Student Success Committee Project Proposal Form
2012-2013 Action Plan

Title of Project: English Adjunct Mentoring

Presenter: Eileen Apperson

Date Submitted: 8/15/13

Project/Activity Description: This project is to provide stipends for seven newly-hired English (composition) adjunct instructors as a part of a mentoring program. These funds would provide compensation for three one-hour meetings during the fall 2013 semester. These meetings would cover key subjects such as paper norming, assignment development, pedagogy, and classroom management, among others.

1. Project Timeline: Fall 2013

2. Project Budget (If you are proposing to travel somewhere, please indicate your anticipated expenses in the "anticipated expenses" section of this form):

    $1,050.00 (if all seven adjunct attend all three meetings).

3. Reedley College General Education Learning Outcome[s] (GELO) addressed (include number and description):

    Communication Skills
    > (1) Interpret various types of written, visual, and verbal information.

    > (2) Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

    Critical Thinking and Information Literacy

    > (4) Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

    > (5) Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

    Global and Community Literacy
    > (6) Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

(7) Apply historical and contemporary issues and events to civic and social responsibility.

(8) Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development
(9) Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

(11) Make ethical personal and professional choices.

4. Strategic Objective[s] Addressed (include number and description):

   1.4 Develop strategies to address unique needs of students to aid their academic success. (DO 1.1)

   2.3 Provide broad-based instructional support services relevant to the diverse needs of the students. (DO 2.3)

   3.3 Provide and support opportunities for faculty development that foster innovation. (DO 3.5)

5. Effective Practice[s] addressed (include number and description from Basic Skills as a Foundation for Student Success in California Community Colleges which can be found on the Student Success Committee Blackboard site):
   C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
   C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
   C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
   C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
   D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.
   D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
   D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
   D.5 A high degree of structure is provided in developmental education courses.

D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
D.8 Developmental faculty routinely share instructional strategies.

6. Define the outcome you expect this proposal will have on Basic Skills Students:

    The seven new hires are teaching approximately 270 students during the fall 2013 semester and may be re-hired for future semesters. Through these mentoring meetings, we hope that the students of Reedley College will have a more equitable experience and the instructors will have a better understanding of our students' needs to better their chances of success.

7. If this is not a staff development activity, how do you plan to assess the success of this project and what will you assess? Please be as specific as possible. You will be expected to assess the project and turn in a report at the end of the semester or year. This assessment will help us determine whether a project is viable and should continue to receive funding.

    We will survey the new adjuncts regarding the quality and content of these meetings in order to develop future mentoring.

8. If this is a staff development activity, please explain what you hope to gain. Which specific sessions do you plan to attend? Please include a plan and timeline as to when you will share this information.

Note: Please attach any relevant information. If you are going to a conference, please attach workshop schedules, etc.

For Student Success Committee use only:

Action Taken: Approved

Date: 10/7/2013

Reporting/Follow-Up: None