next two years: 2023-2024

What budget will this require?

*IPD contractual monies

Goal 3 (Required)

Description of Program's Goal

*Close the equity gaps for all of our disproportionately impacted groups:
We see drops in success rates for our department (overall) in almost every ethnic group except for White and students of two races. In the last three years, there has also been a decrease in success rates for Economically Disadvantage/Veteran/Foster Youth/ etc. taking English courses.

White and Asian American students continue to be more likely to succeed than their Latino and African American peers in our classes. Yes, hundreds more students have completed college writing with our new composition sequence than with our old basic skills sequence (amazing!) but we still see persistent gaps in success with white and Asian students having higher success numbers than Black, Pacific Islander and Latinx students. We need to eliminate these gaps (these gaps persist college wide, not just in our department).

What actions will the program take to accomplish this goal?

- *--Increase support for the Puente Program, which specifically targets first time Latinx/Hispanic students with a cohort support model.
- Consider a cohort model (similar to Puente) for our Black and Pacific Islander students.
- Work with our counseling and student support services and ally workshops to create best practices to inform and train our faculty to help students pass their English classes and do well in subsequent English classes.
- Hire faculty from diverse backgrounds to best serve our students.

What metric will you use to measure your goal?

*Data from 2023-2024 Program Review Summary Scoreboard Data.

Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

Please describe the type of Professional Development required.

- *--Workshops, conferences, symposiums, and faculty training faculty after having participated.

When do you plan to implement this Professional Development.

*Next two year: 2023-2024

What budget will this require?

*IPD contractual monies

Goal 4 (Optional)

Description of Department's Goal



OTHER INFORMATION

What additional information would you like to share about your program?

Because all students need to take ENG G100 in their first year, the English department often becomes the face of GWC for many students. A diverse and successful English department creates a sound foundation for the college and its programs, as well as creating an environment that is welcoming and inclusive.

Optional file upload (if desired)

Optional file upload (if desired)



Program Review

Academic Senate
Faculty Request

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

PROGRAM NAME & CONTACT

Program Review Unit/Department:

English

How many faculty requests would you like to submit?

- 1
- 2
- 3
- 4

First Faculty Request - Position Information

Position title and area of specialization (if applicable).

English FT, tenure-track inst

Please post your job description (or upload below)

We will update our job description later.

If desired, please upload your job description

Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)

- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

With the loss of our basic-skills English courses (098 and 099), due to AB 705, our department is tasked with meeting the needs of severely underprepared students in English 100 and 100S: Freshman Composition and Freshman Composition with Support. Since students can self-place, we are seeing students of all language and writing abilities in every course. This has been exacerbated by the loss of a well-supported ESL department. The English department is feeling the backlash of this in unexpected ways that leave many students in limbo. We need additional full-time faculty committed to helping students of vastly different entry skills in the same course to succeed and pass English 100.

New legislation (AB 928) most likely will soon require more students to take ENG G110 along with ENG G100 within their first semesters at GWC. This demand will create a greater need to provide our student body with updated, robust, and solid English instruction that ensures our students leave as capable critical thinkers, writers, and readers. The new legislation comes atop previous legislation (AB 705) that has stripped the English department of lower-level writing courses, all of which will once again require full-time faculty to respond quickly and creatively to the new challenges. We all know that full-time faculty do far more than "just" teach: we participate in conferences, seminars, workshops, and meetings, all in order to collaborate and spend time developing policies, teaching practices, course materials, lesson plans, and new courses. A new full-time English faculty member would be invaluable in helping our department respond to the demands of AB 928.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

We lost two full-time faculty who brought both expertise and diversity to our department: one faculty member retired (Dibakar Barua) and the other (Ryane Granados) left the teaching profession for creative endeavors. Losing two full-time faculty of color has left the department with few faculty members to reflect the faces and experiences of our diverse student body: closing our disproportionate impact gaps is helped by having diversity within the faculty ranks.

Although the English department appears to have more full-time faculty than many others on campus, every student at GWC must take English 100 or 100S to transfer or receive an AA. We are serving thousands of students a year in Freshman Composition, not to mention the courses that fulfill the critical thinking requirements for transfer, and the courses that support English majors. In this light, our department is actually very small.

COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs.
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Due to AB705, the increase in access to transfer-level courses has led to a dramatic increase in the number of students completing math and English courses. Particularly, there has been a significant increase in English throughput rates (successful completion of a transfer-level course within one-year). Hundreds more students at Golden West College have completed college writing with our new composition sequence than with our old basic skills sequence.

According to the Completion Dashboard, provided by the Chancellors office, at Golden West College, transfer level completion rates went from 45% to 73% in the last ten years.

Nonetheless, we still see persistent gaps in success with white and Asian students having higher success numbers than Black, Pacific Islander and Latinx students. We need to eliminate these gaps (these gaps persist college wide, not just in our department). I see a drop in success rates for our department (overall) in almost every ethnic group except for White and students of two races. In the last three years, there has also been a decrease in success rates for Economically Disadvantage/Veteran/Foster Youth/ etc. taking English courses.

Hiring new full-time faculty with a focus on diverse perspectives and approaches is crucial to addressing these success gaps.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism OR the equivalent.

How does this position address stated long-term college plans and Vision 2030 Goals?

- The position matches to the following GWC Values:
 - Welcoming Campus Environment:
 - Access, Equity, and Inclusiveness
 - Excellence in Teaching and Learning

Innovation and Technology

Having a campus environment that is inclusive, welcoming, and equitable are values that the GWC English Department embraces and will actively look for in our candidates. Our prospective faculty members should be well versed in using technology and innovation in the class, and the new faculty member should reflect the student-centered practices our department uses. For example, many of our English faculty members have changed grading practices to reflect more equitable practices and outcomes, and we will look for a faculty member to move the department even more in this direction.

As far as Vision 2030 Goals, the position addresses the following:

- 1) Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
- 2) Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
- 3) Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

Another dedicated and committed full-time English faculty member would contribute to enrollment, equity, success, and completion: we will seek a full-time instructor who will teach diverse viewpoints within the curriculum with both passion and rigor. The faculty position would contribute to improving completion and program quality, as well.

Another English full-time faculty member will also contribute to achieving seven of the eight GWC Institutional Student Learning Outcomes:

- 1.Specialized Subject Knowledge (Majors) – Demonstrate a depth of knowledge, skills, and abilities in a particular major.
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- 6.Oral and Written Communication Skills – Produce clear and well-organized communication appropriate to the intended audience, context, and goal of the communication.
- 7.Applied Learning – Demonstrate how theories and practices learned in academic settings can be ethically applied and integrated into personal and professional pursuits.
- 8.Lifelong Learning – Demonstrate lifelong learning strategies that are based on on-going self-assessment, education, appreciation of diverse perspectives, and acceptance of personal responsibility.

You have more than 1 faculty request.

Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

I think it is important that the department add an additional faculty, specifically if it helps with overall diversity of faculty pool.

Second Faculty Request - Position Information

Position title and area of specialization (if applicable).

English FT, tenure-track inst

Please post your job description (or upload below)

We will update our job description later.

If desired, please upload your job description

Program Classification (Check all that apply).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (Check all that apply and describe or leave all blank if none apply)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the

criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (Check all that apply and describe)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty. (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Due to AB705, the increase in access to transfer-level courses has led to a dramatic increase in the number of students completing math and English courses. Particularly, there has been a significant increase in English throughput rates (successful completion of a transfer-level course within one-year). Hundreds more students at Golden West College have completed college writing with our new composition sequence than with our old basic skills sequence.

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Hiring new full-time faculty with a focus on diverse perspectives and approaches is crucial to addressing these success gaps.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

We lost two full-time faculty who brought both expertise and diversity to our department: one faculty member retired (Dibakar Barua) and the other (Ryane Granados) left the teaching profession for creative endeavors. Losing two full-time faculty of color has left the department with few faculty members to reflect the faces and experiences of our diverse student body: closing our disproportionate impact gaps is helped by having diversity within the faculty ranks.

Although the English department appears to have more full-time faculty than many others on campus, every student at GWC must take English 100 or 100S to transfer or receive an AA. We are serving thousands of students a year in Freshman Composition, not to mention the courses that fulfill the critical thinking requirements for transfer, and the courses that support English majors. In this light, our department is actually very small.

COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

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Please describe what you checked above.

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Advisory board recommendations or requests.

Empty text box with a vertical scrollbar on the right side.

How does this position address stated long-term college plans and Vision 2030 Goals?

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2

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

I would recommend no more than one additional full-time faculty given the current full-time to part-time ratio.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3630363632

Aheresa Lavarini

Signature

10/22/2021, 6:16 PM

Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

The first goal of hiring full-time faculty is really to support the second goal, which is increase student success. Would suggest moving that as an activity to support goal 2 instead of being a standalone goal.

IEC: Please provide feedback on this Program Review

All areas are satisfactory.

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

I commend the English department for an excellent program review, which makes extensive use of the data available to them. I am also impressed with their emphasis on closing equity gaps, hiring faculty of color, and continuing professional development efforts.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

- Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.
- Higher Education Emergency Relief Fund (HEERF II):** Assist students impacted by the COVID-19 pandemic
- Lottery:** Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:** Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.
- Workforce Development:** Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

Dean/Supervisor: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please **DO NOT CLICK NEXT** here.

Instead, please click on "**Return for Revision**" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "**Next**"), it will be locked and be sent to Planning and Budget.

Supervisor/Dean Signature	Electronically signed by Kay Nguyen on 11/15/2021 1:29:08 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/16/2021 5:01:30 PM
CCD Signature	Electronically signed by Robyn Brammer on 11/16/2021 5:04:02 PM
Vice President Signature	Electronically signed by Meredith Randall on 11/23/2021 8:34:34 AM
