

## **BRAINSTORMING ABOUT FR:**

## **LANGUAGES DEPARTMENT**

1. Offer Japanese course sequence
2. Identify the students who don't intend to go beyond 102 to 103 and slow down the pace of 101, 102 so as to have more opportunities to spiral back in order to review material and discuss learning strategies. Perhaps this could be accomplished by offering a 3-term sequence that equals 101 and 102 (does not include 103). Pre-testing is one way to identify those students in need of a slower paced class.
3. Develop a systematic strategy to identify the overload students in Spanish in the fall and encourage them to check into the possibilities of taking Japanese, AIL or French.
4. Compare data of enrollment from year to year to see trends in scheduling, student needs, numbers, etc.
5. Be fastidious about scheduling.
6. Request that the college review the threshold of our fee structure. In the past, fees were required of language students but the practice was discontinued.
7. Design a series of one or two credit classes, for example, for second year French and Spanish students to meet the college's diversity requirements and offer more and varied language enrichment opportunities.
8. Offer to students who are highly motivated achievers in the second-year sequence the possibility of completing the 5<sup>th</sup> credit by performing service learning in the community (in lieu of "charlas").
9. To increase enrollment in 2<sup>nd</sup> year level sequences, offer to students described in number 8 the possibility of flex credit classes for 201-202-203. They could receive 4 credits instead of 5 or they could link the 4 credit class with a one credit class or do independent work in the language computer lab
10. Continue with learning communities and linked courses.
11. Continue with the intent of the supplemental instruction learning strategies classes linked with the French and Spanish classes.
12. Give instructors flexible credit teaching load.
13. Rethink the idea that "credits" means "seat time".

## SPEECH & COMMUNICATION STUDIES FUNDAMENTAL REDESIGN IDEAS

### 1. *Add more online sections.*

Need to consider what is optimum number of online sections per course and which courses are appropriately delivered in online system.

Should basic writing skill level be prerequisite to online enrollment? (PCC requirement)

Need to consider the relative creativity, vitality, and dynamism of online versus live class.

### 2. *Attempt to maximize number of SP100 and SP111 classes*

Yet, do not want to eliminate scope of curriculum. Would, in fact, like to expand offerings:

Communication via internet

Health communication

SP111 for high-anxiety students

Nonverbal communication

Internships

### 3. *Increase use of lab to maximize classroom efficiency*

Can mitigate space problems, time restrictions through, e.g., video viewing, testing in lab

### 4. *Explore possibility of diverse modes of instruction*

3-day intensive course: possible Fr/Sa/Su class, 27 contact hours.

Hybrid class, e.g. Small Group: Fr/Sa, then online for remainder of course work

Learning communities for international students, including rotation of Voice &

Articulation, Listening, and Intercultural Communication

Bridge class for ESL students on cultural norms, etc.

### 5. *Increase visibility & accuracy of campus information on Speech & Comm Studies discipline*

Update and correct information about how our courses fulfill transfer requirements.

Reduce course duplication—other departments offering “communication” courses.

Find way to monitor curriculum committee proposals

Inservice presentation to full faculty about scope and content of our department.

### 6. *Develop rational policy on course cancellations.*

Keep data on enrollment patterns for three weeks prior to and through first week of class.

### 7. *Add oral performance to SP218 to qualify it as AAOT foundational skill requirement.*

### 8. *Enhance/optimize use of tutors for supplemental instruction.*

**Revised DRAFT--English Department Unit Planning Section III—  
Revised DRAFT**

**Two-Year Plan: Suggestions for Efficiencies and Enhancements**

**Discussion Points for Two Work Sessions:**

**Friday 3 Nov 9-10 am OR (same day) Friday 3 Nov 4-5 pm**

**Suggestions for Incremental Revenue Efficiencies for 2007-2008**

- Consolidate literature sections to conserve FTE and decrease salary/FTE ratio.
  - Considerations:
    - Bracketing the TLC conversation, we plan to teach a combination of interchangeable-credit comp-and-lit courses per term at 4 credits each.
    - Use of these three criteria is suggested to determine cuts
      - a) low-enrolled classes of multiple-sections (e.g., low-enrolled surveys);
      - b) dept. mission and values around curriculum equity/diversity;
      - c) UO English major and transferability
      - d) other?
    - 3-4 credit conversion may include movement to change surveys from three-term to two-term sequences
    - Adjust Banner class cap on WR115 classes to maximize course-level enrollment efficiency. Currently, to allow for movement from WR095, class cap reads “16” in Banner and FA06 class average enrollment is 15.33. This could bring a 10% efficiency savings to 115 enrollment. [Kate Sullivan is discussing this with ALS]
- Investigate feasibility of a large-enrolled section of a class with assistance in grading
- Increase retention in “gateway” (aka “graveyard”) classes (e.g., 123)
  - Clarify data on retention: current registration-to-final grade retention runs from 45%-90%, with success rates (for those who remain registered) running at 70%-80%. Can Banner collect data on why a student drops so our solutions can be targeted to the problem? (Subcommittee has emailed Helen Garrett)
  - Pilot mid-term grade reporting 2007-08
  - Work with SLI Supplemental Instruction project for possible pilot “prescriptions” for at-risk students (initiative funding?)
  - Investigate peer mentors for specific problem areas students have (e.g., research, integration of sources, grammar/mechanics etc.) (initiative funding?)
    - Check into cooperative education credit and other models for peer tutors

**Suggestions for Incremental Revenue Enhancements for 2007-2008**

- Credit conversion for better articulation of our English and Writing classes with UO (non-guaranteed enhancement; 3-4 credit conversion on popular

literature classes will increase FTE; current enrollment woes could offset this)

- Offer tuition-based writing courses at off-campus (work?) sites marketed to folks who could take the class during their lunch hours (initiative funding?). Could be places like Tsunami Books; Downtown Center; Princess Cruise lines.
- Offer late-start (but early enrolled) classes in Fall term
- Increase publicity about writing and English—*Eugene Weekly*, *Torch*, KLCC, posters, UO liaison
- Investigate use of placement test scores to increase the total FTE for the Writing 115-121 sequence. (Many students would benefit by going through 115 before 121. SAGA is currently investigating this idea.)
- Lane Preview Night presence: Ask for initiative funding to produce a 10-minute promotional video that could be run on a loop during the Lane Preview Night and/or sent to guidance counselors: “Why become an English Major at Lane?” (we don’t have an actual English major....)
- Offer new, popular lit courses such as Dylan course that Jeff Harrison is working on to bring more community members to campus. (currently moving through CAC)
- Investigate possibilities for working in credit/non-credit hybrids and/or CE credit or “flexible sequence” credit modules (like Math?) to increase enrollments retention/success. Investigate English-department-based Service Learning credits as a choice for elective credit.
- Use Learning Communities partnerships in other departments as a jumping-off point to investigate Writing Across the Curriculum at Lane. (Currently Social Science, Science, Art, Dance, Human Relations classes are taught in concert with Writing 121-123 classes. Can we build on these relationships to codify what kinds of writing skills students need in the disciplines?)
- Increase First Year Experience Learning Communities for Fall 2007-08.

### **Suggestions for Incremental Revenue Efficiencies for 2008-2009**

- Follow up on investigation of using program-wide enrollment benchmarks of 80% of 2005-06 numbers to support implementation of large-section class(es) with graders. These “more efficient” courses could support more teacher-intensive courses that support our disciplinary values and departmental mission.
- Title III funding (2007-08) and First Year Experience Learning Communities: offer more FYE 115s and 121s with support services (peer mentors, advising, etc.) to increase retention and success for first-year Lane students.

### **Suggestions for Incremental Revenue Enhancements for 2008-2009**

- Implement increased 115 sections for low-scoring placement testers
- Depending upon the popularity of the Dylan class, investigate the community need for new literature and writing offerings.
- Credit/non-credit learning communities?