

Priority/Jobs	Strategy/Work Plan	Direct or Indirect	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
3.1 Provide grammar pedagogy training, mentoring, syllabus construction, and active teaching training to two developmental education faculty											
	3.1a Attend Philander Smith lecture on teaching African American males	Indirect	What information did the lecturer provide to help colleges retain African American males?	Acquire new methods for increasing retention rates among African American males	Evaluate material presented for possible implementation	Share information with appropriate faculty/staff	Hill	one time		\$39 for gas	9/18/2008
	3.1b Work with new tutors to ensure common vision	Indirect	Do tutors understand the type of feedback needed for content-level tutoring? What can we do to ensure tutors have the skills necessary for this type of tutoring?	Tutors will share a common approach in responding to student writing	Faculty will review random papers to evaluate tutor responses.	Conduct norming workshop to instruct tutors in appropriate responses.	Seals, Hill, Railsback, Taylor	once a semester or as needed	Student papers	\$15/hour, 20 hours per week	ongoing
	3.1c Involve adjuncts in pedagogy training, mentoring, and active teaching training	Indirect	What methods can we employ to train new hires to share a common philosophy and pedagogy in basic writing?	Developmental composition instructors will share a common pedagogy		Conduct training workshops for adjuncts	Seals, Hill	once a semester or as needed		\$1600/course	ongoing

Outcome	Results	Next Steps
Term	Year	(Modify, Continue, Cancel)
		Continue
Fall	2008	Completed
Spring Fall Spring	2009 2009 2010	Modified by looking into other tutoring models; will use Smarthinking and Criterion as tutors. Spring 2010: Discontinued Smarthinking. Emphasized using on-campus tutors. Beginning Fall 2010, will train on-campus tutors.
Fall Spring Spring	2008 2009 2010	Continue Summer 2010: Provide training to adjuncts on Criterion Fall 2010: Modify by providing prescriptive syllabus and schedule. Continue Criterion.

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3.2 Conduct focus groups with African-American students to collect feedback on topic preferences											
	3.2a Formalize group questions for Core Team review	direct	What exactly are we wanting to discover from these students? What questions will best ferret out that information?	A set of questions that will reveal writing topic preferences of African American males	After focus group, results will be evaluated to determine efficacy of questions (see 3.2d)	Meet to discuss possible questions; finalize questions	Seals, Prince, Henderson, Francis, Core Team AtD Facilitators	one time	Student responses	\$2000 for thumb drives, pizza, Cokes	
	3.2b Make physical arrangements for focus group	direct	What materials will we need to conduct the focus group? What room arrangement will be most conducive for students?	Focus group room and arrangements will be finalized.	Room will be checked to make sure necessary equipment is present	1. Confirm meeting/classroom with Mr. Bane; 2. Gather materials to include flip charts, markers, etc.	Seals, Francis, Simms, Brockman, Flores, Bane	one time			
	3.2c Conduct focus group	direct	Did we reach our target group? Did students respond to discussion and written survey questions in a way that is useful to us?	Focus group students will complete survey and discuss their opinions			Seals, Brockman, Flores, Simms, Francis	one time			9/18/2008
	3.2d Evaluate and share responses	indirect	Did we discover the topic preferences of African American males? Did we ask appropriate questions? Would other questions have been beneficial? What causes so few African American males to attend OTC?	Topic preferences for African American male students will be revealed	Analysis of focus group findings	Disseminate information to instructors	Brockman, Flores, Francis, Seals	one time	Student responses		Oct-08

Outcome	Results	Next Steps
Term	Year	(Modify, Continue, Cancel)
Fall	2008	Modified - see focus group findings
Fall	2008	Modified based on revisions suggested by personnel. Results are codified in a report and were not as useful as anticipated; as a result, another survey was conducted (see 3.2e)
Fall	2008	Completed
		Completed
	OTC needs to share cost and transferability of hours with this particular group. There is not yet enough data on writing topics to draw any inferences or answer the research question	Modified by adding another strategy to work plan collecting additional data on African American males' writing habits.

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	3.2e Administer a survey to BG/BC Comp I students to gather additional data	Direct	See attached survey.	Deeper insight into topic preferences will be gathered	Completion of survey results	create, distribute, collect, and compile results of survey	Seals, Hill, Thompson, and other Comp I instructors	one time	Student responses	minimal copy expenses	Oct. 2008

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Term	Year	(Modify, Continue, Cancel)
Fall	2008 (see attached report)	Completed additional survey; disseminated results of survey to affect change in course content

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3.3 Pilot accelerated Basic Grammar/ Basic Composition combination course paired with trained faculty in the ReadWriteHere lab; measure student writing progress using Compass e-Write.	NOTE: 3.4 of original plan became the Work Plan for 3.3		How many students enrolled each semester? How many successfully completed the combination course?								
	3.3a Administer Compass e-Write pretest to Basic Grammar students	Direct	What is the e-Write skill level that faculty can expect on the pre- and posttest?	Basic Grammar students will complete the Compass e-Write	Review number of students who took test	1. Schedule test dates. 2. Reserve lab.	Hill, Holiman	1x/semester	e-Write pilot of Comp I and Comp II students from 2005	\$5/student	Sept. 2008
	3.3b Administer Compass e-Write posttest to Basic Grammar/Basic Composition combination course students	Direct	Do students finish the combo course with scores equaling those of students going into Comp I?	Basic Grammar/Basic Composition combination course students will complete the Compass e-Write	Review number of students who took test	1. Schedule test dates. 2. Reserve lab.	Hill, Holiman	1x/semester	e-Write pilot of Comp I and Comp II students from 2005	\$5/student	Dec. 2008
	3.3c Administer Compass e-Write posttest to Basic Composition students	Direct		Basic Composition students will complete the Compass e-Write	Review number of students who took test	1. Schedule test dates. 2. Reserve lab.	Hill, , Holiman	1x/semester	e-Write pilot of Comp I and Comp II students from 2005	\$5/student	
	3.3d Compile results	Direct			Use a paired two tailed t-test here for comparison purposes?		Kratz, Hill, Seals, Spayde, Ashcraft		Student test results		Feb. 2009

Outcome	Results	Next Steps
Term	Year	(Modify, Continue, Cancel)
Fall Spring Fall	2008 2009 2009	11 enrolled/6 passed 13 enrolled/ 8 passed, 3 withdrew, 2 failed Fall 2009: 10 enrolled/8 passed
Fall Spring	2008 2010	Completed; committed to offering combination courses only; added Basic Composition students to pretest in Fall '09 for comparison purposes Fall 2010 Modify to add e-Write as a placement test; pretest no longer given as a result of giving students who test into Basic Writing but out of Academic Reading the opportunity to take the e-Write and test out of Basic Writing before each semester begins.
Fall Spring	2008 2010	Continue Discontinue, since Basic Grammar will no longer be offered
Fall	2008	Continue; add Compass posttest in Fall of '09
		Continue

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	3.3e Compare and analyze data with close attention to performance of African American males to determine next step: either continue pilot program or expand into learning communities	Direct	How do BG/BC pretest scores compare to Basic Grammar pretest scores? How do BG/BC posttest scores compare to Basic Comp posttest scores?	BG/BC combination course posttest scores will be comparable to Basic Composition posttest scores	Compare data from all tests	1. Compile data. 2. Meet to discuss results. 3. Make decision concerning future of BC/BG course	Core team, Kratz	1x/semester	Compass e-Write scores		May. 2009

Outcome	Results	Next Steps
Term	Year	(Modify, Continue, Cancel)
Spring	2009	Continue Average posttest score for combo class was 6.2; average posttest score for Basic Comp was 5.18 Fall 2009 Avg. posttest for BC was 6.037 (27 students); avg. posttest for combo was 5.724 (29 students)

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3.4 Build on Basic Grammar/Basic Composition strategies that show promising results											
	3.4a Incorporate interactive technology such as Criterion or Blackboard chat rooms to engage students in active learning	indirect	What type of technology will be most beneficial to BG/BC students?	Student learning will be enhanced and strengthened by different modes of delivery	Evaluate student participation and response to technology.	Design Blackboard course shell; purchase Criterion	Hill, Seals	ongoing		\$17.30/ student per year or \$15.20/ student per semester	Dec-08
	3.4b Design classroom activities that appeal to various learning styles and multiple intelligences	indirect	What are BG/BC learning styles and multiple intelligences? How can they best be engaged?	Class subject matter will be presented from a variety of directions. Student engagement and learning will be increased.	Evaluate efficacy of activities. Evaluate writing and Compass e-Write progress.	Administer learning style and multiple intelligences inventory.	Hill	1x/semester		Free inventories available on the internet	
	3.4c Use student exit letters to feed strategy to determine what worked and what didn't	indirect	What information do we need to know to determine what worked best? How can we best obtain that information from students?	Students will provide feedback to help determine best methods for teaching future courses	Review student responses			1x/semester	Student written work product		
	3.4d Examine narrative reflection and student work to tailor future writing assignments	indirect									
	3.4e Monitor course evaluations for areas of improvement	indirect									
	3.4f Conduct analysis of student feedback	indirect	Analyze student evaluations, end of term assessment, summaries, chair observations, and student reflective pieces								

Outcome	Results	Next Steps
Term	Year	(Modify, Continue, Cancel)
		Continue
Spring	2009	Continue Criterion; discontinue Smarthinking because of confusion with too many technologies
		Continue
		Continue
Fall	2008	Continue - comments revealed that open topic assignments were preferred
Fall Fall	2008 2009	Continue Evaluations revealed disconnect with textbook
Fall	2008	Continue

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3.5 Incorporate Basic Grammar/Basic Composition strategies into assessment plans											
	3.5a Schedule Basic Grammar/Basic Composition combination course for fall	direct									
	3.5b Expand schedule to include learning communities (see 3.3e)	direct	Can AAS students benefit from BG/BC Combo course as part of their learning community?				Hill, Seals, Simms, Ashley				
	3.5c Conduct basic skills assessment by examining gatekeeper success rates	direct									
	3.5d Degree assessment	direct									
	3.5e Develop new program outcomes	direct		Provide clear direction for the outcomes of all developmental education courses			Hill, Colananni, Weak, Seals	one time			
	3.5f Develop data-gathering methods to monitor outcomes of new Basic Writing Coourse	direct		Ability to more easily track students who have taken developmental writing courses		Create tracking numbers in Power Campus	Hill, Kratz, Johnson, Davis	one time			
	3.5g Pilot use of Compass e-Write for potential statewide use as exit examination	direct		e-Write will be legitimate component of exit determinations			Hill, Holiman				
	3.5h Change texts to one more focused on sentence and paragraphs structures since more students will be lower-level writers because of new placement procedures	direct		Text will provide students with more basic, fundamental writing skills	Student evaluations of textbook, instructor response to textbook, e-Write posttest scores	Choose textbook, evaluate at end of course	Hill, adjuncts	ongoing			

Outcome Term	Results Year	Next Steps (Modify, Continue, Cancel)
		Continue
		Canceled because of lack of enrollment
Spring Fall	2009 2010	Continue Discontinue and offer only Basic Writing courses
Fall	2009	Completed
Spring	2010	Continue
Fall	2010	Implement
Spring	2010	Langan's <i>Exploring Writing</i> chosen

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3.6 Engage stakeholders through focus groups and communication concerning this priority.											
	3.6a Communicating with internal community 1x/semester							as needed			
	3.6b Conduct focus group with African American students (see 3.2)							as needed			
	3.6c Communicating with external community 1x/semester							as needed			
	3.6d Publish successes of the initiative	indirect	How can we communicate the AtD English initiatives to the student body?	Publish flyers, brochures, etc. describing outcomes of AtD	Number of publications						

Outcome	Results	Next Steps
Term	Year	(Modify, Continue, Cancel)
		continue
		Completed - see roundtable on Intranet
		Completed - information available on Intranet
Fall	2008 Published brochure, conducted student interview	Continue