

## **Women's Program 2008-09 Initiative: Develop hybrid class for Women in Transition**

### **Summary:**

This initiative proposes to develop the existing seven credits Career/Life Planning and Life Transitions core curriculum used in the Transitions to Success Program so it can be offered in a hybrid format that combines four credits of classroom instruction with three credits of online instruction.

### **Description:**

This proposal is to create a curriculum for the development of a hybrid format of linked classes that would offer the Transitions learning community: Life Transitions and Career and Life Planning classes, in a distributed learning format. Three credits of the proposed hybrid learning community, the Career and Life Planning section will be made available via online discussions, additional reading and web and field research. Online discussions will include student/student and student/teacher dialogue. Students will have the opportunity to ask questions and present their responses to readings using Moodle's discussion tool. Online participation in the course will account for 35 hours of class time over the term. The preliminary design is to divide this into 15 hours of online content discussion, 15 hours of research exploration and 5 hours of online presentation preparation. However this design may shift as the curriculum is developed. On campus, students will be expected to be present for four credits of Life Transitions that includes the development of a collaborative group project that will be presented during the last week of class on campus.

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### **Strategic Direction**

- 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.
- 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**

- Commit additional resources to the creation, development, and implementation of distance learning courses and degree programs.
- Curriculum enhancement.

- Enhance student success and retention

### **Student Affairs Plan Goals**

- Commit to a culture of routinely assessing programs, services, and learning to encourage continuous quality improvement.
- 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.c. Enrollment Management: Workforce Development
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 4.2 Responding to unit plans/council plans: Curriculum Development

### **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 proposal continues the department goal of further development of the Transitions learning community. Transitions faculty have been engaged in continuous improvement of the curriculum to meet students' needs.

- Faculty redesigned curriculum in winter and spring 2005. The core 2 to 6 variable credit Life Transitions/Career Planning courses were redesigned as four credits of Life Transitions (including one credit that functions as supplemental instruction) and three credits of Career/Life Planning. This change was first implemented in summer 2005 and resulted in increased student learning, simplified program planning for students, and increased FTE.
- Curriculum development funds were also used in 2005 to develop new diversity curriculum for the core transitions classes

- A new segment of the Transitions learning community, a writing class, WR 115, linked to the core Life Transitions course was first taught fall and spring terms 2006.
- Women's Program and English faculty facilitated the development of a second term to the Transitions learning community. They obtained Learning Communities Leadership Team curriculum development funds to implement a term of Transitions 2 linked with WR 121 in spring 2007. This also fostered program alignment with other developing First Year experiences.
- In fall 2007 faculty added a new option to the Transitions curriculum, a College Success class for Transitions students that was linked to Strength Training for Women.

This continuous faculty work has resulted in a curriculum that provides a solid foundation for student persistence and success. This proposal seeks to further meet student needs through offering the program in a format that incorporates distributed learning. There is a need for these classes to be offered in a distance education format, online access to the program curriculum would allow students to choose the time of day or night that best supports their learning.

*Describe the resources needed:*

70 hours of curriculum development to revise Career and Life Planning CG140T from a traditional three credit class to an online class that will integrate with the remaining four credit Transitions curriculum (CG220).

*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.*

Outcomes expected:

- Increased FTE by a minimum of 2%
- Reach new populations of students
- The online format will familiarize Transitions Students with technology and with online and campus resources that are available to support their learning. Expect increased persistence and completion.

*Department Priority:*

3

*Unit Resources:*

Curriculum development will be done by a part time faculty member. Transitions lead faculty will provide mentorship and ongoing curriculum review as it is developed.

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## Carl Perkins Funding Request

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### 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*

1. CG140T
2. Lola Broomberg
3. yes

#### *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)*

*\*Career/Life Planning for Women in Transition CG140T\**

The texts to be used for the hybrid class include the books that are currently being used by the on-campus classes: Life Transitions and Career and Life Planning by Cara Di Marco.

The course will be developed from an in class experience to an online experience. Students will be provided with new instructional materials that will be made available in printed form as well as online. Eventually all materials will be available in PDF files online.

Research will be done on exploring the accessibility of Career Center resources and assessment tools which may result in additional materials & packets.

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

*\*Career/Life Planning for Women in Transition CG140T\**

Curriculum Development would take place through the Summer and early Fall of 2008. The Hybrid community learning classes will be available for student participation beginning Winter 2009.

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

Departmental instructional goals met through the curriculum development:  
Instructional goals for CG 140T include:

- Identify personal values, interests, skills, and personality styles, and understand how this relates to successful career choices
- Increase cultural competency and understand its importance in workplace and interpersonal interactions
- Utilize LCC and community resources to explore academic and career options, culminating in the development of a five-year career plan
- Recognize how learning styles impact successful progress in both academic and workplace settings, and proactively implement strategies designed to maximize the strengths of each learning style.
- Provide learner outcomes and academic proficiency by contributing to student's familiarity with academic technologies that open doors.
- Class participation will be an exciting opportunity for skills training
- Offers students the opportunity to address life transitions and career and life planning exploration through a supportive academic environment with the added freedom of being able to choose when and how they participate in their off campus/online studies.

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

\*Career/Life Planning for Women in Transition CG140T\*

- Adds a mode of curriculum delivery that will allow more students to access the Transitions program.
- Provides a hybrid version of the curriculum that other faculty can utilize

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

\*Career/Life Planning for Women in Transition CG140T\*  
30 students per section

*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.*

\*Career/Life Planning for Women in Transition CG140T\*

Special populations face multiple barriers to enrolling and succeeding in college programs. The majority of Transitions students are low income and face other barriers such as recovery from substance abuse, surviving domestic violence, long periods of underemployment, juggling family school and work, death or disablement of a spouse, homelessness, and negative past educational experiences. Many of the women who enroll in the Transitions program are single parents; many also work part or full time. Women in the program are often overwhelmed by their life circumstances, juggling children, family, trauma, loss etc. They are motivated students who know they will have greater financial security with education and training. Online access to the course would allow women to choose the time of day or night that best supports their learning and would make it possible for more women to have access to the program by reducing on campus time.

*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.*

*\*Career/Life Planning for Women in Transition CG140T\**

- An alternative learning option that has the potential to attract students who might otherwise not consider entering the program
- More accessible learning environment for students
- Accommodates students from rural areas for whom more than one trip to the college per week might be overwhelming.

*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.*

*\*Career/Life Planning for Women in Transition CG140T\**

Distributed learning cultivates sustainability because it is oriented to developing accessibility for students regardless of their capacity to access campus learning environments.

*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.*

*\*Career/Life Planning for Women in Transition CG140T\**

Students will have the opportunity to do online field research and or to visit local community resources. An overview of what has been learned by individuals will be shared with the class. Additional resources including films and videos will be on reserve in the library or in some cases can be viewed on-line. Websites focusing on current issues and offering career-oriented resources will be posted for students to access. These sites could be used as a basis for assignments and discussion.

*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.*

70

*Can this initiative be partially funded?*

No

*Partially funded curriculum development HOURS requested:*

Question Not Answered

*Explanation of effect of partial funding:*

Question Not Answered

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**Technology Fee Funding Request**