



Program Review Request Instruction

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

SUBMITTER INFORMATION

First Name:	Theresa
Last Name:	Lavarini
Email:	tlavarini@gwc.cccd.edu
ID:	
Phone Number:	Ext. 51154
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes

GENERAL PROGRAM QUESTIONS

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.
<p>The English Department finds itself newly esconcsed in the Language Arts Complex as of Fall 2023. After years of diaspora, it is a welcome change for the department to find itself in a state-of the-art teaching facility. Along with the new building have come new opportunities and challenges:</p> <p>--The department now has three faculty teaching dual enrollment classes at two local high schools and is branching out to more local high schools to prepare students for college work: the concept of who our students are is evolving.</p> <p>--In November 2022, OpenAI launched ChatGPT, and English instructors are noting that students now often turn to AI and ChatGPT to "help" write assignments or write entire essays for them.</p> <p>-- The English Department is finding that incoming freshman need more support, ranging from free online class materials, Disabled Support Services, as well as help with food and housing insecurities, and ongoing technological support. The pandemic has left many students anxious and struggling to recoup their momentum, so we continue to adjust our course offerings and instruction accordingly. Depression, anxiety, and suicide ideation are at an all-time high among college students.</p>



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--We have two new literature courses: Introduction to Science Fiction and Introduction to Screenwriting.

What are your program's strengths? (Answers could include but not limited to KPI data)

The GWC English Department prides itself on its student-centered approach. The English faculty work to engage each and every student in our classes, and we share best practices and innovation by hosting monthly department meetings and department symposiums each year.

1) Since the pandemic, we have utilized different modalities and class lengths to accommodate all the various ways students prefer to learn now:

--traditional face-to-face classes

--asynchronous online classes

--hybrid class: on campus and with an online component

--hybrid class: on campus with the live online component

--sixteen week, twelve week, eight week, six week, and four-week classes.

2) Many faculty are converting to using free online materials, commonly known as Open Educational Resources (OERs) or Zero Textbook Costs (ZTC). We believe that this is yet another way to support our students and create equitable learning opportunities. Using lottery funds to purchase books and e-books will help faculty employ modern texts for their classes when the those texts in the public domain will not suffice.

3) Additionally, we also have an opportunity to create a fully online English ZTC ADT (transfer degree), which requires that all the classes for the degree use materials that are free and available. This would have to occur by 2026: "Now, through the non-competitive process outlined below, colleges are eligible to receive additional funding by submitting the ZTC acceleration grant program plan for up to \$200,000 (per program) to develop and implement additional ZTC associate degrees or career technical education certificates. Prioritization is to be given to existing associate degrees for transfer. California Community Colleges are invited to submit program plans to request funding to develop and implement one or more ZTC program pathways. All courses for a program pathway must provide instructional materials at no cost to students. The ZTC program pathway(s) must be developed and implemented by Fall 2026. Implementing a pathway means that all courses in the program pathway have at least one section that is available to students in the college's schedule of classes that have zero textbook costs."--California Chancellor's Office

4) The English Department is expanding its conception of who our students are by teaching at local high schools via the dual enrollment program. We have two cohorts of students completing the four-year program at Los Amigos High School in Fountain Valley with ENG G110 this fall and another two cohorts taking ENG G100. This fall we are also starting a new dual enrollment program at Westminster High School. The goal is to reach students who may have not considered attending college and preparing them to do well if they do. We are also finding more high school students



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taking college classes through concurrent enrollment: taking classes both at the high school and then coming to the college campus.

5) The English Department collaborates, shares, and works with other departments and high school instructors to constantly stay abreast and improve its instruction. Our Fall 2022 symposium collaborated with the ESL/ELL department, and our recent Fall 2023 Symposium hosted a dozen or so high school faculty to share curriculum ideas on how to best support students, how to teach English in a way that helps students transition from high school to college, and how to approach AI/Chat GPT in our classes.

6) The English department holds monthly department meetings and encourages all of its faculty members, both full and part-time, to actively participate and share their knowledge and ideas for improving instruction. Our part-time faculty routinely present at our symposiums, and several have gone onto full-time positions. The department continually works on improving its instruction through both formal means (department meetings, symposiums, workshops, webinars, conferences) and informal means, such as discussion groups and sharing syllabi and lessons plans in the English department Canvas shell.

7) Along with our new building and its inviting "sticky spaces" that encourage students to engage with one another and their English professors on campus, the former Writing Club has been revived and expanded as The Fine Arts Club. One of our English full-time instructors is the new club advisor.

8) Our English faculty are regularly honored by their peers and students for their excellence in teaching and community college expertise that they contribute to the college and district.

9) We have two new courses--"Introduction to Science Fiction" and "Introduction to Screenwriting"--and nearly all of our courses are C-ID courses, meaning that the courses with common descriptors allow students to easily transfer their course work when they go to the CSUs, UCs, and many independent college and universities in California.

9) Our Puente Program is robust and thriving again, providing cohort support to "educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations" (thepuenteproject.org).

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

Teaching English in the post-pandemic era has its challenges:

1) Enrollment in our literature classes has declined dramatically. Many believe that the zeitgeist of the current times has much to do with students not wishing to major in English and/or enroll in humanities courses, as noted in a recent article in the New Yorker Magazine: "The End of the English Major:



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Enrollment in the Humanities is in Free Fall at Colleges around the Country. What Happened?"

By Nathan Heller, February 27, 2023 [<https://www.newyorker.com/magazine/2023/03/06/the-end-of-the-english-major>]. Students focus more on STEM classes and do not see English classes as pertinent to their lives, despite the desperate need for critical thinkers, clear writing, and humanistic approaches to the technological and industrial issues of our times.

2) The release of Open-Source AI/ Chat GPT in November 2022 is proving a tremendous challenge, as more students opt to let AI write parts or even sometimes all of their discussion and essay responses, despite AI and ChatGPT's plagiarism and inaccuracies. As our classes are focused on teaching students how to write, think, and read for themselves, we will have to rethink and retool how we approach teaching English in the 21st century. We also need to be clear on our syllabi as to how, what, and why AI is not allowed and/or allowed in limited capacities. Increasingly, faculty members are spending many more hours checking students writing when it shows signs of plagiarism, writing up reports, conferencing with students to discuss the violations of academic integrity, and giving students rewrite options. We may need to explore using oral exams in place of or in addition to written essays, but that may require updating the course outline of record at the state level. We also desperately need the college and district to provide the tools faculty need to ensure academic integrity and support students who are learning how to read, write, and think critically in our classes. Rather than outsourcing thinking and writing, our students need to learn to write, read, and consider how to best convey their messages in all types of venues. Teaching students to produce their own writing is the goal of our courses. Thus, we need the college and district to invest in AI detectors such as Copyleaks and/or iThenticate 2.0 (Turnitin's AI writing detector).

3) Overall, dual enrollment and concurrent enrollment are proving to be a positive way to impact the future of education, but they, too, have their share of problems. For dual enrollment, the fifty-minute instructional periods in the high schools can prove difficult for college instructors. For both dual and concurrent enrollments, parents sometimes insert themselves inappropriately into grading practices.

4) Our full-time faculty number is down to ten or eleven (one faculty member has been on sabbatical every year for four years in a row), meaning we have more work than ever to do with fewer hands and minds as we take on dual enrollment and the challenges of teaching in the post-pandemic era. Additionally, we are lacking in diversity and equity in some key areas. We have no Asian full-time instructors, although roughly one-third of our students are Asian. We have no black or African American full-time faculty, either. However, several of our full-time and part-time faculty are people of color, and we all have varied backgrounds that enrich our classroom instruction. Also, while many of our full-time faculty represent the department well on multiple committees and serve the college in various capacities, the workload of the department and college is not equitable. Full-time faculty members are expected to do far more than teach just their courses. Full-time faculty are contractionally obligated to serve the campus in various capacities: represent the English department on committees; mentor part-time faculty; advise student clubs; attend department meetings, division



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meetings, symposiums, conferences; and share their knowledge and expertise via the Canvas shell and discussions. The challenge is to for all tenured faculty members to become more engaged in doing the work of the department and college and not relying upon a few. Lastly, we have several full-time faculty who may be retiring in the near future, which will only increase the responsibilities for those remaining at a crucial time in the department.

--FT-faculty taught 48.9% of courses in 2020-2021, 57.1% in 2021-2022, and 53.7% of courses in 2022-2023.

--PT-faculty taught 51.1% of classes in 2020-2021, 42.9% in 2021-2022, and 46.3% of classes in 2022-2023.

5) Our class size is still larger than pedagogically recommended 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." Thus, we would like a class-size cap of twenty-five (25) for our classes, especially as we endeavor to close the learning gaps that have presented since the pandemic.

6) Because of the pandemic, many students have lost key study skills: specifically time management, focus, and persistence habits have suffered, causing students to give up sooner and more frequently. We see this reflected in declining success rates:

- Overall success rates dropped in 2021-22 (have dropped over last couple of cycles)
- Summer success rates increased - largely in part to dual enrollment students (over the last couple years dual enrollment students have high success rates - 94% in 20/21, 88% in 21/22 and 85% in 22/23, well above the overall 60.7% success rate. If we take dual enrollment students out of the equation, our success rate for English 100 was 57.7%.

Student Ethnicity:

- Asian students have higher success rates compared to the overall average but experienced a slight drop over the last couple of cycles.
- White students also saw a drop in success rates but remained slightly above the overall average (64.9%).
- Black students had a significant decline in success rates, with significant decreases since 2018-19.
- Hispanic students showed a decline in success rates, with average rates lower than the overall average (50.2%).
- Pacific Islander students, though a small group, saw an increase in success rates.

Gender:

- Gender does not appear to significantly impact success rates for English.

English 100S:

- Fewer students are taking English 100S, but success rates have been increasing over the last few years.
- English 100S success rate: 56.3%.
- Success rate for African-American students has increased this last cycle for African American and



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Hispanic/Latinx students.

English 110:

- Success rates have been steadily declining but still remain in the 70% range.

The department is concerned about the continuing decline in English 100 success rates, especially the decline in success rates among certain student groups, such as Black and Hispanic students. The increase in success rates for some courses, like English 100S, is hopeful.

Retention rates for English courses (overall) have experienced a slight decline, although they remain relatively high, standing at about 83%. Regarding ethnicity, African-American students generally exhibit lower retention rates, with the exception of the 2021-22 academic year, where rates deviated from this trend.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

Several trends are impacting our student in regard to enrollment, retention, and success:

- 1) Incoming freshman are needing more support than the past, as noted by DSPS Counselors Bill La and Denise Bon at our September 21, 2023, department meeting. To qualify for DSPS support, students must undergo assessment, which consists of four tests, each of which takes two hours to complete. This may mean that students who do not have eight hours prior to the beginning the beginning of the semester may miss the opportunity to receive accommodations to help them succeed. Additionally, "college students are experiencing all-time high rates of depression, anxiety, and suicidality," according to The Healthy Minds Network. The decline of mental and emotional health of our students has definite negative affects on the success of our students.
- 2) Chat GPT and AI Programs are impacting students taking our writing classes: they do not understand that allowing a computer program to write a paper after it lifts material from the Internet is plagiarizing and the report may be rife with inaccuracies. AI-illiteracy is wreaking havoc for both students and instructors. We need to create an AI-literacy course for our students, and we need faculty to stay abreast of the developments that are occurring daily.
- 3) Increased use of embedded tutors in our English classes is a positive trend, one that allows students to receive help from their peers who have excellend in an instructor's class.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

--At our September 2023 department meeting, DSPS Counselors presented and confirmed what many of the instructional faculty suspected: incoming freshman need more support than in the past. One English faculty member told the department that a current class has fifty-percent of students who



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are requesting accommodations: they need note takers, additional testing time, readers, emotional support animals, etc. Inviting the DSPS Counselors to speak and give us information on how to best support our incoming freshman is one of the many ways we support DEIA in our classes.

--Our Fall 2022 Symposium featured the presentation and subsequent discussion of "Mind the Gaps: Getting to the Bottom of Disproportionate Impact" by Prof. Ayesha Zia. The department brainstormed and shared best practices in supporting all of our students to achieve success.

--More English faculty are adopting zero textbooks cost materials and open-educational resources. Currently, seventy percent of full-time faculty teaching Fall 2023 are using ZCT/OERs. We can reach a higher percentage if we are approved to use an increased amount of lottery funds to purchase more recent texts and multiple copies to use in our classes, as often the OERs available are not as useful.

--The English department offers classes of different lengths: 4, 6, 8, 12, and 16 week classes in various modalities and different times of the day and evening. The various modalities, times, and class lengths meet the needs of various groups of students.

--Faculty have embraced using materials written by authors of diverse backgrounds and viewpoints.

--The department has adopted grading-for-equity methods: grading contracts, ungrading, and allowing rewriting instead of extra credit are just a few of the ways we revolutionized our grading since our last program review. Both Flex Day Spring 2022 and the Fall 2023 Symposium featured English faculty showcasing their equitable grading practices.

--A full-time English faculty member works with a full-time counselor to run the Puente Program, a cohort-based learning community that provides support for college students from underrepresented groups. Administration has struggled to maintain funding and release time for our Puente teachers and counselors when the budget was shrinking, but the English Department has never wavered in its support for the interdisciplinary instruction and mentoring that Puente provides our students.

--Many English faculty have embedded tutors in their classes, and we actively promote the Academic Success Center services to our students.

--Part-time Faculty are encouraged and welcome to attend all department meetings and symposiums. Many of our part-time faculty have presented at our symposiums, and several have been hired as full-time instructors at other colleges after working here and gaining valuable experience from their work here at GWC as full-fledged department members.



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How does your department/program collaborate with other areas on campus to advance student success?

Our department collaborates continually with other departments and programs:

- 1) Counseling and English work together in the Puente Program.
- 2) Puente now also partners with Sociology and Global Studies.
- 2) English is working with Counseling on the Starfish Pilot Project.
- 3) Local high school teachers were invited to join the English Department for the GWC Fall 2023 Department Symposium.
- 4) ESL/ELL were invited to attend the GWC Fall 2022 Symposium to discuss the new pathway for ESL/ELL students to make the leap to transfer-level English classes.
- 5) The English Department routinely asks guests to attend department meetings: librarians, DSPS and various counselors, the Accreditation Coordinator, the Transfer-Center Coordinator, OER Coordinators, etc. have shared their expertise with the GWC English Department.
- 6) English faculty attend Dual-Enrollment Workgroup meetings to share their experiences and acumen with the faculty from the other departments who also teach dual enrollment classes at local high schools.
- 7) English faculty regularly present at symposiums, flex-day meetings, and CIL (Center for Innovation and Learning) workshops to improve instruction and support student success.

How does your department/program utilize technology to support student success?

- All of the English full-time faculty have Level 1 and 2 Canvas Certification, and most of our part-time faculty do, as well.
- Many faculty allow and actively use computers in the classroom.
- More and more faculty are using online materials, which are available using technology.
- The English Department has its own department shell on Canvas where we share class materials, syllabi, and course outlines.
- Department meetings are held via Zoom.

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

No

AWARDS

What type of awards does your program offer?

- ☐ Certificates
- ☒ Associate Degree
- ☒ Associate Degree for Transfer



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Please provide the information for the number of 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	N/A	N/A
Associate Degrees for Transfer	34	25	11

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 and Planning, and Institutional Effectiveness (ORPIE).

Students are less likely to major in English, as noted in the February 2023 New Yorker Magazine article "The End of the English Major" by Nathan Heller. However, we are serving thousands of students, as students must take ENG G100 or ENG G100S to transfer and for the local degree.

FTES and FTEF

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 three years ago, two years ago, and this past year.

Please note: For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.

	3 years ago	2 years ago	1 year ago (this past year)
FTES/FTEF Ratio:	27	25	26

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

Our numbers are fairly consistent for English composition and literature classes. Our students read, write, and discuss within classes of thirty or less, and we already are teaching all students who enter the college. We are now serving both students in high schools from the communities around Huntington Beach. Our online offerings have increased since our last program review cycle, so that is another avenue for reaching students in far-flung areas. We also may wish to offer courses on the Online Course Exchange.

CURRICULUM



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After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

If you do not currently have a representative on CCI, you may contact either:

Gary Kirby: gkirbyjr@gwc.cccd.edu

Monica Jovanovich: mjovanovich@gwc.cccd.edu

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 years or more for a CTE course)?

- ☐ 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

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.

Click or tap here to enter text.

STUDENT LEARNING OUTCOMES

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

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

- ☐ Yes
☒ No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?

Individual faculty upload their SLO information after the classes end, and the English Department regularly assesses a different course SLO for each class each semester. Faculty then use the information to tweak their courses to better attain the outcomes for the courses they teach. The individual improvements and best practices are discussed at symposiums and via department meetings. The program is thus improved by regularly considering what worked well, what did not, and then sharing that information with the department. For example, one part-time instructor shared her contract-grading rubric with the department during the Fall 2023 Symposium. Students decide what grade they would like and commit to complete the work associated with that grade. The



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instructor checks in with her students four times during the semester to discuss how they are doing with their contract, in addition to providing feedback via graded assignments. Many of those faculty attending were inspired to use contract grading in their future instruction; the skills obtained directly correlate to the course student learning outcomes.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan 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 the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to 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.

We had three goals last program review:



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1) Hire new full-time faculty: that did not occur. The GWC Senate rated our need in the upper third of the faculty requests, but the college president did not fund a new hire for the English department in the last round of hiring.

2) Increase our Success Rates: overall success rates dropped in 2021-2022. However, we have had some modest increases:

--Summer success rates increased-- largely in part to dual enrollment students (over the last couple years dual enrollment students have high success rates - 94% in 20/21, 88% in 21/22 and 85% in 22/23, well above the overall 60.7% success rate.

--Fewer students are taking English 100S, but success rates have been increasing over the last few years. English 100S success rate: 56.3%; Success rate for African-American students has increased this last cycle for African American and Hispanic/Latinx students.

-- Evening courses have the highest success rates - at 88% in 2021-22 . Online courses in 2021-2022 showed a success rate of 62%: while not exemplary and lower than hybrid class success rates that year (68%), fully online class success rates were but higher than day courses (58%).

3) Close the equity gaps for all of our disproportionately impacted groups: we were successful with one group but have more work to do to close the gaps.

Student Ethnicity:

--Asian students have higher success rates compared to the overall average but experienced a slight drop over the last couple of cycles.

--White students also saw a drop in success rates but remained slightly above the overall average (64.9%).

--Black students had a significant decline in success rates, with significant decreases since 2018-19.----

--Hispanic students showed a decline in success rates, with average rates lower than the overall average (50.2%).

--Pacific Islander students, though a small group, saw an increase in success rates.

Gender: Gender does not appear to significantly impact success rates for English.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:

Increase ENG G100 Student Success Rates

What actions will be taken to accomplish the goal?



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- 1) Focus on grappling with the reasons for the declining success rates in ENG G100.
- 2) Discuss and share best teaching practices in our departments meetings, Canvas shell, symposiums, and discussions with other faculty, especially our counselors.
- 3) Work with Student Services as to the best way to address the changing needs of incoming students.
- 4) Integrate Starfish (an early alert system) into our English classes to encourage struggling students to persist and ultimately pass ENG G100, ENG G100s, and ENG G110.
- 5) Purchase and use AI-writing detection devices, such as Copyleaks and or iThenticate 2.0 from Turnitin, to support authenticate learning and maintain academic integrity in our classes.

What metric will you use to measure your goal?

- 1) Meeting and symposium agenda and minutes.
- 2) Data from the research office after the fact and from instructors teaching in real time.
- 3) Data from the Starfish Pilot.
- 4) Purchase and use of AI writing detector programs for faculty use.

Which of the College's missions and goals does this goal support? (check all that apply)

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

GOAL 2 (Required)

Description of goal:

Prioritize Diversity, Equity, Inclusion, and Accessibility within the English Department

What actions will be taken to accomplish the goal?

- 1) Continue to offer and expand class offerings: vary the modalities, class lengths, and markets for our courses.
- 2) Continue to embrace teaching practices that embrace DEIA values:
 - encourage equitable grading practices, such as contract grading.
 - use instructional materials that are zero cost and offer diverse viewpoints by authors from various backgrounds; dean and VPI need to approve our use of lottery funding to achieve this goal.
 - hire faculty (both full-time and part-time) with diversity in mind.
 - work with Student Services and the Academic Success Center to support our students to achieve their academic goals.



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3) Use AI writing detector programs to ensure that all students are assessed accurately and not unfairly penalized by some using AI to write their papers and some not.

What metric will you use to measure your goal?

- 1) Compare classes offered in 2023 to those of the next program review cycle in 2025.
- 2) Discuss and demonstrate equitable grading practices during department meetings and symposiums.
- 3) Compare number of faculty using ZCTs and OERs in 2023 to those doing so in 2025.
- 4) Review faculty hired between 2023 and 2025.
- 5) Keep an account of meetings with Student Services.
- 6) Improve disproportionate impact gaps.
- 7) Purchase AI Writing Detector Programs, such as Copyleaks and/or iThenticate 2.0 (Turnitin).

Which of the College's missions and goals does this goal support? (check all that apply)

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

GOAL 3 (Required)

Description of goal:

Increase the Scope of Instruction

What actions will be taken to accomplish the goal?

- 1) Work with local high schools to increase dual enrollment, choosing high schools that have the support and communication systems in place for the students and faculty.
- 2) Increase our literature class enrollments: advertise classes in the department, college, and possibly via the Online Constortium.
- 3) Seriously consider offering courses on the Online Course Exchange and creating a ZTC ADT.

What metric will you use to measure your goal?

- 1) Monitor and support our dual enrollment program.
- 2) Compare literature class enrollments over the next two years.
- 3) Continue discussion and make decisions regarding the Online Course Exchange and ZTC ADT.

Which of the College's missions and goals does this goal support? (check all that apply)



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☒ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☒ Communication

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.

Submitter's Signature: *Theresa Lavarini*

Date: 10/6/2023

Supervisor's Review

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

☐ No concerns

☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



Program Review Request- Faculty

Golden West College

FACULTY REQUEST

Submitter's First Name:	Theresa
Submitter's Last Name:	Lavarini
Submitter's Email:	tlavarini@gwc.cccd.edu
Submitter's Phone Number:	Ext. 51154
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes
Who is your Vice President?	Dr. Kay V. Nguyen
Program/Department:	Click or tap here to enter text.

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- ☒ Instruction
☐ Student Services
☐ Administrative

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 demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 [dashboard](#) provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

Position title and area of specialization (if applicable).
English Instructor [please note: could not enter the program/department name into the box above.]

Please provide and describe the data demonstrating the need for the request.
Every student at GWC must take English 100 or 100S to transfer or receive an AA. As a result, 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. Thus, the English Department often becomes the face of the college, so having a diverse and strong department is beneficial to enrollment, student success, and completion.
Assembly Bill 1705 was signed into law in October 2022, requiring community colleges to directly place students into



Program Review Request- Faculty

Golden West College

the transfer-level math and English courses. This law builds upon the previous 2017 law--AB 705--that made clear that basic skills classes were no longer going to receive support from the state. Unfortunately, the combination of placing students directly into transfer-level English classes and the learning loss that occurred after the 2020 Covid-19 Pandemic that closed schools and moved students and teacher into online learning is creating havoc with student success rates in English for almost all groups.

We are concerned about the continuing decline in English 100 success rates, especially the decline in success rates among certain student groups, such as Black and Hispanic students:

Retention: Retention rates for English courses (overall) have experienced a slight decline, although they remain relatively high, standing at about 83%. Regarding ethnicity, African-American students generally exhibit lower retention rates, with the exception of the 2021-22 academic year, where rates deviated from this trend.

Course Characteristics: Evening courses have the highest success rates - at 88% in 2021-22.

Online courses in 2021-2022 showed a success rate of 62% which isn't exemplary and seems to be lower than hybrid class success rates that year (68%) but higher than day courses (58%)

Please post job description (copy and paste description).

DRAFT: PROFESSIONAL OPPORTUNITY

	Position No:	Opening Date:
	Closing Date: XXX	
Position Description:	Instructor, English	
Location:	Golden West College	
Start Date:	Fall Semester – August 2024	
Starting Salary:	\$XXX – XXX Annually	

Located in Huntington Beach, California, Golden West College is a two-year, medium-sized college, serving over 18,000 students on a 122-acre campus. GWC offers over 60 Associate degrees, a strong university transfer program, more than 40 Career and Technical Education certificates, community education, and extensive student support services. Founded in 1966, Golden West College has been widely-recognized for its pioneering leadership in designing learning-centered programs and services for its students. For the last two years, Golden West College has been named a “Champion of Higher Education for Excellence in Transfer” by The Campaign for College Opportunity in recognition of its extraordinary work in awarding and implementing the Associate Degree for Transfer (ADT) to help students achieve their educational and professional goals.

Golden West College (GWC) welcomes a diverse pool of candidates and has an unwavering commitment to quality education, equitable outcomes, inclusive practices and racial, ethnic, and socioeconomic diversity. Ideal candidates for all positions at our college share our devotion to educating and improving the lives of our representative student,



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employee, and community populations.

Additionally, GWC is an officially designated Hispanic-Serving Institution (HSI) and has an eligibility designation as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI). GWC engages in regular professional development opportunities and partnerships so we can best serve disproportionately impacted groups. Additionally, the college supports equity minded programs as well as a full calendar of culturally responsive events. For up-to-date information on our student demographic and more, please see the following link: [Golden West College Scorecard](#). Golden West College is part of the Coast Community College District, a multi-college district that includes Orange Coast College and Coastline Community College. Information about GWC can be found at www.goldenwestcollege.edu.

THE POSITION

Golden West College is currently seeking -- a full-time tenure track ---English Instructor commencing with the 2024 fall semester. The primary teaching assignment involves instruction of freshman composition and literature courses. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of the Coast Community College District, with a clear, focused commitment to supporting teaching and academic excellence, and student learning and success through the work of - English instruction.

Conditions of Employment

Examples of Duties: Duties may include, but are not limited to, the following:

1. Provide instruction in English in accordance with established course outlines.
2. Provide leadership in the development and revision of all levels of the college composition curriculum.
3. Participate in curriculum development, implementation, and evaluation; participate in and develop programs to measure student performance.
4. Maintain current knowledge in the subject matter areas.
5. Maintain appropriate standards of professional conduct and ethics.
6. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; submit student grades according to established deadlines; post and maintain scheduled office hours; participate in departmental meetings and college and/or district-wide activities and committees as assigned.
7. Assignment may include day, evening, weekend, and online sections.

QUALIFICATIONS

Minimum:

1. Must meet one of the following qualifications under (a) through (d):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree from an accredited institution in English, literature, comparative literature or



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composition.

c. Possess a Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism.

d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.

2. Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students.

3. Ability to contribute to campus and district-wide professional responsibilities and activities.

4. Ability to complement existing staff, student and community demographics in terms of professional and personal skills.

Desirable Qualifications:

- Educational and/or instructional preparation in English courses.
- Experience and training in composition and critical-thinking courses at the college level.
- Experience in teaching English in online, in-person, and hybrid teaching settings and teaching classes of various lengths.
- Evidence of participation in student success initiatives in a post-secondary setting.
- Evidence of being abreast of hot-button topics in English instruction: dual enrollment, concurrent enrollment, use of AI ChatGPT, online consortium offerings, zero textbooks, and open educational resources.
- Evidence of an ability to address the instructional needs of a diverse and frequently underprepared student population.
- Evidence of an ability to effectively engage with and facilitate authentic learning for students of diverse backgrounds, cultures, and experiences.
- Evidence of an ability to adapt teaching pedagogy to each individual and class.
- Evidence of an ability to self-reflect and respond to an evidenced-based assessment of student learning.
- Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Coast Community College District.
- Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a whole.
- Ability to work with computers, and use the Internet and interactive technologies to engage students in on-campus and online courses (where academically appropriate).
- Evidence of an ability to communicate effectively both orally and in writing.

Supplemental Questions:

1. Provide concrete examples of your commitment to quality teaching, student motivation, student success, and academic excellence.



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2. Outline your breadth of knowledge of academic, occupational and/or student services areas and ability to design curriculum and learning activities to address a wide range of learning levels and learning styles in both a lecture and lab setting.
3. Explain your understanding of diversity, equity, inclusion, and accessibility, and how you support these values your classroom. Please give specific examples.
4. Explain your understanding and cite examples of your working knowledge of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
5. Explain your current and past involvement in professional development activities and campus/community service involvement.
6. In what ways has AB 1705 changed your approach to teaching transfer level English courses? Please use specific strategies and methodologies you find most effective in the post-AB 1705 classes you teach?

CONDITIONS OF EMPLOYMENT

For a full-time, two-semester position a maximum starting range of XXXXX is offered, based on the XXX salary schedule of \$XXX to \$XXX1. In addition, an annual stipend of \$XXX is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910)
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individual's interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

The deadline to apply is XXXXXX. Application materials must be electronically submitted on-line at <http://www.cccd.edu/employment>. Incomplete applications and application materials submitted by mail will not be considered.

APPLICATION REQUIREMENTS

A complete application must include the following:

- District Application Form
- Responses to Supplemental Questions



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- Cover letter addressing the applicant's qualifications, including desirable qualifications for the subject(s) to be taught
- Resume
- All unofficial copies of undergraduate and graduate transcripts
- Equivalency Request Form and supporting documentation (if applicable). Candidates making application on the basis of equivalency must submit/upload an Application for Equivalency form (located at www.cccd.edu/employment) in addition to all other required materials (upload as a separate attachment - PDF recommended).
- Documents not requested in the job announcement will not be considered

Submit application on-line at

<http://www.cccd.edu/employment>.

Coast Community College District – Human Resources

1370 Adams Avenue, Costa Mesa, CA 92626

Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714.

SELECTION PROCEDURE

1. All online applications received by the deadline date will be screened to determine which applicants meet the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the minimum qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview to the college. If any travel is required for an applicant to participate in person during the interview process, this will be done so at the candidate's own expense. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.
3. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
4. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
5. The campus President will make the final recommendation for employment to the Board of Trustees.
6. The successful candidate will be offered the position and placed on the current salary schedule based on their education and experience.
7. The start date will be determined by the hiring manager depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION

- To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
- The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.



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- Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
- During the interview process, consideration will be given to factors in addition to a candidate's education and experience. Additional factors include but are not limited to: professional development, ability to work with others, and commitment to meet student needs.
- Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
- Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.
- The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.
- The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
- The College does not return materials submitted in the application for a position. (Copies of original supporting documents are acceptable).
- Official transcripts will be requested by Human Resources during the new hire onboarding process.

The Coast Community College District is a multi-college district that includes Coastline Community College, Golden West College, and Orange Coast College. The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs. Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

THE COAST COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER:

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or

Program Classification (check all that apply)

- ☒ Instructor (transfer-level classes)
- ☐ Instructor (CTE classes)
- ☐ Instructor (ELL/ESL or non-credit)
- ☐ Counselor



Program Review Request- Faculty

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☐ Librarian

☐ Other:

Click or tap here to enter text.

Does this faculty request meet the criteria for extenuating circumstances beyond the department/program's control since the last 2 program review cycles? (check all that apply)

- ☐ Untimely death or loss of faculty due to health conditions
- ☐ Sudden unexpected retirement or resignation
- ☐ Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)
- ☒ Loss of tenure-track faculty
- ☐ Legal/mandatory requirements

Describe what you checked above.

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. The loss of two full-time faculty of color has left the department with fewer 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. As our data shows, we are losing ground in closing our gaps with students of color:

Student Ethnicity:

- Asian students have higher success rates compared to the overall average but experienced a slight drop over the last couple of cycles
- White students also saw a drop in success rates but remained slightly above the overall average (64.9%)
- Black students had a significant decline in success rates, with significant decreases since 2018-19.
- Hispanic students showed a decline in success rates, with average rates lower than the overall average (50.2%) .

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)



Program Review Request- Faculty

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- ☐ 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 full-time to part-time ratio to provide a quality program or program growth.
- ☐ There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).
- ☐ There is difficulty in finding and keeping qualified part-time 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.

Describe what you checked above.

Every semester we are usually down one or two full-time faculty members for various reasons: medical accommodations, sabbatical leave, or reassignment time for other programs or union or district work. Because the English faculty are teaching in an area that is impacted by state legislation, we find our faculty are needed on various pilots, such as Starfish and Puente, not to mention all the various workgroups that form to address various issues and opportunities, such as dual enrollment.

Full-time faculty taught 48.9% of courses in 2020-2021, 57.1% in 2021-2022, and 53.7% in 2022-2023.
Part-time faculty taught 51.1% of courses in 2020-2021, 42.9% in 2021-2022, and 46.3% in 2022-2023.

We regularly have to update or completely create curriculum to meet the new requirements coming down from the State, all of which takes time and research. We also are now teaching English at local high schools, further stretching the English department's resources. Additionally, the college would like us to adopt zero textbook costs and open educational resources and creat at ZTC ADT, meaning that faculty need to revise their courses and find texts and materials that are appropriate. Our faculty also seek to incorporate equitable and inclusive grading practices into our classes and continually seek to broaden the scope of our materials to reflect various views and lived experiences.

The advent of AI ChatGPT is directly impacting our courses: we teach composition, whereas AI ChatGPT appropriates the writings of others, making it tempting for students to use the program to pass of its content as their own. Teaching English has been so challenging!

Lastly, we have full-time faculty nearing retirement.



Program Review Request- Faculty

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Thus, we really need a new full-time faculty member to bring fresh energy and perspective to the challenge of teaching English in the 21st Century.

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?

- 1) The GWC English Department is now teaching dual enrollment in two local high schools with a strong demand to expand to other high schools and take on other cohorts in existing schools.
- 2) We are being asked to develop a ZTC ADT, a degree that uses all free texts, requiring research and vetting of materials.
- 3) In October 2022, Governor Gavin Newsom signed AB 1705 into effect, building upon the 2017 Assembly Bill known as AB 705. The continual legislation of forcing students into transfer-level classes was beneficial to many students at first. However, after the pandemic, students are struggling to regain lost learning and pass ENG G100 in their first attempt. GWC English faculty are continually having to scramble to adjust their course work and class requirements both to the State's mandates and to meet the needs of the students in their classes, who may or may not perform as predicted.

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 to/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.



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Describe what you checked above.

All students who wish to transfer or earn a local degree must take ENG G100: Freshman Composition. We bear the responsibility of preparing students to do well in their future classes at GWC, and our instructors often create the first impression of the college. Because we are now teaching in high schools, we also make an first impression on high school students in regard to a college education.

Having instructors who teach English with equity in mind requires a robust department. As our full-time faculty numbers decrease, leaving more work for less hands, burn out and fatigue are real concerns. We are stretched thin as we take on dual enrollment, AB 1705, Chat GPT, and incorporating DEIA into all aspects of our classes.

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

MA in English or the combination listed as Equivalent in the Minimum Qualifications List provided by the Chancellor's Office.

How does this position address long-term college goals and [Vision 2030 Goals](#)?

Adding a full-time English instructor relates directly to the college goals of Enrollment, Equity and Success, Completion, Workforce Preparation, and Communication.

- 1) Enrollment: We need a quality instructor to instruct students, develop course to attract and keep students, and to address the challenges of our post-pandemic, post AB 1705, and post-ChatGPT teaching environment in a positive and student-centered manner.
- 2) Equity and Success: A new instructor would be hired with diversity, equity, inclusion, and accessibility in mind, especially in regard to closing the gaps of those groups of students most impacted and in reflecting the types of students we find in our classes.
- 3) Completion: Because a full-time faculty member is dedicated to the department and the college, we would have someone with a new viewpoint to support completion via the time spent teaching, doing the work of the department, and in working on college committees. An infusion of English energy will invigorate the department and pave the way for innovation in how we support our students to complete their education goals.
- 4) Workforce Preparation: Students who can read, write, and think critically have gained invaluable skills that will help them in any career path. A new full-time English faculty member will contribute to that.
- 5) Communication: The English faculty are key members on most committees, workgroups, and taskforces on campus; most of us are on three or more. We also reach out the community with our symposiums and with our work in dual enrollment, Puente, and creative writing endeavors. Having another full-time English faculty member will benefit the campus and community, as well.

If you have more than one faculty request, please rank this against your others.

For example, if you are requesting three (3) faculty for this discipline, you could put a "2" in this box, a "1" on the next request and "3" on the third. "1" being your first priority, "2", your second priority, and "3" your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.



Program Review Request- Faculty

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Rank: Click or tap here to enter text.

Submitter's Signature: *Theresa Lavarini*

Date: 10/6/2023

Supervisor's Review

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

☐ No concerns

☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

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President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	Theresa
Submitter's Last Name:	Lavarini
Submitter's Email:	tlavarini@gwc.cccd.edu
Submitter's Phone Number:	Ext. 51154
Who is your Dean/Supervisor?	Martie Ramm Engle
Are you the Department Chair?	Yes
Who is your Vice President?	Dr. Kay V. Nguyen
Program/Department:	English

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- ☒ Instruction
- ☐ Student Services
- ☐ Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):

We need an accurate and powerful AI writing detection program, such as Copyleaks and/or iThenticate 2.0, because they support our teaching of composition classes and encourage critical reading and thinking. If students simply outsource all their thinking and writing to Chat GPT, they probably will never learn how to write and think for themselves. Instead, they will forever be dependent upon computers to do their thinking for them, rather than relying upon their own built-in computer: their brains. The purchase of licenses for AI writing detectors supports Goals 1 and 2:

1) Increase ENG G100 Student Success Rates:

Successfully passing ENG G100 includes actually being able to demonstrate the skills of writing, reading, and thinking, all of which are not simply using Chat GPT to write papers and respond to questions about readings.

2) Prioritize Diversity, Equity, Inclusion, and Accessibility within the English Department

We need to ensure that all students are given access to authentic instruction, learning opportunities, and assessment of their work in class. English teachers spend an inordinate amount of time carefully reading papers and providing feedback, so we need this grading tool to help us give real feedback to real student work, not fake work generated by Chat GPT.

Data to support the Program's Goal (if necessary/desired)

[Data Dashboards](#)



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

If additional data is necessary/desired, fill out a [Research Request](#) - May take up to 4 weeks

Click or tap here to enter text.

What actions will the program take to accomplish this goal?

- 1) Complete this technology request. 2) Encourage my division, college, and district to purchase the license for the English faculty and ALL faculty.

What metric will you use to measure this goal?

- 1) The actual purchase of the licenses and/or inclusion of iThenticate 2.0 / CopyLeaks in our Canvas grading tools 2) The number of faculty using such licenses in their grading of papers.

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

Please describe how this goal supports the College's missions and goals ([Vision 2030](#)).

- (1) Equity and Success: AI writing detectors ensure that all students will be assessed for their actual work, which will support their authentic learning and lead to concrete writing, thinking, and reading skills that will enable them to succeed throughout their lives.
- (2) Workforce Preparation and (3) Communication: We hear repeatedly that employers want employees who can communicate verbally and in written form and who get along with others (empathy and emotional intelligence). English composition classes emphasize these skills by having students speak and write in their classes as they analyze and discuss fiction and non-fiction, thus teaching empathy and considering the viewpoints and perspectives of other people. Also, thinking, writing, and reading will become valuable commodities if more and more people outsource their own thinking and writing to Chat GPT. Purchasing AI writing detectors will help support our students in their quest to acquire solid communication skills that will serve them well in all occupations.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

- ☐ Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- ☒ Technology
- ☐ Equipment
- ☐ Other (e.g. conferences, funding for professional development)



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
License for Copyleaks, an AI/ChatGPT Checker	\$9.16 per month per faculty member; \$3,665 for 40 faculty over ten months. No doubt a college or district price would be cheaper.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.

Click or tap here to enter text.

Will there be an on-going cost for this request? What is the total cost of ownership?

Click or tap here to enter text.

Supervisor's Review

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

- ☐ No concerns
- ☐ I have concerns about this recommendation
- ☐ I believe department or wing funds exist to cover this request: ☐ partial ☐ full payment

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

- ☐ Funding recommended



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

☐ Funding not recommended

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

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The original sender of this email is emmanuelt@copyleaks.com

Hi Theresa,

I hope all is well. I work on the sales and partnership team here at Copyleaks and wanted to connect with you.

I received your inquiry and wanted to follow up with you. I'm looping in my colleague [@Christian Buda](#) in this email. Christian handles the partnerships with colleges and universities.

As for pricing, if you are looking to use it for 1 person you can utilize our self serve web app. Here is a link to our [pricing page](#). This is based on page count. We offer both monthly and annual subscriptions here. This service allows you to check for both plagiarism and AI content.

For a department of 40, you could also leverage our web app however you just need to ensure the account is up to date with credits so that team members could use it.

Lastly on a college and/or district level that is dependent on LMS and FTE. I will let Christian handle more on this part.

If you could provide the LMS you are using as well as the total FTE (student count) Christian will be able to provide pricing.

We look forward to hearing from you.

Best Regards,
Emmanuel Theodat