Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.

Section 1: Report of Accomplishments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
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</table>
| Provide training/professional development for EN 097 faculty.             | 1. Organized and facilitated Learning Day Idea Exchange; worked closely with Lynn Prince, Michelle Allen, and Julie Spahn.  
2. Our Bb site now reflects six specific categories. Ongoing development. | 1. Involving adjuncts in this Idea Exchange promoted a strong sense of unity among FT and Adjuncts.  
2. We built a strong pool of activities, ideas, and resources. | 1. Attendance at Learning Day could have been much better. Nevertheless, I was thankful for those who participated; they were grateful as well.  
2. For those who attended, they commented that it well worth their time. They appreciated hands-on ideas. |
| Oversee and coordinate EN 097 evaluation of programming effectiveness, outcomes, and participant expectations | 1. Met with Program Review team.  
2. NADE Certification for Developmental English continues. This is in progress; we have a June deadline. We will meet within the next few weeks. | 1. Updated Data and Findings in the Program Review Document. This information is beneficial as we continually address the needs of our EN 97 students.  
2. In progress. | 1. Our data of Course Completion/Success in EN 97 has not shown tremendous growth. In some areas, it has even shown a decline. Many of our students have completed Fast Track instead. This is not a barrier, but a factor that needs to be understood when looking at the data of EN 97.  
2. None. |
| Review EN 097 syllabi and provide feedback to ensure course outcomes are met | 1. Carefully read all syllabi and documented completed categories on a spreadsheet.  
2. Provide feedback by way of a personal email to every instructor. | 1. I saw the benefits from last semester’s syllabi check. Most instructors had all college and departmental policies updated and included. This was not the case last semester. I also reinforced the importance of our syllabus as our documented form of communicating our expectations to students.  
2. This also created a sense of appreciation, unity, and open communication. Many adjuncts responded with a note of appreciation for the personal approach this semester. | 1. Just a continual concern that faculty are clear on consequences, attendance policies, and course expectations.  
2. None. |
|---|---|---|---|
| Serve as a resource for information, textbook issues, and problem solving for EN 097 faculty. | 1. Continued to send periodic emails, encourage participation on Bb, and posted assignments and activities on Bb. This included a strong pool of resources for our summary/response essay, our common assignment among all EN 97 classes.  
2. Met with some adjuncts, discussed concerns, and brainstormed solutions to challenges in their classrooms. | 1. While not all instructors are fans of our current textbook, this communication created a support system specific to our textbook.  
2. These discussions created a stronger sense of support. We were able to share, discuss and create a plan(s) to deal more proactively with situations that could have been much more challenging. | 1. Expectations for our common summary/response essay still need reinforcement. I suspect there is still some ambiguity and/or misunderstanding with requirements. This will be more evident after the training when we discuss 97 essays.  
2. None. |
| Provide leadership integrating developmental English into the English Department. | 1. We completed a year of A-Comp.  
2. Planned and facilitate Program Review Training. Scheduled for May 22. | 1. Because of A-Comp, there was open communication and a strong sense of collaboration between developmental instructors and 101 instructors.  
2. I especially appreciate being directly involved with training. This will be helpful in meeting with individual | 1. We still struggle with numbers in A-Comp. Students who do not pass out of Fast Track are excellent candidates.  
2. None. |
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<tr>
<th>Task</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
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<tbody>
<tr>
<td>Assist department head on the AtD team.</td>
<td>Because I was teaching and could not attend the AtD meeting, I forwarded our A-Comp findings to Janice who was willing to present the information.</td>
<td>None.</td>
<td>None.</td>
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<td>Provide service to the college at large in the area of developmental writing.</td>
<td>I attended a planning meeting that included counselors, EN 97, 100, and 101 instructors to plan for A-Comp.</td>
<td>Very productive meeting. Ideas are being implemented but slowly.</td>
<td>We lost a critical voice because of a resignation.</td>
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<td>Serve the larger Student Success and Retention Unit.</td>
<td>I met with Corrinne and Kelley to discuss the content of Fast Track. I promoted Early Alert at AFP orientation.</td>
<td>There was a productive discussion of important elements to include in Fast Track and incorporation of our common assessment into Fast Track.</td>
<td>None.  Increasing frustration with Early Alert, I was did not use EA as much. I found it more effective to contact students directly. SARS is a welcome sign of future success!</td>
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<td>Attend and contribute to AFP Coordinator meetings to ensure alignment between adult and developmental ed curricular practices.</td>
<td>I attended meetings but missed two because of the weather and a funeral. Reporting was submitted to Vikki before the meeting. Next meeting is this Friday.</td>
<td>Articles assigned by Vikki were extremely helpful. I’ve appreciated the insight into Dev Ed and its future.</td>
<td>None at this time.</td>
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Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

| Please list and describe no more than three activities or accomplishments that went particularly well. | 1. A-Comp Planning Day: Very productive. Many minds came together and created excellent suggestions for success. It we continue to offer A-Comp, there needs to be intentional planning by several people. It's too overwhelming for just a few to tackle. This planning day was evidence of that.  
2. AFP Learning Day Idea Exchange: This was very successful. The effects are ongoing. A pool of resources sends a message of support for faculty.  
3. Personal approach to adjuncts: While this may not have been reflected above, I attempted to reach out with personal emails this semester in addition to general emails. I’ve asked faculty to share thoughts and reflections, what worked and what didn’t, and suggestions for the future. Many have responded. Some responded favorably and appreciated the personal approach. I believe that a personal element of communication strengthens and creates a stronger sense of community among instructors. This is a continual goal of mine. |
| Please list and describe how your particular efforts could have been better supported. | 1. I still sense, at times, that there are some who may be hesitant and not totally on board with A-Comp. It’s much better than it was, and we have made progress.  
2. There continues to be a strong sense of support and encouragement. I appreciate that! |
| Please use this space to document any other concerns, suggestions, or comments. | 1. I would love to see a Professional Reading Group of AFP Coordinators. Vikki mentioned this possibility last semester. I would welcome the reading and discussion! |

Dean’s Comments