Science 2008-09 Initiative: Rapid Transfer

Summary:

Rapid Transfer will develop scheduling pathways and advising sheets to increase the number of science and engineering majors who complete their 200-level science requirements at Lane. Our initial target will be the large cohort of biology majors we serve.

Description:

This idea was proposed last year as a revenue enhancement and continues to be a high priority for Science. We have dubbed the idea Rapid Transfer and moved it to the Efficiency/Productivity category in this year's Unit Plan because the concept is based on making more effective use of the curriculum we already have. For example, currently about 105 Biology majors begin their studies each Fall at Lane, but only about 40 students enroll in Organic Chemistry or General Physics. Since these students are already here, the additional workload for student support services and other college services is much less than for new students.

The initial step of identifying the courses that science majors need for transfer to UO and OSU has been completed. The work of arranging viable schedules for students needs to be undertaken. We will request curriculum development funds to support the work of faculty and academic advisors to develop the Rapid Transfer schedules and advising sheets; and to market Rapid Transfer to existing, incoming and future students.

All faculty involved in teaching Science majors will contribute to the start up and maintenance of the Rapid Transfer project. Our academic advisor and counselor will also participate. Faculty and staff will:

- Reduce conflicts between timing of majors courses, by developing scheduling pathways.
- Develop multiple tracks for majors in physics, engineering, geology, chemistry and biology.
- Work with advisors, all disciplines within Science and other critical divisions (Math) as necessary.
- Distribute Science major Rapid Transfer advising sheets at the beginning of all first term science major courses, in EOR Packets, and other appropriate venues; and to counseling and advising staff.
- Market the Rapid Transfer concept to high-school students via CollegeNow connections
- Track enrollment gains in Biology, O-Chem and Gen Physics.

By improving coordination between courses and getting students on track earlier we can retain students who may otherwise take required classes elsewhere. We can also use the academic plans to attract more incoming high school students who are choosing between

Lane and UO or OSU. Rapid Transfer will result in higher fill rates for classes and more effective use of classroom facilities. Ultimately Rapid Transfer will increase FTE in Science.

Majors in all science disciplines need to complete chemistry and/or physics to continue in the majors. Majors continue to four-year programs in biology, chemistry, physics, engineering and geology leading to a variety of science and technology careers. We recommend designing one or more recommended paths that will enable students in each major science discipline to complete their science requirements for transfer as efficiently as possible. This initiative will provide career guidance and academic counseling for science and engineering majors who are seeking science and technology careers that require four-year or higher degrees. By encouraging these students to complete a large portion of their undergraduate science (and math) courses at Lane, we will contribute to their academic achievement and technical skills. This initiative will develop and expand postsecondary program offerings at times and formats that are accessible for students; and facilitate the transition of sub baccalaureate science and engineering students into BA degree programs.

Strategic Direction

- Achieve and sustain fiscal stability.
- 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.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

Learning Plan Goals

- Address the need for direct student support from faculty and staff as a crucial element of the learning environment
- Enhance student success and retention
- Enhance student transitions at all levels.

Student Affairs Plan Goals

- Develop policies and practices to increase student persistence.
- Enhance Recruitment Efforts.
- Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance the student's preparation for and success in college, career, civic engagement, and community involvement.

College Council Priorities

- 1.a. Enrollment Management: K-12
- 1.b. Enrollment Management: Recruitment and Retention
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 1.f. Enrollment Management: Partnerships with 4-year Colleges and Universities
- 3. Efficiencies
- 4.1 Responding to unit plans/council plans: Innovation

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.*

The Rapid Transfer initiative is one of two proposals analyzed for economic impact in our FY09 Unit Plan. This idea was proposed last year as a revenue enhancement and continues to be a high priority for Science. The concept is based on making more effective use of the curriculum we already have and optimizing enrollments in existing course sequences. The Rapid Transfer project is integral to achieving our FY09 objective of optimizing existing curricula and resources.

The concept was first proposed as a revenue and enrollment enhancement in our FY08 Unit Plan, when it was identified as "Curriculum Mapping for Science Majors." Science faculty and staff are committed to carrying out this project to increase enrollments in 200-level courses and better serve our science and engineering career-bound students.

Describe the resources needed:

1. 120 hours for retreats and additional meetings among eight faculty, counselors and advisors to plan the pathways and develop advising and marketing materials. Each participating faculty/staff member will be awarded between 12 to 15 hours. We would like to initiate work this Spring and complete the work through summer meetings. (If awards are delayed, our schedule shifts to Summer and Fall.)

Request: Curriculum Development 120 hours

Request: Carl Perkins (CD) 120 hours

2. Marketing materials and advising sheets

Request: Carl Perkins (M&S) $800

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.

If Rapid Transfer is successful, a greater percentage of biology majors will complete their chemistry and physics requirements at Lane. We will need to increase the number of sections currently offered in Organic Chemistry and General Physics. If all Biology majors completed their other required science courses at Lane, we could add as many as 12 sections annually (at 24 students each), without recruiting any new students to the college.

Short-term (one to two years) outcomes will be:

- Increased capacity utilization in O-Chem and General Physics from 75% and 79%, respectively, to about 90%, with managed growth in sections.
- Increased numbers of students completing Biology majors courses and at least one other majors' sequence before leaving Lane.
- Increased enrollment and FTE in O-Chem and General Physics.

Department Priority:

5

Unit Resources:

Faculty and advisors will contribute time and effort to this initiative beyond the requested curriculum development hours. The Division will support the initiative through a variety of marketing mechanisms. During FY08, Science will fund at least $400 in additional marketing-related expenses for outreach to existing students, incoming students and high school students. CollegeNow liaisons will work directly with the high schools to promote Rapid Transfer for science majors.

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?

No

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

n/a

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?

This initiative will provide career guidance and academic counseling for science and engineering majors who are seeking science and technology careers that require four-year or higher degrees. By encouraging these students to complete a larger portion of their undergraduate science (and math) courses at Lane, we will contribute to their academic achievement and technical skills attainment.

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?

This initiative will develop and expand postsecondary program offerings at times and formats that are accessible for students; and facilitate the transition of community college science and engineering students into BA degree programs. The stated purpose of Rapid Transfer is to increase the number of science majors who complete their transfer requirements at Lane. Students may receive the AAOT degree or transfer directly to OUS schools.

EQUIPMENT $

Question Not Answered

COMPUTER HARDWARE $

Question Not Answered

COMPUTER SOFTWARE $

Question Not Answered

MATERIALS & SUPPLIES $

800

CURRICULUM DEVELOPMENT (Hours)

120

PART-TIME FACULTY $

Question Not Answered

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 $

400

(MS) Explanation of effect of partial funding:

Partial funding will place more of a strain on Division funds for other marketing efforts; and may reduce the effectiveness of our Rapid Transfer outreach activities.

CURRICULUM DEVELOPMENT (HOURS)

100

(CD) Explanation of effect of partial funding:

Partial funding will reduce the numbers of hours available resulting in fewer meetings and/or fewer participants.

PART-TIME FACULTY $

Question Not Answered

(PF) Explanation of effect of partial funding:

Question Not Answered

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*

Rapid Transfer Project

- Instructors: Gail Baker, Stacey Kiser, Dennis Gilbert, Paul Bunson, John Thompson, Debby Ganser, Shirley Lukacs and possibly others

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 project will develop scheduling pathways for rapid completion of science majors' required courses; advising sheets for Rapid Transfer; and marketing to reach existing, incoming and future students.

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

Depending upon the timing of funding, the project will begin in Spring 08 and be completed by the beginning of Fall term FY09; or, begin in the summer and conclude during Fall term FY09.

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

Rapid Transfer meets these strategic goals, set by the Science Division in 2004-05.

- Goal #6: Optimize use of all Division facilities and infrastructure to support student learning.

- Goal #8: Meet existing demand for classes.

- Goal #9: Expand learning opportunities.
    - Identify potential students (those we don't currently serve)

- Identify formatting, scheduling, and instructional enhancements

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

The project will increase collaboration and collegiality among faculty, counselors and advisors. Faculty will gain awareness of the articulation of our majors' courses with OUS schools.

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

Rapid Transfer will initially target the approximately 100 students who enroll annually in the Biology majors sequence and assist them to complete other science requirements here.

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.

The specific benefits to students will be in time saved, as they efficiently complete required science major courses. In addition, the small class sizes and intensive laboratory learning we provide will strengthen students' preparation for further studies at four-year institutions. We will be able to demonstrate achievable career pathways to students.

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.

Rapid Transfer will support all students.

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.

Rapid Transfer will make more efficient use of our existing curricula and facilities; plus help students efficiently and cost-effectively meet their academic goals. Both outcomes are consistent with the college's sustainability value.

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.

n/a

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.

120

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

100

Explanation of effect of partial funding:

The project will need to restrict participation and/or trim back the number of meetings needed to accomplish its objectives.

Technology Fee Funding Request