

Campus-Wide Scaling Plan for English Pathways & Corequisite Supports

Phillips Community College of the University of Arkansas

Part I. Prioritize Next Steps.

Examine your actionable next steps. Then, identify and prioritize your institution’s 3-5 goal statements for Fall 2021.

Goal Statements to Scale English Pathways to Normative Practices:

By Fall 2021, our institution will:

1. __ Combine labs and classes for developmental English
2. __ Institute a flipped classroom approach on the Stuttgart campus & DeWitt
3. __ Continue to offer a combination class of Basic Writing II and Composition I
4. __ Offer both Composition I and Composition II online (fast-track and regular classes)
5. __ Offer Basic Writing II and Composition I as a fast-track hybrid class

Part II. Key Actions and Deliverables to Achieve Institution-Level Goals.

Work backwards from your goals to identify key actions, deliverables, data collection, check-ins, adjustments, and communications. Include the person responsible if known.

	Fall 2020	Spring 2021	Summer 2021	Fall 2021
Key Actions <ul style="list-style-type: none"> • What key actions are required to meet your goals? • Who will lead these key actions? 	Begin planning for the flipped classroom approach and include that in the spring schedule. Stuttgart faculty will implement	Institute new model in Stuttgart with developmental education Offer the combined labs on the Helena campus	Assess spring semester	If successful in the spring, offer this approach in Phillips County

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	<p>Plan for combining the labs for Developmental English I and II</p> <p>Continue to offer the Basic Writing II and Composition I as co-requisite classes</p> <p>Create the new flipped lab with new computers, smart instructional design, and one on one and face to face instructional space, add printers, and a new SmartBoard. New lab in Stuttgart, redesigned lab in DeWitt.</p>	<p>Discuss plans offer a Basic Writing II fast-track and a Composition I fast-track;</p>		<p>Offer the Basic Writing II fast-track and Composition I fast-track as a hybrid model (complete remediation and Comp I in one semester)</p>
<p>Deliverables</p> <ul style="list-style-type: none"> • What materials, resources and/or tools need to be developed? • Who is the target audience for the deliverables? 	<p>Textbooks and lab resources will need to be secured.</p> <p>Both developmental and regular English classes</p>			

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<p>Data Collection</p> <ul style="list-style-type: none"> • What data metrics will be collected? And, when will it be collected? • Who will be responsible for collecting it? 		Data collection team will send rubric and template for collection to all English instructors; then they will tabulate the results and report. The overall completion and success rates will be evaluated to determine if there is or is not a higher success rate.	Continue data collection- Data collection team will send rubric and template for collection to all English instructors; then they will tabulate the results and report. The overall completion and success rates will be evaluated to determine if there is a higher success rate.	Continue data collection- Data collection team will send rubric and template for collection to all English instructors; then they will tabulate the results and report. The overall completion and success rates will be evaluated to determine if there is a higher success rate.
<p>Check-Ins</p> <ul style="list-style-type: none"> • When will you review data and note progress to the team and/or institutional stakeholders? 		At in-service in February we will again discuss the plans (as well as reviewing the ‘flipped classroom’ approach in Stuttgart & DeWitt and discuss the progress made there.	Review all data from spring semester during the summer with stakeholders and make modifications to plans. Use both quantitative and qualitative outcomes (qual-student evaluation survey notes) and document faculty anecdotal notes.	Put modifications in place and collect data to be turned in during December 2021 Use both quantitative and qualitative outcomes (qual-student evaluation survey notes) and document faculty anecdotal notes.
<p>Adjustments</p> <ul style="list-style-type: none"> • How will you decide what adjustments to make? 		The writing flipped classroom format will allow students to assume responsibility for	After reviewing data from Spring 2021, the English department as a whole will discuss	After reviewing data from Spring 2021, the English department as a whole will discuss

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		<p>learning material at their own pace and allow them an active role in mastering material. In writing courses students use the same textbook for both levels of the coursework. The lab will be monitored to determine if more tech support or support materials are needed to supplement instruction.</p>	<p>possible modifications to be put in place in the Fall 2021.</p> <p>Plans that are to put in place in Fall 2021 will be finalized. The Team will examine pre and post writing samples.</p>	<p>possible modifications to be put in place in the Fall 2021.</p> <p>Plans that are to put in place in Fall 2021 will be finalized. The Team will examine pre and post writing samples.</p> <p>Spring and Fall are more alike in terms of the student population. Some summer students are not typical PCCUA students and plan to attend or are attending another college.</p>
<p>Communications</p> <ul style="list-style-type: none"> • When will you communicate progress and celebrate success? • How will this information be disseminated? 	<p>Meet with all English instructors and be certain everyone understands and agrees with plan</p>	<p>At in-service, discuss the classes and inform advisors for classes in the fall. Refine the Summer and fall scheduling.</p>	<p>Have a question and answer session once the schedules are printed and be certain faculty/staff on campus can see the benefit of finishing these classes in one semester.</p>	<p>At the end of the term, all stakeholders will be informed of progress and momentum will build. Information will be shared at faculty breakfast and in newsletters to campus.</p>