Academic Learning Skills Program Analysis

1. What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?

ALS has completed the following annual planning initiatives <u>included in 03-04 and 04-05 plans</u>. (Some crossed the two planning cycles):

- Revised CG 215: Transition to the University
- Purchased 2 thesaurus sets now used in classes.
- Completed and implemented revised Reading 80 curriculum in Fall 2005.
- Completed and implemented Reading/Writing 89 curriculum
- Purchased set of electronic spellcheckers now in use in classes.
- Purchased Spanish Language Dictionaries for computers in lab, now in use.
- Installed new computers in computer lab, completed Fall 2005
- Installed updated system software Fall 2004
- Installed voice-activated speech software (Dragon Naturally Speaking) in computer lab, now used by students with disabilities.

Other accomplishments not included in planning initiatives

- Three instructors participated in development of Learning Community that includes Effective Learning, Writing and College Success in Fall 05.
- Obtained new computers for lab and made changes in software for keyboarding class.
- Hired new Division Co-Chair Feb 15. Began work March 15.
- Started update to ALS website.
- Three ALS instructors participate in League for Innovations International symposium on technology in developmental education and were the only Lane instructors to be accepted.

2. What are the areas that still need attention?

Some initiatives, though not completed, are in progress. Tasks remaining from 03-04 and 04-05 that were not completed by June 30, 2005 include:

- Revise Department Mission/Vision and Guiding Principles. (Note: mission statement completed 10/05) The ALS Mission Statement has been completed and incorporated into an updated ALS webpage.
- The ALS/Tutoring Department History is now part of the Lane Story Corps Project sponsored by the Reading Together Committee and Elizabeth Uhlig in the Archives Office. Elizabeth Uhlig will supervise this project that will bring together former ALS staff to create a digitally recorded oral history, as well as a written transcript of the video for archive purposes.
- Revise Catalog Descriptions to clearly indicate articulation of ALS courses from and to courses from other departments and divisions to benefit students, instructors, advisors and counselors and improve retention and success.
- Create clear course sequence to help students find pathways starting from ALS and from other departments and programs to ALS and on to other departments and programs. Creating the sequence will also help to accomplish previously mentioned revision of course descriptions for catalog.

3. **Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.**

- **Complete** work related to who we are and what we do, including ALS history, course descriptions and course sequencing.
- **Continue** work started in 04-05 with revision of Reading 80 curriculum, to review enrollment history, demand and changing needs of students, update and revise curriculum and create multiple pathways for students within ALS, across the Division and across the college.
- **Provide** adequate level of management and support staff for ALS efficient operations.
- **Begin** work related to development of ALS Assessment Plan as part of college assessment initiative.
- **Advocate** for adequate curriculum development resources across the college**.** ALS is proposing a number of curriculum development projects in this unit plan and at the same time the department recognizes that a limited amount of curriculum development funds are available. However, curriculum development projects to update, adapt, create an adjust course delivery and content are not only feasible, they are essential for the college. Curriculum development is clearly an efficient use of college resources, for the primary function of the college is instruction. For that reason, curriculum development projects are paramount and should be budgeted and funded accordingly.

ALS staff reviewed progress and prioritized initiatives for this plan. After discussion both by e-mail and at two meetings, potential initiatives were listed. The, each of the 10 contract faculty and office staff prioritized the list from 10 (highest priority) to 0 (lowest priority). Points were totaled. Initiative points ranged (highest possible would be 100) from 78 for Initiative 1 (1.0 FTE manager) to 1 for an initiative to complete the department history and work on vision, mission and principles, because that task could be completed before July 1 without additional resources. At the next staff meeting, the process will be reviewed and notes created to guide the prioritization process for next year.

1. Initiative Title: <u>Increase manager FTE to 1.0</u>   **Division Priority**:   <u>1</u>

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

During the process of creating the 2004-2005 Unit Plan, the Academic Learning Skills staff tried to address the lack of managerial stability in the summer months because the Center for Learning Advancement Division Co-Chair for ALS, ESL, and Tutoring is on a .915 FTE appointment rather that a 1.0 FTE appointment. This problem was considered as we created the 2004-2005 Unit Plan in discussions that took place over several weeks both among ALS staff and with representatives of the college administration and possible remedies were put forward.   The idea with the most widespread support was to simply increase this position to a 1.0 FTE appointment. The ALS staff was informed through the acting ALS Department Head that this was not possible at the time due to budget constraints.   An initiative to create a FASP (lead faculty) position to facilitate the ongoing efficient operation of the department was created for the 2004-2005 Unit Plan. This initiative was discussed in multiple meetings in 2004 and had strong support among the ALS staff. The initiative was removed from the final document when it became clear that a FASP position lacked support from the college administration.

However, the need for an improvement in the management structure of the ALS is a continuing need that the ALS Department would like to address in 2005-2006.

3. Describe the initiative.
- *How does this initiative align with the strategic directions of the college?*

<u>Transforming the College Organization</u>: Build organizational capacity and systems to support student success and effective operations.

This initiative builds organizational capacity to support student success and effective operations by changing the .915 FTE appointment to a 1.0 FTE appointment for the Division ALS/ESL/Tutoring Services Co-chair, so that the duties that are required of this CLA Division Co-Chair can be completed in an effective and sustainable manner.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

The change will be the addition of a manager available to ESL/ALS and Tutoring Services during July. This initiative increases the ability of the Division ALS/ESL/Tutoring Services Co-chair to perform the duties necessary for the efficient management of ALS, ESL, and Tutoring. It affects the assessment of programs, services provided and learning. It builds organizational capacity to support student success and effective operations.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

ALS (formerly Study Skills) has changed from having a 1.0 FTE manager in 2002-2003 to having a .915 Center for Learning Advancement (CLA) Co-Chair, who is responsible for ALS, ESL, and Tutoring Services with a combined student FTE of approximately 650 and a headcount of 65-70 faculty and staff.

Both CLA Co-chair positions are 11-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 Services). This addition represents an additional ~600 FTE and another 60-70 headcount of supervision required. Therefore, the workload of this management position was increased at the same time that the amount of time to carry out the workload was reduced.

The present structure has been in effect for two years. It has been clear that the many duties that are under the responsibility of the ALS/ESL/Tutoring Services Co-chair are not carried out efficiently during the summer month that the co-chair is not working. For example, the co-chair cannot take care of student complaints, address day-to-day problems or oversee staff evaluations. Many decisions regarding preparation for the Fall Term and hiring of additional part time staff take place at this time. These duties are supposed to be taken over by the ABSE Co-chair, but that is difficult given increased workload. Also, these additional duties take away time

from ongoing ABSE duties. The co-chair who is responsible for ABSE is typically is available through email and by phone and is called in only when an issue has become serious and warrants active intervention. Day-to-day management falls on the already burdened office staff. Adding to the summer burden, the ALS/ESL/Tutoring Services Co-chair covers for the ABSE Co-chair in August and so is pulled away to attend to ABSE issues during the already compromised summer. The preparation months before and the catch-up months following the co-chairs' absences add additional challenges to already heavy workloads for both the co-chairs and office staff.

Further evidence of need is that the Co-chair hired in August 2003 resigned in June 2004 stating among his reasons that the workload was prohibitive.

Supervision of Tutoring is especially problematic because the Tutor Center Coordinator is .75 FTE Contract Faculty and is not available during entire summer. Day-to-day problem solving of Tutor Central issues tends to fall naturally on the ALS/Tutoring Services office staff when co-chairs are not available. Summer issues have included student complaints, Tutor Central staffing, tutor tardiness and absences, lack of tutor schedule planning, inadequate staffing due to lack of funding and paid and unpaid faculty tutor replacement.

During July 2005, the ALS/ESL/Tutoring Services Co-chair missed out on several planning and leadership development meetings for division chairs during the month absence.

- *What would be the campus location of this request/project?*

Center for Learning Advancement

- *How many students (per year) will benefit?*

All ALS students will benefit
All ESL students will benefit
Summer ABSE students will benefit because ABSE co-chair will not have to attend to ESL/ALS issues.

- *How will students benefit?*

The Department and Division will operate in an efficient and sustainable manner.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed.
Salary for .085 manager = $9,478 for salary & OPE

5. List the possible funding sources: General Fund

6. Can this project be partially funded? Amount covers the additional .085 FTE additional cost for increasing current .915 to 1.0 FTE.

Provide ORG & PROG codes
505110 & 111000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?
ALS does not have an advisory committee. A meeting of the ESL advisory committee had to be cancelled in July 2005 because of the co-chair's absence.

Section I: Planning
1. **Initiative Title:**   **Division Priority: 2**
Provide consistent -trained office support by creating .50 classified position utilizing existing classified timesheet budget, increasing budget by the difference

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Initiatives related to administrative structure and operations for 2004-05 were not included in the submitted Unit Plan. Program level outcomes would include: Ability to serve students in a timely manner, support faculty and complete administrative tasks on deadline.

3. **Describe the initiative.**
   ▪ *How does this initiative align with the strategic directions of the college?*

This initiative supports the college's strategic direction of fostering the personal, professional and intellectual growth of learners by providing well trained, consistent office support to learners, staff, and the public. This will be well facilitated by building organizational capacity to support student success and effective operations.

   ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible?*

By using currently budgeted .499 office support funding and increasing the salary and OPE to create a contracted .5 FTE office support position, Academic Learning Skills and Tutoring Services will gain staffing stability in the department office.

   ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

The Academic Learning Skills/Tutoring Services department office assists students, faculty, and the public. Currently, office assistants are primarily Work Study and Learn and Earn students putting the staff in a state of constant fluctuation. The budgeted funds for the .499 time sheet position have been used to enhance the staffing situation and provide assistance with higher level tasks. However, student and classified time sheet staff have not provided the stable and consistent staffing necessary to support students, staff and the public. Scheduling office coverage to support students, faculty and the public in these circumstances is challenging.

   ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*

Because the department already has funds for the .499 office support classified time sheet position, the additional funds required to increase the position to .5 contracted will be minimal. Providing consistent adequately trained office support to students, faculty and the public will be an efficient use of college resources.

   ▪ *What would be the campus location of this request/project?*

The request for a .5 FTE contracted Office Support position is for the Academic Learning Skills/Tutoring Services department office located in Cen 218.

   ▪ *How many students (per year) will benefit?*

Typically 890 students are released for classes and 1,635 papers are collected each year. Additionally an estimated more than 4,800 students and/or the public receive assistance each year. YEAR TOTAL: more than 7,300 contacts with students and the public.

   ▪ *How will students benefit?*

Students will benefit by receiving accurate information from a knowledgeable employee who has experience in their job and understands the campus policies and procedures. Assistance with registration, adds/drops, grade changes, use of Tutoring Services, contact with counselors, and general student customer service will be facilitated.

Student support provided by the Academic Learning Skills and Tutoring Services office staff enhances student retention and success. This is an essential part of increasing FTE. Also, the Tutor Center serves students in a way that directly affects student retention as well.   Complex data entry provided by the time sheet position, for state reporting, affects the state funding for the Tutor Center.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Recurring budget is needed to convert the .499 classified time sheet budget to a .5 contracted position. This includes a small salary and OPE increase, creates a .50 classified position utilizing existing classified timesheet budget, increasing the budget by the difference.

$20,762
($18,029)
$2,733

5. **List the possible funding sources**
   ▪ *Can this project be partially funded?*

Yes

   ▪ *If so, what portion could be funded at what minimum cost?*

The .5 office support position will be partially funded with the ALS budget now being used for a .499 time sheet position.

   *If the funding source is Carl Perkins***:** Not appropriate for Carl Perkins.

6. **Provide ORG & PROG codes**

ORG   505110   PROG   111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?** ALS does not have an advisory committee.

1. **Initiative Title**: Reading 80 for alternative schedules   ***Division Priority***: 4

2. *How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?*
Last year, the Reading 80 curriculum was revised to better address the needs of the student population while accentuating the strengths of the current faculty. The curriculum now incorporates a more user-friendly text as well as materials that incorporate technology in the learning process. With many courses on campus using web-based instruction, it benefits entry level students to develop these skills in Reading 80, in order to better succeed in future classes. This year's initiative reflects a need to adjust and modify the delivery of Reading 80 to better meet the needs of students unable to take a day time class. Counseling Department and Cottage Grove (Don Strahan) both have request Reading 80 for prospective students who are blocked from taking any other classes until they pass Reading 80.

3. ***Describe the initiative***

- ***How does the initiative align with the strategic direction of the College?***

The initiative addresses several of the College's strategic directions:

Transforming Students' Lives
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Commit to a culture of assessment of programs, services and learning.

Modifying the Reading 80 curriculum for alternative schedules reaches students who have not been able to enroll in this course because of employment demands.

Transforming the Learning Environment
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members.

Modifying the Reading 80 curriculum for alternative schedules reaches students who have not been able to enroll in this course because of employment demands.

- ***What will the product, innovation, or change of this initiative be?***

Reading 080 is an entry level reading class offered by 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; three sections in Winter term; and two sections in the Spring. It is taught as a 6 credit class, so all of the Reading 080 classes are offered during the day.

This initiative would provide curriculum time to revise materials, so that it could be taught over two terms as an evening class. In this course modification, some of the content would be taught on-line to meet course objectives and to bridge the class from one term to the next.

- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

Reading 080 is required of students whose reading test scores are below the minimum reading level. An evening class option provides an opportunity for working students to meet that requirement. We have documentation from Counselors that offering the class at night would allow greater accessibility to those students.

- ***Given college resources, is it feasible?***

This initiative can be funded as a curriculum development project. It 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 under-prepared learners.

- ***What would be the campus location of this request/project?***

Faculty in the Academic Learning Skills Department would teach the Reading 080 course offered over two terms.

- ***How many students (per year) will benefit?***

Evening Reading 080 courses would be offered twice during an academic year:
  - Fall - Winter (3 credits taken in Fall; 3 credits taken in Winter)
  - Winter - Spring (3 credits taken in Winter; 3 credits taken in Spring)

Typically 25 students would enroll in each section.

- ***How will students benefit?***

Academic Learning Skills would provide an alternate schedule of a required reading class that prepares students for other college level classes. It creates greater accessibility and expands learning opportunities for working students.

Section II: Linking Planning to Budgeting – If you need Resources

4. Describe the resources needed:

50 hours of curriculum development funds are required for this project. 50 hrs @ $26.44 + OPE = $1,853
The current curriculum would need to be formatted to different time blocks, divided into separate terms, and analyzed for consistency with the current class objectives.

5. List the possible funding sources: Curriculum Development
Can this project be partially funded? No.

6. Provide ORG & PROG codes: 505120 & 111000

7. For programs that have advisory committees: What plans do you have for working more effectively with your advisory committees? ALS does not have an advisory committee.

Section I: Planning
   1. Initiative Title: <u>Increase success rates for students in "roadblock" classes.</u>   **Division Priority: <u>5</u>**

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?
   Last year's Unit Plan included several curriculum development initiatives that would improve successful course completion and transition rates (CG 215 and RD 80). This initiative builds on those efforts and was created as a response to new SAGA research and strategies for improved student retention and success.
   Program level outcomes: Improve retention and success for students enrolled in roadblock class and co-enrolled in EL 113.

   3. Describe the initiative
   - *How does this initiative align with the strategic directions of the college?*
   <u>Transforming Students' Lives:</u>
   - Fostering the intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and support services.
   <u>Transforming the Learning Environment:</u>
   - Creating a diverse and inclusive learning college, responding effectively and respectfully to students' academic needs
   - Building systems for student support student success and effective operations.

   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
   This initiative would use course EL 113, offered by ALS, to provide supplemental instruction to Lane students enrolled in "gatekeeper" courses identified by Student Learning Initiatives. These are courses which are requirements for completion of P/T or transfer programs, but which many students fail to complete or fail to complete successfully. Currently, students rely on tutoring services as the primary way to access academic support. This initiative would provide support in a more specific, organized and consistent way, helping students to remain focused on successful completion of their most difficult requirements. The course would also teach students strategies they can use in future courses.
       With an initial focus on one or two specific "roadblock" courses, the class could be adapted and customized in the future for other courses.

   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
   Several required classes have been identified as being consistently difficult for students to complete successfully. Among these are Math 60, 95 and 111, Physiology and Anatomy and Chemistry. Failure to satisfactorily complete these courses prevents students from pursuing further study at four-year colleges or from completing professional/technical programs at Lane. The need for supplemental instruction is demonstrated by the numbers of students failing or repeating these course.

   - *Given college resources, is it feasible? Is it an efficient use of college resources?*
   Supporting students enrolled in challenging courses is an investment in retention. Students who falter at this level are often left with financial aid burdens and often leave mid-program.
       Also, if a process can be developed to add this support to several courses, the process could then be generalized to support other classes or subject areas as needed.

- ***What would be the campus location of this request/project?*** Supplemental instruction would be provided by Academic Learning Skills at 30th Ave. (initially) with the possibility of expanding to other campuses or learning centers as appropriate. EL 113 would be offered in conjunction with other departments.

- ***How many students (per year) will benefit?*** All students taking "roadblock classes" would benefit as well as students who might not attempt the classes without the supplemental help.

- ***How will students benefit?***
By successfully completing "roadblock" courses, students would be able to complete programs at Lane and/or transfer to four-year colleges to complete degree programs. Accomplishing these goals will improve students' lifetime earning potential. For those on financial aid, the additional assistance will reduce the possibility that financial aid and loan dollars will be spent on classes that are not completed successfully.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
EL113 Supplemental instruction - 100 hours (new course development, requires extensive collaboration between ALS instructor and content area instructor) = $3,707
1. Curriculum development funds for course instructor (chemistry, math, anatomy/physiology) and Effective Learning instructor to plan together.
2. Curriculum development funds for Effective Learning instructor to create new course materials, including online component.
3. Release time for Effective Learning instructor to attend subject area course (3 credit) as per Learning Community model.

5. **List the possible funding sources**
   - *Can this project be partially funded?*
   - *If so, what portion could be funded at what minimum cost?*

   If the funding source is Carl Perkins:
   1. How does the request meet one or two of the Carl Perkins act goals?
   2.

6. **Provide ORG & PROG codes**
505120 & 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?** ALS does not have an advisory committee.

1. Initiative Title: <u>Revise and Update Math 10 curriculum</u>   **Division Priority:** <u>**6**</u>

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

The department has recognized for some time that the math materials for the Math 10 course need extensive revision. This was an initiative for last year (not funded) and our program analysis shows that this revision is a continuing need. There was a delay in the adoption of a new book, and so the work that needs to be done to revise and update our curriculum materials was postponed until this 2005-2006 year.

3. Describe the initiative.

- *How does this initiative align with the strategic directions of the college?*

<u>Transforming Students' Lives</u>: Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

Updating the curriculum of Math 10 helps create new materials will provide innovative and exemplary learning experiences for our students, including online components.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

The product will be a revised curriculum with updated supplemental materials.

Before taking a math course, students must take the mathematics placement test at the Testing Department. The Academic Learning Skills Department provides courses for all students who test into Math 10. In 2004-2005, ALS offered 40 sections of Math 10, benefiting 763 students. In the fall of 2005, 20 sections of Math 10 were offered with a combined enrollment of 367. (Increase may be related to a higher math pre-requisite in Science courses.) Because these are required classes and prerequisites for a number of programs, it is often necessary to add sections on short notice. ALS employs part-time teachers on short notice to cover these classes. Many of these teachers are teaching Math 10 for the first time. In Fall 2005, 10 different instructors are teaching 20 sections of math. It is critical that the department has an adequately prepared curriculum to support consistency in content and variety of available materials for this class.

ALS maintains a collection of supplementary materials, quizzes, mid-terms, final exams, web-based exercises, and lesson plans that match the current textbook. Because the math department and ALS are switching to a different textbook beginning in Spring 2005, it is necessary to revise all these parallel materials. In this revision of materials, it is planned to include more real life applications for students, more professional and technical application problems, and content that addressed privilege, difference, and power and would more content-based than text-based.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

In 2004-05, 1,546 students passed Part A, but not B of the Placement test and 371 students passed Part C, but not B of placement test and so tested into Math 10. Because of this huge need, we are teaching a large number of sections of a required course that needs new materials developed, along with additional resources for online instruction and delivery. The current set of materials was created more than four years ago. More than 50 different instructors have taught this course over the four years. During department and math curriculum meetings and informally there have been frequent comments about which materials, quiz, and test items need adjustment. With a new book edition coming, it would be a good time to make these adjustments to the math curriculum.

According to the principals and standards of the National Council of Teachers of Mathematics, all students deserve an opportunity to understand the power and beauty of mathematics. Students need to learn a new set of mathematics basics that enable them to compute fluently and to solve problems creatively and resourcefully. This project works towards those principles. (See http://www.nctm.org/about/ncate/secondary_indic.htm and http://www.nctm.org/standards/12752_exec_pssm.pdf)

- ***Given college resources, is it feasible? Is it an efficient use of college resources?***

More than 700 students take this course every year. Students need this course before they go on to Math 20. Math 10 a high priority course that merits funding of development.

- ***What would be the campus location of this request/project?***

 Center for Learning Advancement plus other Lane locations that offer Math 10 (Cottage Grove, Florence)

- ***How many students (per year) will benefit?***

All students who take Math 10 will benefit. Last year 763 students took this course.

- ***How will students benefit?***

Students will have materials that are updated, contextualized and correlate to their text.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed
Staff time for research, curriculum development, materials preparation and website development.
The resources needed are 100 hours of development time. = $3,707
Possible sources include Curriculum
Development Funds and Carl Perkins Funds. (Plus, professional development funds to help instructors gain skills in using online materials, practice and interaction.)

5. List the possible funding sources. Can this project be partially funded? If so, what portion could be funded at what minimum cost?

Possible sources include Curriculum Development Funds and Carl Perkins Funds. (and/or professional development funds to help instructors gain skills in using online materials, practice and interaction.)

If the funding source is Carl Perkins:
How does the request meet one or two of the Carl Perkins act goals?

Measurable goal # 1 – Improving Academic and Technical Skills
This curriculum development project helps improve the math delivery system for the technical students that take this class. The new materials will include application of Math 10 level skills in professional/technical contexts.

6. Provide ORG & PROG codes: 505120 & 111000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?
ALS does not have an advisory committee.

Section I: Planning

1. Initiative Title: <u>Align and Sequence Courses</u>   **Division Priority:** <u>8</u>

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

As the departments of Center for Learning Advancement begin to work together more closely, faculty have recognized the need to align and sequence courses to create multiple "pathways" for students to achieve their goals. ALS recognized the need to align and sequencing of courses within its own department for 05-06 and work continues within current resources. However, the realization is emerging that more work should be completed that assures that content is not duplicated without reason. (Same content, different audience)

3. Describe the initiative.

- *How does this initiative align with the strategic directions of the college?*

Aligning courses and content would provide more coordinated courses of study and more options for students from a variety of backgrounds with a variety of needs, goals and resources.

<u>Transforming the Learning Environment</u>: Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff and community members of all cultures, languages, classes, genders, ethnic backgrounds, religions, sexual orientations and abilities.

<u>Transforming the College Organization</u>: Build organizational capacity and systems to support student success and effective operations.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

Aligned curriculum

Documents (paper and electronic) available to advisors, counselors, faculty and students that clearly outline pathways for students coming to the college with diverse backgrounds, diverse needs and diverse goals. The result will be more and clearer information to use in making decisions about next steps.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

Currently students don't have a way to view possible options and be as active in decision-making as they could be.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*

Yes. It is more efficient for the college to align and sequence the courses because it results in better use of class capacity, better matches between students and courses, improved success rates and mores students achieving their goals.

- *What would be the campus location of this request/project?*

Center for Learning Advancement

- *How many students (per year) will benefit?*

All Center for Learning Advancement Students who transition from one CLA department to another and on to other credit classes and programs or other goals.

- *How will students benefit?*

More efficient use of students' time and tuition. More students successfully retained and transitioned to next steps.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
   One-day workshop 10 instructors x 8 hours x .85 overload to create map (Pathways to Advancement) outlining pathways through and across ABSE, ESL, ALS to professional/technical programs.
   Calculate approximately $300/person + OPE @ 40.2% = $421 x 10 = $4,210

5. **List the possible funding sources**
   - *Can this project be partially funded?* CLA faculty could attempt this project using faculty 15% time, but then it would need to be coordinated with their many other priorities.
   - *If so, what portion could be funded at what minimum cost?*

   If the funding source is Carl Perkins:
   3. How does the request meet one or two of the Carl Perkins act goals?
   Measurable Goal #3- Special Populations – Program strategies will be identified and adopted within technical programs to enable special populations (includes limited English proficiency) including those students participating in alternative learning options to: overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.
   Aligned courses will lead to most efficient use of students' time and resources for the goal they wish to achieve.

6. **Provide ORG & PROG codes:** 505110 & 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

ALS does not have an advisory committee. However, English as a Second Language and Adult Basic and Secondary Education departments' advisory committees can provide feedback and review of the information and the proposed documents, website content and website functions. ESL and ABSE intend to include a similar initiative in their unit plans.

Section I: Planning
1. **Initiative Title:** <u>Revise & update WR 80</u>   **Division Priority**: **9**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**
ALS recognized the need to revise and update the existing WR 80 curriculum and to explore alternate methods of curriculum delivery. These alternate methods include:
a) integration of reading, writing and technology, b) editing and c) revising and other practices grounded in current developmental education research.

3. **Describe the initiative**
   ▪ *How does this initiative align with the strategic directions of the college?*
This curriculum update and revision addresses the three major aspects of the College's Strategic Directions.

<u>Transforming Students' Lives</u>: Foster the personal, professional and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
<u>Transforming the Learning Environment</u>: Create a diverse and inclusive learning college develop institutional capacity to respond effectively and respectfully to students, staff and community members of all cultures, languages, classes, genders, ethnic backgrounds, religions, sexual orientations and abilities.
<u>Transforming the College Organization</u>: Promote professional growth and provide increased development opportunities for staff both within and outside the college.

   ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
Create and develop alternate curriculum delivery methods and materials based on integration of reading and writing, editing and revising.

   ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
This curriculum development project will provide updated and innovative course materials that address the needs of the college's diverse and changing student population. The need was assessed through an ongoing examination of student learning modalities, inter-departmental course material articulation, and faculty professional development.

   ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
To provide access to transfer level credit courses and help students succeed in a variety of courses, students who enter the college at a developmental level need to improve their writing skills. Writing 80 is the first placement option in developmental writing coursework.

   ▪ *What would be the campus location of this request/project?*
Academic Learning Skills department.

   ▪ *How many students (per year) will benefit?*
Approximately 315 students per year enroll in the WR 80 courses.

   ▪ *How will students benefit?*
Increased student enrollment, retention and success rate. Students who complete the course leave with improved writing skills transferable to other coursework.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

   70 hours of curriculum development hours are needed to complete the initiative.
   70 x 26.44 x 1.402 = $2,594.82

5. **List the possible funding sources**
   ▪ *Can this project be partially funded?*
The curriculum development can be divided into two areas. (1) Revise and update existing WR 80 materials. (2) Create and develop alternate curriculum delivery methods based on integration of reading, writing and technology, process writing, and editing and revising. Both areas are essential to a balanced and effective curriculum; therefore, the project is best considered as a fully funded initiative.

   ▪ *If so, what portion could be funded at what minimum cost?*

   If the funding source is Carl Perkins:
   1. How does the request meet one or two of the Carl Perkins act goals?
Not appropriate for Carl Perkins goals, unless improvement in professional/technical students' writing skills would be a priority.

6. **Provide ORG & PROG codes:** 505120 & 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**
ALS does not have an advisory committee. However, writing faculty members regularly collaborate on curriculum development and solicit feedback from colleagues across the department, division, and College.

1. Initiative Title: <u>Integrate Online Component in more ALS courses</u>   **Division Priority:** <u>10</u>

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Last year ALS completed a number of upgrades in technology. These upgrades include the purchase and installation of new computers in our computer lab, and the purchase and installation of new system software. ALS also installed Dragon Naturally Speaking on 10 computers and purchased USB microphones to be used in conjunction with this software. Electronic spellcheckers were also purchased and Spanish language dictionaries added to our computers. Replacement batteries were purchased for our mobile iBooks, and a printer was hooked up so that our iBooks can print by wi-fi to our smart classroom printer. Many instructors have begun experimenting with ways to use this technology in our instruction using department equipment as well as online components including faculty web pages and Moodle.

3. Describe the initiative
- *How does this initiative align with the strategic directions of the college?*

<u>Transforming Students' Lives</u>:
This initiative provides a path to exemplary and innovative teaching and learning experiences by expanding our methods of delivery of courses to make more use of the technology available to the ALS Department.   This addition helps to empower a learning workforce in a changing economy by offering courses in ways that would allow for more participation of students who don't have the opportunity to take classes in traditional formats. For example, some students may be able to take advantage of new technology formats to do more of their academic work away from the college.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

Alternative formats will be identified that selected ALS courses can access to make greater use of technology as an innovative teaching tool.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

The intended outcome is to identify courses that can use new formats that integrate hybrid and online components to ALS classes. Surveys of UO faculty and under-prepared students in the ALS department indicate a desire for more online and hybrid classes. Representatives of the English and Social Science Departments have voiced a need to better prepare Lane students to take advantage of their hybrid and online courses.   University of Oregon faculty report that Lane students in the Transitions class need training in accessing online resources. University of Oregon instructors have commented that Lane students lack computer skills.

- *Given College resources, is it an efficient use of college resources.*

Developing, expanding and improving the use of technology to deliver the content of Academic Learning Skill courses is efficient use of college resources. This is particularly true because the college has already made significant investments in upgrading the ALS computer lab and in student access to technology..

- *What would be the campus location of this request/project?*

Academic Learning Skills Department

- *How many students (per year) will benefit?*

All ALS students will benefit

- ***How will students benefit?***

Alternative formats will be identified so selected ALS courses can integrate online components to their courses.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

100 hours of curriculum development x $26.44 x 1.402 = $3,706.89

5. List the possible funding sources.
Curriculum Development Funds
Technology Funds
Professional Development Funds

Carl Perkins: Measurable Goal #1 – Improving Academic and Technical Skills. This curriculum development project improves the academic skills of technical students who take the selected ALS classes that have improved their delivery by including a hybrid component.

6. Can this project be partially funded?
If so, what portion could be funded at what minimum cost?
The scope of the project could be limited to a few instructors and/or a few classes.

Provide ORG & PROG codes: 505120 & 111000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

ALS does not have an advisory committee. Development of these new tools and approaches could be shared with other advisory committees, including ESL and ABSE to increase awareness.

Section I: Planning

1. **Initiative Title** – <u>Develop and Implement Assessment Plan</u>   **Division Priority:** <u>11</u>

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

   Last year's initiatives included development of the mission/vision and values of the department and program, which Maki cites as a first step for the development of an assessment plan. The accreditation report recommends that the college develop assessment plans. Assessment plans were also the focus of the fall in-service. Because ALS doesn't have an assessment plan, resources for research, development and implementation will be needed.

3. **Describe the initiative**

   ▪ *How does this initiative align with the strategic directions of the college?*

   The initiative directly aligns with "Transforming Students' Lives – Commit to a culture of assessment of programs, services and learning"

   ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

   A plan that includes: research, development and implementation.
   Department in compliance with recommendations from accreditation report.
   Certification from National Association for Developmental Education

   ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

   The plan will be used to assess program effectiveness and determine directions for improvement and change. The accreditation report recommendation points out the need for all programs to have an assessment plan. Apart from the accreditation report, the department continually needs to question whether what it offers meets students needs and to what extent.

   Nationally, department with same or similar purposes to ALS can apply for certification through The National Association for Developmental Education. NADE developed and continues to revise a process and criteria to provide the ability to evaluate a program based on research and best practices. Meeting national standards is listed as one method for evaluating program effectiveness. A first step will be to explore cost of training and review.

   It is feasible because it is required. The Department will need to determine the scope of the plan based on resources available.

   ▪ *Is it an efficient use of college resources?*

   Because it is required, it is an efficient use of resources. Faculty, the department chair and staff have completed a basic assessment plan. IRAP can advise on data availability and analysis. Some of the work can be completed by June 2006. NADE certification for ALS would provide an outside evaluation of program quality, one strategy for program assessment.

   ▪ *What would be the campus location of this request/project?*

   Academic Learning Skills

   ▪ *How many students (per year) will benefit?*

   All students who transition from ABSE or ESL will benefit as well as all students who begin their Lane program at ALS.

   ▪ *How will students benefit?*

   Improved program quality. Classes will meet students needs and, as a result, help them transition to next steps.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

   The planning will begin within the current resources available from Nov. 05 through June 06, but would move faster with faculty release time or overload to pay for staff development and Division Chair - time for project management, planning, development

   ALS Faculty - time for plan research, implementation and development, resources for staff development on assessment and on NADE certification.

   ALS Staff time - for document preparation

   Resources from IRAP for consultation – time for data collection and analysis

   $2,000 to sponsor a National Association for Developmental Education certification training at Lane. ALS could create this as a non-credit continuing education class, invite other NW colleges to attend and pay $160 per person (NADE cost) for the training. Linn-Benton Community College has expressed interest. This is more efficient than sending a team of ALS faculty to a training out-of-state.

   50 hours (5 people for 10 hours @ .85 faculty overload rate) assessment and/or professional development to organize and attend. (OR substitute pay for faculty to attend.) Approx $350/person + OPE @ 40.2% = $491 x 5 = $2,454

5. **List the possible funding sources**

   Funds set aside for implementation of assessment plans or professional development funds.

   - *Can this project be partially funded?* The plan could be partially funded by allocating funds for either the proposed assessment plan template or NADE certification. More funds would mean faster development and implementation and quicker program improvements leading to an effective, implemented, useful plan. Without additional faculty funding completion and implementation of the assessment plan will be slow and plan will be limited in scope.
   - *If so, what portion could be funded at what minimum cost?*

6. **Provide ORG & PROG codes**

   505110 & 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

   ALS does not have an advisory committee.

Section I: Planning

1. **Initiative Title:** Revise and Update Reading 093 and Writing 093 curriculum **Division Priority: 12**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**
    This initiative is an important piece of ALS curriculum revision to meet the demands and changing needs of students. It builds on the work completed by the department in the past including the collaborative effort with the ESL Program to jointly offer Reading 089 and Writing 089 as hybrid credit/non-credit courses, but it is an area which still needs attention.

3. **Describe the initiative**
    - *How does this initiative align with the strategic directions of the college?*
        This initiative is closely aligned with the strategic directions of the College including Transforming students' lives: Foster the personal, professional and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services and Transforming the Learning Environment: Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientation and abilities.
        The Reading 93 and Writing 93 courses are designed specifically for English language learners, and as such they directly contribute to creating a diverse and inclusive college by responding effectively to students referenced in strategic direction above. In addition, this curriculum development initiative increases the ALS Department's opportunity to provide exemplary and innovative learning experiences for students. Lastly, this initiative is inextricably linked with the College's core values of accessibility, diversity, innovation, and learning.

    - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
        The product of this initiative will be revised and updated curriculum for ALS' Reading 093 and Writing 093 courses, which are designed for English Language Learners. Curricula based on recent Second Language Acquisition research will be developed. They will integrate reading and writing skills, present grammar instruction within a meaningful context, and provide for seamless articulation between ESL Program courses, ALS writing courses, RD and WR 093, and subsequent writing courses for students in ALS or English.

    - *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
        There is a need to update the curriculum in order to meet the needs of students who are learning English. The curriculum for these courses has not been formally updated, and the grammar component in particular is quite outdated. It is important that the curricular materials and instructional methods optimize students' second language acquisition; therefore, they should be based on recent research in this field. This will minimize students' linguistic barriers to learning and make the college and their courses more accessible to them.

    - *Given college resources, is it feasible? Is it an efficient use of college resources?*
        RD 093 and WR 093 are high priority courses. English language learners (including entering international students) need these courses before they can go on to higher level Writing courses such as WR 115 and WR121. In addition, the skills that students acquire in RD093 and WR093 are essential for their success in virtually all other content areas and credit programs. For these reasons, RD 093 and WR 093 merit curriculum development funding.

- ***What would be the campus location of this request/project?***
  These courses will be taught by faculty in the Academic Learning Skills Department in Center for Learning Advancement.

- ***How many students (per year) will benefit?***
  All students enrolled in RD093 and WR093 courses will benefit; approximately 54-72 students per year will benefit. That number could increase with improved and updated curricula.

- ***How will students benefit?***
  Students will benefit from an updated, research based curriculum, which is specifically designed for English language learners. The curriculum will integrate reading, writing, and grammar taught within a meaningful context to optimize students' second language acquisition and to facilitate their transition to and success in subsequent writing courses at the College and beyond.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
   Curriculum development funds are required for this project. = $3,707
   Two courses will be revised and updated with 50 hours required for each course. A total of 100 hours of curriculum development is requested.

5. **List the possible funding sources**
   - *Can this project be partially funded?*
     No, students often take both Reading 093 and Writing 093, so the curriculum for each course must be considered. Also, it is important for reading and writing skills to be integrated for effective second language acquisition.
   - *If so, what portion could be funded at what minimum cost?*

   If the funding source is Carl Perkins:
   Not appropriate for Carl Perkins

6. **Provide ORG & PROG codes**
   505120 & 111000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?** ALS does not have an advisory committee. However, the ESL advisory could be a source for ideas and feedback. The advisory committee will ask ALS to present a report on transition opportunities for ESL students. Advisory committee members could be asked to provide ideas for improved transition processes.

Section I: Planning
　1. **Initiative Title:** <u>Increase ESL/ABSE/Art Advisor to 1.0</u>　　　**Division Priority:** <u>13</u>

　2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

An ALS initiative is proposed to develop a description of the sequence and hierarchy of courses to assist students in making decisions. An advisor would use that product in advising and counseling the target audience of students enrolled in Center for Learning Advancement courses and programs.

　3. **Describe the initiative**
　　　▪ *How does this initiative align with the strategic directions of the college?*

<u>Transforming Students Lives</u>: Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences **and student support services.**
<u>Transforming the Learning Environment:</u> Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations and abilities**.**
This initiative would provide critical student support services and develop a capacity to respond effectively and respectfully to students, with particular impact on "culture, language, class, race, ethnic backgrounds and abilities"

　　　▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible*

A 1.0 Advisor for ABSE/ESL/Art and Applied Design/Guided Studies Advisor II available to students on a more regular basis.

　　　It takes time and resources to train advisors for work at the college and especially for access to the students in ABSE and ESL who often need specific resources. The job requires a bilingual/bicultural knowledge, skill and abilities, qualities that are much in demand in the community because of the increasing population of second language learners. Lane risks losing its investment in quality staff if the position continues to be year-to-year and .49. Qualified staff could leave either for a different position or more stable employment.

　　　▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

This position would help students transition from non-credit ESL/ABSE programs into either ALS or college credit programs. This matches the Student Affairs Council 2004-05 strategic plan, Goal IV B: "Create Bridge programs and services for targeted populations e.g. ESL/IESL, GED, College Now, non-credit, under-prepared students. The current .49 advisor often has lines of students waiting to see her. She is limited in the number of hours she can serve students.

　　　▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*

It is feasible. An investment in an advisor is a more efficient use of college resources than a .49 year-to-year position. A commitment to 1.0 FTE advisor, would result in reduced risk of staff turnover, efficient investment in staff development and training and an increased number of students bridging from ABSE/ESL to ALS or credit programs, thus increasing student retention and increasing persistence.

　　　▪ *What would be the campus location of this request/project?*

The position would be housed in Guidance and counseling. Office space is currently provided and would continue to be provided in Building 11and at Downtown Center for best and most convenient access to targeted students and the targeted programs' faculty and staff.

　　　▪ *How many students (per year) will benefit?*

2004-05 shows an unduplicated count of 532 ESL students and 1,515 ABSE students.

　　　▪ *How will students benefit?*

More hours to access advising. Less risk of advisor turnover

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed:** ALS supports Counseling Department's request for resources.

5. **List the possible funding sources:** See Advising/Counseling Unit Plan Initiative**.**
   Carl Perkins Measurable Goal #3- Special Populations – Program strategies will be identified and adopted within technical programs to enable special populations (includes limited English proficiency) including those students participating in alternative learning options to: overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.
   A 1.0 Advisor will provide better access to technical programs for special populations, including those listed in Goal #2: disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged and limited English proficiency.

6. **Provide ORG & PROG codes**: See Advising/Counseling Unit Plan Initiative.

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**
   Though ALS does not have an advisory committee, ESL and ABSE do. Students from ESL and ABSE would be transitioning to ALS courses.
   The advisor could be provided access to the committees to report and gather information at the committee meetings. The result would be more awareness on the part of the advisory committee and more access and awareness to community resources for the advisor.

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	$$	Recurring / Nonrecurring	Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	CLA/Academic Learning Skills	1	7/1/06	6/30/2007	Increase manager FTE to 1.0	salary + OPE	$9,478	R	x					x					
DK	CLA/Academic Learning Skills	2	7/1/06	6/30/2007	Provide consistent, trained office support by creating .50 classified position utilizing existing classified timesheet budget, increasing budget by the difference	salary + OPE .50 contracted less salary+OPE timesheet budget increase	$2,733	R	x					x					
DK	CLA/Tutoring Services	3	7/1/2006	6/30/2007	Increase student access to tutors	increase in tutor hours	$25,000	R	x				x	x	x				
DK	CLA/Academic Learning Skills	4	7/1/06	8/30/2006	Reading 80 for alternative schedules	curriculum dev (50 hrs)	$1,853	N	x								x		
DK	CLA/Academic Learning Skills	5	7/1/06	6/30/2007	Increase success rates for students in "roadblock" classes	curriculum dev (100 hrs)	$3,707	N	x								x		
DK	CLA/Academic Learning Skills	6	7/1/06	8/30/2006	Revise update math 10 curriculum	curriculum dev (100 hrs)	$3,707	N	x								x		x
DK	CLA/Tutoring Services	7	7/1/2006	6/30/2007	Expand CRLA certification to Master Level	curriculum development - 75 hrs	$2,781	N	x								x		
DK	CLA/Academic Learning Skills	8	7/1/06	8/30/2006	Align and sequence courses	80 hours paid @ 85% faculty overload rate	$4,210	N	x								x		
DK	CLA/Academic Learning Skills	9	7/1/06	8/30/2006	Revise & update Writing 80	curriculum dev (70 hrs)	$2,595	N	x								x		
DK	CLA/Academic Learning Skills	10	7/1/06	7/30/2007	Integrate Online Component in more ALS courses	Curriculum dev / prof. dev (100 hrs)	$3,707	N	x								x		
DK	CLA/Academic Learning Skills	11	7/1/06	7/30/2007	Develop and implement assessment plan	NADE certification workshop	$2,000	N				x							
DK	CLA/Academic Learning Skills	11	7/1/06	7/30/2007	Develop and implement assessment plan	50 hours paid @ 85% faculty overload rate	$2,455	N	x										
DK	CLA/Academic Learning Skills	12	7/1/06	8/30/2006	Revise & update RD 93 & WR 93 course	curriculum dev (100 hrs)	$3,707	N	x								X		
DK	CLA/Academic Learning Skills	13	7/1/06	7/30/2007	Increase ABSE/ESL/Art counselor to 1.0	salary + OPE	see counseling												
DK	CLA/Tutoring Services	14	7/1/2006	6/30/2007	Instructional specialist for writing center coordination	.75 FTE	see LLC unit plan												
DK	CLA/Tutoring Services	15	7/1/2006	6/30/2007	Business Tutor Coordinator	1039 instructional specialist	see Business plan												