

Counseling 2008-09 Initiative: Redesign Services: College Orientation(s) Curriculum Development

Summary:

The Counseling and Human Development department requests funding to develop curriculum for a variety of orientations and interventions that will be delivered in multiple ways (on-line, written materials, small workshops, large workshops, credit classes) aimed at helping students develop the required knowledge and skills to succeed in college. There are two specific groups of students that will benefit from this initiative: (1) students new to Lane Community College (or returning after a significant amount of time) and (2) Lane students who are at risk of academic failure and suspension from the college.

Description:

The Counseling Department has engaged in staff discussions since Spring 2007 about how to redesign services to increase student persistence and success. Although Redesign discussions were driven somewhat strongly by dealing with overwhelming workloads due to staff shortages, staff have recognized through examining outcomes from recently developed Lane interventions (Fast Lane to Success, EOAR/SOAR, Back On Course, Beyond the Field) and national projects (Achieving the Dream, CCSSE Best Practice Community Colleges), that there are opportunities through redesign to greatly impact student retention and success.

- This initiative supports our goal of providing improved and comprehensive recruitment and retention services for all students. It will provide faculty the means to adopt a success curriculum that has been demonstrated in various colleges to improve student retention and success. The On Course strategies and principles can be infused into any curriculum, and so will provide more active learning methods for students even if the entire On Course curriculum is not adopted within a department.

Strategic Direction

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.

Learning Plan Goals

- Create innovative, flexible and collaborative programs that are responsive to current and emerging needs of students and employers.
- Enhance student success and retention

- Enhance student transitions at all levels.

Student Affairs Plan Goals

- Develop policies and practices to increase student persistence.
- Ensure success-oriented systems and experiences.
- Facilitate effective transitions through college policies, practices, and programs that are intentional and aligned with the college's vision mission, and values.

College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 3. Efficiencies
- 5.1 Instructional Redesign: Work Processes

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.*

(This is in-part a continuing initiative)

College Success: On Course Curriculum Development initiatives have been approved the past two years. These initiatives provided funds to create more sections of College Success: On Course, and to integrate the On Course principles and curriculum into other classes. Some class sections were offered as stand alone classes, or paired with other classes as part of Learning Communities. College Success faculty, Writing faculty, Human Services faculty, and Effective Learning faculty have participated in this On Course Curriculum Development effort in the past two years.

(This is in-part a continuing plan)

Adopting and adapting *On Course* has improved student academic success and retention.

In 2006-07, 12 sections of Back On Course were delivered and approximately 300 students enrolled in those classes. The number of sections were limited by the number of

instructors available to offer the course. A number of students each term were turned away. The Back On Course students were in suspension status with Financial Aid, and most would not have returned to enroll in classes at Lane the following term. Back On Course allowed them to enroll for the term following their suspension to attempt to get back in good standing with financial aid. More than 80% of the students who completed the class achieved good academic standing and were able to continue enrollment in Lane classes. Ninety-eight percent of the students who participated recommended this type of class to all Lane students and said they wished they had the information and skills prior to experiencing academic difficulties, because they believed it would have prevented the difficulties.

On Course principles and curriculum will strongly guide and influence the curriculum design in the current request for the new Orientation and Intervention Curriculum Development initiatives. This development will help prepare Lane for the Title-III initiative aimed at developing a comprehensive first-year experience.

Link to 2005 and 06 Unit Plan

College Success: On Course addresses student retention and success needs in the best practice areas of First Year Experiences and Campus Climate/Supportive Learner Environment. This initiative will provide curriculum development funds to create more sections of College Success: On Course, or to integrate the On Course curriculum into other classes. These class sections could be offered as stand alone classes, or paired with other classes as part of a Learning Community. The intended outcome is increased student retention and success.

Alignment with College Priorities

Adopting On Course improves student academic success and retention. A number of colleges and universities that use On Course have improved the academic outcomes of their students in the range of 20-30%. Three years ago Mount Hood Community College provided an On Course Workshop to their faculty and staff. The following fall term they filled 35 sections of College Success: On Course with nearly 600 new students. Their persistence rate from fall to winter term increased by 27% for students who completed On Course compared with other new students who did not participate in the class.

- Last year, 150 hours of CD funds were awarded to develop On Course at Lane. These funds were awarded to faculty in several different departments and used to develop several different courses which either directly used or integrated the On Course curriculum. (1) Four Human Development Instructors collaborated with Financial Aid to develop Back On Course, a one-credit College Success class aimed at students who had their financial aid suspended. Students who enroll in Back On Course have their financial aid reinstated for future terms if they attain good academic standing (complete 75% of their enrolled credits with a 2.0 or greater). 68% of students in the fall pilot (4 sections with a total of 86 students) who completed Back On Course achieved good academic standing. (2) Garry

Oldham, Social Science faculty, integrated On Course curriculum into HS150, Personal Effectiveness for Human Service Workers. She reported the students gave the fall course good reviews and she observed that it worked well for them. She plans to continue to use the curriculum she developed. (3) Jennifer von Ammon, integrated On Course curriculum into two Writing classes she is teaching as part of Learning Communities this Winter.

- If Lane offers more sections of College Success: On Course, a greater number of students will develop skills, attitudes, and abilities that will increase their success at Lane and beyond. The On Course curriculum is an empowerment model that utilizes active learning methods and facilitates students' learning about how to be self-responsible, self-motivated, self-managed learners. The implications are great for not only their success at Lane, but in their future careers, and other parts of their lives as well. Students report that it is a curriculum that helps transform their lives.

Innovation of this Initiative

The product will be up to 10 additional sections of College Success: On Course offered at Lane during 2007-08. At least half of these On Course sections will be in Career and Technical programs, or reach students pursuing and in Career and Technical programs.

- The resources requested are Curriculum Development (CD) funds (\$11,383) through Carl Perkins and the general Curriculum Development account to allow 10 faculty who take the February On Course Workshop the opportunity to adopt and adapt the On Course Curriculum to provide the College Success: On Course class within their department. There has already been a fully developed College Success: On Course three-credit class curriculum and a one-credit curriculum designed for Lane students. These requested CD funds would allow faculty the time to customize the curriculum to their discipline and to meet their students' specific needs. $300 \text{ hrs CD} @ \$27.97 + \text{OPE} = \$11,383$

Describe the resources needed:

Cost:

- Full funding $300 @ \$28.21 = \$8,463 + \text{OPE} @ .345 \$2,920 = \$11,383$
- Partial funding $150 @ \$28.21 = \$4,232 + \text{OPE} @ .345, \$1,460 = \$5,692$

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.

Intended outcomes include:

- Increase the number of students who participate in group orientation and advising activities from approximately 1,000 in SOAR during summer 2007 to at least 1,250 before Fall 2008, and increase numbers to at least 1400 in the following year.
- Provide workshops to at least 100 students per term (total-at least 300) during 2008-09, with the intent of experimenting and learning what's effective to continue development.
- Help new and struggling students develop knowledge and understanding of college policies and procedures, and learn to navigate the college system effectively.
- Facilitate increased awareness and use of Lane resources for success.
- Connect more students to Advisors/Counselors for accurate and timely information about programs of study, class schedules, etc.
- Increased student persistence within classes, between terms and to completion of goals.

Measurements will include:

- course/intervention participation and completion rates;
- rates of success (course completion, GPA) in the following term;
- student evaluations about their experiences and how they see it helping them
- term-to-term persistence rates
- year-to-year persistence rates

Department Priority:

4

Unit Resources:

The Counseling Department has allocated staff time this year to work on redesign efforts. Structure and systems for delivery are being worked out in these redesign meetings where all full-time faculty and staff are participating. The Department will utilize the requested CD funds to develop core curriculum that can be delivered in a variety of ways through the structures and systems that are being developed.

Carl Perkins Funding Request

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

Yes

Do you have an advisory committee that meets 2-3 times per year?

Yes

If request is for personnel, will funds be used to replace an existing position?

No this does not replace an existing position.

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

Feasible and efficient use of college resources.

Because the On Course curriculum has been developed and utilized in various ways by at least nine instructors, it is feasible that an instructor could use 30 hours of curriculum development to adopt and adapt the curriculum to provide a College Success: On Course class in their department. \$11,383 could provide the means for ten instructors to adopt and adapt the curriculum for use next fall. That would reach 300 additional new Lane students in just one term. Increased retention and success of students has long-term financial and other benefits for the College.

- In February, 2006, an On Course Workshop was provided for 50 Lane faculty and staff. The On Course Workshop taught learner-centered ideas and strategies to use in classrooms and in student service areas. Faculty evaluated the workshop very highly, and many seemed eager to adopt the On Course principals into their subject areas. Feasibility is increased by having faculty who were introduced to On Course by having participated in the workshop.

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

Possible delivery of this curriculum throughout campus.

The Counseling Department will put out the request for proposals for developing On Course curriculum. Various departments who serve Career and Technical students throughout campus would provide College Success: On Course, or adapted and revised courses that use On Course concepts.

- *Benefit to a significant number of Lane students.*

At least an additional 300 students (of these - an estimated 60% Career and Technical students) per year will directly benefit if the new sections of College Success: On Course are offered only in fall term. The possibility would exist to offer at least several sections in subsequent terms to new students. More students will indirectly benefit because of infusion of On Course principles and strategies into other curriculum and classrooms. It is possible more students would be impacted. For example, last year's CD funds allowed four instructors 60 hours total to develop the Back On Course curriculum which benefited 86 students in Fall term, over 100 students in Winter term, and it is assumed that 100 more will benefit in Spring term. This is a much greater impact than what was anticipated in the request for funding last year.

- *Why students will benefit.*

Adopting On Course improves student academic success and retention. A number of colleges and universities that use On Course have improved the academic outcomes of their students in the range of 20-30%.

Why is On Course such a powerful intervention for improved student success? Before students can succeed in college, they need to become active and responsible partners in their own education. Additionally, many students need to master the challenges and conflicting priorities of their own complicated lives, including jobs, finances, relationships, children, and personal problems. In addition to presenting essential study skills, On Course offers students the opportunity to learn essential behaviors, beliefs, and skills for creating success in college and in life. On Course empowers students to take control of their lives by helping them apply eight essential success principles to their important decisions.

EQUIPMENT \$

Question Not Answered

COMPUTER HARDWARE \$

Question Not Answered

COMPUTER SOFTWARE \$

Question Not Answered

MATERIALS & SUPPLIES \$

Question Not Answered

CURRICULUM DEVELOPMENT (Hours)

300

PART-TIME FACULTY \$

11383.00

TIMESHEET STAFF \$

Question Not Answered

TRAVEL \$

Question Not Answered

Can this initiative be partially funded?

Yes

EQUIPMENT \$

Question Not Answered

(E) Explanation of effect of partial funding:

Question Not Answered

COMPUTER HARDWARE \$

Question Not Answered

(CH) Explanation of effect of partial funding:

Question Not Answered

COMPUTER SOFTWARE \$

Question Not Answered

(CS) Explanation of effect of partial funding:

Question Not Answered

MATERIALS & SUPPLIES \$

Question Not Answered

(MS) Explanation of effect of partial funding:

Question Not Answered

CURRICULUM DEVELOPMENT (HOURS)

150

(CD) Explanation of effect of partial funding:

This would allow for a pilot project to be developed for half of the number of sections and half of the disciplines to set the stage to expand the following year for a campus wide effort. Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of College Success: On Course.

PART-TIME FACULTY \$

5692.00

(PF) Explanation of effect of partial funding:

Same as above.

TIMESHEET STAFF \$

Question Not Answered

(TS) Explanation of effect of partial funding:

Question Not Answered

TRAVEL \$

Question Not Answered

(T) Explanation of effect of partial funding:

Question Not Answered

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*

The course title for these sections will be: CG100 but with specific additional titles that address the target student population.

- Instructors will be assigned based on their departmental assignment.
- College success has already been approved through the curriculum review process utilizing the "On Course" curriculum as the foundation.

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)*

The specific instructional goals and objectives are yet to be specified. The overarching goals are to increase recruitment and retention of new students. Students will be provided information at New Student Orientations and at SOAR.

- This initiative will provide faculty the means to adopt a success curriculum that has been demonstrated in various colleges to improve student retention and success. The On Course strategies and principles can be infused into any curriculum, and so will provide more active learning methods for students even if the entire On Course curriculum is not adopted within a department.
- A number of colleges and universities that use On Course have improved the academic outcomes of their students in the range of 20-30%.

Why is On Course such a powerful intervention for improved student success? Before students can succeed in college, they need to become active and responsible partners in their own education. Additionally, many students need to master the challenges and conflicting priorities of their own complicated lives, including jobs, finances, relationships, children, and personal problems. In addition to presenting essential study skills, On Course offers students the opportunity to learn essential behaviors, beliefs, and skills for creating success in college and in life. On Course empowers students to take control of their lives by helping them apply eight essential success principles to their important decisions.

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

At least an additional 300 students per year will directly benefit if the new sections of College Success: On Course are offered only in fall term. The possibility would exist to offer at least several sections in subsequent terms to new students. More students will indirectly benefit because of infusion of On Course principles and strategies into other curriculum and classrooms. It is possible more students would be impacted. For example, last year's CD funds allowed four instructors 60 hours total to develop the Back On Course curriculum which benefited 86 students in Fall term, over 100 students in Winter term, and it is assumed that 100 more will benefit in Spring term. This is a much greater impact than what was anticipated in the request for funding last year.

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

- *Goal one* Reach more students with this curriculum

On Course, a greater number of students will develop skills, attitudes, and abilities that will increase their success at Lane and beyond.

- *Goal two*

The On Course curriculum is an empowerment model that utilizes active learning methods and facilitates students' learning about how to be self-responsible, self-motivated, self-managed learners.

- *Help students to develop academic skill their will positively impact their educational career here at Lane*

The implications are great for not only their success at Lane, but in their future careers, and other parts of their lives as well. Students report that it is a curriculum that helps transform their lives.

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

Feasible and efficient use of college resources.

Because the On Course curriculum has been developed and utilized in various ways by at least nine instructors, it is feasible that an instructor could use 30 hours of curriculum development to adopt and adapt the curriculum to provide a College Success: On Course class in their department. \$11,383 could provide the means for ten instructors to adopt and adapt the curriculum for use next fall. That would reach 300 additional new Lane students in just one term. Increased retention and success of students has long-term financial and other benefits for the College.

- In February, 2006, an On Course Workshop was provided for 50 Lane faculty and staff. The On Course Workshop taught learner-centered ideas and strategies to use in classrooms and in student service areas. Faculty evaluated the workshop very

highly, and many seemed eager to adopt the On Course principals into their subject areas. Feasibility is increased by having faculty who were introduced to On Course by having participated in the workshop.

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

If we are able to develop 10 sections than there is the potential of serving 300 students per term.

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.

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- On Course principles and curriculum will strongly guide and influence the curriculum design in the current request for the new Orientation and Intervention Curriculum Development initiatives. This development will help prepare Lane for the Title-III initiative aimed at developing a comprehensive first-year experience.

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.

The course curriculum is expected to benefit at-risk students including first-time, first-generation, students transitioning from high-school to college and from ESL to college, college now students and the general student population.

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.

The ability to serve comprehensively students in groups will allow this department to distribute our personnel resources in way that counselor with skills in providing retention services will be able to focus there efforts on students populations with specific needs.

This will likely increase our ability to utilize the skills of academic advisors and support staff including those in Career and Employment services to meet the general advising needs more efficiently.

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.

A primary goal of this curriculum is to assist students to develop the ability to negotiate and function more effectively within an academic environment. We are also striving to increase face to face contact, provide students information about campus resources and to increase their ability to develop solid academic skills and strategies.

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.

300

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

150

Explanation of effect of partial funding:

This would allow for a pilot project to be developed for half of the number of sections and half of the disciplines to set the stage to expand the following year for a campus wide effort. Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of College Success: On Course.

Technology Fee Funding Request