ALS/Tutor 2008-09 Initiative: Update/realign ALS reading and writing courses

Summary:

Realigning reading and writing courses will provide students with a clear, efficient pathway through ALS, providing seamless transitions, appropriate levels of skill review and skill-building with a balance of structure and flexibility. Students should be in ALS classes long enough to gain the skills to be successful, then move on to use their resources for transfer and career-technical programs.

Description:

ALS currently offers one-, three-, four- and six-credit classes in writing and reading. The variation in credit structures complicates student scheduling, room assignments and teaching assignments. It also decreases the facility of moving from one level to another if a student is placed in the wrong level. For example, students registered in WR95 (4 credits), who find they belong in WR90 (3 credits), must find a 1-credit class to fill their schedules if they want to move. The project is sequencing and grouping skills in courses, aligning learning outcomes across developmental reading and writing.
Recommendations may also include creating developmental learning communities or linked classes combining RD and WR classes, following a model implemented for RD93/WR93 for English Language Learners.
The project requested 200 hours in 2006-07 Unit Plan and was awarded 100.At the end of Phase I of this process, ALS is exploring the option of a 5+5+5 alignment with three 5-credit courses in sequence. This is: WR080 (5 credits), WR090 (5 credits) and WR095 (5 credits.)

- A consistent five-credit structure is also more accurately in line with the realisty of the scope of curriculum in each course identified. The WR095 curriculum is taught in Washington community colleges using the same books in use at Lane and with the same curricular goals, but in Washington it is taught as a 5-credit course and has been for years. ALS WR090 instructors consistently find that the 3-credit structure does not give adequate time to cover all of the goals identified in the course outline. In WR 080, we are willing to give up minor overlaps with WR090 to maintain the 5-credit consistency.
- Each writing class, by nature of the discipline, also increases skills in critical thinking, analysis, and logical reasoning. While research results on grammar instruction are debatable in terms of its impact on writing ability, the research is unequivocal that grammar instruction (due to the nature of its logical structure and relationship of linguistic patterns to cognitive patterns) positively impacts studentsâ?? reasoning and analytical abilities. In WR 090 and WR 095, improved reading skills lead to improved performance across disciplines, and a focus on thesis and development improves a students assimilation and retention of learning across disciplines.

- Recommendations may also include creating developmental learning communities of linked classes, combining reading and writing classes, following a model implemented in RD093/WR093 for English language learners. Credit-aligned courses would be a more natural "fit" for learning communities and a core reading-writing curriculum for all entering developmental students is an unfilled need at Lane. In the exploration of the proposed First Year Experience program, we need to address the need for a paln for entering developmental students. Nationwide, developmental students are the fastest growing population at community colleges and if Lane wishes to maintain and or increase serving the population, its needs must be met. A consistent design of aligned five-credit courses will allow us to do that in ALS.
- ALS requested 200 hours in the previous unit plan and was awarded 100 in late June. While the faculty have not yet completed the project assigned for the 100 hours, it is not for lack of interest. Our current understaffed department is feeling the strain of fulfilling college and department non-teaching oblications and it has been difficult to coordinate the seven faculty who show an interest in this project. In spite of that, every full-time writing faculty has expressed interest and support and would like to see this realignment happen.

Strategic Direction

- Build organizational capacity and systems to support student success and effective operations.
- Commit to a culture of assessment of programs, services and learning.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

Learning Plan Goals

- Enhance student success and retention
- Enhance student transitions at all levels.
- Support connected learning through inter-disciplinary and collaborative learning strategies.

Student Affairs Plan Goals

- Develop policies and practices to increase student persistence.
- Enhance Recruitment Efforts.
- Ensure success-oriented systems and experiences.

College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention

- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 3. Efficiencies
- 5.2 Instructional Redesign: Leveraging Technology

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

How is the initiative linked to the Unit Plans most recently submitted?
ALS has included an intiative addressing alignment of Reading and Writing courses since the beginning of Unit Plans. Last year, ALS received 100 hours of a requested 200 hours to begin. Because this is addressing a sequence of courses, it is not possible to work on one class at a time.

- How does it continue the achievement of those goals? ALS staff have consistently worked to maintain a strong focus on student interests in the development of (and changes to) our curriculum. This initiative would allow us to solve a long-standing scheduling problem and associated pedagogical problems of inadequate time to cover the curricular goals.
- How does it continue the achievement of these plans? This initiative would have the long-term effect of increasing departmental FTE, as two of the courses would be increased in their credit offerings. The initiative would also create a more productive relationship in our alignment with LLC and ESL writing courses.
- Though the change would increase the number of credits students would take in the WR80 to WR95 sequence from 13 (now) to 15 (after the change), the benefit will be a stronger foundation and better chance for longer term success.
- This offers efficiencies in schedule-building for students, staff, faculty and facilities (room use.)

Describe the resources needed:

Curriculum Development funds
100 hours
contract and part-time faculty

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

Determined through Data Elements (pre- and post-change.)

- Increased number and percent of students retained with a term
- Increased number and percent of students who complete successfully
- Increased enrollment

Improved process

- Increased efficiency in explaining course sequence
- Survey advisers and counselors

With help from IRAP

- Increased retention in writing sequence extending beyond WR095

Department Priority:

2

Unit Resources:

Requirements:
ALS faculty time 7 contract faculty will contribute some meeting time from their 15% non-instructional time and make continuing revisions as they deliver the new classes.
Classified and manager time to work out logistics, submit any curriculum revisions, communicate the new plan.
Factor impacting availability ALS has one vacant faculty position which has added departmental work to the remaining seven. This increased workload has made it even more critical that the writing curriculum pathway be well-aligned as faculty have less time available for one-to-one work with students, each other and part-time faculty.

Carl Perkins Funding Request

Curriculum Development Funding Request

1. List the following information

- *Course Numbers (titles if not currently offered)*

- *Instructor Name(s) who will work on the curriculum development*
- *Whether each of the courses is in, or has been through, the curriculum approval process*

- *Course numbers**:WR080, WR090, WR093 and WR095

Instructors: Steven Johnston, Elaine Pray, Judy McKenzie, Adrienne Mews, Susan Reddoor, Cristina Simoni, Steve McQuiddy (preliminary plan of 70 hours) and part-time instructors to be determined (30 hours).
Curriculum process Courses have been through the curriculum approval process. If more than 30 percent of the goals and content are revised and/or credit hour value is changed, ALS will submit these changes to the curriculum approval process as required.

2. List each course number (or title) and the materials to be created for each class

- *Instructional goals, objectives, syllabi and outlines*
- *Lab instruction packets*
- *Practice, quiz, presentation &/or demonstration materials*
- *Other (specify)*

Course numbers WR080, WR090, WR093, WR095

- Course packets and materials will be reviewed, adapted and refined. Instructional goals will be refined, but will essentially remain the same. We are proposing that to meet the existing (and approved) instructional goals for these courses, an increased amount of in-class contact hours are needed.
- Existing materials will be given careful scrutiny and revision where nevessary to align the learning withe the 5-credit goals and format. In the process, each packet will be updated and reviewed for the ways it addresses college values of diversity and sustainability.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

Course numbers WR80, WR90, WR093, WR95 are being revised simultaneously to integrate and align goals and objectives.
Beginning When funded (Faculty are currently finishing Phase 1)
Ending December 2008, in time for curriculum approval and catalog changes for 2009-10.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

From "What Works" by Howard Boylan

Howard Boylan's book "What Works" lists best practices that are recommended for quality developmental education.

Objectives addressed

#Organization and administration

Developmental education and other campus units collaborate

Developmental education program is highly coordinated and centralized.

#Program components

A systematic plan is in place for the evaluation of developmental education courses and services.

Formative evaluation is used by developmental educators to refine and improve courses and services.

#Instructional practices

Systematic efforts are made to link the content of developmental courses to the rest of the curriculum.

Critical thinking is taught in all developmental courses.

All developmental instructors regularly use active learning techniques in their courses.

All developmental instructors regularly utilize Classroom Assessment Techniques in their courses.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

Course numbers WR80, WR90, WR093, WR95

With only seven contract faculty, two with release time working on other college functions, a sequenced and aligned curriculum will help contract faculty and part-time instructors maintain the consistency.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

Course numbers WR80, WR90, WR093, WR95

Current year numbers appear to show an increase over 2006-07

2006-07 is the most current full year data is available.

An increasing number of students are placing in developmental education, which seems to be a result of a change in placement testing. The changes are positive for students.

More students are enrolling in the "correct" class based on their skills.

Fall, Winter, Spring-2006-07

Enrolled At end of 2nd week.

Icourses and number of students enrolled: WR80, 246; WR90, 201; WR093, 38; WR95, 256;

Completion rates Of those who were enrolled at end of 2nd week, percentage remaining at the end of the term.

WR80, 94.72; WR090, 94.53; WR093, 97.36%; WR095; 89.84%.

Success rates Of those who were enrolled at the end of the 2nd week, percentage of

those passing with A,B,C or Pass.
WR80, 83,33%; WR090, 81.59%; WR093, 89.47%; WR095, 81,64%

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

WR80, WR90, WR95, WR93
WR080 Improved ability with the essential functions of our language. Imrpved analytical and reasoning ability. A more refined curriculum will work to directly prepare students for WR090 and will articulate more naturally with the courses above it. Five credits, rather than six, will make this course more attractive to students, increasing what is already an impressive performance and success record for this class.
WR090 Understanding of the fundamental structures of written communication - the sentence, the topic sentence, paragraphs. Increased appreciation of the need for clarity and detail, for analysis and reasoning in good writing WR090 will contain direct connections to the curriculum before and after it, articulating with the grammar/sentence structure work in WR080 and the paragraph to essay transition in WR095.
WR095 and WR093 A development of understanding of the communicative properties of essay writing, its structure and expectations. An understanding of and improved skill with the writing process and a deepened ability to reason and analyze. Changes will allow teachers adequate time to address all of the elements of the curriculum as currently shows in the approved course outline, something we cannot currently do in 4 credits.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

WR80, WR90, WR93, WR95
As in all Academic Learning Skills courses, we will promote an atmosphere of support in the classroom, in which all students are appreciated and honored.

- An integral part of the peer editing process utilized in writing courses will be to facilitate effective and respectful communication between and among students from diverse backgrounds.
- The department is committed to offering anti-bias curricula infused with multicultural perspectives and aligned with the College's core values.

In addition, we will make efforts to make special arrangements for people with disabilities by providing access to location, information, and materials, as needed.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

WR80, WR90, WR93, WR95

- Environmental sustainability -

We demonstrate our commitment to sustainability in producing student learning materials and in our day-to-day operations. We explain this to students as and when appropriate.

- Economic sustainability -

The change will increasing success and retention bringing more students to the lower-division transfer courses.

WR080 A more refined curriculum will work to directly prepare students for WR090 and will articulate more naturally with the courses above itFive credits vs sec will make this course more attrative to students, increasing what is already an impresive performance and success record for this class.

WR090 Will contain direct connections to the curriculum above and beneath it, articulating with the grammar/sentence structure work in WR080 and the paragraph to essay transition in WR095.

WR093 will allow this course to appear less like a "side" offering and more of a structured part of the curriculum, bringing non-native speakers/writers into a more natural place in course progression.

WR095 will allow teachers adequate time to address all of the elements of the curriculum as currently shown in the approved course outline, something we cannot do in four credits.

- We demonstrate our commitment to sustainability in producing student learning materials and in our day-to-day operations. We explain this to students as and when appropriate.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

WR80, WR90, WR93, WR95

- Students in ALS writing classes are introduced to computer skills and time management skills they can use to take hybrid or online courses later in future terms. Critical thinking and reflection skills will help students determine when they are ready for success in classes with distributed learning components (hybrid, online and telecourses.)

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- *100 hours maximum for new development.*
- *70 hours maximum for course revision*
- *50 hours for 3-4 credit conversion*
- *other (use if multiple courses addressed in one initiative*

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

70

Explanation of effect of partial funding:

Fewer people would be involved in the revision work, the work would take longer or would be reduced in scope.

Technology Fee Funding Request