

GOALS	ACTIVITIES	TIMELINE	BUDGET IMPACT
ENGLISH/WRITING (3rd)			
Fill 3.0 FTE vacant positions	None, until positions approved.	Dependent on general fund; planning should take place in fall term in the year prior to hiring.	Dependent upon qualifications: salary + OPE
Technical Writing Coordinator, .33 FTE reassignment	Training and mentoring of FT and PT instructors to increase capacity and review need to develop a second tech writing course in sequence.	Academic year	Cost of .33 backfill over 3 terms
Composition Forum for instructors of WR 115, 121, 122 and 227	Allow PT and FT instructors the time and means to respond to the mandated changes in composition from JBAC (changes in the sequence and outcomes, addition of information literacy)		CD support for 40 faculty * 2 hours * 2 meetings: 160 hours
Literature /English Coordinator, .33 FTE reassignment	Lead assessment; oversee articulation and alignment of courses with UO and OUS; coordinate work with English majors at Lane; lead articulation and oversee College Now instructors who teach literature	Fall through spring	Cost of .33 FTE backfill
Title III work to infuse On Course Principles into the Writing Sequence	Summer Workshops and school-year meetings (repeat of successful summer 2009 workshop which involved 20 faculty) for 30 faculty who did not attend summer 2009 workshop	Workshop for 30 faculty Summer 2010 and 2 short workshops during academic year	20 faculty * 16 hours = 320 CD hours for workshop; 10 faculty * 2 hours * 2 terms = 40 CD hours for mini-workshops during academic year

Workshops to support English Language Learners in Composition Classrooms	Funds to bring ELL/ESL expert to campus to lead a half-day workshop on helping ESL/ELL students become better writers and composition instructors to gain effective means of working with students whose first language is not English.	Workshop for 40 faculty to attend for 4 hours	40 faculty * 4 hours = 160 CD hours; Honorarium for guest instructor/expert, est. \$1000; Food/drinks for workshop \$250
Faculty Retreat	4-8 hour retreat to discuss and set English's Strategic Directions	Support for 4 to 8 hours of dedicated time for discussion and visioning	55 faculty * 4 hours = 220 CD hours, min; 10 CD hours for leaders to do retreat planning; \$200 refreshments
Assessment of lit and WR 227	This project depends on whether there is a lead instructor in these 2 areas	To be determined	To be determined
Languages/Spanish (2nd)			
Goal 1 Continue .33 FTE reassignment time for lead instructor.	Lead instructor is primary coordinator responsible for coordination, revision and maintenance of Spanish course materials, curricula, weekly and hourly lesson plans; liaison with co-coordinators; assists with communication with and among part-time Spanish faculty	Ongoing	Backfill for 3 Spanish language classes + OPE
Goal 2 Curriculum Development (CD) Funds and/or one course reassignment time for continued development and	Author and create materials, lessons, scope and sequence, and work with online component to correspond and align with both the new "Enfoques" text and its online component and Lane's Spanish Program's goals and	Winter and Spring 2010.	100 hours of CD funds per course = 100 hours for 202 plus 100 hours for 203 equals 200 hours of CD in total.

creation of new and appropriate materials to create new Spanish 201-202-203 course materials that align with new text adoption and its online "Supersite" component. Spanish 202-203 have not yet been developed. Spanish 201 was developed using CD funds.	course outcomes.		
Goal 3 Support for Spanish program mentorship and its implementation.	In order to achieve consistency and continuity in the program, part time and full time faculty will attend mandatory meetings. New part time faculty will also observe pilot classes taught by full time faculty. Grading, outcomes, assessment, program expectations – all will be addressed in order to attain better continuity from one course in the series to the next, to ensure all students are evaluated using the same measurements and to ensure course curricula are adhered to.	Beginning winter 2010 and continuing to be ongoing.	New PT faculty est. = 2; Continuing PT instructors = 7 6 mandatory meetings (3 winter, 3 spring) of 1.5 hours each = 9 hours of CD * 9 instructors = 81 CD hours.
Goal 4 Two weeks of support for curriculum developer of Spanish 200 series with a Tech tutor in order to write up a student "self-instruction" manual for student use of the new	Tech tutor will meet with designated Spanish faculty curriculum developer in Language computer lab to review online component. Tech tutor will assist in initial writing of the student manual.	Spring 2010	30 hours of Tech tutor support. PDF and P&G costs of instructional manual.

200 level course online component.			
Goal 5 Support for technical training for Spanish 201 students and language tutors on the "Enfoques" Supersite (online component) given by Tech support tutor.	Meet with students and language tutors during first two weeks of Spanish 201 (generally Fall term) in Language Computer Lab to introduce to and train students on use of the Enfoques Supersite.	Fall 2010	12 hours of Tech support tutor.
Goal 6 Follow up assessment of Spanish 203 using AVANT-STAMP test.	Use AVANT STAMP test to assess current Spanish 203 students and compare their results with those of Spring 2009 Spanish 203 students. Use these comparisons to begin to assess merits of new Spanish 200 level language text and its program.	Spring 2010	@ \$ 18 per student, equals \$180.00 minus the balance of credit owed to Spanish program by AVANT for participation in a listening test field study (we were promised one test credit per each student who took the listening test.)
Goal 7 Fill 0.6 FTE position	Needed to meet student demand, especially of 100 level courses	Fall 2010	Cost of PT contract at .6 FTE
Speech Communication (1st)			
Lead Faculty position, .18 FTE	Plan for course reduction and adequate PT support	Dependent on funding	Backfill for 2 courses
Purchase appropriate audio recording technology for Voice &	Research available technologies and costs	Spring 2010	Equipment cost, up to \$2200 (est)

Articulation (SP 262)			
Continue phase 3 of the department's assessment plan	Create rubrics for assessing oral presentations based on SP 100 course objectives and the college Gen Ed rubrics for communicating effectively	Winter, Spring 2010	
Increase access to SP 115 and 218 by adding more sections	As available; increase PT capacity	asap	Cost of PT instructors
Participate in college-wide effort to develop a technology literacy course for f2f/OL/H classes	Work cross-department and/or with AGA to identify interest and need; involve ATC at appropriate time		NA at this stage
PR: Create a plan to work with campus offices to publicize the value of the discipline	Strategic discussions and planning around the discipline's role in transfer, various majors, etc.	Ongoing	Support for brochures, flyers, website, etc.
Increase number of qualified PT instructors	Monitor OL hiring system; PT screening;	Ongoing	Cost of PT instructors
Investigate need/demand/efficacy for a computer-mediated communication class	Engage discussion		NA
Languages/French (4th)			
Continue with nationally-normed assessment project focusing on "graduating" second year students: Administer STAMP test to FR 203 students	Contract with AVANT Assessment to provide tests at end of spring term	Spring 2010	43 students * cost of test (approx \$15)
