Chapter 0
Alignment with Lane Community College

I. Alignment with Core Values

Learning

Academic Learning Skills:
- Provides an articulated curriculum that gives students a foundation and basis for success in transition to academic courses, basic English and life skills to survive in a second-language environment, entering the workforce, and reaching individually established learning goals.
- Measures program outcomes in listening, speaking, reading, writing, math, learning skills, basic and academic vocabulary, and computer skills.
- Provides instruction that matches a student's preferred learning style.
- Has a faculty that is well qualified and which continues to expand professional teaching skills.

Diversity

Academic Learning Skills:
- Provides instruction and services to students who are 16 years of age and older.
- Serves a broad range of students from different cultural, ethnic and socio economic backgrounds.
- Provides instruction to English language learners, both resident and international
- Serves students with disabilities.
- Serves broad range of students with skills from pre-literate to college graduates.
- Has staff and faculty that reflects diversity and has broad intercultural experience.

Innovation

Academic Learning Skills:
- Has programs that are proven innovators and League for Innovation Award winners.
- Many faculty publish articles, attend and/or present at statewide and national conferences.
- Faculty and staff diffuse innovations through formal and informal gatherings such as in-service trainings, and informal lunch idea sharing.
- Has programs which seek new ways to respond to emerging students' needs by creating innovative instruction and services like "Puentes al Futuro", Women in Transition classes.
- Provides instruction through innovative technology: Computers, wireless classrooms, distance learning, and WebCT.

Collaboration

Academic Learning Skills:
- Has extensive collaborations with community partners:
  - University of Oregon
  - Local School Districts
  - Local Organizations
- Has extensive collaboration across the division and with other college programs:
  - Reading improvement grant with ABSE
  - Women in Transition Program
  - ALS/ESL Bridge courses

- ➢ "Puentes al Futuro"
- ➢ Health Science and Business
- ➢ Testing for other departments
- ➢ Writing placement integration with EFLS
- ▪ Tutor Program connects with all departments to meet tutoring needs.

Integrity

Academic Learning Skills:
- ➢ Programs maintain a high standard of data quality assurance within program accountability systems.
- ➢ Courses consistently meet curricular objectives.
- ➢ Teachers use professional practices in dealing with students and peers.

Accessibility

Academic Learning Skills:
- ▪ Classes are offered at various times and days to accommodate students' schedules.
- ▪ Has evening and Saturday morning classes.
- ▪ Has bilingual staff, faculty and signage available to meet diverse student needs.

II. Alignment with Strategic Directions

Transforming Students' Lives

- ▪ Use of and accessibility to instructional technology (dedicated computer lab and mobile laptop facility) in all areas of ALS curriculum.
- ▪ Administration and ongoing development of pre- and post-test assessment in grammar, math and writing courses.

Transforming the Learning Environment

- ▪ Provide alternative test-taking environments for students with special needs.
- ▪ Staff members attended and presented at 2004 Oregon Diversity Institute Conference.
- ▪ Faculty and staff are well-represented in college-wide organizations, including American Indian Language Program, Spanish conversation table, Women in Transition / Women's Studies Department, Diversity Scholarship Committee, ESL Bridge Team / SAGA.

Transforming the College Organization

- ▪ Staff attended and presented at 2004 League for Innovation Conference on Instructional Technology.
- ▪ Faculty members actively engage in Strategic Learning Initiative programs, including Reading Together, Learning Communities, and Community College Moment.

III. Learning Centered Principles

1. Lane provides opportunities for transformation through learning.
   - ALS provides tools for students to access and respond effectively in a technology-centered environment.
2. Lane engages learners as active partners in the learning process.
   - ALS utilizes and facilitates small-group learning through use of student presentations, portfolios and cooperative learning.

3. Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
- ALS features popular Effective Learning course that focuses on learning modality preferences, time management and notetaking skills.

4. Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
- ALS addresses the needs of its diverse student population by utilizing options based on Howard Gardner's theory of Multiple Intelligences.

5. Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
- ALS assesses student learning through use of diverse and broad outcomes, including written assignments, portfolios, performance tests, and short- and long-term class projects.

6. Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.
- ALS developmental reading and writing courses utilize material content from diverse sources, including Native American, African-American, Hispanic, Asian-American, and other underrepresented groups.

7. Lane is committed to both individual and organizational learning.
- ALS faculty are currently engaged in sabbatical work in math and Spanish, awarded in a highly competitive environment.

8. Lane students and staff are a community of learners, all of whom contribute to learning.
- Effective Learning and other ALS courses employ student-based teaching opportunities, centered on group learning in a supportive community environment.

9. Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.
- ALS staff act as liaisons, helping to link ALS programs with other departments, including instructional computing, Women in Transition, Family and Health Careers, and English, Foreign Language and Speech.

Chapter 1: Unit Description

1) Unit Mission/Vision

The Academic Learning Skills Department is in the process of developing a mission/vision statement, which was last revised in September 1996. The anticipated completion date for the ALS mission/vision statement is June 12, 2005.

2) Catalog Description

ALS offers courses to improve students' success in lower division, professional/technical and university transfer courses. Our courses offer clear and direct articulation with courses required for the University Transfer degree. We have coordinated class outcomes and sequences with the Mathematics Department, the English, Foreign Languages, & Speech (EFLS) Department writing classes, computer classes, health occupations, the Women in Transition Program, Adult Basic & Secondary (ABSE) Education Department, the English as a Second Language (ESL) Program, and business classes.

The department has three components to assist students:

Credit courses to develop skills These courses are helpful to students who have been out of school for a long time, lack confidence in their skills, or need to improve skills which are developed but not refined. Students who are at college for the first time, who did not do well in former schooling, or whose goals are to achieve high grades and strong knowledge are provided the instructional coursework to assure their success at Lane.

English as a Second Language component for English language learners, English speakers and international students. These courses enhance English skills of students planning to study in the general college program at Lane, who need to develop their reading, writing and English language skills.

Support for students who have specific learning disabilities: Multisensory approaches to learning are included in many skillbuilding courses. Students strengthen their basic skills through step-by-step instruction. Computer classes include basic keyboarding and word processing, writing, and study skills in a more individualized, self-paced approach to developing computer skills. Staff provide individual assistance to students with learning disabilities in using accommodations, selecting appropriate courses, and assisting as liaisons between the student and other programs or services.

Credit Courses. Academic Learning Skills offers a number of courses for college credit. For more information about courses, see the Study Skills and College Preparation heading in the course description of this catalog. Other specialized courses may be found under the following headings in the course descriptions: Mathematics; Computers: Introduction/Information Systems/Computer Science; Computers: Keyboarding; Women in Transition; and Writing.

Guided Studies Program Guided Studies is a program designed for students whose placement test scores indicate the need to strengthen academic skills before entering college-level courses. Guided Studies students are required to take appropriate preparatory courses and are restricted from other college-level courses their first term. Students meet with the Guided Studied counselor to plan an appropriate program. Students take a six-credit preparatory college reading course and other preparatory classes and/or program classes, depending on their needs.

3) History/Significant Program Events

The history of the ALS Department was written in 1993 and has not been revised since that time. Historical and current events need to be incorporated into a new historical document for the department. The new departmental history will be completed by June 12, 2005.

4) Degrees and Certificates

The Academic Learning Skills Department does not offer any certificates or degrees.

5) Organizational Structure

The Academic Learning Skills Department is part of the Center for Learning Advancement, which includes ABSE, ESL, and Tutoring. The department is managed by Pat John, Interim Division Co/Chair of the Center for Learning Advancement. Stephen Johnston is acting as the lead teacher for the department.

6) Staff/Faculty:

This information is available in the Human Resources Department.

7) Student Profile

The available information exists in the Institutional Research, Planning and Assessment Department.

8) Facilities and Equipment

The Academic Learning Skills Department moved to its current location on the second floor of the Center Building in Fall Term 2002 after the area was remodeled as part of the bond issue initiative. Close proximity to the LCC Library (directly across the Center's atrium from the department) and Tutoring Central, with which it shares space in Room 218, make ALS's current location an ideal setting for a program engaged in developmental learning. ALS currently shares reception space with Tutoring in Room 218. The department has 20 assigned rooms: The following rooms are assigned to individual full-time contracted faculty: Cen 225-228; 233; 236; 242; 244. Part-time instructors share space in the following Center rooms: Cen 234; 235; 239-241; 320A; 320B which contains 5 steelcase partitioned work areas. Within the area of Cen 218 is 218A, the administrative assistant's office; 218B which is designated as a workroom, but is also used for faculty/staff mailboxes and storage; and 218C, the Division Co-Chair's office. Cen 219 houses the department's only copy machine and also serves as a storage area.

As mentioned in Chapter 3, there are some environmental problems associated with Center classrooms Cen 202 & Cen 203.

Equipment:

Class Sets: Non-Electronic Equipment

ALS owns several class sets of resources for classroom use:

Two class sets of American Heritage dictionaries (Set 1: 12 dictionaries; Set 2: 16 dictionaries.)

One class set of 10 Funk & Wagnall's Guide to Synonyms

Electronic Equipment

Copier

The department has one Canon 6560 copier.

Computers

The department currently owns 23 computers for faculty and staff use: Four are Macintoshes, nineteen are PCs. Scott Hall, Electronic Services technician, examined.
 The department's computer equipment was evaluated by an LCC electronic
services technician who assessed the equipment as follows: Five part-time instructors have computers that are far below standard. Eight contracted faculty computers require system upgrades to bring them in line with college standards.

Computer Lab

The ALS Computer Laboratory has 14 PC compatible computers using the XP operating system and 4 iMacs using System X. Each computer has been loaded with Microsoft Office Suite, Mavis Beacon Teaches Typing, and Inspiration software. All PCs also have Typing Tutor 12. Three PCs are equipped with Dragon Naturally Speaking, however, it should be noted that this number does not fully meet the needs of the students with disabilities who take advantage of the ALS Computer Lab. The lab is also equipped with a scanner. a laser printer, a color printer and overhead projector that can project a computer screen, DVD, and video.

iBook Lab

The ALS department has a portable cart for 16 iBooks. These can be taken to any room. Five of the classrooms ALS typically utilizes are airport equipped so that the iBooks can connect wirelessly with the web. The iBooks are equipped with the Microsoft Office Suite and Inspiration software. The department also has a laser printer that can be used in the classroom in conjunction with the iBooks.

Cen 202

ALS regularly schedules classes in Cen 202. This room contains state-of-the-art equipment, such as a video projector, airport connections to the Internet, and a TV monitor.

Chapter 2: Unit Description Data

The Student FTE for Academic Learning Skills is 237.9 for the academic year of 2003-04. This represents an increase of 10.2 or 4.5% over the previous year.

Capacity: We enrolled 3064 students in courses with a total capacity of 3397, giving us an annualized capacity rate of 90.20% .

Chapter 3: Programs Outcomes Analysis

Responses to Analysis questions:

1. We currently use anecdotal data primarily to validate performance in math and writing.

2. Learning outcomes at the course level are assessed with careful and discrete expected outcomes, assessment is provided with portfolios, projects, paper tests, and conferences. Program assessment data is difficult as ALS does not have an identified program. Many students take only one course

3. The Primary goals of the ALS department are aligned with many core abilities. They include critical thinking, clear, effective communication, and preparation for exploration in Academic disciplines. Supportive courses are offered specifically to provide student with the structure which can help them to move forward with a strong foundation for making wide choices. In addition. The ALS department also endorses service learning as well as the identification of individual learning differences (through multiple intelligence assessment) for both assessment and learning activities.

4. One resource recently acquired by the department is the technology classroom. It includes a wireless classroom and a rack of laptop computers which have ports for use in the classroom. We have assessed use by keeping a use log and have found use of the classroom and the lap cart skyrocketing. It has gone from the use of one instructor to being used by 6 instructors, and a multiple of students. Increase has been around 600%

5. We are using logs to document the use of the mobile lab. The logs document that the use of the mobile lab is steadily increasing both in hours and numbers of faculty involved. The use of the mobile lab cart has increased from one faculty member to 6; in addition, it has been in use 19 times in classrooms. Students are using webbing for working across classes within the department, as well as webbing for the reading together project. In addition, the department is cooperating with Disability Services, and the UO adaptive technology lab to create adaptive technology accommodations which can increase the access of students with disabilities to the computer world. The staff has made 6 presentations on technology, as well as attended 4 meetings on technology

6. N/A

7. Staff and faculty goals have been primarily individual and centered around the curriculum. A major common goal during the 2003-04 was to accomplish the Unit Plan, and a secondary goal was to explore the integration of the units within the CLA. The Unit plan was a complete success, demonstrated by the submitted plan, as well as the number of collaborative hours spent by the faculty and staff. While those hours were not documented, the product is impressive.

    Many hours were spent in the division council of the CLA. These meetings were highly exploratory, and were instrumental in establishing the initial presence of the CLA. This was documented in the in-service program with a staff presentation.

8. Initiative status:

    1.

- A. The mission of revising the department mission/vision statement was not accomplished because of the time needed to devote to hiring the new contracted faculty member, and the pending departure of the newly hired division chair.

- B. The revised catalog description is in the process. Progress was made in this task, however, the catalog description is a work that will continually need revision and review.

- C. The Department History was tabled as the former Division Chair who has agreed to work on such a project was working in another department, and had limited time.

- D. Edit and ratify the Division Charter. The division charter is in final form and has been forwarded to the Office of Instruction for the required review. The department is awaiting the outcome of that process. When that process is completed, the department and division chair will move forward to ratification.

- E. Funds to revise the CG Transition to the University course were applied for and granted. The work is ongoing during this year.

2. The purchase of one classroom set of Thesauruses was completed and they are in use.

3.
- A. The revision of the reading 080 curriculum was not funded

- B. Implementation of Reading/Writing 089 is completed

5.
- A. Initiative 5A was not funded and therefore not completed

- B. The department purchased 6 electronic spellcheckers, and they are in use by department students

7. Spanish Language dictionaries are purchased and installed on the computers in the ALS lap lab. Existing resources were used.

8.
- A. The purchase and installation of three new computers for instructor use became a referral to Instructional Technology. This process was a priority for IT and was funded. The installation of the computers occurred in Fall of 2005

- B. The upgrading of the system software was referred to Instructional Technology as an IT initiative. This initiative was prioritized and funded by IT and the upgrades were installed in the Fall of 2004.

9. This initiative, which is a joint venture between ALS and Disability Services, is in current progress.

9. What strengths did the department demonstrate in 2003-04

•Strong instructional program
•Faculty involvement in college governance and activity
•Faculty involvement in professional activity

*Faculty and staff on cutting edge of technology
•Close integration of instructional program with articulated departments
•Beginnings of integration of CLA units

10. What challenges do you believe your unit faced in 2003-04

  • Inadequate management structure
  • Need for Curriculum revision in Reading 80
  • Need for Curriculum revision in Math 10
  • Lack of completion of 3rd floor remodel
  • Lack of coordinated work in data entry staff at front office, reliance on earn & learn and 1040 funds
  • Need for Curriculum revision in Computer labs
  • Completely inadequate faculty evaluation system
  • Inadequate room scheduling system
  • Need for program assessment of students moving from Math 10 and Wr 95

11. See number 10 above

Chapter Four
Initiative #1

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1. Initiative Title: Improvement of ALS administrative structure

2. During 2003/2004, the principal challenge faced by the ALS staff, both individually and as a unit, was lack of consistent administrative oversight and support. As a remedy, this initiative proposes a FASP position as provided by the LCCEA contract.

3. The result of this initiative would be to establish a FASP (lead faculty) position to facilitate the ongoing, efficient operation of the department. The faculty member would have two classes of release time per term for administrative support responsibilities.

    ALS (formerly Study Skills) has gone from having a 1.0 FTE manager to having a .915 Center for Learning Advancement (CLA) co/chair, who is responsible for ALS, ESL, and Tutoring with a combined FTE of approximately 650 and a headcount of 65-70 faculty and staff. Additionally, the co-chair positions are eleven month appointments; during one month of the academic year, each co/chair assumes sole responsibility for all of the units within the CLA (ABSE, ALS, ESL, Tutoring). This addition represents an additional ~600 FTE and another 60-70 headcount of supervision required. This two month switchover period represents a period of great stress on the division chair, and stress on the two departments. Further evidence of need is that the co-chair hired in August 2003 resigned in June 2004, primarily because the position itself was too large and unworkable.

    Since summer term 2004, OISS has approved an ALS lead faculty position with two classes of release time. Other college departments/divisions currently have FASPs in place (e.g., EFLS, Art and Applied Design, Flight Technology, Family and Health Careers).

    Importantly, unlike the division co/chair, the lead faculty member would be located directly within ALS itself and readily available. Currently the time of supervision of the division co/chair is split between two physical entities.

    All ALS students will benefit (approximately 650 FTE per year).

    Lack of managerial stability detracts from staff morale, energy, and accessibility. This initiative would allow ALS faculty and staff to focus more on students and less on administrative concerns.

4. See spreadsheet.

5. General fund

6. ORG code: 505100

7. This initiative connects with the President's/Board's goals by facilitating the assessment of programs, services, and learning. Also, on a department level, this initiative builds organizational capacity to support student success and effective operations.

Chapter 4
Initiative #2

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1. Initiative Title: Revise Reading 080 curriculum

2. Reading 080 is an entry level reading class offered by the Academic Learning Skills Department. Students scoring below the minimum reading level on the college placement test are required to take Reading 080 and are restricted from most other college-level courses their first term. Eight sections of Reading 080 are typically offered in the Fall; 4 in the Winter; and 3 in the Spring. The curriculum was last revised in 1996. Since that time, the ALS faculty has almost completely turned over, and furthermore, the average age of students taking the course has declined. In order to better address the needs of the student population while accentuating the strengths of the current faculty, the Reading 80 curriculum needs to be revised. The initiative is a remedy for the need for curricular revision in Reading 80.

3. This initiative benefits approximately 250 students who enroll in Reading 080 over the course of a year. The plan to update the curriculum consists of acquiring a more user-friendly text as well as new materials that incorporate technology in the learning process. With many courses on campus using web-based instruction, it would greatly benefit entry level students to develop these skills in Reading 080 in order to better succeed in future classes. In addition, because this is a core class, a specific curriculum is taught by many full time and part-time instructors (often new instructors in the department). Therefore, there is a need to create a curriculum that offers a core structure, so that all Reading 080 students meet their objectives.

4. Sixty hours of curriculum development hours are needed to complete the initiative.

5. Possible funding sources: Curriculum development funds

6. Org Code: 505100

7. Students who fail to develop the basic skills introduced in this course are unlikely to succeed in content courses. This initiative articulates with the President's/Board's goals by responding to the educational needs of a diverse student population and by expanding learning opportunities and creating greater accessibility for underprepared learners.

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Chapter 4
Initiative #3

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1.   Initiative Title: Curriculum Development for Math 10

2.   The textbook for Math 10 will be changed for Fall 2005. This will necessitate a revision of the curriculum including changes to the packet, sample lesson plans, quizzes, web-based lessons, midterms, and the final.

3   Before taking a math course, students must take the mathematics exam at the Testing Department. The Academic Learning Skills Department must provide courses for all students who test into Math 10. In the school year 2003-2004 the ALS offered 28 sections of Math 10, benefiting over 500 students. In the fall of 2004, seventeen sections of Math 10 were offered with a combined enrollment of 27.

        Since these are mandated classes, it is often necessary to add sections on short notice. We often employ part/time teachers on short notice to cover these classes. Many of these teachers are teaching Math 10 for the first time. It is critical that the department has an adequately prepared curriculum to support this class.

        We currently offer a packet of supplementary materials, quizzes, midterms, final, web-based exercises and lesson plans that match our current textbook. Since the Math Department and ALS are switching to a different textbook beginning in Fall 2005, it is necessary to revise all of these parallel materials.

4.   The resources needed are 30 hours of development time

5.   Possible funding sources: Carl Perkins or Curriculum Development funds

6.   Org Code: 505100

7.   This initiative provides teaching curriculum and teaching materials that support all the instructors who teach Math 10. These materials and support enable the instructors to provide innovative teaching and learning experiences to foster independent growth in learners in the ALS and Math departments.

Chapter 4
Initiative #4

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1. Initiative Title: Remedy of inadequate and unsecured space for part-time faculty

2. The initiative is a remedy for continued need for a place for Part-time faculty which is secure and workable. The college has approved this request; however, the most recent information informed the department that the timeline is indefinitely postponed as the original estimated cost is now three times the original estimate given to the department.

3. The result of this initiative will be a place where part-time faculty can meet with their students in an environment which has adequate space. In addition, part-time faculty will be able to leave their office area for a short period of time without having to secure all their materials by locking everything up. Because they have experienced theft in the area, part-time faculty are reluctant to be assigned to this current unsecured area. They prefer to be in more crowded and less effective space that is safe for their belongings. The area in question is the 3rd floor office area outside the bookstore in the Center Building. The initiative supports the college goal of assisting students in a secure learning environment, as well as addressing FERPA concerns.

4. The resources needed are all steelcase components, including 80 inch walls, doors, and locks. The estimate provided by college facility staff is approximately $5,000.

5. Possible funding sources: Because of the increase in projected price, the department can no longer manage the cost with its own general fund allocation. Possible sources are general fund through Facilities Management, or Bond residue funds, if any exist.

6. Org Code: 505100

7. This project articulates with the President's/Board's goals by developing the capacity to respond effectively to students' needs and to create and enhance and maintain inviting and welcoming facilities that are safe, accessible, functional , well equipped and aesthetically appealing.

Chapter 4
Initiative #5

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1. This Initiative is a proposal to effectively staff the office support function for the combined Academic Learning Skills/Tutoring office. The goal is to provide stability in the office support assistance and free the time required by the two current staff who are continually training and retraining the current student/hourly helpers who represent a very high rate of turnover.

2. The challenge being addressed is the lack of coordination and stability in the front office with the reliance on hourly Classified and student workers to do data entry for the tutoring program.

3. The initiative will address the problem in the following way:

   - The department will offer up its current 1040 (casual hourly) funds for foundation funding for the establishment of the position
   - The department will request the balance of the funds to create a .50 position which will carry responsibility for data entry for the tutoring program as well as back up reception work during heavy times at the beginning and end of the terms.
   - This initiative will address the needs of the tutorial program, which benefits the students enrolled in the tutorial program throughout the college.

4. The resources needed are the balance of salary difference between the funds ALS has available and the amount required for a .50FTE position.

5. Possible funding sources: College General fund

6. Org code: 505100

7. This initiative supports the college's strategic direction of transforming the College Organization by building the organizational capacity to support student success and effective operations.

Chapter 4
Initiative #6

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1. Initiative Title: Curriculum Development for Using Computers to Write 1, Using Computers to Write 2, and Using Computers to Map Concepts.

2. The curriculum of these courses was last revised three years ago. Since that time there have been changes in the technical environment including changes in the operating system, software, and web. Therefore, much of the curriculum for the above courses is out of date and unwieldy.

3. The ALS offers Using Computers to Write 1, Using Computers to Write 2, and Using Computer to Map Concepts sections every term to meet the needs of students in need of learning computers skills that will support their academic undertakings. Last year, fou sections of Using Computers to Write 1, three sections of Using Computers to Write 2, and three sections of Using Computers to Map Concepts were offered with a combined enrollment of 100 students approximately. It is critical that the department has an adequately prepared curriculum to support these classes. For each of these classes there is currently an extensive packet of materials that includes lessons, readings, explanations, and exercises. Since there have been changes in the operating system and software of the computers in the ALS Computer Laboratory, it is necessary to revise all these materials to reflect these changes. Many of the lessons are based on the web, and since the web goes through frequent changes, the materials also need to be revised to reflect these changes.

4. The resources needed are 33 hours of funding.

5. Possible funding sources: Curriculum Development fund or Carl Perkins funds

6. Org Code: 505100

7. This initiative provides teaching curriculum and teaching materials that support all the computers classes of the ALS Department. These materials and support enable the instructors to provide innovative teaching and learning experiences to foster intellectual growth in learners in the ALS department.

Chapter 4
Initiative #7

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1. Initiative Title.   Remedy failure of evaluation system to provide adequate, substantive feedback on instruction – create in-house system which provides such feedback on the effectiveness of course content and instruction. The department intends to work to facilitate improvement of campus-wide evaluation system.

2. This initiate is to create a remedy for the faculty's need for substantive and representative feedback on instruction. Current on-line systems do not provide formative feedback, and the participation level of the current on-line system does not give a representative sampling.

3. The result of this initiative will be an evaluation system which gives a clear and adequate sampling of student feedback – at least 75%. Instructional design requires clear information and assessment of past instruction.   A broad range of student feedback is required.

4. The resources needed are the cooperation of administration, and possibly the purchase of a new software package allowing the scanning of scantron evaluation forms.

5. Unknown, as cost is at present uncertain

6. Org. code: 505100

7. This initiate articulates with college goals by giving faculty the tools they need to adequately respond to student needs by giving us an avenue of communication to understand them. In a culture of assessment, it is critical that faculty have the evaluations which can inform their continued excellence. We have done without that, now, for more than a year, and that is too long.

Chapter 4
Initiative #8

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1. To obtain additional preassigned classrooms on the second floor of the Center Building. To place classes in classrooms that will meet the needs of the students, instructors, and curriculum.

2. This initiative addresses an inadequate room scheduling system. Classes with special curricular needs to be close to the Center Building have been placed in remote buildings. Moving classes to reschedule classroom needs has been a challenge. Preassigned classrooms would allow the users, who know the classroom needs that a computer cannot understand, to schedule appropriate rooms.

3. Classes that need heavy carts of books or special seating arrangements could be scheduled in appropriate classrooms. This would not change the need to run schedule 25 for remaining unassigned sections. It will make the schedule run more efficiently for all concerned.

   The need for preassigned rooms became clear when Resource 25 was assigning classes in rooms that were not appropriate. The hours it takes to find and reschedule a classroom is prohibitive compared to the time to assign preassigned classrooms. The stress relief is invaluable and contributes to the morale, health, and well being of the staff. And the outcome would be satisfactory.

   Preassigned classrooms would be assigned on the second floor north side of the Center Building. All students in every Academic Learning Skills class will benefit. Students will benefit by having access to appropriate classrooms and materials needed for the curriculum of each class. Students will also have the appropriate classroom furnishings to facilitate discussion, group work, and individual studies.

4. A fiscal resource is not needed to obtain additional preassigned classrooms. Approval and implementation from the Space Assignment Committee would be necessary.

5. Funding is not needed.

6. ORG code 505100, Program 111000, credit classes in Banner and in Resource 25.

   8. Additional preassigned classrooms for Academic Learning Skills will enhance the learning experience of each student whose class will have access to carts of dictionaries, thesaurus, special reading textbooks, and appropriate furnishings. Preassigned classrooms will enable instructors to use additional resources to maximize curriculum. Student development and curriculum options will be met.

Chapter 4
Initiative #9

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1. Initiative Title: Follow up assessment of student success in articulated classes from Academic Learning Skills to Math and Writing.

2. This initiative is linked to the outcome assessment which identified the lack of empirical information regarding the success of ALS students when they transfer from ALS preparatory classes to the next level of class in English or Math. While plenty of anecdotal evidence is available showing great success, the department does not have the means to track this information. This initiative will propose to address the challenge by requesting of the IRAP department a design and implementation of a survey to collect this data.

3. This initiative will request the IRAP department to design and implement a follow-up study to track students who finish ALS preparatory classes in math and writing for up to three terms to determine the rate of success of these students, whose test scores indicated they were academically unprepared to go directly into those classes. The intended use of the data is to confirm or disprove the design of the current content of our articulated classes. Evidence if the need was highlighted in the Accreditation process when we could not demonstrate convincing proof that our students are doing well when they leave the department and move into the transfer level classes. This project would benefit approximately 400 students per year in writing, and 700 students per year in math. The project would enhance the department's ability to deliver effective instruction to students.

4. The resources needed already exist on the campus. The IRAP office would need to agree to design and carry out the study. ALS personnel would assist in the implementation of the study, but would need assistance in project design.

5. N/A

6. 505100

7. The project would enhance the department's ability to deliver effective instruction to students

Chapter 5: Expected Outcomes for 2004-2005

Responses to projection questions:

1. We expect our program level outcomes to remain stable for 2004-2005.

2. We do not plan any changes in our approach to Core Ability instruction.

3. If we receive funding for Initiative #2, we will update the curriculum of Reading 080.
    If we receive funding for Initiative #3, we will update the curriculum of Math 10.
    If we receive funding for Initiative #6, we will update the curriculum of Using Computers to Write 1 and 2 and using Computers to Map Concepts.

4. We have no plans for enhancing our current technologies.

5. N/A

6. We will continue to set staff goals through a combination of Unit Planning and individual consultation with our division chair.

7. We do not anticipate any change in our enrollment data.

8. N/A

9. If we receive funding for Initiative #4, we will enhance our office space for part-time faculty.

10. We do not anticipate any change in our General Fund budget.