

## YEARLY PLANNING DISCUSSION TEMPLATE

### General Questions

**Program Name: English Academic Year: 2022-2023**

1. Has your program mission or primary function changed in the last year?

The English Department continues to align itself with the college's mission to "foster an educational culture that values equity and diversity" and to encourage students to "achieve personal, career, and academic goals." English faculty expose students to diverse perspectives and prepare students to critically read, write, and think: skills essential to many disciplines and careers. We teach a wide range of literature and composition courses, use a variety of diverse texts, and endorse a culturally responsive, equity-minded curriculum intended to foster student success.

In terms of major changes, we have streamlined our ENGL AA-T to offer one pathway for CSU and UC transfer.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Yes. Our [six-year Program Review Action Plan](#) from last year recommended we develop more literature courses. Consequently, the following new literature courses were crafted and approved by AP&P this year: ENGL 117 Detective Fiction, ENGL 118 Women in Literature, and ENGL 119 California Literature.

As of 5/23, the following new course proposals are pending in review in AP&P: (1) ENGL 180 Harry Potter and (2) ENGL 153 Native American Literature.

As referenced above, we revised our AA-T in English to add more literature options. As of 5/23 the degree proposal is in review at AP&P but is expected, per our AP&P representative, to be approved.

### Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

In Fall of 2022, the ENGL Department assessed PLO 1: Analyze, interpret, and evaluate a diverse range of fiction and nonfiction texts and media. We assessed three courses using PLO 1: ENGL 103 Critical Thinking and Composition, ENGL 105 Language and Culture, and ENGL 144 Ancient Literature. Four sections were included for a total of four data points. We used M1 scale 1-2 to determine if students met the standard 70% and above or did not meet the standard at 69% and below. The results follow:

1. ENGL 103 (2 sections; 2 data points): +8.5%, +26%
2. ENGL 105 (1 section; 1 data point): +30%
3. ENGL 144 (1 section; 1 data point): +13.0%

In Spring of 2023, the ENGL Department also assessed PLO 1: Analyze, interpret, and evaluate a diverse range of fiction and nonfiction texts and media. We assessed four courses using PLO 1: ENGL 102 Composition and Literature, ENGL 103 Critical Thinking and Composition, ENGL 106 Creative Writing, and ENGL 131 American Literature 1865-Present. Twelve sections were included for a total of seventeen data points. We used M1 scale 1-2 to determine if students met the standard 70% and above or did not meet the standard at 69% and below. The results follow:

1. ENGL 102 (1 section; 1 data point): +24%
2. ENGL 103 (9 sections; 9 data points): +19%, +15%, +5%, +30%, +24%, +18%, +23%, +25%, +11%
3. ENGL 106 (1 section; 1 data point): +15%
4. ENGL 131 (1 section; 6 data points): +24%, +24%, +24%, +30%, +21%, +14%

[Link to PLO data for ENGL \(Fall 2022 and Spring 2023\)](#)

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

All of the sections and courses assessed using PLO 1 in Fall 2022 and Spring 2023 showed a positive percentage for all data points, indicating students are meeting or exceeding standard expectations: at or above 70%.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

The department agreed that PLO1 and PLO 2 could be assessed using the current wording with the [PLO 1 and PLO 2 template rubrics](#), and this is supported by the data collected. However, the department decided after working on the rubrics for PLO3 and PLO4 that the wording needed some adjustment, and the department approved revisions to allow the assessment of PLO3 and PLO4 in Fall 2023 and Spring 2024. The department will work on revised rubrics for PLO3 and PLO4 at the beginning of Fall 2023 to use to evaluate the PLOs.

- d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

We have revised ENGL PLOs 3 and 4, which we intend to assess during the 2023-2024 academic year, and need to have them approved by AP&P, which we intend to pursue in fall 2023. We are waiting for our new ENGL AA-T to be approved by AP&P to have our revised PLOs submitted to the curriculum committee.

After PLO3 and PLO4 have been assessed, the department will again review the timeline for the assessment cycle. Currently the department is piloting all four of the English PLOs in a two-year cycle. It is anticipated that some courses may need to be sampled more than once in a six-year

cycle. We also need to add our newly approved literature courses (ENGL 117 Detective Fiction, ENGL 118 Women in Literature, and ENGL 119 California Literature) to the assessment cycle.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

See previous question for information regarding our PLO cycle.

We have revised our ENGL AA-T with the intention of no longer offering the AA in English. Our intention is to prevent confusion on the part of students. Few students per year (less than five on average) complete the AA, and those who do also complete the AA-T, so it makes sense to have one track. Once the new AA-T in English is approved by AP&P, we can move forward with revising our two-year course offering map to include our new ENGL literature classes (117, 118, and 119) and address any challenges that may arise in scheduling. We will also have to make tough scheduling decisions when our ENGL/ES courses are approved at the state level so we offer them equitably.

4. Were there any staffing changes?

Last fall, we were delighted to add Dr. Christopher Carroll and Dr. Kacie Wills to our full-time, tenure-track faculty in ENGL. They have proven to be a wonderful additions to our department. We were, furthermore, fortunate, over the summer of 2022, to hire three quality adjunct faculty: Elizabeth Hartford-Nourse, Ryan Meza, and Paul Yun. Later in the year, we added Richard Mahon to our adjunct pool.

We were also involved in the hiring process as committee members (Professors Romo and Nuñez) for two full-time librarians (SM and LCV) who will, undoubtedly, work closely with the English Department.

Staffing continues to be a priority for English, as the six-year data indicates English faculty teach tremendous overload. Our overload for 2021-2022 was 9.594. Meanwhile, our adjunct pool has decreased significantly, by a third: from 39 in 2016-2017 to 26 in 2021-2022. At the same time, the number of sections taught has remained relatively consistent: 219 in 2016-2017 and 216 in 2021-2022. Furthermore, both PT and FT faculty are teaching at load capacity, and we have maxed out our local adjunct pool. There are not enough qualified PT English instructors in the area, which is evidenced by the fact that we had to pilot hiring a CSEA employee in fall of 2022 to teach an unstaffed ENGL 101 section. Furthermore, the Writing Center has been impacted, as a result of faculty overload, increasingly relying on adjunct faculty. Note: We had seven unstaffed sections prior to the beginning of Fall 2022 that the chair had to scramble to fill, not the best recipe for student success.

5. What were your program successes in your area of focus last year?

We completed our comprehensive 6-year Program Review last spring: see file on AHC Program Review page.

[Link to Program Review 2021-2022](#)

In addition to addressing pressing issues, such as concurrent enrollment opportunities, accreditation, AB1705, the considerable impact of the Pandemic on our students, etc., at our monthly English Department meetings, which are held hybrid to encourage attendance and to accommodate face-to-face and Zoom participation, we would like to highlight the following program success:

### **Program Review Plan of Action: Post Validation**

One of the items on our 2021-2022 6-year Program Review Plan of Action is to improve student success by strengthening our partnership with other entities on campus. In our ongoing effort to do so and to connect students to support services on campus, English faculty regularly invite student services into our classrooms, especially ENGL 101 and ENGL 101/112 corequisite sections, for presentations: EOPS, Basic Needs, Student Health Services, LAP, Counseling, Writing Center, etc. When necessary and appropriate, we invite other departments and entities to our department meetings to improve cross-campus communication and collaboration: Academic Senate, Distance Education Committee, AP&P, etc. Furthermore, our vibrant learning communities, including Puente, Athlete, Rising Scholars, and ESL-designated learning communities, enable us to work closely with counselling and community mentors to support student success and to share information and strategies for program improvement. Last, the English Department's ongoing participation in outreach activities, such as Bow-WOW! and the spring Registration Rally, in tandem with our participation in special events, such as the annual Planning Retreat, the Foundation Scholarship Awards Night, and the annual graduation ceremony, serves not only to attract future students and to promote our programs, but to engage with other AHC departments and entities.

Another item on our 2021-2022 6-year Program Review Plan of Action is to recruit and retain more English majors. In our ongoing effort to do so, including offering new, diverse courses, we participated in the fall 2022 and spring 2023 Bow-WOW! events, including having an English Department table with free books for students staffed by English instructors and Peer Mentors who answered questions about and otherwise promoted our programs. Additionally, we held and promoted the following events: fall Student Poetry Reading ([covered by local news KSBY](#)), spring Scavenger Hunt, spring Blind Date with a Book giveaway, spring *Harvest Literary Journal* launch, spring LIT: a Celebration of Words poetry/prose event, and ongoing Peer Mentor meetings. Last fall, the department attempted to update and humanize our Internet presence, by collecting photographs and biographies of full-time and adjunct faculty to upload to the college website. Unfortunately, after we successfully compiled and formatted the information, we were informed by IT services that our vision was more costly and time consuming than could be currently done. Therefore, we are posting our bios and photos on the new portal with the intention, not only of humanizing our Web presence but of providing more specific information about the wide range of English courses we teach and the diverse texts we use. Over the past five years, we have experienced a slow, inconsistent trajectory of growth: 15

ENGL degrees awarded in 2018, 14 degrees awarded in 2019, 12 degrees awarded in 2020, 22 degrees awarded in 2021, and 19 awarded in 2022.

Moreover, our comprehensive Program Review Action Plan from last year recommended we provide additional in-house corequisite training. The Pandemic has had an enormous impact on our students. English student surveys and self-evaluations reveal that the isolation and disengagement resulting from quarantine and Zoom instruction has left students depressed and anxious. Students report that they are not confident in study techniques, time and stress management, and self-assertiveness. Especially in ENGL 101 and 101/112, students require additional time with and attention from instructors, as well as just-in-time remediation and other affective domain interventions. Therefore, the English Department held the following symposium prior to the beginning of the fall term: Reimagining Multilevel English Instruction: Creating a Growth Environment. The one-day symposium, attended by approximately twenty adjunct and full-time ENGL faculty, included an interactive pedagogical presentation on creating a growth environment in our multilevel English classrooms, specifically ENGL 101 and ENGL 101/112, our corequisite course. The presentation featured the following content: wall-to-wall instruction; just-in-time remediation; affective domain support; low-risk skill building; personalized, humanized instruction; flexible grading; and creating and maintaining a growth classroom environment. This presentation was followed by three faculty-led panels: (1) Ethnic Studies, Social Justice, and Promoting English, (2) Awesome Classroom Practices, and (3) Supporting Students in and out of the Classroom. The English Department also continued to work in Cohort Mentorship Groups to support one another with best practice sharing and problem solving with a focus on ENGL 101 and ENGL 101/112.

In addition to the movement we have made on our Program Review Plan of Action this academic year, we have had many successes including, but not limited to, the following:

### **Ongoing DE Training:**

The English Department continues to work on improving on our online instruction. In our Cohort Mentorship Groups, we regularly share best practice ideas for DE instruction, including working with other disciplines. For example, one group invited Jenny Schroeder from Speech to share best practice tips for DE instruction including using Canva, a free design-tool application, to create banners, quick link buttons, and downloadable images to make Canvas pages more attractive; integrating innovative module design; and incorporating regular student survey feedback to improve the ease of course navigation.

Beginning this summer, ENGL faculty will participate in the new 30-hour DE pedagogy training. At the time of the writing of this report, a total of 15 ENGL faculty (4 adjunct and 11 full-time) have signed up to participate with the goals of improving as DE instructors and becoming Peer Reviewers for the new Peer Review process for DE courses, further demonstrating our department's commitment to student success in the DE modality.

### **Diversity, Inclusion, and Equity:**

Several English faculty members participated in the full-day DEI Summit held in October 2022 dedicated to “creating a curriculum of inclusion”: Professors Kopecky, Nuñez, Romo, Wills, and Ying Hood. In our ongoing efforts to promote diversity, equity, and inclusion, several English faculty have also completed or will complete the Culturally Responsive Curriculum training by the end of summer 2023: Professors Brunet, Dimick, Nuñez, Raybould-Rodgers, Romo, Wills, and Ying Hood.

Dr. Wills hosted an AHC professional development workshop on theory-based anti-racist pedagogy in February 2023. Furthermore, Professors Will and Romo will be presenting at the Philadelphia MLA conference in January of 2024: (1) “Inclusive Language, Action-Oriented Anti-Racism, and Academic Freedom,” and (2) “Teaching Literature at Community Colleges Now: Ethnic Studies and the Literature Curriculum.”

Our commitment to revising our new ENGL/ES courses, with the ultimate goal of CSU Area F approval, further demonstrates our dedication to DEI-focused curriculum and instruction.

### **Learning Communities:**

#### **Puente:**

Puente students attended a Motivational Transfer Conference at UC Riverside in the Fall and visited UC Santa Cruz and CSU Monterey Bay in the Spring. Professor Carroll will replace Professor Dimick as the Puente instructor next year.

#### **Rising Scholars:**

Rising Scholars (B.I.G.E.) students attended a workshop at Cal State LA and participated in a tour of UCLA in the Fall. This Spring, every BIGE student who applied for a scholarship has been notified that they received one. The overall success rate for the Fall semester for 101/112 was on par with Hancock's general population, with slightly higher numbers for Hispanic students. Thus, the Rising Scholars learning community has the potential to address our disproportionately impacted student population.

### **Athlete Learning Community:**

Robert Senior, instructor for the Athlete Learning Community, reports the following data:

#### Fall 2022

- English 101: 22 students enrolled; 22 completed the course; 21 passed with a C or higher.
- English 112: 22 students enrolled; 22 completed the course; 21 passed with a C or better.

#### Spring 2023

- English 101: 21 students enrolled; 16 completed the course; 10 passed with a C or higher
- English 112: 21 students enrolled; 16 completed the course; 11 passed with a C or higher

### **Academic Integrity:**

We continue to grapple with and explore solutions to growing concerns and controversies surrounding Artificial Intelligence, especially since we have experienced an increase in A.I.-generated material (plagiarism) this year. This spring we started using the Turnitin A.I. plug-in in Canvas to help us root out, redirect, and prevent academic theft. Six English faculty members, Professors Ying Hood (presenter), Read, Brunet, Romo, Loomis, and Meza, participated in the following Professional Development session: “Tech Talk Tacos: A Byte of Tacos, a Chat about GPT.” The department will, furthermore, have representation on Senate’s newly resurrected Academic Integrity Committee. We are interested in a college-approved A.I. detector that we could confidently use in tandem with Turnitin’s A.I. detector, as it is not 100% accurate. We have additionally requested an A.I. plug-in for Canvas Discussion Board assignments, as we have detected A.I.-related academic dishonesty in Canvas DB forums as well.

The **Guided Pathway's** English faculty representative, Professor Ying Hood, met with this committee once a month over the course of the year to create strategies to encourage students to graduate in one or more of the thirty-three majors in the People, Language, and Culture pathway. Projects included the two-day Registration Rally on April 28 and 29, which registered over 1,000 high school seniors on the Santa Maria campus. Much of the planning that occurred in this committee was to facilitate communication to People, Language, and Culture majors and to educate those students on how to stay on track in their majors.

#### **AHC Foundation Scholarship Awards for English Majors This Year:**

- Isaacson Literature: 1 @ \$1550
- Susan Farley Memorial 1 @ \$1,000
- Lynne Bland Burke 1 @ \$1,000
- Though not funded by the department or for an English major, The Dr. Kate Adams Memorial Scholarship was awarded, 1@ \$1,000
- We also had another three English majors who were award scholarships of more than \$1,000 in unrestricted categories. Several of those students and the ones above were awarded multiple scholarships.

#### **Special Student Successes:**

The following English majors, who are all Peer Mentors, deserve special recognition:

- Jamie Mayer: full ride to Berkeley (accepted Berkeley)
- Chelsie Eggers: full ride to Berkeley (accepted Berkeley and invited to apply for the Mellon Foundation Mays Fellowship)
- Samantha Payne: near full ride to Berkeley and UCLA (accepted UCLA)
- Joan Mabansag: near full ride to Berkeley and UCLA (accepted UCLA)

#### **Writing Center:**

- The English Department endorsed a recommendation that ENGL 101/112 corequisite students should complete at least three Writing Center visits (assignments) per semester. The visits will facilitate student success by connecting students to the Writing Center early and often. Sample WC visit assignments were shared with the department.

- Writing Center visits increased in fall 2022 to 1,248 tutoring visits and a total of 3,602 attendance hours, which equates to four times the visits the WC received in fall 2021 and double the number of attendance hours. Increased usage is best explained by an increased in-person student presence and strong support from English faculty who encouraged student attendance.
- The Writing Center focused on student access by offering online weekend paper submissions, WC chat feature extended until 10 p.m., Zoom tutoring options, and online weekly writing-related workshops. These features gave students a variety of modes to access writing support.
- The Writing Center offered 33 workshops in fall 2022 and spring 2023.
- Writing Center student surveys showed that 90% of students who visited the Writing Center rated their experience as *excellent* or *good*.
- The Writing Center and the Peer Mentorship Program partnered to place Peer Mentors in the Writing Center to maximize student support and to extend WC chat hours to 10 p.m.

### **Library:**

#### Fall 2022:

- The library participated in the event held by the Pride Alliance Club for National Coming Out Day and provided a selection of LGBTQIA books from Dr. Adams' collection.
- The library hosted a book scavenger hunt with banned books for National Banned Books week.
- Librarians led 24 individual English class orientations in the library.
- Librarians were embedded in 7 English courses.

#### Spring 2023:

- The library assisted the English Department with its LIT event book scavenger hunt.
- The library completed the processing of Dr. Kate Adams' book donation, adding over 1,500 of her titles to the collection. Remaining titles have been sold to benefit the Friends of the Library group and select LGBTQIA titles were donated to the student Pride Alliance Club for the new Pride Center.
- Librarians led 20 individual English class orientations in the library.
- Librarians were embedded in 8 English courses>
- The library was approved for 2 new hires (one retirement replacement at LVC and one replacement at SM).
- The library hosted English instructor and author, Mark James Miller, for a reading from his new book.
- The library hosted the lead actress from the PCPA production of *Emma* for a performance and question and answer session.
- Two sections of the library skills course, LBRY 170, were taught.

### **AP&P:**

The following ENGL program and courses have been recommended for approval by the curriculum committee:



ENGL 117      Detective Fiction  
ENGL 118      Women in Literature  
ENGL 119      California Literature

The following ENGL program and courses are in curriculum committee review:

ENGL AA-T  
ENGL 180      Harry Potter  
ENGL/ES 153   Native American Literature

As a result of new legislation, AB 1460, which requires CSU students to take Ethnic Studies courses, the English Department created new ENGL/ES literature offerings last year. This summer and next fall, we will be working on revising four cross-listed ENGL/Ethnic Studies courses: ENGL 150 Asian American Literature, ENGL 151 African American Literature, ENGL 152 Latina/o Literature, and ENGL 153 Native American Literature. Although the courses were approved at the local level by AP&P last year, they were not approved by CSU for Area F, our ultimate goal, this year. Our work will include revising the courses using the Culturally Responsive Curriculum lens and toolkit.

**Other:**

Dr. García-Martínez's co-edited book, *A Critical Collection on Alejandro Morales: Forging an Alternative Chicano Fiction*, was awarded the Silver Medal at the 24<sup>th</sup> International Latino Book Awards in late August 2022.

Dr. Kacie Wills' book chapter "Visualizing the Indigenous Pacific" was published in the *Edinburgh Companion to Romanticism and the Arts* in December 2022.

Professor Jozwiak reports increased engagement and substantive contact with online students using the social annotation program Hypothes.is this year. 105 and 101 students in the fall semester reported enjoyment using the program and described how it helped them engage with their peers and their instructor while being able to ask questions and see important details in a reading in a low-pressure environment.

Professor Sullivan is going into peer review this summer for his American Literature OER course funded by the CC ECHO grant awarded by the US Department of Education. His project contextualizes and compares the biographies of famous American authors and their literature to historical literary movements and critically compares the history they wrote and published to contemporary American culture.

Professor Carroll resurrected *Harvest*, Hancock's student-led literary arts journal. The two-sequence course, English 107 and 108, successfully made in fall 2022 and spring 2023 with

healthy enrollments and generated solid pass rates, culminating in the release of the 2023 print version of *Harvest*, a huge success given the fact that the last publication was in 2007.

One of the English Department’s greatest accomplishments this year was highlighted in two *Santa Maria Times* stories: (1) [“Turning Point: Hancock College, friends, family help Santa Maria woman find direction”](#) and (2) [“Turning Point: Regina Broomall sentenced to probation.”](#) Broomall, recent recipient of a \$1,500 AHC Foundation scholarship, found critical intervention by and support within the English Department, especially under the guidance of Professor Ying Hood, which helped Broomall avoid a serious prison sentence and, instead, facilitated her pursuit of her AHC education and her becoming a Peer Mentor and tutor. We are not surprised but honored to report that Professor Ying Hood has since received the AGS (Alpha Gamma Sigma Honor Society) award for Full-time Faculty of the Year.

**CTE two-year review of labor market data and pre-requisite review**

6. Does the program meet documented labor market demand?

Not applicable.

7. How does the program address needs that are not met by similar programs?

Not applicable.

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Not applicable.

9. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Not applicable.

10. Have recommendations from the previous report been addressed?

Not applicable.

Use the tables below to fill in **NEW** resources and planning initiatives that do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.*

New Program Planning Initiative	
<b>Title:</b>	Post AB 705 and AB 1705 TESOL Certification for ENGL Faculty
<b>Planning years:</b>	2023-2024

**Description:**

AB705 and AB1705 have resulted in a greater number of ESL students in our ENGL 101 and ENGL 101/112 corequisite sections. To better meet this population’s needs and in alignment with our 21-22 Program Review recommendations, full-time and adjunct ENGL faculty require TESOL (or TESL) training.

**Resources:**

**Priority Level:** Low Medium **High**

**Resource Type:** Equipment Staff **Faculty** Supplies and Materials

**Quantity:**

**Per Item Price: \$900**

**Price with taxes/shipping, etc: \$28,800**

**Description:**

TESOL Certification through Anaheim University: 15 weeks, 3 units, online

\$900 per faculty member’s training: \$14,400 for 16 full-time ENGL faculty and \$ 14,400 for 16 adjunct ENGL faculty

[Anaheim University: 15 week, 3-unit online certification in TESOL](#)

**New Program Planning Initiative**

**Title:** Humanize ENGL Department Web page

**Planning years:** 2023-2024

**Description:**

In an attempt to attract and maintain more English majors, an action item on our 2021-2022 Program Review, the ENGL department would like to have its 38-page Google doc, which includes biographical information, photos, and courses taught for 18 ENGL faculty members who chose to participate in the compilation of this data, transferred and formatted on the AHC ENGL Department’s Web page. The cost, per Phil Hammer, for a design service package is \$8,000.

**Resources:**

**Priority Level:** Low Medium **High**

**Resource Type:** Equipment Staff **Faculty** Supplies and Materials

**Quantity:**

**Per Item Price: contract**

**Price with taxes/shipping, etc: \$8,000 (CMS vendor)**

**Description:** See description above.

<b>New Program Planning Initiative</b>	
<b>Title:</b>	Professional Development: CAP (California Acceleration Project) Training
<b>Planning years:</b>	2023-2024
<b>Description:</b>	
As a result of AB705 and AB1705 legislation, the English Department, in line with our 6-year Program Review Action Plan, requires ongoing training in corequisite pedagogy, class climate, and implementation.	
<b>Resources:</b>	
<b>Priority Level:</b> Low Medium <b>High</b>	
<b>Resource Type:</b> Equipment Staff <b>Faculty</b> Supplies and Materials	
<b>Quantity:</b>	
<b>Per Item Price:</b> contract	<b>Price with taxes/shipping, etc:</b> \$10,000
<b>Description:</b>	
We request funding to contract with Summer Serpas, CAP trainer. We have one training planned for the fall, and we hope to have a follow-up training in the spring. While we are requesting this funding through the one-time Equitable Placement, Support, and Completion (AB 1705) Funding Allocation, we reiterate the request here so the district is aware of our needs and in case we do not receive funding through the one-time funding allocation.	

<b>New Program Planning Initiative</b>	
<b>Title:</b>	Peer Cohort Mentorship Program
<b>Planning years:</b>	2023-2024
<b>Description:</b>	
The English Department’s Cohort Mentorship Program provides an ongoing means for faculty to collaborate.	
<b>Resources:</b>	
<b>Priority Level:</b> Low Medium <b>High</b>	
<b>Resource Type:</b> Equipment Staff <b>Faculty</b> Supplies and Materials	
<b>Quantity:</b>	
<b>Per Item Price:</b>	<b>Price with taxes/shipping, etc:</b> \$38,000
<b>Description:</b>	
The English Department’s Cohort Mentorship Program provides an ongoing means for full-time and adjunct faculty to communicate, collaborate, and improve with the greater goal of supporting student success. We share best practices and address concerns to improve	

instruction, and we foster rapport with colleagues. We intend, moving forward, to use cohort groups to evaluate our corequisite implementation in English.

Note: This program is currently funded by Title V, but we include it here because we wish to institutionalize the program, and we want the district to be well aware of our needs.